



## ERASMUS+ PROGRAM: "EUROPE FOR INCLUSION"

REPORT ON THE SIXTH LEARNING, TEACHING AND TRAINING ACTIVITY  
SCHOOL TO SCHOOL PARTNERSHIP - KEY ACTION 2 (KA2)

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## 1. Report on the level of motivation, attention and trainees' participation to the lesson

<p>FRANCE</p> 	<p>The French team was very interested in the different activities proposed, well- constructed, varied, often new in an interesting way. The conferences on autism and behavioral disorders have given us both a vision on how to manage these difficulties in Latvia, but also concrete solutions (STOP program, pictograms ...) that we can transpose at different levels in our professional practices. The inclusive approach to student needs is positive, focused on solutions rather than on deficits or disabilities. We appreciated the research work of our colleagues to present us rich and interesting lessons, based on creativity, cooperation and respect for the rhythm of each one, as well as the english translation of lessons plans.</p>
<p>ITALY</p> 	<p>The Italian team was very interested in the formative proposal presented. The topic “Behaviour Disorders” was really motivating as this special need is becoming more and more demanding: in fact in Italy serious behaviour problems are increasing year after year in our schools. Even if our teachers are professionally prepared to face this kind of disability, it is true that the more you know the better. Moreover, to see, share and learn from other countries’ knowledge is always enriching. The group took part into the activities with interest and was really involved, both in the theoretical lectures and in the lessons observed. Besides, they had the chance to express their own point of view, their own experience and know-how, and they contributed to create a positive learning environment.</p>
<p>PORTUGAL</p> 	<p>The Portuguese team found this visit to Latvia very interesting. We were very curious about the differences between our educational systems and formative proposals. The training course about “Behavior Disorders” was really motivating. This is a subject that all countries in Europe have to deal with and it was really a very profitable lecture. One of the most surprising moments of our week was the Session about “Meditation”. That is for sure an experience we have never had. We will try those principals and techniques with our colleagues and students. We were convinced that such a method may be helpful for children with our previous trouble related to “Behavior Disorders”. Our highlight was, however, the session about Autism. This is a very strong theme for us because we have a considerate number oh autist children in our school. It was indeed a very interesting lecture from witch we learned a lot.</p>



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LITHUANIA	 <p>The Lithuanian trainees were very motivated to take part into the 5 days C6 Learning, Teaching and Training course held in Latvia. During that training course the focus was on behaviour disorders and how to work with children with autism. This training course was very useful due to our possibility to watch lessons in the eco-school , a private school, that is a little bit different from ours.</p>
POLAND	 <p>According to the Assessment Tool Booklet (grid 1) the level of motivation of the Polish teachers was very high as they made suggestions, expressed their opinions about the observed lessons. They also supported each other and considered the group a source of well-being. The Polish team was very interested in the Latvian school system and the school curriculum as they were not familiar with it, due to the fact that Latvia was a new country working in the Erasmus+ project. During the visit around the school they had a chance to gather a lot of information from the teachers working there. The team enjoyed the whole visit very much – we had a lot of expectations and they were fully met.</p>
ROMANIA	 <p>The Romanian trainees were very interested in taking part at this Teaching – Learning – Training event. First of all, the theme proposed by the Latvian team represents one of the topical issues which the teachers confront with nowadays. Lately there was observed an increasing level of “Behaviour disorders” among the Romanian students. More than that, the fact that in our school there are not specialized people to help the teachers cope with such problems made the course more attractive for the Romanian team. We can cite from what the teachers from our team wrote in the “Trainee’s manual”: “I teach classes where there are students with behavior disorders and I need to improve my skills to work with such students.” “Because of the fact that in our school there is not a specialized person in “Behaviour disorders”, but there are students with this problem, I want to learn how to help them”. “I do not know how to recognize very well or to work with these students and I want to learn; thus I shall be able to cope with the situations that might appear.” The motivation to take part at the activities proposed by the TLT event organized by the Latvian partner was very high, the participants were actively involved in courses, activities, lesson observations, workshops. The Romanian teachers were very interested in finding new things about students with problems, they were explained both theory and practical facts. According to the data collected from the grid no 1 of</p>



	<p>the Assessment Tool Booklet, as regards the orientation of the task (cognitive sphere), the Romanian trainees made suggestions, produced ideas and evaluations and statements, they asked for information and explanations at high level. Under the relational point of view, (socio – affective sphere), they supported each others, helped, encouraged and showed esteem at a high level. They were relaxed and they understood the others, considered the group as a source of well being at a high level. They did not reject or refuse, they did not doubt, they did not show or produce tension, they did not oppose or provoke conflicts and they worked in a very relaxed and positive learning environment. Before the course, the majority of the Romanian trainees agreed to some extent that they recognized various types of behavior disorders, and how to create a learning environment accommodating needs of students with behavior disorders, but they did not know how to maintain contact with children with autism, and how to create learning environment accommodating needs of children with autism. They also agreed to some extent that they know and practice techniques which help the teacher deal with children with behavior disorders.</p>
<p>TURKEY</p>	
	<p>As Turkish team, we were glad to learn about Behavioral Disorders and Autism subjects, as they are one of the problems that we can encounter in the teaching atmosphere. We were also pleased to learn how to handle the students with behavioral disorders. The techniques and methods used by the instructors in the autism center were useful, motivating and life-saving.</p>

## 2. Report on the trainees' formative process evaluation

<p>FRANCE</p>	
	<p>Throughout this week, we have been led to think about our practices: the conferences gave us a theoretical basis and elements of solutions for pupils. The lessons observed were pedagogically interesting. We particularly appreciated the organization proposed by our Latvian colleagues, alternating times of theoretical contributions and questioning with specialists, lessons in class, discovery workshops (mindfulness practice, weaving workshop ...) and other times (Spring solstice, traditional dances, pop up restaurant ...), while having time to exchange, meet the partners and take notes.</p>



ITALY	<p>The team were willing to make comparisons about their own daily practice ( in Italy the presence of students with behaviour problems in classes is a hot issues as there are quite a certain number of them in each school ) and what carried out in Riga's schools. The pedagogical strategic choices have been deeply analyzed and the skill in observing peers at work has increased a lot during these three projectual years long. They learned what Latvia Government does with disruptive and autistic children, what associations do and what schools do. Such strategies, like the STOP programme, the use of SOCIAL STORIES for autistic children and the MINDFULNESS sessions were quite knew to all of us.</p>
	
PORTUGAL	<p>The Portuguese teachers, throughout this week, have learned and interacted a lot with all the Latvian colleagues and other actors that support them in order to find the best solutions for their pupils. The lessons observed were pedagogically quite interesting and innovating. We particularly appreciated the organization proposed by our Latvian colleagues, the number of children in each class, the lessons in classes with children with different ages, mindfulness practice, outdoor activities (even with such a clima), the celebration of Spring Equinoce, traditional dances, pop up restaurant. All quite different from our practices and from which we learned a lot.</p>
	
LITHUANIA	<p>The course was very valuable and efficient, full of information that was quite new for us. During that course we were offered information how to work with children with behaviour disorders and with autism. The formative process had an application features when we attended the demonstrative lessons.</p>
	
TURKEY	<p>As we didn't have any autistic students in our school, the session in the autism center was new and informative for us. Our awareness was improved with real life autistic children stories. We gained knowledge about how to handle with autistic children. We learnt how the stimuli and environment affected the autistic children's behaviours. Moreover, we learnt about social stories which that center created about overcoming the challenging behaviours done by the autistic children. The center was established because of the needs of an autistic student and it still goes on dealing with many autistic students. We were also informed about useful links and documents in the website of that center. Besides, we were given some information about the statistics of autistic children in Riga city. And, we saw again how the parental behaviours were important in handling such kind of problems.</p>
	



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ROMANIA	<p>The course offered us the possibility to improve our knowledge about the students with behavior disorders and about students affected by autism. It was very useful because the majority of the Romanian trainees did not know much about how to work with students with autism and coping with behavior disorders represents one of the present day preoccupations of the teachers because more and more students seem to present them. During the courses we learnt about the determinants of parental behavior, according to Belsky, about developmental progression for antisocial behavior, coercive process, about the program STOP, social skills training for children; we also took part at a course prepared by the Latvian Autism Society. We found out information about the society, how it was established, its goals, its current tasks, about its members and supporters, meetings and expert discourses, workshops for parents, teachers and supervisors, creation of informative materials, and about the importance of social stories for the children affected by autism. We were given examples of behaviour of students with autism and how to recognize and react when we have such students in our classes. The formative process had an applicative part when we assisted demonstrative lessons, observing inclusive aspects related to behaviour disorders and also different disabilities. We were presented some extracurricular activities which involve the students in pleasant activities and teach them to love nature, to respect it and each others. Thus, we celebrated together with the Latvian teachers and students the spring solstice and we observed the Latvian students' love and cherish for the nature. We had the chance to observe theory put in practice during the observation lessons. We also found out much information about the importance of mindfulness practice when it comes about the students with behavior problems.</p>
	
POLAND	<p>The Polish team included a head teacher and 4 teachers working with students at different levels in a primary school. Their command of English was very different (from 2 English teachers performing a job of a translator to teachers knowing some basic words).</p> <p>The training sessions presented subjects that in case of our country are quite familiar and our initial competences were quite high. While working with students at different age Polish teachers deal with various behavior disorders. We also had some single cases of students with selective mutism (a kind of autism). The use of art therapy was quite new to us. We thoroughly enjoyed the meditation session - as an element of the school curriculum it was a new experience. The course objectives have been clearly explained. The sessions were very interesting and helpful. They provided us with the useful information and gave guidance on how to deal with situations of disruptive behavior or autism.</p>
	



### 3. Report on the difference between the ordinary didactic praxis

<p style="text-align: center;">FRANCE</p> 	<p>We understood how the priority given to the child's holistic development (cognitive, creative, intellectual, spiritual, ecological and civic responsibility) was the result of a collective reflection between the school management team, teachers, parents and stakeholders. This approach will enrich the way we think inclusive practices in our school, even if the ages of our students are higher (meditation, project around old traditions around nature and seasons ...). Differences in functioning between the ISKILE alternative school and our high school can change our view of students and practices.</p>
<p style="text-align: center;">ITALY</p> 	<p>The Italian team thinks that the experience was excellent under different points of view. First of all we had the chance to live one week inside a peculiar school: Ikskile school belongs to a network of schools ( three all over Latvia ) which, since July 1994, has been established and run by parents who wanted to create a positive learning environment for their own children. The holistic child's development proposed takes care of the child physically, emotionally, intellectually and spiritually. Important values in these schools are freedom and its limits, nature, traditions and customs, the school as a learning organization, where important events for all the school community are organized. Children can stay one hour each day, whatever the weather conditions are, outside school making sensorial experiences. The school is surrounded by a very large yard, where children can play, do physical exercises and grow vegetables, which do not need to be watered as the rain is sufficient enough. For this reason they eat vegetarian and organic food everyday and parents take care of the school as if it were their own house.</p> <p>The session on behaviour disorders and the program STOP introduced the treatment of young children with disruptive behaviour disorders and their context. The therapist in training Ms Inese Lapsine presented the theoretical basis, the problems linked to the bad behaviour, the behaviour STOP therapy and the importance of teacher-child relationship, followed by practical examples of the STOP programme.</p> <p>The session on Autism put the limelight on the way Latvian Government and Associations are trying to face this hard topic. The context ,the conditions, the procedures and the modalities have been clearly exposed.</p>



The mindfulness practice session has been really involving and interesting. Mr. Ivo Straute, a meditation teacher who once a week work in the school providing mindfulness sessions both to teachers and to children explained us how to take benefit and became more proficient by using meditation. Being thinking to the present without analyzing or judging is a moment when you really concentrate in the present and it helps you to understand more about what is happening around you. It is an exercise which takes our “attention muscles” in exercise emotionally and spiritually longer. Very interesting all the practical activities showed us, very easy to be repeated with our children ( meditation passing the object without making noise, breathing with the ball ).

<p>PORTUGAL</p> 	<p>Latvian Ikskile School is indeed quite different from the Portuguese reality. The first reason for that is that it is a private School, where Teachers and Board can implement innovating systems and practices, more focused in an holistic way of life. They can focus their class plans in the children individual needs more than we, because our classes are all above 20 pupils, sometimes with 30! They educate children for the love and respect of Nature and millenary traditions. The whole philosophy in this Latvian school is turned to a sustainable way of life, eating the products they grow, being vegetarian, respecting the Earth, so we think our future as Humanity will depend of such good ideas. However we are still some steps behind with large crowded schools and classes...</p>
<p>LITHUANIA</p> 	<p>The Lithuanian trainees were impressed by the motivation of the students and creativity of the teachers, how successfully can teachers work with children with autism. Our teachers have not got such experience , thus this course was very useful for them because they attended the lecture and after that had possibility to take part in the lessons and to watch the practical methods of the work with children with autism and behaviour disorders.</p>
<p>POLAND</p> 	<p>While visiting the school we were amazed how incredible it was. Everything there fit into its place. The students, the teachers and the parents worked really hard to make everything look great. Thanks to the common effort all planned activities went smoothly. We especially liked the holistic approach to teaching and learning.</p> <p>After attending the training session in the classes with the children, the Polish teachers noticed that students are praised a lot and encouraged to get involved in the course of the lesson. The activities presented by the teachers were adapted to the students’ age – even when the class consisted of students at different age. The students didn’t mind</p>



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being observed and really enjoyed performing the tasks assigned by their teachers. The observers noticed the positive atmosphere in the classes. The quality of pedagogical choices, strategies and tools was very good. During the observed lessons Polish teachers could participate actively. The material produced could be useful.

#### ROMANIA



For the Romanian trainees, the TLT vent in Latvia was very interesting because they could observe a quite different approach of education, that is the holistic child's development. We were shown Ikskile Free School which provides alternative national primary education based on a pedagogic methodology using individual teaching methods and Briva Maras Skola, an alternative school to Latvian educational public system, where the focus is on human psychology and education, natural knowledge, human being and the growth of students' awareness. We could notice the fact that nature, customs and traditions play an important role in educating the students. The students spend time outside, they are taught to love and cherish nature, they play, and practice physical exercises in the school yard and even work in the school garden, learning how to cultivate fruit and vegetable which they consume during lunchtime. They are also taught about good and healthy habits (for example they eat vegetarian food at school and before lunch they sing a song wishing their peers "to eat enough, but not too much"). The entire school community considers school not as something compulsory, but a family or home where everybody spends pleasant time. During the lessons observation we could see the way teachers work with the students, the relaxed learning atmosphere, the use of different methods to induce students a relaxed and safe feeling. One can add the importance of mindfulness workshops when both the teachers and the students learn how to enjoy the moment and not judge the others. In the partner school the Romanian teachers could observe some students with learning problems and the way they are included in all the activities. The lectures proposed by the Latvian team helped us better understand the students with behavior problems and Autism, learn about suitable activities and ways to create an appropriate learning environment for them. We were given examples from day to day activities (situation – behavior – consequences, social skills training for children – emotion recognition, emotion regulation, listening, problem solving, collaboration, regulations and social norms, the use of social stories, ways the specialists solved problems encountered in classes and helped the teachers cope with these issues). We are more aware of the importance of understanding and knowing how to deal with behavior problems and disabilities like Autism. The Romanian trainees stated that from now on they would try to adapt what they had learnt and observed in their daily didactic praxis.



TURKEY	
	<p>As we don't have any autistic students in our school, there was not much difference in our ordinary didactic praxis. But when we think about the behavioral disorders, we can sometimes come across such kind of problems in our teaching atmosphere although we don't have any legally documented students with behavioral disorders. From this point of view, this session was useful and effective for us.</p>

#### 4. Report on the evaluation of the training course

FRANCE	
	<p>We attended two training courses. The 1st one led us to discover the Latvian Society on Autism. Founded in 1996 by parents of children with autism, it aims to ensure the rights of people with autism (census, information /training of the entourage and professionals /interventions of experts/ supervision of workshops with parents, child and teachers/creation of computer tools). This association is a resource which operate at school and help families and teachers to find solutions to promote the inclusion of children with autism (pictograms, social scenarii, functional calendars ... available free on their website). The association also point out that there is not only one autism but several kind of autism and that solutions are individual and must respond to each problem concerning each child.</p> <p>The second intervention, from a psychologist working at school, showed us behavioral disorders of young children and how to take care of them. The behavior of a child depends on three factors: those determined by its biology and physiology (sensitivity, temperament), those dependent on its parents (parenting skills, stress, personality ...) and finally those related to its social environment and school.</p> <p>Each behavior is multifactorial and acquired and it's important to reinforce the positive behaviors by encouraging them and not focus on inappropriate behaviors (aggressive, irritable, transgressive ...). This approach is important in children's everyday life. For teachers, it also make possible to promote the intellectual and cognitive development of children with behavioral problems. The psychologist made us discover the STOP method which establishes a management protocol using colored panels and can reduce behavioral difficulties.</p>



<p>ITALY</p> 	<p>The Latvian scientific committee organized the LTT session in detailed steps, with clear goals. We could take part into different activities, such as theoretical sessions, lessons, practical activities. Workshops, performances, daily routines which made us better understood the “mission” of this peculiar school. Interesting and well structured, the course was presented at the right pace, punctually according to the activities planned in advance. The theoretical sessions have been presented through PP.</p>
<p>PORTUGAL</p> 	<p>We found the organization of the Latvian scientific committee very profitable. We could take part into different activities, such as theoretical sessions, lessons, practical activities. We were never bored and always alert to this different way of living and teaching. We assisted lessons, participated in workshops, assisted to performances, learned from lectures, always being able to ask questions and interact with teachers and students. Their English was perfect, so we could talk to all of them whenever we found such a need.</p>
<p>LITHUANIA</p> 	<p>The training course in Latvia was very interesting and valuable. Everything was organised very well. We had a good balance between theoretical and practical parts. We could interact with students and teachers. The trainees were prepared very well and could explain us many details and answer to all the questions.</p>
<p>POLAND</p> 	<p>During the training course the Polish team were presented the procedures of. It has been useful because of a current immigrant crisis in Europe, we can create a similar procedure in our school. We had a chance to see some tests translated into Polish which help French teachers assign allophone students to the correct class. During a very short French course in CASNAV we had minor language difficulties as nobody in our team spoke French so understanding a trainer was a bit problematic. However, the material produced can be used in the future.</p>



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ROMANIA	<p>The training course was very well structured, with lots of information, examples, questions and answers, workshops and sessions of observing lessons where the Latvian teachers put in practice the theory we had been taught. The pace was appropriate to the trainees' needs, the information was presented in a condensed but easy to understand way, the activities proposed actively involved the teachers. During the theoretical courses, the trainers used PPTs, posters, pictures, examples from daily didactic and formative practice, they answered the trainees' questions, they explained details. The information was quite new for the Romanian teachers, they were very interested in finding out about ways to cope with students with behavior problems and especially ways to recognize, understand and deal with students affected by Autism. They were also interested in finding ways to use mindfulness practice in daily didactic activity to make students more interested and focused. The workshops offered the trainees the opportunity to interact, put theory in practice, and collaborated with the international team. The mindfulness practice activity helped the trainees both to understand how meditation works to help teachers and students and to try on their own some practical activities (feel, focus, not judge / pass the bells without making noise etc). The observation of the lessons was important, too, and the activities were very well designed to offer examples of theory put into practice. The outdoor activities (Celebrating the spring solstice, for example) demonstrated the importance of inducing the students a safe, friendly, familial feeling of well being so that education could be done very easily.</p>
	
TURKEY	<p>The subjects were new and motivating. The content was meticulously planned. We didn't have any problem in grasping the theme and content. We had almost no idea about autism and how to overcome behavioral disorders in our professional lives. The training atmosphere was influential for our understanding the subjects. As for the trainers, both of them were reluctant to share their information and experiences with us. They sometimes wanted us to ask if we had any questions about the subjects and they answered all of our questions sincerely and friendly.</p>
	



## 5. Report on the evaluation of the expectations

FRANCE	<p>The IKSILE school, like BRAVAS SKOLA, are schools where living together is not just a word but a reality. The school is a strong community in which children learn and grow, gain confidence, live the traditions of their country and revere nature. We are aware that the size of the school and the commitment of all the actors is not possible everywhere and in all situations, but this discovery and experience are extremely interesting in the context of our reflection on the inclusive school and the way we take into account special educational needs.</p>
	<p>The Italian team's expectation were encountered as they had the opportunity to get more knowledge about mod and behavior disorders, to learn new strategies and methodologies to cope with these kinds of disorders, to help students' to increase self-esteem, problem-solving, goal-settings and to develop organizational strategies, to make students conscious of their own needs (counselling ) and to create an inclusive setting to welcome and manage students with this kind of disorders.</p>
ITALY	
	<p>The Portuguese team's expectations were high. We were quite curious about this small (GREAT) School, almost lost in the forest, like a Grimm tale...For us, with a National Education System that is inclusive, but damaged with the huge number of students per classes/teachers/schools, this was an enriching experience from witch we have learned a lot. Some of the Latvian practices we have seen could be implemented in our Country. And we agree with most of this holistic principals and sustainable goals. But we can always learn too from our differences.</p>
PORTUGAL	
	



LITHUANIA	<p>As regards to the expectations , they were met. Thanks to the course we learn a lot of new things , new methods , especially how to work with children with autism.</p> <p>The atmosphere of the learning, teaching , training course was very positive. Thus, our individual needs were fulfilled.</p>
	
POLAND	<p>As regards the expectations, they were met, and the thanks to the course we learnt something new. The management of meetings was very good - while the coordinators were having meetings, the other teachers were observing the lessons. The timing and the length of the training course was also very good. The trainers' lessons were well-prepared and consisted of interesting activities. The whole training session took place in a positive atmosphere and our individual needs have been fulfilled. The level of our competences has increased at the end of the course.</p>
	
ROMANIA	<p>According to the Trainees' manual, among the initial expectations of the Romanian trainees there are the following issues: to learn how to deal with the students with behavior problems, to find out details about the students affected by Autism, ways to understand them, types of appropriate activities for them, to learn how to involve students with behavior problems in didactic activities, methods of inclusion of such students, working techniques suitable for them, to take part at activities where students with behavior problems are included, to find out about the Latvian educational system and what the Latvian schools system does to include these children in educational process, to observe how teachers work with such students, to learn when and how to act, to see techniques and methods to work with them, to learn about ways to maintain these students focused and interested in the activities, to find out how the partner schools works with these students both during the classes and extracurricular activities, to see how the interaction Teacher – student, students – students takes place and what I can do to help the students, to find out more about therapies through Art, Music and Dance and how they can be used to help the students. The Romanian trainees' expectations were encountered by the Teaching – Learning – Training event proposed by the Latvian team. Thus, we could enrich our general knowledge about behavior problems and Autism, we could see theory put in practice, we are now able to recognize students with behavior problems and Autism, we know about methods and techniques to be used in classes where such students appear, we know about different alternative therapies suitable to such disorders, we know about the differences between Latvian mainstream schools and alternative schools.</p>
	



TURKEY	
	The training was quite remarkable for the trainees. The Latvian team had organized the training sessions carefully. As for the problems of students with behavioral disorders and autism, the instructors expressed the importance of monitoring the behaviours of such kinds of students so as to prevent further problems.

## 6. Course assessment

FRANCE	
	The French team greatly appreciated the values defended by the teachers of the school, shared with the parents of students involved in this project. Every teacher, every parent spend a lot of time, work and energy in the transmission of these values. Our working session was marked of these values, quite positive, serene and full of energy.
ITALY	
	The Italian teachers liked the atmosphere of the school, all the lessons that they attended, activities and methods that were taught. The Italian team thanks the Latvian team who took time to create all the training material for the lesson in two languages, Latvian and English.
PORTUGAL	
	We thank all the Latvian teachers, children, staff, parents, board, and technicians for this wonderful experience. Indeed we felt very well within the School, with an inspiring, warm and almost sweet atmosphere. We have been to a marvelous Ballet that fulfilled our hearts with joy, we have found new ways of teaching and living, something from you will always be with us. After all, this is what our Project is about, learning from each other and help our children to be better European citizens.



LITHUANIA	<p>The Lithuanian teachers liked that course because there they could learn how to recognise the reasons of children's bad behaviour and how to find the ways to solve that problems. The Lithuanian team thanks to the Latvian team , who prepared all the necessary materials in two languages – Latvian and English. We were glad having opportunity to communicate in English and Russian too.</p>
	
POLAND	<p>As mentioned above, the subject of the training course was not new to the Polish team, nevertheless according to grid n. 5 of the Assessment Tool Booklet, the Polish team was very satisfied as the course was well organized, interactive and introduced us to interesting activities, very rich in content. The course was interactive – both in interpersonal aspect and technological. Our individual needs were met as we had a chance to find out something new. The competence level at the end of the training course has increased quite a lot as we have enriched the knowledge of different approaches to disruptive behavior and autistic students. The Polish team came to conclusion that the same procedures could be adapted in our school.</p>
	
ROMANIA	<p>The Romanian team considers the course was very good, with useful information, very well structured, easy to understand and put in practice. The trainees liked the fact that a small school taught them many good issues to be used in the future activity. First of all, we learnt once again about the importance of the close collaboration between family – school – student and specialized people, about the fact that school has to be seen as family and home, about the importance of parents' involvement in the school life, about the fact the student has to be seen as an individual in a group and school as a network which connects the individuals. We also liked the atmosphere during the lessons and activities proposed, the new things we experimented (celebrating the spring solstice and enjoying nature, mindfulness workshop, the therapy sessions). We consider that the theoretical courses were very important for us, teaching how to deal with students with problems. The Latvian partner proved that even if they represent a small school, they form a real team with happy, healthy, smart and open minded teachers, students, parents and specialized people.</p>
	



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	<p>The Latvian scientific committee had organized all of the courses and training sessions carefully. The content was very new and actually necessary for us as teachers. Because, we may face similar situations in our professional lives. So, we have acquired some skills and knowledge. We have also experienced how we can benefit from social stories which are used in handling the challenging behaviours of autistic students.</p>