Background Document

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

(SPISEY)

Table of Content

The SPISEY Project
Supporting Practices for Inclusive Schooling & Education for the Youth

1. Introduction to the European Inclusion Compass

The European Inclusion Compass has been developed through a European collaboration within an ERASMUS + project called SPISEY[1]. Partners from Denmark, Finland, United Kingdom, France and Spain have joined intellectual forces, and have built this process tool, with the main objective to assist school management in facilitating the creation of inclusive schooling and education of children and young people. Inclusive education is a process that involves the transformation of schools to cater for all children and young people, and as such very much a management process that requires both leadership, collaboration, planning and coordination across internal as well as external actors, including e.g. politicians, local administration, local community, colleagues, other professionals, such as networks and NGOs, and not least parents and children. The SPISEY project's main objective is to develop and implement an innovative, strategic and inclusive management model, which can assist school management, teachers and other pedagogical staff, to foster and maintain inclusive communities of practice.

The European Inclusion Compass consists of 5 parts:

1) A Background Document to the European Inclusion Compass (this document), which is an overall introduction to the Inclusion Compass.
2) Managing the European Inclusion Compass, which is a document designated at school management and external consultants introducing how to work with the Inclusion Compass
3) The European Inclusion Compass Toolbox, where school management and other professionals can find inspiration to facilitate the implementation of the Inclusion Compass
4) A PowerPoint presentation, which can be used by external consultants to present the overall idea of the European Inclusion Compass and how it can be used as a strategic management process tool
5) The European Inclusion Compass Platform[2], which is a web-based platform, where all the above-mentioned material, as well as recommendations and good practice examples from schools, that have worked actively with the compass will be gathered and accessible for download.

The purpose with the first part of the compass; 'the Background Document' is to inform potential users of The European Inclusion Compass about the greater perspective related to social inclusion, the current context for inclusion in Europe and not least an appetizer for committing to the process of not just promoting but in fact implementing inclusive practice in any kind of school for children and youth education. Furthermore, you will find arguments for inclusive strategies here.

The second part is a document, titled 'Managing The European Inclusion Compass', which is accompanying the Background Document and is developed as a 'hands on' document, which goes

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[1] Supporting Practices for Inclusive Schooling and Education for the Youth
[2] http://www.spisey-project.eu/

more into detail about the strategic and practical issue of how to plan and go through the process of using The European Inclusion Compass, from a school management perspective. Hence the document is an exemplification of the process 'step by step, which is taking place within the school management group and thereby informs and support school management in the process of using both the PowerPoint presentation, and in particular for using the Toolbox developed for supporting the various processes of implementing inclusion.

The third part of the compass is the 'Toolbox for the European Inclusion Compass', which is an online archive (as well as a hard copy document) where you can find different kinds of facilitation and process tools, which can be used by school management or external consults, to bring a school through the different phases of the inclusion compass. The tools are generic, as well as is the compass, so the individual school will have to apply the tools to their specific context.

The fourth part of the compass is a PowerPoint presentation aiming at giving an overall introduction to the European Inclusion Compass and the principles and philosophy behind. The objective of the presentation is both to inform about the compass and to motivate schools to work more strategically with social inclusion. The PowerPoint presentation is generic in the edition here, but of course it needs to be customized to any local context, so that local consultants and individual school managers can add whatever slide is needed to kick-start a facilitation process.

The European Inclusion Compass Platform is the fifth part of the inclusion compass and will be the place to go for finding all the SPISEY materials developed in the project and mentioned above. The Platform will be developed as a European resource and knowledge platform for inclusive schooling and "the place to go" for any kind of wish to get more background information or inspiration for 'how to do' when a school wants to apply the Inclusion compass and create inclusive schools. For the moment (June 2020) the platform is still under construction, but by the end of the SPISEY project (December 2021), the platform will be finalised and ready to use for all relevant stakeholders around Europe and beyond.

2. Introduction to the Background Document

The intention of the Background Document is to give anyone interested in working with inclusion and seeking ways in which to implement this important welfare state value in practice in any kind of educational institution or school. Hence this introduction could be relevant for both practitioners in the educational sectors, school consultants and researchers supporting these practitioners. The document is divided into the following 3 parts:

- The first part of the document provides an overview of how the European Inclusion Compass has been innovated and developed. It is important for the project team behind SPISEY to show that the Inclusion compass takes it starting point in concrete expressed needs and that the compass will be tested on a small scale within the project. The testing has not taken place for this first draft of the manual, but by the end of the project, the testing will have provided important implementation knowledge to create better practice case stories and

recommendations. (The knowledge from the testing phase will be incorporated as part of the inclusion compass on the web-based platform).

- The second part of the document will provide an overview of the background and the underlying theoretical concepts as well as European and International political approaches behind the compass.
- The third part of the project will bring the reader through the European Inclusion Compass, explaining the different missions and layers of the compass, as well as the concrete process and activities a school management can activate to facilitate the transformation of a school into a more inclusive setting.

In the end of the document there is a list of glossaries explaining key issues in - or related to the compass, as well as list of important references.

3. Development and Innovation Process

The European Inclusion Compass is the main delivery from the SPISEY project. The development of the compass takes it's starting point in a Danish Inclusion Compass that was developed in 2013 for the Danish School Manager Association[3]. The development of the Danish Inclusion compass into the European Inclusion compass consists of three main development phases, which are explained in the following.

3.1 Needs analysis phase

In order to ensure that the European Inclusion Compass is based on concrete needs expressed by the target group, a stakeholder analysis as well as a need analysis has been carried out. A close and powerful coalition between the partnership and 2 test schools in each participating country was established, which was used to gather knowledge about the present and future competence needs, differences between the partner countries, both concerning inclusion policies, structures and practices, concrete needs for inclusion as well as knowledge and training needs about inclusion experienced by the target groups; school managers and teachers.

The result from this phase was a European baseline report, gathering 5 local needs analysis' which showed that the policy context is extremely different between the countries, as well as the degree of autonomy within school management. This factor is important for the level of leadership, but it seems like the "whole school approach", which is also extremely relevant when dealing with social inclusion, is suitable and relevant for all participating countries.

In relation to the need analysis, the baseline report revealed that the understandings of the *concept of inclusion* varies between countries, and both narrow and more broad definitions of inclusion exist. Tension between inclusion as learning opportunities and inclusion as placement in mainstream school and education was also found. A lack of - or a the vagueness in - the local inclusion strategies, spare funding and resources, few supporting organisations, home-school interaction problems, and

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[3] https://www.skolelederforeningen.org/for-medlemmer/pjecer-og-vaerktoejer/pjecer-om-inklusion-og-specialundervisning/inklusion-i-folkeskolen/

lack of joint vision and inclusive school culture seemed to be the *main challenges* of the inclusive education at the local level.

Many school managers' competence needs were related to the competencies to lead through culture and values, the challenges to lead professional teams, to lead strategic management, and pedagogical leadership and to facilitate dialogues with relevant stakeholders such as parents, but also with pupils and colleagues. Patience, adaptability, and courageous appearance is seen as important leadership strengths. The need for a more qualitative collaboration with stakeholders in and outside of school was also pointed out as a competence need. The teachers expressed a need for further educational competencies in order to support inclusion.

In the Baseline Report and Needs Analysis it was also revealed that the number of stakeholders was broad and diverse. They have been grouped to cover the main categories and can be understood differently in each country. This result highlighted the fact, that whenever there is a need for implementing initiatives for inclusion actions must build on the specific local challenge. Hence the stakeholder perspectives always must be taken into account and this should be done on the basis of who the school management cooperates with and who management wants to cooperate with in future inclusive efforts and practices.

Another thing that was revealed in the report was the need to design a process which would support a very reflective dialogue 'step by step' in order not to ''lose'' any stakeholders. This process should be based on both participation and influence on the final decisions the school management need to take in order to implement inclusion in a way that will be productive and not cause resistance of any kind but rather produce and support innovative ideas and practices

3.2 Development phase

Based on the results from the baseline report, the Danish Inclusion Compass was adapted into the "European Inclusion Compass". As the fundamental value of the collaboration between the partners and the local test schools, will be based on the principle of appreciative human relations, whole school / community approach and close participant involvement, the deliverables will be developed within the theoretical frame of recognition, strong relationships, empowerment and development of action competences within the target group. The pedagogical approach to the deliverables is based on the principles of high impact learning, initiating learning processes close to every-day practice and focusing on transferability.

The change from a Danish Inclusion Compass into a European Inclusion Compass has been done in a European collaboration process, where all partners in the SPISEY project have participated with their specific knowledge, competencies and broad experiences from working with schools in their countries, making the cultural and structural diversities within the partnership, a real European asset, and a strong factor for future transferability beyond the partnership.

3.3 Testing phase and fine-tuning

In order to ensure the relevance, usefulness and mainstreaming of the European Inclusion Compass, a testing phase is planned in each country. The use of the inclusion compass within at least 2 schools or other kinds of educational institutions in each participating country, will be evaluated, and based

on the feedback, the compass will be finetuned in order to ensure that it responds to the real needs of the target group.

4. Background and approaches for the European Inclusion Compass

4.1 Introduction and History

The European Inclusion Compass and its guidelines is in fact based on the result of a cooperation between The National Research Centre for Inclusive Practice (NVIE), University College South Denmark and Skolelederforeningen (Danish School manager Association), developed in 2012 – 2013. The background for this was new legislation for compulsory schooling in Denmark, where it was stated that all schools had to live up to the objective that no more than 4 % of the students could be referred to SEN (Special Educational Needs) arrangements. To obtain this, and adapt this new situation, school management and school leaders had to develop a new practice based on a new way of analyzing and practicing the challenges related to inclusion, which was the political intention agreed upon. Inclusion in this context was defined as an objective for students in school. With the Inclusion Compass school management were provided with a process tool, that was meant to support the implementation of the intention about inclusion. Working with the inclusion compass provides school management with a relative quick overview of what needed to be done why and by who.

Based on this Danish developed Inclusion Compass the SPISEY project develops a new *European Inclusion Compass* that builds on the Danish compass, but is expanded, developed and innovated further to become a "hands-on toolbox", which can be transferred and upscaled to schools all over Europe.

The European Inclusion Compass is a guide, providing school management with a set of tools which enable school management to make reasoned choices, regarding focus areas and strategies for implementing inclusion. This will support school practice to adopt to a more inclusive pedagogical practice. Hence the intention with this guide is to inspire school management deliberately to choose and test diverse paths. Ideally, school management, together with staff and other stakeholders involved in education, can use the guide to create a common base for assessing if the school is developing in a more inclusive direction. The guide is not intended to be a formula where individuals can "tick off" tasks completed; on the contrary, it is intended to be a source of inspiration on how to involve local stakeholders, in developing strategies and in highlighting focus areas, and making plans for implementation, in a structured, participative and co-creating process.

4.2 What are we talking about when we are talking about inclusion?

With the Salamanca Statement (1994) and The Convention on the Rights of Persons with Disabilities (2007), inclusion has become a central concept in the approach to children and young people by national and local authorities all over Europe. The concept is constantly evolving and appears in different ways – dependent on whether focus is on inclusion at a societal level or at a school level.

Before Salamanca the educational communities in Europe used the concept of integration when focus was on how mainstream school should adapt to students with special needs related to learning disabilities or social emotional issues. The idea was that students with these kinds of challenges

should learn to attend school in segregated schools or classes before they were 'allowed' to participate in a mainstream class. The idea with integration was somewhat that these students had to earn the right to participate, and once 'allowed' to attend mainstream class was subjected to various compensating pedagogies, in order to contain these students.

After the Salamanca Statement was endorsed by several European countries in 1994 the perspective slowly started shifting from using the concept of integration to inclusion. The concept of inclusion, as stated in the Statement endorsed in Salamanca, defines:

1) that every child has the right to attend the local district school and should be included here
2) that it is the school that must adopt to the child and not the child who has to adopt to the school

With these two basic statements the concept of integration is left behind and seen as a process based on inequity and injustice, and since then the concept of inclusion and social inclusion has been the dominating discourse when it comes to securing participation for all children despite any kind of diversity.

When mention is made of the inclusive society, it usually means that everyone has a right to participate in society as fellow citizens; when we talk about the inclusive school, it most often refers to the right of all children to participate in the general fellowship of the school – even if their schooling takes place in special groups, in special classes or at special institutions. For many years the concept was identical with spaciousness, emphasizing a school for everyone, whilst there was less focus on whether the presence of children in ordinary classes also gave them better opportunities for participation and learning.

4.3 Inclusion and the European Inclusion Compass

In the European Inclusion Compass, inclusion should be understood as the opportunity for everyone to participate in the school community. To be a participant in the school community has a direct influence on human learning in all areas: the better the opportunities to participate in different forms of school communities, the better the opportunities to learn and thereby to develop social, personal and cognitive competences. Efforts should therefore be made to develop many different forms of school communities in schools where learning takes place and the diversity of children is acknowledged, as a positive factor for learning.

When inclusion is coupled with participation and learning, it becomes a key pedagogical concept with crucial significance for all school activities. It is important to bear in mind that inclusion
should not be regarded as a method, but rather as *a mindset which represents certain perspectives* on the relationship between the child and its social sphere. Basically, what we are discussing here is a movement away from an individual-oriented approach focused on fault-finding and towards a more social-oriented approach focused on the resources in the child's environment:

- Firstly, it is a dynamic perspective in the relationship between a child/adolescent and its social environment where different social situations lead to different opportunities to act.

- Secondly, this has to do with a position perspective, where the child/adolescent adopts differing social positions in certain social contexts. Rather than talking about vulnerable children we should talk about children in vulnerable positions, thereby allowing us to work with these positions in various contexts.

- Thirdly, it is important to clarify the understanding of social inclusion, when developing local definitions. It can be useful here to differentiate between four different discourses, each of which has its specific justification for inclusion at school.

In research literature about inclusion, a comprehensive study analyzing what kind of perspectives came to the fore when inclusion, as a notion, was talked and written about, (Dyson, 1999), showed that four discourses could be verified as dominating public discourse on inclusion related to education:

- **The economic discourse** - with focus on efficiency and resource utilization

- **The pragmatic discourse** – with focus on effective courses of action in relation to given premises

- **The political discourse** - with focus on efforts that engender security and provide a feeling of social cohesion

- **The ethical discourse** - with focus on the right of access to learning and having a say in one's own life.

While the first two discourses have to do with the real world, the last two are associated with the ideal world. The first two discourses relate to the domain of management; the framework for a school's operation manifests itself to a great extent on the basis of these discourses.

It is an important point to stress, that school management is <u>not</u> responsible for the broader economic and practical understanding of the efforts at inclusion as these are determined politically. On the other hand, it is the responsibility of school leadership to provide content for the overall framework which makes sense to school staff. This requires that staff efforts at increased inclusion must, to a greater extent, be guided in relation to the ethical discourse with special focus on the pedagogical and didactical perspective.

4.4 The whole school approach

The perspective within the Inclusion Compass is that the way to work with inclusion and create an inclusive school, in any kind of local school or educational institution, should be defined on a local level, together with all relevant stakeholders. It is seen as a strategic process, which should be led by the school manager. The process is presumably a holistic and never-ending process, as new challenges for developing sustainable human relations, and hence inclusion, will occur again and again over time. In order to ensure quality in this process, any school or educational institution continually must deal with developing inclusive strategies, creating inclusive school cultures in order to develop inclusive practices (Booth & Ainscow, 2012). The responsibility for taking leadership on this process is at the end of the day allocated to any school management or school leader.

In relation to the process of creating an inclusive school, it is very relevant to draw on the concept of the whole-school approach. This approach recognizes that all aspects of the school community can have an impact upon pupils and students learning opportunities, inclusion as well as their health and wellbeing, and that these factors are interlinked, hence it is important to take a global view on how the school functions, the internal and external stakeholders, relations and collaboration that can have an influence on the functioning. The School for Health in Europe Network works with 6

important components within the whole school approach, which are equally relevant for the inclusion compass[4]. In relation to the work with an inclusive school, these 6 components can be summarized to the following overall approach.

1) It is important with clearly defined policies and documents
2) The design of the physical environment has a role to play to promote inclusion
3) The social environment is determined by the quality of relationships between school community members
4) The understanding of inclusion can be promoted also through curriculum
5) Relations and links are created between the school and families and key stakeholders in the surrounding community, which is used for consultation and collaboration.
6) If relevant, social services or NGOs working in this field, can work together with teachers to ensure inclusion in specific cases.

4.5 The European Social Pillar

As the European Inclusion compass is developed within a European Erasmus + project, it is relevant to mention the European Social Pillar[5], which is an initiative launched by the European Commission in 2017. The Social Pillar delivers new and improves existing social rights for EU citizens, and serves as the EU's strategic direction to achieve better working and living conditions in Europe. The Social Pillar includes 20 principles, which all give directions on how Europe wants to support the development of a fair and well-functioning society.

Three of these principles include issues that are relevant for the European Inclusion Compass, and the development of inclusive schools and social inclusion in schools, namely

1) offering high quality and inclusive education for all from early age,
2) improve the transition process between lower and upper secondary / qualifying youth education, especially for those young students with learning difficulties and / or risk of social exclusion and
3) improve employment prospects for young citizens with learning difficulties.

5. The European Inclusion Compass

The basic idea behind the European Inclusion Compass is that inclusion needs leadership to be implemented in any school or educational institutional practice, as promoting inclusion always relates to the use of resources allocated and decisions about dilemmas with consequences. Leadership is also about responsibility for both the process of change and the persons or stakeholders participating in this. This is the reason that the European Inclusion Compass has been developed to contain three levels, 1st level; The school management, who has the overall responsibility for the functioning of the school and the communication of values and school culture, 2nd level; The stakeholders, which provides resources to the school, either as money, human resources or policies, moral and family support, and 3rd level; The process elements of how to co-create inclusive schooling and practices within and around the school.

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[4] https://www.schoolsforhealth.org/concepts/whole-school-approach
[5] https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

In the following, the 3 different levels illustrated in Figure 1: The European Inclusion Compass, will be explained in detail.

Figure 1: The European Inclusion Compass
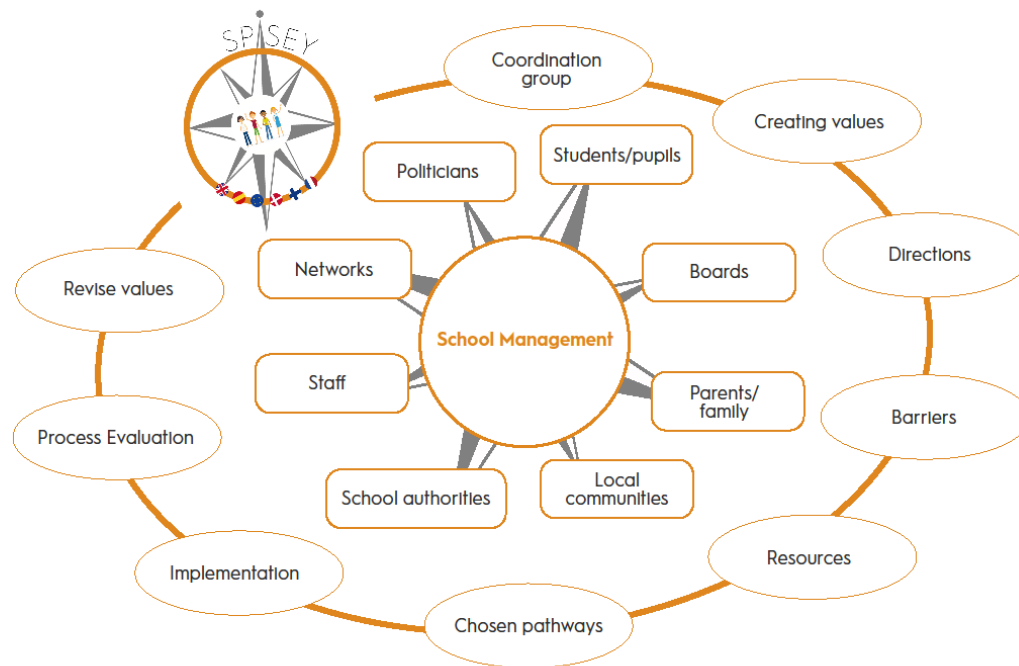
5.1 School Management: 1st Level

Thus, there is a need for leadership in order for the staff fulfilling their professional responsibility and coping with the attendant challenges; this is a field of leadership that cuts across all four discourses. Both school management and staff meet the four discourses daily as justification for or against inclusion. There is an important leadership function here in contributing to a clarification of which discourse is brought into play in the ongoing discussion of developing the inclusive school.

It is especially a challenge for school management to clarify that all four discourses can be invoked, but that a single discourse cannot determine the agenda for the school's total enterprise. In order to qualify this discussion, it would be constructive if the discourses were used to keep political, economic, ethical and pragmatic arguments separate. In this way the discourses can be used to focus on the scope of leadership – and not only to specify which areas are the responsibility for management and which are the responsibility of the professional staff. Once again it is important to emphasize that school management needs to strengthen the staff's professional competence in working with a 'social didactic' that focuses on the terms on which children participate in school activities for the purpose of learning.

The development of an inclusive school therefore depends on two important prerequisites:

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- Development of the proper professional competences within school management as well as within teaching staff are required to fulfil the school's goals in relation to inclusion

- Development of the school's leadership to engage all those involved with the school in an active school community in the inclusion project. What this specifically entails for school management in the perspective of inclusion is elaborated on in the following.

Inclusion from a leadership perspective is a management tool which assists school management in:

- Contributing to organizational conditions which allow internal as well as external stakeholders to be interested **in** inclusion and to play a motivated and engaged part in the process. The overall leadership task is to involve the stakeholders interested in the school in such a way that each can make a contribution to the inclusive school - a collaborative and co-creating aspect that becomes the general principle in using this Compass.

- Creating and formulating common directions for those involved with inclusion by involving them and coordinating their resources.

- Developing and formulating a joint framework for the individuals involved, thereby enabling them to act based on common values, directions, barriers, resources, and chosen pathways.

5.2 The Stakeholders: 2nd Level

The second level of the inclusion compass shows the different stakeholders, that are all relevant in the process on creating, developing and maintaining inclusive practices. Stakeholders are important as key persons with basic knowledge and experience about dynamics supporting inclusion and causing exclusion. But these key persons, or the organizations they represent, are also key resources in the process of planning, carrying through and evaluating change as their involvement and agency is crucial for quality in the process.

In relation to stakeholders a number of internal and external stakeholders can be identified as important as partners for collaboration in the process. The number of stakeholders will be different from school to school or from case to case and hence any process applying the European Inclusion Compass must be adapted and individualised according to which relevant local stakeholders should be involved.

Furthermore, this paragraph not just show all stakeholders reported about in the Needs Analysis and the Baseline report completed November 2019, but each type of stakeholder Is also defined in the below list. The list is created as a generic 'main list' meaning that, underneath the eight stakeholders mentioned here, lies a massive number of specific and more detailed stakeholders. Information on this is available in the above-mentioned documents Baseline Report and Needs Analysis published on the web based SPISEY Platform..

In the greater perspective, this model, which shows the stakeholders, must be envisioned as a local and specific situated 'picture' of stakeholders relevant for a specific school or educational institution. But this local 'picture' of relevant stakeholders has to be seen as inscribed in a more and more far ranging reality, comprised of the local level as part of the regional level and the regional level as part of the national level and the national level as part of the European level and in the end with all levels in of course inscribed in the global context.

Who are the stakeholders?

Students or Pupils – understood as:
- any child, adolescent or adult temporarily being part of an education and learning community

Boards – understood as:
- democratic and responsible chosen delegates with formal responsibility for the specific school, institution or organization

Parents and Family – understood as:
- persons with relations defined by being part of family in any kind

Local Communities – understood as:
- informal or formal communities of practices in the local area with any kind of possibility for participating in activities or influence on individuals or groups

School authorities – understood as:
- any power or supportive office in the municipality, the region or in the state administration aimed at helping and coordinating efforts directed to individuals

Staff – understood as:
- all employees affiliated with the school, the institution or organization

Networks and NGO's – understood as:
- non-governmental organizations supporting specific issues related to a situation of having specific needs and/or being in a vulnerable situation in the short or the long run

Politicians – understood as:
- persons elected on any level carrying the responsibility for creating and adjusting policies based on ideologies with impact on practice in school and consequences for all stakeholders

5.3 The Process in the Compass; 3rd Level

As inclusion is something that schools and educational institutions have to work with on a local level through local collaboration and decision making, the European Inclusion Compass is designed as a strategic process tool, leading the school management through a process of collaboration, co-creation and decision making with the local internal and external stakeholders. This is the third level of the compass: Nine phases with concrete activities in a process of organizational change.

The process promoting inclusion consists of not just related but interdependent phases of an organizational process starting from setting up a co-ordination group of employees and other stakeholders that, together with school management, will be responsible for the process of working with the European Inclusion Compass from start to end, implementing inclusive values and actions.

The nine activities that are designed to inform and support the process of creating inclusive practice, as shown in Figure 1 are:
- setting up a *co-ordination group*

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- creation (or revision) of existing *values*

- decision on further *direction*

- investigating dilemmas and *barriers*

- clarifying present and not present *resources*

- deciding on what is going to be the *chosen pathways*

- taking care of practice in the process of *implementation*

- carrying through the *process evaluation*

- revising (new) *values*

How to understand the nine activities of the process[6]

Setting up a coordination group – 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

Creating (or revising) 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.

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[6] The presentation here is focused on how to UNDERSTAND the activity. In the document Managing the European Inclusion Compass you can read about how to WORK with the activity.

- 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.

Direction - 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.

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.

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.

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

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

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

Revised values - understood as:
- 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.

6. Summary

As it is presented in this document, the European Inclusion Compass is a generic management tool, which needs to be adapted and implemented on local level in each school, taking the local context with its structures, cultures, policies and traditions into consideration. The compass shall be used as an overall leadership and management process frame, and in order to facilitate the adaption and implementation, we invite you to consult the other parts of the European Inclusion Compass, where you will find tools, recommendations and good practice examples on how to plan and execute the work within your local school.

7. References

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The SPISEY Project
Supporting Practices for Inclusive Schooling & Education for the Youth