

Implementation of inclusive education in the Republic of Moldova

summary of sociological study



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ABBREVIATIONS

PA - Public Association	FG_TPP - Focus group with typical pupil's parents
LPA - Local Public Administration	FG_SS - Focus group with service staff
TSS - Teaching support staff	I_LPA - Interview with Local Public Administration Representatives
SEN - Special Educational Needs	I_PAS - Interview with Psycho-pedagogical assistance services
SMC - School Multidisciplinary Committees	ME - Ministry of Education
RCPA - Republican Center for Psycho-pedagogical Assistance	MLSPF - Ministry of Labour, Social Protection and Family
RCIE - Resource Center for Inclusive Education	MH - Ministry of Health
GDEYS - General Directorate for Education, Youth and Sport	NGO - Non Governmental Organizations
IE - Inclusive education	IIEP - Individualized educational plan
FG_P - Focus group with pupils	PAS - Psycho-pedagogical Assistance Services
FG_T - Focus group with teachers	TAU - Territorial Administrative Unit
FG_PPS - Focus group with SER pupil's parents	PEI - Plan educational individualizat

ATTITUDES TOWARDS INCLUSIVE EDUCATION

The majority of students in mainstream education and their parents support the process of inclusive education and have a welcoming attitude towards children with SEN. Typical students consider that thanks to the inclusive education, children with SEN have equal rights, are happier living with their parents, have the opportunity to study and aspire to a better future. Nevertheless, a part of parents of typical students continue to display resistance to the educational inclusion of children with learning disabilities and of those having a challenging behaviour, considering that these children need additional support and that they should study in separate classrooms, or even at home.

The parents of children with SEN see the inclusive education as a support provided to children that encounter difficulties during their educational process. A clear majority of them consider that not for all the children is possible to attend to school, due to their physical or intellectual state.

Although the majority of school teachers believe that inclusive education is a good practice, because children with disabilities/ with SEN are prepared for life and can get a profession in the future, many of the respondents are of the opinion that mainstream school is not suitable for all children with disabilities. Thus, they accept the inclusion into the mainstream community school of children with physical disabilities, speech disabilities, learning disabilities and, less or not at all, the inclusion of children with mental disabilities and of those with emotional and behavioural disorders. The share of teachers who support the inclusion of children with learning disabilities, hearing impairments, visual impairments, mental deficiencies into the mainstream education, is higher in pilot schools, which have previously benefited from support provided by various non-governmental organizations and is lower in typical schools which have not benefited of any such support.

CHANGES TRIGGERED BY THE IMPLEMENTATION OF INCLUSIVE EDUCATION

The majority of students and parents have mentioned that the implementation of inclusive education has triggered rather positive than negative changes in their schools. Thus, schools have been equipped with furniture, literature, the bathrooms have been repaired, and support services such as Teaching support staff (TSS) and Resource Centres for Inclusive Education have been created. The biggest shift noted by the parents is the adaption of the teaching and educational process to the needs of students, including of those with SEN. Thus, they mentioned that, although teachers, were rather resistant to the implementation of inclusive education, they currently consider that the educational process is well organised and the quality of teaching and learning of students has not been affected.

Over 2/3 of teachers and managers that were questioned, have mentioned that, over the last five years their schools have registered significant positive changes in terms of teachers' attitudes towards children with SEN, access of children with SEN to community school, the level of coverage of children with SEN by the educational system, the attitudes of typical children towards children with SEN, the access of children with SEN to individualized support services, the quality of education, the relationships between the school and the General Directorate of Education, the relationships between the school and community institutions.

Every second questioned teachers /managers consider that, in the last five years, their schools have registered an improvement in the academic performances and school attendance rates, an increase in the degree of participation

of students, teachers and parents in school activities planning, an improvement in attitudes of parents of typical students towards students with SEN; an improvement in the attitude of the community towards students with SEN.

At the same time, some concerns /frustrations have been raised, such as the increase in teachers' workload and inadequate remuneration, the discrepancy between the needs of students with SEN and the opportunities in the provision of support services, the teachers training needs and the limited training opportunities, the reduced level of involvement of parents of students with SEN in the education of their children. Some teachers consider that inclusion of children with SEN in mainstream school has led to the reduction in the time dedicated to typical students, to the disruption of lessons by the students with SEN and the teaching support staff.

The enrolment of students with locomotor disabilities continues to be quite a high concern in the school. Thus, although most of the questioned teachers consider that their community has taken all the necessary measures to ensure that all children are included at any stage of schooling, regardless of age, gender, disability, nationality, social status, 40% of the interviewees consider that the access of students with physical disabilities to school is limited or even very limited due to a number of reasons: the school building is not equipped with ramps, there is a system based on classrooms change and there is no possibility to get up and downstairs, auxiliary facilities are not adapted, there is a lack of transport, lack of a personal assistant, the roads are damaged and impracticable.

IMPACT OF THE INCLUSIVE EDUCATION ON TYPICAL STUDENTS AND ON THOSE WITH SEN

According to the results of the research, the majority of students, teachers and parents mentioned that the inclusive education has a positive impact on both groups of students. Thus, students with SEN feel happier living at home and studying at the community school; learn positive behaviours from their colleagues; they have registered more progress in their development (their speaking ability is improved, they have learned to read, write, serve themselves), they have learned to communicate, to build relationships with other students and teacher; they have the opportunity to graduate from school and obtain a profession.

According to the opinion of parents and teachers, typical students, became more responsible, more willing to help, more tolerant, more empathic. The share of teachers who consider that typical student doesn't feel more deprived of their rights than their peers from classes with no SEN students exceeds by 37% the share of those who have an opposite view. At the same time, a large number of teachers consider that typical students acquire less knowledge during school hours, and are less successful at learning, are more absent-minded. The share of teachers that consider that typical students acquire less knowledge during school hours and are less successful at studying, is higher in schools that have benefited from less support in inclusive education, this fact denoting a higher need in training and capacity building for teachers in these institutions.

STUDENTS SCHOOL SATISFACTION

According to the research, most students show a high level of school satisfaction. Thus, the share of students, who stated that they enjoy school very much and are impatiently waiting to go to school in the morning, is more than 70% higher than the share of those who disagreed with this statement. By groups of students, the school satisfaction

among typical students is higher than among students with SEN. The share of students with SEN who mentioned that they like school very much and that they can hardly wait to go to school in the morning is higher in educational establishments where inclusive education models have been previously piloted with NGO support and is lower in other schools.

SOCIAL ENVIRONMENT IN SCHOOLS

Research has highlighted that the social environment in schools is rather friendly. Thus, the share of students who mentioned that they have a lot of friends at school (DPOI = 69%), that it is hard to part from friends at the end of the lessons (IOPD = 56%), that they are often asked by other colleagues to play together during breaks (DPOI = 49%), that they are invited by colleagues to participate in different extracurricular activities (DPOI = 50%), that they like to participate in extracurricular activities (IOPD = 63%) is higher than those who do not agree with these statements. However, the situation is different in groups of students. Thus, the share of students with SEN who have positive opinions regarding the social environment in schools is by 1.3-2.5 lower than the one in typical students group. The social environment is more positive for children with SEN in schools that have previously been supported by NGOs in implementing inclusive education, than in regular schools.

LEARNING ENVIRONMENT

Most students think that classroom activities are very interesting, they work together with other students during lessons, the teachers encourage them to learn to the level of their capacities, they can ask questions and get answers, help each other when needed and that they learn many new things from each other. By groups of students, the share of students with SEN who agree with this statement is lower than among typical students. Depending on the type of school, the share of students with SEN who agree with the above statement is higher in educational establishments that have been supported by NGOs, and is lower in schools that have not benefited from such support.

The research has highlighted the fact that students have a high sense of self-esteem and trust in their own capacities. Thus, the percentage of students who consider that they learn important things in school and learn well at school is 80% higher than of those who have opposed views. By groups of students, the share of those who have high self-esteem and trust in their own capacities is higher among typical students and lower among students with SEN.

Most students state that they benefit from a lot of support both from behalf of teachers and parents, to better study based on the school curriculum. Thus, the share of students who consider that teachers are trying to help students that experience difficulties at learning, that teachers support them in everything, that the teacher communicates with them and helps them to learn and that teachers often ask if the students need additional help, is about 80% higher than that of students who have completely opposed views. By groups of students, the share of students with SEN supporting these statements is lower than that of typical students. Some of the typical students have mentioned that not all teachers have an adequate attitude towards students with SEN, ignoring them at times. In their view, teachers often give marks to students with SEN, based on their kinship relationships and the wealth of their parents. Some teachers do not objectively assess the knowledge of students with SEN.

The research has highlighted the fact that students spend very little time with their parents and that joint activities with parents are usually reduced to visits to relatives (DPOI = 64%). The share of students who mentioned that they

participate with their parents in various events in the community (DPOI = 42), to visit museums, theatres, the zoo (DPOI = 50%) is lower. In groups of students, the share of pupils with SEN who, together with their parents, visit their relatives, attend various events in the community, go to museums, theatres, exhibitions in the city, is 1.6 - 3 times smaller than in the case of typical students.

According to the study, most teachers consider that there is a child-friendly environment for all children (DPOI = 90%), that students with SEN are accepted by the school administration (DPOI = 95%) and by their colleagues (DPOI = 76%), that discriminatory nicknames (DPOI = 69%) are not admitted in school, that all children, including those with SEN consider the school a friendly place where they are welcome (DPOI = 66%). The share of respondents who believe that students with SEN are accepted by teachers and parents of their colleagues exceeds the share of those with opposite opinions by more than 50%. Most teachers state that, together with the inclusion of children with SEN in their school, the teaching – learning – evaluation process has become more focused on students' educational needs and capacities; that teachers encourage all children, including those with SEN, to make decisions, ask questions and express opinions during lessons (DPOI = 94%); that teachers use differentiated evaluation methods, that are appropriate to the age and learning capacities of learning children (DPOI = 92%); that all students, including those with SEN, have access to all resources needed for getting learning – knowledge - information (DPOI = 87%) in their school; that students and parents are regularly informed about school results and progress (DPOI = 87%); that all students, including those with SEN, have access to the computer network in the school (DPOI = 66%).

However, some teachers mentioned that they are confronted with certain problems in ensuring the differentiated educational-learning process, such as: the development of the IEPs, the development of modified, adopted curricula; the differentiated evaluation of students; the frustrations of typical students and of their parents over the differentiated evaluation; the ways of collaborations with TSS during classes; the problematic behaviours of some students with SEN; the reduced involvement of parents of students with SEN in the educational process.

SUPPORT SERVICES IN PILOT SCHOOLS

According to the research, children with SEN can benefit from support services for their educational inclusion, such as the teaching support staff and Resource Center for Inclusive Education, in all the schools that were included in the sample. Some parents have mentioned that support services are very important and that they were the reason for them not to place their children in residential institutions but to enrol them in a mainstream school.

Resource centres for inclusive education (RCIE)

Most students, parents, teachers, representatives of Psycho-pedagogical Assistance Services (PAS) believe that RCIEs play a very important role in educating and supporting the educational inclusion of students with SEN. According to the teachers' opinion, in RCIE, students, including those with SEN, can demonstrate their skills in different fields, and teachers can make some useful observations for organizing the education process; children feel very well in the centers; children with SEN can prepare their homework here. In some schools, typical students are encouraged to come to RCIE and help students with SEN prepare homework. However, respondents also identified some issues that need to be addressed in the RCIE activity, namely: insufficient provision of RCIE with equipment and teaching materials; lack of basic conditions in some RCIE such as insufficient space to separate different activities, lack of heating, etc.; the impossibility of running individual activities in RCIE during classes because

TSS are busy with supporting other children with SEN during lessons. Some PAS representatives believe that in some schools, typical students have discriminatory attitudes towards those who attend RCIEs, considering that this service is designed only for those who are not able to do well at school, who have their curricula modified or adapted. In this context, they propose to change the name RCIEs into to Meditation center and to change the RCIE coordinator (the deputy director is proposed for the position of coordinator instead of the TSS). At the same time, both the teachers and the PAS representatives mentioned the need to include in some RCIE (at least in some communities) specialists who could provide specialized support to students with SEN, such as psychologists, speech therapists, psycho-pedagogues and physio-therapists.

Teaching Support Stuff (TSS)

Most parents, teachers and representatives of PAS consider the TSS to be a necessary resource for the implementation of the inclusive education. In the PAS representatives view, teachers' attitudes towards TSS have changed significantly over the past two years; they understood the role of TSS in the classroom and began to work with them quite well. Most teachers mentioned that TSS collaborate with the teachers that are in the classroom (DPOI=84%), with the children with SEN and their parents (DPOI=75%) and promote classroom cooperation. Parents mentioned that their children trust the TSS a lot and are happy with the support they receive from these people. However the respondents have also raised some concerns with regard to the activity of TSS, such as: the vast and varied educational needs of the students with SEN and the reduced number of TSS in school; the big number of children with SEN related to a TSS and the limited capacities to meet all the needs of the students with SEN and to collaborate with all teachers; the low level of information the teachers have regarding the role of the TSS and the inefficient collaboration during class hours; high fluctuation of TSS, due to a reduced acknowledgement of the role of TSS in schools by some school managers, and the appointment in the position of TSS of teachers with insufficient working hours; the wrong perception that some children with SEN, have with regard to TSS as of something shameful, taking into account more accentuated discriminating attitudes in some schools; the difficulties that some TSS encounter at the level of Gymnasium cycle, especially when it comes to the exact disciplines.

Individual Educational Plans (IEP)

Most questioned teachers mentioned that students with SEN have IEP and adopted curricula when needed (DPOI=88%); that the IEP are regularly reviewed and adjusted depending on the needs of students with SEN (DPOI=90%). During discussions in focus groups, the majority of teachers stated that the IEP are useful and that they not only help them form a clear idea of the capacities of students but also measure and check the progress of students with SEN. However, the research has highlighted the fact that some teachers continue to consider the IEP a waste of time and that it would be better to use this time for practical activities; others do not accept to substantially simplify the material to be taught or the tasks to be performed. Moreover, it was found out that most of the parents of children with SEN are not involved at all or are very little involved in the development and implementation of the IEP. According to the views of PAS representatives, although IPE were initially more difficult accepted by teachers, they are currently being developed and implemented in the majority of schools in line with the requirements. Respondents have come up with some suggestions for improving the IEP, such as: simplifying the IEP format, by eliminating repetitions; training all teachers in the development and implementation of IEP; involving professionals specialized in psychology, speech therapy and psycho-pedagogy in the development and implementation of IEP; involving more actively the parents of students with SEN in the development and implementation of IEP; establishing a mechanism of penalizing teachers that are resistant to the development and implementation of IEP.

School Multidisciplinary Committees (SMC)

An important role in the evaluation of students with SEN in the setting up of IEP teams, the development and implementation of IEP and the monitoring of progress made by students with SEN is played by the School Multidisciplinary Committees created by each school included in the sample. PAS representatives have mentioned that multidisciplinary committees have been created in each school, their capacities having been and still being built regularly by PAS. As a result, the SMC is making significant progress in their work. The majority of questioned teachers consider that the SMC in their school is active and effectively monitors the educational inclusion of children with SEN. At the same time, the respondents expressed concerns about the following issues in the activity of the SMC: low level of awareness of some of the SMC members regarding their role and their limiting the access of students with SEN to PAS; limited opportunities to hold regular meetings of the SMC, due to the fact that some members of the SMC work on part-time bases, cumulating jobs; it is difficult to identify a competent individual that would volunteer as Chairman of the SMC; non-remunerated activity of the members of SMC, some teachers are members both to the SMC and the IEP teams and are often confused in their activities.

PSYCHO-PEDAGOGICAL ASSISTANCE SERVICES (PAS)

Teachers have greatly appreciated their collaboration with the PAS representatives aiming at the inclusion of students with SEN into school. PAS team is seen by teachers as being receptive and formed of competent professional, who know how to work with children with SEN. During focus group discussions, parents of students with SEN have stated that they know less about the activity of PAS and of the role of this service. According to PAS representatives, parents are involved at the stage of initiating the assessment of the child with SEN, as their consent is required. According to the research, the PAS representatives have received training from various organizations working in inclusive education as well as from RCPA. They mentioned that they are very pleased with trainings provided by RCPA as they combine efficiently the theory with practice. Nevertheless, they mentioned that they would still need additional training in fields like severe, multiple disabilities, autism, hearing impairments, pre-school education. At the same time, the PAS representatives highlighted the following issues, that, if solved, could contribute to the improvement of their work: the big work load and the reduced number of professionals that make it impossible to monitor the progress of the inclusive education process; the involvement of PAS specialists in the identification of needs of children with SEN, and the provision of services needed to respond to these needs (psychological support, speech therapy etc.), due to the lack of these services at district level; lack of basic specialists in some of the PAS (speech therapists, physio-therapists); the limited access to transport for traveling to the field.

TEACHERS LEVEL OF TRAINING IN THE FIELD OF INCLUSIVE EDUCATION AND THEIR TRAINING NEEDS

The share of teachers who believe that the school administration has been involved in inclusive education training over the last three years, that most teachers have been involved in training activities in inclusive education over the past three years and that there is qualified staff in inclusive education is with more than 70% higher than the share of those who have an opposite opinion. At the same time, the share of teachers who consider that teachers are prepared well enough to meet all the requirements of inclusive education is only 47% higher than the share of those

having an opposite opinion. The share of teachers who have stated that they are confident or very confident that they can teach students with physical disabilities is 50% higher than the share of those having an opposite opinion. The share of teachers who stated that they are confident / very confident that they can teach students with learning disabilities, with speech deficiencies/ disorders, visual impairments, is only 12% -19% higher than the share of those who are not confident or not at all confident. Referring to students with delay/ deficiency in mental development and with emotional disorders, the share of teachers who stated that they are not confident or not confident at all, they can teach lessons is 7%-10% higher than the share of those with an opposite opinion.

Teachers were asked to self-assess their capabilities to develop IEP, to create a friendly environment in the classroom, to manage deviant behaviours, assess the knowledge of students with SEN. The research highlighted that the share of teachers who believe that students enjoy a positive environment in their class is 84% higher than the share of those who are of an opposite view. The share of teachers who mentioned that they can develop an IEP in agreement with the teaching support staff is 70% higher than the share of those of an opposite opinion. The share of teachers who consider that they can evaluate the results of students with SEN is 63% higher than the share of those who have a different opinion. The share of teachers who stated that they can adapt course materials and activities to lessons according to student needs is 51% higher than the share of those with an opposite opinion. The share of those who stated that they can manage behaviours of students with behavioural disorders is only 37% higher than the share of those who said that they are not sure they can do it.

The comparative analysis of research results (from 2014 and 2016) highlighted the fact that pilot schools, which have previously benefited from NGO support, have a share of teachers who can develop an IEP, can develop a positive environment in the classroom, can adapt teaching materials according to the students' educational needs, can evaluate the results of students with SEN, has increased considerably compared to the situation two years ago and is much higher compared to the share of teachers in ordinary schools.

The study highlighted the fact that there are still a large proportion of teachers who require training and support in the development of IEP, in the adaptation of the teaching material and of activities during lessons, the evaluation of performance of students with SEN, and the management of changing behaviours. Teachers have also stated that they would need training on types of disability, for example, how to work with children with hearing impairments, autism, Down syndrome.

MANAGEMENT OF INCLUSIVE SCHOOLS

The majority of questioned teachers, believe that school management is open and promotes the state policy with regard to inclusive education (DPOI=75%), that the management of the school promotes administrative papers reflecting insurance of children with SEN with support services (DPOI=83%), that the school administration has enough mechanisms to fight and prevent all forms of students discrimination (DPOI=68%) and that it plans on yearly bases the training of all teachers in inclusive education (DPOI=60%). At the same time, the share of teachers that consider that the parents of children with SEN are involved in the school management is more reduced (DPOI=34%).

According to the research, a lot of the teachers are unhappy with the way the school budget is developed and implemented. Thus, the share of those who consider that the school budget is not flexible and is not subject to changes in case of appearance of new needs linked to inclusive education is 10% higher than the share of those with

an opposite opinion. The share of respondents considering that the budget allocations are not sufficient to cover the needs of teachers is 10% higher than of those with an opposite opinion. The share of those who consider that the school budget cannot cover all the support services that children with SEN need is 6% higher than the one of those with an opposite opinion. The share of individuals who consider that the school budget does not respond to the needs of inclusive education and that parents, teachers, children are not involved in the development and management of schools' budgets is 2% higher than the share of those with an opposite opinion.

Most of the questioned teachers consider that their school has an effective communication strategy, including in the field of inclusive education (DPOI= 82%) and that the school collaborates efficiently with the General Directorate of Education (DPOI=93%), with PAS (DPOI=83%) and with all the community establishments (DPOI=88%).

More than 2/3 of teachers consider that their school benefited to a very large / a large extent of support in the implementation of inclusive education provided by PAS, 58% - provided by the General Directorate of Education, and 48% – from befall of the Ministry of Education. Each third thinks that RCPA provides support in the implementation of inclusive education to a large/very large extent, and each forth - that the NGOs, the district Councils, the Mayoralty, parents provide this support. The teachers are less satisfied with the support provided by LPA. Thus, one out of two respondents mentioned that they are less or not at all satisfied with the partnerships established with the first and second level LPA.

The representatives of LPA mentioned that their collaboration with the schools needs improvement. Once the schools are transferred to self-financing, the local Mayoralties are less involved in their activity. Some Mayors, believe that, although it is necessary that LPA provide financial support to educational establishments, this is not possible due to lack of financial resources. Some of the LPA representatives mentioned that schools were supported in building access ramps, in the implementation of infrastructure investment projects, and by providing, when needed, the teachers and students with transportation.

DIFFICULTIES / BARRIERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION AND WAYS TO OVERCOME THEM

According to the respondents' opinion (students, teachers, parents, representatives of PAS), there are still some difficulties, barriers, in the implementation of inclusive education, that need to be overcome, such as:

- ✦ The reduced level of information of parents of children with SEN with regards to the inclusive education process and their fear to reintegrate their children into community schools, kindergartens.
- ✦ Lack of professionals (speech therapists, psychologists) in the educational establishment and in the administrative centers of the district and the impossibility of providing high quality services to students with SEN based on their needs.
- ✦ Insufficient training of teachers in meeting of the needs of pupils with different types of disabilities and psychological barriers in accepting children with SEN. Under these circumstances, some pedagogues opt for special classes for children with SEN within community schools.
- ✦ Insufficient training of future teachers in the inclusive education module within special secondary and higher educational establishments.
- ✦ Increase in the workload of teachers that work with children with SEN and their inadequate remuneration.
- ✦ Big number of children with SEN per teaching support staff and reduced possibility to meet the educational needs of children with SEN.

- ✦ Reduced access to schools of children with locomotor disabilities due to damaged roads, lack of transportation, inaccessibility of schools building, etc.
- ✦ Limited access of children with SEN to preschool establishments and the insufficient level of their preparation for school.
- ✦ Limited opportunities in inclusive education training for teachers. Lack of methodical literature and of modern techniques of assistance.
- ✦ Limited budget for inclusive education and poorly prepared learning environments in some schools (reduced physical accessibility of buildings, classrooms and auxiliary rooms, lack of resource centers for inclusive education, limited endowment of resource centers with necessary furniture, equipment and teaching material, lack of heating systems in some RCIE, lack of transportation for students with physical disabilities, etc.).
- ✦ Low level of preparation of typical students for cases of crisis situations specific to children with disabilities (especially epileptic seizures).
- ✦ Big number of children in inclusive classes.
- ✦ The high vulnerability of parents of children with SEN due to their reduced knowledge in this field, the limited support they benefit of and limited financial resources.
- ✦ Limited capacities of parents to deal with their children's crisis situations such as suicide attempts, classmates abuse, inappropriate use of social networks.

RECOMMENDATIONS

Respondents have come with some recommendations aiming to improve the inclusive education process, such as:

- ✦ Extending the implementation of inclusive education to preschool establishments within the aim to insure a higher level of preparation of children with SEN to school, as well as a better preparation of community environment with regards to the educational inclusion of all children.
- ✦ Insuring a positive learning environment in all educational establishments, that would increase the self-esteem and self-confidence of all students, including those with SEN, active involvement of all students in the organization of study process, freedom of expression of own opinions by the students, mutual support among students, support needed by each student depending on their educational needs.
- ✦ Improving the access of SEN students to support services through the creation of specialized inter-school services of speech therapy, psychological, psycho-pedagogical, physio-therapeutic assistance; development / revision of minimum quality standards for support services (TSS, RCIE, SMC, psychological, psycho-pedagogical, speech therapy etc.); ensuring children with SEN with TSS according to needs and not depending on the possibilities of TSS; building the capacities of support services staff in accordance with their needs; setting up a mechanism for monitoring and evaluation of the quality of support services provided.
- ✦ Insuring the accessibility of children with physical disabilities to school institutions by building ramps, adapting entrances, common areas (WC, canteen, gym, library, etc.); adapting the physical environment in classes (adjustable benches and tables, equipment according to the needs of students with SEN, etc.); insurance with helping equipment (trolleys, glasses, hearing aids) according to needs and age.
- ✦ Involving the LPA more actively in increasing the level of physical access of children with locomotor disabilities to schools (roads refurbishment, insuring transportation, building ramps for schools, adapting auxiliary rooms, etc.), as well as supporting vulnerable families with children with SEN in the educational integration of these.
- ✦ Reducing the number of students in classes with children with SEN to up to 15, including 2-3 students with SEN.
- ✦ Capacity of class teachers, of teaching support staff, of coordinator of School Multidisciplinary teams in inclusive education. In this context, it is necessary to organize the on-going training of these groups, based on theoretical and practical courses, as well as mentoring in the workplace. Providing teachers with the

methodical and didactic materials necessary for the development and implementation of adapted and modified curricula, differentiated evaluation of students with different educational needs. Organizing training courses for teachers on working strategies with children with SEN.

- ✦ Development of professional capacities of PAS staff on specific domains.
- ✦ Analyses of the way the school used financial resources dedicated to inclusive education over the last two years and the development of measures aiming to make the use of the budget for the inclusive education more efficient. Review of the calculation formula to insure the financial provision of the implementation of inclusive education in school, so that to cover the needs of children with different levels of disability.
- ✦ Motivation of teachers who develop and implement IEP, adopted and modified curricula through differentiated pay, prizes awarding, consideration of these activities at awarding didactic degrees, reducing the number of hours in the didactic workload.
- ✦ Organization of information/training activities in the field of inclusive education for parents of children with SEN. More active involvement of parents of students with SEN in the process of their school inclusion (evaluation, development/implementation of IEP, knowledge evaluation etc.).
- ✦ Organizing community-based communication / information activities on the need for educational inclusion of children with SEN, the importance of supporting these children and their families by all community actors in order to diminish the stigma and discrimination and social inclusion of these children.

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