

ANALYSIS OF THE SPECIAL EDUCATION SYSTEM IN ROMANIA

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Abstract

This paper is a theoretical synthesis that addresses the way in which special education is organized and the situation of the children with disabilities that are integrated in mainstream education, as well as their evolution over time. The attitudes towards disability have changed radically in recent years: even though at first it was considered an abnormality and was the reason why many people have suffered, today it is no longer seen as a burden, but as an opportunity. Even though attitudes towards children with disabilities have changed, there is still reluctance to integrate them into mainstream education, both on the part of the other students' parents and on the part of teachers. Policies on the education of children with disabilities emphasize equal access to quality education, but it still takes time to be able to talk about their real inclusion. Special schools were seen as a solution for educating children with disabilities, who had certain special needs that could not be met in mainstream schools at the time. In addition to strictly academic skills, these children need to develop transversal interaction and communication skills.

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