

## CATEGORICAL CURRICULUM OR INDIVIDUAL EDUCATIONAL PLAN FOR PUPILS WITH DISABILITIES?

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**Abstract:** *The paper aims at outlining the basic international trends in designing the school curriculum for pupils with disabilities and/or special educational needs, in comparison with the existing situation in Romania, in the context of inclusive education. The main question – categorical or individual planning of the curriculum (mainly understood here as a formal curriculum) – is answered after analysis from international and Romanian sources, in three languages. Individual educational planning (programming) seems to be very much recommended and used, particularly in USA and Europe, in contrast with the Romanian legislation and practice which are favoring the categorical approach – based on the type and degree of the disability. More research and evaluation is necessary in order to document the changes needed – both at the general schools and special schools level – towards a more individualized (personalized) approach in designing the curriculum content for such pupils.*

**Key words:** *curriculum, inclusive education, disability*

### 1. Introduction

The topic of the education for persons with disabilities is concerning more and more the world, Europe and, of course, Romania. The last decades have shown major changes regarding the vision on these persons – in general – and linked to their right to education, as a fundamental human right – in particular.

The essence of the international evolutions in the last 40 years, through various developments, events and documents consist in the full recognition of these persons as human beings, with all rights and implications deriving from here – including the full right to education. There is no place here for a historical analysis to understand why this recognition is important, but one very cited reference is useful: societies are frequently dehumanizing and devaluing the persons with disabilities (Peters, 2013).

At present, following evolutions after 1990, according to the UN Convention from 2006 on persons with disabilities (ratified by Romania through the Law no. 221 from

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2010) the right to education for children and youngsters with disabilities means the right to inclusive education.

## 2. Basic Concepts

Curriculum is what is learnt and what is taught (the content); how it is achieved (teaching and learning methods); how it is assessed (exams for instance); the resources used (textbooks and other supports to aid the teaching and learning (UNESCO, 2004).

The basic meaning to be used here will be *formal curriculum*, referring to the contents of teaching and learning from schools, reflected in *official documents* – formal study plans, syllabus, curriculum guidelines and recommendations of the central educational authorities.

*Inclusive education* – it is a notion having numerous definitions and interpretations – in the literature of the field – and often elements of confusion, particularly when relating to integrated education. If initially it has started by focusing on the persons with disabilities, nowadays inclusive education comprises all human groups having a risk for marginalization and/or exclusion, thus having a need for a special attention, in order to effectively benefit from equal rights and opportunities in education.

UNESCO (2009) is defining inclusive education as a continuous process, aiming at offering quality education for all, while respecting diversity and different abilities and needs, learning features and expectations of pupils and communities, thus eliminating all forms of discrimination.

Inclusive education is a component of The Millennium Goal for sustainable development no. 4 reiterated at the World Conference of Education from Incheon, 2015. The quintessence of the vision re-launched here for the next 15 years (until 2030) was „Towards an inclusive, equitable, quality education and lifelong learning for all”.

Disability is a concept which has evolved very much in the last decades. At present the most accepted area of significance is correlated with the UN Convention from 2006 (Law no. 221/2010), where this notion is also influenced by the international definition of WHO (2001, 2007).

„Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” (UN Convention, 2006, Article 1, Purpose).

Another quote from this Convention is also very important: „States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children (Article 7, 2).

From the author point of view an important motivating impulse for producing this contribution was an invitation from The Romanian Institute of Education Sciences, May 2017, to take part in a working group – organized by the Romanian Ministry of National Education – focalizing on the revision of the formal curriculum from our special education schools.

I have launched and made more profound previous personal investigations on this topic, during the last summer, starting from the questions:

- *Which might be at present the dominant vision and trends in the world regarding the educational curriculum for children and youngsters with disabilities?*
- *How was (it still is) the curriculum for pupils with disabilities designed in Romania and what should be done in the future?*

### **3. Objectives and Methodology**

#### **3.1. Objectives**

1. To investigate the evolution of the international vision and its major dimensions linked to designing a curriculum for pupils with disabilities
2. A synthesis analysis of the way in which the official curriculum for pupils with disabilities is conceived at present time in countries from Europe and North America
3. A short review of the Romanian situation regarding the formal curriculum and other forms of designing services and interventions for children and youngsters with disabilities

#### **3.2. Methodology**

The basic methods used in data collection were the literature review, document and content analysis.

The basic criteria in the selection and analysis were:

- The connection with the study topic and the key words.
- Documents and international texts, with an emphasis on those appeared in the last 15 years, in English and French.
- Documents by international organizations (UN, UNESCO, WHO, UNICEF).
- Reference texts (the most cited internationally), the majority being meta-analysis type.
- Curricular documents produced in the Romanian language, particularly after 1998.

### **4. Main Findings**

#### **4.1. Data from the literature review**

Analyzing the curriculum for pupils with disabilities should recognize from beginning that such a basic topic of school education was – and is – a controversial one, because it *is reflecting the educational philosophy and social values* (Mitchell, Morton, & Hornby, 2010).

*The conceptualizing of curriculum issues* was based in the seventies (when the international community became more sensible for this subject) on a *development model*, started in US after the adoption of an important law (PL94-142 from 1975) which has established the rights of children with disabilities to benefit from a free appropriate public education. On the basis of this model, the curriculum for early childhood was adapted, on the assumption that the educational needs of those with severe disabilities would be better met by focusing on the mental age (Mitchel et al., 2010).

At the end of the eighties, the *functional model* become dominant in the curriculum construction for such pupils, which means focusing on the proper abilities of a certain age, in order to function in the community life. From here the idea of an *Individual Educational Plan (IEP)* appeared – compulsory today in the US (and in numerous European countries).

The *third model* according to the above-mentioned authors – the present one – is the *additive one*, reflecting *the inclusion of pupils with disabilities in the ordinary school classes and curriculum* – with an emphasis on the design centered on the person who is learning – and basically means various *modalities through which pupils with disabilities can participate to the curriculum of the general education*.

*The actual vision regarding the nature of the curriculum for pupils with disabilities is human rights based, meaning equality of access but also equity*, in order to have *equal opportunities for participating to the general curriculum*, through various ways of making it *more accessible and flexible*: differentiation (UNESCO, 2004), adaptation, modification, addition (for compensation) etc.

There in the world is at present a wide agreement regarding the principle of using for children and youngsters with disabilities the general (inclusive) contexts and educational contents (Jackson, Ryndak, & Wehmeyer, 2010; UNESCO, 2009).

The access to the general curriculum and the emphasis on the individualized (personalized) approach are more and more obvious in **recent international documents**.

A UNICEF report from 2012 is stating that for children with disabilities it is recommended *a common curriculum for all, based upon differentiated and/or individualized instruction, rather than an alternative curriculum being developed for low achievers.*” (p. 2).

A thematic study from 2013 of the Human Rights Council United Nations High Commissioner for Human Rights (UNHCHR) is stipulating that “individualized attention should be considered a central feature of inclusive education” (E, 46). “The core element of individualized education plans is the involvement of professionals, parents and the student. These plans aim at enabling each student to live, study and act autonomously, with adequate support, taking into account individual capacities” (E, 47) (UNHCHR, 2013).

A more recent document from September 2016 was adopted by the UN Committee on the Rights of Persons with Disabilities – General comment No. 4 (2016), Article 24: Right to inclusive education (from the UN Convention on persons with disabilities, 2007).

Some selections and relevant comments from here are following:

- “The focus is on *learners’ capacities and aspirations* rather than content when planning teaching activities.” (p. 5).
- “The education system must provide a *personalized educational response*, rather than expecting the student to fit the system.” (p. 5).
- Paragraph 2a (from Article 24):  
„*Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;*”

The comment: „Paragraph 2(a) *prohibits the exclusion of persons with disabilities from the general education system, including any legislative or regulatory provisions that limit their inclusion on the basis of their impairment or its “degree”* (p. 7).

- Paragraph 2e (from Article 24)

„Effective individualized support measures are provided in environments that maximize academic and social development, consistent with *the goal of full inclusion.*”

The comment on paragraph 2e:

„Paragraph 2e requires that adequate *continuous personalized support* is provided directly.”

The Committee emphasizes the necessity for *the provision of individualized education plans*, which can identify the *reasonable accommodations and specific support required for an individual student, including the provision of assistive compensatory aids, specific learning materials in alternative/accessible formats, modes and means of communication, and communication aids and assistive and information technology*” (p. 11).

*The non-categorical vision in special education* – very little known in our country – named by some authors *cross categorical* or *multi categorical* – was launched in the world in the seventies.

Briefly, this relatively new vision on persons with disabilities and their education considers that having various categories and degrees of disabilities do not help very much the education and intervention needed and even has the disadvantage of *labeling* and *stigmatizing a person* ...

A controversy with the categorical vision has started and continues ... The traditional vision (categorical) seems still preferred for the time being, in taking decisions on service eligibility. The non-categorical approach has gained a lot of fans, but adherence to this vision is particularly shown in the field of training and certifying the teachers for special education (Wheldall, 1994).

The *non-categorical vision* does match of course better – than the classical vision – with the *goal of promoting inclusive education* and has an important implication – *the need for emphasizing the individual (personal) approach*.

Mitchell (2015) considers that one of the ways to overcome barriers towards inclusive education in the world is moving away from categorization systems. Many legislative systems are taking distance from psychometric testing and categorizing pupils by ability/disability. Examples of such countries are Sweden, Scotland, Denmark, Norway, England – with the exception of the most profound disabilities – and more recently Portugal (EADSNE, 2012).

#### **4.2. A brief analysis of the way in which formal curriculum for children with disabilities and/or SEN is conceived in the Euro-Atlantic space legislation**

We have used here the expression *disability and/or SEN (special educational needs)* suggested in Romania by a recent UNICEF-ISE-RENINCO research report, taken over by a ministerial order (no. 1985/1305/5085 from 2016).

The main documentation source was the web page of the European Agency for Special Needs and Inclusive Education (EASNIE – EADSNE before 2014) - <https://www.european-agency.org>. This page contains a very rich collection of publications and reports, an updated situation of each member country (all EU members) concerning special needs education. Other publications from USA, Canada and Europe have been explored as well.

Country	How the curriculum is mentioned. The name of the educational project	Other forms of individualized intervention. Observations
<b>Austria</b>	Individual Educational Plans are used for SEN, as instruments of educational planning and assessment, for ensuring quality education (Inclusive Education and Assessment in the district of Reutte)	The curriculum for pupils with disabilities has been revised starting with the school year 2008-2009 (more detailed information only in German).
<b>Canada</b>	<i>Individual Educational Plans</i> (Plan éducatif personnalisé, 2010)	In Toronto there is a non-categorical approach in special education.
<b>Denmark</b>	The schooling for SEN pupils is made <i>inside the framework of all subjects from the general school (Folkeskole)</i> . The instruction aims are similar with those applicable at various levels of the general educational system. The design of the school courses has to take into account, at the largest possible extent, <i>the individual aspects – qualifications, maturity and own interests</i> . (EASNIE, 2017).	Denmark has a non-categorical approach. For <i>transition planning</i> (VI-IX grades) an <i>educational register</i> and an <i>educational plan</i> are designed. An educational plan (IX a). The last one is a kind of grade portfolio with pupil products. The register contains data linked to the counseling process and pupil choices during this process (EASNIE, 2014).
<b>England</b>	All schools and authorities have to supply for SEN children the national curriculum, which is enough flexible in order to allow different rhythms and learning styles. IEP (Individual Education Plan) is not legally stipulated, IEP has been used in England for SEN children in many schools (EASNIE, 2017).	The recent law on children and families (2014) has introduced <i>The Education Health and Care Plan</i> , which can be used both in general and in special schools. SENCO (SEN Coordinator in ordinary schools) has an important role in designing and monitoring this plan (EASNIE, 2017).
<b>Finland</b>	In order to promote inclusive education, the separate curriculum – for special education (schools) - has been abolished and all children with disabilities have now <i>Individual Educational Plans (PEI)</i> .	Reference to special education for a child is made by the phrase, <i>need of special support</i> (EASNIE, 2017).
<b>France</b>	<i>Personalized schooling project (PSP)</i> . PSP regards all children whose situation corresponds to the legal definition of disability (handicap in French). <i>Personalized program of educational success - PPES</i> – refers to pupils at risk of not assimilating certain knowledge and competences expected at the end of an educational cycle (Répondre aux besoins ...).	<i>Welcoming individualized project</i> - for pupils with chronic diseases (i.e.: asthma), food allergies and intolerances, in order to benefit from an ordinary schooling. <i>Personalized accompanying plan</i> – allows each pupil with a learning disorder, presenting long term <i>learning difficulties</i> to benefit from services and pedagogical adaptations.

Country	How the curriculum is mentioned. The name of the educational project	Other forms of individualized intervention. Observations
Ireland	<i>Individual Educational Plans</i> have been introduced in 2004, through the law named <i>Education of Persons with Special Educational Needs</i> ) – EASNIE 2017	The local SEN organizer is consulted and involved in IEP (Special Educational Needs Organizer – SENO).
Island	The school will ensure an <i>Individual Educational Plan (IEP)</i> for each registered child with SEN. IEP would emphasize the support which the school can supply (Ascension Island Education Policy, 2010).	<i>Observation:</i> The information on the left column is part of a future project.
Italy	<i>Individual Educational Plan (IEP)</i> , designed through collaboration by the local health authority, support an curriculum teachers, educators and education assistants, in partnership with parents (EASNIE 2017).	<i>Individual Life Project</i> – according to disability legislation, designed by parents, local social and health services.
Latvia	For every pupil with SEN included in classes of the general school an <i>Individual Educational Plan</i> is compulsory (EADSNE, 2012).	
Moldova	The educational process for children with SEN is based on the general education curriculum, a framework study plan and the <i>Individual Educational Plan</i> (Învățămîntul special prezentare generală).	The IEP was approved by Order of the Education Ministry and by the Decision of the National Council for Curriculum in 2011.
Norway	The pupils from primary and secondary education have the right to an <i>individual educational plan (individual curriculum of subjects)</i> , which also comprises objectives and contents of special education.	Norway is known as one of the countries which are promoting the <i>non-categorical approach</i> .
Poland	The education of children with disabilities is based on an <i>Individual Educational and Therapeutic Program</i> , which follows the tasks of the core curriculum, adapted to the capacities and individual needs (EASNIE, 2017).	
Portugal	The <i>Individual Educational Plan</i> is establishing the educational needs and the intervention and support needed services.	The Individual Transition Plan facilitates the post-school life and/or the professional activity (EADSNE, 2012).
Scotland	The <i>Coordinated Support Plan - CSP</i> ); this plan may be established for a certain child/pupil following some criteria – essentially if he or she has more complex and multiple support needs (additional support needs) (EASNIE, 2017)	It is compulsory that CSP has also educational objectives. CSP must have a coordinator.
Serbia	The implementation of the <i>Individual Educational Plans</i> is a critical instrument in	The results of this study in Serbia are showing that the introduction of

Country	How the curriculum is mentioned. The name of the educational project	Other forms of individualized intervention. Observations
	the schooling of pupils who need <i>additional support</i> . (We recognize here the formula recently introduced by Scotland as an alternative for SEN) (Kovač Cerović, Jovanović, & Pavlović Babić, 2016).	<i>Individual Educational Plans</i> has produced multiple contradictions, between the ,the old habits' schools and teachers and the new tasks imposed by the inclusive education policies.
Slovakia	The majority of the pupils with SEN from the ordinary schools have an <i>Individual Educational Plan</i> (EASNIE, 2017).	In the special schools for pupils with intellectual disabilities the teaching is done through an internal differentiation.
USA	The persons with disabilities have the right of equal access to education, syllabus and school activities organized by the schools. Pupils with disabilities have access to the same curriculum as those without disabilities, with adaptations and modifications if necessary, in order to respond to the special needs of education. The basic law (IDEA, 2004) imposes an <i>Individual Educational Program (IEP)</i> for children and youngsters with disabilities.	<i>The IEP - Individual Educational Program</i> is a formal plan compulsory to be developed for a pupil with disabilities identified in accordance with IDEA, annually updated. <i>Transition</i> Starting with the date when a child with disabilities has 16 years, inside IEP there should be mentioned the <i>transition services</i> .
Sweden	In Sweden, the educational system is following the principle of , <i>the school for all</i> ' and the focus is mainly on the kind of support needed for each pupil. If a child needs a <i>special support</i> , then an <i>Action Plan</i> is designed. The school education is delivered according to the national curriculum, with emphasis on meeting the individual learning needs (EADSNE, 2012).	The legal provision on <i>Action Plans</i> for pupils in need of special support are well clarified. The pupil needs are assessed and the Action Plan designed would contain information regarding those needs, what measures should be taken, and how these measures would be monitored and assessed.
Wales	<i>Individual Educational Plan</i> In a draft law (ALNET) – see the column on the right - there is a proposal for an <i>Individual Development Plan</i> .	The draft law from December 2016 is called <i>Additional Learning Needs and Educational Tribunal</i> (ALNET).
Hungary	As the Hungarian educational system is decentralized, both general and special schools can design their own curriculum, in line with core National Curriculum. The National Curriculum applies to all schools and can be tailored in such a way as to meet the particular needs of some schools, pupils or larger community.	The schools in which pupils with disabilities are learning should take into account the Curriculum guidelines for the education of children with disabilities, 2007 (Open Society Foundation, 2007)

#### **4.3. The Romanian situation regarding the curriculum for special education (schools) and other forms of designing services and intervention for children with disabilities and/or SEN**

Until the curriculum reform in 1998, in the special schools from Romania the study plans and the corresponding syllabus were designed based on types and levels of disability, for all educational levels – preschool, primary, gymnasium, vocational schools, lyceum). These formal documents were developed at the national level inside the *curriculum sector of The National Institute for Rehabilitation and Special Education of Handicapped Persons*<sup>2</sup>, during the period 1992-1993. The focus of this formal curriculum at that time was on the type and degree of the handicap, *a vision influenced by the defectological tradition*. The same vision was clear in the Education Law from 1995 (art. 44), as well.

After 2002, initiated from the child protection authorities and supported by UNICEF Romania, new forms of designing services and the intervention needed for children with disabilities (handicap) were introduced: *the Personalized Service Plan* and *the Personalized Intervention Plan*. The last one is more relevant for education but its use in special or ordinary schools is not clearly stipulated in the legislation (regarding in particular the responsibility and the obligation to be completed).

The formal curriculum official documents for special schools nowadays, approved by the Education Ministry in 2005 are still developed on the level of disability – more precise on the impairment level – on two categories: a) moderate and mild impairments b) severe, profound and associated impairments. For the preparatory class of special education a new study plan was approved in 2012. This was designed in the categorical manner on the two levels mentioned above.

The relevant text regarding the formal curriculum, from the actual legislation - The National Education Law (No. 1/2011) mentioned in Section 13 („Special and integrated special education”, art. 48-52) is the following: „Special education has study plans and syllabus, syllabus for psycho- pedagogical assistance, textbooks and alternative didactic methodologies, adapted to the type and degree of the disability ...” (art. 53).

In 2016 two new forms of designing the intervention for children with disabilities appeared in our legislation: *Habilitation-rehabilitation plan for the child with disabilities* and *Individualized services plan*. It is not our purpose – and it is too early - to analyze here these new formal plans.

#### **4. Discussion**

In 1995, when the Education law was adopted in our country, the situation in Europe, in the world and in Romania, regarding *curriculum issues for pupils with disabilities* was under change and transition – towards the actual model of *equal rights and opportunities for accessing the general curriculum*. In 2011 the global situation (including the European one) and the trends were clearly already settled in many

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<sup>2</sup> This National Institute does not exist anymore.

countries. In Romania, the legal provision on curriculum for children with disabilities, National Education Law, art. 53, issued in 2011 is almost similar with the one from the previous law, from 1995. The categorical focus – on the type and degree of disability (handicap) - is somehow justified due to the nature of the social legislation for persons with disabilities (handicap) in Romania after 1990. That means the decision for eligibility of social services supply for persons with disabilities (handicap) is made on the following criteria „*on the basis of qualifying for a degree of handicap, in relation to the degree/level of handicap*” (Law no. 448/2006, art. 85).

From a psycho-pedagogical perspective and taking into account the recent evolutions (3.1) and the situation from the Euro-Atlantic space presented above (3.2) it is more difficult to understand *why in Romania the vision and the ,state of art’ regarding the curriculum offered in schools for children with disabilities seems unchanged in the last 25 years...*

The focus on the degree of disability – unfortunately understood here as impairment (deficiency) – may be interpreted in a wider context, as a region of Europe – The Central and East European Region. A UNICEF Report from 2012 makes a connection with the historical vision (paradigm) of *defectology* (former name of special psycho-pedagogy in Romania) – a theory from Soviet Union inspiration, powerfully influenced by the medical model. Another UNICEF study from 1998 (Ainscow, & Haile-Giorgis) shows that the medical model in determining the label for a child was very powerful. Under the same logic, Peters (2013) states that some people receive the *label of being ill and they are separated - on the basis of this diagnose - in separated programs*, where it is supposed that they can become functional, for a place in the society, as ‘handicapped ... *The focus is only on the individual ... the context is neglected.*

At present time the model which is widely accepted as *favoring the human rights fulfillment for people with disabilities* is the social model. World Health Organization is recommending a bio-psycho-social model, inside their classifications related to disability (2001, 2007). This vision takes into account *not only the individual but also the environment, as part of the context.*

There are signs of a needed change in our country too. The National Strategy “*Towards a society without barriers for persons with disabilities, 2016-2020*”, has the following reference to the curriculum issues, in line with the international developments: “The categorical approach of the curriculum delivered for pupils with disabilities from special education (schools) does not value the non categorical vision proposed by inclusive education” (p. 28).

## **5. Conclusions and Recommendations**

### **5.1. Conclusions**

The nature of the curriculum delivered for pupils with disabilities is determined by human rights, by *the imperative of equality, from two points of view*. The first one is *the access equality*, but this must be accompanied by the *equity side*, which is referring to the *real participation and equal opportunities*. In curriculum terms, the equity means the

need for *making the curriculum more accessible and more flexible, for a variety of individual features and needs...*

*The individualized way of designing the content of school education* – as we saw at point 3.1 and 3.2 is the most widespread manner of curriculum design for these pupils. Even if we could not analyze all countries from the Euro-Atlantic region (only 21) and we have only used two international languages, the general trend is quite clear in the international documents and in these countries' legislation. *The most used manner of curriculum design* is the *Individual Educational Plan* (or Program) - IEP. Mitchell et al. (2010) have identified 199 references to IEP, out of 124 in the US and 75 outside US, mostly in Europe. Another study from 2016 (Alkahtani & Kheirallah, 2006) has analyzed the educational policies regarding IEPs in 6 countries: Australia (Queensland), Canada (British Columbia), New Zealand, Great Britain, USA and Saudi Arabia.

*The IEP is usually correlated with the National Curriculum, the one delivered for all children of a certain age.*

*IEP is designed for each child/pupil with a disability and/or SEN, in order to allow him or her as good as possible access to and progress in learning.*

There are some alternative names for IEP or other complementary documents (see France case for instance) which are designed as support intervention for these children (or others) in certain situations, during the schooling.

The basic idea seems to be the fact that support for learning in schools is very much developed in the countries analyzed.

The transition towards the non-categorical model and the start of using the individualized approach in curriculum design is visible even in some countries from the former Soviet bloc – Latvia, Poland and Slovakia – and in countries which are in the process of EU ascension (Moldova and Serbia). All these countries were strongly influenced in the past (before 1990), like Romania, by *the defectology paradigm*.

In our country the legislation maintains the traditional vision, based on categories and degrees of disability (or impairment), including from the curriculum point of view.

*If we really accept the right to inclusive education for these children and youngsters, that focus on the individual (medical) side of disability is a barrier to develop an inclusive educational system.* A small example from the western countries: those who have adopted a non-categorical approach to disability (and special education) are among the *most advanced countries concerning the progress of inclusive education* in Europe (Denmark, Norway, Portugal, Scotland, Sweden) and Canada (Toronto) as well.

The revision of the basic manner in which curriculum for pupils with disabilities is designed – *from the categorical one at present, to the individual one in the future*, needs of course another legislative base, from the educational but also from the larger social perspective. It will be a *long-term process. But it must be supported, promoted and monitored.*

## **5.2. Recommendations** (on short and medium term, under the existing legislation):

- A thorough assessment of the nature of the curriculum delivered in schools, the efficiency of the Individual Educational Plans (alternative and/or complementary plans) for children/pupils with disabilities in Europe and North America.

- An assessment focused on the utility and efficiency of the actual study plans and syllabus content (the formal curriculum), of other forms of support and intervention designed for children with disabilities, both in special and in ordinary schools from Romania.
- Implementation of pilot-projects focusing on IEPs for children with disabilities, during 1-2 years, in a number of ordinary and special schools in our country.

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