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Facilitation and Toolbox

European Inclusion Compass
A Strategic Process Tool
Supporting Practices for Inclusive Schooling
& Education for the Youth

(SPISEY)

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1. Introduction

The European Inclusion Compass, and the overall aim and context for this, is presented in the Background Document. How to work as a manager with the Compass has been described in the managing guide, and this document, is the European Inclusion Compass Toolbox. This document contains a comprehensive selection of tools, that can assist management or internal and external consultants and facilitators, to facilitate the actual use and application of the European Inclusion Compass in local schools and / or educational institutions for youth.

As it is described in the management document (page 7), it is recommended that school management engage with an external facilitator to work with and apply the European Inclusion Compass within their local school. It is of course not an obligation, but based on the gathered knowledge from many change processes within schools, the SPISEY partnership has experienced that results are better, when an external facilitator is connected to a strategic change process. The reasons for this are many fold, and among others;

1) A manager is part of the school culture and risk to either not see the critical factors or have difficulties to mobilize change because of the hierarchy or biased understandings from both the management side and stakeholder side.

2) If a staff member, or a group of staff members, are appointed facilitators, he / she / they risk(s) to be caught between two “camps” and you risk creating internal “policy battles”.

3) An external facilitator is not part of the culture and will be able to see things from the “outside” without a biased understanding.

4) An external facilitator will be able to ask the difficult questions without prejudice.

5) Available time to make comprehensive follow up on decisions and agreed actions is extremely important, and staff members will very often not have this time available. They primary job will normally be to provide teaching, and facilitation will be an additional task, hence the application of the inclusion compass risk to lose the momentum, if follow up does not take place in an effective way.

6) As a manager it is easier to describe a concrete task to a contracted and external facilitator, keeping that person responsible for the process as described in a contract.

7) And perhaps most important of all: By using an external facilitator management is freed of obligations as being responsible for the process enabling management to focus on product: implementation og inclusive practices. In other words, this construction and distribution of responsibility with an external facilitator creates ‘free space for management to engage in the process.

The toolbox document can be used in the beginning of the process, in order to plan the implementation process in collaboration with the coordination group, the school management and the external facilitator.

1.1 The development of the toolbox

As described above, this document is part of several documents, which all together make up the European Inclusion Compass. All documents, and a supporting web based platform (www.spisey-project.eu), have been developed within the SPISEY project. Partners from 5 European countries (DK, FI, UK, FR and ES) have pooled their knowledge and resources together to develop the compass, and the present toolbox. All partners have substantial experience in working with schools; school managers and well as teachers, and have assisted schools in developing and implementing different kind of interventions and strategic change processes for many years. The toolbox is a concrete European result of the gathering of their experiences.

The toolbox is constructed so that it follows the process activities of the European Inclusion Compass in the outer circle. For each process activity a number of concrete facilitation tools are presented, including a short process description and links to find further information about the tool if needed.

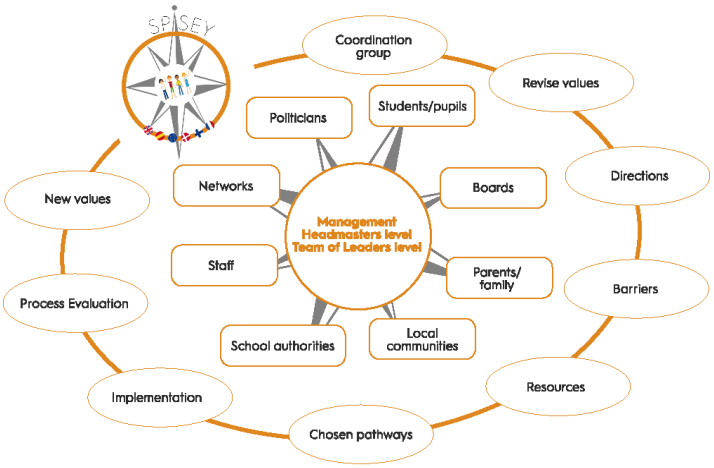


Figure 1: The European Inclusion Compass

1.2 Target group and the role of the facilitator

The target group for the toolbox document is the coordination group and the school management, who can use the document to design and decide upon, together with an internal or external facilitator, how the concrete application of the European Inclusion Compass should take place in the school.

In this context a facilitator should be seen as a person, or persons, who participate(s) in order to ease the process. A neutral person / or persons, who manage(s) the flow of discussions and dialogues encouraging all participants to participate in some way and stay on the task, increasing the

collective value of the entire team. Within the ERASMUS + project; "Co-creating Welfare",[1] 6 important steps of the role of a facilitator has been described as follows;

1) Preparing and planning the process activity agenda in advance
Prepare the work in advance taking into account the "who", "what", "why" and "where", to decide "how" to carry out the meeting.

2) Clarifying the objectives of each process activity, as well as the expected time that will be spent on each activity
Making sure that all participants understand and agree upon the objective of the activity.

3) Co-creating community rules to establish appropriate ways to interact with each other during the process activity.
What is allowed and what is not allowed within the collaboration.

4) Keeping the discussion moving
Making sure that all participants are heard and participate in the discussion

5) Monitoring the time of the process activity
Making sure that the activities and discussions have a time limit; not too long and not too short. Momentum should be kept at the same time as the group needs time to get around the subject.

6) Close the process activity and renew the action items for the future.
Sum up the meeting and make sure that all participants understand and recognise the outcome of the meeting or actitity.

1.3 Definition of tool and how to use the toolbox

As described above, this document is a comprehensive selection of tools that can be used to facilitate the process of how to work on a practical level with the European Inclusion Compass.

When the word; "tool" is used in this context, we mean a description of a process that can be used to facilitate and animate a specific activity, discussion, situation of collaboration and dialogue in a school to stimulate innovation, change and development.

The tools that are gathered in the SPISEY toolbox have all been described by the SPISEY partners based on their long-term experiences as researchers and facilitators of change processes within schools, and other kinds of educational organisations hence, they have showed to be successful in a change process within a school context.

All the tools are generic and should therefore be adapted to and used carefully in your specific context. Together with the good practice examples on the web-based platform, you can get

[1] Inspiration from the ERASMUS + project "Co-creating Welfare" www.ccw-project.eu Training material page 23

inspiration on how to work with the tools and then imagine how it can best be adapted and function in your context and with your stakeholders.

We wish you good luck with the implementation of the European Inclusion Compass……

2. Overview of tools and resources of each inclusion compass process activity

In this section, you find a listing of all the tools that are gathered in the toolbox, in order to give you a quick but still complete overview of the content of the toolbox.

You will find, for each process activity in the Inclusion Compass, the title of each tool, the main objective and the key words that tag and represent each tool. These three aspects of each tool serve to the three purposes: a) support the exploration of the entire SPISEY Toolbox; b) help users in getting a rough idea of each tool; and c) facilitate group discussion and group decision about which tool can fit best to work on inclusion in a specific school context and in a concrete moment of the inclusion compass.

SETTING UP A COORDINATION GROUP				
	TITLE	**OBJECTIVE**	**KEY WORDS**	**Page**
TOOLS	Joining Forces	Reflect about the competences that each member of the coordinator group has to promote inclusion in the school	Coordination group; Building team	
	Datawall	Method of obtaining an overview and an understanding of different visual information to discover relationships, patterns and hierarchies that are otherwise not immediately apparent.	Sharing information; Overview data	
	Knowledges and expertise map	Discover the different experiences and skillsets of each member of a group.	Personal knowledge; Personal skillsets; Personal experiences	
	Team rules	Method for agreeing on a set of rules for how to work together and behave towards one another during a project or team work.	Agreement; Rules; Behavior	
RESOURCES	Book (Spanish): "Guía para la evaluación y mejora de la educación inclusiva. Desarrollando el aprendizaje y la participación en las escuelas"	Offers orientations about how to create the coordination group and information about what key members should be part of the coordination group and for what reasons.	Knowledge of the educational community; School planning; Review	

CREATING VALUES				
	TITLE	**OBJECTIVE**	**KEY WORDS**	**Page**
TOOLS	Crystall ball	Agree on common inclusion values to be promoted and worked in the following components of the inclusion compass	Common values; Reflection	
	If you were	Build a shared understanding of a specific inclusion value by thinking from students' perspective.	Students' perspective; Inclusive value	
	Expectations	Express the wishes and expectations of each stakeholder involved in the project and avoid the misunderstandings to create common goals.	Expectations; Common goals; Work together	
	Organization in the mind – drawing as a process tool	Create a common basis of the stakeholders to understanding of identity, core mission and framework.	Collaboration; Common understanding	
RESOURCES	Book (English): "Indicators of Inclusive Schools"	Offers indicators about how establish inclusive values and principles for the coordinator group members on their school.	Inclusive values; Principles; Support for success; Learning environment	

DECISION ON FURTHER DIRECTION				
	TITLE	**OBJECTIVE**	**KEY WORDS**	**Page**

TOOLS	Analytical Diagrams	Give criteria based on the analysis of the researches, and to find what is relevant for the project.	Map out the data; Analytic criteria; Discuss	
	Brainstorming	Help to develop multiple ideas with other people quickly.	Generate ideas; Personal motivation; Rules	
	Telescoping	Evaluate the stakeholder's options, ideas or possible solutions for the aim. Giving each person an opportunity to explain and argue in favor of their preferences before making a common and informed choice.	Opportunity to explain; Argue; Description	
	Bitter and Sweet	Reflection about the best steps to follow for implementing the inclusion values chosen in previous components of the inclusion compass.	Generate ideas; Imagine the best idea; Agreement;	
	Three loops	Build a common understanding of directions to be taken in order to promote a specific inclusion value in the school.	Analyze and define the idea; Refine the idea; Agreement	
	Key Actions for Rising Achievement	Provides evidence-based knowledge about the key issues and concreate actions supporting the development of an inclusive school culture.	Guidance; Evidence-based knowledge	
	Learning cafe.	Help participants to activate and enrich their ideas, and gathers ideas for an underlying discussion	Decision making; Ponder directions; Collaboration	
	The process arrow	Create a common overview of a task/team's portfolio of tasks, and link the task/project with a strategic development perspective for the entire team.	Decision-making	
RESOU	ILFE Toolkit – Embracing Diversity: Toolkit for Creating Inclusive, Learning-	Through this book, the coordinator group members will learn what an inclusive, learning-	Reflect the best direction; Description; Discuss	

RCES	Friendly Environments (english) – Book 1: Becoming an Inclusive, Learning-Friendly Environment	friendly environment is and how their school can create that environment.		
	https://www.cnesco.fr/fr/publications/ (french) http://www.cnesco.fr/fr/inegalites-sociales/ http://www.cnesco.fr/fr/dossier-handicap/	Evaluates, analyses and supports school policies, systems and practices. It aims to improve knowledge of the French and foreign school systems in order to create a dynamic of change in the French education system.	Diagnoses on French schools; Decision maker;	

INVESTIGATING DILEMMAS AND BARRIERS				
	TITLE	**OBJECTIVE**	**KEY WORDS**	**Page**
TOOLS	Do the opposite	The tool is useful for thinking about the way you work, and for thinking about a new subject (kind of inverse brainstorm).	Self-awareness; Building on	
	Creative constraints	Transform limitations and constraints into inspiring framework.	Generate solutions; Evaluate	
	Key questions	Reflect and analyze the possible barriers/obstacles that could come up when implementing the directions and actions of a specific value.	Analysis; Agreement	
	Motivational Inquiry – to deal with ambivalence	Identifying the advantages and disadvantages of a change. This method can strengthen the internal motivation of actors, clarify the ambivalence of a change, and plan future actions.	Guide the process; Plan forward actions	
RESOU	ILFE Toolkit – Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly	Understand some of the main barriers that keep children from coming to school or makes them drop out of school, and how	Awareness the difficulties; Description; Discuss	

R C E S	Environments (English) – Book 3: Getting All Children In School and Learning	they can reduce or remove these barriers.		

CLARIFYING PRESENT AND NOT PRESENT RESOURCES				
	TITLE	**OBJECTIVE**	**KEY WORDS**	**Page**
T O O L S	Desktop Research	Access lots of knowledge very quickly to better understand a challenge at the start of a project.	Research; Challenges; New points of view; To do list	
	Multi Perspectives	Acquire ideas, opinions and insights from a group of different people who are experienced or specialists in a specific theme or challenge.	Idea generation; Experienced people	
	Idea tree	Allow participants to visualize and order their resource ideas during the brainstorming session.	Organize ideas; Visual thinking	
	Checklist	Know which available resources are needed in order to implement successfully the inclusive values.	Brainstorming; Needs	
R ES O U R C ES	Book: "R. Flecha (ed.). Successful educational actions for inclusion and social cohesion in Europe". Berlin (2015).	Aconseguir l'èxit educatiu a través de la cohesió social de tot l'alumnat en els diferents països europeus, amb la col·laboració de diferents stakeholders i de diferents recursos de la comunitat educativa.	Recursos comunitaris; Cohesió social; Apenentatge col·laboratiu; Inclusió	
	Resources on inclusion in education (English)	Offer all the statements, conventions, guidelines and also tools and toolkits as well as other resources.	Observation grids; Draw experience	

DECIDING ON CHOSEN PATHWAYS				
	TITLE	**OBJECTIVE**	**KEY WORDS**	**Page**
TOOLS	Road-Map	Acquire a shared understanding of what you are doing and where you are heading.	Visual thinking; Action plan	
	An in-depth look	Specify the concrete steps to follow for the implementation process.	Distributed work; Plan action	
RESOURCES	Book: "UNESCO (2013) "Promoting Inclusive Teacher Education - Methodology"	Promoure an inclusive teaching methodology en l'Educació Inclusiva.	Metodologies d'ensenyament inclusiu; Student-centred learning	

IMPLEMENTING				
	TITLE	**OBJECTIVE**	**KEY WORDS**	**Page**
TOOLS	Stakeholder mapping	Create a map showing the resources, in order to be able to answer a child's need.	Find solutions; Identify skills; Find new partners	
	Culture Mapping	Visualize the school's culture, which is influenced by values, norms, the ethos etc. It helps explore information that is crucial to any change initiative, including enablers and risks.	Visual thinking; Identify school cultures; Reflect	
	Kotter's 8-Step Change Model	The book outlines how to systematically and effectively implement change in an organization.	Implement changes	
	Learning to read the world through Other Eyes	Learn to read the cultural logics (systems of meaning and representation) of		

		specific indigenous groups in relation to concepts related to the agenda for international development (e.g. development, poverty eradication, equality, education, etc.).		
	Reconstructing the scene	Refinar la planificació de la implementació i regular i millorar la implementació.	Visual thinking; Story telling	
RESOURCES	Book: "Empowering students for just societies. A handbook for secondary school teachers"	Promoure una educació més inclusiva, a partir d'una selecció de teaching activities and resources to implement inclusive actions dins i fora de l'aula.	Procés d'avaluació; Oportunitats per a tothom; Visió constructiva; Pedagogia inclusiva	
	Cap-ecole-inclusive by Reseau Canopé (French)	Self-study site for teachers on inclusive school and disability issues.	Work-related dilemmas; Observation grids; Assessment grids; Training modules; Adapt practices	
	European Agency for Special Needs and Inclusive Education	Develop an understanding of the context with regards to social inclusion.	Indicators for inclusive education; Good practices	
	Kotter's 8 step	Change aspects of the school organization, working practices and perhaps overcome resistance.		
	Through Other Eyes	Reflect about enable a whole school discussion about how we can negotiate difference in the school community.	Learning to unlearn; Learning to listen; Learning to learn; Learning to reach out	

EVALUATING THE PROCESS				
	TITLE	**OBJECTIVE**	**KEY WORDS**	**Page**
TOOLS	Success criteria grid	Guide the team work and evaluate the process and the end result.	Generate ideas; Rate ideas;	
	Helicopter view	Aconseguir una visió general de com ha anat la implementació per	Evaluation process; Evaluate stakeholders	

		adequar-se millor a les necessitats de les accions inclusives.		
	The jury	Consider new perspectives and mention the possible mismatches that could appear during the inclusive action implementation.	Evaluate key actions; Thinking together; Six thinking Hats	
RESOURCES	Web page (Catalan)	Ajudar a detectar les dificultats tan bon punt es produeixen, esbrinar-ne les causes i prendre les mesures necessàries a fi que l'alumnat pugui continuar amb èxit el seu procés d'aprenentatge.	Inclusive evaluation tips; Identificar necessitats individuals	

REVISE VALUES PROCESS				
	TITLE	**OBJECTIVE**	**KEY WORDS**	**Page**
TOOLS	Telescoping	Evaluate and restrict the team's choices when you have many options, ideas or possible solutions.	Common choice; Reach a consensus	
RESOURCES				

3. Tools and resources for each phase of the inclusion compass process

3.1. Setting up a coordination Group process

Understood as;

- a group of employees and stakeholders is crucial for supporting and collaborating in the as to who is 'given a voice' in the process of implementing inclusive practices in any school or educational institution for children and youth on both a practical and a tactical level

- developing any organization requires motivation on both individual and group levels and an important driver to obtain an overall engagement, is when colleagues act as role models and supporters for all involved

- setting up a coordination group consisting of employees, external stakeholders and members of school management presupposes some well thought strategic choices made by school management due to dynamics in the coordination group which should mirror diverse attitudes towards the process

3.1.1 Tools for creation of coordination group

Tool description	
Name of the tool	**Datawall**
Aim of the tool	The Data Wall is a method of obtaining an overview and an understanding of different complex information by collecting and displaying collected photos, notes and objects relevant to a project. Displaying and sharing information in a visual way is a powerful tool because displaying information so it is visible and can be moved around enables you to discover relationships, patterns and hierarchies that are otherwise not immediately apparent.
Why is this tool useful for this part of the process	Useful for building a shared understanding of the project, and sharing informations, data, objects from each stakeholder
Target group	Coordination Group
How to work with the tool	1) You need to have a space available on a wall or a board for pinning or attaching things. 2) Start by putting up all the different photos, drawings and notes that all the team members agree are relevant and interesting. 3) Shuffle all the items around until everybody is satisfied that they are placed correctly and are clearly visible. 4) Keep refreshing the data wall throughout the project by adding new information and removing non-relevant information and data. Also use it in teamwork sessions to discuss the progress of the project.

Special expertise needed to work with the tool	NONE
Special material (complementary or additional)	Blackboard, cardboard, smartboard or sharable online board e.g. padlet.
Possible risks	Having a lot of data and don't find a meaning between them Don't upgrade the data Having a datawall that doesn't make sense for part of stakeholders
Outcome	A shared understanding and overview of part of the project discover relationships, patterns and hierarchies that are otherwise not immediately apparent.
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Presented by	Réseau Canopé

Tool description	
Name of the tool	**Knowledge and expertise map**
Aim of the tool	Every member of a group has different experiences and skillsets, and this method aims to discover what they are and mapping them out for all to see. In this way they might be put to better use in the project at hand.
Why is this tool useful for this part of the process	This method is a convenient way to come to know one another in a group. It is also useful to see what skills are present and the need for outside expertise.
Target group	Coordination group
How to work with the tool	1) Start by taking turns to interview all members in the group about their knowledge areas, skills and experiences. Every item must be noted on a separate post-it note. The experiences, knowledge and skills of each participant can be noted on a post-it note of a particular colour or with a special coloured pen. 2) Draw a diagram with three overlapping circles showing the knowledge, skills and experiences shared by everyone in the inner circle, skills and experiences that some have in common in the second circle and individual, unique skills and experiences in the outer circle. 3) Put the different post-it notes in their correct places while discussing the specific knowledge, skills or experience that have been revealed in the group. What are they? Discuss how these skills would be useful for the project or if there is something missing. If some knowledge or skills are not present, how can you compensate for them?
Special expertise needed to work with the tool	NONE
Special material (complementary or	A large sheet of paper, post-it notes and pens in different colours.

additional)	
Possible risks	It is important that each member of the group lends himself or herself to the game.
Outcome	This tool makes possible to better understand the skills and prerogatives of each partner. It also makes possible to quickly detect skills and knowledges that are important for the project but which the group does not have
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Presented by	Réseau Canopé

Tool description	
Name of the tool	**Team rules**
Aim of the tool	Method for agreeing on a set of rules for how to work together and behave towards one another during a project or team work.
Why is this tool useful for this part of the process	This is important for the team in order to work properly and avoid discussions and conflict. It's very important to be agree on common values since the beginning of the project.
Target group	Coordination Group / Local Partners
How to work with the tool	1) Ask team members to come up with suggestions for rules that they think are important to make the team work a better place. Make sure that everybody has an opportunity to voice their opinion. 2) Write each suggestion down on the black-board. 3) Conduct a session with the team where they vote on the most important rules. Make sure to discuss each rule so that everyone agrees on which are the most important. 4) Write down the 5-8 most important rules and save them or put them in a place where everyone can see them. 5) Be sure to go back to the rules regularly and discuss them in the group to see if they are being respected. If they are not, discuss why that is. They might need to be revised or changed along the process and during the teamwork.
Special expertise needed to work with the tool	NO
Special material (complementary or additional)	Blackboard, cardboard, smartboard or sharable online board e.g. padlet.
Possible risks	Rules not specific enough won't be easy to follow. Let someone breaking the rule and don't interfere.
Outcome	Have common values and the same framework for action. Give possibility to take action if someone breaks the rules or disturb the project.
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu

Developed by	FUTE Project, Réseau Canopé

Tool description	
Name of the tool	**Joining Forces**
Aim of the tool	Reflection about the competences and previous experiences that each member of the coordinator group has for promoting inclusion in the school
Why is this tool useful for this part of the process	The tool aims to reflect about the competences and previous experiences that each member of the coordinator group has and can be valuable for promoting inclusion in the school. The ultimate objective of this reflection is to engage each coordinator group member in the inclusion process
Target group	Coordinator group members
How to work with the tool	1. Every member has 3 blank cards; in each card everyone writes down: a) previous experience in inclusion b) a competence that can be valuable in order to promote inclusion processes in the school c) a wish s/he has about inclusion 2. All the cards are posted in the blackboard and shown to the rest of the group 3. In successive rounds, the group discusses each card focusing on positive aspects, how each competence/experience can be a valuable contribution for the inclusion process in the school, asking questions in order to develop further each card idea… 3. After each round the group has to synthesize the discussion in terms of what actions, contributions… each member of the group can be good at or can lead. These conclusions are noted down in shared space. At the end of the different rounds, the group will have for each member: Member's valuable competences for promoting inclusion Inclusion actions that each member could lead to promote inclusion
Special expertise needed to work with the tool	None, however, one member of the group has to act as a facilitator during the process
Special material (complementary or additional)	A paper or digital blackboard or cardboard

Possible risks	The group could not be diverse enough and everybody has similar competences. Then the group should look for other members.
Outcome	This tool will provide better knowledge about the different members of the group, his/her experiences and competences about inclusion. Besides, this tool will allow building a pathway about how to turn all members' competences into possibilities to carry out the inclusion compass and to promote better inclusion processes in the school. Furthermore, to know better all the members of the group can increase empathy and synergies inside the coordinator group.
The theoretical foundation of the tool	Describe the theoretical foundations of the tool, if any. How does it work from a theoretical point of view? It is based on scientific evidence. This tool is based on design thinking processes which seek to generate ground-breaking solutions in an innovative way. This tool focusses on the first step of a design thinking process: building the team and develop a better knowledge of each member, specifically, knowledge about each other's competences to generate a creative and valuable inclusion process for the school. The use of the inclusion compass can be seen as a design thinking process because it is a non-linear, iterative process which seeks to understand users, challenge assumptions, redefine problems and create innovative solutions in order to promote inclusion values in the school. In this creative process the positive contributions of each member of the coordinator group are crucial.
Developed by	Universitat de Lleida - Spain

3.1.2 Resources for creation coordination group

Resource description	
Name of the resource (website, bibliography…)	Book (Spanish): "Guía para la evaluación y mejora de la educación inclusiva. Desarrollando el aprendizaje y la participación en las escuelas" (*Guide for the evaluation and improvement of inclusive education. Developing learning and participation in schools*). https://www.cepcampgib.org/noveles/files/anexos/Index_for_inclusion.pdf
AIM and FOR WHAT the resource can meet compass process theme	This book offers orientations about how to create the coordination group. It offers information about what key members should be part of the coordinator group and for what reasons.
Target group	Coordinator group members
How to work with this resource and how to	The book could be a referent for the inclusive project, since it proposes different phases with concrete examples about school improvements

implement it in schools	related to inclusion. The 5 proposed phases are: • Beginning of the *Index* process • School analysis • Elaboration of a school improvement plan with an inclusive orientation • Implementation of the susceptible aspects to improve • Evaluation of the *Index* process We would like to highlight the first step out of the 5 explained in the book because it is related to the coordinator group creation. However, the other phases could be useful for toolbox components. Throughout the book, there are presented several topics such as: exploration of teachers, students and families' knowledge; decision of priorities to improve; *Index* introduction in school planning; how to put priorities into practice; how to maintain the improvement process; progress registrations; evaluation of the progress; revision of *Index* performance and how to continue the *Index* process.
Outcome	The responsible people to create the coordinator group would know what people need to be integrated and how to do a better planning of the group composition. In addition, thanks to each phase examples proposed by this model, coordinator group members would gain a better understanding all the inclusive process and would foresee, plan and coordinate which actions could be performed and in the designed inclusive process.
The theoretical foundation of the tool	The book is a translation and adaptation to Spanish of the original version in English published by the Centre for Studies on Inclusive Education (CSIE), Bristol (UK) in 2000. Its adaptation has been carried out by the *Consorci Universitari per a l'Educació Inclusiva*, formed by an open group of teachers interested in boosting knowledge and development of the Spanish inclusive education. Therefore, the extensive knowledge of both CSIE (founded in 1982) and *Consorci Universitari per a l'Educació Inclusiva* proves the reliability and practicality of the book in terms of implementing an inclusive and educational project.
Developed by	Universitat de Lleida - Spain

3.2. Creating or revising existing values

Understood as:

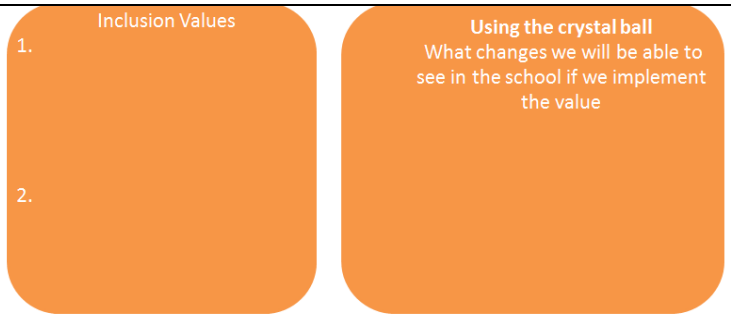
- basic norms and attitudes that are worth striving for, and values about inclusion are thus the norms and attitudes that we would like to apply in our school practices. The values describe what we emphasize in our daily work and inclusive interaction with each other.
- a steering tool, a supervisor, a guide, a perspective-taker. Values are the basis for decision. They may be hidden, unspoken, or they may be deliberately worded. They have to do with one's human view. Values have a different dimension than rules and as such are more stable.
- central for a workplace when it prepares its values, it is at the same time trying to find its meaning and identity. In such a phase, it is the very conversation about the values that becomes crucial and part of the result.
- inappropriate to make strong demands for agreement during the phase. Right and wrong is not related to the clarification of values. Rather reflection, investigative behavior and open-ended questions.
- not one dimensional or clear. Our values are expressed in many ways. In the way we solve and prioritize tasks, talk to our colleagues and in the way, we meet young people and partners. But values are not clear
- that the way others perceive the values is not exactly the same way as we do. But they do not. Therefore, values come into existence only when we put them into use and talk about what they mean to us.

3.2.1 Tools for creating values

Tool description	
Name of the tool	**Expectations**
Aim of the tool	Different people might have different ambitions, expectations and goals, and sharing the expectations of each individual involved in a project, a team work or in a class makes it easier to work together. It helps to avoid misunderstandings and creates common goals for the whole team.
Why is this tool useful for this part of the process	It allows to express each stakeholder wishes or/and expectations and to choose the more relevant expectations for all the partners
Target group	Referent Group / Coordination Group
How to work with the tool	1) All members of the group must decide what they want to get out of the present project: what they want to learn more about or what they want to achieve in the project or the class: Do they want to learn something specific? Is it important to have a better atmosphere in the group? Is there a specific goal? 2) A facilitator, who could be the teacher or a pupil, leads the subsequent

	group session where thoughts are shared and noted down on the blackboard or a large sheet of paper. Be sure to ask questions such as: what will you have gained from that goal? Why do you want to achieve that? Talk about the goals and wishes so that you understand each other well. 3) Discuss the differences that may have emerged in terms of expectations, goals and wishes and how to handle those differences in a constructive way. 4) Write down the most important expectations and goals and put them in a place where everybody can see them. 5) During the project you can get back to the list and discuss whether you are achieving these expectations, goals or wishes.
Special expertise needed to work with the tool	NONE
Special material (complementary or additional)	Blackboard, cardboard, smartboard or sharable online board e.g. padlet.
Possible risks	Chose expectations wich are too big to be answered (that might be disappointed) or let a few people chose the expectations (the others might find difficult to appropriate these goals).
Outcome	Having understanding of the expectations of each stakeholder, make empathy growing between the partners, make concerted choices.
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Developed by	FUTE Project, Réseau Canopé

Tool description	
Name of the tool	**Crystal ball**
Aim of the tool	Agree on common inclusion values to be promoted and worked in the following components of the inclusion compass
Why is this tool useful for this part of the process	The coordinator group will reflect and agree on which inclusive values should be promoted in the near future in the school.
Target group	Coordinator group members
How to work with the tool	THINK Every member of the coordinator group writes down two inclusion values that s/he would like to promote in the school. USE OF THE CRYSTAL BALL Every member writes and argues how the value could change and improve some key elements of the daily school life (such as: social relationships, atmosphere, and diversity).

	 SHARE AND DISCUSS Discussion about each member's values and arguments about how each value could have a positive impact in the school. The aim of the discussion is to agree and select a specific number of inclusion values that the group feels as important and valuable to start working with. In order to promote group agreement on which values can have a positive impact on the school, the next questions can be useful: What elements of the inclusion value are essential for our school? What elements are not really necessary for our school? AGREEMENT After the discussion, the coordinator group has the elements to select and rank the inclusion values they will start working together.
Special expertise needed to work with the tool	None, however one member of the group must act as a facilitator in engaging group members in a fruitful discussion.
Special material (complementary or additional)	Big piece of paper or digital blackboard or cardboard to write down the inclusion values and group agreements and claims for each value.
Possible risks	Some participants may show not enough respect to other's opinions, this may decrease participation of the rest of the group.
Outcome	Using this tool, the coordination group will be able to select and rank the inclusion values that the group feels as the most important ones according to the needs of the school.
The theoretical foundation of the tool	This tool is based on design thinking processes which seek to generate ground-breaking solutions in an innovative way. This tool focuses on the second step of a design thinking process: Define the initial situation (or problem) in which the coordination group will analyze previous information in order to define the core inclusion values that the school needs to promote. The use of the inclusion compass can be seen as a design thinking process because it is a non-linear, iterative process which seeks to understand users, challenge assumptions, redefine problems and create innovative solutions in order to promote inclusion values in the school. In

	this creative process the definition of initial objectives in terms of inclusion and envision how these objectives can have positive impact on the school daily life are important.
Developed by	Universitat de Lleida - Spain

Tool description	
Name of the tool	**If you were…**
Aim of the tool	Be able to understand other' views and perspectives is a key competence to find a shared solution. This tool will help to the coordinator group to build a shared understanding of a specific inclusion value by thinking from students' perspective. Specifically, the aims of this tool are: Co-define a specific inclusive value and contextualize it in their school Reflect, taken a students' perspective, about what elements of a specific inclusive value are already present in the school. Think about what student's wishes would look like in relation to a specific inclusive value.
Why is this tool useful for this part of the process	This tool will put students' perspective in the centre of the revision values that are worth to be promoted in the school. Students' perspective will help to agree on the meaning and definition of a specific inclusion value that will guide the work in the following components of the inclusion compass. Furthermore, the ability of the coordinator group members to be able to be in students' shoes will ensure that students' point of view is taken into account for promoting specific inclusion value in the school.
Target group	Coordinator group members
How to work with the tool	BE IN STUDENTS' SHOES IMAGINE as a child feels... The coordination group will work in small groups (3-5 people). Each small group will have one card for each inclusive value that has to be re-visited. In each card has to be questions about different elements related with a value (see the three examples below). The small group has to discuss and answer each question as a student would do. To do so, coordination group members have to think as students, try selecting their preferences, remembering how they interact… Example 1: Example for the value: Inclusive community

Inclusive Value: Inclusive Community	
What would you change about students-teacher interaction?	

	What would you change about my family and school relationship? How would you help a classmate with learning difficulties to learn maths? …

Example 2: The school premises have to include everyone.

Inclusive Value: The school premises have to include everyone	
What would change school premises in order to include everybody? How classes could be changed and improved? How could we decorated the school walls to include everybody? …	

Example 3: Teaching and learning processes have to be inclusive

Inclusive Value: Teaching and learning processes have to be inclusive	
Girls and boys are promoted in the same way? How could we improve it? Can everybody participate in all the learning activities in and out school? How could we improve it? Could you participate in the classroom? How could you improve it? …	

COMPARE, REFLECT & DISCUSS
All ideas are shared and discussed with all the members. The whole coordination group select the best ideas in a shared document in order to promote inclusion values from students' perspective.

AGREEMENT
After the discussion, the coordinator group has to select the inclusion values they want to promote and the key elements to start working with.

Special expertise needed to work with the tool	None expertise needed, but a member of the group must act as a leader. Then each member must participate by exposing their opinions.

Special material (complementary or additional)	Each member needs cards, paper or digital blackboard to write their ideas. Then, if it's possible, they need a common blackboard or a big paper to write the final proposals.
Possible risks	There could be different visions among the different members of the coordination group (family, teachers, and staff). These differences could come up with disagreements and never end discussions. The facilitator has to deal with this risk.
Outcome	The group members will be able to select and rank the inclusion values that the group feels as more important for their students. They have to make the effort to think differently, from the students' perspective.
The theoretical foundation of the tool	Design thinking
Developed by	Universitat de Lleida - Spain

Tool description	
Name of the tool	**Organization in the mind – drawing as a process tool**
Aim of the tool	• To create a common basis of the team's core task using the individual team members' drawings of the team's core task. • The tool can be used on many different themes both relational and structural.
Why is this tool useful for this part of the process	•When the team needs to create a common understanding of identity, core mission and framework. • When the team needs to strengthen collaboration between team members by highlighting how different team members can perceive.
Target group	Coordination group and other stakeholders
How to work with the tool	**Step by step process** **5 min**: The process manager presents the team for the exercise - e.g. "What is the core mission for this team" **10 min:** Everyone makes a drawing / figure / symbol that represents the way the individual understands the core mission of the team. **20 min:** (in pairs) First, the one in the couple tries to give his view on what the other's drawing of the core task shows him. The one who has made the drawing do not say anything but note key words. After 3 minutes change roles. After 6 minutes, one tells what he meant by his drawing and reflects on how it was understood. After 2 minutes the role is changed. For the last 10 minutes, the couple spends drawing on a flip chart that can represent their common understanding of the core task.

	They are allowed to supplement with words. **10 min:** (in groups) The drawings are hung up so everyone can see them. The participants are divided into 3-4 groups. Each group must give an indication of how the core task of the team must be formulated based on the 2 drawings, which they make the most of. Write text on flip chart. **30 min**: (in plenary) The groups present their proposals for a text. The groups comment on differences and similarities between the texts. **15 min**: (in plenary) End reflection. What do the differences and the similarities tell about us as a team? What is the core task? How do we proceed with the process?
Special expertise needed to work with the tool	None
Special material (complementary or additional)	Flipchart / a3 paper • Pens • Alternatively, the participants can choose a number of photos or pictures rather than draw themselves • Space for each participant to have a flat surface to draw.
Possible risks	Some are afraid not to "draw nicely enough" but it is not about drawing nicely it is about those who see the drawing can have associations that can lead to new thoughts
Outcome	It will give stakeholders a common foundation to build on
The theoretical foundation of the tool	
Developed by	Kompetenceudvikling.dk

3.2.2 Resources for creating values

Resource description	
Name of the resource (website, bibliography…)	Book (English): "Indicators of Inclusive Schools": https://www.eenet.org.uk/resources/docs/Index%20English.pdf
AIM and FOR WHAT the resource can meet compass process theme	This book offers indicators about how to establish inclusive values and principles. The coordinator group members would reflect on which inclusive values should be promoted at their school.
Target group	Coordinator group members

How to work with this resource and how to implement it in schools	This book is organized around the following five dimensions: **1. Establishing Inclusive Values and Principles** 2. Building Inclusive Learning Environments 3. Providing Supports for Success 4. Organizing Learning and Instruction 5. Engaging with Parents and the Community We emphasize the first dimension, because it is the most appropriate for this compass process. For each dimension, the book proposes sample indicators which provide further descriptions. Some indicators contain links to more information, examples and resources.
Outcome	Using this tool, the coordinator group will be able to reflect and select the inclusive values that the group believes are the most relevant ones according to the school needs.
The theoretical foundation of the tool	This resource is inspired on the Index for Inclusion: Developing Learning and Participation in Schools, 3rd Edition (2011), written by Tony Booth and Mel Ainscow, and published by the United Kingdom's Centre for Studies on Inclusive Education. The Index is currently being used by over 400 British schools to improve their inclusive learning environments.
Developed by	Universitat de Lleida - Spain

3.3. Decision on further directions

Understood as

· Based on the values set by school management and stakeholders, it is decided in which direction the school wants to move and together creating a common vision based on common goal setting.

3.3.1 Tools for directions

Tool description	
Name of the tool	**Analytical Diagrams**
Aim of the tool	Analyse a set of elements by organising them visually (diagrams)
Why is this tool useful for this part of the process	It helps to give criteria based on the analysis of the researches, and to find what is relevant for the project.
Target group	Coordination Groupe / Local partners
How to work with the tool	1) Write the ideas/elements you want to analyse shortly on post-its 2) Discuss and agree on which two, three or four criteria you want to use to map out the data or information : Different groups of people who have different but also overlapping opinions, bright versus dark, teens versus adults, small versus big and organic versus geometric. The possibilities are endless and can be really simple analytic criteria or more abstract ones. 3) Use post-it notes, images or notes and place them one by one in the diagram discussing along the way whether they are being placed in the right spot. 4) Step back and discuss if each element is placed correctly, move them if necessary and look for patterns and relationships or differen-ces. 5) Are there any empty spaces or tendencies or patterns that you can see? What are they? Why?
Special expertise needed to work with the tool	NO
Special material (complementary or additional)	Blackboard, cardboard, smartboard or sharable online board e.g. padlet, where photos and notes can be uploaded and moved around
Possible risks	Using criteria which are not relevant or not specific enough
Outcome	After using this tool, the users may selected few ideas in order to develop them further
The theoretical foundation of the tool	FUTE PROJECT : http://fute-project.eu
Developed by	FUTE Project, Réseau Canopé

Tool description	
Name of the tool	**Brainstorming**
Aim of the tool	This is a classic ideation method that can help you develop multiple ideas with other people quickly.
Why is this tool useful for this part of the process	It's useful for generating a lot of ideas
Target group	Coordination Group / Local Partners
How to work with the tool	The important thing here is to avoid criticism and keep an open mind towards all ideas and suggestions. It is important to have a responsible person as a facilitator to keep the energy and motivation high and to respect the time limit. 1) Appoint a person responsible for keeping time and for collecting/posting all the ideas on a blackboard or piece of paper 2) Write the challenge down in a place for everyone to see. 3) Respect these rules and explain them to all participants: everybody must speak up, keep ideas coming, the more unusual the better, the more the better. Be playful and encourage one another, and do not criticise each other's ideas. Build on the ideas and listen to one another. 4) Decide on a time frame, 30 minutes max. Then start! 5) Everybody states their ideas, and the facilitator writes them on a shared piece of paper or puts them on post-it notes or on an online digital board for all to see. 6) If the rules are not respected, take a break and get back on track.
Special expertise needed to work with the tool	NO
Special material (complementary or additional)	Pens and paper post-it notes or a shared online digital board e.g. padlet.
Possible risks	Few ideas if the participants don't keep an open mind Few ideas if there's no facilitator
Outcome	New ideas
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Developed by	FUTE Project, Réseau Canopé

Tool description	
Name of the tool	**Telescoping**
Aim of the tool	This method is useful when you have many options, ideas or possible solutions and you need to evaluate and restrict the team's choices. It is a matter of displaying the options, voting individually and giving each person an opportunity to explain and argue in favour of their preferences

	before making a common and informed choice.
Why is this tool useful for this part of the process	After a long phase of work, this tool makes it possible to keep the elements that the group considers to be the most important or most representative of the work carried out.
Target group	Coordination Group / Local Partners
How to work with the tool	1) Create a list or a selection of options that are displayed for everyone to see. 2) Make the whole team select a restricted number of options (3 to 5) by placing a sticker, dot or coloured sign close to the selected option. 3) Discuss each selection to understand why it has been selected, and if more than one person has chosen an option they must explain their choice. 4) Underline or box in the options that have the most votes. 5) Discuss and agree on which one(s) you will be working on.
Special expertise needed to work with the tool	NONE
Special material (complementary or additional)	Blackboard, cardboard, smartboard or sharable online board e.g. padlet.
Possible risks	If stakeholders are not in a sympathetic position or do not wish to reach a consensus, this tool can be ineffective
Outcome	Reaching a consensus on the values to be held by all stakeholders Having time to explain why an idea is important Being able to defend one's point of view
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Developed by	FUTE Project, Réseau Canopé

Tool description	
Name of the tool	**Bitter + Sweet**
Aim of the tool	Reflection about the best steps to follow for implementing the inclusion values chosen in previous components of the inclusion compass. The reflection will raise awareness about pros (sweet) and cons (bitter) on key elements related with the implementation process of the inclusion values in the school.
Why is this tool useful for this part of the process	The coordinator group members begin to plan the actions they feel necessary to implement the chosen values.
Target group	Coordinator group members
How to work with the tool	BRAINSTORM Start with a brainstorming. All members view on a digital whiteboard a table as the example provided below. The table must have as many columns as values chosen by the coordinator group. The title of each

column would be a chosen value. There must be some key questions (for inspiration, see examples below) in the rows to guide the reflection about what direction they would follow for the implementation of each inclusion value in the school.

	Value 1	*Value 2*	*Value 3*	*Value 4*
Who is involved or who participates / Who is affected?				
Who is the target audience / Who is affected?				
Which resoruces are needed?				
How much time is needed?				
What is the ultimate goal?				
Who else can help us?				
What should be the first step? And the next ones…				
As a result, the best case scenario could be...				
As a result, the worst case scenario could be...				

The group members present their ideas aloud and a facilitator should write down everything that is being said. It is crucial that all members are engaged and contributed with ideas.

IMAGINE THE BEST

	Once they have written down all the ideas for the different key questions or key elements for the implementation of an inclusive value; the group continues their group thinking by envisioning the best and the worst case scenario (second part of the table). In the row *"As a result, the best case scenario could be..."*; the group should write short sentences about how they envision the best impact on implementing the inclusive value in their school – the best scenario. As in the previous step, members present their ideas aloud and the facilitator writes down all the ideas in the shared space. IMAGINE THE WORST In the row *"As a result, the worst case scenario could be..."* they have to repeat step 2, but in this case, the group envisions the worst case scenarios and possible negative impact about implementing the inclusive value. For example, which problems, barriers and challenges may arise during the implementation process. AGREEMENT All the ideas would help the group to reflect, discuss and agree on the best directions to take in order to implement every inclusion value in the school.
Special expertise needed to work with the tool	None, however one member of the group must act as a facilitator in engaging group members in a fruitful discussion. They must respect other points of view and argue their own opinions.
Special material (complementary or additional)	Digital blackboard or a big paper to share the common ideas.
Possible risks	Some participants may show not enough respect to other's opinions, this may decrease participation of the rest of the group. All members must respect one another's opinions and make constructive criticism.
Outcome	This tool will help to decide the best directions to take in order to implement successfully the chosen inclusive value.
The theoretical foundation of the tool	Design thinking: http://75toolsforcreativethinking.com/
Developed by	Universitat de Lleida - Spain

Tool description	
Name of the tool	**Three loops**
Aim of the tool	Build a common understanding of directions to be taken in order to promote a specific inclusion value in the school.
Why is this tool useful for this part of the process	To brainstorm and refine in successive rounds possible actions to be taken in order to promote a specific inclusion value in the school
Target group	Coordinator group members

<table>
<tr><td></td><td></td></tr>
<tr><td>How to work with the tool</td><td>ANALYZE & DEFINE
Each member will have a card (see example below) and s/he will write down one inclusive value selected (or argued) in the component 2 of the inclusion compass –Revise values. S/he will think about possible actions to carry out to implement this value in the school. These actions have to take into account key elements such as: definition of the key aim of the value; short term action and long term action…. These actions will be written in the first column of the table.

REFLECT & REFINE
The members of the group will exchange their cards. Every person reads other’s card and thinks about how to improve, expand, go further each possible action proposed by his/her colleague in order to make the value a reality.

Try starting with: “x” would be better if…

Repeat the sequence several rounds until each member has contributed in all the values and actions proposed by all the members.

AGREEMENT
The entire group discusses for each value the different directions proposed and they have to agree on the best directions to tackle each value.

Example of card
<table><tr><td colspan="3">VALUE:</td></tr><tr><td>ANALYZE & DEFINE
possible actions</td><td>REFLECT
Would it be better if…</td><td>AGREEMENT ON
DIRECTIONS AND ACTIONS</td></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>Special expertise needed to work with the tool</td><td>None, however one member of the group must act as a facilitator in engaging group members in a fruitful discussion.</td></tr>
</table>

Special material (complementary or additional)	All the members need a card as the example provided. Whiteboard or a big piece paper to write the different directions agreed for each value.
Possible risks	Some participants may show not enough respect to other's opinions, this may decrease participation of the rest of the group.
Outcome	Using this tool the group will come up with defined directions and actions for each inclusive value.
The theoretical foundation of the tool	This tool is based on design thinking processes which seek to generate ground-breaking solutions in an innovative way. This tool focuses on the third step of a design thinking process: Ideation, create ideas to design a plan for implementing valuable actions to promote a specific inclusion value. The use of the inclusion compass can be seen as a design thinking process because it is a non-linear, iterative process which seeks to understand users, challenge assumptions, redefine problems and create innovative solutions in order to promote inclusion values in the school. In this creative process the definition of initial objectives in terms of inclusion and envision how these objectives can have positive impact on the school daily life are important.
Developed by	Universitat de Lleida - Spain.

Tool description	
Name of the tool	Publication of European Agency for Special Needs and Inclusive Education: Key Actions for Rising Achievement: Guidance for Teachers and Leaders
Aim of the tool	To give ground to the reflection and decisions of the value informed directions at the school
Why is this tool useful for this part of the process	To ensure, that the chosen directions will be evidence-informed. This publication provides evidence-based knowledge about the key issues and concreate actions supporting the development of an inclusive school culture. It provides a reflection ground to the discussion concerning different directions.
Target group	Teachers and leaders
How to work with the tool	Individual sections could be used to examine specific key actions, supplemented by further questions from the open-source self-review, depending on users' interests and needs. As the writers put it: "This guidance recognises that there are no 'quick fixes' to address the challenges of raising the achievement of all learners. However, by sharing key research and practice examples, this guidance encourages leaders, teachers and other school-based professionals to read, reflect and collectively consider the potential of the project learning for their own situation.

	The guidance and supporting resources can serve as a stimulus for dialogue and development that will reduce barriers to participation and increase schools' capability to raise the achievement of all learners."
Special expertise needed to work with the tool	
Special material (complementary or additional)	
Possible risks	Reading of this publication needs time and interest. The management and the leader group should be engaged to the evidence-based orientation, and show this orientation also in the joint discussions and argumentation.
Outcome	More evidence-based orientation to the school development.
The theoretical foundation of the tool	It facilitates discussions with school leaders and researchers from 29 participating countries, and the Agency team carried out a review of recent research.
Developed by	European Agency for Special Needs and Inclusive Education, 2018. Key Actions for Raising Achievement: Guidance for Teachers and Leaders. (V. Donnelly and A. Kefallinou, eds.). Odense, Denmark https://www.european-agency.org/sites/default/files/Key%20Actions%20for%20Raising%20Achievement.pdf

Tool description	
Name of the tool	Learning café
Aim of the tool	Brainstorming. It can help participants to activate and enrich their ideas, and gathers ideas for an underlying discussion.
Why is this tool useful for this part of the process	It's important to involve all participants to ponder together the possible directions for the further value informed actions. This tool helps to create a relaxed atmosphere, as participants can move in the space independently and/or chat in smaller groups and discuss about the given themes (e.g. values and how they could become concreate in the daily life of the school). This process I not about decision making, but collaborative identifying and arguing different directions.
Target group	teachers, educational staff, management
How to work with the tool	• Take care of the coffee service with big mugs 😊! • Arrange the meeting room or space (tables and chairs) so, that it's easy to move in the room. • Decide, what themes the participants will deal with.

	• Write all previous chosen themes as heads to flip papers (e.g. 4-6 papers, one head to each one). • Stick the flip papers on the walls or lay them on the tables with marker pens so, that it's easy to write to them. Exploit the space well and take into account, that the flip papers must not be too near each other. You can point the order of themes with numbers in the flip papers. • Instruct the participants: Learning café (e.g.) 30-45 min, • Ask them to move in the room and chose one of the flip papers as a starting point. *Their task is (in smaller groups) to discuss and write down all the ideas they think would be important, useful, possible or interesting as directions.* You can give a certain time (e.g. 7-10 minutes) for each flip paper. *Small groups circulate and discuss all the themes and see, what ideas the previous groups have already produced. They can make also questions, comment, or enrich previous ideas.* • Summarizing: (e.g. 20-30 min) When all the flip papers have been discussed in small groups, you organize a summarizing discussion and consider together with all participants the enriched ideas of the Learning café. Plan beforehand, how do you organize the chairs and flip papers, and help participants to concentrate and involve in this discussion. • Flip papers can be saved, and if the process continues, they can be visible on the staff room wall in school. Management is responsible of the decisions of the directions, and it's natural, that school managers / leadership group leads Learning café - process and the summarizing of the discussion.
Special expertise needed to work with the tool	
Special material (complementary or additional)	flip papers, marking pens, tape
Possible risks	Engagement of the teachers might suffer, if they experience Learning café as specious participation. This part of process must be linked to the other parts of the process so, that the participants see, how their ideas has been exploited in decision making.
Outcome	joint understanding, engagement in the joint process
The theoretical foundation of the tool	
Developed by	Suggested by the University of Jyväskylä

Tool description	
Name of the tool	The process arrow

Aim of the tool	• To create a common overview of a task / team's portfolio of tasks. • Linking the task / project with a strategic development perspective for the entire team / organization.
Why is this tool useful for this part of the process	When the team needs to start a larger project and / or needs to (re) create an overview.
Target group	Coordination group and other stakeholders
How to work with the tool	Step by step process 10 min: Instruction and grouping (3-4 people). • 60 min: The groups talk about and fill out the template (“Process arrow”) in this sequence: • Aims - what is the aim of the projects / task? • Mission - what is the underlying purpose, why are we doing the task / project? • Vision - when the project / task is completed, what has become better / different? • Resources and skills - what can we individually and collectively that is relevant to the project? • Values - what is important to us as a team, how do we want to work together and individually? • What, who, when - the “Project Plan” - activities that lead to the aim. • Objectives - milestones for the project. Each milestone completes a phase of the task / project. • Challenges and solutions - what can be difficult and what do we do about it? • Opportunities - What can the project open up to? 20 min: “Exhibition" In mixed groups (one from each group) walk around and talk about each poster. 30 min: Plenum. Evaluation of the process and of the content proposals produced. What have we learned and what will we work on?

Special expertise needed to work with the tool	• Draw a small illustration in advance (or ask the participants to do it) that can support the words: Aims; Mission; Vision; Resources and competencies; Values; What, who and when; Performance Objectives; challenges; options
Special material (complementary or additional)	Flipchart, pens. Graphic template for "process arrow" (optional, the participants make their own). It is important that all elements are included. A room with space for groups to draw.
Possible risks	
Outcome	The process arrow is a graphic tool that takes advantage of people becoming more creative and remembering better when words and illustrations are linked.
The theoretical foundation of the tool	
Developed by	The process arrow is the Competence Secretariat's version of a tool of the same name in Mille Obel Høier, Lone Hersted and Louise Laustsen: Creative process management, new ways of better practice. (2011) Kompetenceudvikling.dk

3.3.2 Resources for Directions

Resource description	
Name of the resource (website, bibliography…)	Mention the name of the website/ Bibliography and the URL (in Frech) **https://www.cnesco.fr/fr/publications/** http://www.cnesco.fr/fr/inegalites-sociales/ http://www.cnesco.fr/fr/dossier-handicap/
AIM and FOR WHAT the resource can meet compass process theme	Main aim of the web/ Bibliography: FOR WHAT or Why this resource can be good to reach the specific compass process theme? The Centre national d'étude des systèmes scolaires (Cnesco) evaluates, analyses and supports school policies, systems and practices. It aims to improve knowledge of the French and foreign school systems in order to create a dynamic of change in the French education system.
Target group	Who is (are) the target group(s) that can learn (or take advantage) from this resource? A coordination group and school manager

How to work with this resource and how to implement it in schools	Describe how the content of the website works or which actions / steps needs to be taken in order to work with the content of the website/bibliography. Describe also how different groups (management, teachers and so on) are involved. CNESCO is based on a scientific network of French and foreign researchers from different disciplinary fields (didactics, sociology, cognitive psychology, economics, geography, etc.). It produces high-level scientific diagnoses on French schools and foreign school systems based on research. It disseminates research findings and recommendations for educational policies and practices. It trains and supports practitioners and decision-makers in the implementation of national and local educational policies and systems. It shares internationally its resources and methodologies for scientific and participatory evaluation.
Outcome	Describe the expected outcomes of using the website/bibliography (for example the knowledge or competences that the target group will possess after reading/discussing some of the content of the website) This resource helps to understand the problems of the territory where you want to implement your inclusion project, comparing it with other territories. This helps to better position and calibrate your action. The website provides access to many theoretical resources
The theoretical foundation of the tool	Describe the theoretical foundations of the resource content, if any. Why does it work from a theoretical point of view? The Cnesco and the Centre international d'études pédagogiques (Ciep), in partnership with UNESCO's education sector and the European Agency for Inclusive and Adapted Education, organised a conference on international comparisons: "Inclusive schools for pupils with disabilities: accessibility, academic success and individual pathways". Cnesco is (or was) a fundamental structure of the French educational system.
Developed by	SPISEY partner who wrote about this resource and eventual contact details. Reseau Canopé

Resource description	
Name of the resource (website, bibliography…)	ILFE Toolkit – Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments (English) Book 1: Becoming an Inclusive, Learning-Friendly Environment https://unesdoc.unesco.org/ark:/48223/pf0000214297?posInSet=17&queryId=e3b712e8-7656-4bbb-8d8b-a6e9cbc1ec22
Aim and why the resource can meet the compass	In this book, there are steps described which would enable the coordinator group to understand better the school and students. For example, to know why there are students who not attend school, which learning methodologies are used by

process theme	teachers, what should improve... This book would help the coordinator group members to choose the steps to take in order to create a more inclusive and learning-friendly environment, in a classroom or in an entire school.
Target group	Coordinator group members
How to work with this resource and how to implement it in schools	Throughout this book, the coordinator group members would learn what an *inclusive, learning-friendly environment* is and how their school could create that environment.
Outcome	This book would help to reflect about the best directions to take in order to implement successfully the chosen inclusive values.
The theoretical foundation of the tool	The links to the statements and values promoted by UNESCO would provide the theory needed to conduct and implement the inclusive education project. UNESCO is one of the biggest worldwide organizations which fight for the promotion of inclusive educational systems, taking into consideration diversity of needs and students capacities and removing forms of discrimination in the educational field.
Developed by	Universitat de Lleida - Spain

3.4. Investing dilemmas and barriers

Understood as:

- What kind of barriers and promoting factors can be predicted to make it difficult to work with the expressed values, paths and assessments in relation to the chosen direction and target group? It may be, for example, specific interest from certain stakeholders, physical obstacles, or structural conditions, etc.
- Making a SWOT analysis or anything like as an outset for analyzing needs for change, can help to make an overview of aspects to take into consideration.

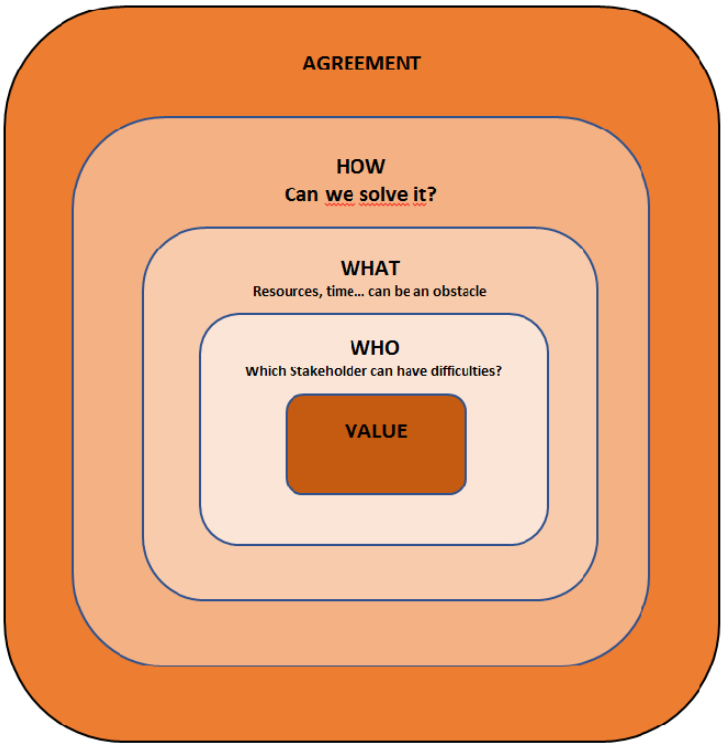
3.4.1 Tools for Barriers

Tool description	
Name of the tool	**Do the opposite**
Aim of the tool	When facing a situation/problem, try to imagine the opposite, the contrary and find some solutions. The tool is useful for thinking about the way you work, and for thinking about a new subject (kind of inverse brainstorm).
Why is this tool useful for this part of the process	Alternating between opposite states of mind and activities is beneficial for moving the creative process along. This method is useful for creating self-awareness of these different states of mind and activities and trying to switch between them, creating a more dynamic and creative process.
Target group	Coordination Group / Local Partners
How to work with the tool	1) If the project has come to a halt or tension has developed in the group work, take a break and look at what you are doing right now and how you are doing it. Write it down on a list (Are you thinking, discussing and talking all the time? Are you collecting knowledge and analysing that data most of the time? Are you working for many hours at a time? Are you working very slowly ?...) 2) Write down the opposite: Working individually and in different locations? Going outside to talk or going somewhere else. Drawing, building or going out into the world to observe and being playful and intuitive. Working quickly, but for shorter periods of time, where you set a timer, etc. 3) Discuss which ways of working you have been neglecting to do and which ones would be useful or fun to try out. Then go ahead and try them out. You might need to agree on a game plan for how long you want to do it before trying other ways of working, alternating between different media like writing and drawing or modelling or choosing different locations for working or time frames for doing it.
Special expertise needed to work with the tool	NO
Special material (complementary or additional)	A piece of paper, pens.

Possible risks	Talking about bad ways and don't find solutions
Outcome	Develop new and original solutions
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Developed by	FUTE Project, Réseau Canopé

Tool description	
Name of the tool	**Creative constraints**
Aim of the tool	Transform limitations and constraints into inspirating framework.
Why is this tool useful for this part of the process	When everything is possible and no limits are set it can be difficult to get started on a project or be creative. This method stresses the need to create a stimulating framework or set of "constraints" that will promote the necessary focus and boost creativity.
Target group	Coordination Group / Local Partners
How to work with the tool	1) Contemplate the project at hand individually for five minutes and what you would like to happen. 2) Start a shared brainstorm session to come up with ideas for constraints or limitations or rules. Everything is on the table, and the constraints can be about how much time you can spend, how something should look, the materials and colours used, the activities that can be planned or how you work with the project. 3) Evaluate the constraints that suit the project and are also fun and engaging together as a group. Choose a limited amount of constraints that create a framework for the ideation and project work. 4) Proceed with idea generating solutions following the constraints you have imposed.
Special expertise needed to work with the tool	NONE
Special material (complementary or additional)	Paper and pens.
Possible risks	Do not transform constrains into solutions Too much constrains might be frightening
Outcome	Be aware of the project's barriers Find a way to transform limitations on solution
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Developed by	FUTE Project, Réseau Canopé

Tool description	
Name of the tool	**Key questions**
Aim of the tool	To reflect and analyse the possible barriers/obstacles that could come up when implementing the directions and actions of a specific value.
Why is this tool useful for this part of the process	Give support in the analysis process of barriers to implement the actions of a specific value. This support takes the form of key questions and key elements the group should consider
Target group	Coordinator group
How to work with the tool	ANALYSIS OF KEY ELEMENTS THAT MAY CAUSE A BARRIER The coordination group will work in small groups (3-5 people). Each small group will brainstorm about the possible barriers and obstacles they will encounter in each value. Every small group can have the network provided below, and they have to discuss about the next key elements: a) WHO: which stakeholder can have difficulties in implementing the directions agreed for a specific value? and b) WHAT difficulties they can have. c) HOW these difficulties can be overcome and be turned into possibilities AGREEMENT Each small group shares their discussion to the rest of the members, and starts a discussion to find an agreement on the main barriers and obstacle that they envision for each value and how to overcome and turn into possibilities. The agreements should be written in a common template.

	
Special expertise needed to work with the tool	None, however one member of the group must act as a facilitator in engaging group members in a fruitful discussion.
Special material (complementary or additional)	A card for each small group and a digital blackboard to write the agreements.
Possible risks	Some participants may show not enough respect to other's opinions, this may decrease participation of the rest of the group. The facilitator can have difficulties to engage everybody in the discussion
Outcome	Raise awareness about the difficulties and obstacles for implementing inclusive values in the school.
The theoretical foundation of the tool	Design thinking
Developed by	Universitat de Lleida – Spain

Tool description	
Name of the tool	Motivational Inquiry – to deal with ambivalence
Aim of the tool	This method is suitable for identifying the advantages and disadvantages

<table>
<tr><td></td><td>of a change. This method can strengthen the internal motivation of actors, clarify the ambivalence of a change, and plan future actions.
The basic process is:
to engage actors in a change
to guide the process with a strategic focus
to induce change statements using reflections and summaries
to plan forward actions - the bridge for change</td></tr>
<tr><td>Why is this tool useful for this part of the process</td><td>Premise for development: Any changes and development require new ways of acting for participants, and their way of understanding challenges. The development is thus achieved through transformative learning processes with the participants.
Demands for development can trigger uncertainty on the part of the participants. For example, uncertainty about whether what I have done so far is sufficient (professional / personal identity), uncertainty about whether the 'change' is a good solution (professional / personal responsibility towards the target group), uncertainty about whether I am able to act in a new way (professional / personal skills).</td></tr>
<tr><td>Target group</td><td>The target group for this method is primarily the employees who have to perform their work in a new way. For example, when dissatisfaction with education is to be prevented with joint efforts before-under-and-after transition to education, or when the first signs of individual dissatisfaction must be resolved with efforts aimed at the study and education environment.</td></tr>
<tr><td>How to work with the tool</td><td>A facilitating conversation mentor and a (smaller) group of employees.
Phase 1: Uncover dominant issues in the change process through Brainstorm and participants' weighting.
Phase 2: Interview of the actors in relation to ambivalence. Use layout of schedule for ”Ambivalence and Barriers”<table><tr><th></th><th>Continue usual … ”specific practice”</th><th>Perform new … ”specific practice”</th></tr><tr><td>Benefits</td><td></td><td></td></tr><tr><td>Costs</td><td></td><td></td></tr></table>Phase 3: Deciding change actions. This phase contains four steps: a) identifying areas for readiness to change
b) negotiate a change plan
c) formulate a change plan
d) binding decisions</td></tr>
<tr><td>Special expertise needed to work with the tool</td><td>Guiding style: Curious, calm, guiding, accepting

The facilitator in the process must apply these four principles:
Express empathy with the actors
Clarify differences
Go with the resistance</td></tr>
</table>

	• Support actors' expectations of mastery
Special material (complementary or additional)	Motivational Inquiry includes relevant prompt questions to support the process, during wich other tools/strategies may be identified. Approaches and methodes as Appreciative Inquiry, Brainstorming and the like, are relevant in the process.
Possible risks	It is possible that in group sessions, there will be participants, who will retain their contributions because of insecurity, or feeling of lack of competence to perform the skills that the change will require. It is possible that in group sessions, there will be participants, who will be resist to the parts where they should contribute with benefits from a new practice. That is why it is important to ensure that all the participants in the group feel able to contribute to the process equally, and that resistance is recognized as important as a trigger for learning.
Outcome	The aim of this tool is to facilitate the kind of dialogue, where barriers and resistance for changes are recognized. The aim is to contribute to facilitate processes, where main actors in changes are respected for their professionalism and insight into the field.
The theoretical foundation of the tool	This model l is based on the methods of Miller & Rollnick (2014). The method is a trans-theoretical methode that offers a special structure for conversations about change processes. The methode is suitable for situations where employees are trapped in ambivalence. For example situations, where employees both want and do not want to follow the change processes. The essence of ambivalence is that there is no clear answer to what to do. This uncertainty, one way or the other, can mean that you are stuck and unable to act. Instead of defining the decision authoritatively, thus reducing ambivalence, this model helps to explore and unfold employee ambivalence. The direction of the future action must be consciously promoted by the facilitator, but the decision to change is not made on the basis of coercion. Action decisions are made in accordance with the employee's attitudes and values. The method does not make the employee motivated for anything, but assumes that there is a collaborative relationship between the employee and the manager / consultant, and can help to clarify the costs and opportunities of a given change.
Developed by	Miller, W.R & Rollnick, S. (2012): Motivational Interviewing – third edition. Guilford Publications, New York.

3.4.2 Resources for Barriers

Resource description	
Name of the resource (website, bibliography…)	(what about ”Book 2”?) ILFE Toolkit – Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments (English) Book 3: Getting All Children In School and Learning https://unesdoc.unesco.org/ark:/48223/pf0000214297?posInSet=17&queryId=e3b712e8-7656-4bbb-8d8b-a6e9cbc1ec22
Aim and why the resource can meet the compass process theme	This book would help to reflect and analyse the possible existing barriers/obstacles in the inclusive learning in their school. This tool would show them who are vulnerable from and within education, how to find children who are not in school and why, and ideas for an action plan for getting all children in school.
Target group	Coordinator group members
How to work with this resource and how to implement it in schools	Throughout this book, the coordinator group members would understand some of the main barriers which prevent children from coming to school or makes them drop out of school, and how these barriers could be reduces or removed.
Outcome	This book would help to raise awareness about the difficulties and obstacles of implementing inclusive values in the school.
The theoretical foundation of the tool	The links to the statements and values promoted by UNESCO would provide the theory needed to conduct and implement the inclusive education project. UNESCO is one of the biggest worldwide organizations which fight for the promotion of inclusive educational systems, taking into consideration diversity of needs and students capacities and removing forms of discrimination in the educational field.
Developed by	Universitat de Lleida – Spain

3.5. Clarifying present and not present resources

Understood as:

· What kind of resources are present and important to involve, for example, in order to overcome possible problems? barriers? For example, there may be special key people associated with the specific work with the designated target group. Resources also represents economic allocation, materials and other artefacts that can support the process and practice.

· E.g. are specific skills and competences needed and hence, is there a need for training of staff.

3.5.1 Tools for Resources

Tool description	
Name of the tool	**Desktop Research**
Aim of the tool	Doing desktop research is a way of accessing lots of knowledge very quickly to better understand a challenge at the start of a project.
Why is this tool useful for this part of the process	Having new information, inspirations, new point of view on the subject
Target group	Local partnert
How to work with the tool	1) You might want to start by using a 'To Do' List to realise what you need to research. 2) Brainstorm and decide what kinds of material you want to look for and where to find them. You must aim for diversity and quantity : articles in the news media, TV, research articles, reports and other earlier assignments, websites, blogs and books. 3) Find a way of sharing the material with members of the group.
Special expertise needed to work with the tool	None
Special material (complementary or additional)	A computer, a desk, maybe a qualified librarian! A shared poster wall or digital blog area that everyone in the group can access and see.
Possible risks	Having a lot of data that might be difficult to share or organize Not using secure sources, having false or incomplete informations
Outcome	Describe the expected outcomes of using the tool (for example the competences that the target group will possess after having used the tool)
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Developed by	FUTE Project, Réseau Canopé

Tool description	
Name of the tool	**Multi Perspectives**
Aim of the tool	This method is concerned with acquiring ideas, opinions and insights from a group of different people who are experienced or specialists in a specific theme or challenge
Why is this tool useful for this part of the process	Using that diversity of knowledge and opinions as inspiration for idea generation. Collecting users experiences
Target group	Local Partners
How to work with the tool	1) Plan an ideation session by scheduling small exercises like collage making, building mock-ups with Play-Doh, LEGO bricks, or drinking straws or answering different questions. You could also plan an activity that is relevant to the theme in some way. 2) Learn who are the people who would have knowledge, experiences or ideas about the challenge you are working with. You might also invite people who have no particular experience but have strong opinions or views on things. 3) Find a location for the session that offers a relaxed and fun atmosphere or decorate a classroom so that it is inviting to be in. 4) Invite the participants and explain carefully beforehand what you intend to do and what you will use the results for. 5) Conduct the workshop encouraging the participants to explain and visualise their experiences, opinions and ideas about the challenge at hand. 6) Gather as many and as varied insights, opinions or ideas as possible.
Special expertise needed to work with the tool	NONE
Special material (complementary or additional)	Pens and paper, recording equipment and camera or smart phone.
Possible risks	Don't explain the participants why they are there and what you intend to them (they won't want to participate) Be too restrictive when chosing the participants (there won't be enough ideas)
Outcome	Having many and as varied insights, opinions or ideas as possible, inspirating for the project.
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Developed by	FUTE Project, Réseau Canopé

Tool description	
Name of the tool	Checklist
Aim of the tool	This tool will help the coordinator group members to know which available resources are needed in order to implement successfully the

<table>
<tr><td></td><td>inclusive values.</td></tr>
<tr><td>Why is this tool useful for this part of the process</td><td>This tool will help to acknowledge about what kind of resources are needed in order to implement successfully the inclusive values. Besides, the tool will allow deciding which resources are available or feasible to get and which are not possible to obtain.</td></tr>
<tr><td>Target group</td><td>Coordinator group members</td></tr>
<tr><td>How to work with the tool</td><td>BRAINSTORM
Start with a joint brainstorming with the aid of a table as the one presented below. The table must have as many columns as values chosen previously by the coordinator group.
The group members should think about what resources they need to achieve each value. It is important that they think about the available resources and the resources they consider indispensable (whether they have them or not). Each member must contribute at least with 1 idea. Resources must be listed in the table.
The members present their ideas aloud and a facilitator must write down all the ideas.
<table>
<tr><td></td><td>Value 1</td><td>Value 2</td><td>Value 3</td><td>Value 4</td></tr>
<tr><td>Available and/or indispensable resources to obtain each value.</td><td>1.
2.
3.
...</td><td>1.
2.
3.
...</td><td>1.
2.
3.
...</td><td>1.
2.
3.
...</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>Specify the necessary resources as much as possible.

Examples:
-How much money?
-What materials? How much of them? What price are they? Do we have them? How will we get them?
-Which people should we involve? What does it mean? How will we</td><td>1.
2.
3.
...</td><td>1.
2.
3.
...</td><td>1.
2.
3.
...</td><td>1.
2.
3.
...</td></tr>
</table>
</td></tr>
</table>

	achieve this? Do we have to pay an expert? | | | | | REFINE Once they have written down all the ideas in the previous step, they need to continue with the second row of the table. In this second part of the table they must specify as much as possible the resources they need. CHECK IF REALISTIC The last step is to review all the ideas written down in the table and discuss whether everything they have written is realistic. Circle in red those resources that are unrealistic or have many doubts or difficulties. Circle in green those resources that are realistic or feasible. The group can decide to have a final discussion about the resources marked in red, weather to discard them or to think and find a way to overcome the difficulties to get them. AVAILABLE RESOURCES Finally, make a final list with the feasible resources of each value (marked with green).
Special expertise needed to work with the tool	None expertise is needed.
Special material (complementary or additional)	Digital blackboard or a big paper to share and write down the ideas.
Possible risks	All members must respect each other's opinions and make constructive criticism. If not, this may decrease participation of some group members.
Outcome	This tool will help to list all the available resources.
The theoretical foundation of the tool	Design thinking: http://75toolsforcreativethinking.com/
Developed by	Universitat de Lleida - Spain

Tool description	
Name of the tool	Idea tree
Aim of the tool	The purpose of the idea tree is to allow participants to visualize and order their resource ideas during the brainstorming session.
Why is this tool useful for this part of the process	Organizing the ideas visually helps participants to develop a clearer understanding of the different perspectives.
Target group	educational staff, pupils, stakeholders, managers

How to work with the tool	**Ideas are displayed in shape of tree**. **The tree has several branches that allow the participants to cover a number of topics simultaneously or address a single topic from several perspectives simultaneously.** The topic and sub-topics should be chosen with reference to the group's level of relevant knowledge. **The participants work in smaller groups with an own tree and a defined number of branches**. It is a good idea to provide the participants with some questions and possible angles (i.e. branches in advance as this will help them to develop and allows them to focus on the actual problem.) **1)Ask groups to draw a big tree** (a simple one) on a (flip/ big) paper. You can ask to draw as many branches (e.g. different stakeholders) you think to be necessary. Always include a separate branch for "miscellaneous" entries to avoid restrictingthe scope of the topic unnecessary. Ask participants to u*se a different colour for each branch, including matching post-it notes and pens, to keep its visually clear* **2)All participants will be asked to write down their ideas on a post-it note and place it on the branch,** where they think it belongs. **3) Summarizing:** Once all the ideas are written down, the big group go through them together with a chair. It is important to save the trees for the next phase of the process and exploit them in a visible way.
Special expertise needed to work with the tool	
Special material (complementary or additional)	group tables, flip papers, post-it notes, marker pens
Possible risks	Chosen perspectives and questions may restrict the scope of the exercise. Passive participation, superficial approach if not linked in a concreate way to the bigger process.
Outcome	widening view of the resources of the school
The theoretical foundation of the tool	
Developed by	Haukijärvi, N., Kangas, A., Knuutila, H., Leino-Richert, E. & Teirasvuo, N.2014. Course material from Turku University of Applied Sciences 2014/92. http://julkaisut.turkuamk.fi/isbn9789522165121.pdf (pdf not available, there isn't an alternative yet. It should be available on the Spisey website)

3.5.2 Resources for the "resources" process

Resource description	
Name of the resource (website, bibliography…)	Resources on inclusion in education (English) https://en.unesco.org/themes/inclusion-in-education/resources
AIM and FOR WHAT the resource can meet compass process theme	This website offers all the statements, conventions, guidelines but also tools and toolkits as well as other resources.
Target group	Teachers and school managers
How to work with this resource and how to implement it in schools	Teachers will find necessary tools such as: specific observation grids, videos, training, etc. Les équipes peuvent utiliser le site pour faire du benchmark pour leur projet d'inclusion
Outcome	Teachers will be able to find useful tools and solutions for their inclusion projects. This website also allows you to share your experiences, and to be inspired by those of othera s
The theoretical foundation of the tool	The links to the statements and values promoted by UNESCO will provide the theory needed to conduct and implement an inclusive education project.
Developed by	Reseau Canopé

Resource description	
Name of the resource (website, bibliography…)	*Book: "**R. Flecha (ed.). Successful educational actions for inclusion and social cohesion in Europe**". Berlin (2015).* https://www.schooleducationgateway.eu/files/esl/downloads/13_INCLUD-ED_Book_on_SEA.pdf
Aim and why the resource can meet the compass process theme	The book collects the main obtained results of the project *INCLUD-ED Strategies for inclusion and social cohesion in Europe from education* (2006–2011). The aim is to achieve educational success through social cohesion of students in the different European countries, with the collaboration of different stakeholders and different educational community resources.
Target group	Coordinator group members
How to work with this resource and how to implement it in schools	The book proposes the incorporation of educational community members (parents or other social agents) in the implementation of collaborative learning activities in classrooms. The book could help to analyze educative strategies in the school centre, to detect possible actions which promote social exclusion and to incorporate other stakeholders as a tool to foster inclusion. Reading this book

	would provide concrete resources to the school to achieve educational success in each social and cultural action and participation. Furthermore, this book can also be useful to plan the implementation phase of the inclusion compass.
Outcome	The reading of the different chapter would enable coordinator group members to have a wide range of resources and strategies to distinguish between the ones which promote social cohesion and others which leads to social exclusion in the educational community.
The theoretical foundation of the tool	The book is based on the Sociocultural theory and highlights the important role of interaction and language in promoting inclusive practices.
Developed by	Universitat de Lleida - Spain

3.6. Deciding on what is going to be the chosen pathways

Understood as:

- Based on the values, directions and analysis of barriers and resources, described jointly with the involved stakeholders, specific methods and tasks are subsequently chosen to be included in the collaboration for inclusion. Remember, there is no single method that fits everywhere, and at all times on inclusion - therefore, local methods must be selected and developed that may lead to an inclusive culture.
- Creating a more detailed work plan for implementation of inclusive practice

3.6.1 Tools for chosen pathways

Tool description	
Name of the tool	**Road-Map**
Aim of the tool	When working together with other people it is important to have a shared understanding of what you are doing and where you are heading.
Why is this tool useful for this part of the process	One thing that can help you achieve this is creating a visual, shared illustration of the road you are on, which methods you will use, when you will do things and for how long: A road map.
Target group	Coordination Group
How to work with the tool	1) Note down actions, activities, methods, the tools you need and discuss and plan time use and when you plan to do what, mark them or list them or draw them. 2) Place all the elements on a timeline or in a diagram that fits you purpose: a rocket, onion or landscape diagram. Mark the different phases and deadlines in the process, the persons in charge and maybe the methods used. 3) Keep the road map in a place visible to all and go back to it when the team needs to reconsider the work being done and how it is going.
Special expertise needed to work with the tool	NO
Special material (complementary or additional)	Blackboard, cardboard, smartboard or sharable online board e.g. padlet.
Possible risks	Making a roadmap with too much elements, difficult to read
Outcome	Having a large view on the project and the “who does what” Remind the next steps and the work to do Be proud of the work already achieved
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Developed by	FUTE Project, Réseau Canopé

<table>
<tr><th colspan="2">Tool description</th></tr>
<tr><td>Name of the tool</td><td>An in-depth look</td></tr>
<tr><td>Aim of the tool</td><td>Specify the concrete steps to follow for the implementation process.</td></tr>
<tr><td>Why is this tool useful for this part of the process</td><td>The coordinator group members concrete the actions to take for the implementation process. They will:
define all the implementation, establishing the dates of every single activity or step;
have to think and define the methodology;
think about how to distribute the work and the different tasks among members.</td></tr>
<tr><td>Target group</td><td>Coordinator group members</td></tr>
<tr><td>How to work with the tool</td><td>REMEMBER
Distribute a report to each member of the group with the most important decisions made in the previous phases: the inclusion values they want to promote and a summary of the existing barriers and resources. This information will help them to keep in mind all the previous work and to be able to answer the questions below more efficiently.

GO BEYOND
Create small groups of 3-4 people, depending on the total number of the coordinator group members. Each small group must fill in a card (see example below) for each value chosen by the group. To encourage a positive discussion, everyone should come up with ideas and argue the reasons for their opinions.

On the card they have 4 different issues to think together:

1st – ENGAGE: think about how implementation will begin? In the Chosen Pathways step is really important to think about how engage all the education community (students, all the teachers and staff). So, in this column they must emphasize what actions can be carried out in order to motivate everybody to be part of the implementation process.

2nd – ACTION: they must think and explain the activities that will be carried out throughout the implementation and date (when) should also be estimated.

3rd – METHODOLOGY: think some methodological resources (methods, tools, inspiring examples...).

4th – WORK SHARING: describe what each member will do and be responsible of.

<table>
<tr><td colspan="4">Value:</td></tr>
<tr><td>ENGAGE</td><td>ACTION</td><td>METHODOLO</td><td>WORK SHARING</td></tr>
</table>
</td></tr>
</table>

	<table><tr><td></td><td>*Activity*</td><td>*When*</td><td>GY</td><td>*What*</td><td>*Who*</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> SHARE & DISCUSS Each small group shares their answers with the other members. At this point of the tool, members can ask questions, and take some notes to be considered (aspects that they liked, aspects that they have reasons against…). AGREEMENT Finally, a facilitator must write down all the final decisions they make. They should share a table like the one they have on the card. Column by column, they will discuss, select and write the final decision. They must justify with arguments the different answers (pros and cons). The person in charge of filling in the shared table writes the answer agreed upon by the coordinator group.
Special expertise needed to work with the tool	None, however one member of the group must act as a facilitator in engaging group members in a fruitful discussion. They must respect other points of view and argue their own opinions.
Special material (complementary or additional)	All the small groups need a card as the example provided. A digital board (recommended) whiteboard or a big piece of paper to write the different decisions agreed for each value.
Possible risks	Some participants may show not enough respect to other's opinions, this may decrease participation of the rest of the group.
Outcome	Using this tool the group will come up with defined steps and actions to follow during the implementation of each inclusive value. Each member will also know what specific action s/he will have to take
The theoretical foundation of the tool	Design thinking: http://75toolsforcreativethinking.com/
Developed by	Universitat de Lleida - Spain

3.6.2 Resources for chosen pathways

Resource description	
Name of the resource (website, bibliography…)	Book: "***UNESCO (2013) "Promoting Inclusive Teacher Education - Methodology"*** The link to the book is attached below.
Aim and why the resource can meet the compass process theme	The book is a guide for teachers to promote an inclusive teaching methodology.
Target group	Coordinator group members

How to work with this resource and how to implement it in schools	The book would provide resources to face different challenges and barriers emerged during the implementation of inclusive teaching methodologies. Moreover, the book could offer strategies and solutions to teachers to defend, support, adapt, develop and implement methodologies to promote an inclusive education.
Outcome	An analysis of the inclusive teaching methodology of the school, guaranteeing that the teaching methods are flexible, student-centred and supportive with the educational community members. In addition, the reading of the book would support teachers to initiate good teaching practices in a reflective and practical way, using different abilities in order to promote an inclusive education in the school.
The theoretical foundation of the tool	UNESCO would provide the theory needed to conduct and implement the inclusive educational project. UNESCO is one of the biggest worldwide organizations which fight for the promotion of inclusive educational systems, taking into consideration diversity of needs and students capacities and removing forms of discrimination in the educational field.
Developed by	Universitat de Lleida - Spain

Online link of the book

https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000221037&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_746d3232-9796-4ddc-9a80-53e9e7537020%3F_%3D221037eng.pdf&locale=es&multi=true&ark=/ark:/48223/pf0000221037/PDF/221037eng.pdf#03_Dec_5_METHODOLOGY.indd%3A.15657%3A10948

3.7. Taking care of practice in the process of implementation

Understood as:

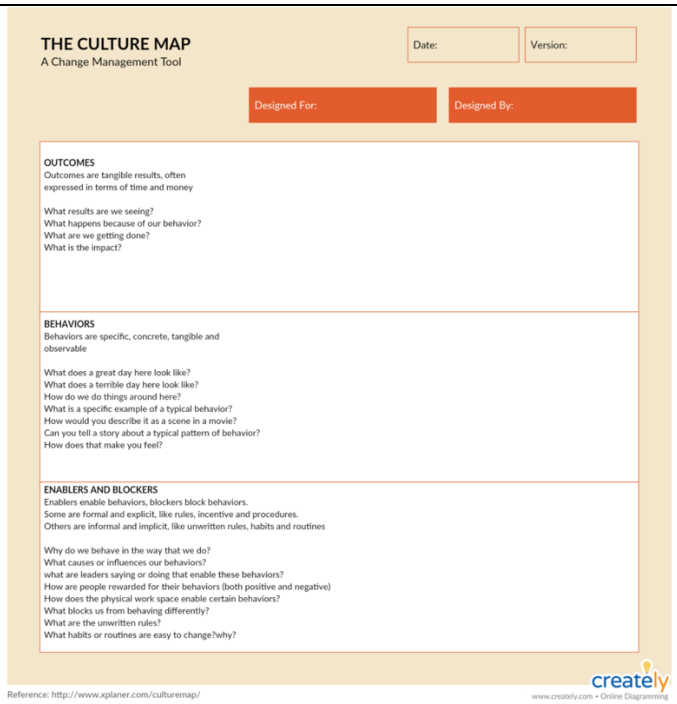
- The process of implementation is the crucial part of any project as it, at the end of the day, is a question of how to 'walk the talk' hence any process of implementation needs monitoring.
- In working with the European Inclusion Compass monitoring implies a stage by stage evaluation based on information of all kinds, like questionnaires, in depth interviews, narratives etc.
- To secure implementation requires adjustments all along as any plan decided upon in one way or another have to be changed according to unforeseen realities and dynamics and agility for this need of change must be built into the implementation

3.7.1 Tools for implementation

Tool description	
Name of the tool	**Stakeholder mapping**
Aim of the tool	After identifying a child's need, this tool aims to create a map showing the resources, the stakeholders able to answer this need.
Why is this tool useful for this part of the process	During the operational phase, this tool helps partners to step back and look for other partners and skills. Il help to understand / accept / delegate / find solutions
Target group	Local Partners
How to work with the tool	1) We make a cartography with 4 concentric circles. The smallest circle contains the user The second circle contains partners who will take action concretely in the school The third circle contains institutional partners who can support the diagnosis, orientation, training The wider circle contains methodological resources (inspiring examples, methods, tools) 2) Then we brainstorm to collect actors/resources in each of the circles. 3) With the ideas from the brainstorming we complete the mapping. 4) If a circle is little or not filled in, it can be useful to open the working group to other professionals. If new actors emerge during the course of the project, it will be useful to complete the mapping.
Special expertise needed to work with the tool	Knowledge of the institutional and professional world
Special material (complementary or additional)	Paper, pens, post-its
Possible risks	The listed solutions are not taken into account by the team.

	Highlighting a lack of actors to respond to the problem (dissatisfaction). Don't select the actors: with too many choices, you risk getting lost.
Outcome	Taking a step back from the situation Increase in the team's competence through better knowledge of the partners and resources Autonomy of the team and each teacher (no need to search for a turnkey solution)
The theoretical foundation of the tool	Working methods of special education Concept 360 from Swizerland
Developed by	Réseau Canopé

Tool description	
Name of the tool	**Culture Mapping** https://creately.com/blog/diagrams/change-management-tools-list/#culture
Aim of the tool	A culture map is a tool that is used to visualize the school's culture, which is influenced by values, norms, the ethos etc. It helps explore information that is crucial to any change initiative, including enablers and risks.
Why is this tool useful for this part of the process	It is about understanding and then changing the school culture. Therefore, Culture Mapping can help school leaders as well as teachers and the whole school community to think about the ethos of their school, as a preparatory stage before introducing the Inclusion Compass.
Target group	Mainly school leaders, but also their staff, with parents, children and other professionals all engaged.
How to work with the tool	Step 1: Identify the subcultures Identify different groups within the school (school leaders, teachers, students etc.). Identify 5-6 people that can best represent these groups. Step 2: Carry out group discussions Discuss with each group to understand the barriers and enablers in achieving an inclusive culture. Step 3: Organize the information Organize the information such as the behaviors, enablers, barriers, current and desired outcomes etc. in a cultural map like the one below for quick analysis (the areas will be adjusted as appropriate).

	 Step 4: Reflective discussion with representatives of all groups.
Special expertise needed to work with the tool	No special expertise is needed.
Special material (complementary or additional)	In this context the teachers, parents, children, community and other professionals are regarded as resources.
Possible risks	This is potentially time consuming; and it would be difficult to engage groups, such as parents.
Outcome	School leaders and others will gain more knowledge in their efforts at developing the inclusive school.
The theoretical foundation of the tool	http://www.xplaner.com/culturemap/ https://www.strategyzer.com/blog/posts/2016/1/11/best-practices-how-to-use-the-culture-map
Developed by	Suggested by University of Exeter

Tool description	
Name of the tool	**Reconstructing the scene**
Aim of the tool	The main aim of the tool is to perform a visual planning of the implementation and to highlight the most significant aspects of each activity. This visualization has a dual purpose: in first place, to help to

	refine the implementation's planning; and in second place, to be the regulation and improvement tool during the implementation.
Why is this tool useful for this part of the process	This tool is important so that the coordinator group is able to review the steps followed for the implementation, to detect possible mistakes and to monitor the implementation process.
Target group	Coordinator group members and all the involved participants (teachers, local community, family, students…).
How to work with the tool	ORGANIZATION Firstly, a mural should be hanged in one of the classroom walls with a representing drawing of the action plan or the implementation's road map (for example, a path, a star, a tree...) Then, small groups of 3-4 people would be created, depending on the total number of the coordinator group members. Each small group would work on one of the implementation phases designed by the coordinator group. The phase would be sequenced and each step would be summarized to explain it as a story: who is the main character and why (why not another person), what has he done, what does he need, which other people are involved, who are the experts...In order to encourage a constructive discussion, everyone should come up with ideas and argue the reasons for their opinions. A group member would have the role of the 'observer' and they wouldn't participate in the story telling creation process. These members would play a more active role in the next phase of the tool. STORY TELLING The observer would listen to the story without intervening and writing down notes about everything which he does not understand or what he believes is not coherent with the story's guiding thread. Is it realistic? Could it appear any problem? If the observer has any observation, he could comment it with his small group to do any considered changes, if it is the case. Once changes has been done (if needed), they have to scheme a diagram or drawing of their particular activity or concrete phase of the implementation in a DIN-A5. SHARE & REVISE Mural on the wall: each small group would stick the diagram or summary on the wall, in the specific point of the route where it belongs. Each small group explains out loud the story telling, in order. Therefore, they would present the story telling of all the implementation process. In this case, another member group has to assume the 'observer' role (a different from the previous one). These observers would make suggestions and present their doubts at the end. In that moment, any member could make suggestions if desired.

	IMPLEMENTATION The implementation is performed following the agreed phases which are summarized in the road map. REFLECT & MONITORING Regularly, the coordinator group would meet and would revise the road map. In that way, they would revise during the implementation process if the steps summarized in the road map have been followed. If a step has not been fulfilled, they would reflect on why and how it could influence or affect the following implementation phases.
Special expertise needed to work with the tool	None
Special material (complementary or additional)	A big piece of paper to be stuck on the wall, DIN A-5 papers, pens and colour pencils.
Possible risks	The group has to make an effort in designing a creative storytelling. However, *there is a risk that high creative stories participants could be difficult to be part of the implementation process.* Then the tool could become useless.
Outcome	The coordinator group and all the participants would have a wider vision of the implementation and they could foresee any previous overlooked detail or any possible barrier. It would be the last review of the involved agents and of the provided resourced, to reassure the implementation's success. It would be a visual summary which would ease in becoming members aware of each phase in the implementation.
The theoretical foundation of the tool	This tool is inspired in Cultural probes, technique developed by William Gaver. Cultural probes is a technique used to inspire ideas in a design process. It serves as a means of gathering inspirational data about people's lives, values and thoughts. The probes are small packages that can include any sort of artefact (like a map, postcard, camera or diary) along with evocative tasks, allowing participants to record specific events, feelings or interactions. The aim is to elicit inspirational responses from people, in order to understand a specific context. Gaver, W, Dunne, A., & Pacenti, E,. Design: Cultural probes, Interactions, Vol 6, Issue 1, Jan/Feb 1999
Developed by	Universitat de Lleida - Spain

Tool description	
Name of the tool	Kotter's 8-Step Change Model
Aim of the tool	It outlines how to systematically and effectively implement change in an

	organization.
Why is this tool useful for this part of the process	It's aim seems to fit based on Richesin (1995) as implementing change is not always easy. Barriers can come in various forms; lack of teamwork or leadership, rigid workplace cultures, arrogant attitudes, general human fear, etc. can disrupt any change implementation project. Kotter highlights 8 steps organizations should follow to overcome such challenges and put large-scale change into effect successfully. Following these steps would enhance the possibility that at the end of the process, the organization (the two pilot schools in particular) will not only be prepared but also be committed to embracing the changes.
Target group	School leadership
How to work with the tool	See simplified breakdown at: https://creately.com/blog/diagrams/kotters-8-step-change-model/ and https://www.mindtools.com/pages/article/newPPM_82.htm
Special expertise needed to work with the tool	No special expertise is needed, but the research team has limited expertise in using this tool
Special material (complementary or additional)	See book Kotter (2012) www.amazon.com/Leading-Change-New-Preface-Author/dp/1422186431
Possible risks	Lack of experience available to guide schools in its implementation
Outcome	Following these steps would enhance the possibility that at the end of the process, the school will not only be prepared but also be committed to embracing the changes (i.e. the Inclusion Compass).
The theoretical foundation of the tool	See Richesin (1995)
Developed by	John Kotter/ suggested by University of Exeter Ref: Kotter, J. (2012) Leading Change, Harvard Business Review Press Richesin, Anna Lora, "Assessing the Implementation of a Non-profit Organizational Change Initiative Using Kotter's (1995) 8 Step Change Model." (2011). Undergraduate Honors Theses. Paper 10. https://dc.etsu.edu/honors/10

Tool description	
Name of the tool	**Learning to read the world Through Other Eyes**
Aim of the tool	This resource offers a theoretical framework and methodology to support educators to read the cultural logics (systems of meaning and representation) of specific indigenous groups in relation to concepts

	related to the agenda for international development (e.g. development, poverty eradication, equality, education, etc.). This cross-cultural exercise invites learners to examine the origins of their own perceptions and cultural logics (their values and assumptions), to develop self-reflexivity, to re-evaluate their own positions in the global context and to learn from other local ways of knowing and seeing. This set of learning activities was designed to enable learners: • to develop an understanding of how language and systems of belief, values and representation affect the way people interpret the world • to critically examine these interpretations – both Western and indigenous – looking at origins and potential implications of assumptions • to identify an ethical framework for improved dialogue, engagement and mutual learning • to inform classroom materials
Why is this tool useful for this part of the process	The resource can be used as a reflection tool to enable a whole school discussion about how we can negotiate difference in the school community.
Target group	Whole school
How to work with the tool	The tool can be suggested to the school as a way of engaging the school community into a discussion about how difference is understood and negotiated. The tool is particularly suitable for classroom activities (teachers and students).
Special expertise needed to work with the tool	No special expertise is required – the resource has clear instructions, easy to follow procedures and easy to organise activities.
Special material (complementary or additional)	Within the programme detailed in https://www.researchgate.net/publication/236003559_Through_Other_Eyes_learning_to_read_the_world Tools, activities and case studies are contained
Possible risks	Possibly time consuming
Outcome	This is a reflection tool that has the potential to engage the school community (and particularly teachers and students) in discussion with regards to difference and inclusion. The tool can be used alongside the Inclusion Compass, or as a way of preparing the schools for engaging with the ideas of the Inclusion Compass.

The theoretical foundation of the tool	Based on postcolonial and poststructuralist theories, TOE focuses on indigenous knowledge systems as epistemologies (or ways of knowing) that offer different ontological choices (ways of being in the world) to those of the so-called 'Western' mainstream cultures. Detailed theoretical discussion at: https://www.academia.edu/376669/Translating_theory_into_practice_and_walking_minefields_lessons_from_the_project_Through_Other_Eyes
Developed by	Through their Eyes Project coordinators: Lynn Mario T. M. de Souza Vanessa Andreotti Suggested by University of Exeter

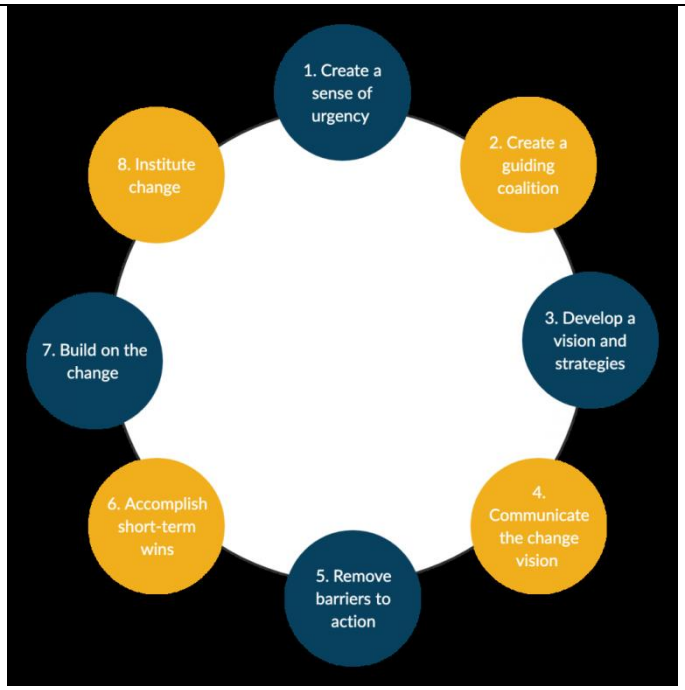
3.7.1 Resources for implementation

Resource description	
Name of the resource (website, bibliography…)	Cap-ecole-inclusive by Reseau Canopé (French) https://www.reseau-canope.fr/cap-ecole-inclusive
AIM and FOR WHAT the resource can meet compass process theme	The website is more or less a self-study site for teachers on inclusive school and disability issues Implementing inclusive education implies the development of a collective cross-professional space. The website allows this exchange between professionals. In particular, it deals with work-related dilemmas, tensions or obstacles encountered in the field.
Target group	Teachers
How to work with this resource and how to implement it in schools	The website has been designed by teachers and scientific experts in education. Teachers will find necessary different kind of ressources and tools such as: specific observation and assessment grids, videos, training modules, etc...
Outcome	This website, developed by the Ministry of National Education, provides resources for teachers to develop their observation of students, to learn how to adjust and adapt their practice, and to obtain information. They will also be able to find the specialists around them and a tool for making contacts.
The theoretical foundation of the tool	The designer of this self-study website, Réseau Canopé, is a National Education operator. The website was created with the approval of the Ministry's experts on the issue of inclusion.
Developed by	Reseau Canopé

Resource description	
Name of the resource (website, bibliography…)	European Agency for Special Needs and Inclusive Education https://www.european-agency.org

AIM and FOR WHAT the resource can meet compass process theme	Resources from the European Agency for Special Needs and Inclusive Education can be used with the pilot schools to help us develop an understanding of the context with regards to social inclusion and thus serve as a common point of reference. See possible documents: • Policy for SEND and Inclusion: examining UK national document. • Evidence of the Link Between Inclusive Education and Social Inclusion: A Review of the Literature • Development of a set of indicators – for inclusive education in Europe There will be other relevant documents/ resources on the website.
Target group	Schools leaders, SENCOs and teachers
How to work with this resource and how to implement it in schools	The two documents should be read by school leaders, SENCOs and teachers then reflected upon and the ideas around implementation developed. They could be used as a basis for seminars and discussions.
Outcome	School leaders, SENCOs and teachers will have additional ideas and approaches to help them implement inclusive practices in their schools. They will also develop a better understanding of inclusion in a European context and they will be able to get inspired by good practice and build on the suggestions presented in the documents.
The theoretical foundation of the tool	There is a range of academic literature and frameworks discussed in the documents that support the ideas discussed and recommendations made. Please refer to each document for details.
Developed by	Suggested by the University of Exeter

Resource description	
Name of the resource (website, bibliography…)	Kotter, J. (2012) Leading Change, Harvard Business Review Press https://creately.com/blog/diagrams/kotters-8-step-change-model/ and https://www.mindtools.com/pages/article/newPPM_82.htm
AIM and FOR WHAT the resource can meet compass process theme	In order for schools to change inclusion practices, they will have to change aspects of their school organisation, working practices and perhaps overcome resistance this may help with the implementation.
Target group	School leadership
How to work with this	Websites are quite self-explanatory. Leadership would need to review

resource and how to implement it in schools	and check they find it self-explanatory, then adapt the model to their own specific situation and staff.
Outcome	 The above helps understand the outcomes at each stage to implement the new inclusion practices. The websites and book references above explain this in more detail.
The theoretical foundation of the tool	Richesin, Anna Lora, "Assessing the Implementation of a Non-profit Organizational Change Initiative Using Kotter's (1995) 8 Step Change Model." (2011). Undergraduate Honors Theses. Paper 10. https://dc.etsu.edu/honors/10 Researchers have been studying change, specifically organizational change, for decades (Erwin & Garman, 2009). Various models have been developed attempting to explain the change process beginning with Lewin (1947) who established the roots for process models of organizational change. Lewin (1947) developed a three-step change theory which involves: 1. Unfreezing the present state, 2. Moving to learn new behaviors and bring about desired changes, and 3. Refreezing into the desired state to ensure new behaviors. It was Lewin's research that provided much of the early foundation for understanding change processes in social situations (Medley & Akan, 2008). Since Lewin (1947), a number of organizational scientists have proposed variations of the basic three step unfreezing, moving, and refreezing model (Armenakis, Bernerth, Pitts, & Walker, 2007). Lippitt, Watson, and Westley (1958) extended Lewin's (1947) work creating a seven-step theory that focuses on the various roles of the change agent rather than on the change itself. Some years later, Kotter (1995) developed an eight-

	step change model for effective change which steps include: 1. Establishing a sense of urgency; 2. Forming a powerful guiding coalition; 3. Creating a vision; 4. Communicating the vision; 5. Empowering others to act; 6. Planning for and creating short-term wins; 7. Consolidating improvements and sustaining the change; and 8. Institutionalizing the new approaches. Each of these change models is similar in that they offer guidance for planning and implementing organizational change efforts.
Developed by	Kotter (2012)/ suggested by University of Exeter Kotter, J. (2012) Leading Change, Harvard Business Review Press https://creately.com/blog/diagrams/kotters-8-step-change-model/ and https://www.mindtools.com/pages/article/newPPM_82.htm Richesin, Anna Lora, "Assessing the Implementation of a Non-profit Organizational Change Initiative Using Kotter's (1995) 8 Step Change Model." (2011). Undergraduate Honors Theses. Paper 10. https://dc.etsu.edu/honors/10

Resource description	
Name of the resource (website, bibliography…)	Learning to read the world Through Other Eyes. https://www.bridge47.org/resources/12/2018/through-other-eyes https://www.researchgate.net/publication/236003559_Through_Other_Eyes_learning_to_read_the_world
AIM and FOR WHAT the resource can meet compass process theme	LEARNING TO UNLEARN – learning to perceive that what one considers as neutral and objective is a perspective and is related to where one is coming from socially, historically and culturally (deconstruction: making visible the origins and hidden agendas of taken for granted concepts) LEARNING TO LISTEN – learning to perceive the effects and limitations of one's perspective and to acquire new conceptual models (toolbox) LEARNING TO LEARN – learning to situate oneself and others and to compare, contrast and juxtapose conceptual models (thinking outside the box) LEARNING TO REACH OUT – learning to apply/adapt/situate/re-arrange this learning to one's own context (putting one's learning into practice) This framework addresses different levels of reading
Target group	Whole school
How to work with this resource and how to implement it in schools	https://www.researchgate.net/publication/236003559_Through_Other_Eyes_learning_to_read_the_world This link takes you to the full programme process. Each learning activity has six components and extra online resources (e.g. short videos and classroom activities). Each component was designed with a specific rationale which are detailed.

Outcome	**GETTING STARTED** – learning to unlearn (ego-ethno relationships) Brainstorm of individual perspectives, invitation to relate it to different perspectives in one's social group **MAINSTREAM PERSPECTIVES** – learning to unlearn (heterogeneity at the ethno level) Analysis and deconstruction of mainstream: exposing learners to the heterogeneity within the 'ethno' narrative and to an outline of different strands in the debate **DIFFERENT LOGICS** – learning to listen (ethno-human-world) Analysis of another possible (and logical) way of thinking about the issue (through metaphors). The interviews with indigenous people served as a basis for the metaphor strands, however, the perspective presented is the authors' interpretation of the collected data. **THROUGH OTHER EYES** – learning to listen (ethno-human) Exposure to other personal narratives (the metaphor in action). **CASE STUDY** – learning to learn (world-human-ethno) Examination of the complexity of issues related to coloniser-colonised relationships. **READING THE WORLD AGAIN** – learning to reach out (world-human-ethno-ego) Self-assessment in terms of potential transformation in thinking and implications for professional practice. The resource can be used as a reflection tool to enable a whole school discussion about how we can negotiate difference in the school community.
The theoretical foundation of the tool	Based on postcolonial and poststructuralist theories, TOE focuses on indigenous knowledge systems as epistemologies (or ways of knowing) that offer different ontological choices (ways of being in the world) to those of the so-called 'Western' mainstream cultures. Detailed theoretical discussion at: https://www.academia.edu/376669/Translating_theory_into_practice_and_walking_minefields_lessons_from_the_project_Through_Other_Eyes In conclusion, to meet the challenges of the 21st century in terms of equipping learners to listen to one another and work together to create new possibilities for an equitable and sustainable future, development education will need to challenge its boundaries, become self-reflexive, diversify its constituency, raise its

	professional profile, operate inter-disciplinarily, focus on the interface between development and culture, articulate the connections between theories and practices and, in accountable ways, face the challenge of walking the minefields illustrated in this paper.
Developed by	Through their Eyes Project coordinators: Lynn Mario T. M. de Souza Vanessa Andreotti Suggested by University of Exeter

Resource description	
Name of the resource (website, bibliography…)	Book: ***"Empowering students for just societies. A handbook for secondary school teachers"*** The online link is presented below
Aim and why the resource can meet the compass process theme	The book collects a selection of teaching activities and resources to implement inclusive actions inside and outside the classroom with the aim of promoting a more inclusive education. In addition, it provides practical tips and suggestions to create learning opportunities for everybody highlighting in the assessment process.
Target group	Coordinator group members
How to work with this resource and how to implement it in schools	The book would help teachers to work in an inclusive educational environment. Moreover, it would bring collaborative strategies among the different members of the educational community in the development of competences, abilities and inclusive values.
Outcome	Reading the book would broaden knowledge of the educational community members towards a constructive and responsible vision. The book content would promote an inclusive pedagogy inside and outside the school which would help to respect the different agreed actions.
The theoretical foundation of the tool	This web is based on the Socio-cultural theory in order to promote an inclusive education
Developed by	Universitat de Lleida - Spain

https://n9.cl/empoweringstudentsunodc

3.8. Carrying through the process evaluation

Understood as:

· The 'chosen pathways' must be continuously evaluated e.g.: do they match the chosen values? What does that mean? Are the desired goals achieved?

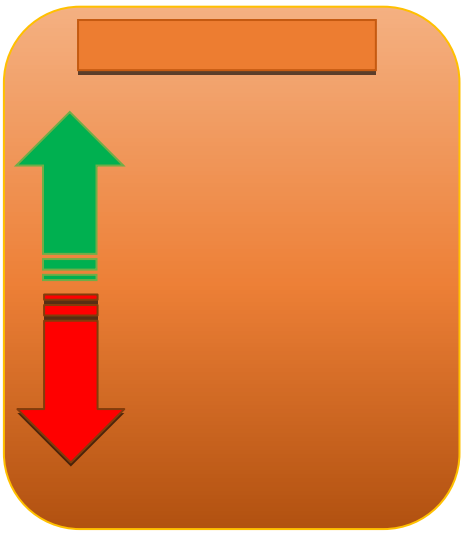
When we speak process evaluation, and not end-evaluation, it is because the process of inclusion never ends in principle, it will always be the dialogue on inclusion that should be in focus

3.8.1 Tools for process evaluation

Tool description	
Name of the tool	**Success criteria grid**
Aim of the tool	Providing the team with a tool to guide its work and also to evaluate the process and the end result
Why is this tool useful for this part of the process	This method focusses on discussing and selecting the most important aspects or criteria for a specific project, learning experience or challenge.
Target group	Referent Group / Coordination Group / Local Partners
How to work with the tool	1) Generate ideas for different criteria that seem relevant for the challenge or the project. 2) Select the most important criteria by voting (max. five criteria). 3) When developing or evaluating the project, use these criteria to assess how you are doing and whether you are achieving what you want. You need to create a matrix listing the criteria at the top and the ideas on the left. 4) Rate the ideas, using points from 1 (low score) to 5 (highest score) within the different success criteria that were chosen. 5) See which ideas get the highest score and use that to discuss which ideas score highest and how to proceed. 6) Ideas that score highest may not be the ones you want to chose, but scoring according to criteria and discussing these clarify potential problems that need to be addressed.
Special expertise needed to work with the tool	NO
Special material (complementary or additional)	Blackboard, cardboard, smartboard or sharable online board e.g. padlet.
Possible risks	Using too much criteria or not relevant criteria

Outcome	Keep the more relevant ideas or evaluate the project (or some aspects)
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu
Developed by	FUTE Project, Réseau Canopé

Tool description	
Name of the tool	**The jury**
Aim of the tool	To consider new perspectives and to mention the possible mismatches that could appear during the inclusive action implementation.
Why is tool useful for this part of the process	It provides an evaluation of the key actions which could have a positive or negative impact on inclusive course of actions.
Target group	Coordinator group
How to work with the tool	SELECTION OF IDEAS Each group member would write individually six aspects: three issues which, in his/her opinion, have had a positive impact during the inclusive value implementation; and three others which the member believes they have had a moderate or negative impact during the implementation so that there is a need to perform improvement actions. Each participant has to find arguments for each selected aspect. THINKING TOGETHER The group members are organized in different work groups (the number of people per group would vary depending on the number of members in the coordinator group). Each group person would present their six ideas/issues while the others act as the jury. The group members who in that moment are the judges would create, individually, a visual ranking of the six presented issues per each participant. This ranking would visually show what issues had positive or negative impact on reaching the inclusion objectives. For example, if there are four people in a group work, each member would present his ideas once and would act as a judge three times. DISCUSSION AND AGREEMENT In this last phase, each small group would value and discuss about the different rankings of the same group work. Each group would create a unique ranking to evaluate the ideas and to improve the possible mistakes in the action implementation.

	
Special expertise needed to work with the tool	None, however one member of the group must act as a facilitator in engaging group members to achieve a fruitful discussion.
Special material (complementary or additional)	All the members need a card as the provided example. Whiteboard or a big piece of paper to write the different directions agreed for each value.
Possible risks	Some participants may not show enough respect to opinions' of others; so this may decrease participation of the rest of the group.
Outcome	By using this tool, the group would create a ranking and they would evaluate the key implementation actions/issues that helped to reach inclusive objectives.
The theoretical foundation of the tool	This tool is inspired by the Six Thinking Hats of Edward Bono. The premise of Six Thinking Hats method is that the human brain thinks in a number of distinct ways which can be deliberately challenged, and hence planned to use in a structured way allowing one to develop tactics for thinking about particular issues. De Bono identifies six distinct directions in which the brain can be challenged. In each of these directions the brain will identify and bring into conscious thought certain aspects of issues being considered (e.g. gut instinct, pessimistic judgement, neutral facts). These directions help to represent and express the results of our thinking. The tool encourages one of these directions –critical judgement. de Bono, Edward (1985). *Six Thinking Hats: An Essential Approach to Business Management.* Little, Brown, & Company.
Developed by	Universitat de Lleida - Spain

Tool Description	
Name of the tool	**Helicopter view**

<table>
<tr><td></td><td></td></tr>
<tr><td>Aim of the tool</td><td>To provide an overall perspective of the implementation process to achieve a better adaptation of the inclusive actions' needs.</td></tr>
<tr><td>Why is this tool useful for this part of the process</td><td>All participants could be engaged in an evaluation process through dialogue.</td></tr>
<tr><td>Target group</td><td>Coordinator group and all the participants from the educative community</td></tr>
<tr><td>How to work with the tool</td><td>TARGET GROUP
Each member group, individually, collects the necessary data to assess aspects which he feels needs an improvement or a modification in relation to the inclusive actions' implementation.
How does he do it? Each member would be provided with a card where he would have to assess the different stakeholders and the diverse used resources, through the following questions:
Which members have been involved the most?
How have the members developed their actions?
Which resources/materials have been used?
How have been used the different resources/materials through the implementation?
Which aspects do you feel requires a modification for a better implementation?
Do you feel that more people should be involved? How?
Which are the positive/negative aspects of each action?

DISCUSS
Each group member presents out loud in front of the others the information which he wrote in his card and his reasons why he has chosen them.
To facilitate a fruitful discussion, it would be useful that each member asks a question while other members are exposing. During this discussion, group members would take notes to reorganize information in order to improve the future implementation of the inclusive action.

<table>
<tr><th colspan="5">EVALUATION OF</th></tr>
<tr><th></th><th>ISSUES TO EVALUATE</th><th>EVALUATION</th><th>HOW TO IMPROVE</th><th>AGREEMENTS TO IMPROVE</th></tr>
<tr><td rowspan="3">Stakeholders</td><td>Stakeholder 1</td><td></td><td></td><td></td></tr>
<tr><td>Stakeholder 2</td><td></td><td></td><td></td></tr>
<tr><td>Stakeholder 3</td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Resources</td><td>Resource 1</td><td></td><td></td><td></td></tr>
<tr><td>Resource 2</td><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

	Actions / **Resource 3** / **Action 1** / **Action 2** / **Action 3**
Special expertise needed to work with the tool	None. However, a member of the group should act as a facilitator to engage group members in a fruitful discussion.
Special material (complementary or additional)	All members need a card as the provided example. Whiteboard or a big piece paper to write the different directions agreed for each value.
Possible risks	Some participants may not show enough respect to others' opinions, so this may decrease participation in the rest of the group.
Outcome	By using this tool, the group will improve the implementation for each inclusive action.
The theoretical foundation of the tool	Design thinking: http://75toolsforcreativethinking.com/
Developed by	Universitat de Lleida - Spain

3.8.2 Resources for process evaluation

Resource description	
Name of the resource (website, bibliography…)	Web page (Catalan) http://ateneu.xtec.cat/wikiform/wikiexport/cursos/escola_inclusiva/diee/modul_4/practica_4
Aim and why the resource can meet the compass process theme	Reading this website has the aim to help detecting difficulties from the beginning, finding out causes and performing necessary measures so the student could continue his learning process successfully.
Target group	Coordinator group members
How to work with this resource and how to implement it in schools	The reading of this webpage would enable teachers to regulate the teaching and learning process of students, to adapt individual and collective strategies, to contrast the achievement of raised objectives and to orientate students.
Outcome	The webpage content proportionate orientation to offer an inclusive assessment. This type of evaluation has to foment interest to improve, cannot exclude anybody. To achieve this, it would be necessary link assessment to learning and the opposite, helping to identify individual needs.

	Decisions and/or assessment criteria have to be chosen in a consensual way to provide the adequate support to students. Therefore, assessment should be detailed and with the option of doing improvements. And above all, the assessment should be designed with different materials, times and formats to attend student's characteristics.
The theoretical foundation of the tool	This web is based on the Socio-cultural theory to promote a social and constructive evaluation of the inclusion process.
Developed by	Universitat de Lleida – Spain

3.9. Revising (new) Values

After having processed the concept of inclusion and how it should or is being implemented in the local context the process re-visits the values chosen from the outset in order to re-evaluate and improve these.

3.9.1 Tools for revise values

Tool description	
Name of the tool	**Telescoping**
Aim of the tool	This method is useful when you have many options, ideas or possible solutions and you need to evaluate and restrict the team's choices. It is a matter of displaying the options, voting individually and giving each person an opportunity to explain and argue in favour of their preferences before making a common and informed choice.
Why is this tool useful for this part of the process	After a long phase of work, this tool makes it possible to keep the elements that the group considers to be the most important or most representative of the work carried out.
Target group	Referent Group / Coordination Group
How to work with the tool	1) Create a list or a selection of options that are displayed for everyone to see. 2) Make the whole team select a restricted number of options (3 to 5) by placing a sticker, dot or coloured sign close to the selected option. 3) Discuss each selection to understand why it has been selected, and if more than one person has chosen an option they must explain their choice. 4) Underline or box in the options that have the most votes. 5) Discuss and agree on which one(s) you will be working on.
Special expertise needed to work with the tool	NONE
Special material (complementary or additional)	Blackboard, cardboard, smartboard or sharable online board e.g. padlet.
Possible risks	If stakeholders are not in a sympathetic position or do not wish to reach a consensus, this tool can be ineffective
Outcome	Reaching a consensus on the values to be held by all stakeholders Having time to explain why an idea is important Being able to defend one's point of view
The theoretical foundation of the tool	FUTE PROJECT http://fute-project.eu

Developed by	FUTE Project, Réseau Canopé