

# Improving Assistance in Inclusive Educational Settings II



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Newsletter 4

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**IMAS II**  
Improving Assistance in  
Inclusive Educational Settings

## Welcome to our 4<sup>th</sup> Newsletter:

On 25 March 2021, the IMAS II project partners met online for a final meeting. Partners discussed the latest updates of the project and looked back at the work they accomplished together over the past two and a half years.

### Discussions & Feedback

Partners used this final meeting to present and discuss the outputs of the latest activities, i.e. the training activities and the participatory research with students with and without disabilities. Children's views and opinions on improving assistance services and inclusion in school were collected in three different countries.

Results showed that learning and support assistants are seen as important members of the school and class community. Students expressed that assistants help all students in class, not only those with disabilities, by performing various tasks and roles. They mainly support students in their learning, but they also assist them in personal matters. Overall, the results emphasise the vital role of assistants in every aspect of education and highlight the need for assistants to receive specific training in preparation for their job.

In doing so, the IMAS II project has developed training modules, called Knowledge Boxes, addressed to assistants and educators willing to expand their practical and theoretical knowledge on inclusive education and supporting students with special educational needs in school.

### Knowledge Boxes

The Knowledge Boxes have been developed on specific topics related to inclusive and special needs education. The modules include different types of resources as well as information and practical strategies for supporting learners with disabilities. They address five specific topics:

- **Disabled Children's Right to Education**
- **Interaction & Communication**
- **Emotions & Behaviour**
- **Physical & Sensory Impairment**
- **Cognition & Learning**

You can find these modules, free of charge upon registration, [here](#).

To assess the quality of these modules, assistants and educators who learned with the Knowledge Boxes were asked for their feedback. The aim was to evaluate whether users found the training modules comprehensive and if they were able to apply the gained knowledge in their job.

Results showed that assistants who have engaged with the Knowledge Boxes did not only enhance their knowledge and their practical competences, but they also feel better prepared and qualified for their job.

### Further dissemination

The meeting ended with a workshop where partners were invited to reflect upon the project results and their dissemination activities. Overall, partners shared a common vision and feedback: they are proud of the powerful collaboration of all partners and the achievement of the outputs despite the difficulties implied by the COVID-19 pandemic.

The partners will keep promoting the project and its results at (inter-)national events and further communicate the training modules and their significant relevance.

The IMAS II project will also have its own workshop during the next EASPD conference on Inclusive Education, which will be held on the 5<sup>th</sup>-6<sup>th</sup> May 2021. This session will be a good opportunity for IMAS II to present its excellent results and to address the importance of staff training for inclusion.

Click [here](#) to find the [conference programme](#) and the [registration link](#).

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