

BABEȘ-BOLYAI UNIVERSITY OF CLUJ-NAPOCA
FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES
DEPARTMENT OF EDUCATIONAL SCIENCES

**STUDY OF THE PERCEPTION OF EDUCATIONAL AGENTS ON THE USE OF THE
RECORDING AND MONITORING PORTFOLIO OF STUDENTS WITH SPECIAL
EDUCATIONAL NEEDS INTEGRATED INTO MASS EDUCATION**

Extended abstract

:

Scientific coordinator
Prof. Univ. Cristian STAN, PH.D.

Candidate for a doctor's degree
Dumitrache (Moise) Felicia

Cluj-Napoca
2021

Contents

Glossary	6
Argument	8
CHAPTER I. PRAXIOLOGICAL AND TELEOLOGICAL APPROACHES OF INCLUSIVE EDUCATION	10
I.1. Theoretical clarifications and conceptual boundaries.....	10
I.2. International legislative background for inclusive education	14
I.3. Integrated and inclusive education	21
I.4. Factors that hinder and facilitate integrated and inclusive education in our country	23
I.5. Examples of inclusive practices at international level - the French model of inclusion ...	26
I.5.1. Education of students with special educational needs in the French education system and organization of the educational process for children with disabilities in France	28
I.5.2. The process of integrating students with learning difficulties into the French public school	31
CHAPTER II. SPECIAL, INTEGRATED AND INCLUSIVE EDUCATION IN ROMANIA	36
II.1. Short history - from special education to inclusive education	36
II.2. Guidelines and trends in inclusive education in Romania. SWOT analysis of Romanian education from the inclusive education perspective	38
II.3. Institutions and agents involved in the achievement of inclusive education in the Romanian education system	49
II.3.1. Agents involved in the realization of inclusive education in the Romanian education system	51
II.3.2. Specific roles and specialisation profiles for educational inclusion	56
CHAPTER III. PRINCIPLES AND PRACTICES OF INTEGRATION AND INCLUSION	60
III.1. Principles of integrated and inclusive education	60
III.2. Teaching methods and strategies for achieving integrated and inclusive education	62
III.2.1. Forms and levels of integration	63
III.2.2 Inclusive learning environments	65

III.2.3. The specifics of the intervention programs	67
III.2.4. Teaching strategies in inclusive education	70
III.3. Management of learning situations	74
III.3.1. Curricular adaptation	74
III.3.2. Differentiation and individualization in learning in the field of inclusive education ...	76
CHAPTER IV. STUDY REGARDING THE IMPLEMENTATION OF THE REGISTRATION AND MONITORING PORTFOLIO OF THE INTEGRATED STUDENT WITH SPECIAL EDUCATIONAL NEEDS - WORKING TOOL FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS INTEGRATED INTO MASS EDUCATION	79
IV.1. Background and premises of the investigation	79
IV.2. Aim and objectives of the study	80
IV.3. Presentation of the hypothesis and the variables	81
IV.4. Methodology of the research	85
IV.4.1. System of the methods used	85
IV.4.1.1. Document analysis	85
IV.4.1.2. Questionnaire survey	86
IV.4.1.3. Case study	86
IV.4.2. Presentation of the instruments used	87
IV.4.2.1. Questionnaire applied to parents of students integrated in mass education system ...	87
IV.4.2.2. Questionnaire applied to support teachers	88
IV.4.2.3. Questionnaire applied to mass education teachers who have students integrated in the classroom	88
IV.5. Sample of participants	89
IV.6. Conducting the research	91
IV.6. 1. Administration of questionnaires	91
IV.6.1.1. Results of the questionnaire applied to the parents of students integrated in mass education system	93
IV.6.1.2. Results of the questionnaire applied to support teachers	98
IV.6.1.3. Results of the questionnaire applied to mass education teachers who have students integrated in the classroom	103

IV.6.2. Development of the registration and monitoring portfolio of the student with special educational needs integrated in the mass education system	111
IV.6.3. Case studies	129
IV.6.3.1. Case study no.1	129
IV.6.3.2. Case study no.2	154
IV.6.3.3. Case study no.3	178
IV.7. Conclusions of the investigation and limits of the study	197
IV.7.1. Partial conclusions and interpretation of the results	197
IV.7.2. General conclusions	201
IV.7.3. Limits of the study	202
IV.8. The outlook on Inclusive Education in Romania	205
BIBLIOGRAPHY	211
Annexes	232

Glossary

A.R.A.C.I.P. - Agenția Română de Asigurare a Calității în Învățământul Preuniversitar

Romanian Agency for Quality Assurance in Pre-University Education - a public institution, founded in 2005, which evaluates the quality of education offered by pre-university education institutions and other other education organizations; authorises, accredits and regularly evaluates pre-university education establishments.

C.A.S.N.A.V. - Centre Académique pour la Scolarisation des Nouveaux Arrivants et des enfants du Voyage – is a service responsible for the reception and education of allophone children; an educational resource centre, founded in 2002.

C.D.A.P.H. - Commission des droits et de l'autonomie des personnes handicapées - a commission that has been operating since 2005, decides the rights of people with special needs; assesses people with special needs; allocates allowances for them and establishes measures to facilitate school integration.

C.E.S. - cerințe educaționale speciale - special educational needs - a term introduced in the 1990s defining additional educational needs, adapted to the individual needs of those with characteristics of a learning disability or difficulty.

C.I.E.C. - Comisia Internă de Evaluare Complexă - a committee that assesses, diagnoses and monitors the academic progress of children / students / young people with special educational needs in special education and integrated special education institutions.

C.J.A.P. – Centrul Județean de Asistența Psihopedagogică – County Centre for Psycho-pedagogical Assistance - an institution that provides counseling and psycho-pedagogical assistance services; has been operating since 2005.

C.J.R.A.E. – Centrul Județean de Resurse și Asistență Educațională – County Centre for Educational Resources and Assistance - is an integrated special education institution that provides, coordinates and monitors specific educational services for children/students, teachers, parents and community members.

C.L.I.N. - classe d'initiation - introductory class for non-French speaking children - this is a primary school class for pupils who have just arrived in France.

C.L.I.S. – classe pour l'intégration - Inclusion class - is a class where a maximum of 12 pupils with special educational needs are integrated.

C.N.E.D. - Centre national d'enseignement à distance- National Center for Distance Education - public distance learning service in France.

C.P.C. – Comisia pentru Protecția Copilului --Commission for Child Protection- is a specialised structure, without legal personality, with decision-making activity in the field of protection and promotion of children's rights.

C.S.E.I – Centrul Școlar pentru Educație Incluzivă - School Centre for Inclusive Education - represents the institutional framework of action that ensures access to formal education and educational services for children with special educational needs.

I.S.J. – Inspectoratul Școlar Județean - County School Inspectorate - educational institution that aims to develop an adequate education system in relation to the requirements of the socio-economic, cultural and sports environment.

I.T.E.P. - Institut thérapeutique, éducatif et pédagogique - - offers mainly pedagogical and educational services (specialist teachers) adapted to the needs of young people.

M.D.P.H. – Maison Départementale Des Personnes Handicapés - an administrative organization, created by law on 11th of February 2005 on respect for the rights and equal opportunities of persons with disabilities.

O.E.C.D. –Organizația pentru Cooperare și Dezvoltare Economic Organization for Economic Co-operation and Development - is an international organization of those developed nations that accept the principles of representative democracy and a free market economy.

P.A.P. - le plan d'accompagnement personnalisé - is a tool to permanently help pedagogical arrangements and adaptations in case of learning disabilities / difficulties.

R.A.S.E.D. - Réseau d'aides spécialisées aux élèves en difficulté – is an educational structure that provides specialized educational assistance.

S.E.G.P.A. –în franceză - Sections d'enseignement général et professionnel adapté – is a specific organization that identifies students who have learning difficulties, which could not be remedied through prevention, help and support.

S.E.O.S.P. – Serviciul de Evaluare Complexă și Orientare Școlară și Profesională - The Complex Evaluation and School and Vocational Guidance Service - is a structure of the County Center for Resources and Educational Assistance that performs psycho-educational assessment for school and professional guidance of children with special educational needs.

U.L.I.S. - Unités localisées pour l'inclusion scolaire – is an organization that responds to the needs of school inclusion, facilitates the access of students with special educational needs in mass education.

U.N.I.C.E.F. - United Nations International Children's Emergency Fund - is an agency founded in 1946, which provides humanitarian assistance for the development of children and their families.

Keywords: inclusive education, integrated education, learning difficulties, special educational needs

Acknowledgment

I would like to thank my scientific coordinator, university professor Cristian Stan, PhD., for his permanent guidance, support and encouragement throughout the period of doctoral preparation and thesis development.

I also express my gratitude to the members of the evaluation committee for the advice and suggestions provided: Associate Professor Muşata Dacia Bocoş Binţinţan PhD, Associate Professor Răduţ-Taciu Ramona PhD, university lecturer Olga Chiş PhD.

At the same time, I thank my family, friends and colleagues for their encouragement and dedicated support.

This paper is organized in two sections, structured in four chapters: the first part - Theoretical background comprises chapters I, II and III and the second part, chapter IV - Study on the implementation of the registration and monitoring portfolio of students with special educational needs integrated in mass education.

One of the biggest challenges of the current Romanian educational system is represented by inclusive education, a paradigm that implies not only the integration of children with learning difficulties, but also adapting the instructive-educational process of the instructional-educational process to the needs and requirements of all children, regardless of their level of physical or psychological development, or their social background. Changes are needed at organisational and methodological level, at the general level of the education system, but also at the level of the institution, the school itself.

The study included in this paper shows the importance of joint working tool used by the multidisciplinary team to contribute to the efficiency of the integration process of the child with special educational needs and to verify its effectiveness.

CHAPTER I. PRAXIOLOGICAL AND TELEOLOGICAL APPROACHES OF INCLUSIVE EDUCATION

I.1. Theoretical clarifications and conceptual boundaries

Inclusive education, integrated education, special education, special educational needs, learning difficulties are key concepts in the process of integrating children with special educational needs into mass education.

Inclusive education, a term that appeared in 1948 with the Universal Declaration of Human Rights, eliminates labelling, classification and hierarchisation, bearing in mind that every student is different and must be given equal opportunities and chances. Integrated education, which emerged in the 1970s and 1980s, involves the assimilation of children with special

educational needs into the mass education system, where they are supported to adapt to existing policy, practice and curriculum.

In 1983, UNESCO defined special education and proposed that the educational process be adapted for those who fail to achieve their school goals.

Launched in 1978, the concept of special educational needs expresses an obvious need for extra attention and assistance for certain children. Synonymous phrases such as "learning difficulties" and "special educational needs" are often used to try to replace the stigma, trauma of the use of terms such as: handicap, incapacity, deficiency. We can say that if we look at the general level, learning difficulties can be defined as a totality of barriers and fluctuations acting in the development of the individual who is constantly involved in a learning process. In the narrow sense, learning disabilities refer to imbalances in learning activity that affect acquisition, organisation, comprehension, processing, rendering, expression or communication.

I.2. International legislative background for inclusive education

Starting with the 1948 United Nations General Assembly - Universal Declaration of Human Rights, which stated that everyone has the right to education, followed by the 1960 Convention against Discrimination in Education, the organisations define and reaffirm the principles of quality education for all. The Council of the European Union states the need for education to develop intercultural skills, democratic values and respect for fundamental human and environmental rights, to eliminate forms of discrimination, to prepare young people to develop positive relationships with those around them, regardless of the particularities of individuals and the environment from which they come.

I.3. Integrated and inclusive education

Integration is a process that seeks to remove segregation. The segregationist view holds that as long as students with special educational needs cannot benefit from the same methods and forms of school activity, they cannot be integrated into mass education. Thus, the integration process aims to change the student, focuses on the needs of students in certain situations and differentiates teaching. The purpose of integrated education is to equalize the opportunities for all children and to ensure that educational activity is carried out for the development of the individual. Every child with special educational needs must benefit from an adequate and

adapted educational programme, that enables him to develop optimally according to his potential. The concepts of "integrated education" and "inclusive education" are often misused, creating confusion between the two approaches to education. In order to correctly identify each concept, a comparative analysis would be desirable, considering student-centered education as the beneficiary of educational action imperative (Manea, 2020).

Integration	Inclusion
<ul style="list-style-type: none"> • child's adaptation to school • providing resources to meet educational needs • focus on the child with special educational needs • providing a special or adapted curriculum • establishing specific objectives and goals for special education 	<ul style="list-style-type: none"> • adapting the school to the student's needs • providing resources to stimulate the student's potential • focusing on all children • ensuring a flexible national curriculum • establishing specific objectives and goals for the education for all.

Figura I.2 Analysis of the concepts of integration and inclusion

I.4. Factors that hinder and facilitate integrated and inclusive education in our country

An essential part of inclusive education for every child is to be with others and to collaborate with other children. Teachers have a duty to encourage collaborative relationships between students, because experience shows that some students can be isolated, regardless of how they are taught. Educational policies, the work of non-governmental organisations and teacher training can be considered facilitators of inclusion. There is a trend to highlight and develop these factors in order to make the inclusion of children with special educational needs in mainstream school and community as effective as possible. The factors that hinder inclusive education are mainly related to mentalities, attitudes of some teachers; of parents of students without special educational needs; financial possibilities prevent some schools from developing educational support service, or organizing training courses; curriculum and assessment system used in our educational system.

I.5. Examples of inclusive practices at international level - the French model of inclusion

Inclusive education is quality education that makes life better, promoting the idea that every person has a chance in terms of education. The French model proposes compulsory schooling for all children aged 3 to 16, regardless of nationality, as long as they are located on French territory. The inclusive school in the French system has the mission to provide schooling for all students from kindergarten to high school, taking into account their particularities and educational needs. The schooling pathway for a student with special educational needs starts with the Commission for the Rights and Autonomy of Persons with Disabilities (CDAPH), which is an official decision-making structure of the Department of Persons with Disabilities. It decides the orientation of the students following the evaluations made by the multidisciplinary team. Analysis of the needs of the assessments of the competences of students with special educational needs are determined to ensure the best conditions for schooling. School, family, teacher are partners in the education process.

I.5.1. Education of students with special educational needs in the French education system and organization of the educational process for children with disabilities in France

Students with special educational needs include a wide variety of students who have, in a significant way, a learning difficulty compared to most children of the same age, when they are in a particular situation or when they suffer from certain disabilities that prevent or interfere with the learning process. In France, the concept of "*education of students with special educational needs*" covers a diverse population of students: with physical, sensory, mental disabilities; major learning difficulties; gifted children; sick children; children in a family or social situation at risk; minors in prisons; students newly arrived in France. Following assessments carried out by a multidisciplinary team, each child's needs are identified and he/she is directed to a school that can help him according to his abilities. The French system is constantly developing tools to facilitate the integration of children with special educational needs into mainstream education: Logiral (la Favie): video slow-motion for autistic students, available on tablets and computer; Vis ma vue (StreetLab): game dedicated to a better understanding of the difficulties faced by students with visual impairments available on tablets, computer or online; Educate (Learnenjoy): continuous monitoring tool to support the journey of students with autism or developmental disabilities in kindergarten, available on tablets and computer.

I.5.2. The process of integrating students with learning difficulties into the French public school

The objectives of the French school are:

- to prevent learning difficulties (the school psychologist participates in classroom activities to observe pupils' behaviour and carries out a personalised assessment whenever necessary);
- to help overcome learning difficulties (when a student shows evidence of learning difficulties, the specialist teacher helps the classroom teacher to identify the obstacles that prevent him from succeeding in school, to set goals with the student in difficulty, to propose activities and assessment methods).

In order to support the integration of students with special educational needs in primary school, there are school integration classes for visual, hearing, motor and intellectual disabilities. At secondary school level, there are pedagogical integration units. Based on the needs identified by the multidisciplinary team of the County House for Persons with Disabilities (MDPH), a personalised education project for the disabled student will be drawn up, taking into account the wishes of the child/adolescent and his parents. The personalised school project defines school procedures and rules specifying the quality and nature of the instruments, especially therapeutic or rehabilitative; the use of individual or mutual human help; the use of appropriate teaching material; educational facilities.

CHAPTER II. SPECIAL, INTEGRATED AND INCLUSIVE EDUCATION IN ROMANIA

II.1. Short history - from special education to inclusive education

After the 1990s, based on economic, political and cultural reforms in Romania, projects were developed to implement inclusive education. The Ministry of Education in collaboration with international organisations UNICEF and UNESCO have developed projects and programmes, some of them relevant to inclusive education. Their promoters were those from Cluj-Napoca and Timisoara, followed by those from Iasi, who created training programmes for specialists in integrated education, health programmes, to reduce absenteeism and school dropout. At the same time, the National Information and Cooperation Network for the Integration of Children with

Disabilities in the Community - RENINCO - was established. Along with major universities, the association has promoted access, quality and participation of all children in education through the Romanian education reform.

From an educational point of view, in order to be an inclusive school, to ensure equal access to education for all students, it is necessary to develop school practices, teaching strategies, teaching and assessment methods that meet the needs of all individual requirements and determine active involvement of all students.

From a social point of view, inclusive schools should be the basis of a just, fair society, without discriminatory attitudes, developing environments that create positive attitudes. On the economic side, it is argued that a school that can educate all children together is a smaller investment than several schools specialising in different groups of needs. (Inclusion in education. Policy Guide, RENINCO 2011, p. 4).

II.2. Guidelines and trends in inclusive education in Romania. SWOT analysis of Romanian education from the inclusive education perspective

STRENGTHS

- ensuring equal opportunities for all children
- promoting integrated education
- promoting the elaboration of the adapted curriculum
- supporting the implementation of the tailor-made intervention project
- training programs, inclusive education, the specifics of support interventions
- methodical activities (support teachers)
- effective methods and strategies
- adequate resources, supporting materials
- educational alternatives
- quality stimulation / compensation services

WEAKNESSES

- non-acceptance of the support teacher by some school school boards, school leaders, by some teachers
- lack of adequate space for support services
- challenging partnerships with parents, their difficult involvement in the act of stimulation, compensation, recovery
- initial teacher training with few elements of special education
- risk of school dropout
- not providing specialist services (support teacher, speech teacher, counselor) to all children with special educational needs integrated into mainstream schools
- lack of manuals and auxiliaries (teaching aids).

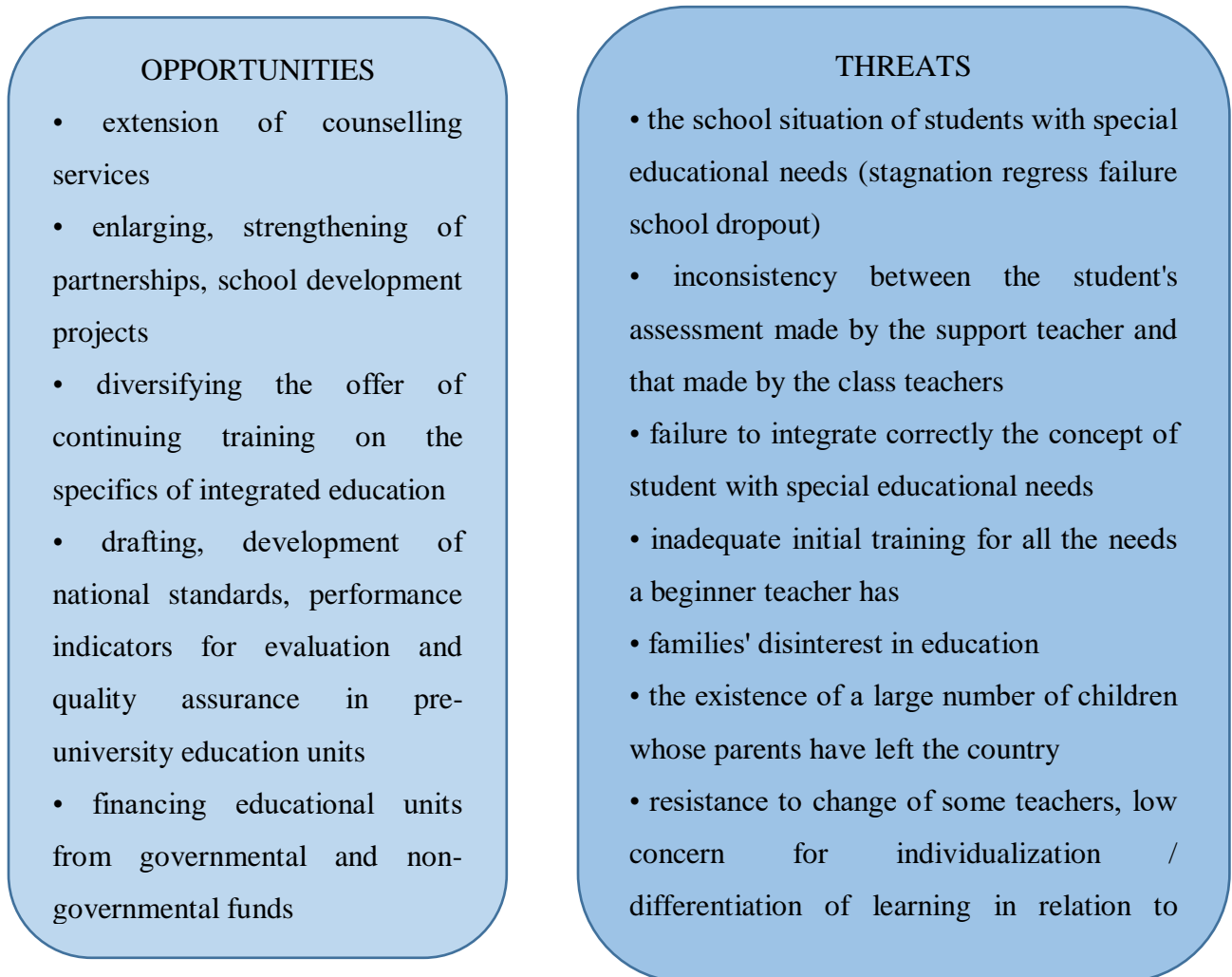


Figura II.1. SWOT analysis of Romanian education from the inclusive education perspective

II.3. Institutions and agents involved in the achievement of inclusive education in the Romanian education system

This sub-chapter looks at related units of pre-university education that support the achievement of inclusive education:

The County Centre for Educational Resources and Assistance provides, coordinates and monitors specific educational services for students and teachers.

County Centre for Psycho-pedagogical Assistance - has the mission of informing, counselling, documentation and guidance for pre-schoolers/students-parents in order to benefit from

schooling, adaptation of students to the school environment, adaptation of school to students' needs, optimization of school-students-parents relations.

Psychopedagogical Assistance School Offices are addressed to students, teachers, parents.

Inter-school speech and language therapy centres and offices are organised by speech and language therapy teachers who provide therapy for language and communication disorders as well as implementation of specific programs and are subordinate to the school inspectorate.

The school centre for inclusive education provides training, education, recovery and social integration of children, students and young people with special educational needs.

II.3.1. Agents involved in the realization of inclusive education in the Romanian education system

Support teacher

Order 5574/7.11.2011 forms the basis of the current work of the support teacher. They carry out activities with 8-12 pupils with moderate or mild impairments or with 4-6 pupils with severe, profound or associated impairments. The work with them can be individual or in groups, with a norm of 16 hours. At least half of the regular work is done in the classroom.

The school counselor

Educational counseling is addressed to pupils, students or adults with specific difficulties in the educational process such as: learning, adaptation, integration, performance, relationship. The offices operate in educational establishments where there are at least 800 students or 400 pre-school children. The teaching norm established on the basis of Article 262 of the National Education Act No 1/2011 includes a number of 40 hours per week, out of which 18 carried out within the school.

The school speech therapist

The work of the speech and language therapist aims to detect, assess and identify language and communication disorders in pre-school and school-age children with a focus on preventing the onset of reading/writing difficulties at school age.

A speech and language teacher covers an area with at least 500 kindergarten and primary school children. In fact, over the course of a school year, he or she works with 15 to 40 pupils with language and communication disorders, with a teaching norm of 16 hours. The activity is 45 minutes, outside the class hours, with groups of 2-4 students or individually depending on the

type and severity of the language and communication disorder, the age of the child and the communication and collaboration with the family.

The school mediator

The mediator's tasks are: supports the maintenance and integration of children in the education system, provides a database on children at risk of dropping out of school, provides the school with information to ensure equal access for children in the community, prevents and mediates conflicts between family, community and school, helps to overcome barriers that prevent some children from participating in education (social, cultural prejudices).

II.3.2. Specific roles and specialisation profiles for educational inclusion

The work of the support teacher is intended for all children, parents and teachers who are at risk or have encountered learning, adaptation and development difficulties. The most important role of the support teacher is to identify the need for support.

The support teacher shall, in collaboration with the primary school teacher of the class assist in making curricular adaptations to deficient subjects, in the development of the personalised intervention programme, taking into account the competences and difficulties of the student, setting short- and medium-term objectives. Proposes ways of working for intervention activities in a context other than the class (support teacher's office) that is carried out either individually or as a group, proposing tasks in order to understand or recover the concepts taught in class. Currently, the itinerant and support teaching framework operates under the National Education Law 1/2011. The itinerant / support teacher carries out its work in collaboration and partnership with: classroom teachers, families of those involved, school mediator, school counsellor, speech therapist, NGOs.

Facilitators

Facilitators operate under Order No 1985/1305/5805/2016 of 2016. Any educational unit regulates through procedures the approval of the presence of facilitators in school and the way of organizing their activity. A parent, personal assistant - for severely disabled children, a person appointed by the parents or a specialist can be a facilitator. The role of the facilitator is to supervise and care for the pupil, both during the educational activity and during breaks.

CHAPTER III. PRINCIPLES AND PRACTICES OF INTEGRATION AND INCLUSION

III.1. Principles of integrated and inclusive education

The principles of inclusive education start from children's rights: every child has a fundamental right to education, has unique particularities, interests, abilities and learning needs. In 2000, Ungureanu D. synthesized the principles of integrated and inclusive education into two broad categories: general principles and specific principles. After analysing them we can say that inclusive education must take into account equal rights, without discrimination, without labelling.

The right to participate together with other persons in any social, educational or cultural activity is ensured. It seeks to eliminate the granting of attributes or nicknames and the acceptance of all individuals no matter how different people are.

III.2. Teaching methods and strategies for achieving integrated and inclusive education

The identification of instructional modalities and strategies is based on the learner's need to be educated. Instructional strategies are adapted to enable the student to integrate into the school environment and its requirements. The working procedures must be sorted, merged and used according to the level and interests of the students. The specifics of a method can be modified and transformed later. Even if a traditional method is used initially, the teaching route can acquire modern characteristics.

III.2.1. Forms and levels of integration

Specialists in integration pedagogy in Romania propose several forms of integration. In 2000, Professor Ungureanu D. addressed the issue of educational integration and proposed a synthesis (Ungureanu, 2000). Traian Vrăsmaş approaches the levels of integration in a synthetic way: spatial integration - implies that the student with special educational needs is present; social integration - means that the student is together with other children; school integration - implies learning together with others (Vrăsmaş, 2001). Professor Gherguţ A. proposed in 2006 several levels from simple to complex, from physical integration to social integration.

III.2.2 Inclusive learning environments

In order for the educational activity to be a success, we must take into account the organisation of the learning space. It is essential that all students, first and foremost, have access

to the school and effectively into the classroom. Stair ramps, sometimes the use of larger doors when using a wheelchair, placing the classroom on the ground floor are the first steps to being physically in school. The classroom space is important to ensure safety and mobility for students. The teacher can organize his class according to activities, according to the needs of the students. Practice has shown that grouping students heterogeneously makes the activity more engaging, students have different abilities, interests and can learn from each other. The placement of additional labels, signs, posters and teaching materials is a support point for students with CES (special educational needs).

In inclusive education, teachers are meant to stimulate intellectual, emotional, moral growth. In order to be possible, a favorable environment must be ensured, where the child is not afraid to speak, or to be open without fear of punishment. The language used in the activity of students with CES (special educational needs) must be accessible, simple. To learn effectively, students will be involved in the learning process throughout it. This implies that they have to practice all the time, but motivation is essential in the learning process. Encouraging students that they have the opportunity, strength, ability to learn will complete the task at their own pace, motivating them to continue.

III.2.3. The specifics of the intervention programs

The methodology of organization and functioning of educational services 5544/2011 regulates the fact that support teachers have the task of developing and carrying out the personalized service plan, the personalized intervention plan, the curricular adaptation in collaboration with the teachers in the classroom. The personalised service plan is the tool for planning and coordinating individual services. The Personalised Intervention Programme (PIP) is part of the PSP. The PIP is a permanent tool for working towards the achievement of the objectives proposed by the PSP for each area of intervention. A PIP details the modalities of intervention in each of the targeted fields. Several steps should be followed in the development of an individualised intervention programme:

- evaluation of the student with special educational needs from a psychological, medical, pedagogical, social point of view;
- setting achievable programme objectives according to curricular areas;
- duration of interventions;

- establishing the methods, techniques and activities of the process of recovery and education of the child with special educational needs, taking into account the performance of the student with special educational needs
- ensuring the necessary functional measures;
- evaluation methods and tools;
- results achieved;
- minimum criteria for assessing progress;
- identification of interdisciplinary teams and institutions to provide therapeutic, educational and support services;
- cooperation and involvement of the family in supporting the individual recovery program.

III.2.4. Teaching strategies in inclusive education

Inclusive schools are about giving all students the chance to learn at their own pace, develop their skills and meet their needs. A number of steps should be taken for success in integrating students with CES into mainstream schools: awareness-raising; training; decision-making; transition; evaluation of the process.

III.3. Management of learning situations

III.3.1. Curricular adaptation

The Annex to OMEN no. 3124/20.01.2017 on the Methodology for providing the necessary support to students with learning disabilities states that "curricular adaptation is any measure that makes the national curriculum accessible in relation to the special needs/CES of students. In this context, several levels of adaptation can be established, from adaptation of the physical context, teaching methods, to adaptation of content and curricular requirements." In order to achieve curricular adaptation, an educational assessment is necessary to determine the curricular acquisitions, the degree of assimilation, and to correlate the results with the capacities and level of development of the student with special educational needs.

Curricular components can be adapted by: elimination; amalgamation; extension; diversification.

III.3.2. Differentiation and individualization in learning in the field of inclusive education

Differentiation in learning implies a different organisation by adapting content, adapting teaching processes, adapting the learning environment, adapting assessment by adapting descriptors and performance criteria. Differentiated activities have a number of advantages: each student participates in the activities proposed by the teacher and will be involved in solving the tasks; by adapting the work tasks, each student will succeed in solving the topic and the teacher will identify situations where the student will need support; all students will be supported in carrying out their work tasks; collaboration and cooperation between the students of the class will lead to a cohesive team; they will help each other in activities; the self-rhythm of all students is respected; the team spirit is developed; removal of the inferiority complex developed by students who cannot achieve high performance and self-confidence every student will be valued and motivated to learn; it involves the use of varied didactic content; stimulates originality and creativity; the role of the teacher is to organize learning, to motivate, to create an environment conducive to learning, to support communication, to provide feedback, to confront different conceptions or opinions.

Individualisation is achieved by adapting the teaching activity to the individual characteristics of the student: adapting the objectives; adapting the learning activities according to the student's abilities; allowing extra time; adapting the materials using differentiated worksheets, audio-visual aids, boards, pictures, technological applications; differentiated homework.

Based on an analysis of the data available in the official statistics, as well as the legislative provisions governing educational support services, we considered that in order to have the most objective picture of inclusive education in our country, our study will be carried out in Neamț County, on the primary school population.

CHAPTER IV. STUDY REGARDING THE IMPLEMENTATION OF THE REGISTRATION AND MONITORING PORTFOLIO OF THE INTEGRATED STUDENT WITH SPECIAL EDUCATIONAL NEEDS - WORKING TOOL FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS INTEGRATED INTO MASS EDUCATION

IV.1. Background and premises of the investigation

Based on an analysis of existing data in the official statistics, as well as the legislative provisions governing educational support services, we considered that in order to have as

objective a picture as possible of inclusive education in our country, our study will be carried out in Neamț County, on the primary school population. The work in primary education is carried out by a single teacher, who spends more time with students, he is the link with the family and the whole education system. We believe that such a study on inclusive education in Romania would help to identify the needs, barriers and opportunities of teaching.

IV.2. Aim and objectives of the study

The aim of the study is to identify a common working tool used by the multi-level team (classroom teacher, teacher, other specialists (speech therapist, physiotherapist, family members) designed to help streamline the process of integration of the child with special educational needs and checking its effectiveness.

Objectives of the study:

- Identifying teachers' opinions on the use of a common tool at the level of the integrated student to optimize integration.
- Identifying the opinion of parents of students with special educational needs regarding the use of a common tool at the level of the integrated student to optimize integration.
- Measuring the effectiveness of a common tool used by the multilevel team in the integration process of the child with special educational needs

IV.3. Presentation of the hypothesis and the variables

In formulating the hypothesis, teamwork in integrated/inclusive education was considered as a condition for the success of this educational approach. It is presumed that the implementation of a common tool leads to transparency of teamwork during the educational intervention and at the same time to school and professional performance.

The hypothesis of the study is as follows:

The use of the portfolio for recording and monitoring the school evolution of the student with special educational needs facilitates his integration into mass education and leads to the optimization of the activity of the educational team.

Description of the independent variable

The portfolio used as a tool for recording and monitoring the school progress of the integrated student is the independent variable. The registration and monitoring portfolio of the student with special educational needs integrated in mass education (P.Î.M.) will be the central element of the learning assessment and will represent the educational identity card of the integrated student. P.Î.M consists of a collection of documents that highlight the skills acquired by the student in the learning activities carried out in the formal, non-formal and informal environment. It has an explicit formative and prognostic value, improving the learning process in the student, anticipating and limiting potential blockages, jams, difficulties or failures.

At the same time, this tool is also a source of early identification of some abilities, aptitudes, interests relevant to the pre-orientation and school or professional orientation of the student. The responsibility for managing educational portfolios rests with the management of each educational institution. It can be in both written/printed and digital format. This tool in question will be the main reference for generating the Individualized Learning Plan for each student.

Description of dependent variables

Variable 1. Level of integration of pupils with special educational needs in mainstream school

In the process of inclusion there are several levels of integration, which is why we propose to identify the level of integration achieved illustrated / highlighted by the portfolio used in the intervention by the educational team.

Variable 2. Degree of involvement, transparency and collaboration of the educational team.

In order to ensure the transparency of the actions of the educational team, the schedule of its meetings is drawn up. It is worth mentioning the use of the observation rubric, which will allow the registration of best practices, the recording of problems and solutions that arise during the course of the personalized intervention program in the integration process of the student with special educational needs. The degree of involvement of the team members will be evidenced by each of them assuming the roles stipulated in the educational team meeting schedule.

In terms of the degree of collaboration at the level of the educational team, the tool that will allow monitoring and recording its effectiveness will be the Correspondence Sheet. Les dispositifs de l'adaptation et de l'intégration scolaires dans le premier degré, Bulletin officiel de l'éducation nationale no 19 du 9 mai 2002, Franța.

IV.4. Methodology of the research

IV.4.1. System of the methods used

IV.4.1.1. Document analysis

- Les dispositifs de l'adaptation et de l'intégration scolaires dans le premier degré, Bulletin officiel de l'éducation nationale no 19 du 9 mai 2002, France.
The mechanisms for school adaptation and integration in the first level, Official Bulletin of National Education No. 19 9th of May, 2002, France.
- Special classroom requirements. Resource pack for teacher training, UNESCO, 1993, Romanian language version with the support of UNICEF, 1995.
- Cartea Albă RENINCO.
RENINCO White Paper. Integration/inclusion of children with disabilities - studies and documents, UNICEF Romania Representation, RENINCO Romania Association, Bucharest, Romania.
- <http://scolaritepartenariat.chez-alice.fr>
- www.education.gouv.fr
- www.maif.fr/handicap
- <http://www.ac-dijon.fr>
- [www.eduscol.HYPERLINK "http://www.eduscol.education.fr/"educationHYPERLINK "http://www.eduscol.education.fr/"](http://www.eduscol.education.fr/).fr
- School results in assessment tests of students with special educational needs integrated into mass education.

IV.4.1.2. Questionnaire survey

"The research questionnaire is the technique, and correspondingly an investigative tool, consisting of a set of written questions and possibly graphic images, logically and psychologically ordered, which, through administration by the survey operators or through self-administration, determine from respondents to answer in writing " (Chelcea, 2001, p. 177).

IV.4.1.3. Case study

Case study is a technique often used by teachers. Represents a detailed analysis of a person or a group of people to identify a phenomenon. C. Robson defines the case study as a “study strategy focused on a concrete case that is interpreted in detail, presenting detailed references about individuals, groups, organizations, taking into account all its contextual features. This requires the use of several complementary methods of collecting, analyzing, processing and storing relevant information, both qualitatively and quantitatively.” (Robson, 2002).

IV.4.2. Presentation of the the instruments used

Three types of questionnaires have been developed in this study. The questionnaires were administered according to the target group of participants: mass education teachers, support teachers and families of children with special educational needs. The questions were about attitudes, normative standards and values, using a Likert scale format. This had five levels of analysis: strongly agree, agree, neither agree nor disagree, partially disagree or strongly disagree: total agreement, agreement, neither agreement nor disagreement, partial disagreement or total disagreement.

IV.4.2.1. Questionnaire applied to parents of students integrated in mass education system

The questionnaire administered to parents (Appendix 1) included 12 questions, 11 of which were closed questions and one open question. The questions were designed to find out parents' attitudes towards inclusive education, how the school is prepared for the integration of children with special educational needs, how the school manages to communicate with the families of children with special educational needs, parents' views on the need for a unitary working tool, opportunities for communication between school, family and teachers on the learning and development progress of children with special educational needs, teachers' attitudes in line with parents' attitudes. The last open question was aimed at finding out the most important elements that a personalised portfolio for children with CES should contain in order to support the success of their school and social integration. As with the questionnaire administered to parents.

IV.4.2.2. Questionnaire applied to support teachers

As in the case of the questionnaire administered to parents, the questionnaire addressed to support teachers aimed to collect answers regarding the promotion of inclusive education in the

Romanian education system, the level of preparation of schools in the country for the integration of students with special educational needs, the need to ensure the cooperation between the members of the educational team, the need for the support teacher's presence in the classroom to ensure the functional integration of the child with special educational needs, the need and usefulness of a unified working tool, the prioritisation of the elements on which the success of the integration process would depend, the correctness of the radiography using a working tool represented by a portfolio. At the same time, the last question refers to the components of the portfolio of the student with special educational needs. The questionnaire administered to mainstream teachers (Appendix 3) consisted of items, including 11 closed questions and one open question. The questionnaire included questions on: promotion of inclusive education, level of preparation of Romanian schools on inclusive education, how classroom activity is affected by the presence of pupils with ESC, need for the presence of the support teacher in the classroom, opinion on the effectiveness of the permanent participation of the support teacher where the situation requires it, appreciation of a uniform working tool

IV.4.2.3. Questionnaire applied to mass education teachers who have students integrated in the classroom

The questionnaire administered to mainstream teachers (Appendix 3) consisted of items, including 11 closed questions and one open question. The questionnaire included questions related to: promoting inclusive education, the level of preparation of Romanian schools on inclusive education, how classroom activity is affected by the presence of students with CES, the need for the presence of classroom support teacher, opinion on the effectiveness of the permanent participation of the support teacher where the situation requires it, appreciation of a uniform working tool, how students with special educational needs contribute to the academic success of other students, how the integration of students with special educational needs into mass education can contribute to the academic and social success of the student in difficulty, the prioritisation of the elements on which the success of the integration process depends, how a student portfolio supports the accurate radiography of special educational needs students' acquisitions. The last question requires an elaborated answer on the components of the portfolio of the student with special educational needs.

IV.5. Sample of participants

Table IV.1. Number of study participants

<i>Participants of the study</i>	<i>Number of study participants</i>
Support teachers	20
Teachers in mainstream education who have pupils with special educational needs enrolled in class	100
Parents of pupils with special educational needs integrated into mass education	215

IV.6. Conducting the research

The actual study was conducted between September 2019 and July 2020. The development stages have focused on:

- *development, administration and interpretation of questionnaires,*
- *designing the experimental instrument - respectively the registration and monitoring portfolio of the student with special educational needs integrated into mainstream education*
- *use of the instrument designed on several case studies*
- *analysis and interpretation of research data .*

IV.6. 1. Administration of questionnaires

In September 2019, 20 support teachers from Neamt county participated in a training activity following the identification of the need for training by analyzing the school integration situations of children with special educational needs in Neamt county from the perspective of support teachers. The action aimed to present an educational project with the purpose of supporting students with special needs to adapt to the requirements of mainstream school.

In October 2019, 100 mainstream teachers who had students with special educational needs enrolled in their classes and 215 parents or guardians of students with special educational needs in mass education were interviewed. For the successful administration of the questionnaires, working meetings were organised in several educational institutions, namely 14 schools.

IV.6.1.1. Results of the questionnaire applied to the parents of students integrated in mass education system

Between September and October 2019, 215 parents with children with CES integrated into mainstream education received a questionnaire prepared for this study. Diagrams were used to view

responses and surveys. The questionnaire given to support teachers included 12 questions, including 11 closed questions and one open question. Diagrams were used to view responses and surveys.

IV.6.1.2. Results of the questionnaire applied to support teachers

The questionnaire given to support teachers included 12 questions, including 11 closed questions and one open question. Diagrams were used to view responses and surveys. The questionnaire given to support teachers included 12 questions, including 11 closed questions and one open question. Diagrams were used to view responses and surveys.

IV.6.1.3. Results of the questionnaire applied to mass education teachers who have students integrated in the classroom

The questionnaire given to mass education teachers who have students integrated in the classroom included 12 questions, including 11 closed questions and one open question. Diagrams were used to view responses and surveys.

IV.6.2. Development of the registration and monitoring portfolio of the student with special educational needs integrated in the mass education system

The proposed portfolio supports all educational participants to identify the needs of the integrated student with CES and to support him in achieving the objectives set by the teacher in order to achieve efficient inclusion. The portfolio proposed in our research obliges all parties involved to take some steps for a good evaluation and to identify a suitable teaching strategy for the student in question. It is a learning process for both teachers and the family that obtains concrete, real information that can help identify the real educational needs of the integrated student. The portfolio aims at developing the student and helps educators to organise the work and give the students with special educational needs a sense of confidence and pride in their achievements.

The structure of the Portfolio for the registration and monitoring of students with special needs integrated into mainstream education

- 1. Identification data**
- 2. Psycho-pedagogical characterisation report**
- 3. Individualised programme**

a. The educational plan

b Personalised intervention programme

4. Educational team activity programme

a. Roles assumed by each member of the educational team

b. Planning educational team meetings (teachers, family)

c. Correspondence at education team level

5. Tools for monitoring student progress

a. Continuous monitoring and evaluation sheets

b. Continuous progress monitoring and evaluation sheets

c. Psychopedagogical map

6. Evaluation and dissemination of the individualized program

7. Significant works, diplomas, photographs, audio / video recordings, other products made during the program.

IV.6.3. Case studies

Three students from three different schools with different diagnoses were chosen from among the students with CES participating in our study in order to verify whether the proposed working tool facilitates the integration and school inclusion of the student by increasing the degree of involvement, transparency and collaboration between members of the multidisciplinary team. Throughout the educational activities there were moments of progress and stagnation.

IV.6.3.1. Case study No.1

Analysis of case progress and interpretation of results.

The family has been actively involved in the educational process and the educational agents collaborate easily thanks to our proposed portfolio, which has proved to be a good tool for monitoring the child's development and appreciated as effective by all partners.

After each stage, or whenever the situation required it, the multidisciplinary team met to decide on the best solutions in order to improve the student's performance. After each stage or each time the situation required it, the multidisciplinary team met to decide on the best solutions to improve the student's performance and achieve successful school and social integration.

At the end of the first semester the student made a slight progress in school, the situation improving substantially in the second semester.

The sociometric matrix shows that the student integrated well in the group of students, being chosen by several colleagues and having positive interrelationships.

IV.6.3.2. Case study No.2

Analysis of case progress and interpretation of results

The degree of involvement in school activity has improved. The pupil has much more self-confidence and engages in activities even when not asked. If he did not initially ask for support, he now comes to the support teacher's office whenever he encounters difficulties. With his classmates he started to form friendships. When working in a team, the student integrates much better and is given tasks that she can do on his own, but also with the help of her peers, which has led to a class-wide knowledge of her achievements and their use. After each stage or each time the situation required it, the multidisciplinary team met to decide on the best solutions to improve the student's performance and achieve successful school and social integration.

The family, the mother, followed the child's development through our proposed portfolio. She did not participate in the meetings with the parents, but she was aware of the girl's needs and strengths. She was able to effectively follow the pupil's school progress.

From the sociometric matrix (appendices 18 and 19) it appears that the student integrated well into the group of students. Case study number 3 was selected in order to observe whether the proposed tool can be used more efficiently in rural areas. The child fails to achieve the objectives at the minimum level.

IV.6.3.3. Case study No.3

Case study number 3 was selected in order to observe whether the proposed tool can be used more efficiently in rural areas. The child fails to achieve the objectives at the minimum level.

Analysis of case progress and interpretation of results

Following the working meetings, strategies specific to the student's work were identified in a much shorter time. In the educational activities the following strategies were used: conversation, demonstration, exercise, gallery tour, story map.

During the activity with the student the family is involved in the educational process in an active way, and the educational agents collaborate easily, the registration and monitoring portfolio

proposed by us as a tool for monitoring the child's development is considered effective by all partners.

After each stage, or whenever the situation required it, the multidisciplinary team met to find the best solutions to improve the student's progress.

The sociometric matrix shows that the student has integrated into the group of students.

IV.7. Conclusions of the investigation and limits of the study

IV.7.1. Partial conclusions and interpretation of the results

From the analysis of the results recorded from the three case studies, a series of conclusions can be drawn which we consider to be revealing in terms of highlighting the dependence of the dependent variables on the independent variable, respectively the recording and monitoring portfolio of the student with special educational needs integrated into mass education, as follows:

Variable 1. The level of integration of the student with special educational needs in the boarding school

Progress has been made in all three case studies as evidenced by both the progress recording matrix and the psychoeducational map. Thus, we went from physical integration to personal integration in case 1, social integration in case 2 and functional integration in case 3, where the curricular deficit persists and its inadequacy to the requirements of the school, a poor interaction at the level of the class team.

IV.7.2. General conclusions

Through the use of the registration and monitoring portfolio, the activity of the educational team has been structured, the objectives have been established and revised by mutual agreement, each each member of the team becoming a responsible partner with a well-defined role in ensuring effective integration. Thus, the teacher's activity in the classroom highlighted by setting tasks and worksheets corresponding to the needs of the integrated students was consonant with the objectives pursued by both the student and his parent, who in turn can continue the work at home in order to increase the volume of knowledge. The student's acquisitions being known by all actors participating in the educational act are a useful foundation for accessing new ones. When a setback was recorded, the data being transparent through the portfolio, we intervened exactly where necessary.

IV.7.3. Limits of the study

We can say that inclusive education faces a number of challenges, such as::

- lack of access to services for children with special educational needs;
- lack of financial resources;
- lack or insufficiency of specialists (support teachers, social workers, pedagogues, psychologists, interpreters), in rural areas the situation is much more critical;
- teachers' lack of involvement in the modern approach of working with students with special educational needs;
- barriers in terms of the attitude of some teachers or other persons involved in the educational process for the integration of children with special educational needs;
- the need for continuous teacher training to identify new ways of working with and teach children with special educational needs;
- the lack of organised spaces for the education of students with special educational needs;
- lack of specific teaching materials;
- negative, contemptuous, stigmatizing attitudes of people in general;
- insufficient enforcement mechanisms to ensure compliance with the legislation;
- reduced accessibility in some spaces;
- lack of a system for collecting and processing data regarding students with special educational needs;
- incorrect attitudes on the part of the family (parents who see the child's disability as a burden or families who do not recognise the child's needs and do not accept the way of working necessary to make progress and focus on the child's abilities and capabilities);
- lack of partnership between family and school, family and professionals;
- focus on competition between children and not on competences;
- parents with fewer financial resources are less determined to access the support their child needs;
- low level of parents' awareness of the inclusive education process;

- the large number of children with special educational needs in a class leads to an increase in the unpaid workload;
- the large number of children with special educational needs reduces the possibility of meeting educational needs.

The current desideratum of the society in which we live is to give each person the opportunity to find a place where they feel personally and socially useful. That is why teachers must do their utmost to equip pupils with skills and abilities that will enable them to integrate into society in a real and useful way. Children who do not develop social skills are rejected by others, perform poorly and have difficulties at school. Integration is not possible as long as, in addition to mental impairment, these children have other disorders such as behavioural problems. This is why teachers must be prepared to deal with this very important problem for both the student and those who live with them (family, other pupils, teachers).

Children who do not develop social skills are rejected by others, perform poorly and have difficulties at school. Integration is not possible as long as, in addition to mental impairment, these children have other disorders such as behavioral problems. This is why teachers must be prepared to deal with this very important problem for both the pupil and those who live with him (family, other pupils, teachers).

IV.8. The outlook on Inclusive Education in Romania

The idea of inclusive education focuses on three issues:

- improving the progress of all pupils by making effective use of the information provided throughout the learning process taking into account the particularities of each individual.
- giving primary importance to continuous evaluation; each assessment has its role in education, but for students with special educational needs the initial assessment, identification, diagnosis can sometimes provide incomplete information.
- the increase of the systems of continuous formative evaluation that provide teachers with tools so that they can each take responsibility for assessing the level of knowledge of the students with special educational needs and identify the needs of each student in order to have a truly effective education.

BIBLIOGRAPHY

1. Adler, A (1995). *Psihologia școlarului greu educabil. ,Psychology of the hard-to-educate pupil'*, Bucharest: IRI Publishing House;
2. Ainscow, M (coord.) (1995). *Pachet de resurse pentru instruirea profesorilor – cerințe educative în clasă. ,Teacher training resource pack - educational requirements in the classroom'* Published by UNICEF Romania;
3. Ainscow, M (coord.) (1999). *Dezvoltarea practicilor incluzive în școli. ,Development of inclusive practices in schools'*. Bucharest: Edited by UNICEF;
4. Ainscow, M (1989). *Early learning skills analysis*. London, David Fulton Publishers;
5. Aitken, D (1991). *Le renouveau de l'education: la region Europe. 'The renewal of education: the Europe region'* Paris, UNESCO;
6. Albu E., (2002). *Manifestări tipice ale devierilor de comportament la elevii preadolescenți. Prevenire și terapie, ,Typical manifestations of behavioural deviations in pre-teen students. Prevention and therapy'*, Bucharest: Aramis Publishing House;
7. Albușescu, I (2004). *Pragmatica predării. Activitatea profesorului între rutină și creativitate. ,The pragmatism of teaching. Teacher's activity between routine and creativity'*. Cluj-Napoca: Cluj University Press;
8. Alexandru, C (2008). *Copiii cu dizabilități multiple. Educația incluzivă – deziderat al societății contemporane, ,Children with multiple disabilities. Inclusive education – desiderate of contemporary society'*, Timișoara: MacPixel Publishing House;
9. Angelino, I. C (2001). *La prévention des difficultés éducatives et sociales. ,Prevention of educational and social difficulties'*. Paris: Publisher Dunod;
10. Bagla, G (1990). *Les femmes et l education de base: problemes et progres. ,Women and basic education: problems and progress'*. Paris, UNESCO;
11. Baylon, Ch., Mignot, X., (1994). *La communication. ,'Communication'*. Paris, Nathan;
12. Băran-Pescaru A (2004). *Parteneriat în educație. ,'Partnership in education'*. Bucharest: Aramis Print;
13. Berge, A (1986). *Defectele copilului. ,Child defects'*. Bucharest: Didactic and Pedagogical Publishing House;

14. Berge, A.(1972). *Copilul dificil. 'Difficult child'*. Bucharest: Didactic and Pedagogical Publishing House;
15. Bernat, S. E (2003). *Tehnica învățării eficiente. ,Effective learning techniques'* Cluj-Napoca: Cluj University Press Publishing House;
16. Bîrzea, C (1997). *Știința și arta educației. 'Science and the art of education'*. Bucharest: Didactic and Pedagogical Publishing House;
17. Bocoș, M., (2008). *Teoria curriculumului. Elemente conceptuale și metodologice. 'Curriculum theory. Conceptual and methodological elements'*. Cluj-Napoca: House of Science Book Publishing;
18. Bocoș, M., Chiș, V., (2012). *Abordarea integrată a conținuturilor curriculare, particularizări pentru învățământul primar. 'Integrated approach of curricular content, specialisations for primary education'*. Cluj –Napoca: House of Science Book Publishing;
19. Bocoș, M (2002). *Instruire interactivă. Repere pentru reflecție și acțiune. ,Interactive training. Highlights for reflection and action'*, Cluj-Napoca: Cluj University Press Publishing House;
20. Bocoș, M (2003). *Cercetarea pedagogică. Suporturi teoretice și metodologice. ,Pedagogical research. Theoretical and methodological supports'*. Cluj-Napoca: House of Science Book Publishing;
21. Bocoș, M., Jucan D (2007). *Teoria și metodologia instruirii. Teoria și metodologia evaluării. Repere și instrumente pentru formarea profesorilor. , Theory and methodology of teaching and learning.. Theory and methodology of evaluation. Highlights and tools for teacher training'*. Cluj-Napoca: 45 Parallel Publishing House ;
22. Boimare, S (2004). *L'enfant et la peur d'apprendre. 'The child and the fear of learning'*. Paris: Publisher Dunod;
23. Bontaș, I (2007). *Tratat de pedagogie. ,Pedagogical treatise'*. Bucharest: All Publishing House
24. Booth, T., Ainsow, M (2007). *Indexul incluziunii școlare. Promovarea educării și a participării tuturor copiilor la educația de masă. ,School Inclusion Index. Promoting education and participation of all children in mainstream education'*. Cluj-Napoca: Cluj University Press Publishing House;

25. Brolin, D.E., (1982). *Vocational preparation of persons with handicap* (second edition), Bell&Howell Co.;
26. Buică C (2004). *Bazele defectologiei. ,The basics of defectology'*. Bucharest: Aramis Publishing House;
27. Bunescu G., Alecu G., Badea D (1997). *Educația părinților. Strategii și programe. 'Parental education. Strategies and programs'*. Bucharest: Didactic and Pedagogical Publishing House;
28. Cerghit, I (2002). *Sisteme de instruire alternative și complementare. Structuri, stiluri, strategii. 'Alternative and complementary training systems. Structures, styles, strategies'*. Bucharest: Aramis Publishing House;
29. Chaulet, E (2007). *Manuel de pédagogie spécialisée , Exercices rééducatifs pour l'enfant handicapé. ,Specialized teaching manual, Reeducational exercises for the handicapped child'*. Paris: Publisher Dunod;
30. Chelcea, S (2001). *Metodologia studiului sociologice. Metode cantitative și calitative. ,Methodology of sociological study. Quantitative and qualitative methods'*. Bucharest: Economic Publishing House;
31. Chiș,V., (2002). *Provocările pedagogiei contemporane. 'The challenges of contemporary pedagogy'*. Cluj-Napoca: Cluj University Press Publishing House;
32. Chiș, V (2001). *Activitatea profesorului între curriculum și evaluare. ,Teacher activity between curriculum and evaluation'*. Cluj-Napoca: PUC Publishing House;
33. Chiș, V (2005). *Pedagogia contemporană. Pedagogia pentru competențe. ,Contemporary pedagogy. Pedagogy for skills'*. Cluj-Napoca: House of the Science Book;
34. Cîndea, A. S (2006). *Social support to children with special needs*. Bucharest: Save the Children;
35. Ciolan, L (2008). *Învățarea integrată. Fundamente pentru un curriculum transdisciplinar. ,Integrated learning. Fundamentals for a transdisciplinary curriculum'*. Iasi: Polirom Publishing House;
36. Cocoradă, E (2009). *Psihologia educației. 'The psychology of education'*. Brasov: Transylvania University Publishing House
37. Comănescu, I., (1998). *Prelegeri de pedagogie, ,Lectures in pedagogy'*, Oradea: Western Printing Publishing House;

38. Comănescu, I., (2003). *Prelegeri de didactică școlară, 'Lectures on school didactics'*, Oradea: Western Printing Publishing House;
39. Coombs, P.H (1975). *L'education pour le development rural ses repercurssions sur la planification. 'Education for rural development; its implications for planning'*. Paris UNESCO;
40. Cosmovici A., Iacob L (coord. 1999). *Psihologie școlară. 'School psychology'*. Iasi: Polirom Publishing House;
41. Cozma T, Gherguț, A (2000). *Introducerea în problematica educației integrate. Introduction to integrated education*. Iasi: Spiru Haret Publishing House;
42. Crețu, C (1997). *Psihopedagogia succesului. 'Psychopedagogy of success'*. Iasi: Polirom Publishing House;
43. Crețu, C (1998). *Curriculum diferențiat și personalizat. 'Differentiated and personalized curriculum'*. Iasi: Polirom Publishing House;
44. Crețu, C., (1998). *Conținuturile procesului de învățământ – componentă a curriculumului în Psihopedagogie pentru examenele de definitivare și grade didactice, 'The contents of the teaching process - a component of the curriculum in Educational Psychology for final examinations and teaching degrees'*, coordinator C. Cucos, Iasi: Polirom Publishing House;
45. Crețu, E., (1999). *Psihopedagogia școlară pentru învățământul primar, 'School Psychopedagogy for Primary Education'*, Bucharest: Bucharest University Publishing House;
46. Crețu, T., (1994). *Psihologia vârstelor. 'Age psychology'*. Bucharest: Bucharest University Publishing House;
47. Crețu, V., (1999). *Educația pentru Drepturile Copilului, 'Education for the Rights of the Child'*, Bucharest: FDSC, Signs Publishing House;
48. Crețu, V., (2006). *Integrarea și incluziunea socială a persoanei cu handicap. Strategii și metode de studiu. 'Social integration and inclusion of the disabled person. Strategies and methods of study'*. Bucharest: Printech Publishing House;
49. Cristea, S., (1998). *Dicționar de termeni pedagogici. 'Dictionary of pedagogical terms'*. Bucharest: Didactic and Pedagogical Publishing House;
50. Cristea, S., (1996). *Metodologia reformei educației. 'Methodology of education reform'*. Bucharest: Hardiscom Publishing House

51. Cucuș, C., (1996). *Pedagogie, ,Pedagogy'*, Iasi: Polirom Publishing House
52. De Landcheere G (1998). *Evaluarea continuă a elevilor și examenele. Manual de docimologie. 'Continuous student assessment and examinations. Handbook of docimology'*. Bucharest: Teaching and pedagogical publishing house;
53. Daunt, P., (1999). *Programul de integrare și funcția taxonomică ,Integration programme and taxonomic function' in the ,RENINCO White Paper'*, UNICEF & RENINCO;
54. Dave, R. H., (1973). *Education permanente et programmes scolaires, ,Continuous education and school programs'*, Hamburg: UNESCO
55. Dimitriu, Tiron, E. (2005). *Consiliere educațională. ,Educational counseling'*. Iasi: European Institute Publishing;
56. Doron, R.; Parot, F., (1999). *Dicționar de psihologie. ,Dictionary of psychology'*. Bucharest: Humanitas Publishing House;
57. Dougados, M., (2001). *Performing your original search în Pub. Med. Wille Retriere;*
58. Dragomirescu, V., (1976) *Psihosociologia comportamentului deviant. 'Psychosociology of deviant behavior'*. Bucharest: Scientific and Encyclopedic Publishing House;
59. Druțu, I., (1995). *Psihopedagogia deficienților mintal (lecții). 'Psychopedagogy of the mentally retarded (lessons)'* Cluj-Napoca: Babeș University – Bolyai;
60. Dumitrana, M., (1998). *Copilul instituționalizat. ,Institutionalized child'*. Bucharest: Didactic and Pedagogical Publishing House;
61. Farrell, M., (2000). *Educational Inclusion and Raising Standards*. London;
62. Filimon, L (1967). *Negativismul copiilor 'Children's negativity'*. Bucharest: Didactic and Pedagogical Publishing House;
63. Fulcher, G., (1989). *Disabling Policies? A Comparative Approach to Education Policy and Disability*. London: Falmer Press;
64. Fullan, M (1993) *Change Forces*. New York: Falmer Press;
65. Fuster, P.(coord.) (2004). *Dictionnaire de l'enseignement et de l'éducation spécialisés ,Dictionary of specialized teaching and education'*. Paris: Editor Bordas;
66. Gardner, H (1993). *Multiple intelligences: The theory in practice*. Basic Books.
67. Gheorghiu, F (2005). *Modalități de intervenție personalizată în cadrul învățământului integrat. ,Ways of personalized intervention in integrated education'*. Cluj-Napoca: Cluj Press Publishing House;

68. Gherguț, A (2003). *Managementul serviciilor de asistență psihopedagogică și socială. ,Management of psycho-pedagogical and social assistance services'. Iasi: Polirom Publishing House;*
69. Gherguț, A (2006). *Psihopedagogia persoanelor cu cerințe speciale. Strategii diferențiate și incluzive în educație. ,Psychopedagogy of people with special needs. Differentiated and inclusive strategies in education'. Iasi: Polirom Publishing House;*
70. Gherguț, A., (2005). *Sinteze de psihopedagogie specială. ,Syntheses of special psychopedagogy'. Iasi: Polirom Publishing House;*
71. Gherguț, A.; Neamțu, C., (2000). *Psihopedagogie specială. ,Special psychopedagogy'. Iasi: Polirom Publishing House;*
72. Ghiglione, Rodolphe și Matolon, Benjamin (1991). *Les Enquêtes sociologiques. Théories et pratique. Sociological surveys. Theories and practice. Paris: Armand Colin;*
73. Gill, I., (2002). *Omniprezenta invizibilă: relevanța surprinzătoare a problemelor de deficiență în evaluare, ,The invisible ubiquity: the surprising relevance of assessment deficiencies', UNICEF Translation;*
74. Gliga, L (2002). *Standarde profesionale pentru Profesia Didactică. ,Professional standards for the Didactic Profession'. Sibiu: POLSIB Publishing House;*
75. Goffman, E., (2007). *Viața cotidiană ca spectacol. ,Everyday life as a show' Bucharest: Comunicare.ro Publishing House;*
76. Gordon, L.P., Lichier D., (1992). *Reformer les ecoles canadienes. Des perspectives sur le handicap et l integration, 'Reform Canadian schools. Perspectives on disability and integration' Rocher Institute;*
77. Guyoto,P., (2008). *L'enseignement specialise. 'Specialized education'. Paris, Chronique Sociale;*
78. Hargreaves, A., (1989). *Curriculum and Assesment Reform. Pennsylvania: Open University Press;*
79. Harte, D., (2000). *Social deprivation. Belgium: Ipsoc – Kortrijk;*
80. Havârneanu, C., (1999). *Cunoașterea psihologică a persoanei. ,Psychological knowledge of the person' Iasi: Polirom Publishing House;*
81. Hopkins, D.; Ainscow, M.; West, M., (1998). *Perfecționarea școlii într-o eră a schimbării, ,Improving the school in an era of change", Chisinau: Prut International Publishing House;*

82. Horga, I., Jigău, M (2009). *Situația copiilor cu cerințe educative speciale incluși în învățământul de masă*, *„The situation of children with special educational needs integrated in mainstream education’*, Bucharest: Vanemonde Publishing House;
83. Horst, S., Zenke, K (2000). *Wörterbuch Pädagogik*, *„Dictionary of pedagogy’*, German: Dtv;
84. Ichim, C. I., (2003). *Minorul în reglementările europene*, *„The minor in European regulations’*. Iasi: Timpul Publishing House;
85. Iluț, P (1998). *Abordarea calitativă a socio-umanului*, *„The qualitative approach of the socio-human’*. Iasi: Polirom Publishing House;
86. Ionescu, G., (1999). *Tratat de psihologie medicală și psihoterapie*, *„Treatise on medical psychology and psychotherapy’*. Bucharest: Favorit Print ;
87. Ionescu, I., (1997). *Sociologia școlii*, *„Sociology of school’*. Iasi: Polirom Publishing House;
88. Ionescu, I., (1999). *Tratat de psihologie medicală și psihoterapie*, *„Treatise on medical psychology and psychotherapy’* Bucharest: Favorit Print.;
89. Ionescu, M.; Chiș, V., (2001). *Pedagogie.*, *„Pedagogy’*. Cluj-Napoca: Clujan University Press Publishing House;
90. Ionescu, M.; Bocoș, M., (2000). *Reforma și inovația în învățământ.* *„Reform and innovation in education”* in *„Pedagogy. Tribute to Professor Dumitru Laalde”*, Cluj – Napoca: Cluj University Press Publishing House;
91. Ionescu, M., (2000). *Curriculumul școlar în Demersuri creative în predare și învățare*, *„School curriculum in Creative approaches in teaching and learning’*. Cluj - Napoca: Cluj University Press Publishing House;
92. Ionescu, M.; Radu, I., (coord.), (1995). *Didactica modernă*, *„Modern didactics”*. Cluj-Napoca: Dacia Publishing House;
93. Ionescu, S., (1995). *Adaptarea socio-profesională a deficienților mintali*, *„Socio-professional adaptation of the mentally handicapped”* Bucharest: Academy Publishing House
94. Iovin, I., (1996). *Tratarea diferențiată a elevilor în ciclul primar - Componentă a managementului educațional din învățământul primar*, *„Differentiated treatment of students in the primary cycle - Component of educational management in primary education”* Cluj-Napoca: Discipol Publishing House;

95. Iucu, R., (2004). *Formarea cadrelor didactice – Sisteme, politici, strategii*, „*Teacher training - Systems, policies, strategies*”. Bucharest: Humanitas Educational Publishing House;
96. Iluț P., (1994). *Prosocial behavior - antisocial behavior* in I. Radu (coord) “*Social Psychology*”, Cluj– Napoca: Exe Publishing House;
97. Ilica, A., (2009). *O istorie a gândirii pedagogice*, ‘*A history of pedagogical thinking.*’ Arad: Aurel Vlaicu University Publishing House;
98. Ilica, A., (2009). *Paradigme pedagogice. Idei și instituții. Concepte și doctrine*. De la origini până în prezent, « *Pedagogical paradigms. Ideas and institutions. Concepts and doctrines. From the origins to the present* ». Arad: Aurel Vlaicu University Publishing House;
99. Iucu, R., (2001). *Instruirea școlară*, ‘*School instruction*’. Iasi: Polirom Publishing House;
100. Ionescu, M (1982). *Lecția între proiect și realizare*, ‘*The lesson between project and realization*’. Cluj-Napoca: Dacia Publishing House;
101. Ionescu, M (2000). *Demersuri creative în predare și învățare*. ‘*Creative approaches in teaching and learning*’. Cluj-Napoca: Cluj University Press Publishing House;
102. Ionescu, M (2003). *Instrucție și educație. Paradigme, strategii, orientări, modele*, „*Instruction and education. Paradigms, strategies, guidelines, models*”. Cluj-Napoca;
103. Ionescu, M (2005). *Instrucție și educație. Ediția a II-a revăzută*. „*Instruction and education*”. 2nd revised edition. Arad: Vasile Goldiș University Press;
104. Ionescu, M (2011). *Instrucție și educație. Paradigme educaționale moderne*, ‘*Instruction and education. Modern educational paradigms*’. Cluj-Napoca: Eikon Publishing House;
105. Ionescu, M., Bocoș, M (coord.) (2009). *Tratat de didactică modernă*, „*Treatise on modern didactics*”. Pitesti: 45 Parallel Publishing House;
106. Ionescu, M., Chiș, V (1996). *Strategii de predare și învățare*, „*Teaching and learning strategies*”. Bucharest: Scientific Publishing House;
107. Ionescu, M., Radu, I (coord.) (2001). *Didactica modernă, ediția a II-a revizuită*, „*Modern Didactics*”, 2nd revised edition. Cluj-Napoca: Dacia Publishing House;
108. Iosifescu, Ș (coord.). (2001). *Management educațional pentru instituțiile de învățământ*. ‘*Educational management for educational institutions*’. Bucharest: IȘE-MEC; : IȘE-MEC;

109. Jaboin, Y, (2010). *Enseigner dans les enseignements adaptés du second degrés : étape ou finalité professionnelle ?*, « *Teaching in adapted second-degree courses: stage or professional purpose ?* ». Paris: Armand Colin;
110. Jackson, P., (1992). *Handbook of Research on Curriculum*, New York: MacMillan,
111. Jensen, E., (1998). *Teaching with the brain in Mind*. Alexandria: ASCD;
112. Jinga, I., (1996). *Motivarea elevilor să învețe mai bine și să obțină performanțe la nivel înalt, din evaluarea performanțelor școlare*, „*Motivating students to learn better and achieve high-level performance, from the evaluation of school performance*”. Bucharest: Afeliu Publishing House;
113. Jinga, I.; Istrate, E., (1998). *Manual de pedagogie, „Pedagogy manual”*. Bucharest: All Educational Publishing House;
114. Joița, E., (1999). *Pedagogia. Știința integrativă a educației, „Pedagogy. Integrative science of education”*. Iasi: Polirom Publishing House;
115. King, A. C.; Kirschenbaum, S. D., (1992). *Helping Young Children Develop Social Skills*. California: Cole Publishing Company;
116. Kirk, S.A (1962). *Educating exceptional children*, Boston: Houghton Mifflin;
117. Kisanji J, (1999). *Historical and theoretical basis of inclusive education în Keynote address for the Workshop on Inclusive Education in Namibia: The Challenge for Theacher Education*. Rossing Foundation, Khomasdal, Windhoek, Namibia;
118. Kulcsar, T., (1978). *Factorii psihologici ai reușitei școlare*, „*Psychological factors of school success*”. Bucharest: Didactic and Pedagogical Publishing House;
119. Levin, K., (1967). *Psychologie dynamique, Ies relations humies*. P.U.F., Paris;
120. Levitov N.D., (1962). *Trăsături negative de caracter la elevi*, „*Negative character traits in students*” Bucharest: Didactic and Pedagogical Publishing House;
121. Luria A.R., (1960). *Copilul înapoiat mintal, “The mentally retarded child”* Moskova: A.P.N.;
122. Manea, A.,D., (2020). *Educația incluzivă. Teorie și aplicații. “Inclusive education. Theory and applications”*. Cluj: Scoala Ardeleana 2020 Publishing House;
123. Manea, A.,D., Barbă, M.(2020). *Learning in inclusive environments, Perspectivele și problemele integrării în Spațiul European al Cercetării și Educației*, Cahul, Vol.VII, Partea 2;

124. Mara, D (2009). *Strategii didactice în educația incluzivă*, „*Teaching strategies in inclusive education*”, 2nd edition. Bucharest: Didactic and Pedagogical Publishing House;
125. Marozi, C.(1975). *Pédagogie et Organisation de l'Enseignement Spécialisé*. Paris: Editions ESF;
126. Mitrofan I., (2003). *Cursa cu obstacole a dezvoltării umane*, « *The obstacle course of human development* ». Iasi: Polirom Publishing House;
127. Mogonea, F., R., (2014). *Psihopedagogia copiilor cu dificultăți de învățare. De la teorie la practică*. « *Psychopedagogy of children with learning difficulties. From theory to practice* ». Cluj-Napoca: Cluj University Press;
128. Monneraye, Y (2005). *La parole rééducatrice, La relation d'aide à l'enfant en difficulté*, „*The re-educative word, The relationship of help for the child in difficulty*”. Paris: Publisher Dunod;
129. Mușu, I, Vrasmaș, T., (2000). *Un deceniu de tranziție. Situația copilului și a familiei în România*, « *A decade of transition. The situation of the child and family in Romania* ». Bucharest UNICEF;
130. Mușu, I., Taflan, A (1997) *Terapia Educațională integrată*, « *Integrated Educational Therapy* ». Bucharest: Pro Humanitate Publishing House;
131. Neacșu, I (1990). *Instruire și învățare*, „*Instruction and learning*”. Bucharest: Scientific Publishing House;
132. Neacșu, I (1990). *Metode și tehnici de învățare eficientă*, „*Effective learning methods and techniques*”. Bucharest: Military Publishing House;
133. Negreț-Dobridor, I., Pânișoară, I.O (2006). *Știința învățării. De la teorie la practică*. „*The science of learning. From theory to practice*”. Iasi: Polirom Publishing House;
134. Neveanu, P. P (1978). *Dicționar de psihologie*. „*Dictionary of psychology*”. Bucharest: Albatros Publishing House;
135. Nicola, I (2000). *Tratat de pedagogie*, „*Treatise on Pedagogy*”, 2nd edition, revised. Bucharest: Aramis Publishing House;
136. Novac, C., Mogonea, F.R (2013). *Elemente de psihologie a educației*. „*Elements of educational psychology*”. Craiova: Sitech Publishing House;
137. Nuț, S., (2003). *Problematika educației și a curriculum-ului*, „*The issue of education and curriculum*”. Timisoara: Eurostampa Publishing House;

138. Ozunu, D (1995). *Psihopedagogia comportamentului normal și deviant. «Psychopedagogy of normal and deviant behavior»*. Cluj-Napoca Genesis : Publishing house
139. Owens, R.G (1991). *Organizational Behavior in Education*. London: Allyn & Bacon, Boston;
140. Pastiaux, E. et J., (1997). *Précis de pédagogie*, Paris: Editions Nathan;
141. Păun, E (1974). *Educația și rolul ei în dezvoltarea social-economică, „Education and its role in socio-economic development”*. Bucharest: Didactic and Pedagogical Publishing House;
142. Păun, E, (1998). *Bazele Sociopedagogice ale educației integrate în „Educația integrată a copiilor cu handicap, „Socio-pedagogical foundations of integrated education in "Integrated education of children with disabilities”*. Bucharest: UNICEF&RENINCO;
143. Păunescu, C., (1999). *Psihoterapia educațională a persoanelor cu disfuncții intelective, „Educational Psychotherapy of people with intellectual dysfunction”*, Bucharest: All Educational Publishing House;
144. Păunescu, C., Mușu I (1997). *Psihopedagogia specială integrată. Handicapul mintal. Handicapul intelectual, “Integrated special psychopedagogy. Mental disability. Intellectual disability”*. Bucharest: Pro Humanity Publishing House;
145. Păunescu, C.; Mușu. I., (1997). *Psihopedagogie specială, „Special psychopedagogy”* Bucharest: Pro Humanity Publishing House;
146. Perron, R (2004). *L'intelligence et ses troubles, Des déficiences mentales de l'enfance aux souffrances de la personne. « Intelligence and its disorders, From mental deficiencies of childhood to the sufferings of the person »*. Paris: Publisher Dunod;
147. Peretti, A., Legrand, J., A., Boniface, J., (2001). *Tehnici de comunicare. „Communication techniques’*. Iasi, Polirom Publishing House;
148. Piaget, J., (1969). *Psychologie et pédagogie*. Paris: Editura Denoel;
149. Pînișoară, O (2008). *Comunicarea eficientă, „Effective communication”* Iasi: Polirom Publishing House;
150. Popescu – Butucea, M (2003). *Redimensionarea competențelor cadrului didactic în comunitatea incluzivă. „Resizing the competencies of the teacher in the inclusive community’*. Timisoara: House of the Teaching Staff;

151. Popescu, G.; Pleșa, O., (coord.), (1998). *Handicap, readaptare, integrare*. Bucharest: PRO Humanitate Publishing House;
152. Popescu, M (2000). *Implicarea comunității în procesul de educație. „Community involvement in the education process”*. Bucharest: Education Center
153. Popovici, D., (1999). *Elemente de psihopedagogia integrării, “Elements of integration pedagogy”*. Bucharest: Pro Humanitate Publishing House;
154. Popovici, D.V, Racu, A., Danii A., Crețu, A (2009). *Intervenția recuperativ-terapeutică pentru copiii cu dizabilități multiple. « Therapeutic-rehabilitative intervention for children with multiple disabilities »*. Chisinau: Ruxanda Publishing House;
155. Popovici, D.V. (2007). *Orientări teoretice și practice în educația integrată. « Theoretical and practical guidelines in integrated education »*. Arad: “Aurel Vlaicu” University Publishing House;
156. Popovici, D.V (coord) (2012). *Recuperarea copiilor cu polihandicap. “Recovery of children with multiple disabilities”*. Republic of Moldova Chisinau: Central Printing House;
157. Popovici, D.V (coord.) (2010). *Psihopedagogia integrată. “Integrated psychopedagogy”*. Republic of Moldova Central Printing House Chisinau;
158. Popovici, D.V., (1999). *Realizări și perspective ale educației integrate din România în perioada contemporană. “Achievements and perspectives of integrated education in Romania in the contemporary period”*. in “The White Paper”, Bucharest UNICEF and RENINCO;
159. Preda V., (coord.) (1999). *Intervenția precoce în educarea copiilor deficienți vizuali. “Early intervention in the education of visually impaired children”*. Cluj-Napoca: Cluj University Press;
160. Preda, V (1997). *Probe de psihodiagnostic pentru evaluarea copiilor deficienți, “Psychodiagnostic tests for the evaluation of deficient children”*, Cluj-Napoca, Babeș-Bolyai University, Psihoped-info Collection, no 1-2/1997;
161. Preda, V (coord.) (2000). *Orientări teoretico – praxiologice în educația specială „ Theoretical and praxeological guidelines in special education”*, Cluj-Napoca: Cluj University Press;

162. Preda, V., (1988). *Educația copiilor cu cerințe speciale în Educația și dinamica ei, 'Education of children with special needs' in 'Education and its dynamics'*. Bucharest, Publishing House Tribune of Education;
163. Radu, G., (1999). *Psihopedagogia dezvoltării școlarului cu handicap, 'Developmental psychopedagogy of the disabled schoolchild'*. Bucharest: Didactic and Pedagogical Publishing House;
164. Radu, Gh, Popovici, D(1998). *Tulburările de dezvoltare la copii și problematica integrării lor școlare, 'Developmental disorders of children and the problem of their school integration', in 'Comprehensive education of children with disabilities'*. Bucharest: UNICEF&RENINCO ;
165. Radu, Ghe (2000). *Psihopedagogia școlarilor cu handicap mintal, 'Psychopedagogy of schoolchildren with mental disabilities'*. Bucharest: Pro Humanitate Publishing House;
166. Radu, I (1974). *Psihologie școlară, 'School psychology'*, Bucharest: Didactic and Pedagogical Publishing House;
167. Radu, I. T (1978). *Învățământul diferențiat. Concepții și strategii, 'Differentiated education. Concepts and strategies'*. Bucharest, Didactic and pedagogical publishing house;
168. Radu, I. T., Ezechil, L., (2003). *Didactica – teoria instruirii, 'Didactics - training theory'*. Argeș: 45 Parallel Publishing House;
169. Reuchlin, M (1991). *Les differences individuelles a l'ecole*, Paris PUF;
170. Rigler, M (2000). *L'enfant déficient en 40 questions*. Paris: Editeur Dunod;
171. Robănescu, N., (1976). *Readaptarea copilului handicapat fizic, 'Rehabilitation of the physically disabled child'*. Bucharest, Medical Publishing House;
172. Robson, C., (2002). *Real World Research*. Oxford: Blackwell Publisher;
173. Roșan, A (2015). *Psihopedagogie specială. 'Special psychopedagogy'*. Iasi: Polirom Publishing House;
174. Rotariu, T., (coord) (2000). *Metode statistice aplicate în științele sociale, 'Statistical methods applied in the social sciences'*, Iasi: Polirom Publishing House
175. Rotariu, T., Iluț, P., (1997). *Ancheta sociologica și sondajul de opinie, 'Sociological survey and opinion poll'*, Iasi; Polirom Publishing House
176. Rouzel, J (2004) . *Le quotidien en éducation spécialisée*. Paris: Editeur Dunod;

177. Rusu, C., (coord.), (2000). *Deficiență, incapacitate, handicap*, „Deficiency, disability, handicap”. Bucharest: Pro Humanitate Publishing House;
178. Salade, D., (1998). *Dimensiuni ale educației*, „Dimensions of education”. Bucharest: Didactic and Pedagogical Publishing House;
179. Salade, D.; Dăscălescu, R., (2000). *Învățământul pe drumul spre mai bine*, „Education on the road to improvement”. Cluj - Napoca: Napoca Star Publishing House; ;
180. Sallis, E (1996). *Total Quality Management in Education*. London: Kogan Page;
181. Schaub, H.; Zenke, K. G., (2001). *Dicționar de pedagogie*, „Dictionary of pedagogy”, Iasi: Polirom Publishing House;
182. Silamy, N., (1996). *Dicționar de psihologie*, „Dictionary of psychology”, Larousse, Bucharest: Univers Enciclopedic Publishing House;
183. Skrtic, T., (1991). *Students with Special Educational Needs: Artefacts of the traditional curriculum* in M.Ainscow(Ed.)*Effective Schools for All*, London: David Fulton;
184. Stainback S., Stainback W., Forest M (1998). *Educating All students in Mainstream of Education*. Paul H. Books Publishing Co. B.L.T.S.;
185. Stan, C., Baciuc, C., (2006). *Tehnologia informației și comunicării*. Cluj-Napoca: Cluj University Press Publishing House;
186. Stan, C., Cosman, D., (2006). *Teoria și practica evaluării didactice*. Cluj-Napoca: Iulia Hațieganu University Medical Publishing House;
187. Stan, C., (2007). *Didactic Self Evaluation and its Determinant Elements*. Cluj University Press Publishing House;
188. Stan, C., (2008). *Factors of ontogenetic development*. Cluj-Napoca: Cluj University Press Publishing House;
189. Stan, C., (2009). *School and change problem. Outcomes of an experimental research*. Cluj University Press Publishing House;
190. Stan, C., (2010). *The role of interactive methods in the context of contemporary curricular paradigm*. Cluj-Napoca: Editura Casa Cărții de Știință;
191. Stan, C., (2010). *Rolul studiului acțiune în consolidarea statutului epistemologic al pedagogiei*, „The role of the action study in consolidating the epistemological status of pedagogy”. Cluj-Napoca: Cluj University Press Publishing House;

192. Stan, C., (2010). *Despre caracterul finalist al acțiunii educaționale*, „*On the finality of educational action*”. Cluj-Napoca: EIKON Publishing House;
193. Stanciu, M., (1999). *Reforma conținuturilor învățământului*, „*Education content reform - Methodological framework*”, Iasi: Polirom Publishing House;
194. Ștefan, M (2007). *Lexicon pedagogic*, Bucharest: Aramis Publishing House;
195. Stoica, A. C.; Niculau, A., (1998). *Psihologia rezolvării conflictelor*, „*Psychology of conflict resolution*”, Iași: Polirom Publishing House;
196. Străchinaru, I (1995). *Devierile de conduită. Diagnostic diferențial. Recuperarea și integrarea persoanelor cu handicap*, “*Deviations in conduct. Differential diagnosis. Recovery and integration of people with disabilities*”. Bucharest: Didactic and Pedagogical Publishing House;
197. Thomas, J., (1997). *Marile probleme ale educației în lume*, „*The big problems of education in the world*’. Bucharest: Didactic and Pedagogical Publishing House;
198. Tomșa, Gh.(1998). *Integrarea școlară a copiilor cu tulburari de comportament*, „*School integration of children with behavioral disorders*”, in „*Integrated Education of children with disabilities*”. Bucharest: UNICEF & RENINCO;
199. Tsang, M (1994). *Cost analysis of educational inclusion of marginalized population*. Paris, UNESCO;
200. Tyler, R. W., (1949). *Basic Principles of Curriculum and Instruction*, Chicago: University of Chicago Press;
201. Ulrich, C (2007). *Postmodernism și educație*, Bucharest: Didactic and Pedagogical Publishing House R.A;
202. Ungureanu, D (1998). *Copii cu dificultăți de învățare*. Bucharest: Didactic and Pedagogical Publishing House;
203. Ungureanu, D (2000). *Educația integrată și școala inclusivă*. Timisoara: West Publishing House;
204. Văideanu, G., (1988). *Educația la frontiera dintre milenii*, „*Education on the border between millennia*”. Bucharest: Politică Publishing House;
205. Verza, E., (1987). *Metodologia recuperării în defectologie* „*Methodology of recovery in defectology*” in „*Contemporary methodology in the field of defectology and speech therapy*”. Bucharest: Universul Publishing House;

206. Verza, E; Păun E., (1998). *Educația integrată a copiilor cu handicap*, „*Integrated education of children with disabilities*”. Bucharest: RENINCO Association, UNICEF;
207. Vial, M., (1997). *L’Auto-Evaluation entre auto-control et auto-questionnement*, Marseille: Université de Provence, Département pour les sciences de l’éducation;
208. Viau, R (1998). *La motivation en contexte scolaire*, 2e édition. Bruxelles: Éditions de De Boeck;
209. Visser, J., (1994). *A Guide to the 1994 Code of Practice, OFSTED Inspections and Related Documents*. NASEN;
210. Vlad, E., (1999). *Evaluarea în actul educațional – terapeutic*. Bucharest: PRO Humanitate Publishing House;
211. Vrăsmaș, E.(2007). *Dificultăți de învățare în școală*, “*Learning difficulties in school*”. Bucharest: V&I INTEGRAL Publishing House;
212. Vrăsmaș, E (2004). *Introducere în educația cerințelor speciale*, „*Introduction to special needs education*”. Bucharest: CREDIS Publishing House;
213. Vrăsmaș, E (coord.)(2003). *Set de instrumente, probe și teste pentru evaluare educațională a copiilor cu dizabilități* „*Set of tools, tests and trials for the educational evaluation of children with disabilities*”. Bucharest, UNICEF and RENINCO ASSOCIATION;
214. Vrăsmaș, E. Vrăsmaș, T (coord.) (2011). *Modele și forme de sprijin educațional în contexte incluzive*. „*Models and forms of educational support in inclusive contexts*”. Focsani: Terra Publishing House;
215. Vrăsmaș, T. Daunt, P. Mușu, I (1996). *Integrarea în comunitate a copiilor cu cerințe educative speciale*, „*Integration in the community of children with special educational needs*” Bucharest: UNICEF;
216. Vrăsmaș, T (2001). *Învățământul integrat și/sau incluziv*. Bucharest: Aramis Publishing House;
217. Vrăsmaș, T (2010). *Cerințe educaționale speciale în psihopedagogie*, “*Special educational requirements in psychoeducation*”. Bucharest: University of Bucharest Publishing House;
218. Vrăsmaș, T (coord.). (2004) *Școala și educația pentru toți*, “*School and education for all*”. Bucharest: Miniped Publishing;
219. Weihs Th.J., (1971). *Copilul cu nevoi speciale*, “*Child with special needs*” Cluj-Napoca: Triade Publishing House.

220. West, M. A., (2005) *Lucrul în echipă – lecții practice*, „*Teamwork - practical lessons*”, Polirom Publishing House, Iasi
221. Westwood, P., (2004). *Learning and learning difficulties: a handbook for teachers*. Victoria: ACER Press;
222. Zamfir, C.; Vlăsceanu, L, (1993). *Dicționar de sociologie*, „*Dictionary of Sociology*”, Bucharest: Babei Publishing House;
223. Zamfir, E., (coord.), (2004). *Politici sociale de protecție a copilului în situații de risc*, „*Social policies for the protection of children at risk*”, University of Bucharest Publishing House;
224. Zamfir, E.; Preda, M., (coord.), (2000). *Diagnoza problemelor sociale și comunitare. Studii de caz*, „*Diagnosis of social and community problems. Case studies*”, Bucharest: Expert Publishing House;
225. Zamfir, E.; Zamfir, C., (coord.), (1997). *Pentru o societate centrată pe copil*, „*For a child-centered society*”. Bucharest: Alternative Publishing House;
226. Zay, D., (coord.), (1994). *La formation des enseignants au partenariat. Un réponse a la demande sociale?*. Paris: Presses Universitaires de France;
227. Zazzo, R., (1979). *Dezabilități mintale*, „*Mental disabilities*”, Bucharest: Didactic and Pedagogical Publishing House;
228. Zlate, M., Zlate, C (1982). *Cunoașterea și activitatea grupurilor școlare*, „*Knowledge and activity of school groups*”. Bucharest: Politică Publishing House;
229. Yin, R., (1989). *Case study Research: Design and Method*. California: Sage Publications.

GUIDES AND MAGAZINES:

- *** Administering education for rural development. Report of the second advanced-level workshop on education for rural development, Teheran, Bangkok, UNESCO, 1978;
- *** Situation analysis on the school integration of children with disabilities - National report, conducted by MEN, UNICEF Romania, ANPCA, RENINCO Association;
- *** *Cahier pédagogiques*, nr.335/juin, 1995, La formation des enseignants. I. Les enjeux;
- *** *Cahier pédagogiques*, nr.338/novembre, 1995, La formation des enseignants. I. Les pratiques;

*** Special classroom requirements. Resource Pack for Teacher Training", translated and published in Romanian by the UNICEF Special Representative in Romania UNESCO, 1995

*** International Classification of Functioning, Disability and Health (CIF)/OMS), Romanian version with UNICEF support, Bucharest, Marlink, 2004 ;

*** Convention on the Rights of the Child, ONU, 1989;

*** Development of inclusive practices in schools. Management Guide, MEN and UNICEF;

*** Dosar Deschis al Educatiei Incluzive, 2002. RENINCO;

*** Integrated education of children with disabilities - RENINCO Association and UNICEF Representation in Romania, 1998;

*** School integration of children in difficulty/with special needs - a guide for school principals, CRIPS Collection - training resources, 2000;

*** Understanding and responding to the needs of students in inclusive classrooms, RO MEDIA Publishing, Bucharest, 2002;

*** Instruirea diferențiată. Aplicații ale teoriei inteligențelor multiple. Ghid pentru formatori și cadre didactice, Ministerul Educației și Studiului, 2001;

*** Training Independent Living Skills, Manual for Trainers, coord. Sorin Mitulescu, Bucharest: Ro Media, 2003;

*** Teaching and learning guide for children with special educational needs. 2002. RENINCO;

*** Teaching and learning guide for children with special educational needs, UNICEF and RENINCO Romania Association, Bucharest, 2000;

*** Guide for teachers - Understanding and responding to the needs of students in inclusive classrooms UNESCO&UNICEF. 2002;

*** Social and professional integration of young people in difficulty – Landmarks for professionals and local authorities - CRIPS Workshop Collection 2003;

*** *Integration in Europe: Provision for Pupils with Special Educational Needs. Trends in 14 European Countries*, European Agency for Special Needs Education (EASNE), on behalf of The European Commission, Directorate General XXII, May, 1998;

*** Early intervention in children at risk of sensory deficiencies - A practical guide for parents, material made with the financial support of the Sense International Romania Foundation, SEMNE Publishing House. Bucharest, 2007;

- *** L'integration scolaire des enfants et adolescents handicapés: Ambitions, theories et pratiques, OCDE, Paris, 1994;
- *** Open File on Inclusive Education, UNESCO, Paris, 2001;
- *** Pour une cooperation accrue entre l'enseignement general et l'enseignement Programul OECD „Education for Disabled and at Risk Students”, 2002;
- *** Project "Special requirements in the classroom" UNESCO, 1995;
- *** Country Report on Disability in Romania, National Council on Disability in Romania, 2004;
- *** Standard Rules on the Equalization of Opportunities for Persons with Disabilities, UN General Assembly Resolution No. 48/96 of 1993, translated and published in Romanian by the UNICEF Special Representation in Romania, 1995;
- *** Review of the Present Situation in Special Needs Education, Paris, UNESCO, 1995;
- *** *Let's communicate with pleasure. Guide for parents, educators and others involved in working with children who have communication difficulties*, UNICEF & RENINCO, 2001;
- *** *Understanding and responding to the needs of students in inclusive classrooms*, UNESCO, 2001, published in Romanian with the support of UNICEF Romania, RO MEDIA, 2002;
- *** *Understand and respond to the needs of students in inclusive classes. A guide for teachers*. 2002. UNESCO;
- *** European Disability Strategy 2010-2020: a renewed commitment to a barrier-free Europe, EUROPEAN COMMISSION, Bruxelles, 15.11.2010;
- Ainscow, M. (coord.) (1999) – Development of inclusive practices in schools - Management Guide – UNICEF, Bucharest;
- Ainscow, M (1994) *Special Needs in the Classroom. A teacher education guide*. UNESCO;
- Andruszkiewicz, M, Prenton, K (2006). *Educația incluzivă. Concept, politici și practice în activitatea școlară. Ghid pentru cadrele didactice*. București: Editura Step by Step;
- Connelly, F. M., (1994). *The Function of Curriculum Development*, Interchange 3;
- Cote, L.R.(1989). *Guide de elaboration des plans des services et communautaires et en education*, Quebec: C.R.E.D.D.;
- Cousergue, C. (1999). *Guide de l'intégration scolaire de l'enfant et de l'adolescent handicapés, filières et dispositifs droits et démarches normes et réglementation*. Paris: Editeur Dunod;
- Crîșan, Al (coord.), (1996). School curriculum. Methodological guide. Bucharest : M.E.I.-I.S.E;

Gogfrey C (2007) *School-family-community partnership. Guide for teachers*. Bucharest: Didactic and Pedagogical Publishing House;

Hadagyi, V., (2002). *Individualized plans for children at risk, in difficulty, with special needs in School integration of children in difficulty / with special needs school director*. CRIPS Collection;

Ionescu S., (1974). Specificity of mental deficiency. in *Journal of Psychology*, no. 3, Bucharest;

Ionescu S., Radu V., (1973) *Diagnosis of Mental Impairment*, in *Journal of Psychology*, No. 3, Bucharest;

Ionescu, M., (1992). *Innovation and its diffusion in school practice* in *Journal of Pedagogy*, No. 10;

Ionescu, M.; Dancsuly, A., (1981). *Innovation and tradition* in *Journal of Pedagogy*, No.6 ;

Kovacs, M (2006). *Learning in an inclusive environment. A guide for teachers*. Bucharest: Step By Step Centre Publishing House;

McNamara, S., Moreton, G., (1997). *Understanding Differentiation. A teachers guide*. London: David Fulton;

Muşu I., (coord.). *Teaching and learning guide for children with special educational needs* UNICEF and RENINCO;

Muşu, I (coord.) (2000). *Teaching and learning guide for children with special educational needs*. Bucharest: MarLink Publishing;

Norwich, B., (1996). *Special Needs Education or Education for All: connective specialisation and ideological impurity*. *British Journal of Special Education*, v.23, no.3;

Pauş, V., (coord.), (2003). *Partnership and social dialogue. Trainer's Guide*, Bucharest: Vademonde Publishing House;

Petreanu, A., (2001). Steps in strategic analysis of organizational competences, *Performance Magazine*, No. 2;

Popovici, D.V, Racu. A., Dani A (2009). *Inclusive education - A guide for teachers and managers*. Republic of Moldova: Chisinau Universe Publishing House;

Popovici, D.V. *Ideas for reform. Special education in Norway-present and perspectives*. *Journal of Special Education*, no.1/1993;

Popovici, D.V., Rogozea A (2013). Social Protection of Children FICE-Romania. Year XV, No. 12 (49-50) *School Guidance and Career Planning for Children and Young People with CES*;

Preda, V., (1995). *The principle of normalization in the ethics of early intervention on children with special needs* in the *Journal of Recovery and Integration of Persons with Disabilities*, No. 7;

Journal of Special Psychopedagogy, (2004). Bucharest: Humanitas Foundation Publishing House;

Rye, H, Skyorten, M, (1989). *Children with severe cerebral palsy. An educational guide. Guides for Special education*. UNESCO;

Skilbeck, M., (1987), *School - based Curriculum Development and Central Curriculum Development in England and Wales* în *British Journal of Sociology and Education*;

Vrășmaș, E (coord.) (2005). *Guide for support teachers*, Bucharest: Vademonde Publishing House.

WEBOGRAFIE:

- <http://eur-lex.europa.eu> (access to European Union law) , (last accessed on 15.01.2019);
- scolaritepartenariat.chez-alice.fr (le partenariat au service de l'integration scolaire), (last accessed on 3.10.2018);
- www.ac-dijon.fr (Académie Dijon, Région académique Bourgogne- Franche-Comté), last accessed on 5.05.2018);
- www.apeda-france.com (Association française de parents d'enfants en difficulté d'apprentissage du langage écrit et oral), (last accessed on 2.09.2018);
- www.cnc.ise.ro/ (Consiliul Național pentru Curriculum), (last accessed on 5.09.2018);
- www.comportement.net/pip (Le plan d' intervention adapte de l'élève), (last accessed on 7.11.2018);
- <http://gaining.educ.msu.edu/resources/files/Anderson.pdf> (last accessed on 4.11.2018);
- <https://files.eric.ed.gov/fulltext/ED370207.pdf> (last accessed on 7.11.2018);
- www.education.gouv.fr (last accessed on 2.09.2018);
- www.consilium.europa.eu (Consiliul Europei), (last accessed on 2.09.2019);
- www.ec.europa.eu/education/news/ip/news_2007_en.html (last accessed on 7.09.2018);
- www.edu.ro/ (Ministerul Educației, Studiului și Tineretului), (last accessed on 5.09.2019);
- www.education.gouv.fr (Ministère de l'Éducation nationale), (last accessed on 7.08.2019);
- www.eduscol.education.fr (informer et accompagner les professionnels de l'éducation) , (last accessed on 7.08.2019);
- www.epp.eurostat.ec.europa.eu/ (Statistical Office of the European Communities), (last accessed on 7.08.2019);

- www.farmweb.jrc.cec.eu.int/Crell/ (CRELL –Centre for Research on Lifelong Learning), (last accessed on 7.11.2018);
- www.ibe.unesco.org (International bureau of Education), (last accessed on 9.08.2019);
- www.ise.ro (ISE - Institute of Education Sciences), (last accessed on de 9.08.2019);
- www.maif.fr/handicap (soutien aux personnes en situation de handicap), (last accessed on 9.08.2019);
- www.obsro.ise.ro (National Observatory of Romania), (last accessed on 7.11.2018);
- www.studentswholearn.fawco.org (Educational Support Committee for Students with Special Challenges), (last accessed on 9.08.2019);
- www.un.org/esa/socdev/enable/dissre00.htm (The Standard Rules on the Equalization of Opportunities for Persons with Disabilities), (last accessed on 9.08.2019);

Legislation

*** *Special requirements in the classroom - resource pack for teacher training*, UNESCO& UNICEF, 1993-1995;

*** Circulaire n° 2010-090 du 29 juin 2010 (France);

*** Circulaire n° 89-09 du 18.05.1989 (France);

*** Consultation on Special Education, UNESCO, Paris, 1988;

*** *Convention on the Rights of the Child*, adopted by the United Nations General Assembly on 20 November 1989;

*** *The United Nations Convention on the Rights of Persons with Disabilities* - published in the Official Monitor of Romania (Part I, no. 792 of 26 November 2010);

*** Declaration of the UNESCO World Conference on Special Education in Salamanca, Spain, 1994;

*** *The Salamanca Declaration and Guidelines for Action in Special Needs Education: Access and Quality*, Salamanca, Spain, 7-10 June 1994, UNESCO and the Ministry of Education and Science - Spain, published in Romanian with the support of the UNICEF Special Representation in Romania;

*** *Declaration of the Rights of the Mentally Retarded*, 20 December 1971;

*** *World Declaration on Education for All*, 1990;

*** *Universal Declaration of Human Rights*, 10.12.1948;

*** *Integrated education for children with disabilities*, UNICEF and RENINCO Romania Association, Bucharest, coord. Verza E. and Păun E., 1998;

*** *Major elements for assessing the degree of social integration/participation of people with disabilities*, Resource and Information Centre for Social Professions, 2005;

*** *EU Monitoring And Advocacy Program* (Programul European de monitorizare și advocacy), Open Society Institute prin programul EUMAP, 2005;

*** *Government Decision No. 975/1995 approving the Action Plan for Children*, Official Monitor No. 97271995;

*** *Government Decision 1175 of 29.09.2005 on the approval of the National Strategy for the Protection, Integration and Social Inclusion of People with Disabilities 2006-2013* ;

*** Government Decision no. 268 of 14.03.2007 (Romania);

*** Government Decision no 787 din 17.07. 2007 (Romania);

*** *Decision no. 218 on the approval of the Methodology for the use of the set of expertise tools and the evaluation of children / students for their school orientation*, 2002;

*** *Implementing lifelong learning strategies in Europe: progress report following the 2002 Council Resolution on lifelong learning*, European Commission, General - Directorate for Education and Culture, 2003;

*** Law No 448 of 6.12.2006 (Romania);

*** Law No 1/2011 (România);

*** Law No 18 on the ratification of the United Nations Organization Convention on the Rights of the Child, 1990;

*** Law No. 705 / 03.12.2001;

*** M.E.N., National Commission for the Reform of Education Plans, Framework Plan for Pre-University Education, Bucharest,1998;

*** Joint Order of the Minister of Health and the Secretary of State for the National Authority for Child Protection and Adoption (Order 752/2002);

*** Joint Order issued by the Minister of Education, Study and Youth, the Minister of Health, the Secretary of State of the National Authority for Child Protection and Adoption and the President of the National Authority for Persons with Disabilities (Order 3989/2003);

*** Order MECTS 5574/2011 (România);

*** Order MECTS 5575/2011 (România);

*** People with disabilities. ONU, Resolution 48/96 (translated and edited in romanian by the UNICEF Special Representation in Romania, 1995;

*** *National Action Plan 2003-2006: "From Isolation to Participation"*, produced by the National Institute for Care and Protection, Utrecht / Bucharest;

*** Inclusive practices for adults with sensory impairments in Europe - Final report Socrates Grundtvig Project 2005;

*** *World Programme of Action for Persons with Disabilities*. The Decade of the United Nations for Persons with Disabilities, ONU&UNICEF ROMANIA, 1992;

*** Project: Four educational policy exercises in Romania, author Romița Iucu, Education 2000+ Centre, Bucharest,2005;

*** Report for the Romanian Ministry of Education and Study - July 2001, author James A. Kelly, 2001;

*** Council of Europe recommendations on the coherent policy for (re)empowerment of persons with disabilities;

*** Standard Rules on the Equalization of Opportunities for Persons with Disabilities adopted by the UN General Assembly on 20 December 1993 and promoted by the assistance and protection policies of UNICEF and other international forums (Resolution 48/96 of 20.12.1993 / published in 1994;

*** Mandatory minimum standards regarding the service for the development of independent living skills, Official Monitor, 2004;

***Circulaire n° 2006-058 du 30.03.2006 (France);

***Circulaire n° 2003-135 du 08.09.2003 (France);

***Circulaire n° 2003-135 du 9 septembre 2003 (France);

***Circulaire n° 2006-126 du 17.08.2006 (France);

***Circulaire n° 2006-138 du 25.08.2006 (France);

***Circulaire n° 2006-139 du 29.08.2006 (France);

***Circulaire n° 2009-060 du 24.04.2009 (France);

***Circulaire n° 2009-087 du 17.07.2009 (France);

***Circulaire n° 2009-088 du 17.07.2009 (France);

***Circulaire n° 2010-068 du 28.05.2010 (France);

***Circulaire n° 2010-088 du 18.06.2010 (France);

***Circulaire n° 2011-071 du 2.05.2011 (France);

***Circulaire n° 2015-016 du 22 ianuarie 2015 (France);

***Circulaire n° 90-065 du 20.03.1990 (France);

***Circulaire n° 92-194 du 29.06.1992 (France);

***Circulaire n° 95-127 du 17.05.1995(France);

***Circulaire n° 99-181 du 10 noiembrie 1999 (France);

***Décret n° 2005-1013 du 24.08.2005 (France);

***Décret n° 2005-1014 du 24.08.2005 (France);

***Décret n° 2005-1752 du 30 decembrie 2005 (France);

***Décret n° 2009-378 du 02.04.2009 (France);

***Décret n° 2014-1377 du 18 noiembrie 2014 (France);

***Décret n° 96-465 du 29.05.1996 (France);

*** Public information IP / 07/1210, Brussels, 6th of August 2007;

*** Education Law, No. 84/1995 (Romania);

*** Law No 272/2004 on the protection and promotion of the rights of the child (Romania);

*** Order of the Ministry of National Education 3124/2017 (Romania);

*** *Standard rules on equal opportunities for people with disabilities*. UN, Resolution 48/96 (translated and edited in Romanian by UNICEF Romania Special Representation), 1995;

***UNESCO-Review of the Present Situation of Special Needs Education, Paris, 1995.