Education and Training Policy

Transitions to Tertiary Education and Work for Youth with Disabilities

Edited by Serge Ebersold

OECD

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BETTER POLICIES FOR BETTER LIVES

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Foreword

Following a previous research on disability in higher education, OECD launched in 2007 a research on transition opportunities of students with special educational needs to tertiary education and employment. The main objective of this research is to identify factors that facilitate or hinder that transition by analysing inclusive education policies, by implementing a longitudinal study focusing on pathways followed beyond upper secondary education and by analysing strategies developed by stakeholders to create effective pathway opportunities.

This volume describes pathways followed beyond upper secondary education and the facilitators or inhibitors influencing these pathways in the Czech Republic, Denmark, France, the Netherlands and Norway. It depicts the activity undertaken by respondents as well as its evolution, the ability of upper secondary schools to prepare students with special educational needs for their transition to tertiary education and to the labour market as well as to adulthood, and the supports provided when leaving upper secondary education. It also looks at the admission and support strategies developed by tertiary education institutions, and at their enabling effect and the sense of belonging gained by students. It identifies good practices for empowering young adults with disabilities to access tertiary education and employment and be part of society.

The Czech Republic, Denmark, France, the Netherlands, Norway and the United States contributed financially and technically to the implementation of the longitudinal study with technical support from the US Social Security Administration (SSA) and from the US Department of Education, Office of Special Education and Rehabilitative Services (OSERS).

The book was prepared by Serge Ebersold in close collaboration with the countries involved and with the support of Philippe Cordazzo.

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This research has been carried out under the auspices of the OECD's Education Policy Committee and the Group of National Experts on Special Needs Education and overseen by experts and representatives of the countries participating in the study. Data gathered within this longitudinal study provide new and invaluable insights on transition opportunities young adults with disabilities have beyond secondary education and within tertiary education, on types of pathways followed and on quality of supports and accommodations in secondary and tertiary education. We would like to warmly thank all the country experts who contributed to this research.

The study would not have been possible without the financial contribution and the active support of the Czech Republic, Denmark, France, Norway, the Netherlands and the United States. The technical support of the US Social Security Administration (SSA) and of the US Department of Education, Office of Special Education and Rehabilitative Services (OSERS), also contributed highly to the quality of this report.

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The longitudinal study is designed to address the lack of data on pathways taken by young adults with disabilities at the end of secondary education and thus to complete the data collected by the country reports. It does however not claim to either describe thoroughly the complexity of the mechanisms governing access to tertiary education and employment, and the wide variety of situations faced by young adults with disabilities, or to compare countries with each other. It seeks to identify the factors facilitating or inhibiting the respondents' access to tertiary education or employment, and not the factors facilitating or inhibiting access to tertiary education for all young adults with disabilities.

It builds upon a methodology devised jointly by the Secretariat and the countries concerned (Czech Republic, Denmark, France, Ireland, Netherlands, Norway, United States) but implemented according to each country's specificity. The Czech Republic, Denmark and France adopted the jointly devised questionnaire. The Netherlands preferred to focus the investigation on aspects linked to participation and transition and sought, as far as possible, to use the same questions. Norway retained all the descriptors but without wishing to cover all the agreed questions, as it felt restricted both by the time factor and certain specific aspects of the methodology described below. After analysing the data, the statistical institute undertook to ensure that, wherever possible, they were fully consistent, as will also be described in due course.

The first wave of the longitudinal study was carried out among Czech, Danish, French, Dutch and Norwegian young adults with disabilities. The second wave was implemented among French and Norwegian respondents, and data relate to the pathways followed by French respondents within tertiary education and to those followed by Norwegian respondents within the labour market.

Pathways leading to education and employment tend to be inclusive

Pathways followed after leaving upper secondary school

Fifty-seven per cent of Czech, Danish, French and Dutch young adults with disabilities who left upper secondary school in 2007 were enrolled in education, and in particular those with a psychological disorder, a musculoskeletal disorder or a sensory impairment. They were employed in 31% of cases, and especially those who had a learning difficulty or a long-term illness. Young adults who were inactive at the time of the survey (12%) in general had a cognitive impairment, multiple disabilities or a musculoskeletal disorder and were from modest backgrounds.

Access to education or employment occurred in less than three months after leaving upper secondary school in the majority of cases. This applied in particular to men, young adults aged under 20 and those respondents with a psychological disorder, learning difficulties, a sensory impairment or multiple disabilities.

Forty-seven per cent of Norwegian respondents were employed at the time of the survey, while 38% of respondents undertook education.

Transition to tertiary education, a source of inclusion

Virtually all Czech, Danish, French and Dutch young adults in education were enrolled in tertiary education. The great majority (91%) felt included within their community, while 54% thought they were fully involved and 65% said they formed worthwhile friendships. In 44% of cases, they considered they were financially independent with their resources derived essentially from wages and, to a lesser extent, from parental financial support. The great majority (82%) said they were in charge of their own lives and felt they were as able as persons without disabilities.

This sense of belonging was least apparent among young adults who were inactive at the time of the survey, as well as women and men aged over 21 and young adults with a cognitive impairment, a psychological disorder, a musculoskeletal disorder or a visual impairment. Czech, Danish, French and Dutch young adults whose parents did not gain access to tertiary education were also less inclined to think they could take an active part in society.

A transition to work for which young adults with disabilities feel unprepared

Czech, Danish and French young adults with disabilities who left upper secondary school in 2007 felt that it was hard to find employment (55%) and that their job did not really match their training (51%). They found it mainly on their own initiative or through their family. This job was as a rule their first. In 90% of cases, they worked as wage-earners in firms which usually employed under 50 people and were in the competitive private sector. Only 10% of them performed managerial or supervisory duties.

Among the Norwegians in the survey who worked after leaving upper secondary school, 40% of them had been in their job for less than a year, while 70% felt that finding work was straightforward. In 32% of cases, they had previously had a job. They worked in private-sector firms (68%) with less than 50 employees (64%) and one-third of them occupied positions of responsibility.

Poor quality support and transition strategies lead to inactivity

Almost half of the Czech, Danish, French and Dutch young adults who left upper secondary school in 2007 and were inactive sought employment, while over half of them stayed away from the job market. Two-fifths of them had previously engaged in professional activity, and all those who remained on the labour market said they were actively looking for a job. On the whole, they felt they lacked the skills required by the job market or in tertiary education and were dissatisfied with the way their school had addressed the transition issue.

Pathways followed after leaving the first cycle of tertiary education

At the time of the survey, almost half the Czech, Danish and French young adults who had left the first cycle of tertiary education had a job, while over a third were continuing their studies in the second cycle of tertiary education. They were inactive in 15% of cases.

A relatively straightforward progression within tertiary education

The majority of respondents (75%) continuing their studies felt that the transition was straightforward or very easy, while almost half of them thought that their courses matched the plans devised at upper secondary school. Over half of them worked regularly or intermittently and almost four-fifths received grants or financial assistance. Nearly two-fifths of them took out a loan to fund their studies. Two-thirds of all these students were financially supported by their parents, mainly to meet the cost of living (accommodation, transport and food). Over four-fifths of young adults with disabilities who studied in tertiary education felt it was certain or probable that they would find employment on completion of their courses.

Transition to work, a source of inclusion

Virtually all Czech, Danish and French young adults with disabilities who secured employment on completion of an undergraduate course were salaried employees. In a quarter of these cases, their working environment was suitably adapted, and in almost one-fifth of cases employers obtained support. The support and special facilities provided for these employees enabled two-fifths of them to reconcile the demands of their work with the limitations imposed by their disability, and half of them to be fully included within the firm.

Their professional activity led them to integrate and to feel fully-fledged members of society: they considered that their quality of life was entirely satisfactory (58%), that they were fully independent (54%), and that their income was entirely appropriate (46%). They said that they had the same opportunities as their colleagues (68%) and felt respected to the same extent (77%).

Virtually all Norwegian survey respondents with a job after completing tertiary education were salaried employees and two-thirds of them felt that the job corresponded to the plans drawn up during their studies. Three-quarters of them said that finding work was straightforward or very easy and almost three-fifths of them worked in the public sector. Over half of them had full-time jobs, but virtually none of them had a position of responsibility.

Transition to tertiary education, a process that may require support

Most young adults with disabilities follow human and social science courses

Out of young adults with disabilities who were enrolled in an undergraduate course, 58.5% embarked on studies at university, and particularly students with sensory, health or learning problems. For the most part, they were enrolled in human and social sciences (39.4%), especially women or those with psychological, learning or visual difficulties. In law, economics and management, the enrolment rate was 22.4%, with most of the students concerned having health or hearing problems. In two-thirds of cases, the studies chosen corresponded to the plans worked out at upper secondary school.

Norwegian survey respondents were enrolled in non-university studies (63%). They mostly took courses in social and human sciences (24%) or in education (24%), and 57% said that their studies did not correspond to the plan prepared at their upper secondary school.

While the choice of courses reflected the main interests of 32% of students and the academic ability required (also 32%), institutions were in 41% of cases chosen with due

regard for their accessibility or their reputation in the academic subject concerned. Norwegian respondents normally chose institutions on the basis of their reputation (37%) and, to a lesser extent, for their closeness to home or the family (30%).

A straightforward transition to tertiary education

The great majority (85%) of Czech, Danish and French young adults felt that access to the first cycle of tertiary education was straightforward or very easy. Two-thirds of them did not report their disability when they enrolled, mainly because they did not regard themselves as having one (45%) or because they felt there was no point (39%).

Access to the first cycle of tertiary education was also thought to be straightforward or very easy by 63% of Norwegian respondents, 61% of whom said that they did not report their disability to the institution either because they felt this was pointless or because they did not regard themselves as disabled. During enrolment their family normally supported them, especially in the case of young women.

Flexible and collaborative teaching, core factors for high-quality study conditions

Czech, Danish and French young adults enrolled in an undergraduate course worked regularly (23%) or intermittently (20%). They were also supported by their family who contributed financially, in decreasing order of support, to the cost of living (food and transport) (45.9%), the purchase of school items (37.8%), accommodation expenses (32.7%) and enrolment fees (25.6%). While proportionally more young women than young men worked (45% compared to 40%), men received more support from their parents for the payment of enrolment fees than women (27% compared to 19.3%) and were more often grant-holders (24% compared to 19%).

Among Norwegian survey respondents, 29% worked during the week and 30% at weekends, while 61% either took out a loan or received a grant.

Czech, Danish and French young adults enrolled in an undergraduate course were provided, in decreasing order of support, with specially adapted forms of teaching (33.8%), technical support (13%) or human support (13.2%). However, such assistance was apparently not often part of an inclusive ethos. Young adults stated that their institution had made its policy for those with disabilities official in a document (15%), possessed an advisory team (18%), developed awareness campaigns (9%) and had reliable methods for assessing applications (8%).

Norwegian respondents enrolled in tertiary education were provided, in decreasing order, study support or specially adapted teaching (45%), technical support (9%) and human assistance (2%).

Czech, Danish and French young adults with disabilities enrolled in an undergraduate course attributed their success in tertiary education to co-operation among professional staff (22%), well organised teaching and the flexibility of teaching practices (22%), support from the family or friends (19%) and the availability of advisers and contact persons (16.4%).

Young adults with a visual problem, a physical impairment, or cognitive, psychological or learning problems drew special attention to the importance of teaching methods in achieving success. Young adults with a psychological disorder or with several disabilities more readily attributed their success to family or friends' support, while those

with a motor impairment or a hearing problem more often emphasised the significance of regularly assessing their progress.

Students feel mostly included while studying

The majority of young adults with disabilities enrolled in an undergraduate course felt they were totally included within the academic community (51%). Their studies gave them a totally satisfactory quality of life (47.9%), full independence (46.1%), satisfactory income levels and standards of comfort (33.6%) and general contentment (39.5%). In 56.9% of cases, they also said they had the same opportunities as other students.

Norwegian respondents stated that their studies enabled them to achieve a satisfactory quality of life (58%) and live independently (56%). They were less inclined to think they could play an active part in society (47%), or to express confidence in their abilities and potential (47%) and say they could live decently (45%).

Young adults with disabilities may not feel prepared for active citizenship in secondary education

Transition strategies focus mainly on tertiary education

Czech, Danish, French and Dutch young adults with disabilities who left secondary education in 2007 said they were better prepared for the requirements of tertiary education (42%) than for work in a worthwhile job (32%). Some felt they were entirely ready for active involvement in society (30%) and to participate fully as citizens (20%). While they were confident about their chances of having reliable friends (79%), entering university (58%) or contributing to society (67%), they were less optimistic about obtaining well-paid jobs (46%) or receiving appropriate support on completion of secondary education (45%).

Chances in progression may not always be equal

Some Czech, Danish, French and Dutch young adults, and particularly those with multiple disabilities (33.3%), psychological disorders (47.3%) and cognitive impairments (27.5%), repeated a year in secondary education. However, with the exception of respondents who had a learning difficulty (47.1% compared to 51.2%), a health problem (24.5% compared to 51.2%) or a cognitive impairment (27.5% compared to 51.2%), they felt they had the same chances of progressing further as other students (62%).

In 54% of cases, Norwegian respondents left upper secondary school with the qualifications needed to enter university, and also said they had the same chances as others of progressing satisfactorily.

Support and adaptation may fail to provide students with same success opportunities

According to 29% of Czech, Danish and French young adults with disabilities, support and specially adapted provision were organised using an educational needs assessment carried out in 2006/07. For 18% of them, they were based on an individual education plan (IEP), particularly for those with a hearing problem (40%), a health problem (29.2%) or a visual impairment (20%). Among Norwegian survey participants, 18% also said they had benefitted from an IEP.

Czech, Danish and French young adults with disabilities obtained support in the form of (decreasing order) specially devised examinations (49%), human assistance (22%) (interpreters, readers, note takers, personal assistants, tutors) and technical support (10%). While these forms of help led them to perform the same tasks as other school students (38%), they were less effective in enabling the students with disabilities to fully reconcile educational demands with their particular impairment (33%) and to have exactly the same chances as others (35%).

The importance of support was noted in particular by Czech, Danish and French young adults aged over 20 who had a job or were inactive after leaving upper secondary school. Those with a visual impairment (41%) or multiple disabilities (20%) emphasised more the part played by technical support, whereas those with a motor impairment stressed to a greater extent the role of financial assistance (28%).

Respondents with a psychological disorder, a visual impairment or a cognitive impairment were more inclined than their peers to consider that support and special adaptations enabled them to combine their studies with the requirements arising from their disability. On the other hand, they were more hesitant about whether support could provide them with the same opportunities as their peers and enable them to move freely within their institution. In this respect they differed from respondents with other types of disability.

Men were generally more inclined on the whole to report that support and special adaptations led them to perform the same tasks as other students and combine their studies with the demands imposed by their disability.

As regards the Norwegian respondents, support offered by upper secondary schools comprised specially adapted teaching (80%), human support (20%) and technical assistance (18%). It enabled them to perform the same exercises as their peers in 91% of cases, to integrate socially at school (76%) and, to a lesser extent, to satisfy requirements within prescribed time limits (50%) and combine educational activities with the demands their disability made on them (54%).

Family involvement, a key success factor

Involvement on the part of the family constituted the main factor in success for 56% of Czech, Danish and French young adults with disabilities. Much less frequently noted were the responsiveness of teaching staff (21%), the flexibility of teaching methods (18%) and co-operation between teaching staff and their environment (20%). The part played by teaching was especially emphasised by young adults with disabilities who have a cognitive impairment (30%), a health problem (26%) or a visual impairment (24%), whereas the assessment of progress achieved was more often highlighted by respondents with multiple disabilities (26%) and hearing problems (26%).

The flexibility and responsiveness of teaching staff were least identified as factors in success by young adults with learning difficulties (10%), whereas the quality of assessment methods was least perceived as such a factor by young women and men with a psychological disorder (7%) or learning difficulty (8%). In addition, proportionally fewer of the latter viewed the presence of an adviser as a factor in success.

Norwegian respondents attributed their success to their own efforts (96%), the quality of the work done by teachers (60%) and, to a lesser extent, the work done by an adviser (21%).

Weaknesses in transition strategies

A transition process closely linked with courses followed

Proportionally more young adults with disabilities aged under 20, as well as those who entered the labour market after leaving upper secondary school, took courses relating to the labour market, whereas respondents enrolled in tertiary education more readily reported that they could choose courses in accordance with their main interests.

Norwegian survey respondents said that curricula included vocational training for certified professional skills, direct experience of work situations, activities preparing them for employment, and opportunities for distance learning in 46%, 42%, 36% and 36% of cases, respectively. In addition, 59% of respondents felt they were able to choose courses in line with their main interests.

Transition, an issue that is rarely addressed by schools

The transition to tertiary education and employment was addressed in 2006/07 for 57% of Czech, Danish and Dutch young adults who left secondary education in 2007. It was considered in relation to access to education and training (39%), in conjunction with access to employment or placements (51%) and with empowering those concerned (33%). According to 18% of respondents, matters associated with access to support and how support was organised were discussed, while 9% said that aspects to do with accommodation and transport were considered. Among Czech, Danish and French young adults with disabilities, 71% were either satisfied or very satisfied with the way in which the transition issue was dealt with at upper secondary school.

During the transition process, 52% of Norwegian respondents were supported. This support came primarily from family or friends, even if over half the respondents said they had been informed early on about possible options on completion of upper secondary school, and almost half felt they had been supported at school when deciding what to do. The proportions of those who believed they had gained confidence in their abilities and potential, become aware of their needs, and had learnt to dress and live independently of their parents were 48%, 47% and 59% respectively.

A lack of support beyond upper secondary education

Czech, Danish and French young adults with disabilities were not very optimistic about the quality of support offered to them when they left school: only 45% thought they had an excellent or good chance of accessing appropriate support at this stage. The study reveals here that 32% of Czech, Danish, French and Dutch respondents were supported after leaving school in 2007; 29% felt that support was fully appropriate to their needs and 34% that it was partially appropriate. In 46% of cases, they had to renew their application to obtain support on leaving upper secondary education, especially if they entered tertiary education or were inactive. This initiative improved the quality of support in 31% of cases and reduced it in 15%. Discontinuance of support was referred to by 13% of those surveyed, while 41% said there was no change.

Families were the prime source of social support for 81% of survey participants on leaving school, and especially those aged over 21 or who had a job. Support was forthcoming far less often – in just 25% of cases – from social services whose work was considered appropriate by 17% of respondents, or – in 19% of cases – from services for assistance with transition or guidance for employment, whose support was judged

appropriate by 12% of those surveyed. It should be noted that 26% of respondents who did not receive support claimed that support from social services was necessary, while 14% did so with transition services. Support from family was considered appropriate in particular by young adults who entered work, mainly because the family played a key role in the work they accessed.

Pathways followed increased respondents' inclusion since the first wave

Including employment issues in education, a key factor for inclusion

French respondents to the second wave were enrolled in education in 64% of the cases, worked in 23% of the cases and were inactive in 13% of the cases. Nearly half of them feel better included since the first wave and one-third of them consider that their financial situation has improved. This may be related to their increasing access to tertiary education. French respondents changed indeed activity in 30.8% of the cases and most of those who worked or were inactive during the first wave moved on to tertiary education, while 25.3% of the respondents enrolled in tertiary education during the first wave entered work (17.4%) or were inactive (7.9%).

Norwegian survey respondents worked in 53.1% of the cases, were enrolled in education in 27.9% of the cases and were inactive in 19% of the cases. Their situation has changed less than that of French respondents: only 17.8% of them changed activity since the first wave and respondents remained employed in 42.2% of the cases, in education in 23.8% of the cases and inactive in 13.6% of the cases. Their financial situation improved in 38.4% of the cases, deteriorated in 30.8% of the cases and was stable in 30.8% of the cases.

However, in both countries, persistent inactivity has a strong disaffiliation effect. Those respondents who were or stayed inactive during the second wave felt restricted in their participation opportunities, had a low level of economical and social independence and complained about a bad quality of life. By contrast, those who were working or entered work felt included, especially if they had appropriate working conditions such as part-time opportunities and gained access to the needed support and accommodation at the work place.

The second wave of the longitudinal study stressed therefore the importance to include employment issues in the transition strategies of schools and tertiary education institutions. It suggested also that these strategies should be jointly implemented by stakeholders from the tertiary education sector, by employment services providers and employers and aim at individuals' inclusion in the work place beyond solely their placement.

Pathways within tertiary education depend on students' ability to compensate weaknesses of admission and guidance strategies

French respondents who were enrolled in tertiary education during the second wave followed undergraduate courses in 63% of the cases and 37% followed graduate courses, especially in human and social sciences (24%) and in business, economy and management (24%).

In fact, pathways followed by French respondents enrolled in tertiary education between the first and the second wave tend to depend on their ability to compensate the deficiencies due to universities and colleges' weak disability policies. These policies tend

to lack fostering an inclusive ethos making openness to diversity one of its goals and pedagogical, social, psychological and physical accessibility a component of the institution's culture. As a result, the quality of support may mainly rely on professionals' good will and disability support services may understand guidance and support as a help needed instead of considering it as a means for empowering students to be independent and to be involved actively in the process. They may also fail in connecting their guidance strategies with the gaps students may have to overcome during transition periods within tertiary education and to develop links and partnerships both with stakeholders of the university and those external to the universities that may be needed to smooth pathways within this transition period.

As a result, students' pathways within tertiary education depend on parents' involvement and those respondents who participated in the second wave are more likely to attribute their success within tertiary education to skills acquired during the courses (55%), and to family support (40%) than to information provided on courses and on employment options (26%) and to supports and accommodations (15%). Their pathways may also depend on their ability to struggle for quality of support or to receive extra support from NGOs for people with disabilities as well as from non-disabled students.

Professional pathways in the labour market linked with the firms' recruitment strategies and the quality of accommodation provided

Norwegian respondents to the second wave who were working during the second wave had the same employment in 60% of the cases. Finding a job was easy in 71% of the cases and the training course followed played a role in 57.7% of the cases while work experience mattered in 51.3% of the cases. Norwegian respondents who worked during the second wave tend to obtain a sense of belonging from their work experience. They feel included in their job in 65% of the cases, have satisfying income in 58% of the cases, feel independent in their life in 46% of the cases and consider having a good quality of life in 62% of the cases.

According to data gathered, professional pathways may depend on the rationale underlying individuals' recruitment. Those Norwegian respondents recruited full-time due to their qualification seem to have less bumpy professional pathways than those who were recruited due to their work experience and accessing tertiary education appears therefore to be a key factor in terms of employment. Those working full-time tend also to have more inclusive professional pathways than those who work part-time and, while working part-time may be a key factor for accessing employment, it may also be a source of financial and social vulnerability, especially when supports are lacking both for individuals and employers.

Professional pathways may also depend on firms' willingness to accommodate workplaces and to provide support. Large firms or those belonging to the public sector tend to be more receptive to diversity issues and provide disabled employees with appropriate working conditions than small firms or those belonging to the private sector depending on the type of activity. Indeed, both data gathered and case studies show that some type of activities such as IT may offer better accommodation opportunities than others.

Chapter 1

Analysing transition: Conceptual framework and indicators

Access to tertiary education may be difficult and even a source or failure for young adults with disabilities, especially for those having learning disabilities, behaviour disorders or emotional disorders. The longitudinal study therefore identifies pathways followed by a cohort of young adults with disabilities who left secondary and tertiary education in 2007 and complements data gathered within country reports and case studies. It focuses on teaching and support practices' ability to empower young adults with disabilities to move on to tertiary education and to the labour market and, more generally, into adult life, as well as to progress within tertiary education and employment. It also captures the conditions governing access to employment and job retention, as the increase of the number of students with disabilities is only imperfectly pictured in terms of access to employment. It hereby aims to consider the mechanisms preventing young adults with disabilities from being inactive at the end of secondary and tertiary education and from the resulting exclusion that they may be exposed to.

Transition, a vector of equity

Access to tertiary education and employment cannot be reduced either to the extension of education or to the entry into the labour market. This study considers it as a process that often begins before the end of schooling and that goes beyond access to tertiary education or entering the job market and through which personal and social identities as well as patterns of belonging are built up (Renault, 2004; Honneth, 2000; Ricoeur, 1990).

Transition, a process rooted in performing an activity

The transition process, of course, cannot be dissociated from the activity that young adults with disabilities are performing at the end of the course. Access to tertiary education is a major condition for accessing employment and, correspondingly, to social inclusion, as it shapes the living conditions and determines the various forms of recognition that may be linked to it. The survey "life history and construction of identities" conducted in France shows that 40% of those surveyed will quote "trade, employment status and education" at least once among the three main components of their identity and 7% choose it as the first component of identity (Garnier and Meda, 2006).

While the exercise of an activity is a source of belonging, it is not in itself synonymous with citizenship. The rates of access to employment or tertiary education do not tell anything on the social implications of these activities nor on the meaning they have for people in terms of personal development and social inclusion. Every citizen has the right to education and work, but the single fact of having access to tertiary education and employment does not guarantee the effective enjoyment of this right unless support measures promoting equal treatment are implemented. As young adults with disabilities are more likely than the average to be at risk of failing in tertiary education and of getting jobs that are hard to capitalise for their professional life, they are overexposed to unemployment and forms of exclusion that may be linked to it (Burchardt, 2005; Wagner and Blackorby, 1996; Luecking and Mooney, 2002; OECD, 2003a).

It is therefore important to look at the forms of participation offered by the activity in relation to the type of business involved or the type of curriculum followed, the characteristics of the company or tertiary institution (sector of activity, type of study, type of curriculum) or the conditions in which the activity is performed, taking into account its intensity (full- or part-time, number of hours worked) and sustainability (stable or precarious employment).

It is also necessary to apprehend the conditions of participation by considering the potential supports and accommodations for combining rhythms and social life and for progressing in the activity in the same way than peers having no impairment or learning disability. Indeed the difficulties students with disabilities may experience for balancing school or employment with the requirements of their impairment are the main brakes to academic success or job retention. In addition, difficulties that may exist for having a professional activity in parallel with studies may constitute barriers to access to employment after training especially in countries like Denmark or Norway, where most students are in employment alongside their studies.

Transition, a process rooted in the enabling effect of the educational and social environment

Understanding the mechanisms that govern access to higher education and/or employment can also not be dissociated from the enabling effect of the educational environment in which the young adult is immersed as well as from those factors that influenced routes and paths at the end of schooling. The transition process thus depends on the students' school career as it can be shown in particular by the type of schooling, the chances of access to tertiary education being better when students are educated in mainstream education than when they are not (Burchardt, 2005; Wagner *et al.*, 2006).

Considering the role of educational environment in pathways followed by young adults with disabilities also supposes looking at factors related to success at school or university. For so doing it is necessary to check knowledge and acquired skills, graduation and type of degree obtained, and access to tertiary education as employment is in many ways dependent on the obtained graduation. But if the possession of an upper secondary diploma is becoming the standard among OECD countries, this is not the case for students with special needs whose lack of access to the second cycle of secondary education does persist even if the situation is improving (OECD, 2007). Moreover, the chances of young adults with disabilities in secondary education to be successful are lower than for other young adults. In the United States, for example, despite progress, young adults with disabilities are twice as likely as their non-disabled peers to interrupt their schooling, particularly when they have learning disabilities or behavioural disorders (NCSET, 2004; Wagner *et al.*, 2006).

Considering the role of educational environment in pathways followed by young adults with disabilities also requires capturing the different dimensions related to schools' accessibility and, more particularly, to resources and means mobilised to enable high school students and students in tertiary education to be on equal footing with their peers in terms of success and future. It is important to take into account the place given to disability and, more generally, to diversity, as conditions of schooling and education in tertiary education are largely dependent on the strategies developed by schools to promote an inclusive ethos likely to make that admission and success of students with special needs becomes everyone's business (OECD, 2011).

It is also important to analyse the strategies developed for promoting the individualisation of teaching and curricula, for implementing adaptations and providing appropriate support meeting student's rhythms and needs and facilitating their inclusion into the school community. Their investment in the class and their motivation to learning and achieving depends more than for any other student on the forms of support to which they have access and the identity capital they can acquire (OECD, 2007; McIntosh *et al.*, 1993; Coté, 1996). Indeed, it is not uncommon for young adults with disabilities to feel too isolated, especially when the lack of Braille books or adapted teaching materials substantially increases their workload and contributes to making it more difficult to combine studies and work and isolates them from other students.

Therefore capturing the dimensions referring to the quality of the learning environment also requires considering means provided to young adults with disabilities to have equal opportunities and to be on equal footing with other young adults. The analysis in this regard may be interested, for example, in the opportunities provided by adaptations and supports related to school or tertiary education for performing the same tasks as other students, reconciling the demands of the curriculum with the requirements of disability and articulating the schooling rhythms with family and personal rhythms. It may also

consider the dimensions referring to the preparation for tertiary education and/or employment resulting, for example, from articulating the personal project of schooling with a project of transition, the existence of educational programmes offering knowledge of the labour world with a professional experience and the existing support for choice and planning.

Focusing on information and guidance to the detriment of preparing an individual programme and coaching may generate for young adults a feeling of isolation. This is especially the case when the distance from home deprives them of this informal support that allows to alleviate difficulties of access to housing or transportation or those caused by pedagogical inaccessibility of the school system or by lack of co-operation between the different actors involved in the transition process. Such a choice ends in delegating to the young adult the responsibility of the effectiveness and quality of the transition process. This involves the risk of using the young adults' families as the main drivers of the transition to tertiary education, while the families, though being facilitators in many points, may also be a barrier to the desire for independence of young adults with disabilities and to the usual requirement of autonomy of tertiary education as well as of the labour market (Wagner *et al.*, 2006; Ebersold, 2005, 2011).

Transition, a process requiring continuous and consistent pathways

The transition process also depends on the continuity and consistency of the route followed by the high school student or university student and, in so doing, on the factors of discontinuities that may lead young adults with disabilities to accumulate educational and professional experiences difficult to capitalise and socially disqualifying (Ebersold, 2001; Wagner *et al.*, 2006). The risk of occupational and social marginality is, in many countries, proportional to the length of the period of inactivity at the end of schooling. It is therefore useful to consider the dimensions influencing the duration of the transition period separating the end of secondary or tertiary education from the undertaken activity. These dimensions include access to information, to formal and informal support, to systems of compensation, to the pursuit of activities that can be capitalised during the transition period and their impact.

This shows why examining the consistence and continuity of the routes implies, for example, to analyse the existence and impact of strategies developed, on the one hand, in secondary education to prepare students to cope with new social roles assigned to them and, on the other hand, in tertiary education to encourage them to report their special educational needs. Indeed, the period after the second cycle of secondary education is an era of change confronting the student with a set of more or less marked metamorphoses which govern the opportunities for personal development as well as professional and social inclusion. Some of them, such as for example the growing desire for autonomy or the acceptance of social roles that are specific to tertiary education and to the world of employment are common to all young adults. Others are specific to young adults with disabilities and it is not uncommon that changes in the definition of disability and new eligibility criteria specific to the transition to adulthood are major sources of discontinuity: in most OECD countries, students with a specific learning disorder, when becoming adults, are no longer considered as persons eligible for support to access employment (OECD, 2011; Powell *et al.*, 2008). In a number of countries, the obligation of accessibility imposed on tertiary institutions and employers is dependent on a request made by the students themselves and access to supports and accommodations now depends on their ability to disclose their needs, to ensure that the latter are identified in terms of their curriculum and to inquire about offered supports and facilities. Some,

especially those with a specific learning difficulty or a mental health issue do not want to report it because they fear the consequences of such disclosure or because they do not consider themselves as having a disability.

But pathways to tertiary education do also face bottlenecks and bifurcations that may have a disabling effect. These bottlenecks or bifurcations are related to the partitioning between general education and vocational training, often causing students to be deprived of any possibility to access tertiary education (OECD, 2000; Dewson *et al.*, 2004). They also arise from the modes of articulation between what is the responsibility of the education system, that is to say, the educational rationale that drives educational adaptations, and the medical rationale governing the compensation of disability for which the sectors of health or the social and medico-social sector are responsible; the articulation of the funding systems is an additional difficulty (Dee, 2006; Ebersold, 2011). They may gradually exclude those who are not entitled to the support provided for adults from any social and vocational support with the risk of being permanently marginalised (Caton and Kagan, 2006; Newman *et al.*, 2009). Thus, considering the continuity and coherence of the routes requires questioning the synergies created between the different actors involved in the transition process for building bridges between the different sectors and levels of education as well as between education and the labour market. It is also necessary to scrutinise the forms of co-operation established between school and tertiary education systems.

These synergies create links by which the different stakeholders gain a common understanding of the transition process and build up their agreement on its quality and on the methods of co-operation to be developed. All together these become a collective social capital that may offset the potential negative effects of personal biographies and socio-economic contexts (Lecoutre, 2003). Considering the continuity and coherence of the pathways also requires to look at the family's involvement, the latter affecting the student's academic performance and social inclusion. The involvement of the family strengthens the student's attendance and enrolment in school dynamics, improves academic achievement, and correspondingly reduces the risk of drop-out and failure (Henderson and Mapp, 1994; James and Partree, 2003; Simon, 2001; Catsambis and Garland, 1997; Lamorey, 2002; Harry, 2002). This involvement of the family also helps lessening the impact of the lack of links between funding sources, overcoming the contradictions that may exist between various laws and rules, filling possible gaps between the different sectors involved in the transition process (Ebersold, 2005).

Transition, a process anchored in its affiliation effect

The transition process depends on the affiliation effect of pathways, particularly in terms of opportunities given to young adults to have equal participation, that is to say, to consider themselves as being as respectable and worthy as any other person (Fraser, 2005). Indeed, the various dimensions that underpin social participation are not an end as such, but a source of social bonds that allow people to consider themselves as persons with capacities, driven by a sense of being. In this regard, discontinuities are not just obstacles, but reveal the stigma that affects those with impairments and as such they are an integral part of the process producing disability. They transform the multiple dimensions governing access to tertiary education or employment in as many events revealing disability and may hamper those concerned and their families in their representation of themselves. Just like a rasp, these discontinuities erode the representations that individuals have of themselves and may transform the will for being and belonging into a factor of social disillusion and de-realisation of the self that

withdraws their ability to see themselves as having equal value compared to others (Ebersold, 2007a). This may make them vulnerable in their relationship to themselves and deprive them of this self-confidence and self-respect which allow to consider oneself as the subject of one's own future (Ebersold, 2005). Thus, understanding the mechanisms governing transition to tertiary education and to employment requires grasping the possibilities and forms of affiliation offered by the strategies developed throughout the process by the stakeholders that are involved in it.

This affiliation effect is probably to be found in the various dimensions that contribute to the individual's economic and social independence, particularly in terms of housing, access to leisure time activities, involvement in organisations and social life, income and resources. This economic and social independence is a component of one's identity and a major symbol of capacity as it offers the opportunity to participate in the same activities as everyone else, to have adventures in common with others and to have exchanges included in dynamics of reciprocity in which words, representations and practices can be shared and discussed. It anchors the access to public space in a common action which confers a narrative capacity, an ability to speak of oneself in another way than just related to a body that looks strange and different, to think of oneself in relation to the others and to have access to this form of self allowing for thinking oneself as another one (Ricoeur, 1990).

This affiliation effect is also to be found in the ability given to students to seize the transition periods for acquiring those skills and competences that will enhance their chances of professional and social inclusion, of becoming self-confident and aware of the expectations placed upon them as well as considering that they are able to cope with the changes and requirements that may be related to these changes (Shaw, 2007; Jones, 2002). The capacity of planning is, in this respect, an essential dimension: the ability to see a future for oneself is a key component of any transition process. It is well known how difficult it is for students in upper secondary or universities to make choices when these choices do not allow them to decide, to act and take on responsibilities for themselves and for the community. It is particularly difficult to engage in a process as a full partner when you feel unable to cope with a variety of situations for fear of the obstacles to be overcome (Antonowski, 1998).

In addition, some studies on socio-emotional training suggest that young adults involved in the coaching process, participating in planning activities and encouraged to speak up, show a greater sense of organisation, are better able to advocate for their interests and have a greater capacity of self-determination than those who do not have such involvement (Edelman *et al.*, 2004; Larson, 2000). Therefore, it is appropriate to have a look at the poles of certainty available to young adults for learning how to build themselves up, to consider their future and assume a moral responsibility, for acting in a changing world and accepting the changes in situation and status and for taking on new identities (Ebersold, 2007b). All of this requires to look at people's decision-making autonomy and the capacity for action they are offered by available information, existing possibilities of choice as well as their possibilities of involvement in the process and their ability to make informed plans for their future (NASET, 2005).

This ability depends on the cultural capital, knowledge, skills and qualifications acquired in tertiary education, strengthening, for example, the capacity to cope with the growing forms of transition caused by job insecurity and individualised pathways (OECD, 2003a, 2003b, 2006, 2008). It also depends on the social capital available to the students, their family and friends constituting in many ways the resources allowing to

compensate for the absence or lack of support and adaptations and to ensure the continuity of the curriculum or the quality of support (Ebersold, 2005, 2008). This ability also follows from the identity capital that students have in so far as access to support and good adaptations in tertiary education often requires a good knowledge of the student's educational needs, and a positive relationship to oneself. Without this, it is difficult to meet the requirements of admission strategies that are often based on the ability of self-legitimacy and the ability to negotiate the shape of the support and the conditions featuring study and work (Florian and Rafal, 2008; Ebersold, 2011; Coté, 1996). This ability also depends on the opportunities given to young adults to transform the resources they have access to into competences and functional capital enabling them not only to perform the same tasks as the others, but also and perhaps above all, to consider themselves as having skills that are useful for the society and as being able to take their share of personal and collective responsibility in its development.

This affiliation effect also lies in the sense of belonging experienced by young adults with special educational needs in contact with others, especially with professionals. Indeed, access to tertiary education and access to employment marks the entry into spaces of coexistence that are not only physical but also symbolic spaces because they highlight the forms of recognition underpinning notably the relation to oneself and to the others (Honneth, 2000; Flahaut, 2002).

This sense of belonging depends on the quality of life that people experience and existing studies in this area show the importance of this dimension in living together and in the representations that people have of themselves. It is also conditioned by the recognition that is at stake in relationships with friends and family, as relationships strengthen the possibilities of access to public space and the chance of having a social enrolment (Pan Ké Shon, 2003). But this circle of relationships will only be a vector of social recognition if it involves citizens having a moral right to receive recognition together with the advantages that are linked to it and therefore encourages them to think of themselves as being in a relation of interdependence and reciprocity with others that allows them to tell what they do and who they are.

This sense of belonging is also related to the sense of belonging experienced by the students in contact with other people, especially with regard to signs of social respectability and esteem that are shown to them and that place them on an equal footing of participation (Fraser, 2005). All these are factors encouraging to consider the cognitive, emotional, ethical, social and physical skills acquired by young adults for developing this sense of belonging that is needed for achieving an equal interaction with others (Eccles and Gootman, 2002; Roth and Brooks-Gunn, 2003).

The longitudinal study is therefore based on a perspective that sees the transition as a process specified by the exercise of an activity that is a source of affiliation and social recognition, conditioned by the enabling effect of the educational environment and by its ability to protect potential pathways. This perspective links the quality of the transition process to the ability of the education system to be equitable in terms of access, treatment, success, future and autonomy.

Descriptors of transition

Therefore the longitudinal study organises data collection and analysis around specific descriptors for each level of equity as shown in Table 1.1.

Table 1.1 Conceptual framework for analysing transition

Equity level	Equity in access	Equity in terms of treatment	Equity in terms of success	Equity in terms of prospects	Equity in autonomy
Descriptors	Participation	Accessibility	Performance	Transition	Affiliation
Main indicators	Participation in employment or education Forms of participation Conditions for participating Suitability of the activity	Level of physical accessibility Level of pedagogical accessibility Level of social accessibility Level of psychological accessibility	School or university graduation Preparation to professional life Preparation to continuation of education	Ease of transition Models of transition Continuity of the path Quality of supports linked with success Development Synchronisation of social activities	Economic and social independence Capacity of Projection into the future Level of empowerment Level of inclusion

The descriptors detailed in Annex C consist in:

- A descriptor of **participation** that links the quality of the transition process to the ability of secondary and tertiary education to protect the students with disabilities from inactivity and marginality. This describer shows the respondents' particular situation as to employment and social life and may include indicators referring to the performed activity, to forms and conditions of participation offered by this activity as well as to its suitability to the students' expectations and profiles.
- A descriptor of **accessibility** that refers quality to the degree of responsiveness of schools and tertiary education. This describer considers, among other things, the level of physical, pedagogical, psychological and social accessibility of the settings, regarding adaptations and support and their relevance to the students' needs and their ability to place them on an equal footing with their peers.
- A descriptor of **performance** which relates the quality of transition programmes to the resources and means mobilised for enabling high school students to succeed in their studies and be equipped for tertiary education and professional life. This describer considers notably such factors related to success at school or university and to the preparation for working life or further education.
- A descriptor of **transition** linking quality to the continuity and consistency of the route followed by the student. This describer captures those elements that refer to the ease of transition, to transition models, to the continuity of the route and the role played in this regard by supports dedicated to the issue of transition as well as to arrangements facilitating the synchronisation of social activities.

- A descriptor of **affiliation** that links the quality of transition programmes to the abilities acquired by high school and college students and the parity of participation that emerges from it. This describer considers among others the level of the students' economic and social independence, their ability to project into the future, their level of empowerment and inclusion.

These descriptors have been used for developing the questionnaire that was distributed in two waves to a sample of young disabled adults registered in the last year of high school and in the first cycle of tertiary education in 2006/07. The first wave looks at the situation of the respondents at the end of secondary education and after three years of tertiary education; the second wave identifies the evolutions and dynamics influencing their route one year after the first wave of data collection.

The first wave of this longitudinal study involved young adults with disabilities from the Czech Republic, Denmark, France, the Netherlands and Norway, whereas the second wave only involved the French and Norwegian students. The longitudinal study does not claim to describe in detail the complex mechanisms governing access to tertiary education and employment or the diversity of the situations of all young adults with disabilities; it also does not aim to compare countries. It aims at identifying the factors that facilitate or hinder respondents' access to tertiary education or employment on the basis of a methodology that was designed jointly by the Secretariat and the correspondents of the different countries.

The report describes first the situation of young disabled adults at the end of secondary education and captures, as a second step, the conditions for studying in the first cycle of tertiary education. In a third step it considers the preparation work achieved during secondary education and, in a fourth step, it looks at the way in which the issue of transition was tackled in secondary and tertiary education. In a fifth step it apprehends pathways followed by respondents since the first wave in France and in Norway. The details of methodology and the profile of respondents are presented in Annex A and B.

This report includes data from the longitudinal study as well as elements from case studies conducted in France, Ireland, Norway and the United States. It was written by Serge Ebersold in collaboration with Philippe Cordazzo.

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Chapter 2

Young adults with disabilities tend to feel included

Young adults with disabilities who left upper secondary education in 2007 mostly moved to tertiary education and to a lesser extent to work. Their access to tertiary education was quite straightforward and a source of inclusion in their community, although most of them do not feel financially independent, especially when coming from a low socio-economic background. Access to employment was difficult for most young adults with disabilities who entered work; many of them feel unprepared to enter the labour market and have had to rely on their parents' support to do so.

Those who are neither in education nor in employment feel on the whole that they lack the skills required for both the labour market and tertiary education, they are dissatisfied with the way their school addressed the transition issue and tend to feel excluded from society.

Beyond tertiary education, young adults with disabilities mostly entered the labour market and progressed to a lesser extent within tertiary education. The latter consider on the whole that their progression was quite straightforward and that their courses match with the plans devised in upper secondary education. Those who secured employment are mainly salaried employees and consider that finding a job was relatively easy and tend to feel fully included although their income and quality of life may not always be satisfying.

Access to tertiary education or to employment is a key factor preventing young adults with disabilities from exclusion. It increases employment opportunities, particularly as the level of education is rising among the general population, while access to employment provides social and financial autonomy as well as inclusion (OECD, 2011). The Irish report on case studies describes for example the case of a student believing that his participation in tertiary education has improved his employability, self-confidence and sense of self-efficacy and depicting now himself/herself as capable instead of disabled (Phillips and Clarke, 2010). Case studies reported by the United States clearly show that transition to tertiary education and to work impacts on the conception families have about their child's ability to live independently and to work (NSTTAC, 2009).

This chapter reviews therefore the situation of Czech, Danish, French and Dutch young adults with disabilities who left upper secondary school in 2007 and describes the activities they undertook, their level of affiliation, and observable dissimilarities with respect to their socio-demographic characteristics and the prevailing rationale in the countries concerned. It then describes the situation of those surveyed who left the first cycle of tertiary education. Given the number of those concerned in this position, the present account will be less detailed than in the case of young adults who left upper secondary education in 2007. Besides the situation of Czech, Danish, French and Dutch young adults, the chapter also describes as far as possible that of the Norwegians who were surveyed.

Most young adults with disabilities entered tertiary education on completion of upper secondary education

As shown in Table 2.1, 57% of the 833 Czech, Danish, French and Dutch young adults with disabilities who left upper secondary school in 2007 and participated in the first wave continued education or training and nearly all of them entered universities and colleges in Denmark (97.1%), France (91%) and, to a lesser extent, the Czech Republic (84%). From those who are not in education, 31% entered work and 12% were inactive.

In France and Denmark, they are more often undertaking education or training (80% and 72% respectively) while they are more often entering work in the Netherlands (42%). In the Czech Republic, where a *numerus clausus* (maximum number of entrants) restricts access to tertiary education, they are over-proportionally working (48%) or inactive (19%).

Out of the 195 Norwegian respondents, 47% had a job and 38% continued education or training, while 15% were inactive.

In most cases (72.3%) Czech, Danish and French respondents moved on to tertiary education or work less than three months after leaving upper secondary school and Czech young adults with disabilities were less likely compared to their peers to do so (53%). This may be related to the fact that access to tertiary education was smoother than to work: 51% of those working indicate having accessed work quite rapidly compared to 83% for those in education (see Table E.1). This may also be due to the fact that the transition between upper secondary and tertiary education may happen at a later age in some countries such as Denmark and Norway, due to time spent in the labour forces for example indicated by a Norwegian interviewee who travelled abroad and worked for a year before starting university (Legard and Aargaard Terjesen, 2010).

Table 2.1 Activity of respondents who left upper secondary education during the first wave (%)

	Czech Republic	Denmark	France	Netherlands	Total
Education	33.0	72.0	80.0	46.0	57.0
Employment	48.0	19.0	13.0	42.0	31.0
Inactivity	19.0	9.0	7.0	12.0	12.0
Total (p<0.0001)	100.0 (n=268)	100.0 (n=95)	100.0 (n=293)	100.0 (n=177)	100.0 (n=833)
Norway					
Activity of Norwegian respondents					
Employment					47.0
Education					38.0
Inactivity					15.0
Total					100.0 (n=195)

Peter has mainly had a good experience with accommodations made in school and at the university college, and he and his family have been very proactive in planning the transition from one educational level to another and in using support services and accommodations along the way. Peter uses a wheelchair, lives by himself, has a 24-hour self-managed personal assistance scheme and drives his own specially adapted car. All of these means of assistance are publicly financed or subsidised.

After graduating from the university college, Peter became ill and underwent medical rehabilitation. During his rehabilitation period, he sent out a few job applications without any luck. He also worked for some weeks as a telemarketer, but he felt over-qualified and decided to quit. Due to his unemployment, Peter was offered vocational rehabilitation and received an offer to attend a supported employment labour market programme at one of Norway's largest companies; he accepted. Today, he is employed in the same labour market programme that he attended.

Peter thinks that positive but realistic thinking, flexible support services such as having his own car and personal assistants, and his own desire to be employed have led him to where he is today. After interviewing Peter, we also talked to his mother and the director of the labour market programme.

(Legard and Aargaard Terjesen, 2010)

Transition to tertiary education and to employment varies depending on the type of disability. Proportionally more Czech, Danish, French and Dutch young adults with disabilities who continued education or undertook education on leaving upper secondary school had a psychological disorder (12.1%), a musculoskeletal disorder (14.9%) or a sensory impairment (10.9%). Proportionally more respondents who entered work had a learning difficulty (41.2%) or an illness (18.7%) while those who were neither in education nor in employment are more likely to have a physical impairment (21%), a cognitive impairment (12%) or multiple disabilities (12%).

Table 2.2 Activity pursued on completion of upper secondary education, by type of disability (%)

	Employment	Education	Inactivity	Total
Cognitive impairment	9.1	4.2	12.0	6.8
Psychological disorder	9.1	12.1	9.0	10.7
Learning difficulty	41.2	38.5	27.0	37.9
Motor impairment	8.7	14.9	21.0	13.7
Health problems	18.7	14.4	14.0	15.8
Sensory impairment	7.8	10.9	5.0	9.0
Multiple disabilities	5.4	5.0	12.0	6.1
Total	100.0 (n=258)	100.0 (n=471)	100.0 (n=104)	100.0 (n=833)

Note: p=0.0000

The duration of pathways also varies depending on the type of disability. Proportionally more persons with a psychological disorder (75%), a sensory impairment (72.4%) or a learning difficulty (71.9%) entered tertiary education or employment less than three months after leaving upper secondary school.

Gender and age also have an impact on the duration of pathways to tertiary education. Men (70.7% as against 64.7% of women) and young adults aged under 20 (75.8% compared to 60.7% of those aged 20 and over) gained access to tertiary education or employment less than three months after leaving upper secondary school.

Table 2.3 Access to tertiary education or employment in less than three months by type of disability, gender, age, and by educational level of parents of Czech, Danish and French respondents (%)

Type of disability (p=0.000)	
Cognitive impairment	62.5
Psychological disorder	75.0
Learning difficulty	71.9
Motor impairment	65.6
Health problems	59.8
Sensory impairment	72.4
Multiple disabilities	72.4
Total	69.7
Gender (p=0.000)	
Female	64.7
Male	70.7
Age (p<0.0001)	
Aged 20 and over	60.6
Aged under 20	75.8
Education level of the parents	
Father (p=0.0001)	
Elementary	68.3
Secondary	62.9
Tertiary	74.4
Mother (p<0.0001)	
Elementary	48.6
Secondary	64.4
Tertiary	78.0

Those respondents with a favourable socio-economic background have better transition opportunities to tertiary education. A higher proportion of Czech, Danish, French and Dutch young adults with disabilities who moved on to education have parents who accessed tertiary education, while the parents of those who entered work over-proportionally attained secondary education only. Those who are neither in education nor in work tend to have under-qualified parents (see Annex E). Their pathways were also more straightforward. Young adults with disabilities whose father or mother had a tertiary education qualification were more likely to gain access to tertiary education or employment less than three months after leaving upper secondary school.

Most respondents feel more included in society than financially independent

It is essential to consider the scope for social participation and financial independence. The social links vital to social and professional inclusion can be forged by being able to take part in social activities and devote leisure time to one's main interests. Friendly social relations very often provide an opportunity for outings, discussion and cultural activities and lead to emotional ties conducive to the open statement of feelings or facts which one dare not or could not express to others without risking scorn or reprimand. Family relations also offer emotional bonding that conditions access to tertiary education and employment. By receiving support and being able to help others, it is possible to base friendships and family relations on principles of give and take through which the interpersonal environment becomes a foremost source of recognition.

This section therefore looks at associations in which those surveyed were involved, as well as their friendships and pastimes. It also examines their perception of family life and opportunities for professional fulfilment and taking an active part in social life. The questionnaire further considered their financial resources, their degree of financial independence and the possibilities they thought were open to them for taking out loans, as compared to persons without disabilities.

Young adults with disabilities feel involved in the community

Czech, Danish, French and Dutch young adults with disabilities who left upper secondary school in 2007 felt included within their community in 91% of cases. The proportions of those who judged they had good friendships and could take part constructively in all activities of interest to them were 65% and 54% respectively. They were a little less inclined to feel that they were entirely happy in their family environment (47%), that they could devote leisure time to their interests (47%) or help others (34%), and that they were professionally successful (33%).

Dutch respondents were more inclined to consider that they did well professionally (59%), whereas Danish and French respondents more readily felt that they have a happy family life (57% and 60% respectively).

Among Czech, Danish, French and Dutch respondents who left upper secondary school in 2007, 37% were members of sports associations, 16% were members of associations for persons with disabilities or of activist groups, and 11% belonged to trade unions or political parties. Proportionally more Danish young people with disabilities joined trade unions or political parties (46%), whereas the French and Dutch were more likely than respondents on average to be members of sports associations (61% and 40% respectively).

Table 2.4 Affiliation opportunities and participation in community life (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Netherlands (n=177)	Total (n=833)
Affiliation opportunities (p<0.002)					
Can take part in all activities	53.0	46.0	53.0	59.0	54.0
Good friendships	62.0	58.0	72.0	66.0	65.0
Happy family life	39.0	57.0	60.0	38.0	47.0
Professionally successful	21.0	26.0	31.0	59.0	33.0
Can help others	26.0	14.0	44.0	42.0	34.0
Leisure time is devoted to main interests	49.0	35.0	50.0	46.0	47.0
Participation in community life (p<0.0001)					
Associations of persons with disabilities or self-help groups	19.0	20.0	19.0	7.0	16.0
Trade union organisations or political parties	4.0	46.0	5.0	8.0	11.0
Charitable organisations	4.0	12.0	14.0	10.0	9.0
Sports clubs or associations	24.0	39.0	61.0	40.0	37.0

Norwegian respondents felt that they were very active or active members in 73% of cases. Among them, 68% were members of an organisation or an association. For 29% of them, this meant a professional association, while 15% were members of sports associations and 13% belonged to associations for persons with disabilities or self-help groups.

Table 2.5 Participation of Norwegian respondents in associations (%)

Professional association, trade unions or political parties	29.0
Religious association	11.0
Sports association	15.0
Student associations	10.0
Humanitarian associations	9.0
Associations for persons with disabilities or self-help groups	13.0
Cultural associations (music, choir, arts, theatre)	5.0
Interest groups or local action groups	5.0
Human rights associations	11.0
Other organisations or associations	20.0
No participation in associations	32.0

Young adults with disabilities may not often feel socially and financially independent

Respondents are less likely to feel socially and financially independent than to have friends. Czech, Danish, French and Dutch survey participants who left upper secondary school in 2007 were financially independent in 44% of cases, especially in Denmark (73%) and the Czech Republic (57%). Their financial resources came, in decreasing order, from wages (38.6%), financial support from their parents (31.1%) and allowances (21.3%). Dutch and Czech young adults were more likely than their peers to have wages (54.3% and 49% respectively), whereas the majority of French respondents obtained resources from their parents (56.2%).

Among Czech, Danish and French young adults with disabilities who left secondary education in 2007, 89% said they had a bank account whereas this proportion was 76% for the Czech respondents. Over half (55%) of Czech, French, Danish and Dutch young adults with disabilities thought they could borrow money on the same terms as their non-disabled peers. Proportionally more Danish respondents were of this view (66%), in some contrast to the French (52%).

Out of Czech, Danish, French and Dutch survey participants who left upper secondary school in 2007, 57% had a driving licence. This applied in particular to Danish young adults with disabilities (80%) and to the French (61%).

A sense of belonging that differs among countries

The scope for transition to tertiary education and employment also derives from a sense of belonging and the ability to think oneself as respectable and worthy of consideration as anyone else. This ability provides individuals with cognitive, emotional, ethic, social and physical skills required to indicate one's educational needs, take decisions and assume responsibility, and to develop the sense of belonging needed to interact with others on an equal footing.

Table 2.6 Degree of independence, main income sources and participation opportunities as perceived by students at upper secondary school (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Netherlands (n=177)	Total (n=833)
Degree of independence					
Holder of a driving licence (p<0.0001)	50.0	80.0	61.0	51.0	57.0
Financially independent (p<0.0001)	57.0	73.0	22.0	37.0	44.0
Equal opportunities to secure a loan (p=0.024)	55.0	66.0	52.0	54.0	55.0
Main income sources (%)					
Wages	49.0	26.7	18.8	54.3	38.6
Allowances	22.1	24.4	25.0	13.7	21.3
Financial support from family	19.4	1.1	56.2	32.0	31.1
Other	9.5	47.8	0.0	0.0	9.0
Total	100.0	100.0	100.0	100.0	100.0
Sense of belonging					
Fully in charge of their lives (p=ns)	82.5	86.5	80.8	n.a.	82.4
Luck counts more than skills (p<0.0001)	67.2	28.9	20.2	n.a.	43.4
Feel as respectable as and equal to anyone (p=ns)	84.0	87.8	90.2	n.a.	86.9
Capable of doing the same things as others (p=0.024)	80.2	88.8	88.3	n.a.	84.6
Encounter barriers whenever attempting to do something (p=0.011)	39.2	34.5	26.4	n.a.	33.6
Projects rarely materialise and it is unrewarding to plan for the future (p<0.0001)	38.4	23.6	18.6	n.a.	28.5

The majority of Czech, Danish, French and Dutch young adults with disabilities who had left upper secondary education thought they were as respectable and worthy of consideration as anyone else (86.9%). In 82.4% of cases, they felt they were in charge of their own lives, while 84.6% thought they were fully capable of acting like anyone else. Some thought that their plans only rarely came to fruition (28.5%), or that they ran into

difficulty whenever they tried to make progress in life (33.6%) or, yet again, that luck counted more than their work in doing well in life (43.4%).

The least optimistic were the Czechs: they thought with greater frequency that luck counted more than work (67.2%), felt that they encountered barriers whenever they sought to undertake something (39.2%), and believed it was problematic to make plans for the future as they rarely materialised (38.4%).

However, the sense of belonging seems to be the lowest among inactive respondents. They less often thought that they were sufficiently in charge of their own lives (55%), that they were worth as much as others (66.7%) or as capable as them (60.8%).

Table 2.7 Level of affiliation by current situation (%)

	Employment (n=258)	Education (n=471)	Inactive (n=104)	Total (n=833)
In charge of their own lives (p<0.0001)	88.0	86.2	55.0	82.4
Luck counts more than skills (p<0.0001)	61.4	29.7	60.0	43.4
Person valued equally as others (p<0.0001)	89.2	90.5	66.7	86.9
Capable of doing the same things as others (p<0.0001)	87.9	88.7	60.8	84.6
Encounter barriers whenever attempting to do something (p<0.0001)	34.9	27.4	55.7	33.6
Plans do not come to fruition (p<0.0001)	34.7	19.9	50.6	28.5

Conversely, they more often said that luck counted to a greater extent than work in getting on (60%), that they ran into problems whenever they sought to undertake something (55.7%), and that they avoided making plans as these hardly ever came to fruition (50.6%).

The sense of belonging also seems to be the lowest among respondents over 20. Czech, Danish, French and Dutch young adults with disabilities who were aged under 20 were more optimistic than their elders, proportionally more of whom felt that luck counted to a greater extent than work in getting on in life, that it was preferable to avoid making plans and that they were not worth as much as others.

Differences occur also depending on the type of disability. Students with a cognitive impairment are more likely than their peers to consider that luck is more important than work in life (53.8% compared to 43.2%) and that they are prevented from progressing in life (40% compared to 34.2%) but are less likely to consider that they are equally valued as anybody (67.5% compared to 87.2%) and as capable as anybody else (72.5% compared to 84.6%). Respondents having a hearing problem (86.7%), a learning difficulty (88.5%) or a health problem (88.5%) tend over-proportionally to share this point of view and those having a mental health problem tend to be less inclined than their peers to feel in charge of their own lives (77.8% compared to 82.3%) or equally valued as anybody else (77.1% compared to 87.2%) (see Table E.3).

The sense of belonging seems also lower among respondents having the lowest socio-economic background. Czech, Danish, French and Dutch young adults with disabilities who left upper secondary school in 2007 were more likely to contribute actively to society if their parents had a tertiary education qualification. In addition, they were more likely to believe that they were as capable and worth as much as others if their parents had a tertiary education qualification. Respondents whose father had not reached this educational level more readily said that luck was of greater importance than work in

succeeding in life, that it was better to avoid making plans that only occasionally came to fruition, and that they were less capable than others.

Where the mother had no tertiary education qualification, respondents were less inclined to believe that they were sufficiently in charge of their lives, or to think that they were worth as much or as capable as others. On the other hand, proportionally more such respondents judged that luck counted to a greater extent than work in doing well and felt they faced barriers whenever they undertook something.

Table 2.8 Level of affiliation by educational level of the parents (%)

	Elementary	Secondary	Tertiary	Total
Father (p<0.0001)	(n=48)	(n=347)	(n=311)	(n=706)
Low sense of participation	46.7	39.1	24.5	33.3
Strong sense of participation	20.0	23.0	24.5	23.4
Relative sense of participation	26.7	29.7	33.2	31.0
Very strong sense of participation	6.6	8.2	17.8	12.3
Total	100.0	100.0	100.0	100.0
Mother (p<0.0001)	(n=45)	(n=382)	(n=278)	(n=705)
Low sense of participation	39.5	39.5	23.5	33.2
Strong sense of participation	23.3	23.0	24.2	23.5
Relative sense of participation	30.2	29.1	33.8	31.0
Very strong sense of participation	7.0	8.4	18.5	12.3
Total	100.0	100.0	100.0	100.0
Father				
Luck is more important than skills (p=0.001)	50.0	55.1	36.6	48.9
Feel as able as anybody (p=0.007)	84.6	80.2	91.9	84.2
Plans do not come to fruition (p=0.000)	41.0	35.5	17.1	30.3
Mother				
In charge of their own lives (p=0.039)	72.2	81.5	88.7	82.8
Luck is more important than skills (p<0.0001)	44.4	56.3	33.1	48.9
Feel as valuable as anybody (p=0.006)	77.8	83.9	94.0	86.2
Feel as able as anybody (p=0.003)	75.0	81.6	93.1	84.2
Plans do not come to fruition (p=0.000)	50.0	33.2	17.8	30.3

The affiliation effect of tertiary education varies among countries

Figure 2.1 describes the level of affiliation of Czech, Danish, French and Dutch young people who were in education after upper secondary school, as described in Box 2.1.

According to Figure 2.1, Danish young adults with disabilities were older than average and had parents whose educational level was lower. They are more likely to be satisfied with their transition and it seems that support services they accessed may have overcome the impact of socio-economic background on transition to tertiary education. However, while being less inclined to feel socially included, they are more likely to state that they were financially independent, despite being students.

Czech respondents were older than average and came from less well-to-do backgrounds. While they thought that the transition issue had been satisfactorily dealt with by their upper secondary school, they were less likely to be prepared for the demands of tertiary education or to be socially included.

Box 2.1 Indicators relating to the level of affiliation of young adults with disabilities in education

1. Satisfactory transition: Percentage of respondents who replied "very satisfied" or "satisfied" to question 26 "Considering your current situation, do you think that the way professional staff in the institution in which you were enrolled/to which you belonged, approached your transition to higher education and employment was?"

   This indicator was selected to measure satisfaction with the transition, as it relates to the two oncoming situations studied here, namely education and employment.

2. Very satisfactory inclusion: Composite indicator based on question 138 "Do you feel fully included socially?"

   An individual was regarded as displaying strong participation and involvement if (s)he ticked at least four replies from the following six:

   a) Yes, you can take part in all activities.
   b) Yes, you have firm friendships.
   c) Yes, you have a happy family life.
   d) Yes, you are professionally successful.
   e) Yes, you can help others in your entourage.
   f) Yes, you have free time to do what interests you.

3. Financial independence: Question 131 – Percentage of respondents who stated they were financially independent.

4. Share of those aged under 20: This indicator measures previous school attainment. Respondents who left school in 2006/07 before the age of 20 were regarded as ahead or keeping pace. However, it should be noted that in Denmark secondary education lasts longer.

5. Educational level of the mother: Percentage of respondents whose mother had an educational level above secondary education. The educational level of parents rather than their socio-professional category was preferred, as far more – and more reliable – information was available on the subject. This indicator measures the cultural capital of those surveyed or of their background.

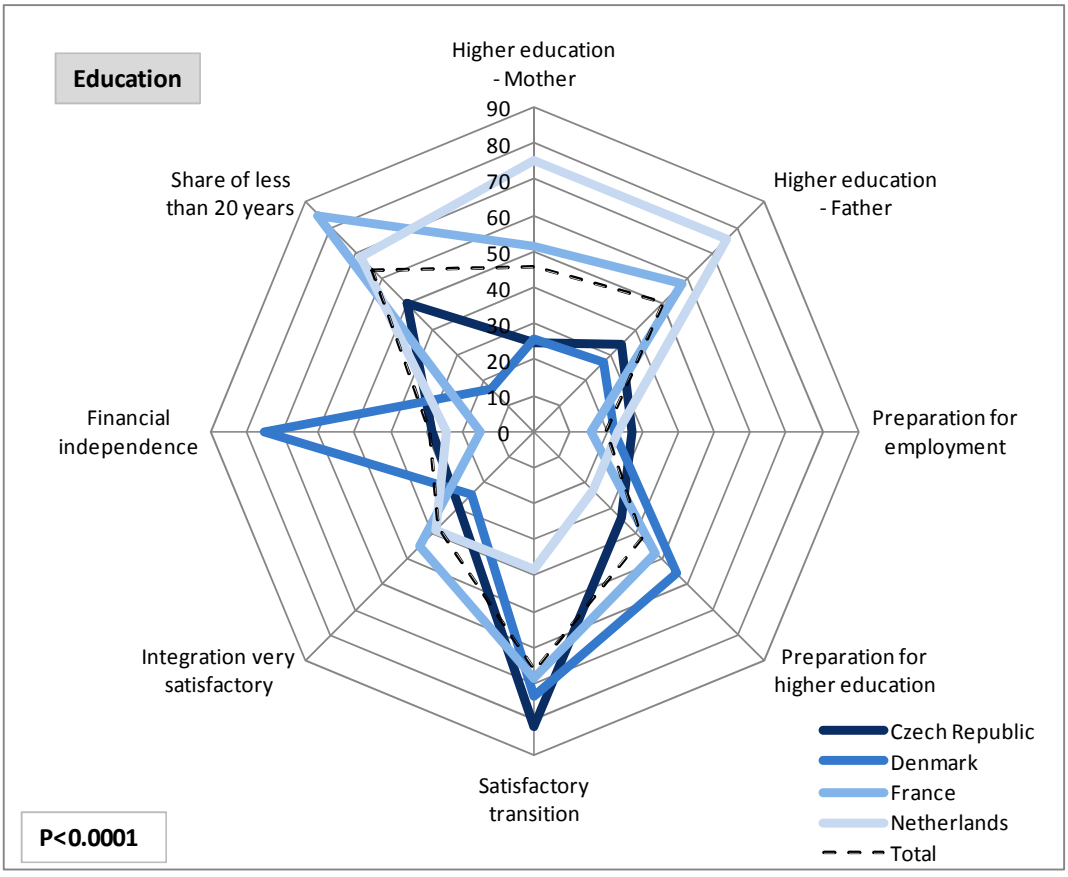
6. Educational level of the father: Percentage of respondents whose father had an educational level above secondary education. The educational level of parents rather than their socio-professional category was preferred, as far more – and more reliable – information was available on the subject. This indicator measures the cultural capital of those surveyed or of their background.

7. Preparation for employment: Percentage of respondents who replied "fully" to question 28 "On completion of the 2006/07 school year, do you think that your school education enabled you to: b) have the skills needed to enter a higher education institution?"

8. Preparation for higher education: Percentage of respondents who replied "fully" to question 28 "On completion of the 2006/07 school year, do you think that your school education enabled you to: b) have the skills needed to enter a higher education institution?"

French respondents were younger than average and came from more well-to-do backgrounds. As a whole, they thought that they were better prepared for tertiary education than for employment and that the transition had been handled satisfactorily. While they felt socially included, they did not readily claim to be financially independent.

Figure 2.1 Level of affiliation of young people in education on completion of secondary education, by country (%)



Notes: Statistical tests: The variables are not correlated with each other. The differences noted are significant up to the maximum threshold of $p<0.0001$ where $\alpha=0.05$. For each of the variables selected, the question and the reply procedures are comparable between the four countries, with the proportion of respondents exceeding 90%.

The Dutch respondents came from more well-to-do backgrounds than the average for students as a whole, and were also younger. They thought that the transition issue was not dealt with satisfactorily and felt less prepared than other respondents for the demands of tertiary education. They also said that they were financially less independent than average compared to other students as a whole.

The affiliation effect of work varies among countries

A difficult transition to work among Czech, Danish and French young adults with disabilities

According to the 258 Czech, Danish and French young adults with disabilities who entered work after leaving upper secondary school in 2007, over half of them (55%) had difficulty in finding it. They did so essentially through their family or friends or on their own initiative. Almost two-fifths of them (38%) thought they would have found this job without having the qualification they possessed. A little over half of them were not expecting this kind of employment on leaving school.

Box 2.2 Indicators relating to the level of affiliation of young adults with disabilities who entered work

1. Satisfactory transition: Percentage of respondents who replied "very satisfied" or "satisfied" to question 26 "Considering your current situation, do you think that the way professional staff in the institution in which you were enrolled/to which you belonged, approached your transition to higher education and employment was?"

   This indicator was selected to measure satisfaction with the transition, as it relates to the two oncoming situations studied here, namely education and employment.

2. Very satisfactory inclusion: Composite indicator based on question 138 "Do you feel fully included socially?"

   An individual was regarded as displaying strong participation and involvement if (s)he ticked at least four replies from the following six:

   a) Yes, you can take part in all activities.
   b) Yes, you have firm friendships.
   c) Yes, you have a happy family life.
   d) Yes, you are professionally successful.
   e) Yes, you can help others in your entourage.
   f) Yes, you have free time to do what interests you.

3. Financial independence: Question 131 – Percentage of respondents who stated they were financially independent.

4. Share of those aged under 20: This indicator measures previous school attainment. Respondents who left school in 2006/07 before the age of 20 were regarded as ahead or keeping pace. However, it should be noted that in Denmark secondary education lasts longer.

5. Educational level of the mother: Percentage of respondents whose mother had an educational level above secondary education. The educational level of parents rather than their socio-professional category was preferred, as far more – and more reliable – information was available on the subject. This indicator measures the cultural capital of those surveyed or of their background.

6. Educational level of the father: Percentage of respondents whose father had an educational level above secondary education. The educational level of parents rather than their socio-professional category was preferred, as far more – and more reliable – information was available on the subject. This indicator measures the cultural capital of those surveyed or of their background.

7. Preparation for employment: Percentage of respondents who replied "fully" to question 28 "On completion of the 2006/07 school year, do you think that your school education enabled you to: b) have the skills needed to enter a higher education institution?"

8. Preparation for higher education: Percentage of respondents who replied "fully" to question 28 "On completion of the 2006/07 school year, do you think that your school education enabled you to: b) have the skills needed to enter a higher education institution?"

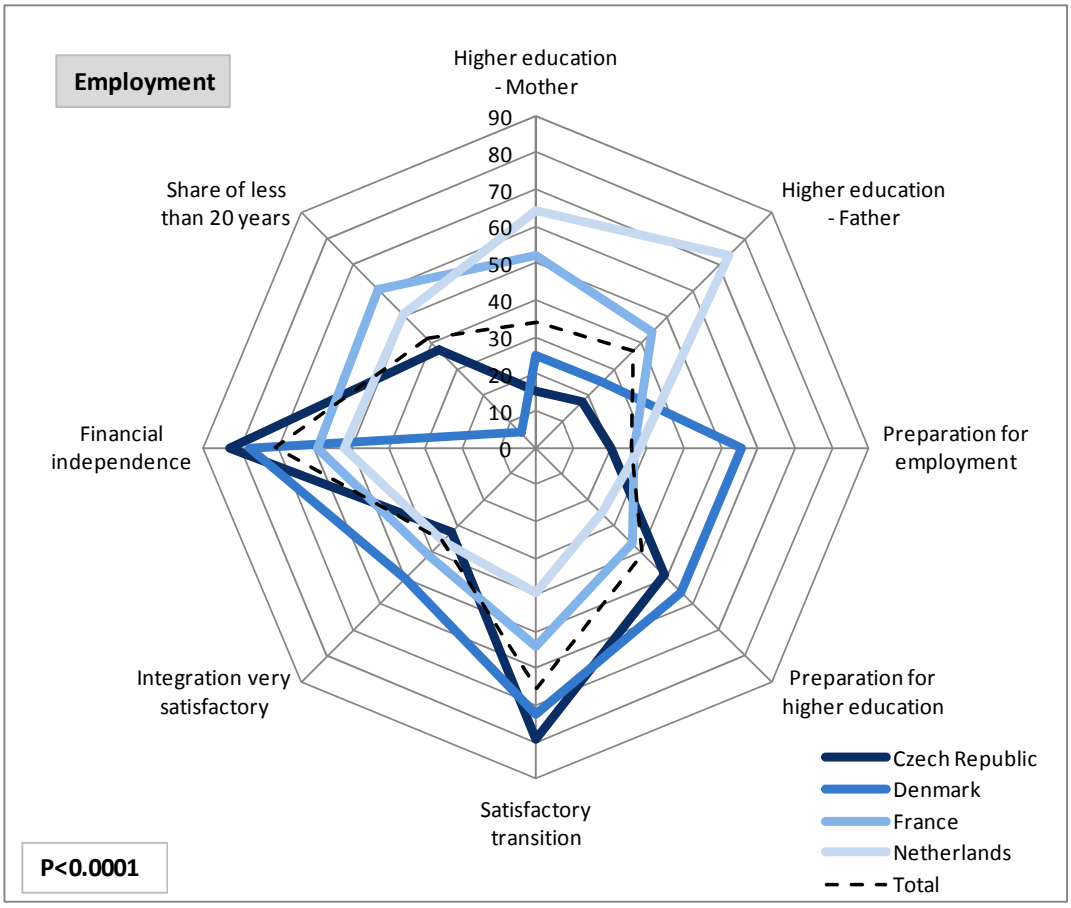
The Czech, Danish and French young adults who entered the labour market are employed as wage-earners in nearly all the cases. For almost two-thirds of them it was their first job. Two-thirds of them also worked in private-sector firms, the majority of which employed fewer than 50 wage-earners. For almost two-thirds of them, this employment was permanent and almost three-quarters of the respondents had been

working for more than seven months at the time of the survey. Most of the latter (63%) worked over 35 hours a week. Three-quarters of them had regular working hours and in most cases (62%) their working methods were standardised. Only a tenth of them performed managerial or supervisory tasks.

However as Figure 2.2 shows, this access to employment may assume various forms depending on the country. As described in Box 2.2, this figure relates professional activity to the degree of satisfaction with the transition and the level of social inclusion achieved, the degree of financial independence, the educational level of the parents and the extent to which upper secondary school students were prepared for employment and the tertiary education they received.

Proportionally more Dutch young adults with disabilities who entered the labour market after leaving secondary school were aged under 20 and had parents with a tertiary education qualification. They believed they were less prepared than the others for the demands of tertiary education and were less satisfied with how their upper secondary school addressed the transition issue. They were also less likely than other respondents to feel they were financially independent.

Figure 2.2 Level of affiliation of young adults with disabilities who entered work after completing upper secondary school in 2007, by country



Notes: Statistical tests: The variables are not correlated with each other. The differences noted are significant up to the maximum threshold of $p<0.0001$ where $\alpha=0.05$. For each of the variables selected, the question and the reply procedures are comparable between the four countries, with the proportion of respondents exceeding 90%.

Proportionally more Czech and Danish respondents were satisfied with how their upper secondary school addressed the transition issue and felt they had the skills needed on the job market and, to a lesser extent, in tertiary education. They were also more likely than other young adults with disabilities to be financially independent and claim they were very well included within their community.

French young adults with disabilities who were employed were less satisfied than the others with how their upper secondary school addressed the transition issue. They were also less inclined to say that they had the skills needed on the labour market or all skills required in tertiary education, and to consider themselves financially independent.

A relatively easy access to work for Norwegian respondents

Norwegian respondents who were in employment had their job for less than a year in 40% of cases and worked, in decreasing order, in the catering or wholesale sectors in 26% of cases, as well as in the health or social sectors (17%) or the industrial and crafts sectors (16%). They were employed in the private sector in 68% of cases, and in the sheltered sector in 10% of cases. The companies they worked for included fewer than 50 employees in 64% of cases, while 32% had managerial responsibilities.

Prior to obtaining this employment, 32% of them had one or several jobs, while 18% studied and 11% were unemployed. Furthermore, 16% benefited from active measures to encourage employment, while 15% were sick and 5% received a disability allowance. Their job involved a fixed-term contract in 75% of cases and 60% of them worked less than 37.5 hours a week. The working hours of 56% were fixed, with 33% wishing to work more and 20% less.

Table 2.9 Characteristics of employment held by Norwegians respondents (%)

Aspects of jobs held by Norwegian young adults (n=80)	
Private sector	68.0
Managerial responsibilities	32.0
Fewer than 50 employees	64.0
Would like to work more	33.0
Would like to work less	20.0
Periods of working time among Norwegian respondents (n=82)	
Fixed working hours	56.0
Fixed-term employment	75.0
Fewer than 37.5 hours a week	60.0
Conditions of employment (n=81)	
Long-term employment	67.0
Straightforward or very easy access	70.0
Work very appreciated or appreciated	81.0
Job corresponding to education and training	40.0
Wanting to change their job	37.0
Satisfactory earnings	38.0
Well treated at work	73.0
Possibilities for promotion	33.0

In 70% of cases, Norwegian respondents thought that finding employment was very easy or straightforward, while 40% said that their job corresponded to their education. Most of them appreciate their job (81%), which is a long-term job in the majority of cases. They

are nevertheless less likely to be satisfied with their earnings (33%) or optimistic about their chances to be promoted (38%) and 37% of them are looking for another job.

Inactive young adults with disabilities look actively for a job in most cases

Just over half of the 104 Czech, Danish, French and Dutch young adults with disabilities who were inactive after leaving upper secondary school in 2006/07 are not considered able to work and are therefore away from the labour market while almost half were unemployed. Two-fifths of them had never worked after leaving school, while three-quarters of them felt hindered by their disability in their daily lives. Two-thirds of respondents were not surprised by this situation, mainly because they did not think they had the skills needed on the job market or in tertiary education, or because they were dissatisfied with how their upper secondary school had handled the transition issue.

The great majority said they were looking actively for a job and tried to improve their employability. Two-fifths of them said they were willing to work in a full-time job, and three-fifths that they were ready to work a few hours a week. A quarter of them tried to upgrade their skills after leaving school and almost four-fifths thought that the transition on completion of secondary education was satisfactory.

Two-fifths of these respondents felt that the financial support they received enabled them to offset the extra costs attributable to their disability, while half thought it was an incentive in searching for a job. Half of them thought that support from social services was not necessary, and the same proportion that no support was needed from services for assistance with transition. Virtually all of them said they were supported by their families.

Table 2.10 Distribution of young adults who were inactive at the time of the survey, by previous type of activity

Inactive	Numbers
Had pursued a professional activity in the past	39
Had not pursued a professional activity in the past	27
Total	66

While four-fifths of them felt they would find a job in the future, inactive respondents were more likely to feel financially dependent and insufficiently involved in society.

Most young adults with disabilities entered work upon leaving the first cycle of tertiary education

As already indicated, the Netherlands did not gather data on the progress of students who left the first cycle of tertiary education. The following data, therefore, relate solely to young adults with disabilities who left the first cycle of tertiary education in 2007 in Denmark (346), France (72) and the Czech Republic (29). These will be supplemented by Norwegian data as far as possible.

Almost half the young adults with disabilities who had left the first cycle of tertiary education had a job, while over a third continued their studies into the second cycle. In 12% of cases they were inactive. In almost nine-tenths of cases, the 52 Norwegian survey participants who studied to no higher level than the first cycle of tertiary education had a job, while the remaining tenth were inactive.

A relatively smooth continuation of studies

The number of respondents precludes any detailed description of the situation of young adults with disabilities who continued their studies after 2007. Virtually all of them were at university and three-quarters of them felt that their transition beyond tertiary education was straightforward or very easy. Over four-fifths of them were enrolled full-time and almost half thought that their chosen studies corresponded to the plans worked out at upper secondary school.

Over half of them worked regularly or intermittently during their studies, while almost four-fifths of them received grants or financial assistance. Almost two-fifths took out a loan to finance their studies and parents supported them financially in two-thirds of cases, especially so they could cope with living costs (accommodation, transport and food).

Over four-fifths of respondents thought it was certain or probable that they would find a job on completion of their education or training.

Table 2.11 Situation on completion of the first cycle of tertiary education, type of studies followed and financial support given by families (%)

	Czech Republic	Denmark	France	Total
Situation on completion				
Employment	48.2	52.3	46.0	51.1
Education	40.7	35.8	39.7	36.7
Inactivity	11.1	11.9	14.3	12.2
Total	100.0 (n=29)	100.0 (n=346)	100.0 (n=72)	100.0 (n=447)
Type of enrolment				
Enrolled in university	100.0	98.0	96.0	98.0
Not enrolled in university	0.0	2.0	4.0	2.0
Total	100.0	100.0	100.0	100.0
Financial support given by families				
Expenses linked with educational costs	86.2	25.1	87.5	39.6
Housing costs	69.0	20.9	38.9	27.1
Other living expenses such as food and transportation	62.1	34.8	58.3	40.6
No support or support unknown	10.3	19.1	1.4	15.5

A rather inclusive transition to work

Virtually all (97%) Czech, Danish and French young people with disabilities who entered employment on completing the first cycle of tertiary education were wage-earners. Almost half of them felt that their disability had an impact on their working ability. One-sixth of them needed extra time in particular for their treatment, a twelfth considered they were less readily responsive than their colleagues, and the same proportion thought that they could not work for as long as they wanted. A quarter of those surveyed were provided with a suitably adapted working environment, while employers were financially supported in almost two-fifths of cases.

As a rule, Czech, Danish and French young adults with disabilities who entered employment on completion of the first cycle of tertiary education were supported by their family or friends and, to a lesser extent, by a coach or social services. As shown in

Table 2.12, the support they received enabled over half of them to stand up for themselves effectively, and to be totally included within the working community and fully aware of their skills.

Their working conditions may however not always be as optimal as they could be. They were indeed less inclined to consider that they could travel easily to work, fully combine the demands of their post with the restrictions arising from their disability and be fully responsive and flexible.

Table 2.12 Working conditions and support in employment (%)

Working conditions (n=223)	
Disability has an impact on working ability	43.0
Has access to suitably adapted working environment	28.0
Employers are financially supported	17.0
Supported by social services	8.0
Supported by job coach	8.0
Supported by family and friends	18.0
Support in employment (n=223)	
Can easily reach their place of work	42.0
Are fully reactive and flexible at work	41.0
Fully manage their tasks	49.0
Full balance between demands of work and disability	43.0
Fully stand up for themselves	52.0
Fully included within their community	51.0
Fully aware of their skills	52.0
Fully aware of their needs	47.0

Transition to work does not always have an inclusive effect

Respondents felt that their work enabled them to have an entirely satisfactory quality of life in 58% of cases, while 54% said it meant they could live fully independently and 46% that it gave them a fully appropriate income. They were happy with their job in 66% of cases. Three-quarters of the same respondents said that their job enabled them to feel as respected as their colleagues, and more than two-thirds that it gave them the same opportunities as their colleagues. Two-thirds of them felt that their job gave them complete self-confidence and one-third that it led them to be fully included within their community. Three-quarters of them had no intention of changing their job.

Almost three-quarters of Norwegian respondents who entered employment on leaving the first cycle of tertiary education found their job in under six months. Almost four-fifths of them thought that finding it was very easy or straightforward. For over half of them, this job was in the public sector and almost two-fifths of them worked in the education and cultural sector. Two-thirds felt that the job corresponded to the plans drawn up during their studies. Slightly over half of them worked full-time and seemed to be satisfied in doing so. Virtually none of them had a position of responsibility and almost all of them were satisfied with their work.

Table 2.13 Level of affiliation and job satisfaction (%)

Level of affiliation (n=223)	
Entirely satisfactory quality of life	58.0
Live as independently as desired	54.0
Have fully appropriate level of income and comfort	46.0
Feel as respected as their colleagues	77.0
Same job opportunities as non-disabled peers	68.0
Complete self-confidence	63.0
Feeling happy	66.0
Fully included within their community	29.0
Job satisfaction (n=223)	
Would like to change job	28.0
No intention of changing job	72.0
Total	100.0

Conclusions

Young adults with disabilities mainly transit to tertiary education on leaving upper secondary school

Over half (57%) of Czech, Danish, French and Dutch young adults with disabilities undertook education or training after leaving upper secondary school. Virtually all of them entered tertiary education, and particularly those with a psychological disorder, a musculoskeletal disorder or a sensory impairment. In 31% of cases – and particularly among those with learning difficulties or a long-term illness – they entered the labour market. Young adults inactive at the time of the survey usually had a cognitive impairment, multiple disabilities or a musculoskeletal disorder, and came from modest backgrounds. Norwegian respondents who had studied at a level no higher than upper secondary education had a job in 47% of cases, while 38% were in education.

On the whole, Czech, Danish, French and Dutch young adults enrolled in tertiary education felt included and recognised within their community. They were less likely to feel independent: two-thirds of them did not consider they were financially independent, especially those having a low socio-economic background.

Finding a job was hard for 55% of Czech, Danish and French young adults with disabilities, who had one after leaving upper secondary school. As a rule, this job was their first and they usually found it on their own initiative. In 90% of cases, they worked as wage-earners in firms which in general employed fewer than 50 people and belonged to the competitive private sector. Only 10% of them performed managerial or supervisory duties. Among Norwegian survey participants who had not studied beyond upper secondary education and were occupationally active, 40% had been in their job for under a year. They thought that finding work was easy (70%) and worked in private-sector firms (68%) employing fewer than 50 wage-earners (64%), and one-third occupied positions of responsibility.

Almost half of the Czech, Danish, French and Dutch young adults who were inactive after leaving upper secondary school were unemployed, while over half stayed away from the labour market. On the whole, they felt they lacked the skills required by the job market or in tertiary education and were dissatisfied with the way their (upper) secondary school had addressed the transition issue. They did not think they were included within

their community, and had a lesser sense of belonging than those (women and men) who had embarked on tertiary education.

According to the logistic regression in Annex F, access to education is much more likely if one is young and support is available for transition. The probability decreases significantly when the mother has not entered tertiary education. Access to employment on completion of upper secondary education was especially marked among young adults with a learning difficulty. While it becomes more likely when their efforts are supported, upper secondary schools do not seem to prepare them for this move at present. Indeed, where the school provides support for the transition, the probability of being employed significantly decreases, as if such support prioritised access to tertiary education at the expense of employment.[1]

Young adults with disabilities mainly enter work on completion of the first cycle of tertiary education

On completion of the first cycle of tertiary education, almost half of the Czech, Danish and French young adults had a job and over a third continued their studies into the second cycle of tertiary education. They were inactive in 15% of cases.

The majority of respondents enrolled in tertiary education (three-quarters of them) felt that finding a job was straightforward or very easy, and almost half of them thought that their courses corresponded to the plans worked out in upper secondary school. Over half of them worked regularly or intermittently, and almost four-fifths of them received grants or financial support. Over four-fifths of the young adults with disabilities who had continued their studies in tertiary education thought they would certainly or probably find a job on completion of their education or training.

Virtually all respondents who entered the labour market were wage-earners and felt fully-fledged members of society. Three-quarters of the Norwegian respondents who had a job on completion of tertiary education thought that finding work was straightforward or very easy, and almost half of them thought that their courses corresponded to the plans worked out in upper secondary school. Almost three-fifths of them worked in the public sector.

Notes

1. Overall, the socio-demographic variables of gender and the educational level of the father do not lead to significant differences. Furthermore, satisfaction with how the school or family provides assistance does not significantly alter the probability of securing employment or continuing one's studies.

References

Legard, S. and H.C. Aargaard Terjesen (2010), *Strategies and Skills in Transitions to Tertiary Education and Employment*, Work Research Institute, Oslo.

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Chapter 3

Perceived chances of inclusion beyond secondary education

Transition opportunities beyond secondary education are closely linked to the schools' ability to prepare students to enter adulthood. Respondents felt better prepared for tertiary education than for active citizenship and employment and many of them were pessimistic about their chances to be actively involved in society or obtaining a well paid job when leaving upper secondary education in 2007. Many of them also considered having lower progression opportunities than their peers, especially when having a learning difficulty, a cognitive impairment or a mental health problem. These difficulties may be related to low-quality support and guidance. These are indeed rarely embedded in needs assessment procedures or an individual education plan enabling schools to plan their implementation and teachers to differentiate their practices, and do not always enable students to combine their studies with the requirements arising from their disability, especially when they have an invisible disability. Parental support and involvement appear therefore to be the main key success factors in upper secondary school, especially for those respondents from a wealthier socio-economic background.

Transition to tertiary education and employment partly depends on how far secondary education can prepare young adults with disabilities for the demands of both. According to existing research, upper secondary schools should therefore provide students with special educational needs with the same success opportunities as their non-disabled peers and empower them to emphasise on their skills instead of their disability and to handle their own life (OECD, 2011). A French interviewee relates for example the high quality of his transition to work to the self-awareness and the self-confidence gained through supports and advices at upper secondary level, while Norwegian case studies highlight the importance of guidance and support strategies increasing *inter alia* individuals' self-awareness, sense of creativity and their sense for independent living (Legard and Aargaard Terjesen, 2010; Rick, 2011). The Learning and Education about Disabilities (LEAD) programme and the California Bridges to Youth Self Sufficiency described in the report on case studies of the United States demonstrate the role of self-determination skills on students' post school outcomes (NSTTAC, 2009).

This chapter examines therefore the quality of the educational environment experienced by upper secondary school students with disabilities during the 2006/07 school year, as well as the factors that influenced their pathways and career after they left school. Against this background, it considers patterns underlying their progress and the chances they were given to have the same opportunities as their student peers. It also seeks to discover whether students felt equipped to handle requirements of tertiary education and the job market on leaving upper secondary school, and their own perceived chances of social and professional inclusion when they did so.

The chapter includes the replies given by Czech, Danish, French and Dutch respondents who left upper secondary education in 2006/07, along with some details provided by Norwegian respondents who received additional resources while at school.

Relatively low perceived participation opportunities on completion of secondary education

A preparatory work focusing mainly on tertiary education issues

Respondents tend to feel prepared for tertiary education. Czech, Danish, French and Dutch young adults with disabilities who left secondary education in 2007 felt they were prepared to succeed in tertiary education (75%), to live independently (70.4%) and to participate actively in society (66.5%). They are less likely to feel fully or partially prepared to be financially independent (53.2%). Only 21.7% consider having the skills needed by the labour market whereas 40.8% estimate having the skills required by tertiary education as well as to work.

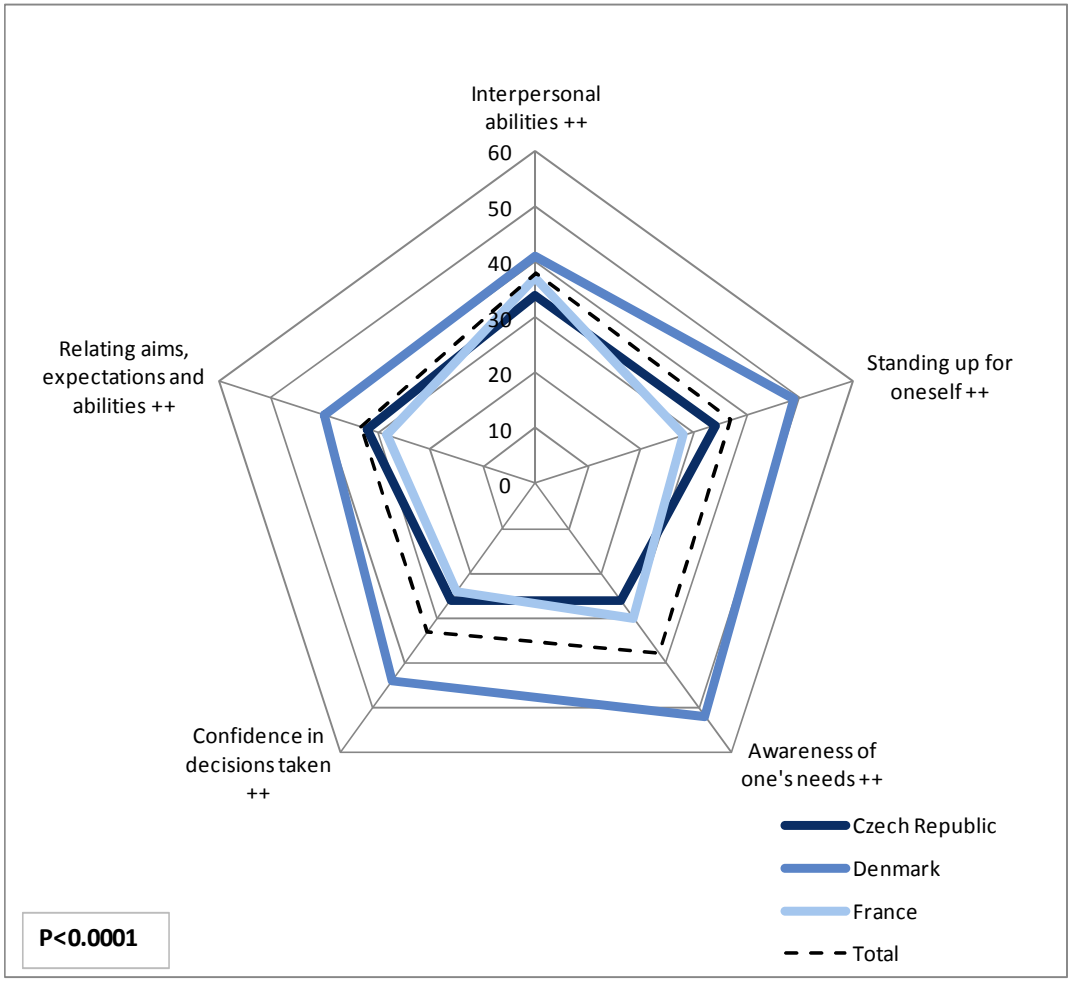
Proportionally more Danish respondents than other survey participants on average felt fully prepared in all of the foregoing areas, in contrast to French respondents to whom the opposite applied for financial independence and skills needed for employment.

In 38% of cases, Czech, Danish and French respondents thought that upper secondary education gave them a full range of interpersonal skills, while 38% thought that it led them to be totally familiar with their needs, and 37% that it made them suitably self-assertive. They felt they could fully adjust their ambitions to their potential in 33% of cases, and 33% said they were entirely self-confident. Figure 3.1 relates the interpersonal skills to the identity-based skills of Czech, French and Danish young adults as they themselves perceived them on completion of upper secondary school.

Table 3.1 Scope for full participation and level of skills as perceived on completion of secondary education (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Netherlands (n=177)	Total (n=833)
Scope for full participation					
Succeed in tertiary education (p=0.06)	77.6	76.8	72.3	74.3	75.0
Active citizens (p<0.0001)	48.9	70.5	55.5	n.a.	51.2
Financial independence (p=0.000)	61.6	68.4	25.1	71.8	53.2
Participate actively in society (p=0.06)	67.9	70.5	56.6	76.4	66.5
Live independently (p=0.04)	74.6	67.4	67.3	n.a.	70.4
Perceived level of skills					
Skills needed for employment (p<0.0001)	20.5	28.4	17.9	25.6	21.7
Skills needed for tertiary education (p<0.0001)	42.9	53.7	45.5	23.3	40.8

Figure 3.1 Interpersonal and identity-based skills as perceived by young adults with disabilities on completion of upper secondary school (%)



Notes: Statistical tests: The variables are not correlated with each other. The differences noted are significant up to the maximum threshold of p<0.0001 where α=0.05. For each of the variables selected, the question and the reply procedures are comparable between the three countries, with the proportion of respondents exceeding 90%. Data from the Netherlands for this target group were not available.

As shown in Figure 3.1, Danish young adults with disabilities more often thought that they had interpersonal skills and confidence in the decisions they took. They were also more likely to know how to link their expectations to their aims and abilities, to be aware of their needs and to stand up for themselves.

In that respect, the Danish differed from French young adults with disabilities who, while they felt on the whole capable of linking their expectations to their aims and abilities, thought less often than other respondents that they were familiar with their needs, confident about the decisions they took, knew how to stand up for themselves and possessed interpersonal skills. Czech young adults with disabilities thought on the whole that they had interpersonal skills, but were less inclined than other respondents on average to claim they possessed skills in other fields.

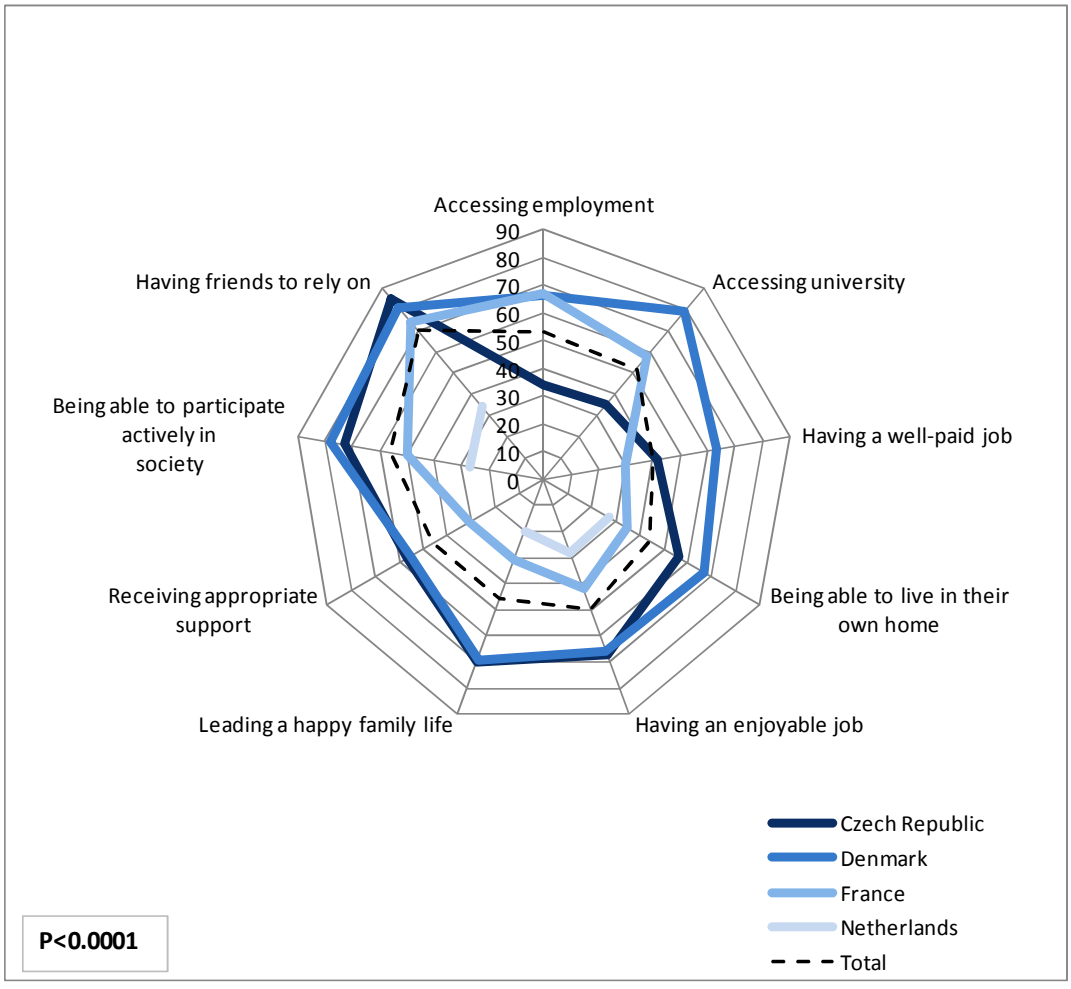
Box 3.1 Indicators concerning interpersonal and identity-based skills as perceived on completion of upper secondary school

1. Interpersonal abilities++: Percentage of respondents who replied "fully" to question 28 "On completion of the 2006/07 school year, do you think that your education enabled you: c) to have the interpersonal skills needed to discuss matters with others?"
2. Standing up for oneself++: Percentage of respondents who replied "fully" to question 28 "On completion of the 2006/07 school year, do you think that your education enabled you: d) to be assertive?"
3. Awareness of one's needs++: Percentage of respondents who replied "fully" to question 28 "On completion of the 2006/07 school year, do you think that your education enabled you: e) to be aware of your needs?"
4. Confidence in decisions taken++: Percentage of respondents who replied "fully" to question 28 "On completion of the 2006/07 school year, do you think that your education enabled you: f) to take decisions with entire confidence?"
5. Relating aims, expectations and abilities++: Percentage of respondents who replied "fully" to question 28 "On completion of the 2006/07 school year, do you think that your education enabled you: g) to adapt your plans and wishes to your strong points?"

Young adults with disabilities tend to be pessimistic about their inclusion chances upon leaving secondary education

In 79% of cases, Czech, Danish, French and Dutch young adults with disabilities felt on completion of upper secondary school that they had a good or excellent chance of forming trustworthy friendships, of entering university (58%) or of taking an active part in the development of society (67%). They were less inclined to think that they had a good or excellent chance of getting a well-paid job (46%) or one that they would enjoy (60%), of having a happy family life (54%) or of obtaining appropriate support on completion of secondary education (45%).

Figure 3.2 Chances of social inclusion and self-fulfilment as perceived by young adults with disabilities who left upper secondary school in 2007 (%)



Notes: Statistical tests: The variables are not correlated with each other. The differences noted are significant up to the maximum threshold of $p<0.0001$ where $\alpha=0.05$. For each of the variables selected, the question and the reply procedures are comparable between the four countries, with the proportion of respondents exceeding 90%. Data from the Netherlands for this target group were not available for all variables.

As shown in Figure 3.2, Danish young adults with disabilities were more optimistic than other respondents on average about their scope for social inclusion on completion of secondary education. They differed from their French counterparts who were more inclined than the average to think that they had good or very good chances of accessing tertiary education or employment or of having reliable friends, but less likely to reach the same opinion regarding other matters covered by the survey.

Czech young adults felt less often that they had a good or excellent chance of entering tertiary education. On the other hand, they were more inclined than respondents on average to be optimistic and to consider having high or very high chances to have a rewarding job, to enjoy a happy family life, to receive appropriate support, to contribute actively to society or to have trustworthy friendships.

Proportionally fewer Dutch respondents felt that they had a good or excellent chance of getting a rewarding job, possessing their own home, enjoying a happy family life, having trustworthy friendships or contributing actively to society.

Box 3.2 Indicators concerning opportunities for social inclusion and self-fulfilment as perceived on completion of upper secondary school

1. Access to employment: Percentage of respondents who replied "good" or "excellent" to question 30 "On completion of the 2006/07 school year, how did you rate your chances of accessing employment?"
2. Access to university: Percentage of respondents who replied "good" or "excellent" to question 30 "On completion of the 2006/07 school year, how did you rate your chances of accessing higher education?"
3. Well-paid employment: Percentage of respondents who replied "good" or "excellent" to question 30 "On completion of the 2006/07 school year, how did you rate your chances of having a well-paid job?"
4. Possessing one's own home: Percentage of respondents who replied "good" or "excellent" to question 30 "On completion of the 2006/07 school year, how did you rate your chances of having your own accommodation?"
5. A rewarding job: Percentage of respondents who replied "good" or "excellent" to question 30 "On completion of the 2006/07 school year, how did you rate your chances of having a job you enjoyed?"
6. A happy family life: Percentage of respondents who replied "good" or "excellent" to question 30 "On completion of the 2006/07 school year, how did you rate your chances of being able to start a family?"
7. Appropriate support: percentage of respondents who replied "good" or "excellent" to question 30 "On completion of the 2006/07 school year, how did you rate your chances of receiving suitable support?"
8. Ability to play an active part in society: Percentage of respondents who replied "good" or "excellent" to question 30 "On completion of the 2006/07 school year, how did you rate your chances of contributing actively to life in society?"
9. Trustworthy friendships: Percentage of respondents who replied "good" or "excellent" to question 30 "On completion of the 2006/07 school year, how did you rate your chances of forming trustworthy friendships?"

Inactive respondents are pessimistic about their participation opportunities

Opportunities for social inclusion were differently perceived, depending on the activity pursued by Czech, Danish and French young adults with disabilities who left secondary education in 2007. While those enrolled in tertiary education indicate being optimistic about their chances to access tertiary education (74.4%) or their chances to participate actively in society (66.5%), they were far less optimistic about their chances of securing a rewarding job (53.2%), of having a well-paid job (35.9%) and of enjoying a happy family life (50.7%).

By contrast, those Czech, Danish and French respondents who entered the labour market were more inclined than other respondents on average to think, when leaving upper secondary education, that they had a good chance of securing a paid job which matched their expectations (71.1%), of enjoying a happy family life (64.4%) and of

participating actively in society (71.8%). On the other hand, they were also proportionally more to consider that they lacked the skills required on the labour market. Proportionally more Czech, Danish and French adults with disabilities who were inactive at the time of the survey felt that they were quite helpless on leaving upper secondary school, as Table 3.2 illustrates. They were less likely than average to be optimistic about their chances to access tertiary education (11.3%), to participate in society (43.4%) or to access a rewarding job (49%).

Table 3.2 Scope for participation and perceived skills on leaving upper secondary school, by type of activity (%)

	Employment (n=185)	Education (n=389)	Inactive (n=82)	Total (n=656)
Scope for participation				
Good chance of accessing tertiary education (p<0.0001)	25.9	74.4	11.3	49.1
Good chance of securing a well-paid job (p=0.073)	71.1	35.9	49.0	58.8
Good chance of accessing a gratifying job (p<0.001)	71.1	53.2	49.0	58.8
Good chance of having a family life (p<0.018)	64.4	50.7	66.5	65.2
Good chance of participating actively in society (p=0.001)	71.8	66.5	43.4	66.2
Perceived skills				
Professional skills (p=<0.0001)	22.2	24.1	7.5	21.2
Skills needed to succeed at university (p=0.048)	74.8	81.3	66.0	77.0
Skills needed to perform a gratifying job (p=<0.0001)	56.6	48.3	75.5	58.8
Skills needed for financial independence (p=<0.0001)	58.5	36.9	64.4	49.4

Men and women perceive differently their chances for participation. Men felt better prepared than did women to contribute actively to society and live independently and rated more highly their chances of living independently and forming sound friendships. By contrast they were less inclined than women to indicate that support was refused and more likely to have repeated a year during their time at school than women (31% compared to 22%).

The type of disability may also impact on respondents' sense of competence. Proportionally fewer of those with a cognitive impairment (10%), multiple disabilities (13%), a learning difficulty (15%) or a visual impairment (17%) felt they had the skills needed by the job market. Young adults with disabilities who felt ready to secure a quality job in most cases had a cognitive impairment (62%), a health problem (70%) or a motor impairment (58.9%) (see Table E.3).

Those respondents who felt ready to become active citizens were more likely to have a motor impairment (71.1%), whereas Czech, Danish and French young adults with disabilities who thought they were prepared for financial independence more often had a motor impairment (54%), a health problem (54%) or a cognitive impairment (47%). Proportionally more of those who said they were ready to live independently had a health problem (80.9%), a motor impairment (76.1%), a visual impairment (71.4%) or a learning difficulty (71.2%).

Czech, Danish and French young adults with disabilities who thought they had good or excellent chances of entering tertiary education most often had a psychological disorder (68.4%), a hearing problem (60%), a visual impairment (58.6%) or a motor impairment (58.7%).

Proportionally more respondents who felt they had a good or excellent chance of enjoying a happy family life had a cognitive impairment (65%), a health problem (68.3%), a visual impairment (62.9%) or a motor impairment (57.1%).

Above-average proportions of Czech, Danish and French young adults with disabilities who felt they had a good or excellent chance of contributing actively to society on completion of upper secondary school in most cases had a health problem (78.8%) or motor impairment (67.4%).

In addition, proportionally more respondents who felt they had a good or excellent chance of forming firm friendships on completion of upper secondary school had a health problem (90.5%), a visual impairment (86.2%), a motor impairment (83.7%) or a learning difficulty (81.3%).

Table 3.3 Perceived skills, level of participation and opportunities as perceived on leaving upper secondary school, by type of disability (%)

	Cognitive impairment	Psychological disorders	Learning difficulty	Motor impairment	Health problems	Visual impairment	Hearing problems	Multiple disabilities	Total
Perceived competences (n=656)									
Feel prepared for employment	62.5	37.8	54.9	58.9	70.2	50.0	40.0	30.0	50.5
Perceived level of participation (n=656)									
Civic engagement (p=0.005)	52.5	47.4	47.8	71.1	47.6	57.1	33.3	40.0	51.2
Financial autonomy (p=0.000)	47.5	26.3	51.7	54.4	54.8	42.9	30.0	30.0	45.4
Active participation (p=0.016)	57.5	44.7	59.9	72.8	71.8	60.7	50.0	53.3	61.2
Independent life (p=0.001)	57.5	52.6	71.2	76.1	81.0	71.4	65.5	46.7	69.0
Perceived chances (n=656)									
Access to higher education (p=0.000)	27.5	68.4	48.8	58.7	48.1	58.6	60.0	43.3	53.4
Family life (p=0.000)	65.0	39.5	52.2	57.1	68.3	62.9	36.6	36.6	53.0
Appropriate support (p=0.008)	50.0	31.6	41.6	52.7	58.6	57.1	43.3	41.4	45.5
Participation in social life (p=0.005)	57.5	44.7	64.7	67.4	78.8	60.7	56.7	56.6	63.8
Friendships (p=0.003)	77.5	68.4	81.3	83.7	90.5	86.2	70.0	66.7	79.6

In general, young adults with disabilities aged under 20 felt they had a good or excellent chance of entering and doing well in tertiary education, despite being less likely than their peers to feel that they had a good or excellent chance of being financially independent, possessing their own home, doing rewarding work and enjoying a happy family life, etc. Support may fail in providing equal treatment opportunities.

Students with disabilities may have lower progress opportunities than non-disabled students

Achievement opportunities are a key factor to consider. Graduation from upper secondary education is becoming a rule in most OECD countries and it conditions access opportunities to tertiary education. Methods of organising teaching in schools, as well as the quality of the resources made available to give their students equal opportunities have a decisive bearing on their educational attainment and – by the same token – on their access to tertiary education and employment. For example, Norwegian interviewees indicated that, due to a lack of appropriate support and accommodation, the quality of

learning was poor, they were absent from schools, badly considered by teachers and over-proportionally tired compared to their non-disabled peers after school. The lack of appropriate support and accommodation may also contribute to reorient students to special schools, as indicated by an interviewee who had to be schooled in a special school because the ordinary school failed in stopping the bullying s/he had to face in addition to a lack of accommodation (Legard and Aargaard Terjesen, 2010).

Czech, Danish, French and Dutch young adults all had the qualification certifying satisfactory completion of upper secondary education. However, 27.5% of them redid a year, especially in the case of French (45.9%) and, to a lesser extent, Dutch respondents (31.6%).

In 62% of cases, they felt they had the same chances of progressing further as their class peers. Danish, French, and Czech respondents consider that support and arrangements contributed fully to their inclusion at school in 37% of the cases and partially in 14% of cases. Proportionally more French (54%) and Danish (55%) young adults were less inclined to feel they had exactly the same opportunities as their non-disabled peers.

Table 3.4 Young adults with disabilities who left upper secondary school in 2007 by year repetition, perceived chances of progressing further and by inclusive impact of supports (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Netherlands (n=177)	Total (n=833)
Year repetition					
Yes	10.0	12.0	46.0	32.0	27.0
No	90.0	88.0	54.0	68.0	73.0
Total	100.0	100.0	100.0	100.0	100.0
Equal opportunities in progression					
Fully equal opportunities	69.0	55.0	54.0	67.0	62.0
Partially equal opportunities	20.0	25.0	27.0	18.0	22.0
No equal opportunities	8.0	13.0	14.0	6.0	11.0
Does not know	3.0	7.0	9.0	5.0	4.0
Total	100.0	100.0	100.0	100.0	100.0
Affiliation impact of supports					
Full	51.0	32.0	24.0	n.a.	37.0
Partial	13.0	19.0	13.0	n.a.	14.0
Low or inexistent	36.0	49.0	63.0	n.a.	49.0
Total	100.0	100.0	100.0	n.a.	100.0

Norway	
Type of qualification held by Norwegian respondents on completion of upper secondary school and length of time studied in upper secondary school (n=195)	
Competence for general admission to university	54.4
Trade or craft certificate	20.7
Evidence of competence, internship certificate or the like	9.8
Did not finish training	15.1
Total	100.0
Length of time Norwegian respondents studied in upper secondary school (n=195)	
Shorter time	1.2
Normal time	72.6
Longer time	26.2
Total	100.0

Norwegian respondents completed their studies in upper secondary education in 85% of cases. In 54.4% of cases, they left upper secondary school with the qualifications needed to enter university. They felt they had the same chances of progressing further as their peers in secondary education in 54% of cases. In 72.6% of cases they progressed at the same pace as their peers, while 26.2% progressed more slowly.

Progress opportunities are lower for those who have a severe disability or a mental health problem

As shown in Table 3.5, young adults with disabilities who redid a year most often had multiple disabilities (33.3%), a psychological disorder (47.3%) or a cognitive impairment (27.5%). Czech, Danish, French and Dutch young adults with disabilities who were least inclined to consider they had the same chances of progressing further as other upper secondary school students, had a learning difficulty (47.1%), a health problem (24.5%) or a cognitive impairment (27.5%).

Table 3.5 Progress opportunities in upper secondary schools of Czech, Danish, French and Dutch young adults with disabilities, by disability (%) (n=833)

	Cognitive impairment	Psychological disorders	Learning difficulty	Motor impairment	Health problems	Visual impairment	Hearing problems	Multiple disabilities	Total
Year repetition (p=0.0001)	27.5	47.3	23.0	23.0	17.0	13.7	23.3	33.3	26.3
Same chances of progressing further (p=<0.0001)	27.5	63.1	47.1	66.3	24.5	62.0	53.3	60.0	51.2
Benefited from an individual education plan (p=0.004)	15.0	18.4	11.5	19.5	29.2	20.7	40.0	16.7	18.1

The planning of support and accommodation could be improved

IEP involvement and educational needs assessment procedures are lacking

Devising and implementing an individual education plan (IEP) constitute a decisive factor in school attainment: both processes are instrumental in formalising the teaching aims underlying the activity of multidisciplinary teams, and in identifying the forms of support and special arrangements that student pathways require (OECD, 1999, 2010). The Norwegian and the Irish reports on case studies for example clearly show that absent or delayed educational needs assessment makes it very difficult for teachers to develop appropriate teaching practices and for students to cope with the system and appears to be a key factor in school failings and drop-outs (Phillips and Clarke, 2010; Legard and Aargaard Terjesen, 2010).

Yet, these tools were rarely used in the last upper secondary school year. Only 18.1% of Czech, Danish and French young adults with disabilities were provided with an IEP during the 2006/07 school year; French respondents were more likely than their peers to have missed it and considered therefore over-proportionally that it would have been advisable to draw up such a plan (28%).

Assessment of educational needs seems to have been weakly implemented. Yet only just over a quarter (29%) of Czech, Danish and French young adults with disabilities felt that their educational needs were assessed in the school year 2006/07. This scenario applied to proportionally more Czech young adults (34%) whereas French young adults

felt more often that they did not receive such an assessment (44%) and Danish respondents would have liked to have one (75%).

Table 3.6 Involvement in an education plan and needs assessment procedure in 2006/07 (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Total (n=656)
Involvement in an education plan	26.5	8.4	13.7	18.1
Involvement in an educational needs assessment procedure				
Yes	34.0	14.0	31.0	29.0
No	9.0	11.0	44.0	27.0
Would have been desirable	57.0	75.0	25.0	44.0
Total	100.0	100.0	100.0	100..0
Norway				
Involvement in an education plan at upper secondary school and in a needs assessment (%) (n=195)				
Benefited from an individual education plan				17.7
The individual education plan was adapted to the expectations and needs				71.0
Involvement in a needs assessment procedure				34.7

An assessment of their educational needs was carried out when they entered upper secondary school for 34.7% of Norwegian respondents while 17.7% of them were provided with an individual education plan (IEP) at upper secondary school, which matched their needs and expectations in 71% of the cases.

There was no significant statistical relation between the gender or the age of Czech, Danish and French young adults with disabilities. However, as shown by Table 3.5, schools seem to be more likely to implement individual education plans (IEPs) when students have a visible disability. Indeed, those who accessed an IEP in upper secondary school more frequently have a hearing problem (40%) as compared to those who have a psychological disorder (18.4%) or a learning difficulty (11.5%).

Those respondents having a learning difficulty (54.8%), a physical impairment (55%) or a visual impairment (55%) felt over-proportionally that they did not need such a plan while those having a health problem were more likely to indicate having accessed an IEP (29%) or not having accessed one although necessary (35%).

Effectiveness of supports and accommodation could be improved

Support is provided by a variety of service providers. Over four-fifths (87%) of Danish, French and Czech young adults with disabilities were supported by their family and friends during the 2006/07 school year, while one-fifth of them (20%) were supported by services external to their upper secondary school.

During the 2006/07 school year, 61% had access to human, technical and teaching assistance. For 49% of them, this support was in the form of specially adapted examinations. In addition, 22% of Czech, Danish and French young adults with disabilities received human support (interpreters, readers, note takers, personal assistants and tutors) while 10% said they had accessed technical support. French young adults (77%) and Danish young adults (70%) received teaching, human and technical resources more often than the Czech respondents to help them do well.

Access to the support and special arrangements was provided to French, Czech, Danish and Dutch young adults with disabilities when requested in 65% of the cases. For Norwegian respondents, the corresponding proportion was 48%. For 38% of Danish, French and Czech young adults with disabilities, this support enabled them to perform the same tasks as other upper secondary school students, to fully combine school requirements with the demands imposed by their disability in 33% of cases, to be totally included within the school community in 37% of cases, and to have exactly the same opportunities as other students (35%). In general, French young adults with disabilities were less inclined than others to attribute such benefits to support and special arrangements offered to them in the final year of upper secondary school.

Table 3.7 Support received and contribution of support and special arrangements obtained at upper secondary school (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Total (n=656)
Support received				
Support from external services	20	42	23	20
Support from family and friends	85	87	89	87
Pedagogical support	42	70	77	63
Contribution of support and special arrangements obtained				
Same opportunities (fully)	47	28	25	35
Perform the same tasks as other students (fully)	45	38	31	38
Satisfy the demands of placements or internship (fully)	46	11	6	23
Move freely inside the institution (fully)	52	33	20	35
Combine school requirements with the demands imposed by their disability (fully)	43	40	21	33
Be included within the school community (fully)	51	32	24	37

Norwegian respondents who were provided with special arrangements and support at upper secondary school received specially adapted teaching (50.3%), human assistance (11.8%) and technical support (30.8%). However, 26.2% felt that the arrangements and support they may have needed were not available, while 54% thought they needed special arrangements yet were not given these, mainly because they did not request them.

Alongside support and arrangements provided by upper secondary schools, Norwegian respondents were supported by organisations for social assistance or help with obtaining employment (30.3%), associations for persons with disabilities (18.6%) and guidance counsellors (16.5%). Case studies also highlighted the role played by parents who may have to pressure the schools in order to obtain the needed accommodation.

Table 3.8 Study-related special arrangements and support obtained by Norwegian respondents (%)

Study-related special arrangements and support obtained by Norwegian respondents (n=195)	
Teaching support and arrangements	50.3
Technical support	30.8
Human support	11.8
Other	10.3
Unsatisfactory arrangements	26.2
Types of study-related support obtained by Norwegian respondents (n=195)	
Guidance counsellors	16.5
Counsellor on inclusion at the place of study	4.3
Counsellor on special arrangements for disabled students	9.6
Family and friends	13.3
Social assistance and work-related services	30.3
Associations for persons with disabilities	18.6
Other	9.0
Would have needed such support and counselling	17.0
Support and counselling not needed	28.2

As shown in Table 3.9, 83.1% of Norwegian respondents could fully move around their school without assistance whereas 68.2% of them felt they were fully able to perform the same exercises at upper secondary school as their class peers, and 39.5% fully complied with requirements within the prescribed time limit. Moreover, 33.3% were fully able to combine educational activities with the demands imposed by their disability, and 57.4% had the same opportunities to participate actively in school activities.

Table 3.9 Contribution of support obtained by Norwegian respondents at upper secondary school (%)

	Fully agrees	**Agrees**	**Disagrees**	**Fully disagrees**	**Not concerned**	**Total** (n=195)
Same educational opportunities as other students	53.8	23.6	13.8	8.2	1.0	100.0
Perform the same exercises as other students	68.2	22.6	7.7	1.0	0.5	100.0
Complies with requirements within the prescribed time limit	39.5	10.8	7.2	4.1	38.4	100.0
Move around their school without assistance	83.1	5.6	1.5	2.6	7.2	100.0
Reconcile educational activities with the demands imposed by their disability	33.3	20.5	19.0	14.4	12.8	100.0
Opportunity to actively participate in social activities at school	57.4	19.0	13.3	7.7	2.6	100.0

According to the Norwegian report on case studies, several interviewed students experienced problems in accessing appropriate accommodation and an interviewee characterises his schooling as “little fun” and the school system as “slack”. This student believes that he received insufficient accommodations because of a lack of resources, poor organisation of his schools, and teachers who are unwilling to accommodate. As a result, 72% of them relate their attainment to their own efforts whereas 23% highlight the role of teachers and 5% the importance of counsellors.

Accommodation and support tend to be more efficient for those who entered the labour market

Young adults with disabilities who moved to tertiary education seem to be more critical with the quality of supports and accommodation received than those who entered work. Indeed, the latter are over-proportionally inclined to consider that human, technical and teaching support enabled them to have the same opportunities as their peers (57.2%), to perform the same tasks (72.5%), to be mobile at school (47.2%) and to be involved in school activities (59.1%).

Table 3.10 Impact of support depending on the situation of Czech, Danish and French young adults with disabilities (%)

	Employment (n=185)	Education (n=389)	Inactivity (n=82)	Total (n=656)
Same opportunities (p<0.0001)	66.8	50.0	68.7	57.2
Perform the same tasks as other students (p<0.0001)	55.8	71.8	63.4	72.5
Move freely inside the institution (p<0.0001)	60.8	37.1	63.7	47.2
Be included within the school community (p=0.001)	64.6	53.5	72.5	59.1
Satisfy the demands of placements or internships (p=0.001)	55.8	21.8	57.5	36.0

Quality of support seems to be lower for those having a learning difficulty or a hearing impairment

Those young adults with disabilities with a learning difficulty or a hearing problem were less inclined than others to believe that support or special arrangements had given them the same opportunities as their peers, to combine their studies with the demands arising from their disability, and to be involved in the life of their school. They differed from respondents with a psychological disorder, who were more likely to rate positively the support provided, although they were somehow hesitant about the extent to which such support gave them the same opportunities as their peers and enabled them to move around freely at school. The role of technical assistance was especially emphasised by those with a visual impairment (41.4%) or multiple disabilities (20%), while that of financial support was most emphatically highlighted by respondents with a physical impairment (28.2%).

Men were generally more inclined than women to believe that support and special arrangements led them to perform the same tasks as their student peers and combine their studies with the demands imposed by their disability. They differed from those older than the age of 20 who highlighted the benefits of human and technical aid and of supports in terms of success.

Table 3.11 Type and impact of support obtained at upper secondary school by Czech, Danish and French young adults, by disability (%)

	Cognitive impairment	Psychological disorders	Learning difficulty	Motor impairment	Health problems	Visual impairment	Hearing problems	Multiple disabilities	Total
Impact of support obtained (n=656)									
Same opportunities p=0.006	75.0	58.3	51.2	63.6	63.5	72.4	53.6	58.6	59.3
Move freely inside the institution (p=0.001)	62.5	36.1	38.3	56.8	61.5	62.0	32.0	51.7	48.8
Reconcile studies and disability (p=0.021)	75.0	75.0	56.2	73.9	68.3	79.3	53.6	69.0	59.8
Included within the school community (p<0.0001)	70.0	61.1	45.3	69.3	70.2	75.9	53.6	69.0	59.8
Type of arrangements and support received (n=656)									
Technical support (p=0.006)	15.0	7.9	11.6	13.0	14.1	41.4	16.7	20.0	14.2
Financial support (p=<0.0001)	10.0	15.8	5.8	28.2	16.9	13.8	13.3	20.0	12.6
Flexibility and reactivity (p=0.001)	37.5	21.0	10.6	18.5	22.6	34.5	16.7	16.7	17.8

Family involvement, the key attainment factor in secondary education

Danish, French and Czech respondents attribute mainly (56.1%) their attainment in upper secondary education to the involvement of their family. After that, they highlight the role of the co-operation between teaching staff and their environment (20.3%), the responsiveness of teaching staff (17.8%) and the flexibility of teaching methods (17.2%). The presence of an adviser (20.3%), regular assessment of progress (14.2%), technical assistance (14.2%), procedures for assessing needs (14.5%) and financial support (12.7%) were less frequently cited.

Table 3.12 Factors instrumental in the attainment of young adults with disabilities at upper secondary school (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Total (n=656)
Quality of co-operation between teaching staff and their environment	29.1	15.8	13.7	20.3
Quality of family involvement	66.8	43.2	50.5	56.1
Flexibility of teaching methods	25.4	14.7	10.6	17.2
Regular assessment of progress made at school	22.0	5.3	9.9	14.2
Contact person available when needed	31.3	17.9	11.3	20.4
Procedures for assessing needs	20.9	5.3	11.6	14.5
Flexibility and reactivity of staff	26.5	7.4	13.3	17.8
Financial support	15.3	24.2	6.5	12.7
Technical support	18.7	17.9	8.9	14.2

Czech young adults with disabilities most often emphasised aspects of teaching such as the flexibility of teaching methods (25.4%), the responsiveness of teaching staff (26.5%), the presence of an adviser (31.3%), or the existence of educational needs assessment (20.9%). Danish young adults more often stressed the part played by technical assistance (17.9%) and financial support (24.2%).

Norwegian respondents attributed their attainment to their own efforts (72%) and, to a lesser extent, to the quality of work done by teachers (23%) or by an adviser (5%). According to the case studies, many interviewed students relate their difficulties to teachers' disregard to the disability, their lower expectations compared to non-disabled students and their unwillingness to accommodate. A case is described, for example, where a teacher produced a grade for one of a student's written tests based solely on the number of words he had produced and not on the content, which was incomprehensible.

> *The teachers have very little schooling when it comes to accommodation, and we have to teach them on the way. However, we have a really great staff when it comes to the willingness of meeting the pupil, and the teachers are stretching far to accommodate, etc. Here we have a very good work environment and there is room for trying out accommodation. The school also makes use of follow-up studies and uses planning days to talk about accommodation.*
>
> (Norwegian School Counsellor)

Case studies revealed therefore the seminal role of the family. The latter play often a key role in collaborating with support services, ensuring that they are co-ordinated and employed at the right moment. Parents often struggle also with schools and support services and when the impairment is moderate or when learning difficulties are badly identified, they may have to fight to get a diagnosis for a child, to secure the necessary accommodations in school and to procure technical aids, economic support, information on rights and support services, etc.

A Norwegian interviewee with a motor impairment indicates for example that without his family "things would have been difficult. This was especially the case as when I grew up. At that time, if you did not have anyone who kept going for you, things would go wrong."

Reports however stress the importance of teachers' skills and attitudes. While many interviewees indicated that teachers often used their own spare time to follow their progress, an interviewee insisted on the crucial role played by his/her school counsellor that is described as helpful both to him/her and his/her colleagues, as kind and willing to listen and support him/her. Interviewees describe for example a case in which the student's form master persuaded him/her not to quit and to complete upper secondary education in four years instead of three with an individual education plan (Legard and Aargaard Terjesen, 2010).

The factors in attainment are perceived differently by respondents depending on their type of disability. Those who attributed their educational attainment at upper secondary school to co-operation between the school and its environment most often had a cognitive impairment (42.5%), a hearing problem (26.6%), a motor impairment (25%), a health problem (24.5%) or a psychological disorder (23.6%). The latter (44.7%) as well as those with a learning difficulty (51.9%) emphasised less often the importance of the family and friends.

The role of teaching was stressed in particular by young adults who had a cognitive impairment (30%), a health problem (26.4%) or a visual impairment (24.1%), while the assessment of progress achieved was more often highlighted by respondents with multiple disabilities (26.6%), hearing problems (26.6%) or cognitive disorders (25%).

Table 3.13 Factors in attainment by type of disability (%) (n=656)

	Cognitive impairment	Psychological disorders	Learning difficulty	Motor impairment	Health problems	Visual impairment	Hearing problems	Multiple disabilities	Total
Quality of co-operation (p= 0.001)	42.5	23.6	13.4	25.0	24.5	20.7	26.6	20.0	20.3
Family and friends (p=0.002)	77.5	44.7	51.9	61.9	63.2	65.5	56.7	63.3	56.1
Flexibility of teaching methods (p=0.002)	30.0	21.0	10.6	18.5	26.4	24.1	16.7	13.3	17.2
Regular assessment of progress made at school (p=0.008)	25.0	7.9	8.1	13.0	19.0	10.3	26.6	26.6	14.2
Contact person available when needed (p=0.0039)	37.5	26.3	17.3	22.8	22.6	24.1	23.3	20.0	20.4
Assessment methods (p=0.01)	30.0	7.9	8.1	17.4	18.9	20.7	16.7	20.0	14.5

The flexibility and responsiveness of teaching staff was least cited as a factor in attainment by young adults with a learning difficulty (10.6%), while the quality of assessment methods was least perceived as such a factor by those with a psychological disorder (7.9%) or a learning difficulty (8.1%). Proportionally fewer respondents in the latter group viewed the presence of an adviser as a determinant of success.

Conclusions

Young adults with disabilities feel better prepared for tertiary education than for active citizenship and employment

Czech, Danish, French and Dutch young adults with disabilities who left secondary education in 2007 felt that they were better prepared for the demands of tertiary education (42%) than for a rewarding job (32%). Only 30% felt that they were totally prepared for active involvement in society and 20% that they were prepared to make a full contribution as citizens. While they were confident about their chances of forming trustworthy friendships, entering university or taking part in society, they were less optimistic about obtaining a well-paid job or appropriate support on completion of secondary education.

According to the logistic regression described in Annex F, young adults with disabilities who thought they were the most proficient on completing secondary education enrolled in tertiary education. This sense of competence depended greatly on the strategy adopted by schools: indeed, these young adults felt more proficient if they did not need any support or when their education had been framed within an individual education plan (IEP). The fact that their personal and socio-demographic characteristics had no significance in this respect suggests that the quality of the IEP helped them to overcome influences attributable to these factors.

Students with an invisible disability tend to have lower progress opportunities

One-quarter of Czech, Danish, French and Dutch young adults redid a year, especially where they had multiple disabilities, psychological disorders or cognitive impairments. However, they considered that they had the same chances of progressing further as other students (62%), except respondents with a learning difficulty, a health problem or a cognitive impairment. Norwegian respondents left upper secondary school with the

qualifications needed to enter university in 54% of cases, and the same proportion thought they had the same chances of progressing further.

According to the logistic regression described in Annex F, attainment in upper secondary school depended first and foremost on the family, while neither the use of an IEP nor the identification of needs was significant. However, the family contribution did not manage to offset the impact of gender, age and the source of the disability: indeed women, the oldest young adults and those whose disability was congenital had lesser chances of doing well.

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Chapter 4

Transition, an issue rarely included in schools' strategies

Transition to tertiary education and to work depends on the bridges developed by upper secondary schools with the labour market and tertiary education institutions as well as the quality of guidance provided to students throughout the transition process. Currently, transition issues are rarely part of upper secondary schools' policies, and strategies for most schools focus on students' information detrimental to their empowerment and their guidance. As a result, stakeholders may fail in combining accessibility with compensation issues and many respondents do not feel appropriately skilled to cope with the transition issue and lack supports on leaving upper secondary education.

The transition of young adults with disabilities to work or tertiary education mainly depends on initiatives they take to access the needed information, support and accommodation that family and, to a lesser extent, friends are able to provide. The quality of the transition process therefore often depends on the parents' ability to overcome weaknesses of existing supports, and those coming from a low socio-economic background may have lower transition opportunities than those coming from a high socio-economic background.

Transition to tertiary education and to work depends on the bridges between secondary education and the labour market developed by upper secondary schools as well as the support provided to students throughout the transition process (OECD, 2011). Students tend indeed to miss support at the end of secondary education and feel very often left alone to get information on existing accessibility opportunities as well as on application procedures. This lack of support may delay the entrance to tertiary education or to the labour market. A French interviewee needed for example to take a year off in order to identify, with the support of his/her parents and of an NGO for people with disabilities, the area in which s/he would like to study and work later on. By contrast, another interviewee decided to follow an ISCED 5B course due to the support provided by both the school and the home for persons with disabilities s/he lived in (Rick, 2011). A Norwegian interviewee regretted deeply the lack of support once s/he left upper secondary education, which made him/her struggle to obtain information on the deadlines to be respected in order to access the support s/he was entitled to and avoid "losing half a year or a whole year" (Legard and Aargaard Terjesen, 2010).

This chapter focuses therefore on transition strategies developed by upper secondary schools and highlights the place given to tertiary education and employment issues in the curriculum as well as existing transition policies at school level. It also looks at follow-up systems that may exist beyond upper secondary education, as well as into supports provided to students during this period.

The chapter includes the replies given by Czech, Danish, French and Dutch young adults with disabilities who left upper secondary education in 2006/07, along with some details provided by Norwegian respondents who received additional resources while at school.

Improve transition strategies to improve transition opportunities

Curricula tend to be linked with tertiary education and employment issues

As shown in Table 4.1, curricula in secondary education included aspects linked to the labour market in the view of 78.7% of Danish, French and Czech young adults who left secondary education in 2007 while 49.7% said they contained courses linked to those in tertiary education. Courses relating to employment included lessons concerned with labour market requirements (36%), career preparatory courses (27.2%) and internships (15.5%).

> *At upper secondary school, he enters a course to prepare for industry and gives up his plan to follow courses preparing to work in the car industry, especially since these courses are rare and far away from home. He benefits from extra time and accommodation on sport courses during the baccalaureate he passed successfully. Supported and oriented by an NGO dealing with vocational training issues for persons with disabilities, he follows an ISCED 5B course in "industrial conception" including internships and enters a firm well known for its training culture, its openness to disability and individualised guidance provided to disabled apprentices.*
>
> (Student in vocational education and training course)

Curricula provided an opportunity to choose studies in tertiary education on the basis of one's main interests, according to 26.2% of Danish, French and Czech young adults with disabilities who left upper secondary education in 2007.

Table 4.1 Inclusion of employment and tertiary education in curricula (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Total (n=656)
Courses connected with the labour market	48.0	53.5	15.2	36.0
Courses combining work and education	30.0	11.3	0.0	15.5
Opportunities to select courses according to interest and goals	19.4	84.5	12.6	26.2
Courses connected with tertiary education	56.4	33.8	47.6	49.7
Career preparatory courses and activities	7.5	5.6	58.6	27.2
Possibilities for distance learning opportunities	15.0	4.2	6.3	10.0
Do not know	15.0	25.0	31.0	23.0

Note: $p<0.0001$

Career preparatory courses and activities were most often cited by French young adults with disabilities (58.6%), whereas 56.4% of their Czech counterparts emphasised the existence of courses linked to those offered in tertiary education. Proportionally more Danish young adults drew attention to the possibility of selecting studies in line with one's main interests.

Norwegian respondents reported that curricula included vocational training for certified professional skills (46%), while 42% said curricula placed students in working situations, 36% that they included activities preparing them for employment, and 36% that they offered scope for distance learning. In addition, 59% of them considered they had been able to choose courses in line with their main interests.

The curricula played a role in the situation of young adults with disabilities. Those Czech, Danish and French respondents who entered the labour market after leaving upper secondary school attended courses geared to the job market, whereas those respondents enrolled in tertiary education tended to say they were able to choose studies in line with their main interests.

Weaknesses in transition policies at school level

Czech, Danish, French and Dutch respondents consider in 68% of the cases that the transition issue was addressed by the school where they were enrolled in 2006/07. Particular importance was attached to this issue in the Netherlands (75.1%) and in France (75.1%), whereas proportionally fewer Danish young adults with disabilities referred to it (54.2%).

Table 4.2 Inclusion of transition issues in upper secondary education and topics considered (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Netherlands (n=177)	Total (n=833)
Inclusion of the transition issue (p=0.012)					
Yes	61.4	54.2	75.1	75.1	68.2
No	38.6	45.8	24.9	24.9	31.8
Total	100.0	100.0	100.0	100.0	100.0
Transition topics considered (p=0.000)					
Education and training issues	67.6	30.8	n.a.	63.9	52.8
Employment issues	73.0	12.8	n.a.	12.8	39.4
Access to internships	50.7	7.7	n.a.	13.5	29.3
Empowerment	74.9	48.0	n.a.	23.6	43.9
Access to accommodation and supports	31.8	25.6	n.a.	15.5	23.9
Transport and housing options	19.0	7.7	n.a.	4.7	11.4

How schools included transition issues is perceived differently by respondents. The youngest among them (71%) as well as those whose parents had access to tertiary education were more likely to indicate that the transition issue was included in schools' strategies.

Table 4.3 Inclusion of transition in upper secondary school, by age of Czech, Danish and French young adults with disabilities and educational level of their parents (%) (n=656)

Father's education (p=0.032)	65.8
Primary	60.0
Secondary	61.5
Tertiary	68.1
Mother's education (p=0.03)	65.8
Primary	62.5
Secondary	61.6
Tertiary	68.0
Inclusion of transition (p<0.0001)	65.8
Under 20 years	71.0
20 years and over	57.4

Students having a health problem tend more than their peers to be satisfied with the way their school addressed transition issues (88% compared to 71%) on average and insisted especially on the internships (28% compared to 15%). Students with a hearing impairment are less inclined than their peers to consider that their upper secondary school included transition in their policy (54% compared to 65%) (see Table E.3).

Transition strategies aiming at informing instead of empowering

As indicated by Czech, Danish and Dutch respondents in Table 4.2, upper secondary schools dealt mostly with education in transition issues. Respondents highlighted this dimension in 52.8% of the cases whereas employment was indicated in 39.4% of the cases and internships in 29.3%. They felt that the school aimed at empowering them to plan their future in 43.9% of the cases, at informing them on supports in 23.9% of the cases and on transport and housing in 11.4% of the cases.

Dutch young adults thought more often (63.9%) that schools related the transition issue to access to tertiary education and training while Czech young adults more readily emphasised aspects of access to employment (73%) and access to accommodation (31.8%). Danish respondents stressed the development of skills empowering them to plan their future (48%).

As indicated in Table 4.4, Czech, Danish and French young adults associated their transition to tertiary education or employment primarily with the support obtained from their family and friends on completion of upper secondary school (39.3%), as well as the financial resources they possessed (34.9%). To a lesser extent, they emphasised the quality of information provided on tertiary education or employment (25%), the existence of courses linked to the requirements of the labour market (17.8%) or the involvement of a transition service or representatives from tertiary education (14.2%).

Table 4.4 Factors that affected the pathways to tertiary education and employment on completion of upper secondary school (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Total (n=656)
Teaching linked to labour market requirements	16.0	4.2	23.9	17.8
Appropriate information about opportunities in tertiary education and the labour market	29.5	24.2	21.1	25.0
Involvement of representatives from the labour market and tertiary education	5.2	5.3	8.8	6.8
Involvement of transition service personnel	11.2	2.1	5.6	7.4
Well-trained personnel	16.0	12.6	8.8	12.4
Availability of equipment and necessary means for mobility	8.6	4.2	7.7	7.6
Sufficient financial resources	13.8	14.7	61.6	34.9
Support from family and friends	62.3	44.2	15.8	39.3
Other	10.1	11.6	15.8	12.8
Does not know	7.5	27.4	10.6	11.7

Note: $p<0.0001$

French young adults more readily stressed the importance of courses linked to employment and the demands of the job market (23.9%), as well as of financial resources (61.6%). They differed from Czech young adults who tended more to highlight the part played by the family and friends (62.3%), the involvement of a transition support service (11.2%), the quality of staff training (16%) and of the information provided (29.5%).

Norwegian respondents were supported during the transition process in 52% of cases. In the main, this support came from the family (78.1%) and friends (55.5%) and, to a lesser extent, from a school adviser (29.7%) or a teacher (28.1%). The case studies revealed that students may contact private career advisers to overcome the lack of public advisory services on transition opportunities.

Table 4.5 Origin of transition support and advice, and support provided in upper secondary education according to Norwegian respondents (%)

Origin of transition support and advice (n=195)	
Teachers	28.1
School counsellor	29.7
Family	78.1
Friends	55.5
Employment agency	18.0
Associations for assisting persons with disabilities	2.3
Needed support or counselling but it was not available	31.3
Did not need support or counselling	21.1
Support for transition organised (n=195)	
Early information about possible options	54.7
Support for education and professional choices	46.7
Good information about the possibility of special arrangements in tertiary education or in employment	25.1
Support for ensuring continuity of special arrangements and supports	20.3
Accompaniment to meetings with tertiary education institutions or employers	9.4
Inclusion of transition aspects in individual education plan	16.4
Encouragement in using technical forms of assistance and training in their use	24.3
Access to reliable and accessible modes of transport	10.9
Financial support	31.2
Dissuaded from studying	32.0

Furthermore, 54.7% of Norwegian respondents said they were informed early on about possible options on completion of upper secondary school, and 46.7% felt they were guided when making decisions. In addition, 25.1% thought they were well informed about the possibility of special arrangements in tertiary education or employment and 31.2% stated they had received financial support for them. These arrangements may be planned together by all stakeholders involved in the process. As described in the Norwegian report on case studies, the student's transition to university was planned together by the school and the labour and welfare service (NAV), which emphasised his/her wishes, as well as with the municipal services, which dealt with his/her pathway to independent living (Legard and Aargaard Terjesen, 2010).

Among the same respondents, 24.3% were encouraged to use technical forms of assistance, 16.4% felt that their individual education plan included transition issues, 9.4% said they had been accompanied to meetings with tertiary education institutions or employers, and 10.9% thought they had benefited from reliable and accessible transport facilities.

In 32% of cases, respondents felt they were dissuaded from studying in tertiary education, because of their disability. According to the Norwegian report on case studies, due to lower expectations for special educational needs students compared to their non-disabled peers, teachers may not encourage them to pursue tertiary education as they would do in general.

I was, to a considerable extent, told what I could and could not be. I was told that I could become an assistant or welfare worker. It was not displayed as a broad spectrum of choices, it was a very narrow gauge.

(Olivia, master's student with hearing impairment)

Norwegian respondents thought in 48% of cases that they had gained confidence in their abilities and potential, become aware of their needs (47%), and had learnt to dress and live independently of their parents (59%).

A challenging transition period

Young adults with disabilities may face many barriers hindering their transition to tertiary education and to employment. The absence of co-operation between stakeholders involved in the transition process may create gaps preventing from appropriate access to needed support and accommodation as well as from smooth transition opportunities. Young adults with disabilities may therefore complain about a lack of guidance when leaving upper secondary education and may feel isolated (OECD, 2011). This section describes the support provided to the respondents during this period as well as its impact.

A lack of support during the transition period

Czech, Danish, French and Dutch young adults with disabilities who left secondary education in 2007 were supported when required during the transition process in 32% of cases and among them, 63% felt that this support matched their needs (see Table E.5). Out of all these respondents, 8% felt that such support would have been advisable, while 26% stated they were unaware of it. Twice as many French young adults with disabilities as respondents on average thought that the existence of such support would have been advisable, whereas their Danish and Czech counterparts were more inclined to believe

that they did not need it. Over half of Dutch young adults with disabilities (55%) said they were unaware of its existence.

In line with observations made in countries' reports, case studies highlight the need for appropriate support. For example, the Norwegian report on case studies stresses a lack of support at school level to facilitate the transition to tertiary education or to employment, a lack of transition services and a lack of career counselling beyond upper secondary education. However, some students highlighted the role of the labour and welfare service (NAV) that appeared to be a key player in gaining employment and in accessing tertiary education, especially by raising their self-awareness and a NAV officer indicated that it has been important in his work

> *to encourage people who have made claims for passive economic support to withdraw their claims and instead apply for vocational rehabilitation by advising people that they (...) might be able to secure their income through vocational rehabilitation, and even more importantly, that further training, education, internships and other vocational rehabilitation efforts will make them able to stay in work despite their health-related challenges.*
>
> (Legard and Aargaard Terjesen, 2010)

Low-quality support procedures on completion of secondary education

After completing secondary education, Czech, Danish and French young adults with disabilities were not especially optimistic about the quality of support. They thought that their chances of accessing appropriate support on leaving upper secondary school were good or excellent in 55.6% of cases, while the individual country proportions for France, Denmark and the Czech Republic were 40.8%, 70.2% and 65.2%, respectively.

Table 4.6 Perceived chances of accessing quality support on completion of upper secondary school and evolution of support (%)

	Czech Republic (n=268)	**Denmark** (n=95)	**France** (n=293)	**Total** (n=656)
Perceived chances of accessing quality of support				
Excellent	23.6	36.4	13.2	21.0
Good	41.6	33.8	27.6	34.6
Poor	27.0	18.2	34.2	28.4
Very poor	7.8	11.6	25.0	16.0
Total	100.0	100.0	100.0	100.0
Application renewal (p=0.009)	32.0	86.2	47.6	46.1
Evolution of support				
Reduced support	25.0	12.0	10.7	15.0
Interruption to support	9.3	26.0	9.8	13.3
Stable support	48.4	28.0	42.8	41.1
Support improved	17.3	34.0	36.7	30.6
Total	100.0	100.0	100.0	100.0

Access to support is underpinned by the involvement of young adults with disabilities and their families. Out of Czech, Danish and French young adults with disabilities who left secondary education in 2007, 46.1% had to take the initiative in order to receive support on completion of upper secondary education. Among them, 13.3% said that

support was discontinued and 15% that the level of support had fallen, while 30.6% said it had risen. According to 41.1% nothing changed.

However, families need to be involved in the process in most cases and 80% of Czech, Danish, French and Dutch respondents reported the importance of such support whereas 24.8% stressed the importance of social services and transition support services.

Table 4.7 Type and quality of support organised during the transition period (%)

	Czech Republic (n=268)	Denmark (n=95)	France (n=293)	Netherlands (n=177)	Total (n=833)
Type of support (p<0.0001)					
Support from social services	23.1	22.1	15.7	86.8	24.8
Support from family and friends	84.0	75.8	75.9	82.6	80.0
Quality of support (p<0.0001)					
Social supports adapted to needs	15.3	12.6	10.5	66.0	16.8
Family or friends' support adapted to needs	79.5	70.5	69.2	74.5	73.8
Quality of transition and employment support services					
Support appropriate	9.0	16.8	13.0	n.a.	11.9
Support inappropriate	3.0	6.3	11.3	n.a.	7.1
Support desirable	4.1	7.4	25.6	n.a.	14.0
Support not needed	55.2	40.0	36.1	n.a.	44.6
Not aware of existence of such support	28.7	29.5	14.0	n.a.	22.4
Total	100.0	100.0	100.0	n.a.	100.0

Proportionally more Dutch young adults were supported by social services (86.8%), while their Czech counterparts were more likely to be supported by their family and friends (84%). Proportionally more French young adults said they desired support from social services (41%), whereas proportionally more Czechs felt that this support was not necessary (57%). Danish young adults were more likely than other respondents to be unaware that such support existed (33%).

As indicated by Table 4.7, the quality of support during the transition period tends to be poor. In 16.8% of cases, Czech, Danish, French and Dutch young adults with disabilities who left secondary education in 2007 thought that social services support matched their needs, while 73.8% felt the same was true of support from family or friends.

Out of Czech, Danish, French and Dutch young adults with disabilities who left secondary education in 2007, 12% said that they would have appreciated support from social services on completion of schooling, while 4% would have liked to be supported by their families. In addition, 19% were unaware of the existence of social services and 8% of the possibility of receiving family support.

It seems as if students are just thrown out of upper secondary education and left alone with their grades.

(Arnold, IT-worker with reading and writing difficulties)

In 19% of cases, Czech, Danish and French young adults with disabilities who left secondary education in 2007 were also supported by services providing assistance and guidance for employment. This type of support was least often cited by the Czechs (11%). According to 44.6% of the same respondents, support from transition services was not felt necessary, while 14% thought it would have been welcome. Proportionally more French young adults said that such support would have been appreciated, while the Czechs tended to claim that it was not needed.

Transition strategies vary among countries and individuals' profiles

Transition to work seems to be smoother for those students who entered the labour market after completing education. They over-proportionally did not have to renew an application for support and were appropriately supported by their families. They differed from those respondents who entered education, who were more likely to lack such support (see Table E.1).

Proportionally fewer young people under 20 took courses which were linked to the demands of the job market, or whose curriculum included placements. They differed from young people aged over 21 who were more often supported by friends or family members during the transition period (see Table E.2). The latter describe support from family and friends as entirely appropriate (72.6%), while those aged 20 or 21 were more likely to consider it inappropriate or only partially appropriate.

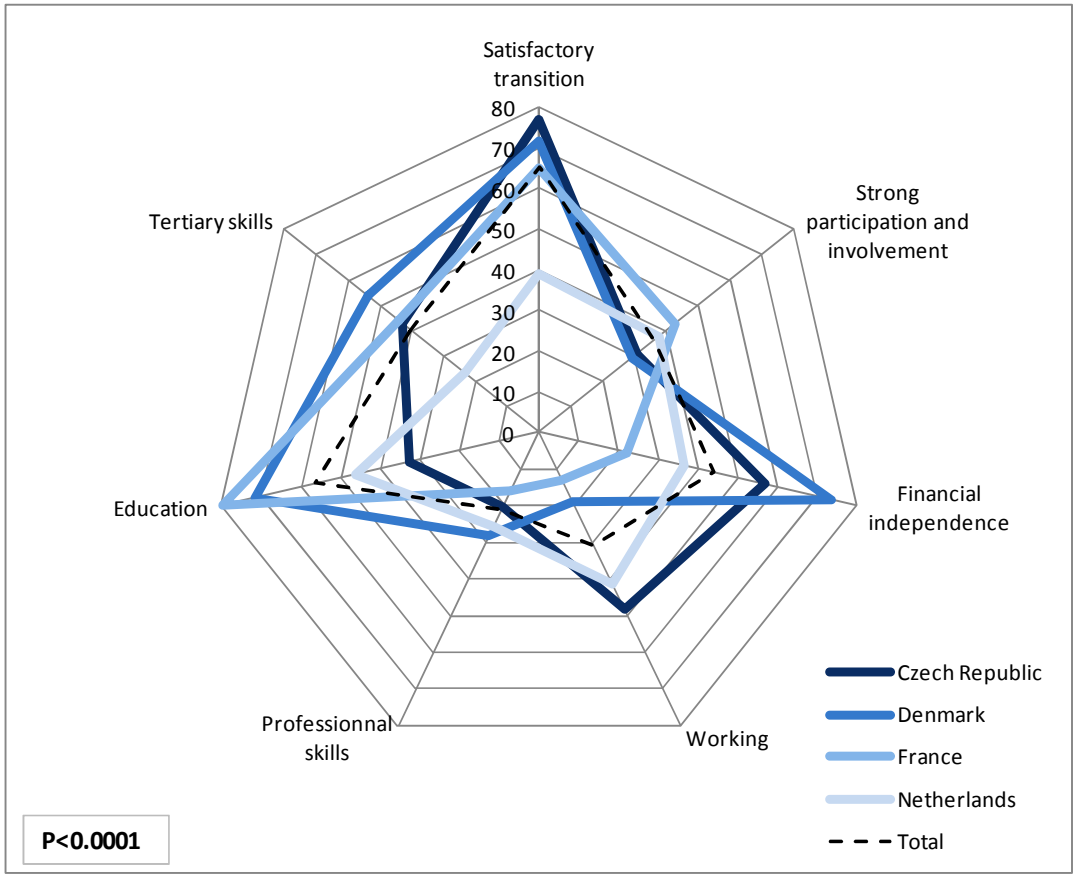
As shown in Figure 4.1, Danish young adults with disabilities tend to move over-proportionally to education and are more likely both to feel that their school has satisfactorily addressed the transition issue and to believe they had the skills needed on the job market and in tertiary education. While they were financially more independent, they were less likely than other respondents to consider that they contributed actively to society and felt involved in it.

They stood out from French respondents, fewer of whom considered they had the skills required for the labour market on leaving upper secondary school, or that they were ready for the demands of the job market or financially independent. Conversely, proportionally more believed they had the skills needed in tertiary education, and that they took an active part in society and felt involved in it.

Czech respondents were less satisfied with the way in which their upper secondary school addressed the transition issue. Proportionally more of them had a job, and a close-to-average proportion thought they had the skills needed in tertiary education and on the labour market, besides considering they were financially independent. By contrast, they were less likely to claim that they contributed actively to society and felt involved in it.

Proportionally more Dutch young adults with disabilities had a job. They were generally dissatisfied with the way their upper secondary school had approached the transition issue and less readily saw themselves as financially independent. On the other hand, proportionally more felt they had the skills needed on the job market.

Figure 4.1 Transition rationales by country (%)



Notes: The variables are not correlated with each other. The differences noted are significant up to the maximum threshold of $p<0.0001$ where $\alpha=0.05$. For each of the variables selected, the question and the reply procedures are comparable between the four countries, with the proportion of respondents exceeding 90%.

Conclusions

The transition issue does not appear to be fully part of upper secondary school policies and strategies since 57% of the Czech, Danish and Dutch young adults who left secondary education in 2007 consider that this issue was taken into account by the schools while 52% of Norwegian respondents were supported during the transition process, most notably by their families.

Existing strategies tend to focus on students' information detrimental to their empowerment and their guidance. As a result, stakeholders may fail in combining accessibility with compensation issues, many students do not feel appropriately skilled for coping with the transition issue and lack supports on leaving upper secondary education. Their transition to work or tertiary education mainly depends on initiatives they take to access the needed information and support which family and friends are able to provide. The quality of the transition process therefore often depends on the parents' ability to overcome weaknesses of existing supports and those coming from a low socio-economic background may have lower transition opportunities than those coming from a high socio-economic background.

Transition strategies differ however among countries. Danish young adults with disabilities are more likely to move to education and tend to be satisfied with the way transition issues were dealt with by their schools. They are more likely than other students to feel skilled to move on to tertiary education and employment, to consider being financially independent although they tend to regret not being involved enough in society.

By contrast, Czech, French and Dutch respondents are more likely to be unsatisfied with the way their upper secondary school approached the transition issue. French students are more likely to move on to tertiary education, mainly because they feel they lack the skills required by the labour market. While they feel socially involved in society, they do not feel financially independent.

Czech and Dutch respondents are more likely to have entered work. But while Czech respondents over-proportionally consider that they are not actively involved in society, Dutch young adults with disabilities less readily saw themselves as financially independent.

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Rick, O. (2011), *Les parcours des élèves et étudiants ayant des besoins éducatifs particuliers vers l'enseignement supérieur et l'emploi : Études de cas, rapport de la France*; Institut national supérieur de formation et de recherche pour l'éducation des jeunes handicapés et les enseignements adaptés (INSHEA), Paris.

Chapter 5

Transition to tertiary education, a key factor for inclusion

Most young adults with disabilities are enrolled in ISCED 5A level courses and follow human and social science courses that do not always correspond to plans made in upper secondary education. While main interests, academic skills and career prospects are the main reasons invoked by respondents for choosing their courses, they pay very much attention to accessibility issues and academic reputation for choosing universities. Although they consider that their disability impacts on their academic progress opportunities, students rarely disclose their disability when enrolling, mainly because they do not regard themselves as disabled or they do not feel that they need support and most of them were supported by their families on enrolment.

Most students work during their studies and are supported by parents for their daily living costs and, depending on the countries, may have to take a loan for studying or benefit from grants. Disability is only partially part of universities' and colleges' policy and despite support gained, most students relate their academic success to parental and friends' support. However, while students who have a psychological disorder, a learning difficulty or a multiple disability highlight the role of the family, those with a physical or a sensory impairment insist on the role of flexible and collaborative teaching. Most respondents consider they have gained the same opportunities as well as self-confidence through tertiary education.

Transition to tertiary education does not only depend on the ability of upper secondary education to prepare young adults with disabilities to cope with the requirements they have made and to support them throughout the transition process. It depends also on the ability of universities and colleges to smooth students' enrolment into tertiary education and to provide them with the same success opportunities as their non-disabled peers. Both research and case studies reveal that admission and support strategies may differ widely among universities' strategies. For example, an interviewee indicated that while the first experience on transition to tertiary education was very positive since the university was aware of his/her impairment, the second experience was less positive for finding information on existing accommodation in this university and obtaining the necessary accommodation was not always possible (Legard and Aargaard Terjesen, 2010).

This chapter examines therefore the conditions of study of those who followed undergraduate courses in 2006/07 or who enrolled in undergraduate courses after leaving upper secondary school in 2007. For this purpose it has grouped together all survey participants involved in the longitudinal study, whenever students with disabilities who left the first cycle of tertiary education were asked the same questions about their conditions of study in 2006/07 as those put to school students who enrolled in tertiary education on completion of upper secondary education.

These questions concerned the following: the nature of the selected courses; methods and procedures for accessing tertiary education; admissions strategies of tertiary education institutions; the financial resources possessed by students; opportunities for combining studies with work; support and special arrangements offered to students and their impact; and factors governing successful performance by students, as well as the skills and abilities they thought they possessed.

This chapter first describes the conditions of access to tertiary education with respect to the studies selected and the reasons for choosing them, enrolment procedures, and support granted at the time of admission. Secondly, it relates the study conditions to the disability policy developed by the institutions, the financial resources possessed by survey participants, the support awarded to them and factors in success. Thirdly, it considers the level of inclusion in the academic community offered by access to tertiary education. And as previously, it also describes as far as possible the study conditions of Norwegian survey participants.

Access to tertiary education

Courses may not always reflect personal choices

Courses may not always reflect plans made in secondary education

In 58.5% of cases, young adults with disabilities who were enrolled in the first cycle of tertiary education in 2006/07, or who enrolled in that cycle on completing upper secondary school in 2006/07, followed ISCED 5A courses. Proportionally more Danish young adults than average (48.8%) undertook ISCED 5B courses.[1]

The great majority (93.5%) of survey participants are or were enrolled in public institutions and 90.8% of them are studying or studied full-time. They are or were essentially enrolled in humanities, arts and education (24.9%), law, economics and management (22.4%) and social sciences (14.5%). Studies included internships in 35% of cases.

Table 5.1 Type of studies undertaken, status of tertiary education institutions and type of enrolment (%)

	Czech Republic (n=117)	Denmark (n=414)	France (n=305)	Total (n=836)
Type of studies undertaken				
Non-university	30.6	48.8	29.3	41.5
University	69.4	51.2	70.7	58.5
Total	100.0	100.0	100.0	100.0
Enrolled in public institutions	77.6	97.5	89.6	93.5
Enrolled full-time	91.8	89.5	93.5	90.8
Type of studies undertaken				
Law, economics and management	31.7	16.2	31.2	22.4
Humanities, arts, education	9.4	31.6	18.4	24.9
Mathematics and computer science	7.0	5.6	10.4	7.5
Engineering	2.4	9.8	8.5	8.4
Life sciences, physics and agriculture	9.6	12.6	13.4	12.3
Medical and health sciences	12.9	11.0	6.7	10.0
Social sciences	27.0	13.2	11.4	14.5
Total	100.0	100.0	100.0	100.0
Similarity between plans devised in upper secondary school and the studies undertaken				
Studies correspond to the plan	75.2	67.3	71.3	69.7
Studies do not correspond to the plan	19.9	19.8	19.7	19.7
No plans	4.9	12.9	9.0	10.6
Total	100.0	100.0	100.0	100.0

Studies undertaken corresponded to plans worked out in upper secondary school, according to 69.7% of young adults with disabilities who were enrolled in the first cycle of tertiary education in 2006/07 or at the time of the survey. However, the French report on case studies highlights the case of a deaf student who enrolled in universities, after having been refused by several *écoles supérieures* (elite colleges), despite efforts made by many teachers to discourage him to do so while considering his success chances were very low (Rick, 2011).

> *Mickael enrols in ISCED 5B course specialised in transport. With the support of an NGO for people with disabilities and the school, he was entitled to follow this course in three years with course arrangements but will be successful within the regular two years. He relates the several internship refusals to his difference, but finds two firms willing to engage him, especially due to the support from the NGO. In spite of hard work conditions, stress and tiredness he had to overcome and his disappointment for not having been enrolled, Mickael considers this experience as very beneficial. Ignoring how he should pursue, he takes again contact with this NGO and starts a new training in logistics, alternating during 18 months courses and internships in a big firm, which required him to leave home. The firm finds him a flat, makes it accessible, adapts his workplace, reduces his workload by contrast with the training institute that provides him only with a minimal accommodation. But time constraints, fatigue, his new environment and the obligation to deal alone with daily life activities lead him to quit after 5 months of work. Waiting to find a new job, Mickael finally enrols at university. This new social life is however somehow complex: the rhythm of the courses does not allow him anymore to use his laptop although he has access to the support of a note taker thanks to the NGO for disabled students located in the university's disability support service.* (Rick, 2011)

Out of Norwegian respondents enrolled in the first cycle of tertiary education, 37% took university courses and virtually all (90%) were enrolled full-time. In the main, they did courses in social or human sciences (24%) or education (24%). However, courses followed may not always reflect the individuals' choices since the studies did not correspond to the plan devised in upper secondary school in 57% of cases.

Table 5.2 Type of studies, type of enrolment, similarity of plans devised and fields of study selected by Norwegian respondents (%)

Type of studies	
University	37.0
Non university	63.0
Total (n=52)	100.0
Type of enrolment	
Full-time	90.0
Part-time	10.0
Total (n=52)	100.0
Similarity between plans devised in upper secondary school and the studies undertaken	
Corresponds	43.0
Does not correspond	57.0
Total (n=52)	100.0
Fields of studies	
Law, economics and management	17.0
Biology and technical sciences	8.0
Medical and health professions	15.0
Education	24.0
Human and social sciences	24.0
Other	12.0
Total (n=52)	100.0

Interest for learning and accessibility, two main reasons for choosing courses

Czech, Danish and French young adults with disabilities who were enrolled in tertiary education on completion of secondary education chose their studies in accordance with their main interests (32.3%), the academic ability they acquired (31.8%) and their career prospects (23.1%). Proportionally more Czech young adults with disabilities chose their studies on the basis of their career prospects (25.5%), whereas 38.4% of Danish young adults and 38.3% of French respondents attached greater importance to the acquisition of academic knowledge and skills as well as to main interests.

Accessibility seems to be a key factor in students' choice. In 41.7% of cases, Czech, Danish and French young adults with disabilities chose their institution on the grounds of its accessibility and because it could satisfy their needs. This factor was highlighted in particular by Czech young adults (50%), whereas the French were more likely than others to follow the recommendations of friends or specialist services (21.5%) and to do with existing possibilities (22%).

Norwegian young adults with disabilities chose their tertiary education institution on the grounds of its academic reputation in 48% of cases, but also because it was alone in offering the course they were seeking (38%) or closest to their home or family (31%) or, yet again, because it was recommended by friends or family members (20%).

Table 5.3 Factors underlying the choice of course and of tertiary education institutions (%)

	Czech Republic (n=117)	Denmark (n=414)	France (n=305)	Total (n=836)
Factors underlying the choice of course				
Main interests	23.5	41.3	38.5	32.3
Acquisition of knowledge and skills	21.9	38.4	38.3	31.8
Career prospects and independence	25.5	17.3	23.2	23.1
Other	29.1	3.0	1.3	12.8
Total	100.0	100.0	100.0	100.0
Factors underlying the choice of tertiary education institution				
Academic reasons	22.2	18.9	18.0	19.6
Level of accessibility (including financial) and reputation in the subject	50.0	34.7	39.0	41.7
Recommended by family members or an adviser	11.2	15.7	21.0	15.0
Only institution offering the course selected or having accepted the application	14.8	13.4	22.0	17.4
Other	1.8	15.0	3.0	5.7
Does not know	0.0	2.3	0.0	0.6
Total	100.0	100.0	100.0	100.0

	Norway (n=52)
Reason underlying the choice of institution	
Institution is known for providing quality education	48.0
Only institution offering the course you were seeking	38.0
Only institution located close to your family	31.0
Recommended by friends and/or family members	20.0
Random choice	22.0
Suits best the needs	9.0
Existence of transport facilities	6.0
Only institution where you found a place	5.0
Recommended by an adviser and/or a secondary school teacher	3.0
It is known for accommodating disabled students	3.0
Other reasons	22.0

Access to tertiary education varied depending on the socio-demographic characteristics

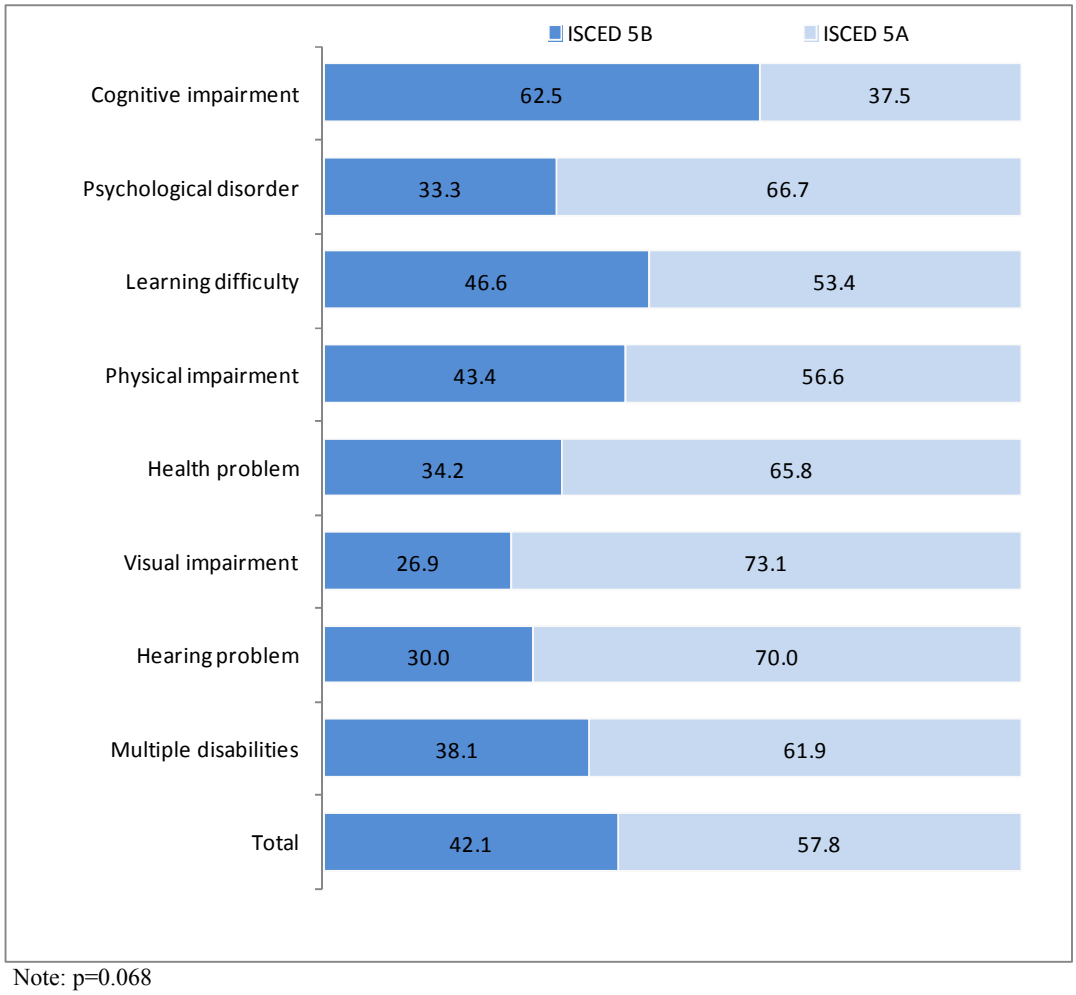
Young adults with disabilities who had a cognitive impairment, a learning difficulty or a physical impairment (62.5%, 46.6% and 43.4% respectively) are more likely to be enrolled in ISCED 5B courses than those young adults having another disability.

The disability impacts also on the fields of studies followed. Proportionally more students with a cognitive impairment were enrolled in social sciences (34.8%) and in humanities, arts and education (26.1%), whereas those with a psychological disorder were more inclined to enrol in law (32.4%), humanities, arts and education (29.7%) or biological sciences, physics and agriculture (16.2%). Proportionally more young adults with a learning difficulty were enrolled in humanities, arts and education (30.5%) or in medical and health sciences (14.5%), whereas those respondents with a physical impairment were more in evidence in engineering (12.9%) and life sciences (16.4%).

Young adults with a health problem were mainly enrolled in law (35.6%) whereas those with a visual impairment were over-represented in humanities, arts and education

(29.2%) and social sciences (20.8%). Proportionally more of those with a hearing problem were enrolled in law and economics (41.2%) and in social sciences (23.5%).

Figure 5.1 Type of studies selected, by disability of Czech, Danish and French survey participants (%)



Note: p=0.068

Fields of study also differed depending on the gender of young adults with disabilities. Women were enrolled more often than men in social sciences (16.3%), humanities, arts and education (27.1%), whereas men were for example more inclined to opt for courses in engineering (13%).

Table 5.4 Fields of study of Czech, Danish and French survey participants, by gender (%)

	Female (n=437)	**Male** (n=323)	**Total** (n=760)
Law, economics and management	22.7	20.2	21.7
Humanities, arts and education	27.1	22.8	25.6
Mathematics and computer science	4.4	9.4	6.4
Engineering	6.1	13.0	8.8
Life sciences, physics and agriculture	11.4	14.4	12.5
Medical and health sciences	12.0	7.6	10.2
Social sciences	16.3	12.6	14.8
Total	100.0	100.0	100.0

Note: p=0.005

Tertiary education institutions face difficulties in accommodating invisible disabilities during enrolment

Enrolment conditions impact on transition possibilities. Weak admission strategies are an important drop-out factor. For example, the Irish report on case studies describes the case of a student with dyslexia who considered dropping out three weeks after enrolling, entering university being so difficult that he had a number of panic attacks (Phillips and Clarke, 2010). The Norwegian report on case studies portrays the case of a student who indicates he had a hard time finding out about accommodation and employment opportunities that may exist at most places that s/he contacted (Legard and Aargaard Terjesen, 2010). This section therefore looks at the ease of transition to tertiary education and the forms of support students gained when enrolling.

Access tends to be easy

Access to tertiary education was thought to be easy or very easy according to 85.6% of Czech, Danish and French young adults with disabilities who enrolled in the first cycle of tertiary education in 2006/07, or on leaving upper secondary school.

Table 5.5 Ease of access to tertiary education, disclosure of disability and reasons for not disclosing (%)

	Czech Republic (n=117)	**Denmark** (n=414)	**France** (n=305)	**Total** (n=836)
Ease of access to tertiary education				
Very easy	19.5	47.3	33.1	39.9
Easy	54.8	40.4	52.9	45.7
Difficult or very difficult	25.7	12.3	14.0	14.4
Total	100.0	100.0	100.0	100.0
Disclosure of disability				
Yes	18.8	34.3	40.1	33.9
No	81.2	65.7	59.9	66.1
Total	100.0	100.0	100.0	100.0
Norway (n=52)				
Ease of access to tertiary education				
Very easy				20.0
Easy				43.0
Rather difficult				24.0
Very difficult				13.0
Total				100.0
Disclosure of disability				
Yes				34.0
No				66.0
Total				100.0
Reasons why the special educational need was not reported				
Felt that there was no point				23.1
Do not consider themselves disabled				17.3
Ignored the possibility of receiving support				19.2
Fear of being stigmatised				15.4
Other				13.5

Czech young adults with disabilities who left upper secondary education in 2007 sat the entrance examinations in 82.5% of cases. This applied to 35% of the Danish young adults and 19% of the French. Norwegian survey participants were not asked this question. Sixty-three per cent of Norwegian respondents considered their access to tertiary education as very easy or easy. However, according to the case studies universities and colleges may not provide precise information about existing accommodation.

> *It was almost impossible to find out of the availability of accommodation in tertiary education. It involved much e-mailing and telephone calls… There is some information, but this information is mainly aimed at those who are blind, movement impaired, deaf or have dyslexia. It seems like those kinds of impairments are the only ones that exist when it comes to accommodation. The answers I got [when e-mailing and phoning] were "we'll look at your needs when you get here…" and those kinds of answers did not make it much easier [to choose the university that would be able to make the best possible accommodations], because it is difficult to know what rights we have and what we can demand. In upper secondary education you have the right to accommodation, while here [in tertiary education] it seemed like accommodation was something you would get if they were kind to you.*
>
> (Dorothy, bachelor student in psychology with AD/HD)

Supports should be framed within an educational needs assessment procedure and formalised in a plan

Access to support awarded in tertiary education means that young adults with disabilities will have reported their educational need to the bodies set up to welcome and cater for them. As shown in Table 5.5, out of young adults with disabilities who followed undergraduate courses, 33.9% disclosed their disability when they enrolled, with the proportion being lowest in the Czech Republic.

As indicated in Table 5.6, respondents who did not report their disability felt that they did not have one (34.0%) or that it was not such as to justify a mention (32.1%). Furthermore, 31.7% did not report their disability because they feared they would be stigmatised.

French young adults with disabilities are less likely than their peers to consider themselves as disabled (28.6%). They differed from Czech young adults who more readily felt that the disability was not such as to justify disclosing any special educational need (40.9%), but who had less fear of being stigmatised (9.1%).

> *Nobody likes to be singled out and sent to a disability service. The departments need to be much more proactive and prepare lecturers who in turn need to be more enquiring about the kinds of accommodations needed and generally more prepared around the whole area of disability. It is difficult for young students to disclose, particularly with less visible disabilities, and very difficult to ask for particular supports. The role of the disability service should be focussed on raising the awareness of tutors and encouraging them to improve their ability to educate in an inclusive manner that is attuned to the specific needs of students with disabilities.*

As indicated in Table 5.5, in 34% of cases, Norwegian young adults with disabilities enrolled in the first cycle of tertiary education said that they themselves or someone else informed the institution of their special educational needs. The main reason why special educational needs were not reported was that young adults did not consider themselves disabled (23.1%) or ignored the possibility of receiving support (19.2%).

Many interviewees indicate that universities and colleges tend to focus on physical accessibility detrimental to the pedagogical, psychological and social accessibility. For example, the Norwegian report highlights a case in which a student with an invisible impairment regrets that information provided by universities and colleges focuses mainly on physical disabilities and does not support students to disclose their disability (Legard and Aargaard Terjesen, 2010). The Irish report on case studies includes a case in which the interviewee highlights a lack of understanding of dyslexia in educational institutions and declares that

> *people think it is all about spelling – it is much more complex than that. Dyslexia affects your concentration and your ability to understand what is being said. Teachers understand it in a technical way but they do not understand what it is like in an applied setting, one that is, for example, lecture based.*
>
> (Phillips and Clarke, 2010)

Table 5.6 Reasons for not disclosing special educational need, support provided on enrolment and on entry to tertiary education (%)

	Czech Republic (n=29)	Denmark (n=346)	France (n=72)	Total (n=447)
Reasons for not disclosing special educational need (p=ns) (n=296)				
Felt there was no point	40.9	31.2	33.3	32.1
Did not consider themselves disabled	40.9	33.8	28.6	34.0
Fear of being stigmatised	9.1	33.8	28.6	31.7
Information was provided by their upper secondary school	9.1	1.1	9.5	2.2
Total	100.0	100.0	100.0	100.0
Type of support provided on enrolment (p=ns)				
Social services	4.9	9.9	12.4	10.0
Services to facilitate transition	2.4	3.1	8.6	4.1
Support services to obtain employment	7.3	5.8	6.7	6.1
Services dedicated to persons with disabilities	7.3	9.4	3.8	8.2
Family and friends	41.5	22.2	28.6	24.8
Reasons for not accessing support on entry to tertiary education (p=0.037)				
Unaware of support available	7.5	16.1	11.2	13.4
Would have welcomed support on enrolment	6.2	14.4	20.2	16.1
Support on enrolment not required	86.3	69.5	68.6	70.5
Total	100.0	100.0	100.0	100.0

When they enrolled, Czech, Danish and French young adults with disabilities were mainly helped by their family and friends in 24.8% of cases, by services dedicated to persons with disabilities (8.2%) and by social services (10.0%).

Upon finishing upper secondary education, Natalie was unsure about what to study further, so she stared working full-time as a welfare worker. After a couple of years working, her situation took a turn from good to bad and ended in a personal crisis. With help from her doctor, she was granted vocational rehabilitation from NAV that gave her the financial ability to enter tertiary education. She first spent a year improving some of her grades from upper secondary education, and today, she studies occupational therapy at her local university college. However, her experiences with accommodations for both lectures and internships have been negative.

(Phillips and Clarke, 2010)

Almost three-quarters (70.5%) of respondents who were not offered support when they enrolled felt they did not need any, while less than one-fifth (16.1%) would have welcomed support and 13.4% said they were unaware it was available. Proportionally more French young adults (20.2%) thought they would have liked to be supported when they enrolled.

Data gathered by Norway do not allow for comparison on these issues. The report on case studies states however that the disability support services have too little recourse to be able to ensure that the right accommodations are made for the students who have comprehensive needs and it may happen that application processes are described as being awkward (Legard and Aargaard Terjesen, 2010). It describes for example the case of a student who could not access the supports s/he was eligible for because of the slowness of the disability service and who therefore had to rely on his/her peers, which is considered as frustrating and a barrier to inclusion.

A varying quality of enrolment

However, patterns governing enrolment conditions differed by country, as shown in Figure 5.2, which relates the types of support obtained on enrolment to reporting of the disability and to their impact. French young adults with disabilities reported proportionally more than other respondents their special educational needs at the time of enrolment, mainly because their impairment was visible. However, they deeply regretted not receiving the necessary support and were less inclined than respondents on average to feel that the support and advice they received enabled them to identify their skills, and to be aware of their needs and stand up for themselves.

The French respondents differed from the Czech young adults with disabilities, fewer of whom reported their disability. They were more likely than survey participants on average to have been supported and advised by their family and friends and to think that the support and advice they received enabled them to make rational choices and stand up for themselves.

Proportionally more Danish young adults with disabilities were supported and advised by their friends and members of their family. They were also more inclined than survey participants on average to think that the support and advice they received on enrolling in tertiary education enabled them to stand up for themselves, to be aware of their needs and identify their skills. On the other hand, proportionally fewer felt that they were in a position to make choices as a result of the support and advice they were given.

Box 5.1 Indicators concerning support and advice received

1. Reporting special educational needs: Percentage of respondents who replied "yes and that was taken into account by the institution" to the question "When you enrolled, did you report your special needs?"

   Like the indicators that follow, this one was chosen since the question was put to those who undertook higher education both in the cohort of upper secondary school students and the cohort of students in higher education.

2. Support from friends and families: Percentage of respondents who replied "yes" to the question "When you enrolled, did you receive support and advice from your friends and families?"

3. Support needed but not received: percentage of respondents who replied "yes" to the question "When you enrolled, did you receive support and advice? No, and you needed it."

4. Support facilitating the choice: Percentage of respondents who replied "yes" to the question "Did this support and advice enable you to choose your course of studies fully informed?"

5. Defending one's interests: Percentage of respondents who replied "yes" to the question "Did this support and advice enable you to be assertive?"

6. Identifying skills: Percentage of respondents who replied "yes" to the question "Did this support and advice enable you to identify your skills?"

7. Awareness of needs: Percentage of respondents who replied "yes" to the question "Did this support and advice enable you to become aware of your needs?"

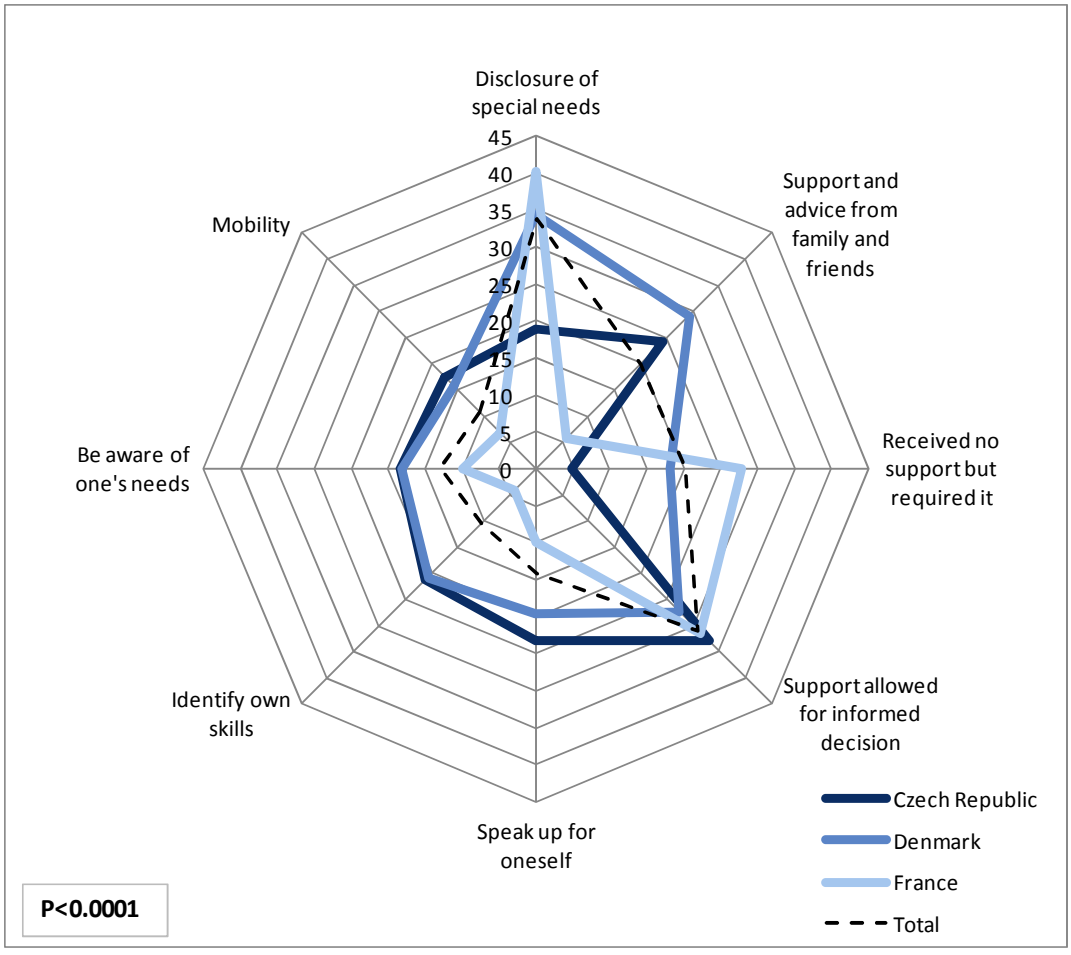
8. Mobility: Percentage of respondents who replied "yes" to the question "Did this support and advice enable you to travel between your home and institution?"

Enrolment procedures also varied with the characteristics of respondents. Men were less inclined to report their educational needs, in particular because they felt they had no disability, whereas women were more likely to be supported by their family and friends when they applied for university (see Table E.4).

Enrolment procedures also varied with respondents' disability. Proportionally more young adults who had a cognitive impairment (22%), a psychological disorder (20.6%), a visual impairment (25.9%) or multiple disabilities (23.5%) felt that their chosen studies did not correspond to their plans, or said they did not have clear plans.

> *Student 2 entered a private higher education college and started a course in architecture. She found it difficult. While she had indicated on the Central [College] Applications Office form that she had dyslexia, the diagnosis was either not communicated to the college or was not acted on by the college. Student 2 became pregnant, and subsequently left the private college because of the lack of accommodation for her dyslexia and because there were no crèche facilities.*
>
> (Phillips and Clarke, 2010)

Figure 5.2 Profile of support and advice received



Notes: Statistical tests: The variables are not correlated with each other. The differences noted are significant up to the maximum threshold of $p<0.0001$ where $\alpha=0.05$. For each of the variables selected, the question and the reply procedures are comparable between the three countries, with the proportion of respondents exceeding 90%. Data from the Netherlands for this target group were not available.

Young adults with disabilities who had a psychological disorder (76.3%) and those with a health problem (72.2%) are more likely than their peers to feel their access to tertiary education uneasy while those having a hearing problem or a learning difficulty were less likely to ask for support when they enrolled (see Table E.3).

Case studies indicate that students hesitate in seeking support they do not absolutely need because incentives for disclosing at university level may lack, but also because they wish to function as normally as possible. For example, a French interviewee with a mild visual impairment refused to signal his impairment or his needs for educational support in order to be accepted independently from his disability, while a Norwegian student with visual and hearing impairments refused most technical aids he was entitled to in order to be considered as a student first (Rick, 2011; Legard and Aargaard Terjesen, 2010).

Figure 5.3 Transition and support by type of disability

Providing better support opportunities to improve study conditions

Students may face financial challenges

Financial resources are a key factor impacting on student success in tertiary education and in many countries students cannot afford studying without some form of education financing that may be provided by public funding mechanisms, parental support as well as work (OECD, 2011). Reports on case studies insisted in many countries on the challenges students may face financially and the Irish report describes a case in which finances are an ongoing challenge so a student who became increasingly indebted had to go to charity for help (Phillips and Clarke, 2010).

Out of Czech, Danish and French young adults with disabilities, 55.8% worked at the same time as studying. Of those, 23.1% worked regularly, 20.2% intermittently and 12.5% rarely.

Among Czech, Danish and French respondents, 21% received a grant and 25.4% had to take out a loan. Danish young adults were grant-holders in 13.1% of cases, while 36.4% obtained a loan. They differed from French and Czech young adults with disabilities, proportionally fewer of whom had to borrow money to study, and proportionally more of whom were grant-holders.

The parents of Czech, Danish and French young adults with disabilities contributed financially to expenditure incurred in meeting the cost of living (food and transport) (45.8%), purchasing school materials (37.8%), paying for accommodation (32.7%) and enrolling for study (25.6%). Danish respondents seemed to need less support from their families than their Czech and French counterparts.

Table 5.7 Work while studying, formal support and support from parents (%)

	Czech Republic (n=117)	Denmark (n=414)	France (n=305)	Total (n=836)
Work while studying (p=ns)				
Never	34.2	45.0	48.3	44.2
Rarely	18.8	11.6	11.1	12.5
Occasionally	22.3	17.7	26.6	20.2
Regularly	24.7	25.7	14.0	23.1
Total	100.0	100.0	100.0	100.0
Financial support (p<0.0001)				
Grants/bursaries	36.4	13.1	32.0	21.0
Loan	1.1	36.4	11.4	25.4
Financial support from parents (p=0.000)				
Enrolment fees	47.5	2.8	67.0	25.6
School materials	46.6	33.5	65.1	37.8
Accommodation	55.3	34.8	52.9	32.7
Food and transport	52.4	38.1	69.8	45.8
Norway (n=52)				
Main funding source for studies				
Loans and grants				60.6
Employment				10.6
Disability allowances				15.1
Family				10.6
Other				3.1
Total				100.0
Combining study and work				
Part-time activity during weekdays				31.1
Part-time activity during weekends				32.8
Worked during university vacations				36.1
Total				100.0

In 60.6% of cases, Norwegian respondents mainly paid for their studies out of grants and loans, while 15.1% relied primarily on disability (rehabilitation and benefit) allowances and 10.6% on support from their family. In 63.9% of cases, they worked during their studies. Work was a part-time activity during weekdays for 31.1% and a weekend one for 32.8%. In addition, 36.1% said they worked during university vacations.

According to the Norwegian report on case studies, gaining work experience during studies may depend on employers' willingness to adapt work conditions and rehabilitation services to support both employers and students. While an interviewee with a visual impairment that did not require many arrangements had several part-time jobs during her studies, another one with a motor impairment faced problems in finding a job because s/he could not work full-time due to the impairment and because offered part-time jobs are often physical and difficult to perform with significant movement impairments.

> *There is a need for more understanding in the educational system about the fact that not everybody is completely A4, and that not everybody with AD/HD is climbing the curtains and is incredible noisy.*
>
> (Bachelor student in psychology with AD/HD)

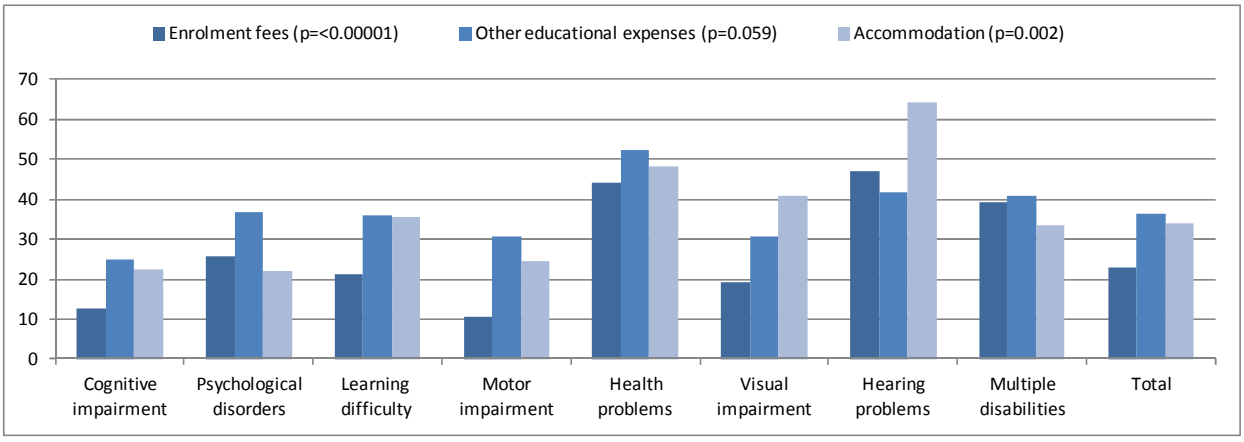
A third interviewee with a moderate visual and hearing impairment indicated having had "no problems in getting work, because there was a bigger demand than there were workers" and there was no need for accommodations at his current job.

A financial challenge unequally distributed

The financial resources possessed varied in accordance with certain socio-demographic characteristics. Disparities may exist depending on the gender as women declare more often than men working regularly or intermittently (45.2% compared to 40.2%), whereas men are more frequently grant-holders (24.8% compared to 16.9%) and financially supported by their parents when paying enrolment fees (27.8% compared to 19.3%).

Disparities may also be due to the disability. Respondents who had a hearing problem (47%), a health problem (44%) and several disabilities (39%) were more frequently supported by their parents in paying enrolment fees. Those with a health problem (52%), a hearing problem (41%) and several disabilities (41%) were more readily supported by their parents to meet other forms of educational expenditure. In most cases, young adults with disabilities supported by their parents in meeting the costs of accommodation had a hearing impairment (64%), health problems (48%) or a visual impairment (40%).

Figure 5.4 Financial support from parents of Czech, Danish and French respondents, by disability (%)



Quality of support and accommodation could be improved

In most countries, students with special educational needs are entitled to access the technical, pedagogical and human support they need to complete tertiary education successfully. It is therefore the responsibility of universities and colleges to provide them, when required, with tutors, note takers, interpreters, photocopies of targeted courses or studies, or special examination arrangements (OECD, 2011). They may also be entitled to supports provided by other stakeholders and covering transport as well as housing issues. The Irish report on case studies shows, for example, that access to transport is very important in terms of physical access but also in terms of inclusion. It describes a case in which a bus driver helped the student find his way around the city, which was not his home place, and where to get the best deals for clothes and food (Phillips and Clarke, 2010). The Norwegian report on case studies describes a case in which a student with a motor impairment needed a taxi to drive him back and forth from university because it

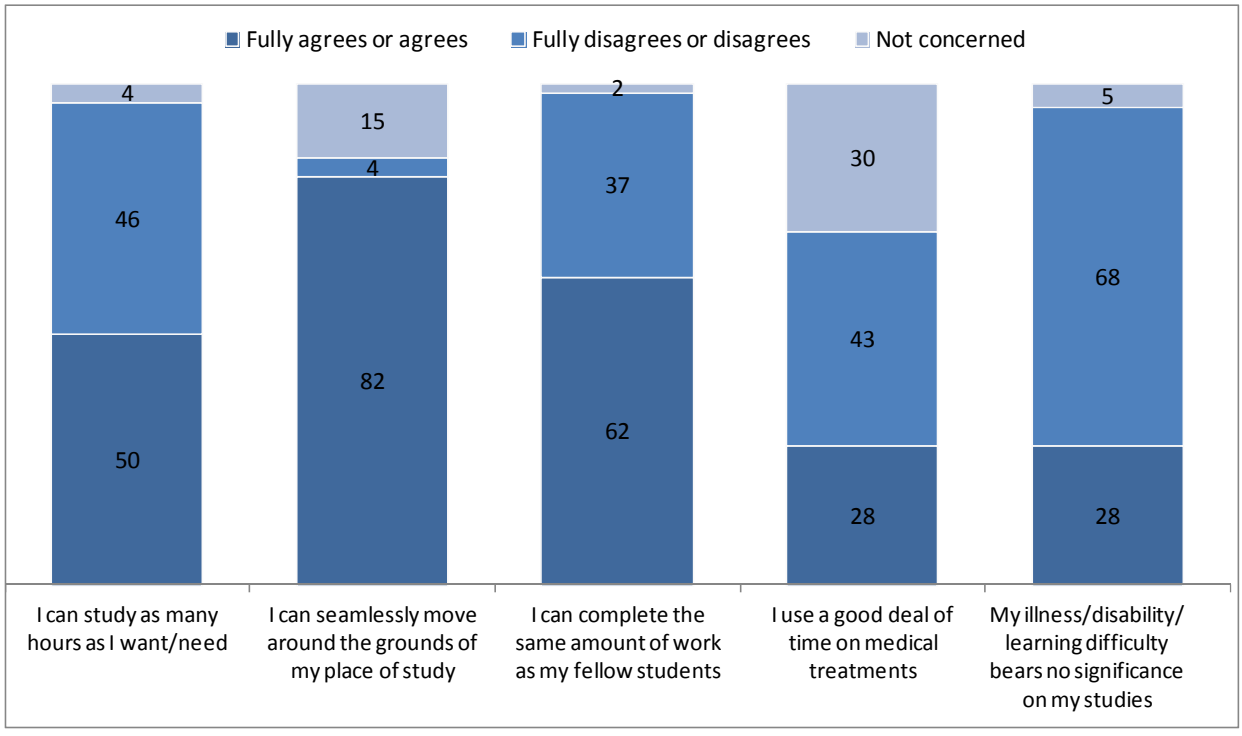
was impossible for him to use mass transportation due to its inaccessibility (Legard and Aargaard Terjesen, 2010).

Most students are limited in their ability to study due to their disability

The need for support is closely related to the severity of the disability or its impact on individuals' ability to study. Two-thirds of Czech, Danish and French young adults with disabilities felt that the disability had an impact on their studies. Danish and French young adults were foremost in drawing attention to this impact (75.3% and 73.8%, respectively) compared to the Czech students (40.2%).

Out of Norwegian young adults with disabilities enrolled in the first cycle of tertiary education, 68% felt that their disability had an impact on their studies. They thought they had limited working ability compared to other students in 37% of cases, that they could not work for as long as they wanted (50%), and that they needed a lot of time to care for their health (28%).

Figure 5.5 Impact of the disability of Norwegian survey participants on their studies (%)



Note: $p<0.0001$

Support and special arrangements should aim at empowering students

Czech, Danish and French young adults with disabilities were provided with specially adapted teaching (33.8%), technical support (13.5%) and human support (13.2%).

Table 5.8 Types of special arrangements obtained for study purposes (%)

	Czech Republic (n=117)	Denmark (n=414)	France (n=305)	Total (n=836)
Additional resources received (p<0.0001)				
Human support	6.0	22.2	3.9	13.2
Technical support	3.4	25.1	1.6	13.5
Pedagogical support and arrangements	9.4	49.7	21.6	33.8
Not necessary	49.6	29.2	12.8	26.0
Formal support obtained (p=ns)				
Meet someone to discuss academic questions	31.6	25.8	31.6	32.3
Meet an adviser to reassess their needs	14.9	10.6	22.5	7.9
Help to solve problems	20.3	33.4	20.9	23.3
Support from associations for persons with disabilities	24.4	30.3	35.1	31.2

The number of respondents does not allow, as planned, to have a precise picture on the enabling effect of the supports provided. However, case studies highlight how important these supports were in most cases for students' success. But case studies also emphasise the difficulties students may have to access these supports, especially when they have an invisible impairment such as dyslexia or a mental health problem, or when no needs assessment exercise was implemented to provide individually tailored supports and back-up. Students may then complain, as for example stressed by the French report on case studies, about difficulties they had to face for gaining access to the needed supports and their lack of quality. They may also deplore that supports aimed mainly at helping them instead of empowering them, as suggested by this student while indicating that he needs to be "supported in being able to live as an adult without always needing my parents' or someone else's help" (Rick, 2011). The Irish report depicts the case of a student who was so determined throughout her college life to become as independent as possible, that she became very proficient with using her laptop for note taking, to the point that she could take notes for other students (Phillips and Clarke, 2010).

> *Well, I mostly need to be self-independent and I need to be prepared for it. I need to be supported in being able to live as an adult without always needing my parents' or someone else's help. And I think it is what I need to be prepared for and what I need to prepare myself (…) I just need to be guided without my route being drawn.*
>
> (Julien, student with learning and behavioural problems)

Respondents were also supported by associations for persons with disabilities (31%). They met an adviser who informed them about academic matters in 32% of cases and someone to overcome problems (23%), while 7% met an adviser in order to reassess their needs. Case studies highlighted the importance of support provided by external services that often played a key role in terms of housing and transport, but also in terms of inclusion (Legard and Aargaard Terjesen, 2010; Rick, 2011). The Irish report describes, for example, the case of a blind student who was provided an assistant from the National Council of the Blind in her first year of study to help her with orientation and personal development (Phillips and Clarke, 2010).

Among Norwegian respondents enrolled in tertiary education, 45% obtained study support or specially adapted teaching, 9% technical help and 2% human assistance. The case studies reveal that depending on the strategies to diversity of universities and colleges, accommodation and supports may not be appropriate, as highlighted by a student who indicated that it took two years before an induction loop was installed, and when it was, it did not function and no one had any knowledge about how to use it (Legard and Aargaard Terjesen, 2010).

> *Student 3 is registered with the disability service and as such he is provided with his own exam room so that there are no distractions – he is easily distracted. He is also provided with an exam scribe and reader and an invigilator appointed by the disability service (usually all three roles are fulfilled by one person). He is allowed 10 minutes extra per exam in addition to lavatory and cigarette breaks as needed. Stickers are put on all of his work to identify that he has a disability (they do not indicate the type of disability) and he gets a spelling and grammar waiver.*
>
> (Phillips and Clarke, 2010)

In 26% of cases, respondents felt they needed support and advice which was not provided, mainly because they did not request it, or because it was not available. Case studies show that students may refuse support and accommodation for inclusion purposes, such as for example an interviewee with a visual problem who refused most technical aids to develop her own coping strategies such as sitting with friends, typing during lectures, asking for magnified lecture notes, enhancing colours and contrasts in the lab, etc. in order to avoid being seen as too different and to minimise contact with NAV.

> *Her grades improved dramatically over the following three years and she was awarded first class honours in her final exams. The critical transition point in her degree career was from first to second year and her ability to progress was largely down to her communicating and managing her information needs with academic staff.*
>
> (Phillips and Clarke, 2010)

But interviewees also indicated that asking for access to support and advice may be discouraged by the slowness of the disability support services as well as their lack of knowledge on the educational impact of disabilities that requires them to advise counsellors about the supports they need. As a result, students may just give up as suggested by a Norwegian interviewee declaring being tired of being permanently obliged to tell professionals what they have to do to meet her needs (Legard and Aargaard Terjesen, 2010). Furthermore, 39% of Norwegian respondents also received support provided by services external to the tertiary education institution. As shown in Table 5.9, this consisted primarily of medical or financial support.

Table 5.9 Types of special arrangements obtained for study purposes by Norwegian respondents (n=52) (%)

Types of special arrangements	
Human support	2.0
Study support	45.0
Technical support	9.0
No arrangements necessary	18.0
Arrangements needed but not available	8.0
Support provided by external services	
Medical treatment	18.0
Economic support	18.0
Technical or human assistance at home and during leisure	5.0
Transport support services	5.0
Other	11.0
Not receiving any support	61.0

Universities' disability policies are not always an incentive for quality

The level and the quality of support and accommodation provided depend on the size and the priorities of the universities and colleges (OECD, 2003, 2011). It may also rely on the type of course followed as depicted by the Norwegian report on case studies while highlighting a student with dyslexia who studied engineering and who could not access full accommodation because audio books were not available due to the technical language (Legard and Aargaard Terjesen, 2010). However, the level and quality of support depend also on the existence of a disability policy at university and college level that is drawn in a policy document, implemented by dedicated admission and support services within an individualised plan and that develops awareness campaigns (OECD, 2011). The role of institutional policies at university levels is largely highlighted by the case studies such as for example in Norway, where an interviewee related his/her opportunities to access the information on existing accommodation as well as the actual support to the existence of a disability policy at university level and to the universities' awareness of special educational needs issues (Legard and Aargaard Terjesen, 2010).

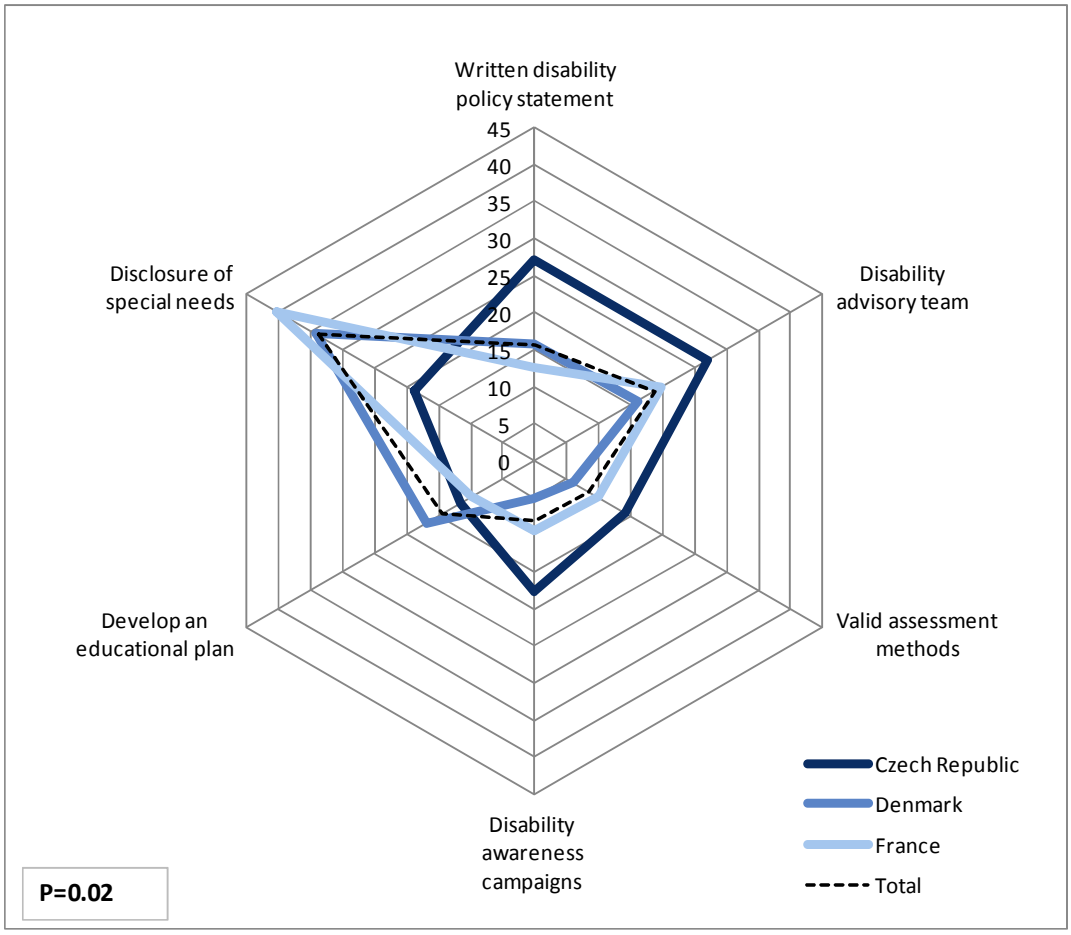
> *Olivia has had two journeys through tertiary education, and her experiences during the first were entirely positive. "Those four years were just super," she told us. The university college that she attended was fully aware of her hearing impairment and knew how to accommodate her according to her needs. Ironically, her career counsellors at the junction school did not know of any such programmes accommodated for the hearing-impaired, and she and her family had to find all the information by themselves and inform the university college of her attendance. Olivia worked as a teacher for a couple of years before becoming a student again. Her second journey through tertiary education, however, has been a path filled with more challenges than the first: She finds it hard to find information about accommodation, and she experiences that the accommodation she needs is not always possible to obtain.*
>
> (Olivia, Master student with hearing impairment)

Respondents said that the institution had a document setting out its policy for disability in 15.6% of cases, and an advisory team in 18.6% of the cases. In the view of 8.3%, the institution conducted awareness-raising campaigns, while 8% said that it offered helpful methods for assessing the quality of applications, and 15% that they had benefitted from an individual plan.

Czech, Danish and French young also had the opportunity to meet an adviser during the academic year to discuss academic issues in 32.3% of the cases whereas 23.3% indicate having been supported by associations for persons with disabilities to overcome their difficulties and 7.9% of them met and adviser to reassess their needs.

But these policies do not seem to be always an incentive for quality as shown by Figure 5.6 which relates their existence to students' willingness to disclose and professionals' willingness to frame the educational process within a plan and regular needs assessment procedures. Indeed, the Czech young adults with disabilities who were enrolled in the first cycle of tertiary education on completion of upper secondary school, or in 2006/07, seem to be more aware than other respondents about existing awareness-raising campaigns, documents setting out universities' and colleges' disability policy, disability support services and adapted application procedures. However, they are less likely than their peers to disclose their disability and to have their education framed within a plan, as if the existing policies faced difficulty in being applied by stakeholders.

Figure 5.6 Inclusion of disability in universities' policies



Notes: Statistical tests: The variables are not correlated with each other. The differences noted are significant up to the maximum threshold of $p<0.02$ where $\alpha=0.05$. For each of the variables selected, the question and the reply procedures are comparable between the three countries, with the proportion of respondents exceeding 90%. Data from the Netherlands for this target group were not available.

By contrast, while fewer Danish respondents reported that the institution had a special advisory team for disabilities, or methods of assessing applications, they are more likely than their peers to indicate that their education is framed within a plan and to disclose their disability on average.

Box 5.2 Indicators concerning the inclusion of disability in institutional policies

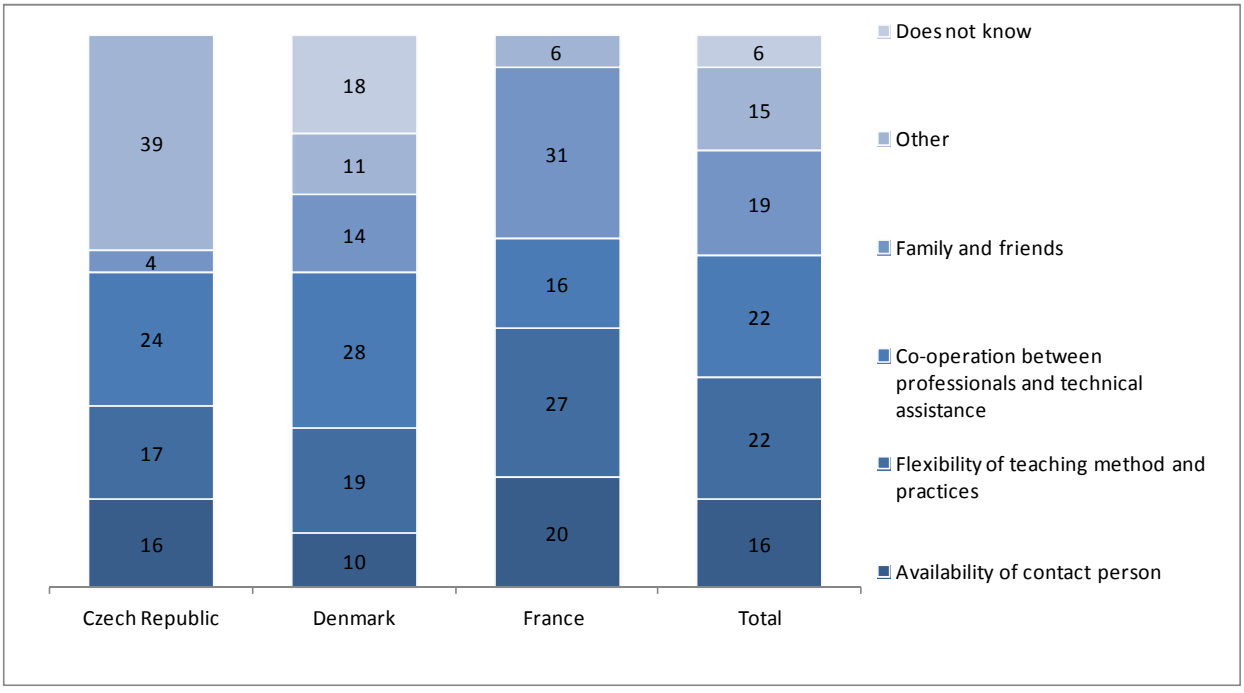
1. Policy for disability: Percentage of respondents who replied "yes" to the question "Does your institution have a written document describing measures for the benefit of persons with disabilities or special educational needs?"
2. Advisory team specialising in disability: Percentage of respondents who replied "yes" to the question "Does your institution have a department to welcome and cater for students with disabilities?"
3. Method of assessing applications: Percentage of respondents who replied "yes" to the question "Does your institution use appropriate methods for assessing your needs?"
4. Awareness-raising campaigns: Percentage of respondents who replied "yes" to the question "Does your institution organise information campaigns on the subject of disability?"
5. Individual plan: Percentage of respondents who replied "yes and you have been provided with appropriate arrangements" to the question "Was an individual plan drawn up on the basis of your needs, your interests, your abilities and your aims in the month subsequent to the start of your studies?"
6. Disclosure of disability: Percentage of respondents who replied "yes and that was taken into account by the institution" to the question "When you enrolled, did you report your special needs?"

French young adults with disabilities were slightly more likely than respondents on average to report that their institution organised awareness-raising campaigns, or used appropriate methods to assess relevant applications. But while proportionally more reported their disability, they were less inclined to say that they had the benefit of an individual plan as if existing policy would face difficulties in being implemented by stakeholders.

Flexible teaching methods and co-operation as key success factors

Czech, Danish and French young adults with disabilities tend to relate their attainment opportunities in tertiary education to the co-operation between professionals (22%), to quality in the organisation of teaching and the flexibility of teaching practices (22%), and to support from family and friends (19%), as well as to the availability of advisers and contact persons (16%).

Figure 5.7 Factors in attainment (%)



Note: p<0.0001

Danish young adults with disabilities more often stressed the importance of co-operation between staff and technical support, whereas French survey participants emphasised more frequently than other respondents on average the part played in these matters by aspects of teaching and by the involvement of family and friends.

> *While a note taker could be provided to Student 2 under the Higher Education Authority Fund for Students with Disabilities, her preference is to maintain her independence and to manage her dyslexia with AT and lecture note support. One of her lecturers provided her with copies of his PowerPoint presentations on a USB stick, which she found "really helpful". While she had to ask for notes to be provided, generally her lecturers were willing to do so. She did have one experience of non co-operation however.*
>
> (Phillips and Clarke, 2010)

Country reports as well as case studies show that flexibility and teaching methods are key factors for being successful in tertiary education. Many interviewees, as for example in France and Norway, regretted that despite efforts made by some of them, teaching staff were not always prepared or willing to use technical aids or to adapt teaching methods to their needs, especially when the impairment was invisible (Rick, 2011; Legard and Aargaard Terjesen, 2010).

Students with mental health problems and severe disabilities are mainly supported by their families

The support made available and the success factors varied somewhat depending on the socio-demographic characteristics of young adults with disabilities. While the provision of support and conditions of attainment did not differ significantly by gender,

this did not apply to types of disability. Respondents with a health problem more often thought (47.3%) that support was not needed, unlike those with a cognitive impairment or a visual impairment, proportionally more of whom were more frequently supported through teaching and human resources.

Table 5.10 Support and success factors for Czech, Danish and French respondents, by type of disability (n=836) (%)

	Cognitive impairment	Psychological disorders	Learning difficulty	Motor impairment	Health problems	Visual impairment	Hearing problems	Multiple disabilities	Total
Support received									
Human support (p=0.002)	18.9	7.5	19.5	14.9	6.4	14.7	7.4	3.8	14.5
Technical support (p=0.0027)	10.8	11.3	16.5	18	6.4	17.6		3.8	13.8
Teaching support (p<0.0001)	40.5	26.4	42.8	36.6	20.4	47.0	3.7	26.9	35.1
No need (p<0.0001)	16.2	22.6	25.9	26.0	47.3	11.7	37.0	11.5	27.2
Success factors									
Teaching method (p=0.002)	32.3	31.3	29.4	34.3	9.2	47.8	10.0	14.3	28.1
Family support (p=0.006)	56.3	63.2	61.5	57.9	39.5	56.0	46.2	63.2	56.8
Assessment of progress (p=0.006)	10.0	13.8	15.3	20.5	7.8	9.1	38.5	7.1	15.2

The teaching methods developed are in most cases described as success factors by persons with a visual problem (47.8%), a physical impairment (34.3%), a cognitive impairment (32.3%), a psychological disorder (31.3%) and a learning difficulty (29.4%).

I found overheads used by some lecturers a huge problem – I was using tapes, which I then had to transcribe into Braille at night – it was exhausting and of course you cannot tape an overhead! I asked the lecturer to describe what was on overheads during his lectures – he had been doing it the same way for 40 years but he did accommodate me.

But students with mental health problems or severe disabilities may lack appropriate teaching and support from the university and may need the support of their families. Indeed, the support of family and friends was primarily described as a factor in attainment by young adults with disabilities who had a psychological disorder (63.2%) and several disabilities (63.2%), whereas the regular assessment of progress was highlighted above all by respondents with a hearing problem (38.5%) and a physical impairment (20.5%).

Most students with disabilities feel included

Successful transition to tertiary education depends also on students' inclusion into the academic community. Research suggests that many students with special educational needs who feel isolated in tertiary education may drop out, and case studies show that many students may have to develop strategies preventing them from being excluded. The Irish report on case studies describes, for instance, the case of a student who indicates meeting people in specific locations and using his/her mobile telephone to help locate people in order to avoid being very isolated in the university (Phillips and Clarke, 2010). This section therefore looks at students' level of inclusion in the university community as well as their quality of life and sense of belonging.

Students mainly feel included in the academic community

Among young adults with disabilities who were enrolled in the first cycle of tertiary education in 2006/07, or on leaving upper secondary school, 51% thought that they were totally included within the academic community. They had informal contact with other students (52%), took part in study groups (49%), engaged in sports activities (32%) and were involved in artistic activities (20%). French young adults were more inclined to think they were partially included or not included within the academic community and, in that respect, differed from the Danish young adults.

Table 5.11 Level of inclusion within the academic community, participation in the life of the institution (%)

	Czech Republic (n=117)	Denmark (n=414)	France (n=305)	Total (n=836)
Inclusion within the academic community (p=ns)				
Fully included	58	61	43	51
Partially included	32	36	38	36
Not really included	7	3	12	9
Not at all included	3	0	7	4
Total	100	100	100	100
Participation in the life of the institution (p=0.001)				
Informal contact	46	70	48	52
Study groups	42	65	41	49
Artistic activities	31	32	10	20
Sport activities	40	38	24	32

Quality of life and sense of belonging

According to Czech, Danish and French respondents, studies in the first cycle of tertiary education gave them a totally satisfactory quality of life (47.9%), full independence (46.1%), satisfactory income levels and standards of comfort (33.6%) and general contentment (39.5%). Studies in the first cycle of tertiary education also enabled them to be granted fully the same respect as other students in 60% of cases, to have the same opportunities as other students (56.9%) and to be totally included within the community (57.1%).

Figure 5.8 relates the type and field of studies selected to the level of affiliation of those surveyed. It shows that Danish young adults with disabilities were less inclined than the average to choose university courses although they are more likely than other respondents to take courses in human and social sciences. They thought more often than respondents on average that they had the same opportunities as anyone else, and that they were self-confident and fully included. They also felt more often that their studies enabled them to have a very satisfying quality of life, as well as very satisfactory incomes and standards of comfort, and total independence.

They differed from French young adults with disabilities who were less inclined to think that they had the same opportunities as anyone else, to feel included and to believe they could live totally independently. They less frequently felt that they had an entirely satisfying quality of life, as well as fully satisfactory incomes and standards of comfort, as a result of their studies. The latter enabled them less often than other respondents to be totally independent and self-confident.

Box 5.3 Indicators concerning the quality of life and a sense of belonging

1. University enrolment: Percentage of respondents enrolled at university. Like the indicators that follow, this one was chosen since the question was put to those who undertook higher education both in the cohort of upper secondary school students and the cohort of students in higher education.
2. Studies in law: Percentage of respondents enrolled in law, economics and management.
3. Humanities and social sciences: Percentage of respondents enrolled in human and social sciences.
4. Science: Percentage of respondents enrolled in "hard" sciences.
5. Inclusion++: Percentage of respondents who replied "fully" to the question "Do you consider that you are totally included in the life of your institution?"
6. Quality of life++: Percentage of respondents who replied "fully" to the question "Do you think that the conditions in which you now study enable you to have a satisfactory quality of life?"
7. Independence++: Percentage of respondents who replied "fully" to the question "Do you think that the conditions in which you now study enable you to be as independent as you would like?"
8. Income++: Percentage of respondents who replied "fully" to the question "Do you think that the conditions in which you now study enable you to have a satisfactory level of income and standards of comfort?"
9. Equal opportunities++: Percentage of respondents who replied "fully" to the question "Do you think that the conditions in which you now study enable you to have the same opportunities as other students?"
10. Self-confidence++: Percentage of respondents who replied "fully" to the question "Do you think that the conditions in which you now study enable you to be self-confident?"

Proportionally more Czech young adults were enrolled in law and management in long courses. They felt more often than the other respondents that they had the same opportunities as other students, and that their studies led them to be fully included and self-confident. By contrast, they less often thought that they were totally independent and had very satisfactory incomes and standards of comfort as a result of their studies.

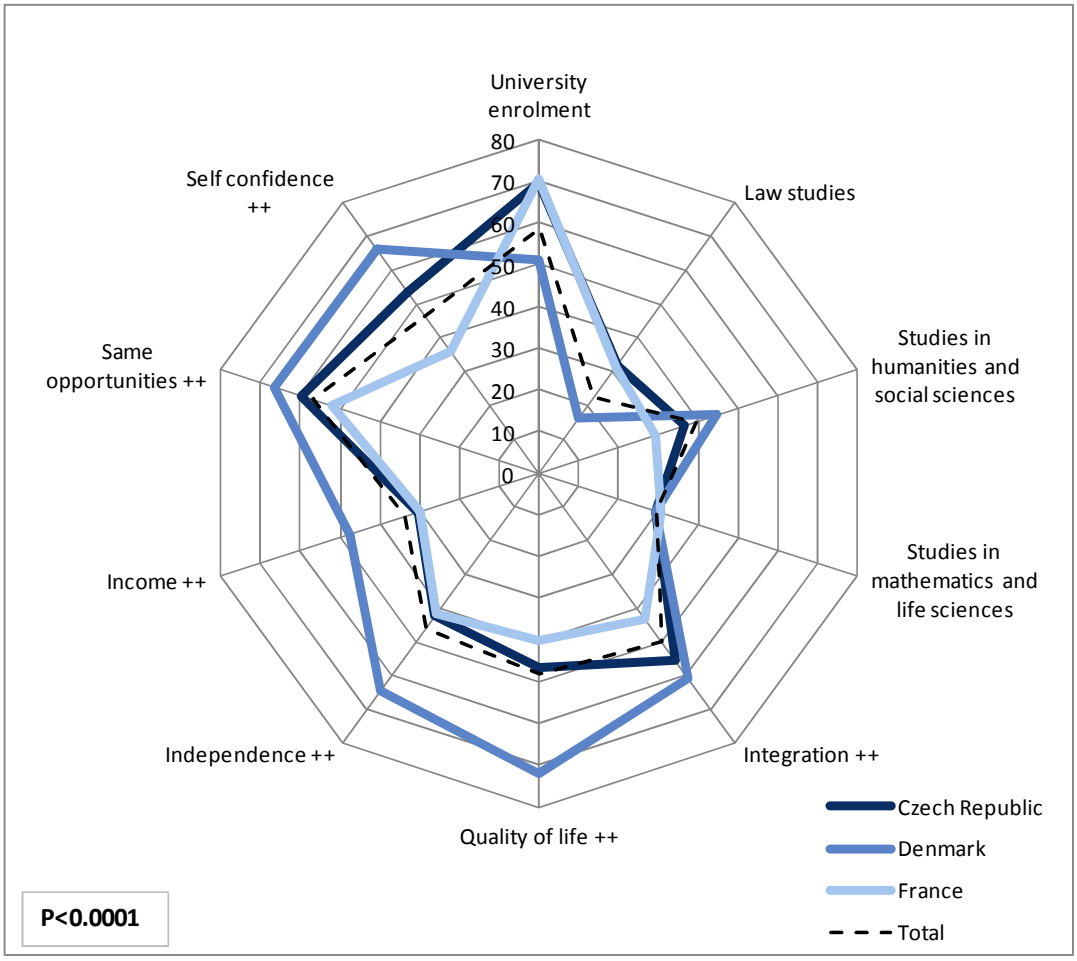
Among Norwegian respondents enrolled in the first cycle of tertiary education, 85% were certain or almost certain about finding work on completion of their studies. They felt that their studies gave them a satisfactory quality of life (58%) and enabled them to live independently (56%).

Table 5.12 Professional prospects for Norwegian respondents on completion of the first cycle of tertiary education (%)

Absolutely certain about finding work	39.0
Certain about finding work	46.0
Not really certain about finding work	13.0
Not at all certain about finding work	2.0
Total	100 (n=52)

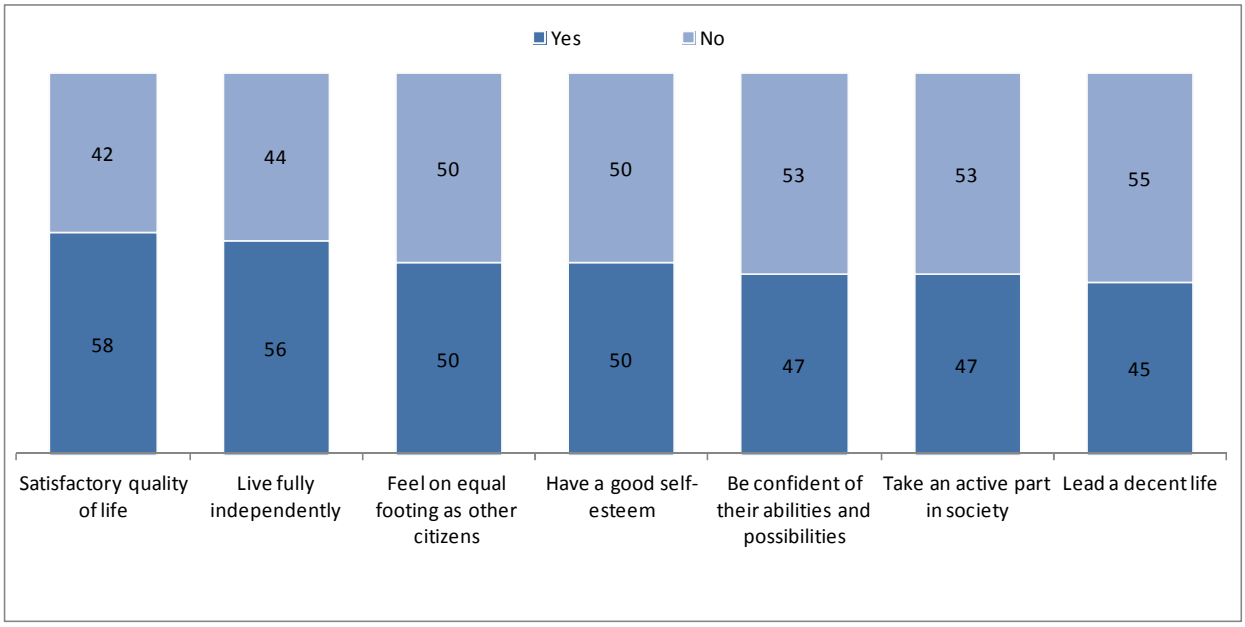
They were less inclined to think that they could play an active part in society (47%), or to express confidence in their abilities and potential (47%) and say they could live decently (45%).

Figure 5.8 Quality of life and sense of belonging



Notes: Statistical tests: The variables are not correlated with each other. The differences noted are significant up to the maximum threshold of $p<0.0001$ where $\alpha=0.05$. For each of the variables selected, the question and the reply procedures are comparable between the three countries, with the proportion of respondents exceeding 90%. Data from the Netherlands for this target group were not available.

Figure 5.9 Quality of life and sense of belonging among Norwegian respondents in the first cycle of tertiary education



Conclusions

In general, young adults with disabilities have done long courses in fields of study which usually matched the plan devised in upper secondary school, except in the case of students who had a visual or cognitive impairment or a psychological disorder. Almost two-fifths of them were enrolled in human and social sciences and, to a lesser extent, in law, economics and management. Studies were chosen in almost equal measure with respect to main personal interests, sought after skills and the professional prospects courses offered. The choice of institutions depended on how accessible they were.

Access to the first cycle of tertiary education was regarded as straightforward or very easy. Only a third of those concerned reported their special need when they enrolled, mainly because they did not regard themselves as having a disability. On enrolment, they were in the main supported by their family, especially in the case of young women.

Over two-fifths of survey participants worked during their studies, almost a quarter of them on a regular basis. In addition, a quarter borrowed money in order to study and one-fifth were grant-holders. Parents contributed financially to their cost of living (food and transport).

Two-thirds of students with disabilities felt that their disability had an impact on their academic progress. Essentially, they received study support and specially adapted teaching and, to a lesser extent, technical support and human assistance. Furthermore, one-third of them were able to contact someone to discuss academic matters and one-third also were supported by specialist associations. Disability was only partially taken into account in the formal policy of their institution.

Academic success was primarily attributed to support from family and friends, co-operation among staff and flexibility in methods of organising teaching. Family support was cited more by young adults with a psychological disorder, a learning

difficulty or a multiple disability. By contrast, those (women and men) with a visual impairment were more inclined to stress the importance of teaching methods and support.

Over half of young adults with disabilities who were enrolled in tertiary education felt totally included within the academic community. They said that their studies gave them self-confidence, the same opportunities as other students and a satisfactory quality of life.

Notes

1. It should be recognised that courses offered by universities are generally long and correspond to the ISCED 5A classification, whereas those not offered by universities may belong to the ISCED 5B category.

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Rick, O. (2011), *Les parcours des élèves et étudiants ayant des besoins éducatifs particuliers vers l'enseignement supérieur et l'emploi : Études de cas, rapport de la France*; Institut national supérieur de formation et de recherche pour l'éducation des jeunes handicapés et les enseignements adaptés (INSHEA), Paris.

Chapter 6

Situations tend to improve over time

The situation of most respondents improved over time. In France, young adults with disabilities who were inactive or in employment during the first wave mostly moved on to tertiary education, while Norwegian respondents who were in employment tend to consider that their income increased since the first wave. Nevertheless, in both countries, persistent inactivity has a strong disaffiliation effect and those respondents who were or stayed inactive during the second wave felt restricted in their participation opportunities, had a low level of economical and social independence and complained about a bad quality of life.

Pathways followed by French students enrolled in tertiary education during the second wave tend to depend on their ability to compensate weaknesses of support and guidance – resulting from feeble disability policies at higher education institution level – by demanding supports to their families, to NGOs for people with disabilities, and to non-disabled students. Pathways followed by Norwegian employees are underpinned by the evolution of their health conditions but also by firms' recruitment strategies as well their policies towards disability.

Those respondents recruited full-time due to their qualification seem to have more inclusive and less bumpy professional pathways than those who were recruited according to their work experience, who are mainly enrolled part-time and/or have short-term contracts. In addition, large firms, or those belonging to the public sector, tend to be more receptive to diversity issues than others and to provide disabled employees with appropriate working conditions.

This chapter describes pathways followed by French and Norwegian respondents since the first wave of the longitudinal study. It considers firstly changes in situation and the impact of socio-demographic and health factors, the impact of these factors being easiest to compare. Even if the initial two-year time period between the first and the second wave could not be respected, this chapter pictures in a second step the factors that influenced the progression in tertiary education as regards the curriculum that has been followed, modalities of admission and readmission, study development and the resulting affiliation prospects for the students. In a third step it highlights some factors that influenced the respondents' professional route by looking at the activity they carried out since the first wave, their working conditions and their level of satisfaction.

This chapter describes mechanisms governing progress within tertiary education of French respondents, although these mechanisms may sometimes be the same in Norway, as highlighted by country reports and case studies, as well as in other countries (Legard, 2009; Legard and Aargaard Terjesen, 2010). Contrary to Norway, French observations do not allow for a detailed analysis of the French respondents' situation as to employment, and this chapter therefore insists more on mechanisms governing Norwegian respondents' professional pathways. However, existing research as well as country reports and case studies suggest that these mechanisms are also to be observed in France (van den Herreweghe, 2009; Rick, 2011). Unfortunately, data transmitted by both countries do not allow for a precise analysis of the situation of those respondents who are inactive.

Situations tend to improve since the first wave

Pathways leading mainly to tertiary education in France

In France, 63.5% of the respondents who participated in the first wave of the study and who answered also in the second wave are continuing their studies at the time of the second wave, 23% of them are working and 13.5% have no activity.

Respondents' enrolment in tertiary education is rather stable as 75% of those who were registered in tertiary education were already registered during the first wave, 17% have had access to employment and 8% had no activity.

Respondents whose situation has changed have in majority had access to tertiary education. A little less than one-fifth had a job and still hold it, most of the others being enrolled in tertiary education. In addition, most of those who were inactive have moved to tertiary education since the first wave.

Changes in situation seem to have had a positive impact on the respondents. As shown in Table 6.1, 48.3% of them think that they are better included since the first wave. 32.4% say that their monthly income did increase and 29% consider that they have a greater financial autonomy. The health condition has improved for 22.2% of them and the impact of their impairment has been reduced in 11.4% of cases.

Gender, age or type of impairment does not seem to have a significant statistical influence on respondents' situation and on its evolution, by contrast with their socio-economic background. Those who remained enrolled in tertiary education are more likely to have at least one parent who accessed higher education and to have always been successful during their education career. The disability also impacts on the respondents' situation as those with a mobility, sensory or psychological impairment are less inclined to carry on studying than those with a learning difficulty.

Table 6.1 Activity carried out by French respondents and changes in situation between the first and the second wave (%)

Activity	
In education	63.5
In employment	23.0
No activity	13.5
Total	100.0
Situation	
Still in employment	5.1
Still studying	59.6
Still without any activity	4.5
Pathways leading to employment	17.4
Pathways leading to inactivity	7.9
Other changes	5.5
Total	100.0
Matrimonial situation	
Unchanged	89.2
Health condition	
Increased impact of disability	9.7
Decreased impact of disability	11.4
Health condition improvement	22.2
Health condition deterioration	9.1
Financial situation	
Income increase	32.4
Greater financial autonomy	29.0
Lower financial autonomy	7.4
Social affiliation	
Better inclusion	48.3

Changes in situation may lead to inclusion if individuals feel recognised as full members

A significant change when entering work

The factorial analysis underlines the including role of employment as well as the disabling effect of changing health conditions on participation opportunities. It distinguishes on the first axis (contribution 22.8%) respondents whose situation did not change since the first wave from those whose situation changed.

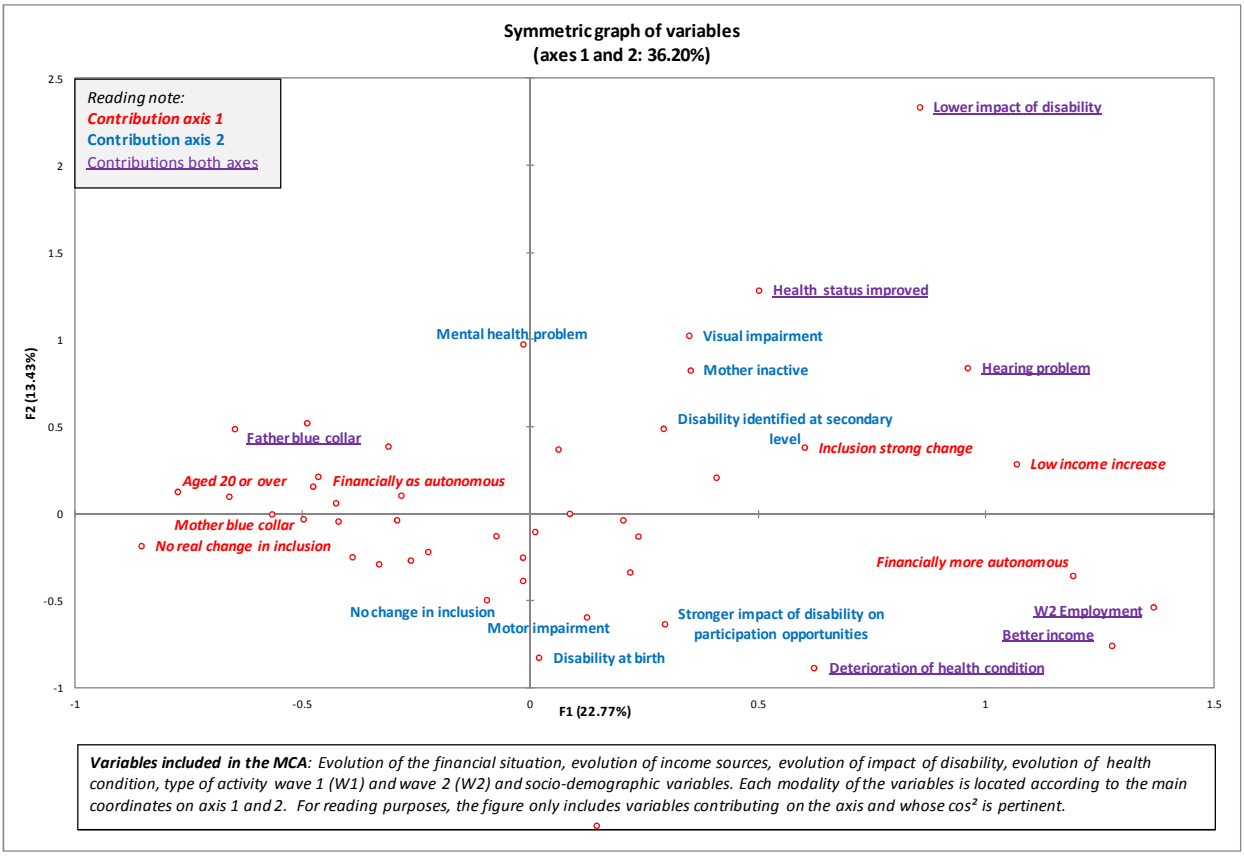
Box 6.1 Multiple correspondence analysis

Statistical analysis also combined wherever possible the data submitted by young unemployed adults and those who stayed away from the labour market and followed the same procedures than for the first wave as well as a factorial analysis based on the multiple correspondence analysis (MCA) data analysis technique. This technique allows overcoming weaknesses due to the low numbers of respondents to the second wave by focusing on the rationale underlying pathways followed between the first and the second wave and the groups of individuals these rationales are related to.

The statistical validity was measured by verifying the representativeness of the individuals on the Burt table chi square test relating all the selected items with each other. It was also verified that each item counts the minimum number of individuals that is statistically needed (relative weight compared to the total number of individuals) and, when necessary, items were regrouped. The selected axes are representative according to the level of contribution of the items and their representativeness (Cos2 value).

The left end of the first axis includes respondents who are proportionally more often studying or are inactive and who consider that their financial situation has, at best, remained unchanged and that their income has not increased since the first wave. On the other hand they do not feel better or lesser included and observe that their participation opportunities have been neither favoured nor reduced by their impairment, which is mainly a learning disability or a health condition.

Figure 6.1 Changes in situation in France between the first and the second wave



***Variables included in the MCA**: Evolution of the financial situation, evolution of income sources, evolution of impact of disability, evolution of health condition, type of activity wave 1 (W1) and wave 2 (W2) and socio-demographic variables. Each modality of the variables is located according to the main coordinates on axis 1 and 2. For reading purposes, the figure only includes variables contributing on the axis and whose cos² is pertinent.*

The right end of this axis aggregates, on the contrary, respondents who consider that their situation has changed, or even improved, and who are more likely to have a mobility or sensory impairment. At this end of the axis there may be secondary education students who have had access to higher education after having been in employment at the time of the first wave, these students representing three-quarters of those who were in this position during the first wave. This end of the axis may also group those who entered the labour market since the first wave, mainly after having followed tertiary education courses. Two-thirds of respondents who have a job consider indeed that tertiary education played a key role in their transition to work and prepared them for it even when access to employment is felt as being difficult (in more than one-half of cases) and not always matching the chosen project. This was notably mentioned by an interviewee who regretted the "sudden changes in the employer's mind" when they noticed that she was deaf (which she does not mention on her CV) and by another respondent who considered that the job he held at the time of the interview was still better than nothing (Rick, 2011).

These respondents consider that they have a greater financial autonomy and underline the increase of their income: respondents in employment have an average wage of EUR 1 172 and two-fifths of them say that their remuneration is satisfying. Over two-thirds think that their health condition does not influence their working capacity. But when it does interfere, they mainly say that they cannot work as many hours as they would like to and also that they are not as efficient as their colleagues. In over two-thirds of cases they consider that they do not need support or advice from job coach services but more than half of them are supported by their family or their friends.

Employment has a real affiliation effect: those who have a job are more likely to feel better included than during the first wave, as compared to those who do not have a job; they indicate for example that working allows them to be fully autonomous (51%), to feel they enjoy the same respect and esteem as their colleagues (61%) and to feel fully included in society. They are less positive about the ability of employment to offer the same career opportunities as to others (46%), a fully satisfying quality of life (34%), to provide a decent level of living (24%) and to be fully satisfied.

A changing situation that does not always reveal a sense of affiliation

The second axis of the factorial analysis (contribution 13.43%) links the evolution of the situations with the level of affiliation as perceived by the students. The upper end of the second axis includes respondents who are in education or inactive and who consider that their level of social inclusion is higher than in the past though their situation has not changed. These respondents also consider over-proportionally that their financial situation has remained the same and that there was no positive change in their income. On the contrary, they are more inclined than the average to consider that their health condition has improved and that the impairment's impact on their participation has decreased.

The upper part of the second axis thus groups those respondents whose level of social inclusion has been optimised by improvements in their health condition or by a better approach of impairment-related particularities. An interviewee with a hearing impairment is an example of this; he considers that the training in sign language that he followed during his studies has changed his view of impairment and led him to transform his status as a student with a disability into an asset allowing him, in front of his university and employment surroundings, to increase the value of the success of his pathway and to highlight its exceptionality in order to facilitate his inclusion in the university community.

Another example to be noted is the one of an interviewee who waited until he was self-confident enough to ask for an adaptation of his work place that contributed to his inclusion into the work team. More analysis shows that the level of affiliation is the stronger when the students' pathways are organised jointly with the investment of the family, with skills acquired through education and support services as well as on the basis of the students' positive relationship to their future and to themselves (Rick, 2011).

The other end of this axis includes respondents who are in the opposite situation. They are more frequently than the average in employment and proportionally a larger number of them consider that their financial situation did improve, notably because they had access to a job or experienced a job change. This end of the axis groups notably respondents who entered the labour market after tertiary education (17.4%) as well as those who changed job.

Nevertheless, this income increase does not necessarily mean a better social inclusion since respondents included at this end of the axis are also more likely to consider being less well included than in the previous phase. This is more often the case for those with a mobility or sensory impairment and their difficulties may be linked to lacking adaptation of the environment, especially when their impairment has a stronger impact on their possibilities to have an activity. An interviewee with a sensory impairment met during the case studies underlined the difficulties caused by the fact that the company she worked for did not have a service aiming at implementing its disability policy so that "finally nobody knows who does what" and that it is up to her to gather the conditions necessary for being accepted by the other members of the team, even by training them herself in sign language or telling them the specificities of being deaf or hard of hearing. Another interviewee regretted a deterioration of the working climate in the company due to the fact that the employer gave her lower tasks such as going out with the dog or some tasks that would put her in a difficult position because of her impairment.

The factorial analysis underlines the role played by access to employment on respondents' financial autonomy. It also stresses the importance of support strategies including sustainability as well as affiliation issues since studying or working is not in itself synonymous of quality of life and well-being. While access to employment may contribute to increasing the student's income, it may also participate in the disabling process and be a source of marginalisation and even of exclusion, if the work place is not adapted or the working conditions do not offer the usual forms of recognition. It also has to be observed that three-thirds of the respondents who had a job during the second wave did not carry out the same activity during the first wave.

The factorial analysis reminds that tertiary education settings do not always give the same importance to the professional future of their students with disabilities than it is the case for the whole of the population. It shows, in addition, that access to employment or access to internships is seldom among the admission and support strategies of the services for students with disabilities and that the employment of students with disabilities is not an integral part of the policy of the services of tertiary education institutions dedicated to professional inclusion, this issue being delegated to the support services for students with disabilities (OECD, 2011).

Less changing situations in Norway

In Norway, 53.1% of respondents who participated in the second wave have an employment, 27.9% are enrolled in tertiary education and 19% have no activity. As shown in Table 6.2, the respondents' situation seems to have varied less than that of the

French respondents: 42.2% of them have kept their employment, 23.8% have continued their studies and 13.6% have remained with no activity. This means that 79% of Norwegian respondents are in the same situation as at the time of the previous survey, as compared to 69% of French respondents.

Table 6.2 Activity carried out by Norwegian respondents at the time of the second wave and changes in situation between the first and the second wave (%)

Activity carried out	
In education	27.9
In employment	53.1
No activity	19.0
Total	100.0
Situation	
Remained in employment	74.0
Continuation of studies	87.0
Persistent inactivity	68.0
Changes in situation	
Still in employment	42.2
Still studying	23.8
Still inactive	13.6
Education leading to employment	5.4
Education leading to inactivity	1.4
Other changes	13.6
Total	100.0
Health condition	
Greater impact of disability	14.3
Lesser impact of disability	10.9
Improvement in health condition	24.5
Deterioration in health condition	22.4
Financial situation	
Improvement of financial situation	38.4
Deterioration of financial situation	30.8
No change in financial situation	30.8

The financial situation of Norwegian respondents has improved in 38.4% of cases and worsened in 30.8% of cases. Their health condition did not change in 54% of cases, improved in 24.5% of cases and deteriorated in 22.4% of cases. The impact of their impairment on their ability to carry out activities increased in 14.3% and decreased in 11% of cases.

Changes in situation may not be statistically related to the evolution of their health condition, and long-term inactivity may therefore not necessarily be correlated to a worsening of the student's health condition or to an increasing severity of impairment, but also to the ability of the support services for job research to favour access to employment for young people who are at the borderline of employment (OECD, 2006).

Those enrolled in tertiary education are younger than those who are working. Two-thirds (64%) of those respondents who were over 25 years old at the time of the first wave have a job whereas two-thirds (69%) of those who are under 23 are enrolled in tertiary education. In addition, the respondents who are over 25 years old proportionally more often (73% against 61%) receive social benefits or financial support from their family.

They also seem to access or to need more support than those working. Respondents who are studying are in a three times larger number than average (71% against 29%) getting financial support related to their impairment and twice the average of respondents (27% against 13%) receive financial support from their families. They are to be distinguished from the respondents who are in employment, more than two-thirds of whom mention that they have no financial support (68% against 48%).

Table 6.3 Type of support provided to Norwegian respondents by type of activity (%)

Have accessed disability benefit (p<0.0001)	
Employment	7.7
Training	70.7
Total	29.4
Have accessed support from their family and friends (p=0.001)	
Employment	5.1
Training	26.8
Total	12.6
Have no support (p<0.0001)	
Employment	67.9
Training	9.8
Total	47.9
Support has been refused	
Employment	26.9
Training	31.7
Total	28.6
Positive relation to well-being (p=0.02)	
Employment	74.4
Training	53.7
Total	67.2

They are also more likely to have a lower level of financial autonomy. Twice as many as those in employment (49% against 17%) consider that their monthly income has decreased since the first wave of data collection. By contrast, those who have a job say that their income has increased since the first wave of data collection.

A persisting inactivity resulting in disaffiliation

The first axis of the factorial analysis (contribution 22.8%) underlines the disaffiliation effect that inactivity may have when comparing respondents who have no activity with those who are in the reverse situation. At the left end are located those inactive respondents who are critical toward their quality of life and their degree of affiliation. They consider more than the average, that their participation level in society is not satisfying and that they are financially dependent: for example inactive respondents nearly all consider that they cannot live independently, notably because of lack of income as their resources are mainly provided by social benefits or by their family. They also tend to be more isolated than the other respondents as two-thirds of those who are inactive live alone (67% against 54%) and to have a relatively low sense of belonging: they tend to have a negative image of themselves, a negative appraisal of their well-being and they see themselves as having less capacities and value than any other person.

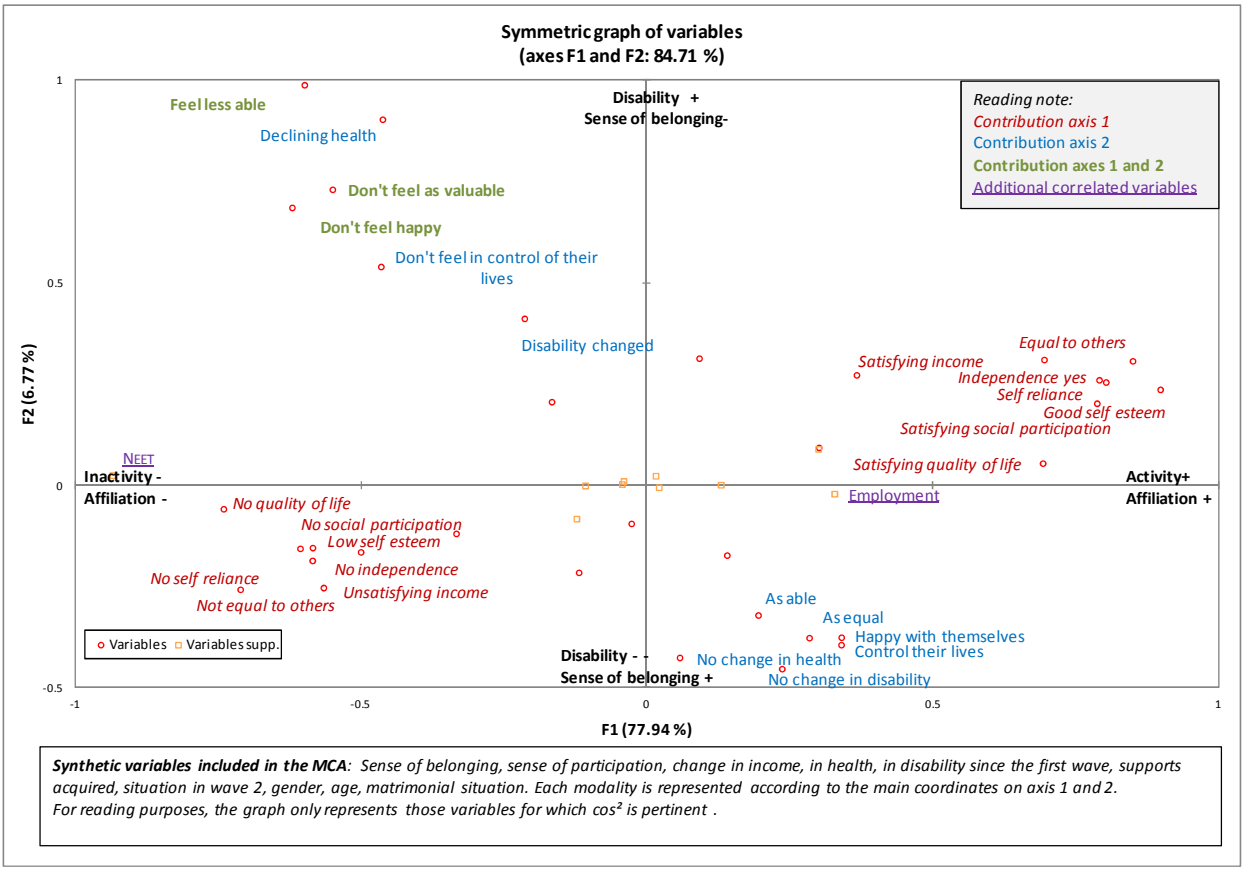
These respondents differ completely from those located at the right end of the axis, who consider that their participation opportunities and quality of life are satisfactory, or

even very satisfactory, which is mainly observed among those who have a job. They state that their level of income is good for them, it gives them financial independence, their job matches their expectations (76.9%) and they like it (85.9%). They also mention that they have the possibility to work as much as they want (81.2%), that they are investing themselves in their job (81.9%) and that they are achieving the same tasks as others (89%). An interviewee described in the case studies is for example working half-time as required by his impairment and although his job is not related to his qualification (marketing and economy), he can use the skills learned during tertiary education to strengthen his integration into the team, notably by counselling his colleagues in these matters when necessary. Another interviewee is working in new technologies and says that he has the chance to be able to organise his working time according to the different constraints he has to face. The respondents located on this end of the axis have in addition a strong feeling of belonging: out of those who have a job, for example, a greater number considers that they are integrated into their work community (87%) and have a good image of themselves (46%); they appreciate positively their well-being; and more than the average state that they enjoy equal participation and the same respect and esteem as any other person.

As it was the case with the situation of French respondents, the opposition on the first axis shows the disaffiliation effect of a long-lasting inactivity and the risk of exclusion that may be linked to it. It obliges these respondents to live mainly on social benefits and/or on the financial support of their family and overexposes them to isolation and poverty. This deprives them from the participation opportunities that are linked to employment and from following their studies. It also lowers their employability by depriving them from those competences, especially social competences, required for having access to employment or to tertiary education and by reinforcing the prejudice against impairment.

The opposition on the first axis thus underlines the integrative role of employment and the importance of transition strategies including employment issues. The latter, as shown by the case studies, is a major vector of social inclusion or a step allowing students to have training and/or to progress in their career. As compared to those enrolled in tertiary education, twice as many respondents who have a job consider that their monthly net income has improved since the first wave (54% against 20%) contrary to those who are studying, who say that their income has decreased (49% against 17%). According to the report on case studies all respondents holding a job see employment as a vector of social recognition and a source of professional progression either inside their company or in other companies after professional training (Legard and Aargaard Terjesen, 2010).

Figure 6.2 Change of situation among Norwegian respondents since the first wave



***Synthetic variables included in the MCA**: Sense of belonging, sense of participation, change in income, in health, in disability since the first wave, supports acquired, situation in wave 2, gender, age, matrimonial situation. Each modality is represented according to the main coordinates on axis 1 and 2.*
For reading purposes, the graph only represents those variables for which cos^2 is pertinent .

An affiliation based on financial and social independence and a strong feeling of belonging

The second axis (contribution 13.4%) underlines the role that a health condition may play in respondents' pathways by opposing the respondents whose health condition has worsened and whose sense of belonging is rather low to those who are in the reverse situation. The lower part of the axis groups those who have a high sense of belonging. They do not complain about their health condition, which they find stable since the first wave of data collection, and say that their impairment does not impact more severely or less severely on their daily life. They also consider that they have a suitable control over their life and are of same value as others. They differ from respondents with a low sense of belonging, located at the upper part of the axis, who are more likely than the average to feel less capable than any others and of a lesser value. They have a negative opinion of their well-being and think that they have no satisfying control over their life. This low sense of belonging seems to be mainly linked to the worsening of their health condition or to the increasing impact of their impairment on their ability to carry out an activity.

This opposition thus highlights once more the importance of health condition and the impact of impairment on peoples' daily lives, on their well-being and on pathways followed. The case studies show the importance of the severity and evolution of impairment in the respondents' professional pathway. It underlines difficulties faced by young adults for obtaining half-time jobs and for keeping them, as shown by the case of

an interviewee with mobility impairment who considers that the obligation for him to find a half-time job is the main barrier to access employment.

> *The highest hurdle I have had is that I cannot work 100 per cent… Many employers think that either you have to be there 110 percent, or it is not enough.*
>
> (Peter, respondent with mobility impairment)
> (Legard and Aargaard Terjesen, 2010)

One may also mention the case of a respondent who had a post-trauma disorder and whose transition towards employment needed the mobilisation of a support programme helping her to clarify her professional expectations as well as the competences and resources that she had allowing her to undertake and be successful in her studies to become a nurse.

But the second axis also suggests that the disabling effect of impairment may lie in the lack of adaptations and support or in their inefficiency. This is for example the case for an interviewee with a learning difficulty whose health condition, especially mental health condition, has worsened because his employer refused to give him time for having training that would allow him to better face employment requirements, and because the labour and welfare service (NAV) refused to pay for training and other adaptations. The disabling effect of low-quality support is also highlighted by another interviewee with a hearing impairment whose internship was not successful because the employer refused to adapt the work place and the university did not take her complaint into account and thus her impairment has been felt to be more important.

In Norway as in France the factorial analysis shows that pathways both in companies and in universities are dependent on the available adaptations and supports. When these are lacking or insufficient, access to employment and to tertiary education may have a disabling effect, notably when they generate health problems or worsen the existing health conditions and when they strengthen the prejudice against people with disabilities.

Pathways within tertiary education in France depend on the coherence of universities' policies

This section looks at pathways followed by French respondents within tertiary education. It only quotes in passing elements of information related to the Norwegian respondents enrolled in tertiary education at the time of the second wave as the low number of participants does not allow for a detailed analysis. It describes in a first step the pathway followed and then the reasons for choosing this course and, in a third step, the re-enrolment conditions. In a fourth step it looks at the mechanisms that govern continuation of studies for French students, these mechanisms being possibly also observed in other countries.

Type of course followed

In France, respondents are enrolled in human and social sciences (24%), in trade, economics and management (24%), in engineering sciences (21%), in health sciences (13%) and in law and judicial sciences (8%). Nearly one-third of them follow undergraduate courses.

Table 6.4 Level and type of studies followed (%)

Level of studies	
Undergraduate courses	63
Postgraduate courses	37
Total	100
Type of studies	
Engineering, manufacturing, building, science and technical courses	21
Health sciences	13
Human and social sciences	24
Trade, economics, management	24
Law, judicial sciences	8
Others	10
Total	100

Students with a learning difficulty are proportionally more often enrolled in human and social sciences (41.9%) and in health professions (16%) whereas those with mobility impairments are more inclined than average to be enrolled in sciences and technical courses (50%). Students with a health problem are more frequently enrolled in law, economics and management (54%), those with a sensory disorder in human and social sciences (30%) and in law, economics and management (30%).

French respondents are enrolled in universities (including preparatory classes, the institute for political sciences and others) in 53% of cases, whereas they were previously 75% in the same situation at the time of the first wave. The majority is enrolled in full-time studies (94%) and in public settings (77%) while Norwegian respondents are in universities only in two-fifths of the cases.

They have not changed orientation since the first wave in 86% of cases and when they have done so, this is more frequently observed among students with mobility impairment (33%), sensory impairment (33%) and to a lesser extent among students with a psychological disorder (16%), whereas gender, age and socio-economic background do not make a significant distinction among respondents.

The course followed is part of the continuity of the project developed during the first wave in 89% of the cases, although this continuity is less frequently quoted by respondents with a psychological disorder[1]. Courses seem to be more related to employment than in the first wave: more respondents consider that their courses include internships (76% against 36%) or teaching adapted to labour market requirements (43% against 21%), are aimed at improving their knowledge of work culture (46% against 21%) and prepare for a professional career (65% against 38%).

Relatively fewer respondents consider that the courses are flexible in pedagogy, though they are more positive in this matter than during the first wave: 23% of them think that they understand what adaptations may be available (against 9%) and 7% quote the possibility of distance learning (against 5%). This possibility is mainly quoted by those with mobility impairment (66%).

Two-thirds of Norwegian respondents consider that the teaching is linked to the labour market, be it through proposed internships, or through teaching which is either adapted to the labour market or which improves their knowledge about the labour market and prepares them for their professional activity.

Table 6.5 Type of enrolment and inclusion of employment issues (%)

	First wave	Second wave
Type of enrolment		
Colleges, university institutes of technology, institutes of technical education	27.7	47.0
University	72.3	53.0
Enrolled in public settings	86.0	77.0
Enrolled for full-time studies	92.5	94.0
Inclusion of employment issues		
Internships	36.0	76.0
Teaching adapted to labour market requirements	21.2	43.0
Teaching and activities that improve your knowledge of the labour market	21.2	46.0
Teaching and activities that prepare for professional activities	38.2	65.0
Distance learning	5.2	7.0
Possible adaptations	9.0	23.0

Choice of course

Accessibility (79%) remains the main factor for choosing a setting. The university's reputation is more frequently quoted than in the first wave (41% against 35%) whereas the influence of guidance is less frequently quoted (29% against 34%). Forced choice is quoted in the same way (40%).

Table 6.6 Choice factors and disclosure (%)

	First wave	Second wave
Choice factors		
Academic reputation	35.0	41.0
Accessibility and reputation in this matter (financial resources included)	76.7	79.0
Advice from the family or professionals	34.0	29.0
Constraint related the chosen course or to the student's admission by the setting	42.7	40.0
Disclosure		
Disclosed	40.1	45.0
Did not disclose	59.9	55.0
Total	100.0	100.0

Reputation is a factor that has been frequently mentioned by the students whose mother had accessed higher education (82%) and by those with mobility impairment (27%) or a learning difficulty (43%). Financial accessibility (quoted by 20% of the respondents) has been more often mentioned by students coming from modest backgrounds, especially when they have a health problem or a psychological disorder.

Enrolment and re-enrolment conditions

Forty-five per cent of the respondents disclosed their educational needs at re-enrolment in the setting, which is 5% more than in the first wave. Those who did not indicate it considered that it was not necessary to do so (26%) or that they were not disabled nor had special needs (22%). Only 7% refrained from indicating their situation for fear of being stigmatised. A proportionally higher number has a psychological

disorder or a learning disability and their parents are managers or had access to tertiary education.

Respondents were essentially supported by their families (50%) for this re-enrolment. Only 11% say that they received advice and support from information and guidance services and 12% from services specially dedicated to students with disabilities. Those who were not supported consider mainly that they did not need support.

Table 6.7 Counselling support services provided, reasons for support refusal and impact of supports (%)

Counselling and support services	
Family and friends	50.0
Student organisations	7.0
Disability support services	12.0
Career centres	4.0
Orientation services	11.0
External support services	7.0
Provision of support	
Support provided	48.0
Support not provided, but needed	8.0
Support not provided and not needed	33.0
Support not provided and existence of service ignored	12.0
Total	100.0
Supports provided	
Information on internship opportunities	31.0
Information on distance learning opportunities	5.0
Information on technical, financial or human support opportunities	16.0
Information on enrolment forms	23.0
Information on employment prospects	34.0
Information on possible pathways	43.0
Information on courses	60.0
Impact of supports provided	
Make informed choice	61.0
Make a safe decision	43.0
Adapt aims and strengths	21.0
Assert oneself	21.0
Access to expected internship	14.0
Identify skills and competences	16.0
Needs awareness	16.0
Commuting from and to home	10.0

Supports provided during the enrolment or re-enrolment phase mainly consisted in information on courses (60%), pathway opportunities (43%), professional prospects (34%) or possible internships (31%). Information is far lesser focussed on support and adaptations that students could be entitled to: only 16% consider that they have information on the conditions of access to technical, financial or human support and possibilities of distance learning are mentioned only by 5% of the respondents.

Information related to employment prospects is the most often quoted by respondents with a physical impairment, a health problem or psychological disorders whereas information on enrolment conditions is more frequently mentioned by respondents with a sensory disorder.

This information seems to facilitate respondents' choice of course: they consider that they could make an informed choice in 61% of cases and make their decision in 43% of

cases. The importance of information when choosing the course is especially underlined by students having a modest background and by those with a sensory or a health problem.

However it remains difficult to inform students on the dynamics that may govern access to support: only 16% consider that support and counselling were an opportunity for them to become aware of their needs, to adapt their aim to their strong points (21%) and to assert themselves. It is also difficult to inform students on the requirements related to tertiary education and to prepare them for being successful: only 16% say that support and counselling helped them identify their competences.

Respondents relate mainly their progress opportunities to the skills acquired through teaching (55%) and to the sense of independence they are given by their family or friends (40%). They are less likely to link it to the quality of information provided on employment prospects and on course requirements (26%), to the competence of professionals (23%) as well as to the availability of a supporting network on which to rely whenever necessary (12%). In addition, 21% of them insist on the role of personal autonomy, and, in the same proportion, on the importance of financial resources.

Table 6.8 Factors impacting on university pathways (%)

Lectures having provided you with the expected skills	55.0
Lectures facilitating your independence	32.0
Appropriate information on employment prospects and lecture requirements	26.0
Adaptations that you needed	15.0
An efficient network of support on which to call whenever needed	12.0
A regular assessment of results and progress	13.0
Competence of professionals	23.0
Availability of devices and adaptations allowing for mobility	6.0
Possibility to be more autonomous	21.0
Sufficient financial resources	21.0
Help of your family and friends for overcoming barriers you may face	40.0

An educational environment that is not favourable to continuous pathways within tertiary education in France

Continuity of studies is highly dependent on the level of personal investment of the actors working in the area of admission and support to students with disabilities, on these students' own investment as well as on that of their family surroundings and friends.

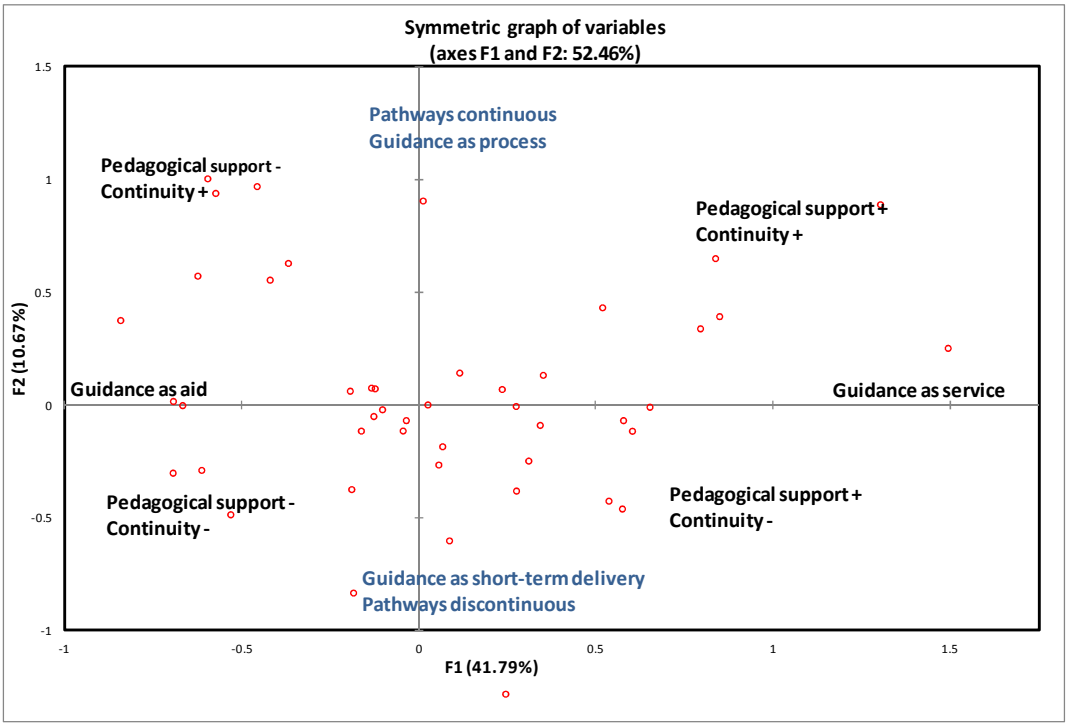
Pathways within tertiary education are primarily related to stakeholders' compensation strategies

The first axis of Figure 6.3 (contribution 41.8%) relates continuity of studies to the inclusive ethos developed by universities and to the resulting concept of support. The left end of the axis groups respondents who consider more than the average that their impairment has no impact on the conditions in which they are studying. These students are attending courses that are rather oriented towards employment and offer more or less developed possibilities of adaptation of the course in settings that do not seem to have included the issue of disability in their policy. They consider that they did not need support for enrolling in their new course and do not have any kind of support linked to the achievement of their studies in terms of pedagogical, technical or human support as these supports are mainly provided by external bodies; this happens for formal support

(organisations) or informal support (parents and friends). They tend more than average to consider that these supports are rather appropriate both in terms of success in studies and in terms of preparation to the future, and feel well prepared for progressing within tertiary education, performing a professional activity and being self-sufficient. They feel included in the university community and are rather optimistic as to their future. They think they will be able to participate actively in the development of society, get involved in civic life and be financially independent.

This end of the axis groups students whose pathways within tertiary education needed the involvement of external stakeholders for compensating the low quality of support and adaptations proposed by the university. An interviewee indicated for example that she "had to struggle with the disability service to obtain often poorly adapted support" and to require support from non-disabled peers and interpreters provided by an external organisation to overcome the unavailability of note takers. Another interviewee needed the mediation of an NGO in order to access an internship that was refused to him several times by the university. Respondents' pathway opportunities within tertiary education therefore seem to result mostly from the availability of external supports provided by organisations for people with disabilities or by their families. This was found in particular for students with a learning difficulty or a sensory disorder.

Figure 6.3 Pathways within tertiary education and accessibility strategies of universities and colleges



At the other end of the axis we find those students who are studying in settings that have developed a disability policy. This policy however only puts a relative emphasis on factors that have an impact on the continuity and consistency of the pathways as the students seem to have been supported above all by their parents or friends during the enrolment procedure. In addition, those to be found at this end of the axis indicate more often than the average that they did not benefit from informal support by students or teachers or from more formal counselling given by the disability unit staff.

This policy seems also to be relatively poorly directed towards building up the students' skills since respondents are more likely to consider that the pedagogical and technical support they were given does not have a real impact on their success. Finally, this policy is not really geared towards the students' future as the latter consider in a proportionally higher number that they are not prepared for carrying out a professional activity or becoming independent. They are also less optimistic as to their opportunities to participate, to have a civic involvement, and to be financially independent. Both progression within tertiary education and involvement in society are thus primarily dependent on individual investments of the university community, teachers and students together with professionals of the disability unit, for finding practical answers to problems faced by the students. This perspective is particularly observed among students saying that their impairment has an impact on their leaning conditions, notably when they have a mobility, psychological or health problem. It reflects pathways within tertiary education taking place in universities and colleges whose disability policy is geared towards providing students with those aids and supports they are entitled to without considering dimensions intervening in their transition and affiliation opportunities. Support is then a mere short-term service instead of a guidance aiming at providing continuous and consistent pathways enabling student success as well as at their social and professional inclusion.

The first axis suggests that quality of progression within tertiary education depends on compensation strategies developed by stakeholders involved in the education process either because the setting did not adopt a disability policy or because their policy limits support to the delivery of a service without considering those factors enabling students to be successful within tertiary education, to enter the labour market successfully and to be involved in society. Quality of pathways depends therefore on compensation strategies developed by students who have to rely on their peers, on external organisations and on their family. If the setting did not adopt a disability policy, the quality of pathways will result from compensation strategies developed by the students and their families as well as by staff of the disability support unit. It depends thus very often on their personal investment, on their desire to help and support the student who experiences difficulties, and on the quality of interpersonal bonds, far more than on the student's project and the involvement of the whole community. The quality of pathways may thus become very uncertain and the risk of overexposing the student to failure and drop-out very high.

The first axis thus underlines that the quality of pathways within tertiary education depends on the inclusive ethos developed by tertiary education settings (Ebersold, 2008; OECD, 2011). Such an ethos contributes to making the opening to diversity and pedagogical, social, psychological and physical accessibility of the setting become a real component of the setting's policy and plays an important role in decisions made by the students. This is for example suggested by a student who preferred to enrol in a higher technical course (*brevet de technicien supérieur*, BTS) because the setting had a policy of active support for success and inclusion. The lack of an inclusive ethos lowers the effectiveness of policies developed by universities towards vulnerable students and perpetuates a negative vision of disability as well as reducing the understanding of accessibility to its physical dimensions, detrimental of the pedagogical, psychological and social dimensions. It thus links the quality of pathways within tertiary education to compensation strategies developed by both students and staff members, as well as linking the difficulties students may face to the characteristics of the impairment and not to the different dimensions of the strategies and policies developed by institutions.

University pathways depend on the consistency of support strategies

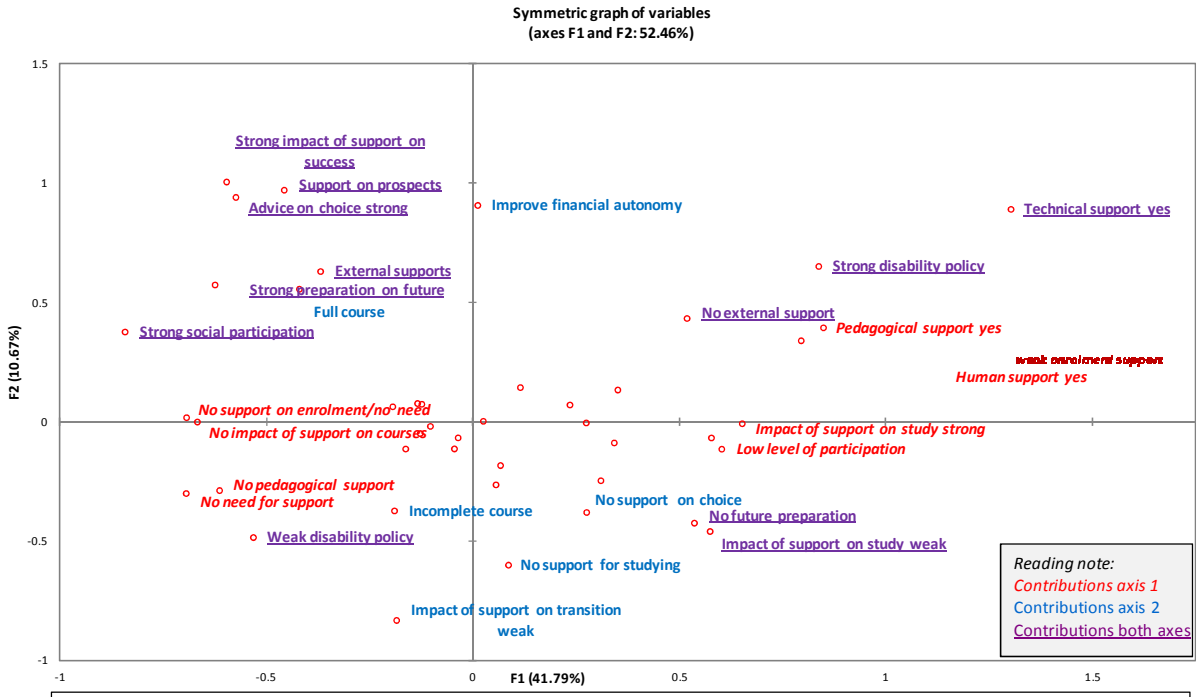
The second axis in Figure 6.4 (contribution 10.67%) relates pathways within tertiary education to quality of support and formal adaptations. Its upper end groups respondents who think they have been supported and guided by the settings in terms of proposed teachings, possible pathways, employment prospects, existing support and adaptations (including distance learning). The course followed is relatively oriented towards employment and proposes adaptation opportunities. Respondents relate their pathways to the level of financial self-sufficiency they have, the level of independence provided by teachings, to quality of information as well as to quality of the support they were given. Over the university year such support seems however to be more often provided by families and friends or by organisations external to the university, especially for the necessary technical aids, than by university counselling services. Respondents located at this axis are also proportionally more inclined to consider that they are prepared for being successful in their pathway, for carrying out a professional activity and for being independent. They are also optimistic as to their participation possibilities, their civic involvement and their financial independence.

This picture corresponds to pathways that are conditioned by support strategies mainly centred on admission and orientation to the detriment of the different dimensions that should intervene during the course. It leads students to look for the informal support which teachers and organisations for people with disabilities may provide. This is particularly mentioned by students with a sensory impairment as for example highlighted by a Ph.D. student who underlines the role of a volunteer working in the disability unit thanks to whom he could get training in sign language via specialised organisations.

Respondents located at the other end follow courses that are not directly aimed at employment and that offer poor adaptations. They over-proportionally consider that they have not been counselled or have not been well counselled, and that the support they were given only partially allowed for an informed choice of their course, for identifying their competences, becoming aware of their possible educational needs and also for asserting themselves. In addition, a great number of them criticise the availability and quality of support and adaptations they may need and regret that technical, human and pedagogical supports to which they could have access did not provide them with the adequate competence and level of independence. They regret more than average that tertiary education does not really prepare them for the future requirements they will be faced with and they are not very optimistic as to their social and professional inclusion opportunities. The continuity and coherence of these types of pathways are mostly dependent on resources, above all family and informal resources, which are summoned up by the concerned students themselves in terms of guidance, as well as of follow-up during the university course, with the risk of linking success with the parents' social characteristics.

In this way the second axis suggests that quality of pathways within tertiary education requires guidance strategies including transition issues within tertiary education levels. In this domain opportunities seem to depend on the work achieved with the students for allowing them to choose their course; these opportunities however also depend on the continuity of exchanges and support of the disability unit or other university services, as this continuity could allow for a reduction of the students' dependence on their peers or even their teachers' good will; they are also subordinated to the ability of supports to promote people's competence beyond just helping. This second axis reminds that quality of university pathways cannot be separated from support strategies respecting all the dimensions necessary for achieving progress.

Figure 6.4 Progression within higher education of French respondents



***Variables included in the definition of the MCA**: Choice reasons, course followed, support on reenrolment, support for choice, impact of supports, factors impacting on transition, support during courses, impact of support on courses, disability policy, suppor for future preparation, level of inclusion of students' future in guidance strategies, social participation. Each modality is represented according to the main coordinates on axis 1 and 2. For reading purposes, the graph only represents those variables for which the cos² is pertinent.*

Professional pathways in Norway

This section looks at the mechanisms governing professional pathways in Norway. It does not contain information on the French respondents who were working at the time of the second wave because their number was too small. It describes, in a first step, the characteristics of the activity carried out and, in a second step, the mechanisms that play a part in the pathway in employment. These mechanisms may be observed also in other countries.

Respondents are mostly working in the health and education sector

Norwegian respondents are carrying out the same activity as at the time of the first wave in 60% of the cases. This activity is in the sector of business and financial services (14%), of education and health (32.5%), in trade and restaurants (12%), or in the sectors of industry, building and transportation (16.5%). The companies have less than 50 employees in more than half the cases.

They consider that it was very easy or easy to find a job in 70% of cases and that it matches their wishes in over three-quarters of cases. They say that they found this job thanks to training in more than two-thirds of cases and thanks to the professional experience they have acquired in more than half the cases.

Table 6.9 Sector of activity and conditions of access to employment of Norwegian respondents (%)

Sector of activity (n=78)	
Business and financial services	14.0
Trade and restaurants	12.0
Education and health	32.5
Industry, building and transportation	16.5
Others	25.0
Total	100.0
Access to employment (n=78)	
Wished employment	76.9
Employment found easily or very easily	71.0
Employment found after training	57.7
Employment linked to professional experience	51.3

More than half of them are working in the private sector where they have a permanent job in over four-fifths of cases. They have management tasks in one-quarter of cases and are working less than 37.5 hours a week in nearly three-fifths of cases. They have fixed working hours in 69% of cases and would like to work more in 16% of cases, whereas 30% would like to work less.

Table 6.10 Characteristics of activities carried out by Norwegian respondents, their working conditions, income level and quality of work (%)

Characteristics of the activities carried out by Norwegian respondents (n= 78)	
Private sector	56.4
Management responsibilities	26.9
Lee than 50 worker	55.1
Would like to work more	16.0
Would like to work less	30.0
Working time	
Fixed working hours	69.0
Permanent employment	85.0
Less than 37.5 hours	57.7
Annual income (in EUR)	
Less than 38 776	33.3
38 776 to 51 701	42.3
Over 51 701	24.4
Total	100.0
Supports provided	
Family support	22.0
Do not get family support	68.0
Support refused	29.0
Satisfaction at work	
Would like to change employment	45.0
Very well included in the company	65.0
Affiliation effect attributed to the activity	
Satisfying quality of life	62.0
Independent life	46.0
Satisfying income	58.0
Sense of being recognised	58.0
Awareness of their abilities and skills	51.0
Being self-confident	46.0
Participation in the events of the company	56.0

Respondents consider that their income is satisfying in nearly two-fifths of cases. One-third of them indicate a net annual income below EUR 38 776 and one-fifth an annual income above EUR 51 900. For two-fifths of them the income is between these two amounts. Relatively few of them receive support from their family or from existing services and they find such support when they need it.

The activity carried out is a source of well-being and recognition in most of the cases. Respondents indicate having a satisfying quality of life in two-thirds of cases and feel socially recognised in nearly two-thirds of cases. They are less inclined to feel that their skills and possibilities are consolidated (51%), to feel self-confident through work (46%) or that it allows them to live independently.

The analysis shows the significant link between respondents' professional pathways and socio-demographic characteristics or their health condition and the questionnaires that were distributed during the second wave had no item on either disability or on educational needs.

Professional pathway opportunities are more difficult in small enterprises

The conditions governing professional pathways seem however to depend on the size of the companies and on their recruitment strategies as well as on the sector of activity of the company.

Part-time work, an employment factor that may also be a source of vulnerability

The first axis of the factorial analysis (contribution 30.83%) in Figure 6.5 links professional pathways to the recruitment strategies of the companies by opposing full-time workers with part-time workers. The left end of the horizontal axis groups indeed respondents who have kept the job they had since the first wave in companies with more than 50 employees. This job seems to be in line with their studies as they say they found it thanks to the qualifications they acquired during their studies. These respondents work more than 37.5 hours a week and more often than average they have an annual income above EUR 38 776. They consider that their activity has a real affiliation effect since they are rather positive as to their well-being. They say also that they master the evolution of their life according to their wishes, realise their projects, have the same capacities as everybody and feel as estimable as anybody else. This job may have contributed to their social inclusion and they are more likely to live with a partner as well as being older than average.

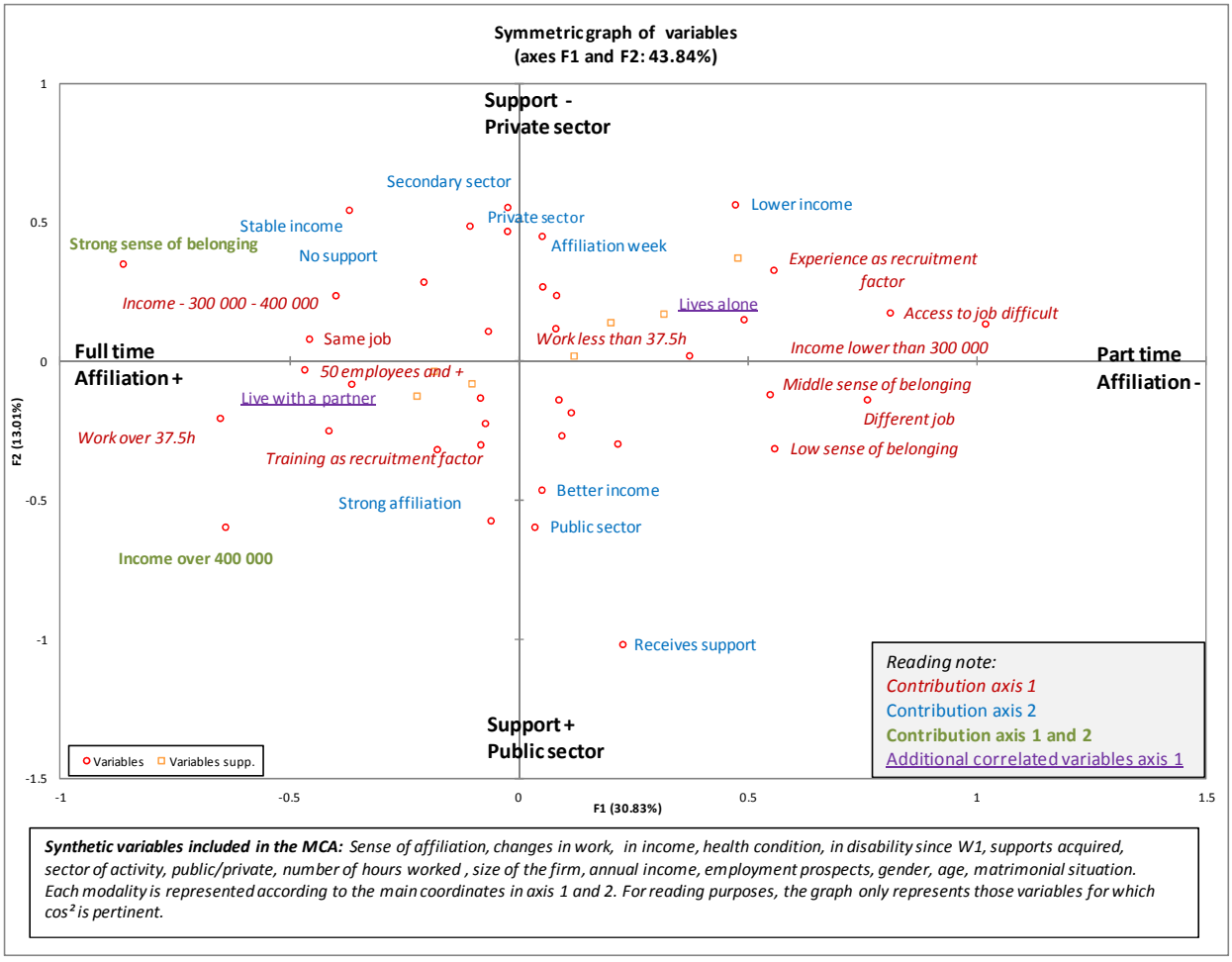
They differ from those respondents found at the other end of the axis, who changed jobs since the first wave and had difficulty finding another activity, which in most cases they carry out part-time. Getting this job seems to be more linked to the acquired professional experience or even to coincidence than to training. Their working time is in general lower than 37.5 hours and they have often an average annual income below EUR 38 776. There is a poor affiliation effect related to such employment: while they have as a whole a positive feeling concerning their well-being, they are far more critical as to their possibility to realise their projects and less inclined than the average to consider themselves with as good capacities and being as entitled to esteem as the others. Such employment may not support social inclusion since respondents are more likely to live alone and to be rather young.

By opposing the working conditions of respondents working in companies with more than 50 employees to those of respondents who work in smaller companies, the

opposition on the first axis highlights the importance of disability policies within companies. Large companies, such as the one seen during our study visit, are more inclined than smaller ones to adopt a disability policy that links recruitment strategies and wages to people's qualification and that tries, whenever possible, to ensure that employees with disabilities have the possibility to reconcile the requirements of the workplace with the necessities of the impairment. In so doing they differ from small companies, which may be more reluctant to formalise a diversity policy and whose recruitment strategies may privilege the candidates with an immediate productivity (thanks, notably, to a real professional experience) and needing few adaptations (Blanc, 2009; Greve, 2009; Shima *et al.*, 2008). For example, an interviewee relates his employment possibilities to the scarcity of his training but also to the fact that his impairment does not need adaptations which could represent a cost in time and energy, and is not a financial burden (Legard and Aargaard Terjesen, 2010).

By opposing the respondents working full-time to those working part-time, the first axis of the factorial analysis highlights the vulnerabilities that part-time work may generate. While it may be essential for accessing employment in some cases, part-time work may however also be a vector of fragility. Accessing employment may be more difficult, as it has been stressed by a respondent stating that it is not easy for him to acquire a professional experience as he cannot work full-time (Legard and Aargaard Terjesen, 2010). It reduces income when there is no compensation possible to the loss of wage and this may lead to poverty. It may thus restrict the opportunities of being included in the company and therefore reinforce the lack of job security as well as reducing the affiliation effect of work. Measures allowing for the compensation of income loss that may be generated by impairment-related functional limitations become a key factor, as mentioned by an interviewee who could only carry out a professional activity and keep his job because his loss of income due to part-time work was financially compensated (Legard and Aargaard Terjesen, 2010).

Figure 6.5 Multiple correspondence analysis related to pathways within employment



Synthetic variables included in the MCA: *Sense of affiliation, changes in work, in income, health condition, in disability since W1, supports acquired, sector of activity, public/private, number of hours worked , size of the firm, annual income, employment prospects, gender, age, matrimonial situation. Each modality is represented according to the main coordinates in axis 1 and 2. For reading purposes, the graph only represents those variables for which* cos^2 *is pertinent.*

Professional pathways vary depending on the sectors

The second axis of the factorial analysis (contribution 13.01%) relates professional pathways to the characteristics of the sector by distinguishing the respondents who receive support from those who do not. The upper end of the axis groups respondents who have no financial support either from support services or from their families. These respondents work in the private sector, mainly in industries, building and transport. They are more inclined than the average to say that this job has only a poor impact in terms of quality of life, self-confidence and social and financial independence. They also consider more than the average that it does not provide them with a sufficiently good economic situation and that, at best, their financial situation has remained stable. By contrast, they see in this job an opportunity of self-realisation: they are more inclined than the average to judge their well-being positively, to say that they have the possibility to realise their projects and to consider themselves with as good capacities and being as entitled to esteem as others.

These respondents are to be distinguished from those at the other end of the axis, who do receive financial support. They mainly work in the public sector, especially in the sectors of education and health. They assign an affiliation effect to their working time as they think that it is a source of social recognition, that it gives them a satisfying quality of

life, self-confidence and social and financial independence. The respondents at this end of the axis are also those whose annual income is the most important and who consider that their financial situation has improved.

By distinguishing in this way those respondents who receive financial support from those who do not, the second axis relates professional pathways to the characteristics of the sector of activity and to the forms of possible adaptations. The issue of adaptations is not the same in the different sectors of activity, the public sector being possibly more open to adaptation requirements than the private sector. In addition, the issue of adaptation is more easily handled in some sectors than in others. Case studies conducted in Norway underline for example the role of the IT sector, as indicated by an interviewee with reading and writing difficulty, whose job consists in repairing and maintaining computers, which only requires low competences in reading and writing. To adapt his work place, this interviewee just asked the employer to allow him to write the necessary reports in a shorter way. There is also the example of a respondent with mobility impairment who also worked in the computer sector and who did not need adaptations.

Conclusions

An increasing transition to tertiary education and to work

Half of the French respondents have the feeling to be better included since the first wave and one-third consider that they have improved their financial independence. This evolution may be compared with the increasing number of respondents who accessed tertiary education at the end of their schooling period in secondary education, especially when they have a high socio-economic background or never failed at school. Indeed when they do not access tertiary education directly after completing secondary education, they tend to do so after having been in employment and having experienced an activity period.

The delay for initiating the first wave of the longitudinal study does not allow for giving precise data on the access to employment of the respondents enrolled in tertiary education at the time of the study. The analysis shows however that the respondents who are in employment at the time of the second wave relate it to the training they have followed, even when this job was not easy to find and does not really correspond to their project.

But if working is synonymous with financial independence, it is nevertheless a source of affiliation only under the condition that adaptations and support do exist so that the job can be carried out in good conditions and that notably, the requirements of the work place can be reconciled with those related to the impairment. The analysis shows that change in situations depends mainly on the forms of support that are available to young adults with disabilities and to companies. It thus invites, as shown previously, tertiary education settings to engage in the transition towards internships and employment for students with special educational needs and to include sustainability of employment in their support strategies.

The situation of Norwegian respondents has changed less than that of French respondents, as most of them are still in the activity they had at the time of the first wave. It is also more contrasting: 38% consider that their financial situation has improved, especially if they did not change jobs. By contrast, 31% consider that it has worsened, especially in the case of those who are studying. Respondents in this group are more

likely to live on financial benefits related to their impairment or with the help of their families.

As a major source of disaffiliation, long-term inactivity does not seem to be only related to bad health conditions or to a worsening health condition. It may also be related to difficulties faced for finding a part-time job or for accessing adaptations of the work place. In this sense it remains dependent on the existence of active employment policies preventing professional marginalisation and on the skills developed by social services and professional rehabilitation services for building up the necessary conditions enabling young adults with disabilities to return to employment.

Pathways within tertiary education in France are underpinned by individuals' compensation strategies

University pathways of the French respondents are primarily compensation strategies developed by the actors involved for lessening the impact of lacking disability policies in the universities. Compensating strategies may be organised by the students themselves, looking for informal support from teachers or from the other students or mobilising their families as well as supports outside of the university so that they can meet the requirements of the course and be included in the university community. They may also be organised by the staff of the disability unit who, wanting to help students with disabilities, invest themselves to make the environment accessible to students with disabilities.

The students' compensation strategies have also often to compensate for weak support strategies that limit the follow-up to a service only based on student needs. This tends to ignore the different dimensions intervening in the transitions within the university cycles and from one cycle to the other, in building up new ways for the continuity of the course. It ignores notably the importance of the links that the university may have with its surroundings for guaranteeing transport facilities, quality internships, or transition towards employment. It ignores in addition the importance in university studying of exchanges between the different services dealing with the students' life.

Professional pathways that tend to be inclusive in big firms in Norway

The professional pathways of Norwegian respondents depend on the number of working hours. The respondents who were recruited based on their qualifications and who work full-time in large companies seem to have less difficult professional pathways and more rewarding working conditions than those hired according to their experience and working part-time, especially in small companies. The analysis suggests that part-time work may be a key condition for access to employment for people with disabilities but it may also be a source of vulnerability when employers and workers receive no support.

Adaptation requirements may take different forms according to the severity of impairment. It will also have a different impact according to the sectors of activity. The public sector seems to be more open in this matter than the private sector, especially for small enterprises, and it offers also better opportunities of progression in employment. In addition, its impact differs according to the kind of activities: the computer sector seems, for example, to be a sector for which less adaptations are necessary and that may propose flexible enough working conditions allowing workers with special educational needs to reconcile requirements related to the workplace with those related to disability.

Notes

1. Gender, age and socio-economic background do not make a significant difference among respondents in this matter.

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Annex A. Methodology

This annex deals with the methodology used to gather and analyse data in the longitudinal study. It describes the indicators selected to prepare the questionnaire, the sampling method adopted, the procedure for gathering data, and the methods used to exploit them.

The questionnaire

The questionnaire was prepared from descriptors used to identify the quality of transition processes. Four groups of descriptors were selected, with each group including several indicators discussed in the introduction and detailed in Annex C.

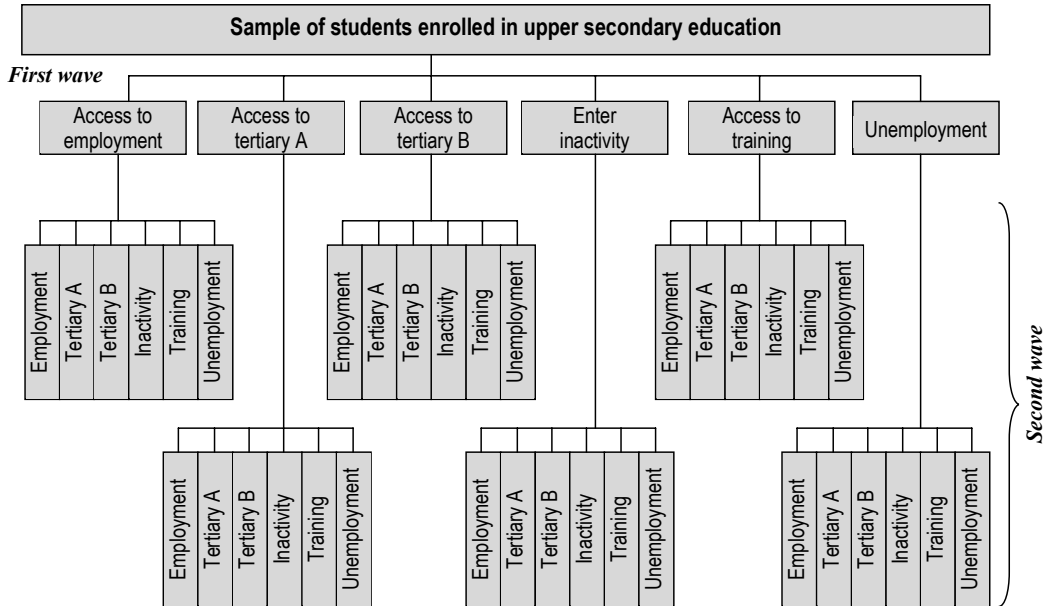
The Czech Republic, Denmark and France adopted the jointly devised questionnaire. The Netherlands preferred to focus the investigation on aspects linked to participation and transition, and sought as far as possible to use the same questions. Norway retained all the descriptors but without wishing to cover all the agreed questions, as it felt restricted both by the time factor and certain specific aspects of the methodology described below. After analysing the data, the statistical institute ensured that wherever possible they were fully consistent, as will also be described in due course.

Each country translated the questionnaire into its own language taking care to ensure that the wording of questions agreed by all countries was as close as possible to the preferred wording in English. It was agreed that the questionnaire should be tested on 50 persons.

Data sampling

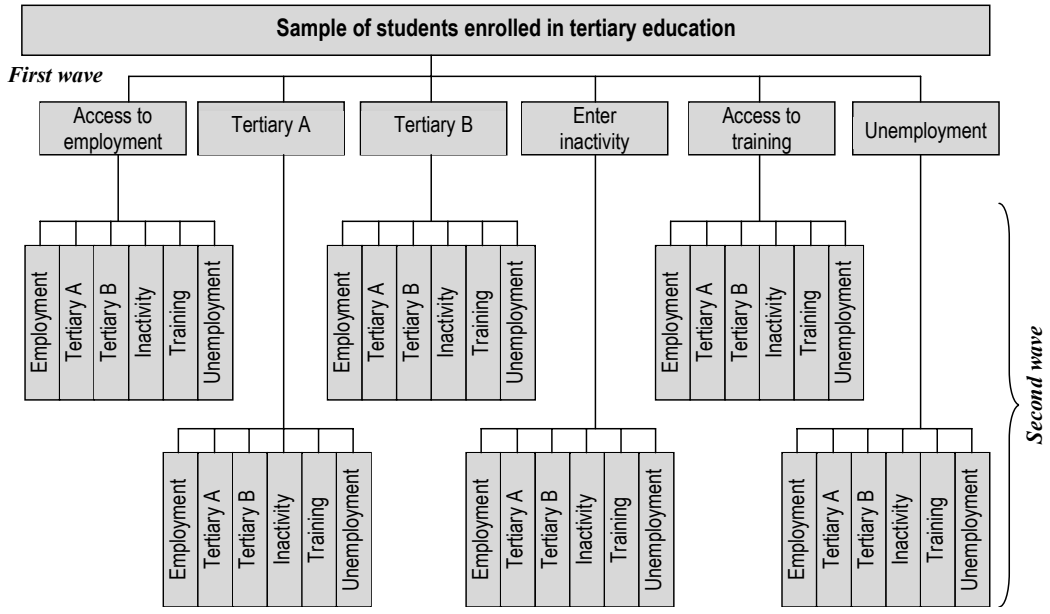
The sampling procedure agreed by countries is described in detail in Annex D. This procedure was identified in accordance with the six main pathways possible on completion of upper secondary school and the first cycle of tertiary education, which are described below. Figure A.1 shows that six possible pathways face young adults with disabilities on leaving upper secondary school, and that each pathway may then offer six further ones.

Figure A.1. Main pathways on completion of upper secondary education



Students with disabilities are similarly faced with six possible pathways on completing the first cycle of tertiary education, as shown in Figure A.2.

Figure A.2. Main pathways on completion of the first cycle of tertiary education



This procedure was also determined in accordance with the type of institution. Secondary schools considered in the survey and contacted in some cases offer ISCED 3A or ISCED 3B courses leading to a formal qualification or official certificate. Tertiary education institutions were eligible if they offered the following:

- ISCED 5A or ISCED 5B courses for those who have completed upper secondary education;
- study programmes that cannot be regarded as correspondence courses;
- study programmes lasting longer than three months or with over 300 hours of taught time;
- study programmes for the general public.

The sampling procedures also took account of approaches to disability. In accordance with OECD's cross-national categories, eligible survey participants had to belong to cross-national category A (CNC A) and receive additional resources on medical grounds, or to cross-national category B (CNC B) and obtain additional resources because of learning difficulties. A further eligibility requirement was that they should either have left the final year of upper secondary school (with or without a qualification), or have reached the final stage of the first cycle of tertiary education in 2007.

Thus survey questionnaire respondents belonged to OECD cross-national categories A or B and left the final year of secondary school or the first cycle of tertiary education (with or without a qualification) in 2007. For this reason, analysis of the data forwarded by the Netherlands deals solely with final-year secondary school leavers in 2007 who said they obtained additional resources and had either a disability or illness, or a learning difficulty, and not the entire population. For this reason too, data concerning Norway are discussed separately, since the number of respondents who left upper secondary school or tertiary education in 2007 was too small as indicated below.

Sampling of upper secondary school students

The sampling procedure could not always be based on information supplied by schools, as originally planned, since the legislation did not always allow students or pupils to be identified in terms of their characteristics. In addition, the information possessed by schools or contained in their records did not enable the population surveyed to be sampled with regard to socio-demographic or medical characteristics. Countries thus decided to undertake random sampling in the second year of lower secondary education.

The Czech Republic, Denmark and the Netherlands drew up their sample using information from their national records and the Czech Republic contacted all upper secondary school students who were offered special arrangements and support according to its national files. Denmark relied on lists of students at upper secondary school and beyond who satisfied the agreed criteria, which were provided by the National Institute of Statistics, and contacted the entire population, while data was gathered from a total sample of 689 young adults with disabilities.

According to the report submitted to the Secretariat, the Netherlands conducted the survey using the sampling performed by IBG. This sample consists of a group of young adults in their final year of secondary school in 2006/07 on ISCED 3A or ISCED 3B courses, some of whom discontinued their studies on completion of that year while others did not. It consists of 1 500 young adults with a disability or learning difficulty and 13 500 not in this category.

According to the report submitted to the Secretariat, France could not do likewise as it had no centralised records. France contacted all students who were offered special arrangements during the school year or took suitably adapted examinations for the 2007 baccalaureate, excluding however those for whom such arrangements were the result of a temporary disability. The list was supplied by the *académies* (local education authorities) following a joint approach by the Ministry of Education and INSHEA, and was supplemented by on-site contacts with specialised institutions and the *Centre national de l'enseignement à distance* (CNED, or National Centre for Distance Education), a public body responsible for co-ordinating distance provision and educational correspondence courses in France. Forty-two per cent of the *académies* agreed to take part in the longitudinal study. The sample consists of 3 575 young adults who obtained additional resources in their final school year in 2006/07.

Norway was unable to sample its respondents on the basis of national records or information provided by institutions. According to the report submitted to the Secretariat, the selected procedure identified young adults aged 19-35 within the sample of 60 000 persons representative of the Norwegian population, which was drawn up by TNS Gallup. The procedure was to select from the 16 000 people in this age group, young adults who stated that they experienced limits to their activity in daily life, or discomfort, or who said they were eligible for allowances or pensions as the result of a disability. As the proportion of those who left upper secondary school or the first cycle of tertiary education in 2007 was too low (64 respondents), the procedure included all young adults aged 19-35 who stated that they had a disability or received allowances in respect of one, corresponding to a sample of 707 persons. The questionnaire included filter questions to identify those who had studied to no higher level than upper secondary education.

Tertiary education student sampling

This sampling procedure did not involve the Netherlands, which chose solely to survey students in upper secondary education. The sampling procedure was based on the same principles as those described above for the Czech Republic and Denmark.

In France, all universities, *écoles supérieures techniques* (higher technical schools) and *écoles d'ingénieur* (engineering schools), and institutions for training in the health, social, arts and agricultural sectors were asked by the Ministry of Higher Education and INSHEA to provide the list of enrolled students who received specially adapted provision or support in the third year of courses for the *licence* (three-year first-cycle degree) in 2006/07. Out of the 89 tertiary education institutions contacted, 30% responded favourably to the approach and the sample consists of 709 young adults who obtained additional resources at the end of the first cycle of tertiary education.

Norway used a question to identify students and a filter question to identify those who had gone no further than the first cycle of tertiary education.

Data collection

First wave

The procedure used by countries to collect data within the first wave of data gathering is described in detail in Annex D. Data were gathered electronically from those who agreed to take part in the survey. It was an online operation involving computer assisted telephone interviewing where respondents so wished.

Countries ensured that the questionnaire was user-friendly and respondents could complete it in more than one session. Those who so wished could return it by post and the Netherlands, for example, decided to send respondents a paper version.

Data gathering occurred in the spring of 2008 in the Netherlands, from November 2008 to January 2009 in Denmark, and during the first three months of 2009 in the Czech Republic and Norway. France gathered the data from June 2009 to June 2010.

Out of young adults with disabilities who received additional resources at upper secondary school in 2006/07 and replied to the questionnaire, 293 were French, 268 Czech, 177 Dutch and 95 Danish.

Out of young adults with disabilities who received additional resources in the first cycle of tertiary education in 2006/07 and replied to the questionnaire, 72 were French, 29 Czech, and 346 Danish.

Table A.1 Students surveyed

	Czech Republic	Denmark	France	Netherlands	Norway
Upper secondary school	268	95	293	177	833
Tertiary education	29	346	72		451

Norway contacted 247 young adults with disabilities in November 2010 and gathered 147 answers. Out of them 110 left upper secondary school in 2007 (response rate 56%) and 37 tertiary education (response rate 71%).

Second wave

The second wave could not take place three years after the first wave as planned due to the delayed implementation of the first wave and pathways could only be tracked during one period of time instead of three years.

France and Norway implemented the second wave of the data gathering procedure and used a questionnaire agreed by all countries participating to the project in June 2010 that was sent to young adults with disabilities who agreed to participate in the second wave.

France contacted 365 young adults with disabilities from November 2010 until beginning of April 2011 and gathered 178 answers. Out of them, 135 left upper secondary school in 2007 (response rate 46%) and 43 left tertiary education (response rate 60%).

Norway contacted 247 young adults with disabilities from November 2010 until January 2011 and gathered 147 answers. Out of them 110 left upper secondary school in 2007 (response rate 56%) and 37 tertiary education (response rate 71%).

Data analysis

As in any survey, full use of the data has called for substantial work to ensure their consistency and the preparation of comparative indicators to aggregate them, break them down by risk group, standardise them and control for confounding variables.

Ensuring consistency of the data

The need to ensure consistency has arisen as a result of differences caused by the procedures used in some countries, in spite of their jointly devised indicators, as well as data sampling and gathering procedures and a questionnaire containing questions common to all of them.

Even though countries could alter the questionnaire in line with their own particular characteristics, the Netherlands and Norway did not stick strictly to its initial format. They structured it differently, discarded some questions and, in certain others, split the reply to just a single question across two or three.

Furthermore, as already pointed out, Norway had to adopt a sampling procedure different from the one agreed by the other countries, and did not include questions on the type of disability. As a result, the scope for analysis was substantially limited.

Work to make the data consistent involved recoding. So that the data could be aggregated, exactly the same code for all countries was adopted whenever a given question had been encoded differently or when the encoding used by countries within a particular question varied (A, B, C, D or 1, 2, 3, 4 or the text involved). This procedure was sometimes used for Denmark, France and the Czech Republic if one of these countries split a procedural step in two to obtain further details, or added one (when not included). It was more often adopted in the case of the Netherlands in which the number of steps was different for several questions.

Recoding had to be done by hand with each question processed separately. For this purpose, it had to be decided whether data could be aggregated and identify the most appropriate level of aggregation. However, it was not possible to ensure data consistency when differences between questions or dissimilarities between countries were too great.

Statistical data processing

Statistical data processing was based on methods used in demography to form sub-groups as uniform as possible in order to measure phenomena, and on the descriptive and explanatory statistical analysis to eliminate the bias associated with confounding variables.

Data were exploited in accordance with the groups of descriptors discussed above, namely participation in employment and education, the performance of institutions and support services, the transition period and the affiliation effect.

From bivariate analysis, it was possible to consider opportunities for participation, the performance of the institution and support initiatives, transition and affiliation, with respect to the socio-demographic characteristics of respondents: gender, age, type of disability and characteristics of the parents. A chi-square significance test for $\alpha=0.05$ was applied to each point of intersection. If p=ns (non-significant), then there is no significant difference. On the other hand, the difference is significant, if p=value, the value represents the significance level. The highest confidence level is $p<0.0001$ and the lowest $p=0.05$.

Furthermore, as the survey sought not to compare countries but to identify the factors facilitating or impeding the transition to tertiary education, the statistical analysis drew up "profiles" to establish relations between more factors relevant to understanding the descriptor, and depict the significance of each aspect considered.

For this purpose, care was taken in handling the statistics to consider all indicators selected for each group of descriptors, essentially by keeping them separate and forming groups that were as uniform as possible. First, for each group of descriptors and in each group formed, the significant indicators (primarily on the basis of the chi-square test) were selected and checked. The indicators were then represented on a single scale in relation, for example, to the probability of having a job or undergoing education or receiving support during the transition and being satisfied with it.[1] This probability was expressed as a percentage for easier reading in diagrammatic form. The values of each of the scales and factors were then as far as possible standardised to produce special diagrams for each group of descriptors. The indicators selected to clarify each profile have been described systematically.

However, data-gathering conditions were not such as to permit the most detailed possible use of the questionnaire. For example, French respondents could not always reply specifically enough to all the questions asked, and the non-response rate meant that handling data on young adults with disabilities who had a job after leaving upper secondary school was especially problematic. Furthermore, those surveyed tended generally not to answer open questions so it was hard to make the most of them.

In addition, the fact that relatively few students were surveyed meant that a study as detailed as the one planned could not be undertaken. A really through examination of the situation of young adults with disabilities who obtained a job or were inactive after leaving upper secondary school has not been possible, and the data shown here describe respondents in terms of questions on which comments could be provided, and in which this could be done by grouping replies within a single question.

The same applies to processing of the statistics on young adults who left the first cycle of tertiary education in 2006/07. The lack of respondents among young Czech and French adults provided for no more than a summary description of the situation at the time of the survey. Any close study of the transition process or the quality of support has not been possible.

However, the questionnaire included identical questions for young adults enrolled in the first cycle of tertiary education on completion of upper secondary school in 2007 and those enrolled in the first cycle of tertiary education until 2007. Both groups have been bracketed together for these common questions specified below, in order to increase the number of respondents and offer a somewhat clearer picture of the conditions governing entry to tertiary education and how studies proceeded in its first cycle.

Statistical analysis also combined, wherever possible, the data submitted by young unemployed adults and those who stayed away from the labour market during the first wave as well as those submitted by respondents to the second wave, and followed the same procedures than for the first wave as well as a factorial analysis based on the multiple correspondence analysis (MCA) data analysis technique. This technique allows overcoming weaknesses due to the low numbers of respondents to the second wave by focusing on the rationale underlying pathways followed between the first and the second wave and the groups of individuals these rationales are related to.

The statistical centre of the University of Strasbourg developed this MCA by verifying the representativeness of the individuals on the Burt table chi square test relating all the selected items with each other. It verified also that each item counts the minimum number of individuals that is statistically needed (relative weight compared to the total number of individuals) and, when necessary, regrouped items. It selected also the

validated also those axis that were representative according to the level of contribution of the items and their representativeness (Cos2 value).

Table A.2 Questions common to young adults enrolled in the first cycle of tertiary education on completing upper secondary school in 2007, and those enrolled in the first cycle of tertiary education until 2007

Young adults enrolled in the first cycle of tertiary education on completing upper secondary school	Young adults enrolled in the first cycle of tertiary education until 2007
Q51 a. University b. Non-university	**Q4** a. University b. Non-university
Q52 a. Private b. Public	**Q4** a. Private b. Public
Q58	**Q4**
Q59	**Q5**
Q62	**Q7**
Q63	**Q18**
Q66	**Q22**
Q67	**Q8**
Q71	**Q12**
Q72 a. Grants/allowances – yes b. Grants/allowances – no	**Q11** a. Public grants and allowances b. Private grants and allowances
Q73 a. Loan – yes b. Loan – no	**Q11** c. Loans
Q75	**Q2**
Q76	**Q24**
Q78	**Q19**
Q79	**Q20**
Q81	**Q30**
Q83	**Q21**
Q85	**Q26**
Q87	**Q32**

Notes

1. The possible variance is the same for all variables if the probability is between 0 and 1.

Annex B. Description of the population

This annex describes the population that was surveyed with regard to its socio-demographic features, its socio-medical characteristics, and its educational and family characteristics. It first provides details concerning students at school who completed upper secondary education in 2007, and then on young adults with disabilities who left the first cycle of tertiary education in 2007.

Characteristics of school students who completed upper secondary education in 2007

Socio-demographic characteristics

The majority of Czech, Danish, French and Dutch young adults with disabilities who left secondary education in 2007 were women (53%). This greater representation of women was especially marked among Dutch survey participants and least apparent among Czech respondents. In France, the majority of those surveyed were men (58%).

In 52% of cases, young adults with disabilities who left secondary education in 2007 were aged 19 or under. French respondents were aged under 20 in 78% of cases, and were far younger than Danish or Czech students, of whom 87% and 62% respectively were aged 20 or over. The proportion of Dutch students aged under 20 was 62%.

Table B.1 Distribution by gender and age (%)

	Czech Republic	Denmark	France	Netherlands	Total
Distribution by gender					
Male	49	41	58	32	47
Female	51	59	42	68	53
Total	100	100	100	100	100
Distribution by age					
19 years or under	38	13	78	62	52
20-21 years	33	66	18	20	30
22 years or over	29	21	4	18	18
Total	100	100	100	100	100

Socio-medical characteristics

Czech, Danish, French and Dutch young adults with disabilities thought that they were in excellent or good health in 85% of cases. They had – in decreasing order of occurrence – a specific learning difficulty (40%), a physical impairment (15%), a health problem (12%), a psychological disorder (12%), a sensory impairment (9%), a cognitive impairment (7%) or multiple disabilities (5%).

Proportionally more upper secondary school students had a learning difficulty in Denmark (48%) and the Netherlands (43%). Proportionally more suffered from an illness in the Czech Republic (32%) and a sensory impairment in France (15%).

Among 32% of Czech, Danish, French and Dutch upper secondary school students, the disability was identified at birth, and later in 68% of cases. The disability was identified after birth among 82% of French students and 66% of both Czech and Danish students.

Table B.2 Distribution by type of disability and source of the disability (%)

	Czech Republic	Denmark	France	Netherlands	Total
Distribution by type of disability					
Cognitive impairment	11	5	3	7	7
Psychological disorder	1	9	13	25	12
Learning difficulty	35	48	35	43	40
Physical impairment	12	26	16	6	15
Illness	32	2	9	6	12
Sensory impairment	7	8	15	5	9
Multiple disabilities	2	2	9	8	5
Total	100	100	100	100	100
Distribution by source of the disability					
At birth	34	34	18	50	32
After birth	66	66	82	50	68
Total	100	100	100	100	100

For 17% of Czech, Danish and French upper secondary school students, disability had an increasing impact on their scope for taking part in activities after leaving secondary education, and a decreasing impact for 26%. For 33% the impact of the disability remained unchanged, while for 19% it varied.

Proportionally more Czech young adults (53%) felt that the impact of their disability remained the same from the time they completed secondary education, while the Danish respondents were more likely to think it increased (26%). French young adults felt more often than respondents on average that the impact of their disability varied subsequent to the completion of secondary education (36%).

As Table B.3 makes clear, the great majority of survey participants said they were capable of learning, performing tasks, communicating with someone, moving, and performing self-care duties and household activities unaided.

Table B.3 Impact of the disability and ability to perform daily activities (%)

	Czech Republic	Denmark	France	Netherlands	Total
Impact of the disability					
Increasing impact	6	26	20	14	17
Decreasing impact	25	42	19	26	26
Variable impact	16	3	36	22	19
No impact	53	28	25	38	33
Total	100	100	100	100	100
Ability to perform daily activities					
Learning and applying knowledge	87	64	84	89	84
Performing tasks	84	77	89	87	85
Communicating with someone	94	85	95	94	93
Moving	90	78	90	95	90
Taking care of oneself	93	88	92	98	93
Doing grocery shopping and cooking	87	82	88	92	88

As regards the Norwegian survey respondents, 58% stated they had a long-term illness or a functional limitation. Among them, 83% stated they had a health or psychological problem in the six months prior to the survey. They suffered from bodily pains (58%), depression (54%), concentration or memory problems (36%) or a sense of panic (28%).

Table B.4 Presence of a long-term illness, ailments in the preceding six months, ability to achieve aims, impact of the disability, support and pensions, and origin of the disability (%)

Presence of a long-term illness	
Yes	58
No	40
No reply	2
Total	100
Ailments from which Norwegian respondents suffered in the preceding six months	
Bodily pains	58
Respiratory problems (shortness of breath or difficulty breathing)	18
Memory problems or concentration difficulties	36
Anxiety feelings	28
Feeling depressed	54
Other psychological problems	21
No, I did not have one of these diseases	17
Ability to achieve aims or carry out activities	
Climbing or going down a staircase to the next floor without stopping	5
5-mintue walk at a fast pace	13
Lifting and carrying an object weighing 5 kg or more for a short stretch, for example 10 metres	14
Hearing what is being said, perhaps with a hearing aid, in a conversation with at least two others	7
Hearing what is being said on a normal telephone	6
Viewing normal text in a newspaper, perhaps with glasses	4
No, you do not have difficulties performing these activities	68
Influence of the disability in daily life	
Great influence	36
Relative influence	53
Little influence	11
Total	100
Impact of the disability in daily life	
Impact	88
No impact	12
Total	100
Support and pensions	
Basic or auxiliary support	18
Disability pension	5
Temporary disability pension	9
No aid	68
Total	100
Age of occurrence of the disability	
Since birth	19
Between ages 0 and 5	8
Age 6-10	7
Age 11-15	20
Age 16-20	32
Age 21-25	14
Total	100

Furthermore, 32% of the Norwegian respondents said they were restricted in performing certain activities. In particular, 14% of them had difficulty in carrying objects weighing 5 kg or over, 18% had motor impairment which prevented them from walking fast for five minutes or climbing a staircase without stopping, 13% had a hearing problem and 4% a visual impairment.

In 88% of cases, they experienced difficulties or had an illness which limited their ability to carry out activities. Among them, 36% felt that these conditions affected them seriously, while 52% thought they did so moderately. Among the Norwegian students also, 19% said they had had their particular ailment since birth, 32% said that it became apparent between the ages of 16 and 20, and for 20% between 11 and 15 years of age. Norwegian respondents received additional support in 18% of cases, while 14% were awarded allowances.

Family characteristics

In 86% of cases, Czech, Danish, French and Dutch young adults who left secondary education in 2007 did not live with a spouse or partner. The Danish were more likely than other young adults to do so. As shown in Table B.5, 63% of Czech, Danish, French and Dutch young adults who left secondary education in 2007 lived with their family. The Danish differed from the others in that 55% of them did not live with their parents, while 63% of the French did so.

Table B.5 Isolation, family integration, number of siblings and children, and educational level of parents (%)

	Czech Republic	Denmark	France	Netherlands	Total
Isolation					
Living alone	86	74	94	86	86
Living with someone	14	26	6	14	14
Total	100	100	100	100	100
Family integration					
Living with their family	83	45	63	67	63
Living without their family	17	55	37	33	37
Total	100	100	100	100	100
Number of brothers/sisters and children					
Have brothers and sisters	84	92	90	89	89
Have children	19	1	7	6	5
Educational level of fathers					
Elementary	7	15	5	4	7
Secondary	72	57	40	20	49
Tertiary	21	28	55	76	44
Total	100	100	100	100	100
Educational level of mothers					
Elementary	10	3	4	4	6
Secondary	74	72	45	25	55
Tertiary	16	25	51	71	39
Total	100	100	100	100	100

Those who were not with their families lived more than 25 km away from them in 35% of cases. Twice as many French young adults as other respondents, or 78%, lived more than 25 km from their parents. In 95% of cases, Czech, Danish, French and Dutch young adults who left secondary education in 2007 had no children. However, 88% had brothers or sisters.

The parents of Czech, Danish, French and Dutch young adults with disabilities who left secondary education in 2007 had more often than not experienced secondary education and, to a lesser extent, tertiary education.

Norwegian respondents lived alone in 31% of cases, while 41% lived with a spouse/partner, 16% with their parents and 12% in a community institution. Spouses or partners of respondents either worked as wage-earners (78%) or studied (13%).

Table B.6 Types of household and situation of spouse/partner in Norway (%)

Type of household	
Living alone	31
Living with their parents	16
Living with someone	41
In a community or institution	12
Total	100
Situation of spouse/partner	
In employment	78
Studying	13
Neither in employment nor studying	9
Total	100

Educational characteristics

Czech, Danish and French young adults who left upper secondary school in 2007 were, in 2006/07, educated in full-time mainstream provision in 86% of cases. This was especially true of the Danish (98% of them), in some contrast to the Czechs, only 78% of whom were in the same position.

Czech, Danish, French and Dutch young adults who left upper secondary school in 2007 wanted on completion of secondary education to undertake – in decreasing order of preference – ISCED 5B courses (42%), ISCED 5A courses (36%) or enter the labour market (22%). Czech young adults tended to want to work on completion of secondary education (48%), unlike their Dutch peers who were more inclined to embark on a short tertiary education course (56%), or the French who were keener on long tertiary courses (54%).

Table B.7 Full-time mainstream education and plans on completion of secondary education (%)

	Czech Republic	Denmark	France	Netherlands	Total
Full-time mainstream education	78	98	89	n.a.	86
Plans on completion of secondary education					
Long tertiary education courses (ISCED 5A)	16	52	54	30	36
Vocational training (ISCED 5B)	36	27	43	56	42
Enter the labour market	48	21	3	14	22
Total	100	100	100	100	100

Characteristics of young adults with disabilities who completed the first cycle of tertiary education in 2007

Socio-demographic characteristics of young adults with disabilities who left the first cycle of tertiary education

Among Czech, Danish and French young adults with disabilities who left tertiary education in 2007 and replied to the questionnaire, 64% were women. The majority of French student respondents were men, in contrast to the Czech and Danish students.

Czech, Danish and French young adults with disabilities who left tertiary education in 2007 were aged over 25 in 61% of cases. Students were oldest in Denmark (69%) and youngest in France (23%).

Table B.8 Distribution by gender and age (%)

	Czech Republic	Denmark	France	Total
Distribution by gender				
Men	38	34	51	36
Women	62	66	49	64
Total	100	100	100	100
Distribution by age				
22 years or under	18	3	23	7
22-25 years	65	29	46	33
Over 25 years	18	69	31	61
Total	100	100	100	100

Socio-medical characteristics of young adults with disabilities who left the first cycle of tertiary education

Among Czech, Danish and French young adults with disabilities who left tertiary education in 2007, 81% said they were in good health. The main disabilities affecting them were learning difficulties or a musculoskeletal disorder.

In almost half of all cases in France and the Czech Republic, the disability was identified at birth, whereas it was identified after primary education among almost half of Danish young adults with disabilities who completed the first cycle of tertiary education in 2007. The disability was identified at birth in the case of 49% of French young adults who completed the first cycle of tertiary education in 2007, and during primary education among 45% of Czech students. In the case of 48% of Danish young adults who completed the first cycle of tertiary education in 2007, it was identified after secondary education.

For a quarter of Czech, Danish and French young adults, the disability had an increasing impact on whether they could take part in activities on completion of the first cycle of tertiary education, and a decreasing impact for two-fifths of them.

As Table B.9 shows, proportionally more Czech young adults with disabilities felt that the impact of the disability remained unchanged from the first cycle of tertiary education onwards, or varied intermittently. They differed from their French counterparts, half of whom thought that the disability had a growing impact on whether they could take part in activities, and from the Danish, almost half of whom said that the impact was decreasing.

Virtually all young adults with disabilities who left the first cycle of tertiary education in 2007 said that they could communicate or look after themselves unaided. Two-fifths of them felt that they needed no help in learning and applying knowledge, and three-quarters that help was not necessary for their mobility or for carrying out daily activities.

Proportionally more French young adults with disabilities needed help with mobility and in performing daily activities, including self-care duties. In that respect, they differed from their Danish counterparts who tended more than other young adults to feel they needed help with learning and applying knowledge.

Table B.9 Distribution by type and origin of the disability, impact on daily life, and limitation of activity (%)

	Czech Republic	Denmark	France	Total
Distribution by type of disability				
CNC A (physical – disease)	90	53	86	60
CNC B (learning)	10	47	14	40
Total	100	100	100	100
Origin of the disability				
At birth	41	21	49	25
During primary education	44	31	30	32
After primary education	15	48	21	43
Total	100	100	100	100
Impact of the disability on daily life				
Increasing impact	10	27	55	28
Decreasing impact	21	41	6	38
Stable impact	38	18	26	19
Variable impact	31	14	23	16
Total	100	100	100	100
Distribution by limitation of activity				
Learning and applying knowledge	79	76	86	77
Communicating	97	91	100	92
Moving	76	88	70	86
Taking care of oneself	93	94	74	92
Daily activities	72	87	65	84

Family characteristics of young adults with disabilities who left the first cycle of tertiary education

Czech and French young adults with disabilities who left the first cycle of tertiary education in 2007 in most cases lived alone, whereas the Danish most often lived with a spouse or partner. The great majority of Czech and French young adults with disabilities had no children, in contrast to their Danish counterparts, over one-fifth of whom had children.

Table B.10 Distribution by type of household, parenthood and family integration (%)

	Czech Republic	Denmark	France	Total
Type of household				
Live alone	59	36	75	40
Do not live alone	41	64	25	60
Total	100	100	100	100
Number of children				
Without children	97	79	94	82
Have children	3	21	6	18
Total	100	100	100	100
Family integration				
Live alone	14	25	39	41
Live with their family or friends	86	75	61	59
Total	100	100	100	100

Enrolment characteristics

The majority of Czech, Danish and French young adults with disabilities who left the first cycle of tertiary education in 2007 were enrolled in public institutions, four-fifths of them on full-time courses.

For almost three-quarters of them, the courses taken corresponded to the plans developed in secondary education. Only a little over half of the French respondents thought this was true.

Almost half of the same group of Czech, Danish and French survey participants were enrolled in tertiary education and intended to embark on second-cycle studies, while half wanted to find a job on completion of the first cycle or increase their chances of finding one.

Table B.11 Relevance of studies compared to plans devised in upper secondary school and expectations when enrolling in tertiary education (%)

	Czech Republic	Denmark	France	Total
Relevance of studies compared to plans devised in upper secondary school				
Studies correspond to the plan devised in upper secondary school	76	72	59	69
Studies do not correspond to the plan devised in upper secondary school	21	21	22	21
No specific plans while in upper secondary school	3	7	20	10
Total	100	100	100	100
Expectations when enrolling in tertiary education				
Access employment after the first cycle	25	7	41	24
Pursue the second cycle	61	72	42	58
Increase possibilities of finding work	10	21	15	15
Does not know	4	0	2	3
Total	100	100	100	100

Characteristics of respondents to the second wave

Socio-demographic characteristics

By contrast with the first wave, French respondents to the second wave are mainly female (58%). Thirty-five per cent of them are aged between 20 and 21, 36% between 22 and 23, and 32% are older.

Table B.12 Distribution by gender and age in France (%)

Gender	
Male	42
Female	58
Total	100
Age	
20-21 years	35
22-23 years	36
24 years and over	29
Total	100

As during the first wave, Norwegian respondents to the second wave are mainly female (67%). They are older than French respondents as most of them (58%) are over 25 years old.

Table B.13 Distribution by gender and age in Norway (%)

Gender	
Male	33
Female	67
Total	100
Age	
18-22 years	21
23-25 years	21
26 years and over	58
Total	100

Socio-medical characteristics

The disability profile of French respondents to the second wave is close to those who participated in the first wave. They have, in decreasing order of occurrence, a learning difficulty (36%), a musculoskeletal disorder (22.5%), a health problem (11%), a mental health problem (9%), a visual problem (9%), a hearing problem (6.3%) and multiple disabilities (5.4%).

Table B.14 Distribution by type of disability in France (%)

Psychological disorder	9.0
Learning difficulty	33.0
Musculoskeletal disorders	22.2
Illness	15.3
Sensory impairment	13.1
Multiple disabilities	7.4
Total	100.0

Their health condition did not change in 69% of the cases while 22% indicate that it improved. Nearly half of them (48%) estimate that the impact of their disability on their ability to perform has remained the same since the first wave, while 10% believe that it has increased and 11% that it has decreased.

Table B.15 Evolution of health conditions and of the impact of the disability since the first wave and ability to perform daily activities in France (%)

Health condition since the first wave	
Improved	22
Deteriorated	9
Same	69
Total	100
Impact of the disability since the first wave	
Increasing impact	10
Decreasing impact	11
Same impact	48
Variable impact	31
Total	100
Ability to perform daily activities	
Learning and applying knowledge	85
Performing daily activities tasks	89
Communicating with someone	95
Moving around	90
Taking care of oneself	92
Doing grocery shopping and cooking	88

Just as during the first wave, the great majority of French respondents consider they are capable of learning (85%), performing daily activity tasks (89%), communicating with someone (95%), moving around (90%), and performing self-care duties (92%) and household activities (88%) unaided.

As regards the Norwegian respondents to the second wave, 53% consider their health condition as stable since the first wave whereas 24% indicate an improvement and 23% a deterioration. The impact of the impairment has increased since the first wave for 14% of them whereas it decreased for 11% of them.

Table B.16 Evolution of Norwegian respondents' health conditions and of the impact of their disability (%)

Health conditions since the first wave	
Better	24
Same	53
Worse	22
Total	100
Impact of the disability since the first wave	
Increasing impact	14
Decreasing impact	11
Same impact	22
Variable impact	27
Does not apply	18
Do not know	7
Total	100
Financial support and pensions	
Receive support and pensions	59
Do not receive support and pensions	41
Total	100

Norwegian respondents to the second wave received financial support in 59% of the cases.

Family characteristics

The matrimonial situation of the French respondents to the second wave did not change in 89% of the cases and when it changed they mainly live with a spouse or a partner. They live with their parents in 47% of the cases, alone without any support in 22% of the cases and with a spouse or a partner in 16% of the cases.

Table B.17 Type of household, family integration and educational level of parents in France (%)

Type of household	
Single	84
Living with a spouse or a partner	16
Total	100
Family integration	
Living with their family	47
Living without their family	53
Total	100
Educational level of fathers	
Elementary	7
Secondary	44
Tertiary	49
Total	100
Educational level of mothers	
Elementary	5
Secondary	44
Tertiary	51
Total	100

Their fathers accessed tertiary education in 49% of the cases and secondary education in 44% of the cases. They are white collars in 56% of the cases, blue collars in 19% of the cases and inactive in 12% of the cases. Their mothers accessed tertiary education in 51% of the cases and secondary education in 44% of the cases, and they work as white collars in half the cases (44%) and blue collars in nearly a third of the cases (29%). Twenty-four per cent of them are not in employment.

Table B.18 Type of household in Norway (%)

Living alone	59
Living with a spouse or partner	11
Cohabiting with someone	30
Total	100

Norwegian respondents to the second wave mostly live alone (59%) whereas 11% live with a spouse or partner and 30% cohabit with someone.

Annex C. Key indicators relating to the longitudinal study

Context

This annex presents the key descriptors used in the longitudinal study on the pathways for people with disabilities to tertiary education and employment. With these descriptors, which have been taken into account by all participating countries, it will be possible to prepare quality indicators on transition. Countries which so wish may expand on them with descriptors more specifically adapted to their particularity or concerns.

The data gathered will provide for descriptors that identify best practices in transition with regard to:

- the future of young people with disabilities on completion of secondary or tertiary education;
- the abilities acquired by upper secondary school and other students;
- pathways synonymous with attainment;
- methods of financing institutions and students;
- the quality of teaching organisation;
- the effectiveness of counselling and guidance services;
- the quality of planning and monitoring of the transition process;
- the extent to which upper secondary school students and other students with disabilities, as well as their families, are involved in the transition process.

The data needed for these key descriptors are obtained from two rounds of surveys. The first round describes the situation of persons on completion of secondary education and at the end of three years of tertiary education. The second round sets out to identify changes and to understand the pathways in terms of progression within tertiary education and employment, the social inclusion of those concerned (social activities, friendships, social inclusion) and their scope for living independently.

This document lists key descriptors that may be used from the time of the first survey round. Some may be used for the second round and others not. They may be classified under four headings:

- participation in employment and education;
- the performance of institutions and support services;
- the transition period;
- the affiliation effect of practices.

From the socio-demographic data of students, it will be possible to gain an insight into all aspects relevant to equity. The socio-demographic characteristics selected are the following: gender, age, ethnic identity, professional category and educational level of the parents, type of education, the additional human, financial and technical resources made available, and the type of disability or illness.

Key descriptors

Participation descriptors

A first group of descriptors focuses on how far secondary and tertiary education can shield upper secondary school and other students with disabilities from inactivity and a marginal existence. It describes the professional and social situation of survey participants and may include the following descriptors:[1]

Descriptor No. 1: Participation in employment and education

This descriptor covers the proportion of upper secondary school and other students who are:

- pursuing an occupational activity (in employment, as entrepreneurs, on a voluntary basis);
- enrolled in tertiary education (long tertiary education courses, short-course tertiary education);
- require further training;
- unemployed;
- neither employed, nor pursuing an activity or in training.

Descriptor No. 2: Forms of participation

This descriptor provides information on the forms of participation offered by the activity concerned. It describes the situation of upper secondary school and other students, with respect to:

- the type of activity pursued or type of course undertaken;
- characteristics of the host firm or institution (sector of activity, type of studies or course);
- conditions governing the activity as regards its intensity (full- or part-time, number of hours worked) and stability (stable or insecure employment).

Descriptor No. 3: Conditions of participation

This descriptor refers to the conditions of participation offered by the activity concerned. It relates the quality of the transition to how activity rates and leisure time are co-ordinated. In each situation, the questionnaire includes questions linked to the following:

- needs assessment methods enabling forms of support to be identified;
- existing formal and informal types of support for carrying out the activity;

- the adaptation of support to requirements of the activity;
- the availability of the person for study or existing employment (reconciling educational, family and occupational schedules and taking account of their demands);
- possibilities for further development and change in the activity.

Descriptor No. 4: Extent to which the activity matches the personal characteristics of individuals

This descriptor provides information on how far the activity pursued matches the expectations, living patterns and needs of the person concerned. The questionnaire relates the activity pursued to the following:

- the expectations of the person (choice of part-time status, preferred activity, preferred course, preferred level of studies, etc.);
- the satisfaction of the person;
- the training undertaken;
- the preparatory work carried out to adapt support to the work rate, needs and expectations of those concerned.

Descriptor No. 5: Economic and social independence

This descriptor deals with the level of economic and social independence of the person concerned. For this purpose, the questionnaire covers a variety of matters, including the following:

- accommodation;
- recreational activity;
- voluntary and social activity;
- mobility (permit, etc.);
- income and resources.

Performance descriptors

A second group of descriptors concerns the quality of the educational environment experienced by upper secondary school or other students during the 2005/06 school/academic year. It considers the quality of transition programmes with respect to the facilities and resources made available for students to complete their courses satisfactorily and be equipped for tertiary education and working life. It includes the following:

- the courses undertaken;
- the type of school education;
- the conditions under which studies occurred;
- the method of education (specialised educational environment, special classes, mainstream education);

- the curriculum followed (special or otherwise);
- special arrangements and support;
- types of formal course recognition (diploma, certificate, no formal recognition).

This group of indicators is more especially concerned with the barriers and facilitators that have influenced the pathways and options selected on completion of school education.

Descriptor No. 6: Academic attainment

This descriptor refers to the academic attainment of upper secondary school and other students. It relates the scope for transition to the knowledge and skills acquired and how they were officially certified. To this end, the questionnaire covers the following matters:

- the knowledge and skills acquired;
- receipt of the qualification;
- the type of qualification awarded;
- equivalent ratings of qualifications and job market requirements;
- the length of the course(s);
- the impact of remedial measures.

Descriptor No. 7: Accessibility

This descriptor is concerned with the extent to which the institution is accessible. It considers the quality of transition programmes with respect to the special arrangements and support made available to ensure physical, functional and social accessibility. To this end, the questionnaire covers aspects relating to the following:

- mobility within the institution and on campus;
- methods of assessing needs and attainment;
- personalisation of teaching and the curriculum;
- special arrangements provided;
- teacher training;
- the level of inclusion in institutional life.

Descriptor No. 8: Preparation for working life and continued education

This descriptor focuses on the preparation of students for the demands of working life or other activity subsequent to secondary education. The questionnaire covers matters concerned with the preparation of upper secondary school and other students for working life, such as:

- co-ordination of the individual education plan with a transition project;
- the existence of curricula that offer both knowledge of the world of work and the acquisition of professional experience;
- the existence of guidance in reaching decisions and in planning;

- the relevance and effectiveness of strategies to prepare students for working life and tertiary education.

Descriptor No. 9: Appropriateness of student guidance and support

This descriptor is about the effectiveness of support. It considers the quality of transition programmes with respect to the appropriateness of support and practices to the expectations, living patterns and needs of students during their education. The questionnaire covers those matters concerned with the following:

- the fulfilment of expectations;
- the satisfaction of needs;
- availability (reconciling educational, family and occupational schedules and taking account of their demands);
- the enabling effect of support received by upper secondary school and other students.

Descriptors of transition

A third group of descriptors deals with the continuity and consistency of the pathways chosen by upper secondary school and other students. This group of descriptors relates to the transition period separating:

- the end of secondary education and the activity pursued at the time of the first round of data collection;
- the end of the first cycle of tertiary education and the activity pursued at the time of the first round of data collection;
- the first and second rounds of data collection.

As regards the first round, this group of descriptors includes the numerous factors that might describe this period such as:

- the length of the transition period;
- the support available;
- the level of social inclusion;
- the activities carried out.

Descriptor No. 10: Ease of transition

This descriptor considers the quality of transition programmes with respect to the length of the period between the end of secondary or tertiary education and the start of the activity in question.

Descriptor No. 11: Models of transition

This descriptor refers to the various situations faced prior to ongoing activity and enables worthwhile pathways to be identified. The questionnaire covers matters concerned with the following:

- periods of inactivity during transition;

- activities carried out during transition;
- the kinds of activity concerned;
- sought after activities.

Descriptor No. 12: Continuity of pathways

This descriptor deals with bridges or transfer points between school and employment, or between the different kinds of tertiary education, or tertiary education and employment. It considers the quality of transition programmes with respect to the continuity and consistency of pathways. The questionnaire covers the numerous matters concerned with the following:

- the continuity of financial, human and technical support;
- the geographical roots of institutions;
- the links between curricula at different levels of education;
- the links between programmes and the world of work;
- the co-ordination and guidance mechanisms adopted to ensure continuity.

Descriptor No. 13: Quality and effectiveness of support for successful pathways

This descriptor is concerned with how far people are given opportunities to minimise or avoid inactivity during the transition period. It considers the quality of transition programmes with respect to forms of support used during that period and their impact. The questionnaire includes questions on the following:

- access to the required information;
- existing formal or informal support;
- remedial systems;
- availability offered by support (co-ordination of leisure time, consideration of living patterns).

Descriptor No. 14: Synchronisation of social activities

This descriptor is concerned with opportunities for persons with disabilities to combine working and social life, work and economic independence, economic independence and access to housing, etc.

Descriptors of affiliation

This group of descriptors focuses on the affiliation effect of pathways. It considers the quality of transition programmes with respect to the abilities acquired by upper secondary school and other students and to the parity of participation arising as a result. These descriptors refer to the ability to make plans for the future and to the acquired identity capital, and to the forms of inclusion that derive from this.

Descriptor No. 15: Planning for the future

This descriptor deals with the ability of upper secondary school and other students to plan their future on a well-informed basis. It considers the quality of transition

programmes with respect to the ability of students to take decisions and act effectively. The questionnaire records data on the following:

- the information available;
- possible options available;
- the level of involvement in the process;
- the scope for decisions arising from the possible options;
- responsibilities that can be assumed by the person concerned;
- the future envisaged.

Descriptor No. 16: Level of empowerment

This descriptor refers to the capacity for resilience acquired. It considers the quality of transition programmes in relation to the capacity acquired by those with disabilities to integrate professionally and socially, and to cope with changes and the many possible pitfalls likely to affect access to employment and tertiary education. The questionnaire records data on possession of the following:

- cultural capital (knowledge, skills, acquired qualifications);
- social capital (support from family and friends, etc.);
- identity capital (knowledge of needs, self-confidence);
- functional capital (enabling effect of support systems).

Descriptor No. 17: Level of inclusion

This descriptor provides information on the sense of belonging derived by individuals from their potential for participation. To this end, the questionnaire covers various matters more especially concerned with the following:

- well-being;
- the quality of life;
- the interpersonal network of the person concerned;
- the sense of belonging.

Notes

1. The number given to the indicators reflects no kind of ranking.

Annex D. Sampling procedure

This annex outlines the sampling procedure countries participating in the longitudinal study agreed to.

Introduction

The longitudinal study follows two samples of students with disabilities during a three-year period of time. One sample will include students with disabilities who left ISCED 3A and ISCED 3B at the end of the school year 2006/07 and who may access ISCED 4 and 5 as well as enter employment. According to the international definitions, ISCED level 3A programmes are designed to provide direct access to ISCED level 5A. This would include, in a country like Germany, students who were enrolled in *Fachgymnasien* (specialist grammar schools)[1], in upper secondary schools, in specialised vocational high schools and in some specialised vocational schools preparing for ISCED level 5A. In Norway, this would include students who are enrolled in upper secondary education which gives access to further education or to some labour market courses. In the United States, students following a General Education Development (GED) diploma or high school equivalency programme as well as secondary education (grade 10-12) would be included.

ISCED level 3B programmes are designed to prepare students to provide direct access to ISCED level 5B. This would include in Germany the basic vocational training year, the specialised vocational schools, some health sector schools, the dual system, etc. In France, it would include students enrolled in secondary vocational training.

The other sample will include students with disabilities who followed tertiary education programmes at ISCED levels 5A and 5B in the academic year 2006/07. ISCED level 5A programmes have a minimum cumulative theoretical duration of three years' full-time equivalent. They provide a level of qualification required for entry into a profession with high skills requirements and/or into advanced research programmes requiring that the faculty have advanced research credentials.

ISCED level 5B programmes are generally more practical/technical/occupational specific than ISCED 5A programmes. They focus on specific occupational skills for direct entry into the labour market and do not prepare students for advanced research programmes. They have a minimum duration of two years' full-time equivalent.

Students with disabilities included in the longitudinal study will have either completed general upper secondary education or vocational upper secondary.

Two waves of interviews will take place for each sample: the first wave of interviews should take place at the end of the first semester 2008 and the second wave should take place in late 2010.

National research centres will use the most appropriate means for identifying and contacting young people with disabilities. Typically, however, data collection should be framed by three levels of stratification:

- an administrative territorial level enabling to sample schools;
- an institutional level in order to sample students;
- the type of programmes followed.

Countries are expected to produce research reports which describe precisely the methods used to adapt the following sampling procedure to national characteristics and to make it possible to establish how far findings can be compared across countries.

Sampling of local education authorities

The data collection will be institution based. For the sample of post-upper secondary students, the sampling procedure will be based on local education authorities (LEAs) and institutions. The sample of LEAs should be representative of the characteristics of all LEAs in the participating countries and should take into account the following factors:

- regional factors such as the distinction between urban and rural;
- the size of the LEA with regard to number of enrolments;
- the socio-economic and socio-demographic characteristics of the LEA.

Sampling of upper secondary schools

Within each LEA selected, and who have agreed to participate, the research centre should contact, if possible, all regular or special educational institutions offering ISCED 3A and ISCED 3B programmes delivering a diploma or an official certificate.

If this is not possible, a sample of schools representative of the characteristics of the education system in each LEA should be selected. The sampling procedure should take into account the size of the schools, the type of school provision (special schools or regular schools), the location (urban/rural), and the type of programmes (3A or 3B) as well as the sector (public/private) in order to stratify the schools. Sampled schools should be listed.

Each sampled school should be assigned two replacements schools. If a school refuses, the research centres should designate the immediately preceding and following school from the list of schools as its replacement schools. The school immediately following the sampled school should be designated as the first replacement school, while the school immediately preceding the sampled school should be designated as the second replacement school. If two replacement schools cannot be identified, the school immediately following the sampled school should be designated as replacement school. If a sampled school happens to be the first or the last of a list in a LEA or following the stratification process, the two schools immediately preceding or following the sampled school should be retained.

To keep track of sampled schools in the data base, each school will be assigned a digit code specifying the country, the LEA, the type of provision. Each participating country will be given a code by the OECD Secretariat depending on the alphabetic order and research centres should assign each LEA and each type of school provision a specific code that is transmitted to the OECD Secretariat. The coding process of participating schools for each country should then be the following:

/country/LEA/type of school provision/school/respondent/

Sampling of tertiary level institutions

Tertiary level institutions have to be sampled to identify the cohort of students to be followed beyond tertiary education. To be eligible for the survey, these tertiary level institutions should offer:

- an educational programme designed for persons who have completed secondary education;
- more than just correspondence courses;
- at least one academically, occupationally or vocationally oriented programme for study requiring at least three months or 300 contact hours of instruction;
- courses open to the general public.

The sample of tertiary level institutions selected should reflect the range of practices existing in the participating countries. That range may include specialised tertiary level institutions dedicated to a type of disability or institutions favouring distance learning such as the Open University in the United Kingdom. For stratifying the sample of tertiary level institutions, countries should take into account:

- the duration of programmes (short, medium and long-term programmes);
- the distinction between general courses (5A) and vocational courses (5B);
- the level of qualification available (bachelors, masters, doctorate degrees);
- the openness to diversity with regard to the profiles of the students and the existence of a statement about access for those with disabilities.

Each sampled tertiary education institution should be assigned one replacement institution. If a sampled institution refuses to participate in the longitudinal study, the research centres should designate the immediately following institution as its replacement institution.

To keep track of sampled tertiary education institutions in the data base, each tertiary education institution will be assigned a digit code specifying the country as well as the type of tertiary education. Each participating country will be given a code by the OECD Secretariat depending on the alphabetic order and research centres should assign each tertiary education institution a specific code that is transmitted to the OECD Secretariat. The coding process for each participating institution should then be the following for each country:

/country/type of tertiary education institution/respondent/

Each upper secondary institution or tertiary level institution will be invited to deliver background information with regard to:

- socio-demographic characteristics (age, gender, parents' profession, ethnic-minority background);
- type of disability or special educational needs profile;
- support given;
- level of attainment;
- type of achievement;
- postal and electronic address as well as telephone number.

The level of information may differ from country to country and even from one institution to another depending on the available information. However, the information given by upper secondary or tertiary level institutions should make it possible to sample students and to contact them. It should be provided in 2008 in order to avoid the loss of too many students between 2007 and 2008.

Sampling of students

Eligibility of students

The longitudinal study focuses on young adults with disabilities receiving additional resources due to a medical reason (CNC A) or to a learning difficulty (CNC B). They have left upper secondary and tertiary education at the end of the school or academic year 2006/07 and they may have or may not have successfully completed this level. With regard to the selection criteria proposed above, Erasmus students with disabilities, those who exclusively followed distance learning, and those who were enrolled for programmes for less than three months or 300 hours are not eligible for the sample.

Representativeness of the sample of students with disabilities

The sample of students that will be interviewed should be representative of the population of students with disabilities leaving upper secondary education (whether or not they have achieved their diploma) and those who have finished (but not necessarily completed) their undergraduate studies.

Ideally, a random sampling procedure should be employed. A list of students with disabilities having left secondary education or tertiary education in 2007 should be drafted and each fifth student should be sampled. In some countries, students with disabilities may be enrolled in upper secondary education as well as in regular schools or in special schools and the research centres should be aware of duplicate entries and avoid the a same student being counted twice. Analysis will, as far as possible, take into the impact of the student's type of disability or special educational needs profile, gender, socio-demographic and ethnic minority background on his/her pathways.

The national disability categories will be reframed within the OECD's CNC A and B categories framework in order to allow for international comparisons.

Size of the sample of students with disabilities

Because of national variations among students with disabilities surviving at upper secondary level or at tertiary education level it may prove difficult to predefine the required sample size of students with disabilities. The size of the sample should nevertheless allow for a reliable analysis of the pathways students with disabilities may follow. It should be large enough to make statements about factors explaining pathways especially with regard to the best practices determining coherent and effective pathways.

It should therefore consider the main pathway opportunities identified in the figures presented below as patterns to determine a set of pathways according to their coherence, their continuity and their effectiveness. These patterns may vary from country to country and depend on the type of disability: some opportunities may, for example, be more realistic for students having a motor impairment than for those having a mental illness.

As shown in Figure D.1, students with disabilities have six main pathway opportunities after upper secondary education and each opportunity offers six new pathway opportunities three years later. Thus a student who was unemployed in the first wave of 2007 may in the second wave of 2010:

- be employed;
- still be unemployed;
- have access to a tertiary A course or a tertiary B course or a training course;
- be considered unable to work and live mainly on disability benefits.

Therefore, 36 pathway opportunities should be taken into account to define the size of the sample of students interviewed after secondary education.

As shown in Figure D.2, a student who finished a tertiary A undergraduate course in 2007 may, in the first wave in 2008, be a) in employment, b) continue his/her course and post graduate, c) move from a tertiary A undergraduate course to a tertiary B course, d) access a training course. S/he may also be e) unemployed or f) considered unable to work and mainly live from disability benefits. In the second wave of 2010, s/he may have:

- stayed in employment or moved from a postgraduate course to employment;
- stayed in tertiary A education to prepare a Ph.D.;
- moved from a tertiary A postgraduate course to a tertiary B course;
- moved from a tertiary A postgraduate course to a training course;
- moved from a postgraduate course to unemployment;
- moved from a postgraduate course to inactivity and be considered unable to work.

Figure D.1 Main patterns of pathways influencing the size of the sample of students with disabilities leaving upper secondary education in 2007

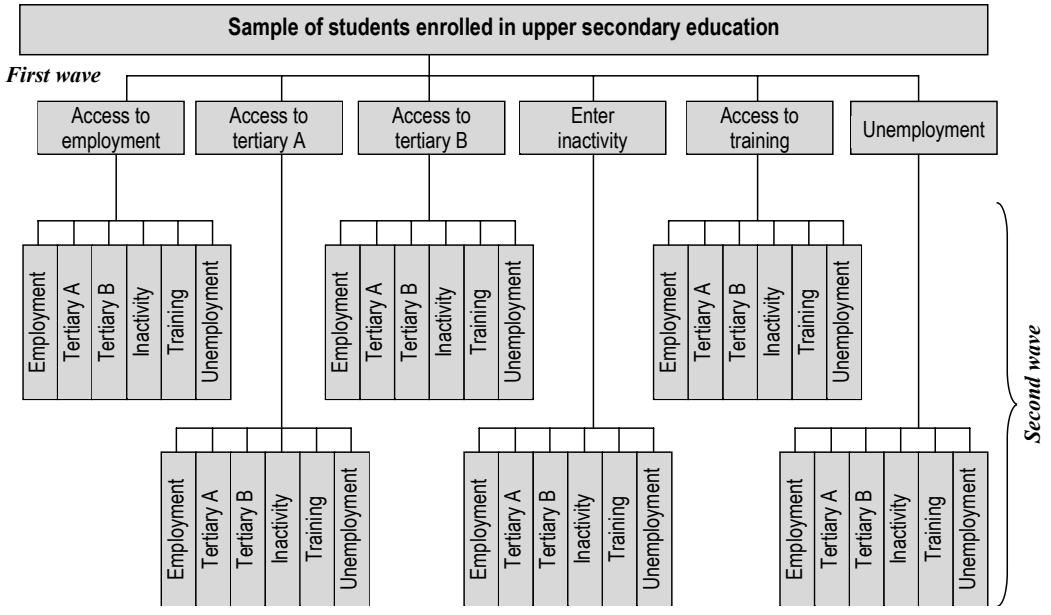
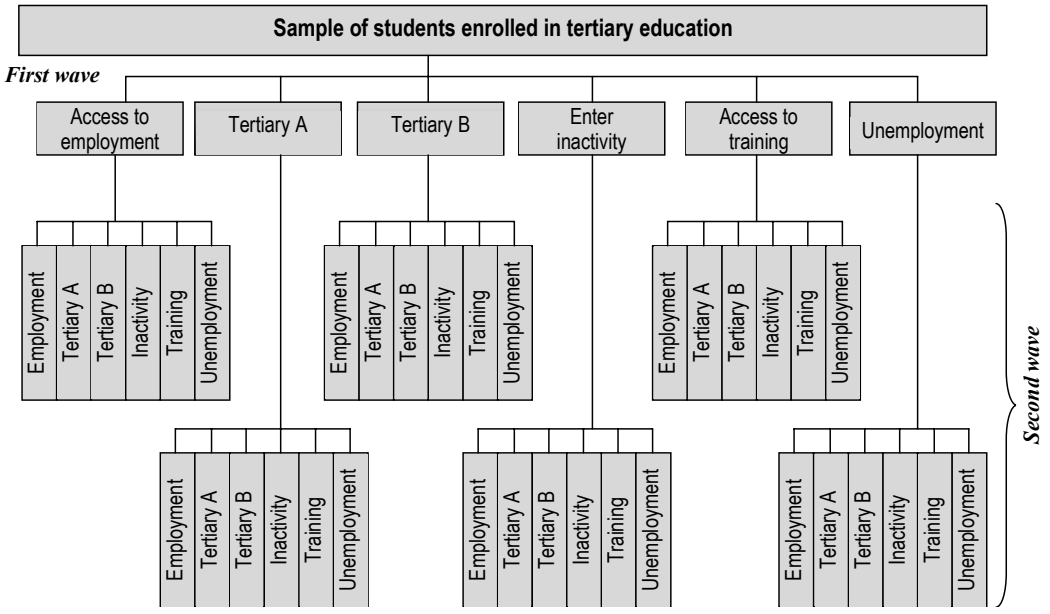


Figure D.2 Patterns of pathways influencing the size of the sample of students with disabilities leaving tertiary education in 2007

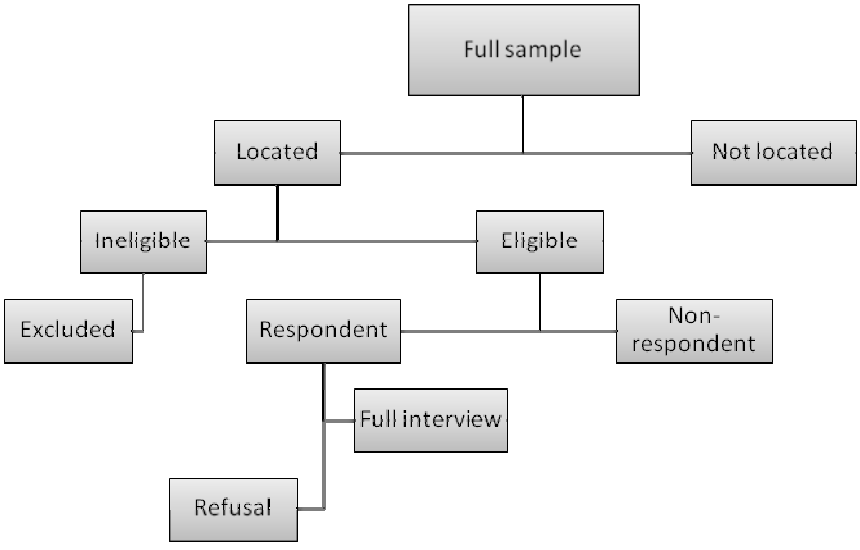


Note: The sample should weight students with disabilities enrolled in ISCED level 5A and those enrolled in ISCED level 5B.

As for the students leaving upper secondary education in 2007, 36 pathway opportunities should be taken into account to define the size of the sample of students interviewed after tertiary education.

As shown in Figure D.3, the size of the sample may face attrition due to location, eligibility or individual's will to participate. Therefore, according to the loss in numbers due to attrition and response rate it could be wise, as shown by research carried out, for instance, in the United States, to sample three students for each who would have an interview in the second wave.

Figure D.3 Attrition factors influencing the size of the sample



Taking all of these factors into account, the ideal procedure for sampling students who have left upper secondary education in 2007 could be as follows:

- Define a size of sample large enough to analyse the various pathways students may have followed between the first and the second wave of the longitudinal study. As an example, the National Longitudinal Transition Study (NLTS2) research implemented in the United States defined a sample size of 12 000 students.
- Sample a size of local education authorities (LEAs) adequate to generating the required sample of students. As an example, the NLTS2 research invited a sample of 3 635 LEAs to participate in the study.
- Select randomly the LEAs and compare their representativeness with regard to national characteristics. The NLTS2 research recruited randomly 501 LEAs among the 3 635 LEAs selected. These LEAs were then compared to the LEA population with respect to the distinction between urban and rural criteria, the number of enrolments, the economical and social well-being of the area, and socio-demographic characteristics.
- Sample the students with disabilities invited to participate in the interview with respect to the characteristics described earlier. The sampling will be based on the background information given by the selected institutions with regard to the gender, the type of disability, the socio-economic background, and ethnic minority status. It should correspond to at least 30% of the total known population. For example Netherlands plan to interview a sample of 450 students with special needs out of a total of 1 500 students.

The ideal sampling of tertiary level education institutions should be as follows:

- Define a size of sample of tertiary level institutions large enough to take into account the possible pathways students may follow.
- Sample randomly tertiary education institutions according to the criteria described above and with respect to the diversity of possibilities existing for students with disabilities.
- Sample randomly students with disabilities with respect to the criteria proposed above. The sample should correspond to at least 30% of the total known population.

Notes

1. *Fachgymnasien* are special grammar schools oriented towards occupations. They admit pupils that have earned intermediate school certificates or equivalent. The final certificate awarded after three years, classes 11 to 13, qualifies its holder for studies at all higher education institutions.

Annex E. Distribution of respondents by situation and socio-demographic characteristics

This annex present some tables describing disparities among respondents that may be correlated to age, gender, type of disability, country and type of situation and could not be included in the text.

Disparities among Czech, Danish, French and Dutch respondents

Table E.1 Distribution by type of situation (%)

	Employment (n=258)	Education (n=471)	Inactivity (n=104)	Total (n=833)
Transitional period less than three months (p<0.0001)	51.1	83.2	75.5	72.3
Educational level of the father (p=0.003)				
Basic	7.5	5.5	9.6	6.8
Secondary	55.3	43.5	56.3	49.1
Tertiary	37.0	50.9	44.0	44.0
Educational level of the mother (p=0.0001)				
Basic	8.1	2.9	16.0	6.4
Secondary	58.1	51.2	56.4	54.2
Tertiary	33.8	45.9	27.7	39.4
Inclusion of the transition issue in courses				
Courses oriented towards the labour market	41.6	18.0	35.4	26.8
Possibility of choosing studies in line with their main interests	17.3	37.0	23.2	29.7
Support from family during transition period				
Support from family and friends (p=0.009)	87.9	96.3	88.9	87.2
Renewal of support request	41.2	47.1	46.3	45.4

Table E.2 Distribution by age (%)

	Aged 19 or under	Aged 20-21	Aged 22 or over	Total
Level of affiliation				
Luck (p<0.0001)	34.6	50.3	58.6	44.1
Person equally valued as others (p=0.057)	89.1	86.7	79.6	86.5
Plans do not come to fruition (p<0.0001)	22.8	26.3	49.0	28.8
Perceived opportunities				
Financial independence (p<0.0001)	34.2	52.8	55.2	43.6
Chance of accessing higher education (p<0.0001)	62.8	48.1	29.2	51.9
Chance of having their own home	39.9	50.0	50.7	45.0
Rewarding job (p=0.004)	44.2	57.6	54.5	50.1
Enjoy a happy family life (p=0.002)	41.1	55.5	53.0	47.6
Appropriate support (p=0.008)	40.6	52.9	54.7	47.3
Capable of participating	51.6	65.1	54.5	56.2
Support obtained at upper secondary school				
Same opportunities (p<0.0001)	49.3	70.3	59.7	59.8
Involvement (p=0.008)	54.9	65.8	60.4	60.4
Tasks	62.4	73.5	68.0	68.0
Mobility (p<0.0001)	41.1	57.5	49.4	49.3
Links between courses and labour market				
Teaching linked to labour market requirements (p<0.0001)	17.5	35.8	44.3	28.3
Curriculum includes work experience (p=0.0079)	12.6	19.3	19.8	16.1
Support of family and friends				
Support of family and friends is existing	86.0	85.6	88.7	87.2
Quality of support during the transition period (p=0.004)				
Support is fully appropriate	55.3	51.9	72.6	57.4
Support is partially appropriate	22.9	25.7	17.9	22.9

Table E.3 Distribution by type of impairment (%)

	Cognitive impairment	Psychological disorders	Learning difficulty	Motor impairment	Health problem	Visual impairment	Hearing problems	Multiple disabilities	Total
Level of affiliation									
In charge of their own lives (p=0.001)	57.5	77.8	84.5	80.9	91.3	77.8	86.7	78.6	82.3
Luck (p=0.001)	53.8	17.1	42.5	36.8	56.7	46.2	48.3	28.6	43.2
Person valued equally as others (p<0.0001)	67.5	77.1	89.6	85.6	94.2	85.7	86.7	92.6	87.2
Capable (p=0.02)	72.5	86.1	88.5	80.7	88.5	66.7	86.7	85.2	84.6
Prevented from progressing in life (p=0.08)	40.0	20.6	29.1	42.0	39.4	25.0	46.7	29.6	34.2
Inclusion of transition issues in upper secondary schools									
Inclusion of transitions (p=0.05)	56.4	62.9	63.5	60.5	71.0	61.9	54.5	65.0	65.8
Inclusion of internships in the curriculum (p=0.007)	17.5	7.9	13.0	16.3	28.3	13.8	3.3	13.3	15.9
Satisfactory transition (p=0.001)	57.5	69.4	67.9	71.4	88.5	71.4	60.0	53.3	71.6
Field of study in tertiary education (p=0.007)									
Law, economics and management	17.4	32.4	15.5	17.2	35.6	20.8	41.2	29.4	21.6
Humanities, arts and education	26.1	29.7	30.5	23.3	12.3	29.2	5.9	17.6	24.7
Mathematics and computer science	13.0	8.1	3.9	8.6	5.5	8.3	5.9	5.9	6.2
Engineering	4.3	0.0	10.2	12.9	6.8	4.1	11.7	11.7	9.1
Life sciences, physics and agriculture	4.3	16.2	11.6	16.4	9.6	8.3	11.7	0.0	11.9
Medical and health sciences	0.0	5.4	14.5	8.6	12.3	8.3	0.0	11.7	10.7
Social sciences	34.8	8.1	13.6	12.9	17.8	20.8	23.5	23.5	15.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Match of studies with plans made in upper secondary education (p=0.072)									
No plans	28.0	12.8	12.2	7.8	6.6	14.8	0.0	0.0	10.5
Plans not matched	22.0	20.6	18.7	19.5	19.7	25.9	21.0	76.5	19.4
Plans matched	50.0	66.6	69.1	72.7	73.7	59.3	79.0	23.5	70.1
Ease of transition and support by enrolment in tertiary education	91.3	76.3	87.1	85.8	72.2	88.0	94.8	92.4	84.6
Unused supports during enrolment procedure	13.9	18.9	21.3	16.4	13.3	3.1	23.1	3.8	17.1
Quality of preparation									
Skilled for the labour market	10.0	18.0	15.0	24.0	28.0	17.0	23.0	13.0	20.0
Preparation for a rewarding job	62.5	37.8	54.9	58.9	70.2	50.0	40.0	30.0	50.3
Level of participation									
Civic engagement (p=0.005)	52.5	47.4	47.8	71.1	47.6	57.1	33.3	40.0	51.2
Financial autonomy (p=0.000)	47.5	26.3	51.7	54.4	54.8	42.9	30.0	30.0	45.4
Active participation (p=0.016)	57.5	44.7	59.9	72.8	71.8	60.7	50.0	53.3	61.2
Independent life (p=0.001)	57.5	52.6	71.2	76.1	81.0	71.4	65.5	46.7	69.0
Perceived chances									
Access to higher education (p=0.000)	27.5	68.4	48.8	58.7	48.1	58.6	60.0	43.3	53.4
Family life (p=0.000)	65.0	39.5	52.2	57.1	68.3	62.9	36.6	36.6	53.0
Appropriate support (p=0.008)	50.0	31.6	41.6	52.7	58.6	57.1	43.3	41.4	45.5
Participation in social life (p=0.005)	57.5	44.7	64.7	67.4	78.8	60.7	56.7	56.6	63.8
Friendships (p=0.003)	77.5	68.4	81.3	83.7	90.5	86.2	70.0	66.7	79.6

Table E.4 Distribution by gender (%)

	Female	Male	Total
Year repetition (p=0.002)	22.2	31.4	26.5
Perceived skills on leaving upper secondary school			
Prepared to get actively involved (p=0.009)	48.5	58.0	52.9
Prepared to live independently (p=0.008)	66.1	72.9	69.6
Forming sound friendships (p=0.001)	64.6	76.3	70.1
Support refused (p=0.0005)	39.0	29.4	34.5
Enrolment procedures in tertiary education			
Reporting of a special educational need (p=0.03)	47.4	37.7	43.7
Family support during admission procedure (p=0.009)	23.9	16.0	20.6

Table E.5 Distribution by country (%)

	Czech Republic	Denmark	France	Netherlands	Total
Capacity of support to encourage inclusion within the school community					
Fully	71.1	58.8	49.6	n.a.	62.0
Partially or not	28.9	41.2	50.4	n.a.	38.0
Transition support services from secondary education					
Supports perceived when required	30.0	34.0	45.0	18.0	32.0
Supports not always perceived when required	48.0	32.0	47.0	19.0	39.0
Quality of support					
Appropriate	77.0	79.0	49.0	67.0	63.0
Inappropriate	23.0	21.0	51.0	33.0	37.0

Disparities among Norwegian respondents

Table E.6 Distribution among Norwegian respondents (%)

Activities prior to employment	
Wage-earner	70.0
Company management	6.0
Enrolment in tertiary education	43.0
Travel	9.0
Unemployed	26.0
Active steps to find employment	16.0
Disability pension	5.0
Civil or military service	17.0
Illness	15.0
Others	10.0
Sector of activity	
Financial or economic services	4.0
Transport	2.0
Catering, wholesale sector	26.0
Health or social sectors	17.0
Educational services	7.0
Industrial and crafts sectors	16.0
Agriculture	0.0
Building, public works	9.0
Others	19.0
Total	100.0
Numbers	82
Strong factors of attainment in upper secondary education	
Own effort	72.0
Teachers	23.0
Counsellor	5.0
Total	100.0
Moderate factors of attainment in upper secondary education	
Own effort	24.0
Teachers	37.0
Counsellor	16.0

Annex F. Logistic regressions

This annex presents tables describing the logistic regressions implemented for analysing respondents' pathways.

Table F.1: Probability of being employed or in education (logit model, odds ratio)

Variables	Probability of being in training		Probability of being employed	
	Significance	Odds ratio	Significance	Odds ratio
Age in 2007				
[22 and over]	Ref		Ref	
[19 and under]	***	4.91	***	0.41
[20-21]	***	3.29	***	0.51
Gender				
Female	Ref		Ref	
Male	0.468	0.90	0.351	1.16
Type of disability				
CNC A	Ref		Ref	
CNC B	0.575	0.91	*	1.37
Date disability				
Birth	Ref		Ref	
Other	0.395	1.15	0.569	1.10
Educational level of the father				
Higher	Ref		Ref	
Secondary	0.391	0.84	0.376	1.20
Basic	0.816	1.10	0.673	1.19
Educational level of the mother				
Higher	Ref		Ref	
Secondary	0.740	0.93	0.974	0.99
Basic	***	0.21	0.332	1.49
Satisfaction with help from institutions /transition				
Satisfied	Ref		Ref	
Not satisfied	0.218	1.23	0.725	0.94
Existence of help from institutions /transition				
No	Ref		Ref	
Yes	***	1.74	**	0.64
Help from the family				
No	Ref		Ref	
Yes and appropriate	0.54	0.85	0.46	1.22
Yes, but not appropriate	0.540	0.78	0.773	0.88
Help from institution/employment				
No	Ref		Ref	
Yes	0.460	0.87	**	1.56
Help from institution/education				
No	Ref		Ref	
Yes	0.401	0.87	0.921	0.98

Help with the logistic regression: Numbers: 833 respondents. Reading: a statistically significant odds ratio > 1 (< 1) indicates the presence of a factor that increases (decreases) the probability of experiencing the event, all other things being equal. Significance level: * p<0.05, ** p<0.01, *** p<0.0001. The target variable is noted as Ref.

Table F.2 Probability of feeling proficient on completion of upper secondary school (logit model, odds ratio)

Variables		Probability	
		Significance	Odds ratio
Age in 2007			
	[19 and under]	Ref	
	[20-21]	0.596	1.15
	[22 and over]	0.554	0.83
Gender			
	Male	Ref	
	Female	0.327	1.25
Type of disability			
	CNC A	Ref	
	CNC B	0.215	0.73
Date disability			
	After birth	Ref	
	At birth	0.131	0.67
Help from the family and friends during education			
	No	Ref	
	Yes and appropriate	0.213	0.63
	Yes, but not appropriate	0.133	0.40
Needs assessment procedure at entry			
	No	Ref	
	Yes	0.150	1.49
Use of an individual education plan			
	No	Ref	
	No need	***	2.26
	Yes	***	3.15
Sense of having the skills for tertiary education			
	No	Ref	
	Yes	***	3.17
Sense of having the skills for employment			
	No	Ref	
	Yes	***	2.33
Sense of financial independence			
	No	Ref	
	Yes	0.075	1.59
Current situation			
	Inactive	Ref	
	Education	**	2.24
	Employment	0.097	1.80

Help with the logistic regression: Numbers: 833 respondents after applying and standardising the impact variable. Reading: a statistically significant odds ratio > 1 (< 1) indicates the presence of a factor that increases (decreases) the probability of receiving free family support, all other things being equal. Significance level: * p<0.05, ** p<0.01, *** p<0.0001. The target variable is noted as Ref.

Table F.3 Chances of doing well at upper secondary school (logit model, odds ratio)

Variables		Probability	
		Significance	Odds ratio
Age in 2007			
	[19 and under]	Ref	
	[20-21]	0.434	0.86
	[22 and over]	**	0.58
Gender			
	Male	Ref	
	Female	**	0.70
Type of disability			
	CNC A	Ref	
	CNC B	0.085	0.74
Date disability			
	After birth	Ref	
	At birth	***	0.59
Educational level of the father			
	Higher	Ref	
	Secondary	0.203	0.56
	Basic	0.166	0.75
Educational level of the mother			
	Higher	Ref	
	Secondary	0.207	1.31
	Basic	0.534	1.33
Help from the family			
	No	Ref	
	Yes and appropriate	***	3.39
	Yes, but not appropriate	**	3.60
Needs assessment procedure at entry			
	No	Ref	
	Yes	0.385	1.16
Use of an individual education plan			
	No	Ref	
	No need	0.296	1.24
	Yes	0.890	0.96

Help with the logistic regression: Numbers: 830 respondents after applying and standardising the impact variable. Reading: a statistically significant odds ratio > 1 (< 1) indicates the presence of a factor that increases (decreases) the probability of receiving free family support, all other things being equal. Significance level: * p<0.05, ** p<0.01, *** p<0.0001. The target variable is noted as Ref.

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Education and Training Policy

Transitions to Tertiary Education and Work for Youth with Disabilities

This report addresses the lack of data on pathways followed by young adults with disabilities beyond secondary education in most OECD countries. It describes the activity undertaken by a sample of Czech, Danish, Dutch, French and Norwegian young adults with disabilities and its evolution, as well as looking into the factors that have facilitated or hindered high-quality transition processes to tertiary education and employment.

Do upper secondary schools enable students with special educational needs to move successfully to tertiary education and employment? Are young adults with disabilities supported appropriately when leaving upper secondary schools? Do universities' and colleges' admission and support strategies foster transition to and success within tertiary education?

Contents

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