

The outcomes of the research revealed, in the three areas, critical aspects which might be analyzed and on which to intervene, as well as quality factors which should be shared among the stakeholders and implemented for rethinking the inclusive process in the after-pandemic school.

Strongly related to the inclusive aspects, the results showed that the HTs have been attentive to the economic needs of the families of students with special educational needs, involving a plurality of figures and maintaining relations with local authorities and families. Alongside these undoubtedly positive aspects, some school processes need to be revised: designing and organizing DT activities for students with disabilities, reviewing and monitoring IEP goals in relation to remote instructional activities, and involving all the actors of the inclusive process including students with disabilities. The crisis generated by the recent pandemic has undoubtedly confronted the HTs with the need to reconfigure, at least partially, the structural, procedural, and evaluative dimensions of their schools. In this extraordinary situation, they exercised their leadership by orchestrating responses, even timely, to face the urgent difficulties generated by the sudden transition from one-on-one to distance school. In these emergency dynamics, however, it seems that less attention has been given to the inclusive process of students with disabilities.

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## 470 The Impact Of The Covid-19 Pandemic On The Participants In The Educational Process In The Republic Of Moldova

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**Keywords:** Educational Inequality, Personal Expenditure on Education, Public Expenditure on Education, Republic of Moldova, Right to Education

The Republic of Moldova, with a GDP per capita of US \$ 4503.5 (according to the World Bank) in 2019, remains the poorest country in Europe. Faced with critical challenges such as corruption and mass migration, the country's resilience to crisis situations has been severely weakened by the COVID-19 pandemic. As a result, social and economic inequalities have become much more pronounced. Of these, inequalities in education are among the most sensitive because they target children and young people.

This paper aims to evaluate:

the impact of the covid-19 pandemic on the right to education in the Republic of Moldova;

the cost of accessibility to educational services during the pandemic;

the correlation between personal expenditures of the participants in the educational process and National Public Budget's expenditures for education during the pandemic;

the level of redistribution between personal expenditures of the participants in the educational process and the National Public Budget's expenditures for education during the covid-19 pandemic.

#### Method

From a theoretical and scientific point of view, the study was carried out in the context of an integrated and systematic approach of modern economic and social concepts.

The paper is largely based on the results of sociological research (survey) designed to measure the impact of the covid-19 pandemic on the right to education in the Republic of Moldova. The survey conducted by the author is quantitative and targets two categories of respondents addressed in two separate questionnaires - parents whose children study in educational institutions; teachers employed in educational institutions.

The complexity of the studied social, economic and financial phenomena required the use of statistical methods, namely the method of simple regression. Comparative analysis was also used.

#### Outcomes (expected)

The results of sociological research will be used to design funding mechanisms to support equity in the educational process in the Republic of Moldova.

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## 453 A Picture, A Lighthouse, A Kite: Metaphors Of Emergency Teaching

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**Keywords:** smart learning, narrative thought, remote teaching, Primary schools

This study presents the metaphors that emerged from a group of 22 teachers interviewed about their switch to remote instruction during the COVID-19 pandemic. The main theoretical framework adopted to study the emergency teaching situation (Hodges et al., 2020) was that of smart learning, defined as "context-aware ubiquitous learning" (Hwang, 2014) and as centered on content, rather than on devices (Gwak, 2010). Primary school teachers from Italy were interviewed about online and smart learning. Following the idea that proficiency can not exist without the ability to reflect on and about actions (Nuzzaci, 2011), participants were asked to describe their experiences by choosing images or ideas that would represent them. The use of metaphors allowed to better understand their feelings related to the condition of emergency teaching. Data from the interviews was classified in four emerging themes used by participants:

a. distance – picturing themselves as TV characters only available to students through a screen, or as pictures hanging from a wall, teachers felt the weight of barriers over their relationships with classes;

b. responsibility and co-responsibility – reflection became an opportunity to question responsibility, as teachers felt like a lighthouse for their pupils, trying to help in overcoming their difficulties; other sea-related metaphors, like that of a lone sailor and