

Universal target state description

<p>Financial Framework of the service</p>	<p>There has to be a strong and clear legal framework in every country to ensure the individual right of every child for personal assistance following Art. 24 of the UN-CRPD. Resources, whether from federal, local or regional budgets, have to be allocated.</p> <p>The resources needed for every child should be set up by an independent institution and not by the provider of the support service (e.g. a school or a social service provider). In addition to the resources school assistants need to assist children additional time for preparation, supervision, participation at school conferences, etc. has to be allocated.</p> <p>Once the resources for an educational institution are allocated, comprised of the resources for every child with special needs, the institution has to have the possibility to deal with the resources in an autonomous and flexible way, according to the needs of the school community in general and the needs of every child in particular. This guarantees that the character of the assistance service for children with special needs can develop analogue to the development of the child. (e.g. from direct support at the beginning to enabling social interaction through working with all children in class)</p>
<p>Organization/Admin of the service</p>	<p>Assistants should come from an organization outside of school (e.g. employed by a social service provider) to maintain the independence of the service and to allow the assistant to advocate the individual right to participate in every aspect of school life of every child.</p> <p>It needs a clarification of responsibilities between the employer (social service provider) and school.</p>
<p>Cooperation of the assistant with other staff</p>	<p>Assistants should be included in relevant communication processes between children, parents, teachers, external and internal supporters etc. and should be part of the school community.</p> <p>In classroom the assistants should be integrated in the class community, they should work all together as a team. Everyone according to his role is equally important.</p> <p>If there is suspicion that the individual right of a child to fully participate in school life is threatened, an independent monitoring board (e.g. a monitoring committee for the implementation of UN-CRPD Art. 33) in every country should be installed, where parents, teachers, assistants can ask for help and which has the power to mediate between opposing parties.</p>
<p>Target group of the assistants</p>	<p>Assistants should work with children and young adults from 0-25 years: from early intervention to finishing University.</p> <p>Assistants should see themselves responsible for all children in class according to their needs, not only for one child.</p>

Improving Assistance in Inclusive Educational Settings

Legal status	It needs a strong, clear legal framework (EU level and national) consistent with the UN Convention on the Rights of Persons with disabilities (UN CRPD) defining the role of assistance services (performance description) within an inclusive educational system.
Qualification requirements	Recommendations for qualification standards according to EQF criteria analogue to defined legal status should be defined on European level. Every country has to set up standards for the qualification of assistants according to European Union recommendations and ensure that trainings for active and future staff are available and affordable.
Aims and tasks	<p>The aims and tasks of assistants should be in accordance with the relevant qualification standards in each country as well as with the assistants' legal status.</p> <ol style="list-style-type: none"> 1) pedagogical/learning <ul style="list-style-type: none"> - educational support with tasks in class, in best case according to individual learning plans - focus on learning support instead of tasks completion - execute the tasks set up by the teacher in the lessons plan - developing resources in cooperation with teachers 2) personal assistance <ul style="list-style-type: none"> - medical support - hygienic support - safety and orientation support - feeding support - emotional regulation - personal programs in cooperation with therapists 3) social/emotional development <ul style="list-style-type: none"> - supporting independency - enabling/structuring social interaction - graduated approaches to facilitate playing interaction - anti-bullying - establishing the position as a valued member of the school community
Access to information	Assistants should have access to all information relevant to educational issues about children in class (under consideration of confidentiality).
Hierarchy and Status	Assistants should be part of the school community and should be involved in the decision making process for relevant issues of school life but they shouldn't be ranged in the hierarchy of school.

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Responsibilities	<p>The responsibilities of the assistants should be legally regulated and in accordance with their qualification. Quality standards should be set.</p> <p>Assistants should support all school related activities (including leisure activities offered and organized by schools).</p> <p>Overall responsibility remains for the teacher at all times. The assistant isn't responsible for structuring the process or doing pedagogical issues.</p>
Continuing professional development and career progressive	<p>Specialized training and further development of the staff is necessary. Assistants should have the chance to gain a specialized qualification. The educational system needs a vocational education and training for assistants. The salary of assistants should correlate to the legal status and qualification profile.</p>
Support for assistants	<p>Assistants should be supported by all parties involved - school and social service providers, etc.</p> <p>Professionalization of the career needs to pass by supervision, coaching, critical friends, reflection, monitoring talks.</p>
Job security and contractual situation	<p>Assistants should have stable working conditions with contracts of employment according to national employment laws. Social service providers offering the service need clear and predictable frameworks to establish long term labor relations with the employees and can offer professional development and career progression.</p>
profile of workforce	<p>Social service providers as well as institutions offering trainings for school assistants need to strengthen their efforts to increase the diversity within their staff. More persons with disabilities as well as other groups threatened by exclusion (e.g. roma people) should have the possibility to work as assistants. The gender and age ratio of the staff also should be balanced as far as possible.</p>

