

Improving Assistance in Inclusive Educational Settings partners meet to discuss universal framework for school assistants.

Learning and support assistants in Europe have different names and disparate roles. With support from the European Union's ERASMUS+ fund, the IMAS project aims to establish a common framework to analyze the work, career and conditions of these assistants in Europe. On its second meeting, project partners agreed in universal principles to align the role of schools' assistants in Europe with the ideas set forward by the UN Convention on the Rights of Persons with disabilities.

The 2nd meeting of IMAS took place in Senec, Slovakia on the 2nd and 3rd of March . The project is funded by the ERASMUS+ program, coordinated by [Chance B](#) (Austria) and counting with 5 partners: [CSIE](#) (United Kingdom), [ARCIL](#) (Portugal), [EASPD](#) (Belgium), [Agency Vision](#) (Bulgaria) and [TENENET](#) (Slovakia).

During the meeting, the partners agreed on 13 principles to align the role of learning and support assistants in Europe with the ideas set forward by the UN Convention on the Rights of Persons with disabilities:

- 1) The need for a **strong legal framework consistent** with the UN Convention on the Rights of Persons with disabilities;
- 2) Strong school autonomy;
- 3) An **external, independent monitoring board** should be set up to mediate interactions between schools, parents and school assistants;
- 4) Assistants should be **part of the school community** and should be **involved in the decision making**;
- 5) **Assistants are responsible for all children in school according to their needs**, not only for one child.
- 6) Assistants should accompany an individual from the start (kindergarten/early intervention program) to the **end of their studies** (end of higher education studies);
- 7) Assistants should support **all school related activities** (including leisure activities);
- 8) Specialized training and further development of staff should be undertaken;
- 9) Professionalization of the career needs to pass by supervision, coaching, monitoring talks;
- 10) Overall responsibility of the classroom remains for the teacher.
- 11) **Access for Assistants to internal and external support systems** equiparable to existing teachers' systems;
- 12) Information relevant to educational issues about children in class should be shared in the team (under consideration of confidentiality).

13) Assistants should be included in all relevant communication processes between children, parents, teachers and external and internal supporters.

These 13 principles will be converted into a universal “target state description”: and ideal version of how the different dimensions drawn up earlier in the project should look like.

The partners also agreed on the general tasks that learning and support assistants should perform and the contents of a training activity designed to strengthen learning and support assistants’ knowledge of the UN Convention on the Rights of Persons with disabilities.

A follow-up project, with the working name IMAS II is going to be submitted to the ERASMUS National Agency in Austria to expand on the work done during this project.

Related documents

- [Project Website](#)
- [Presentation flyer of the IMAS project](#)

Note to editors

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The European Association of Service providers for Persons with Disabilities is a non-profit European umbrella organization, established in 1996, and currently representing over 12,000 social and health services for persons with disabilities. EASPD advocates for effective and high-quality disability-related services in the field of education, employment and individualised support, in line with the UN CRPD principles, which could bring benefits not only to persons with disabilities, but to society as a whole.

For more information, please contact:

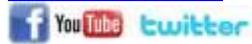
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