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Highlights of European cultural model of quality for special education. The path from goal to a practical and sustainable concept. (

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ABSTRACT

In the last 50 years the quality of education has become a major concern for all educational systems of many countries. "Translation" of quality from the area of economy in education (categorized as belonging to the category of services) involving lengthy transformations open a broad debate both at policy level and speech (felt internationally and hence national) and the the practices by which schools must objectify and benefit policies with tangible results.

In this context and in the light of the definition of quality of education in our country, I developed in this paper a multidimensional approach to delimitate this concept in the field of special education.

But the quality of education requires the recognition and the assuming of a complex and contested nature of the implications of cultural, economic, political and even historical that (co) exercised over this reality (Tikly, L., 2011). Education and disability are strongly contextualised in the social map of the community. Benchmarking is considered as the best study tool to discover this response. I searched countries with various models of quality in education, particularly in special education.

Quality influences school processes as they are developed both at strategic level and at the level of educational practices. Defined at the organizational level, have undertaken and supported by all interest groups involved strategic (institutional and personal responsibility). The Romanian cultural and socio-economic context of today must become common approach with an agenda open to all stakeholders. Therefore we believe that the school has the responsibility to motivate and involve the stakeholders for coresponsibility. Beyond the implications for decisions coresponsabilizarea and discusses the importance of the cross-cutting impact of individual actions and / or collective agreement is a necessary explanatory concept development and implementation of quality education policies.