

**PERSPECTIVES ON INCLUSION.
MINI RESEARCH CARRIED OUT WITHIN THE TRAINING
PROGRAM
„EDUCATION IN THE SCHOOL FOR ALL”**

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Abstract: *Recently, reforms and legislative initiatives in the field of education place an increasing emphasis on providing equal learning opportunities to all individuals. Education for all has become a major priority of educational systems, being centered on equity, participation and respect for diversity. As a trainer in the training program entitled „Education in school for all”, I undertook a mini-research on inclusive institutional cultures during March 2022. The mentioned training program, approved by OMEC no. 3189/ 07.02.2020, with a number of 25 transferable credits, was developed by the House of the Teachers Body of Bihor County and aimed at the following skills: the development and expansion of transversal skills regarding interaction and communication with the social environment and the pedagogical environment, assuming responsibilities on organizing, leading and improving the strategic performance of professional groups, self-control and reflective analysis of one's own activity and others. The paper presents a mini-research based on the analysis and interpretation of the data obtained following the application of a questionnaire to one of the groups of teachers who participated in the program "Education in the school for all".*

Key words: *training courses; inclusive education; inclusive school; teacher trainin.*

Didactic competence and inclusive competence

Educational systems have the obligation to ensure the development of competences for all members of society, being necessary to ensure the successful professional and social insertion of each person in contemporary society. Education for competences is a challenge in all segments of the educational system, representing the indicators of

success in all fields of activity.

C. Delory (2002) considers competence as an integrated set of knowledge, skills and attitudes that allows the subject, faced with a category of situations, to adapt, solve problems and carry out projects.

H. A. Rosencrantz and B.J. Biddler (1964, after S. Marcus, 1999) understand competence as “the ability to behave in a specific way, in a social situation, in order to produce empirically demonstrable effects, approved in the environment in which it operates.” The authors also state that the variables that highlight professional competence are motives, knowledge, affective experiences, but also experience, personality traits, relationship skills.

Bocoş frames competences as part of the content of the educational process along with knowledge, skills, capabilities, strategies, aptitudes. Competence represents an individual or collective characteristic of selecting, mobilizing, combining and using efficiently, in a given context, an integrated set of knowledge, skills and attitudes. (Bocoş et al, 2016).

Referring to the competences of the teaching staff, Constantin Cucuș believes that the most important is the effect that these competences produce over time at the level of the learners, materialized in what the student knows, what he does or what he is at a given moment. (Cucuș, C., 2013)

According to Ioan Neacșu, teaching competence includes:

- organizational and structuring competences (organizing the class, the activity, structuring the contents, etc.);
- communication distribution competences (requesting answers up front or requesting interactive answers);
- decision-making and evaluative competences (directing practical, cognitive activity, etc.);
- competences for demonstrating the formative potential (stimulating behaviors for direct expression of critical opinion, etc.);
- competences related to the socio-affective climate (influences of the teacher in the sphere of the student's personality);
- competences to stimulate creativity (Neacșu, 1990)

In the opinion of I. Bontaș (1995), teaching competence is materialized in notable performances, being the expression of pedagogical mastery, which presupposes the capacity of a teacher to think, design, organize and lead the training process efficiently and creatively, in the skill of acting appropriately in the spirit of the educational objectives that must be met. This dimension of teaching activity should not be confused with teaching technique or with the skill of using the most efficient methods and procedures.

The evolution of contemporary society requires placing the components

of didactic competence (communicative competence, informational competence, instrumental competence, teleological competence, normative competence, decisional competence, appreciative competence) in an intercultural framework. Inclusive competence thus constitutes an interpersonal dimension, closely linked to the psychosocial component of didactic competence. So that, beyond being scientifically and psychopedagogically competent, the intercultural educator is a shaper of interhuman and inclusive relations.

Accredited training program School Education for All

The accredited training program Education in School for All, was an accredited program No. OMEC 3189/ 2020, with a number of 25 transferable professional credits, provided by the House of the Teaching Staff of Bihor County, classified in category 2, which aimed at the following competencies: development and expansion of transversal competencies regarding interaction and communication with the social environment and the pedagogical environment, assuming responsibilities regarding the organization, management and improvement of the strategic performance of professional groups, self-control and reflective analysis of one's own activity and others.

In 2022, I had the opportunity to be a trainer of the House of the Teaching Staff of Bihor County within the accredited training program Education in School for All for a group of 34 students, module Particularities of educating children with SEN.

The program was structured in six modules as follows: Inclusion - conceptual approaches, particularities of educating children with SEN, typology of disadvantaged groups, school for all: role and responsibility, alternative strategies in the educational process, prevention and combating school dropout in the School for All. Each module was presented by a different trainer, a total of 6 trainers, and at the end of the program they were required to develop and submit a portfolio for evaluation.

Research methodology

Research purpose:

Studying the impact of teachers' participation in continuing education programs on the development of inclusive education competencies.

General hypothesis:

Teachers' participation in the accredited training program "Education in School for All" contributes to improving teachers' competencies for inclusive education

Objectives:

Investigating the level of development of teachers' competencies for

inclusive education.

Participants: 26 teachers, 23 of whom were women and 3 were men, from different educational institutions.

Instrument used: questionnaire

Research methodology: I launched the invitation for all 34 participants in the training course to complete the questionnaire. It was not an imposed topic, it was a questionnaire that was not part of the training course program. In this context, only 26 of the 34 participants completed the questionnaire.

Data analysis and interpretation:

From the total of 15 questions asked, we selected 5 items to present in this paper. The results are highlighted below. The questions comprising questions with 3 answer options (yes, no and I don't know/don't answer)

Question 1. Do you think that the social and school inclusion of children with SEN is more appropriate in a group/class in a mainstream school?

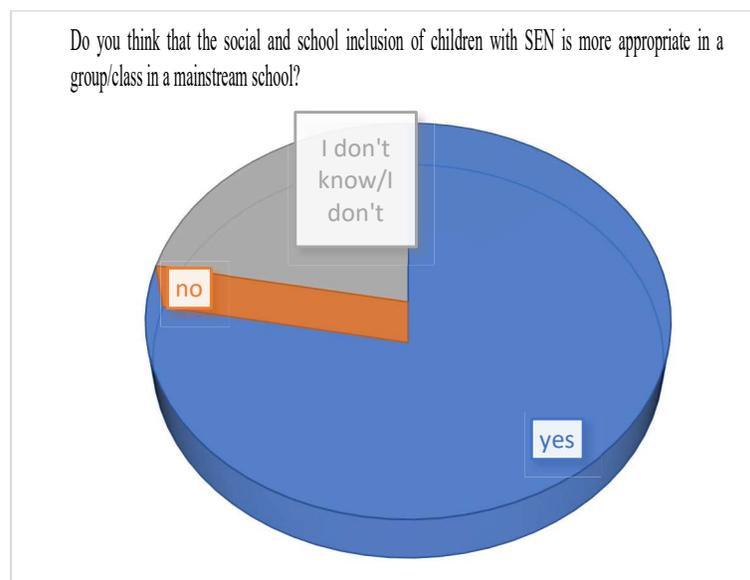


Figure 1. Opinions on the inclusion of children with SEN in a group/class in mainstream school

According to the graph presented, 78% of respondents consider it appropriate to integrate children with SEN into mainstream education units, while 22% chose the answer option "don't know/don't answer" and no respondent checked the negative answer option.

Question 2 Does the school program allow activities dedicated to students with SEN?

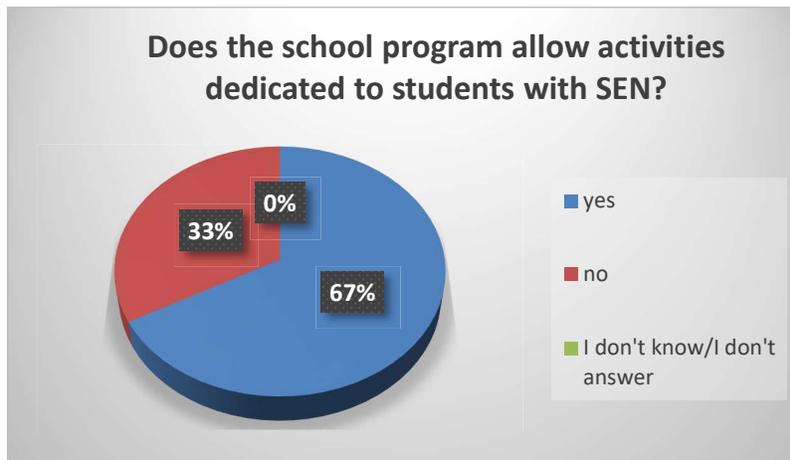


Figure 2. Does the school program allow activities dedicated to students with SEN?

For the second question regarding the opportunities for activities dedicated to students with SEN in the school program, 67% of respondents believe that educational institutions offer activities dedicated to students with SEN through the school program, while 33% of them believe that such activities are not provided at the level of educational institutions.

Question 3 - Are special schools a more favorable context for children/students with SEN?

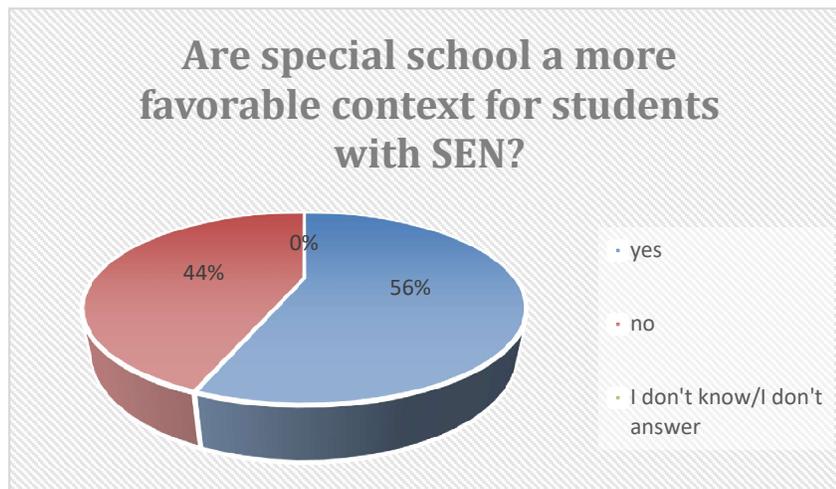


Figure 3. Special schools a more favorable context for children/students with SEN

Question 4- Do you believe that a successful education is based on communication between school and family?

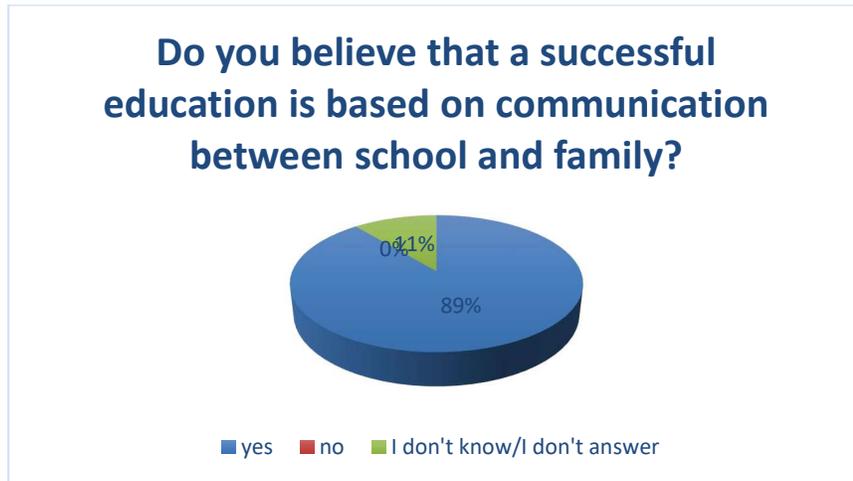


Figure 4. Communication between school and family

Analyzing the answers to question 4, we observe that 89% of respondents consider communication between school and family important and essential, education being based on this relationship, while 11 respondents preferred not to answer this question.

Question number 5, the last question chosen to be presented in this mini-research, it is an question with multiple answer regarding suggestions and recommendations for improving the support teacher's work. To this question, respondents had the opportunity to choose from several answer options, which we present below: teachers in integrated schools to be more tolerant, to work differentiatedly, reducing the number of children assigned to a support teacher, school orientation of children with autism and severe mental retardation in special schools, providing specific materials for the itinerant teacher in the office, more hours for integrated students with SEN, the existence of special classes in mainstream schools, not exceeding the number of 12 integrated children for a support teacher, to approve support teacher positions for schools in rural areas. The processes for each answer option chosen are presented in the graph below:

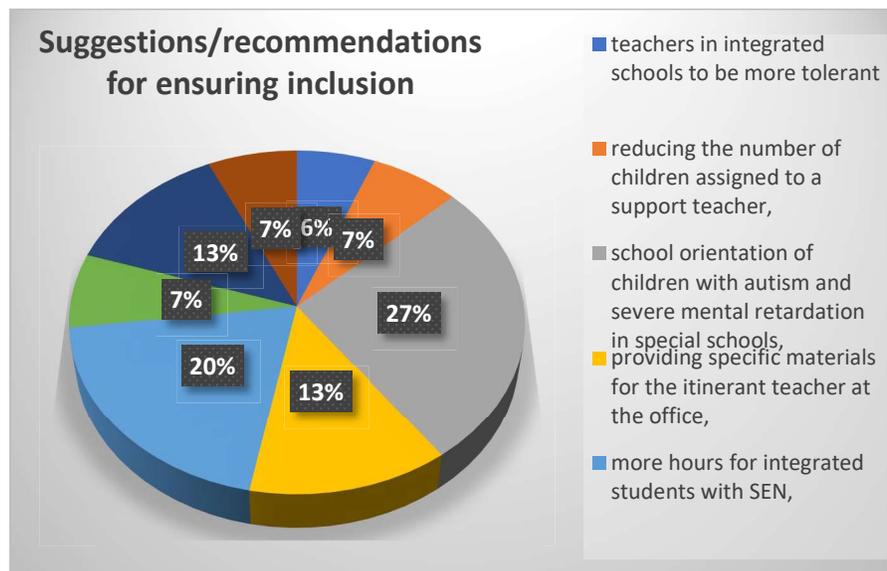


Figure 5. Suggestions/recommendations for ensuring inclusion

Conclusions

From the point of view of the teachers surveyed, we observe the following results:

- most of them consider that the social and school integration of children with SEN is beneficial in mainstream education;
- communication between the family and the educational unit is an essential element that contributes to ensuring a successful education;
- to some extent, the school program in mainstream education units allows for the provision of activities specifically dedicated to students with SEN;
- special schools represent an alternative and a more favorable context for students with SEN;
- more hours are needed for integrated children/students with SEN;
- reducing the number of children/students assigned to a support teacher;
- providing specific materials for the activity with integrated students with SEN;
- limiting the number of children/students assigned to a support teacher to 12;
- organizing special classes in mainstream schools;
- school orientation of children with autism and severe mental deficiency towards special schools.

Inclusive education represents the educational ideal that underlies a school open to all regardless of the difficulties encountered, capable of

adapting to the needs of each individual child, who is in a continuous process of change and adaptation to the needs of children. In Romania, despite the efforts initiated through inclusive policies, we are still faced with a lack of sensitivity towards the issues of children with SEN, a lack of specialized knowledge and skills in the field of integrated education, a lack of human resources and materials necessary to carry out this extensive process.

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