

Supporting Practices for Inclusive Schooling & Education for the Youth  
“SPISEY”

# How to apply the European Inclusion Compass in the process of creating inclusive schools - an introduction

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## The purpose of the project and who is behind it

The European Inclusion Compass (EIC) has been developed through a European collaboration within an ERASMUS + 3 project called SPISEY.

Partners from Denmark, Finland, United Kingdom, France and Spain have joined intellectual forces, and have built this process tool, with the main objective to assist school management in facilitating the creation of inclusive schooling and education of children and young people aka 'Supporting Practices for Inclusive Schooling and Education for the Youth'



## What we are talking about when we are talking about inclusion

With the Salamanca Statement (1994) and The Convention on the Rights of Persons with Disabilities (2007), inclusion has become a central concept in the approach to children and young people by national and local authorities all over Europe.

After the Salamanca Statement was endorsed by several European countries in 1994 the perspective slowly started shifting from using the concept of *integration* to *inclusion* and today inclusion is focused on encompassing all children and youth in school and education



# The general idea behind the Salamanca Statement

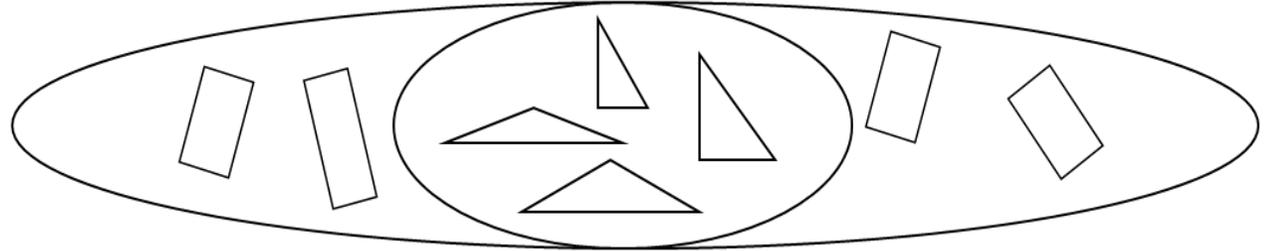
The concept of inclusion, as stated in the Statement endorsed in Salamanca, defines:

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

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## Integration

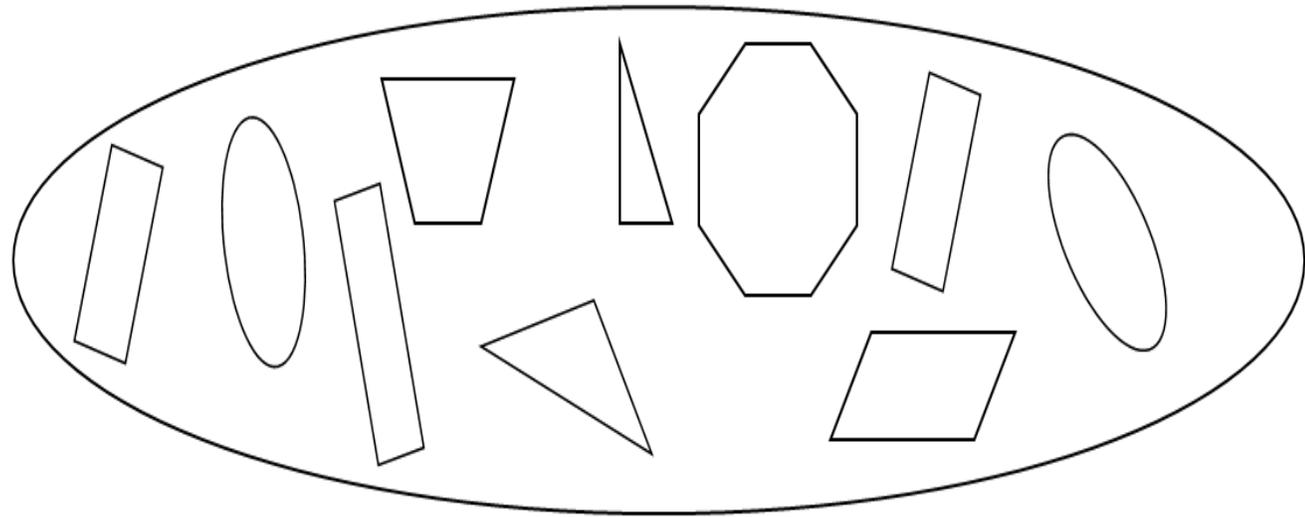


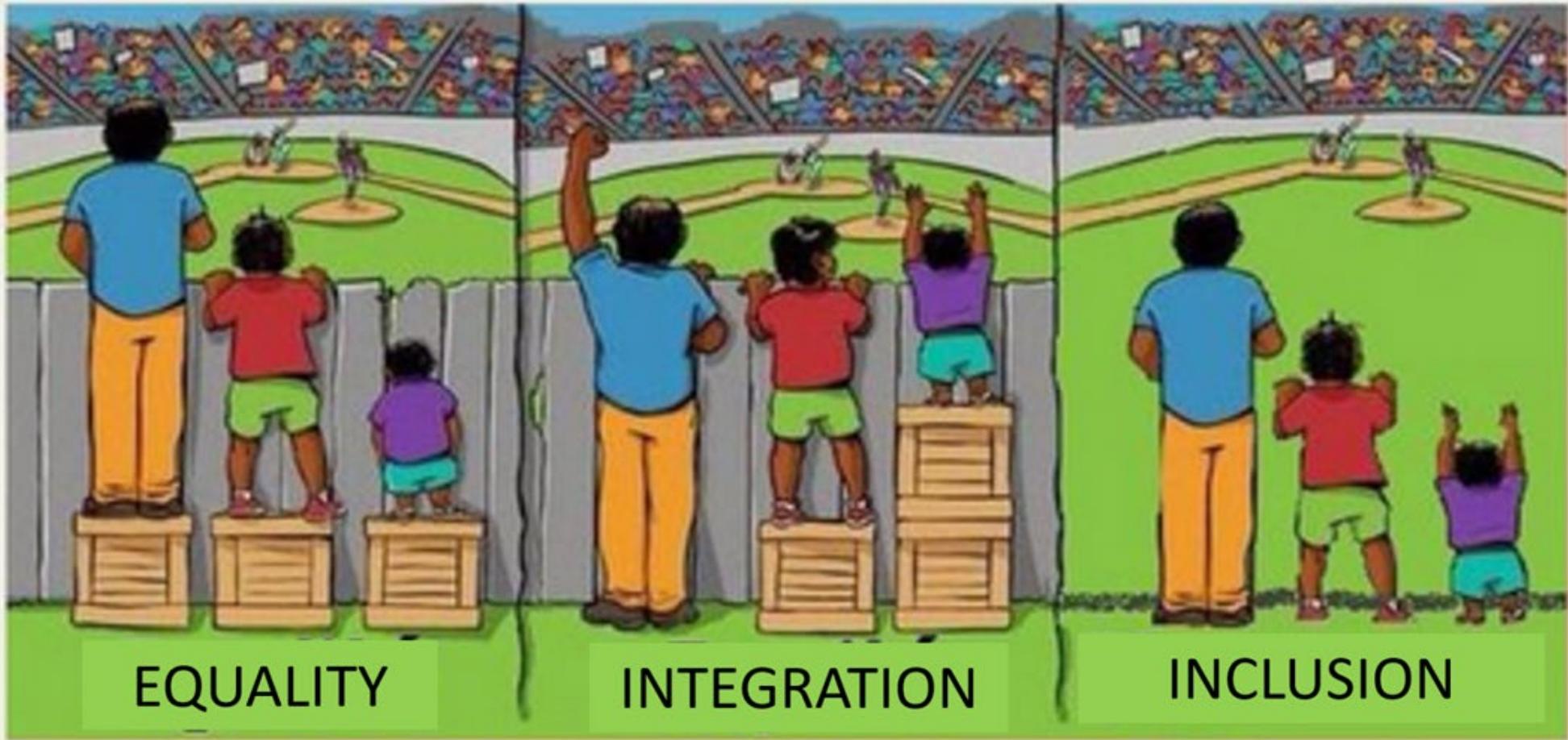
... to *Inclusion*.

When the inclusive community is mentioned, it usually means that everyone has the right to participate in the community as citizens;

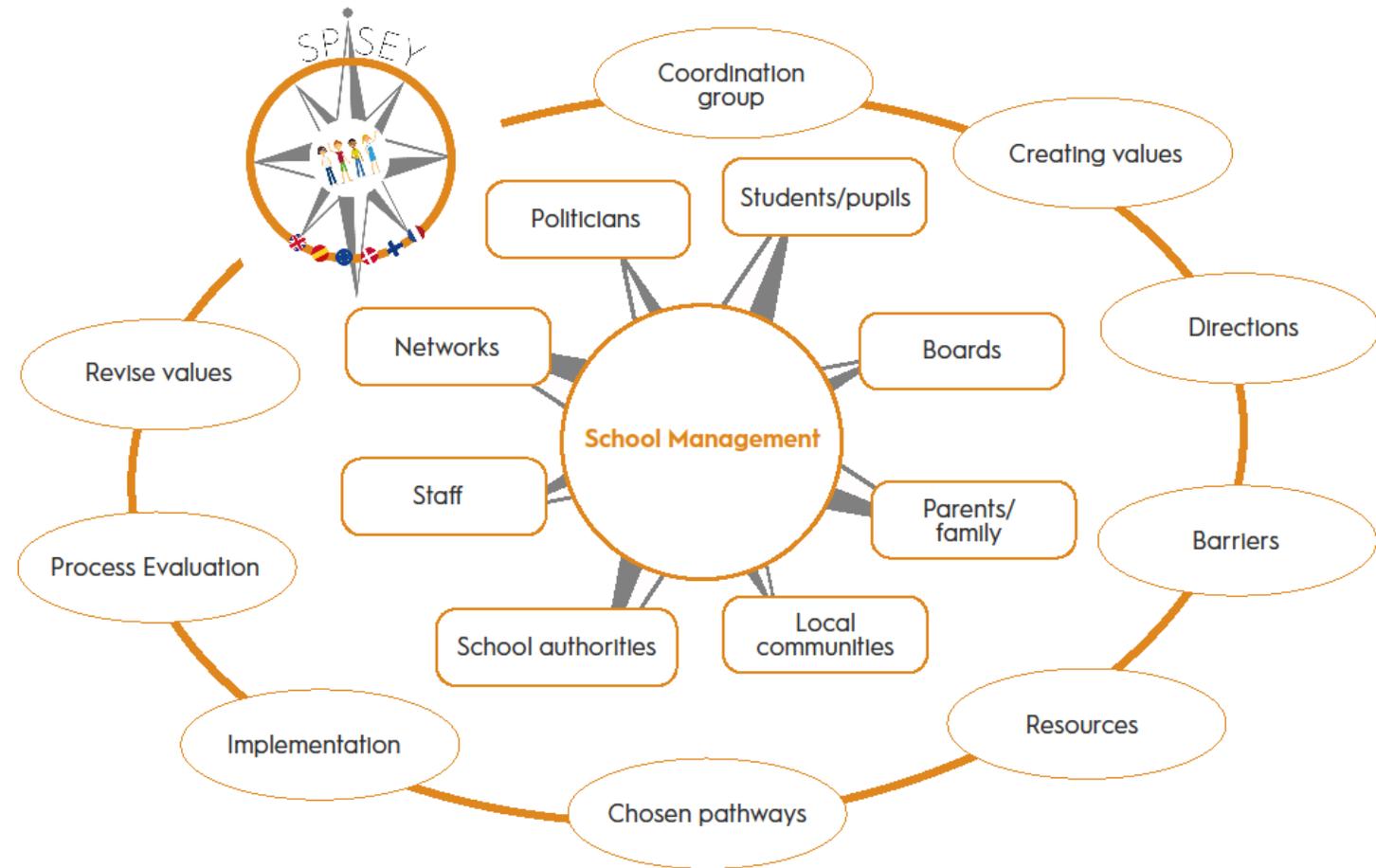
Talk about the inclusive school often refers to the right of all children to participate in the general community of the school - even if their schooling takes place in special groups, classes or institutions.

# Inclusion





# The European Inclusion Compass (EIC)



# The philosophy, believes and theories behind The European Inclusion Compass (EIC)

In The European Inclusive Compass, inclusion should be understood as the opportunity for everyone to participate in the school community.

When inclusion is coupled with participation and learning, it becomes a key pedagogical concept with crucial significance for all school activities.

Inclusion should not be regarded as a method, but rather as *a mindset which represents certain perspectives* on the relationship between the child or anyone else and the social sphere and structural environments surrounding the individual or group of persons.

This understanding of inclusion is a movement away from an individual-oriented approach focused on fault-finding and towards a more social-oriented approach focused on the resources in the child's environment.



# For whom and how is the inclusion compass usable for?

Inclusive education is a process that involves the transformation of schools to cater for all children and young people, and as such very much a management process that requires both leadership, collaboration, planning and coordination across internal as well as external stakeholders

*In support of this the Inclusion Compass is:*

- a process tool, with the main objective to assist school management in facilitating the creation of inclusive schooling and education of children and young people.
- developed as an innovative, strategic and inclusive leadership model designed to help school leaders, teachers, and other educational staff and NGOs to foster and sustain inclusive practice communities.



## How has The European Inclusion Compass been developed

The development of the compass takes its starting point in a Danish Inclusion Compass that was developed in 2013 for the Danish School Manager Association. The development of the Danish Inclusion compass into The European Inclusion compass consists of three main development phases, which are the following;

- Needs analysis
- Development phase
- Testing phase and fine-tuning

To ensure that The European Inclusion Compass is based on specific needs expressed by the target group and is applicable within the EU, all three phases have been tested in each of the five partner countries: Denmark, Finland, France, Spain and United Kingdom



# Circles in The European Inclusion Compass

The European Inclusion Compass is composed of three circles

1. The circle in the center (Circle 1) is positioned by ***school management*** and/or school leader. This central position for school management is due to the fact, that The European Inclusion Compass is designed as a management tool meant to support any leadership in the process of developing an inclusive school or education by guiding various ***stakeholders*** (Circle 2) through a variety of ***organizational processes*** (Circle 3)
2. The surrounding next circle (Circle 2) designates eight groups or persons of stakeholders all relevant in the process on creating, developing and maintaining inclusive practices. Remember, that the number of stakeholders will be different from school to school or from case to case and hence any process applying The European Inclusion Compass must be trimmed according to which relevant local stakeholders should be involved



## ... continued: circles in The European Inclusion Compass

3. The outer circle (Circle 3) is the third component of The European Inclusion Compass, and this circle is an instruction for how to work within a process of nine phases and important 'stations' in the process of organizational change

- setting up a ***coordinating group***
- revision of existing ***values***
- decision on further ***direction***
- investigating ***dilemmas and barriers***
- clarifying present, not present and needed ***resources***
- deciding on what is going to be the ***chosen pathways***
- taking care of practice in the process of ***implementation***
- carrying through the ***process evaluation***
- revising existing- and perhaps choosing ***new values***



## How to work with the compass

First and foremost, the school, the education or the institution have to decide whether they will use an internal facilitator (e.g. a school leader or another leader) or more optimal use an external facilitator (e.g. a consultant) to oversee the processes in the organizational change as proposed in the nine phases or 'stations' in the inclusion compass.

Whether the institution decides to choose an internal or external facilitator, the task is to guide all participants through the processes. This is done based on the knowledge underlying the compass as shown in the documents '**The Background Paper**' and '**The Management Paper**' and by using tools presented in the '**Toolbox**', as well as using inspiration and guidance from the '**Good Practice Stories**' presented on the internet platform for The European Inclusion Compass (See below for link)



## Being a facilitator; what does that mean?

Remember, being a facilitator is not the same as being a school manager or a teacher. The facilitator is more likely to be regarded as the resource from outside of the organization. A kind of a 'neutral' resource who has to ensure that the stakeholders becomes involved in the development of the inclusive school and that they all will contribute with their own knowledge and experience to promote the local anchorage. So that the stakeholders and the participants all get a mutual understanding of the values chosen as the basis for inclusion in the local community of practice.

The facilitator must also ensure that conscious and justified choices are made as to which of the possible stakeholders the school will designate, which ones they will involve in the development and thus also naturally be represented in the coordination group. It is important that the facilitator guides the participants and stakeholders through all phases of the process.



# THE EUROPEAN INCLUSION COMPASS (EIC)

Please visit the EIC Website where you can find all relevant material for start and support working with the European Inclusion Compass and to be inspired to change your school into a more inclusive school

<https://spisey.southdenmark.eu/>

