

Improving Assistance in Inclusive Educational Settings

Systems for supporting children's learning and development
Studied Dimensions

General



Financial Framework of the services

Who finances learning and support assistants?



Target group of supporters

With whom are they working?



Organisation /Admin of the service

Who offers the service?



Qualification requirements

What are the official requirements to work as learning and support assistant?



Cooperation of the supporters with other staff

How is the cooperation with teachers, parents and specialists?



Legal status

Which laws affect the intervention of support assistants?

Tasks



Aims and Tasks of supporters

*What are they supposed to do?
What are they really doing?*



Access to information

What information do they get?



Hierarchy

Who's the boss?

Job situation



Status and Responsibilities in educational systems

What are the formal and informal roles and responsibilities?



Continuing professional development

Are there possibilities of career development? How are assistants supported when there are challenges?



Job security and career progressive description/profile of workforce

*What is their profile?
What is their contractual situation?*

If you are interested in joining the project, see:

<http://www.easped.eu/en/content/imas>



IMAS

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Inclusive Educational Settings

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