



Erasmus +

The SPISEY Project

Baseline Report



The airport in Kokkola on arrival; September 2019; cq

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1 INTRODUCTION: Needs and resource analysis in the SPISEY-project

The First Project Phase:

“Mapping and data collection in the partner countries within two different areas; 1) inclusive policies and practices to determine the political and structural context in which the project will be implemented and 2) competence, knowledge and facilitation needs among school managers, teachers and other educational staff about inclusive practices. The partners will engage with 2 pilot schools in each country that will actively participate in the mapping and data collection exercise. Included in the mapping phase will be a questionnaire to students on how they imagine an inclusive school and learning environment.

The mapping exercise will also include a European approach, where results and methods from former EU projects will be collected and analysed in order to prevent that the SPISEY project reinvents the wheel, but includes relevant knowledge and methods that have already been developed in the construction of the inclusion compass.”

(Detailed Description of the SPISEY Project, pp. 35)

This Baseline Report of the SPISEY-project address the policy contexts and professional needs of educational staff in the viewpoint of the promotion of social inclusion at school. Every European project partner has conducted an assessment and analysis process at the local level and provided a country report for the needs of the SPISEY-project. The Eyridice country reports have also been exploited. The goal of this Baseline Report is to contribute the construction of *the European Inclusion Compass*, a general but also concrete model and support for the development of the inclusive school. The Baseline Report compiles the analyses from five countries, Denmark, Finland, France, Spain, and United Kingdom and provides an opportunity to examine the different contextual environments and the special local questions concerning early school leaving (ESL) and social exclusion of youth in educational settings in the European context.

2 POLICY CONTEXT ANALYSIS

“In each partner country and on European level, an analysis will be made to determine the exact policy context in which the project will have to place itself.” (Detailed Description of the SPISEY Project, pp.63)

The first goal of the policy context analysis was to gather information about the context, the structure and policy alignments under which the local schools work in order to understand, under what kind of conditions the local SPISEY projects are going to be implemented. The project participants interviewed the key persons at different levels of the national educational systems - depending on the system of the country - and gathered information about current barriers and promoting factors for schools to promote inclusive education and develop an inclusive school. The focus in policy context analysis has been on the local political priorities, defined roles and responsibilities, guidelines, organisational structures, CPD opportunities, professional support, and collaboration between the school and stakeholders.

2.1 Policy context in Denmark

National level

Values and principles: “Education for all: The Danish education system aims to ensure that all young people acquire knowledge and competencies which will qualify them to take active part in the Danish knowledge society and contribute to its further development. Education is open to all and generally free of charge.” (Eyridice /Denmark). 2 Social Inclusion is crucial for all professionals working with children and youth well behavior and learning processes from preschool in kindergarten to youth education and beyond.

Educational laws and norms: *Inclusive law 2012*. Due to *the law on ‘sound environments’ in educational institutions* of all kind in Denmark has a law regulated responsibility for children and youth and the social environment and hence social inclusion. In Denmark this was supported with the so called ‘inclusion law’ from 2012, where excerpts from the Salamanca document was highlighted as values for contemporary school and municipalities. Ministry of Education. ‘*The coherent municipal youth effort*’ - New law 2017 in extract published on: www.uvm.dk

Organisation and governance: “At primary and lower secondary level the administration of the institutions at this level is carried out by the *head teacher and an elected board*. A *pedagogic council* advises the head teacher on educational issues, and a *pupils’ council* represents the pupils’ interests vis-à-vis the school and the municipal authorities. The headmaster has the administrative and educational responsibility for the school and is responsible for the activities of the school in relation to the school board and the municipal council. The school board approves the budget of the school and the teaching materials and it draws up the rules of conduct of the school. It furthermore draws up a proposal for the curricula of the school for submission to the *municipal council*. And it is consulted by the municipal council on issues relating to the school in question. The board must have the following composition: 5 or 7 parent representatives elected by and from among people who have custody of children enrolled in the school, 2 representatives of the teachers and other staff elected by and from among the staff of the school, 2 pupil representatives elected by and from among the pupils of the school. At each school, a *pedagogic council* is set up to perform advisory functions in relation to the head-teacher. The council is made up of all staff with educational and pedagogical functions at the school. In addition to its advisory function, the pedagogic council's most important function is to provide a forum for debate on educational issues and innovation at school.

The administration at general upper secondary level is carried out by the head teacher, an elected board, the pedagogic council and the teachers’ assembly. The headmaster is responsible for the day-to-day management of the school and responsible for the school’s activities in relation to the Ministry of Children and Education. The headmaster has the pedagogical responsibility for the teaching and examinations conducted by the school in relation to the Minister of Children and Education. He or she supervises and distributes the work among the staff of the school and takes concrete decisions regarding the pupils, including the admission of pupils.” (Eyridice / Denmark)

Structure of the education system: In Denmark, primary education consists of integrated primary and lower secondary education. The educational institutions at which primary and lower secondary education takes place is called primary and lower secondary schools (in Danish: Folkeskole). Primary education is compulsory between the age of 6 and 16 and consists of one pre-school year (grade 0) and nine school years (grades 1-9). It is possible to prolong the compulsory education with a tenth grade, but that remains optional. Pupils usually start at the age of 6 and graduate at the age of 16. However, this depends on several factors, including whether the pupil in question has taken the tenth grade. The duration of the mentioned, HF, is two years, and the age of the pupils vary greatly.

National educational policy programs: *New broad youth education. Focus on social inclusion in youth education* was also expanded parallel to the inclusion law 2012, which e.g. is mirrored with the strong focus put on bullying etc. from 2010 and onwards. In an overall perspective it could be argued that *the reform for FGU* (preparatory Basic education) *starting in practice August 2019* and the *formation of a new broad youth education* should be regarded as an attempt to secure a higher degree of social inclusion for the approximately 20 % of each youth vintage not getting a youth education, vocational education or work in the period of ten years following finishing primary school.

Municipal Youth Effort

The coherent municipal youth effort must ensure that all young people under the age of 25 receive the necessary support to be able to carry out a youth education or obtain a solid connection to the labor market. *The municipalities have the unambiguous authority responsibility to ensure the necessary support and coherence in the young person's transition between elementary school, youth education or to employment.* The municipal youth effort must be based on the young person's current situation, educational and business wishes and the possibilities for realization.

The municipalities must organize an effort where the young person and the young person's parents meet the municipality as a single body. This requires coordination across the individual municipality's education, employment and social efforts. The municipal youth effort must therefore carry out an overall balancing of possible offers and efforts that can bring the young person closer to jobs and education. Many municipalities already have good experiences with co-location or coordinating youth initiatives, for example with the tasks of the Youth Education Guidance and the job center efforts. With the statutory requirement for a coherent municipal youth effort, *a cross-cutting coordination of the youth effort* is ensured in all the country's municipalities. It is also emphasized that it is the individual municipality that decides how the municipal youth effort is organized.

Youth School or in Danish 'Ungdomsskolen' (School no. 1)

In Denmark "Ungdomsskolen" or Youth School is compulsory for municipalities as they have to secure the possibility for youth between 14 and 18 to attend Youth School. The profile for Youth School, as stated in the law for this kind of school, is differs from that of the ordinary school. In Youth School activities varies much more and, in many ways, vocational issues and activities is at the center of activities and often in cooperation with the local business communities where the pupils will go either after school or as part of school time. Often the school day will last all day in this combination between school and vocational activities. Youth School is also the place for many youngsters from other 'ordinary' schools who will attend organized leisure – or hobby like activities in the afternoon and evenings. For many attending Youth School, the otherwise compulsory final exam will not be completed. Special Needs and literacy are important issues and activities in the practice of Youth School, hence there is a close collaboration with consultants, supervisors and social workers from the municipality. Read more about the law here:

<https://www.retsinformation.dk/Forms/R0710.aspx?id=209365>

FGU: Preparatory Basic Education or in Danish Forberedende Grund Uddannelse (School no. 2)

www.emu.dk; www.uvm.dk

FGU is a preparatory basic education, which is intended to develop and strengthen professional, personal and social skills among young people under the age of 25. The goal is for the young people to be able to come to youth education or jobs as soon as possible. In a larger perspective, the purpose of FGU is to contribute to the fact that all young people have completed a secondary education or have come to work when they have reached the age of 25. FGU offers flexible training courses for young people with different preconditions and

needs. The courses must strengthen the young people's competences and motivation and open the door for them to youth education and jobs.

Local level

School 1: 'Ungdomsskolen' or Youth School

Municipality: Esbjerg

The law on Youth School in the municipality of Esbjerg is the basis for one school with many kinds of activities. All in all more than 3000 pupils in one way or another is affiliated with Ungdomsskolen – the Youth School. In 2015 the school was established as the youth school in Esbjerg with the objective that all activities in the school should be created and developed in by the pupils or in cooperation with the pupils. The aim is also to secure that activities in the school eventually will lead them to further youth – or vocational education based on the continuing cooperation with compulsory school and other youth educations in the municipality.

Activities in Ungdomsskolen or Youth School is comprised of:

- Study 10 – ordinary 10th grade classes; EUD10
- P-Class – preparation class for single subjects
- Flex10 - Youngsters with needs for close personal guidance related to both subjects and personal development
- " The small Groups" – All day school activities for referred pupils from level 8 and 9 to compulsory schooling
- Novrupskolen – All day school for for youngsters at risk encompassed of compulsory schooling
- Teaching in leisure time activities from level 7. To young people aged 24, having left school

Coherence between the national and local context in relation to the implementation of SPISEY at School 1:

It should be obvious that Study 10 is a central educational institution for the SPISEY project in more ways. First and foremost, Study 10 is the place linking compulsory school to youth education in general. Also important is the fact that Study 10 have a strong focus on pupils at risk or in vulnerable positions. As gatekeeper in the educational system Study 10 is a place where lots of issues with importance for education and vocation is at play, and hence a place where much and very important knowledge can be found. The choice of Study 10 is also related to the fact that cooperation with all other actors in the field of education is of crucial importance.

School 2: 'FGU' or Preparatory Basic Education

Municipalities: Esbjerg, Varde and Fanø

Name: 'FGU-VEST'

FGU VEST is a school which offers a preparatory basic training program, which is a level between Lower education and secondary education - this education is completely new at national level and starts the first time on August 1, 2019. The purpose of the FGU education (in extract): www.emu.dk; www.uvm.dk

"FGU is an offer that the 'The Coherent municipal Youth effort' can make use of to fulfill the goals. The 'The Coherent municipal Youth effort' must work closely with the FGU schools. The collaboration must be based on the young person's education plan and may, for example, contain information about the young person's progression and possible *dropouts*. All young people under the age of 25 who are neither in the process nor have completed a youth education program are entitled to an education plan."

Coherence between the national and local context in relation to the implementation of SPISEY at School 2: FGU VEST

The FGU education is a part of the "The Coherent municipal Youth effort" Act. Which means that the young people want to make use of the education must be referred, by the local political administrative level, via special "youth counselors". Since these are young people who are unable to complete a regular secondary education due to various cognitive, social or personal challenges, it will be important that the school forms an inclusive school and that management and teacher have the skills and tools to work inclusive in relation to the diversity that characterizes the pupils.

In this context, the SPISEY project will offer the development of, for example, the Inclusion Compass, as a usefully tool. Good experiences will be shared at national level. SPISEY can thus work on creating knowledge and methods in relation to practical work with inclusion, which can be disseminated at national level.

Interviews of the school managers

Inclusion strategies:

School 1: To follow each pupil close in both school life, leisure time, leisure work and everyday life in general is basic for supporting the pupil

School 2: To lead school practice strategically through culture and values is the chosen strategy

-Both schools build on positive expectations and pupil strengths and not the opposite as deliberately chosen strategies

Stakeholders:

School 1: All kind of external stakeholders are involved promoting inclusive values and practices and teachers at related to early school leaving teachers from the school even pick up pupils at home if they don't show up

School 2: For this school promoting social inclusion is closely related to the firms, business and corporations affiliated with the pupils

Barriers to work with social inclusion:

School 1: Constantly revision of reforms creates 'clutter' and lack of peace for working and implementing long-term strategies like inclusion

School 2: To create a school culture based on common values about how to implement inclusion in daily practice is a major challenge as staff must balance responsibility and freedom

Promoting factors to work with social inclusion:

School 1: To work strategic with a programme promoting relationships between teachers and pupils supports the development of a 'common inclusive childhood' and youth

School 2: Developing a school based on mutual trust on all levels and between all relations – also with space for failures to learn by – is promoting factors for an inclusive school

Tools, guidance and CPD opportunities provided to the school: Because school 2, The FGU, is a new initiative in the area of the national educational programme, teachers and managers need to participate in a compulsory developmental programme for this kind of school.

2.2 Policy context in Finland

National level

Values and principles: "At the national level there is a joint principled vision that the same opportunities to education should be available to all citizens irrespective of their ethnic origin, age, wealth or where they live.

Education is also free for at all levels. One of the basic principles behind this has been to offer upper secondary education to whole age groups.” (Eyridice / Finland)

Finnish education policy has, on principle, committed to many international statements that promote inclusion ideology, but the change in basic education has been slow. (Hakala & Leivo 2017). Word *inclusion* is used rarely and mentioned once in the newest national core curriculum (472 pages). The political texts use concepts like equality / equity (*tasa-arvo*) and support of learning (for example projects of the Sipilä’s government 2015-2019) instead of word inclusion.

Educational laws and norms: To strengthen the pupils’ individual rights to educational support, the legislation and the National Core Curricula for pre-primary and basic education has been amended. Implementations of the *legislation on educational support (2011)* and *student welfare services (2013)* are carried out in varying ways and resources in municipalities.

Organization and governance: Governance in Finland is based on the principle of decentralization. Ministry of Education and Culture defines education policy and *National Agency of Education* implements the national policy in the basic education by providing the national core curriculum, allocating project funding and CPD opportunities. *Municipalities* have wide autonomy and are responsible of organizing and mainly financing pre-primary and basic education. Municipalities prepare the local curriculums. They are also responsible for practical teaching arrangements, the effectiveness, and quality of their education. Quality assurance is based on national steering (quality criteria, self-assessment), not national monitoring or inspection. *The Finnish education evaluation center* provides macro-level thematic assessments. (Eyridice / Finland)

Structure of the education system: “*Compulsory basic education* is provided within a single-structure system and the scope of the syllabus is nine years. Teaching and teaching equipment are available to learners free of charge. If a municipality has both Finnish- and Swedish-speaking inhabitants, it is required to provide basic education separately for both language groups. The local authorities allocate a place in a nearby school for each learner. Compulsory education begins the calendar year a child turns seven and ends when the child has completed the basic education syllabus or when ten years have passed from the start of their compulsory education. After completing the compulsory nine-year basic education, students are eligible for general upper secondary education and vocational upper secondary education and training. Students can also enter working life, but it is not considered advisable. Moreover, one of the *objectives of education policy is to provide the whole of each age group with upper secondary education*. Upper secondary education, similarly, as basic education, is free of charge. Upper secondary students are, however, required to buy their own textbooks, teaching materials and learning materials. After completing a vocational qualification, students are eligible to continue their studies in higher education institutions. The scope of upper secondary level vocational qualifications taken after basic education is often 3 years. Even if the education and training mostly take place in institutions, all qualifications include on-the-job-training.” (Eyridice/Finland)

There were 436 pupils (0.75%) of the students who dropped out of basic education. 16 % of youths do not get the secondary level degree. Compulsory education ends in Finland at the end of the school year in which a child turns 17.

Educational support: Support for learners is given at three tiers (general, intensified and special support), but there are different resources and local policies in municipalities to provide this support. Educational support is provided mainly within mainstream education, but also in special classes and special schools. The small group teaching of pupils with needs of special support have been collapsed during last years, and at the same time the resources used to special needs education have been decreased. The new special education strategy and three-tiered model of educational support managed to cut the number of learners receiving special support, being at the level of 7.3%. Together with intensified support, the total ratio of learners receiving special education services is about 16% of learners in basic education. (OSF, 2016, see Väyrynen 2017.) There are also regional differences in the number of qualified special needs education teachers and other professional staff. This situation has awakened political discussion and there is pressure on the new government to take actions.

National educational policy programs:

Programme to address reform in child and family services (LAPE) PM Sipilä's Government 2015-2019

Main goals of the programme: Early childhood education, schools and other educational institutions support the wellbeing of children and young persons. Early childhood education, schools, educational institutions and learning communities strengthen the wellbeing, inclusion and community spirit of children and young persons. The Ministry of Education and Culture is responsible for this theme. <https://stm.fi/en/programme-to-address-child-and-family-services>

https://stm.fi/documents/1271139/4919814/Lape_esite_2018_taitto_englanti.pdf/dc8f2ac5-1e51-42fb-a9ad-3f61ba1d0c65/Lape_esite_2018_taitto_englanti.pdf.pdf

The Best school project (PM Sipilä's government 2015-2019) allocated special funding for municipalities and schools.

New government (PM Rinne 2019-2023): *The government program* is named "Inclusive and competent Finland – a socially, economically and ecologically sustainable society". The government promises to ensure that, having completed their comprehensive school education, every student gains an upper secondary qualification. This means actions as:

- improve student guidance and student welfare services, along with the capacity of comprehensive schools to provide everyone with the skills to complete upper secondary education
- *raise the minimum school leaving age to 18 years*
- to introduce a range of study and support options for compulsory education, such as voluntary additional primary and lower secondary education, folk high schools, workshops, rehabilitation and preparatory education, which may be included in the range of upper secondary qualifications
- a study on non-fee-paying upper secondary education and a reduction in learning material costs and, based on that, take the appropriate measures to implement upper secondary education that is genuinely free of charge
- develop preparatory education and guidance in transition phases to help students move on to the upper secondary level

One goal is to include teachers, researchers and families in the long-term development of comprehensive school education.

Local level

Interviews: *Development manager of the education department, City of Kokkola and the two school managers*

Schools and pupils in basic education / City of Kokkola

- 5500 pupils/students and 32 schools (50-500 students in each)
- bilingualism (national languages Finnish / Swedish: 800 pupils) -> own schools
- 15 % needs special or intensified support
- 4 % (about 200) immigrant pupils/students

Education in a student's mother tongue is provided in several different languages, for example in nine languages in Kokkola during the school year 2017–2018. There must be at least four students in a group. Teaching is arranged usually at those schools that have the most students who speak the language in question. Some of the mother tongue languages are taught as remote teaching. A student's own religion, Islam, Buddhism and Orthodox Christianity, for example, is taught depending on the number of students.

Specific local challenges with social exclusion and ESL:

- crisis of homes, pupils' welfare challenges
- indoor air quality of schools, physical accessibility
- immigrant pupils' welfare
- children and youth in poor families or clients of open child welfare

Barriers to work with social inclusion:

- shortage of qualified special needs education teachers and school psychologists
- in addition of the 'exploitation' of school assistants there is a need of the use of more versatile support forms at schools
- need of new ways to activate parents

Promoting factors to work with social inclusion:

- qualified staff
- engaged school managers
- child-centered ethos
- reasonable allocation of resources
- versatile support forms
- multi-professional collaboration
- close co-operation with homes and pupils; good interaction with parents
- collaborative leadership at schools
- pupils' participation
- in-service training of staff (teachers, school assistants)

Inclusion strategies: *Development of a unified basic education and flexible pathway from preschool to the secondary education is going on. "The closest school to all" is a mainline principle at the local educational system with some exceptions. The local Children's and youths' welfare plan 2015-2019, local steering group, school level groups and school level plans align the goals and monitoring of the multi-professional welfare work at the local level. Schools are obliged to make their own general development plans. Many of the actual themes in these plans support the development of an inclusive school (positive pedagogy, physical activity during school days, flexible models of school start from preschool to basic education, development of learning environments). Educational 3-tier support and student welfare services are seen as the main tools for promoting inclusive education. Local development plan involves the alignments of school development, but schools have also to prepare their own development plans, those can involve inclusive goals and practices. Strategies aim to equality, to pupils' unified school pathway (from pre-school to secondary education), and to individual and communal well-being (word "social inclusion" is not used). The implementation of the three-tiered support for learning (pedagogical support) and welfare work (social work and health care support) are seen the central strategies of inclusive education. All pupils get general support (1. tier), and schools organize individually planned intensified (2. tier) and special support (3. tier) in flexible ways at schools. School-based pupil welfare plan and welfare groups at every school support social inclusion. Distributed leadership, multi-professional co-operation and interaction with parents/caretakers and the pupils promotes the development of an inclusive school. There are resources and structures, that provide individual support for pupils in the education system:*

- trained school assistants
- teacher resource (one person) for the development of individual interventions for drop out risk pupils (grades 7-9)
- preparatory education groups for immigrant pupils in three schools
- morning and afternoon activities for pupils in grades 1-2 and for all pupils who have special needs
- part-time workshop school at Elba youth center for the younger pupils (grades 1-6) with behavioral and motivational support needs
- flexible basic education groups (grades 7-9) for pupils, who have danger to drop out
- free school clubs

Stakeholders:

- participation is important and has been developed at schools, feedback

parents/carers: parent juries; good interaction with parents important, new ways to activate parents are needed

school managers: local seminars and meetings organised by the administration

teachers and school assistants: in-service training, feedback

special needs teachers: annual meetings

professionals: intensified collaboration / LAPE-project

associations / NGO:s - Martat, Folkhälsan, 4 H etc.

Specific local challenges with social exclusion and ESL:

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Projects and initiatives:

- The national *LAPE-project* aims to intensify multi-professional collaboration in student welfare issues at the local level.
- The national *Best school* -project provided funding for local schools (socioeconomical criteria, In School 1 more school assistants and Finnish language classes for immigrant pupils/students)
- *The Moving school-project* provides funding for schools (school sport clubs).

Tools, guidance and CPD opportunities provided to the schools:

- special needs teachers at every school and a local consultant special needs teacher
- a psychiatric nurse periodically at schools
- a social worker as a part of the pupil welfare work
- a local consulting immigrant education coordinator
- meetings and seminars for school managers
- the local educational development plan
- a national network of school development (Majakkakoulu-network)
- local in-service training (teachers, tutors, school assistants)
- assessment tools for school assessment: a local school assessment system based on the national quality standards of basic education (an annual assessment)

- *The School Health Promotion (SHP) study* monitors the well-being, health and the schoolwork of Finnish children and adolescents. The aim of the SHP study is to strengthen the planning and evaluation of health promotion activities at school, municipal and national levels.
- school bullying prevention program (KIVA-koulu)
- *Bringing up the children* (Lapset puheeksi) – a tool for professionals, helps the interaction with parents in educational issues https://www.soite.fi/media/K-P_LP-esite_perheille_2019.pdf/format-pdf
- monitoring of school non-attendance rates and instructions for schools

2.3 Policy context in France

National level

Values, principles, educational laws and norms: Chances equality and every student's success are fundamental objectives of the French education policies and are principles that are inscribed in article L.111-1 of the French code of Education. Moreover, the law no. 2013-595 of July 8th, 2013 recognizes that every children share a capacity to learn and improve, and states the principle of an inclusive school. According to this principle, the school has to ensure that the environment is adapted to the schooling of a child, whatever the special needs he/she may have. (Eyridice / France)

In 2005, the *Law for Equal Rights and Opportunities* laid down the principle of *inclusive education for disabled children*. In the same year, the Social Cohesion Programme Act created the *Educational Success Programme* (PRE), which targets the most disadvantaged children and adolescents to build individualised intervention methods and for partners to coordinate their action across a region. The number of students with disabilities in inclusion increased from 118,000 in 2005 to 340,000 today. In 2015, *the term inclusion entered the Code of Education*, and ordinary inclusion became one of the main aims and procedures in schooling.

In 2017, the *specialised teacher's professional reference framework* appointed a resource person on inclusive education within the school. In the same year, *the professional standards for all teachers* required the diversity of pupils to be taken into account and that cooperation be established with parents and partners in the school. However, inclusion was mainly seen from the point of view of disability, and the intervention mainly involved compensatory measures

Organisation and governance:

The French school system is characterised by a high degree of centralisation. The Ministry of National Education recruits and pays teachers, sets the professional standards for all teachers, and drafts and implements school curricula and diplomas. The local authorities (cities, department, region) are responsible for buildings and non-teaching staff (coordination, support, maintenance, restoration). Other actors are involved in the city's political areas: The Ministry of Regional Cohesion (insecurity, prevention) and the CAF (regulation of family support). State schools are free for all, and schooling is compulsory from 3 to 16 years of age. Cities are responsible for school conditions for from 3 to 11-year-old children (buildings, non-teaching staff), and extra-curricular activities (buildings, activities, staff). Cities have statutory resources for non-teaching staff both during and outside school hours. Cities organise their hiring and their continuous training. Cities are in charge of school buildings and adapting them for people with reduced mobility. Finally, the Cities are encouraged to write a Territorial Educational Project for organising extra-curricular activities for children aged 3-11 years.

Structure of the education system: "Lower secondary school (ISCED 2). The "collège unique" (single lower secondary school) to which all pupils go after leaving primary school was instituted by law in 1975. Lower secondary studies last four years (classes de 6ème, 5ème, 4ème and 3ème) and are for children between 11 and 15 years of age, following five years of education at elementary level (ISCED 1). Pupils start collège at the age of 12 at the latest, those with major learning difficulties being orientated to *adapted general and vocational education programmes* (SEGPA – sections d'enseignement général et professionnel adapté)

organised within collèges. The education provided at collège level complies with national programmes fixed by the State, revised in 2008 in order to take account of the “Common Base of Knowledge and Skills” that all pupils should have mastered by the end of their compulsory education. In addition, a range of special programmes seek to enable “in-depth discovery of careers and training courses along with initial vocational training”.

(Eyridice / France)

National educational policy programs:

In 2014, the State organised *the reform of priority education* with the aim of fighting educational inequalities with social origins. *1081 networks (REP) were created*, each consisting of a college and the schools in a sector, with three flagship measures: to put the focus on student learning (relying on cooperation with parents), to support and train staff, and to manage priority education.

In 2019, the Ministers of National Education and Cohesion of the Regions launched *the label "Educational Cities"* to support 60 vulnerable regions financially to coordinate their policies for promoting educational and social inclusion, prioritising educational success. This was the first openness to inclusion that *involved more than just the integration of people with disabilities*.

In 2019, a national circular *"For the inclusive school"* (focused on disability) stated the actions and methods to be implemented from the start of the school year: organising and simplifying support for pupils and families, strengthening teacher training, strengthening partnerships, and assessing the quality of actions. This reflects *the strong tension* that exists in France in the public authorities' interpretation of inclusion: disability on the one hand, social inclusion on the other.

Since 2018, National Education has been providing the "Qualinclus" self-assessment tool for institutions involved in providing an inclusive education. This tool does not seem to be known by the educational actors yet (no mention during interviews).

Regional level

Organization: *DSDEN: Direction of the Departmental Services of National Education for the Department of the Loire* implements the policies of the Ministry of National Education locally. It is responsible for teacher training and coordinates REP networks. *DDCS 42: Departmental Directorate of Social Cohesion for the Department of the Loire:* The DDCS implements the policies of the Ministry of Social Cohesion (fight against exclusion, prevention, youth and sports, community life) locally .

Local level

Interviews of:

Coordinator of REP (Saint-Etienne)

School teacher, member of REP (CE1)

National Education Inspector in charge of the East Continuity of Saint Etienne

Head of the Sports, Youth, Community Life and Urban Policy Department (Departmental Directorate of Social Cohesion)

Director of the department of education and early childhood

Principal of Gambetta College, Co-manager of the Gambetta Priority education Network (College Gambetta and seven schools)

Online questionnaire:

Nine directors of cities (online questionnaire)

Inclusion strategies: *The REP networks* are shared management tools, with steering committees bringing together all the schools and the network college, the DSDEN, the Prefect's representative. The REP Steering Committee sets working objectives and joint actions. It also develops and follows a local dashboard for

implementing the network project initiatives. *The teaching team drafts and implements a school project.* The REP allows all actors to work around a young person. The actions resulting from these projects are left to the initiative of the teaching teams (school trips, meetings with parents, teaching practices, classroom layout ..). The REP network also has the freedom to organise meetings and promotional activities. *The network project and the school project are management tools.* They give a time frame (triennial) with mid-term reviews. They must integrate the priorities imposed by the local authorities (DSDEN, City). These are the underlying documents for organising the school's activity during the year and for deciding on actions to be taken with parents and other partners.

There is an evaluation component in the network project, but the indicators are not very satisfactory because they are too general or broad. An initial self-assessment took place in 2018. The resource centres and the network projects contain indicators, which the DSDEN reports back to the Ministry of National Education. No city has identified a quality / measurement mechanism that is common to all stakeholders in its territory to encourage inclusive education, with the exception of accessibility standards for people with reduced mobility.

There is also *a Resource Centre in each constituency that can be used by a teacher or a team.* This Centre is composed of an inspector, a psychologist and specialised teachers. Training is also offered to teachers (non-violent communication, support for students with disabilities).

Stakeholders: Many stakeholders are mentioned: technicians and community agents (Cities, departments, the region), teaching staff, and National Education personnel (DSDEN), parents' associations, school doctors, guidance counsellors, social centres, and socio-educational and medical-educational structures. The main partners are the City and the DSDEN (National Education Service). There are other partners of the schools, but they are not involved in the development of the school itself (neighbourhood social centres, media libraries, parents)

Partners include the DDCCS, leisure centres, the Department Council (Centres for Child and Infant Protection), the DSDEN (and inspector who specialises in supporting students with disabilities) and the Programme Réussite Educative (Educational Success). The institutional partners of the REP (DSDEN, City, DDCCS, CAF, PRE) The cultural projects developed by the college are also an opportunity to engage artistic and voluntary partners. The college also tries to involve students' parents.

Projects and initiatives: Several projects are in progress:

- 1001 regions (working with parents, social centres, and teachers to re-create the link between parents and school)
- Liaison Day CM1-CM2/College: All CM2 students in area schools are welcomed into the 6th grade for one day
- Educational garden for children from all schools in the network
- A meeting between the inspector and the school principal take place three times a year
- Each resource centre has a working group composed of the inspector, educational consultants (DSDEN), and educational teams
- Regular training for teachers (non-violent conflict management, collaboration with Aide aux Vie Scolaire, and allophony)
- PRE implementations for young people in the department
- Alternate Civic Service, which enables young people aged 16 and over to pursue a curriculum combining involvement in a voluntary structure/a company and schooling
- An experimental set-up in Strasbourg (not detailed) is the only example given.
- Shared city and the Nuit du handicap (Night of Disability) are schemes related to the discovery/knowledge of disability). Other actions are carried out with work focused on education for sustainable development related to disability.
- The city plans to open an inclusive nursery with 13 disability beds in 2021.

- The goal of the city is to develop a true partnership with popular education (voluntary) and the national education.
- Culture classes with flexible timetables promote social diversity within the school.
- The college is working on a school project open to parents.
- A reflection is underway to encourage the re-appropriation of premises by students (stopping damage, better school climate).
- The Educational Success Programme is jointly run by the municipality, National Education, the Department Council, the CAF, and the DDCS
- The Regional Educational Project: to offer children from kindergarten to CM2 high-quality activities outside school time. In each region, this plan stems from joint activity between the community (City), National Education (DSDEN), Youth (DDCS), public education federations, and social organisations.
- The training of those involved in the voluntary sector (coordinators of leisure centres) still does not address inclusion issues very much.
- PRE implementations for young people in the department
- The City of Saint-Etienne has a Local Educational Project for the period 2015-2020 concentrating on the "most vulnerable groups, in a concern for regional equity" and to the place of the parent in co-education. A regional education project results from this LEP, setting out - in conjunction with schools - the support methods, activities, and articulation of the various child/youth life stages.
- The City is also pre-selected for the "Cités Éducatives" label (a file currently being written), a label that aims to coordinate policies that promote social and educational inclusion through the educational success of young people.

Tools, guidance and CPD opportunities provided to the school:

- The Educational Success Programme targets the most disadvantaged children (see 3.1). It is jointly piloted by the City, the National Education, the Department Council, the CAF, and the DDCS, with the presence of teachers, medical personnel, social workers, and the voluntary sector.
- The Individualized Support Project (IAP) concerns children and adolescents with health problems. It clarifies the adaptations to be made to the child's life in the community. The head teacher develops this project at the request of the parents, with the school doctor in conjunction with the doctor following the child.
- Training is also offered to teachers (non-violent communication, support for students with disabilities)
- The Resource Centre is a tool to help teachers
- The REP Steering Committee sets working objectives and joint actions
- The PRE allows all actors to work around a young person
- The Educational Success Programme is jointly run by the municipality, National Education, the Department Council, the CAF, and the DDCS
- The Regional Educational Project: to offer children from kindergarten to CM2 high-quality activities outside school time. In each region, this plan stems from joint activity between the community (City), National Education (DSDEN), Youth (DDCS), public education federations, and social organisations.
- The training of those involved in the voluntary sector (coordinators of leisure centres) still does not address inclusion issues very much.
- The Cities report tools made available by the State services via platforms (guides to the writing of Educational Projects of the Territory, etc.). They mention calls for projects, both for national education and on their own initiative, to encourage the consideration of all children (activities for those with disabilities, etc.).
- Training activities, organised by cities or with government agencies, provide an opportunity to share knowledge and encourage the development of practitioners on the subject of inclusion. School projects can be an opportunity but are left "at the discretion" of National Education.
- The LEP and the Territorial Educational Project provide guidelines and a framework for educational continuity (before-school and after-school activities).

- The city's guidelines for inclusion are health prevention, disability, and the social mix of the public in non-school activities.
- There is little or no training for municipal officers on inclusion issues.
- The principal considers that many mechanisms already exist, but that they cannot sometimes be easily understood, and that these mechanisms seem to be kept within the school.
- Scheduled classes (music, cinema) and classes with cultural projects are vectors for inclusion and social mixing.

2.4 Policy context in Spain

National level

Values and principles: One of the fundamental principles of the Catalan educational system is the social cohesion and inclusive education as a basis of a school for all. The educational attention of all students is a key aspect that is under the responsibility of the Principal of all Catalan schools. The school's educational projects have to take into consideration curricular, methodological and organizational elements for the participation of all students in the ordinary scholar environments, independently of their conditions and capacities. Students with special educational necessities are integrated in regular schools.

Educational laws and norms: The 2006 Education Act and the 2013 Act on the Improvement of the Quality of Education, modifying the former, constitute the legal framework regulating the general organisation of the education system. Title II, *Equity in Education*, of the Education Act establishes the following principles that must guide the education authorities:

- count with the necessary means to maximise students' personal, intellectual, social and emotional development
- ensure the resources required so that students who need education services that are different from the ordinary ones may develop their personal capabilities and the objectives generally established for all students to the maximum extent possible
- establish the necessary procedures and resources for an early identification of students' special educational need
- guarantee regular schooling and ensure the participation of parents or tutors in decisions affecting the schooling and educational processes of these students
- take appropriate measures so that the parents of these students receive proper individualised counselling. (Eyridice / Spain)

Organization and governance: *Ministry of Education* in a national level proposes an inclusive education guaranteeing the same rights to everybody. In addition, it also seeks the improvement of scholar participation and success among students. *Catalan Department of Education* provides elements for the policymaking in the realization of measures and supports towards the equal opportunity. Moreover, it promotes the reflection, dialogue and adoption of common criteria for the networking not only of *professionals of centers*, educational services but also of the environment to respond integrally to all the students and their families. Each center *is provided with an educational project*, which guarantees an inclusive educational attention of all students. This pedagogical purpose is established following the *Universal Design of Learning criteria*, a model that maximizes learning opportunities for all.

Schools have pedagogical, organizational and managerial *autonomy* for their resources. Within the framework established by the State and regional regulations, educational institutions have autonomy for preparing, enacting and executing school development plan, management plan and rules for organizing and running the school.”

(Eyridice / Spain)

Structure of education system: *Primary education*, provided in primary schools. It covers six academic years, usually studied between the ages of 6 and 12. Compulsory secondary education, studied in secondary schools, between the ages of 12 and 16. At the end of this stage, students receive the first official certificate, the *Lower Compulsory Secondary Education Certificate*, which allows them to have access to upper secondary education or the world of work. *Upper secondary education* is also provided in secondary schools. It lasts two academic years, usually studied between the ages of 16 and 18. It offers two possibilities: *Bachillerato* (general branch) and *intermediate vocational training* (professional branch). The latter is also provided in *vocational training integrated institutions and in national reference institutions*. (Eyridice / Spain)

The measures and supports provided by centres are:

Universal: Educational, preventive and proactive actions and practices for all students.

Additional: Educational interventions that enable the adjustment of the educational response in a flexible and temporal way for students who are in singular personal circumstances or in situations of vulnerability.

Intensive: Extraordinary educational actions adapted to the singularity of students with special educational needs.

National educational policy programs: Declining trend in the early school leaving rate (19.0% in 2016), although it is still far from the European average (10.7% in 2016) and the 15% objective planned in Spain for 2020 (10% in the EU). (Eyridice / Spain)

National strategy to prevent and tackle poverty and social exclusion (2019-2023):

The goal is to tackle the situations of poverty and social exclusion that exist in Spain. The lines of action related to Equal and Inclusive Education are, among others:

- extending scholarship and study aid programmes
- developing programmes to compensate for the effects of inequalities of origin (cultural, social, economic, etc.) in education and to promote educational inclusion
- articulating school reinforcement programmes in primary and secondary education to prevent school failure and early school dropout
- promoting inclusive education for children and teenagers with special educational needs
- avoiding discrimination in the classroom and promoting school coexistence
- establishing initiatives and pathways to promote the continuation of studies for groups at higher risk of early school dropout.

Objectives of the implemented reform:

- reduce the early school leaving rate
- improve the educational results (rate of excellent students and rate of students holding the Lower Compulsory Secondary Education Certificate)
- improve employability and stimulate students' entrepreneurial spirit
- prepare students for the exercise of citizenship, as well as for active participation in the economic, social and cultural life, with a critical and responsible attitude and capable of adapting to the changing situations of the knowledge-based society

Principles of the implemented reform:

- increase in school autonomy,
- reinforcement of the management capacity of school leaders, external evaluations at the end of each stage
- rationalisation of the educational provision
- flexibility of pathways transmission and implementation of values which promote personal freedom, responsibility, democratic citizenship, solidarity, tolerance, equality, respect and justice, as well as helping to overcome discrimination of any kind (Eyridice / Spain)

Protocol to promote the values of freedom, peace and democracy in the prevention of terrorism and in memory of the victims 2018: Equity and educational inclusion.

Proposed measures:

- suppress the pathways in the 4th year of compulsory secondary education
- move the curricular programme to address the needs of diversity (programmes to improve learning and performance) to the 3rd and 4th years of compulsory secondary education, enabling students to obtain the relevant certificate
- integrate general and vocational training in basic vocational training, facilitating the award of the Lower Compulsory Secondary Education Certificate in addition to the vocational certificate
- adapt education to the territorial context and the educational institution by offering optional subjects
- promote coeducation, cooperation among equals and emotional education to prevent school bullying and improve coexistence
- organise the first years of compulsory secondary education by areas
- increased flexibility in the number of years students with special educational needs can study basic vocational training and Bachillerato
- relate the competence level of students with special educational needs to their initial situation and learning process
- give the teaching team a greater degree of decision making regarding progression in compulsory secondary education
- organise and adopt ordinary educational measures prior to repetition
- establish an individualised repetition plan
- reinforce attention to rural school.

(Eyrudice / Spain)

Local level

Interviews of seven teachers (from two schools), a pedagogical coordinator and two counsellors of the center

Inclusive strategies: The actions at local level oriented to diminish the early school leaving are the following ones:

- *Singular programmes:* it consists in designing methodological and organizational strategies addressed to students of 3rd and 4th levels of Compulsory Secondary Education (ESO) who present significant learning deficiencies, low self-esteem and demotivation.
- *Practical formation:* realization of manipulatable workshops
- *Personal training:* realization of dynamic group activities, working values, competences, social abilities and scholar and professional orientation.
- *Units of shared and collaborative schooling (UEC):* special educative units that intend to guarantee the necessary educative attention to students with special educational needs who do not adapt to the scholar environment.

The state of inclusion in a local level is good because it provides the following *services*:

- *Scholar mediation service:* to solve conflicts between students.
- *Establishment of individualized plans (IP):* execution of individualized guidelines according to the educational necessities of students (motor, intellectual visual and aural disability, among others).
- *Personalized attention for newcomers* to facilitate the learning of language and the adaptation to the environment.
- *Function of the tutor:* when a problem is raised among the students, he/she is the person in charge of getting in touch with families, teachers and, if it transcends, the guiding will interfere.

Stakeholders: The City Council of Lleida and the Municipal Institute for Employment Salvador Seguí, jointly offer various projects to support the youth collective to stay in the educational system and finish their studies. Moreover, they have a wide range of projects to orientate youth people in the labour integration. Some examples are:

- *Boosting the youth guarantee:* it is a programme addressed to people from 16 to 29 years old who do not study nor work. Support is given to the inscription in vocational courses, assessment in the research of work, training and individualized follow-up.
- *Social company* of labour integration of youth people at social risk.

Projects and initiatives: To try to diminish early school leaving in our zone, we have been provided with the following actions and/or units that help to mitigate the impact of students leaving during the last years:

- *Unit of collaborative schooling (UEC):* it is carried out in centres with students who have poor study skills and they need a professional training. This unit is for students between 14 and 16 years old. Then, these students will be able to follow-up their formation by pursuing vocational courses.
- *Employment promotion programmes:* these are programmes for 16-year-old students that have not overcome the compulsory education. In these programmes, thank to professional help, students can achieve a professional title (for example, of hairdressing).
- *Professional orientation actions:* actions addressed to students who want to follow their training and need an individualized or group orientation.
- *Pilot plan of professional training (FP):* some centres in Lleida offer a pilot plan for 3rd and 4th ESO students, through the curricular adaptation of compulsory education studies.

Tools, guidance and CPD opportunities provided to the schools: Each school community collaborates with the following *educational services* in order to guarantee inclusive education:

- Personalized scholar support (SEP)
- Psycho-pedagogy Assessment Teams (EAP)
- Centres of Specific Resources for the Aural Disability (CREDA)
- Centres of Pedagogical Resources (CRP)
- Intensive support for the inclusive schooling (SIEI)
- Reception classrooms for the foreign students

2.5 Policy context in United Kingdom

National level

Educational laws and norms: The participation age for full- or part-time education or training was raised to 18 in 2015 under the Education and Skills Act 2008. *The Equality Act 2010 (Specific Duties) Regulations 2011*, which came into force in September 2011. Part 6 of the Act covers education including schools, further and higher education and awarding organisations, and makes specific reference to admissions, victimisation and accessibility. For schools, for example, this means that they must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- improving the availability of information accessible to disabled pupils.

Under the *Children and Families Act 2014*, there is a general presumption of inclusion in mainstream education for pupils with SEN. There are two broad levels of support:

- 'SEN support', which is the support given to a child or young person in early years provision, in school or in a further education institution from within the school or college's overall budget, up to a nationally prescribed (financial) threshold per pupil per year.
- Education, Health and Care (EHC) plans, which are for children and young people aged up to 25 with more complex needs. EHC plans aim to provide a unified approach across education, health care and social care needs.

For the first time, the 2014 Act established a single overarching framework of support for children and young people with SEN and disabilities from birth to 25 years.

Organisation and governance: Local authorities have a duty to ensure a sufficient supply of school places; support school improvement; and support vulnerable children and young people. Local authorities must also help children who are missing education get back into education. They must also promote the participation in education and training of 16- and 17-year-olds and identify those who are not in education, employment or training (NEET).

"Schools are responsible for staffing and budgets are delegated to each school's governing body. A national accountability framework has been developed, with outcomes for learners based on attainment in externally provided tests and qualifications. A common inspection framework (*Ofsted framework*) is used to inspect early childhood education and care providers, schools, colleges, work-based learning and adult education providers. Inspection reports are published. Providers may be subject to intervention if important areas for improvement exist."

(Eyridice/ United Kingdom)

"Structure of the education system: *Primary education* consists of *Key Stage 1* for ages 5 to 7 and *Key Stage 2* for ages 7 to 11. Primary schools are either maintained schools or academies. Almost all are mixed-sex and around a third are faith schools. National tests in English and maths at 11 are important for school accountability but do not influence admission to secondary school.

Key Stage 3 is for ages 11 to 14. It is provided in *secondary schools* catering for pupils from 11 to 16 or 18/19. Secondary schools are either maintained schools or academies. They can be mixed- or single-sex and around a fifth are faith schools. Most admit pupils without reference to academic criteria. In a few areas, grammar schools select pupils on the basis of performance in an exam.

Key Stage 4: Pupils normally continue at the same secondary school for *Key Stage 4*, which is for ages 14 to 16. Attainment at the end of *Key Stage 4* is measured mainly through GCSEs. Vocational qualifications, including technical awards, may be offered alongside these. These qualifications are important for school accountability and for individuals' progression in education/training and transition to the labour market.

From age 16 to 18/19, young people must be in full- or part-time education or training. They may continue at the same secondary school in the sixth form; in another school sixth form; in a sixth-form college; in a further education (FE) college; or start an apprenticeship or traineeship."

(Eyridice / United Kingdom)

Number of the NEET youths (year 2016): 3.6 % of age 16 and 5.2 % of age 17.

National policy programs:

'*No community left behind*': The Department for Education's (DfE) single departmental plan, published in December 2017, has the overarching ambition of '*no community left behind*'. It focuses on tackling regional variations in disadvantage and helping everyone to reach their potential, regardless of background."

(Eyridice / United Kingdom)

Early Help for Mental Health (focus group information)

Regional level

Devon have just released *the Inclusion Tool Kit* which ‘kind’ of pulls some of the inclusion work, agency co-operation, following the right protocols, with the view to make sure that pupils aren’t excluded essentially. That was released a couple of months ago. ‘It’s nothing revolutionary’. They can when it gets to crisis, but not in between what they do and a crisis point. (From Head / INCo interview / School 1)

REDS *Reducing Exclusion in Devon Schools* offers a package of support to make pupils feel more included and develop a relational support programme for them. This is used by them with some of their pupils who are in care. This is assessed by *individual attendance and behaviour data*.

The Devon *graduate response programme* is very clear and accessible, and the website is good to use. They do not have a local inclusion strategy though – but more transparency is needed, as Devon sweep in when things are really dire, but not before. (From Deputy Head / School 2)

Local level

School 1: Great Torrington school: Interviews of the *school head and the INCo manager*

Inclusion strategies: The school attempts to help pupils move up the social hierarchy this is within a context of a number of parents and pupils having a fixed mindset. As a school, which due to its rural location is quite isolated, pupils can become included relatively quickly, all things considered. The school does not work to any specific inclusion strategy, but it is the way the school is set-up in terms of school ethos.

Although they have *their own individual needs framework* [which they can show us], an in-house initiative, which they share with staff, parents to understand the route, ultimately they start with every child and then EHCP and when they get to EHCP and they can’t manage their needs without additional support. In between that *there are various interventions they can put in at a school based level* and then if that doesn’t work, then they *look at external services* so they work very much to that framework so when they are having conversations with parents, they use it to explain where they are in that process, what it might mean next and it’s also evidence based for when they are having to seek additional support outside of school, they can say they’ve done this and this and this and this is where they are. They have no NEETs at all.

Add to this monitoring of attendance, vulnerable groups, role of Hardy centre and tutors. As well as the importance put on relationships in the school in particular tutors who are the point of contact for each child. They want their tutors to know their pupils and to be valued and want them to feel part of the school. (head)

[the Hardy Centre] is the huge support centre that takes that further. Being included and feeling part of the community that you supposed to be in. Whether it’s because of your needs in the area or you have a medical issue or whatever you need to put the measure in place, not saying we always have the answers because we haven’t. So, tutors are an important part of that.’ (INCo)

Structures and tools:

- Internal monitoring of children with additional needs and children in care
- an *INCo (Individual Needs Coordinator)* to help emphasise the important of inclusion of everyone across the school.
- *Hardy centre – an Individual Needs Centre staffed by learning support staff* is the inclusion selling point to families. It is a unique community in terms of staff, voluntary groups and community groups.
- *NDAOC (North Devon Associate of Schools) Head Teachers, SENCO’s ...* who get together and to try to have as much discussion and collaboration at the relevant levels.

Stakeholders: Community stakeholders such as *parents, mental health services, businesses, community volunteer groups and the Rotary club*. Links with University don’t directly cater for 15/16-year olds. (From Head and INCo)

Specific local challenges with social exclusion and ESL: They work closely with whatever providers there are, but they do struggle with *lack of routes of pupils* to go to, unlike urban schools. Huge variety of circumstances

relating to keeping children in the school, increasingly mental health is a big issue for us, what do you do for a child who refuses to come to school for genuine medical reasons. Come up against a huge number of barriers, so we are left with trying to work out what is the next best provision.

ON ESL - they have had children turn up with no English and no warning on 1st Sept. They end up using Google translate. But it actually works. Have had a translator from Babcock who only came once. They refer to ESL as EAL. EAL children are rare and have usually been to a Primary school for a few years. Supporting EAL children is something they do on the hoof. There is virtually no support in Devon, what there is costs a fortune. Actually, what they hear is that pupils learn quickest and best when fully immersed, with a few minor strategies to go alongside. They did have a young man who did ask to go back a year. The INCo lead has responsibility for EAL students.

The main barriers to work with social inclusion

- *Lack of financial resources: Most schools, with deficit budgets, just can't afford to. Local authority in terms of inclusion don't offer much, in terms of not when you need it and how you need it.*

- Parents' different aspirations and attitudes. Their Diversity themed week (the previous week to the interview) only received a little bit of negative feedback. Some parents question why the school needs to do more.

- *The culture of parent's diagnosis* has improved slightly, maybe just shifted. Trends shifts, used to be ADHD, now dyslexia, culture has shifted. *It feels like we have a label that explains everything* but of course it doesn't. I don't think we or any of our staff do that but the perception of others in that that they are this, therefore, they do it this way.

- *Parental engagement is one of our big issues year on year.*

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- *Parental engagement is one of our big issues year on year.*

School 2: Cranbrook Education campus Interviews of deputy head, SENCo, and behaviour manager

School strategies: They do not have a local inclusion strategy. The phrase social inclusion is not something they have been approached with or asked to have. Their other policies incorporate a social inclusion approach, so *their behaviour policy, pupil premium, SEN and anti-bullying all have strands of inclusion*

incorporated into them and would be an Ofsted requirement and how [influence] how they operate as a campus. Their priorities are to reduce exclusions and they are in the process of *rewriting part of our behaviour policy* to make it more rewards focussed and more nurturing. They have a really high proportion of pupils with SEN, so inclusion is also about making sure that they have the appropriate support and an accessible curriculum. They have inclusion embedded in the whole culture of teaching and learning. They have a *behaviour and rewards policy* where they have different behaviour expectations but for them it is about having that understanding that not all will be able to meet all those expectations every day. They use funds from *Pupil Premium and Free School Meals* they buy uniforms, school trips, peripatetic music lessons and other extra curricula activities to make sure pupils are having a full range of activities. As for SEN pupils, for them it is about *making sure their teaching practices are differentiated but also there are interventions and support* for those pupils that really need it. The area has quite a lot of social housing, deprivation and disadvantage so they don't have NEETS, but have pupils taken off the roll under the guise of home education.

Structures and tools:

- the *Senior Leadership Team* leads inclusion: They write a *school development plan annually*. They *self-evaluate against that plan and the OFSTED framework* to give the school benchmarks and targets. This helps the school to see what good inclusive practice should look like. E.g. acceptable reasons to include/exclude
- a parent voice survey used at parent's meetings
- They have purchased the following: *Boxall profiling* which will let them monitor the effectiveness of interventions. Members of staff will be trained.
- *Provision Map* which will allow them to map any provision such as SEN, cost it, track student achievement, behaviour points and impact of the interventions.

Stakeholders: The stakeholders are *everyone in the school community, governing body, staff, pupils, parents and encompasses everyone in the community itself*. They work closely with the *Education Welfare officer*, and they follow their strict attendance policy. Some parents have experience of school not working for them and they have barriers towards the education of their children.

Specific local challenges with social exclusion and ESL: Lack of funding to offer more interventions, (e.g. key adults to do targeted work/mentoring, to raise the profile of mental health and embed different strategies). As well as have non-teaching staff to run interventions like Lego Club, Art therapy, anger management courses, pastoral mentoring ... Early Help 4 Mental Help (anxiety and parenting workshops). Also, to be able to afford more Educational Psychologists time. The school has only two ESL children.

Main barriers to work with social inclusion:

- Not many supporting organisations in East Devon. It is harder at Cranbrook to link with CAMHS and support services for parents.
- accessing funding through educational health care plans
- An awful lot of interventions need someone other than the class teacher to deliver them outside of the classroom or they are supported from within the classroom by another adult – they have struggled to find help over the last few years.
- Staff understanding of what the school is trying to achieve with inclusive education is not as good as she would like, however it is being addressed by staff training but it is work in progress.
- As there are new school new staff joining every year there is a lot of training and work needing to take place.

Promoting factors to work with social inclusion:

- The school SLT regular meet with key staff involved with pupils, and every morning they have a catch-up meeting to raise the profile of any pupils that will need support on a daily basis.
- It would be good to know different charities that could work with different students. (From SENCo)
- Head and deputy head, teachers and mentoring team all work with her to come up with a *Pupil Support Plan* (From behaviour manager)

Projects: They are part of the *Timpson Project* based on *the Timpson report* (national), in which they selected a few schools in South West to understand relational work and how whole school approaches can be more inclusive for young people's challenges. This is ongoing and has its own separate evaluation.

A Local project: *Building Resilient Learners*. Set-up by member of staff at *Sidmouth Community College* and looks at pupil's wellbeing and emotional resilience and they are piloting with a group of year 7s with a control group and a group who have scored the lowest on *the Warwick wellbeing scale*. They will be targeted with a series of interventions over 6 weeks and then their resilience will be reassessed.

Support programs: *Devon area officer:* By attending meetings sometimes extra funding can be accessed. For SEN pupils there is the *Devon 0 to 25 time*. Also, *Early Help for Mental Health* which she says has been brilliant with the advice and supervision for staff as well as resources. They are looking at *Young Devon* to see the work they can do as well. A new school it is about accessing anything they can, funding, projects, channels that are out there and then take them up. They also use something call *Pinpoint* to show the mentoring agencies they could work with.

2.6 Summary

The policy context analysis makes visible different European policy programmes and educational strategies related to the prevention of ESL and to the development of an inclusive education. The local level policy analysis provides a "freeze frame" of inclusive structures, practices, and daily life experiences at the school level in five European countries. The local inclusion strategies could be described as navigation between the *strategy of networks and projects*, the *strategy of stable structures*, and the *strategy of a vision-based culture creation*. The descriptions of multiple good practices and schools' stakeholders provide elements for the construction of *the European Inclusion Compass* in the SPISEY-project.

The European basic values (human dignity, freedom, democracy, equality, the rule of law and respect of human rights) are common in the national policy statements, but as the SPISEY project plan already makes clear, the strategies, funding, and implementation of inclusive education in different education systems are complicated issues, and the ideals and realities might conflict. This policy analysis unfolds also these *gaps or distortions between ideals and reality of inclusive education at the local level*. Promotion of social inclusion at school level requires *vertical coherence* in the education system. Lack of consistency weakens the policy. An inclusive pedagogy is essential, but not a sufficient strategy for the promotion of inclusive education and an inclusive school. * (see Haug 2017). "Inclusive education process requires both deliberate leaderships, planning and coordination across internal as well external actors" (Detailed Description of the SPISEY Project, pp.23). *The Inclusion compass as a management model* has to be adapted locally to the different organisational structures (centralised – decentralized) and different local inclusion strategies. When the action of the school organisation is based mainly on regular interaction with local or school-level stakeholders, *the whole school approach* seems to be likely. In centralised systems the interaction and flow of information between the different administrative levels becomes equally important. Although the degree of school autonomy differs in European education systems, the role of the school manager remains central in the promotion of an inclusive school culture.

*<https://www.sjdr.se/articles/10.1080/15017419.2016.1224778/>.

3 NEEDS ANALYSIS

“Detailed knowledge and competence need analysis: A needs analysis template will be developed by the work package leader and based on this template local training needs are identified in each country through a close dialogue with the local test schools.” (Detailed Description of the SPISEY Project, pp. 62)

The needs analysis is based mainly on the interviews for school managers, teachers and other practitioners at the national partner schools. Some interviewees represent also the regional or the national level administration. Most of the partner schools are lower and upper secondary schools, but there are also two primary schools and a youth school (up to age 25) among the partner schools. Professional competence needs and support needs are examined. Project actors have gathered also information about the way in which the local school authority and the school leaders understand inclusive education and inclusive school, what are the main challenges, and how they see their roles in the promotion of inclusive education.

3.1 Needs analysis - Denmark

NAME OF THE SCHOOL 1	NAME OF THE SCHOOL 2
Ungdomsskolen or Youth School (Esbjerg)	FGU VEST; (Esbjerg, Varde and Fanø)
1. Please explain, who did you interview (amount and professional status of the interviewees) and how did you carry out the interviews.	
<p><i>The interviewed were:</i> One school manager, two educational leaders and six teachers. Everyone was together in the first part of the interview, in the second part of the interview only manager and leaders were in a group, and the teachers in the second group</p>	<p><i>The interviewed were:</i> One School manager, Two educational leaders and Six teachers. Everyone was together in the first part of the interview, in the second part of the interview only manager and leaders were in a group, and the teachers in the second group</p>
2. Please provide a short description of the schools	
<p>School 1 – Ungdomsskolen or Youth School is a well-established possibility for youngsters between 14 and 18-year-old, often with learning, social and personal challenges, to go through certain programs with much more focus on practical activities with SEN support and support from a number of supervisors and do that without compulsory exams. Connected to this the Youth School is a possibility for all youngsters to attend leisure activities of all sorts.</p>	<p>School 2 – ‘FGU-VEST’ is a school which offers a preparatory basic training program, which is a level between Lower education and secondary education - this education is completely new at national level and starts the first time on August 1, 2019. Therefore, the participants answer in the interview is based on <i>ideas</i> about how they will work with inclusion, and with the use of previous <i>experiences</i> in working with young people.</p>

<p>The purpose of Ungdomsskolen or Youth School</p> <p>The aim or objectives for this school is to prepare the pupils for further studies in youth education or in vocation in order to support the transition from primary school to education/job and hence to a sound adult life as citizen.</p>	<p>The purpose of the FGU education:</p> <p>FGU is an offer that the 'The Coherent municipal Youth effort' can make use of to fulfill the goals. The 'The Coherent municipal Youth effort' must work closely with the FGU schools. The collaboration must be based on the young person's education plan and may, for example, contain information about the young person's progression and possible <i>dropouts</i>. All young people under the age of 25 who are neither in the process nor have completed a youth education program are entitled to an education plan.</p>
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3. Approach to inclusive school: How is inclusive education and an inclusive school understood? And how do they see their role?

<p>Ungdomsskolen or Youth School Managers and teachers</p> <p>Inclusive schools must be seen in the larger picture, where stakeholders from local business, corporations etc. represents places for 'real inclusion' with close relations to grown-ups, whereas school often will be a place for exclusion seen from young people in vulnerable positions, because at the end of the day, work and education is the aim for school</p> <p>The most important obligation for inclusion in school and elsewhere is to convey or produce experiences of participation and belonging in groups, no matter how few persons this group consists of</p> <p>To include young people at risk is important because in the end all humans wants to be like others and hence establish some kind of relation and sense of belonging and to support this time, time and time is required</p> <p>Working with inclusion also presupposes close attention to what is happening in the period after school and after education subsequent attention</p> <p>Keep a close look at what the young person and groups of young people are good at rather than the opposite and remember that the aim for professionals is to eliminate our job or support</p>	<p>FGU Managers and teachers</p> <p>The concept of inclusion has been misused and individual supporting solutions often lead to exclusion rather than inclusion. And then again to exclude on the short run can be crucial for inclusion in the long run</p> <p>Here at FGU the situation will be different whereas all our pupils are different and need individual initiatives in order to include and this imply another starting point for inclusion than the one in primary school; here the option is 'the second chance' that is being offered</p> <p>A big advantage for FGU is the possibility to focus on and work with the 'third common' which is the activity chosen by the young pupils themselves and this outset for learning creates motivation but of course also provides resources of many kinds</p> <p>The starting point for the pupil will be the unique narrative each pupil can tell about his or her life and experience with learning etc.</p> <p>The advantage for FGU is the possibility to offer different kind of learning environments adjusted to each pupil e.g. close apprenticeship between teacher and pupil and this stresses relations and creates a base for inclusion.</p>
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<p>To be aware of leisure activities and the significance of these experiences is very important as this can be the gateway to participation and hence stakeholders from this field must be involved in the common endeavor for inclusion on all levels</p> <p>NGO'es are important but also not that stable in the process of inclusion and special communication and sharing knowledge can be challenging in the cooperation and have a negative impact on the outcome of inclusion</p> <p>Young people at risk can end up in a situation where yet another new professional seems to be too much causing self-exclusion from 'the system' based on former negative experiences like 'no one did anything for me anyway'</p> <p>It is in 'the long run' inclusion shall succeed because the tendency to think that now everything is ok seems to be challenged by the fact that once again the same old problems pops up again and this stresses the importance of carefulness in the process of 'handing over' between institutions, schools, working places etc.</p>	<p>In FGU activities are based, not on summative evaluations, but on formative evaluations and hence an individual outset for setting up objectives etc. Everybody here at FGU is special but due to grouping the pupils in very small unities strongly supports possibilities for inclusion</p> <p>The variety of professionals here at FGU provides at certain environment and in itself represents inclusion and these facts support the value of diversity e.g. in the different ways we relate to and understand the pupils. With this FGU learning environment there are possibilities for supporting the variety of solutions for supporting different kinds of or different stages of inclusion all taking place in a secure environment.</p> <p>Visitation or referring to this or that educational offer is of crucial importance and must be dealt with in a very sensitive way</p> <p>In relation to working with inclusion and involving stakeholders the following list could provide some help: All kinds of employees, friends siblings, grandparents, next of kin, mentor, local communities like business, corporations and leisure activities, social workers, supervising teams in the job-center etc., psychologists, GP'es, all kinds of educational institutions and other supporting resources.</p> <p>Other comments to the Inclusion Compass: Assessment; level, differentiation, tests, talks and tutors Values; The exact values chosen as the baseline Directions; understood as a bumpy road with diversions all along 'the traffic'</p>
<p>Ungdomsskolen or Youth School Teachers answers</p> <p><i>What kind of activities do you do in order to promote inclusion in your school? (Q.15)</i></p> <p>Instead of a structure of fixed classes the school establish temporary working groups in order to avoid that communities of practice will obtain</p>	<p>FGU Vest Teachers answers</p> <p><i>What kind of activities do you do in order to promote inclusion in your school? (Q.15)</i></p> <p>There need to be a focus on the individual pupil for the teacher to be able to establish relations which is</p>

<p>possibilities and chances to exclude certain pupils from the group. This organizational principle secures that every pupil always will find somebody to befriend and interact with.</p> <p>Every teacher is responsible for certain pupils as contact teachers and this creates sustainable and including relations</p> <p>Small groups, group-based learning, cooperation, days with teambuilding and excursions 'out of school' supports inclusive practices for everybody</p> <p>Taking school leaving seriously by picking these pupils up in the morning in collaboration with parents</p> <p>Close cooperation with the places where the pupil is working in their leisure time jobs etc. to secure social experiences with e.g. responsibility and avoid exclusion related to 'how to become 'a good employee'.</p> <p><i>What kind of competences do you need in order to promote inclusive practices and culture at your school? (Q.17)</i></p> <p>Develop good relations in the team of professionals</p> <p>Spend the necessary amount of time for taking care of relations, listening and talking with the pupils</p> <p>Develop a common view on central values to find a common baseline of values for agency</p> <p>To value pupil resources rather than the needs should be an important value for agency Accepting the fact that pupils do what they can to obtain positive cooperation with professionals rather than focusing on negative aspects in pupil behavior and always take in account the impact from surrounding factors and organizational issues</p> <p><i>What kind of professional competences is needed?</i></p>	<p>the absolute foundation for inclusion. This is the foundation for creation of the feeling of 'belonging'.</p> <p>To organize the pupils in small groups is crucial for inclusion, and this goes for both groups focused on academic topics as well as groups working with practical assignments</p> <p>To secure experiences of doing something and doing it with success together with others is crucial for inclusion and of course for motivation and lies the possibility for preventing experiences of failure and personal breakdowns.</p> <p>Related to processes of inclusion is communication which relates to the fact that teachers need to know what is happening all around the everyday life in pupil lives but also about the diagnoses that the pupil is carrying.</p> <p>Sufficient time for taking care of these relational processes will be crucial for the process of inclusion combined with resources of other kinds and flexibility within the system and organization</p> <p><i>What kind of competences do you need in order to promote inclusive practices and culture at your school? (Q.17)</i></p> <p>Basic and common values are fundamental for inclusion although in practice professionals within these values should have possibility for doing it 'their way'</p> <p>Use the possibilities and resources in the team where colleagues can have closer relations than others in the team and in this way benefit in processes like sparring</p> <p>Establish the right match between professionals and pupils and be flexible and agile with these relations</p> <p>Professionals need to be together in the process of and hence trust is essential together with openness and communication and always be aware of what kind of reflections the others in the team are into.</p>
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<p>To be honest in all aspects of the relation with the pupil in order to support pupil agency and value self-determination despite any kind of diagnosis</p> <p>It's all about securing that whatever is happening in relation to the pupils it gives 'meaning' for the involved pupils</p> <p>Accept the point that it is not a pupil 'with' problems or challenges' but it is a pupil 'in problems or challenged' where the surroundings have crucial impact, meaning that professionals view on pupils isn't seeing them as problems but as humans.</p> <p>Problems is just a 'backpack', but to understand them is time consuming.</p> <p>In practice it is crucial to distinguish between when you are relying on your professional skills, your personal experience and your private you.</p> <p>To act as a united team is important.</p> <p><i>What about the surrounding society and its impact for inclusive policies? (Q.19)</i></p> <p>Inclusion is a value which should encompass all places for learning and not just primary school</p> <p>Time, and enough time, is crucial for possibilities for solving the challenge with inclusion</p> <p>Increasing specialization and courses for this is necessary for professionals and leaders. Top leaders and policy makers should see too that there would be no more laws etc. the next couple of years to obtain a steady development and focus on cooperation and trust among the stakeholders.</p> <p>To work with certain didactics in professional teams can provide pedagogical development</p> <p>Ethnicity is an issue in inclusive practice in many ways e.g. related to the cooperation between</p>	<p>Not just to agree on basic values but also on acting them out without being too rigid and alike, as we of course are individuals with different point of view etc. so tackling these, often serious situations and sometime conflicts</p> <p><i>Do you have a certain academic identity?</i></p> <p>Close relation to young people and sometimes their parents in various kinds of vulnerable situations creates a special professionalism comprised of a mix between professionalism and personality and knowledge which constantly challenges professionals to answer the question of "Who am I as professional?"</p> <p>The professional identity and role is akin to be some kind of a midwife focused on possibilities and a future perspective and not a lecturers focus on what's missing and wrong.</p> <p>The young pupils need to learn that failures are important as ways of learning new competencies</p> <p>It is important to be aware of limits for learning and adjust activities related to the actual situation.</p> <p>The image of the school or institution and the specific group of young people is important for how this place is perceived</p> <p><i>What kind of support is needed for promote inclusion? (Q.19)</i></p> <p>Time for solving the challenges like what kind of learning activity is the most obvious and who should do what when and this underscores the need for professionals to cooperate but also time for just being there together with the young person.</p> <p>To involve parents or resource all around the network for this specific person no matter age for the young person.</p> <p>Relying on the principle of learning by seeing another more experienced person act as a model is a way of learning and hence 'peer to peer leaning' is</p>
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<p>parents and school and feed back in general is very important for inclusion</p> <p>The stakeholders like company people and municipal professionals from the job center and other youth educations of all kind, together with e.g. NGO's, need to cooperate on a much higher level</p> <p>Stability and continuity are crucial for professional work with inclusion.</p> <p>.</p>	<p>basic activity and learning principle but also giving pupils possibility for working with assignments home</p> <p>There is no need for any certain concept for learning but more a need for common values like what needs to be done when a pupil several times is too late for school</p> <p>There should be a certain strategy for how to deal with the challenge of school leaving or school abandon and perhaps control in general.</p> <p><i>What about support from the leaders?</i></p> <p>Support of all kind from school management is important and that foes for securing sufficient time for the professions individual or in teams to solve different kind of challenges, which also implies leader participation</p> <p>Agreed values and perhaps agreed didactics and language and use of notions is important but also possibility for help and support in exactly the right moment.</p> <p>The cooperation with the board will become important and the board has to be very well informed about what kind of pupils we have and what kind og challenges professionals and leaders at he school is facing</p> <p>Inclusion amongst the professionals will be very important, due to the fact that so many of them will never have met each other or worked together.</p> <p>Trust from politicians and policy makers is important together with allocation of the needed amount of time and money and other resources, without setting up too much control hindering us of doing our job</p>
<p>4. Do the schools already have strategies focusing on inclusion and concrete activities to support this strategy? If yes, provide a short description</p>	
<p>Ungdomsskolen or Youth School MANAGERS answers:</p> <p>For approx. 2 years ago, the school started to create a new educational profile, with the aim of</p>	<p>FGU Vest MANAGERS answers:</p> <p>As this is a completely new school, and everything must be built up from scratch, the management will</p>

<p>strengthening appreciative relationships between teachers and pupils. The school has had the help of external consultants to develop a "common inclusive childhood vision" for teachers and management. All staff today work purposefully on this.</p> <p>This has resulted in that team meetings becoming more concrete - the management inquire the team about how they do in practice. For example, the teachers are required to enter dialogues with the pupils about anything other than teaching, but also interest in their lives, participate in e.g. table tennis, drink a cup of coffee with them in the morning, etc.</p> <p>It has given new energy to the teachers to work with this new inclusive profile and having to act in new ways.</p> <p>The teaching teams where there are young people in particularly challenged positions, there is firm supervision for the teachers. The teachers on the other teams can <i>choose</i> supervision, both on the team plan and individually.</p>	<p>work with basic common values about participation, communities and diversity as strength (inclusion) - must be the school's fundamental element and culture.</p> <p>The government has organized a competence development course for all managers and teachers at these new schools. The individual school can tone this course. FGU Vest has chosen to tone the process to deal with Inclusion in teaching and management practices</p> <p>The management expects the teachers' commitment to creating positive relationships with the pupils.</p> <p>The management deliberately puts together teacher teams, across functions and past employment, to create an inclusive culture.</p> <p>Every school day is scheduled to start with a joint breakfast for all pupils, and teachers because everyone here has equal conditions for participation in this activity. And in the end of the school days, common activities will be organized for all the pupils.</p> <p>The management's goal is for FGU VEST to become known about the youth culture, the cohesion and the spaciousness.</p>
5. Perceived professional competence needs	
<p>Ungdomsskolen or Youth School MANAGERS answers:</p> <p>being able to strategic thinking To work with a common childhood vision Strategic management as a valuable competence</p> <p>being able to focus on learning, AND well-being and social skills</p> <p>being able to pedagogical leadership Manager focus on developing the teachers' relationship competencies</p> <p>being able to team approach Challenge to be the leader of several teams on different matrices</p>	<p>FGU Vest MANAGERS answers:</p> <p>being able to strategic thinking: Strategic management eg. in relation to state, municipalities and administration</p> <p>being able to focus on learning, AND well-being and social skills</p> <p>being able to pedagogical leadership The management's framework setting of meetings with educational content (and pedagogical management in general) To lead through culture and values (including culture formation) - use of the inclusion compass</p> <p>being able to self-analysis</p>

<p>being able to copy with increasing complexity</p> <p>being able to successfully fulfill the role of change agent Confidence building is an important management competence</p> <p>being able to collaborate with external stakeholders in the local community Management competence to convey the non-measurable educational effort to the political and political administrative level</p> <p>being able to self-analysis and being able to communicate and problem-solving the management competence to create the framework for good cooperation relations</p>	<p>being able to team approach To be the leader of several teacher teams in practice (professional and personnel), so that the employees both experience a freedom and at the same time a great responsibility?</p> <p>being able to copy with increasing complexity How does the leader help to create a trusting collaborative culture with room to "fail" while learning from it?</p> <p>being able to successfully fulfill the role of change agent To lead through culture and values (including culture formation) - use of the inclusion compass</p> <p>being able to collaborate with external stakeholders in the local community To lead through culture and values (including culture formation) - use of the inclusion compass</p>
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6. What seems to be the main challenges for this partner school in relation to the inclusive education/the inclusive school?

<p>Ungdomsskolen or Youth School MANAGERS answers:</p> <p>Being a local politically controlled organization is a major challenge. Here, new political and administrative measures are constantly taking place, which means that we do not have the peace to work with the long-term strategies, for example inclusion.</p> <p>We often must take on new groups of young people, on new teams - we may have to deal with some of the other young people we have at school etc.</p> <p>The management spends a lot of energy on being a "buffer" between the political / administrative level and the teachers. It is likewise a leadership challenge to get the same culture and the common views of children to be a part of practice among all our school's teachers and teacher teams.</p> <p>We seem to have some challenges, to get the schools for general upper secondary education</p>	<p>FGU Vest MANAGERS answers:</p> <p>Creating an inclusive culture at a new school is a managerial challenge, for both employees and pupils, it takes time. The school's many newly appointed teachers come from widely different cultures - how do we make it a strength and not an obstacle?</p> <p>To lead several teacher teams so that they both experience a freedom and at the same time a great responsibility</p> <p>To create a trusting culture with room to "fail" and at the same time learn from these mistakes?</p> <p>How can we, as a management, help "measure" in ways other than "grading scale" but also recognize the social and personal progressions?</p> <p>Maybe there is an obstacle in the law? We cannot guarantee the young people 2 years of schooling - because the law says that it is a course in which we must move the young people into other education</p>
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<p>programmes to understanding, what kind of young people we work with here. And that the young pupils from our school already have come a long way in the development. the receiving schools are questioned "why aren't they ready".</p>	<p>or jobs <i>as soon as possible</i>. But most of the young people we receive need TIME and PEACE to learn and to find their own way in life.</p> <p>The FGU teachers are employed on different terms, both hourly and in terms of pay - it can be "poison" for the cooperation climate among the teachers.</p> <p>Can we, as a management team, keep our heads cool when the chaotic everyday life comes on August 1, 2019?</p> <p>The teachers at the new school have a high age. Many will retire within the next 5-10 years. How can we attract younger teachers with the right competencies, so that we get a better spread in the age among employees?</p>
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7. What kind of support do the school leaders prefer?

<p>Ungdomsskolen or Youth School MANAGERS answers:</p> <p>A local inclusive education strategy (continuing) Collaboration and networking with external partners (local/regional organizations, professionals etc.) Collaboration with colleagues Active involvement of local communities, other schools Organization of shared leadership (leadership of teams) Training, Continuing professional development Evaluation tools</p> <p>How to work with the political and political administrative level, to create an understanding of which young people are working with and what successes can consist of, in addition to grades</p> <p>(PS: For further details, see answer 4-6)</p>	<p>FGU Vest MANAGERS answers:</p> <p>A local inclusive education strategy Collaboration and networking with external partners (local/regional organizations, professionals etc.) Collaboration with colleagues Leadership tools for motivation/collaboration Active involvement of local communities, other schools Qualified staff Organization of shared leadership (leadership of teams) Training, Continuing professional development Evaluation tools (PS: For further details, see answer 4-6)</p> <p>Interaction between teaching / presentations on the themes and testing in practice (sometimes with the consultant as an observer) with feedback from the consultant and plan for further development. A kind of action learning, for the whole group and separately.</p>
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8. What kind of support do the teachers and other practitioners prefer?

<p>See above for answers here</p>	<p>See above for answers here</p>
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9. Any other issues

Local companies, business leaders and owners Local politicians and leaders from the municipality Youth educations of any kind in the local area Unions for e.g. teachers and branches in industry, craft and trade	Local companies serving as places for practice collaboration and consumers of work force Collaborators e.g. with responsibility for the process of visitation Parents or other relevant resource persons in the network surrounding the pupil
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3.2 Needs analysis – Finland

NAME OF THE SCHOOL 1 KOIVUHAKA SCHOOL, City of Kokkola	NAME OF THE SCHOOL 2 MÄNTYKANGAS SCHOOL, City of Kokkola
1. Please explain, who did you interview (amount and professional status of the interviewees) and how did you carry out the interviews.	
Interview 1: (41 min) <i>the school head</i> Interview 2 (focus group interview): (53 min) school seven teachers: one of them was also the vice school head and a SNE-teacher, two SNE-teachers and four class teachers	Interview 1 (focus group interview): (1 hour 47 min) <i>the school head and the vice school head.</i> Interview 2 (focus group interview): (50 min) five class teachers of Mäntykangas school
2. Please provide a short description of the schools	
Koivuhaka suburb is located about 4 km from the Kokkola city center. There are about 7000 inhabitants and many public services in Koivuhaka built in seventies. <i>Koivuhaka district commission</i> bring together Koivuhaka school and many stakeholders. There are about 150 pupils and 20 staff members in Koivuhaka primary school. About 25 % pupils in this area have immigrant background, and there is a preparatory education group for immigrant children. https://www.kokkola.fi/palvelut/opetus_ja_kasvatus/perusopetus/luokat_1_9_fi/koivuhaan_koulu/	Mäntykangas primary school building (built 1920 and renovated 2007) is situated near to the town centre. The school has about 300 pupils including 12 basic education classes four of which are music classes, four special education needs classes as well as a workshop class to pupils of grades 1-6 at Villa Elba Youth Center. Music and special education needs classes have pupils from all over the town. https://www.kokkola.fi/palvelut/opetus_ja_kasvatus/perusopetus/luokat_1_9_fi/mantykankaan_koulu/fi_FI/mantykangas_school/
3. Approach to inclusive school: How is inclusive education and an inclusive school understood? And how do they see their role	
By school head <i>Inclusive school / education</i> -all pupils have an opportunity to study in a peer group, the goal is social equality -an <i>inclusive school</i> involves a distributed leadership, teamwork, the planning and	By school heads <i>Inclusive school / Inclusive education</i> <i>Inclusion involves, that</i> -the school provides support to every pupil according to her/his needs and strengthen them to grow to active actors / empower them

<p>evaluation of three level support and school welfare work</p> <p><i>Role of the school manager:</i></p> <ul style="list-style-type: none"> - to see the big picture, to border, to encourage people to do the right things, inform stakeholders about the needs and situation of the school -HR-leadership and availability in the daily working are important. -to allocate the resources 	<p>-the inclusive school provides “a tray” for all pupils (differentiation, different opportunities)</p> <p><i>Role of the school manager</i></p> <ul style="list-style-type: none"> -follow the daily work at school, reasonable allocation of the resources -advocate of the children - promote engagement and inclusive discourses
<p>By teachers</p> <p><i>Inclusive school / inclusive education</i> (the translated word <i>osallistava</i> means several different things in Finnish). <i>Inclusion</i> (diffuse concept) vs. 2) <i>participation</i> vs. 3) <i>active involvement of pupils</i> (in learning processes)</p> <p>Inclusion means by the teachers the placement and three-tier support of pupil’s with intensified or special needs.</p> <p><i>Role of the teachers</i></p> <ul style="list-style-type: none"> -pedagogical practices - co-operation with parents/careers - collegial support 	<p>By teachers</p> <p><i>Inclusive school / Inclusive education</i></p> <p><i>Inclusive education vs. participation: involvement of pupils in self-directive learning processes and all stakeholders to the school community.</i></p> <p><i>Participation</i> means active involvement of pupils in their learning process and the daily activities at school community.</p> <p><i>Inclusion</i> means the placement of pupils. - All pupils in the same school (the nearest local school -principle). The word refers to the special need’s education and the support for pupils with intensified or special needs.</p> <p><i>Role of the teachers</i></p> <ul style="list-style-type: none"> - pedagogical practices - co-operation with parents/careers - collegial support
<p>4. Does the schools already have strategies focusing on inclusion and concrete activities to support this strategy? If yes, provide a short description</p>	
<p><i>Strategic goals:</i></p> <p><i>A unified school path is a local strategic goal, and this work is going on locally and at Koivuhaka school.</i></p> <p><i>Child-centered orientation</i> important.</p> <p><i>The school-based pupil welfare work</i> builds a foundation of the development of inclusive school. <i>The leadership team</i> plan and anticipate the next school year and the practices.</p> <p>There is a <i>school-based development plan</i> in Koivuhaka school, but inclusion is not a separate theme in that plan. However, the actual pedagogical themes can be seen to support the development of an inclusive school culture: <i>collaborative learning and working, positive thinking and pedagogy</i></p>	<p>There is a <i>school-based general development plan</i> in Mäntykangas school, but inclusion is not a separate theme in that plan. However, you can see inclusive orientation in the strategic goals and practices of the school. A unified school path for every pupil is a joint local goal.</p> <p><i>Practices:</i> intensifying of the multi-professional collaboration (special needs education teacher, school social worker, psychiatric nurse, doctor)</p> <ul style="list-style-type: none"> -One main goal of the school is to strengthen pupils to take part in the everyday school life and to create feeling of community. -Student association, three-tier support for pupils, many-sided teaching methods, team- and peer teaching as well as information technology are a part of the

<p><u>Koivuhaka school's own goals:</u></p> <ul style="list-style-type: none"> - to develop the multi-professional co-operation -to attend more actively the local and national professional networks -more school clubs (stakeholders might help) <p><i>Practices:</i></p> <ul style="list-style-type: none"> -<i>Distributed leadership:</i> school head allocates resources, vice school head (a local consulting special needs teacher) is concentrated on multi-professional pupil welfare group and learning support issues (learning difficulties) -The <i>multi-professional collaboration</i> in the official school welfare group. -<i>trained school assistants</i> -<i>an annual clock for the school welfare work</i> -<i>intensification of the multi-professional welfare work:</i> a special needs education teacher and a psychiatric nurse collaborate, observe and consult 2-3 months at the school and when necessary, a doctor attends the school welfare expert group -<i>integration of immigrant pupils to mainstream groups</i> (art and skill instruction) for 4-7 hours a week -Koivuhaka school has developed good <i>practices for preventing or reducing school bullying</i> -<i>Koivuhaka district commission:</i> 3-4 annual meetings: school clubs, communal happenings -exploitation of <i>local and national school assessment tools in the development work and participation of parents/caretakers and pupils in assessment</i> -<i>positive pedagogical practices:</i> strengths in focus 	<p>developing participatory and inclusive school culture in Mäntykangas school.</p> <p>The implementation of SNE is varying according to the needs of pupils. School can arrange integrative or separate groups for pupils with special needs.</p> <p>There are tools and practices supporting the development of a collaborative /but also inclusive school culture:</p> <ul style="list-style-type: none"> -Functional <i>distributed leadership and collaboration</i> (school head + vice school head) - <i>school managers support for inclusive culture</i>, positive discourses and attitudes to inclusion in the daily work - strategic addressed joint short-term in-service training à joint language & goals (positive pedagogy, strength-based thinking) - Mäntykangas school has exploited and developed purposefully the local <i>school assessment tools</i> and feedback from pupils and parents/caretakers and staff has been dealt with the whole school community. - "<i>summer market</i>": an annual forum where parents/carers with pupils and other stakeholders can meet each other - <i>a new multi-professional resource:</i> psychiatric nurse consultants and observers 2-3- days / week at Mäntykangas school.
5. Perceived professional competence needs	
<ul style="list-style-type: none"> - knowledge about different pupils - pedagogical tools for differentiation - (<i>broad definition of inclusion; vision of an inclusive school</i>) 	<ul style="list-style-type: none"> - (a broad definition of inclusion; vision of an inclusive school) - tools and practices <i>for collegial learning</i> - digital skills - useful pedagogical practices and assessment tools (portfolios, assessment analytics) -knowledge and practices of parent-school relationships, when no joint language (16 pupils' parents at Mäntykangas school)
6. What seems to be the main challenges for this partner school in relation to the inclusive education/the inclusive school?	

<p>- <i>to strengthen networking</i>: (for not to become isolated) ->professional networks (school manager)</p> <p>-<i>project funding is not a sustainable way to promote inclusion – continuity?</i> (school manager)</p> <p>- <i>inclusion issues on the shoulders of individual professionals</i> - > has to be extended to inclusive school culture (school manager)</p> <p>-too little time for professional discussion (teachers)</p> <p>-waiting for <i>better exploitation of administration’s assessment knowledge</i> collected from schools (teachers)</p> <p>-<i>activation of parents’ jury</i> (school manager)</p> <p>(-the local steering: how to exploit school-based development plan and school evaluation system in inclusion work and make this dimension more apparent and systematic – <i>National policy, project funding → local school policy</i>)</p>	<p>Sstrengthening of the collaborative and inclusive school culture and attitudes:</p> <p>-<i>strengthening the collaborative work orientation</i>-> more discussion and collaboration, from one’s own work with only part of the pupils -> joint pupils and joint work</p> <p>-<i>a need to clear the practices of multi-professional work</i> (school social workers, psychologists) in the local level and <i>work division</i> (special needs education teachers - class teachers) – a more consultative role of the special need’s education teachers</p> <p>-the implementation of “<i>the nearest school -principle</i>” needs more discussion and <i>clearer strategic alignments</i> at the local level (city of Kokkola)</p> <p>(-the local steering: how to exploit school-based development plan and school evaluation system in inclusion work and make this dimension of school development more apparent and systematic - <i>National policy, project funding → local school policy</i>)</p>
7. What kind of support do the school leaders prefer?	
<p>-forums to share and analyze also the failures</p>	<p>-pedagogical tools for teachers for differentiation, support for collaborative school culture, more courage to use the teacher’s pedagogical freedom</p> <p>-discussion forum for special needs education teachers and local school administration for discussions and a document about joint local inclusion strategy</p> <p>- support for teachers: exploiting the skills and expertise of the staff – (resource 12 h /school year 2019-2020) - >coordinating of the internal training, benchmarking etc.</p> <p>- pupils with behavioral problems need a “white room”</p> <p>- place to calm down and be heard by an supportive adult (“<i>the Mary Poppins, school coach</i>”)</p>
8. What kind of support do the teachers and other practitioners prefer?	
<p>-joint in-service training for staff</p> <p>-knowledge (different pupils – understand better, pedagogical tools)</p> <p>- support for collaborative culture</p> <p>- support for the immigrant pupils’ families by professional networks (LAPE)</p>	<p>- places and time resources for pedagogical discussions and benchmarking and observation-> <i>pedagogical sharing and development</i></p> <p>- in-service training (differentiation)</p> <p>- daily consultation opportunities; support and concrete, instant, personal help in daily problem situations</p> <p>- smaller groups with fewer pupils with intensified or special needs support (especially if if behavioral problems)</p>
9. Any other issues?	

<p>The strength of Koivuhaka school is the strong community and a joint identity. Many pupils have had support needs, and the staff has been forced to develop its culture and community. <i>“The ethos of Koivuhaka”</i> is mentioned many times in the interviews. That means an ethic, pupil-centered and a co-operational orientation in the daily work at school. Koivuhaka school staff has a joint philosophy and <i>“Back to basics”-strategy</i>. One important pedagogical strategy is to border and concentrate on the most important: on basic skills and well-being of the community.</p> <p>The annually development themes are planned and implemented (positive pedagogy, strengthbased thinking), and the <i>school assessment system</i> has been exploited in development.</p> <p>Koivuhaka school exploits <i>an annual clock of school welfare plan</i> (is made together with parent/career team), that intensifies the implementation of support.</p> <p><i>School bullying has been decreased</i> (one of the most successful schools at the national level!)</p>	<p>Mäntykangas school has <i>stable organizational structures</i> (distributed leadership, multi-professional pupil welfare groups and tutor teachers etc.), and the school has exploited but also developed <i>participatory school assessment tools</i> and used assessment information in the school development work.</p> <p>Distributed, <i>collaborative leadership</i> with strong <i>leadership philosophy</i>, that highlights the participation of pupils, parents and staff in school development activities.</p> <p>School has <i>many stakeholders</i>, for example cultural actors like museums, art education institution and theatre. Good practices have been created for co-operation with parent/careers in problem situations.</p> <p><i>Positive pedagogy</i> and strength thinking in use. Many of the teachers are used to <i>project learning, co-operational and active learning</i> and has also attended many local, national and international projects. There is a goal in the national core curriculum to renew school culture to become more co-operational and increase the participation opportunities for pupils and stakeholders). Mäntykangas school has got funding for that 2018-2019. Goals: to create <i>a pedagogical model for the planning of project learning and networking with local art institutions</i>.</p> <p><i>Collegial benchmarking</i> has been proved.</p>
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3.3. Needs analysis – France

NAME OF THE SCHOOL 1 COLLÈGE GAMBETTA	NAME OF THE SCHOOL 2
1. Please explain, who did you interview (amount and professional status of the interviewees) and how did you carry out the interviews.	
Marie-Hélène Dumas heads the college under the authority of the national education services. She manages the teaching and educational policy of the school, in consultation with the entire educational community (parents, representatives of the State and local authorities) and in partnership with the economic, social, and cultural world to offer students the best possible	School 2 has not yet been chosen, and we are in the process of approaching teams from another neighbourhood to get a cross-sectorial view of the inclusive school and the needs of the teaching teams.

<p>learning conditions. Marie-Hélène Dumas has already held school leadership positions.</p> <p>Collège Gambetta manages the REP Gambetta network, which is located in the region that should be labelled "Cité Éducative". As part of SPISEY, this region is therefore identified as an experimental region for the Canopé team.</p>	
<p>2. Approach to inclusive school: How is inclusive education and an inclusive school understood?</p>	
<p>Inclusion could mean "everyone in their place but not the same place". On the one hand, there is the need for pedagogical differentiation and individualisation of pathways. On the other hand, the adults need to work together to facilitate this individualisation within the school. Finally, everyone must find their place (not act in the place of the child or parent).</p> <p>The drop-out rate of young people and school dropouts are on the rise in France: it is important to reconnect families with school.</p>	
<p>3. Perceived professional needs</p>	
<ul style="list-style-type: none"> ● To have a stable and qualified team (teachers, school life assistants) ● To be able to integrate the establishment into the territory, to create stronger interactions ● To create a follow-up link with families ● To have strategic management 	
<p>4. What seems to be the main challenges for this partner school in relation to the inclusive education/the inclusive school?</p>	
<ul style="list-style-type: none"> ● Parent-school link ● Acceptability of rules by students ● Social mix in the college ● Re-appropriation of premises by students 	
<p>5. What kind of support do the school leaders prefer?</p>	
<ul style="list-style-type: none"> ● Support in identifying aid schemes to carry out actions ● Need for training, acculturation about inclusive school for teaching teams 	
<p>6. What kind of support do the teachers and other practitioners prefer?</p>	

<ul style="list-style-type: none"> ● A redesign of the premises: have differentiated spaces to accommodate families, to carry out interviews, or work individually with students ● A halving of class size or expansion of the premises. 	
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3.4 Needs analysis – Spain

NAME OF THE SCHOOL 1	NAME OF THE SCHOOL 2
INSTITUT DE TREMP	INSTITUT MARIUS TORRES
1. Please explain, who did you interview (amount and professional status of the interviewees) and how did you carry out the interviews.	
1. Three teachers 2. A pedagogical coordinator 3. 2 counsellors of the centre	1. Four teachers
2. Please provide a short description of the schools	
Public high school that offers not only secondary education and baccalaureate studies but also vocational courses in Tremp city (mountain zone which is 70km far from Lleida city).	Public high school in Lleida city which offers secondary education and baccalaureate studies
3. Approach to inclusive school: How is inclusive education and an inclusive school understood? And how do they see their role	
By managers <ul style="list-style-type: none"> ○ Active participation of students in the centre. ○ Empowerment of the participation of students. ○ Collective schooling. ○ Creation of shared spaces in the centre. ○ Design of activities to include all students. 	
By teachers <ul style="list-style-type: none"> ○ Program which attends to special educational necessities of students. ○ Coordination between teachers and the school leadership team. ○ Professional training in the inclusive educational field. ○ Active participation with families. 	
4. Do the schools already have strategies focusing on inclusion and concrete activities to support this strategy? If yes, provide a short description	
<ul style="list-style-type: none"> ○ Execution of activities with a reduced number of students. ○ Organization of classroom session in function of their necessities and taking into consideration their individual learning programme. ○ Consideration of EAP (Psycho-pedagogy Assessment Teams) reports. ○ Use of mediation techniques as a resource to solve conflicts. 	

5. Perceived professional competence needs
<ul style="list-style-type: none"> ○ Collaborate and develop strong relationships ○ Develop own professionalism ○ Build shared practices ○ Culture of professional learning
6. What seems to be the main challenges for this partner school in relation to the inclusive education/the inclusive school?
<ul style="list-style-type: none"> ○ To conduct seminars with various teachers in order to provide a global insight of the learning process of students. ○ To generate dynamics with an approach in realistic cases of each teacher and work them together. ○ To develop inclusive practices adapted to each centre, addressing the needs of students.
7. What kind of support do the school leaders prefer?
<ul style="list-style-type: none"> ○ To involve all students in school activities. ○ To give the same opportunity to everybody. ○ To collaborate in an active way with all the local and the academic community. ○ To recruit external staff for teacher training.
8. What kind of support do the teachers and other practitioners prefer?
<ul style="list-style-type: none"> ○ To have the support of teachers. ○ To have a small working group in the classroom. ○ To be offered a wide range of training courses for teachers.

3.5 Needs analysis – United Kingdom

NAME OF THE SCHOOL 1 Great Torrington School www.gts.devon.sch.uk/	NAME OF THE SCHOOL 2 Cranbrook Education Campus www.cranbrookeducationcampus.org.uk
1. Please explain, who did you interview (amount and professional status of the interviewees) and how did you carry out the interviews.	
Face to face interview with school Head and INCo manager lasting 1 hour. Also, a focus group session lasting 50 minutes with the head of the Learning Support Team and 9 staff that worked for or with the team. In groups of 2/3 the focus group also completed a short questionnaire.	School staff would not agree to face to face interviews due to workload therefore three telephone interviews were conducted. One with the Deputy Head for 25 minutes, the SENCo for 30 minutes and a learning support assistant for 20 minutes.
2. Please provide a short description of the schools	
Great Torrington School is a slightly smaller than average secondary school. Nearly all students are of White British heritage and the proportion of students whose first language is not English is well below average. The proportion of students known to be eligible for free school meals is below	The school serves children and pupils from 2 years old through to Year 11. It opened in September 2015 in new, purpose-built accommodation. Currently, the school has no pupils in Years 6 in the primary phase or in Years 11 in the secondary phase. The school is part of the Ted Wragg Trust.

<p>that found in most schools. The proportion of disabled students or those with special educational needs who are supported at school action plus or with a statement is above the national average. The school has specialist status in sport and applied learning and became a converter academy in August 2011. The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.</p> <p>Ofsted link: https://reports.ofsted.gov.uk/provider/23/137228</p>	<p>This multi-academy trust is responsible for three other secondary schools and one primary school in the Exeter area. The headteacher took responsibility for all phases of the school in January 2018. The school operates a Nursery on site, with places for 68 children. The school has a higher than average proportion of pupils who are eligible for free school meals. The proportion of pupils who have SEN and/or disabilities is above average. The proportion of pupils who have an education, health and care plan is above average.</p> <p>Ofsted link: https://files.api.ofsted.gov.uk/v1/file/2777811</p>
<p>3. Approach to inclusive school: How is inclusive education and an inclusive school understood? And how do they see their role</p>	
<p>From INCo 'Well, that's what I do every day, my main role is to educate all the other staff about the children and making sure they are aware of their barriers and what they can do to support them. That's my main driver in my role. I do lots of other things as well as that but it's making sure that their needs are met in the classroom, outside the classroom, liaise with parents so that we are fully aware what is happening to this child and staff can deliver and adapt accordingly.'</p>	<p>From SENCo The SENCo's role is to understand, and ensure children get, the social and emotional support they need, but not to deliver it. Also, to work with the appropriate agencies as relevant. She sees an inclusive school as one that is meeting needs that might be different to the norm and meeting their academic, social emotional and medical needs within the school.</p>
<p>From focus group. 'The Hardy Centre staff are really good at inclusion, and on a daily basis help children with a range of abilities access what would not be accessible to them normally' 'The Hardy centre try to include them as part of lessons whatever their abilities'</p>	<p>From behaviour manager Giving a fair an appropriate education to all students no matter what. So not leaving anyone out from being entitled to an education School is incredibly inclusive with a wide range of SENs, and unusual for them to turn anyone away. They go a long way to facilitating their needs. About building relationships and trust to get students to engage with parts of their education that they would otherwise ignore.</p>
<p>4. Do the schools already have strategies focusing on inclusion and concrete activities to support this strategy? If yes, provide a short description</p>	
<p>Not what they would call strategies. However, they have a range of things that are linked e.g. the recent Diversity whole school themed week.</p> <p>From INCo: '... in the Hardy Centre we regularly remind staff about where children sit in the individual needs framework, 3R's (roles, relationships and responsibilities) is our PHSE programme, we have got dedicated time for every year group in their timetable for the 3 R's, we are quite unique in that respect because most schools will do it during tutor time but for the last 7 years, we've had it as timetabled time and part of the time is about inclusion and diversity but it's</p>	<p>From SENCo The school has a diverse community in particular 45% SEN, many of whom are from out of the catchment area. They have speech and language, social skills, Maths, literacy, dyslexia, physical need, medical and ASC interventions. Some children have a sensory diet needing someone to work very closely with the child.</p> <p>From behaviour manager They build the trust with pupils to help them engage in areas they might not otherwise have done.</p>

<p>something, if you hear a child using derogatory language in the corridor, they are challenged, it's not something we tolerate in this school. You would not only tell them not to use it, but you explain why.'</p> <p>From focus group: They have a transition process from primary school year 6 to Great Torrington year 7 so any problems pupils have entering 'big school' are supported.</p> <p>A number of interventions exists to help young people be included in lessons at different levels, such as scribing, talking, caring for young people for example helping them getting through the door. Translating and advocating for a young person perhaps interpreting what the teach says to a way you know that young person will understand.</p> <p>They also run lunch clubs for children who need more individual support during that time. Which helps to understand any pupil needs on an informal/friendly basis and acts as a safety net. Then any needs can be escalated if necessary.</p> <p>Morning peer group reading groups.</p> <p>They have a new lexonics reading programme for all children. A Maths programme for year 7.</p> <p>Village sports games with North Devon schools – a non-competition event for those that are not at a good enough level.</p> <p>At a school level we have done some work with Early Help for Mental Health. This involves some children acting as mental health ambassadors to help the school be more mentally healthy.</p> <p>The Hardy centre is safe space for children, parents and teachers to unpick whatever the block is, not just academic</p>	<p>A lot of what she does is around restorative conversations and wellbeing activities (mindfulness). Pupils often come to her with classwork to do as they have been asked to leave lessons by teachers and the classwork still needs doing. Also, they do group work to help with friendship issues for those that do not know how to manage a problem that has occurred.</p> <p>They look at children with a holistic approach sometimes mixing the primary and secondary children to address some issues – no matter what the pupil has come to her for they do not leave thinking the child is bad rather just the behaviour is bad.</p>
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5. Perceived professional competence needs

<p>From Head. 'Patience. Adaptability, not every child fits the same box, recognising their needs, knowing the expectations but being able to flex a little bit to get to the outcome you want. Be flexible.</p> <p>Understanding. Courageous – because if you are only chasing the dream of a progress score, it's hard to adapt and get the culture within the staff. For example, if we are setting forward management targets, a member of staff gets their targets and it's got x, y and z child in it, they will go well I might fail my performance management. Yes, but you are going to do your very best to get the best outcome for them and x, y and z pupils</p>	<p>From SENCo When she joined not everyone in the school had the same approach to Social emotional and mental health needs. There was some negative talk around behaviour and not about understanding it. So huge amount of training some with an EP and someone with social emotional and mental health expertise. The Timpson Project will back this training up.</p> <p>They have a large cohort of children with Autism, so they need to train staff on how to meet autistic needs and improve their understanding.</p> <p>Also, she wants to make classrooms dyslexia friendly which she sees as needing to be met largely through universal provision.</p>
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<p>may have an influence. So, what message for yourself, I expect you get the best outcome for the school, balancing act. You've got certain procedures you have to follow and then there is the school and the kids, and they don't always match up.</p> <p>Trusting. Support them. Trust us when we manage certain children, it might look different in the way we are managing that child, not letting them get away with stuff but they might need different help. One young man would need to be walked in to manage his punching outbursts. Some institutions would say let them kick off and then you can exclude them. Culturally the staff have got it, although it sometimes questioned. It's not having the conversation that is courageous, it's having the conversation. Being the Head, it's not a case of because he's the head, he can just go and shout things and things will happen, it doesn't work like that! So, going the other way, is a better route to go down.</p> <p>From focus group Positive role modelling Non-judgemental approach Understanding of passive aggressiveness and positive aggression Patience and time. Ability to impart information in a way that is not patronising but enabling and recognise that it is not just low achievers that sometimes need support. Teaching staff should take the time to build relationships with pupils to help them thrive. This skill needs modelling. Perhaps teachers are not coming to schools having been trained with skills to approach children who do like change and to build trust. There are other options to being punitive.</p>	<p>She stated that all teachers need to have a good understanding of the code of practice and their duties around it. As many see the SEN department in isolation – so although collaboration is working nicely, it could be tightened-up. She would also like more TAs.</p> <p>She says engaging with LA is tricky (the 0 to 25 team), working relationships could be better. They do have a meeting to attempt to make positive relationships.</p> <p>All competencies and support on the list are relevant.</p> <p>Training of staff, information about best practice and CPD for everybody stands out from list.</p> <p>From behaviour manager She says have a holistic approach important, i.e. to look at the child as a whole. To have good ears, listening, not judging anybody, having compassion for individuals, have a level of understanding of how we are all different and different things work for different people in different ways. That might be how the school day goes, and how they can adapt that, or how the environment has to work for a particular student's needs. A sense of humour and patience, and always being able to remain calm. She agreed that collaboration is important, then she added communication, sharing and keeping an open mind. She would like more training but does not feel she needs it.</p>
<p>6. What seems to be the main challenges for this partner school in relation to the inclusive education/the inclusive school?</p>	
<p>See also template 3.1.</p> <p>From head and INCo interview The reluctance of some parents to change perspectives. The difficulty in engaging all but a few parents in parenting workshops. Finding and affording expert help.</p> <p>From focus group. How do you make children feel worthwhile when they do not understand the question on the</p>	<p>From SENCO. She says the school needs to develop social communication, so she wants to deliver Lego Therapy and has earmarked a cohort and identified some funding. Also, some dyslexic students are really locked in so she would like to do use Dragon Naturally Speaking, a piece of software, with these pupils. It tunes into their voice. But it is really costly and needs a good laptop - total cost £5000.</p>

<p>National Curriculum let alone the content, so demoralisation can be a challenge with inclusion, how to reward across and maintain self-confidence when they perceive themselves as failing.</p> <p>More staff are required, numbers have been cut by almost half over last few years.</p> <p>Ability to understand when we are under pressure and how to avoid negative reactions.</p> <p>100-minute lessons are a challenge for some children's concentration. With some teachers chunking of lessons a bit slapdash. But teachers have a high workload.</p>	<p>She says there is a grey area between what is universal and special provision in mainstream education and working with professionals in special provision, here schools need more support. Some work needs to be done with professionals.</p> <p>Professionals in general do not seem to have a solid grip on what is deemed necessary for that child to have the specialist education. Also, parents need support to understand what level of need that child should have to access specialist provision.</p>
<p>7. What kind of support do the school leaders prefer?</p>	
<p>From Head.</p> <p>'Funding. If we can employ the right staff and have the right in house provision. How much funding? Not huge amount, mental health provision, 2 full time members of staff, outreach etc. Cater for all the processes etc, transport. Transport costs a lot. Manage Moods. 12-week trial somewhere else. Too little too late. A lot happens out of goodwill, people going above and beyond, it's not sustainable.'</p>	<p>In general, not too expensive</p> <p>From SENCo</p> <p>Support that is not too time consuming</p>
<p>8. What kind of support do the teachers and other practitioners prefer?</p>	
<p>Really answered within answers to questions above.</p> <p>Combination of little or no cost, expert, responds to the issue in a way that adds value to what they have already done, timely and it works.</p>	<p>From SENCo</p> <p>More CPD and not just within Devon</p> <p>From behaviour manager</p> <p>Would like more CPD</p>
<p>9. Any other issues</p>	
<p>Q. Are there other activities that you know of that you would like to do, have time to do, have resources to do to promote inclusion?</p> <p>From INCo</p> <p>'There's lots I would like to do more of, there a themed week every week of the year it seems, which I don't think we take advantage of so much, but it comes down to time and resource to do it. One of the things I'm looking to do next year for my team is that they have a project within their week, I have had one member asking to do an Autism Awareness Week which raises the profile of inclusion. I think we're always quite sensitive not to exclude, most of our children are white British children, so we are very careful when we are doing something, not to point out the children that aren't. So, we are not trying to highlight in Autism Awareness week just trying to raise awareness of understanding. Also avoid labelling,</p>	<p>From SENCo</p> <p>School would like to increase the scope of SEN and therapeutic provisions next academic year. This would be led by SLT.</p> <p>From behaviour manager</p> <p>Government should recognise that funding is a vital part of their success for students and staff. To be spent on more staff, facilities, specifics not clear but to give the school the overall ability to provide a high level of support and one to one time.</p>

almost a self-fulfilling prophecy, there is a child with autism, therefore he is there is likely to respond in that way. Classic example at the moment is children in care, they are children in care therefore we need to do x, y and z. But when they leave, they will not be children in care, they are just going to be regular Joe's so let's just maybe treat them that way and include them by not having that barrier. Certain parents' default to yeah but and I say no but and the next bit's this, and this will be forgotten and the sooner the better. The culture of parent's diagnosis has improved slightly, maybe just shifted. Trends shifts, used to be ADHD, now dyslexia, culture has shifted. It feels like if we have a label that explains everything but of course it doesn't. I don't think we or any of our staff do that but the perception of others in that that they are this, therefore, they do it this way'

From focus group.

'Mainstream schools sometimes used by governments for children that need more specialist support because mainstream schools are a cheap option.'

'School does well as has long term interventions. Would like to see what inclusion looks like in other countries, other ways of working. Even down to what funding each child gets and what they get for that funding.'

'To recognise there are limits to inclusion, not every child should be at a mainstream school. It can be distressing for that child to remain at a mainstream school.'

'Large schools have difficulty in meeting every need and to be flexible with curriculum.'

'Very rewarding to see children overcome difficult situations.'

'For the school to do more group work, alternative education, but so much pressure for schools to conform, risks tie schools in knots.'

3.6 Summary of needs analysis

The understandings of the *concept of inclusion* varied, and both narrow and more broad definitions of inclusion were presented in the interviews. Tension between inclusion as learning opportunities and inclusion as placement in mainstream school could also be found. A lack or the vagueness of the local inclusion strategies, spare funding and resources, few supporting organisations, home-school interaction problems, and lack of joint vision and inclusive school culture seemed to be the *main challenges* of the inclusive education at the local level.

The structured questions related to needs analysis of *school manager's inclusive competences* produced more information than mere open interview questions. Many school managers' competence needs were relating to the competences to lead through culture and values, the challenges to lead professional teams, to strategic management, and pedagogical leadership. Collaboration competencies with many stakeholders were often mentioned. School managers told also about the competence needs of the teachers and other educational staff. Patience, adaptability, and courageous were seen leadership strengths. *The competence needs of teachers* were related to interaction with pupils and colleagues: interaction and communication skills, common values, appreciation of pupil's resources, team collaboration skills, and problem-solving skills. Also, teacher's positive role modelling, a non-judgemental approach, and understanding of passive aggressiveness and positive aggression can support students. Teacher's ability to impart information in a way that is not patronising but enabling was mentioned.

Multiple support needs of schools were presented. Many school managers told about spare funding and other resources. Support activities should not be "too expensive or time-consuming". More CPD (e.g. acculturation about inclusive school for teacher teams) and smaller student groups were wished. *School managers themselves need support*, e.g. forums to share and analyze also the failures and support in identifying aid schemes to carry out actions. Trust of politicians and from policy makers is important. *Support needs of teachers* related e.g. to time and places for pedagogical sharing and development and tools and practices for collegial learning time for problem solving. Some teachers mentioned CPD contents e.g. digital skills, useful pedagogical practices and assessment tools, and knowledge and practices of parent-school relationships. Stable and qualified teams (teachers, school life assistants) could support teachers. School manager can support the staff also by allocating time, providing help and support in exactly the right moment. School manager's strong interaction with stakeholders and a certain strategy for ESL could support the use and development of inclusive pedagogical practices.

4 STAKEHOLDERS IN PARTNER COUNTRIES

*"On local, national as well as on European level a stakeholder analysis will be made. The analysis will identify a) **relevant partners for the reference groups**, as well as b) **relevant dissemination channels**. The stakeholder analysis will also c) gather **information from local community stakeholders on how they see that they can support inclusion activities in schools.**" (Detailed Description of the SPISEY Project, pp.63)*

4.1 Potential members of the reference group

DENMARK		
POTENTIAL MEMBERS OF THE REFERENCE GROUP	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
People, organizations, networks		
National level		

<p>'STUK' or the 'Ministry of Education' and the supervisors with responsibility for writing laws and implementation of these</p>	<p>As lawmakers and gatekeepers for policies in the field of youth education the representation of the Ministry will be supportive for implementation of results from the SPISEY project be it in legislation, policies or knowledge.</p>	<p>Contribution from The Ministry of Education will, partly be an impressive overview of the actual status in the field, partly be the possibility for access to influencing initiatives in the field.</p>
<p>The organization of school managers 'Danmarks Skolelederforening' and 'Danmarks Lærerforening' together with 'Uddannelsesforbundet', both unions for teachers employed at the two type of schools represented in the project and finally the organization for parents having pupils attending school 'Forældre og samfund' together with the organization for pupils in Denmark 'Danske Skoleelever'.</p>	<p>In Denmark the weight and importance of the stakeholder 'voice', is very important and with a high degree of transparence on all levels of administration the participation of these representatives is crucial.</p>	<p>Perspectives representing professionals and managers will provide the project with important knowledge about the nature of the challenges experienced in school.</p>
<p>'Ligeværd' - A national NGO supporting parents and young people in all kind of issues domestic or related to cooperating with the authorities.</p>	<p>The NGO perspective is important as NGO's are important for supporting civil society's stakeholders like young people and their parents</p>	<p>Perspectives and knowledge from the field of young people at risk of exclusion from education, work and communities of practice.</p>
<p>Local level</p>		
<p>The board of Ungdomsskolen or Youth School comprised of stakeholders representing pupils, parents, employees, school management and politicians</p>	<p>In Denmark it is stated by law that there has to be a board at all schools and that this board is an important institution taking part in democratic based decisions and hence the SPISEY project is getting access to this 'engine room' of reflections, dialogues and decisions</p>	<p>The contribution from the board will be local perspectives and examples of how law is implemented and can influence everyday school-life and youth-life outside of school</p>
<p>The board of the FGU with representation of all stakeholders like the young attending FGU, their parents, employees at the FGU, school management</p>	<p>In Denmark it is stated by law that there has to be a board at all schools and that this board is an important institution taking part in democratic based decisions and hence the SPISEY project is getting access to</p>	<p>The contribution from the board will be local perspectives and examples of how law is implemented and can influence everyday</p>

and politicians from the three municipalities Fanø, Varde and Esbjerg.	this 'engine room' of reflections, dialogues and decisions	school-life and youth-life outside of school
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FINLAND		
POTENTIAL MEMBERS OF THE REFERENCE GROUP	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
People, organizations, networks		
International level		
Katie Bonawitz	PhD, Vice dean of the Institute for Exceptional Learner, Assistant professor Program Director of Special Education Bethel University, U.S. https://www.bethel.edu/academics/faculty/bonawitz-katie	Consultation, feedback, connections with international networks
National level		
Pirjo Koivula	<i>Counsellor of Education, Finnish National Agency for Education</i> - leading national expert and office holder in the field of inclusive education - National Coordinator for Finland of European Agency for Development in Special Needs and Inclusive Education - country representative in the projects of OECD's Center for Educational Research and Innovation, CERI and UNESCO IBE. https://fi.linkedin.com/in/koivula-pirjo-849bb175	Consultation, feedback, connections with national and international networks
Sai Väyrynen	PhD (Education) <i>Senior Specialist, education sector Embassy of Finland,</i> Djibouti, Ethiopia, South Sudan (2017-2020) -has been working as a teacher at all levels of education, and as a special teacher in year grades 1-9 -extensive working experience in teacher education (in-service and pre-service, on-the-job training), school development work and policy development for inclusive education, University of Lapland, Finland -research interests are school development for inclusion, learners' voices and inclusive pedagogy, as well as collaborative professional development for inclusion -worked at UNESCO (Harare, Zimbabwe, and Paris, France) as a Programme Specialist responsible for the	Consultation, feedback, connections with national and international networks

	conceptual and practical development of Inclusive Education. (1995-2001)	
Local level		
Eeva-Liisa Kiiskilä	<p><i>-Preparatory teaching, immigrant teaching coordinator (also consultancy), Global School team leader, Kokkola city</i></p> <p><i>-developing especially immigrant teaching and global education. One of the most important guidelines are Paulo Freire's ideas about socio-cultural pedagogy. Global educator of the year 2017 in Finland, granted by Teachers without Borders</i></p> <p>https://fi.linkedin.com/in/kiiskil%C3%A4-eeva-liisa-7abb697b</p>	Consultation, feedback, connections with networks
Mika Sarkkinen	<i>Development Manager, Local education department, Kokkola City</i>	consultation, support, feedback

FRANCE		
POTENTIAL MEMBERS OF THE REFERENCE GROUP People, organizations, networks	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
European level		
Serge RAMEL	<p>Researcher, Co-Director of the International Laboratory on Inclusive Education (LISIS) UNESCO Representative</p> <p>https://fr.unesco.org/themes/inclusion-education</p> <p>https://www.integras.ch/fr/</p>	Overview on the project
National level		
Vincent LENA	National Coordinator of the Inter-ministerial Programme for "Educational Cities" (CGET)	Expertise and dissemination
Regional level		
Régis GUYON	Deputy territorial director, Canopé Network for Auvergne-Rhône-Alpes Editor-in-Chief of Diversity magazine	Expertise and dissemination
Sina SAFADI	Design Engineer IFE-ENS Lyon	Overview on the project
Local level		

Sandrine MORENT	Director of Education, City of Saint-Etienne	Facilitator
Pierre MABRUT	Head of the Sports, Youth, Community Life, and Urban Policy Department, Departmental Directorate of Social Cohesion	Overview and facilitator
Gilles PICHON	Inspector of National Education, DSDEN of the Loire	Overview and facilitator
Jean-Christophe BEAL	Inspector of National Education, DSDEN of the Loire	Overview and facilitator
Estelle CHATRE	School teacher, coordinator of the Gambetta Priority Education Network, City of Saint Etienne	Overview and facilitator

UNITED KINGDOM		
POTENTIAL MEMBERS OF THE REFERENCE GROUP People, organizations, networks	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
National level		
SEN policy forum – Brahm Norwich	Provides advice to Government, Parliament, devolved and English regional administrations, other national, international, regional or local agencies; advice to non-government organisations and to private practice	Expert advice.
CSIE (Centre for studies in inclusive education)	CSIE is a national UK charity that works to promote equality and eliminate discrimination in education. http://www.csie.org.uk/	Training - Equality workshops for staff and governors; disability awareness workshops for pupils. Resources - A wide range of resources for schools, parents, students and more. Equality audits - Equality surveys and support for schools wishing to carry out their own equality audit.
Regional level		
Head of Inclusion of Devon authority	Marc Kastner	No information as link to him on Devon County website is not active. Info to follow

Local level		
SEND research centre, University of Exeter	<p>The Centre for Special Educational Needs and Disability brings together academics, research staff and doctoral students who are interested in the educational aspects of children, young people and adults with special educational needs and disabilities.</p> <p>http://socialsciences.exeter.ac.uk/education/research/centres/specialeducationalneeds/</p>	<p>Provides a forum for discussion and debate about current theoretical, policy, research and practice issues.</p>
Mark Escott, Life Chances Education	<p>Committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our mission is to ensure that we help every child we work with achieve their full potential.</p> <p>https://lceducation.org.uk</p>	<p>Services offer help at all stages. Our schools work daily with children who have suffered trauma. The ACE Clinic is staffed by a Multi- Disciplinary Team who can carry out assessments of children to identify the help that they need to improve their life chances. Our training and consultancy can help professionals and organisations deliver trauma informed care to better meet the needs of the young people they work with.</p>
Social Mobility research centre, University of Exeter	<p>Mission is to help students realise their potential through higher education. Our centre is open to academic faculty, professional service staff and students who share an interest in enhancing research and practice in widening participation policy and practice.</p> <p>We aim to bring researchers and practitioners together to promote evidence-based practice, nurture new ideas and support a whole institution approach to social mobility.</p> <p>www.exeter.ac.uk/socialmobility</p>	<p>The Centre for Social Mobility exists to (relevant elements):</p> <ul style="list-style-type: none"> -combine practice and research insights for the benefit of students, prospective students, staff and partners to support social mobility through higher education -be a community of evidence-based practice which nurtures dialogue and new ideas between students, researchers, practitioners and other stakeholders -provide context and support for developing new evidence-based ideas for practice and research - strategies for Education, Research and Impact, Regional Skills and

		Community and Public Engagement; and inclusivity agenda. -attract external funding for developing theory, evidence, initiatives and policymaking in the field of social mobility
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SPAIN		
POTENTIAL MEMBERS OF THE REFERENCE GROUP People, organizations, networks	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
National level		
Ministry of Education	Ministry of Education in a national level proposes an inclusive education guaranteeing the same rights to everybody. In addition, it also seeks the improvement of scholar participation and success among students. Website with valuable resources for the project: https://educacion.gob.ec/escuelas-inclusivas/	In the project, the Ministry of Education can provide resources for teachers, laws and inclusive good practice, educational services... with the purpose of enhancing and fostering an inclusive education in a national level.
Regional level		
Department of Education	Catalan Department of Education provides elements for the policymaking in the realization of measures and supports towards the equal opportunity. Moreover, it promotes the reflection, dialogue and adoption of common criteria for the networking not only of professionals of centres, educational services but also of the environment to respond integrally to all the students and their families. Website of the institution highly consulted by teachers and it has valuable resources for the project: http://ensenyament.gencat.cat/ca/departament/publicacions/colleccions/inclusio/escolainclusiva/	In the project, the Catalan Department of Education can provide a manual to guide teachers about how to work for an inclusive education. Teachers can have access to materials and resources in order to include all the students equally.
Local level		

Lleida City Council	<p>The Area of Inclusion of the Lleida City Council can offer the following resources:</p> <ul style="list-style-type: none"> ○ attention of homeless and poor people ○ services addressed to childhood and their families ○ resources for people in a situation of dependency or with disabilities ○ activities for elder people ○ social care in neighbourhoods <p>https://benestarsocial.paeria.cat/serveisespecialitzats</p>	<p>The social inclusion provided by Lleida City Council can be a valuable experience in providing resources for all and the same learning and working opportunities to all.</p>
GREASE Research group	<p>The GREASE Research Group (<i>Grup de Recerca i Anàlisi Social i Educativa</i>, Research Group of Social and Educational Analysis) of the University of Lleida analyses the current social and educational dynamics to contribute with the development of society. They work on issues such as:</p> <ul style="list-style-type: none"> ○ integration and social exclusion processes; ○ social and educational situation of vulnerable groups for reasons of gender, social class and background; ○ educational and social policies; ○ social services; ○ social and educational participation. 	<p>The GREASE Research Group can provide resources, information and experience about inclusive research in the project. Furthermore, they can provide a closer insight of the current social inclusion in the area of Lleida.</p>
ASPROS	<p>The Private Foundation Aspros is a non-profit organization which works since 1962 with families and administrations and public entities to boost inclusion and living standards of people with disabilities, especially the intellectual disability and mental illness.</p>	<p>Aspros, in the project, can foster a model of social coexistence to improve the quality of life of people with disabilities and facilitate their social integration in a local level.</p>
SHALOM	<p>The Shalom association has the objective of ensuring the activity of care services, residency services and services of labour activity for people with intellectual disabilities or at risk of social exclusion. Their principles are:</p> <ul style="list-style-type: none"> ○ Solidarity ○ Sustainability ○ Integration ○ Innovation <p>http://www.shalomtaller.net</p>	<p>In the project, Shalom can help with the social and educational integration task of people with mental disability or groups at risk of social exclusion.</p>
Udl per a tothom (UdL for all)	<p>The <i>Udl per a tothom</i> (UdL for all) programme pretends to ensure the integration of people with disabilities in higher education and to</p>	<p>The programme contributes to equal opportunity, social</p>

	<p>promote their participation in the life of our university.</p> <p>http://www.udl.cat/ca/serveis/seu/UdLxtothom/</p>	<p>inclusion, social responsibility and solidarity at the university level.</p>
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4.2 Potential dissemination channels

DENMARK		
RELEVANT CHANNELS FOR DISSEMINATION	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
International level		
The International Inclusion network arranging annual conferences in the US	Affiliation with this network could be relevant	Presenting a couple of papers in cooperation with other partners in the SPISEY project
European level		
EERA on the annual ECER conference in 2020 and again in 2021	Network 20 'Research in Intercultural Innovative Learning Environments' encompasses important SPISEY themes but several other networks could be relevant like the one for 'Inclusion' or the one with focus on 'Youth at Risk'	Setting up a Symposium or a Workshop on the SPISEY theme in the Network or setting up an event as one of the Council supported events
End conference in the SPISEY project to be held in Salamanca in Spain as a kind of evaluation of the 1994 Salamanca Declaration on Inclusion	By inviting all the fellow projects in the European Union's Social Inclusion programme this conference will get status of somehow defining an European Baseline: 'Salamanca revised'	With this conference and the objectives for this a new outset for agency in the European Countries will be defined
National level		
Periodicals in the field of youth education, podcasts You Tube clips about results of the SPISEY project	Writing articles for peer-reviewed periodicals or other relevant media is not enough for spreading new knowledge, hence other media must be considered and then used for dissemination	This level of dissemination is directed towards spreading knowledge to professionals nationally
Conference in cooperation with the stakeholder organizations	A conference is an optimal medium for creating forums for discussion and media attraction – specially if important and well renowned capacities from the field or relevant politicians are participating e.g. as key Note speakers	Extending focus on central educational and political issues is a potential contribution to carry through for a project like SPISEY being a K-3 project.

Regional level		
Conference for representatives from the local municipalities participating together with the regional and local business communities	With the development of the European Inclusion Compass it will be very meanings-full to set up conferences for professionals on how to work with the compass	With this kind of activity the purpose is to support cooperation like opting possibilities for sharing experiences through communication and joint actions between stakeholders and specifically between professionals
Local level		
Theme days and workshops for the participating schools	Setting up theme days with SPISEY related issues for the local participating schools and ALL the relevant stakeholders in workshops will further cooperation and understanding for 'the other' and the importance of different perspectives as basic for creation of local sustainable communities	To share experiences and create networks on a local level is crucial for supporting existing networks and giving opportunities for new to develop

FINLAND		
RELEVANT CHANNELS FOR DISSEMINATION	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
National level		
Pirjo Koivula	<i>Counsellor of Education, Finnish National Agency for Education</i> https://fi.linkedin.com/in/koivula-pirjo-849bb175	Information and visibility of the SPISEY-project and results
Opettaja (<i>Teacher</i>) https://www.opettaja.fi/	The journal of the Trade union of education in Finland Information to teachers and school mangers	Information and visibility of the SPISEY-project and results
Eriyiskasvatus (<i>Special education</i>) journal http://www.sel.fi/eriyiskasvatus-lehti/	Journal for professionals in special education	Information and visibility of the SPISEY-project and results
Local level		
Keskipohjanmaa	Local / regional newspaper	Information and visibility of the SPISEY-project

YLE / Pohjanmaan uutiset	Local TV-news	Information and visibility of the SPISEY-project
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FRANCE		
RELEVANT CHANNELS FOR DISSEMINATION	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
International / European level		
Oeuvre Léger (Quebec – Canada)	Association for human dignity https://parlonsinclusion.org/	Testimony, inspiration...
National level		
Canopy Network	Educational creation and support network for the entire educational community	Issue of the magazine Diversity dedicated to inclusion Communication on its website and in its local structures
Ministry of National Education and Youth	By 2022, the Ministry will have developed a vast project for a fully inclusive school in the Republic, mainly focusing on disability issues.	National link via their website; communication to regional and local services.
ANDEV National Association of Directors and Officers of Education of Cities and Communities	It constitutes a network of reflections, exchanges of experiences, and communication. An association highly valued by government organisations (Senate, ministries) for advice and feedback	Links to different member cities; Continuing education of executives; Seminars on inclusion http://www.andev.fr/evenement/vue/217 https://fr.calameo.com/read/005249724aef64992a355
Regional level		
ARS (Regional Health Authority) in Auvergne-Rhône-Alpes	The ARS has two main missions: the management of public health policy and the regulation of health services in the regions. Part of the LRA project requires cooperation for the inclusive education of children with disabilities.	Training

Local level		
DSDEN 42 (Direction of the Departmental Services of National Education for the Department of the Loire)	The DSDEN implements the policies of the Ministry of National Education locally. It is responsible for teacher training and coordinates REP networks	Information for management teams Teacher training
City of Saint Etienne	The City is responsible for school conditions for from 3 to 11-year- old children (buildings, non-teaching staff), and extra-curricular activities (buildings, activities, staff)	Development of the local project and its training programme
DDCS 42 (Departmental Directorate of Social Cohesion for the Department of the Loire)	The DDCS implements the policies of the Ministry of Social Cohesion (fight against exclusion, prevention, youth and sports, community life) locally	Development of the local project and its training programme
CAF 42 (Family Allowance Fund)	CAF's mission is to support families by managing and paying benefits and developing family social action. Its priorities: daily assistance for families, support for young children, fighting against insecurity and poverty.	Local project development and links to families

SPAIN		
RELEVANT CHANNELS FOR DISSEMINATION	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
International level		

European level		
National level		
Regional level		
Local level		

UNITED KINGDOM		
RELEVANT CHANNELS FOR DISSEMINATION	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
International level		
University of South Florida inclusion research centre http://flfcic.fmhi.usf.edu/	Vision - All individuals with developmental disabilities will have the freedom, responsibility, authority, and support to live self-determined lives. Mission - to provide training, technical assistance, research, systems change, and dissemination activities focused on supporting individuals with developmental disabilities to: Make informed choices and decisions about their lives. Receive support	Help assess policy and practice proposals related to SPISEY.

	and services that are based on individual goals and outcomes. Achieve full inclusion and participate in society, in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities, and capabilities of each individual.	
European level		
EERA	Provides opportunity to present papers/symposiums at annual conference (ECER) EERA - https://eera-ecer.de/	
INCLUSIVE AND SUPPORTIVE EDUCATION CONGRESS	This international congress is for academics, practitioners and policy makers from around the world with an interest in promoting inclusive education.	The quinquennial Congress takes place in 2020, UCL London. The theme of the conference will be Closing the Research to Practice Gap and it will provide an excellent opportunity to present our ongoing research.
National level		
SEN policy forum – Brahm Norwich	Provides advice to Government, Parliament, devolved and English regional administrations, other national, international, regional or local agencies; advice to non-government organisations and to private practice	Expert advice.
CSIE (Centre for studies in inclusive education)	CSIE is a national UK charity that works to promote equality and eliminate discrimination in education. http://www.csie.org.uk/	Training - Equality workshops for staff and governors; disability awareness workshops for pupils. Resources - A wide range of resources for schools, parents, students and more. Equality audits - Equality surveys and support for schools wishing to carry out their own equality audit.
Regional level		
Head of Inclusion of Devon authority	Marc Kastner	No information at present but info to follow
Local level		

SEND research centre, University of Exeter	The Centre for Special Educational Needs and Disability brings together academics, research staff and doctoral students who are interested in the educational aspects of children, young people and adults with special educational needs and disabilities. http://socialsciences.exeter.ac.uk/education/research/centres/specialeducationalneeds/	Provides a forum for discussion and debate about current theoretical, policy, research and practice issues.
Mark Escott, Life Chances Education	Committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our mission is to ensure that we help every child we work with achieve their full potential. https://lceducation.org.uk	Services offer help at all stages. Our schools work daily with children who have suffered trauma. The ACE Clinic is staffed by a Multi-Disciplinary Team who can carry out assessments of children to identify the help that they need to improve their life chances. Our training and consultancy can help professionals and organisations deliver trauma informed care to better meet the needs of the young people they work with.
Social Mobility research centre, University of Exeter	Mission is to help students realise their potential through higher education. Our centre is open to academic faculty, professional service staff and students who share an interest in enhancing research and practice in widening participation policy and practice. We aim to bring researchers and practitioners together to promote evidence-based practice, nurture new ideas and support a whole institution approach to social mobility. www.exeter.ac.uk/socialmobility	The Centre for Social Mobility exists to (relevant elements): -combine practice and research insights for the benefit of students, prospective students, staff and partners to support social mobility through higher education -be a community of evidence-based practice which nurtures dialogue and new ideas between students, researchers, practitioners and other stakeholders -provide context and support for developing new evidence-based ideas for practice and research - strategies for Education, Research and Impact, Regional Skills and Community and Public

		Engagement; and inclusivity agenda. -attract external funding for developing theory, evidence, initiatives and policymaking in the field of social mobility
Ted Wragg Trust, Exeter	<p>The Ted Wragg Trust works with schools in Exeter and the local community to raise the aspirations of young people. It is a not-for-profit group.</p> <p>was established in 2010 with the aim to create an outstanding educational experience for all of Exeter's children. Since then it has expanded to include schools in Plymouth. Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about education in general, and in Exeter in particular, and about how education can transform young people's futures.</p> <p>All students within the Ted Wragg Trust, regardless of social or cultural background, are motivated to succeed and make outstanding progress because their needs are met through creative, relevant and innovative teaching.</p>	<p>The aims of the Ted Wragg Trust are to:</p> <ul style="list-style-type: none"> – Work in genuine partnership to strengthen schools and their communities. – Foster a culture of positive challenge and continual school improvement. – Provide a common sense of purpose with a focus on outstanding teaching and learning. – Offer an excellent educational experience so that every student fulfils their potential. – Encourage a rich, dynamic and purposeful range of learning opportunities for all students. – Develop life-enhancing values so that students leave school with a sense of self-worth and a determination to succeed.

4.3 Local community stakeholders (e.g. NGOs, local enterprises, local community actors) with potential to support inclusion activities at the schools

DENMARK		
School 1:		
LOCAL COMMUNITY STAKEHOLDERS	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION

Three <i>politicians</i> appointed by the	Providing certain stakeholder perspectives	The three politicians represent the city council and the public interest in managing a well driven school on all levels
One <i>professional</i> representative for the collaborating schools and educational institutions	Providing certain stakeholder perspectives	These representative cover the important connection between the school and other schools and furthermore connection between local business communities in order to optimize possibilities for practice and vocational activities
Two <i>employees</i> at the school representing professionals at the school	Providing certain stakeholder perspectives	Employees at the school are important informers when it comes to what, how and why certain issues are important
Two representatives for the administration at the school; the school manager and a secretary Anders Winther	Providing certain stakeholder perspectives	School management and administration are crucial persons for providing knowledge about all kind of issues
One <i>parent designated as chairman of the board</i> representing the parents at the school	Providing certain stakeholder perspectives	To promote the parental perspective is the overall purpose for the School Board and also for contributing with knowledge as to why school is organized and developed the way it is.
School 2:		
LOCAL COMMUNITY STAKEHOLDERS	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
Five <i>politicians</i> as members of the board	Providing certain stakeholder perspectives	The five politicians represent three different municipalities and hence the variety in challenges for education and vocational training etc on a local level
Two <i>consultants</i> from the teachers Trade union	Providing certain stakeholder perspectives	These consultants are covering professions point of views both local and national
Two <i>representatives</i> form the local and national business community	Providing certain stakeholder perspectives	These representatives cover the important connection between school and business communities being gatekeepers for young students' possibilities for access to practice and work

Two <i>teachers</i> from the school	Providing certain stakeholder perspectives	Employees at the school are important informers when it comes to what, how and why certain issues are important
One <i>representative</i> from the local youth education	Providing certain stakeholder perspectives	Knowledge about the 'greater picture' in the educational and vocational area is important

FINLAND		
School 1: Koivuhaka school		
LOCAL COMMUNITY STAKEHOLDERS	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
Parents/careers jury	3-5 parents/carers, who are engaged to discuss school issues with school representants	ideas about new activating co-operation practices for school-home interaction and development of <i>school for all</i>
Student board	Pupils' representants (by election) who arrange events and improve the pupils' sense of community	pupils view, school community
Local sport clubs		new sport clubs for all
Youth work, City of Kokkola	youth work with pupils in Koivuhaka suburb	leisure activities for all pupils
4 H -association	https://kokkola.4h.fi/kerhot/	afternoon activities school clubs for all
Mäntykangas school	SPISEY partner	benchmarking
School 2: Mäntykangas school		
LOCAL COMMUNITY STAKEHOLDERS	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
Parents' / Careers' jury	3-5 parents/carers, who are engaged to discuss school issues with school representants	ideas about new activating co-operation practices for school-home interaction and development of <i>school for all</i>
Student board	Pupils' representants (by election) who arrange events and improve the pupils' sense of community	feedback, ideas

Local art institutions	co-operation in a recent project, active pedagogy, art skills	more active, multimodal learning practices and learning environments for all pupils
Koivuhaka school	SPISEY partner	benchmarking

FRANCE		
School 1: College Gambetta		
LOCAL COMMUNITY STAKEHOLDERS	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
DSDEN 42	The DSDEN implements the policies of the Ministry of National Education locally. It is responsible for teacher training and coordinates REP networks	Referee, Partner, Access to schools
CGET		Referee, Partner
CAF 42	CAF's mission is to support families by managing and paying benefits and developing family social action. Its priorities: daily assistance for families, support for young children, fighting against insecurity and poverty.	Referee, Partner
DDCS 42	The DDCS implements the policies of the Ministry of Social Cohesion (fight against exclusion, prevention, youth and sports, community life) locally	Referee, Partner
City of Saint-Etienne (2 departments: City Policy, Education)	The City is responsible for school conditions for from 3 to 11-year-old children (buildings, non-teaching staff), and extra-curricular activities (buildings, activities, staff)	Referee, Partner, Access to non-teaching staff
Association and local economic partners	Many structures exist, and they will be chosen according to the project developed with the schools:	Partners, initiatives aimed at the public

	business associations, popular education federations, social centres, etc.	
Department Council of the Loire	The County Council is responsible for schooling in colleges (buildings, non-teaching staff) and the provision of	Referee, Partner, Access to non-teaching staff
Collège Gambetta, city of Saint-Etienne	This college is managed by REP Gambetta	Partners, initiatives aimed at the public
School 2:		
LOCAL COMMUNITY STAKEHOLDERS	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION

SPAIN		
School 1: INSTITUT TREMP		
LOCAL COMMUNITY STAKEHOLDERS	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
Tremp City Council	<p>The Tremp City Council offers Primary Care Social Services (SSAP in Catalan) which carry out the following actions:</p> <ul style="list-style-type: none"> ○ Detection and prevention of situations of social risk or exclusion. ○ Reception and analysis of the demands related to the social needs of the corresponding territorial area. ○ Information, valuation, orientation and assessment. ○ Application of actions or supporting 	The social services offered by the City Council of Tremp allow the accomplishment of a positive contribution in the social inclusion of the project.

	<p>interventions and monitoring people and/or families.</p> <ul style="list-style-type: none"> ○ Management and coordination of the corresponding services at first level. ○ Processing and tracking programmes and services that require their intervention. ○ Community work. <p>https://www.ajuntamentdetremp.cat/ca/viure-atremp/serveis-socials</p>	<p>The City Council is a mean to offer inclusive pedagogical practices in the entire city in the economic and political level</p>
Regional Council of Pallars Jussà	<p>The Regional Council of Pallars Jussà provides a wide range of social benefits. These are the following ones:</p> <ul style="list-style-type: none"> ○ Centre of Child Development and Early Attention (CDIAP) ○ Service of Information and Care of Women (SIAD) ○ Service of Immigration ○ Social Services of Primary Care (SSAP) ○ Home Care Service (SAD) ○ Child and Youth Care Teams (EAIA) ○ Women and Elder People ○ Child and Youth Care Programme ○ Centre for Personal Autonomi <p>https://www.pallarsjussa.cat/serveis/serveissocials</p>	<p>The County Council can provide social inclusion opportunities to all the collectives in Tremp city. Thanks to the offered social services, a better participation and dialogue is offered to all the collectives in the activities of the town</p>
Reintegra Association	<p>Reintegra Association is a non-governmental organization founded on 2001 which carries out social and labour integration programmes and promotes actions linked to:</p> <ul style="list-style-type: none"> ○ people with difficulties in employability, ○ young people that want to improve their qualification, ○ unemployed women and men, ○ people of immigrant origin. <p>http://reintegralleida.org</p>	<p>The association will be able to develop a competence level to achieve the objectives planned in the project. A community work is carried out between all the social collectives.</p>
Alba Jussà	<p>The Alba Association is a social incentive entity. Its aim is to achieve the maximum human development and inclusion within society about the following collectives:</p> <ul style="list-style-type: none"> ○ people with any type of disability ○ child and youth collective ○ elder people ○ collectives at risk <p>https://aalba.cat/ca/c/albajussa-105</p>	<p>This association can help creating inclusive strategies for different types of social collectives. Besides, it can provide high quality services and social activities.</p>

School 2: MARIUS TORRES

LOCAL COMMUNITY STAKEHOLDERS	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
Lleida City Council	<p>The Area of Inclusion of the City Council can offer the following resources:</p> <ul style="list-style-type: none"> ○ attention of homeless and poor people ○ services addressed to childhood and their families ○ resources for people in a situation of dependency or with disabilities ○ activities for elder people ○ social care in neighbourhoods <p>https://benestarsocial.paeria.cat/serveisespecialitzats</p>	<p>The social inclusion provided by Lleida's City Council reassures the same opportunities and resources to everybody. Moreover, it works on cohesion, integration and social justice inside the project framework.</p>
Local Plan of Inclusion in Lleida	<p>The Lleida City Council aims to become more inclusive, in relation to the European stage. The city council pretends as a city to create synergies among all public stakeholders, community workers, voluntary community actors and business agents, as well as the citizenship around inclusivity.</p> <p>The website of the city council provides different resources for inclusion: https://benestarsocial.paeria.cat/destacats/plalocal.pdf</p>	<p>The Local Plan for the Inclusion and the Social Cohesion can provide valuable resources and synergies to promote a better cohesive and inclusive Lleida.</p>
Udl per a tothom (UdL for all)	<p>The <i>Udl per a tothom</i> (UdL for all) programme wants to ensure the integration of people with disabilities in higher education and to promote their participation in the life of our university. http://www.udl.cat/ca/serveis/seu/UdLxtothom/</p>	<p>The programme can contribute equal opportunity, social inclusion, social responsibility and solidarity for all in a university level. In the project all these principles are ensured in order to elaborate an inclusive plan in a local level.</p>
Down Lleida	<p>DOWN LLEIDA was established the 22th April 1995 as a non-governmental organization by the official designation of <i>Associació Lleidatana Per A La Síndrome De Down</i> (Lleida Association for Down Syndrome). The purpose of the association is promoting equal opportunity between people with various capacities the inclusion of people with Down syndrome and other intellectual disabilities in different social fields. http://downlleida.org</p>	<p>The association, in the project, is able to inform, assess, orientate and give support to families with children with Down syndrome</p>

PROSEC	<p>The PROSEC Association is the attention of vulnerable collectives, especially of people with shortcomings and problem areas in the social, educational, training or labour field, which benefits the well-being and the improvement of life quality by potentiating their autonomy and personal development.</p> <p>http://www.promotorasocial.net/ca/Prosec/PROSEC/?ida=4A816D1F-BD44-11E2-8531-6CF0497D8B47</p>	<p>In the project, the association will be able to facilitate training resources, values, actions and initiatives in order to promote social inclusion in the wide range of collectives in the city of Lleida.</p>
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UNITED KINGDOM		
School 1: Great Torrington School		
LOCAL COMMUNITY STAKEHOLDERS	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
Businesses		
Community Volunteer Groups		
Parents		
Rotary Club		
School 2: Cranbrook Education Campus		
LOCAL COMMUNITY STAKEHOLDERS	SHORT DESCRIPTION	POTENTIAL CONTRIBUTION
Community groups		
Parents		

5. IDENTIFICATION OF EXISTING LITERATURE

*"Each participating country will make a literature and research overview based on a common template. The overview will show **already known research knowledge that partner has access to**. There will **also be a European level of this overview**, where results and knowledge from other European projects will be identified and proposed to be used in this SPISEY project."* (Detailed Description of the SPISEY Project, pp.62-63)

DENMARK		
RESEARCH	SHORT DESCRIPTION	INSPIRING OR TRANSFERABLE ELEMENTS FOR THE SPISEY PROJECT
<p>Kommischke-Konnerup, Leo (2018): GENTAGELSENS PÆDAGOGIK - En almen pædagogisk undersøgelse af pædagogisk praksis for unge med særlige behov. PhD afhandling Aalborg Universitet</p>	<p>The basis for the writers interest is not only recognition of the notion of education for everyone as ethically-politically-educationally important, but also a long-standing pedagogical curiosity for a basic educational issue, namely the question of how to and educational context can teach and educate pupils who have just learned in the encounter with such a pedagogical context that they cannot learn and do not belong in a school and education context: How can school and education practice for pupils with negative educational experiences be designed so that it is experienced and understood as an educational meaningful practice? This thesis attempts to develop a general educational - and therefore also a pedagogically limited - contribution to the question of how all young people can participate meaningfully in education and education. Herein lies not only the tacit recognition of the politically</p>	<p>By using a general pedagogical approach in his research, the concept of "Bildsamkeit" (eg: Benner, Dietrich (2005); Klaus Prange (2013); A. Von Öettingen (2010).) becomes an important element in understanding and working with the young people who, as he says: 'Through a long school life has learned that they cannot learn'. The author sees "time" as an important factor for young people to develop and overcome barriers in connection with learning and 'bildsamkeit'. And thus, also that the repetition itself as a pedagogical phenomenon can be beneficial for especially this group of young people, but also other young</p>

	<p>and ethically important fundamental points of this school and educational policy notion - for example, that everyone has the right to education as a way to participate in the various communities of society - but also the recognition that the issue of education for everyone also needs one. educational lighting or qualification if it is to make sense in connection with educational practice in schools and other educational institutions.</p>	
<p>https://www.kommunikation.aau.dk/digitalAssets/387/387286_phd-afhandling_leo_komischke-konnerup.pdf</p>		
<p>Görlich, A (2016): <i>Uden uddannelse og arbejde – unges tilblivelser i komplekse transitioner. PhD afhandling Aalborg Universitet</i></p>	<p>PhD Thesis is about the growing group of young people under the age of 30 who have not completed a youth education and cannot go in the labour market at a time when education is the case. a profound requirement. This study offers an understanding of these transition processes and focuses on the importance of interactions, relationships and networks. The dissertation points to thinking in relationally directed support to create trust among the young and avoid stagnation in their origination processes.</p>	<p>The Ph.D. thesis focuses on the importance of professional frame setting for interactions, relationships and networks. And the important thing in creating trust in the youth by working relationally, to avoid stagnation in their development processes</p>
<p>https://www.cefu.dk/media/461673/uden_uddannelse_og_arbejde.pdf</p>		
<p>Danmarks Evalueringsinstitut (EVA). EVA rapporter om unges veje mod ungdomsuddannelse: "Uddannelsesvalget i 8. klasse" og "Uddannelsesparathed i 8. klasse".</p>	<p>This report is the result of a longitudinal research project running from 2017 until 2020 following a group of adolescents born the same year. The focus is on reasons for choosing youth education and how the transition is carries out from primary school to youth education, it's both a quantitatively and a qualitative based study</p>	<p>With the longitudinal perspective this report focuses on the transition from primary education to secondary education or vocational education and work. The transitional element is of special interest in this four year quantitatively and qualitative based study</p>

	encompassing data also based on telephone calls and text messages comprised of 7939 participants.	
file:///C:/Users/cquv/Desktop/Metodeappendiks%20til%20Unges%20veje%20mod%20ungdomsuddannelse%2005122017.pdf		
Thomsen (2016). Unge i Danmark. SFI.	This longitudinal research project done by SFI is based on 6 data collections amongst 6000 children born in 1995 when their age was 3, 7, 11, 15 and 18. The central part of the research is interviews carried through when these respondents were 18 years old and these interviews covered a number of themes with relevance for issues related to the transition from primary school to education and vocation.	This comprehensive research project run by SFI 'The National Center for Research' in Denmark started in 1995 with a following 6000 newborn and in 2014 it was the sixth data collection covering their path from youth to grown-ups. One of the 9 core issues is 'patterns in education and choice of education' and 'youth at the margins of the educational system' but other issues are also important for youth education
https://viden.sl.dk/artikler/boern-og-unge/socialt-udsatte/unge-i-danmark-18-aar-og-paa-vej-til-voksenlivet/		
Forandringer i ungdomsuddannelserne. (2017). Andreasen, K., E. og Duch, H. (red). Ålborg Universitet.	This anthology is focused on paths and choices leading to education based on empirical studies. The focus is sociological and encompasses analyses on both an individual and a societal level with a strong focus on the many reforms in the educational system in Denmark in recent years.	In this anthology each chapter is based on empirical evidence from research and the chapters are focused on developments and transitions for youth in the Danish educational system by encompassing both an individual and a societal level
https://aauforlag.dk/shop/e-boeger/forandringer-i-ungdomsuddannelserne-overgange.aspx		

FINLAND

RESEARCH	SHORT DESCRIPTION	INSPIRING OR TRANSFERABLE ELEMENTS FOR THE SPISEY PROJECT

<p>Hakala, J. & Leivo, M. 2017. Tensions in the New Millenium: Inclusion Ideology and Education Policy in the Finnish Comprehensive School. <i>Journal of Education and Learning</i> 6 (3), 287-298.</p>	<p>This article examines the discrepancy between the ideology of inclusive education and the national education policy in the Finnish comprehensive school education. The study covers twenty years and is based on observations that indicate that the change in comprehensive school education, grounded in inclusive education ideals, has been slow. The data consists primarily of statistics indicating the number of students in special education and national and international research on the subject. Statistics are not merely challenging but also capable of distorting reality. Changes in statistical methods, terminology in the field of study, norms, education systems or even social phenomena can also cause distortion</p>	<p>Describes well the policy context and development of Finnish basic education in the view of development of inclusive education.</p>
<p>https://www.researchgate.net/publication/316832709_Tensions_in_the_New_Millennium_Inclusion_Ideology_and_Education_Policy_in_the_Finnish_Comprehensive_School</p>		
<p>Lakkala, S., Uusiautti, S. & Määttä K. 2016. How to make the neighbourhood school a school for all? Finnish teachers' perceptions of educational reform aiming towards inclusion. <i>Journal of Research in Special Educational Needs</i> 16 (1), 46-56.</p>	<p>The goal of this study was to enhance understanding of the implementation of the Finnish educational reforms. In this study, teachers' perceptions of good inclusive teaching arrangements were analysed and compared with the theories of inclusive education. In 2010, basic education teachers (N = 327) in Lapland, Finland, were asked to describe their experiences and perceptions of inclusive teaching arrangements. The results indicated that teaching practices have become more diverse, flexible and differentiated, enabling teaching of diverse groups. More and more teachers preferred teaching in teams and planning their work together, showing that changes in schools change the teacher's profession too.</p>	<p>Teachers' perceptions of good inclusive teaching arrangements.</p>
<p>https://onlinelibrary.wiley.com/doi/full/10.1111/1471-3802.12055</p>		

<p>Väyrynen, S. 2017. Towards Inclusive Education in Finland. <i>Scuola democratica</i> 1, 221-228.</p>	<p>This short paper examines policies and practices involved in the transformation of the dual system of education (special education vs. general education) towards a more inclusive system in Finland. It also presents the key aspects that seem to encourage inclusive school development in the Finnish context.</p>	<p>Support the analysis of inclusive culture at schools in the Finnish context.</p>
<p>https://www.rivisteweb.it/isni/64434</p>		
<p>Chong Pei Wen 2018. The Finnish “Recipe” Towards Inclusion: Concocting Educational Equity, Policy Rigour, and Proactive Support Structures. <i>Scandinavian Journal of Educational Research</i> 62:4, 501-518</p>	<p>Borrowing the lens of Finnish education policymakers, this article aims at dissecting the Finnish conception of inclusion and its approach in constructing an inclusive “special” education system as set against the wider debates and practices that shed different lights on the meaning and viability of inclusion. The discussion explores the foundation of inclusion in Finland as a range of complementary and cohesive strategies aimed at the prevention of exclusion at a systemic level as driven by the equity agenda. Inclusive education is set in the tone of a common school culture, which celebrates diversity by seeing varied needs as the norm through the provision of individualised education and proactive support.</p>	<p>Describes well the national policy context of Finnish basic education in the view of development of inclusive education.</p>
<p>https://www.tandfonline.com/doi/full/10.1080/00313831.2016.1258668?scroll=top&needAccess=true</p>		
<p>Väyrynen, S. & Paksuniemi, M. 2018. Translating inclusive values into pedagogical actions. <i>International Journal of Inclusive Education</i></p>	<p>This paper draws on ethnomethodology to explore how teachers perceive inclusive values and how they translate these into pedagogical actions, particularly in co-teaching. We approach classroom activity as an intersubjective process that becomes ordinary through interpretive practices. In this study, the teachers built their pedagogy on the diversity of both themselves and the learners. They showed an understanding of the learners’ needs and provided support through changes in the</p>	<p>How teachers perceive inclusive values and how they translate these into pedagogical actions, particularly in co-teaching.</p>

	<p>learning environment and interaction in the classroom. While all of the teachers practiced co-teaching, they may not have consciously adhered to inclusive values, albeit many of their actions</p>	
<p>https://www.tandfonline.com/doi/abs/10.1080/13603116.2018.1452989</p>		

FRANCE		
RESEARCH	SHORT DESCRIPTION	INSPIRING OR TRANSFERABLE ELEMENTS FOR THE SPISEY PROJECT
<p>Vers une école inclusive: Regards croisés sur les défis actuels [Towards an inclusive school: Perspectives on current challenges]</p> <p>Authors: Lise Gremion, Serge Ramel, Valerie Angelucci, and Jean-Claude Kalubi,</p> <p>Paperback Edition, 2017</p>	<p>Since the Declaration of Education for All (1990) and the signing of the Salamanca Declaration (1994), many democratic countries have promoted educational goals in their legislation including inclusive schools. However, the processes of educational marginalisation are still at work. Education professionals and researchers are looking at why the achievement of the goal of a school for all is being delayed.</p>	<p>This book focuses on those involved in inclusion and their interactions: school-family relations; teacher-stakeholder collaboration; the activity of school officials; the evolution of attitudes, the link between accessibility and resistance, and the consolidation of learning.</p>
<p>https://orfee.hepl.ch/handle/20.500.12162/2753</p>		
<p>Comprendre l'inclusion scolaire [Understanding inclusive education]</p> <p>Authors: Julien Fumey, Annick Ventoso-Y-Font,</p> <p>Canopé Editions, 2016</p>	<p>This book raises pedagogical questions about inclusion. The authors feel that there is already inclusion in schools but there is still no common culture around this principle. Elements of theoretical and practical issues are also discussed. It aims to clarify the idea of inclusion, to set benchmarks, to propose avenues of work, and if they cannot be explored in depth, to refer to documentary resources.</p>	<p>This book offers:</p> <ul style="list-style-type: none"> - Historical, societal, and institutional perspectives to improve understanding of the idea of inclusion, - Pedagogical paths to developing an inclusive school.
<p>https://www.reseau-canope.fr/notice/comprendre-linclusion-scolaire.html</p>		
<p>Circulaire de rentrée 2019 - Pour l'École inclusive [2019 Back to School Newsletter - For the Inclusive School] (national regulatory text) Creator:</p>	<p>"Pour l'école inclusive [For the inclusive school]" (focused on disabilities) states the methods and actions to be implemented from the start of the school year 2019: organising and simplifying support for pupils and families, strengthening teacher training, strengthening</p>	<p>The idea of a "public service for Inclusive Schools" in each department, provided by Inclusive Local Support Centres (PIAL) which will coordinate human support resources, seems interesting.</p>

<p>Ministry of National Education and Youth NOR: MENE1915816C Circular no. 2019-088 of 5-6-2019</p>	<p>partnerships, and assessing the quality of actions.</p>	<p>The self-assessment process for the quality of actions carried out in institutions (Qualinclus tools) is a tool that can inspire.</p>
<p>https://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=142545</p>		
<p>Scientific reports of the CNESCO (National Evaluation Council of the School System)</p> <p><u>Inégalités scolaires d'origine territoriale en France métropolitaine et d'outre-mer [School inequalities of territorial origin in metropolitan France and overseas]</u> - 2018</p> <p>Creator: Patrice CARO</p>	<p><u>Inégalités scolaires d'origine territoriale [School inequalities of territorial origin]:</u> This report describes the links between socio-spatial disparities, educational inequalities (family actions, educational system, peers, free time practices), and academic success. It focuses on the measurement of educational inequalities at the municipal level by juxtaposing educational inequalities of internal and external origins in the school system.</p>	<p><u>Inégalités scolaires d'origine territoriale [School inequalities of regional origin]:</u> Taking into account the factors influencing the scholastic success of young people, and particularly the inequality between territories, identifying the actors to be mobilised and developing a good understanding of the issues facing the various actors seem to be essential in the construction of an inclusive school model.</p>
<p>http://www.cnesco.fr/wp-content/uploads/2018/10/181026_Cnesco_Caro_educ_et_territoires.pdf</p>		
<p><u>Ecole Inclusive et handicap [Inclusive school for children with disabilities]</u></p> <p>Inclusive school for students with disabilities: accessibility, academic success, and individual development (<i>Preparatory work for the International Comparison Conference on Inclusive Education for Children with Disabilities</i>) - 2016 Authors: EBERSOLD, S., PLAISANCE, E. ZANDER, C.</p>	<p><u>École inclusive pour les élèves en situation de handicap [Inclusive school for students with disabilities]:</u> This report aims at a cross-sectoral and concise reading of the challenges of inclusive education in France. Based on the observation that France is involved in the international movement for inclusive education, this report outlines the many challenges for France in achieving this.</p>	<p><u>École inclusive pour les élèves en situation de handicap [Inclusive school for students with disabilities]:</u> This report provides clear guidelines for advancing inclusive education and its effective institutional integration.</p>
<p>http://www.cnesco.fr/wp-content/uploads/2015/12/rapport_handicap.pdf</p>		
<p>Concept 360°, Meeting the needs of all students (Press release)</p> <p>Creator: Department of Training, Youth, and Culture (DFJC) Canton of Vaud (CH)</p>	<p>The "Concept 360°" aims to reduce social inequalities to create an inclusive school: a cross-sectional approach should enable adults (parents, professionals) working around the child to assess his or her needs in their entirety and to implement coordinated services. With the new law on specialised pedagogy, the Canton of Vaud wants to develop a global system of support to students with special needs: allophony, disability, prevention and health, high intellectual potential. This project begins in 2019 with experimentation and public consultation.</p>	<p>The "Concept 360°" resembles the Compass of Inclusion through the circular articulation of professionals, parents, and partners around the needs of children. The goal of the project is to develop tools to structure discussion and reflection to determine the most appropriate measures and to</p>

		lay the groundwork for the shared project that will be carried out by the professionals who work with the pupil.
https://www.vd.ch/toutes-les-actualites/communiqués-de-presse/detail/communiqué/un-concept-360-pour-repondre-aux-besoins-de-tous-les-eleves-1552047903/		

SPAIN		
RESEARCH	SHORT DESCRIPTION	INSPIRING OR TRANSFERABLE ELEMENTS FOR THE SPISEY PROJECT
Strategies to support the learning of foreign students	A research-based teacher guide that provides resources and strategies to promote better foreign students language learning. Furthermore, this guide also provides resources to help those native speakers with Language difficulties.	The project allows to foreign students to be part of the class group. This will be possible with the design of good teaching training for create new methodologies to work on inclusion.
http://ateneu.xtec.cat/wikiform/wikiexport/cursos/escola_inclusiva/ansu/guia		
Educational assistance to students with special educational needs	<p>Research-based digital resources to attend different special learning needs. These resources give guidance to teachers, students, families and schools. This guidance focuses on students' inclusion in the school context to promote equitable learning. It provides guidelines and guidelines for the following Special Educational Needs:</p> <ol style="list-style-type: none"> 1. Educational assistance for Gifted and talented children 2. Educational assistance for visual disability 3. Educational assistance for autistic disorder 4. Educational assistance for learning disorder 5. Educational assistance for hearing disability 6. Educational assistance for physical disability 7. Educational assistance for behavioural 8. Educational assistance for illness situations 9. Educational assistance for visual disability 10. Educational assistance for multiple disabilities 11. Educational assistance for mental disorder 12. Educational assistance for educational disadvantage 	In the project the school community can find different resources, instruments and strategies for Special Educational Needs. The principal aim is to ensure that all students can participate and learn in the same school environment, reducing the barriers to learning.

http://xtec.gencat.cat/ca/curriculum/diversitat-iinclusio/atencio-educativa-als-alumnes/nese/		
Individualized Support Plan (PI)	All the teachers have to design individualized plan (IP). In this website teachers find research-based resources. Specifically, educators can find the next aspects: 1. When developing an IP 2. Who produces an IP 3. How is evaluated and what must contain an IP 4. How long it has and how an IP starts	In the project shows when and how teachers develop an IP. The PIs focus on the students with special educational needs.
http://xtec.gencat.cat/ca/curriculum/diversitat-iinclusio/atencio-educativa-als-alumnes/pla-de-suport-individualitzat-pi/		
Inclusive Educational Projects	A research-based school community guide to provide wide range of resources of involved all the school community to attend inclusive necessities. It's necessary that all the students can participate and learn in the same school environments.	The project may find examples and experiences about educate for a change of educational inclusive perspective. The intervention does not focus only in the student but in the context.
http://xtec.gencat.cat/ca/curriculum/diversitat-iinclusio/projectes-educatius-inclusius/		
Network of special education centre that provides services and resources	The network CEEPSIR (special education centre that provides services and resources) is a key resource to provide guidelines for the Special Educational Needs. This network must be aimed to promote students' autonomy and self-determination.	In the network the teacher finds resources and educational support for Special Educational Needs. Also, creating a support network for educational inclusion to work jointly with the school centre.
http://xtec.gencat.cat/ca/curriculum/diversitat-iinclusio/xarxa-de-suports-a-leducacio-inclusiva/ceepsir/		
From the inclusive school to the inclusive system	Research-based report about the main educative axes to take into account for building a school for all. These axes focus on: -The recognition of diversity as a universal event. -The inclusive system as the only possible point of view to respond to all students. -The personalization of the learning so that each student can develop to the maximum his potentialities. -Equity and equal opportunities as the right of all students to receive comprehensive education and expectations of success. -Participation and co-responsibility to build a common project based on dialogue, communication and respect. -Teacher training to promote opportunities for collective growth and to develop shared educational projects.	The main objective in the project is to provide an accurate resource for teachers about how to support all the students. Furthermore, the project promotes a professional development to create a teacher collective to share their inclusive educational projects.

<http://ensenyament.gencat.cat/ca/departament/publicacions/colleccions/inclusio/escola-inclusiva/>

UNITED KINGDOM		
RESEARCH	SHORT DESCRIPTION	INSPIRING OR TRANSFERABLE ELEMENTS FOR THE SPISEY PROJECT
Felder, F. (2018) The Value of Inclusion, <i>Journal of Philosophy of Education</i> , 52 (1), 54–70.	Link	Top down approaches might not be able to ensure inclusion in everyday social interaction.
Qvortrup, A., and Qvortrup, L. (2017) Inclusion: Dimensions of inclusion in education, <i>International Journal of Inclusive Education</i> , 22 (7), 803–817.	Link	Inclusion is a matter of degree and social participation is best understood as a continuum between inclusion and exclusion.
Norwich B. and Koutsouris G. (2017) Addressing Dilemmas and Tensions in Inclusive Education. In <i>Oxford Research Encyclopedia of Education</i> .	Link	Inclusive education is about tensions of values that cannot be easily resolved.
Black, A. (2018). Future secondary schools for diversity: Where are we now and where could we be?. <i>Review of Education</i> . 7, 36-87	https://doi.org/10.1002/rev3.3124	Special schools do have elements that make them an attractive, sought after, alternative provision (in terms of what they offer; provide; and are able to do). However, the strengths and incentives that some special schools offer could be examined with a view to creating general schools that also offer these strengths, and gives a model for how this might be done.
Hammersley-Fletcher, L., Clarke, M., & McManus, V. (2018). Agonistic democracy and passionate professional development in teacher-leaders. <i>Cambridge Journal of Education</i> , 48(5), 591-606.	Link	Democracy in the school community is about recognising the value of pluralism and developing tools that promote deliberation and respect.
Booth, T., & Ainscow, M. (2002). <i>Index for inclusion: Developing learning and participation in schools</i> . Centre for Studies on Inclusive Education (CSIE), Bristol.	Link	The widely influential Index for Inclusion as a way of achieving school inclusion.

<p>Black, A., & Norwich, B (2019) <i>Contrasting responses to diversity: school placement trends 2014-2017 for all local authorities in England</i>. Centre for Studies on Inclusive Education (CSIE), Bristol.</p>	<p>In press</p>	<p>CSIE has been reporting, since the 1980s, school placement trends of all local authorities in England (i.e. the proportion of children and young people sent to special schools by each local authority). This is the latest analysis. This report is the 8th analysis of a longitudinal study.</p>
<p>Anderson, J., & Boyle, C. (2019). Looking in the mirror: Reflecting on 25 years of Inclusive Education in Australia. <i>The International Journal of Inclusive Education</i> [Invited Article], 23(7-8), 796-810. doi: 10.1080/13603116.2019.1622802</p>	<p>https://doi.org/10.1080/13603116.2019.1622802</p>	<p>This paper reflects upon why some have struggled to enact the recommendations outlined in the Salamanca Statement a quarter of a century ago. The impacts of current education reforms, including the current model of educational provision, the understanding of disability and educational need, and the neo-liberal concepts of standardisation, measurement, and choice are explored</p>