

Institutional Commitment to support learners' transition into work life and adulthood



"Enabling transformation and change through trained educators and youth workers and inclusive workplace environments by creating an innovative methodology and resources for the development of life skills and employability competences in young adults with learning disabilities and difficulties, while supporting their transition into inclusive workplaces."

PART 1: DECLARATION OF COMMITMENT

/this text can be integrated into school's strategic development plans/

As an educational institution, we recognize the vital role that schools play in preparing students for their transition into the workforce, especially those with learning difficulties and disabilities. Our commitment is to equip every student with the skills, knowledge, and confidence needed to navigate the challenges of employment and thrive in their chosen careers. This policy outlines our institutional promise to support students during this critical phase of their lives.

The social and labour integration of young people has become increasingly complex in recent years. Its prolongation, diversification, the challenges in connecting education systems, vocational training, and employment, the situation of unemployment, combined with other issues related to housing, health, and leisure, make this transition to adulthood a critical moment that requires the articulation of various measures to facilitate it.

Within this framework, it is necessary to develop a set of actions that can be summarized as follows:

- Improvement of educational programs, specifically vocational training programs.
- Increase in opportunities for employment, housing, leisure, and community participation.
- Integration of the two above through the effective coordination of services and programs with the aim of facilitating the design of diversified transition pathways that address the specific needs of young people and ensure the desired outcomes in adulthood: employment, housing, and community life.

In designing these transition pathways, the implementation of this policy is supported by three Toolkits for an effective transition planning:

- KIT 1: Individual tools in support of young person's transition from school to work
- KIT 2: School management strategies for lasting policies in support of the learners' leaving
- KIT 3: Workplace strategies for the inclusion of the graduates

In summary, it aims to support the collaborative process among the various stakeholders involved in the transition phase to ensure a specific outcome: becoming a fulfilled adult in a complex adult world.

PART 2: Description and Use of Transition Support Toolkits

To operationalise the school's commitment to inclusive transition planning, we have developed and adopted a structured set of Toolkits. These Toolkits provide practical tools for students, educators, school leaders, and employers to work collaboratively in supporting young people with disabilities and learning difficulties as they move from education into employment and adult life. Below is a description of the tools included in each Toolkit and guidance on their use.

KIT 1: Individual Tools Supporting the Transition from School to Work

This kit focuses on empowering each young person to take an active role in their transition process, while being supported by mentors, educators, and families. It facilitates the design and implementation of a personalised transition pathway.

T1.1 Online Assessment Tool

An interactive platform that assesses a student's current skills, interests, and readiness for work and independent living. This forms the foundation for developing an individual plan.

T1.2a Individual Plan

A structured document created with the student, outlining goals, action steps, and support needs in areas such as employment, education, and daily life.

T1.2b SAMPLE Individual Plan

A completed example that serves as a reference for educators and students to guide the development of personalised plans.

T1.3a Mentor's Form to Track Progress

A tool used by educators or assigned mentors to regularly document the student's development, monitor the achievement of goals, and adjust support where needed.

T1.3b SAMPLE Mentor's Form

Provides a model example of how to record progress in a meaningful and structured way.

T1.4a Learner's Self-Assessment of Progress

A reflection tool enabling students to assess their own progress, identify challenges, and voice support needs, fostering self-advocacy and engagement.

T1.4b SAMPLE Learner's Self-Assessment

A completed sample to demonstrate how learners can articulate their experiences and progress.

How to Use KIT 1:

This Toolkit should be introduced during the final two to three years of schooling. Teachers, support staff, and families should co-develop the Individual Plan with the student. The Online Assessment Tool provides an initial evaluation and can be repeated to measure development.

Progress should be tracked regularly using the mentor's form and learner self-assessments, ideally on a monthly or termly basis.

KIT 2: School Management Strategies Supporting Learners' Leaving

This Toolkit equips schools with organisational tools and partnership strategies to ensure lasting and institutionalised support for the transition process.

T2.1 Policy Document

The formal school commitment to inclusive transition support, outlining responsibilities and strategic goals. This document should be adopted at school management level.

T2.2 Inclusive Employer Register

A curated list of local employers who are open to offering inclusive internships, work placements, or employment opportunities to learners with disabilities.

T2.3 Support Organisations Register

A directory of local services, NGOs, and public agencies offering assistance with employment, housing, mobility, and other transition-related support.

T2.4 Transition Preparation Workshops

Structured sessions run within the school setting to help learners develop employment skills, learn about adult responsibilities, and meet external support providers.

How to Use KIT 2:

School leaders should appoint a Transition Coordinator or team to oversee the use of this Toolkit. The registers (T2.2 and T2.3) should be updated annually and shared with staff, students, and families. Transition Preparation Workshops should be embedded into the school calendar for final-year students and co-facilitated by educators and external professionals.

KIT 3: Workplace Strategies for the Inclusion of Graduates

This Toolkit supports the successful integration of young people into the workplace through structured collaboration and monitoring tools for schools and employers.

T3.1 School–Employer–Mentee Collaboration Agreement

A formal document outlining the roles and responsibilities of the school, employer, and the learner during a transition or internship period.

T3.2 Employer's Mentoring Form

A resource for workplace mentors to track the development and integration of the learner in their job role, providing feedback and identifying support needs.

T3.3a Monthly Meeting Template (Transition Mentor – Learner – Employer)

A planning and reflection tool to support regular three-way communication, ensuring alignment and addressing any issues collaboratively.

T3.3b SAMPLE Monthly Meeting Template

A completed example to illustrate how to document outcomes and follow-up actions from monthly meetings.

How to Use KIT 3:

This Toolkit should be introduced when a student begins a work placement or employment experience. Before the placement starts, a Collaboration Agreement (T3.1) should be signed. During the placement, employers complete the Mentoring Form monthly and participate in regular three-party meetings using the T3.3a template to ensure support and progress are maintained.

Final Note

These Toolkits are not standalone instruments but are designed to work together, forming a flexible, comprehensive approach to transition planning. Schools are encouraged to adapt the tools to suit their local context while maintaining the principle of meaningful, coordinated, and inclusive support. The goal is clear: to provide every learner with the foundation to lead a confident, independent, and fulfilling adult life.