

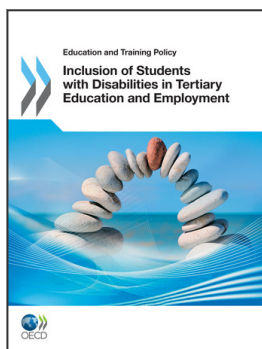
Foreword

In 2003, the OECD's Centre for Educational Research and Innovation published a report entitled *Disability in Higher Education*. It revealed a lack of information and data on opportunities for young adults with disabilities to enter tertiary education and employment. This lack of information and data appeared to be a key barrier to developing cost-effective inclusion policies to prepare young adults with disabilities to meet the requirements of tertiary education institutions and the labour market and to empower them to be economically self-sufficient and socially independent.

The main objective of this volume is to analyse policies designed to foster transition to tertiary education and to employment, and to identify factors that facilitate or hinder that transition. It describes trends in terms of transition to tertiary education and looks at the strengths and weaknesses of policies and of support for young adults with disabilities as they move to tertiary education and to employment. It also looks at strategies developed by upper secondary schools and tertiary education institutions to smooth transition. 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, Ireland, Norway and the United States contributed to this publication. They provided a background report describing their transition policies, organised site visits and participated in biannual workshops.

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