

SPISEY Project Policy and Practice Recommendations Report

**A summary of policy and practice
recommendations and good case stories**

**Supporting Pactices for Inclusive Schooling
& Education for the Youth**

(SPISEY)

Table of Contents

<i>1. Introduction.....</i>	<i>3</i>
<i>2. Overview of pilot projects</i>	<i>7</i>
<i>3. Stakeholders involved in pilot projects</i>	<i>10</i>
<i>4. Inclusion Compass implementation – promoting factors</i>	<i>11</i>
<i>5. Inclusion Compass implementation – barriers.....</i>	<i>14</i>
<i>6. Lessons learned about inclusion in the different countries.....</i>	<i>18</i>
<i>7. Use of the Inclusion Compass and Sustainability.....</i>	<i>21</i>
<i>8. Summary of case studies.....</i>	<i>25</i>

List of Tables

<i>Table 1. Recommendations for policy makers</i>	<i>4</i>
<i>Table 2. Recommendations for school managers.....</i>	<i>6</i>
<i>Table 3. Overview of promoting factors</i>	<i>12</i>
<i>Table 4. Overview of barriers</i>	<i>15</i>
<i>Table 5. Lessons learned about inclusion.....</i>	<i>18</i>
<i>Table 6. Positives achieved</i>	<i>21</i>
<i>Table 7. Areas for development/reflection</i>	<i>22</i>
<i>Table 8. Case studies for each partner country</i>	<i>25</i>

‘Inclusion is about people knowing who I am’

One of the study’s participants

1. Introduction

The aim of this report

This report summarises the project activities and main lessons learned from them; and draws recommendations for policy and practice. The SPISEY project aims to contribute to the January 2018 Council of the European Union Recommendation on the promotion of common values, inclusive education, and a European dimension of teaching. The Inclusion Compass, as advocated by SPISEY, is a generic inclusive management model that can address and propose concrete solutions to many of the proposals the Recommendation has put forward. Our recommendations are presented in the next sections.

The structure of this report

This report is organised in the following chapters: an introduction with details about the SPISEY project and the main policy recommendations (chapter 1); an overview of pilot projects (chapter 2); the stakeholders involved in the different pilot projects (chapter 3); promoting factors of the Inclusion Compass implementation (chapter 4); identified barriers of the Inclusion Compass implementation (chapter 5); lessons learned about inclusion based on the pilot projects in the different countries (chapter 6); the use of the Inclusion Compass and sustainability (chapter 7); and a number of good practice stories from each partner country (chapter 8). Finally, the appendix includes the full case studies that are presented in chapter 8.

About the SPISEY project

The [SPISEY project](#) (Supporting Practices for Inclusive Schooling & Education for Youth) project, is an Erasmus+ project with partners from Denmark, Finland, France, Spain, and the UK (2018-2022). The project examined ways of fostering social inclusion in participating schools/ educational institutions in the five countries, building on the Inclusion Compass, a management tool originally designed in the Danish context. Partners recruited primary and secondary schools in the different countries and worked with the Inclusion Compass to initiate discussions and guide planning for inclusion. There was also an application of the Inclusion Compass in higher education. The main project output is a re-developed European version of the Inclusion Compass that can now be used to guide inclusion planning across Europe.

Main policy recommendations

Project recommendations are based on the pilot of the Inclusion Compass in the different countries and the lessons learned from this process. A map with the full list of our recommendations can be accessed here: [link](#) The detailed map has the form of a grid that includes a range of different stakeholders (e.g., policy makers, school boards and leaders, teachers etc.), different policy levels (European, national, local) and levels of school implementation (broader community, whole school, and classroom). Each partner country identified recommendations across these dimensions based on the findings of its pilot project, and then we conducted a mapping exercise where all recommendations were put together within one grid. Finally, we identified a smaller number of recommendations that

we felt have particular significance. We present these separately for policy makers (table 1) and school managers (table 2).

With regards to policy makers, we identified three overarching recommendations, as well as recommendations at a European, national, and local level. Overarching recommendations are:

- **Promote the values that underpin inclusion:** inclusion is based on values such as justice, respect, participation, democracy, and active citizenship
- **Ensure that inclusion policies/ developments are based on current research-informed knowledge:** it is important for inclusion developments to build on knowledge produced by current research, and that there is a steady stream of funding and support for research projects on inclusion
- **Recognise that inclusion requires all relevant stakeholders to be part of the process:** one of the main lessons learned from the SPISEY project was that inclusion requires active engagement of all relevant stakeholders, as captured by the Inclusion Compass

Table 1. Recommendations for policy makers

Recommendations for Policy Makers		
Promote the values that underpin inclusion (justice, respect, participation, democracy, active citizenship)		
Ensure that inclusion policies and developments are based on current and research-informed knowledge		
Recognise that inclusion requires all relevant stakeholders to be part of the process		
Local level (school authorities)	National	European
Facilitate networks between schools and links to the broader community	Recommend and enable the creation of the role of inclusion facilitator in schools	More emphasis should be placed on whole school approaches
Ensure school leadership support	Promote the creation of school boards comprised of relevant stakeholders to ensure that relevant 'voices' will be heard	Foster social justice, democracy, and equity in education
Recognise and enable the importance of time and resources	Ensure student voice and participation through, e.g., student associations	Acknowledge that inclusion is locally negotiated
	Integrate theory and practice about inclusion into teacher education and school management training	

We then identified particular recommendations at a European, national, and local level:

European level

- **More emphasis should be placed on whole school approaches:** a whole-school approach involves all stakeholders (i.e., leaders, school staff, parents/carers, children/young people and the wider community) working together in partnership
- **Foster social justice, democracy, and equity in education:** there should be more actions that support and enable social justice, democracy, and equity in education – for example, in the form of support for minority groups or through democratic education curricula
- **Acknowledge that inclusion is locally negotiated:** one of the project findings was that inclusion was understood and translated into practice differently in different countries and institutions. This suggests that there should be space and opportunities for top-down visions of inclusion to be interpreted locally in a bottom-up way

National level

- **Recommend and enable the creation of the role of inclusion facilitator in schools:** based on our findings, we suggest the creation of the role of the inclusion facilitator in all schools to coordinate all matters about inclusion within the school community
- **Promote the creation of school boards comprised of relevant stakeholders to ensure that relevant ‘voices’ will be heard:** we also suggest the creation of school boards in all European schools (if there are not already present) to ensure that the voice of all relevant stakeholders is considered in decision-making
- **Ensure student voice and participation through, e.g., student associations:** consistent with the previous recommendation, we would like to emphasise the importance of including student voice in matters and decision-making about inclusion
- **Integrate theory and practice about inclusion into teacher education and school management training:** knowledge about inclusion (theoretical and practical) should be an integral part of initial teacher education and professional development, so that teachers and school managers are equipped to address matters of inclusion in their classrooms and school community

Local level

- **Facilitate networks between schools and links to the broader community:** schools are not meant to be isolated but operate as part of broader school networks and have good links to their broader community, e.g., schools can be part of community projects
- **Ensure school leadership support:** school leaders are instrumental for inclusion in their school community and their stance and example reflects the ethos of the school

- **Recognise and enable the importance of time and resources:** inclusion is also about material resources and time, so any educational system should have the practical means to promote actions that support and cultivate inclusion

With regards to school managers, we identified seven steps that schools could follow to promote inclusion in their communities. These steps are part of a processes, so the one is expected to link to the other (see table 2). These steps are:

Table 2. Recommendations for school managers

Recommendations for School Managers
1. Ensure school leadership support, including recognising the importance of time and resources.
2. Build on existing educational structures and processes, including school boards.
3. Set up a dedicated project team with a facilitator.
4. Develop and enhance school networks by building links between schools and the broader community.
5. Promote stakeholder engagement by promoting dialogue within schools and by giving students a voice.
6. Develop inclusive strategies by integrating theory and practice into teacher training/ professional development.
7. Promote values that underpin inclusion on an everyday basis and ensure support for minority groups.

Step 1. Ensure school leadership support including recognising the importance of time and resources: school leaders set the tone for inclusion in their schools and their attitude and vision is central to inclusion planning and decision-making; they should also have realistic expectations and acknowledge the importance of appropriate resourcing

Step 2. Build on existing educational structures and processes, including school boards: effective inclusion planning should build on existing school structures and processes and aim to improve them, rather than demand a radical re-organization or rethinking, which could be seen as a more long-term goal

Step 3. Set up a dedicated project team with a facilitator: setting up a dedicated team led by an inclusion facilitator could be seen as the next step in terms of inclusion action using tools such as the Inclusion Compass; the main role of the team would be to jointly coordinate discussions and action

Step 4. Develop and enhance school networks by building links between schools and the broader community: as part of work on matters of inclusion, schools ought to extend their reach by opening up to other schools (e.g., to share good practices, knowledge and expertise) and their broader communities (e.g., links to community projects)

Step 5. Promote stakeholder engagement by promoting dialogue within schools and by giving students a voice: dialogue is central to inclusion; however, this involves empowering all relevant stakeholder voices, including students

Step 6. Develop inclusive strategies by integrating theory and practice into teacher training/ professional development: teachers should be equipped with the knowledge to address matters of inclusion; this includes issues of both social and academic inclusion and can take different forms (e.g., nurture groups, Universal Design for Learning, inclusive pedagogies)

Step 7. Promote values that underpin inclusion on an everyday basis and ensure support for minority groups: finally, inclusion should be seen as a matter embedded in everyday school life and should be reflected in the school ethos/ culture, in the form of respect for all

2. Overview of pilot projects

Introduction

This section provides an overview of the pilot projects that were conducted by the different partner countries, providing context for the subsequent sections of this report. Each country will be presented in turn, and details will be provided as to which schools/educational institutions the SPISEY teams worked with, and the key activities in which they engaged in order to implement the Inclusion Compass.

Denmark

The Danish team worked with boards at two educational institutions - one was municipal, and one had status of being organized as a municipal/state school. One represented the primary school's graduating class and the other had a status of youth education directed as post-primary school. Together, the two schools cover the age categories 16 to 24. The boards consist of people in various positions and are elected in democratic elections in their respective organizations or political contexts.

Finland

The Finnish team conducted their pilot project in the city of Kokkola (population 48 000) in Finland. In this city, 6.4 % of children under the age of 18 had a welfare declaration (year 2020). The number had increased 12.3 % compared to the previous year. The Inclusion Compass was implemented in a primary school located near to the Kokkola town centre. The school has about 300 pupils on roll, including twelve basic education classes – four of which are music classes, four special education needs classes, as well as a workshop class to pupils of grades 1-6. Music classes and special education needs classes have pupils from all over the town.

The activities in which the Finnish team engaged included 3-4 information/training sessions for all teachers, a personal development task for every teacher and sharing of these experiences. Two training sessions (2x 1.5 hours) involved concretization of values, empathy-based tasks, acquiring new skills for sensitive collaborative interaction, sharing and

discussing experiences and practices to use in teachers' own work, with feedback from the facilitation team. Activities were also conducted with the school managers and/or the leadership group to do with the facilitation of the Inclusion Compass and assessment sessions (10 meetings).

Spain

The Spanish team worked with two schools:

School 1

The first was a non-profit association independent of any political or administrative institution dedicated to serving groups at risk of social exclusion, especially the most disadvantaged. The purpose of the school was to support vulnerable groups, especially those with a lack of resources or social or educational training or experiencing employment problems. The school develops and manages projects that aim to improve opportunities for social and labour market integration. It encourages and builds upon the formal and informal education of groups with education needs in order to improve their social and cultural integration. The formal education groups are teenagers between the ages of 14-16 years and young adults between the ages of 16-25 years.

The school decided to use the SPISEY compass to design inclusive interventions with students, including specific actions for improving inclusion values in the classroom. The facilitator worked with a coordinator group formed by the educational psychologist and three staff members. Together, using some toolbox activities (i.e., Expectations; Joining Forces; The Process Arrow), they designed an intervention to be carried out in the classroom to create, implement and evaluate new inclusive values.

School 2

The second school is a public school labelled as a high complexity centre. It is an one-line school with two different buildings, for Infant and Primary levels, with a total of two hundred students. The wide variety of students are from different countries, mainly North Africa and South America and also students from Eastern Europe. It is a welcoming school that promotes the social cohesion of the entire educational community and strives for the educational success of all students, ensuring equity and equal opportunities in learning and fostering strong links with the community and with the different services and/or resources in the environment to achieve this.

As part of the project, the school established an objective to enhance inclusion values and activities that could have a positive impact on promoting all students' autonomy in learning. To do so, the school used the Inclusion Compass as a tool to engage all school stakeholders, mainly teachers, in discussing and agreeing specific actions to promote inclusion values across all ages and classes in the school. The facilitator worked with a coordinator group formed by four teachers and special needs specialists. Through toolbox activities (i.e., Joining Forces; Knowledge and Expertise Map; If You Were; Bitter and Sweet) the coordinator group designed an intervention to improve communication with families and their engagement with the school and to promote higher participation and inclusion of all members. The coordinator group worked through the Inclusion Compass: including group

coordination formation, creating new values, directions, obstacles and resources, chosen pathways, implementation and evaluation.

UK

The UK team shared and discussed the Inclusion Compass with students studying in one university in the south of England, as well as with some of its academic and professional services staff. The university is a Russell Group, research-intensive, higher education (HE) institution. The research took place largely in the Education Department, which offers a range of postgraduate programmes, including masters and PhDs, and has a diverse group of students from across the world. Activities were also engaged in that targeted the institution as a whole, across all faculties.

The UK team conducted the following activities: a survey with over 50 students to explore their attitudes towards inclusion and their experiences of inclusion/exclusion whilst studying at the Education Department; two workshop events with students and academic staff to discuss the Inclusion Compass and potential for its practical implementation; and one-to-one interviews and focus groups to discuss ideas about inclusion and how the Inclusion Compass could be used to guide thinking and planning with students, academic and professional services staff (e.g., EDI Officers, Widening Participation Officers).

France

Following the training of the teaching team and meetings with the school management, a school (Montat school) was chosen to participate in the SPISEY project. After the presentation of the Compass and the SPISEY project to the steering committee in front of all the stakeholders, a workshop was conducted early in 2021. The workshop chose a proposal from all the proposals of projects that emerged from two working groups set up by the school. This proposal was discussed, modified, amended, and validated during another workshop one month later. The inclusion project proposed was divided into three phases, so that the results of this project could be seen regularly throughout the process which began in April 2021 and it will end in the summer of 2022. This process will produce a video presentation of the school, translated into different languages spoken by parents of the students of the school; together with new school signage for better orientation when entering the institution as well as the landscaping of the grounds by an external service provider.

Conclusion

This section has provided an overview of the pilot work engaged in by each of the SPISEY partners, including details of the educational institutions with which each team collaborated, and the activities implemented. The next chapter of this report will move on to provide further details of the stakeholders involved in the pilot projects.

3. Stakeholders involved in pilot projects

Introduction

This section builds on the previous section and provides further information as to the different stakeholder groups that were involved in the SPISEY project, as outlined by the project teams from the different European countries. As will be seen, the teams worked with a diverse range of stakeholders operating at different levels in the educational system (i.e., macro, meso, micro), including policymakers, school leaders/managers, teachers, students and their parents. This demonstrates the reach and potential influence of the work that was conducted by the SPISEY partners.

Denmark

The Danish team stated that the participants on the school boards they worked with, were democratically elected or appointed representatives of the stakeholders within the educational institution, such as local politicians, trade union leaders, and employees of the school such as teachers. In order to participate in a board, members are given the necessary amount of time for this responsibility just as the members of the board are compensated from their employer economically, hence there are no formal obstacles preventing anyone from running for or being elected to sit on a board. Most often being proposed or being elected for a board was seen as something to be proud of as being trusted to speak on behalf of others. Usually, boards functioned with the same group of people for the whole period. It is mandatory in the national school laws that every school has to have a board with compulsory responsibilities

The Danish team noted an interesting finding, in that important stakeholders such as pupils, parents and NGOs were often not likely to be represented on a board, due to the fact that frequently no one was keen to be elected to represent these specific groups. Reasons for this could be many and diverse and would differ from person to person.

Finland

The Finnish team stated that the project team at the pilot school, included the principal, the vice principal, SEN-teachers and other teachers (20 people). All the teachers worked together in grade teams, and the two principals gave leadership and shared expertise. The vice principal was also SEN-teacher.

The coordination group involved four teachers that were recruited on a voluntary basis at the beginning of the Inclusion Compass process (2019). A leadership group (involving teacher team leaders) was formed in 2021, and this group of four teachers then worked as the coordination group in the Inclusion Compass process.

Spain

The Spanish team worked with various stakeholders in the two schools. In the first school this included an educational psychologist, staff members and students. In the second school, the Spanish team worked with the school manager, specialists in social inclusion, carers, staff, students and families.

UK

At the beginning of the project, the UK team worked with staff and students in the Education Department at the involved university, but gradually approached academic and professional staff across the wider institution. The team reached over 50 undergraduate and postgraduate students from a range of countries and more than 10 members of staff in senior positions. The staff roles included: deputy registrar with a lead on EDI (Equality, Diversity and Inclusion); the assistant director for cultural inclusion who worked with students and staff to design the inclusion agenda for the university; the manager of the academic development and skills team who supported both staff who were training to be teachers in HE and in schools (i.e., PGCE teacher trainers), and also those who were worked directly with students to support their academic performance; an outreach officer from the university widening participation team; the leadership team of the Education Department, including Education and Doctoral Studies leadership as well as key Education academic staff specialising in SEND and inclusion. Some of these members of staff were instrumental in planning inclusion and EDI issues across the whole institution and were therefore likely to influence future agendas and decision-making on matters of inclusion.

France

The French team recalled the context of the school and the difficulties related to inclusion encountered, as well as working on unifying the project. They worked with various educational and government organisations such as training centres Other stakeholders included the deputy mayor in charge of local education office and its technical teams; a social worker working with children at the school and their families; the director of a leisure centre near the school; and representatives from a national education organisations including children and their parents

Conclusion

This section has outlined in more detail the different stakeholders the SPISEY teams engaged with as part of their pilot projects, who were involved in discussions about, and/or implementation of the Inclusion Compass. The next section of this report moves on to present information on how the teams reflected upon the process of implementing the Inclusion Compass and lessons learned.

4. Inclusion Compass implementation – promoting factors

Introduction

This section presents an overview of the elements that the SPISEY partners felt were the key promoting factors when implementing the Inclusion Compass. It highlights the key components that were seen as necessary and/or helpful in bringing about success within the pilot projects. The first part of this section provides an overview of the promoting factors that emerged most strongly across all partner institutions. This is followed by a presentation of each partner and more specific details of the promoting factors that were mentioned by each team, within their country context.

Overview of promoting factors

Overall, five promoting factors emerged across all SPISEY teams, and two in particular were seen as crucial in ensuring the success of the pilot projects (table 3). The key promoting factor (mentioned by all teams) was seen to be schools' desire to promote inclusion, their willingness to transform existing practices, and their 'openness' to new ideas. These included members of the co-ordination groups, school leaders, and school boards with which the SPISEY partners worked, but also other participants within institutions such as students and teachers. For example, one partner mentioned school boards being willing to envisage and discuss innovative and previously unimagined future possibilities. Other partners noted how a drive for inclusion could be bound up in wider social and political movements within individual countries and globally, which could make educational institutions more receptive to, and welcoming of the project.

Another promoting factor mentioned by four out of five teams was that the process was guided by external facilitators (i.e., the SPISEY team). This was seen as providing schools with knowledge and resources to which they had lesser access otherwise, also offering the encouragement and motivation of an external team who could spark productive discussion and action. This was seen as very valuable.

In a related way, other material supports such as existing supportive educational systems in the local geographical regions and allocation of hours for staff CPD in the schools, were seen as important in enabling work associated with the Compass to be achieved. One partner also mentioned the beneficial design of the Compass which gave 'voice' to a diverse range of stakeholders, meaning that the design of inclusion interventions was more likely to be holistic and well-received within educational institutions.

Table 3. Overview of promoting factors

Promoting factors (ranked by number of partners mentioning the promoting factor)
Schools' desire to promote inclusion, transform practices, and 'openness' to new ideas (n=5)
The process was guided by external facilitators (i.e., the SPISEY team) (n=4)
Educational planning systems in place in the local region (n=1)
The allocation of continuing professional development hours for training for staff members (n=1)
Design of the Inclusion Compass which gives 'voice' to different stakeholders (n=1)

SPISEY partners and promoting factors

This section moves on to outline the specific promoting factors that partners highlighted as important when implementing the Inclusion Compass in their country context.

Denmark

The Danish team experienced that the main promoting factor for the Inclusion Compass was the need and desire to learn about a new possibility for support for promoting inclusion in the two schools. This desire was in order to accomplish some of the overall objectives for schools in these times, but also to learn about an opportunity for supporting teachers working with inclusion in 'their' school. The other significant supporting factor was that the process was guided by external facilitators (i.e., SPISEY team) – that the facilitators knew the tools and the thinking behind the Compass.

Crucially, however, there was also a willingness to discuss inclusion, both theoretically and what it meant in practice. Working with the school boards it became evident that there was a high level of engagement in issues related to inclusion, not just to continue practice in an assimilative way, but the two boards also showed willingness to accommodate surprising new perspectives, which led to innovative talks creating scenarios of unimagined future possibilities.

Finland

The Finnish team cited a number of promoting factors in ensuring the success of their pilot. The engagement of the school leaders and the teachers (the coordination group) in the school was seen as very important, as well as their openness to discuss inclusion.

Other promoting factors related to the systems in place in the geographical region; it was noted that the local educational planning and assessment system (municipality and school level) used by the school supported and gave a frame for the process but also left room for agency for the schools. The opportunity to use the annual professional development time resource (i.e., 6 hours) that all teachers had for the training/facilitation sessions was also seen as important, as well as being able to use the outside facilitators (i.e., SPISEY team), including their feedback, documentation, and assessment.

Spain

The Spanish team explained that in both schools, managers and staff were aware of the necessity of inclusion and they displayed openness to discuss inclusion and to be involved in programmes to improve this issue. The managers and school staff expressed the feeling that they did not have enough institutional support to reach ambitious inclusion objectives in their schools independently, and so the SPISEY project and Inclusion Compass were seen as welcome and valuable resources to discuss and improve schools' inclusive actions.

UK

The UK team found that all groups of people they worked with (students, academics and professional services staff) were very open to debate matters of inclusion. Inclusion was perceived to be one of the most important issues in the institution – one that expands across teaching and learning, the curriculum and the learning environment, and the ethos of the institution. In recent years, HE (in the UK and globally) has growing numbers of students from increasingly diverse backgrounds and political and social movements have gained traction within universities, such as Decolonising the Curriculum, Black Lives Matter and #MeToo. All these factors made the pilot particularly timely and well-received.

The UK team highlighted other factors that supported implementation of the pilot. These included a number of inclusion-related initiatives already in place in the institution that had contributed to a culture of openness and increased engagement when it comes to matters of inclusion, as well as some particularly interested individuals, e.g., professional services staff or students involved in EDI roles that promoted inclusion in the institution.

France

The French team highlighted that the context of the schools based on the one hand on their expertise in design issues in the field of education, but also on inclusion, is a key promoting factor. It was noted that the schools have strong and assertive inclusive values. Acceptance of differences, living together, respect, benevolence, sharing and commitment are the pillars of the schools' educational action. Through its values, its players and its school spaces, the school environment therefore remains an asset with great potential for developing inclusion. SPISEY also became an opportunity for the schools to implement a concrete inclusive educational project with the committed support of the team. The SPISEY objectives of allowing all willing stakeholders to be involved (e.g., parents, school partners and teachers) from the start of the action, promoted the development of avenues of work to create a common inclusive project.

Conclusion

There were two key promoting factors which the SPISEY teams identified as crucial in facilitating the success of the Inclusion Compass: 1. schools' desire to promote inclusion, transform practices, and 'openness' to new ideas, and 2. that the process was guided by external facilitators (i.e., the SPISEY team). This indicates the importance of both educational institution and associated stakeholder values, outlook and beliefs in supporting inclusive agendas, but also the importance of the material resources required to enable change – something which the SPISEY project was able to offer to schools.

5. Inclusion Compass implementation – barriers

Introduction

This section considers the barriers that SPISEY partners indicated they encountered when trying to implement the Inclusion Compass. The first part provides an overview of barriers that emerged most strongly across all partner institutions and might be understood as key barriers that need to be considered if one wishes to use the Inclusion Compass effectively in future. This is followed by a presentation of each partner and more specific details of challenges and barriers experienced by each team, within their country context.

Overview of barriers

Overall, time emerged very clearly as a key constraining factor in implementing the Inclusion Compass. Several partners expressed that the SPISEY process involved a number of phases and school partners and was therefore challenging to implement in the allotted timeframe. Partners also stated that inclusion is a complex concept that requires deep thinking, reflection, and careful attention to design, and this can be difficult to achieve in short timeframes. Related to lack of time was a shortage of other resources to implement the Compass. Partners mentioned factors such as a lack of teaching assistants in schools, a lack of pay for training for staff members to implement the Compass tasks, as well as the need for commitment and enthusiasm of staff members – which cannot always be guaranteed, particularly in pressurised educational climates (table 4).

Table 4. Overview of barriers

Barriers (ranked by number of partners mentioning the barrier)
Time – there is not enough time to engage with key issues and implement the Compass (n=4)
There is a shortage of resources to address matters of inclusion, e.g., human, material, financial (n=4)
Engaging with inclusion requires openness, uncomfortableness and thinking in different ways (n=3)
Covid 19 – its impact on aspects such as arranging meetings and working with schools (n=2)
Inclusion can require a culture change in institutions which is deep-rooted (e.g., attainment agendas) (n=2)
Inclusion is understood as a ‘vague’ concept in the education sector in some countries, and there are regional variations e.g., a focus on provision and/or a more abstract theoretical concept (n=1)
Fatigue and mistrust regarding inclusion (n=1)
Compartmentalisation exists between different ‘educators’ and statuses can cause feelings of isolation (n=1)
The Compass requires some adaptation for the HE context (n=1)

Other factors which were mentioned related to inclusion as a more abstract concept. Some partners stated that inclusion is a complex and ‘vague’ concept that is understood differently in different countries, e.g., in some contexts it is understood as related to matters of provision (e.g., a 3-tier system of support), whilst in others it is more theoretical and based on philosophical assumptions about the culture, outlook and ethos of educational institutions. Inclusion was also said to be about openness, uncomfortableness, and potentially thinking in different ways, which can be challenging to bring about in all stakeholders involved in implementing the Compass. Indeed, one partner narrated encountering some resistance from the school managers and staff they collaborated with on the project.

Covid-19 was mentioned by two partners as a barrier in that it impacted on activities such as the recruitment of schools, meetings, and the general implementation of the project. However, it is likely that all partners saw the impact of the pandemic and lockdown/social distancing regulations as a key challenge that they needed to overcome in implementing the Compass, even if it was left ‘unspoken’. Other points related more specifically to issues of effecting change at the level of institutional culture – which might be seen as more of a challenge in countries where neoliberal values and performative regimes (e.g., testing, league tables, attainment, accountability) are more deeply embedded. Another point related to how the Inclusion Compass needs some adapting for use in different educational contexts such as higher education, so that it maintains relevance.

SPISEY partners and specific barriers encountered

This section moves on to outline the specific barriers that partners reported they had encountered when seeking to implement the Inclusion Compass in their country context.

Denmark

In this context, time proved to be the decisive factor in the process of completing the nine phases of the Compass. As it was a pilot project, it was experienced to be impossible to complete the SPISEY process with all the stakeholders and each of the nine phases in the timeframe allocated to the project.

In the two schools that the Danish team worked with, inclusion was an important theme – for one of the schools, inclusion was embedded as a main target for the school's activities, in accordance with legislation pertaining to 'inclusive learning environments.' For the second school, inclusion targets were embedded in the law on special education, and elsewhere in the laws for primary schools. The focus on inclusion in the two schools, and in education in general in Denmark, seems to demonstrate that inclusion is at a weak position. Indeed, the subject of inclusion has been a 'hot potato' topic especially within the teaching profession, as there seems to have been a shortage in all kinds of resources which should support teachers' possibilities for creating inclusive schools.

Finland

In the Finnish context, the concept of inclusion and the 'vague' professional use of it at school level in Finnish school culture (as it means narrowly the 3-tier learning support system) was felt to be a barrier to implementation. Lack of resources was also felt to be a constraining factor, for example a change of some coordination group members who were tasked with implementing the Compass; school assistants who are an important part of the school staff, not being paid for the work outside of the classroom; and school assistants not being able to attend the joint training and sharing sessions for staff.

Spain

Time was mentioned by the Spanish team as a limiting factor as there was a need to reflect, design and implement specific actions. Covid-19 was also a limitation for the meetings and for the project's implementation. In addition, the team found that inclusion required a change in outlook and thinking, which was difficult to achieve with certain groups. For example, students in the recruited schools had some difficulties to engage in collective responsibility activities and perform the different roles and tasks assigned. Students were thought to be more used to prioritising individual objectives and gains rather than taking into consideration group needs. However, it was noted that the activities designed had a positive impact on students' perception and awareness about the collective and communal objectives of the classroom, and the important role that all students could develop. This was seen as a positive outcome of the Compass.

UK

The UK team reported several barriers, some of which related to the Covid-19 pandemic and difficulties in recruiting schools to the project during 'lockdowns' which resulted in transferring the Compass to higher education (HE). As the Inclusion Compass was not initially designed with HE in mind, some of the areas/ideas expressed in the Inclusion Compass were not immediately relevant to HE. The role of parents, for example, was not seen as relevant in the discussions the team conducted. However, overall, the Inclusion Compass was seen as highly relevant to guide discussions, decision-making and planning in HE.

Material constraints were also seen as being a key barrier. Time is needed to engage in discussions about inclusion, and educational institutions today are highly pressured environments where productivity is valued. This might create tensions with ideas about inclusion that emphasise different values (of a more social nature) that require time and

patience to be developed. Change was also seen to require assets including resources (human and material) and different forms of commitment (e.g., financial, cultural etc.) which is not always available within institutions.

Being involved in discussions about inclusion was also found to require openness and might involve a sense of uncomfortableness. This was particularly raised by students participating in workshops, where they mentioned that engaging with people's differences can involve feeling uncertain or uncomfortable. This might be indicative of how difficult it could be for stakeholders with different power positions to feel they can equally share and contribute on discussions about inclusion. The current educational culture in the UK also focuses on (often measurable) educational outcomes, understood narrowly as being about 'attainment'. Inclusion, however, arguably involves a wider consideration of educational purposes that include attainment but are not restricted to it. Other outcomes could be social skills, cultural capital, emotional literacy, empathy, engagement with difference, respect of others, openness etc.

France

The French team stated that the main barriers encountered included an absence or failure of schools' steering the process. The team experienced this type of barrier with the first school they worked with. This was reflected in a lack of investment and lack of framework in the organisation of inclusion at the school. The lack of vision even led the school manager to refuse collective training sessions around inclusion for teachers. There was also said to be fatigue and mistrust regarding inclusion. In France, inclusion appeared in 2005 with a law promoting equal opportunities. This law required an effort of adaptation from teachers without necessarily having additional tools and resources directly available. Since then, the tools now exist but teachers can be resistant to their use. This barrier reminds us of the need to have strong management of inclusion in the school.

It was also identified that the means allocated, the time available, and the energy that must be deployed to make inclusion a reality, represent obstacles to educational action. Further, the French team found that the compartmentalization that still exists between the different 'educators' and statuses can cause feelings of isolation and the absence of possible inter-professional activity on a daily basis.

Conclusion

The barriers narrated by all teams in implementing the Inclusion Compass included material constraints (e.g., time, resources, finance), but also involved more abstract challenges such as ensuring stakeholder groups are prepared that the process might involve open-mindedness, a level of discomfort, and a change in thinking. These challenges were not regarded by the SPISEY teams as insurmountable but do require some attention and reflection if the Compass is to be an effective tool for educational stakeholders moving forwards.

6. Lessons learned about inclusion in the different countries

Introduction

This section considers what the SPISEY teams learned about inclusion in the different countries through participating in the project. The section begins with an overview of lessons learned that emerged most strongly across all partner institutions, and that might be seen as important points for reflection. This is followed by more specific details of lessons learned as expressed by each team, within their country context.

Overview of lessons learned

Overall, the partners narrated a wide range of lessons learned about inclusion, as is indicated in table 5. It is interesting to note that there is less overlap between the lessons learned by all partners, suggestive that learning can look quite different in different country contexts, and within different educational partners recruited to the project (i.e., schools, HE institutions). However, all lessons might be seen as valuable and there are some common connectors.

Table 5. Lessons learned about inclusion

Lessons learned about inclusion (ranked by number of partners mentioning the learning)
Simply discussing matters of inclusion can be valuable (n=2)
The Inclusion Compass toolbox and offering schools practical activities can be beneficial (n=2)
School boards/management are concerned about matters of inclusion (n=1)
Discussions about inclusion often focus on barriers and downsides, rather than opportunities and possibilities (n=1)
It is important to make visible and celebrate smaller concrete acts within institutions (n=1)
Different stakeholders come from different backgrounds and can have different (sometimes clashing) views (n=1)
Understandings of inclusion and how it could/should be implemented can vary (n=1)
Inclusion and access to education is still a major issue in society and inequalities endure (n=1)
Inclusion should not be limited to taking care of children with disabilities at school (n=1)
Public policies regarding inclusion need to coincide with the reality of a complex terrain often lacking in resources (n=1)
Distributed leadership in institutions can help promote inclusion (n=1)
Top-down approaches might not be as effective as bottom-up approaches (n=1)

There was a sense that simply discussing matters of inclusion with different groups within an institution such as senior leaders, teaching practitioners and students can be very beneficial, and can be an important step in placing inclusion at the heart of matters. These discussions might sometimes be intense and uncomfortable with different stakeholders expressing different views, but this was found to be a productive process. This was often understood as something to be expected given inclusion and its inherent complexity. It was also noted by teams that the Inclusion Compass toolbox was valuable as it offers something tangible – practical activities that those working in schools can take up and implement to bring about positive outcomes.

Other points of learning related to issues regarding how inclusion should/could be implemented, with the suggestion that top-down visions can be less effective, and that distributed leadership and bottom-up approaches might be more valuable. There was also a

point made about how discussions about inclusion often focus on barriers and downsides, rather than opportunities and possibilities. This connects with another point made; that we should look to celebrate smaller acts that work towards achieving inclusive goals, which can sometimes be neglected or overlooked in the search for more wide-reaching change.

There was, however, recognition that inclusion is still a major issue and that schools, whilst well placed to reduce social inequalities, might still be perpetuating them. It was suggested that inclusion should not only be understood in relation to disability, but as related also to children's and young people's cultural background and social position, creating a complex picture.

SPISEY partners and specific lesson learned

This section moves on to outline the specific lessons learned that partners expressed when implementing the project and Inclusion Compass in their country context.

Denmark

For the Danish team, the pilot of the SPISEY Inclusion Compass clearly showed that school boards were very concerned with discussing values related to inclusion. It turned out that the boards were both very concerned with barriers related to values as well as the dilemmas this entailed and the handling of these. Precisely, because of the different backgrounds and interests in the group of board members, discussions between the board members and their individually based perspectives were intense. Typical for discussions on inclusion, it often seemed to be that the downside of inclusion related to barriers and lack of resources gained most attention whereas the possibilities and advantages related to inclusion often come second in the picture and the discussion. This really should affect the way inclusion is promoted in situations where there is a risk of once again triggering the negative aspects of how inclusion is perceived. Hence strategies are worth considering in order to avoid automatic rejections of initiatives supporting inclusion.

On another level, when it comes to being on a board, comprised of people with many different backgrounds and a multitude of interests, it is obvious, that these will come to the fore and easily could clash with each other. Thereby the perpetual challenge for compromises materialises but also a challenge for the board to search for a common ground for understanding and acting in the process of supporting inclusive initiatives.

Finland

The Finnish team described learning more about how inclusion was understood in their local context, particularly how educational structures align: either restricting or supporting school level development processes. It was also noted that the strength of distributed leadership, shared expertise, joint value base and vision could be beneficial when promoting inclusive schools. Other points of learning related to positive aspects and increasing awareness: 1. that it is important to make visible and appreciate the small concrete acts and practices and attach them to inclusive values and vision, and 2. that it is important to notice, make visible and discuss discursive practices at school – how they support, or not, inclusive orientations.

Spain

The Spanish team stated that the Inclusion Compass was a good beginning for strengthening the relationship between different staff members, and also with families – it can help to generate more inclusive practices and consolidate a new school approach. It was also expressed that the tools from the Inclusion Compass toolbox can be applied in staff meetings and in daily work with pupils. This was a good means for building a collaborative school team and also classroom team approach. These tools can help to generate a team vision, e.g., tools about sharing, anticipating, reflecting on the values, and the contributions of each one.

UK

The UK team emphasised a key point of learning in relation to the value of the Compass and the way it could structure discussions around inclusion for all. For example, as part of the pilot project, the team organised a range of activities including a student survey, workshops and focus group interviews with students, academics, and professional services staff. In one of the workshops, a student stated: 'I have not thought about inclusion in HE before. This is quite a new thing for me...' This indicates that in the HE institutional community, there might not often be deep and honest discussions about inclusion amongst all stakeholder groups (including students), which could be addressed moving forwards.

It was also noted that understandings of inclusion varied amongst stakeholders, including those in different roles and in different departments. This complexity may cast doubt on top-down 'visions' for inclusion often adopted by HE institutions that, without being negotiated within local institutional communities, might not prove to be meaningful.

The UK team also found that discussions based on the Inclusion Compass could be a way of resisting treating inclusion in a superficial way. There are concerns that talk of inclusion often lacks substance and does not translate into social and educational reform. However, being able to engage in discussions about inclusion using frameworks such as the Inclusion Compass that promote stakeholder engagement has the potential to challenge such superficial treatments.

France

For the French team, it was learnt that access to education is a major inclusive challenge in society. An improvement in school inclusion in ordinary environments in the French context allows the youngest to be educated alongside their peers. But questions remain important for extracurricular times and underlines the need for coherence and acculturation between speakers. Further, the inclusive approach presupposes an opening up of the school, pedagogical changes, and a crossing of disciplinary perspectives. But it is necessary to make the will of public policies coincide with the reality of a complex terrain often lacking in resources.

It was also noted that inclusion should not be limited to taking care of children and young people with disabilities at school. Inclusion at school implies that we must try to understand the link between the academic success of children and the social position of their parents.

Many children and young people come from different regions, after a sometimes-complicated educational path, and a different cultural environment, which makes it more complex to understand the difficulties that some may present. It was suggested that psychiatric knowledge could be a major contribution to the training of education professionals, to address the problems of these young people while being attentive to their cultural context.

Conclusion

There were a wide range of lessons learned by the SPISEY teams about inclusion through engagement in the project. Overall, it was felt that using the Compass as a way of raising issues and dilemmas relating to inclusion with diverse stakeholders in educational institutions and discussing matters of inclusion could be productive. It was also learnt that inclusion is not an easy matter, as people come to discussions with different background experiences and viewpoints. Nevertheless, it was suggested that the positives and opportunities of inclusion need to be given greater focus.

7. Use of the Inclusion Compass and Sustainability

Introduction

This section considers what the SPISEY partners indicated were the key elements that contribute to the sustainability of the implementation of the Inclusion Compass. The first part provides an overview of key sustainable elements, including suggested areas for development and/or further reflection. This is followed by a presentation of each partner and more specific details of sustainable elements mentioned by each team, within their country context.

Overview of elements contributing to the sustainability of the Inclusion Compass

The elements that are seen as contributing to the sustainability of the Inclusion Compass have been separated into two tables; the first table outlines points made by the partners as to how use of the Compass has already achieved aspects of sustainability (table 6). The second table highlights where sustainability could be enhanced through further action and/or reflection (table 7).

Table 6. Positives achieved

Positives achieved (ranked by number of partners mentioning the element for sustainability)
Built-in system of the Compass which incorporates stakeholder perspectives and toolbox, enabling constructive dialogue (n=2)
Prioritisation of respect and trust in the Compass (n=1)
The project has already enabled many educational professionals to be trained in the Compass and hopefully continue work in the future (n=1)
Articles have been written which disseminate the project and Compass (n=1)
There are similarities between the Compass and other frameworks for inclusion decision-making, meaning it is familiar and easy to interpret (n=1)

There were several aspects discussed by partners as facilitating sustainable implementation of the Inclusion Compass after the SPISEY project ends. These included the design of the Inclusion Compass, which was seen to promote democratic dialogue, where all stakeholders are given a 'voice' of equal importance and can engage with each other. In a similar way, it was expressed that the Compass is comparable to other decision-making tools commonly used by educators so is likely to be familiar and applicable. Other points included that the Compass has already been disseminated to hundreds of educational professionals as part of the project, so it is envisaged that ideas and good practice might be shared and continued in the future. Dissemination has also been supplemented by the publication of several practitioner-focused articles, enabling reach to a wider population than those immediately involved in the project.

Table 7. Areas for development/reflection

Areas for development/reflection (ranked by number of partners mentioning the element for sustainability)
There needs to be an 'outside' facilitator to offer training in the Compass (n=2)
The Compass requires time, commitment and resources which might not be guaranteed in educational institutions (n=2)
Educational professionals should be offered training courses in professional practice with inclusive aims (n=1)
There needs to be a more 'visible' European home for the Compass to promote it to local areas (n=1)
The SPISEY website could provide more examples, good practices and practical paths about using the Compass in specific contexts (n=1)
The ideas could be introduced into teacher training courses to ensure it is greater embedded into everyday practice (n=1)

There were, however, points which were seen as potentially limiting future sustainability of the Compass. A key concern was expressed around the time, commitment and resources that are needed to implement the Compass activities, which are often limited in very busy educational institutions. Specific questions were raised in relation to the need for an external 'outside' trainer to facilitate the process and mediate any sensitive issues that might arise within institutions. This is something that the SPISEY project offers, but which will likely not be readily available in schools once funding ceases. Other points related to perceived practical issues; partners suggested that toolbox resources could be made more understandable and accessible to busy educational professionals to promote greater take-up, including more practical activities and concrete examples of good practice placed on the SPISEY website. It was also suggested that possibilities for the Inclusion Compass and associated ideas to be embedded within teacher training courses could be explored.

SPISEY partners, the Inclusion Compass and sustainability

This section moves on to outline in more detail the specific thoughts about the Inclusion Compass and its sustainability that the partners expressed, as grounded in their experiences within their country contexts.

Denmark

The Danish team experienced that sustainability in the application of the Inclusion Compass depends on the structure of the Compass with stakeholder perspectives and the toolbox, which makes it possible to construct a constructive dialogue about inclusion among

participants. They experienced that this built-in system proved to contribute to the sustainability of the Compass. The Compass was also seen as building a fundamental respect and trust between relevant stakeholders and as a prerequisite for real inclusion – i.e., there is equality between the actors involved. This is a built-in main factor for securing a democratic and social sustainable process where every ‘voice’ is equal and important given the fact that each member of the board represents a certain perspective which nobody else in the board is likely to cover. This unique blend of voices supports any search for realities.

In relation to sustainability and the question of ‘training’, the Danish team experienced that it would be beneficial for facilitators responsible for the use of the SPISEY Compass to be offered a course in the application of SPISEY. Herein lies an element of sustainability given the fact that the facilitators as ‘outside’ resources will free school managers and others from responsibility in a process where sensitive issues come up.

Finland

The Finnish team stated that the Inclusion Compass with accompanying facilitation, served as a map for their pilot school. School managers and the leadership group are now more ready to use the discursive and theoretical tools consciously to promote an inclusive vision and inclusive values as a mainstream idea, promoting long-term development efforts of their school (*e.g., positive pedagogy, collaborative culture, individual support of learning*). The team did assert, however, that sustainability requires that the facilitation and training issue should be solved, because schools could benefit from external support (*e.g., peer facilitation of school leaders, university courses of continuing professional education, local authorities*).

The Finnish team also highlighted that the Inclusion Compass has been introduced now for about 110 professionals in Finland: teachers, SEN-teacher students, school leaders and university planning officers as well as some national key agents in Finland (at local and national level in a seminar and separate training sessions). An article has also been written for a national professional journal of special education (*Erityiskasvatus-lehti*). These are strong routes to dissemination.

In terms of points for development and reflection, the team expressed that the SPISEY website will enable the resources to find versatile audiences and be applied in different contexts in Finland. But they also highlighted that the Inclusion Compass needs a promoter, home or authority that could promote this tool to municipalities, schools, and continuous professional development providers.

Spain

The Spanish partners noted where sustainability could be enhanced moving forward. The teachers they collaborated with expressed that the SPISEY website should provide more examples, good practices and practical paths about using the Compass in specific contexts. Moreover, the background and management documents could be simplified, and it made clearer how to transfer insights to the school context. Teachers also stated that the use of the Inclusion Compass involves significant commitment and time, however it is difficult to find the required time in the daily school life. Therefore, schools encourage the SPISEY team

to: firstly, provide an interactive website with the toolbox resource that is easy to surf and find the suitable resources for schools' needs, and secondly, to facilitate more examples and good practices that could mitigate the time that is needed to understand the Compass and resources.

UK

Based on the pilot, the UK team felt that it was difficult to judge the extent to which the use of the Inclusion Compass is sustainable in the longer term. In the short term, they identified that the use of the Inclusion Compass requires time, resources, leadership commitment and stakeholder engagement. The pilot offered the time and resources to introduce and promote the use of the Inclusion Compass, but it is not clear whether its use will be incorporated in future practice.

The UK team also felt that there are similarities between the Inclusion Compass and other frameworks/schemes used for inclusion decision-making. This led pilot participants to experience the Inclusion Compass as familiar, easy to interpret and to acknowledge its usefulness and applicability in inclusion planning. This indicates that the Inclusion Compass can be seen as a sustainable tool for long term use.

To ensure futurity, the Inclusion Compass could be used as the structure framework to support the introduction of ideas about inclusion into teacher training programmes. Such training has the potential to make it more sustainable to use the Inclusion Compass, as it will be seen as part of regular practice.

France

The French team highlighted training as important for ensuring the sustainability of the Inclusion Compass. They advocated the training and support of educational professionals and other actors on issues of inclusion; the training course should allow each participant to progress their notions of the needs and development of young people, enhancing understanding of inclusive questions/dilemmas and collaborative methods in classes. The objective would be to offer training that impacts perceptions and professional practices with inclusive aims. The French team noted that for this they want to carry out work on the evaluation of the effectiveness of training actions in order to make transferable insights. The team proposed a programme which makes it possible to approach inclusion as a whole: i.e., school climate; psycho-affective and intellectual development of the child; the family; inclusive education and management/systems; pedagogical tools of creativity and collaborative work; and psychiatric knowledge.

Conclusion

The partners felt that in many ways the Inclusion Compass was sustainable and would likely impact practice in a positive way, by virtue of its built-in design and that it has already reached a number of practitioners and is shaping practice. However, partners asserted that there remain questions as to whether educational institutions have the time, resources, and commitment to sustain good practice in the longer term. This appears to be something that will require deeper reflection moving forwards.

8. Summary of case studies

This chapter presents a summary of case studies showcasing good practices and lessons learned from the pilot of the Inclusion Compass in different educational institutions and contexts for each partner country (Denmark, Finland, Spain, UK, and France) – see table 8. Each partner country prepared two case studies to illustrate examples of good practice (there is one case study for France).

We now outline the summaries of the case studies organised by country. Full case studies are available in the appendix.

Table 8. Case studies for each partner country

Case studies	Focus
Denmark	1. An insightful experience of a school board
	2. The role of leadership
Finland	1. Multi-professional work at school level
	2. Distributed leadership
Spain	1. School interventions for inclusion
	2. Engaging with students and families
UK	1. Enabling student voice
	2. The Inclusion Compass as a management tool
France	1. Achieving inclusion through a shared project

Summary of case studies

The case studies presented a range of good practices across different country contexts. The case studies illustrated the instrumental role of school boards (Denmark), the role of leadership and more particularly of distributed leadership (Finland and Denmark), the use of the Inclusion Compass with students (Spain and the UK), the importance of involving a range of professionals (Finland), the use of the Inclusion Compass within a higher education context (UK), links between education and employment (France) – and between the Compass and school interventions (Spain) as well as community projects (France) (see also table 8). Brief summaries of each case study organised by country are presented below.

Denmark

Case study 1: It can be an insightful experience for a school board like The Youth School board to have to work with the values that are applicable or need to be adjusted. This was experienced by this board using the SPISEY Toolbox with several interesting and important 'A-ha's. The board, consisting of staff and leaders of the school, also found that these overarching debates about the school's core values were very important and that they were dealt with and implemented too infrequently (**appendix 1**).

Case study 2: The dialogue in the Preparatory Basic Education (FGU) board revealed two important points. First it became clear, that any leader will end up with problems when

partaking in dialogues because any leader is a person with the overall responsibility and hence needs to take a position as an observer to avoid representing ‘the problem’ rather than the solution. Secondly it turned out, that coming up with groundbreaking new perspectives, on what is considered everyday routine, triggers new and often productive perspectives which could be considered implemented in the school. For a board to be leader for this is not just fine but essential (**appendix 2**).

Finland

Case study 1: Goals of the development process at Mäntykangas primary school: 1) Strengthening of collaborative and inclusive professional attitudes, more discussion and collaboration. 2) Clarifying the practice of multi-professional work at the school level (special educational needs teachers - class teachers) - a more consultative role of SEN-teachers is needed. School managers and the coordination group (3-5 teachers) worked during Spring 2019 – Autumn 2021 with the SPISEY-team (University of Jyväskylä, Kokkola University Consortium Chydenius). The process involved ten facilitation meetings with school managers and coordination group and four information and training session for all teachers. Inclusion Compass process was bound to the local and school-base development processes, and the vision of inclusive school was understood as “an umbrella” of the different development efforts. The joint values of child initiated, solution focused, and professionally confident community became clearer during the Inclusion Compass process and other professional efforts. Mäntykangas school’s new promise 2022 as a child friendly school is: "I will – as an adult – notice you and encounter you genuinely. Listen to you and give you my time. Take your opinion in account and give room for your dreams" (**appendix 3**).

Case study 2: *Part A.* Koivuhaka school 2019: 1) May: An Information session about the project for the staff (1h); Needs Analysis, Interviews of the school manager and the coordination group (3h); September: Partner meeting, coordination groups at Elba (2h); 2020 January: An information session at the school (1h) August: A distance meeting with the coordination group (1h) February 2021: Decision of the Koivuhaka school: Discontinues the SPISEY-process. *Part B.* December 2021: Scaling up the IC experiences: Special needs education teacher students’ (20 adult students) training session (University of Jyväskylä, Kokkola University Consortium Chydenius). Planning and implementation of (4h). 1) Learning cafe (1h) supervised by the SPISEY Team: SEN-teacher students views of the determinants of an inclusive school (values, structures, processes, and resources) and 2) an introduction of the SPISEY project and the Inclusion Compass (2h) and 3) The school managers experiences of the distributed leadership and the implementation of IC at Mäntykangas school. Student feedback of the Background paper (1h) (**appendix 4**).

Spain

Case study 1: The coordinator group, formed by the educational psychologist and 3 representative staff of the school, used the SPISEY Inclusion Compass with the aim to design inclusive interventions with students, through specific actions for improving inclusion in the classrooms. The students were a vulnerable and disadvantaged group, with a lack of resources and/or social, educational, training or employment problems. That’s why they need an intervention to create and implement inclusive values and therefore, improve their

social and cultural integration. The valuable resources and activities of SPISEY Toolbox helped to engage students in key aspects for inclusion. Teachers could work with students through structured activities: a) to reflect about inclusion, together teacher and students; b) to agree on new inclusive values and actions; and c) to collect and evaluate inclusive actions. Teachers were happy to continue using the SPISEY compass and Toolbox in the future (**appendix 5**).

Case study 2: A school board was formed with representative staff and school managing with the objective to increase students' individual and collective responsibility as a key value to enhance educational success of all students. The Inclusion Compass helped to rely more on the expertise and previous knowledge of the staff in order to promote new inclusive actions in the school. SPISEY Toolbox helped also to analyze staff strengthens as individuals as well as a group capable to engage all the different school stakeholders in big changes. Three main actions were designed and implemented to increase the engagement of all staff, students and families: To improve communication with families, school distributes important information in a blue envelope, through a WhatsApp dissemination group (each class group) and sending short video recordings about classroom and school activities; To promote the value of *individual and collective responsibility*, school has unified some tasks to be developed by students, such as: secretary; teacher's helper; material collector; To encourage more active and inclusive practices in the classroom, the coordinator group has designed an innovative practice that consisted of implementing scientific projects and encouraging cooperative work (students work in small groups of 4-5) (**appendix 6**).

UK

Case study 1: This case study is about how the Inclusion Compass was shared and discussed with over 50 students studying in the university. Inclusion was presented and discussed as both academic and social and especially the latter was described as a skill that was also associated with one's social capital. The students acknowledged the relevance of the Inclusion Compass to matters of inclusion and they particularly liked the idea of using a 'compass' to debate matters of inclusion. They noted that the Inclusion Compass gave an opportunity for students and staff to build a closer relationship and share ideas on inclusion; and, that it provided the context for structured discussions and an opportunity for students to shape the ethos of the institution (**appendix 7**)

Case study 2: This case study is about how the Inclusion Compass was discussed with 10 academic and professional services staff, many leaders in various roles at the university. The staff talked about inclusion in different ways, but all thought it was an ethical obligation as well as a matter of social justice. Discussion also took place around possible tensions with the pursuit of inclusion and a drive for excellence in elite universities like those amongst the Russell Group. Pilot participants felt that the main components of the model were in place already at the university, but that the model could be useful when identifying gaps in provision. Similarly, another respondent in a new inclusion and culture role related how the Inclusion Compass was similar to the project of change management model that was currently used when planning for inclusion and wellbeing. They also felt that the Inclusion Compass could guide their practice in terms of what communities to involve when planning for inclusion (**appendix 8**).

France

Case study: At this level of the project, it is important that in addition to the school management, we have a referent per phase who quickly volunteers to follow the project. Phase 1: Video Capsule; Phase 2: Signage; Phase 3: Layout of the Courtyard. The group present validates the project as a whole. It is also validated for the school to submit a funding request. Regarding the funding for phases 1 and 3, Canopé will intervene in part, but they will have to be supported and invested by the various stakeholders. Everyone's investment will support the project and share the workload for everyone. Finally, we address other avenues of work that may emerge over time: reflection on the name and the history of the school; work with a glass artist from the region (regarding the second school), for the creation of a monumental work at the entrance (**appendix 9**).

The full case studies for all partner countries are available in the appendix (**appendices 1-9**).

APPENDIX 1: Denmark



Good Practice Case Study testimony template (School No. 1)

Context

The Esbjerg Youth School, as part of primary school, is a possibility, for pupils from 7th to 11th grade, to choose or be referred to a school with a comprehensive variety of ways for, not just academic learning, but also developing social competencies. Primary school in Denmark has the main objective to prepare pupils for further education or vocational training. The school is situated in the 5th largest city in Denmark in Esbjerg.

Selected theme: The role of the Schoolboard in Youth School here is being a defining stakeholder in the process of implementation of inclusion.

Last name and first name:

Ole Steen Nielsen & Christian Quvang

Title/Role:

Facilitators

Your testimony

Please illustrate your use of the Inclusion Compass from the following perspectives

- The European Inclusion Compass and SPISEY was presented in a PowerPoint presentation, the Management Paper and the Background Paper and the initial feedback was positive but also that the material was comprehensive and complex to adopt.
- The present members of the Schoolboard in Esbjerg Youth School are all appointed for a period of four years. The members of the Schoolboard are politicians from the town council, the school manager, in a role as a secretary for the Schoolboard, together with appointed staff and students from the school.
- For personal view on challenges and barriers to inclusion check the Background Paper
- The role of the local SPISEY team was to facilitate the process of working with the European Inclusion Compass through the first four phases: Creating Values, Directions, Barriers, and Resources.
- The plan was developed and decided upon in a joint venture between School management and the SPISEY team. The plan then was communicated to members of the Schoolboard together with diverse material like the Management Paper etc. It is not possible to say anything about the outcome of using the SPISEY material so far, as the Schoolboard only went through the initial phases without going further beyond Creating values, Directions, Barriers etc. Despite this, there is feedback for the testing that documents positive experiences.
- The interesting thing about what members of the board liked about using The European Inclusion Compass was, that the Schoolboard experienced a possibility for discussions to move into more overarching themes like values, issues that seldom if ever was on the agenda for ordinary Schoolboard meetings.

Inclusion Compass Good Practice Case Study template; an excerpt

The dialogue in the Youth School board revealed two important points. First it became clear, that any leader will end up in problems being partaking in dialogues because any leader is a person with the overall responsibility and hence needs to take a position as an observer. Secondly it turned out, that coming up with groundbreaking new perspectives on what is considered everyday routine triggers new and often productive perspectives which could be considered implemented in the school. For a board to be midwife for this is fine.

“What if one day, no teachers showed up at school, how would the pupils then handle inclusion, now that it was their own responsibility to practice inclusion?”

School context

Esbjerg Youth School and ‘Grade 10’ is a part of primary school for pupils from the age 14 year to 19. In the school there is several activities aimed at supporting pupils with various challenges, diagnoses, and barriers towards learning and participating in communities of practice. The overall objective is to support social competencies and by this support the process of finding a path to further youth education, vocational training, or job. The school is situated in the 5th largest city in Denmark in Esbjerg.

Background to the Target Group

The members of the Schoolboard are politicians from the local town council, appointed staff member, appointed pupils and the school manager functioning as secretary and leader of the Schoolboard.

Challenges/Barriers to inclusion

The interesting thing about what they liked about using the Inclusion Compass was, that in a way it set them free by giving possibilities for going into more overreaching themes like values, issues that they seldom if ever crossed at the ordinary Schoolboard meetings. In fact, this board used this situation as an opportunity for letting their imagination run free, as they surprised themselves by going into a fantasy about an unlikely but interesting scenario.

School name: Youth School

Location: Esbjerg; Denmark

Number of Pupils: No data

Age Group: 14 – 19 (25)

How the SPISEY Team helped

The role of the local SPISEY team was to facilitate the process of working with the European Inclusion Compass through the first four phases.

What the Inclusion Compass implementation achieved

Using the Inclusion Compass going through the first four phases produced among other outcomes a surprising situation and a dialogue based on sociological fantasy. Doing this the board ended up focusing on pupils, strengths otherwise not touched upon.

Recommendation to use the Inclusion Compass

Although having only been through the first four phases, members of the board envisioned many possibilities using for schoolboards to use the compass and absolutely to benefit from its idea and its features.

Where to go for more information

4. Good Practice Case Study webpage template

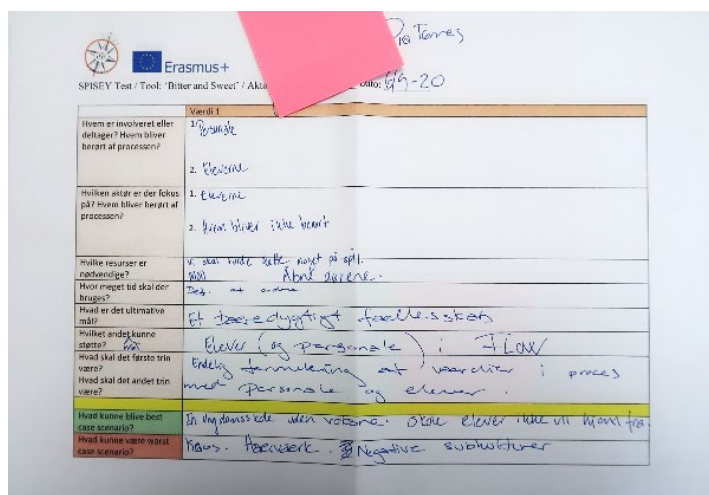
Testimony sheet 2 and Case study sheet 3 could then be used as content for the webpage.

Web page mock-up below based on <https://archiclasse.education.fr/Un-espace-Snoezelen-au-service-de-l-inclusion-scolaire>

Title

"Indeed, at times in the process working with values it was complicated to take part in the discussion – being in a group with my staff – I reckon it also was connected to dilemmas for my staff who perhaps felt a little restrained choosing not to criticize"

Examples of artefacts from the process of working with the Toolbox showing a fine level of engagement and productivity: Lots of mapping has been done in the process as shown.



Where to go for more information:

<https://esbu.dk/>

APPENDIX 2: Denmark



Good Practice Case Study testimony template (School No. 2)

Context

FGU WEST is a preparatory school for young adults between the age of 16 – 25. The school is situated in the 5th largest city in Denmark in Esbjerg. The FGU schools all over Denmark were established in 2019 and they are designed to help young people to find a path to further youth education, vocational training, or job. This is a big challenge all over Denmark and there is a national objective in 2030 related to bringing

Selected theme: The role of the Schoolboard in FGU as stakeholder in the process of implementation of inclusion

Last name and first name:

Ole Steen Nielsen & Christian Quvang

Title/Role:

Facilitators

Your testimony

Please illustrate your use of the Inclusion Compass from the following perspectives

- The European Inclusion Compass and SPISEY was presented in a PP presentation, the Management Paper and the Background Paper and the feedback was positive but also that the material was comprehensive and complex to adopt
- The present members of the Schoolboard in FGU WEST were appointed and not elected as the rules says, due to the fact that the FGU school was just established, but after an interim phase the Board will be democratically elected amongst all stakeholders at the school. The members of the Schoolboard are representatives from local politicians, local educational institutions, various unions, staff at the school, and the school manager in the role as secretary for the Schoolboard.
- For personal view on challenges and barriers to inclusion check the Background Paper
- The role of the local SPISEY team was to facilitate the process of working with the European Inclusion Compass through the first four phases: Creating Values, Directions, Barriers, and Resources.
- The plan was developed and decided upon in a joint venture between School management and the SPISEY team. The plan then was communicated to members of the Schoolboard together with diverse material like the Management Paper etc. It is not possible to say anything about the outcome of using the SPISEY material so far as the Schoolboard only went through the initial phases without going further beyond Choosing values, Barriers etc. Despite this, there is feedback for the testing which documents positive experiences.
- The interesting thing about what they liked about using the Inclusion Compass was, that it somehow set them free by offering a possibility to go into more overreaching themes like values, issues that they seldom if ever crossed in the ordinary Schoolboard meetings

Inclusion Compass Good Practice Case Study template

It can be an insightful experience for a school board to have to work with the values that are applicable or need to be adjusted. This was experienced by this board using the SPISEY Toolbox with several interesting and important debates. A board, also consisting of e.g., students, parents, staff and leaders of the school who are the secretary, found that these debates about the school's values as very important and that these were implemented to infrequently.

“As a leader I felt relieved to take the role of an observer of my board having a discussion on values instead of, as usual, being the responsible person leading the discussion”

School context

FGU WEST is a preparatory school for young adults between the age of 16 – 25. The school is situated in the 5th largest city in Denmark in Esbjerg. The FGU schools all over Denmark were established in 2019 in order to help young people to find a path to further youth education, vocational training, or job.

Background to the Target Group

The members of the Schoolboard are representatives from the town council, local educational institutions, various unions, staff at the school, and the school manager in the role as secretary for the Schoolboard.

Challenges/Barriers to inclusion

The interesting thing about what they liked about using the Inclusion Compass was, that in a way it set them free by giving possibilities for going into more overreaching themes like values, issues that they seldom if ever crossed in the ordinary Schoolboard meeting.

How the SPISEY Team helped

The role of the local SPISEY team was to facilitate the process of working with the European Inclusion Compass through the first four phases: Creating Values, Directions, Barriers, and Resources.

School name: FGU Vest

Location: Esbjerg; Denmark

Number of Pupils: 300

Age Group: 16 - 25

What the Inclusion Compass implementation achieved

The interesting thing about what they liked about using the Inclusion Compass was, that it somehow set them free by offering a possibility to go into more overreaching themes like values, issues that they seldom if ever crossed in the ordinary Schoolboard meetings

Recommendation to use the Inclusion Compass

Ideally personal what they liked about using the inclusion compass and how others might benefit. Its features, advantages and benefits.

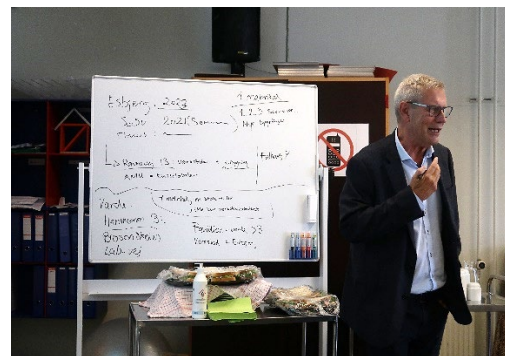
Where to go for more information

Testimony sheet 2 and Case study sheet 3 could then be used as content for the webpage.
Web page mock-up below based on <https://archiclasse.education.fr/Un-espace-Snoezelen-au-service-de-l-inclusion-scolaire>

Title

“We really would like to accomplish the process by going all the way ‘round’ in this SPISEY compass – but then we should start the full process – indeed time is a restraining factor”

Pictures from the process of using the SPISEY Toolbox showing: Compassion



Where to go for more information:

<https://fguvest.dk/>

Good Practice Case Study – Mäntykangas primary school, Finland

Context: City of Kokkola (population 48 000 inhabitants) in Finland. 6,4 % of children under the age of 18 had a welfare declaration (year 2020). The number had increased 12,3 % compared to the previous year. [Kokkola.pdf \(storage.googleapis.com\)](#)

Mäntykangas primary school is located near to the Kokkola town centre. The school has about 300 pupils including 12 basic education classes, four of which are music classes, four special education needs classes as well as a workshop class to pupils of grades 1-6 at Villa Elba Youth Center. Music classes and special education needs classes have pupils from all over the town. [Mäntykankaan koulu - Kokkola](#)

Selected theme: How you can apply *the Inclusion Compass* for creating a professional joint vision, strengthening professional confidence and promoting inclusive practices in your own school.

Last name and first name: Kainu, Tuija and Tainio, Katja

Title/Role: principal and vice principal

Author's comment: The good practice story is based on three separate interviews (May 2019, January 2021, February 2022) and several discussions with the informants.

Our testimony: Use of the Inclusion Compass

- 1) **Initial impressions of the Inclusion Compass:** Inclusion Compass background paper seemed to provide a map and theoretical ground to reflect the structures and processes for our development efforts.
- 2) **Background to the Target Group: Need analysis:** Teachers' professional competence needs: tools and practices for collegial learning and useful inclusive practices.
- 3) **Personal view on challenges and barriers to inclusion:** Collaborative and inclusive school culture and attitudes should be strengthened, especially *collaborative work orientation could be stronger* (from one's own work with only part of the pupils to joint pupils and joint work). Understanding of the *child friendly* and inclusive school was not sufficient, and the joint vision needed to be brighten.
- 4) **How the SPISEY Team helped** - " *Your respect as facilitators has empowere us as teachers and school managers.*" *SPISEY Team helped by* facilitating the leadership group by
 - co-planning to train teachers
 - empowering the school managers and teachersThe joint discussions with the facilitation group helped to attach the Inclusion Compass to the local and school-base development prosesses. Inclusion Compass process has not remined as a separate project, but has been bound together with many development efforts in a systemic way.

5) How did we develop a plan, communicated it with staff and what the Inclusion Compass achieved for the school, children, parents and staff.

The principal aligned after discussions with the vice principal and teachers the annual school level development plans and with the support of the vice principal and the facilitators supervised the Inclusion Compass process. Coordination group (members from every teacher teams) participated in the planning of the teacher training sessions, provided assessment information during the process and participated to the discussions of the vision of the inclusive school. School managers and the coordination group planned with facilitators two training sessions (2 x 1,5 hours) for all teachers, and teacher team leaders lead the group discussions in their teams. All teachers attended these two sessions and also applied for two months a new pedagogical and inclusive practice in their daily work. These experiences were shared during the second training session. Coordination group gathered feedback and attended an evaluation interview afterwards.

The joint promises of Mäntykangas school for pupils (see the poster) reflects the professional discussions and more clear joint values (*child initiated, solution focused, and professionally confident community*) we have achieved during the Inclusion Compass process and the other professional experiences and efforts during last years. Many teachers have adapted a more *solution focused orientation*. They look confident for new pedagogical ideas and exploit consultation of the SEN-teacher. The professional discussions in the leadership group have developed to a more in-dept direction. Teacher team leaders not only convey information but discuss and share their professional views in leadership meetings actively.

6) What they liked about using the Inclusion Compass and how others might benefit. Its features, advantages and benefit

The facilitation of Inclusion Compass by an outside team was important, gave a mirror and supported the use of Inclusion Compass. We had clear roles, and this helped to concentrate on relevant tasks.



Video

Title: *Principal Tuija Kainu and vice principal Katja Tainio discuss the Inclusion Compass process at Mäntykangas primary school.*

Location: (Kokkola University Consortium Chydenius, April 2022)

Inclusion Compass Good Practice Case Study

"Promise of the child friendly school:
I will - as an adult - notice you and
meet you genuinely"

School name: Mäntykangas
primary school

Location: City of Kokkola, Finland

Number of Pupils: about 300
Age Group: 7-12

School context

Mäntykangas primary school is located near to the Kokkola town centre. Our school has about 300 pupils including 12 basic education classes including music classes, four special education needs classes as well as a workshop class to pupils of grades 1-6 at a youth centre.

Background to the Target Group

15 teachers (class teachers and SEN-teachers)

Challenges/Barriers to inclusion

- 1) *Strengthening of collaborative and inclusive professional attitudes:* more discussion and collaboration, from one's own work with only part of the pupil to joint pupils and joint work.
- 2) *Clarifying the practice of multi-professional work at the school level* (special educational needs teachers - class teachers) - a more consultative role of SEN-teachers is needed.

How the SPISEY Team helped

The joint discussions with the facilitation group helped us to attach the Inclusion Compass to the local and school-based development processes. Inclusion Compass process did not remain as a separate project but was bound together with many other development efforts at our school in a systemic way.



What the Inclusion Compass implementation achieved

Our joint values are now clearer, and Mäntykangas school's new promise 2022 as a child friendly school is: *"I will - as an adult - notice you and meet you genuinely. Listen to you and give you my time. Take your opinion into account and give space for your dreams."* Our professional discussions in the leadership group are more in-depth, and staff in our community feel mutual trust and professional confidence despite the hard times. Teachers have exploited some new inclusive practices in their daily work.

Recommendation to use the Inclusion Compass

- 1) Look and reflect first on the structures of your school: Do they support interactive discussions and development work (team organisation, leadership structure e.g.)? Transform them, if necessary.
- 2) Strengthen and support the experiment culture and be courageous. Professional culture means problem solving and exploiting of assessment knowledge, don't be afraid of failure.
- 3) School management had to be engaged, supervise the process, and support the staff.

THE SPISEY Project

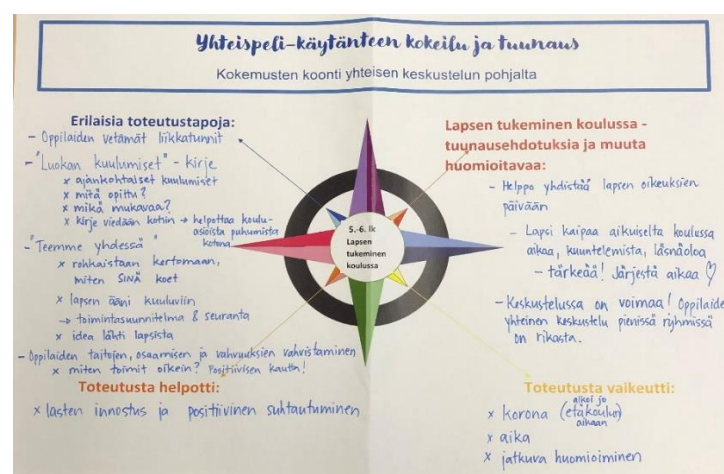
School managers and the coordination group (3-5 teachers) worked during Spring 2019 – Autumn 2021 with the SPISEY-team (*University of Jyväskylä, Kokkola University Consotium Chydenius*). The process involved ten facilitation meetings with school managers and coordination group and four information and training session for all teachers. Inclusion Compass process was bound to the local and school-base development processes, and the vision of inclusive school was understood as “an umbrella” of the different development efforts. The joint values of *child initiated, solution focused, and professionally confident community* became clearer during the Inclusion Compass process and other professional efforts.



Photograph 1

Online teacher training session at Mäntykangas school during the Covid restrictions (Mäntykangas school, September 2020, Principal and team members)

Inclusion compass: Our joint values and what do those mean in our daily work with pupils? ("If you were"/Toolbox)



Photograph 2

Professional sharing of the experiences on personal development tasks (inclusive and child-friendly practices) at the collaborative sessions: Exploring and tuning of the practices

The SPISEY Project

Supporting Practices for Inclusive Schooling & Education for the Youth

APPENDIX 5: Spain



Good Practice: Creating inclusion values among students (School No. 1)

Context

UEC PROSEC is a non-profit association independent of any political or administrative institution dedicated to serving groups at risk of social exclusion, especially the most disadvantaged. The centre is situated in Lleida (Catalonia, Spain) and deals with teenagers between the age of 14-16 and young adults between the age of 16-25. The purpose of PROSEC is to support vulnerable groups, especially those with a lack of resources or social, educational, training or employment problems. The centre develops and manage projects that aim to improve opportunities for social and labour market integration. PROSEC encourages and build upon the formal and informal education of groups with education needs in order to improve their social and cultural integration. PROSEC also promote the building and implementing projects, developing and managing operations and promoting initiatives, always to the utmost quality and satisfaction.

Selected theme: Developing new inclusion values in the school by promoting the common good, particularly among the young children and adolescents of the Historic Centre of the city of Lleida.

Facilitator: Manoli Pifarré

Your testimony

Please illustrate your use of the Inclusion Compass from the following perspectives

- The school formed a schoolboard that will act as a coordinator group in the use of the Inclusion Compass in the school. The 4 members of the schoolboard are representative from the staff at the school. It is constituted by the Educational Psychologist, teachers and educators.
- The European Inclusion Compass and SPISEY was presented in a PPT presentation, the Management Paper and the Background Paper. During three workshops of four hours each, the coordinator group jointly discussed and gave common meaning to the main concepts of the European Inclusion Compass and SPISEY project. At the end of the sessions, the feedback was positive and teachers were enthusiastic to start working with the SPISEY resources.
- The role of the local SPISEY team was to facilitate the process of working with the European Inclusion Compass through the eight phases: Coordinator Group, Creating Values, Directions, Barriers, Resources, Chosen Pathways, Implementation and Process Evaluation.
- With the help of some tools and activities from the SPISEY ToolBox, the coordinator group reflected and discusses about their strengthens and expertise to create and define new inclusive values to design new directions to support vulnerable groups and improve opportunities for social and labour market integration.
- The Coordinator Group applied the tools **-Expectations; Joining forces-** to dialogically discuss and build a common understanding of SPISEY compass and

analyse the school weakness about the inclusion of all the students and design improving actions.

- The Coordinator Group applied the tool ***"The process arrow"*** to design an inclusion intervention and how to implement it with the students, focused on:
 - To create new inclusion values in the class.
 - To improve students' interaction into a more respectful and inclusive interaction.

Inclusion Compass Good Practice Case Study template; an excerpt

A schoolboard was formed with the educational psychologist and 3 representative staff of the school. The main aim was to design inclusive interventions with students to improve students' interaction into a more respectful and inclusive interaction. The Inclusion Compass helped to relay more on the expertise, competences and resources of the staff in order to carry out a new intervention to promote inclusion in their classrooms. The SPISEY Toolbox helped the Coordinator group to, firstly, reflect about how inclusion is tackled in their classrooms and, secondly, to share expectations about how to improve inclusion in their centre.

“As teacher I have been aware that inclusion implies knowledge, education and training, and the Inclusion Compass provides us with valuable tools to achieve it”

School context

UEC PROSEC is a non-profit association independent of any political or administrative institution, dedicated to serving groups at risk of social exclusion. The school is situated in Lleida, the Catalan area in Spain. They deal with the most disadvantaged students, with a lack of resources and/or social, educational, training or employment problems.

School name: UEC PROSEC

Location: Lleida; Catalonia, Spain

Number of Pupils: No data

Age Group: 14 - 25

Background to the Target Group

The members of the Schoolboard are representatives from the staff and the educational psychologist. This board acts as the Coordinator Group of the Inclusion Compass.

Challenges/Barriers to inclusion

To improve opportunities for social and labour market integration, the board is interested in promoting, across the center, the value of common good and a more respectful and inclusive interaction between students.

How the SPISEY Team helped

The role of the local SPISEY team was to facilitate the resources from the ToolBox to go through all the phases of the European Inclusion Compass. Teachers had the experience to go all the way round the compass.

What the Inclusion Compass implementation achieved

Teachers could work with students through structured activities: a) to reflect about inclusion, together teacher and students; b) to agree on new inclusive values and actions; and c) to collect and evaluate inclusive actions. It has been achieved that the students show more respect and tolerance between them.

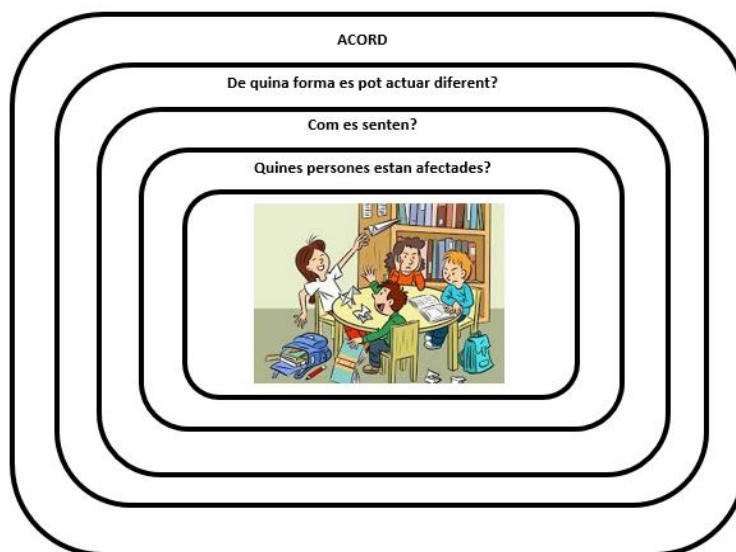
Recommendation to use the Inclusion Compass

Teachers found SPISEY compass a useful resource to reflect about inclusion and to plan new inclusive interventions in the centre. The SPISEY compass offers a clear path to be followed in order to develop different angles to promote inclusion in PROSEC. All the ToolBox resources and

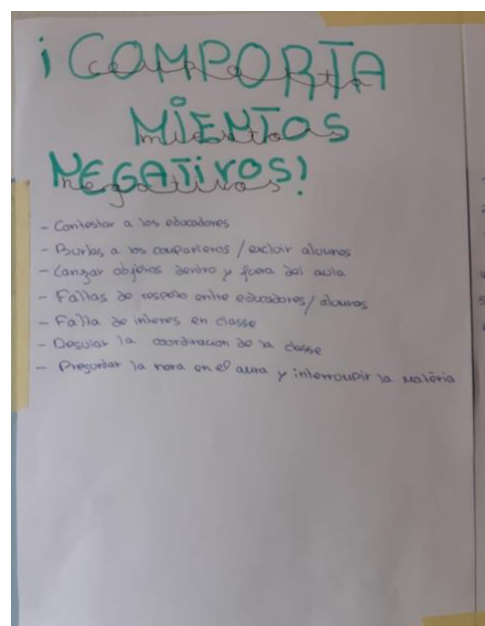
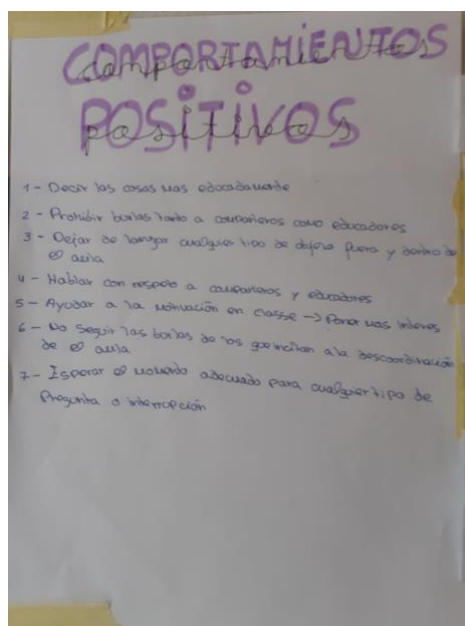
Good Practice Case Study webpage template

“I have learnt that if I treat others right, they will also treat me better”

Students used the activity “The Crystal Ball” to reflect about respectful and no-respectful situation in the class. Teachers designed a situation and four aspects to reflect about: 1) Who is affected by this situation? 2) How do you think they are feeling? 3) How could it behave differently? 4) Agreements to be used in the class from now on. Below it is presented one of the situations discussed in class.



The activity “The data wall” (below) was used to annotate how respectful actions and attitudes are developing in the classroom.



APPENDIX 6: Spain



Embedding inclusion values in daily classroom activities

Context

Sant Josep de Calassanç school is a primary public school labelled as a high complexity centre. It is located in a central area of the Lleida city (Catalonia, Spain). Two hundred students come to the school every day. It welcomes a wide variety of students, from different countries (mainly North Africa and South America and also students from Eastern Europe). It is a welcoming school that promotes the social cohesion of the entire educational community and strives for the educational success of all students, ensuring equity and equal opportunities in learning and fostering strong links with the community and with the different services and/or resources in the environment to achieve this.

Selected theme: Developing new inclusion values in the school by developing students' autonomy and responsibility in their learning

Facilitator: Manoli Pifarré

School coordinator: Rosanna Jové

The use of the Inclusion Compass as a tool to improve the inclusive pedagogy of the whole school

- The school formed a schoolboard that will act as a coordinator group in the use of the Inclusion Compass in the school. The 8 members of the schoolboard are representative from the staff at the school. It is constituted by representative of each students' educative level, the PE teacher, the social education technician and the school coordinator as secretary and manager for the schoolboard.
- The European Inclusion Compass and SPISEY was presented in a power point presentation, the Management Paper and the Background Paper. During two sessions of two hours each, the facilitator and the coordinator group (formed by 8 members of the staff) jointly discussed and built common meaning to the main concepts of the European Inclusion Compass and SPISEY project. At the end of the sessions, the feedback was positive and teachers were enthusiastic to start working with the SPISEY resources.
- The role of the local SPISEY team was to facilitate the process of working with the European Inclusion Compass through the eight phases: Coordinator Group, Creating Values, Directions, Barriers, Resources, Chosen Pathways, Implementation and Process Evaluation.
- The plan was developed and decided jointly between the Coordinator Group and the SPISEY team. With the help of some tools and activities from the SPISEY Tool Kit we reflected and discusses about the strengthens and expertise of the coordinator group to create and define new inclusive values and to design new directions to make the school more inclusive capable to achieve the educational success of all students.
- The Coordinator Group applied the tools ***-Knowledge and expertise map; If you were and Bitter and sweet-*** to dialogically discuss the expertise of the different members of the coordinator group, analyse the school weakness about the inclusion of all the students and design improving actions.

- The Coordinator group come up with three feasible actions to be taken in the school and worth to follow with the next phases of the SPISEY compass, that is design new Directions, discuss about Barriers, Resources and Chosen Pathways and Implement the actions.
- The Coordinator Group agreed to discuss how to implement in the school the next three objectives:
 - To improve the communication with families and their engagement with the school
 - To promote across the school, the value of individual and collective responsibility.
 - Design shares, innovative and inclusive teaching practices.
- The Inclusion Compass helped to relay more on the expertise and previous knowledge of the staff in order to promote new inclusive actions in the school. Besides, it helped to define a time and a space to analyze the weaknesses of the school and design improving actions that could include and engage different stakeholders: all the staff and families.

Inclusion Compass Good Practice Case Study template

A schoolboard was formed with representative staff and school managing. The objective was to increase students' individual and collective responsibility as a key value to enhance educational success of all students. The Inclusion Compass helped to relay more on the expertise and previous knowledge of the staff in order to promote new inclusive actions in the school. This was experimented by the schoolboard using the SPISEY Toolbox which helped to analyze staff strengthens as individuals but also as a group capable to engage all the different school stakeholders in big changes.

The Inclusion Compass gave as a time, a space and efficient tools for being responsible and leaders in the design of a more inclusive school”.

School context

Sant Josep de Calassanç is a infant and primary school. The school is situated in Lleida, the Catalan area in Spain. The high rate of students from other countries gives to the school a high complexity when designing teaching and learning activities.

School name: Sant Josep de Calassanç

Location: Lleida; Catalonia, Spain

Number of Pupils: 200

Age Group: 16 - 25

Background to the Target Group

The members of the Schoolboard are representatives from the staff and the school manager. This board acts as the Coordinator Group of the Inclusion Compass

Challenges/Barriers to inclusion

To achieve an educational success of all students in the school, the board is interested in promoting, across the school, the value of individual and collective responsibility. The board is intended to increase the engagement of all staff, students and families.

How the SPISEY Team helped

The role of the local SPISEY team was to facilitate the resources form the ToolBox to do all the phases of the European Inclusion Compass. Teachers had the experience to go all the way round the compass.





What the Inclusion Compass implementation achieved

Three directions were defined and designed: a) better communication with the families: Whatsup group and video information about school activities; b) defining of students' tasks and responsibilities; c) implementing innovative teaching methods.

Recommendation to use the Inclusion Compass

Inclusion ToolBox helps, on one hand, to zoom in and out round key aspects to improve inclusion. On the other hand, it helps to look into inclusion with other stakeholder's shoes, in this case, with families and students' perspective. These are two useful actions to be taken when planning to enhance inclusive education.

Good Practice Case Study webpage template

“Going all the way ‘round’ in the Inclusion compass helped us to be aware of the group strengthens to engage all the different school stakeholders in big educational changes”

1. Setting up the coordinator group

8 members of the staff were included in the coordinator group: Head teacher, Social worker and five teachers

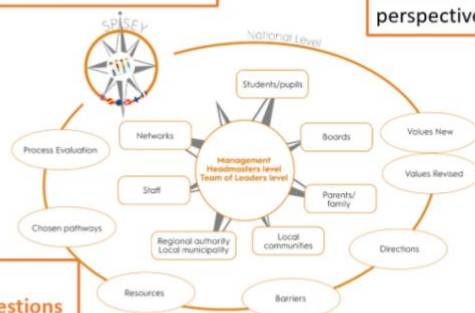
ToolBox resources - Joining forces & knowledge and expertise map

2. Creating Values

ToolBox resource: If you were. Including:
Students' perspective
Families' perspective
Teachers & Staff's perspective

Value to work during the project: Collective responsibility

- ❖ **All's participation** – higher participation and inclusion of students, families and staff
- ❖ **Active role in:**
 - ❖ Class management
 - ❖ Learning
 - ❖ Collaborative learning



4. Resources & Barriers

ToolBox resource: Key Questions
Design of Pedagogical resources

- ❖ **Pedagogical innovations**
Implementing Project-Based Learning
Designing open-ended activities in Science

3. Designing directions

ToolBox resource: Bitter and Sweet

- ❖ **Improvement the communication with the families:**

Whats' app – Visual posters in the hall – announcement of activities – reporting activities

- ❖ **Defining collaborative learning roles – same for all school:**

Manager – Supervisor – Secretary – Creative – Critic – Researcher – Motivator

- ❖ **Defining temporary students' position of responsibility in class – same for all school:**

Agenda – Executive Secretary – Equipment Supplier

Good Practice Case Study UK 1

Context This case study is about how the Inclusion Compass was shared and discussed with students studying in the Graduate School of Education, University of Exeter, UK. The University of Exeter is a Russell Group, research-intensive, higher education (HE) institution in the Southwest of England. The Graduate School of Education (GSE) offers a range of postgraduate programme, including masters and PhDs, and has a diverse group of students from across the world. It is based in the St Luke's campus in the historical city of Exeter.

Selected theme: *How the Inclusion Compass was discussed by university students*

The case study:

We discussed with postgraduate students about their perceptions of inclusion in the department and the wider university and how the inclusion compass could help guide discussions about inclusion and to give voice to students. This discussion took 3 forms: an online survey to capture student perceptions of inclusion and belonging across GSE that was also used as a basis for the subsequent activities; a focus group with a number of students; and a workshop with the EDI (Education, Diversity, and Inclusion) student group of the college.

We (the Exeter project team) conducted the survey and the focus group and liaised with some of the student EDI officers who organised a SPISEY meeting to discuss the Inclusion Compass – see the poster for the meeting below. The poster was sent to all student participants in the EDI SIG (i.e., special interest group). We also asked students to add their ideas to a Padlet (screenshot).

In these activities, inclusion was presented as both academic and social and especially the latter was described as a skill that was also associated with social capital. The students acknowledged the relevance of the Inclusion Compass to matters of inclusion and they particularly liked the idea of using a ‘compass’ to debate inclusion; some related it to other compasses they were aware in the HE context, such as this example from the University of Plymouth ([link](#)). They also noted that the Inclusion Compass could be tailored to HE, for instance, by removing reference to parents.

The students highlighted that the main advantage of using the Inclusion Compass was that it provided an opportunity for discussion on matters of inclusion. Such opportunities were described to be limited, and usually initiated by individual people rather than by the institution. They noted that the compass gave an opportunity for students and staff to build a closer relationship and share ideas on inclusion; and also, that it provided the context for a structured discussion.



Screenshot from the Padlet and the poster of the EDI workshop

How the Inclusion Compass was discussed by university students – UK case study

THE SPISEY Project: The project's main objective is to develop and implement an innovative and strategic management model, the Inclusion Compass, which can assist school leaders, staff, and students to foster inclusion in education. The SPISEY project has partners from 5 EU countries, Denmark, Finland, United Kingdom, France, and Spain.

"I have not thought about inclusion in higher education before. This is quite a new thing for me..."

School context

The University of Exeter is a Russell Group, research-intensive, higher education (HE) institution in the Southwest of England. The Graduate School of Education (GSE) offers a range of postgraduate programme, including masters and PhDs, and has a diverse group of students from across the world.

Background to the Target Group

We introduced the Inclusion Compass to postgraduate students (masters and PhD students) from across the world (indicatively England, China, and Turkey)

Challenges/Barriers to inclusion

Inclusion was seen as both a structural/institutional issue as well as being about personal characteristics related to one's social and cultural capital. Students said: *'I believe GSE is trying hard to be more inclusive. I am also actively involved in the EDI events and benefited a lot'*. However, there were still students who felt invisible and noted that a more inclusive GSE community would be one where *'people would have to know who I am'*.

Openness to debate matters of inclusion and understanding (or lack thereof) of cultural differences were seen as the main challenge to inclusion. Opportunities to discuss matters of inclusion was often seen as initiated by individual people (informally) rather than the institution (formally); this was seen as having both advantages and disadvantages.

How the SPISEY team helped

We (the Exeter project team) conducted the survey and the focus group and liaised with the student EDI officers who organised a SPISEY meeting to discuss the Inclusion Compass.

School name: Graduate School of Education

Location: Exeter, UK

Target students: Postgraduate students (masters and PhD students) from across the world

What the Inclusion Compass implementation achieved

The students highlighted that the main advantage of using the Inclusion Compass was that it provided an opportunity for discussion on matters of inclusion. Such opportunities were described to be limited, and usually initiated by individual people (informally) rather than by the institution (formally). They noted that discussion about the Inclusion Compass gave an opportunity for students and staff to build a closer relationship and share ideas on inclusion; and also, that it provided the context for a structured discussion. Overall, the use of Inclusion Compass highlighted that the students have a voice on matters of inclusion that their voice matters for the institution.

Recommendations about use of the Inclusion Compass

The students acknowledged the relevance of the Inclusion Compass to matters of inclusion in HE and they particularly liked the idea of using a 'compass' to debate inclusion. They also noted that the Inclusion Compass could be tailored to HE, for instance, by removing reference to parents. Some of them thought that the original version of the compass was shorter and perhaps easier to use.

Good Practice Case Study UK 2

Context This case study is about how the Inclusion Compass was shared and discussed with four Professional Services staff leaders in various roles at the University of Exeter, UK. The University of Exeter is a Russell Group, research-intensive, higher education (HE) institution in the Southwest of England. The university offers undergraduate and postgraduate degrees in a multitude of disciplines and has a diverse group of students from across the world. It has 2 campuses in the historical city of Exeter.

Selected theme: *How the Inclusion Compass was discussed by Professional Services Staff leaders*

The case study:

We (the Exeter project team) conducted the one-to-one interviews after identifying key leaders in the staff who would be familiar with inclusion at the university and any existing issues.

We discussed with the staff in one-to-one interviews inclusion in general, e.g., what inclusion meant to them and whether it was an ethical obligation or a matter of choice. All of the staff talked about inclusion in different ways, but all thought it was an ethical obligation as well as a matter of social justice, an idea emphasised by a particular member of staff in a leadership position. Both academic and social inclusion were discussed with this staff leader describing how they thought social inclusion was more visible in the social places of a university but in classrooms this could be less so with the absence of certain groups at times : *Academically however, you might find you go into a classroom and certain classrooms don't contain some of those people or they contain those people but those people suddenly aren't having that same sort of exchange, there is a barrier to exchange.*

Discussion also took place around possible tensions with the pursuit of inclusion and a drive for excellence in elite universities like those amongst the Russell group. One respondent pointed out how this tension could impact on those students from widening participation groups who might not have the cultural capital to succeed at an elite institution. This led to more questions around inclusion at Exeter where the general consensus was that more should be done to make it more inclusive by attracting further diverse students and staff.

The staff were given the inclusion compass to look at the day before the interview and as a consequence came up with various comments about it particularly with regards to its relevance to the HE situation. One point raised, e.g., was that it did it put stakeholders in boxes rather than being inclusive with all flowing together. Some suggestions were given for improvements although one staff felt the university was too complex with its multiple functions and many stakeholders for the compass to be immediately useful in its current form.



University of Exeter
St Luke's campus

The newly launched university strategy was related to the Inclusion Compass:
<https://www.exeter.ac.uk/strategy2030/>

How the Inclusion Compass was discussed by university staff – UK case study

THE SPISEY Project: The project's main objective is to develop and implement an innovative and strategic management model, the Inclusion Compass, which can assist school leaders, staff, and students to foster inclusion in education. The SPISEY project has partners from 5 EU countries, Denmark, Finland, United Kingdom, France, and Spain.

School context

The University of Exeter is a Russell Group, research-intensive, higher education (HE) institution in the Southwest of England. The university offers undergraduate and postgraduate degrees in many disciplines to students from across the world.

Background to the Target Group

We introduced the Inclusion Compass to university staff in leadership roles who would be familiar with inclusion at the university and any relevant to inclusion issues.

Challenges/Barriers to inclusion

A number of challenges or barriers to promote inclusion at the university were identified such as its geographical location in an outlying rural county with a mainly white population. The predominance of wealthy white students from private schools could put off those from different backgrounds who visited: *... if they can't see the students here that look like them and sound like them and have similar experiences that seems to be a real barrier in getting those students to Exeter and I see that all the time.*

Respondents did however think the university was making progress on inclusion compared to five years ago with more challenging conversations taking place and engagements and co-creation with different groups inside the university and also in the local Exeter community and regionally.

How the SPISEY team helped

We (the Exeter project team) conducted the staff interviews to discuss inclusion and the use of the Inclusion compass.

School name: University of Exeter

Location: Exeter, UK

Target staff: Those in leadership roles within the university who would be familiar with inclusion within the institution

What the Inclusion Compass implementation

One of the staff highlighted the importance of realising **the use of the compass will vary not just between one institution and another but also between different departments** in any one institution. So, at Exeter a STEM department would use differently to a Humanities one.

Other staff once again emphasised that it would be harder to implement in HE because of the different levels of management and all the different stakeholders, but they would be sharing it with colleagues to see how applicable to their role.

Another respondent with a key role in the leadership of inclusion at the university, felt that the main components of the model were in place already at the university, but that **the model could be useful when identifying gaps in provision**. Similarly, another respondent in a new inclusion and culture role related how the compass was similar to the project of change management model that was currently used when looking at inclusion and well-being: *so, the stakeholder mapping that we currently do is similar to this*. But they felt the compass **would guide their practice in what communities to involve when planning around inclusion**.

Where to go for more information: <https://www.spisey-project.eu/>

Good Practice Case Study testimony – FRANCE - (School No. 2)

Context

Montat Verrerie School is a public elementary school in an industrial area of Saint-Etienne that hosts about 200 students from 3 to 11 years old. It is a high-complexity school as the student body is extremely diverse with many allophones (students recently arrived in France who do not speak French yet). 32 students have diagnosed cognitive disabilities. However, it does not benefit from specific financial support from the state. The staff works tirelessly to make the school welcoming and inclusive for all the children and their families. Nevertheless, projects suffer from a high turnover among the staff and teacher retention needs to be addressed. Inclusion needs to be about teachers and assistants too, so that they feel a strong bond with the community they serve and find a thriving work environment that make them feel like staying at the school on the long term. Inclusion is a daily concern for the school at all levels, for the school leader, teachers, families, students and community partners.



Students designing shapes collaboratively

Selected theme: Developing a new positive identity for the school around inclusive values.

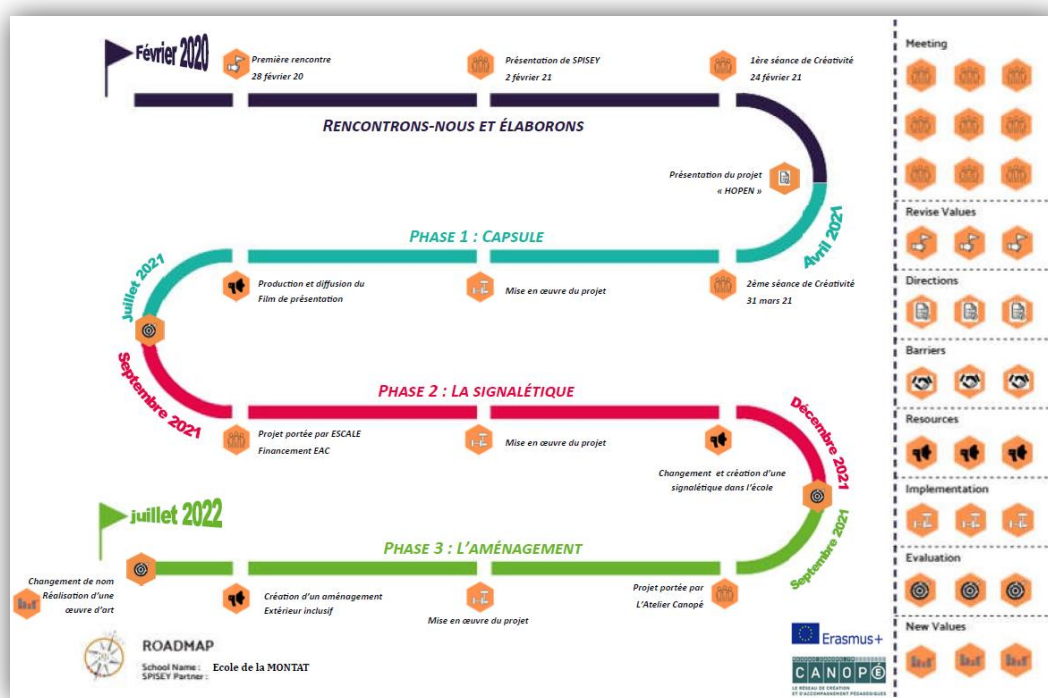
Facilitators: Guillaume Pike – Marine Bourlet

School coordinator: Claire Cornut

Testimony: please illustrate your use of the Inclusion Compass

Process:

- The school was identified by the inspectors as complex and in need of external partners to accompany their transformation. Canopé was put in contact with the school leader to work collaboratively on their project.
- A first creativity session was set up with 5 teachers and the school leader. They explored their vision and their understanding of inclusion and agreed to form a coordination group to lead the project.
- Two more creative sessions were held until a specific inclusive project was defined with a roadmap and different steps coming from the compass. This project was named 'Hopen' by stakeholders, a coin word between 'hope' and 'open'.
- A presentation session was organized with about 40 stakeholders (families, elected representatives, inspectors, teachers, local non-profits...) to present the SPISEY compass, the toolbox, the 'Hopen' project and the potential benefits for the school.
- Three more discussion sessions were held between the school leader and the local inspectors to define the deliverables.
- Two more creativity workshops, open to everyone, were held on the operational aspect of the SPISEY compass.
- Two dissemination activities to present the SPISEY compass and the HOPEN project to a larger community.



The roadmap of the La Montat Verrerie project 2020-2022

Achievements:

- Production of a promotional video for the school centered on inclusion values, translated in Arabic and other languages to come.
- Collaborative work on the school yard and inclusive recess time with the creation of new inclusive games by the students, accessible without prior linguistic or cultural knowledge.
- Collaborative work on inclusive signage in the whole school for newcomers and families who do not speak the language or are non-readers.
- Redesign of a welcome package for families and students using more non-verbal clues to communicate crucial information
- The school keeps developing the project using the compass as a general framework and the toolkit for specific activities.



Students reflecting collaboratively on inclusive signage for the school.

Inclusion Compass Good Practice Case Study: key points

The compass provided the perfect framework for the school to engage the whole community into a process where they could discuss, build and develop activities and a new identity for the school around inclusive values. It did provide stakeholders both a democratic space where all voices could be heard and a process that provided guidance on this long journey together. The use of the compass led to more projects to come and a willingness to share the whole process with other schools in the near future.

The Inclusion Compass provides a framework to structure collaborative work. But is also gives the freedom to unleash stakeholders' creativity to imagine a truly inclusive school.

School context

Montat Verrerie School is a public elementary school in an industrial area of Saint-Etienne that hosts about 200 students from 3 to 11 years old. It is a high-complexity school as the student body is extremely diverse with many allophones (students recently arrived in France who do not speak French yet). 32 students have diagnosed cognitive disabilities.

Background to the Target Group

The target group is the school community at large. Students, families, teachers, assistants, other staff, external partners, inspectors: everyone needs to be involved in a project to redefine the identity of the school in a positive light. The hope is to create strong bonds within the community behind inclusive values.

Challenges/Barriers to inclusion

- A high turnover within the staff
- A linguistic and a cultural deficit for students and families recently arrived in France which makes it complex for them to fully belong
- Fragmented actions as opposed to whole-school approaches with a high visibility

School name: Montat Verrerie School
Location: Saint-Etienne, France
Number of Pupils: 200
Age Group: 3 - 11

What the Inclusion Compass implementation achieved

It helped identify specific areas to work on and think collaboratively out of the box. The compass and the toolbox provided structure to the project without limiting it. Going through all the phases gives teams guidance and a reminder to focus on actual actions and deliverables.

Recommendation to use the Inclusion Compass

Make sure the school leader is fully onboard with the project and will dedicate time and effort to implement it. A coordination group is crucial to manage the project on the long run. An external facilitator is indispensable to introduce the compass and the toolbox.

ECOLE PRIMAIRE MONTAT VERRERIE

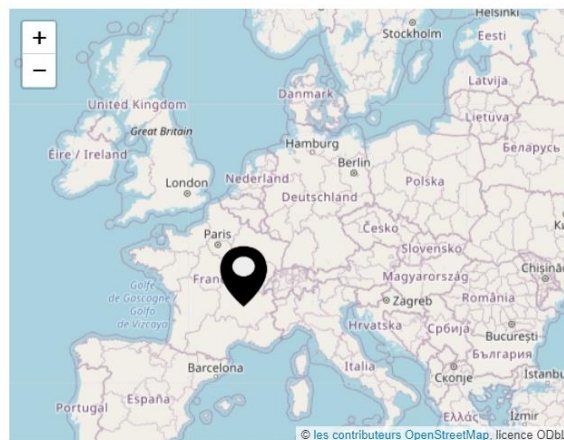
École - Public

Académie de Lyon
Zone A
198 élèves

✓ ULIS

Coordonnées :
104 RUE DE LA MONTAT - 42100 ST ETIENNE

Tél. : 0477254338
Email : ce.0421793W@ac-lyon.fr



Signaler une inexactitude au niveau de la fiche



[Click here to view the promotional video of Montat Verrerie school](#)

To know more about the SPISEY project, visit the website
<https://spisey.southdenmark.eu/>