

Inclusion of students with disabilities in tertiary education and employment

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The publication examines the transition of young adults with disabilities from school to tertiary education and work. It analyses the policy experiences of several OECD countries and identifies recent trends in access to education and employment as well as best transition policies and practices. Which factors foster or hinder the transition to tertiary education and work? What are the strengths and weaknesses of policies and support given to young adults with disabilities? It shows that access to tertiary education for young adults with disabilities has improved significantly over the past decade. However, despite the progress that has been made, the transition to tertiary education is still harder for young adults with disabilities than it is for other young adults. Students with disabilities are also less likely than their non-disabled peers to successfully complete their studies, or to access employment. The study also provides policy recommendations for governments and education institutions. These recommendations are designed to give young adults with disabilities the same success and transition opportunities that other young adults already enjoy and to improve hereby their right to education and to inclusion.

Subject Tags:

Regions: