

SPECIAL EDUCATION IN ROMANIA

Legislative Framework

The Law no. 1/ 2011 establishes that education is a national priority. The application of this law is regulated by *Government Decisions* and orders of the *Minister of National Education*.

Specific legislative framework regarding the Organization of special and special integrated education is established by the **Rules of Organization and Functioning of the Resource Centers and Psycho-pedagogical Assistance and Rules of Special Education**.

Tuition plans for all levels of education are set by the Government decision.

Legislative Framework

- In Romania, education represents a national priority and is free.
- Romania citizens have equal rights to access all levels and all forms of education, without any social, material, sex, race, nationality, political or religious affiliation condition.
- Compulsory education is 11 classes . The requirement to attend the 11 classes stops at age 18 (plus 2-3 extra for special education).

Structure of the Educational System

Age	Grade	ISCED	Educational Levels		Qualification	
>19		6	Post-graduate education		Higher education and post-graduate education	5
		5	Higher Education			4
		4	Tertiary non-university education		Post-secondary education	3
18	XIII	3		Lyceum Upper Cycle	Upper secondary education	3
17	XII		Lyceum Upper Cycle			
16	XI					
15	X	2	Lyceum Lower Cycle		Lower secondary education	1
14	IX		Gymnasium Cycle			
13	VIII					
12	VII					
11	VI	1	Primary Cycle		Primary education	-
10	V					
9	IV					
8	III					
7	II					
6	I	0	Pre-school Cycle		Pre-school education	
5	Preparatory					
3-5			Pre-school Cycle		Pre-school education	

Special education and Special integrated education

Special Education System is a subsystem of the Romanian system of learning organized on the basis of two distinctive elements:

- a different kind of students: children with special educational needs
- another way to organize learning events, integration, rehabilitation, socialization of children with S.E.N.

Principles of special education

- **Respect for the fundamental rights of the child;**
- **Education for all children by creating inclusive schools which can offer equal rights and equal opportunities;**
- **The principle of "integration" and "standardization";**
- **Access to all forms of education for children with special educational needs;**
- **Early intervention;**
- **The principle of providing support services in the community.**

Special Education Needs (S.E.N.)

In Romania are considered special education needs:

- learning difficulties;
- language disorders;
- physics an motor disability;
- sensorial disability ;
- autistic syndrome;
- emotional and/or behavioral problems (UNESCO, 1995).

Special education and Special integrated education

Special education and Special integrated education

- It was developed in Romania considering the Proclamation "School for everybody" from Special Education Conference, Salamanca, Spain, June 1994.
- *It takes place in specialized institutions, special classes organized in ordinary schools, groups of pupils with special educational needs integrated in regular classes or individual integration;*
- Children with special educational needs receive additional services such as: a teacher support in the regular classroom, additional recovery services and specific correction (psychotherapy, therapy of speech-language disorders, multisensory therapy)

Special education and Special integrated education institution

- **Resource and Educational Assistance County Centers**

coordinates the educational services provided by:

- 1. Interschool psycho-pedagogical assistance and professional orientation cabinets and interschool speech therapy cabinets,**
- 2. The School Centers for Inclusive Education**

- **2. Special schools**

ROMANIAN SPECIAL AND SPECIAL INTEGRATED EDUCATIONAL SYSTEM

Minister of National Education

County School Inspectorates

Institute of
Education Sciences

Special
schools

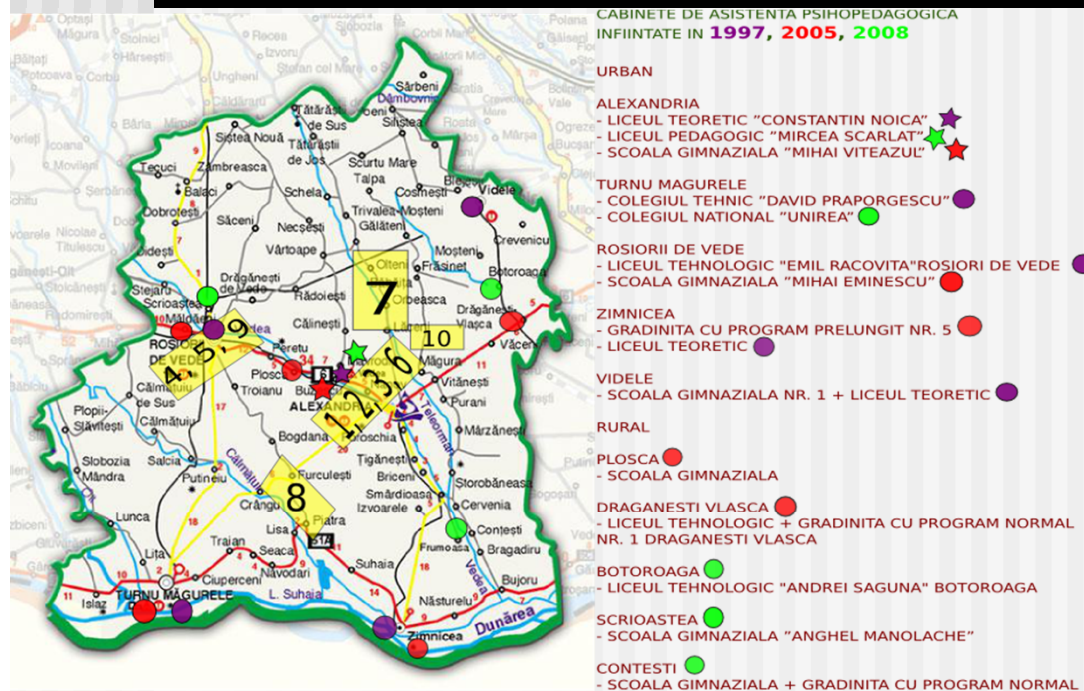
Resource and Educational Assistance
County Center

Interschool psycho-
pedagogical assistance
and professional
orientation cabinets

Interschool speech
therapy cabinets

School Centers for
Inclusive Education

Teleorman County



- Psychopedagogical assistance cabinets - 18
- Speech therapy cabinets - 8
- School Centers for Inclusive Education - 2

CABINETE DE ASISTENTA PSIHOPEdagogICA INFIINTATE IN ANUL SCOLAR 2012-2013

1. Cabinet de asistență psihopedagogică - Liceul Teoretic "Alexandru Ioan Cuza" Alexandria
2. Cabinet de asistență psihopedagogică - Liceul Tehnologic nr. 1 Alexandria
3. Cabinet de asistență psihopedagogică - Liceul Tehnologic "Nicolae Bălcescu" Alexandria
4. Cabinet de asistență psihopedagogică - Liceul Tehnic "Anghel Saligny" Roșiori de Vede
5. Cabinet de asistență psihopedagogică - Liceul Tehnologic "Virgil Madgearu" Roșiori de Vede
6. Cabinet interșcolar de asistență psihopedagogică - Colegiul Național "A.D.Ghica" Alexandria și Școala Gimnazială Nanov
7. Cabinet interșcolar de asistență psihopedagogică - Liceul Teoretic Olteni, Școala Gimnazială Olteni și Școala Gimnazială nr. 1 Orbeasca de Sus
8. Cabinet interșcolar de asistență psihopedagogică - Liceul Teoretic Piatra și Școala Gimnazială Furculești
9. Cabinet interșcolar de asistență psihopedagogică - Liceul Tehnologic nr. 2 Roșiori de Vede și Școala Gimnazială "Al. Depărățeanu" Roșiori de Vede
10. Cabinet interșcolar de asistență psihopedagogică - Liceul Tehnologic Măgura și Școala Gimnazială "Al Colfescu" Alexandria

THE VISION OF *SPECIAL AND SPECIAL INTEGRATED EDUCATION*

- *Each child is unique, special, has potential, is educable and important*
- *To educate means patience, effort, curiosity, model, tears, victory, smiles, experimentation, satisfaction.*
- *We offer support to educate each child.*



Curriculum

(disciplines, curricula, workbooks)

- the National Curriculum is divided into *two parts*:
 - Core Curriculum (Compulsory disciplines = 75%)
 - School Decision Curriculum (SDC)

Curriculum

- **Common Curriculum** represents common education offer established at national level that includes a number of compulsory subjects with the same curriculum and the same space of time corresponding to the same level of study.

Curriculum

- **The School Decision Curriculum (SDC) may include :**
 - *hours of deepening - dedicated to disciplines from common curriculum, using the same curricula. These hours are addressed to those students whose academic performance is under the curriculum standards.*
 - *extending hours - dedicated to disciplines from common curriculum but with additional objectives and contents. These activities generally applies to students whose school performance exceed the curriculum standards.*
 - *optional disciplines - distinct disciplines that use the curriculum designed by the teacher and approved by a school inspector.*

Curriculum

■ National Curriculum

- Seven curricular areas :

• LANGUAGE AND COMMUNICATION

• MATH AND SCIENCES

• MAN AND SOCIETY

• ARTS

• PHYSICAL EDUCATION

• TECHNOLOGICAL EDUCATION

• COUNSELING AND ORIENTATION

For special schools and for special classes integrated in ordinary schools, it adds to the tuition plan two curricular areas:

- specific therapies

- educational complex and integrated therapies (cognitive therapy, formation and personal autonomy, occupational therapy, socialization and ludotherapy)

For all subjects are used alternative student books.

Calendar and schedule

- 36 weeks of courses
- 5 days a week
- National programs



Class size, school year and the program

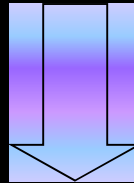
- Size classes depends on the degree of difficulty:
 - easy/moderate disabilities - 8-12 students
 - serious, profound and multiple disabilities - 4-6 students
- school year: 36 weeks
- Program:
 - 45 min. - classes
 - 15 min. – recreation (break)

EVALUATION AND CERTIFICATION

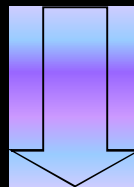
- **Complex initial assessment/periodic reassessment**
- **Continuous monitoring of the system**
- **Certificate graduation**
- **Examination selection at the entrance to the high school**
- **Diploma of professional skills/Certification exam**

PROFESSIONAL COURSE FOR STUDENTS WITH DISABILITIES

1. Students with easy disabilities graduates eight classes in a normal/special school



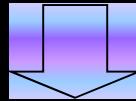
Graduate the courses in a ordinary/special high school



Graduate the courses of higher education

PROFESSIONAL COURSE FOR STUDENTS WITH DISABILITIES

2. Students with moderate and severe disabilities graduates eight classes in a special school



Graduate the courses in a special high school for 3 years, classes IX-XI and a completion half year with a practical probation period



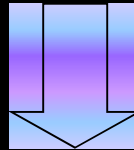
2 a. The graduate receives a certificate attesting the level 2 of a professional qualification



2 b. To complete his secondary studies the graduate can record in ordinary high school with low frequency

PROFESSIONAL COURSE FOR STUDENTS WITH DISABILITIES

Students with severe, serious and associated deficiencies graduates eight classes in a special school



Continues education in special school, classes IX and X



Protected workshops

Thank you for your attention!

