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**Lithuania**

## Report on the fifth learning, teaching, training activity

**PROGRAMMA ERASMUS+  
FIFTH LEARNING, TEACHING, TRAINING ACTIVITY C5 ACTION KA2  
SCHOOL TO SCHOOL PARTNERSHIP**

**JIEZNAS 20th – 26th NOVEMBER 2016**

### “EUROPE FOR INCLUSION”

ISTITUTO COMPRESIVO SAN DONATO – SASSARI – ITALY  
JIEZNAS GYMNASIUM – PRIENAI REGION – LITHUANIA  
AGRUPAMENTO DE ESCOLAS COIMBRA SUL – COIMBRA – PORTUGAL  
SZKOŁA PODSTAWOWA NR 7 IM. WOJSKA POLSKIEGO W LESZNIE – LESZNO – POLAND  
SCOALA GIMNAZIALA "I.I. MIRONESCU" – TAZLAU – ROMANIA  
TAUTSKOLA 99BALTIE ZIRGI – DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS – LATVIA  
COLLEGE JEAN JAURES – AQUITAINE–CENON– FRANCE  
GAP KIZ ANADOLU LISESI –SANLIURFA– TURKEY

by

**The Lithuanian Scientific Committee**

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## INTRODUCTION

The following report has been carried out by the Lithuanian Scientific Committee after the Partner Countries having filled in *The Trainees' Journal* and *The Assessment Tool Booklet*, instruments elaborated by the partnership containing all the grids of observation, data recording and evaluation for the punctual and precise definition of the evaluation and control **C5 LEARNING, TEACHING, TRAINING ACTIVITY**. The *Booklet* was used as an interactive tool, since the data collected have been used by the Management Groups, the Scientific Committees, the Trainers and the Tutors with the aim of assessing all the ongoing processes. The Trainees had to fill in the Trainees' Journal properly and the coordinators of the different countries had to collect all the answers in the grids which makes up the Tool Assessment Booklet and reassume them in the following items:

1. Report on the level of motivation, attention and trainees' participation to the lessons
2. Report on the trainees' formative process evaluation
3. Report on the difference between the ordinary didactic praxis
4. Report on the evaluation of the training course
5. Report on the evaluation of the expectations
6. Report on the overall course evaluation



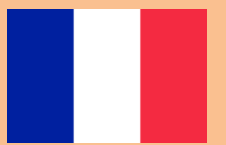


Particularly the following grids from *The Trainees' Journal* and *The Assessment Tool Booklet* have been taken into account:

- Grid n. 2 for the participation in the lessons
- Grid n. 3 for the formative process of trainees
- Grid n. 4 for the difference between the ordinary didactic praxis
- Grid n. 5 Course evaluation
- Grid n. 6 for the formative process of trainees
- Grid n. 7 for the reached and not reached competences
- Grid n. 8 Assessment on diary's filling up
- Grid n. 9 Assessment on diary's filling up

*The Lithuanian Scientific Committee*



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

ITALIA	
	The Italian trainees were very motivated to take part into the five days' C5 Learning, Teaching and training course hold in Lithuania. The topic itself "Didactic Methods for teaching children with mood disorders " is really strategic for nowadays teachers' profession. For this reason the level of enthusiasm, attention and participation was extremely high. Moreover, the theoretical session has been presented in a very communicative way and all the trainees had the chance to understand, express opinions and asking for information. The lab activities, as well as the visit to the Orphanage, gave the team the possibility to see how the theoretical aspects can become real practice.
LATVIA	
	Latvian team learnt many new things about mood and behavior disorders. Also about learning and including children with special education needs. Our team is grateful for professional lecture about suicide risks and explaining this situation in school area in Lithuania. It is very important to speak about it!
FRANCE	
	As we already wrote in the previous report, inclusion and the way pupils with special needs can attend classes are a permanent concern in our school. During the training course in Lithuania, the focus was on the didactic methods for teaching children with mood disorders. According to the data collected from the Assessment Tool booklet, the French team are very satisfied with way meetings, pace and different forms and techniques of training were dealt with.
POLAND	
	The level of motivation of the Polish team was very high as they found the training sessions to be very interesting, clear and effective. They were very keen on these training sessions as they were well prepared and engaged participants in the learning process. During the visit around the school and orphanage they had a chance to gather a lot of information from the teachers and students.
PORTUGAL	
	We were quite motivated about the mood and behavior disorders team. Particularly those much serious questions that lead into suicide among youth. Suicide issues are not a main preoccupation for Portuguese teachers and other technicians who deal with children or youth, fortunately. But we do know that it may be a huge problem in other countries. So, we found that matter quite interesting and motivating. So, we heard everything with great attention in order to learn more about that particular subject.



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### ROMANIA





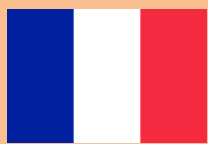

Some of the reasons the participants were motivated to take part at this teaching – learning – training event were: they wanted to improve their professional competencies, to find information about the children with mood disorders, to learn how to recognize these students and how to deal with their problems, for instance how to react, speak, and do in critical moments. Some Romanian participants stated before the course that they knew almost nothing about mood disorders and they were highly motivated to find out information on this theme, to notice ways of integration of students with such problems, to find out about solutions to solve them. If we were to analyze the trainees' initial competence (after the questionnaires solved in the Trainees' Journals, we could state that before the course, the majority of the Romanian teachers knew partly how to recognize students with mood and behavior disorders, how to teach such students problem-solving, goal-setting, organizational strategies, and how to create an inviting classroom for these kind of students, how to involve them in extracurricular activities, but they did know about the first teaching action to be done when students with mood and behavior disorders appear in the class, how to maintain contacts with such students, and how to increase their self-esteem. The level of the Romanian teachers' attention was very high, they focused on the information they had received, they were eager to find out new methods and strategies. As regards the orientation to the task (cognitive sphere), according to the data collected from the grid n.1 of the Assessment Tool Booklet, some of the Romanian trainees made suggestions, produced ideas and evaluations and statements, commented, gave information, asked for information and explanations at a 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.

### TURKEY



As Turkish team, this was the first time that we had learnt about the subjects. So, we learnt many new things about the children with special education needs (SEN students) and didactic methods for teaching children with mood disorders: noticing risks and preventing suicide crises at school. The Turkish team was motivated to get the training as they came across similar situations in their teaching life in the past. And, this training was useful to prevent further disorders and crisis in their future teaching environment.

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

ITALIA	
	<p>The team were really attentive to the pedagogical choices taken by the Lithuanian colleagues and to the quality of strategies and tools used. They had the chance to think back to their own modalities and daily practice when in their every day job they have to handle with these kinds of problems. Particularly the Italian team found really interesting the information on the methods to work with orphan children. They learned about the different methods to prevent suicide crises at school, gaining a deeper understanding of methods for teaching children with mood disorders. They learned how to deconstruct the myths of the suicide.</p>
LATVIA	
	<p>We have already learned about different inclusion taking part in the previous Europe for Inclusion courses. But here we learned about the mood disorders, the teaching methods and techniques. We saw how to manage lessons for kids with special needs. They are included in usual classrooms, but once in week they can go to special classroom and learn different subjects with teacher. Also we got information about the signs of suicide and recommendations how to work with kids in this case. Whith this problem we must be responsible.</p>
FRANCE	
	<p>We already learned a lot taking part in the previous Europe for inclusion courses. The French team discovered a lot of information on the methods to work with orphan children. They learned about the different methods to prevent suicide crises at school. According to the answers filled in the Trainees' Journal and collected in the grid No 6, the French team has gained a deeper understanding of methods for teaching children with mood disorders. They learned how to deconstruct the myths of the suicide.</p>
POLAND	
	<p>The Polish team consisted of 7 people: a headmaster, two English teachers, a PE teacher, an Art teacher, a Math teacher and a school counselor. Their English command was very different, from being fluent to knowing only a few words in English. However, everybody participated actively in the training sessions. The Polish group learned more about methods for teaching children with mood disorders and children with special educational needs (SEN). The course objectives have been clearly explained, in addition they provided us many useful information and gave tips how to deal with such students and situations.</p>





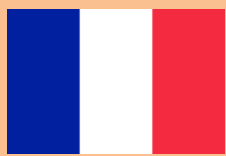
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PORTUGAL	
	<p>Portuguese team learnt many new things about mood and behavior disorders. If such cases should appear in our school, from now on, we shall be much more prepared on taking care of those children. We are thankful for the knowledge we acquired in Lithuania</p>
ROMANIA	
	<p>The course was valuable and efficient, full of information which we didn't know about before. During the training sessions, we were offered information about students with mood disorders and also explicit examples of Lithuanian students with mood disorders. We were presented the most common behavior and mood disorders among the children in Lithuania and the personalized plans after returning to school. The formative process had an applicative part when we assisted demonstrative lessons, observing inclusive aspects related to mood disorders and also different disabilities. We were presented the clubs of the school which keep the students involved in pleasant activities (Sports, Textiles, Ceramics, Fashion, and Theatre). According to the grid 6 of the Assessment Tool Booklet, the Romanian trainees have acquired the following competences: THEORY: didactic methods for teaching children with mood disorders (what the mood disorders are, symptoms in classroom, risky situations, attitudes towards these situations and towards the children in such cases, reasons to get in these cases, warning signs, behavior we see, how to speak and react, what to do and not to do if immediate or high risk appears, how to behave after the student's returning to school, what a safety plan is and how it is filled in, what helpful attitudes are, what conflicts are and how they can be solved.</p>
TURKEY	
	<p>The Turkish trainees learnt about the kinds of disabilities and why children had learning difficulties and as teachers how we should handle with intellectual disabilities. The trainees learnt how the students could be trained and they noticed the importance of learning assistance. The teaching methods and techniques were also another issue about the steps of problem solving that had to be overcome carefully. As teachers, we were given some recommendations about evaluating SEN students. In the second part of the training, we had a general definition of mood disorders and their symptoms in the classroom. We were also terrified by the suicide rate around the world, in which ages the people committed the suicide and the reasons that forced people to commit suicide. We learnt about the signs of suicide and what helps and interferes to notice the signs of suicide. As, it can be prevented if its symptoms are observed in advance. Moreover, we learnt about the behaviours of a person in the mood of suicide attempt and how to handle the problem with the person who intends to commit a suicide.</p>







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

ITALY	
	<p>The Italian team was really interested in this course as the problem of mood and behaviour disorders is so huge and pressing in Italy too, that they had great expectations on it. The main difference that the group have noticed is related to the kinds of disorders the Lithuanian colleagues have to cope with. A high percentage of students, in fact, committed suicide and this aspect was totally new to the Italian team. In this way they had the chance to reflect on the symptoms to take into consideration to avoid the problem and to see how Lithuanian teachers try to prevent this awful phenomenon. They discovered that the strategies suggested in order to notice risks and prevent suicide crisis can be used in daily praxis as well, as they can be useful to recognize and keep under control all kinds of disorders in the field investigated. As feedback, they had the confirmation that it is important to include children with mood disorders in all extra –curricular activities. It was very impressive to see that the students with special needs had possibility to try ceramics, sports and music.</p>
LATVIA	
	<p>One of our team teacher has an experience how to work with kids with mood disorders and suicide. But most of the teachers do not have and all information in lectures and lessons were usable for the future. It was practically useful to learn the signs of mood disorder and now the teacher in his class can see it. It is important to notice these signs given by kids. Very often teachers do not have this knowledge and no experience of what to do and were to seek help.</p>
FRANCE	
	<p>The French trainees were impressed by the motivation of the students. They got acquainted with some new didactic methods. They liked to see how teachers take care of children with mood disorders. They liked to participate at the school clubs and they realized how it's important to include children with mood disorders in all extra –curricular activities. It was very impressive to see that the students with special needs had possibility to try ceramics, sports and music.</p>



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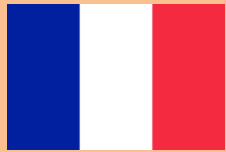



<b>POLAND</b>	
	After attending the training sessions in the classes, the Polish teachers noticed that the students are very friendly and polite. They didn't mind being observed and really enjoyed performing many interesting tasks assigned by their teachers. During the observed lessons Polish teachers could participate actively in many various activities. Didactical use of tools, pedagogical choices and strategies was excellent.
<b>PORTUGAL</b>	
	After attending the training session in the classes with the children, the Portuguese Trainees noticed that the Lithuanian Teachers are quite equipped to face mood disorders and different social problems that may occur among their school population. Sometimes teachers are the first adults realizing children's problems and an early intervention is most of the times the key for success.
<b>ROMANIA</b>	
	During the course the Romanian trainees notices the similarity between the Lithuanian and Romanian schools, the variety of the teaching methods and strategies used, the real involvement of the teachers and the students. Even if we do not have cases of suicidal students in our school, we can say we have some students with behavior and mood disorders. Thus, we are now more aware of their problems and needs, we can easier recognize some signs they transmit, we can promptly react. During the course we got valuable information from the Lithuanian peers and psychologists and we can use it to manage the students' problems in a more appropriate way. We are also considering organizing more clubs in our school with extracurricular activities which imply students so that they can spend their free time in a pleasant way.
<b>TURKEY</b>	
	Some of the Turkish trainees had some lack of knowledge and skills about teaching to SEN students. Thanks to this training, they have learnt more about SEN students, the methods of teaching SEN students and the practical information about defining and dealing with SEN students. As for the second part of the training, they didn't know enough about the symptoms of the mood disorders. They have had practical ideas about how to deal with a suicidal person.





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

ITALIA	
	The training course has been extremely interesting. The presentation of the theoretical session was understandable, the objectives clearly explained and what worked out during the practical session can be easily transferable. All teachers could actively took part in the training course and the atmosphere was pretty positive. The Lithuanian Scientific Committee organized the course in a detailed steps and with clear goals. It was possible to discuss with students teachers and specialists and students took an essential part in this project, as they played the role of teachers by leading lessons in which we were involved.
LATVIA	
	Training course in Jieznas was advisedly organized. There was a good balance between lectures and lessons observe. Also there was the opportunity to participate in school processes and saw it from the inside. Our team was motivated to listen all content and take some teaching methods and ideas. We had the possibility to ask questions and share opinion with local teachers.
FRANCE	
	A wide variety of activities was offered (Lessons with student as teacher, work group, plenary lesson, several classes, workshop). We had constant possibilities to exchange with our Lithuanian colleagues, we asked questions and we shared experiences. We took part in the course as observers, as students in learning situation and of course as spectators during the different performances. This was stimulating and this fed our teaching.
POLAND	
	Taking into account the topic of the course, the Polish team considered it very good and useful. The organisation of the course was also well perceived, the trainees could listen to theoretical passages and then express own opinion. The management of meeting, its pace and modalities were conducted very well. The course let the Polish team consolidate and increase their knowledge. In addition, the material can be used in the future.



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### PORTUGAL



A great variety of activities were offered (classes and workshops were attended, performances made by the students and two very interesting lectures). We had the constant possibility to share opinions with local teachers, to ask them questions and get materials from them. We took part in the course as observers, as students in learning situation and as spectators during performances. This was stimulating and fed our teaching skills.

### ROMANIA



The course was according to the trainee's needs, with an appropriate pace and attractive modalities. One of the Romanian trainees stated in her journal that the course had been above her expectations, offering a lot of information which would help her during future activity at school. The trainers were very well prepared, calm, eager to explain us as many details as we wanted to know, very skillful in using both theory and practical activities. We could take part at many types of activities: courses, lessons, practical activities, workshops, performances. We even had a workshop organized by two students who had taken part at a specialization course before and they proposed us practical activities to understand what conflicts were and how we could find solutions to solve them. We could interact with the teachers and specialists from the Lithuanian school and Orphanage and they explained us about the students' problems and ways to cope.

### TURKEY



In general, the subjects were motivating and the content was carefully organized. We didn't have any difficulty in understanding the subject and the content. We had some ideas for our teaching practices. The training atmosphere was effective enough to learn all parts of the content. As for the trainers, both of them were reluctant to share their information and experiences with us. They sometimes asked about our experiences and we had a sharing atmosphere with the teachers around the Europe.






## 5. Report on the evaluation of the training course compared to the initial expectations

ITALIA	
	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.
LATVIA	
	We were expecting a similar education system, because Latvia are located near the Lithuanian border. We had a similar history and traditions. Also we had and similar techniques how to organize various situations and special education. Our teachers were known the school system, lesson structure and teaching methods. But we were able to see the work of our colleagues and to look for new ideas.
FRANCE	
	For the French teachers it was very interesting to compare teaching systems in Lithuania and in France, discover new methods to teach to children with special needs. Implement some new methods to involve children into the different lesson. Improve the use of manual work to discover some new didactic knowledge.
POLAND	
	As regards the expectations, they were met. Thanks to the course we learnt a lot, and it was a really great pleasure being in this course. It was really interesting, offering great tips and excellent advice. The management of the meeting was very good – while the coordinators were having meetings, the other teachers took active part in the lessons. The timing and the length of the training course was also very good. All the lessons were considered and consisted of mixed activities. The whole training session took place in a positive atmosphere and our individual needs have been fulfilled.
PORTUGAL	







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	<p>As we've written before, we were quite curious about learning more on mood and behavior disorders. About that issue, we have learned a lot and became more equipped for facing that kind of problems. We found the lessons we attended quite interesting and innovating. It was, no doubt, a plus on our formation path.</p>
<p><b>ROMANIA</b></p>	
	<p>The initial expectations of the Romanian trainees were varied. For instance, we wanted to know what the students' mood and behaviour problems are, how we can recognize such students, what we should do, how we should react, what methods we should use to calm down the negative reactions, what the reasons for aggressive/negative behaviour are, how we can understand their needs, what methods and strategies we should use to maintain these student attentive and involved in school activities, what these students can or can't do during the classes, types of specific documentation used for these students. Our expectations were fulfilled.</p>
<p><b>TURKEY</b></p>	
	<p>The content of the training was quite interesting for the trainees. The Lithuanian team had organized the training sessions meticulously. As the problems of SEN students and suicidal people are in high-rate around the world, the training course was at a critical priority for us.</p>



## 6. Report on the overall course evaluation

ITALIA	
	<p>The Italian teachers liked the atmosphere of the school, all the lessons that they attended, activities and methods that were taught. They appreciated how teachers encourage them to participate and involve in the lessons. The Italian team thank the Lithuanian team who took time to create all the training material for the lesson in two languages, Lithuanian and English.</p>
LATVIA	
	<p>In Lithuania we got a warm atmosphere, although the weather was cold. The most remarkable of all was the orphanage visit. This was new experience for all Latvian team. We could participate and ask some questions and always got a answers. This Erasmus + program shows us a variety of children's inclusion. And we can also provide this experience and teaching process in our school.</p>
FRANCE	
	<p>The French team thanks their Lithuanian hosts (teacher, school staff, students, and a coordinator Janina...) for the quality of the course. The French teachers liked the atmosphere of the school, all the lessons that they attended, activities and methods that were taught. They appreciated how teachers encourage them to participate and involve in the lessons. French teachers learned new methods for teaching children with mood disorders. Our expectations were wholly fulfilled. The French team thank the Lithuanian team who took time to create all the training material for the lesson in two languages, Lithuanian and English.</p>
POLAND	
	<p>The Polish team was very pleased as the course was well organized, useful, interactive and communicative. It was very rich in content. We really enjoyed these trainings and learnt many things for bettering our teaching. Our individual needs were met as we had a chance to enrich our knowledge. The competence level at the end of the training course has increased a lot. The Polish team came to conclusion that the same procedures could be adapted in our country.</p>



### PORTUGAL



The atmosphere was really warm and positive. We could participate and share views actively. Now, we feel the need to improve our work and teaching as a team. When we go home, dissemination will cross our colleagues and Community, in order to spread our skills as teachers. It has fed our desire to continue to share the work and thinking in the Erasmus program. We thank all our colleagues in Jieznas, Lithuania, especially Janina and the Headmaster Neringa.

### ROMANIA



We have students with behavior problems in our school, but they do not get in extreme positions, like risk of suicide. Though, we consider that the teachers should be ready to recognize typical signs and behavior of students in risky situations and they also should be prepared to propose different activities to get the students actively involved. Because we do not have a psychologist in our school and we did not have special training in this field, we consider that the course in Lithuania was very important for us because it taught us about present problems in school and ways to solve them. The teaching – learning – training sessions helped us improve our competences and skills.

### TURKEY



In respect to the content and the handling of the subjects of the training, it was in a satisfying level. It compromised our expectations and we were donated with different knowledge and skills about how to handle with SEN students and people with mood disorders. As humanbeing, we know that we always have something to be done for the people having these kind of problems. Moreover, we must see these processes as responsibility rather than ordinary duties.

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