



Specific Learning Models and Approaches for Persons with Intellectual Disabilities

Dumitru Chirleşan, 1Georgeta Chirleşan

1georgeta.chirlesan@upit.ro

University of Piteşti (Romania)

Abstract

The Universal Declaration of Human Rights, Article 26 stipulates that “(1) Everyone has the right to education. (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”. Persons with intellectual disability are at high risk of marginalisation and supporting, by all means, their educational effort should be a common goal of the community, in the aim of contributing to their social integration and insertion on the labour market.

In relation to this target group - persons with intellectual disability – difficulties have been identified in:

- implementing activities aimed at developing key and specialist competencies (according to recommendations proposed by the European Council as in Barcelona Conference 12/05/2009 ET2020);
- providing European methods in order to foster the concrete development of essential competencies or becoming active citizens and finding better jobs.

The paper presents the achievements of the D-ACTIVE project (a LLP/Grundtvig – Multilateral project with ref. no. 510773-LLP-1-2010-1-ITGRUNDTVIG-GMP) in creating and experimenting multidimensional and integrated tools and applicative models in education, for educationalists and trainers working with persons with intellectual disability, in the view of developing and fostering the active citizenship of the latter and for supporting them to become socially integrated. A tool used in clinical and social fields - the International Classification of Functioning, Disability and Health, the so-called ICF (recommended by World Health Organization) is equally described in the paper and as well as its applicability in the afferent outcomes for acquiring active citizenship skills in people with intellectual disability.