



## Inclusive Education Practices in the Classroom

27 April - 1 May 2026 | Vilnius, Lithuania

Day	Activity	Details
<b>Day 1</b> 10:00–12:00	Lecture Session	<p><b>DAY 1: IDENTIFYING OPPORTUNITIES AND BARRIERS IN CONTEMPORARY INCLUSIVE EDUCATION; DISCUSSING FUTURE STRATEGIES</b></p> <p><b>Focus:</b> To discuss the importance of inclusive education and its impact on learning. To identify common barriers and opportunities in implementing effective inclusive education within the classroom and school. To analyze the teacher's role and the benefits of effective collaboration for the successful organization of inclusive education.</p> <p><b>Content &amp; Activities:</b></p> <ul style="list-style-type: none"> <li>• Inclusive education in Lithuania and worldwide from a historical perspective.</li> <li>• Key stages of preparation, implementation and self-assessment of inclusive education at the school, classroom and individual levels.</li> <li>• Legal, teacher training, community engagement, and funding challenges in implementing inclusive education.</li> </ul>
<b>14:30-16:30</b>	Guided Tour of Vilnius Old Town.	Half-day walking tour of Vilnius Old Town, a UNESCO World Heritage site. Explore Gothic, Renaissance and Baroque landmarks such as Cathedral Square, Gediminas Tower and St. Anne's Church. Discuss how environment and history influence wellbeing.

<p><b>Day 2</b></p> <p>10:00–14:00</p>	<p>Lecture Session</p>	<p><b>DAY 2: INCLUSIVE STUDENT EDUCATION VIA THE UNIVERSAL DESIGN FOR LEARNING APPROACH</b></p> <p><b>Focus:</b> To improve inclusive learning conditions for neurodiversity in schools and classrooms by applying the principles and guidelines of Universal Design for Learning (UDL).</p> <p><b>Content &amp; Activities:</b></p> <ul style="list-style-type: none"><li>• Neurodiversity in our classrooms: recognizing and acknowledging student differences.</li><li>• Needs of diverse learners. The origins of the Universal Design concept.</li><li>• Developing the concept of inclusive education within the context of Universal Design for Learning (UDL). Classroom context and barriers in the teaching/learning processes and physical environment.</li><li>• Concepts of equity, justice, and accessibility. Differences between instructional adaptation and student support within the UDL approach.</li></ul>
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<p><b>Day 3</b></p> <p>10:00–14:00</p>	<p>Lecture Session</p>	<p><b>DAY 3: CREATING FLEXIBLE LESSONS USING UDL PRINCIPLES AND GUIDELINES</b></p> <p><b>Focus:</b> To practically apply modern educational methods, remove learning barriers, and offer "scaffolding" that enables students with special educational needs to naturally engage in learning alongside their peers.</p> <p><b>Content &amp; Activities:</b></p> <ul style="list-style-type: none"><li>• Flexible lesson goals and increasing student motivation through engagement with lesson content at surface, deep, and transfer (abstract) levels. Clarity of learning intentions and success criteria.</li><li>• The teacher's mindset when preparing for a lesson: identifying and removing learning barriers. The concept of scaffolding and creating scaffolds. Goal-setting that provides appropriate challenges.</li><li>• Planning student activities and support when facing challenges related to the autism spectrum, reading, writing, mathematics, or behavior in the classroom.</li><li>• Reflection on the inclusive lesson (self-assessment of teaching practice and student learning).</li></ul>
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<p><b>Day 4</b></p> <p>10:00–14:00</p>	<p>Lecture Session</p>	<p><b>DAY 4: SCHOOL VISIT: EDUCATIONAL ACTIVITIES TAILORED TO DIVERSE LEARNER NEEDS</b></p> <p><b>Focus:</b> To observe inclusive education practices in a school environment and share best practices for addressing diverse learner needs.</p> <p><b>Content &amp; Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Observation of lessons and activities:</b> A visit to a school in Vilnius (specific location to be confirmed) to observe how teachers organize classroom activities, considering the diverse needs of learners and maintaining their engagement.</li> <li>• <b>Analysis of teaching strategies:</b> A practical discussion on specific methods that help create a positive classroom atmosphere and boost student motivation.</li> <li>• <b>Sharing best practices:</b> A discussion with school staff regarding the most effective approaches in their daily work.</li> </ul>
<p><b>19:00-...</b></p>	<p>Farewell dinner*</p>	<p>Evening event at a local restaurant in Vilnius „La Bohema”. Final reflection session, awarding of certificates and farewell dinner featuring Lithuanian cuisine. Networking and discussion of future cooperation.</p>
<p><b>Day 5</b></p>	<p>Day Trip to Trakai*</p>	<p>-Depart Vilnius around 09:00 for a full-day excursion to the historic town of Trakai. Visit the 14th-century Trakai Island Castle on Lake Galvė; learn about it’s history and cultural significance. Enjoy time by the lake, taste traditional kibinai pastries and reflect on the role of cultural experiences in personal wellbeing.</p>
<p>* These activities are available exclusively to participants who have purchased the Cultural+ or All-Inclusive packages</p>		

This training is designed for teachers and educational support specialists to strengthen their competencies in the field of inclusive education practices. The primary focus will be on methods that ensure the implementation of equity, justice, accessibility, and respect for diversity for every student.

During the training, participants will learn how to create an inclusive culture and develop flexible learning environments based on the Universal Design for Learning (UDL) framework. Theoretical preparation will be complemented by a practical component—school visits and observations of real educational activities. These observations will focus on the practical identification and removal of learning barriers, also on the application of teaching and learning strategies to ensure the personal progress and success of every student.

**Lecturers:**

**Kamilė Borkovskienė**, educational psychologist, psychoanalytic child and adolescent psychotherapist, and experienced lecturer, leading training for teachers and parenting groups for parents and guardians of children of all ages.

**Renata Dudzinskienė** Lecturer, education expert, school consultant, and Senior Special Education Teacher. Developer of professional development programs and guidelines for teachers and educational support specialists.

 Vilnius, Lithuania

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