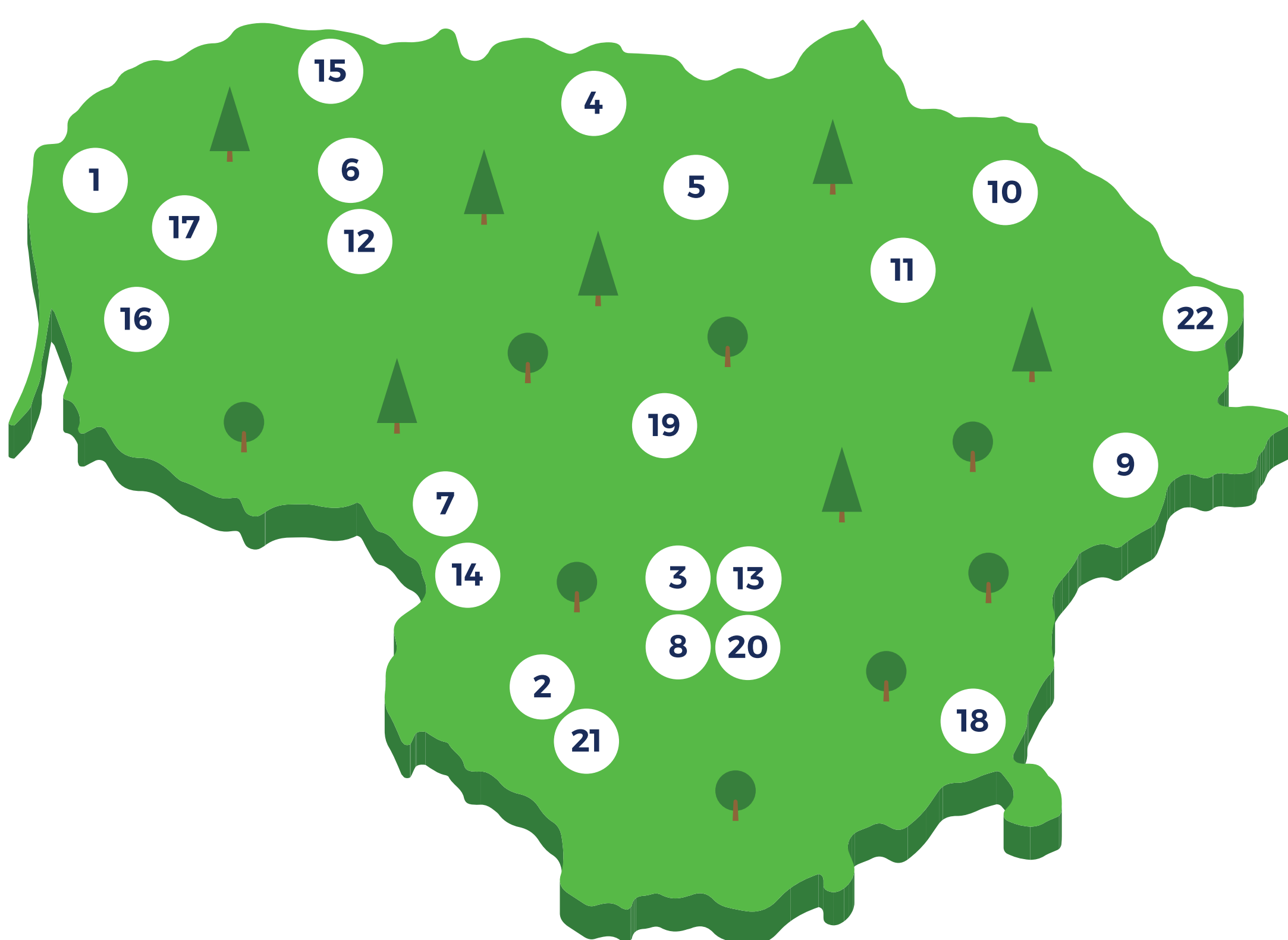


ECO-IN PROJECT IN LITHUANIA

TEAM OF 56 PEOPLE TOOK PART IN THE PROJECT



List of schools that participated in the ECO-IN project:



1. Kretinga district Vydmantu gymnasium
2. Marijampole Mokulu progymnasium
3. Kaunas „Šilas“ primary school
4. Joniškis „Saulės“ elementary school
5. Pakruojis „Žemynos“ progymnasium
6. Telšiai district Nevarenu elementary school
7. Jurbarkas Antano Giedraicio-Giedraius gymnasium
8. Kaunas Gediminas sports and Health Education gymnasium
9. Svencioniai Zigmo Zemaicio gymnasium
10. Rokiskis Senamiescio progymnasium
11. Kupiskis school „Varpelis“
12. Telsiai „Ateities“ progymnasium
13. Kaunas Zaliakalnis progymnasium
14. Sakiai „Varpo“ school
15. Mazeikiai Pavasario progymnasium
16. Gargzdai „Minijos“ progymnasium
17. Plunge akademiko Adolfo Jucio progymnasium
18. Salcininkai Lietuvos tukstantmecio gymnasium
19. Kėdainių raj. Akademijos gimnazija
20. Kaunas district Garliava A. Mitkaus elementary school
21. Marijampole kindergarten „Pasaka“
22. Visaginas „Draugystės“ progymnasium

2 national training sessions „Inclusive education in Lithuania: problems, challenges and opportunities“

The Lithuanian Education and Science Trade Union, as one of the partners of the ECO-IN project, organised 2 national trainings - in Joniskis and Dvilai, Klaipeda region.

We are glad that the ECO-IN training took place in Joniskis „Saulės“ elementary school, which is known throughout Lithuania as a successful example of inclusive education. This school is unique in that, in addition to general education, it also has a well-developed Special Education Department and in 2006 a Day Employment Centre was established. The most emotional event for the participants was the one organised by the Special Education Department of the Joniskis „Saulės“ elementary school, which was dedicated to the upcoming International Day of People with Disabilities. During this event, everyone could see how important it is for children with special educational needs to have every opportunity to develop, socialise, be seen, heard, understood, supported and valued.



During the training in Dvilai, we looked at inclusive education through the prism of presentations and experiences of different professionals. The presentations highlighted the importance of teamwork, the joint efforts of all and the commitment to all students equally. However, there is a serious lack of professionals in the district who can ensure the implementation of quality inclusive education and the spaces and tools to do so. The discussion also highlighted another pressing problem: the lack of psychological support for teachers themselves.

This ECO-IN training has once again demonstrated the importance of working together to achieve the goal. It is important to talk about the problems and find solutions together, and this process must involve everyone - education policy makers, teachers, school leaders, education support professionals and parents.

