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DIFFERENTIATED INSTRUCTION – STRATEGIES AND FORMS OF SCHOOL INCLUSION FOR PRIMARY EDUCATION

PhD DISSERTATION
- SUMMARY -

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SUMMARY

The issue at stake for primary school education today is the need for each student to develop a minimum of functional skills required to access a higher level of education.

A new challenge for teachers in preuniversity education is the education of children with special educational needs who are integrated into mainstream education, sharing the learning environment with their peers. The school must be able to deliver a differentiated education and ensure quality education for all and for every single student.

The new trends in the development and modernization of education claim development of support educational policies in order to methodologically ensure the process of school inclusion of children with special educational needs in primary education. In particular, there is a need for methodologies to adapt the curriculum and the assessment process to the potential and special needs of the children in order to avoid school failure, to support their learning and provide them with differentiated and individualized educational pathways. Adapting the educational offer to the learning possibility of all the children is a challenge for the modern school.

As schools have always reflected a society's problems, attitudes and trends of segregation and isolation have also been present here. Schools need to equalize opportunities and to provide equal access to quality education. To this end, they first have to identify solutions to suit all those who need education. Given that a large number of students face major problems related to lack of stimulation and emotional support, coming from poor socio- economic backgrounds, facing cultural and language differences and native etc., schools must adapt and develop strategies to educate children with diverse needs.

Based on these findings, we consider that our concern should focus on schools that value differences and not regard them as problems, and education must be based on the development of both individuals and society.

Schools must identify, recognize and respond to the diverse needs of their students by harmonizing learning strategies with educational technologies, and with different degrees and levels of learning so as to provide quality education for all, including children with learning, adaptation and integration difficulties.

This thesis is built on four chapters in which the theoretical and practical aspects of implementing the educational process from the perspective of inclusive education, focusing on teachers' training to approach education from an inclusion of the children with special education needs into mainstream education vantage point.

From this perspective, the first chapter of the thesis addresses differentiated education, policies and practices of differentiation and flexibility, as prerequisites for the development of an open and

inclusive education in which each student is considered an individual with needs, aspirations and interests. The differentiated approach to learning is reconsidered as a practice which states and precedes the principles of inclusive education. In order to talk of education for all, we must first talk about education for everyone.

The first chapter also describes school curriculum differentiation strategies and presents models of curriculum adaptation and means of individualization of instruction in order to design differentiated learning paths and adapt the pedagogical approach to the skills and individual learning capabilities of each student.

Within the inclusive school, teaching must be designed and constructed in a differentiated manner, according to the individual potential of each student. Thus, the student has to take on a greater responsibility for his / her own learning in order to acquire the necessary knowledge and skills at his / her own pace, while the teacher becomes, in this sense, an organizer and facilitator of learning. In fact, the training needs of the individual in today's school refer to his / her ability of learning to learn, i.e. to train independently in preparation for lifelong learning activities.

There is a trend in Europe to promote inclusion of students in mainstream education. The number of pupils in special schools is declining and these schools are transformed in many countries, in resource centres. Differentiated education is an important basis for ensuring equal opportunities for people with special needs in all aspects of life; in this sense, *flexible education systems are required, able to respond to the various, often complex and specific needs of each student*.

The school is thus called to answer questions regarding:

• How can we provide the same quality of education for all?

• How can equip young people with the skills and motivation to continue learning all throughout their lives?

• What are the best ways for education systems to meet promote equality and cultural diversity, reducing early school leaving rates?

• What measures are envisaged in relation to the organization of the educational environment, and what is the teachers' role in the context in which they have to respond to individual students' educational needs?

• How can school staff be trained and supported to meet the challenges they face?

In trying to find answers to these problems, a number of states redefine their curricula so that, instead of learning content (knowledge to be transmitted to students), they define learning outcomes, i.e., skills and attitudes that students should need to acquire at different stages of the educational process (in terms of key competences) .

To achieve differentiated instruction means to make education more flexible, to differentiate the methods used in the educational activity in order to ensure the competence and skills development of each student in relation to their potential. Therefore, the inclusive school is explicitly called to

organize the teaching - learning – assessment process so as to equip the student with his own means of acquiring basic knowledge and put it into practice consistently and creatively as early as possible.

The concept of differentiated instruction has been approached from multiple perspectives by the literature in the area: strategy of learning optimization, dynamic process, fundamental instruction class, direction of teaching skills training etc.

Differentiated instruction can be defined as the teacher's response to the various learning needs of a student (Tomlinson, CA, 1999 , page 2). Teachers need to know the students in the class to understand more than just their style and learning preferences; they must demonstrate concern for each student, thus tailoring their teaching to meet the individual needs of each student.

We can therefore say that differentiated education requires a new approach of the curriculum in its broad sense, with all their components and interactions in response to the interests and individual student learning rhythm, depending on which teachers can differentiate content, process and product through a variety of educational strategies.

In general, differentiated instruction involves the design and organization of the relations of human resources engaged in the process (quality of students and teachers) - the knowledge and skills required by the training programs / education - school organization structure etc.

The levels at which instruction may vary are as follows:

- *The learning process level* (by exploiting the correlation of existing human resources and requirements of training / education);

- *The learning content level* (by exploiting the correlation between the requirements of training / education and school organization structure);

- *The level of learning organization* in the classroom, groups, subgroups (by exploiting the correlation between the structure of school organization and human resources available).

Starting from issues encountered in the practice of teaching, namely that instruction within heterogeneous classes involves the adaptation and evaluation of the work manner to meet their different learning needs, Stradling and Saunders (1993) identified *five types of differentiation* that the teacher can achieve in the classroom:

- differentiation based on the task ;
- differentiation based on the product;
- differentiation based on the learning activity;
- differentiation based on the rhythm of learning;
- differentiation based on speech.

To apply the five types of differentiation in the classroom, they argued that the training process requires a different class organization from the traditional models (Tomilson, C., A., 1999).

The conclusion is that there is no clear-cut recipe for differentiation. Rather, it is a way of thinking about teaching and learning, valuing individuality and the way in which it is applied to the classroom.

The second chapter summarizes the basic ideas on inclusive education, showing how they changed the paradigms of interpretation over time and which issues education had to respond to, in accordance with the new social trends, attitudinal changes and theoretical models of intervention analysis.

The phenomenon of integration and, therefore, early recognition of human rights, regardless of their differences, *occurred in the late '60s*. It was only after the '70s that international regulations guaranteed the rights of persons with special needs were adopted, while in the '90s we can talk about the widespread acceptance of the vision of the phenomenon of integration of people with special needs.

The way educational policies were developed in response to different types of approach to diversity, especially with regard to children with special educational needs who are often denied their right to complete education, being excluded from quality education in an organized environment, developed as models of education approach over time.

In the European context, most educational systems provide access to mainstream education and specialized educational structures for people with disabilities.

The evolution of the access to mainstream education and the approach of inclusive practices by various educational systems can be traced through the documents adopted over time and changes in the legal system that support inclusion at European and international level.

For more than 20 years , various international and European organizations , such as OECD , UN, UNICEF , World Bank, European Commission and Council of Europe, have been and are concerned with access to education for all children, school dropout, poor participation in education and the causes of this opt-out . Thus, since the Universal Declaration of Human Rights (1984) and continuing with the United Nations Convention on the Rights of the Child (1989), Declaration of Salamanca (Spain June 10, 1994) Standard Rules on the Equalization of Opportunities for Persons with Disabilities (document adopted by the UN General Assembly in 1993) , the Charter of Fundamental Rights of the European Union (2000) , World Declaration on Education for All (Dakar , 2000) and all other recommendations of the Council of Europe and the European Union after 2004 (Action Plan on the rights and full participation of the disabled in society: quality of life of people with disabilities in Europe 2006-2015 , etc.) , the United Nations Convention on the Rights of persons with Disabilities (2006), specific support and ensure the right to education for all children based on equality, acceptance of diversity without discrimination, respecting each child's pace of learning and ensuring quality education for all. All these documents recognize and respect the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational

integration and participation in community life and consider providing equal learning opportunities as a priority for the development of education.

Reports published by the OECD in 2003 and 2007 examined the successes and difficulties encountered in the integration of children with disabilities in 23 countries and strategies and forms of their integration , opportunities and services offered , etc. . According to the data presented in these reports, there are several forms of education addressing children with disabilities, ranging from placement in special schools to their inclusion in mainstream schools that provide individualized support. In most countries, individualized support is provided through individualized educational plans and these plans are be based on student assessment and identification of needs for assistance and support as well as on the individual potential, skills and abilities that they have. The recommendations of these reports support the need that education systems should provide equal learning opportunities, to be inclusive in their approach and practice and to ensure access to minimum standards for all students.

Inclusive education is defined as education that *"... seeks to respond to the learning needs of all children, youth and adults, with a special focus on those who are vulnerable in terms of marginalization and social exclusion."*

It also mentions that regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, and ensuring an inclusive education for all (Salamanca Declaration, art. 2).

Thus seen, inclusion appears as a process of addressing and responding to the diverse needs of all children, youth and adults through increasing participation in learning, cultures and communities, reducing exclusion from education.

Naturally, this process involves changes and modifications of content, approaches, structures and strategies, with a common vision to include all children by age, while the responsibility to educate them in rests on mainstream schools.

Inclusive education is a process that involves transforming schools in the sense in which they adopt enrolment strategies to include all children, regardless of origin, linguistic or ethnic minority, the disability or disorder manifested by the development of learning opportunities for children, youth and adults. Inclusive education means we recognize the right of every child to education, and then recognition and acceptance of specific learning differences as natural.

"We call *inclusive schools* those which are open and friendly, which aim towards a flexible curriculum, towards improving the quality of teaching and learning, towards ongoing and formative assessment of their students, as well as towards an educational partnership, while inclusive education essentially refers to the removal of all barriers in learning in order to ensure the participation of all those at risk or vulnerable to exclusion and marginalization." (Gherguţ, A., 2006, p 15)

In accordance with European policies to ensure equal access to quality education for all, Romania has adopted and promoted measures to integrate children with special education needs in mainstream schools, even if at first with only some isolated attempts.

The increasing trend towards integration of the disabled children into mainstream education in our country was somewhat specific to the '90s. It was based on the development of human rights and in particular on children's rights, on the need for democratization and social solidarity - UN Convention on the Rights of the Child (1989) Standard Rules on Equalization of Opportunities for Persons with Disabilities (Law no. 53 / 1992) , the Education Law No. 84 / 1995.

Promoting inclusive education and its principles was due to the fact that Romania has adhered to the conventions and declarations on promoting access to education for all children, including those with special educational needs.

Nationally, actions have focused on conducting various programs and projects of national or international support to promote inclusive education and the initiation and promotion of legislative measures.

Inclusive education can be organized in different ways and at different levels but the teachers are the ones who have to cope with the different learning needs of students in classes where they work and they are the ones who need to adapt the curriculum so that the learning needs could be satisfied. Adapting to the students' diversity in a class is the key aspect of inclusive education, but also its problematic aspect.

When faced with different problems in implementing the teaching – learning process with the students they work with, teachers need support, either from a teacher who holds a qualification in special education, or from another colleague who will provide assistance in carrying out the tasks.

Support can be provided in many ways and by many institutions. Organizing support within the school can be achieved by:

- Provision of services by external institutions specializing in special education (service centres that organize visits to schools and provide advice and consultancy or assign a counsellor or a professional who is responsible for services provided to the school in question);

- School partnerships between schools, where a school becomes a resource institution for the other (example partnership special school - school meal).

In our country, support services for inclusive education have been developed since 2000, starting from the principle that "the resource should follow the child." Many teachers in special schools have become teachers to assist children with disabilities integrated into mainstream education.

It is obvious that the inclusion of children with special educational needs is not just a problem of resource allocation in the classroom, but also depends on school organization and its policies.

School inclusion as a process can be influenced by many factors and some of the most important that are specified in the literature are: the attitude of teachers towards children with special

educational needs in the class and the resources that are available. (M. , M., Gerber , M., I. Semmel, 1985).

In a number of studies, teachers' attitudes towards inclusion of children with SEN is considered as a decisive factor in the development of inclusive schools. If teachers in mainstream education do not support the education of children with special educational needs, as part of their work, they attempt to orient the responsibility of their education to the support teacher, which is a disguised form of segregation within the mainstream school.

This is one of the main reasons that started our research presented in chapter three. We have sought, therefore, to achieve a picture of the situation currently existing among teachers in mainstream primary schools regarding their attitude towards children with SEN in, but also of the strategies and forms of school inclusion. At the same time, we wanted to identify the conditions and problems that hinder the school integration process.

The purpose of the research is to study the attitude of teachers regarding inclusive education of children with SEN in mainstream schools at primary level, forms of school inclusion, the conditions under which school inclusion is achieved, as well as the barriers encountered in the process.

The *specific objectives* set for this research are:

• To identify the key factors (region, accumulated service, teacher status, the teaching position) in the school inclusion process of children with SEN at primary level;

• To analyse the influence of the determining factors on the children with SEN's school inclusion at primary level;

• To identify the features of the teachers that promote inclusive education for children with SEN in mainstream schools;

• To analyse the conditions and factors that may influence the process of inclusion of children with SEN in mainstream schools;

• To identify the composition of the team of experts and institutions that can positively influence school integration of children with SEN.

✓ Analysing the results, we can say that between teachers' attitude to integration, differentiation strategies in the classroom and the teachers' openness to inclusion in the classroom for children with SEN in mainstream primary education, there are significant correlations.

✓ The teaching position occupied influences the teachers' attitude towards the integration of children with special educational needs in mainstream education and the importance given to classroom use of differentiation strategies and openness to school integration as follows:

• Managers support inclusive education for children with SEN in mainstream schools to a greater extent than support teachers or speech therapist teachers.

• Primary school teachers are reluctant to inclusive education for children with SEN in mainstream schools, but give increasing importance to differentiation strategies used in the classroom.

✓ The geographical region where teachers work determines different attitudes regarding :

• integration of children with SEN in mainstream schools;

• the use of strategies for differentiation in the classroom ;

• teachers' openness to integrate children with SEN .

✓ Teachers in the Southern region claim to a much higher extent than their peers in other geographic regions that teaching and assessment is carried out taking into account the individual needs of students.

✓ Teachers in the Northern region support a differentiated approach for children with special needs and believe that this requires training to a significantly higher extent than their peers in the Western region.

✓ Teachers in the Southern region are in a significantly higher degree of agreement with the content accessibility for pupils with SEN in order to facilitate learning than teachers in the Western region .

✓ Teachers in the Southern region claim to a greater extent that schooling of pupils with special educational needs is done better in regular classes than their peers in the area of Iaşi.

✓ Teachers in the Western geographical region's attitude towards inclusive education of children with SEN in mainstream schools is more favourable than that of teachers in the Iasi area; statistical analysis showed that teachers in the West are in a significantly higher extent in favour of inclusive education compared to teachers in the Iaşi area.

✓ Teachers in the South claim to a greater extent that the current organization of the Romanian education system can promote inclusive education.

✓ Teachers in the Iaşi area believe that in Romanian schools, specifically in those where they are currently working, steps to need to be taken to create that inclusive environment where all children feel accepted and can develop their personality.

✓ Teachers in South attach significant importance to class differentiated treatment of the children with SEN. To a greater extent than their colleagues from other regions, they claim that the school should be able to give these students the opportunity to learn at their own pace and according to individual abilities and to express individual personality traits.

✓ Teachers in the Northern geographical region are more reluctant to integrate children with SEN and make use of differentiation strategies in the classroom than their colleagues in other regions.

✓ Teachers in the Northern geographical region are more favourable in terms of the teachers' openness to integrate children with special needs in the classroom and admit that this is a professional challenge, but claim the necessity to organize training courses so as to be ready to face these challenges.

✓ Teacher status (full or substitute) does not significantly influence the attitude towards the integration of children with SEN in mainstream schools , the importance given to the use of differentiation strategies and to teachers' openness to integrate children with special needs in the classroom.

✓ Teachers with an accumulated service of up to five years support to a greater extent participation of children with SEN in mainstream education than their peers whose accumulated service ranges from 5 to 10 years.

✓ Teachers with an accumulated service of up to five years are more open to participating in further training programs, provided that the class they work with integrates students with SEN, as compared to their older colleagues whose accumulated service ranges from 5 to 10 years.

✓ Teachers who have over 10 years' experience in education are more opened towards the integration of children with SEN in the classroom than other students;

✓ Teachers with over 10 years of accumulated service believe that they need additional training to provide better inclusion of children with SEN in the class, unlike their peers whose accumulated service ranges from 5 to 10 years.

✓ Teaching and working directly with students with special needs requires some effort and the development of some perceptions and views of teachers on the integration into mainstream education.

✓ The teaching position offers a perspective on classroom use of differentiation strategies from the perspective of the practitioner (primary teacher, support teacher, speech therapist teacher) and of the manager.

✓ The teaching position, according to data, directly influences teachers' openness towards the integration of children with SEN in the classroom.

✓ The geographic region where these teachers work, the local and county policies on school inclusion and the specific activities in which they are involved will influence how school inclusion of children with SEN in mainstream schools is perceived and accepted.

✓ The geographical region where teachers work and accumulated service decisively influence attitudes towards the integration of children with SEN in schools and the importance given to the use of differentiation strategies in the classroom.

✓ Teachers with up to five years' experience in the North show more openness to the integration of SEN children in the classroom, as compared to their peers in the West.

✓ The teaching position (director, counsellor, support teacher, speech therapist, primary school teacher) is a good predictor of attitudes towards the integration of children with SEN , therefore of the acceptance of the enrolment of children with SEN in mainstream schools .

✓ The teaching position is the best predictive model for teachers' openness to integrate children with special needs in the classroom.

✓ The geographical region is a good predictor of the importance granted to the use of differentiation strategies in the classroom.

✓ Teachers think that the most important knowledge needed for those working with integrated children with SEN, is knowledge of Special Education, followed by special methods and psychology.

✓ Most teachers want training that addresses the peculiarities of the child with special educational needs and the ways to integrate them in educational activities.

✓ Most teachers believe that for educational inclusion, knowledge of special education methodology is necessary. By learning new methods and teaching techniques applicable to children with SEN, the teacher will achieve better integration of these children into mainstream education.

✓ Most teachers claim the necessity to organize training programs for parents in order to facilitate school inclusion of pupils with special educational needs. Interestingly, a relatively high percentage of the teachers surveyed considered that the instruction of pupils in mainstream schools is necessary.

✓ Teachers think that the most important barriers (top five) occurring in the inclusion in special classes are : lack of specialists (29.3 %), parents' refusal (19.5 %), lack of space (15.7 %), behavioural disorders (12.9 %) and lack of specific material base (11%).

✓ Barriers that arise with the integration of children into regular classes as identified by teachers participating in the study are: lack of specialists (36.4 %), followed by lack of adapted curriculum (21.6 %), teachers' reluctance (18.6 %) , the large number of students in the classroom (15.4 %) and the hindering of teaching by the inclusion of children with SEN in mainstream schools (10.7 %) .

✓ Most teachers who were surveyed consider it necessary that educational services should be performed by support teachers, followed by services provided by other professionals (psychologists, speech therapists, psychologists).

✓ 89.6 % of teachers claim that children's and the family's counselling is necessary, as well as the informing of the parents and of the local community (73.5%) on the process of school inclusion.

✓ Teachers hold that parents are reluctant to the integration of children with SEN in mainstream schools. It is necessary to raise awareness among parents towards the importance of integrating children with SEN in mainstream schools.

✓ The categories of persons and institutions in the social environment, as identified by participating teachers in terms of being able to work together to support school inclusion, are primarily supporting parents and teachers, followed by specialists in special education, speech therapy centres or pedagogical service centres. Working with local authorities and NGOs are the last in the process of school inclusion.

✓ Questioning teachers about who can help in supporting school inclusion pointed to income supplementing as being the most important, followed by humanitarian considerations and increasing professional prestige. Administrative constraints are considered important for maintaining school inclusion.

✓ The items' quantitative analysis shows that the majority of the teachers who were surveyed (73.5 %) have a well-defined opinion about school integration forms (individual or group integration in special classes in mainstream schools or special schools).

✓ An attitude of support and openness of the management structures and local authorities towards the integration of children with SEN in mainstream schools is identified as evident by the vast majority of teachers surveyed.

✓ There is a large percentage of teachers who believe that a child with SEN in the classroom may represent a disadvantage for other students (26.85 %).

✓ Adapted curriculum and accessible content are steps that are deemed necessary and appropriate by the majority of teachers working with pupils with SEN.

✓ A child with special educational needs in the classroom is considered an added stress factor and a challenge that can offer outstanding professional rewards for teachers.

The need for information and training on inclusive education is identified as necessary by more than 75 % of the teachers surveyed.

We believe that an analysis of integrated and inclusive education in Romania should focus on the steps taken, success, as well as on the difficulties encountered and on what it can be done to overcome them.

Chapter four outlines proposals for intervention and analysis based on the findings of the research and the exploitation of its results. Such an analysis certainly aims at reconsidering certain views in development strategies and inclusive educational policies.

The approaches of inclusive education show that it is primarily an education reform an issue that concerns not only the student's placement and type of organization in which it is trained. We cannot speak of an inclusive classroom or an inclusive school, but of a system that acts inclusively. Implementation of effective inclusive teaching practices for inclusive is necessarily linked to :

• **the development of an evaluation system** that uses an interactive educational approach to increase chances of school inclusion for students with SEN ;

• **changes in teacher training** aimed at shaping a shared vision about the role of education, of school in general, regarding the universal values the education system needs to operate with, and even a reformulation of the national curriculum and of how teaching is approached so that each student requires access and participation, including those with SEN.

Inclusive assessment is an assessment approach in mainstream schools, where policies and practices are designed to promote learning for all students. "The overall goal of inclusive assessment is that all assessment policies and procedures should support and develop inclusion and participation of all students at risk, including those with SEN." (Assessment in Inclusive Settings, Key Issues for Policy and Practice Committee Agency for Development in Special Needs Education, 2005)

Schools should actively promote the development of various approaches to evaluation, reflecting the different ways children learn and provide a variety of ways of collecting evidence about learning. This means that school teachers are flexible and can decide when they assess, what they assess, having access to methods and assessment tools that use the student's preferred communication method.

This is a desirable area of innovation because education underlines the intention behind such an approach - that information from a national evaluation should be used to improve education for every student, and promoting ongoing assessment and evaluation of partnership can be considered approaches for better school inclusion of students in general and especially of those with SEN.

The teachers' professional development should be considered as part of the change in the approach of the whole system. To implement new policies, practices or new approaches it is necessary to ensure access to training teachers to help them reorient their role in terms of inclusive education.

To be able to take responsibility for all the students in the classroom, teachers need training and practice in order to be able to meet these challenges. *Training programs should aim at providing teachers' skills with a new dimension in terms of differentiated education in an inclusive environment.*

Teachers' training should include initiation into the education of children with SEN and specific training activities with children who have learning difficulties. All teachers must be competent in educating children with special needs and those who work directly with this class must possess specific skills on the particularities of each type of educational requirement (Gherguţ, A. , 2001).

Making school inclusion effective requires responsible decision and efficient strategies for the child, while avoiding starting from an objective which is required or taken from elsewhere. An effective school inclusion strategy is based on the analysis carried out individually and the decision should be supported by intervention and educational support defined by a team of teachers, specialists, parents.

There is an increased interest among training institutions to conduct teacher and professional training to implement inclusive strategies in the classroom / school, but these initiatives should be supported , expanded and improved in terms of quantity (increasing the number of teachers trained), but also in terms of quality (less focusing on theoretical aspects and more focusing on concrete ways to approach classroom practices when working with groups that are heterogeneous in terms of level of knowledge, mother tongue , socio- economic background , ethnicity , etc.) .

Another aspect that should be improved to support school inclusion of students is *family involvement as an active partner in education*. Working with communities and families is a prerequisite for the success of integration programs and the development of an inclusive school environment. What the school should accept is that every parent has a say in the decision making for the child. Parents should be involved at different levels in school management and school development.

Practical, organizational, curricular and methodological intervention efforts, teacher training and development, teacher evaluation, resource allocation etc. are necessary.

On the other hand, the thesis has revealed aspects that can become *new opportunities for research* in the field of inclusive education. Our opinion is that the analysis can be extended to:

- Assessing school inclusion depending on the type and degree of disability, differentiation and understanding of the concepts proposed by identifying how actual implementation of the inclusion works, assessment of "benefits" and "risk factors" for each category of children integrated into mainstream education national and school inclusion policy based on such findings and any recommendations that are made ;

- Development of a national pilot project to propose using a new model for the evaluation of children with special educational needs in mainstream education and its implementation in each county, in a number of schools to highlight the usefulness and needs;

- Formulating proposals for amendments to the legislation on teacher training, the purpose of undergoing a compulsory training program for all classroom teachers who have children with special educational needs, or working in schools in disadvantaged socio -economic areas.

We believe that the action regarding the development and implementation of inclusive policies, of the principles of differentiated education on a legislative and administrative level are necessary an needs to continue in order to clarify and develop inclusive education in Romania.

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