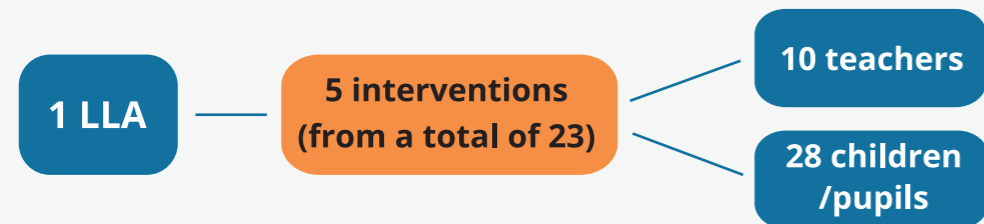


## Stages of training

1. E-learning at ZPE (25 educational videos, guides, handbooks, intervention studies, exercises, tests)
2. Workshops with experts (45 workshop groups, 50 trainers)

3. Interventions in practice with the support of supervisors



### Research and evaluation component:

Module	Properties tested	Groups surveyed
1	Knowledge, creativity, identification with professional roles, attitudes, evaluation of the applicability of the principles of inclusive education, sense of self-efficacy	LLA, control group of specialist teachers
2	Creativity, attitudes, evaluation of the applicability of the principles of inclusive education, sense of self-efficacy	Teachers trained by the LAA
3	Well-being, peer group status, self-perception of social integration	Children and pupils included in interventions
4	The efficiency/effectiveness of individual interventions	Children, pupils, teachers, principals, LAA

### Effect:

catalogue of evidence-based practice (EBP) inclusive practices

### 1.Planned activities:

- Course 'Teaching Polish as a foreign language'
- Mental Health and Psychosocial Support (MHPSS) module
- Materials for directors
- Additional support for kindergartens
- Conferences and regional meetings

### Consultation with specialists, psychiatrists, psychotherapists, psychologists and special educators

Free, anonymous consultation for adult students, parents and teachers of participating establishments. 1,000h of support has already been carried out.

Budget:  
2023: PLN 2 370 372,68  
2024: PLN 7 000 000, 00

Planned project duration:  
May 2023 - September 2025

Contact details:  
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## Accessible School for All

### ASA project

### PURPOSE:

To improve the competence of specialist teachers in providing support to children and pupils, taking into account the diversity of their personal and educational needs.

### The initiative responds to current issues in education:

Identifying differentiated needs for the provision of additional support in the learning process of children and pupils.

An increase in the number of refugee children (in Polish schools and kindergartens) whose needs require support in the areas of language communication, adaptation and mental health.

The occurrence of psychological problems in children and pupils as a result of crises.

### Beneficiaries:

**1 120**  
specialist teachers<sup>1</sup>

**11 200**  
teachers

**500**  
institutions<sup>2</sup>

**~1 000**  
parents

**30 000**  
children<sup>3</sup>

<sup>1</sup> (psychologists, speech therapists, special educators, educational therapists)  
<sup>2</sup> kindergartens, schools, DAPs  
<sup>3</sup> including those with SEN and experience of migration

### Activities implemented:

1. Professional development of 1,120 specialist teachers by the 'learning by doing' model.



## Strengthening knowledge, skills and competencies in 5 thematic areas

## LAA or 'learning accessibility advisors'

Specialist teachers in the project take on the role of 'learning accessibility advisors (LAAs)', and their task is to create an accessible school environment.



### PROGRAMME 1.

Implement diagnostic methods in school practice to support psychological and pedagogical assistance.

**PROGRAMME 2.**  
Establish a system of educational and specialised support that takes into account the differentiated needs of pupils in the classroom.



### PROGRAMME 3.

Promote mental health protection and prevention of mental disorders in children and adolescents through educational and specialised interventions.

**PROGRAMME 4.**  
Organise integration activities for pupils and their families with migration experience, including refugees from Ukraine.



### PROGRAMME 5.

Foster a positive school/pre-school climate.

## The LAA performs at least two roles when conducting interventions:

**1** includes competence support for other teachers, including specialist teachers (peer mentoring model), e.g.

**2** directly provides educational and specialised support to children and pupils, e.g.

Intervention 5.1 Developing Non-Violent Communication (PBP) skills in kindergarten using the board game 'Giraffe'

Intervention 3.1 Procedure for specialist teachers to deal with pupils who display behavioural and adaptive disorders

Intervention 1.2 Emotional and social health screening

Intervention 2.3 Using a variety of ways to present content – using ETR in working with students with language comprehension difficulties

