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GET INVOLVED VET MODULE



UDL4U

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Introduction

Universal design is an approach that has emerged in architecture. “Universal design for learning” is based on the application of the principles of this approach to education. Universal design for learning considers three broad networks of the brain. These networks are recognition networks, strategic networks, and affective networks. This approach is learner centred. Universally designed curricula are designed for all learners. Components of universally designed curriculum are goals, methods, materials, and assessment. Curricula are designed according to learners’ interests, needs, and ability. To this approach, there might be barriers between learners and learning. So, alternative activities are planned in a universally designed curriculum. This case provides equal access to learning for all learners.

The concept of “Universal design” has its roots in architecture. This approach proposed 7 principles for designing buildings.

Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know. Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and thinking differences.

The ultimate goal of UDL is for all learners to become “expert learners.” Expert learners are purposeful and motivated, resourceful, and knowledgeable, and strategic and goal-directed about learning. UDL is a powerful approach because from the very start of lesson, it helps anticipate and plan for *all* learners. It can help make sure that the greatest range of students can access and engage in learning — not just certain students.

Many teachers use a traditional instructional approach that often addresses the learning needs of some, but not all, of their students. Because one of its primary objectives is to challenge and engage *all* students, UDL stipulates that teachers present information in a variety of ways, allow students options for learning and demonstrating their knowledge, and incorporate practices that maximise student engagement. In this way, UDL enables students with a range of abilities to access the content and skills taught in the general education classroom.

The general function of education is to train individuals according to their needs. Civilised societies, increasingly at the forefront of the concepts of democracy and

human rights, present appropriate educational programs by considering the individual differences and the education they need in the process of their existence. Meeting the educational needs of students with special needs (SEN) who are part of the community together with the normally developing individuals are of great importance for the societies that offer contemporary education to their individuals. To represent the most important reform trend in special education worldwide in recent years, inclusive education has become a permanent trend. The number of students receiving inclusive education has increased in terms of quantity with legal regulations and research results. This increase has not been directly proportional to the quality of inclusive education. EU-wide, SEN students do not receive appropriate training at all levels according to their potential. UDL4U aims to close the gap in this area by conducting a standard development work in these applications with a vocational learning experience accredited according to the system of the participating countries, disseminating these standards in the EU countries, and preparing a teacher education program on effective instruction with SEN students having supportive education services in inclusive schools. In doing so, we hope to promote progress towards the goals of raising the quality and productivity of education and training and ensuring equality, social solidarity, and active citizenship, one of the four main objectives of Education and Training 2020.

1.1. UDL4U Project Objectives

- To identify existing applications on site.
- To create a list of common needs and qualifications of GETs' serving RR model to SEN students in inclusive schools.
- To develop a teacher education program, named GET Involved and aimed providing effective instruction to SEN students through adaptation and dissemination by -referring partner practices and professional competences to partner countries.
- To provide accreditation through educational partnerships of directorate of educations, schools / higher education institutions, associations of the GET Involved.
- To implement the GET Involved for GETs in partner countries and to disseminate the output.

1.2. The Seven Principles of Universal Design

1- Equitable Use: Equitable Use dictates that the design be useful and marketable to people with diverse abilities.

- It provides the same means of use for all users: identical whenever possible; equivalent when not.
- It avoids segregating or stigmatising any users.
- Provisions for privacy, security, and safety are equally available to all users.
- The design is appealing to all users.

2- Flexibility in Use: The design accommodates a wide range of individual preferences and abilities. This is largely about giving users a choice on how and when they access features, rather than forcing them into places they don't want to be.

- It provides choice in methods of use.
- It accommodates right or left-handed access and use.
- It facilitates the user's accuracy and precision.
- It provides adaptability to the user's pace.

3- Simple and Intuitive Use: Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

- It eliminates unnecessary complexity.
- It is consistent with user expectations and intuition.
- It accommodates a wide range of literacy and language skills.
- It arranges information consistent with its importance.
- It provides effective prompting and feedback during and after task completion

4- Perceptible Information: The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

• It uses different modes (pictorial, verbal, tactile) for redundant presentation of essential information.

• It provides adequate contrast between essential information and its surroundings.

- It maximises "legibility" of essential information.

- It provides compatibility with a variety of techniques or devices used by people with sensory limitations.

5- Tolerance for Error: The design minimises hazards and the adverse consequences of accidental or unintended actions.

- It arranges elements to minimise hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- It provides warnings of hazards and errors.
- It provides fail safe features.
- It discourages unconscious action in tasks that require vigilance.

6- Low Physical Effort: The design can be used efficiently and comfortably and with a minimum of fatigue.

- It allows user to maintain a neutral body position
- It uses reasonable operating forces.
- It minimises repetitive actions.
- It minimises sustained physical effort.

7- Size and Space for Approach and Use: Appropriate size and space is provided for approach, reach, manipulation, and use, regardless of user's body size, posture, or mobility.

- It provides a clear line of sight to important elements for any seated or standing user.
- It makes reaching to all components comfortable for any seated or standing user.
- It accommodates variations in hand and grip size.
- It provides adequate space for the use of assistive devices or personal assistance.

1.3. Basic Principles of UDL4U Project

1.3.1. Understanding to Universal Design for Learning

Representation : Presenting information and course content in multiple formats so that all students can access it. The what of learning. Allowing students to choose the methods by which they take in information allows for all types of students to thrive as they interact with subject materials.

Customization is key here. This involves providing multiple ways to assimilate subject material, such as textbooks, audio files, digital books, or images and graphs. It also

implies customization and flexibility within those formats. The goal of representation in UDL is to allow students to be more resourceful and knowledgeable.

- Provide alternatives for accessing information (e.g., visual, auditory)
- Provide or activate background knowledge in multiple ways (e.g., pre-teaching concepts, using advanced organisers)

Action and Expression : Allowing students alternatives to express or demonstrate their learning. The How of learning. This principle of universal design for learning takes into account the differences of students' manner of expression. Flexibility is provided in the way that students show their knowledge of the subject, meaning they can choose not to perform a test and instead opt for a more adaptive expression that fits their strengths. Action and expression also touch on the idea of goal-setting for students. Here, teachers help students set goals for learning, and guide students through monitoring their own progress.

- Provide options for responding (e.g., keyboard instead of pen to complete a writing assignment)
- Provide options for completing assignments using different media (e.g., text, speech, film, music)

Engagement : Stimulating students' interests and motivation for learning in a variety of ways. The why of learning. This principle encompasses the ideas of motivation, building on the interests of the students. The area of engagement also helps students to see the reasons why they should learn what they're learning and makes it relevant to their life.

- Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math, culturally significant activities)
- Provide options that encourage collaboration and communication (e.g., peer tutoring)

1.3.2. Inclusive Education

1.3.2.1. Disadvantaged and SEN Students

In a diverse and multicultural society, inclusion is a current priority for any institution that seeks improvement, quality, and equity in its organisation. The institutions involved in this strategic action, even with distinctive characteristics, present the need to continue in the improvement of inclusive work, both for the students and for the whole community in which they are inserted. The UDL4U project is more

comprehensive in the way that we address three related parties of the issue. Indeed, in order to ensure the better quality of the inclusive education, in the project we will focus our attention on students having learning disabilities, their peer groups, families and their teachers altogether by means of activities such as conducting surveys, giving trainings, providing guidebooks and devising educational modules etc. for them about the issue. The UDL4U project will especially support the groups at risk of becoming disengaged from school due to, among the others, educational difficulties, social obstacles, defiance to learning, lack of motivation and those already being in the NEET group, devoid of opportunities of classroom learning.

1.3.2.2. Teacher training

With the UDL4U project, all serving teachers in special education, SEN training with European standards in order to provide with SEN students are expected to apply the new methods to recognize techniques and approaches. There will be teacher training sessions on UDL topic locally.

1.3.3. Resource Room

1.3.3.1. Cooperation with stakeholders

Stakeholders will be surveyed about their expectations, perspectives, and opinions concerning the project's progress on a regular basis. Stakeholders will be successfully used to develop surveys, refine instruments, gather data, and disseminate findings; and at least 17 different expectation themes will be identified. All of the strategic partners who participated in the project are students, teachers, parents, Schools, Municipalities, education centres, business associations, public authorities, local city universities, special education and training centres, VET Centre, Entrepreneurs Association, teachers associations, and public institutions that are trainees, SEN staff and employee representatives, NGOs, local administrations in partner countries, our competitions will target all the individuals who will be in the association and the people in the environment they interact with and the society in which they live, and these people will be indirect beneficiaries of our project. All associated partners share the project objectives.

1.3.3.2. Teaching process

All teachers providing supportive education services will learn new methods, techniques, and approaches to provide education to European standards for children with different needs. They will also have the opportunity to learn innovative teaching

methods such as creative drama as well as scientific-based applications used in the field of special education. By learning the UDL principles, students will learn to offer effective learning opportunities at every level. During the UDL4U Project, standards will be set as to which minimum features of the RR should be carried by SEN students as they need to learn, thus ensuring that the inclusion is the least restrictive training arrangement for SEN students.

2. DESK RESEARCH

The section represents the methodology for the Desk Research to the partners. Its aim is to create the basis for the development of IO1 “Get Involved Vet Module”.

Partners report about what has been done in the field in their island/area/city, what type of organisations have been involved up to now in SEN education and if there are some elements defining what is the national vision–mission towards SEN education in each country.

2.1. The Framework of the Desk Research: Partners will source the field following that framework:

1. Informing about *current legal regulations* on inclusive education, Resource Rooms (RRs) and UDL at local level.
2. Explaining *current practices* in inclusive education, RRs and UDL in the context of the functioning of the national education system in the country
3. Informing *pre-service and in-service education of the general education teachers (GETs)* about inclusive education, RRs and UDL.
4. Sharing the outputs of projects / researches on local scale for *current situation* of inclusive education, teacher competencies, problems experienced, etc. in RRs and UDL.

2.2. Methodology of the Desk Research: Partners will source the field following these steps:

Step 1: Scanning

- Resources for Scanning: Resources must be searched on a regional and national scale (Web sites, researches published (printed or online), reports, books, projects, persons about the topic of the UDL4U Project.
 - Local resources
 - National Education Directorate

- Governmental resources
- Ministry of Education
- Web resources
- **Keywords:**
 - Supporting SEN students
 - Resource rooms
 - Teacher training and UDL
 - Teacher training and Inclusion

Step 2: Organising the results

- All partners organise the screening results according to the template.

Step 3: Reporting

2.3. FRANCE

2.3.1. Current Legal Regulations in France

2.3.1.1. Legal regulations about inclusive education

Informing about *current legal regulations* on inclusive education, Resource Rooms (RRs) and UDL at local level. Partners should report the legal regulations in their countries under the following titles.

In France, the law for a school of trust (“La loi pour une école de la confiance”) was promulgated in the Official Journal on July 28, 2019. What this law changes :

- Lowering of compulsory education at the age of 3,
- Training obligation until the age of 18,
- Pre-recruitment of teachers,
- Creation of a public service inclusive school,
- For students and their families:
 - An interview between parents, teachers and student support before the start of the school year or when the support person takes up his post;
 - Enhanced cooperation between all stakeholders: the School, the medico-social sector and local authorities;
 - Organisation and management of resources as close as possible to the needs of each student thanks to the generalisation of PIAL.
- For accompanying persons:
 - A strengthened status: more stable contracts (recruitment by a minimum three-year contract),
 - The possibility of increasing one's average working time and better integration into the educational team;
 - Specialised training and support: enhanced professional training and the creation in each department of an experienced AESH referent.

One of its goals is to create a large public inclusive school service, by ensuring quality education for all students from kindergarten to high school, which takes better account of their unique features and their particular educational needs. This is the spirit of Chapter IV of the law, fully devoted to inclusive schools.

The law makes it possible to initiate both a profound transformation of the support for students with disabilities and a significant improvement in the conditions of

recruitment, training and work of their companions who create the bases of a real public service of inclusive school.

Also the law reinforces status for accompanying persons, which the staff to be better trained and better recognized. Article 25 of the law provides that accompanying persons for students with disabilities (AESH) will be recruited under a fixed-term contract of at least three years, renewable once before being transformed into a permanent contract.

It also allows national education and local authorities to join together by agreement with a view to the joint recruitment of accompanying persons. This generalisation of the "second employer" principle will allow accompanying persons who so wish to increase their average working time and will guarantee students better continuity of their support between school and after-school time.

From the start of the 2019 school year, an initial 60-hour job adaptation training is guaranteed for all accompanying persons with disabilities. The law also provides that continuing vocational training is set on the basis of a national benchmark and adapted to the diversity of the situations of the students admitted to the school.

About a closer cooperation with the medico-social sector, the articles 30 and 31 of the law strengthen coordination between the structures of national education and the medico-social sector.

2.3.1.2. Legal regulations about RR

Another goal of this law is to make human support as close as possible to the educational needs of each student with inclusive localised support centers for more responsiveness and quality. The law for a school of trust creates inclusive localised support poles (Pial) in public and private education under contract. They constitute a new form of organisation of student support aimed at improving the coordination of assistance (human, educational and therapeutic) and at facilitating the management of accompanying persons.

Thus, throughout the school year, the support organised within the Pial will make it possible to better take into account the evolution of the educational needs of the supported students, school events (internship periods, outings, trips) and contingencies management (absence of an accompanying person or an accompanied student).

The three main objectives of PIAL are:

- Support defined as closely as possible to the needs of each student with a disability in order to develop their autonomy and enable them to acquire the knowledge and skills of the common base;
- More responsiveness and more flexibility in the organisation of human support in schools and schools;
- Professionalisation of support workers and improvement of their working conditions.

In all cases, the PIAL mobilises all the staff of the pedagogical and educational team to identify the student's needs and implement the appropriate responses at the level of his class and, beyond, the school or the institution in which he is educated.

In each PIAL, a coordinator matches the support resources with the needs that have been notified by the CDAPHs and identified by the pedagogical and educational team. It establishes the schedules of the accompanying persons in conjunction with the school directors and heads of establishments concerned and taking into account the needs of the pupils and the skills of the accompanying persons.

Ultimately, the PIALs will benefit from the support of professionals in the medico-social sector, coordinated as a "resource center", who will intervene in schools. To prefigure this cooperation, an experiment will be conducted in each academy from the start of the 2019 school year. These experiments will complement the medico-social platforms already implemented in certain academies or in certain schools. Their deployment will be done gradually in connection with the creation of mobile teams.

2.3.1.3. Legal regulations about UDL

In France, there is no specific law regulating the practice of universal design language; UDL is still an informal practice.

2.3.2. Current Practices in France

School programs are established by a three-year cycle: cycle 1 (kindergarten), cycle 2 (CP, CE1, CE2) and cycle 3 (CM1, CM2 and 6e). This sequencing is interesting for monitoring student learning and structuring the teamwork of teachers.

In order to give a good rhythm to learning and to provide teachers, students and families with the keys, annual progress benchmarks, specifying the necessary

achievements of students for each year of compulsory education, were published in May 2019.

These benchmarks allow teachers to ensure a regular progression of the pupils' achievements, to have national benchmarks to judge the needs of the pupils and to inform families as well as possible about the school situation of their child.

2.3.2.1. Current Practices in preschool

At the end of nursery school, there is an assessment of prior learning led in three deemed strategic areas: preparation for learning to read, digital skills and becoming a student. The production, at the end of the school year, of specific remedial tools for the main section focused mainly on the instrumental aspects of reading preparation further strengthens the designation of the nursery school as to its responsibility in the causes of subsequent school failure.

Announced by the President of the Republic in March 2018, the lowering of compulsory education to three years is introduced in this return thanks to the law For a School of Trust. Beyond the 25,000 students who were not previously in school, this law brings a new ambition for nursery school.

The Kindergarten Conference, held in March 2018, in fact concluded that it is between the ages of 3 and 6 that it is possible to effectively fight against language inequality and to arouse the pleasure of learning.

Anxious to place the School at the forefront of social progress in our country, the President of the Republic has also decided that, from the start of the 2020 school year, the major section (GS) classes will be split into priority education, and that, progressively, the classes of large section, CP and CE1 of the other territories will be limited to 24 pupils.

About the RR which is called PIAL in France, they can concern the nursery and elementary schools of a first degree district, one or more secondary establishment, or a college and schools in its area, we then speak of "PIAL interdegré".

About the UDL, there is no formalised use.

2.3.2.2. Current Practices in primary school

CP and CE1 classes with 12 students: 300,000 children are concerned. To tackle academic difficulty at its root before it sets in, an ambitious program to divide CP and CE1 classes into Rep and Rep + was initiated at the start of the 2017 school year.

At the start of the 2019 school year, all of the CPs and CE1s in Rep and Rep + are doubled. 300,000 pupils (20% of an age group) benefit from very good learning conditions.

In order to deepen the policy initiated which aims at general improvement, social justice and territorial equality, the President of the Republic wished to go even further. The duplication will be extended to classes in the main section of kindergarten in priority education from the start of the 2020 school year. All the other classes in the main section, CP and CE1 will gradually see their numbers limited to 24 students.

To enable all students to master fundamental knowledge, it is essential to have a detailed knowledge of their needs, from the first years of learning, and to respond to them in a personalised way.

Also, since the start of the 2018 school year, the ministry has set up assessments at the start of CP, in the middle of CP, in CE1 and in 6th year to provide each teacher with consistent benchmarks in French and mathematics. As a follow-up to these assessments, resources are made available to teachers to help students progress on the skills they have least mastered.

About the RR which is called PIAL in France, they can concern the nursery and elementary schools of a first degree district, one or more secondary establishments, or a college and schools in its area, we then speak of “PIAL interdégré”.

About the UDL, there is no formalised use.

2.3.2.3. Current Practices in secondary school

The college must allow each student to develop their skills and express their potential while taking specific situations into account. A variety of devices are used to support all students.

A student already enrolled in an ordinary class, but having learning difficulties, may be offered actions as part of a personalised educational success program (PPRE) or a personalised support plan (PAP). For other more specific needs, devices can be put in place.

The school and college allow students with special educational needs to be supported in measures aimed at promoting their inclusion. These devices allow students to attend college classes while benefiting from an adapted education corresponding to their identified needs.

- General and vocational education, provided in Segpa and Erea, welcomes students with serious and persistent academic difficulties that could not be remedied by the prevention, help and support actions organised during cycles 1, 2 and 3. Pre-registration is possible from the 6th year.
- Pupils with disabilities can benefit from schooling in localised units for educational inclusion (ULIS) within a college. When the disability requires more specific support that cannot be provided within a college, the pupil may be offered schooling in a medico-social establishment.
- The teaching units for newcomer allophone students (UPE2A) allow newly arrived allophone students (EANA) in France to be supported in learning French as a second language while benefiting, in a personalised way, from the lessons provided in their enrollment class. Language support systems can be organised on a temporary basis depending on local situations.
- Children from itinerant families and travellers (EFIV) can benefit, depending on their situation and their needs, from support in a specific educational unit. This system is organised with flexibility in order to allow time for attendance in ordinary class and time for regrouping.

When a secondary school student, who has benefited from all the support and support measures, shows signs of having dropped out of school, a reception in a relay system can be considered. Relay classes and bridging workshops are two temporary reception arrangements for students in small groups in which special supervision and support are organised. The construction of the activities to be carried out with these students is carried out jointly with the school of origin, in which a tutor teacher is in regular contact with the student concerned in order to promote the return to his class at the end of the system.

About the RR which is called PIAL in France, it can concern the nursery and elementary schools of a first degree district, one or more secondary establishment, or a college and schools in its area, we then speak of “PIAL interdegré”.

About the UDL, there is no formalised use.

2.3.2.4. Current Practices in high school

Support for students in the design of their project is not sufficiently developed in France. This is a source of concern for students and of inequality for those whose families do not know how the education system works.

This is why, at the start of the 2019 school year, the public guidance service benefits from a new framework that brings together the regions, as close as possible to the needs of students and the opportunities offered by the regions. In addition, the number of students followed in the Cordées de la représentation is expected to more than double in two years, from 80,000 to 180,000 students.

- The vocational schools :

The start of the 2019 school year is the first start of the new vocational school. This evolution of the vocational school is the result of a consultation, then of a dialogue initiated two years ago. This work was carried out in conjunction with the law For the freedom to choose your professional future voted in August 2018.

The new vocational school aims to meet new skills needs, particularly in connection with ecological and digital transitions, to strengthen the attractiveness of vocational education, by offering a more progressive orientation and personalised courses, and to better support students. students thanks to a new organisation of teaching.

A new generation of Trades and Qualifications Campuses makes it possible to offer our country's professional excellence throughout the territory.

- The general and technological high school: a new second and first class

The start of the 2019 school year marks a complete overhaul of the baccalaureate, to better enable students to succeed in their higher studies when 60% of them do not manage to obtain a licence in three years. This reform is the result of a consultation led by Pierre Mathiot then of a consultation of all the unions and 40,000 high school students.

About the RR which is called PIAL in France, they can concern the nursery and elementary schools of a first degree district, one or more secondary establishments, or a college and schools in its area, we then speak of "PIAL interdegré".

About the UDL, there is no formalised use.

2.3.3. Education of the GETs in France

2.3.3.1. Pre-service education of the GETs

The law for a school of trust established the national higher institutes of teaching and education (INSPE) to replace the higher schools of teaching and education (ESPE).

INSPEs prepare students for the national master's degree in teaching, education and training (MEEF). During this four-semester course, the INSPÉs train students for the teaching and education professions.

The renovation of teacher training is reflected in particular by the gradual implementation, from the start of the 2020 school year, of the new training framework for future first and second degree teachers and senior education advisers, entitled "Train the 21st century teacher".

This training framework specifies the objectives, the training axes, the skills worked on and the level of mastery of the assistants at the end of the MEEF master's degree. Initial training must prepare the future teacher and future education staff to be an autonomous and responsible professional from the start of the profession and to implement the guidelines set by the educational institution. It must be able to justify its scientific, didactic, pedagogical and educational choices. It therefore aims to train humanists who convey knowledge, culture and meaning, professionals capable of thinking and acting in a fair and effective way from general objectives and ethical principles. While the full deployment of professional skills and abilities can only be considered after a few years of practice and professional development, the basics of practising the profession must be acquired at the time of tenure.

From the start of studies, the training course articulates several levels of complexity:

- understanding the central mission of the teacher and education staff within a national framework and taking into account the specificity of the practice contexts;
- the management of the group and the attention to each pupil in his / her / its uniqueness;
- the construction of the learning collective;
- the planning of an annual program and the design of teaching-learning sequences in the different fields and disciplines;
- the integration of digital tools, resources and services for educational purposes (with regard to the Digital Skills Reference Framework) and the development of individual and cooperative digital uses for learning;
- the articulation between its autonomy and teamwork and network work in an educational community.

The training course is backed by the professional skills repository of teaching and education professions and this training repository, which is the basis of this declination. This course allows you to know the standards decreed by the educational institution.

In order to train professionals able to mobilise the scientific knowledge available to analyse and develop their practices, it confronts students and trainees with research work, gives them the means to analyse them critically and to ensure regular monitoring in order to exploit them in their teaching.

It enables the acquisition of operational knowledge based on experience and analysis, backed by research, of professional practices. In this regard, it encourages reflection on professional gestures in the service of the psychological and cognitive development of the child. or the adolescent, his development, his knowledge and his culture, and the construction of his citizenship and his course.

The training aims to train reflective practitioners, able to analyse and influence their action to improve it and to engage in continuous professional development. This skill is based on scientific support and is acquired through a distanced relationship to work observed from the start of initial training.

The latter gives the student and the trainee civil servant the means to analyse each situation, to identify obstacles and problems, to construct and adapt solutions. Schools and educational establishments are the privileged places to work on this learning as close as possible to the students in interaction with the other actors of the educational community: they should therefore be fully integrated into the training mechanisms implemented and to be considered as learning organisations.

The order in the Official Journal of the 25th of November 2020 sets the contents of specific initial training concerning the schooling of students with special educational needs for students or trainee officials destined for teaching and education professions.

This initial training relating to inclusive education and the education of students with special educational needs aims to develop professional skills in the field of:

- The acquisition of a common culture of the foundations of the inclusive school (prevention, adaptation, educability, ...);
- Understanding of the main concepts guiding inclusive education policy;

- The development of the ability to observe, analyse, develop and co-construct as a team pedagogical and didactic responses to the particular educational needs of students
- The development of teaching practices in order to take into account the diversity of students and the management of the heterogeneity of audiences;
- The reference to the objectives of the common base of knowledge, skills and culture in taking into account the educational needs of all pupils;
- Knowledge of the different systems, structures and possible support methods;
- Knowledge of the various partners contributing to inclusive schooling, the student's project and partnership working arrangements;
- The development of practices allowing the effective participation of all students in all teaching and school life activities;
- The co-construction of resources and tools, especially digital ones, which promote the learning of students with special educational needs.

This initial training lasts at least 25 hours or 5 days over the entire training.

2.3.3.2. Inservice education of the GETs

The continuing training of all staff aims to provide agents with the professional skills essential to constant adaptation to changes in the education system and to supporting students. It constitutes an essential point of support in the construction and the success of the individual professional project.

The Eduscol site, a national portal for education professionals, integrates scientifically and pedagogically validated resources and materials, as well as links to expert sites developed in collaboration with the École normale supérieure (ENS).

For the first degree:

- For school teachers, the “Prim'à bord” resource portal brings together national and academic resources.

For the second degree:

- For teachers of general routes, a set of disciplinary portals allow them to follow the latest news in their discipline, to train and find national and academic resources to teach, as well as sites set up in partnership with the higher normal schools (ENS).

After the internship year, which is the initial teacher training year, teachers are offered hours of in-service training. The repository of professional skills in teaching

and education professions, published in the Official Journal of July 18, 2013, presents continuing training as a full-fledged skill of the teacher, under the formulation "Engage in an individual and collective professional development". This may involve improving teaching skills.

In-service training for 1st level teachers:

- In the 1st stage, teachers are required to complete at least 9 hours of in-service training each year. It can be distance learning, on digital media.

In-service training for 2nd degree teachers:

- In the 2nd degree, no official schedule is provided. But the law for the school of trust, adopted on July 4, 2019, affirms the compulsory nature of continuing education for all teachers. In particular, it provides that each teacher, during the 3 years following his tenure, benefits from training actions which supplement his initial training (Law for a school of confidence, art. 14 bis and 12 ter).

In application of article 7 of decree n°2017-169 of February 10, 2017 relating to the certification of professional aptitude for the practices of inclusive education and specialised vocational training (Cappei), initiative training modules are organised at the academic, inter academic or national level.

National initiative training modules organised as part of continuing education. These training modules are organised for:

- Specialist teachers who wish to increase their skills or to take up new positions. These teachers can request their participation in one or more modules for further development or professionalisation in employment, or in one or more training modules of national initiative. Participation in these modules is subject to a professional certificate specifying the training courses followed;

Non-specialized teachers and other school staff to enable them to develop their skills for the education of students with special educational needs linked to a situation of disability, great academic difficulty, or an illness.

2.4. GREECE

2.4.1. Current Legal Regulations Greece

2.4.1.1. Legal regulations about inclusive education

The provision of free education to all citizens and at all levels of the state education system is a constitutional principle of the Greek State. Specifically, the Greek Constitution (Article 16 part. 2) sets out that:

"Education aims at the moral, intellectual, professional and physical training of all Greeks, the development of national and religious consciousness and the creation of free and responsible citizens."

The central administrative body for the education system across all fields, agencies and levels is the Ministry of Education and Religious Affairs

. It makes the key decisions related to long-term objectives. It also regulates various issues, such as curricula content, staff recruitment and funding. At regional level, the regional education directorates oversee the implementation of the national educational policy. At the local level, the directorates of primary and secondary education supervise all schools in their area and make sure they run smoothly.

Given this administrative background, the Ministry delivers policies and initiatives aimed at constantly providing quality of education for all pupils, including those with disabilities and/or special educational needs (SEN). In this context, inclusive education is among the priorities of the Greek educational system. Its recognition as the key to achieving the right to education has strengthened in Greece over the last decade. This is reflected in several national laws and ministerial decisions issued by the Ministry of Education and Religious Affairs. These have been based on the internationally recognised characteristics of 'a school for all' and the European Union principles for inclusion and equal opportunities. Their target is to increase the capacity of schools to respond to the diversity of needs of all learners. Indicatively, among others they mention:

- the ratification of the UN Convention of the Rights of Persons with Disabilities;
- the first formal definition of Inclusive Education: 'the educational approach that takes into account the diversity of learners' needs and aims at

overcoming barriers and ensuring equal access to learning of all pupils including those with disabilities’ (4547/2018);

- the introduction of a series of new support structures, such as PEKES (Regional Centres for Educational Planning). PEKES which have recruited 540 Co-ordinators of Educational Matters, some of whom specialise in special and inclusive education (Co-ordinators of Special and Inclusive Education);
- the introduction of the Centres for Educational and Counselling Support (KESYs), which aim to:
 - identify institutional (and not just individual) barriers to learning at all levels;
 - provide psychosocial support to all pupils, including pupils with disabilities;
 - build capacity of mainstream schools so that they respond more effectively to all learners’ diverse needs;

2.4.1.2. Legal regulations about RR

- the establishment of School Networks of Educational Support (SDEY) and Diagnostic Evaluation and Support Committees (EDEAY) with article 39, Law 4115/2013;
- further promotion of the transition of special schools to Support Centres and the reorganisation and renaming of the abovementioned networks and committees to ‘School Networks of Educational Support’ (SDEY) and ‘Interdisciplinary Educational Evaluation and Support Committees’ (EDEAY).
- the redefinition of inclusion classes with Article 82 of Law 4368/2016. The objective of the classes is ‘the full inclusion of pupils with disabilities and or special education needs into the school setting’. This marks a transition from the previous pull out model, which was criticised for reproducing discrimination inside the mainstream school.

2.4.1.3. Legal regulations about UDL

Law 3699/2008 recognises disability as ‘a complex social and political phenomenon’. The state:

undertakes to ensure equal participation in society, independent living and economic autonomy for people with disability and special educational needs, as well as full consolidation of their rights to education and social and professional inclusion.

In 2012, Greece ratified the UNCRPD. As such, inclusive education principles were further reinforced and embodied in a number of relevant measures and initiatives.

According to Law 3699/2008, the state is obliged to provide special educational provision to all children who are recognised as eligible for additional support, at all levels of the education system. Specifically, the law aims for:

- full and harmonious development of pupils' personality;
- the development of their potential and skills so that they can be educated or re-educated in mainstream school settings;
- improvement of their social acceptance and tolerance to ensure their full accessibility in all infrastructures (building, educational material, ICT) and the services they provide.

Article 3 of the law defines pupils with disabilities and/or special educational needs (SEN) as those who have significant difficulties in learning for the whole or some period of their school life, due to sensory, intellectual, cognitive or developmental problems, mental health and neuropsychological disorders that affect the process of their school adjustment and learning.

Low achievers and learners with learning disabilities that derive from external factors, such as linguistic or cultural diversity, are not considered to have a disability or SEN. Pupils with complex cognitive, emotional and social difficulties, delinquent behaviour because of abuse, parental neglect and abandonment or domestic violence, and pupils with one or more special intellectual skills and talents are considered to have SEN.

According to Law 3699/2008 (Article 6, par.1, as amended), pupils with disabilities and/or SEN may receive education in the following mainstream settings:

- in a mainstream class, supported by the class teacher. This type of education is for pupils with mild learning difficulties;
- in a mainstream class with individualised parallel support, provided by special education teachers. This type of education is provided to:
 - pupils who can follow the classroom curriculum, with the appropriate individual support;

- pupils with more severe SEN when there is no other special education setting (special school, inclusive class) in their local area, or when parallel support becomes necessary (based on the KESY report) because of the pupil's needs;
- in specially organised and staffed inclusion classes, operating in mainstream schools. Inclusion classes provide two types of educational programmes:
 - common and specialised programme, up to 15 hours per week;
 - specialised team or personalised programme of extended timetable for learners with more severe needs.

Law 4368/2016 (Article 82) (GG 21 A/2016) redefined the objectives of inclusion classes to avoid learners being discriminated against by being pulled out of mainstream classes to attend inclusion classes. Law 4368/2016 stresses that the main aim of the inclusion classes is full inclusion of children with special education needs and/or disabilities in the class environment. In this context, teachers of inclusive classes support the pupils within the mainstream classroom, in cooperation with the class teachers. They differentiate activities and educational practices and adapt the educational material and the educational environment. Support is only exceptionally provided on a one-to-one basis, in a separate inclusion classroom. In this case, the main target of the teaching intervention is future full inclusion of the pupil in the mainstream class.

These types of mainstream provision cater for the needs of the majority of learners with disabilities and/or SEN. When the attendance of pupils with disabilities or/and SEN becomes particularly difficult in mainstream schools or inclusion classes due to their needs, they:

1. attend special education schools;
2. attend schools or departments that operate as autonomous units or annexes of other schools within certain hospitals, rehabilitation units, discipline institutions for the under-aged, chronic disease institutions that include children with disabilities and special education needs;
3. receive tuition at home if they cannot attend school because of short- or long-term health problems.

Appropriate school setting recommendations are among KESY competences. The parents take this into consideration when choosing their child's school.

A series of other measures have also been introduced to respond to the needs of learners with disabilities and promote their educational inclusion. These include:

- free assessment and counselling services;
- the provision and implementation of Individual Education Plans (par. 5, art. 6);
- the provision of school nurses on a one-to-one basis (4186/2013, art. 28, par. 18, Circular 91409/D3/3-6-2016) and special support staff (Law 3699/2013, art. 18, par.1-2, as amended by article 56, Law 3966.2011, and Circular, issued by the Deputy Minister, no. 90911/D3/9-6-2015);
- co-education programmes between mainstream and special schools (par. 3a, article 82, Law 4368/2016), which aim to raise awareness and eliminate the gap between special and mainstream schools;
- relevant in-service training for teachers and other participants with special focus on issues of differentiation and accessibility;
- accessible educational and instructional material.

2.4.2. Current Practices in Greece

2.4.2.1. Current Practices in preschool

Education of all learners, including learners with disabilities and/or SEN, is compulsory from the age of four. Learners may attend mainstream kindergartens with the appropriate support (i.e. parallel support, inclusive class, special auxiliary personnel, school nurse) or special kindergartens. Attendance in kindergartens lasts for two years, but in special kindergartens it can be extended to the age of seven.

Laws 3699/2008 and 4547/2018 provide for the design and implementation of early intervention programmes. Law 3699/2008 mentions that systematic interventions at pre-primary age are provided by special kindergartens through the development of early intervention classes (article 2, par. 6c and article 8, par. 1). The Institute of Educational Policy (IEP) is responsible for designing early intervention programmes in special kindergartens, which become part of their curriculum.

According to Law 4547/2018, developing early intervention programmes in schools is also among the responsibilities of the supportive structures (i.e. Centres for Educational and Counseling Support, KESY; Interdisciplinary Educational Evaluation and Support Committees, EDEAY). EDEAY may plan early intervention

programmes in cooperation with KESY, the Community Mental Health Centres or the competent municipality services. They may also organise training programmes for parents on this matter.

Inter-ministerial co-operations (Ministry of Education, Ministry of Health, Ministry of Labour) are expected to promote the implementation of early intervention programmes.

2.4.2.2. Current Practices in primary school

In primary education, the transition from special to mainstream education is provided for by Presidential Decree 79/2017. In particular, article 9 provides that learners from special schools may enrol in mainstream classes if their parents wish and KESY recommends that the learner is enrolled in mainstream school.

Learners' transitions from special to mainstream secondary schools are provided for by the current institutional framework (Ministerial Decision 79942/DG4/21-05-2019 – GG 2005 B).

The transition from special to mainstream education can sometimes be facilitated through co-education programmes between special and mainstream schools (Law 4368/2016, article 82). These are designed to implement the principles of inclusive education. The Teachers' Board of the special or mainstream school can choose different co-curricula depending on the needs of the learners. These could include:

- a programme of cooperation between classes or school units through the implementation of joint actions; -
- a programme for the inclusion and participation of certain learners with SEN in specific general-purpose school curricula at a fixed frequency.

Programmes for the transition of pupils to another educational level or educational context are also implemented by KESY staff, in collaboration with teachers and parents. KESY is also responsible for practices ensuring the smooth transition to adulthood and the labour market (Law 4547/2018).

2.4.2.3. Current Practices in secondary school

In many schools, at the initiative of school principals and teachers, transition programmes from one grade to another for all learners are implemented through organised pupil visits to the next grade schools. Presidential Decree 79/2017 (GG 109A), article 14, par. 3, provides for co-operation between kindergarten and

primary school to ensure the smooth transition of pupils from one grade to another. Specifically, after the end or before the beginning of the school year, the kindergarten Teachers' Board holds pedagogical meetings with the primary school principal and the teachers who will teach in the first grade of primary school. In these meetings, staff inform each other of issues related to teaching and learning in kindergarten and primary school, and the education and progress of kindergarten pupils who will attend primary school.

Transition programmes for pupils in the sixth grade of special elementary school are implemented in cooperation with their parents and guardians, in accordance with Article 10 of Ministerial Decision 79942/DG4/2019/FEK2005B. The relevant KESY ensures their smooth transition to the appropriate secondary education framework recommended by the KESY.

2.4.2.4. Current Practices in high school

Postsecondary Year Apprenticeship Class:

The institution of apprenticeship was introduced by Law 4415/2016 which amended Law 3699/2008. It entered into force in the 2018–2019 school year for the graduates of the Unified Special Vocational Lower- and Upper-Secondary Schools (ENEEGY-L). If they are not employed or trained, graduates from ENEEGY-L can enrol in the Postsecondary Year Apprenticeship Class with their peers from general vocational schools (EPAL), following the ENEEGY-L Teachers' Board recommendation and KESY assessment (Ministerial Decision F9/137984/CC4, article 3 – GG 3459/Vol. B'/13-09-2019).

In the Postsecondary Year Apprenticeship Class, learners attend a faculty laboratory lesson once a week in the region's vocational school and a training course at the workplace that lasts 28 hours per week divided over four days. Pupils who participate in the Apprenticeship Class receive a wage which equals 75% of the minimum wage of unskilled workers (under 25-years old). They are also insured. The Postsecondary Year Apprenticeship Class leads to an officially recognised diploma. Pupils who complete the apprenticeship course and pass the exams receive a vocational skill certification under the existing legislation (EOPPEP). The diplomas correspond to level 5 of the National Qualification Framework.

There are special provisions for learners with disabilities so that they have equal apprenticeship opportunities. They are supported by:

- a second teacher from the same faculty of the ENEEGY-L in the weekly laboratory lesson;
- a social worker or psychologist from the ENEEGY-L. They visit the workplace every day during the first week of the learner's placement, then once a week. This enhances the learner's smooth adjustment into the workplace. They also inform employers about the reasonable adjustments to be made.

School Co-operatives in special education schools:

Ministerial Decision 15717/D3/01-02-2016 (GG 310B) provides for the extension of school co-operatives in special education schools, with the following objectives:

- developing learners' social and pre-occupational skills;
- developing school vocational guidance;
- ensuring that learners are given the opportunity to practice;
- links to the labour market.

2.4.3. Education of the GETs in Greece

Greece, despite the supportive inclusive legislation, still faces considerable barriers toward the implementation of inclusion promoting a divisive policy towards children with specific learning difficulties and disabilities ([Fyssa and Vlachou 2015](#); [Fyssa et al. 2014](#)). According to the information from the European Agency for Development in Special Needs Education, the student population in 2012 was 1,131,901 in Greece, including 801,101 students in primary education and 330,800 students in secondary education. Based on additional data from the same source, 73.17% (n = 26,350) of the students with specific learning difficulties and disabilities were enrolled in mainstream schools, as well as 21.83% (n = 7861) of those children attended special school units. The remaining 5% of pupils (n = 1800) were educated in general classrooms, where parallel instruction was offered ([European Agency for Development in Special Needs Education, 2012](#)). Discrimination suffered by people with disabilities starts from their pre-school age and continues at all the levels of education. Students with disabilities who manage to participate in the educational system gave up their attempts because of that discrimination. Poor quality education is a kind of discrimination for people with special educational needs. Many schools lack the proper equipment, do not provide the necessary logistical infrastructure, and are not equipped with specially qualified teaching staff despite the legislative

arrangements, and that discourages these people and their families and discards them from the school system. The lack of technological assistance and the failure to ensure digital accessibility for some disability categories increases the existing differentiation. A high percentage of teachers believe that financial provisions and infrastructure in Greece are inadequate for the successful implementation of inclusion in education. Construction of new school units, remodeling of old ones, and the purchase of special equipment are going to enhance the implementation of inclusive education ([Koutrouba et al. 2008](#)).

From the above, it becomes clear that despite the general effort for a qualitative upgrade of the Greek educational system targeted to inclusion ([Antoniou et al. 2009](#)) and despite the fact that emphasis is placed upon the change of educational structure at all levels, the progress in Greece remains low in comparison to the average progress marked in the European Union. Teachers in Greece seem to be critical about the political effort toward inclusive education ([O’Hanlon 2013](#)). In Greece, despite the fact that Special Education has been organized for more than 25 years, there have not yet been developed adequate curricula that respond to all the specific needs of the students. In addition, equal access to education is disputed to the extent that the same curriculum does not apply in all kind of students. ([Lambropoulou 2004](#)). Therefore, there is an urgent need to step up the efforts, in order to overlap barriers toward the implementation of inclusion in education. The need for further reinforcement of access in all the educational levels for disabled children is also highlighted in the “National Report of Strategy for the Social Protection and Social Inclusion for the years 2008–2010” and with the voting of the law on compulsory Special Education (Law: N3699/2008).

2.5. ROMANIA

2.5.1. Current Legal Regulations in Romania

2.5.1.1. Legal Regulations About Inclusive Education

- The Romanian Constitution, art. 108
- The National education law no. 1/2011, art. 48 para. (3) and art. 51 para. (2)

These are the 2 legal regulations that establish the general legislation regarding the situation of the students with special needs (SEN).

The current legal regulations in Romania regarding the inclusion of the students with special needs are available on every CJRAE website. The County Center for Educational Resources and Assistance (CJRAE is the acronym in Romanian language) is a related unit of pre-university education, with legal personality, subordinated to the Ministry of Education and coordinated by each County School Inspectorate from Romania.

- THE GOVERNMENT ORDER no. 564 of 4 August 2017 - on how to grant the rights of children with special educational needs enrolled in the pre-university education system. Pursuant to art. 108 of the Romanian Constitution, republished, of art. 48 para. (3) and art. 51 para. (2) of National education law no. 1/2011, with subsequent amendments and completions. The Government of Romania adopts the decision that establishes the manner of granting the rights of children with disabilities special educational services schooled in the pre-university education system, according to the provisions of art. 51 para. (2) of the National Education Law no. 1/2011, with subsequent amendments and completions.

The school and vocational guidance certificate is the official document / act issued by county resources and educational assistance centers / Bucharest Resource Center and of Educational Assistance, hereinafter referred to as CJRAE / CMBRAE, according to the legal provisions in force. It includes the diagnosis / deficiency, his / her degree, depending on which children with SEN are focused on mainstream or special education. Based on this order, it is established that students with SEN **can benefit from the financial support** in certain situations, provided by this order.

- THE GOVERNMENT ORDER no. 1251 of October 13, 2005 - on some measures to improve the activity of learning, training, compensation, recovery and special protection of children / pupils / young people with special educational needs

within a special and specially integrated education system. In this order, the specific terms and expressions related to special and specially integrated education are defined:

Deficiency - the absence, loss or alteration of a structure or function (anatomical, physiological or mental illness) of the individual, resulting from an illness, accident or injury disturbances, which prevent his normal participation in the activity in society;

Incapacity - functional limitations caused by physical dysfunctions (deficiencies), intellectual or sensory, health or environmental conditions and which reduce the possibility of the individual to perform an activity (motor or cognitive) or behavior.

Handicap - social disadvantage resulting from a deficiency or disability and which limits or prevents the individual from fulfilling a role expected by society;

Disability - the result or effect of complex relationships between the state of health of the individual, personal factors and external factors that represent the life circumstances of this individual. Due to this relationship, the impact of different environments on the same individual, with a given health status can be extremely different. Disability is the generic term for impairments, activity limitations and participation restrictions - according to CIF *). (CIF represents the International Classification of Functioning, Disability and Health - document prepared by the World Health Organisation, Geneva, 2001).

Special educational requirements (SEN) - additional, complementary educational needs the general objectives of education adapted to individual and characteristic particularities, a certain learning disability or impairment / difficulty, as well as complex assistance (medical, social, educational, etc.).

Special education - adapted form of school training and complex assistance (medical, educational, social, cultural) intended for persons who fail to reach temporarily or on throughout the schooling the instructive-educational levels corresponding to the age, required by ordinary education. The school education of children with special educational needs must correspond to the developmental needs of children, by adequately assessing the potential of learning / development and by

ensuring rehabilitation-recovery and compensation of deficiencies or disorders, learning difficulties.

School integration - the process of adapting the child to the requirements of the school he / she attends, by establishing positive emotional relationships with members of the school group (class) and developing successful school performance. The assimilation by the child of the student status is the result of some internal changes in the balance between a certain dominant personality with consequences in the plan of his action.

Curricular adaptation - correlation of the contents of the components of the national curriculum with the possibilities of the student with special educational needs, from the perspective of the finalities of the process of its adaptation and school and social integration. **This is done by the cadres support / itinerant teachers together with the classroom teacher** by elimination, substitution or adding content in accordance with the objectives and purposes proposed by the plan personalised intervention.

Inclusion - the process of preparing schools to include in the process education all members of the community, regardless of their characteristics, disadvantages or their difficulties.

Inclusive education - a permanent process of improving the school institution, with the aim of exploitation of existing resources, in particular human resources, to support participation in the educational process of all people in a community.

Inclusive school - an educational unit that provides an education for all children and is the most effective means of combating discriminatory attitudes. The children from these educational units benefit from all social and educational rights and services according to the principle "the resource follows the child".

School center for inclusive education - a school institution that, in addition to organising, the development of the teaching-learning-evaluation process builds other directions of institutional development: training / information in the field of special education, documentation / research / experimentation, as well as educational services for / in the community.

Education center, day center, curative pedagogy center, etc. - educational units organised by the Ministry of Education and Research or by non - governmental organisations in partnership with the Ministry of Education and Research and have

as purpose and purpose the recovery, compensation, rehabilitation and school and social integration of different categories of children / pupils / young people with disabilities. They are considered educational alternatives whose content is based on certain experimental pedagogies (Montessori, Freinet, Steiner, Waldorf etc.).

County center of resources and educational assistance - unit connected with personality under the Ministry of Education and Research, which provides assistance services psycho-pedagogical for parents, children, teachers and who coordinates, monitors and evaluates, at county level, the activity and educational services offered by schools for inclusive education, inter school speech therapy centers and speech therapy offices, centers and psycho-pedagogical assistance offices, school mediators.

- The M.E.C.T.S ORDER no. 5.573 of October 7, 2011 - on the approval of the Regulation on the organisation and functioning of special education and specially integrated. The school integration of children with SEN is done as follows:
 - a) through special classes and groups - for children and students with disabilities - from school units special or boarding schools;
 - b) through mainstream schools, individually, with or without educational support services;
 - c) through groups or classes in health units in which children, pupils and young people with chronic diseases or diseases that require hospitalisation periods longer than 4 weeks;
 - d) at home (itinerant schooling), for a determined period;
 - e) through other school structures.
- The M.E.C.T.S ORDER no. 5.574 of October 7, 2011 (* updated *) for the approval of the Methodology regarding the organisation of educational support services for children, pupils and young people with special educational needs integrated in mainstream education (updated on September 8, 2015 *). In order to achieve specific tasks in the field of integrated education, CJRAE / CMBRAE organises the following activities and services:
 - a) evaluates and orients school and professional, in collaboration with the specialists from the units schoolchildren, all children / students with SEN;
 - b) issues the school and professional orientation certificate;

c) identifies the mass education units within the county / municipality of Bucharest

which ensures the best conditions for psycho-individual development depending on the type and degree deficiency;

d) offers specialised consultancy to all educational units in order to fulfil optimal conditions for providing educational support services;

e) offers specialised counselling for parents and students;

f) organises multidisciplinary teams to detect all children / students with SEN and for the application of individualised service plans;

g) provides services for the orientation of continuous training through partnerships with competent institutions;

h) organises working meetings, symposia, etc. in order to disseminate the examples of good practices in the field of inclusive education;

i) identifies, in collaboration with the specialists of the school units, children / students with difficulties of learning, development or school adaptation that are at a time of failure school or at risk of dropping out of school and organises multidisciplinary teams to ensure remedial education services, psycho-pedagogical counselling according to long-term needs or short of them.

- The M.E.C.T.S ORDER no. 5.555 of October 7, 2011 (* updated *) for the approval of the Regulation on the organisation and functioning of the county centers / of the Bucharest municipality of resources and educational assistance;
- The M.E.C.T.S ORDER no. 3.477 / 08.03.2012 regarding the development of the National Strategy for “Community Action”;
- THE GOVERNMENT ORDER no. 904/2014 2014 for establishing the minimum spending limits related to the rights provided by art. 129 para. (1) of Law no. 272/2004 on the protection and promotion of children's rights;
- The M.E.N.C.Ş. ORDER no. 5.079 of August 31, 2016 on the approval of the Framework Regulation for the organisation and functioning of pre-university education units;
- THE GOVERNMENT ORDER no. 889/2016 regarding the approval of the National Strategy for the mental health of children and adolescents;

- The M.E.N.C.Ş. ORDER no. 5.086 of August 31, 2016 for the approval of the Framework Methodology on homeschooling, respectively the establishment of groups / classes in hospitals;
- The order of M.S. (Ministry of Health) no. 1.306 of November 17, 2016 for the approval of the biopsychosocial criteria for the classification of children with disabilities in the degree of disability and the ways of their application;
- Joint Order no. 1985/1305/5805/2016 of the Minister of Labor, Family, Social Protection and the Elderly, the Minister of Health and the Minister of National Education and Scientific Research on the approval of the methodology for evaluation and integrated intervention for the inclusion of children with disabilities, school guidance and vocational education of children with special educational needs, as well as for the empowerment and rehabilitation of children with disabilities and / or special educational needs;
- The M.E.N. ORDER no. 3.124 of January 20, 2017 on the approval of the Methodology for providing the necessary support to students with learning disabilities;
- Law no. 272/2004 on the protection and promotion of children's rights, republished, with subsequent amendments and completions;
- Law no. 221/2010 for the ratification of the Convention on the Rights of Persons with Disabilities, adopted in New York by the General Assembly of the United Nations on December 13, 2006, opened for signature on March 30, 2007 and signed by Romania on September 26, 2007, as subsequently amended;
- Law no. 18/1990 for the ratification of the Convention on the Rights of the Child, republished, with subsequent amendments.

2.5.2. Current Practices in Romania

2.5.2.1. Current practices in inclusive education

Inclusive education - refers to the fact that the education system is open to all children and to each one and involves a process of identification, reduction and elimination of barriers that prevent learning in school and out of school, so continuous adaptation of school to children; thus, the inclusive school is the educational unit in which education is provided for all children and is the most

effective means of combating attitudes of discrimination and segregation. The children / students in these educational units benefit from all the educational, psychotherapeutic, medical and social rights and services, according to the principles of social inclusion, equity and ensuring equal opportunities.

Inclusive education means that young people and children with and without disabilities learn together in regular pre-school, school, college and university institutions, with appropriate support. Inclusion means giving students the opportunity to participate in the life and work of ordinary institutions as best they can, regardless of their needs. At the same time, inclusive education refers to the fact that all children must learn together in environments as close as possible to the normal context of life and not in separate environments. Thus, each child is included in an appropriate education program, having the right to go to the kindergarten / school where all the children in their neighbourhood go, and the kindergarten / school to meet their educational needs.

Yet, who are the students who benefit most from inclusive education?

Every child has a series of characteristics that refer to the way, style, rhythm and specificity of their learning, but it is certain that a series of children have particularities that justify an additional support, specific activities for accomplishing the learning tasks; here we are talking about special requirements, different from those of most children and which determine specific measures. Any child can have special needs in certain periods because special requirements cover an extremely varied, complex and dynamic reality - from simple problems, determined by the typical development of individuality and person, to unique problems, which can only be solved with a special and specific intervention.

Special educational needs (SEN) derive from disabilities, deficiencies, diseases, or sociocultural deprivations, such as:

- Learning difficulties / disabilities;
- Mental retardation / deficiency;
- Language disorders;
- Physical / motor / psychomotor deficiencies;
- Visual impairments;
- Hearing impairments;
- Emotional and behavioral disorders;

- Delinquencies;
- Stray children;
- Minority ethnic and religious groups;
- Children with chronic diseases or AIDS;
- Exploited or abused children.

Therefore, who are the children with SEN (special educational needs)? To this question, school actors gave two categories of answers: on the one hand, **children with SEN are those who have a certificate of expertise and school guidance issued by the relevant institutions**; on the other hand, **children with SEN are those who have learning difficulties**, with or without the certificate that officially certifies their SEN status. The information provided by the school actors who were investigated (teachers, school counsellors, support teachers, principals) shows that students with SEN integrated into mainstream education are, in most cases, children with various difficulties: ADHD, mild mental disabilities, associated or not with dyslexia, dysgraphia, dyscalculia and, less frequently, severe deficiencies.

The inclusion of students with severe disabilities in mainstream education depends to a large extent on the existence at local level of special or integrated forms of special education. If there are such forms of education, they educate children with severe disabilities. If these forms do not exist, then children are educated in mainstream education. In the slightest of cases, the student with SEN disrupts the conduct of classes through verbal or movement interventions (interventions that are not generated by the teacher's request), is not attentive to the class and / or does not comply with the teacher's requirements / requests. In moderate and severe cases, they cannot cope with school requirements (do not retain information, fail to learn letters and / or numbers, cannot perform calculations or read texts, etc.), behave either aggressively or avoidantly. (physically assault colleagues or express joy overcoming social distances / the way considered normal to express joy in such situations; do not enter into social relationships with colleagues, refuse to communicate with them, etc.) or even have crises that require the presence and the rapid intervention of specialised personnel.

How is the identification of children with SEN achieved and what factors are involved?

The institution that deals with the identification of children with SEN and which, based on a complex analysis, issues certificates of expertise and school guidance is CJRAE / CMBRAE (County Centre for Resources and Educational Assistance / Bucharest Centre for Resources and Educational Assistance).

The family has a very important role, both in the process of identifying and diagnosing the child's SEN situation, and in the following stages, which aim at their school and social integration. First of all, the degree of disability and / or the granting of the certificate of school and / or professional orientation cannot be done without the request and consent of the family / guardian / legal representative. Also, the integration of the student in the educational assistance process proposed by the Internal Commission for Continuous Assessment (CIEC) set up at the level of the unit where the child / student is enrolled is also done only with the consent of the family.

Teachers are the ones who bring to the attention of parents the difficulties of long lasting and pronounced school adaptation that they observe in their children. Most often, where there are specialists such as school counsellors, teachers are assisted by them in the process of identification and initial assessment of students with SEN (in fact, teachers are those who provide them with information about those students susceptible to SEN). In this sense, the specialists mentioned above apply a series of tests to assess cognitive, psychological abilities of students with learning difficulties and to enable the necessary educational assistance to be established. Thus, this process is often perceived as difficult to achieve: many stages, various actors and various institutions. In the case of some of the children, the CES certificate is used as a "survival technique" in mainstream education because they receive enough support from teachers as well as material help.

Thus, both theoretical studies and school practice have shown that the most appropriate approach from the perspective of inclusive education is the heterogeneous group / class that is characterised by diversity, from the perspective of developmental differences, learning style and other characteristics of children. Thus, we come to specify that a group / class in which diversity is accepted and we work to respond to the educational needs of each child is an inclusive group / class. One of its characteristics is to ensure a flexible and open environment for each child and for the whole class.

Characteristics of an inclusive group / class as a friendly learning environment:

	Inclusive group / class
Relationships	<p>Friendly and warm</p> <p>The educator / teacher is attentive to the needs of the children</p> <p>The companion of the child with SEN values the child and assists the other children as well</p>
Who is in the class	<p>The educator / teacher, different children (with a variety of skills and developmental environments), as well as other professionals, such as the support teacher, the school counsellor, the speech therapist.</p>
Class organisation	<p>In some activities, they sit on the floor, make a circle or two so that the children and the educator / teacher sit together, like at a round table.</p>
Learning materials	<p>A variety of materials for all children, such as newspaper clippings for math, posters and dolls for communication activities.</p>
Resources	<p>The educator / teacher plans each day to use different materials; involves children bringing materials to the group / class for activities.</p>
Evaluation	<p>Authentic evaluation: observation sheets, children's works, such as portfolios.</p>

However, in the school practice of including students with SEN, difficulties often arise due to the fact that the staff teaching in schools is still poorly prepared for this particularly complex mission, both due to lack of experience and knowledge of special educational requirements, and lack of practice in participating in such teamwork. Support teachers also rarely have the opportunity to interact with other children, so that teamwork stimulates team learning and the development of a sense of belonging to children with SEN.

Perhaps the most important finding of the process of schooling children with SEN in mainstream education is that, more than in the case of regular students, they need a whole team of teachers and support staff to ensure a complex of educational and non-

educational services. Mass education institutions need to be aware of and implement this lesson if they want to truly create an inclusive environment in which students with SEN can reach their full potential. Thus, it is certain that the educational process is based on cooperation, collaboration and links between the parties involved, and in addressing the problems of students with SEN this need becomes stronger, constituting the basic principle of the approach. We are talking about a network of **structures involved in the inclusion of students with SEN:**

a. At the institutional level, the cooperation between teacher-class teacher-student-parents-specialists is easier, the links between the parties having a formal framework already established by distributing the roles at the institution level and the school-parent links. Also, the development of an efficient and personalised structure (where appropriate), for each child / situation, is facilitated by the informal connections between the parties, as well as by the possibilities of adapting / adjusting the formal ones.

At the level of educational institutions, there are psycho-pedagogical assistance offices coordinated by CJRAE / CMBRAE that become real “resource rooms” (RR) in which your school counsellor works. They help identify the problem, perform the primary assessment of the child, support parents in obtaining the certificate of school and career guidance, guide teachers in developing PIPs (personalised intervention plan) and last but not least, advise the student by providing emotional support. These offices exist only in certain educational institutions, at the level of our country the network of school and inter school offices has 50 school counsellors who work in over 100 schools.

Another important "resource room" in managing the cases of students with SEN is the support teacher's office that exists only in certain educational institutions, at primary and secondary levels, depending on the number of students with school and career certificates issued by CJRAE enrolled in a unit. It has specific attributions from the elaboration of the individualised service plan, the realisation of the curricular adaptation in partnership with the teachers, the participation in activities together with the students during the school hours and until the counselling of the parents. At the same time, it carries out personalised remedial activities for each student, depending on the specifics and severity of the deficiency.

b. At the level of cooperation of the school with external institutions, as well as cooperation between institutions (from the perspective of the teacher and the school):

- *CJRAE (County Center for Resources and Educational Assistance) and CJAPP (County Center for Psychopedagogical Assistance)* - for documentation, support, assistance; school counsellors (psychologists, psycho educators, sociologists, pedagogues), social workers.
- *CCD (Teaching Staff House)* - for documenting training, activities, projects.
- *CSI (County School Inspectorate)* - for support, information; school inspectors, itinerant and support teachers.
- *NGOs (non-governmental organisations)* - for documentation, information, support, assistance, financing of programs, projects.
- *DGASPC (General Directorate of Social Assistance and Child Protection)* - for documentation, support, assistance in carrying out the activity, consulting.
- *Speech therapy center* - for documentation, support, assistance.
- *Special schools* - for support and assistance, accompanying teachers; a teacher training.

Socio-educational service providers

- *Network of school offices for psycho-pedagogical assistance (CSAP)* - identification, counselling, programs; school counsellors (psychologists, psycho-pedagogues, sociologists, pedagogues), social workers.
- *Network of speech therapists* - for the therapy of language disorders, support; speech therapist.
- *Other schools* - examples of good practice; for information regarding the “antecedents” of the students (psycho-pedagogical file); former teachers.
- *School medical offices* - early identification, assistance; doctors, nurses.
- *Local authorities (town hall, county council)* - for support, assistance, project financing; social workers.
- *School and professional guidance commission:* for school and professional guidance, psycho-educational evaluation sheet; Commission for the Protection of the Child - for inclusion in the degree of disability
- *Social partners (economic agents, police, hospitals, etc.)* - for specialised social services, practice, partnerships, financing.

The specific provisions of the National Education Law and other normative documents establish that the schooling of children with SEN mass education should be achieved through the development of **personalised intervention plans** and the intervention of **a support / itinerant teacher** with experience in this area. In most cases, the support teacher is placed in special education units, so that he becomes a link between the special education system and mainstream education.

At the level of the class of students and practices it is essential that any educational unit in the mass system that educates children with SEN ensures that the following conditions are met:

- each teacher receives support from colleagues, but also from specialised staff outside the school; children with SEN, together with their peers, are involved in group learning activities, cooperative learning;
- developing rules together with all students and their effective application;
- explicit learning objectives, adaptation of contents, learning tasks and assessment strategies, as well as heterogeneous grouping;
- development of personalised intervention plans, close monitoring of the progress and results of students with SEN.

In addition to classroom practices, it can be noted that, through the inclusive approach, schools need to do better than they usually do, while introducing a number of changes and even innovations in their current work and allocating special resources (human, material, time) in this regard.

According to ORDER No. 5574 of October 7, 2011 which includes the *Methodology on organising educational support services* for children, pupils and young people with special educational needs integrated in mainstream education, educational support services are organised and operate in accordance with the principles governing pre-university education.

In order to achieve specific responsibilities in the field of integrated education, CJRAE / CMBRAE organises the following **activities and services for all levels of education (preschool, primary, middle school, high school):**

- a) evaluates and guides school and professional, in collaboration with the specialists from the school units, all children / students with SEN;
- b) issues the certificate of school and professional orientation;

- c) identifies the mass education units within the county / municipality of Bucharest that ensure the best conditions for psycho-individual development depending on the type and degree of deficiency;
- d) provides specialised consultancy to all educational units in order to meet the optimal conditions for providing educational support services;
- e) offers specialised counselling for parents and students;
- f) organises multidisciplinary teams for the detection of all children / students with SEN and for the application of individualised service plans;
- g) provides services for the orientation of continuous training through partnerships with competent institutions;
- h) organises working meetings, symposia, etc. in order to disseminate examples of good practice in the field of inclusive education;
- i) identifies, in collaboration with school specialists, children / students with learning difficulties, development or school adaptation who are at a time in a situation of school failure or at risk of dropping out of school and organises multidisciplinary teams to provide services remedial education, psycho-pedagogical counselling depending on their long-term or short-term needs.

Specificity of educational support services:

- The school integration of people with SEN is done in mainstream education units
- For the effective integration of people with SEN, it is necessary to create specialised support services in psycho-pedagogical assistance to benefit children / students / young people integrated, as well as counselling services for teachers in inclusive school, other students, family, and community.
- The specialised services necessary for the integration of children with SEN are provided by itinerant and support teachers, in collaboration with all stakeholders

2.5.2.2. Current practices in Romanian education

In Romanian education, but also at the level of our county, the practices regarding the inclusion of children / students with SEN are similar for all levels of schooling (preschool, primary, secondary, high school). The only notable difference is related to the existence of support teachers who work differently with these students only at the primary and secondary levels; they are not standardised in kindergartens and high schools.

At the level of Dâmbovița county, the number of children / students with school orientation certificates is the following:

- preschool level: 151 preschoolers
- primary and secondary school level (from the preparatory class to the 8th grade inclusive): 867 students
- high school level: 227 students

At the same time, the positions of support teachers are standardised in one or two school units, at the level of our country there are 29 positions for approximately 40 school units.

The identification of children's development / social problems is done by the parent, teacher, school counsellor or other people who take care of them, but the parent is the one who makes the request for the complex evaluation of the child and obtaining the certificate of school and professional orientation to CJRAE / CMBRAE.

The existence of this certificate entails the obligation of the parent to inform the school about the child's problem, but also the obligation of teachers from the class / group in which the preschooler / student is enrolled to adapt the contents and strategies to the child's disability, so that he can reach objectives at least at a minimum level.

In this sense, the teachers make the Personalised Intervention Plan (PIP) (**Annex 1**), in its drafting specifying the identification data of the child, as well as:

- the diagnosis / problems the child is facing
- intervention team (specify the teachers involved, other specialists, family members):
- field (s) of intervention
- purpose (target behaviour / expected result)
- specific objectives / competencies from the curricular adaptation
- duration
- date of elaboration of the PIP
- PIP revision date.

After making these plans, the case manager (who is usually the educator, teacher, class leader or in some cases, the school counsellor) draws up the individualised service plan which is a document that summarises information on the intervention of all specialists (teachers, teacher support, speech therapist, etc.) (**Annex 2**).

Also, at the end of the school year, the case manager completes the *Monitoring Report (Annex 3)* of the intervention which shows the extent to which the objectives initially set have been achieved.

At a practical level, the teacher adapts the resources and intervention to the specifics of the child's disability, so that progress is made and reviews the PIP whenever they deem it necessary. At primary and secondary school level, the intervention of teachers who teach in class is doubled by the activities carried out by the support teacher who works differently with small groups of students in the disciplines where they encounter difficulties.

An important aspect in this regard is given by the fact that a child with a Certificate of School and Vocational Guidance issued by the CJRAE can postpone, based on it, enrolment in school for 2 years, i.e. can remain in preschool education until the age of 8, which gives them the opportunity to recover or reduce the differences compared to children of the same age.

2.5.3. Education of the GETs in Romania

2.5.3.1. Pre-service education of the GETs.

In order to become a certified teacher in the state-maintained sector in Romania, several legal requirements have to be fulfilled. Teaching certifications are provided by the Government through higher education institutions that offer a general straightforward route valid for all authoritative bodies in the country. The process of accreditation as a teacher is similar for all future education practitioners having majored in either a general subject or in specialised education. So irrespective of the academic background, the main general steps to be followed are as such:

- the completion of undergraduate academic studies in a relevant field allowing the candidates to obtain a bachelor's degree.
- university students can follow a teacher training module/ the Psycho-Pedagogical Training Study Programme (open only to students enrolled in general subjects).
- future educators are required to pass a teaching examination in the school district they opt for.

The study cycle is structured in three years of undergraduate studies (or four years for some programs) that lead to a bachelor's degree, and an additional two

years that lead to a master's degree. Having a master's degree is not a prerequisite to pass the national teaching examination. However, according to the Ministry's of Education Order no.361/16.05.2017, only candidates with a master's degree have access to teaching positions in high schools upon successfully completing their studies and being awarded 60 ECTS credits.

For students enrolled in general education courses, the university-led Initial Teacher Education programme is divided into two levels. Level 1 is addressed to students doing their undergraduate academic studies and lasts for three years. During the six semesters, the module covers the basics of pedagogy-related disciplines such as psychology, methodics, didactics, classroom and behavior management, computer assisted learning, teaching methodologies, curriculum, and lesson design. In addition to the theoretical approach, in-school placements in pre-schools and primary schools are organised. The school placements last for a minimum of 20 hours and cover both formal lesson observations and teaching practice. The completion of the First training module is awarded through a pass interview and portfolio that contains lesson plans, lesson observation grids and the mentor's written feedback on the student's teaching practice. The Level 1 teaching certificate grants students 30 ECTS credits and allows future educators to teach pupils from preschool up to secondary school (14 years old).

Level 2 can be attained through the completion of a postgraduate diploma of education (a master's degree) and it is structured in two years of study that offers 30 ECTS credits. The studies deepen students' knowledge of subjects (project management, educational policies, psycho-pedagogy, intercultural education, developing critical thinking etc) and includes teaching placements in secondary schools coordinated by both academia and school-based teacher mentors. The certificate of completion is awarded upon the final examination consisting of the elaboration and presentation of a teaching portfolio. The completion of Level 2 allows future education practitioners to also teach high school students, university and adult classes in addition to teaching in pre-schools and primary schools.

Both Teacher Training Level courses can also be attended outside the bachelor and master studies by university graduates who enrol in full time tuition paid university-led induction courses. Universities have the freedom to organise the structure of the training program while respecting the Ministry's of Education Frame methodology

for organising psycho-pedagogical training programs. Considering this aspect, the curricula for the teaching certification does not contain specific modules on inclusive education, resource rooms, or the universal designed learning. According to the course coordinator and the course teacher, mentions about these topics can be made during classes but at this stage there is no mandatory or special instruction offered. However, the initial teacher accreditation programme described above does not necessarily entitle graduates to teaching positions in the special education system but only in the general mainstream education. Currently, the most straightforward route to qualify as a certified education practitioner in the special education system (either as school counsellors, speech therapists, learning support assistants/teachers – the so-called ‘itinerary teachers’) is by earning credentials from the Faculty of Psychology and Educational Sciences. The array of courses offered during the three years of undergraduate academic studies are at the core of specialisations such as Psychology, Pedagogy of Primary and Preschool Education, Pedagogy, Special Psycho-Pedagogy, Prevention and Early Intervention, Diagnostic and Intervention for People with Special Needs.

For exemplification, the Special Psycho-Pedagogy area of study guides students to develop an understanding of subjects like Behavioural diagnosis and remediation of learning disabilities, Speech therapy, Psychopathology and medical psychology, Special Education, Psycho diagnosis of disabled people, but also Special education for the deaf and the hard of hearing/visually impaired and partially-sighted persons or Braille (optional course offered by the Faculty of Psychology and Educational Sciences, the University of Bucharest). It is important to point out that it is only at this stage that future teachers (and only those studying towards a special education diploma) are being introduced to the notion of ‘Universal Design’ and that the course dedicated to the concept is not compulsory. At the end of the study program, students should be capable to run psychological assessments and evaluations of both adults and children, to be fully prepared to intervene in order to facilitate the insertion in the community of SEN children, teenagers and adults. Upon completing the program, graduates can work as teacher assistants, special needs education teachers (the so-called ‘support/itinerant teacher’) or as SEN consultants in either mainstream schools or different NGOs.

In a 2017 policy report dedicated to the initial teacher training of future general education teachers in Romania conducted by the Legal Resources Centre and co-sponsored by the Swiss-Romanian Cooperation Programme, the authors draw the attention on the state of the actual pre-service teacher training programme that fails considerably in instructing future general educators on important elements such as inclusiveness, diversity and non-discrimination. The study emphasises on the fact that due to incomplete training, classroom practitioners lack the necessary knowledge to cope successfully with many of the aspects that involve a diverse classroom. According to the authors of the study the absence of a culture of inclusiveness leads to the improper tackling of issues such as bullying and discrimination. The research that was conducted in 13 Romanian higher institutions identifies the inadequacy of the design of their pre-service training module as the main culprit. Very few universities address issues like inclusiveness, human rights and stereotypes. In the eventuality that some of these aspects are to be addressed, this only happens during optional courses that may or may not be chosen by the students. Also, a very sound suggestion was made which is that the pre-service university led school placements should expose future education practitioners to a variety of school settings (including Roma pupils and students with special educational needs and disabilities).

However, these burning issues affecting the pre-service training of future teachers are starting to be addressed with the newly approved programme of instruction, the Master's Degree in Specific Didactics (Masteratul Didactic). Largely debated since 2011, the Master's in Specific Didactics is a pilot scheme, currently in the first year of implementation. It is being developed at the moment by just eight Romanian universities and addresses the training needs of future teaching staff, reinforcing the skills and knowledge imperative for modern education. According to Methodology, the course outline includes specialist subjects such as Inclusive Education (of pupils with SEN and minorities), Virtual Education Environments, Ethics and Educational Research, Instructional Design and theories of Learning. Along with the school placements coordinated by mentors, the innovative study programme aims to equip postgraduate students with the 21st century professional expertise.

Future master students are also motivated to take part in the study scheme by being offered a substantial monthly financial incentive for the duration of the two years of

study. The funds are provided through a Government Scheme, the POCU project (Programul Operațional Capital Uman) that encourages people to engage in the workforce. Although it is still extremely early to evaluate the impact of the new master's programme on future teachers and their pupils, hopefully the scheme will succeed in empowering future educators in order to become outstanding professionals.

2.5.3.2. In-service education of the GETs.

The in-service training of general education teachers also called Continuing Professional Development (CPD) refers to the willingness of the teaching staff to engage in ongoing educational activities where they can update their knowledge and learn new skills that are relevant to their profession. At national level, the CPD system in Romania is regulated by the Ministry of Education that stipulates the framework for the organisation and the evaluation of teaching courses. The current methodology (valid since 2011) authorises as the course providers the following types of institutions: regional School Inspectorates, regional Teaching Staff Resource Centres, accredited higher education institutions and centers for open-distance education.

Some of the main reasons of the teaching staff for attending professional development vary from professional requirements (end of year assessment evaluations, the obligation to acquire 90 ECTS professional credits every 5 years) to career progression (management team, year group coordinator), from professional growth to financial incentives (achievements recognition award that comes with financial benefits).

The Methodology for the continuous professional development of school teachers stipulates teachers' entitlement to professional development and acknowledges as accredited the following programmes:

- professional development courses (in person seminars, webinars, hybrid approaches)
- preparation courses for obtaining the teacher certifications of 2nd and 1st degree
- studying towards another university degree
- professional reorientation courses
- postgraduate courses (such as master degrees or PhD studies)

In addition to the above, continuing professional development can also be carried through annual/semestrial methodological teacher meetings, through peer observations and feedback on teaching practice, staying informed on the latest research studies in education through books, articles, participation in local/national/international conferences and symposiums, job shadowing opportunities and of course professional development grants in Romania or abroad. The most popular form of international training is available through the ERASMUS programme that allows Romanian teachers to attend CPD courses, job shadowing stages and master degrees in different European countries while sharing good practices and developing teaching expertise.

In Romania, staff development is offered mainly through the Ministry of Education, the Institute for Education Sciences, accredited higher education institutes, regional school inspectorates and regional Teacher Training Centres, but also through professional bodies in charge with alternative education strategies and learning and other registered course providers that intermediate international CPD for teaching staff. The courses are evaluated by the participants, by the course providers, by the Ministry of Education and by external professional bodies such as ARACIS (the Agency for Quality Assurance in Higher Education) that carry out external evaluation and award the quality label. At local level, the main CPD provider for teachers is the regional Teacher Training Centre that offers a training course catalogue at the beginning of each school year; the courses are adapted to teachers' training needs and are in line with the current education policies.

In recent years, the concept of inclusive education has become an important objective on the Ministry's of Education agenda in the effort to tackle discrimination in the educational setting and to care for the provision of children with special needs. In the county of Dâmbovița, one of the courses on offer for the school year 2020-2021 is called Curricular Adaptation for Children and Students with Special Educational Needs and has a duration of 42 contact hours. The target group is the teaching and the support staff in the pre-university education system. The aim of the course is to instruct teachers on delivering lessons to mixed ability classrooms by adapting the lessons content to the needs of each learner.

Between 2018 and 2020, the regional Teacher Training Centre has implemented the INO- PRO project – INNOvation and PROgress for a Qualitative and Inclusive

Education in Dâmbovița county. The aim of the project was to improve the competencies of the teaching staff in pre-university education system in order to promote quality education services focused on the inclusive school and adapted to students' needs. Similar courses are on offer in each county in order to familiarise teachers in the pre-university education with specific tools and strategies needed in the instructive educational activity carried out with children with disabilities. Enrolling in courses organised by Teacher Training Centres usually incur a tuition fee paid by the learners.

In addition to the programs and projects implemented through the regional Training Centres, teaching staff in the pre-university education system also have access to an array of specialised master programs focused either on subject discipline, on education policies or in special education. The last ones aim to improve the educators' knowledge and skills related to the special education needs provision of school children. The topics vary from speech therapy to psychological interventions, clinical psychology and other educational therapies and are mainly targeted by professionals already working in the special education sector.

Graduating a master programme in special education or following CPD courses on the topic do not entitle learners to occupy teaching positions in special schools (unless the individual is already the recipient of a graduate degree in the field). Also, as the completion of a master's degree is a long-term process that does not influence in any way the educators' pay, the decision to engage in postgraduate studies usually comes from intrinsic reasons.

2.6. TURKEY

2.6.1. Current Legal Regulations in Turkey

2.6.1.1. Legal Regulations About Inclusive Education

Education practices through mainstreaming; It refers to the education provided in full-time or part-time special education classes with their peers by providing supportive education services to individuals in need of special education in order to ensure that they interact with other individuals at all types and levels and achieve their educational goals at the highest level (Special Education Services Regulation 2018).

Due to special education policies, it is essential that students with special needs receive education in the least restricted educational environments. The least restrictive environment; are the classes in schools where students with general development attend. Inclusive education: It ensures that individuals with special needs are in the same environment with their peers and benefit from all educational activities equally and integrate them educationally and socially. It allows individuals to be supported by training programs tailored to the individual, taking into account their developmental characteristics and competencies. (Special Education Services Regulation 2018)

In our country, a number of legal regulations have been made in order to facilitate the coexistence of individuals with special needs with individuals with general development, to receive education in line with their developmental, sociocultural and individual characteristics and their needs, and to increase the quality and standards of life.

Published in the 1982 **Constitution of Turkey**,

"42. Pursuant to Article "

"II. Education and Education Right and Duty "

"Nobody can be denied the right to education and training." and

"The state takes measures to make those who need special education beneficial to society due to their circumstances ." The right to education of individuals with special needs has been secured throughout the country.

If we look at the current legal regulations at the local level; Antalya Directorate of National Education has a structure established in accordance with Article 42 of the Constitution, and within the scope of the Antalya **Directorate of National Education 2019-2023 Strategic Plan**; towards the education policies of the state , Purpose 5. The physical, spiritual, and mental development of individuals will be supported by increasing the effectiveness of special education and guidance services.

Target 5.2 A justice-based approach model will be adopted in education that does not isolate individuals with special education needs from their peers and strengthens the culture of living together.

In accordance with the item;

1. The quality of services for students with special education needs will be increased.

2. Physical facilities of schools and institutions will be improved, particularly suitable for the use of individuals in need of special education. Its strategies are included. It is aimed to increase the service quality by creating standard conditions in all applications throughout the province of Antalya.

All activities carried out by our Directorate for inclusion practices in schools are carried out within the scope of education policies guaranteed by laws. These:

- Within the scope of **National Education Fundamental Law No. 1739**, published in 1973 ; Under the title of equality of opportunity and opportunity, "Article 8 - Special measures are taken to raise children in need of special education and protection."

- **Decree Law No. 573** , published in 1997 ; Under the title of mainstreaming, Article 12 - The education of individuals in need of Special Education is carried out with their peers in line with the individual education plans prepared by using appropriate methods and techniques in schools and institutions of all types and levels . And Article 24 - Official and private pre-school, primary and secondary education schools and non-formal education institutions; They are obliged to provide special education services to individuals in need of special education in their environment. Necessary measures are taken to ensure that individuals in need of special education receive education in the said schools and institutions.

• Pursuant to the **Law No. 5378 on the Disabled** , which entered into force in 2005 ; Education and training titled, “Article 15- Disabled people cannot be prevented from receiving education for any reason. Children with disabilities, young people and adults are provided with equal education opportunities in integrated environments and with non-disabled people, taking into account their special circumstances and differences.

• The right to receive education through mainstreaming has been secured with Article 24 of the **United Nations Convention on the Rights of Persons with Disabilities**, adopted in the United Nations General Assembly in 2006.

In addition, the Ministry of National Education **General Directorate of Special Education** was established in 1980, it was transformed into the Department in 1982 and the Department of Special Education and Guidance in 1983.

In 1992, as a result of the increasing need in the field of special education and guidance throughout the country, the **General Directorate of Special Education Guidance and Counselling Services** was established in order to carry out the service more effectively and widely. In Section 5 of the **Special Education Services Regulation**, which was published on 31.05.2006 and lastly on 07.07.2018, the Ministry of National Education, students 'rights, parents' rights and obligations, teachers, principals and vice principals and other personnel have been determined. The standards of all applications for inclusive students in preschool, primary and secondary education institutions have been determined.

By publishing the **Guidance and Psychological Counselling Services Regulation** on 04.08.2020, it has ensured all the rights of individuals with special needs and the standardisation of the practices to be carried out throughout the country. The job description of the school counsellor in the applications to be made for mainstreaming students has been determined.

With the last amendment made on 26.07.2014, according to the **Regulation on Pre-School and Primary Education Institutions**, the starting age of students with special needs in pre-school education, the number of the class they will receive education, giving priority to the enrolment of disadvantaged students within the scope of inclusive education, within the framework of students' developmental characteristics and social adaptation skills. It was stated that the school principal,

teachers, psychologists, and staff should take the necessary measures for the development characteristics and needs of these students.

According to the **Regulation on Secondary Education Institutions** published on 07.09.2013, inclusion students receive education in the same environment with their peers by providing support education services, taking into account their development characteristics based on their individual competencies and benefiting from the programs opened in secondary education institutions to meet their learning needs, and the preparation of an individualised education program (IEP) by the individualised education program development unit established in the school in accordance with the provisions of the Special Education Services Regulation in accordance with the provisions of the Special Education Services Regulation. their rights are specified.

In addition, the right of inclusive students to receive supportive education determines the principles for the implementation of education and training in special education schools and special education and rehabilitation centres opened under the **Law No. 5580 on Private Education Institutions** and the government's coverage of education expenses.

Special needs students: In the Counselling and Research Centre, they are evaluated according to their developmental characteristics and competencies. With the reports prepared, the determination and follow-up of the training needs, the coordination of the school and support training centre studies are provided by these centres. The operating principles of these institutions are determined in the **Guidance and Research Centre Directive and Special Education Services Regulation published by the** General Directorate of Special Education Guidance and Counselling Services . Students with special needs are placed and monitored by the Special Education Services Board established in the district and city center of the Directorate of National Education. In addition, this committee monitors the student in line with the Guidance Research Center Report so that students who cannot attend school due to health problems can receive education at home, and students who continue their treatment in the hospital receive education in the hospital. An up-to-date and active planning of the practices is carried out with the **Guide on Education Practices through Integration** published by the Ministry .

The **Ninth Development Plan (2007-2013)**, published by the Strategy and Budget Directorate, included "Prioritizing the mainstreaming method, making the physical conditions of the existing schools suitable". The **Tenth Development Plan (2014-2018)** made arrangements for students with special needs in all educational institutions. In line with the policies and targets included in the development plans and programs, the Strategic Plan of the Ministry of National Education (2010-2014) has been determined as a goal to increase the quality of education services for inclusive students. The primary objective of the Ministry of National Education's Strategic Plan (2015-2019) is the main goal of "ensuring access of all individuals to education and training under fair conditions". Until the end of the plan period, it is aimed to increase participation and completion rates in all types and levels of education and training, especially for disadvantaged individuals.

Finally, within the scope of the **Eleventh Development Plan (2019-2023)** and the Ministry of National Education **2023 Education Vision**; It aims to strengthen physical facilities and develop mobile applications for individuals with special needs to benefit from educational services. In addition, by providing disadvantaged individuals with access to inclusive and qualified education and lifelong learning opportunities in all units of the society, their thinking, perception and problem-solving skills have developed, have the characteristics of entrepreneurship and innovation with a sense of self-confidence and responsibility, internalizing democratic values and national culture, open to sharing and communication, To raise productive and happy individuals with strong artistic and aesthetic feelings, prone to use of technology, has been determined as the main goal.

When we look at the education statistics for the year 2019-2020; The number of mainstreaming students is 789, 489 of which are girls and 300 male students in the preschool period, a total of 119 307, of which 76 492 are girls and 42815 are boys, in the primary school, a total of 142 670, of which 89 719 are girls and 52 951 are boys in the secondary school, and 34 285 are girls in the high school. There are 55 534 students, 249 of which are male. 18,241 across the country. 194,296 students out of 881 students benefit from mainstream education. (MEB Statistics 2019-2020)

2.6.1.2 Legal regulations about Resource Room

One of the applications aimed at ensuring the integration of individuals with special needs with the people they will communicate with is the support education

room. Increasing the number of support education rooms in the Strategic Plan of the Ministry of National Education (2010-2014) in line with the policies and targets included in the **Eleventh Development Plan (2019-2023)** and programs has been determined as a target. The standards to be followed in the planning and execution of the services to be carried out in practice are specified in the **Special Education Services Regulation, Article 25** and the **Support Education Room Guide** .

In the Regulation on Special Education Services of the Ministry of National Education published in 2006, "education through mainstreaming; The education of individuals in need of special education, by providing support education services, together with their peers who do not have any disabilities, in official and private; These are special education practices based on the principle of continuing them in preschool, primary education, secondary education and non-formal education institutions ". In addition, article 28 of the same regulation; "A support education room is opened in schools and institutions in order to provide special education support for students who need special education and gifted students who continue their education in the same class with their peers ..."

According to the Special Education Services Regulation published in 2018, it is compulsory to open a support education room by the school directorate, which has mainstreaming students. The school directorate prepares the program so as not to exceed 40% of the total course time of the student, the planning of the learning program to be employed, and the determination of the course hours. School Individualised Education Plan (IEP) Development Unit will be trained by the performance close to the performance of students with a group of students taking education into groups with a maximum of 3 people can be planned. The Guidance and Research Centre provides consultancy services during the opening and operation of the support education room.

Regulation on Preschool and Primary Education Institutions Article 84: Full-time mainstreaming / integration through education students with special talented students for pre-school and primary school in special education support granting in order to support the training room in the direction of the physical conditions of the school opening, teaching materials and equipment It was stated that the needs of the students should be met by considering the needs and characteristics of the students .

Secondary Education Institutions Regulation article - 103: Full-time mainstreaming / integration applications training for continuing students with special talented students in the areas they need to support education services from the school's POSITION to be given through the ins support training room opened, d Estee training services in the training room, legislation hi The execution of the sets is specified. Thus, opening a supportive education room for mainstreaming students at all levels of education and conducting studies have been standardised by legal regulations.

If we look at the latest developments; Within the scope of the Ministry of National Education's 2023 Education Vision, the study started in 2019 to transform the support education rooms opened in schools to new standards within the scope of the efforts to improve the educational environment of students who need special education. The number of support education rooms at new standards, which was 79 in 33 provinces at the beginning of 2019, reached 81 at the end of the year. It was increased to 200 in the province and 400 at the beginning of 2020. In Antalya, the number of support rooms was increased to 10 in line with the ministry's pilot implementation standards.

2.6.1.3 Legal regulations about UDL

Universal Design is the design of products, space and environment that can be used by everyone. It is a design concept that adopts the use of the majority of the society as possible, without allowing any discrimination. Students who need special education in the process of education and training generally need to differentiate and diversify their teaching methods and techniques, as well as making some adjustments and arrangements in the tools and equipment used. The first of the measures to be taken to ensure equal opportunity in education is the necessity of making adaptations and arrangements that facilitate educational activities in educational environments and in the tools and equipment used in order to ensure that learning can take places for all students.

If we look at the legal regulations in our country regarding universal design; **Within the scope of the Eleventh Development Plan (2019-2023)** and the Ministry of National Education's **2023 Education Vision**; It aims to strengthen physical facilities and develop mobile applications for individuals with special needs to benefit from educational services.

This approach: Although it covers the curriculum (curriculum) and applications for the education and training process, its impact has expanded in our country, from product design to architecture, urban design, from simple systems that provide environmental control to complex information Technologies.

At the local level, within the scope of **Antalya Directorate of National Education 2019-2023 Strategic Plan**; towards the education policies of the state, Strategies 5.2.1 The quality of services for students with special education needs will be increased. 5.2.2 Physical facilities of schools and institutions will be improved, particularly suitable for the use of individuals in need of special education. Their goals have been selected. The number of schools with lifts / lifts, ramps, and toilets suitable for the use of disabled people for this goal was 450 in 2019 and reached 500 in 2020. It is aimed to reach 750 schools in 2021.

Within the scope of the regulations on buildings published by the Turkish Standards Institute (TSE) in 1991, it has set standards for ease of use and increasing the quality of life in the indoor floors and equipment materials used in buildings to be used by individuals with special needs (Turkish Standards Institute 9111). In addition, in common areas and outdoors; It has made it compulsory to use vehicles developed with accessibility and universal design model in the use of street, road and public transportation vehicles (Turkish Standards Institute 12576-12460).

2.6.2. Current Practices in Turkey

2.6.2.1. Current Practices in Pre-School

Pre-school practices for individuals with special needs in our country, in order to facilitate their coexistence with individuals with general development, it is essential to organise educational programs by taking into account the characteristics of the developmental period, individual differences and needs.

Special needs students: In the Counselling and Research Centre, they are evaluated according to their developmental characteristics and competencies. With the reports prepared, the training needs are determined and followed, the school and support training activities to be attended are planned. School placement and follow-up are carried out by the Special Education Services Board.

According to the Regulation on Pre-School and Primary Education Institutions , the starting age of students with special needs in pre-school education , the number of

the class they will receive education, giving priority to the enrolment of disadvantaged students within the scope of inclusive education, providing flexibility in school attendance times within the framework of the developmental characteristics and social adaptation skills of students , It is compulsory to evaluate the school principal, teachers, psychologists and staff in charge of the necessary measures for the developmental characteristics and needs of these students .

Encountered in the implementation of the training arrangements of mainstreaming students' questions in; Special Education Services Regulation is taken into consideration. According to the regulation, pre-school education is compulsory for children over 36 months. Considering the individual characteristics and competencies of children, the preschool education period can be extended for one more year. It is essential that these students benefit from inclusive education in the same classrooms with their peers. However, in special education schools and classes for students who have difficulty in adapting, there are adaptation classes consisting of a total of 5 students accompanied by 1 kindergarten teacher and 1 special education teacher. If students complete the orientation program, they can continue their inclusive education in the same classes with their peers.

In addition, although there is no requirement for education for the period before 36 months, the Counselling and Research Centre and the Special Education Services Board plan early childhood education and family guidance programs and follow up the implementation by experts. Thus, students and their families are supported with early intervention and early education. With the Guidance and Research Centre Report, which is planned according to the needs of the students, up to 12 hours of free rehabilitation training is supported by individual and group lessons, including 8 hours individual + 4 hours per month with state support.

For students with special needs, it is compulsory to apply an Individualised Education Plan (IEP) by the school according to their characteristics and needs. IEP teams formed in schools and the school principal follow this program. In the courses, applications are made according to the objectives taken in this program. If requested by the family, it is ensured that the student can benefit from the support education room.

In the preschool period, which we can describe as the critical period, the development of school adaptation skills, social, cognitive, psychomotor , language skills, and self-

care skills of students with special needs, as well as children with normal development, are of great importance. Intelligence in terms of the kind of visual development, AQ private, auditory, kinesthetics, intelligence and natural intelligence inherent support in the field is essential preparation for primary school. In the planning made, the sense of self-confidence is supported by starting education in the areas where the student is successful. Individual development is taken into account in the evaluation of the student's success performance.

Thus, it is aimed to support individuals with special needs at the highest level, taking into account inclusive education practices at an early age.

If we look at local applications; Antalya Directorate of National Education has determined the necessary strategies for the schooling of students with special education needs. Within the framework of the Ministry of National Education 2023 Vision Document, the rate of those who received pre-school education at the age of 5 in early childhood is targeted as 100%. Studies are carried out to popularise and develop pre-school education, and the quality of early childhood education is increased. Community-based early childhood is diversified and spread. Basic educational practices that care about the cognitive, emotional and physical development of our students, and where they can internalise scientific thinking, attitudes and values, are carried out, and innovative practices that will increase the quality of inclusive education are included. (Antalya Directorate of National Education 2019-2023 Strategic Plan)

The rate of pre-school teachers who attended teacher training to ensure the adaptation of students who need special education in Antalya province was determined as 20% in 2019 and 30% in 2020. In addition, in the research, the rate of primary school first year students who received at least one year of pre-school education was determined to be 80% in 2019 and 85% in 2020. The number of students with unfavourable conditions supported in early childhood education is 150 in 2019 and 200 in 2020. 1003 students with special needs benefit from inclusive education practices in the preschool period throughout Antalya. (Antalya Directorate of National Education 2019-2023 Strategic Plan)

1 million 629 thousand 720 students benefit from pre-school education in our country. According to the Ministry of National Education Strategic Plan (2015-2019) period, it is aimed to have a 70% schooling rate for children aged 4-5, and 92% of

primary school first grade students who have received at least one year of preschool education.

2.6.2.2. Current Practices in Primary School

In order to facilitate the coexistence of individuals with special needs in primary school education with individuals with general development, it is essential to organise educational programs by taking into account their developmental characteristics, individual differences and needs.

Special needs students: In the Counselling and Research Centre, they are evaluated according to their developmental characteristics and competencies. With the reports prepared, the training needs are determined and followed, the school and support training activities to be attended are planned. School placement and follow-up are carried out by the Special Education Services Board.

According to the Regulation on Pre-School and Primary Education Institutions, the class size of students with special needs in primary school, giving priority to the enrolment of disadvantaged students within the scope of inclusive education, preparing an individual education program (IEP) for students within the framework of students' developmental characteristics and social adaptation skills, while evaluating the academic success of this program must be taken into account. If the parent of the student with special needs requests, a class repetition can be made only once. The Individual Education Program (IEP) team to be formed, under the chairmanship of the school principal, plans the lessons and hours that the student will benefit from the support education room, the class teacher, the school psychological counsellor, and the program is prepared in a way that does not exceed 40% of the total course hour, the teacher will be assigned and the student's arrival. It is compulsory that the school principal, teacher, psychological counsellor, and staff take necessary measures for the developmental characteristics and needs of these students. According to the regulation, the principal distributed equally to each class while enrolling the student. It pays attention to have a maximum of 2 mainstreaming students in the classes.

Problems encountered in the implementation of education arrangements for inclusive students; Special Education Services Regulation is taken into consideration. Within

the scope of inclusive education, students who have difficulty in adapting to the same class with their peers receive education with simplified education programs in environments structured according to their developmental characteristics and competencies. Students who show academic progress and complete social adaptation in these programs benefit from mainstreaming education.

With the Counselling and Research Center Support Training Report, which is planned according to the needs of the student with special needs, up to 12 hours of free rehabilitation training is supported by individual and group lessons every year.

In addition, the Special Education Services Board established in the district and provincial center of the Directorate of National Education plans the courses and hours that the student will receive education in line with the Guidance Research Center Report for the students who cannot attend school due to health problems to receive education at home and the students who continue their treatment in the hospital. The educational planning and academic success assessment of these students are made according to the Individualised Education Program (IEP). School principal is obliged to control these studies.

If we look at local applications; Antalya Directorate of National Education has determined the necessary strategies for the schooling of students with special education needs. Within the framework of the Ministry of National Education 2023 Vision Document ; A justice-based approach model has been adopted in education that does not isolate individuals in need of special education from their peers and strengthens the culture of living together . The number of students benefiting from mainstreaming practices in the province of Antalya ; A total of 1649 students were determined, including 162 at the 1st grade, 362 at the 2nd grade, 686 at the 3rd grade, and 439 at the 4th grade level. In our country, 76492 students in 119307 schools at primary school level benefit from mainstreaming education. (Ministry of National Education Statistics 2019-2020)

2.6.2.3. Current Practices in Secondary Schools

Individuals in need of special education in secondary schools in our country; It refers to individuals who differ significantly from their peers in terms of their individual and developmental characteristics and educational competencies.

Individualized education program (IEP), which is prepared for the targeted purposes in line with the development characteristics, training needs and performances of the

individuals with special education needs and includes the support education services to be provided to these individuals, is applied.

The basic principle is to direct individuals with special education needs to the most appropriate educational environments starting from the diagnosis process, and to provide a qualified special education service with education processes prepared by considering their individual needs in the educational environments they are directed. Individuals with special education needs, minimum restricted educational environments according to the results of educational evaluation and diagnosis by the Special Education Evaluation Board (07/07/2018 - 30471 Special Education Services Regulation Second Part Part One Article 7 (1)) They receive education in the same environments with their peers, primarily through mainstreaming / integration practices.

In addition, students who have difficulties in adapting to educational environments with their peers can receive education in special education classes opened in secondary schools. Students who have difficulty following the school program receive education in special education schools and institutions that are opened at all types and levels according to their needs and performance levels. For students who cannot attend school due to health problems, education services are provided at home and in the hospital in secondary school.

Aim in education through mainstreaming; To help individuals without disabilities and people with disabilities develop many positive behaviors that they can acquire by interacting with each other.

In schools and institutions, individuals who will receive education through mainstreaming are distributed equally, with a maximum of two individuals per class. According to the type of disability, educational performance and needs of the students who continue their education through mainstreaming; Necessary measures are taken, and arrangements are made in measuring and evaluating tools and equipment, educational materials, teaching methods and techniques. (Special Education Services Regulation, Article 24)

Physical, social and psychological environment arrangements are made in accordance with the disability of the student in schools and institutions where education practices are carried out through mainstreaming.

In addition, it is essential for students who benefit from inclusive education in secondary school to benefit from the support education room. One-to-one education is given in the support education room, taking into account the educational performance of the students. In line with the planning of the supportive education IEP development unit, it can be planned during the school hours or outside, if needed, on weekends. If the student is to be trained during the course hours, the training related to that course is given during the hour of the course that is planned to receive supplementary education. (07/07 / 2018-30471 Special Education Services Regulation Second Chapter Chapter Five Article 25 (1).

A total of 1464 students, 411 at the 5th grade level, 387 at the 6th grade level, 347 at the 7th grade and 319 at the 8th grade throughout the province of Antalya, benefit from the inclusive education practices.

If we look at the data of mainstreaming students studying at secondary school level in our country; In the 2019-2020 academic year, 15361 students in 24549 schools' benefit from mainstreaming education. (MEB statistics 2019-2020)

2.6.2.4. Current Practices in High Schools

Special education and guidance services are carried out in our country by the General Directorate of Special Education and Guidance Services, which is one of the 19 service units of our Ministry according to the Presidential Decree No.1 on the Presidential Organization. The studies are based on the Constitution's Law on the Disabled No.5378, Child Protection Law, Decree Law No.573 on Special Education, Special Education Services Regulation, Secondary Education Institutions Regulation, Guidance Services Regulation, Open Education Regulation, Open Education Secondary School Regulation, Lifelong Learning Institutions Regulation, Vocational Open Education High School Regulation. It is carried out on the basis of. Special education, in line with the general purpose and basic principles of Turkish National Education, is the training of individuals with special education needs;

Based on the general purpose and basic principles of Turkish National Education; It aims to enable individuals with special education needs to use their capacities at the highest level in line with their educational needs, competencies, interests and abilities, and to prepare them for higher education, professional life and social life.

The basic principle is to direct individuals with special education needs to the most appropriate educational environments starting from the diagnosis process, and to

provide a qualified special education service with education processes prepared by considering their individual needs in the educational environments they are directed. Individuals with special education needs, minimum restricted educational environments according to the results of educational evaluation and diagnosis by the Special Education Evaluation Board (07/07/2018 - 30471 Special Education Services Regulation Second Part Part One Article 7 (1)) They receive education in the same environments with their peers, primarily through mainstreaming / integration practices.

In addition, students with special education needs continue their education in high schools where vocational education is based, and in special education classes. Education services at home and in the hospital are also provided at the high school level for the students who cannot continue their education due to health problems among the individuals with special education needs in the compulsory education age. Based on the programs followed by the students, an Individualised Education Program (IEP) is prepared in line with their educational performance and needs.

In schools and institutions, individuals who will receive education through mainstreaming are distributed equally, with a maximum of two individuals per class. According to the type of disability, educational performance and needs of the students who continue their education through mainstreaming; Necessary measures are taken and arrangements are made in measuring and evaluating tools and equipment, educational materials, teaching methods and techniques. (Special Education Services Regulation, Article 24)

By opening day special education vocational education centers (schools) by the Ministry in order to provide students with mild intellectual disabilities, students with mild autism and visually impaired students who have completed secondary school, who cannot attend general, vocational and technical secondary education programs, and students with visual impairment These individuals are ensured to continue their four-year compulsory education at the secondary education level. Special education vocational schools provide vocational education in 18 occupational fields and 27 branches to students with special education needs.

Institutions opened for the education of individuals with special talent: In order to ensure that specially talented students at the secondary education age are aware of their individual talents and use their capacities at the highest level, the Ministry opens

daytime Science and Art Centers. Individual education is essential in these institutions. Educational activities in the institution are planned and carried out in a way that supports the programs in the formal education institutions where the students attend. The students are equipped with the skills of thinking about the future, making predictions and discussing them and reflecting on their studies.

Special Education Services in Other Institutions: Guidance and research centers; By carrying out educational evaluation, diagnosis, monitoring and guidance services for individuals in need of special education, it recommends the least restrictive educational environment for the individual, provides support education and guidance and psychological counselling services to the individual and his family. Official and private; Pre-school, primary and secondary education institutions and non-formal education institutions are obliged to provide special education services to individuals with special education needs. In these schools and institutions, necessary arrangements are made by taking special education measures in order to increase the effectiveness of education and training services offered to individuals with special education needs. Cooperation is made with national education directorates, RAMs, and special education schools for all kinds of special education services to be provided to these individuals.

Again at the high school level, in special education schools and special education and rehabilitation centres opened under the Law No. 5580 on Private Education Institutions; Individuals with special education needs can use their right to general and vocational education in line with their interests, desires, competencies and abilities.

It is aimed to raise them as productive individuals who realise their roles in society, establish good relations with others, work in cooperation, and adapt to their environment. With the programs prepared with a student-centered approach; It is aimed to improve their functional academic skills, to become self-sufficient and to maximise their social adaptation skills.

By using appropriate training programs and special methods, personnel, tools, and equipment; In line with their interests, needs, abilities and competencies, they are prepared for higher education, business and professional areas and life.

For universal design, within the scope of physical access to schools, physical arrangements are made in schools and institutions within the framework of the

Accessibility Monitoring and Supervision Regulation No. 28713 dated 20 July 2013 for students with special education needs.

A total of 1988 students, 399 at the 9th grade level, 362 at the 10th grade level, 379 at the 11th grade and 848 at the 12th grade throughout Antalya, benefit from the inclusive education practices.

If we look at the data of mainstreaming students studying at high school level in our country; In the 2019-2020 academic year, 34285 students in 55534 schools will benefit from mainstreaming education. (MEB statistics 2019-2020)

2.6.3. Education of the GETs in Turkey

2.6.3.1. Pre-service education of the GETs.

Higher Education Institutions exams (YKS) are conducted following high school education in Turkey. Those who want to be a teacher must take this exam and must be placed in a teaching area that is included in their preferences according to their score. Teacher training is provided in faculties that train teachers for 4 years at the undergraduate level. These faculties are referred to as educational facilities or faculties of educational sciences. Currently there are 5 Faculty of Educational Sciences and 90 Faculty of Education institutions. According to the statistics of the 2019-2020 academic year, the number of teacher candidates enrolled in these faculties with YKS scores is 44,633 (<https://istatistik.yok.gov.tr/>).

In education faculties, teacher candidates are trained in departments of basic education, educational sciences, fine arts education, mathematics and science education, special education, Turkish and social sciences education, and foreign languages education.

Considering the general structure of the teaching programs, the courses are distributed under the headings of professional knowledge, general culture, and field education. The curriculum of all branches includes inclusive education, UDL and resource room applications. The Special Education course, which was first introduced as a compulsory course in the classroom teaching program in 2008, was included as a compulsory course in all branches in the following years, and finally, with the program change made by the Council of Higher Education (CHE) in 2018, the number of courses has been increased (<https://www.yok.gov.tr/kurumsal/idari-birimler/egitim-ogretim-dairesi/yeni-ogretmen-yetistirme-lisans-programlari>). The

main ones of these elective courses are Inclusive Education, Individualization and Adaptation of Teaching, Attention Deficit and Hyperactivity Disorder, Program Development in Education, Learning Difficulty, Human Rights and Democracy Education, Culture and Language, Turkish Sign Language, Alternative Education Practices in Primary School, Inclusive Language Teaching, Children Under Risk and Their Education, Assessment of In-Class Learning and Child Behavior Management.

The content of the Special Education and Inclusion course, which is a compulsory course in the whole teaching program includes the following subjects : Basic concepts of special education; principles and historical development of special education; legal regulations regarding special education; diagnosis and evaluation in special education; individualization of teaching; mainstreaming and support special education services; family participation in education and cooperation with the family; characteristics of different disability and ability groups; educational approaches and teaching strategies for different groups; effective strategies and behavior management issues in classroom management. Teacher candidates apply 10 ECTS in the 7th semester and 12 ECTS in the 8th semester, which is a total of 22 ECTS. Pre-service teachers also work on students with special needs in the classroom during the application process.

The teacher candidate can graduate after successfully completing a total of 240 ECTS, including 88 ECTS from the courses in the field of professional knowledge, 42 ECTS from the courses in the field of general culture and 110 ECTS in the field education. Graduate candidates can work in public or private educational institutions in the relevant branch.

2.6.3.2 Inservice education of the GETs

In line with the objectives of the Ministry of National Education's 2023 Education Vision, the Ministry of National Education Pre-School and Primary Education Institutions Regulation 38, the Ministry of National Education Regulation on Secondary Education Institutions 87 and 88, and the Ministry of National Education Lifelong Learning Institutions Regulation 52. Special needs of our administrators and teachers working in pre-school, primary education, secondary education and lifelong learning institutions in order to increase their knowledge and skills related to the field, to gain new skills to solve the problems encountered in education and

training processes, to develop their interactions with students, parents and the environment. the individuals in the education inclusive education services applications submitted under the It is aimed to increase the quality. Along with the in-service trainings conducted under the coordination of the Ministry, provincial and district national education directorates organize professional study activities on the basis of provinces and districts in the following titles and similar subjects according to local needs, by observing the framework program sent by the General Directorate . The subject contents in these trainings can be summarized as follows :

- Special education practices at all levels of education (special education classes, homeschooling, support education room, mainstreaming education, autism, etc.)
- Training for the development of professional skills of school administrators in the context of inclusive education
- Developing guidance skills of preschool and classroom teachers in inclusive education
- Design thinking for innovation in education
- Inclusive education
- Individualised education programs
- Measures to be taken to reduce student absenteeism
- School-family cooperation training (General Directorate of Lifelong Learning)

If we look at the trainings made by the Ministry of National Education for inclusive education throughout the country and the number of teachers reached ; face to face and distance education as years of data in some are as follows.

- In -service trainings implemented in 2011 ;
 Preschool Integration Seminar 110 preschool teachers
 Education of the Mentally Handicapped Course 420 classroom teachers
 Hearing Impaired Education Course 100 classroom teachers
 Seminar on Determination of Vocational Areas in Special
 Education 211 administrators and teachers
 Special Education Methods Seminar 266 classroom teachers

Seminar on the Preparation of Vocational Education Programs for the Disabled 335 classroom teachers

In addition, within the scope of universal design model studies in learning , teachers in Istanbul, Izmir, Kahramanmaraş, Ankara, Samsun, Zonguldak, Ağrı, Erzurum, Siirt and Gaziantep were trained in the Barrier Free School Model Seminar .

- In-service trainings implemented in 2012 ;
 Education of the Mentally Handicapped 120 classroom teachers
 Special Teaching Methods Seminars 90 special education teachers
 Education of the Mentally Handicapped 720 special education teachers
 Inclusion Education Seminar in Preschool 110 preschool teachers
 Turkish Sign Language Interpreter Course educationally and 81 hearing impaired teacher
- In-service trainings implemented in 2013;
 Seminar on Preparing Vocational Education Programs in Special Education 240 administrators, special education teachers, guidance counsellors
 Independent Movement Skills Education Seminar for the Visually Impaired 90 special education teachers
 Special Education Practices in Preschool Seminar 120 Preschool teachers
 Braille Writing Course 80 Special education teachers
 Inclusion Education Seminar in Preschool 90 Preschool teachers
- In-service trainings implemented in 2014;
 Integration Practices in Special Education Seminar Within the scope of Strengthening Special Education Project; 420 classroom teachers in 10 pilot provinces (Ankara, Istanbul, Izmir , Maraş, Ağrı, Siirt, Zonguldak, Erzurum, Samsun, Gaziantep)
 Special education teachers of the Independent Movement Skills Training Course for the Visually Impaired and 81 guidance counsellors working in guidance and research centers.
 Seminar on Preparing Vocational Education Programs in Special Education 81 classroom teachers
 The Course of Adaptation of Children in Need of Special Education to the Education Process 225 public education teachers

<p>Braille Writing Course 90 special education teachers</p> <p>Education Course for the Mentally Handicapped 2520 classroom teachers</p> <ul style="list-style-type: none"> • In-service trainings implemented in 2015; <p>Early Childhood and School previous period in Special Education Services Seminar 180 kindergarten teacher</p> <p>Integration Practices Trainer Training Course 90 classroom teachers</p> <ul style="list-style-type: none"> • In-service trainings implemented in 2016; <p>Special Learning Disabilities Training Practices Course 80 classroom teachers</p> <p>Support Education Room for Special Talents Trainer Training Course 300 Class teachers</p> <p>Braille Writing Course 90 special education teachers</p> <p>Expert Teacher Training Course to Support in the Field of Special Education 9087 teachers</p> <p>The Education of Students with Autism Special Education Practice <i>Course</i> 80 special education thematic factor</p> <p>Special Education Practices <i>Course in</i> Education of Mentally Disabled Students 80 teachers</p> <p>Inclusion Education Course in Preschool 240 Preschool teachers</p> <p>Turkish Sign Language Course 200 teachers working in hearing impaired primary and secondary schools and special education vocational high schools</p> <p>Special Education Practices Awareness Training of Trainers Course 395 classroom teachers</p> <ul style="list-style-type: none"> • In-service trainings implemented in 2017; <p>Special Learning Disabilities Training Practices Course 352 Classroom teachers</p> <p>80 special education teachers attending a Braille Writing Course</p> <p>Support Education Room for the Specially Talented Trainer Training Course 100 classroom teachers</p> <p>Behavior-Changing Methods and Techniques Course for Students with Special Education Needs 100 classroom teachers</p> <p>Family Education Program for the Specially Talented Trainer Training Course 90 Counsellor teacher</p> <p>Expert Teacher Training Course to Support in the Field of Special Education 4200 preschool teachers</p>

<p>Braille Mathematics Teaching Course 80 Mathematics Teachers</p> <p>Family Education Program for the Families of Individuals in Need of Special Education (0-18 Ages) Course 50 Special education teachers</p> <p>Adaptation course for Individuals in Need of Special Education to Non-Formal Education Process 250 Administrators and teachers</p> <p>Instructional Methods and Techniques (for Students with Special Education Needs) Course 100</p> <p>Class teacher</p> <p>Trainer Training Course in the Education of Specially Talented 200 classroom teachers</p> <p>Behavior Change Methods and Techniques Course for Students with Special Education Needs</p> <p>100 classroom teachers</p> <p>Vocational Education Practices in Special Education Seminar 120 Workshop teachers</p> <p>Special Education Practices Awareness Training of Trainers Course 100 guidance counsellors</p> <p>Special Education Practices Course in the Education of Mentally Disabled Students 262 classroom teachers</p> <p>Special Education Practices Course in the Education of Students with Autism 35 1 Special education teacher</p> <p>Awareness Raising Course for Specially Talented Children 300 classroom teachers</p> <p>Language and Speech Difficulty Course 259 classroom teachers</p> <p>Trainer Training Course of Ministry of National Education Teachers with Foreign Students in their Classes in inclusive education practices 620 teachers</p> <ul style="list-style-type: none"> • In-service trainings implemented in 2018; <p>Expert Teacher Training Course to Support Special Education 600 teachers</p> <p>Braille Writing Course 100 teachers</p> <p>Home and Hospital Education Practices Trainer Training Course 120 teachers</p> <p>Special Education Practices Course in the Education of Students with Language and Speech Difficulties 150 teachers</p> <p>Braille Mathematics Teaching Course 100 math teachers</p>

Special Learning Disabilities Educational Practices Course 120 counsellors
 Special Education Practices Awareness Trainer Training Course 100 special education teachers

In addition, within the scope of universal design model studies in learning; 2125 teachers were trained in the Inclusive Education Learning Environments (Physical and Psycho- Social) Trainer Training Course.

- In-service trainings implemented in 2019;
 Expert Teacher Training Course to Support Special Education 250 teachers
 Support Education Room for Specially Talented Trainer Training Course 120 counsellors

Special Education Practices Awareness Trainer Training Course 100 special education teachers

Special Education Practices Course in the Education of Students with Autism 100 classroom teachers

Vocational Skills Development Training Course of School Administrators in the Context of Inclusive Education 2450 teachers

Learning Disabilities Test Trainer Training Course 50 guidance counsellors

Visually Impaired Education of Students with Special Education Practice Course of 90 classroom teachers

- In-service trainings implemented in 2020; It was carried out remotely due to the pandemic .

Training Course for Specialist Trainers to Provide Support Training in the Field of Special Education 3500 preschool and classroom teachers

Distance Education, Development of Design and Management Skills Course for School Administrators in the Context of Inclusive Education, school administrators and teachers 350000 people

Intensive Behavior Modification Methods Course in Special Education 500 classroom teachers

Course of Developing Design Skills of Teachers in the Process of Distance Education in the Context of Inclusive Education 20000 teachers

Trainer Training Course for Teachers Working / Willing to Work with Students with Autism Spectrum Disorder 90 teachers

- In-service trainings implemented in 2021;

It is planned to train 20000 teachers and administrators with Turkish Sign Language Distance Education Seminars. Planning is made by the Ministry as the demand for the areas of need arises. In-service trainings are a system where the Ministry of National Education applies through the personal module defined for each teacher on the electronic information platform, can offer the training they want to attend, and records the course documents such as certificates. The trainings that teachers receive in career planning earn prestige and service points. In addition, these trainings create a multiplier effect by improving their professional skills and competencies and organising trainings for other teachers. Thus, the sustainability of the work increases, the scope of the target audience increases, and the production of solutions to the problems encountered is accelerated. For every student whose special needs are the ultimate goal of meeting the needs of individuals, the rate of universal design models in learning increases.

3. DESIGNING the UDL LESSON PLANS

3.1. Principles of the UDL

The principles of the UDL originated in the field of architecture to design products and an environment accessible and convenient for every person, including those with disabilities. The key to UDL is that the design is universal (everyone has easy access to it, and it enables everyone to learn). UDL has the power of being very flexible while designing. It is an approach that aims to make learning easier for everyone by presenting multiple choices, motivating them to try different learning methods, and providing materials in different ways.

Universal design framework has been developed for educational settings using three brain networks (See Figure 1). These networks are recognition networks, strategic networks, and emotional networks. These networks equal the questions ‘what, how, and why’ in education. The recognition networks in the cerebellum area enable individuals to recognize sounds, tactile elements, light, and smell and interpret these. This is how the students categorise the things they learn, see, hear, touch, taste, and smell during the learning process. This is the part of the brain that helps the students recognize letters and numbers. The strategic network makes people think ‘how’ learning is. How a student plans, organises his/her thoughts, and carries out tasks is of critical importance.

Strategic networks are placed in the front lobe of the brain. Solving a mathematics problem or writing an article are duties of the strategic network. Emotional networks are placed in the central part of the brain and seek answers to the question ‘why’ in learning. This part of the brain has to tell how a student is motivated using emotions or in other words how a student learns. This part of the brain does not recognize patterns but it can evaluate what is important and what kind of activities should be carried out. These three networks make up the basics for the three main principles of universal design. The first of these networks is **providing multiple means of representation**. The ways and methods through which students perceive and comprehend the knowledge presented to them may be different from each other. For instance, students who experience visual and auditory problems or learning difficulties such as dyslexia or dyscalculia, or students who have language or cultural differences may learn knowledge presented to them in different ways. A student who is insufficient concerning language may know the answer to the question directed to him/her but may not be able to understand the question ‘why’ and may not present an answer to the question. Other students are also able to understand knowledge through visual or auditory methods instead of printed texts. Besides, learning also becomes difficult in situations when knowledge is presented in ways that require extra effort or help. The universal design principle clearly states the necessity to provide knowledge to all students in the same way to reduce obstacles in learning:

1) Presenting the same knowledge using different senses (for instance, visual, auditory, or tactile methods) and 2) Presenting knowledge in such a way as to make it adjustable by the user/student (for instance, text that can be enlarged, sounds that can be turned up). When multiple materials, methods, or techniques for different senses are used, learning is transferred easily and effectively because the student can make more connections with the content presented.

The second principle, which is **providing multiple means of action and expression**, focuses on the prominence of enabling students to show reactions in different ways. Some students may easily present orally what they know while having trouble expressing it in written form. In such a case, it may be necessary to provide elements to students so that they can reflect on what they have learnt. Educationalists should allow students to react to show their reaction and this should suit the students’ inabilities.

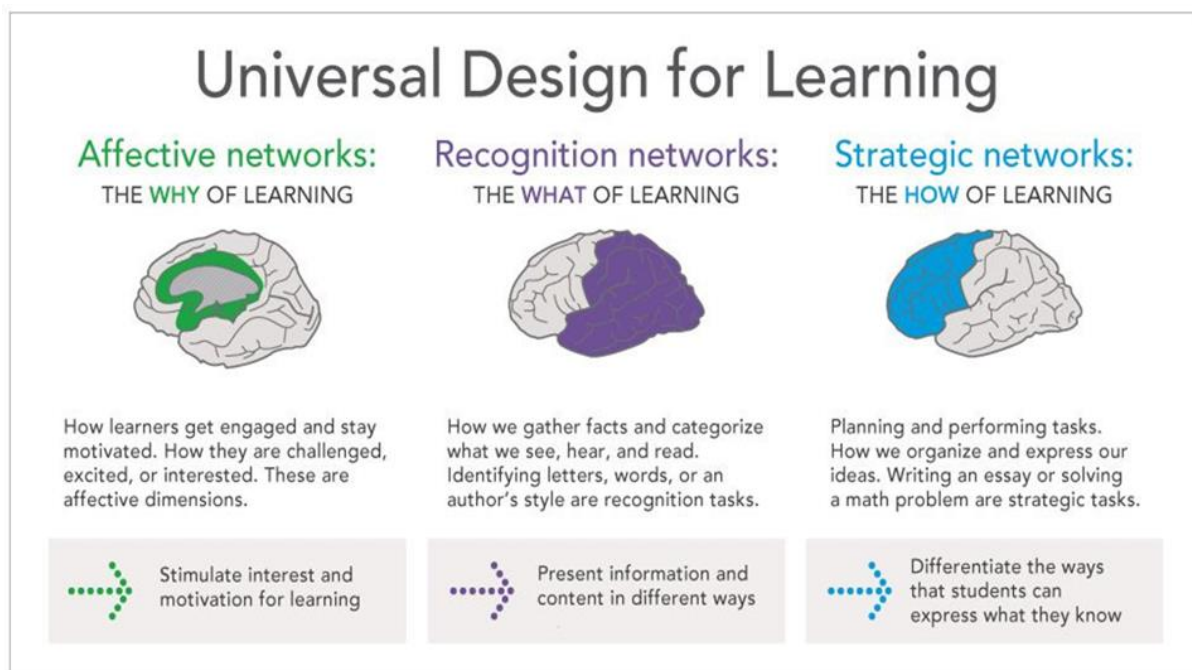


Figure 1. Brain networks*

CAST (2018). *UDL and the learning brain*. Wakefield, MA: Author. Retrieved from <http://www.cast.org/products-services/resources/2018/udl-learning-brain-neuroscience>

The third and the last principle is **providing multiple means of engagement**. The active participation of the student in the process affects learning. When a student is not interested in a subject and fails to participate actively, knowledge cannot be noticed or processed. There are different factors such as cognitive, cultural, and individual factors that affect engagement. Some students are open to change and innovation whereas others refrain from change and innovation. Some students prefer to study on their own while some others prefer to work in groups. In general, there is not always a chance for all students to participate appropriately; for this reason, it is vital to provide multiple choices to guarantee active participation.

Universally designed educational programs are student-centred and eliminate obstacles and provide an access to learning for all students. They are flexible and address the needs of students as well as offering alternatives for individual differences. With these characteristics, universal design in learning provides an opportunity to develop a curriculum to meet the individual needs of students (Sardohan Yıldırım, 2021). There are four components of a universal design curriculum that are connected. These are goals, method, material and evaluation. The goals of a student are usually defined as the learning expectations of the student and the things that the student needs to know. It represents the concepts and the skills that the student needs to know. For most

students, these goals are compatible with standards at the class level. Within the framework of universal design, goals are designed for the individual needs and differentiated goals of the student. This enables teachers to present more choices and alternatives to students in universal design. While the traditional curriculum focuses on content or performance goals, the curriculum of universal design focuses on the development of students and targets higher expectations. Teachers who use the universal design curriculum, change or adapt their methods depending on the needs of students. The materials which are used offer alternative ways to success including the choice of content which are suitable for the students and facilitate learning.

The last step, which is evaluation, is the process of collecting information about how much a student knows by using various methods and materials. The goal of universal design is to make sure that the evaluations are correct and to update them to guarantee that the students have learnt what they are expected to learn. This means increasing elements that create the process to focus on goals and to have the students participate actively in the process. Evaluations of the universal design have to reduce or eliminate the obstacles in the learning environment and the learning process; in this way, the teacher can get a clear picture of what the student knows. Figure 2 provides a summary of the UDL principles mentioned above.

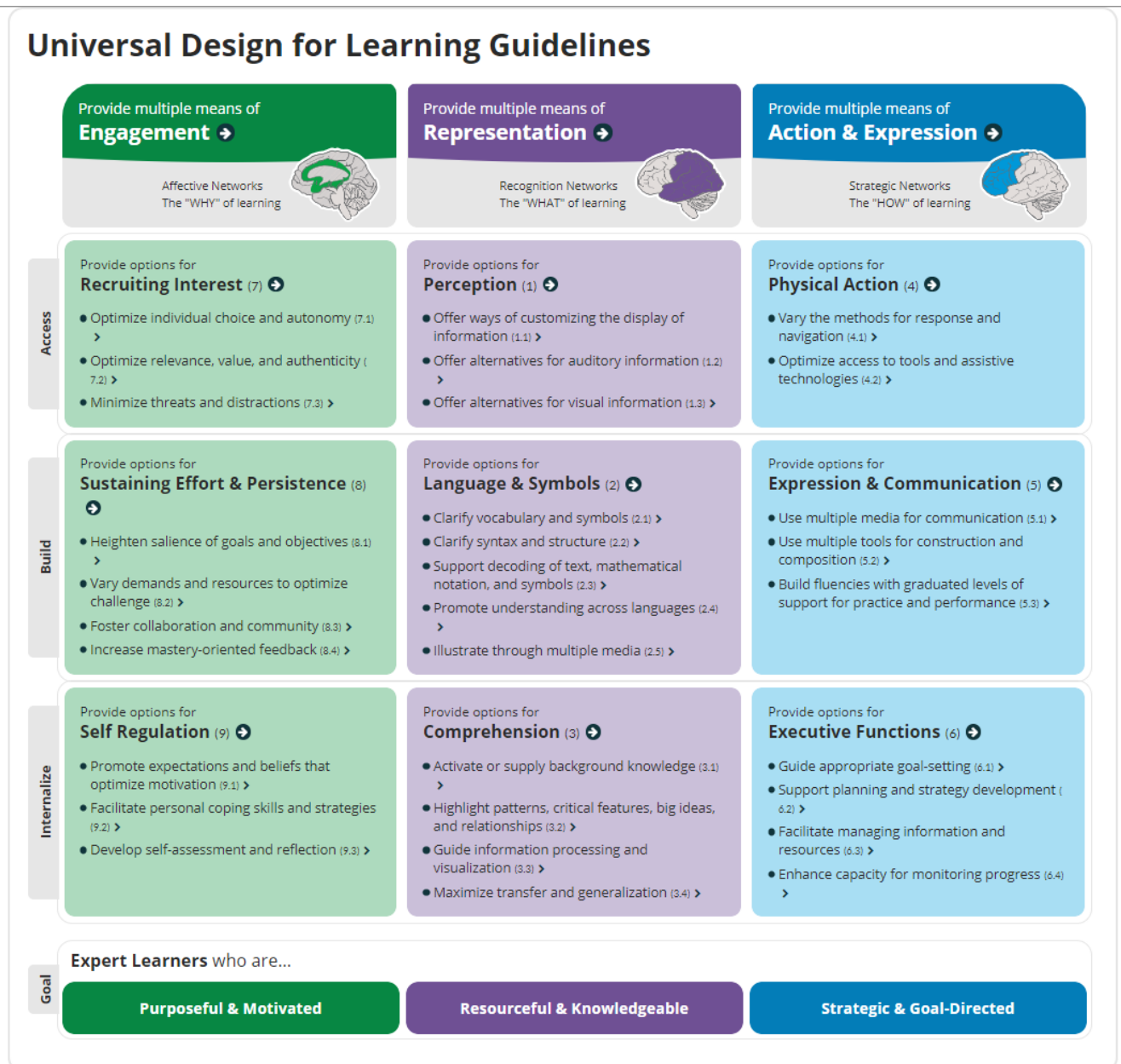


Figure 2. UDL Guidelines*

*Retrieved from

https://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=udlcenter&utm_content=site-banner

3.2. UDL Lesson Plan Format

Lesson:		Main Topic: <i>(Identify specific content area and lesson topic. Say how the lesson fits into the larger unit of study.)</i>	Subtopic:
Date:		Duration/Schedule:	
Target Student:	Class:	Type of Special Need:	
IEP Goals: <i>IEP annual goal for student with special needs</i>		Short Term Objectives:	
Contents:	Lesson Objective(s):	Skills (from the national curriculum)	
Method(s):			
Materials: <i>(List all materials you will be using in each area)</i>			
Representation	Action and expression	Engagement	
<i>Presenting information and course content in multiple formats so that all students can access it. Examples: Provide alternatives for accessing information (e.g., visual and auditory) Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts and using advanced organizers)</i>	<i>Allowing students alternatives to express or demonstrate their learning. Examples: Provide or activate background knowledge in multiple ways (e.g., pre teaching concepts, using advanced organizers) Provide options for completing assignments using different media (e.g., text, speech, film, and music)</i>	<i>Stimulating students' interests and motivation for learning in a variety of ways. Examples: Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math and culturally significant activities)</i>	

		<i>Provide options that encourage collaboration and communication (e.g., peer tutoring)</i>									
Procedures											
<i>(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualized objectives into the general procedures and describe individualized prompting, correction, and reinforcement procedures)</i>											
<p>1. Lesson Format <i>(How will students take part in the lesson? What's the setting in your classroom?)</i> <i>Consider: demonstrations, group investigation, games, multimedia, presentation, and so on</i></p>											
<p>2. Introduction: <i>(How will you grab the student's attention?)</i></p> <table border="1"> <thead> <tr> <th>Procedures</th> <th>Teacher will. . .</th> <th>Student will. . .</th> </tr> </thead> <tbody> <tr> <td>Attending Cue: <i>(How will transition from prior activity be made? What will you initially say/do to gain students attention)</i></td> <td></td> <td></td> </tr> <tr> <td>Anticipatory Set: <i>(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)</i></td> <td></td> <td></td> </tr> </tbody> </table>			Procedures	Teacher will. . .	Student will. . .	Attending Cue: <i>(How will transition from prior activity be made? What will you initially say/do to gain students attention)</i>			Anticipatory Set: <i>(How will you create interest in this lesson? Is pre assessment necessary? Is this review or new info)</i>		
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<p>Modeling: (How will you model—verbally explain with visual example/demo? How will you support students to activate their own thinking?)</p> <p>Guided Practice: (How will students practice skill and how will you prompt/provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent</p> <p>Practice: (How will students demonstrate the ability to perform skill independently?)</p>			
<p>4. Closure: <i>This is done at the end of the lesson. The purpose of the closure is to help students organise their learning; the major point is to clarify any confusion. Also, it is the summary of the class. Assign homework, answer questions, introduce next class ideas, and so on</i></p>			
<p>Evaluation: (How will you know whether lesson objectives have been accomplished? Are you addressing the IEP goal? Who will collect the data? Attach data sheet(s) and instructions to this plan)</p>			
<p>General Lesson Objective Evaluation Functional Behaviors</p>			
<p>Students</p>	<p>Exceeds expectations</p>	<p>Meets expectations</p>	<p>Approaching expectations</p>
<p><i>Students will (demonstrate the following academic behaviors to approach, meet or exceed expectations)</i></p>			
<p>Modifications/Adaptations: (Describe in detail what modifications/adaptations you will provide to support learning? Types of Adaptations: input, output, size, time, difficulty, level of support, degree of participation, modified goals, and substitute curriculum.)</p>			
<p>Comments:</p>			

3.3. Sample of The UDL Lesson Plan

Lesson: BIOLOGY		Main Topic: Respiratory System	1. Subtopic: Breathing functions
Date: 28/09/2021		Duration/Schedule:80' (2 Lessons)	
Target Student:	Class:9/A	Type of Special Need: Inclusive student (Mild Level)	
IEP Goals: - <i>Gain factual knowledge on breathing system</i> - <i>Know the working of the lung</i>		Short Term Objectives: <i>Knowing a functions of the breathing system b work of the lungs</i>	
Contents: The normal structure and functioning of the breathing system	Lesson Objective(s): 1. Identify the key parts of the breathing system 2. Describe the function of each part of the breathing system 3. Explain how lungs work 4. Describe how the movement of the diaphragm helps the air go in and out of the lungs	Skills (from the national curriculum) Students get real information about the respiratory system. Students learn the functioning of the lungs.	
Method(s): Lecturing, Cooperative learning, Concept mapping, Discussion			
Materials: <i>Student's book, pictures, model, fruits, and vegetables.</i>			
Representation	Action and expression	Engagement	
<i>Preliminary activities (3 minutes)</i> <i>The students brought out bunching fruits and vegetables or to look for tree branches.</i>	<i>Identify parts of the respiratory system and to emphasise capillaries and alveoli through Socratic Method of analysis and discussion</i>	<ol style="list-style-type: none"> 1. Lecture 2. Question-answer 3. Repetition 4- presentation show 	

Procedures											
<p>1. Lesson Format <i>Lesson will be done in an ordinary way. The IEP student will have specific instructions according to him and the teacher will use the see instructions during the lesson time.</i></p>											
<p>2. Introduction: <i>Teacher will ask give information about subject more understandable and easier questions during the lesson</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Procedures</th> <th style="width: 33%;">Teacher will. . .</th> <th style="width: 33%;">Student will. . .</th> </tr> </thead> <tbody> <tr> <td> <p>Attending Cue: Take student's attention You come to the class with a lung model and the attention of the students is drawn.</p> </td> <td> <p>Starts the lesson by taking interest of the student about the lesson By showing a lung model, what do you think it is, what can we do with it today? etc. such questions are asked.</p> </td> <td> <p>Try to talk with teacher SS give their answer</p> </td> </tr> <tr> <td> <p>Anticipatory Set: By showing the lung model, lettuce leaves brought to the classroom, what do you think it is, what can we do with it today? etc. such questions are asked.</p> </td> <td> <p>talk about the subject in an easy way before the new subject The teacher tells the students that they will teach a lesson about the structure of the lung, its functioning and the respiratory system.</p> </td> <td> <p>Try to understand the subject Students listen to the teacher and try to make sense of the subject.</p> </td> </tr> </tbody> </table>			Procedures	Teacher will. . .	Student will. . .	<p>Attending Cue: Take student's attention You come to the class with a lung model and the attention of the students is drawn.</p>	<p>Starts the lesson by taking interest of the student about the lesson By showing a lung model, what do you think it is, what can we do with it today? etc. such questions are asked.</p>	<p>Try to talk with teacher SS give their answer</p>	<p>Anticipatory Set: By showing the lung model, lettuce leaves brought to the classroom, what do you think it is, what can we do with it today? etc. such questions are asked.</p>	<p>talk about the subject in an easy way before the new subject The teacher tells the students that they will teach a lesson about the structure of the lung, its functioning and the respiratory system.</p>	<p>Try to understand the subject Students listen to the teacher and try to make sense of the subject.</p>
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	<p>GuidedPractice: The teacher deepens the topic by asking questions that will make students think.</p> <p>Practice: The teacher divides the class into groups and makes a Socratic analysis. Ask various questions.</p>	<p>Guide questions</p> <p>a. What does each part of the bunched model represent in relation to the breathing system?</p> <p>b. How will you describe the pathway of oxygen in the breathing system?</p> <p>The teacher divides the class into groups of five and asks them to show the structure and parts of the lung and explain the respiratory system over models or lettuce. Reinforces students for correct answers and provides feedback and corrections for incorrect and incomplete answers.</p>	<p>The students are to identify the different parts of the respiratory system using the bunch of fruits.</p> <p>Students answer the questions asked.</p>
<p>Closure: At the end of the lesson, the teacher reiterates the important points of the lesson and summarises what has been done in a few sentences. Students are given homework and asked to draw the lungs and respiratory system on a piece of paper. They are asked to add the information covered in the lesson related to the subject.</p>			
<p>Evaluation: <i>The lesson is completed perfectly. Student answered all the questions asked by the teacher.</i></p>			
<p>General LessonObjective Evaluation FunctionalBehaviors</p>			
<p>Students</p> <p><i>Students will answer: What will happen if one part of the system fails to carry out its function properly? What happens to the muscle of the diaphragm when you inhale or exhale?</i></p>	<p>Exceeds expectations</p> <p>If the student understands the structure and functioning of the lungs and the respiratory system and has details that were never mentioned in the course, it is above the expectation.</p>	<p>Meets expectations</p> <p>If the student understands the structure, functioning and respiratory system of the lungs, it meets the expectation.</p>	<p>Approaching expectations</p> <p>If the student does not understand the structure, functioning and respiratory demand of the lungs, it is below the expectation.</p>
<p>Modifications/Adaptations: <i>Students have some difficulties while learning but lessons become easier after telling the subject a few times. Student was able to learn the aim of the lesson and the subject was attractive for him Adaptations can be made during the lesson, in the materials, in the homework.</i></p>			
<p>Comments:</p>			

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