lected by national, state or provincial, local, and private organizations, pertaining to all levels of education in countries for which data is available. Like the Census and the NCES, the Archive will feature a website that permits online data analysis.

In summary, this volume is concise yet comprehensive report of education-related data that can be found, in general, elsewhere. However, educators and others in need of a quick reference tool should welcome this volume.

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This volume outlines the results of a country study on post-compulsory education of the disabled in twelve OECD countries. The study is one component of a research initiative conducted from 1994-1997 by the OECD’s Centre for Educational Research and Innovation (CERI). The participating countries include Australia, Canada (British Columbia and Quebec), Finland, France, Iceland, Ireland, Italy, the Netherlands, Norway, Spain, Sweden, and the United Kingdom.

The volume is divided into essentially two equal parts: the first outlining dominant trends in education of the disabled, and the second focusing on individual countries, processes and outcomes. The second part is based on the response each country submitted to the OECD’s survey instrument. This survey covered thirteen separate categories relating to the educational process.

One drawback of the study is a lack of consistency in the definition of “disabled” among the twelve countries. This significantly reduced the ability of the OECD committee to develop a comparative analysis of the twelve countries. For example, under the definition used in Australia, eighteen percent of the adult population is considered disabled, while the definition used in Italy reveals that only 0.2 percent of the adult population suffers from some form of disability (page 14). As noted in the volume, it will remain difficult to perform meaningful research in this field until consistency of definition and data collection is obtained.

Not too surprising is the finding that all participating countries have legislation and policy initiatives relating to post-compulsory education for the disabled. Policies are aimed at guaranteeing access to both the educational environment and to the labor market. Results of the country surveys, however, indicate that considerable improvements need to be made before legislative compliance is achieved. The study provides numerous cases where differences in rates of educational participation exist between the disabled and non-disabled populations.

The differences occur not only in participation rates, but also between the types of curriculum studied. According to the research, only seven percent of Norwegian students with disabilities in the “further education” category take academic courses. Most take programs of study in home economics, cooking, cleaning, vehicle maintenance, and building construction (page 22). Differences in participation rates and curriculum do occur among the countries; however, no country has reached a condition of parity between the two populations of students. In general, students with disabilities are enrolled in academic courses far less frequently than those without disabilities, regardless of the country.

An area that holds considerable promise for the education of the disabled is developments in information technology. All of the countries taking part in the OECD’s survey have taken steps to integrate developing technology into the education of disabled persons. The technology used includes a wide range of devices, from mechanical page-turners to sophisticated computerized networks. Of growing importance is the use of the Internet, e-mail and closed circuit television for instructional purposes. Australia, a leader in this area, has developed regional agencies that integrate information technology in disabled instruction. Most countries are expanding their use of electronic information systems as quality improves and costs fall. However, there are challenges involved with these delivery systems. In Finland, for example, the technology is available but teachers generally lack the skills to incorporate the new systems in their classes.

Teacher training and community involvement also figure prominently in the initiatives outlined by the participating countries. The OECD report cites a number of cases where teacher training is inadequate. This is particularly true in higher education, where most faculty members consider themselves to be subject specialists, rather than special education specialists. As a result, most countries have developed training courses designed to address the issues that faculty are likely to encounter while teaching disabled students. Spain has developed 170 resource centers that provide advice, materials and training in the area of special education (p. 72). In the majority of participating countries, however, the percentage of teachers that have completed such training is extremely low. In most countries, community involvement is sought by institutions in an effort to enhance the