

Orizont Inclusive Education Center (C.S.E.I Orizont) – Integrated Analysis of Therapeutic, Logistical, and Management Services in Inclusive Education

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Abstract

This paper investigates the activity of the Orizont Inclusive Education School Center in Oradea, focusing on how the institution adapts the educational process to the individual needs of students with special educational requirements. The research combines interviews with teaching staff and therapists, observations during educational sessions, and analysis of institutional documents to paint a practical and realistic picture. The results show a working model centered on a multidisciplinary team, close collaboration with families, and the integration of therapeutic activities into the school routine. The study identifies good practices in personalizing the curriculum, using local resources, and facilitating the transition to social and vocational life. It also identifies major constraints: limited material resources, the need for ongoing staff training, and community barriers to inclusion. The conclusions offer concrete recommendations for strengthening institutional capacity, optimizing local partnerships, and long-term support policies aimed at improving the quality of life and educational opportunities of students served by CSEI Orizont.

Keywords

Inclusive education, CSEI Orizont, disabilities

1. Introduction

1.1. The context of special education in Romania

Special education in Romania has evolved from segregative models to inclusion-oriented policies, but progress has been uneven. Legislative reforms have created the framework for children with special educational

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needs to access education, but implementation remains hampered by limited resources and insufficiently adapted infrastructure (Brie et al, 2021). The lack of therapeutic equipment and the small number of specialists (psychologists, speech therapists, physical therapists) affect the quality of interventions, especially in rural areas, as stated by the European Agency for Special Needs and Inclusive Education — Romania Profile: "Romanian education faces major deficits in terms of specialized resources: many schools do not have adequate therapeutic equipment and there is a significant shortage of qualified staff to meet the needs of children with special educational needs." (EASNIE, 2025).

Success depends on well-trained multidisciplinary teams and parental involvement; school-family collaboration improves the relevance of individualized plans (Vrăsmaș&Vrăsmaș, 2019). Social stigma and community barriers hinder long-term integration and access to vocational opportunities. Although there are public programs and local initiatives that support inclusion, their implementation is fragmented and monitoring of results is limited (Walker, 2009). Targeted investments in vocational training, predictable funding, and local partnerships can increase the quality of services (Barth et al, 2019). Digitization and integrated models that combine education with therapies and preparation for independent living offer promising directions for improving students' transition to adulthood.

1.2. The importance of inclusive education centers

Inclusive education centers translate legislative principles into concrete interventions for students with special educational needs, acting as bridges between policy and practice. They provide complex psychopedagogical assessments carried out by multidisciplinary teams, offer integrated therapeutic interventions—speech therapy, occupational therapy, physical therapy, and counseling—and develop individualized plans that personalize the learning process (Barth & Florescu, 2016). In addition, the centers provide training and support for teachers in inclusive schools and mediate collaboration with families and the community through counseling for parents and local partnerships (LIP 198/2023). For students, the benefits include increased access to adapted education, progress in social and independent living skills, and a better-prepared transition to vocational life: "Lack of access to quality inclusive education dramatically reduces children's chances of reaching their potential, learning essential life skills, and earning a living as adults." (UNICEF Romania, 2024)

At the system level, the centers strengthen local capacity to respond to diversity, facilitate the dissemination of good practices, and contribute to reducing social exclusion by involving community actors and local employers (Michailakis, Reich, 2008). For the impact to be sustainable, the centers must be coherently integrated into the educational network and

supported by stable financial resources, specialized staff, and clear mechanisms for monitoring results.

1.3. Choosing CSEI Orizont as a case study

CSEI Orizont was selected because it provides a clear and replicable local example of how a regional school center manages the challenges of inclusion. Studying this case allows for the evaluation of both everyday practices (organisation, therapeutic interventions, individualised plans) and the link between these practices and the observable effects on students and families.

Among the reasons for choosing CSEI Orizont are:

- Representativeness: operates in a typical regional urban context for specialized services in Romania, allowing for cautious extrapolations to other similar centers.

- Innovation and best practices: centers that have integrated therapies into the school routine and have multidisciplinary teams provide useful examples for formulating practical recommendations.

- Visible local impact: the activities and projects carried out have measurable effects on students' access to education, socio-emotional skills, and vocational transition.

- Data accessibility: the existence of institutional documentation, the possibility of conducting interviews with staff, and the involvement of parents make the study methodologically feasible. In addition, one of the authors has been working there for over 28 years, also holding management positions at the center.

- Partnerships and network: local collaborations (NGOs, social services, employers) allow for an integrated analysis of the support model outside of school.

- Relevance to educational policies: the observations can provide concrete recommendations for decision-makers regarding resource allocation, specialist training, and monitoring mechanisms.

2. Research methodology

2.1. Type of research:

The study is qualitative, using a single case study design, exploratory and descriptive. The aim is to gain an in-depth understanding of institutional practices, the dynamics of multidisciplinary teams, and the perceptions of beneficiaries in the local context of CSEI Orizont.

2.2. Research objectives

The objectives of our research were: 1) to describe the institutional structures and resources available at CSEI Orizont; 2) to identify the pedagogical and therapeutic strategies used to personalize learning; 3) to

formulate recommendations for strengthening institutional capacity and improving inclusion practices

2.3. Participants and selection

- Groups included: teachers, therapists (psychologist, speech therapist, physical therapist), center management, parents, and activity observers (students anonymized in observations).
- Selection method: purposive sampling to include individuals with key roles; convenient selection for parents who were available and willing to be interviewed.

2.4. Tools used:

- Semi-structured interviews with a thematic guide focused on institutional organization, pedagogical practices, multidisciplinary collaboration, and challenges.
- Direct observation of lessons and therapy sessions to capture routine practices, interactions, and pedagogical adaptations.
- Documentary analysis of individualized plans, institutional reports, and program materials (anonymized).
- Field journal in which impressions, contexts, and relevant examples were noted during observations.

2.5. Methodological limitations

The most important limitations we identified were:

- The small sample size and local nature of the study limit generalisation at national level.
- Possible reactivity effects during observations; minimisation measures include repeated observation and positioning the researcher as a non-intrusive observer.
- Dependence on documentation provided by the institution may introduce bias; this is compensated for by multiple data sources.

3. Integrated analysis of CSEI Orizont

3.1. Presentation of the institution

The Orizont Inclusive Education Center in Oradea is a regional institution dedicated to the education of children and young people with special educational needs, offering integrated assessment, therapeutic intervention, and pedagogical support services. The center's mission is to facilitate access to adapted education, develop students' functional and social skills, and support their transition to autonomy and social inclusion. CSEI Orizont operates through a multidisciplinary model: teams of specially trained teachers, psychologists, speech therapists, occupational therapists, physical therapists, and counselors focused on developing individualized learning plans. Activities include adapted curriculum classes, therapeutic sessions

integrated into the school program, independent living skills workshops, and vocational training programs. Psycho-pedagogical assessments and progress monitoring are carried out continuously to adjust interventions.

The institution emphasizes cooperation with families and local partnerships: social services, NGOs, general education institutions, and economic agents that support internships and inclusion in the labor market. Resource centers and continuous staff training contribute to the dissemination of good practices in the region.

In terms of infrastructure, CSEI Orizont benefits from well-equipped therapy rooms, specialized offices, and facilities adapted to the needs of students, but periodically faces the need for additional resources for modern equipment and program expansion. The results observed include improvements in students' communication and social skills, increased participation in community activities, and progress in daily autonomy. The center's vision is to strengthen a regional network of inclusive educational support, expand community services, and increase impact through innovative projects and inter-institutional collaborations.

3.2. Human resources:

3.2.1. Students

Currently, 291 students with disabilities, aged 8–19, are enrolled at the Orizont Inclusive Education Center. Of these, 125 students are enrolled at the Orizont Inclusive Education School Center in Oradea, 61 students are enrolled in special classes operating within the Oradea Penitentiary, and 105 students are enrolled at the Tileagd Structure. The students are divided into 35 classes, of which 18 are primary education classes and 17 are secondary education classes. Of these, 22 classes operate at the "Orizont" Inclusive Education School Center in Oradea, of which: 19 are day classes (9 primary and 10 secondary) and 3 are part-time classes (2 primary and 1 secondary). There are 10 classes at the Tileagd facility (5 primary classes and 5 secondary classes). There are 3 classes at the Oradea Penitentiary (2 primary classes and 1 secondary class).

3.2.2. Teaching, auxiliary teaching, and non-teaching staff

During the 2024–2025 school year, the unit operated with 120.62 teaching positions and 118 employees, of whom 92 were permanent and 26 were substitutes; 118 teachers work directly with students with disabilities, providing specialized services. The staff carries out psycho-pedagogical assessments and early detection, develops personalized intervention programs, and offers integrated therapies (speech therapy, psychotherapy, behavioral therapy, interventions for autism syndrome, kinesitherapy/medical physical culture). Counseling is provided for students, parents, and teachers, as well as schooling and home-based therapies for students who are unable to

travel, and itinerant teachers support students in public schools. Teachers adapt the curriculum for students with mild and moderate mental disabilities and use modern information technologies and innovative teaching aids to increase the effectiveness of the teaching process. Through school and career guidance and counseling activities, the OSP commission ensured the enrollment of eighth-grade graduates in arts and crafts schools, supporting their continued education and professional integration.

The teaching staff at the Orizont Inclusive Education Center comprised 19.5 positions (19 people) and included: a social worker, a specialist doctor, two medical assistants, four nurses, a chief accountant, 1.5 financial administrators, a secretary, an asset manager, five extracurricular education instructors, and four night supervisors. The non-teaching staff numbered 29 positions (26 people) and consisted of three drivers, seven security guards, three maintenance workers, 6.5 cooks, four caregivers, one laundress/linen keeper, and one storekeeper. These teams provide the medical, administrative, logistical, and care support necessary for the operation and smooth running of the center's educational and therapeutic programs.

3.2.3. Managerial communication at school level:

All employees of the "Orizont" Inclusive Education School Center in Oradea form a coherent social group that develops a common sense of belonging and dynamic communication to achieve organizational goals: integration, education, recovery, and socialization of children with special educational needs. The working groups adhere to four fundamental characteristics: clear internal structure, relationships of belonging that support interpersonal actions, strong cohesion due to a common goal, and the development of a collective social identity. The organization builds a specific professional culture based on shared experiences, mutual support, and continuous adaptation, which generates internal dynamics and the possibility of forming functional subgroups. These subsystems are: management (directors and board of directors), the educational team (responsible for integration and interventions), the maintenance department (accounting, secretariat, social assistance), and the support group (administrator, caregivers, porters, cooks, workers). This functional structure ensures operational interdependence, continuity of services, and consistency in achieving the center's mission. Communicative interaction within the groups of the Orizont Inclusive Education Center not only strengthens the sense of belonging to the institution, but also generates collective norms regarding behavior, communication, and professional rituals. The organizational group is strong when its members have their motivations and needs satisfied and can freely exercise internal and external communication; effectiveness depends on working conditions that facilitate dialogue, cohesion, and accountability.

At the institutional level, an informal atmosphere, open communication, clearly defined tasks, active listening, mutual trust, conflict prevention through proactive approaches, frequent consensus in decision-making, freedom of expression, periodic evaluations, and constant contact between management and the team, based on empathy and enthusiasm, are promoted. The organizational culture of the educational center is based on shared values and practices that shape internal behavior and external relations, in compliance with the legislative framework and internal regulations. The director's control chart sets clear quality objectives: evaluating the implementation of the curriculum and extracurricular activities; monitoring and improving the quality of teaching and management; supporting and advising staff in achieving standards; correlating internal and external evaluations; evaluating educational offerings and professional skills; summarizing observations for educational policy proposals; publishing job vacancies in accordance with regulations.

3.3. Resources and support services for inclusive education

3.3.1. Psycho-pedagogical offices

The department of psycho-pedagogical teachers at CSEI "Orizont" Oradea, composed of 16 members, worked during the 2024–2025 school year in accordance with the framework theme "Modernizing special education through the use of new methods and creative means, with a view to preparing students for successful socio-professional adaptation and integration" and with the management plan approved at the beginning of the year. The department's activity focused on both optimizing teaching and therapeutic practices and strengthening the educational offer of the institution through applied curriculum design and personalized interventions. The department developed schedules and intervention plans tailored to the degree of disability and individual characteristics of the students, ensuring constant correlation between the planned and actual content. Activities were organized into individual and group modules, with periodic reassessments and replanning where the situation required changes, in order to maintain the relevance and effectiveness of therapeutic and educational interventions.

Compliance with the legislative framework and methodological guidelines in force was constant; all psychopedagogues studied and applied the documents of the Ministry of Education and Research regarding the conduct of activities in special education. The teaching plan was geared towards the practical nature of the special education curriculum, and the department actively contributed to the design of the institution's educational offer, integrating personal and professional development objectives for students.

The integration of information technologies was an important pillar: digital resources, educational applications, and multimedia materials were

used to increase student motivation, diversify therapeutic methods, and facilitate progress monitoring. The use of assistive technologies allowed for flexible adaptations of activities, differentiated recovery, and a clearer connection between the therapeutic approach and observable results.

There were also two special cases where online interventions were implemented using WhatsApp, Messenger, Google Classroom, Meet, and in the special case where access to technology was lacking, correspondence by mail. Online activities were designed according to teaching principles for the digital environment, including online assessment tools and support materials adapted for synchronous and asynchronous sessions.

The teaching activities combined open educational resources, worksheets, online educational games, videos, and interactive exercises, all tailored to the students' level of attainment and the socio-cultural context of the community. Psycho-pedagogues adapted the methodology to the specific needs of the students, ensuring consistency between curricular objectives, compensatory therapies, and extracurricular activities designed to stimulate social integration and autonomy.

The department's involvement in extracurricular activities and in designing the educational offer has strengthened the link between the therapeutic, educational, and community components of the center. Through these efforts, the Psychopedagogical Office has supported the implementation of reforms in special education, increased the effectiveness of interventions, and contributed to preparing students for social and professional integration.

3.3.2. Boarding school and cafeteria activities

The Orizont Inclusive Education Center in Oradea has a cafeteria at its main location (capacity 60 students), and the Tileagd facility has a boarding school and cafeteria (capacity 120 students). Students receive three meals a day, and at Tileagd they also receive two snacks in addition to the three meals. The boarding school offers accommodation in 22 dormitories and has 5 clubs, a medical office, an infirmary, and an isolation ward; it is staffed by 5 extracurricular education instructors, 4 night supervisors, medical staff, and caregivers. Funds for food and maintenance (heating, energy, cleaning supplies) are provided by the Bihor County Council. The instructors organize leisure activities and complementary educational programs (cultural, artistic, technical, sports, tourism, celebrations, auditions), and the boarding school runs weekly themed workshops tailored to the students' psychological and physical needs, age, and preferences. The activities aim to develop personal autonomy and socialization among children with special educational needs, in accordance with the specific nature of the institution and the plans approved by the management.

3.3.3. School library

In the 2024–2025 school year, the library and cultural activities of CSEI "Orizont" Oradea were carried out in accordance with library standards and internal record-keeping procedures, based on a calendar plan adapted to the structure of the year and the specific characteristics of the school. The library supported the education of students through close collaboration with teachers, providing resources for school activities and for broadening cultural horizons, setting up a training space for the use of information, and implementing pedagogical, cultural, and administrative planning tools. Information technology was integrated into the library's activities, with digital resources and ICT services being used in the design and implementation of educational activities.

Throughout the year, local and regional partnerships were developed with universities, libraries, NGOs, cultural institutions, and economic agents to improve educational offerings and attract sponsorships for equipping and modernizing the documentary collection. The library was involved in various educational projects and activities: local projects ("Internet Safety," "Talented and Special," "I'm Special—I'm Eco," etc.), regional and international projects, such as Erasmus KA229 "Together We Are Strong," and artistic competitions (the "May Flowers" Multicultural Festival, Regional Folklore Competition "The Birth of Christ – Christmas Gift").

In organizing these activities, collaboration was ensured with community representatives (local police, ISU, NGOs, church) and with partner schools in the country and the EU. The library facilitated the participation of students in cultural events, trainings, and exhibitions, as well as the publication and distribution of project materials.

Due to the lack of modern textbooks for special education, the internal committee inventoried the existing stock, scanned and duplicated the necessary textbooks, ensuring controlled distribution to classes and recovery at the end of the school year. At the same time, sponsorships were obtained to enrich the library's collections, with a constant focus on adapting resources to students' needs and supporting the educational process.

3.4. Main committees and their responsibilities:

3.4.1. Curriculum Committee

At the beginning of the 2024–2025 school year, the Curriculum Committee organized its activities by drawing up a management plan, a meeting schedule, and internal regulations, clarifying the responsibilities of its members. The main activities focused on analyzing the needs of students and school resources, conducting a SWOT analysis of previous offers, and designing a personalized and flexible educational offer in accordance with the national curriculum and methodologies for special education. The

committee ensured the implementation of the framework plans, verified the correlation of the timetable taking into account the students' effort curve and human resources, completed the documentation required by the Ministry of Education and the County School Inspectorate, and evaluated teaching performance by attending classes.

The curriculum was designed by adapting national programs to the specific characteristics of the students (age, type and degree of disability, ethnic diversity) and by complying with legal regulations regarding the curriculum at the school's discretion. Proposals for optional subjects were centralized by methodological committees in October–November 2024, and the choice of optional subjects involved consulting parents through meetings and sessions. Teachers designed calendars and personalized intervention plans (PIPs), structured around learning units and lessons, which were balanced but flexible enough to be adapted according to students' progress. The learning units promote a student-centered approach and include a variety of activities to cater to different learning styles and paces.

The curriculum was designed to comply with the planned schedule and to ensure interdisciplinary correlation of content, using teaching strategies appropriate to the specific characteristics of the school population and the type of disability. The assessment of results was planned (initial, ongoing, final), objective, and adapted using tools specific to each type of disability; grading and recording in school documents were carried out in accordance with the law, with at least two assessments recorded for each subject. The commission monitored attendance and absenteeism, identified the causes of failure, and proposed remedial measures within the class councils.

Extracurricular activities were designed and coordinated to align the school's offering with the management plan and student development, with internal and external dissemination of results and evidence of impact on participants and the community. Conclusion: rigorous planning, personalization, and monitoring of the curriculum were essential for ensuring the quality of the educational process at CSEI Orizont.

3.4.2. Commission for the prevention and elimination of violence, corruption, and discrimination in schools and the promotion of interculturalism

The Commission for the Prevention and Elimination of Violence, Corruption, and Discrimination and for the Promotion of Interculturalism was established at the beginning of the 2024–2025 school year and aims to create a safe and inclusive environment necessary for educational activities. Its composition and responsibilities were clearly established, and its interventions focused on preventing and managing forms of violence (verbal, physical, behaviors that fall under the law) and combating discrimination, as well as promoting respect and intercultural dialogue. The commission's

work included collecting data through questionnaires and interviews with students, parents, and teachers, analyzing the contexts in which violence occurs, and disseminating the results to the school community.

Information and debate sessions, prevention campaigns, thematic homeroom classes, lectures for parents, and individual and group counseling programs were organized, as well as the formation of operational teams (school psychologist, homeroom teachers, commission members, police representatives) for rapid intervention. Inter-institutional cooperation with the Community Police, Local Police, Gendarmerie, Mediation Center, ISU, and County Library facilitated the implementation of educational and operational activities. Attention was also paid to monitoring students with aggressive tendencies, developing sports activities as a positive alternative, identifying vulnerable students (e.g., those with parents abroad), and providing support to parents.

The measures implemented included recording incidents on approved forms, displaying regulations and action plans, integrating violence-related topics into school planning, and applying amicable conflict management strategies. Approximately 15 activities were planned and carried out annually (campaigns, creative competitions, training courses, information sessions), and the results and impact were monitored to adjust interventions. The main objective remains to prevent aggression, raise awareness of rights and responsibilities, and strengthen a safe school environment based on collaboration, responsibility, and inclusion.

3.4.3. CEAC Commission

The Commission for Evaluation and Quality Assurance (CEAC) of CSEI "Orizont" organized its activity based on project documents, developing a management plan, operational procedures, and an annual self-assessment report. The objectives were to improve institutional management, increase the quality of education, train staff, and develop partnerships. CEAC developed the internal evaluation strategy, applied and interpreted questionnaires for teachers, students, and parents (including on online learning), and drew up improvement plans based on the results. Following the ARACIP evaluation, the institution obtained a "Very Good" rating on 23 of 24 indicators and a "Good" rating for administrative spaces, identifying the need to optimize some classrooms. Activities included completing the RAEI electronically, monitoring teaching activities, evaluating academic progress, developing procedures, and holding regular support meetings for staff; extracurricular activities were evaluated based on their contribution to skills. Current tasks included managing evidence, drawing up the improvement plan and self-evaluation report, with monthly meetings; future directions aim to streamline management, improve academic results, expand partnerships, and strengthen the institution's image.

3.4.4. Other committees operating in the school:

Other committees also operate within CSEI Orizont, some on a temporary basis, others throughout the year. The committees ensure the governance and safety of the institution through financial and managerial monitoring, risk management, compliance with health and safety regulations, and the organization of emergency response, so that the school operates efficiently, compliantly, and safely. They also support educational continuity and success by monitoring absences and preventing dropouts, continuously evaluating the quality of teaching, and providing academic and career counseling and guidance for student integration and progress. These are: the Internal Management Control Committee (SCIM), the Occupational Health and Safety and Emergency Committee, the Committee for Monitoring Absences, Combating Absenteeism and School Dropout, the Internal Committee for Continuous Evaluation of CSEI "Orizont," and the School and Career Guidance Committee.

4. School and extracurricular educational projects and programs

4.1. Extracurricular and extracurricular activities

All activities carried out within the extracurricular activities committee were mainly aimed at increasing the prestige and quality of the educational institution through activities carried out with students, through partnerships with the local community and its representatives. A significant element worth mentioning is that the implementation of the management project has succeeded in achieving a balance between curricular and extracurricular activities. A totalitarian style of organization has been avoided, and practices that stimulate the initiatives of the members of the collective and the expression of opinions have been established. A constant effort was made to ensure that the school environment was a place where responsibility and decent behavior were demonstrated, including honesty, honor, the ability to keep promises, mutual respect, and tolerance for different opinions. Thus, the school's strategy aimed to improve the quality of education, which is absolutely necessary in the context of complex changes in family life, in the local community, within the community, and in the multicultural society in which globalization is increasingly present. The general orientation was towards high-quality education, which involved applying the diversity model through a differential approach, initiating projects involving all children, teachers, and educational partners (parents, community, civil society, media).

The teachers at CSEI "Orizont" Oradea want to involve their students in special activities. In October, the competitions included in the C.A.E.N. project activity calendar were confirmed: the "Flori de Mai" International Multicultural Festival, C.A.E.R., "Nașterea Domnului – Dar de Crăciun" (The

Birth of Christ – Christmas Gift), by submitting the competition rules to the Bihor County School Inspectorate.

4.2. Partnerships and project at national, county, and local levels

At the school level, we have established good cooperation with local authorities, economic agents, national and regional cultural institutions, churches, and other interested institutions in order to improve the adequacy of the school's educational offer with a view to implementing our own projects and programs.

Contracts have been concluded with various economic agents, NGOs, and other organizations, negotiating the most advantageous supply contracts, and we have tried to attract as many sponsors as possible to help us with materials to improve the teaching/educational process. Such collaboration contracts were concluded with: the University of Oradea, the County Library, the ACTA Center Association, the "Speranța" Association, the "George Toboșarul" Association, the "Stelele Bihorului" Cultural and Musical Association, and the companies DEME Macarale, VALFOREST, and GAD ASER Trans.

In October 2024, applications were submitted for the C.A.E.N. projects "May Flowers" and the C.A.E.R. projects "The Birth of Christ - A Christmas Gift."

Also, as part of the C.A.E.N. projects, the "Flori de Mai" International Multicultural Festival project was submitted. This festival was coordinated by the institution over a period of six months, from January to June 2025, with the main event taking place on May 22, 2025. The festival was attended by 32 artistic groups, 230 students (on stage) from institutions in Bihor, from the country and abroad, 19 artistic groups participated in the DVD section, coordinated by teachers from the country and abroad, and in the decorations section, works by children with SEN were exhibited, coordinated by teachers from 70 schools across the country and abroad. Through the joint efforts of the organising school, collaborators, partners and sponsors, all the children were rewarded for their work with many diplomas and gifts.

Local projects: "Life - Healthy eating and daily physical activity among students," "New horizons through sport," "Internet safety," "Together we will succeed," "Talented and special," "Give Meaning to Money," "Nature, a Wealth of Colors," "The Amateur Craftsman Following in the Footsteps of Tradition," "Decorative Art - Decorative Stained Glass - The Universe of Glass," "Friendship and Harmony," "Together Towards a New Horizon," "Little Picasso in Action," "I tell you stories so you can grow," "Together for our safety," "The joys of childhood, Summer School, Outdoor School," "Giving for giving... with a click," "Fighting violence together," "Colorful Emotions," "With Parents by Our Side," "Friendship—the Most Precious

Gift," "The Joys of Childhood," "My Place Under the Stars," "From the Special to the Most Special," "Earth—the Living Planet," "Special Children Love the Forest," "I am special—I am eco," "I am special, but also responsible," "The joy of living together," "Music through art and children's eyes," SNAC projects "I am with you," "By giving, you will receive" carried out their activities according to the schedule in the project application form.

4.3. International projects

Several educational projects were carried out in partnership with schools in the county and in EU countries, as well as with other institutions: local police, ANAD, ANITP, church, ISU Crișana, etc.

The school ran the Erasmus+ KA 220 project "Together We Are Stronger," identification number 2024-1-RO01-KA220-SCH-000251161, in partnership with educational institutions in Portugal, Poland, Croatia, and Türkiye.

5. SWOT Analysis

STRENGTHS	WEAKNESSES
• 100% qualified staff. • Existing interpersonal relationships (teacher-student, teacher-parent, teacher-teacher) create an open, stimulating educational environment. • A large number of teachers participate in continuing education and professional development courses through CCD, ISJ, and the University of Oradea. • Teachers and students are involved in various school partnership programs. • More active involvement of parents in the teaching, educational, and rehabilitation process; close collaboration with parents, accountability for learning, to correctly convey messages and work instructions; • The school has teaching plans, school programs, and curriculum aids (workbooks, guides, maps, methodological and assessment guides, videos, and educational software for various subjects). • Use of quality assurance tools in education;	• Insufficient provision of supplementary teaching materials • The range of extracurricular activities on offer does not meet the needs of all students • Insufficient diversity of teaching staff skills in relation to student demands • Focus of activities on content rather than on students' learning needs • Some dysfunctions in the flow of information within the school (management – teaching staff, teachers – professors); • Lack of teachers – mentors at school level. • Some teachers still have a tendency to be conservative in how they organize and conduct lessons and in focusing activities on student needs. • Lack of effective support methods for all families; • Overburdening of parents; • Decline in the school population in general;

• Renovation and refurbishment of school buildings and facilities • Management focused on implementing programs for the social and professional integration of students with special educational needs • Increasing the number of educational partnerships, specific programs, and projects concluded with other schools; • Large number of projects completed and ongoing; • Increasing the number of educational partnerships, specific programs, and projects concluded with other educational institutions	
OPPORTUNITIES	THREATS
• C.D.S. offers the opportunity to satisfy the desire for information and knowledge in various areas highlighted by the media • C.D.S. helps reduce school absenteeism and contributes to the development of intrinsic motivation for learning and academic achievement, allowing individual skills to be capitalized on. • Online courses for the use of technologies in distance learning	• Decreased student motivation to learn • Insufficient funds for purchasing high-performance teaching materials (video projectors, SMART boards, copiers) • Increasing trend in juvenile delinquency;

6. Conclusions

The recovery of students with special educational needs is a priority for the institution. Specialised interventions are carried out by a team of psycho-pedagogical teachers, speech therapists, physiotherapists, psychologists and educators, who work both in classrooms and in specialised rooms (speech therapy, physiotherapy, sensory education, play therapy, psychomotor therapy, etc.). Through adapted programs and repeated exercises, the aim is to develop the fundamental skills and abilities necessary for everyday life and the socio-professional integration of students.

The unit ensures the timely preparation of thematic and special reports requested by the Bihor County Council and manages the archiving and storage of official financial documents. The material base of the "Orizont" Inclusive Education School Center in Oradea is modern, the result of financial and technical support from the Bihor County School Inspectorate

and the Bihor County Council, as well as the involvement of the institution's management and staff.

In order to streamline management at the Tileagd facility, it is proposed that the boarding school be relocated to Oradea, close to the centre's headquarters, and that the students be transferred to this location. The relocation would reduce staff commuting expenses, allow for more frequent supervision and verification of the activities of teaching and auxiliary staff, and improve the quality of management by eliminating continuous travel.

Teaching and support staff are sent on training courses to improve the design and delivery of teaching and learning activities and to learn how to use educational applications. However, the high costs of these programs and limited budgetary resources affect the frequency and scope of training, with the institution only occasionally managing to cover the full cost of participation fees for teaching qualifications and degrees.

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