



## Transition to tertiary education and to employment of young adults with mental health problems

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## OECD research on transition to tertiary education and to employment

- Identifying the enabling effect of policies and practices by looking at :
  - Good transition policies (national reports and literature review ; comparative report 2010)
  - Good transition practices (longitudinal study 2011)
  - Good transition skills (case studies 2011)



## Tertiary education, a key factor for accessing to employment and social inclusion

- In Norway, employment rate of PWD with tertiary education is 30% higher than the employment rate of those without tertiary education
- In Ireland, employment opportunities of PWD with a tertiary education diploma is 5% higher than employment opportunity of general population with a tertiary education diploma



Targeting a period at risk for students with disabilities and especially those with a mental health problem



- Shift in responsibilities
- Gaps in supports (intersectoral approach)
- Difficulties in adjustment to requirements of tertiary education or labour market
- Students with mental health problems are more likely to be involved with the criminal justice system (United States, France, UK)



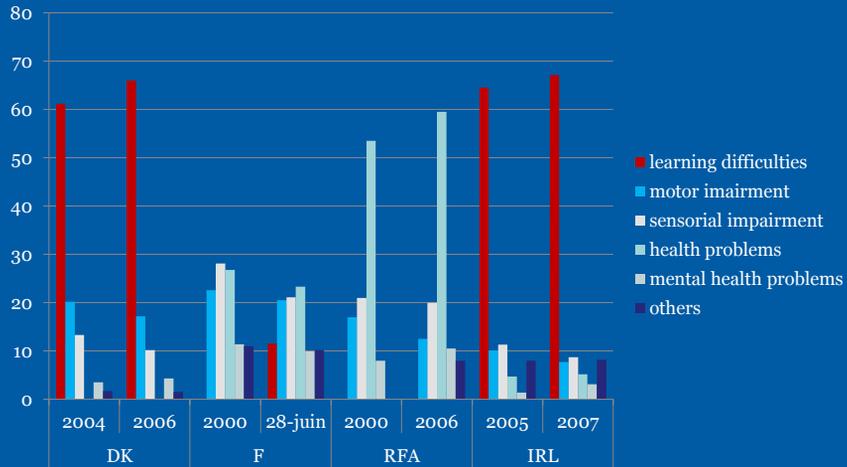
- A period that requires reliable data allowing for :
  - Identifying pathways to tertiary education and to employment
  - Identifying aspects conducive to the continuity and consistency of pathways through education and towards employment,
  - Understanding the factors that impede the educational progress and social inclusion of disabled people
  - Appreciating the positive or negative impact of policies and practices

## Targeting qualification issues

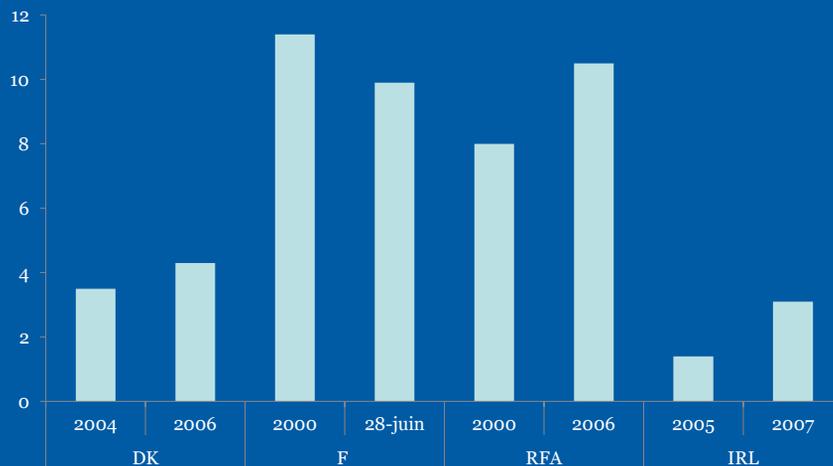
- Young adults with mental health problems are more likely than other students with disabilities to drop out or to fail at exams (e.g. United States, France)
- They are less likely than other students with disabilities to aim pursuing in tertiary education in Ireland or in the United States



## Students with mental health problems are less likely to access to tertiary education...



## ...although progress are made in some countries





## students with mental health problems are more likely to face difficulties in tertiary education

- They are more likely to drop out in tertiary education and less likely to graduate in France, Ireland and in the United States.
- They are more likely to be at risk of failure by changing course during their studies in Germany and in Austria
- They are more likely to complain about isolation and to face difficulties in organising everyday's life



targeting behavioural issues



- in France and in the United States, students with mental health problems are less likely to consider themselves as disabled and to disclose in order to access supports and accommodations or to inform employers
- In the United states, they are less proactive in the transition planning in upper secondary education
- In Norway, they are more likely to face difficulties in organising every day life
- In most countries, they are more likely to participate in programs that focus on risk behaviors



Targeting support and guidance issues



- Supports are mainly related to pedagogical issues and services tend to ignore integration issues (students feel isolated).
- Preparation strategies and admission strategies tend to inform SWD instead of accompanying them along the transition process
- Lack of assessment tools and appropriate training
- Supports and accommodation are rarely embedded in an inclusion ethos and



- Planning and guiding is more difficult since the impact of mental health problems is more fluctuant.
- Students with mental problems are less likely to have an IEP (where required)
- Special needs are not always taken into account by guidance and support services and mental health students feel somehow frightened to either fail or to become ill again
- They are less likely to access supports, to get their needs met in most countries and to feel empowered by supports



## Targeting cross sectoral issues



## Young adults with mental health face difficulties in accessing and keeping employment

- Students with a mental health problem are less likely to follow courses or programs having close links with the labour market.
- SEN students follow overproportionnaly ISCED 3A levels and the ISCED 3B and 3C courses are not real alternatives in terms of employment.



- Health and welfare issues are rarely articulated and transition to tertiary education, within tertiary education and from tertiary education is complicated
- Employment is not always an issue for tertiary education institutions, especially universities.
  - Do not include employment issues in their strategies
  - Do not build on employment support services
  - Do not built on incentives made to employers



### Inequalities in access and success tend to :

- Maintain, if not widen, the qualifications gap between students with mental health students, other groups of disabled students and non disabled persons.
- Perpetuate or even aggravate the problems experienced by students with mental health problems in entering employment, especially for those with mental, emotional or behavioral disorders.
- Expose SWD to exclusion and to criminality



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Thank you  
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