



HOW DO YOU PLANT THE LETTUCE? THAT IS THE QUESTION HERE

INCLUSIVE EDUCATION FOR PEOPLE WITH AND
WITHOUT SPECIAL NEEDS

MANUAL WITH EXAMPLES FROM THE TRAINING MEETINGS AT
WEIDE HARDEBEK (DE), LOIDHOLDHOF (AT) AND URTICA DE
VIJFSPRONG (NL)



Co-funded by the
Erasmus+ Programme
of the European Union



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INCLUSIVE EDUCATION FOR PEOPLE WITH AND WITHOUT SPECIAL NEEDS Manual with examples from the training meetings at Weide Hardebek (DE), Loidholdhof (AT) and Urtica De Vijfsprong (NL)

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Downloadable in English, German, Dutch and Portuguese from the project website:

<https://inclutrain.eu/inclutrain-connect/>

For reasons of readability, the masculine form of language is predominantly used here for personal nouns and pronouns. However, this does not mean that the female gender is disadvantaged, but should be understood as gender-neutral in the sense of linguistic simplification.

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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1. INTRODUCTION

1.1 Inclutrain

Inclutrain is a fusion of the terms inclusion and training. It means inclusive training - the training process is designed to meet the idea of inclusion. The EU co-funded Inclutrain project¹ is about person-centred vocational training for people with special needs. The methodical basis for this manual was developed in the Inclutrain project. The farm communities involved were: Weide-Hardebek (DE), Loidholdhof (AT) Urtica De Vijfsprong (NL). Supporting partners were Merckens Development Support and the Bundesverband Deutscher Berufsausbilder e.V. (DE) and Albert de Vries 'Onderzoek in eigen werk' (NL). Inclusive trainings took place as part of the project. Examples from these trainings are included in this manual. The follow-up project is called 'Inclutrain connect' and the focus in this second project is on exchange and cooperation between farm communities. In addition to the project partners from the previous project, two new farm communities have joined: Heimstätte Birkenhof (AT) and Casa de Santa Isabel (P). This manual will be used as an accompanying material during the planned training activities at the participating farm communities.

This manual is intended to accompany the practical training process and it will become understandable through application. It can be a support for all those who are looking for new approaches and methods to inclusive, person-centred vocational training for people with and without special needs. The Inclutrain project focused on job coaches. Large parts of this manual are also applicable to residential supervisors, or others who want to support and supervise learning and development.

1.2 Inclusion

What is special and innovative about the approach to vocational education presented here² is that it is truly inclusive - i.e. person-centred and individual. Any group classification distinguishes people on the basis of certain characteristics (e.g. farmers, Moroccans, autistic people, women) and carries the risk of exclusion. Inclusive education is only possible if there is no principled division into groups.

The idea of inclusion and thus integration poses a particular challenge in the current vocational education and training, because job profiles and the associated qualification profiles exclude many people with support needs from this education and training on the basis of formal training requirements.

In order to do justice to the idea of inclusion and thus the individual approach, it is not the profession but the person with all their abilities and limitations that is taken as the starting point of the Inclutrain programme. Which profession this leads to or which individual professional profiles will be newly developed is going to be a journey of discovery.

¹ For further information, please visit: www.inclutrain.eu

² This applies to both formal and informal VET. Where a person learns a skill in the context of lifelong learning, this is not limited to formal education.

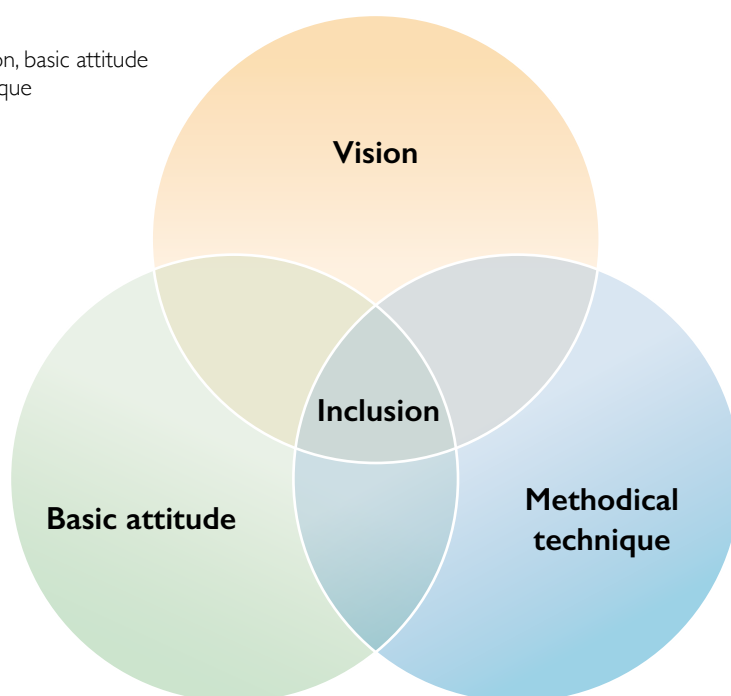
1.3 Steps towards inclusion

Based on the idea of diversity, quotas can be set: a company (above a certain size) must employ people with special needs. However, this does not automatically mean that these people are integrated into the company. This can only happen when each person is seen in their individual quality and attention is paid to what they can contribute to the whole, or how the whole can be developed further so that this person can make their contribution to it. Striving for inclusion therefore goes one step further than striving for diversity.

An important step would be if companies learned to look at the qualities and individuality of all their employees, not just the ones with special needs. This would ensure equality.

In the field of inclusion, much has already been achieved in terms of visions and basic attitudes. There are many people who think and feel in an inclusive way. For example, through attentive listening, inclusive togetherness can emerge. Attentive listening may seem like a methodical technique, but it is a basic attitude (recognisable by the word 'attentive'). The questions remain: How does one do this, attentive listening?

Figure 1: Inclusion: vision, basic attitude and methodical technique



Vision

- Every person - with their impulse - is seen as an individual.
- Every person contributes to a greater whole.
- Every person is integrated into this greater whole.

Basic attitude

- Person-centred approach. It starts from the individual instead of classifying people into groups.
- You work from the principle of equality.
- You work from the principle of reciprocity

Methodical technique

- Application of the HOW method, or methodical techniques of experiential learning.
- Biographical advice.
- ...

What is it really, attentive listening? What would it look like if 80% of communication were non-verbal? Inclusive methodical technique where alignment with the individual and recognition of the individual is included is rare.

Unfortunately, inclusive methodical techniques are rarely made visible. The people who use inclusive techniques already face a paradigm shift but do not yet have the words to express it.

Inclusion arises when there is a coherent whole of vision, basic attitude and methodical technique.

1.4 Vision, basic attitude and methodical technique³

With the working methods developed here, you move as a professional trainer, learning facilitator, work supervisor or coach simultaneously in three areas:

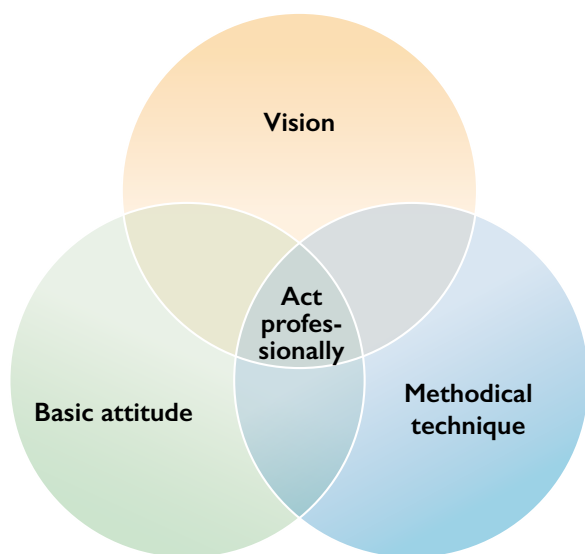
1. The level of vision: You have certain ideas about your professional future, about what you will be doing concretely in five or ten years' time when your ideal has been realised and has become commonplace: in other words, about what you contribute to a greater whole with your profession.
2. The level of basic attitude: You use certain values, principles and ways of working.
3. The level of methodical technique: You use certain methodical techniques that are typical for your profession. You know when you can or should use one or another methodical technique.

All three areas are integrated into professional action. Based on your vision and your basic attitude, you know when to use the methodical techniques and where to deviate from them.

Example:

An organic farmer has a vision that in five or ten years all his seeds will be of organic origin and from the farm's region. This means that the gardener himself propagates seeds of one or more crops for himself and his closest colleagues. Training someone in their profession as an organic gardener therefore means not only teaching the distance between rows of lettuce, but also how to propagate lettuce seeds. This makes your own profession more interesting and also offers the learner a greater variety of possibilities.

³ Modified based on the dissertation by Albert de Vries (2004): Cultivating Experiential Learning. Exploring one's own work. Eburon.



Vision

- As a professional you have a vision of how you can contribute to society.
- This vision places your professional action in a social context. A context that is constantly evolving. The vision also describes your contribution for the future.

Basic attitude

- As a professional, you have a characteristic way of working - also called methodology or principles. This way of working expresses your values that are part of the vision.

Methodical technique

- As a professional, you use certain methodical techniques that are typical for your profession and you know when one or another technique can or should be used.

Figure 2: Acting professionally: Vision, basic attitude and methodical technique.



Image 2-4: The interplay of vision, basic posture and methodical technique when leading and moving along with horses.

1.5. Application of the manual

In the spirit of inclusion, this handbook advocates an individual approach to the person, to the learning materials and learning spaces. You can further develop this manual according to your situation.

A manual for individual educational measures is never finished, because new experiences are always being made. That is not a shortcoming, it is just part of the process. By experiencing it with other people, together you will develop it further. And everyone has the possibility to integrate it in their own way.

So feel free to copy what you need from this manual (please mention the source) and add what you would like to fitting to your situation (please state what you have modified) ⁴.

The material that is the basis for this manual is published on the website: www.inclutrain.eu. There you will also find the worksheets for the HOW-method.

⁴ If you need a Word document for your extension of the manual, please contact us: info@academievoorervarendleren.nl.

2. THE IMPULSE TO ACT⁵

The characteristic, individual impulse is evident in the way someone acts. This individual impulse is specific to each person. It is a trait that shows itself in all abilities. You want to act in this way and at the same time be encouraged and supported to do so.

An example⁶:

The workshop leader Johannes knows that Ella, who does not speak, can react aggressively. However, he interprets Ella's moaning and grumbling at the end of the coffee break not as one of her aggressive moods, but as her initiative to get her fellow bakers back to work. Instead of sending her out with her disruptive behaviour, Johannes says, 'Ella thinks we should get back to work.' Ella's joyful reaction shows that Johannes has interpreted her behaviour correctly.

Johannes saw that Ella wanted to express something with her apparent aggression. He also saw that Ella was actually engaging constructively in his work as a work supervisor.

Johannes kept trying to guess and put into words what Ella wanted to say but could not. He kept this up for years. Eventually, Ella began to speak and she was able to stand in for Johannes in certain situations as head of the bakery.

When someone wants to do something but cannot do it (yet), the implicit request is: 'Help me to become competent in what I want to do. Teach me to act in such a way that I can achieve the intended effect'.

Johannes expressed what Ella herself could not say, but always wanted to say. He supported her in turning her will into reality. He said yes to her engagement.

If Johannes had reacted negatively to her behaviour, he would probably have said: 'Ella, it's too crowded for you here. Go out into the hall and calm down'. Then he would have rejected her disruptive behaviour and engagement. Ella would have been standing alone in the hallway with nothing to do, even though she would have preferred to ask the others to work. She would have experienced something was being expected of her without knowing what that could have been. Ella would have been sent into an environment to which she has no connection. All this would have provoked resistance and even more restlessness in her.

In any behaviour - no matter how disturbing or misunderstood - an initiative is shown. We call the motive underlying Ella's grumbling, which is constructively expressed through Johannes's affirmation, the impulse to act. We describe Ella's impulse to act with two verbs: *leading while handling*.

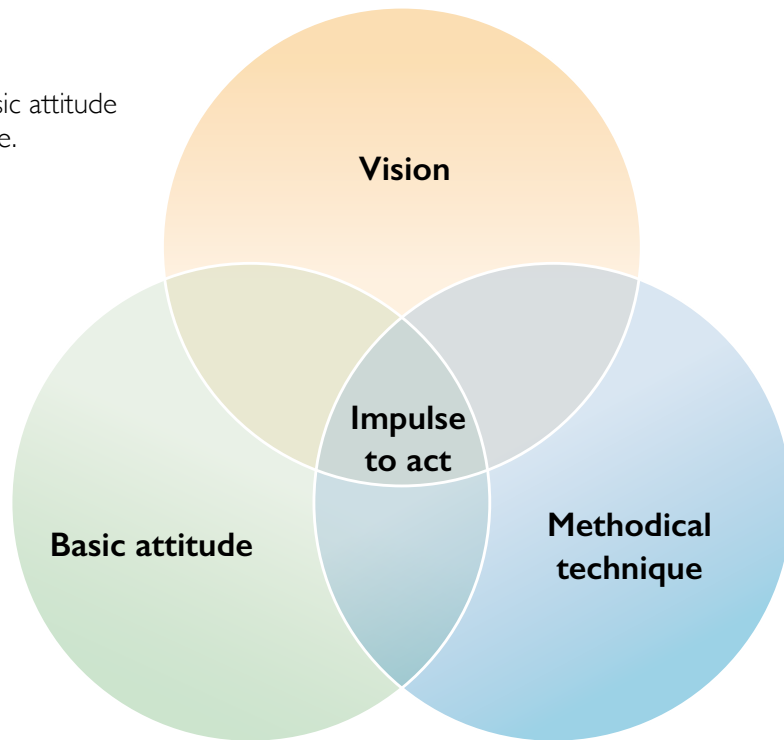
Having a certain impulse to act does not mean that you have mastered the how of this impulse to act. You strive to become capable in your impulse to act. When your way to act fits the situation, it becomes exciting, inspiring and contributes to the progress of the person and the situation. The better one succeeds

5 Modified from: Albert de Vries & Thijs Schiphorst (2013): 'Goh!' Onbegrepen gedrag. Bron van creativiteit (in English: Misunderstood behaviour: Source of creativity). Academy for Experiential Learning, Arnhem. (This publication is only available in English).

6 From one of the first 'research in one's own work' projects in social therapy: Johannes Krausen (1999): Leading conversations with people who cannot speak. See: www.academievoorervarendleren.nl

in expressing the impulse to act constructively, the better one will be able to use this ability positively in different situations. It requires courage and strength to stand up for one's own individuality and not to conform.

Figure 3:
The impulse to act: vision, basic attitude and methodological technique.



Vision

- Every person shows his impulse to act in how he does something.
- Every human being has his or her own, very personal impulse to act. As an infant, adolescent, adult or elderly person, the same impulse to act appears again and again - each time in a different form. Always connected to whatever is happening at that time and place.
- Every human being wants to become more capable in his impulse to act, in his direction of will.

Basic attitude

- I focus on the action and not on the emotions or the why. This strengthens the other person's initiative.
- I integrate the same impulse to act in different contexts. This leads to freedom.
- I link to a person's impulse to act, to the how of their actions. This promotes sustainability.

Methodical technique

- Describe the impulse to act with two verbs. These verbs should be seen as happening at the same time and not one after the other, not as cause and effect.
- Imagine this impulse to act with a profession or a professional situation.
- Always formulate the impulse to act positively and directed outwards - into the world, not towards the person him- or herself. Change the wording if necessary.
- Imagine aligning to an impulse to act in connection to an arbitrary what, in connection to a concrete situation: for example, going shopping with someone or setting the table. In doing so, you learn how to intuitively connect to a specific action impulse.
- The impulse to act is designed as a working hypothesis. Only when you work with it, will it become clear whether it helps you to see and connect with the other person in a new way. If it does not work, it is best to first explore with e.g. colleagues how you can better understand the words and what perspective those offer for your own actions. If you are still not getting anywhere, try or practise the procedures described in the following chapters again. Other words will appear that you can try again in the application.



Image 5-7: The way someone draws a red line also expresses their impulse to act (exercise under the guidance of Hannes Reichert at the Loidholdhof).

3. INTERMEZZO: INTUITIVE ACTION

In order to make a vocational training person-centred, an individual approach is needed, i.e. an approach that corresponds to the ,apprentice's' impulse to act. Centring on a person requires that no group classification is used as a starting point for training. It is about the individual encounter⁷. A fruitful encounter between ,teacher' and ,apprentice' occurs when the trainer is open to what comes to him from the individual and does not allow his own presuppositions to dominate. This requires intuitive action.

3.1. Intuition: Intuitive thinking, feeling and action

In general, intuition means immediate recognition or understanding of a fact, not due to reflection. Recognition means finding a concept to an object. You can recognise what it is and name it. You have a thinking intuition. Often people are not aware of such an intuition of thought because it comes naturally and is taken for granted. A similar principle is the moment you meet someone and don't immediately come up with their name. You know that it often doesn't help to keep thinking about it. It is better to think of something else and shortly afterwards the name will come to you. In these situations, you become aware of the intuitive nature of this process.

This directness also appears in intuitive action just as it does in intuitive thinking. Without any forethought, one does what is appropriate to the situation and/or what is fitting to this person.

In everyday language, the word intuition is often used for gut feeling. This indicates an intuition in sensations. It is a sign: caution, something special is going on here! If in this moment you are able to stop your traditional way of thinking and acting, a thinking or acting intuition can arise.

With your judgements (he always does ..., he is always ...) you form an intuition on an emotional level. The essential is hinted at and at the same time remains hidden under this sympathy or antipathy. By participating in the action indicated by the judgement, you take a step towards empathy. This reworking of the feeling intuition then helps to positive and constructive action (see chapter 7).

3.2. Acting intuitively: The art of not knowing

Characteristic for the intuitive action is that one joins the other without having a preconceived idea of this action. This intuitive action is in a way being driven by the environment or even the expected future.

Intuitive actions often occur in situations when you are feeling helpless or in despair. You want to achieve something but don't know what to do. Thinking about it does not help you. Nevertheless, you do something unexpected, something that has a positive effect. You are surprised by your own intuitive action, by your successful unexpected action.

The art of not knowing belongs precisely to intuitive action. Only then are there no presuppositions between you and the other person. This enables you to align to the other person and what this person is trying to do.

⁷ An individual approach to education does not necessarily require a one-to-one approach. An example from primary education, where everyone receives an equal and at the same time person-centred education, can be found in chapter 12.

Nevertheless, you are not unprepared. You have a full backpack of ideas, the contents of which are also used in intuitive actions. The effective contents of the backpack consist of experiences, skills, agile ideas and concepts. However, this backpack does not contain any fixed ideas.

In the moment of intuitive action, you are able to completely align with the other person, without losing yourself. You perceive where there is vitality, where there are starting points for movement. You use your ability to put yourself in the other person's shoes. With an intuitive action you say yes to the possibilities of the other person that you do not yet (fully) know or understand. This is the ability to accept the other person and to sense and feel their possibilities.

3.3. Example: Aligning intuitively to an apprentice as a learning guide

In the second, weekly meeting, Bernd still could not answer the question I had asked in the first meeting (What would you like to know and learn?). I wanted to continue the SPM intelligence test from the first meeting, but realised I had brought the wrong folder. It was the folder with teaching materials from the previous training sessions with other participants. I apologized and then said that I would now show him what he could learn. To begin with there were documents describing the formal contents of a training contract and the rights and duties of employer and employee. At this, Bernd very quickly turned away from the folder and - as at the first meeting - looked disinterestedly into a corner of the room. When I came to the pages with pictures and descriptions of vegetable plants, he reacted immediately at one picture and said: 'I know that, that's a radish. They taste very good.' Without thinking too much, I asked him questions about the colours, shapes and taste, which led to a short, lively conversation. Now Bernd himself leafed through the folder with interest, stopped at some plants he knew and told me everything he knew about them.

In this way, an intuitive action emerged. I gained insight into and access to what moves this student.

Looking back, I can see that a first learning moment took place here. My mistake of bringing the wrong folder led to the opening of a new learning space: Bernd, me and this folder. In this learning space I made a successful unexpected action, that is, an intuitive action: I showed Bernd what was in the folder and told him about it. Looking back, I can see that I was demonstrating something. This obviously aligned to Bernd's way of learning, to his impulse to act. My action - turning pages, showing pictures and explaining - can be characterised as *showing while telling*.

Bernd's impulse to act, which appeared right at the beginning, 'He looked disinterestedly into a corner of the room', I first interpreted negatively as disinterest. Objectively this behaviour can be described as turning away from or towards something else. If I perceive this as a positive activity from Bernd's perspective, if I put myself in his position, then it is: *considering while pointing*. I have actually been in the situation, briefly following his gaze into the corner of the room.

With my action, I intuitively aligned to Bernd's impulse to act and thus shaped the learning process in a person-centred way.

If one succeeds in aligning to an student's impulse to act (even if initially the behaviour is experienced as negatively), an encounter takes place on the level of action and further learning together becomes easier. The how of an apprentice, his way of acting, becomes immediately visible and can be used positively in the future.

4. THE HOW METHOD^{8 9}

The HOW method is a method to name the impulse to act and get ideas on how to align to a person and their impulse to act. It is a method to keep bridging the gap between you and the other person. Essentially, the HOW method consists of three methodical techniques¹⁰:

1. Designing while exploring (see Chapter 5),
2. Perceiving while empathising (see chapter 6) and
3. Naming while reflecting (see chapter 7).

With the first methodical technique, you try to think ahead to what your work might look like when you align. With the second methodical technique, you empathize with the misunderstood behaviour. With the third methodical technique, you look back at how you intuitively bridged the gap between yourself and the other in a successful, unexpected action.

With all three techniques you methodically create an inner space of empowerment. This space provides the conditions for the intuitive emergence of ideas and perspectives for action. In this way, an approach can be both intuitive and methodical.

Methodical technique	1. Designing while exploring	2. Perceiving while empathising	3. Naming while reflecting
Time direction	Designing the future	Experiencing the present	Contemplating the past
Intuition about	Creating a positive image	Perceiving the essence of someone's behaviour	Reflection on the successful unexpected action

It is important to link this way of working with the work on the development plan or the way you design an environment. The next four methodical techniques are variations of the first three.

4. Scenario research (see chapter 8)
5. Writing a portfolio (see chapter 9)
6. *Evaluating while Experiencing* (see chapter 10)
7. *Exploring while collaborating* (see chapter 11)

With the methodical techniques mentioned, you explore the disturbing or misunderstood from a positive basic attitude. The challenge of these methodical techniques is to endure the ignorance and thus the uncertainty for as long as possible. It is tempting to immediately start with the usual interpretations and preconceptions, such as 'this is how it is done' or 'this is how people with autism usually behave'.

⁸ The term, in Dutch HOE-method (explore the impulse to act while investigating) is used, The terms Experiential Learning and 'Exploration of one's own work' encompass this method.

⁹ Modified from: Albert de Vries & Thijs Schiphorst (2013): 'Goh!' Onbegrepen gedrag. Bron van creativiteit. Academy for Experiential Learning, Arnhem.

¹⁰ These are techniques that consist of concrete steps to follow and for which there are also worksheets.

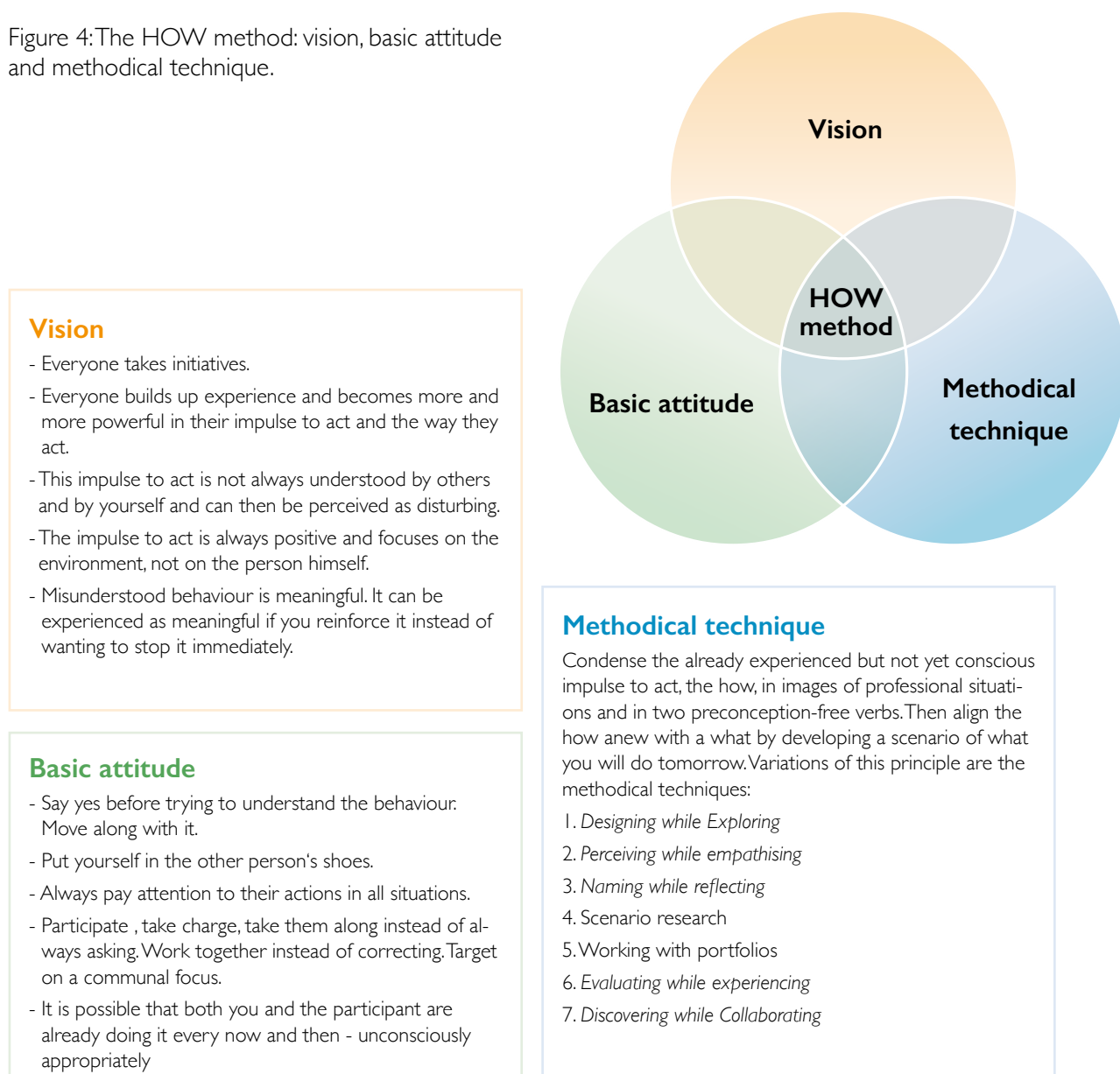
But this is exactly what you should avoid. Instead, a research activity is used so you don't get carried away by prejudices and habits of thought.

The next three chapters describe the steps of these methodical techniques. In each step, you take whatever comes to mind seriously and say yes to it, even if you do not immediately understand the content. As soon as something has come up, you move on to the next step. Understanding emerges in the subsequent steps and during the last step when you check whether the result inspires the work.

In these methodical techniques, the same skills are used again and again - just in a different way. These skills help to align to each other's impulse to act in daily life. The personal experiences and insights can be used to better communicate with your colleagues about what you did and why. Your intuitive actions thus become comprehensible to others. If you do not share them with your colleagues, a gap can develop between you and your colleagues.

The results of this research will help you to recognise when and how something has worked successfully. Without such research, successful unexpected actions remain a fluke.

Figure 4: The HOW method: vision, basic attitude and methodical technique.



5. DESIGNING WHILE EXPLORING

It is not easy to do the right thing when someone - like Ella in the example in chapter 2 - is of good will but unable to express their impulse to act positively and therefore appears aggressive. How to manage to not get irritated by the disturbing behaviour? How do you align with the other person's impulse to act?

One of the methodical techniques is to rethink this behaviour into positive images. You prepare yourself for intuitive action by thinking about possible scenarios.

Example:

Bart keeps asking

It is time for a cup of coffee. Jasper asks Bart to make some coffee for the group.

Bart: ,Does the filter have to go in first? Is that right? How much coffee do we need? Levelled spoonful's? How much water do we need to put in? This much? ,

Bart keeps asking every step of the way.

Jasper is amazed by all the things one can ask when doing something as simple as making coffee. It seems as if Bart has never made coffee before, although he has done it many times. Whatever Jasper says, it doesn't work. His anger grows and grows. Finally he says: ,You know all this already!'

Bart keeps asking questions. Always the same questions. He puts too much coffee in the filter. He pours the water next to the pot. Something so simple.

Am I going crazy, or is he? ,Bart, don't be silly, you've made coffee before. Don't fool me.'

Bart starts screaming.

Jasper tries to reach out to Bart, but does not succeed. Bart looks away, avoids Jasper.

In step 1 of the designing while exploring method, we assume that the disturbing behaviour of Bart -the ongoing questions-, is useful. So useful, that we want to reinforce it, instead of stopping it.

In step 2, you ask in which professional situation does it make sense to keep asking questions? For example: a researcher or journalist who interviews people and keeps asking what is hidden behind the answers. From the image of a profession it is understandable that you should reinforce the behaviour instead of stopping it. The moment you can envisage this, you will overcome your lack of understanding of the disturbing behaviour.

In step 3, you take two verbs that seem most meaningful: to interview and to interrogate. Two verbs that occur at the same time. This makes the impulse to act: *interviewing while interrogating*.

This impulse to act is always positive and directed outwards, into the world, not towards the person himself. If you cannot find two verbs quickly, you can transform a noun or an adjective into a verb. This can even be a verb that is not in the dictionary. The thus formulated impulse to act is interpreted as a working hypothesis.

In step 4, you create scenarios of how you can support this *interviewing while interrogating* in everyday situations. What situation will you encounter tomorrow and what can you do then to align to this impulse to act?

Tomorrow it will be Joost's job to make coffee. Joost has just joined our living group and still has a lot of practical things to learn. I ask Bart to help me teach Joost how to make coffee. Supported by Bart, Jasper starts a conversation with Joost to find out what he already knows and can do.

You now have an idea of how you can use Bart's quality in a future situation. Then in step 5 you can ask yourself if you have encountered this intention of Bart's before in the past and how you aligned to it already.

Some time ago there was a situation where Bart was very restless in his room, moaning and screaming. Jasper decided to offer to go tandem biking with him. Bart wanted to come along. Jasper took the tandem quickly out of the shed. But it took a while before Bart came out, screaming loudly. He stood close to Jasper and shouted loudly, 'What if I yell?'

Jasper replied calmly: 'Then you shout' - there is a moment of silence - 'Go sit on the back and let's cycle.

After about 300 metres, Bart sighed deeply and relaxed.

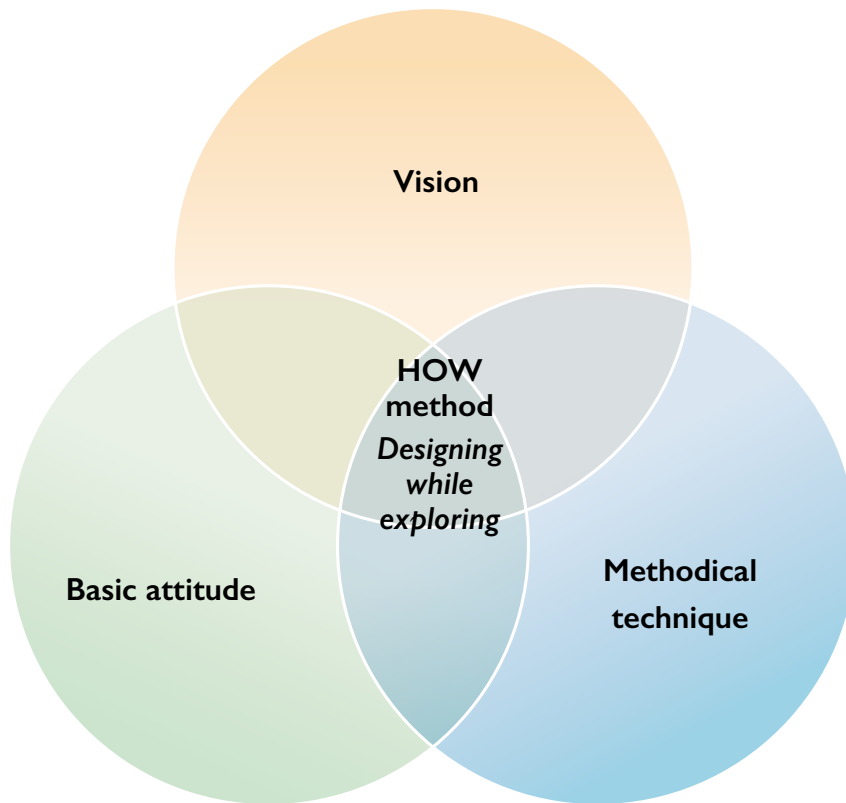
Jasper calmly answered Bart's question ('What if I yell?'). Intuitively, he experienced it as questioning (interviewing while interrogating) and not as a threat.

Now you discover that at the time you had already reacted unconsciously competently. This methodical technique helps to act in a consciously competent way. At first Jasper wanted Bart to stop questioning him. It drove Jasper crazy. The more Jasper tried to stop it, the more Bart continued. It had no positive effect at all. If Jasper were to use the designing while exploring, he would be able to stimulate questions! A complete reversal.

If you have already found an impulse to act for someone, you can take this as a starting point and continue with step 5. Basically you then create a plan of action, development or support. In this plan you can develop even more concretely what you are doing and what you expect the other person to go and do. Then you can also describe who will be involved in these actions and when the evaluation will take place. In this sense, plans of action only describe individual moments, but they are exemplary for future procedures¹¹.

¹¹ See 'Scenario Research', Chapter 8, as a way of working constructively with goals.

Figure 5: *Designing while exploring*: Vision, basic attitude and methodical technique.



Vision

- Everyone takes initiatives.
- Everyone builds up experience and becomes more and more powerful in their impulse to act and the way they act.
- This impulse to act is not always understood by others and by oneself and can then be perceived as disturbing.
- The impulse to act is always positive and focuses on the environment, not on the person himself.
- Misunderstood behaviour is meaningful. It can be experienced as meaningful if you reinforce it instead of wanting to stop it immediately.

Methodical technique

1. Describe in a concrete situation the misunderstood, disruptive behaviour.
2. Look for a professional situation - as an image, in which the misunderstood behaviour has meaning.
3. Take two verbs from the description of the actions in this professional situation. This is how you described the impulse to act. Two verbs that occur at the same time.
4. Imagine how you will align with this impulse to act in a situation you may encounter tomorrow.
5. Finally, you reflect on whether you have aligned to this impulse to act before.

Basic attitude

- Say yes before trying to understand the behaviour. Move along with it.
- Put yourself in the other person's shoes.
- Always pay attention to their actions in all situations.
- Participate, take charge, take them along instead of always asking. Work together instead of correcting. Target on a communal focus.
- It is possible that both you and the participant are already doing it every now and then - unconsciously appropriately

6. PERCEIVING WHILE EMPATHISING

In every action the how - the impulse to act - appears. This can be perceived in simply walking, but also in how someone sweeps leaves, peels onions, kneads dough, chops wood or thinks. Talking is also an action.

With the perceiving while empathising technique, you put yourself in the other person's shoes and you simply move along with him/her. You perceive the way the other person is performing as meaningful. You empathize purely with the actions, not to the feelings and emotions of the other person. You ignore any feelings of sympathy or antipathy, which will arise as a natural reaction to the other person. As of course, your own way of walking is normal to you, but you focus on the other person with a positive interest. You are open to experiencing what the other person is experiencing. This methodical technique also serves as preparation for intuitive action.

A case description by Simone and Miriam:

Simone remains annoyed

Simone is pretty full of something when Miriam picks her up from work and takes her home. Miriam notices that something has gone wrong with Simone at work today.

„Come on Simone, let's go home.“

Silence.

Miriam: „What went wrong at work?“

Simone grudgingly replies: „Nothing“.

Instead of taking the road home to the right, Simone turns left. So the two of them take a long detour. Miriam still doesn't know what went wrong. Miriam tries to imagine what it could be. Her thoughts are completely focused on Simone's work situation.

Again, right in front of the house, Simone takes the wrong path.

„Come on, we'll never get home like this“.

Simone starts to scream and shout. Simone looks angrily at Miriam. Miriam no longer knows what to do.

Miriam thinks: Simone should know the way home! How can she be so stupid! Miriam is stuck in her preconception of the other. How can Miriam see Simone's behaviour differently? How do you say yes and how do you align to her?

One way to do this is the following experiment. You will perceive someone from the inside out, moving exactly like the other person and consciously noticing and putting your perceptions into words. For example: you ask a participant to imitate how Simone walks and moves. Step 1 is to imitate this movement. You are looking for the potential of this movement. With the question in step 2: „In what professional situation is this movement seen as a quality?“ you are practising saying yes.

You stop imitating as soon as you have a picture of a job or a professional situation. Sometimes a few steps are enough. Stop after one minute at the latest. Trust that imitating the movement will automatically bring forward a professional image and accept this image even if you do not understand it.

With one of the participants, Anita, an image of a watchmaker pops up. This image is of course influenced by her personal experience. It is her image. By asking in step 3: 'What does your watchmaker do?' you can further condense the essence of the image into actions: 'He puts all the parts of the watch in the right place, with great precision.' These actions in turn are condensed into two verbs that occur at the same time *placing while fitting*.

Now these words are connected to the profession of watchmaking, but otherwise these words are still foreign, misunderstood. Miriam tries to see these words as normal and meaningful in her daily environment. Here and now at the table, for example. One of the participants demonstrates what comes into his mind thinking of these verbs (step 4):

When he pours a cup of tea for his neighbour: He puts the cup to the right so that the other person, if he is right-handed, can get a good grip on the cup. He puts the spoon behind the cup, with the handle also to the right.

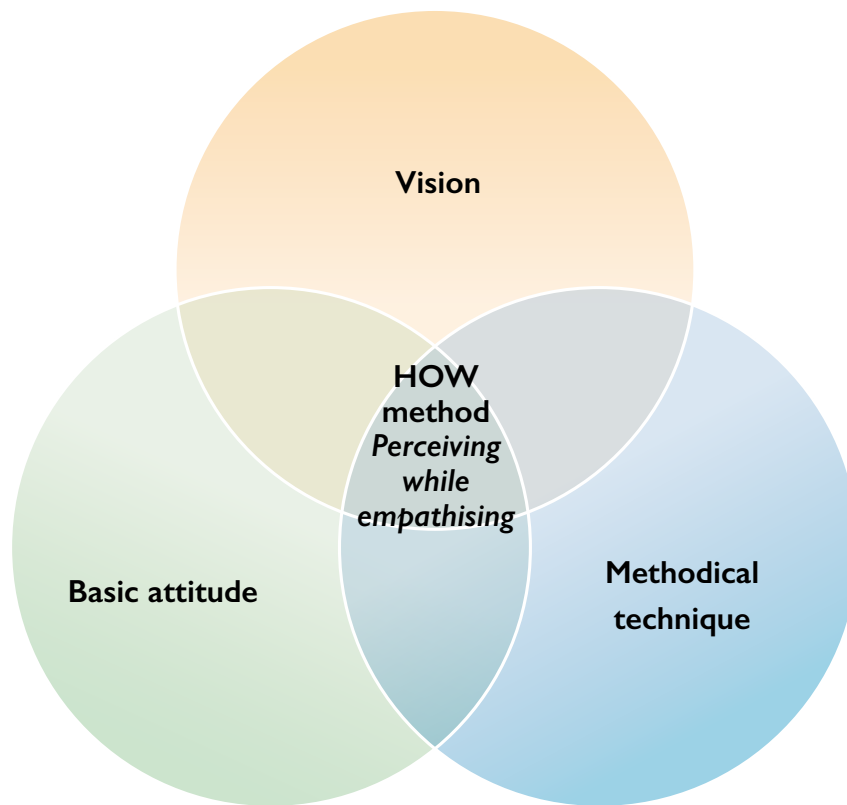
With the help of this intermediate step, Miriam can imagine in step 5 how she can align to Simone in certain situations:

Sometimes a chair remains unoccupied during a meal. Normally, as a caregiver, she lets people know that someone is not here for the day and that she will take that seat herself. In reality, of course, things go differently: A week later, a chair next to Simone has been left unoccupied. Before Miriam can say anything, Simone has already invited another resident to sit next to her.

Once you have figured out the quality of a person, you will recognise this quality in your daily encounters with that person much more often than you would expect. This is step 6.

The steps are taken as individually as possible. The results can be shared within the group.

Figure 6: *Perceiving while empathising*: Vision, basic attitude and methodological technique .



Vision

- Everyone takes initiatives.
- Everyone builds up experience and becomes more and more powerful in their impulse to act and the way they act.
- This impulse to act is not always understood by others and by yourself and can then be perceived as disturbing.
- The impulse to act is always positive and focuses on the environment, not on the person himself.
- Misunderstood behaviour is meaningful. It can be experienced as meaningful if you reinforce it instead of wanting to stop it immediately.

Basic attitude

- Say yes before trying to understand the behaviour. Move along with it.
- Put yourself in the other person's shoes.
- Always pay attention to their actions in all situations.
- Participate, take charge, take them along instead of always asking. Work together instead of correcting. Target on a communal focus.
- It is possible that both you and the participant are already doing it every now and then - unconsciously appropriately

Methodical technique

1. Put yourself in the other person's shoes and empathize. Move along with the movements and actions of the other person: You imitate from a positive interest: How does the other person do things? Notice within yourself what kind of dynamics you experience in this moment of imitation.
2. Describe your experience. Take the two most important verbs from this description.
3. In what professional situation would these verbs have a meaningful quality?
4. With this description of the two verbs and the professional situation, you have described the impulse to act. Put the word 'while' between the verbs, as they are occurring at the same time.
5. Imagine how you will align to this impulse to act in a situation you may encounter tomorrow.
6. Finally, you can look back and wonder whether you have aligned to this impulse to act before.



Images 8-10: Imitating how someone walks and how the experience of the impulse to act is expressed through a dynamic colour drawing.

After an afternoon workshop, some students of the additional training at the Annedore-Leber-Berufsbildungswerk Berlin (ALBBW) described their experiences with the method of perceiving while empathising as follows:

- ‚It’s amazing what can be discovered through this method‘.
- With the method „Perceiving while empathising“ it is possible to discover a lot about a person and to follow this through in the pedagogical work.

7. NAMING WHILE REFLECTING - EXPLORING THE SUCCESSFUL UNEXPECTED ACT

In the third methodical technique, *naming while reflecting*, you look back on a successful unexpected action, an intuitive action, and examine how your action aligned to the other person's impulse to act.

This methodical technique starts in step 1 with a concrete description of a successful unexpected action:

Karl looks

Karl stands at the edge of the institute's grounds. He overlooks the polders.

The caregiver Jochem is happy to have found him. Now it is his job to get Karl to return to the residence with him. In similar situations Karl can completely ignore him or others. And Jochem has a lot more to do. The search for Karl has already taken up extra time. Normally he would have called out: 'Hey Karl, come!'

But this time Jochem stands next to Karl and overlooks the polder with him. Then Jochem says intuitively what he sees: 'It seems as if the mills are turning slower than yesterday'.

Without further delay, they go home together.

How to investigate what was effective here? It's not something you can just ask Jochem. He acted intuitively, so he can't fall back on a conscious thought. Only in retrospect can both Jochem and we understand what was effective here.

In step 2 you focus on the action: the successful unexpected action, the intuitive action: *'I say intuitively what I see: It seems as if the mills ...'*. The actions of the caregiver are: *'looking while naming'*.

Nor can Karl be asked why this action was so effective. It is remarkable that Karl and Jochem go home in harmony after this action, they are on the move together: Apparently, Jochem has aligned to Karl's impulse to act. But what is it?

In step 3 we seek out Jochem's judgement of Karl in the narrative: *Karl can completely ignore you.*

You now try to interpret 'ignoring' positively (step 4). What does someone, who ignores, want? The best way to ask yourself this question is to look for a concrete, positive experience of ignoring in your own life. When did you ignore someone or something? Try to remember a concrete situation, i.e. at a certain time and place. Then describe the situation, but not how you resolved it. For example: *I was writing this text and was concentrating on finding the right words for what I wanted to express. The phone rang and I let it ring.*

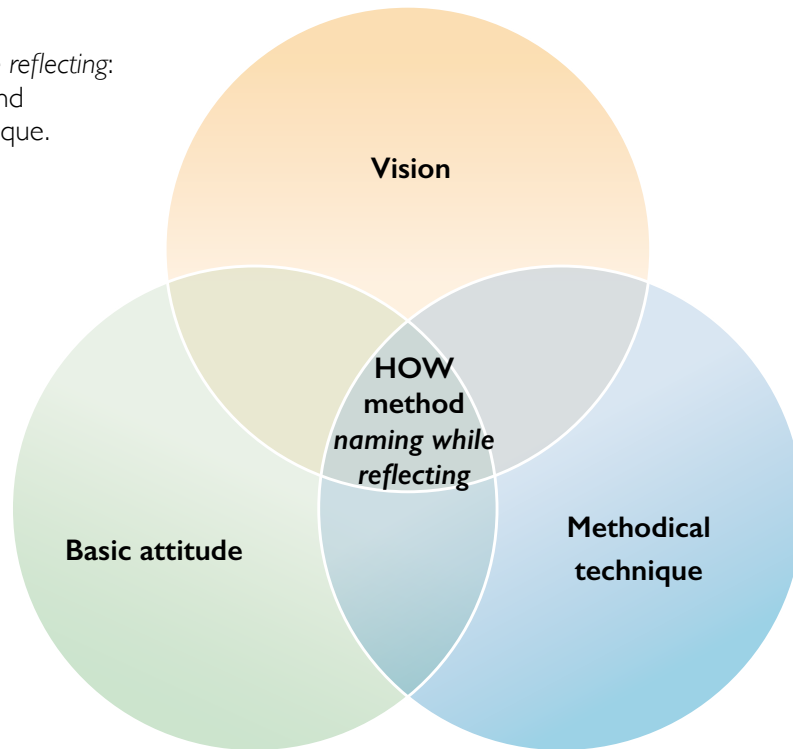
You can use two verbs to name what you did here: *concentrating while formulating*. As a working hypothesis, you now take these verbs as an expression of Karl's impulse to act, of the way he acts.

In step 5, try to discover how Jochem's actions aligned to Karl's impulse to act. And indeed *looking while naming* aligns to someone trying: *concentrating while formulating*.

Jochem's intuitive action has become comprehensible and you have an image of Karl's impulse to act. This will help you how to align and act in future when problem situations arise (Step 6):

Karl often visits the house of another residential group. He looks around a lot and the people who live there find this threatening. I tend to send Karl away. Now I see that I can help him by formulating what he sees and what we do. Even if I sit across from Karl, in my mind I can stand next to him and formulate what I see.

Figure 7: naming while reflecting: vision, basic attitude and methodological technique.



Vision

- Everyone takes initiatives.
- Everyone builds up experience and becomes more and more powerful in their impulse to act and the way they act.
- This impulse to act is not always understood by others and by yourself and can then be perceived as disturbing.
- The impulse to act is always positive and focuses on the environment, not on the person himself.
- Misunderstood behaviour is meaningful. It can be experienced as meaningful if you reinforce it instead of wanting to stop it immediately.

Basic attitude

- Say yes before trying to understand the behaviour. Move along with it.
- Put yourself in the other person's shoes.
- Always pay attention to their actions in all situations.
- Participate, take charge, take them along instead of always asking. Work together instead of correcting. Target on a communal focus.
- It is possible that both you and the participant are already doing it every now and then - unconsciously appropriately

Methodical technique

1. Describe a successful unexpected action.
2. Look at the unexpected action of the narrator; the trainer: Characterise this action with 2 verbs.
3. Describe the trainer's judgement of the apprentice.
4. Transform this judgement into 2 verbs by looking for this judgment in your own experience as an action in a concrete situation. Describe what you were trying to do at the time, what you wanted to do at the moment when the judgement fitted you. Take two verbs that appear from this experience and you have described the impulse to act. Two verbs that occur at the same time.
5. Observe how the narrator's (=trainer's) impulse to act (step 2) aligned to the apprentice's impulse to act (steps 3 and 4).
6. Imagine how you will align to this impulse to act in a situation you may encounter tomorrow.
7. Finally, you can look back and wonder whether you may have aligned to this impulse to act before.

8. SCENARIO RESEARCH

The last step of the methodical techniques is that you want to align to a person, their impulse to act, learn from the experience and prepare for the next situation. It is quite usual to formulate fixed goals. However, you want to keep open the possibility of intuitive action and not work rationally and systematically towards a goal with a plan that tells you step by step what to do. However, you can also formulate goals in such a way that they become scenarios. This will eliminate the contradiction between intuitive and rational action.

8.1. Vision as a scenario

You prepare yourself by imagining a vision as a realised situation. Imagine a situation after the moment you acted and looked back on it with satisfaction. No follow-up actions were necessary or possible. You thus create a scenario¹². You envisage in such a scenario what you and the other person have done within this context. If you imagine several scenarios, your preparation becomes even freer and you can respond to different situations intuitively, more often and more easily.

8.2. Production targets and development goals

First, a brief consideration of two types of goals that are often confused: production goals and development goals. For example, a production goal would be: *'We have an order to deliver ten boxes of lettuce to the shop every week.'* A development goal example: *'I would like to learn to ride a bike.'* Production goals are identical, repetitive goals. Whereas with a development goal, you reach the goal at a certain point and then you can set a new goal: *'I would like to learn to ride a bike, not only here on the premises but also on public roads.'* When it's about learning, you talk mainly of developmental goals.

8.3. Context of the goals

SMART is a method for formulating goals. The letters SMART stand for specific, measurable, acceptable, realistic, time-bound. Specific: Is the goal clear; Measurable: Under what (measurable, verifiable) circumstances can the goal be achieved; Acceptable: Are these goals acceptable to the target group and/or management; Realistic: Is the goal achievable; Time-bound: When will the goal be achieved?

A goal like: *'I would like to learn to ride a bike'* does not meet these standards. It is formulated far too abstractly, although some people already experience it as concrete. It becomes more concrete when the environment in which the goal is to be achieved is formulated: *'I would like to learn to cycle on our premises'*. It becomes even more concrete if one takes into account the time in which one expects to achieve the goal: *'I would like to learn to cycle on the grounds next week when we have holiday.'* The time given here is not an abstract time, but a concretely defined, tangible time: *'next week when we have holiday'*. It becomes even more concrete when the goal also describes the people involved: *'I want to learn to cycle on our terrain next week when we have holidays. I want my mentor to teach me.'* The 'I-person' has for example confidence in her mentor: *'I will surely succeed with him. Besides, he is fit enough to follow me.'* Finally, de-

¹² Inspired among others by Goal Attainment Scaling (GAS) and Rudolf Steiner (1909): Practical Development of Thought.

scribe the development goal in visionary terms, i.e. instead of 'I will', 'I can': *'By the end of next week, I can ride a bike on our grounds. This holiday week I can practise half an hour every day. My mentor, who had to run behind me at the beginning of the week, to help me steer and tell me how to brake, will smile at me at the end of the week from the side of the road.'* When a goal is described in such concrete terms, it is SMART. You have painted a scenario. A scenario in which the person with needs appears in relation to the teacher or carer and in relation to an environment. In this way, goals can be visionary, inviting and attractive. And in this way formulating goals according to the SMART rule can allow the necessary space for intuitive action in goal planning.

In each development plan, the general objective, 'The apprentice acquires positive experiences with his/her impulse to act' can be included.

When working on all goals, the following points should be taken into account as a matter of principle:

- The goals are formulated in a positive and action-oriented way.
- Working on a goal always takes place in the interaction between the trainer and the apprentice.
- Working towards a goal always happens in a concrete context, in a concrete situation.
- Working on a goal, in a concrete situation, is usually for just this once and can usually be achieved in the foreseeable future. Goals for six months are usually not SMART.

In the scenario you are not looking for a way to reach a goal, but you are looking at what will be realised at the time of reaching the goal. Such a vision of the future invites both the apprentice and the trainer to find individual, person-centred ways to reach this goal.

9. PORTFOLIO

The experiences made with the methodical techniques and their results can be written down in a portfolio. A portfolio consists of a selection of activities carried out. An example of a portfolio:

Portfolio Bernd

written by the work supervisor in conversation with Bernd:

A project I am proud took place last year in the horticulture sector. The gardener had grown three different varieties of lettuce. They were planted at four different times, each two weeks apart. He wanted to know which of these new varieties would do best in our growing system and how they would eventually perform in a tasting.

Every week I looked at the plants and described how they looked. I also took a photo for the gardener. Occasionally I looked at the plants together with him.

After six to eight weeks, the lettuce was harvested. I weighed all the varieties and described them.

It was interesting that one variety of the early planting date and another variety of the later planting date were the best. The third variety rotted too quickly.

Taste-wise, the two were judged well, although they were different. The first had a predominantly fresh, green taste. The latter was firmer and tastier.

I worked as a research assistant.

I really enjoyed this work. In addition to this work, which took maybe only half a day a week, I helped weed the fields.

When we started weeding in the morning, we first looked at the rows of vegetables together; we observed how the rows looked that we had weeded yesterday and then at the ones we were to weed today. We also counted how many rows we weeded yesterday and how many rows still need to be weeded.

My ability is to observe while comparing and judging (considering while pointing).

I work best when we look at things together. For example, by looking at examples of how it should be and also examples of how it shouldn't be. Also examples that show how something looks before work and how it should look after work.

Explaining alone doesn't work for me. If there is nothing to compare, I get lost quite quickly and jump from one topic to another. Then I may look very busy, but I don't get anything done..

*At the moment I am mainly interested in horticulture. Animals do not interest me. But it is very likely that if *considering while pointing* or *observing while comparing and judging* is needed elsewhere, I would like to get involved.*

Guide to writing a portfolio

1. The portfolio is written from the first-person perspective (I-form) and thus from the point of view of the person involved, even if it is written by or with the help of a supervisor:
2. Start off with one or more positive examples: *„A project I am proud of ...‘. Describe different situations where the same ability is visible..* These examples should be very concrete and easy to visualise.
3. Then one’s own quality, ability is described in verbs.
4. This is followed by a brief description of how the other person can align to this ability and what helps the I-person to become strong in their ability: *„I work best when you ... look at it with me‘.* The way in which the person can contribute to the totality of a task area or organisation becomes visible.
5. Finally, what doesn’t work is described: *„Explaining doesn’t work for me‘ and „If there is nothing to compare, I get lost quite quickly and jump from one topic to another‘.* When that happens the ability is not understood and the subsequent reactions will seem inappropriate, exaggerated, provocative or disruptive.

The examples can be collected in a workbook or a diary. From this material, the portfolio can be supplemented and renewed again and again.

A portfolio can complement or replace a traditional testimonial by representing the results of an educational pathway. A portfolio as the starting point of an interview provides a good basis for an individual encounter and thus for inclusion.

You may get inspired by portfolios similar to the ones used by art and craft schools to assess pupils for a future professional activity. Papers are not asked for here, at most a certificate of training or internship.

In other vocational training and when applying for a job, qualifications usually play an important role. But something is changing in this area. In the Netherlands, for example, experiments with ‘open hiring’ are being carried out (The Greystone Bakery, New York, USA; MamaLoes Goirle, NL), where people are hired on the basis of their motivation for a probationary period rather than on the basis of a degree or certificate. This experience shows that people can perform many tasks successfully even without prior training if they are trusted to do so, if their qualities and competence are seen. Such a relationship promotes inclusion.



Image 11-13: Writing a portfolio together.

10. EVALUATING WHILE EXPERIENCING

All the methodical techniques described in the previous chapters can also be used to discover your own impulse to act. But you can also invite others to help you. Another methodical technique for discovering your own impulse is evaluating while experiencing.

1. When looking back on an event, the question that relates to one's own impulse to act is: 'What touched me?' To answer this question, it is useful to be quiet for a moment and listen within yourself. You will sense where the decisive point lies for you. The answer to this question can only contain one or at the most two aspects. It can be something that touched you positively, but also something that woke you up to want to do things quite differently. For example, you will think of a moment in a meeting when you were moved by enthusiasm or irritation, when you participated and were fully involved.
2. If you do this more often and compare the results, you will see that certain aspects come up again and again.
3. Characterise these aspects with two verbs. Two verbs that occur at the same time. Your own impulse to act appears. It becomes visible where you were already (unconsciously) curiously active in your own work.
4. In preparation for a next task, you can imagine what your own input might look like if you take your own impulse to act seriously.

Evaluating means appreciating what is and what is not found useful or meaningful in relation to a task. The answer to the question: 'What touched you?' results not only in what was interesting but also in what was important to you.

In response to the frequently asked question: 'What did you think of it?' you do not select. To most things you have an immediate experience of sympathy or antipathy. From a certain distance, as a spectator, everyone has an opinion on almost everything. The answers remain superficial and do not help the group because the questions that concern people are not clearly formulated. If the question is nevertheless asked, keep asking more specifically: 'How does this bring us closer to our task?' Or: 'How does this prevent us from doing our work?'

The question that is often asked as a prelude to an evaluation: 'What happened? What did we do?' this makes you look inward from the outside, as a spectator. Even more distance is created here and you become active in a thinking perception - active in the retelling of events. You notice the gaps, the things you had completely forgotten. Or you hear how differently something was experienced by different participants. Remembering everything that happened is not an easy task. Ask the following question at the end of the evaluation: 'Is there a connection between what moved you and the whole process in the meeting? And how are the two aligned?'

This can be represented schematically as follows:

participant awareness	What touched you, moved you? 1 or 2 things, individual	
spectator awareness	What did you think of it? A lot of things, seemingly personal	What happened? What did we do? Everything, seemingly objective

11. EXPLORING WHILE COLLABORATING

11.1. Introduction

You use the methodical techniques described in chapters 4 to 10 when talking to colleagues and students. If this is done in the context of a training, it is usually clear that colleagues will help you to better understand the situation with the person you are discussing. They will give you tips based on their images and action verbs.

You form your own images and concepts. You inspire each other, but it is in no way necessary that the images and concepts should match 100 per cent. This is because the images and concepts are attempts to express what you experience in the individual process. These personal experiences themselves form the basis on which you can act intuitively in the given work situation.

If you use these methodical techniques as part of a team meeting, the same principles apply. Then it may be that a mentor or caregiver chooses the formulation of the impulse to act that appeals most to them. This is then included in the development plan. They may keep the collection of images of professions and verbs in the team meeting report. An agreement to act together in a certain way can be counter-productive in this context. But above all, share your intentions and your new experiences.

11.2. Comparison between exploring and traditional team meetings

The first example shows how, if your colleagues and the team leader are familiar with the methodical techniques described here, you can discuss misunderstood or disruptive behaviour of a person with special needs in a team meeting:

Karl does not want to come along - the misunderstood is explored

Peter: I want to talk about Karl. Last week there was a hopeless situation. This really needs to change

Team leader: Yes, I read it in your report. Karl had one of his moods again. You put up a brave fight.

Peter: Well, it was a horrible experience for me. Fortunately, help arrived quickly, but I felt powerless. It's like he's doing it on purpose. He ignores me. And the constant running away. Because of his autism, he knows exactly when it's time for dinner, and yet he runs away. I don't know if he's in the right place here anymore. Shouldn't he go to a closed ward? Shouldn't we call in an expert?

Team leader: Before we take any rigorous steps, perhaps we can first try to develop a better understanding of Karl's actions. Who has experienced a successful unexpected action with Karl?

Jochem: Me.

Jochem describes the case with the successful unexpected action 'Karl looks' (see chapter 7).

Team leader: We have already described Karl's impulse to act as concentrating while formulating and now we have described it as concentrating while formulating. This has something to do with wanting to stand still, wanting to come to the essence and then wanting to express this essence. In dealing with Karl, we can examine whether this formulating, this expressing aligns to Karl. Who has a situation where he was stuck and where we can try to imagine the development of the situation by aligning to Karl's impulse to act?

Anja: I see something right away: Karl often comes to the house of our group. He looks around a lot. The people who live there find this threatening. I tend to send Karl away. Now I see that I can help him by formulating what he sees and what we do. Even if I sit across from Karl, in my mind I can stand next to him and formulate what I see.

Team leader: Okay, fine! I suggest that we try to imagine another situation exactly like this at the next meeting. Let's especially record the successful actions in the daily reports so that we inspire each other.

All too often, such meetings turn out quite differently:

Karl does not want to leave - the problem is being tackled

Peter: I want to talk about Karl. Last week there was a hopeless situation. This really needs to change.

Team leader: Yes, I read it in your report. Karl had one of his moods again. You put up a brave fight.

Peter: Well, it was a horrible experience. Fortunately, help arrived quickly, but I felt powerless. It's like he's doing it on purpose. He ignores me. And the constant running away. Because of his autism, he knows exactly when it's time for dinner and yet he runs away. I don't know if he's in the right place here anymore. Shouldn't he go to a locked ward? Shouldn't we call in an expert?

Team leader: Yes, if this goes on, Karl will have to be transferred. We can't keep him here like this. But the closed ward is full now, let's see if we can find a solution ourselves for the time being. I think Karl, being autistic, has difficulty processing information. I just don't think Karl understands about mealtimes.

Team member: Yes, and it's important that we act in the same way towards Karl. Otherwise Karl will never understand.

Other team member: There is a pictogram board at the workshop where Karl works. I want to put up the pictogram for lunch so that it is clear to him that there will be food at 12.15 pm. We have to reward Karl when he is on time. If he is late or we have to look for him, then he doesn't get dessert.

Team leader: Is everyone in agreement? Okay, then we will all do it like this and evaluate next week.

The differences between an exploring and a traditional style of working together are listed here.

Exploring team meeting	Traditional team meeting
The misunderstood is questioned, empathised with	The misunderstood is being disregarded
Focused on a successful action	Focused on the problem
Focused on the actions	Focused on feelings
The known is explored	The known is assumed to be rigid
The client is fully accepted	The client is not accepted. If necessary, he is transferred
Expertise is sought from within the team	Expertise must come from outside
Each member of the team finds his or her own intervention depending on the situation.	All team members should (re)act in the same way
To help a client develop, the principle of alignment is used	To lead the client to the desired behaviour, punishment and reward is used as a principle
It is expected that by promoting the hidden quality the disturbing expression or action will disappear.	The disruptive behaviour is not allowed and must be stopped
Individual actions are discussed to inspire others	Democratically a general guideline is decided upon
A development process is being followed	The agreements are controlled

Through *collaborating while exploring* you will become more confident in dealing with people with special needs. It becomes more natural when you apply this working method not only to questions related to people with special needs, but to all issues in your team meeting. This means that you can always and anywhere practise saying yes, putting yourself in the other person's shoes and trying to align to them.

11.3. Exploring while collaborating in team meetings

Challenging, inspiring team meetings result from the basic attitude that you:

- actively align to the other person's point of view,
- accept that decisions are made individually, usually during work and often in an intuitive way,
- limit one-sided information during the team meeting as much as possible.

If you use the methodical technique then do this:

- An agenda item is closed when the contributor says they can now continue working on it themselves.
- At the beginning, when setting the agenda, clarify who is responsible for which item, how much time they want to spend on it and what they want to achieve:

- receive advice and support,
 - coordinate a planned activity,
 - inform each other or
 - to practise something together,
- During the meeting, the time is repeatedly addressed: *'We are now half way. We have 20 minutes left.'* This way everyone is focused on the time limit, relates to it, assesses how important it is to say something now or not at all. Usually the meeting then ends on time. You don't feel determined by long agendas, but you are in control of shaping it yourself. This has a vitalising effect.

A number of these points are explained in more detail below.

11.4. Creating and managing an agenda

An agenda item is not dealt with without the person who put it on the agenda. The contributor is considered to be responsible for the project as long as this feels correct, or it hasn't been passed on or closed. Because you want to focus on what is not understood, ask the person responsible for the project to say what questions they want answered or to describe the situation they have questions about.

This way, the team meeting only deals with matters that are actually relevant to one of the participants and not because they are on the agenda. Items on the agenda of a meeting that have not been dealt with are not automatically included in the next meeting. If the work processes are going well, the person responsible for the project will have long since moved on with his or her task.

When a colleague asks for help and the other colleagues look at the problem from his or her point of view and help instead of talking about the issue from their point of view, a collaborative experience can emerge. This experience can emerge when you take an individual person-centred approach in a team meeting.

11.5. Improve or object

For certain activities you are planning to do, you need and want to consult with your colleagues and hear what they have to say. It is best to consult your colleagues after the action has been explained: *'Does anyone have a suggestion for improvement or objections?'* Usually only one or two colleagues will answer. They should explain their objection and, if possible, make visible what and why something could be an alternative action. Only then can you deal with what the other people in the team meeting want.¹³

Usually, the question *'Does everyone agree?'* aims at reaching a joint decision. In practice, this takes a lot of thought and time. Moreover, it is often observed that a collective decision is not followed up. When you realise that most behavioural decisions are made individually and situationally, you have to accept that most decisions are made individually outside the team meeting, on the spot, at work. So you should not ask that general question: *'Do you all agree?'*

By aligning your own actions to those of your colleagues right from the start, you know the framework within which you can act.

¹³ You can also inform your colleagues by e-mail. But then you also need to set the date before which you want to be able to hear/read who has suggestions for improvement or objections. If a possible objection cannot be solved by e-mail and a conversation is necessary to move forward, this is an item for the next team meeting.

11.6. Tell what you have done and what you will do

Tell them what you have done and what you are going to do. This information is very important for your colleagues. Most daily activities have an impact on, or at least touch upon the work of others. If you talk about your intention, the others can listen, understand your concern and even help if necessary.

With this method of fine-tuning, outlined above, you should tell your colleagues afterwards what you ended up doing, how it differed from what you had planned, what impact it had and what you learned from it.

Information that is not generated by one's own activities is best communicated not in a team meeting, but e.g. by e-mail, post or direct conversation.

11.7. Atelier ¹⁴

If a team consists of six people, for example, it is often the custom to discuss everything together. But this quickly gives the discussion the weight of a decision-making meeting. Even in a small team

it is a good idea to work in part of the available time in even smaller groups on questions from colleagues. This group work does not necessarily have to be followed by a mutual presentation - only if it makes sense; and then only as an individual experience or discovery rather than a report on the group work. This reinforces the workshop/studio nature of the team meeting.



Image 14-15: We also practised exploring while collaborating in the Inclutrain project team.

¹⁴ Several people work at the same time in a studio on related yet individual themes or in small groups.

12. THE BASIC ATTITUDE OF LEARNING WHILE EXPERIENCING

You will adopt the basic attitude belonging to *learning while experiencing* when you apply the methodical techniques from chapters 4 to 11. These methodical techniques aim to formulate a person's impulse to act. You can then communicate about it - and that gives direction in seeking alignment to that person. Even without the idea of the impulse to act, you can align to someone. Take the principles of the basic attitude to heart.

12.1. Accepting the other

It is fundamental to accept the other, to say yes to him as he is. This basic attitude is based on the vision of inclusion: I cannot change the other person so that he or she fits into my world, but I can shape my basic attitude so that I can meet the other person as he or she is.

Saying yes means responding positively to the other person's behaviour, participating, supporting the behaviour without having to understand it in advance. So accept the limits of your own mind in order to understand the other person. Not understanding something is not an obstacle in doing the right thing. Or vice versa: It is not necessary to know and understand everything in order to do the right thing. By saying yes, by engaging with the other and going along, unforeseen possibilities come to light.

You open yourself to what wants to develop. You do not reduce the other person to their inability. You say yes, to the other person's intention. By saying yes, you create a new reality that you can understand afterwards. If you take the position of a bystander you observe and judge the other person from the outside, the non-competence shows itself. Attempts to correct or stop the problematic or misunderstood behaviour often leads to stagnation or negative reactions.

12.2. Embarking on an adventure

The basic attitude in this work is that you hold back rash prejudices and ideas without losing the initiative. In other words, you embark on an adventure. It is easy to say: 'You have to hold back your ideas'. But who can really do that? Get a new idea instead of staying in the old one. Say yes to what the other person does and is not understood, and don't settle into rejection or criticism. You can take this up as a methodical technique and practise it in improvisation theatre, for example.

It takes courage to act individually, intuitively to another person. Courage to do what you do not yet know. Courage to do something you cannot plan and that you cannot control. Courage to endure the discomfort of such a moment.

Experiential learning means above all to learn to experience. Learning from experience is too passive, too wait-and-see and refers to the past. Experiential learning means: to learn, to specifically look for experiences or even to produce them in order to learn something in an exploring way. Thus, experiential learning is positive and directed towards the future, which can be shaped by it.

12.3. Demonstrate instead of explain

If you don't want people to follow you blindly, you usually explain to them what needs to be done. When explaining, you often start from zero. You do not have to start from zero. Instead, give one or more possible examples of the end result. You demonstrate how you would go about it and/or you tell them of a concrete case study. You reinforce the idea that learning is allowed, that mistakes are allowed to be made, that people can ask for help. You set up a learning space (more about this later). Finally, you can ask: *„Do you need anything else to start and get into action?“*

Then you just go and give the other person the opportunity to do the same or to join in. If there are questions, you help - again by demonstrating a partial step or by giving them an example.

Example:

Planting fruit trees

A few weeks ago, the municipality approached our farm with the intention of creating an ecological orchard for nature conservation and for the citizens. A piece of land was available and the question was whether we could support them in the planning, implementation and later maintenance and care of this orchard. We agreed because we felt that this could be an exciting learning project.

With Inclutrain in mind and with the intention to rethink the topic of vocational training on our farm, we decided to design a prototypical learning space for planting trees based on the individual impulse to act.

A total of twelve participants took part in the planting activity. Initially, teams of two were formed: a work supervisor or project partner and a person with special needs. For almost all of them, the work was new. All participants were given the task of observing themselves and the others. How did they go about it? The six work supervisors or project partners were then given the task to find out whether and how they could align to other's individual impulse to act in the joint work and then report on it.

One participant: „The trainer is a forester by profession and has already planted thousands of trees. He is not aware of how he does it. And now he has to show how a fruit tree is planted during a demonstration. He established a relationship with the tree. How important is the root, the crown? Then he showed us step by step how he does all the actions of planting a fruit tree.“

Trainer: „Asking myself how I actually do what I have always done without thinking was a completely new experience for me.“

One participant: „At the demonstration, everything went very calmly, as if it was natural. This resulted in a sense of certainty of how it should be done when we planted the trees.“

Another participant: „I got very nervous during the demonstration. It took so long and we still had so many trees to plant before the frost made it impossible to continue. However, when we went to work after the demonstration I was surprised: everyone knew where to start and the work went quickly. The time spent showing us had been very worthwhile.“

Trainer: „With Clara, I experienced that it seemed natural for her to plant trees, which surprised me because I thought I knew her and hadn't thought she was capable of understanding instructions this way. There was no need for me to explain it again. She grabbed the right tools and it went well. I was amazed at how confident she was, as if she had done it many times before.“

In the past, when trees were planted on our farm, the approach was something like: The gardener planted the trees and the people with special needs were his ‚helpers‘. Depending on their talents, it was

their job to dig the planting holes, carry the trees, hold them while the gardener planted them, carry poles, drive them into the ground, tie the tree and put a tree basket to protect it from wild animals. No attention was paid to learning - neither by the person with special needs nor by the gardener himself. The task was to help plant the tree - nothing more, nothing less. This was generally not very satisfactory for all involved.

With the decision to design a learning space, the dynamics of the work task changed noticeably. The trainer wondered: *„How can I convey the idea of planting trees? How can I design the learning space so that the learners take action themselves and are not just helpers?“* The participants were confronted with: *„What awaits me there? Now I get to do it on my own, I can learn something, practise, it will be shown to me“*. The question of what and its pragmatic implementation was no longer central, but the question of 'how' aroused interest. Everyone was motivated and enthusiastic.



Image 16-18: Planting a fruit tree.

Another example:

Making a picture book

The teacher tells the children that they will have made their own picture book by the end of the next three weeks. Because she wants to see what is possible to do together with the children, she asks the children to choose their favourite picture book at home and take it to school the next day. The next day, all the picture books are looked at and the differences described. The children can now choose a book as a template for their own work, make a combination of different books or come up with something new themselves.

The children are asked how long it will take to assemble the picture book, how long it will take to draw or paint the pictures and how long it will take to write the story. With this plan, the children set to work with enthusiasm.

You have a concrete orientation during these three weeks. Of course, things will go different in reality . However, at the end of the three weeks, everyone had made a picture book.

The teacher creates a playing field with a foretaste of the expected end result. This indicates the context of the work. For this work the children themselves know where their starting point lies. One likes to draw colourful pictures, the other likes to write his story in lyrical form, the third is particularly interested in making a book with fold-out pages.

With this preliminary presentation of all kinds of picture books collected by the children, a kind of vision is presented of what the outcome could look like at the end of the three weeks. By showing numerous possible outcomes, you create a rich, diverse experiential opportunity from which everyone (perceives) what appeals to them. You look at the different picture books with the children and describe them. You do not analyse what is the best way to make a picture book, but encourage the children to do it in their own way. As a teacher in a school class, you can be surprised by what children discover, things you hadn't even noticed yourself.

Children not only have their own goals, but also their own pace and approach. One will start immediately and then redo it three times because it wasn't quite right after all. Another will think about it for three days and then start. And another will suddenly speed up in the last three days when the end draws near.

Together with the children you estimate how long each step will take, starting with the end point and then back - so that the children stay connected to the whole process at all times. You do not explain everything step by step, because then the children will become dependent on you and wait for the next explanation after each step.

In this example, it becomes clear that by displaying the picture books together, such a wide variety of books is shown that everyone can find their own way within the framework set by the teacher. In this way, everyone, with their own individuality, is accepted inclusively.

12.4. The common third point at action level

You don't pay attention to the other person and yourself, but to something outside yourself and the other person- this can be a case, an expectation, an action, something that is close to the other person. It is called the third point. This is what you can focus on together. You meet in a joint action or attention. Intuitive action can take place in this space.

You meet on an emotional level when you ask: *'Would you like that' or 'Is that bad for you?'*

You meet on a rational level when you ask: *'Do you agree? Do you understand it?'* or: *'What do you think of the idea?'* The emotional level is also addressed here.

When you meet at the level of action, no discussion is necessary,

Schematically, the different levels of encounter can be represented as follows:

That's a good idea!
Do you understand it?



**Encounter on
Rational level**

**Would you like that
too?**



**Encounter on
Emotional level**

Look!
I'll join in!



**Encounter on
Action level**

12.5. Exploring while advocating

Do not focus on the other person by asking questions or giving orders. Draw attention to a third point: the actions, and be surprised by how the other person views this point and what he can contribute to a potential activity. The scenario could then look like this:

,I'm going to have tea. Anyone who wants to come and have a drink is welcome!'

In a way, one sets a framework, limits the playing field and sets out on an adventure. In this sentence, an invitation is given, and at the same time the sentence includes questions about who is coming along and what they want to drink. This is a third way of asking questions besides the open and closed questions.

	Example sentences	Character question	Answer options	Situation in which it is appropriate
Closed questions	<i>,There is tea, would you like some tea?' Or simply: ',Would you like some tea?'</i>	fixed frame	yes / no, or only one correct answer	if you require an instruction
Open questions	<i>,What would you like to drink?' or even more open: ',What would you like?'</i>	Without frame	everything is correct	when creating a mind map
Exploring while advocating	<i>,It's tea time. I'm going to have tea. Anyone who wants to come for tea or anything else is welcome.'</i>	open frame	case-oriented, Exploring together, viewing together	in a scenario study

A closed question like *,Would you like tea?'* can be quickly answered by yes or no. A question like this leaves little room and is easy to answer based on habits. There is no reason to think about it and the answer gives little information about the actual needs.

With an open question like *,What do you want?'*, the other person often does not know what to answer. There is a danger that the other person will get lost. One then answers at random or, after some hesitation, reveals something of one's primary needs, e.g. *,I want an ice cream'*. The other person can also come up with something abstract, like *,I want to be happy'* or *,I want to be a racing driver'*. Usually, when choosing between open and closed questions, the open questions are preferred. With open questions there is an expectation that the other person will be able to express their own ideas or opinions. However, the danger is that this expectation cannot be met by the other person. Thus, the essence of that person doesn't appear.

Both closed and open questions can sooner or later lead to the questions: *,What does the other person want from me?'* *,What does the other person want anyway?'* The interviewee is in the dark ¹⁵. He can start thinking about the reason why the other person wants to know something and then give him an appropriate and desired answer.

The transcendence of closed and open questions is *exploring while advocating*. You have created a concrete scenario in the present and invited others to co-create the reality.

Your own activity or an activity that will soon be realised is put out in the room without putting pressure on the other person to give a suitable answer. Only what happens or can happen in the situation is shown or positioned. Suggestions are made that the other person can use as a guideline. Someone might ask whether he would like to drink tea, sit down, sit alone or prefer a cup of coffee. He might also say that he has some shopping to do and does not have time to drink tea. A question like this, which does not force anything, opens up many possibilities for an answer.

¹⁵ Chris Argyris (1982): Reasoning, Learning, and Action. Individual and Organizational. Jossey Bass Publishers.

Some examples that include all three types of questions:

It's time to set the table. I'll pass out the plates. Hans, will you do the cutlery?'

,It's time to set the table. Look, Geert is setting the plates. Hans, it would be nice if you did the cutlery.'

,I see it's time to set the table. I'll pass out the plates. Who wants to join me?'

In each of these sentences something is stated and a suggestion is made. The one-sidedness of only asking or positioning is eliminated.

Occasionally, you limit yourself by saying the offer out loud. You mention what is possible in the already existing environment. In exploring while advocating, you ask the other person to take on his or her role with an I-message. The invitation is that the other person is not asked to create a new environment, but that you initiate something and thereby give the other person the space to participate. To begin with, you invite the other person along so that he or she can gain experience. The next time it might be easier for him or her to participate or to take the initiative. The other person may also just observe first. He or she can then decide when to participate.

It is interesting when you describe the environment, so clear it invites the other person to new actions and they can gain new experiences from it. It can be surprising what abilities are being revealed that one was not aware of. These abilities are awakened by the new challenges. They do not have to be learned first.

An example where exploring while advocating was intuitively grasped:

All the residents will go home after lunch that Friday. Jacob comes up to me at breakfast and says that he can get a ride from someone and will leave before lunch. He doesn't mention the washing up after lunch, which is his job.

My first response is to ask him to find a replacement. But I know that if I ask him directly, I won't get an answer. He will stay silent, I will get impatient and irritated. That is not what I want. I can find a replacement myself, but I will get frustrated. I have to say something though:

,What about the dishes?' I ask, facing no one in particular. There is no answer.

Ten minutes later I hear Jacob ask the last resident to come down for breakfast: ,Roelof, could you do the washing up at lunchtime instead of me?'

12.6. Working individually in groups

For each student, it may be important to practise something different in order to achieve the same result as his or her fellow students.

If you want a specific outcome to be achieved by the students, then ask this question after a demonstration: *,What did you notice about what I did?'* With this question you create space for diversity. Even if you aim for the same outcome for everyone, they can go at it their own way. This is how inclusion can be realised. Afterwards, reflect together on how everyone reached the same outcome in their own way. In this way you intensify this process of inclusion. If you ask: *,Have you seen how it should be done exactly?'*, you skip the possibility of trying out the variety of different ways.

12.7. Aligning the group to one person

A question that always arises related to aligning to an impulse to act is whether aligning to a single person also means that one must always work individually. The following example from primary education shows that this does not necessarily have to be the case.

Aligning to one student leads to a more vital and effective education for the whole class¹⁶.

A girl in second grade has spelling problems. She writes all the words linked together, reverses letters and even makes many spelling mistakes when copying. Often she can't read what she has written herself either. The teacher has tried everything to teach her to write. But nothing has helped. Instead of writing, the pupil tends to draw.

The teacher decides to encourage her drawing. Because they are all supposed to write a letter to St. Nicholas, she asks the children to write with the most beautiful handwriting they know. On the blackboard she shows some examples: straight, italic, thick, thin, 3-D. All the students eagerly set to work. This particular girl draws big, bold letters. She now writes correctly and legibly.

In the next spelling lesson, the teacher will try to deepen this experience – this time through dictation. She tells which font each word should be written in. All the children are fully concentrated in their work. They are curious to see which font they can use to write the next word. The children are much more enthusiastic than usual during this dictation. Everyone makes far fewer mistakes than normal. The next day, the children ask for another dictation again. The teacher had never experienced anything like this before.

In this example, the teacher is inspired by 'the pupil'. She also had the idea and the courage to use this approach not only to solve the one girl's problem, but to challenge the whole class. And it worked for everyone! For the girl, it is existential that it's aligned to her impulse to act. The other children do not require it, but it is still useful and motivating for them.

After this successful experience, the teacher chooses a different child for each spelling lesson with their specific challenges. Instead of following the textbook, she now gets inspiration from the pupils in every lesson. This is inclusive education - it is useful and meaningful for everyone.

12.8. Presentations and written communication

Another area where *learning while experiencing* can be applied is in giving presentations and written communication.

The most common form of communication in these areas is explaining, i.e. addressing the other person directly with and from a certain knowledge. However, you can also give the other person the opportunity to observe for themselves and draw their own conclusions.

¹⁶ From: Albert de Vries (ed.), Wendy Kattenpoel, Anne Machiel & Marjan Rensink (2014): Naar zelf denkende en zelfstandig handelende leerlingen én leerkrachten (in English: Towards students and teachers who think and act for themselves). This publication is only available in Dutch. It can be downloaded at www.academievooreervarendleren.nl

You can use the following elements:

1. Every lecture, letter, report, document, etc., after a short introductory sentence, you start with examples, especially examples of successful actions. Then you can tell them of examples to show how things could have gone wrong. This way you create an opportunity for comparison, which raises awareness.
2. You do not follow the chronology of events.
3. You let the example stand on its own and then draw one or more conclusions from it, rather than starting with a conclusion and then explaining it, with the examples becoming illustrations.
4. You develop concepts using examples instead of thinking in terms of cause-effect relationships.

Explanation of point 3:

The author or the speaker has had experiences in the past and has come to conclusions. He wants to share this conclusion. This creates the - persistent - habit of starting with the conclusion instead of describing the experience first.

A methodical technique to deal with this habit is to write the letter, the preparation for the lecture or the document the way you are used to. Then, while re-reading and editing the text, you can move the first thing you wrote, i.e. the conclusion, to the end. You can remember the example that led you to this conclusion and start by describing this situation first.

13. TEACHING AND LEARNING MATERIALS

13.1. Teaching and learning materials arise during the Meeting

You learn how to work with the impulse to act by applying the methodical techniques from chapters 4 to 11: *Designing while Exploring, Perceiving while empathising, Naming while Reflecting, Evaluating while Experiencing and Exploring while Collaborating*.

This is supported by the basic attitude of Experiential Learning as described in chapter 12: Saying yes, embracing adventure, demonstrating, trusting what it is already there, looking for the third point, giving space to the individual in the group work and getting inspired by the individual in the group work. Then you can recognise the impulse to act and align to it. This is the essential starting point of the pedagogical-didactic methods that you use as an instrument to design the teaching and learning situation. By aligning to the impulse to act, the students' ability to learn and experience is addressed. New and surprising teaching and learning processes emerge.

However, you can also align to someone without having adopted these methodical techniques and basic attitudes. Let the teaching material emerge in the encounter between you and the student. Ask questions intuitively while looking at the teaching material together with the student. So stand next to the student and look together. If you are training someone or introducing them to a new job, you should first present a vision of the end product or give a demonstration and ask: 'What do you notice?' Don't focus purely on the learning contents or textbooks. These prevent the individual learning opportunities of the students.

The following sections discuss these issues in more detail.

13.2. Give comparative material

Tomato harvesting and sorting

Today the gardener has given us the task of harvesting and sorting tomatoes at the same time. It's Bernd's first time. The tomatoes have to be sorted into three boxes according to quality: for wholesale, for our own kitchen or for the pigs.

To begin with we look at the three sample boxes. When asked what differences he sees in comparison, he answers with: 'Some have bad spots or no green leaves, or that they are not as red or not yet fully grown'. With that he has named all the quality characteristics.

We each work on a plant, side by side. After finishing a plant we look together at what we have harvested and sorted. Has something been incorrectly sorted, selected or forgotten to be picked? After a while, Bernd starts to observe my actions and comments on them: which tomatoes I should pick and so on.

After an hour, when I suggest a tea break in the kitchen, he continues working alone, this is unusual for him. When I return, I am surprised to see what he has accomplished. He explains to me what he has done and how and proudly shows me the result of his work.

By asking specific, comparative questions Bernd can concentrate on the work. He no longer jumps back and forth between different contents. The comparative approach corresponds to his impulse to act considering while pointing (observing while comparing and judging).

By commenting on and correcting my actions, he showed that he had learned and internalised all the characteristics.



Image 19-21: Harvesting and sorting tomatoes.

With a vision or a demonstration you automatically give the student the opportunity to compare. To compare what there is now or what you can do already to what it could be. What you should definitely not do - and what happens in many textbooks - is to explain something step by step. When training on the job, such as picking and sorting tomatoes, the comparison often arises by itself.

13.3. Observe teaching material at the workplace

During today's learning meeting, just before the potato harvest, Martin wanted to look at the potatoes. He had helped planting the potatoes. On our way to the potato field, we passed two other fields. Martin stopped and looked across the field. He pointed to the rye in the first part and mentioned the differences in growth density. I looked, along with him, and asked if he knew what could cause these differences. He answered: 'Too little rain and dry soil'. He took an ear of grain in his hand, crushed some grains and said, 'They are not ripe yet.' He mentioned the different stages of grain maturity and how to determine them. He called the crushed grains 'doughy'.

When Martin sees something somewhere and names it, he has something to tell about it and it is important to align here.

Me: 'I would like to visit you at your workplace because I am curious what you do and how you do it'.

Bernd went to work in the field without answering. When I visited him there later, he came to meet me. I asked him again to show me his work. He agreed and returned to the field with me. He showed me how he

pulls out couch-grass.

He cut the roots just below the soil surface with a knife. When we looked at the roots, he saw that weeds were growing out of the remaining root.

Me: 'How could you prevent that?'

Bernd: 'By removing the whole root.'

Me: 'Is that possible?'

Bernd: 'No.'

Then I showed him that you can get more root out of the soil by using a longer tool and by further loosening the soil around the root. He then realised that it would take longer for the weeds to grow back and you wouldn't have to weed so often.

Then we looked at the roots of different weeds. By looking at the different root shapes and lengths, he became aware of the fact that for weeds with short roots, the whole roots can be removed, but not for plants with long and deep roots.

As soon as I join him looking at this work, he realises how it works. This surprises me. It turns my idea of learning upside down. Obviously, I don't need to impart knowledge. He already has the knowledge, but he is not aware of it. Only by observing and asking about what is there and what he is doing, does it become knowledge for him and for me. Considering while pointing (his impulse to act).

To prepare for a learning meeting, I try to move along with Bernd's impulse to act in advance. So I have a certain intention, but I don't know what the meeting will look like. This also makes the meeting a real meeting - it is individual and inclusive. The teaching material only comes into its own during the meeting with Bernd.

Find the teaching materials by watching where someone is at work or where someone wants to look at something from work.

13.4. Let students create their own textbook

Creating a workbook for beet processing

After six weeks in the vegetable garden, Sarah indicated that she wanted to work in another area. This was incomprehensible to me, because she carried out her tasks very carefully and reliably. The only unusual thing was that she often left her work area to go to the tap to wash her hands. She said that her hands were always dirty when working in the soil and that she did not like it. She decides to work in beet processing.

In retrospect, the choice of this task fits very well with her impulse to act: taking care while tidying up.

When I asked her what would help her learn her new task, she said she would like to write it down, like in school, with pictures in a workbook. In the end, she was very happy with the end result of the workbook. A copy was printed out and put in the work area as a reference book for everyone.

The production of this workbook again corresponds to her impulse to act: taking care while tidying up.

Example: 'Peeling the beetroot with the machine' - from the workbook

After rough cleaning, the beet is delivered for further processing.

The beetroot is now put into the peeling machine. The machine removes the skin and washes the beetroot at the same time. At the bottom of the machine there is an exit from which the waste and peels fall out. Before the peeling starts, a waste container is placed there.

The peeling machine works like a centrifuge. When the lid is closed, the drum rotates very fast and water flows in at the same time. The beets fly back and forth in the drum. In this process, they touch the side of the drum. On the side there are many knives that peel off the skin of the beet. The water washes them at the same time. When the machine stops by itself after a while, I lift the lever on the side. The peel residue and the peeling water then slide out of the peeling machine into the waste container below. From the waste container, the washing water flows into the floor drain.

The beet scraps are placed in a box. These leftovers are very nutritious and are fed to the pigs.



Image 22-24: Washing and peeling beetroot with a machine.

Do the action first and then have the student create a guide for it, instead of the other way around

13.5. Let students cooperate together

Today I worked with two participants, Karin and Hannah, with whom I had previously worked individually. This time they wanted to do the learning meeting together. They both work in vegetable cultivation.

When I asked them what they wanted to learn today, they had no idea.

I had forgotten something at work in the morning and I asked them to wait for me for ten minutes and think about what they would like to learn.

When I came back, I was surprised. They had already written down five topics for the next meetings. For today they wanted to look at the topic: 'How do plants grow?' - and especially regarding pumpkins and parsnips as they had planted and sown these themselves.

They discovered that parsnips have the same shape as carrots. But a parsnip is less round, has a white or

slightly yellowish colour and the foliage looks bigger and stronger than carrots. We took a plant with us and later found the answers to all of their other questions on the internet.

The same procedure was applied to the pumpkin plants. In the field we could see that the stem on the ground always grows from the top and that the flowers grow out of the stem next to the leaves. Karin and Hannah already knew that the fruits grow out of the flowers. In the comparative study, they noticed that the new leaves grow very large on top and feel very rough underneath because of the hairs. They saw that the root does not consist of a thick main root, as with the parsnip, but of many thin threads.

It was nice to see how my unplanned action of having to leave them alone for a moment gave room to my successful unexpected action of giving them a mission together.

When I asked them what had led to the results of the learning topics, they said: 'We had the time and space to think about it together and come to a decision'. As I had never seen them this way before in previous individual sessions, I asked them what the difference was. Their answer: 'Learning together is fun.'

The next time we drove to different fields, took some plants with us and compared them on the farm. After a minute's silence, Karin said she couldn't see any difference between the roots. 'Yes', Hannah said, 'they are all thick and thin, all mixed up'. Then a conversation developed between the two of them, for most of the time I was just a listener.

Instruct students to find out what they want to learn together within a limited time.

14. LEARNING SPACE

Realise that to learn you always create a learning space both spatially and timewise. By creating learning spaces, actively building and maintaining them related to the student, you are already succeeding in aligning to the student and making it inclusive.

14.1. Perceiving while holding back

,What touched you?'

I told our farm circle enthusiastically how we evaluated our project meetings with the question: ',What moved you, touched you?' Before, we used to reflect on the work together with the people with special needs with the question: ',What did you do today?' Sometimes we got a huge exposé, but often nothing at all. They couldn't remember or maybe they hadn't done anything much. Some listened with interest, but many hardly at all. It was often very predictable, we knew in advance what would come from whom or who couldn't or wouldn't say anything.

Since my report, we have been meeting every day - just before the end of the working day for half an hour in our course room. The duration was agreed upon, the place, the question was clear, everyone was invited to come and contribute, to listen and not to comment on the contributions. We did that for many weeks. There were caregivers, people with special needs, trainees, students, volunteers and also guests. We started with the question: ',What moved you?' followed by a short moment of silence and reflection in which everyone could turn inwards. Only then did people share what they had discovered for themselves that day.

Each time, others shared what had touched them that day. Everyone was very attentive. Everyone was equal and everyone wanted to participate in each other's experiences. It was especially exciting with those who normally did not talk very much - what experiences, adventures, moving moments would they tell?

With the question ',What moved you, touched you?' we obviously opened up a new space. It became far more individual and personal. It was no longer just about the cause or about showing what had been achieved, but people aligned to that person and could see what they had learned and experienced about a cause or a person. Consequently the place and time where it all happened became a learning space, an 'academy' for all.

Before the question: ',What did you do today?'

was often countered with: ',Have you already forgotten what you did today?', which made it even more difficult for the person to reply. The expectation was that people would immediately start telling about their day, that it would just continue one after the other, as in daily work. When asked ',What moved you?' the following pause was a constructive moment to take time to reflect and get some distance from the issue at hand, but at the same time to be fully focused and involved. This was a new experience for all involved. You have to practise bearing this supposed contradiction again and again.

With the question how were you personally touched, you ask them about their individual learning moments. Learning that has already taken place while doing and that becomes a conscious learning with this question.

You set up a learning space by interrupting the daily routine. Another example:

Knead and braid salt & poppy seed rolls

Present were the baker, the train-the-trainer and me - as the work trainer. As part of a training activity, there was a demonstration in the bakery. The task was to form salt & poppy seed rolls from already prepared dough. The traditional regional plaited roll is a roll consisting of three or four strands of plaited dough sprinkled with a mixture of salt & poppy seeds.

Each participant was first given a few pieces of dough and the baker demonstrated how to make a plaited roll. She showed quite fast how it had to be done. The participants started straight away and were busy imitating the baker. Everyone was busy with the kneading and braiding the rolls, everyone in their place. It was not an easy task. There was some frustration.

If we had wanted to learn everyone's impulse to act while working, something else was needed. The train-the-trainer drew my attention, as the work trainer, to this and said in reference to the frustration: 'You have to do something now!' I stopped the work and asked everyone to observe their right neighbour's way of acting, his impulse to act.

Everyone picked up where they had left off and at the same time observed themselves and their neighbour in their way of doing things. That was exciting. It opened up a new perspective. Watching and experiencing the other opened up new possibilities. They became more aware of themselves in their own doing by experiencing the how of the other and vice versa.

On the one hand, this example shows what it brings to interrupt the work despite all the pressure and to create space - not only for the demonstration by the baker, but also for the individual acting of the others. On the other hand, it shows the danger that the demonstration creates the expectation that the student should imitate in exactly the same way. The scope for action narrows down. You want a demonstration to work in a way that opens up a world for the student from which they can get what suits them and that enables them to do their task. In this example, this happens when the complexity of the task is increased by observing how the neighbour on the right works in addition to braiding your own roll. By aligning one's own actions with the neighbour's approach, the braiding of the roll suddenly becomes easier - and an individual learning experience becomes possible.



Image 25-27: Watching someone roll out biscuit dough.

Stop, pause and look means: you ask them to pause and be still for a moment in order to observe something. Through this, you perceive within yourself what touches you; what you have already experienced but have not yet realised. You can observe how someone else works - something belonging to the essence

of the other. You create a learning space in which everyone can experience themselves learning, act in a differentiated way and thus find it easier to work.

14.2. Handing over responsibility

Bedding in the cowshed

Jana was asked what she would like to do on the farm if she were to go there for a year because of an anxiety disorder. Her thoughts turned to horticulture. She could somewhat imagine herself doing that. She couldn't imagine herself working with cows or in dairy farming. So she was to start in horticulture. After four months, when there was usually to be a change of work area, they would look again. The moment Jana came however, there was no room in horticulture, so she started in livestock farming.

,During the first days with the cows I thought: What am I doing here between these cows and all this manure? The first two weeks were terrible, I wanted to work in horticulture and now this. From the third week on I noticed that my relationship with the animals began to change. When I was bedding in the barn, I would think: this straw is actually a bed for the cows. I too like to sleep in a clean and freshly made bed. I also noticed that I got up differently in the morning. Before, it was always very difficult for me to get out of bed. Now I only had to think of the cows and calves and I jumped out of bed full of joy. Thus began a beautiful story between me and the cows. I became more and more enthusiastic about the cows and it was great for me to be able to work in the barn and among the animals. By now I feel responsible for them and I love to take care of them, to stroke them and to be there for them. Especially when I'm not doing so well personally, the work and the animals are a great help for me'.

Once the first four months were over, Jana asked if she could stay longer to work with the animals .

,That's how I witnessed the birth of calves. I learned to drive a tractor to spread the manure and bring in the straw. I learned how to change the oil of the tractor. It's all part of farming and therefore part of the animals. I am proud to be part of this. It gives me a positive feeling. After years there is finally a point of light in my life!'

When creating a learning space, the business necessities need to play a decisive role too: There was no space in the horticulture, but in the cattle breeding. And the cowshed had to be bedded every day.

In principle, the everyday working environment of a farm is already a rich learning space. Give students responsibility for the work they do and this environment will also function as a learning space.

14.3. Invite to participate

Harvest 120 bundles of turnip stalks

While I am working with five people the phone rings at 3:15 pm and I am asked if I can deliver 120 bundles of turnip stalks. So they have to be picked from the field before 4pm, when the working day ends for the people with special needs. If there is a possibility I can sell something, of course I say ,yes'. At the same time, I don't yet know how to get these five people moving on a rainy November day.

I simply say: ,We will harvest 120 bundles of turnip stalks'. Of course, comments are to be expected. Instead

of taking the whole bag of rubber bands, I visibly count 120 rubber bands plus five spare ones that we will take to the field. At some point on the field I call out, '12' and suggest that whoever has the next bundle ready should call out the next number. Suddenly everyone's different pace becomes visible and a topic of conversation. Before 4 p.m. we are done.

It's hard to picture 120 bundles of turnip stalks. That is a lot of stalks! You have 120 rubber bands in (your) hand, both literally and figuratively. Watching how other person works, brings you into the present and becomes a learning activity¹⁷.

Learning means being invited to enter a new space and to participate in what happens there. Sometimes this can be something different from what it seems at first sight. As described in chapter 12, in the case of 'planting fruit trees', the demonstration is also an opportunity to invite people to enter a new learning space.

14.4. Change space and take up your position

Discovering an essence in an evaluation interview

In our project group we have already had several evaluation talks. From this morning's evaluation I selected two things that are important to me for the future:

-First, 'the stopping' (see 14.1), which I have not yet described.

-Second, the question 'Who will take on my role in an evaluation interview next time?' The aim of this question was that by the end of the project several people would be able to conduct an evaluation interview in their own way'.

During the break of the evaluation meeting, I went outside and talked briefly with the others who were outside. I realised that after the break it would be useful to reflect on this evaluation meeting and see what I did so that others could learn how to conduct a similar evaluation meeting.

But when we came back in, I said something else: 'This morning we experienced this kind of evaluations again. I am certain I did something this morning that I had never done before. What did you notice me doing this morning? I need your help to know exactly what to write in this chapter. Please think for half a minute what you saw me do, what stood out, what touched you.'

To my surprise, they reported that what I did during the evaluation interview is exactly the same as what I do when I look for the impulse to act. In both cases I try to understand what works and formulate this in 2 verbs. And with the evaluation interview it was no different! The two verbs help to make new discoveries for a new situation and not just to copy the past - a conceptualisation that makes it possible to align the how with a new what.

During the conversation before the break, I realised that it was important to pay attention to how the conversation was conducted. Outside, during the break, it was: 'Watch what I do, you will learn from it'. Once inside I realised I had a new relationship with my project partners, I immediately realised I

¹⁷ This case dates back to 1997 and emerged from the consideration of successful unexpected actions. At that time, the concept of 'impulse to act' had not yet been formed, let alone considered the impulse to act of the other.

couldn't do it this way. It would be a form of me teaching the others. This is neither compatible with partnership nor with the vision of the whole project. Intuitively, I asked the others to help me - with surprising results.

I had to go outside to be able to clarify my question. At the same time, I stood outside the conversation room and saw my question abstractly, unrelated to the concrete situation with these concrete people in front of me. In the conversation room I was able to intuitively grasp my question anew.

The moment I ask others to help me, I create a very different learning space than when I just give them a learning content. There is the possibility to bring individual contributions into the learning space. It is inclusive.

Take advantage of the fact that different spaces or positions in the room evoke different actions. Sit or stand next to someone instead of facing them. To sit opposite someone evokes an inner opposition or an attitude of dependence and therefore passivity. Standing next to someone, you not only create a space for the other person, but also for yourself.

15. ENABLE INCLUSIVE LEARNING

15.1. Work together and discover together

In the trainings that were designed in the context of the Inclutrain project, both people with and without special needs were invited. It is possible to practise and learn together and no distinction made between these categories. This is the first step to enable inclusive learning.

Examples of the training:

Learning names

I joined a group at an inclusive training (by Inclutrain) where I knew about 10 out of 30 people. We started practising names.

On the first morning all the people with an A were asked to come forward. Each of them said their name and lined up. Then came people with a B and so on. After the people with an E stood up, one person repeated all the names of the people who were standing there. Then it went on again - up to Z.

But after only one morning we couldn't remember all the names. So we practised again the next morning. This time someone else was asked to repeat the names in between breaks. Step by step it became more difficult. On the third morning, two people were asked to put everyone from the circle in alphabetical order. Everyone looked around to see who should stand up at the next letter, pointed to that person, some repeated the name aloud.

We made learning the names an explicit learning activity. Usually, only a quick round is done. However, most of us do not know the names by then. The learning activity made it easier for everyone to learn a lot of names. Everyone knew the names by the third morning. Everyone was fully involved.



Image 28: Learning names

Image 29: Group work.

It is true for all people that it is easier to work in a small group of four to six people. This way they can practise and gain experience much easier. In a group of this size, it is much more likely that everyone will participate in the conversation. When forming groups take care to ensure that the groups are mixed (people with special needs, work supervisors, people from different countries and farms).

Two more examples:

Observe impulse to act

The methodical technique that is most accessible to all participants in order to become aware of the impulse to act is perceiving while empathising. You can use this methodical technique by imitating how someone walks. We did this at the meeting by imitating how someone works. In groups of four to six we took up work such as, peeling potatoes, kneading and shaping rolls, cleaning a large pile of chairs, mucking out a sheep pen, re-potting rhubarb plants, cleaning and sorting onions and planting fruit trees.

Imitation can be organised in two ways:

- Inwardly (observe and compare): Everyone was working while observing their neighbour to the right doing the same work. By observing your neighbour, everyone could compare their own way of working, which immediately highlighted the uniqueness of the other.

- External (imitate): One person at work was imitated by the others.

After the imitation, the different verbs and images of professions of the participants were discussed together. They were searching for words to express the dynamics experienced. The participants helped each other to find and express the verbs.

All participants, imitators and imitated, should be able to experience that this is a search process. Those who observe are not the experts who have to know the situation and categorise the characteristics of what is observed. It is a creative process. Everyone experiences the uniqueness of the other. In this they are all equal. Whether they know exactly what a verb or adjective is, is not that relevant.

The impulse to act was perceived in people with special needs, the same as in people without explicit special needs. People with special needs usually only know the one-way process in which an expert diagnoses them.

In expressing this experience, people can help each other. It is not immediately clear to everyone - even to people without special needs - what a verb is. Explore together what words emerge. Go and discover together with whatever pops up. Form the adjectives and nouns into verbs without changing the root word. So don't help them by using your own words, but by trying to find out together what verb they are looking for.

Examples for the conversion to verb

solid > solidify

self-assured > assuring



Image 30-32: Doing a job together: Cutting vegetables, repotting rhubarb plants and peeling onions and at the same time perceiving everyone's impulse to act of.

Writing a portfolio together

We are in a group: three work supervisors and four people with special needs. We want to practise writing a portfolio. We start with a portfolio for Jan. Yesterday Thorsten imitated Jan levelling a plot of land where a circus tent is to be erected. He called Jan's impulse to act: biding while levelling. The job image for Jan that comes to Thorsten's mind: road builder. Jan says nothing, it seems he doesn't quite recognise himself in this impulse; he feels completely at home in horticulture, but as a road builder? Well...

A work supervisor asks whether the verb ,to bide' is positive enough. 'Let's re-enact how Jan does thing'. ,Who else has seen Jan at work?' Someone who hasn't seen Jan at work, but has noticed something else:

Last night, someone told us of the history of this farm. When the narrator had finished, you took the floor and told us what impression the story had made on you. You mentioned a number of things that also impressed other listeners, they recognised themselves in what you said.'

,Yes', says Jan, ,I listened to the whole story and then said what I and the others felt'.

Here, waiting until the story was finished was clearly positive. ,Waiting' instead of ,biding' is a more active verb, which makes it immediately recognisable as a positive thing.

You can tell Jan is glad he spoke up last night after the farm story. He has a good feeling about it.

,I can't place the verb ,to smooth' in this plot yet'.

Question to two colleagues who know Jan well:

,Does Jan do his work waiting while smoothing? Do you see that he waits while working in the garden?'

,Yes, Jan doesn't start straight away, he always asks how to do it before he starts'.

,Yes, if I don't know something, I ask'.

,He always wants to know exactly what is expected of him'.

,Do you feel like a real gardener?'

,Yes, but I actually wanted to be a football player'.

Aah, football player. And where would you stand on the pitch? In front or at the back as a defender?'

,I prefer to shoot at the goal'.

,In football you have to wait for the right moment to score a goal. Is your impulse to act perhaps something like waiting while striking?

Jan beams.

,Hey, you actually did that with the story about the farm that I mentioned earlier: striking. When you told us what touched you, you struck the right words. You said exactly what we all felt.'

Now we can see how a work supervisor can best align to you. How do you learn best: when someone tells you what to do, or when someone demonstrates it?'

,I learn best when someone tells me what to do'.

,And that's exactly what you wanted to know, I think, because yesterday when you were shovelling you asked me, how deep do you have to shovel?'

,Yes, because it was not clear how deep I had to shovel'. The whole group asks Jan questions and we ask each other about Jan. We tell what we have seen him do and ask if he recognises this. This is how his portfolio is created.

Every time I write something down about him, I read it out loud.

Impulse to act: Waiting while striking.

Here the 'smoothing' appears in the first formulated impulse to act of waiting while smoothing in two ways:

1. I learn what I am told. If I don't know something, I ask. I would like to know things: for example, how deep I have to shovel.
2. I prefer to work quietly rather than quickly. I am hardworking and have stamina. I notice myself when I need a break. I want to be an employee like other employees - not below or above others.

In order for inclusion to become 'normal', a change of perspective is needed in addition to the removal of barriers and a basic empathetic attitude. Inclusion takes place when the normal emerges from a shared activity and each individual can contribute or participate from their own quality. This differs from helping the other person. Efforts to help people with special needs often maintain a power imbalance so that one stops at the threshold of inclusion.

A fourth and final example from an inclusive exercise:

Plant fruit trees

See example in § 12.3.

With the assignment to observe the others at work, the focus of the work was not simply on getting the work done. During the demonstration and the observing how the other person works, you stop and create space. You stop the pressure of work and the urge to go with the daily work flow, for just a moment. Then it becomes palpable what it brings. The activity itself becomes vocational training.

Also in this example everyone - with or without special needs - could experience that one becomes more capable when the work result is presented in advance in the form of a demonstration or vision.

If you leave the work to the student and to his responsibility and skills after your demonstration and you let him do it his way, than you can discover that it can be done in a different way. His way of doing it is not better or worse, but different. So you learn together.

In order to make learning inclusive and not to make an unnecessary distinction between the apprentices and yourself, you assume that everyone is already capable to do it. Therefore, when ,perceiving an impulse to act', you don't ask people with or without special needs: ,Did you get that?' Instead, you can ask, for example, ,Do you need anything else to do your work?' And then you go to work.

Before starting you give an impression of what the end result may look like – and you know that once it's done you can look back with satisfaction. This can be done with a successful example or with a demonstration on site. So there is no ,You can do ... afterwards', but a ,I look back and see what was good'.

You don't check on how someone carries out these steps - so no ,Do you have your hands in your pockets just like the person you are imitating?' or ,Do you walk with your toes outward just like the other person?' For some people, it's enough to just empathize with the other person internally you don't see any of this externally. Every person empathizes in their own way - with their own possibilities - and experiences all kinds of different things. You are interested in that experience.

Experiences with this inclusive approach

,I am thrilled. I do not experience that one is a teacher and the other an apprentice. Here we all learn together. We are like a family here. There is an immediate good chemistry between all the participants'.

,It surprised me how people, even though they didn't know each other from previous meetings, immediately met on the same level.'

,We have worked out three portfolios. It's amazing how three individualities appear'.

15.2. Concept for a three-day training

Day I

- Prelude: Introduction to the theme of this training meeting, getting to know each other's names, singing, discussion of the programme (in plenary).
- Practising imitating the movements of the other person, discovering the impulse to act (in different groups).
- Demonstration of a new occupational activity, such as baking biscuits, splitting wood.... (in small groups).
- Break
- Guided tour of the farm by the apprentices, where the uniqueness and the impulse to act of the farm can be experienced (in small groups).
- Reflective discussion after the tour with the question ,What moved me?' Summarising the impressions of the farm in two verbs and the corresponding image of a profession (in different groups).
- Feedback round: What touched me? (in plenary).

Day 2

- Experiences from the previous day, programme discussion, possible suggestions for programme changes (in plenary).
- Discovering each other's impulse to act when doing a job (in small groups).
- Feedback round: What touched me? (in plenary).
- Break
- Excursion

Day 3

- Experiences from the previous day, programme discussion, possible suggestions for programme changes (in plenary).
- Exploration of one's own professional biography in relation to one's own impulse to act (in small groups).
- Mutual discovery of the impulse to act when doing a job, a new job or finishing a job the day before (in small groups).
- Break
- Writing Portfolio (in different groups).
- Feedback round: What touched me? (in plenary).



Image 33-34: Training group on Weide-Hardebek and on Urtica De Vijfsprong.

16. TRAINING OF THE TRAINERS

16.1. Support trainers in their work.

Exercise with observation of the impulse to act of workshops

The programme is discussed with the trainers the evening before the training-of-trainers (ToT) event. The task of the trainers is to perceive the impulses to act of the workshops.

The next morning, one of the trainers guides the exploration of the workshop's impulse to act with other participants. He immediately points out the terms of the workshop and the questions that exist.

The ToT trainer asks the trainer to stop for a moment and clarify the task for the participants, i.e. observe the workshop's impulse to act. The trainer does this.

In the second session of the morning, in another workshop, another trainer takes over the task of guiding the process. He immediately starts with the question of this workshop.

The ToT trainer asks this trainer to stop and clarify the task for all participants here as well. The trainer has to smile: he had just seen the other trainer do it, he had even done it himself in detail during a task at a previous meeting - and yet he did not do it here! After this prompt, he does.

In the third session that afternoon, in yet another workshop, a third trainer takes on the task of guiding the process. He starts by pausing and presenting the task for all participants.

As a ToT trainer, it is not possible to present all aspects in advance. You trust that they are known and that you only intervene when something is missing or can be done better. You cannot know in advance what, where and when this will be. You have to improvise.

Apparently, it is something else to have watched your colleagues, than do it yourself. For the third trainer, who had seen the other trainers twice, it was clear how important it is to first take some time for the task at hand and thus getting all the participants on board.

This experience also makes it understandable how work leaders simply go to work with their staff and get carried away with the work. And how different would it be for the employees if they were also given a visionary set of goals? They too would then be able to orientate themselves into the whole process, take the initiative themselves, speed things up if necessary and not just run after the workshop leader.

As a trainer of trainers you essentially do nothing different from what you would otherwise do as a trainer: you ensure that a learning space is set up for and with the trainers. You participate. You support with your interventions so that the training work can continue with improvements. You reflect on the experience with the trainers.

Involve the workshop leader (baker)

The trainer asks all the participants (two supervised workers, the baker, the ToT trainers and one worker), while they are braiding rolls, to watch their neighbour on the right working. In doing so, they should find two verbs and an associated image of a profession, as an expression of his impulse to act. After about ten minutes of working and observing, she asks the participants to share their perceptions of the impulse to act of the two supervised workers: „Who would like to say something?“ Two participants come forward. It gets quiet. Then she asks the question again in an open way to all participants.

The ToT-trainer intervenes and speaks directly to the baker: „What did you perceive about the impulse to act of these two people?“ The baker describes her perceptions.

After all the experiences have been collected, the trainer is inclined to conclude the meeting under time pressure.

The ToT trainer intervenes again and asks the baker what these two impulses to act can signify for her way of aligning. A conversation ensues about what other possibilities there are to demonstrate the work so that the workers have several possibilities to carry out their actions more independently.

Subsequent reflection in the circle of trainers (it was not possible to do this reflection with all participants, even though this would have fitted better to the inclusive context):

ToT-trainer for the first intervention:

„The baker was so busy that I was not sure if she had noticed anything. Nevertheless, I addressed her directly, feeling confident that she was involved. I realise in retrospect that I addressed the baker directly in order to include her as a new workshop leader in this new of approach. At that moment I did it intuitively.“

ToT-trainer to the second intervention:

I intervened for the same reason. In order to involve the baker, it is necessary to make the step from the impulse to act of the employee to the baker's perspective of action“.

In the conversation that followed, it becomes clear that the baker had already tried out three ways of demonstrating:

- Demonstrating the whole process while everyone is watching her.
- Demonstrate step by step and observe whether the trainees can follow her.
- The moment someone gets stuck, demonstrate this step with their own dough.

Added to this:

- Create examples of all work steps of braiding bread. This way, trainees can practise and check the individual work steps to the concrete object.

Take time as a ToT trainer to clearly highlight and reflect on the intuitive way of working.

16.2. Demonstrate your not knowing

In search of a farm's impulse to act

After being shown around for about an hour on the farm, experiences and perceived impulses to act were shared indoors: verbs and images of professions.

In a conversation led by the trainer, we looked for the meaning of the verbs and images of professions. Among the images that emerged were philosopher, librarian, tourist and poet. What can the impulse to act captured in these images mean for the continuation of the farm? That was the farm owner's question. She had taken over the farm from her parents ten years ago, but until now had no clear idea of what she wanted to do with the farm. Many fields had been let and some of the many farm buildings were let as flats.

The trainers and also the ToT trainer did not have an immediate answer. The ToT trainer said to the farm owner: 'You have now been given an IKEA package - a construction kit - and you still have to put it together yourself'.

The ToT trainer: 'What are these images telling us? What does the poet do? He takes his perceptions of the outer or inner world and expresses them - rhyming - in words. What does the tourist do? He feasts on other cultures or on nature. They all refer to something intellectual, spiritual, not material.

A next step is to try to gain ideas for aligning to these dynamics. How do you reinforce this quality? We have seen that a new calf barn is being built. I remember once being on a gardener's farm where the walls of the house were beautifully decorated with paintings. I can imagine that the new calf barn will not be a simple building block, but that, for example, a large painting will be placed or hung on one wall. During the tour you enthusiastically recounted how one barn had been built with real wooden nails. I can imagine something similar for the calf barn. But not everyone would be able to see the wooden nails. Maybe the wooden nails can be painted red?'

The farm owner: 'I remember now how I was at a farm handover course ten years ago. One of the tasks was to describe how one would like to hand over the farm in 30 years. All the other participants had nice ideas: how big, with how many cows, etc. I wrote down: 'I would like to hand over the farm in good spirit. Yes, I remember that now!'

Reflection later in the trainer group:

ToT trainer: 'I realise I need a new learning space in order to take the next step in this process. Otherwise I will get stuck in reflecting and it will become an associative stringing together. I need to take this not-knowing, how the trainer experienced it, seriously. To do this, I have to step out of the process and open up a new learning space. With the image of the construction kit, I say in a humorous way: You have to keep figuring this out yourself, this is all we know. This pausing at not knowing creates a learning space. In this new learning space, I am ignorant and curious.'

ToT Trainer: 'I'll start again with the purpose of today's meeting, which is to look for images for the impulse to act of this farm and for ideas to align to it. Without knowing any answers, I can take the next step in search for alignment.

Another element is this surprising rediscovery of her ten-year-old experience. The owner of the farm actually already knew the answer to her question. It was already there. At the same time, she did not realise the possible consequences at the time. The process, the way we are doing it now, does make this possible. It is part of the reality of these processes that you precede the person concerned so that they can recognise what they have already done and experienced'.



Image 35-37: In search of the farm's impulse to act.

Don't be embarrassed because you have a moment of not knowing during the process. Share it with the other person. Everyone should get used to these moments of not knowing. Taking these moments seriously creates learning spaces.

In the reflection discussions at the end of each day¹⁸ the following came up

- ‚One of the challenges I face at the moment, is to be aware of the situation. ‚
- ‚The reality is right in front of me. Just like the line taped on the floor in the packing room, which as a visitor you are not allowed to cross for hygienic reasons and which is at the same time an expression of the challenge in this workshop: how to connect across borders‘.
- ‚The steps in the method are becoming more familiar. But guiding the others is still very new and unfamiliar:‘
- Question: ‚How do we conclude the conversation?‘ ToT trainer: ‚The conversation is always a moment in an evolving process. So the conversation never ends. But can the people involved create new experiences on their own? You can ask him or her: ‚Can you continue from here?‘ You do not ask the whole group. I often only ask the person concerned: ‚Can we end the reflection here?‘
- ‚It is clear that the starting point is the search for alignment. I cannot change the other person.‘
- ‚When people talk about their experiences, it is useful to distinguish between mood and action. The first can be ignored. There is no need to correct this immediately. If people mainly talk about their mood, they usually do not talk about specific situations. You can ask after those. Help them to describe concrete situations and actions.‘

16.3. Use the three dimensions as a trainer

In an exploratory talk about a person with special needs, just when we are at Step 4, Designing Exploration (see Chapter 5): a caregiver comes up with the following:

‚She talks all the time and asks a lot too. For example, she keeps asking me what I think, what would I do, etc., but then she doesn't listen to my answers. Why does she do that?‘

¹⁸ From a three-day train-the-trainer meeting at Loidholdhof.

At this moment you cannot correct the caregiver by saying: 'We are at step 4, we don't want to introduce new experiences now!' From your basic attitude of saying yes, you have to take both the caregiver and her experience with the special needs person seriously. So you go back to step 2 of the methodical technique: 'Where is the disruptive behaviour normal?' At this moment you ignore the why question – because of the concept that someone is realising their impulse to act. The point is to see this and to realise an explanation does not help, although this is very tempting out of habit.

To the methodical question 'Where is the behaviour normal?' a colleague answers: 'We often ask each other in everyday life: How are you?' without expecting a comprehensive answer. The question is part of a greeting ritual. A normal answer to this question is: 'Fine, thank you, how are you?' Now the caregiver gains an understanding of the behaviour of their person with special needs and a perspective for future action opens up.

Step 4 can now begin with everyone.

As an Experiential Learning trainer, you are always on three different levels at the same time: the level of vision, the basic attitude and the methodical technique. Switch between these levels and take care of the coherence between them. Pay attention to which level your interlocutor is on. Align with him/her or actively take him/her to another level.

16.4. Assume someone can

If you ask someone to imagine a profession where disruptive behaviour is a quality, that person may object: 'I've never done that before. How am I supposed to do that?' You may suggest: 'Try anyway, or wait for examples from others.' If there are examples from others, the first person often says: 'Yes, I had something similar in mind, but I didn't daresay it'.

It is a general human ability to express, translate, transform an experience or sensation through a gesture or words. For example: When you want to express your love for someone, you give a bouquet of red roses. Or: You say after someone has given a wonderful speech: 'You brought the house down'. Everyone can transform, even if someone has never used this ability this consciously before.

Go ahead and get to work with the methodical techniques and practise with people. Provide them with a vision in advance by giving an example, or by thinking out loud in conversation with a person, or by going through the steps together.

Everyone can and does act intuitively. This isn't often recognised or acknowledged by others or by yourself. Unconsciously, you are capable. Although you cannot plan intuitive action, you are not subject to mere luck and chance. It is possible to cultivate the split-second skills that are needed when acting intuitively.

All the skills of experiential learning are inherent to humans and are therefore not skills that have to be learned anew. Above all, one must become aware of them and cultivate them. Only if one assumes that the other person is essentially capable of doing this can the training be equal- even if there are differences in level to what extent someone has mastered the skill.

Applied as a methodical technique, it can look like this:

Use of mobile phones during school hours

Teacher: ,I have no other solution than to explain to the students what rules we have here at school for the use of mobile phones during lessons‘.

ToT-trainer: ,The students already know the rules. But find out by asking: What are their positive and negative experiences of using mobile phones during a lesson?

The answers are varied. Normally after an explanation by the teacher, there was always the problem of enforcement. But now the students got to know each other in relation to this issue. They were able to agree with each other and consider one or two exceptions. Instead of being given rules, there is now a common understanding, a consensus. In this way students acted accordingly.

16.5. Standard Questions in *Learning while experiencing*

Within the experiential learning method it is useful to have the following questions ready:

- Where is the disruptive behaviour normal?
- Where is the disruptive behaviour functional?
- In which profession is this disruptive behaviour appropriate?
- What is the impulse to act?
- Do you mind if we finish the meeting/reflection?
- Can you go on from here with what has been said so far?
- Do you need anything else to get started?
- Can you recount it concretely as an action, what did you do or tried to do, when and where?
- What positive and negative experiences have you had with the topic?
- What touched you?

Questions you should not ask:

- Why is that?
- Do you understand?
- Do you agree with this?
- What do you think about this topic?
- What are your opinions on this?

Trainers at the end of a three-day training-of-trainers meeting:

- I was touched by the road we undertook, simply by doing, by practising. I learned to do it better. I began to understand why I got so irritated on the first day. It was an instructive experience. The many possibilities to apply the methodical approach made me happy. I already knew that workshops have their own impulse to acts, now I worked with this concept and experienced it as a reality.
- I am becoming more and more faithful to the method. And it works. Now I can prepare myself a lot better. That is exactly what is needed and now I have a far better idea of what to prepare.
- I have learned the importance of having questions. The answers are already there. With these questions, serving as goals, you can also take seriously what you perceive - and that is what is needed. The stronger the impact of the goals, the more visionary they are. The task of a trainer is to create an antechamber that opens up the actual learning or research space.
- We were thrown in at the deep end as trainers. At the same time, all participants knew that we were learning. That's why it wasn't so bad to make mistakes. A learning space was created. Being thrown into the deep end was safe at the same time. I like to learn this way, by just doing it.
- After two days of looking for impulses to act, I was a little frustrated. Today, working on a portfolio, it all came together and changed my perception to: this is future-oriented, liberating!

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