

Improving Assistance in Inclusive Educational Settings II

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Newsletter 1

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IMAS II
Improving Assistance in
Inclusive Educational Settings

Welcome to our 1st Newsletter!

Building on the recommendations of the first [IMAS project](#), IMAS II aims to support and strengthen the development of competencies of learning and support assistants for inclusive practice.

To foster learning and participation in school all children and young people rely on teachers and non-teaching staff (school assistants). The previous project IMAS I showed that the working conditions of assistants are characterized by increased responsibility for children's learning, with relatively low pay and little job security or opportunities for professional development.

With the support of the Erasmus+ funding programme, the project IMAS II aims to develop a set of web-based knowledge boxes in order to help assistants in their daily work with children and young people with disabilities. The knowledge boxes will be developed in cooperation with social service providers or NGOs from Austria (Chance B), Bulgaria (Agency VISION), UK (CSIE),

Slovakia (TENENET) and Portugal (ARCIL), EASPD, the Universities of Graz, Trnava and Coimbra as well as with assistants and pupils. Additionally, the effects of the knowledge boxes will be evaluated by participatory research with children in order to give children with and without disabilities a voice. The impact of the knowledge boxes will be also evaluated by assistants, teachers and parents.

To accomplish these ambitious goals, the project's consortium had its first meeting on the 19th and 20th of October in Graz, Austria. Here they discussed about a concept of the planned knowledge boxes in order to better support school assistants in their work with children and young people with a range of disabilities.

For more information on the IMAS II project, and to keep up-to-date with the project's latest news, visit the project's [webpage](#).



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