

**DIRECTORATE FOR EDUCATION  
EDUCATION POLICY COMMITTEE**

**Group of National Experts on Special Needs Education**

**PATHWAYS FOR DISABLED STUDENTS TO TERTIARY EDUCATION AND EMPLOYMENT**

**SAMPLING PROCEDURE OF THE SECOND WAVE OF THE LONGITUDINAL STUDY**

**Paris, 17-18 June 2010**

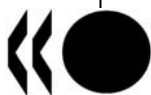
*This document is being provided for information and discussion for the fifth Informal Workshop of the Project on Pathways for Disabled Students to Tertiary Education and Employment, held at OECD Headquarters, Château de la Muette, 75016 Paris on 17-18 June 2010.*

*The Group of National Experts on Special Needs Education last met in 2008. However, the remaining outputs of the project "Pathways for Disabled Students to Tertiary Education and Employment" continue to be given this reference to maintain coherence to previous material produced by the Group.*

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## **PATHWAYS FOR STUDENTS WITH DISABILITIES TO TERTIARY EDUCATION AND TO EMPLOYMENT**

### **SAMPLING PROCEDURE OF THE SECOND WAVE OF THE LONGITUDINAL STUDY**

1. This document outlines a draft sampling procedure of the second wave of the longitudinal study which has to be agreed by countries participating in it.

#### **Introduction**

2. The second wave of the longitudinal study looks at pathways followed by students with disabilities who left ISCED 3A and ISCED 3B at the end of the school year 2006-2007 or followed tertiary education programmes at ISCED levels 5A and 5B in academic year 2006-2007. They have may have or may not have successfully completed this level and were during the first wave enrolled in ISCED 4 and 5 courses, entered employment or were neither in education nor in employment.

#### **Sampling of students**

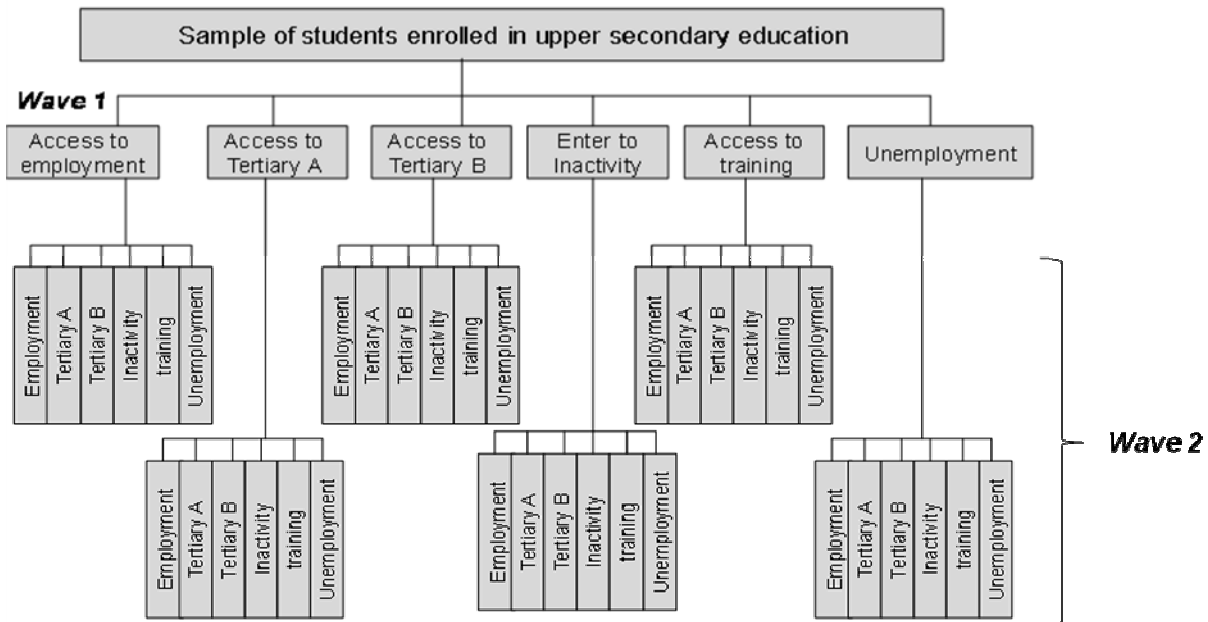
##### *Eligibility of students*

3. Are eligible for the second wave those young adults with disabilities receiving additional resources due to a medical reason (CNC A) or to a learning difficulty (CNC B) who agreed in the participants wave to be interviewed again. The main patterns of pathways followed by these students are described in diagram 1 and 2.

4. As shown in diagram 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 may in the second wave of 2010:

- 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 will live mainly on disability benefits.

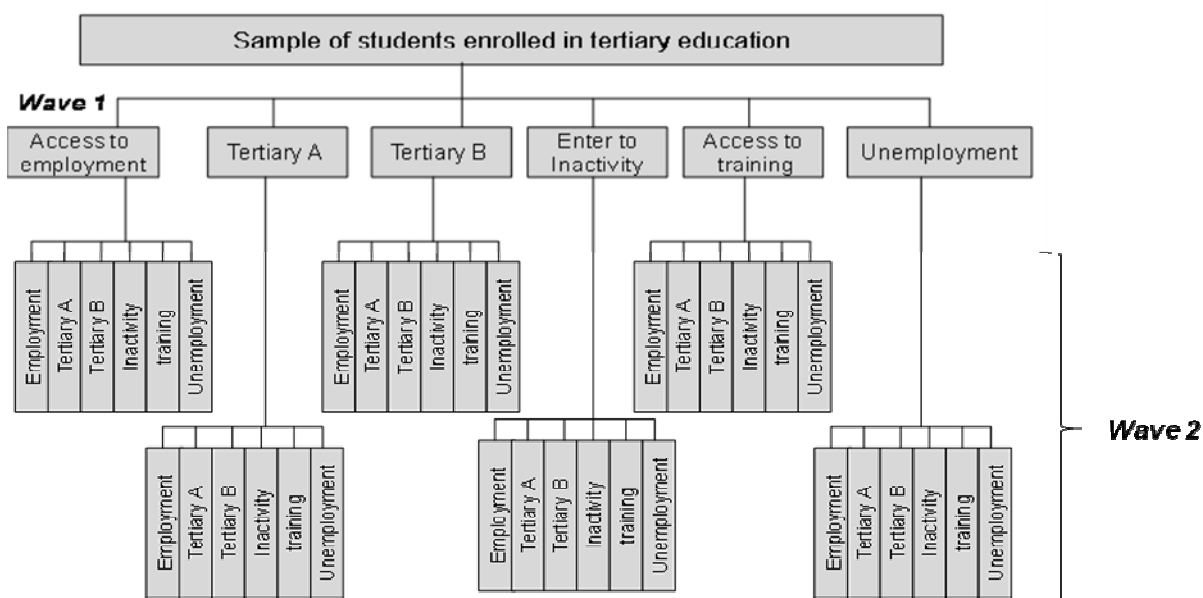
**Diagram 1. Main patterns of pathways followed by students with disabilities having left upper secondary education in 2007 between the first and second wave of the longitudinal study**



5. As shown in diagram 2, a student who finished a tertiary A undergraduate course in 2007 may be in the first wave a) in employment, b) continue his course and post graduate, c) move from a tertiary A undergraduate course to a tertiary B course, d) access to a training course. He may also be e) unemployed or f) considered unable to work and mainly live from disability benefits. In the second wave of 2010, he may:

- Have stayed in employment or moved from a post-graduate course to employment.
- Have stayed in tertiary A education to prepare a Ph.D.
- Have moved from a tertiary A postgraduate course to a tertiary B course.
- Have moved from a tertiary A post graduate course to a training course.
- Have moved from a postgraduate course to unemployment.
- Have moved from a postgraduate course to inactivity and be considered unable to work.

**Diagram 2. Main patterns of pathways followed by students with disabilities having left tertiary education in 2007 between the first and the second wave of the longitudinal study<sup>1</sup>**



### *Representativeness of the sample of students with disabilities*

6. All students who agreed to participate to the second wave should be interviewed. However, the sample should include all type of disabilities and should therefore weight students interviewed by type of disability in order to have a sample as representative as possible of the population of young adults with disabilities. Analysis will, as far as possible, take into the impact of student's type of disability or SEN profile, gender, socio-demographic and ethnic minority background on his/her pathways.

7. The ideal procedure for sampling students who accepted to participate to the second wave of the longitudinal study could be as follows:

- Identify all CNC A and CNC B students who agreed to participate to the second wave of the longitudinal study.
- Identify their characteristics according to the type of disability.

8. National research centers will use the most appropriate means for identifying and contacting young people with disabilities.

9. Countries are expected to produce research reports which describe precisely the methods used to adapt the sampling procedure to national characteristics and to make it possible to establish how far findings can be compared across countries.

<sup>1</sup> The sample should weight students with disabilities enrolled in ISCED level 5A and those enrolled in ISCED level 5B.