



Discover the expert within you!

Further approaches
in inclusive, person-centred vocational education and training

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Introduction

The texts collected here provide insights into working with the Inclutrain methods. They are windows that open up new perspectives, personal examples that describe the challenges and successes of educational work. Behind every window lies a new story, a new inspiration, an invitation to try something new yourself and to adopt different perspectives. The texts can offer inspiration and support to all those seeking new approaches and methods for person-centred vocational training for people with support needs.

- You can read the windows in order or jump from one to another.
- If you follow the texts marked with ★, you'll get a brief introduction to the key elements of the methods.
- If you're interested in questions of collaboration, you can also start directly with Chapter 7 and then continue reading in Chapters 8 and 9.

Enjoy having a look!

Discover the expert within you!

The call to “Discover the expert within you!” is based on the idea that everyone is an expert, even if you are unaware of it. Through practice, you can become aware of your own expertise and actively apply it in everyday life.

Developing awareness of your own way of acting

Everyone acts in their own unique way. In this way of acting, that person is an expert. The aim is to discover this expert within yourself. One way to do this is for others to discover the expert in you by imitating you.

Here is an example from an Inclutrain workshop in a gardening workshop:

Dorian piles soil onto the seed tray to spread it out. Julia and I stand nearby, watching, and make no move to imitate him until Dorian moves the tub of soil a little closer to us. It's like an invitation to join in. Yet in the subsequent reflection, Dorian admits that he probably did this unconsciously. Whilst working, he keeps an eye on everything. Almost imperceptibly, his gaze wanders now over the work area, now to the gardening group. When he finishes the job, he places the small scoop parallel to the seed tray. I place the small scoop in the tub of soil, whereupon he points out to me with a laugh how his small scoop is positioned. We describe his impulse to act – that is, his individual way of acting – as ‘moderating while looking around’.

Dorian is not aware of how he acts. This is not unusual. Most people are not aware of their own way of acting. In the exercise, his way of acting is imitated by others and named in the subsequent reflection. Through this exercise, Dorian becomes aware of his way of acting. He has to laugh himself when, at the end of the exercise, he points out the position of the small scoop to his colleagues and recognises his impulse to act in this action.

Creating awareness of one’s own way of acting is **one aspect** of ‘Discovering the expert within you’.

Empathetic perception

A second aspect of being an expert emerges in connection with other people: everyone has the ability to put themselves in someone else’s shoes, for example through imitation. Through this empathetic perception, one experiences another person’s impulse to act. This, too, is a skill that many people are unaware of. However, when invited to do so, they can apply it consciously and immediately.

Expressing what has been experienced

One challenge is expressing what one has experienced. One can express one’s experiences through words, and also through drawing or painting, or through music. This is therefore **a third aspect** of ‘Discovering the expert within you’. The various means of expression can help when working with people who need support, enabling them to engage in dialogue. You can find out how to become more skilled in these forms of expression in other sections.

1. Dive in!

1.1 ★ Hold on a moment

When working with people who need support, you often hear: “He/she can’t do that.” A judgement that leads to a standstill rather than opening up a space for learning. And of course, there is no denying that some people find certain activities easier than others. Often, however, it is not the activity itself, but the working environment or the way a task is instructed that makes someone unable to perform a job.

Peter has been a work supervisor in the kitchen for many years. He knows his group well and knows who enjoys doing which tasks and does them well. As part of an Inclutrain workshop, we want to peel potatoes together to discover the impulse to act. At first, Peter is sceptical: “What’s there to learn from peeling potatoes?! There are actually more important things to do right now.” He turns away and goes about his daily work.

We invite Nora to join in with the potato peeling. She has been in the kitchen for two years now. Hesitantly, she agrees, but Peter interjects: “She can’t peel a potato.” We ask Nora to join in anyway and suggest she imitate Katharina. Katharina is a very skilled potato peeler. We hope that Nora will learn by imitating her. Nora picks up the peeler and tries to peel the potato. Small pieces of skin come away from the potato, but her movements seem clumsy and laborious. She switches hands, but that doesn’t help. When the trainer asks whether she is right- or left-handed, there is no clear answer. Then the trainer asks Peter: “Do you have another peeler?” Peter starts rummaging through the drawers and returns with a different peeler. Nora takes it and tries the new peeler. At first, this seems to make no difference. Her hand slips off the potato, which then falls out of her hand. After a bit of trial and error, lo and behold: Nora finds her own method: she peels towards herself and not away from herself, as Katharina does. Peeling towards herself simply didn’t work with the first peeler, unless she’d peeled with her left hand. Suddenly, it comes easily to Nora.

Peter is amazed. He enthusiastically congratulates Nora on peeling her first potato. He overcomes his doubts and now throws himself wholeheartedly into the adventure. He wants the others in the group to show how they peel potatoes too. First Otto peels a potato, then Lorenz. Peter is amazed at how differently the two of them go about the task. Then it’s Katharina and Lena’s turn.

It is amazing to witness what people are capable of when they are able to approach the task in their own individual way. But of course, time and space must be made for this! Stepping away from the daily grind and taking the time to consciously observe one’s colleagues can lead to entirely new perspectives. Peter: “I’ve been working with these people for so long, but today I saw them in a completely different light.”

In a workshop setting, it is naturally easier to consciously step away from the hectic daily routine and open oneself up to new approaches and perspectives. However, it is already helpful to set oneself an intention for a particular day: “Today I want to observe how Michael sweeps the floor.” Just a few minutes of consciously putting yourself in the other person’s shoes are enough to broaden your perspective. It is, of course, particularly helpful if you can then share your experiences with someone else. Here, too, a few minutes of discussion are sufficient.

1.2 Empathetic Perception

The foundation of the Inclutrain methods is empathetic perception. This involves putting oneself in the other person's shoes, in the way they act. In doing so, one's own will encounters the will of the other. This is easiest to achieve when carrying out an activity together and imitating the other person in the process. Any activity can be used for this: peeling potatoes, mopping the floor, weeding, writing a line, walking one behind the other ... Imitating may feel a bit strange at first. It may also take a while to let go of one's own perspective and fully engage with the other person – without judging their actions as good or bad. This is important, because empathetic perception only works when based on a positive attitude: 'Interesting, that's another way of doing it.' Then one connects with a person and their way of acting, and can deepen this connection even further.

I remember my first attempts at empathetic perception very well. Together with Sonja, I was supposed to twist the leaves off the freshly harvested beetroots. I sat opposite her and began to carry out the task with concentration; my focus was on the beetroots lying in a box in front of me. My gaze was fixed on the box and hardly strayed from it. My hands worked nimbly. Then I remembered that the task was actually to imitate Sonja. So, with some reluctance, I shifted my focus away from the work and watched Sonja. It was challenging to work as she did and not follow my own impulse. She held the beetroots quite differently, using a different technique to remove the leaves. It felt strange to imitate her. The greatest challenge was to mimic the way she observed her surroundings. Her gaze kept wandering over the surrounding landscape and up into the sky, whilst her hands carried on working. I was reluctant to look up from my work and let my gaze drift off into the distance. But when I did, I saw what she saw. The cloud-covered sky, the surrounding woods and a few birds flying across the sky. I was struck by the sense of vastness that opened up within me. Above all, however, for the first time I felt as though I had put myself in Sonja's shoes. In the vastness of my gaze, I was completely with her. I describe the experience with the words 'expanding while dreaming' – Sonja's impulse to act.

I had assumed that imitation would be a simple task. Yet it turned out to be quite challenging. However, once you have taken the step towards empathetic perception, a new world opens up. It is a source of inspiration for designing person-centred collaboration with people who require support - a foundation for creating inclusive learning spaces.

1.3 The individual way of acting

Through empathetic perception, we experience a person's impulse to act – that is, their individual way of acting. A person's impulse to act is expressed in every activity. That is why any activity can be used to discover this impulse. When several people perform the same activity, it becomes clear that each does so in their own individual way. Give ten people a broom and each will sweep the floor differently – in their own individual way. Amazing!

The impulse to act

The following example illustrates how differently people act when performing the same task. In this example, we are filling a seed tray with fresh soil.

When Robert spreads the soil over the seed tray with the small scoop, the edge of the tray is no barrier. Soil flies over the edge, and yet it is astonishing that most of it lands in the small pots. Robert goes about the task with a playful ease, yet without losing sight of what he might try or do next. His impulse to act is 'experimenting while playing'.

Whilst Daniel is filling the seedling pots with soil, he says: "Look how the soil feels on my hand" and holds his hand up. Shortly afterwards, he says: "There's still some grass there" and picks the small leaf of grass out of the potting soil. He shows me what he is doing and what he sees. His impulse to act is 'presenting while collecting'.

Constantin specifically selects the pots he fills with soil. From the outside, it is impossible to predict which small pot will be filled next. He remains calm and steady in his rhythm until all the small pots on the seed tray are filled. His impulse to act is 'maintaining while selecting'.

Dorian piles soil onto the seed tray to then spread it out. Julia and I stand nearby, watching and making no move to imitate him, until Dorian moves the bucket of soil a little closer to us. It is like an invitation to join in, even though Dorian later admits in the reflection that he probably did this unconsciously. Whilst working, he keeps an eye on everything. Almost imperceptibly, his gaze wanders now to the work area, now to the gardening group. When he finishes the job, he places the small scoop parallel to the seed tray. I put the small scoop into the bucket of soil, whereupon he points out to me with a laugh how his small scoop is positioned. We describe his impulse to act as 'moderating while looking around'.

It is astonishing what differences can be observed in the way people act. Taking the time to notice these individual ways of acting inspires new forms of learning space design.

2. Impulse to act

2.1 ★ Putting the impulse to act into words

The Inclutrain methods are about experiencing the impulse to act and expressing this experience in order to gain new inspiration for working with people who need support. What one has experienced through perceiving while empathising – that is, the impulse to act – can be described using two verbs. Now you might say, in surprise: “But why verbs and not adjectives? Adjectives are ‘how’ words that can be used to characterise something!” And yes, we are used to describing actions with adjectives: he sweeps quickly, she cuts unevenly, he walks relaxed. However, adjectives are always evaluative and fixed in their judgement. The impulse to act, however, should be presented without judgement and as an activity. And even if it may seem unusual, this can be achieved using verbs.

Choose two verbs that spring to mind when doing something together. If (at first) only adjectives come to mind, you can also try to find verbs that match the adjectives. For example:

Adjectives	Verbs
fast	hurrying, sprinting, rushing, racing, chasing, whizzing
precise	specifying, defining, filleting, clarifying
careful	reflecting, anticipating, planning, structuring

The method involves turning the verbs into present participles, i.e. verbs ending in -ing that describe ongoing actions and adding ‘while’ between the two verbs. In Dorian’s example, the verbs used are ‘to look around’ and ‘to moderate’, so the impulse to act emerges as: ‘moderating while looking around’.

Is that the right impulse to act?

You may now be wondering how one can tell whether one has correctly identified and described the impulse to act. The answer to this question comes from practical experience. If the impulse to act helps you to work better with the other person and to better support them in their way of acting, you are on the right track. Then engaging with the impulse to act inspires you to find new, creative and inclusive forms of collaboration. So, with this method, there is no objective right or wrong. Far more important are the questions: Does it help me in my interactions with the other person? Am I becoming more creative? Am I expanding my repertoire of actions when dealing with other people?

A tool that opens up new perspectives

Accordingly, it should not be regarded as a mistake that different people use different verbs to describe a person’s impulse to act. This is inherent in the method. The description of the impulse to act should never be understood as a diagnosis, a fixed definition or an assessment, but rather as a tool that helps one to adopt new perspectives in educational work. It is not a matter of comparing the impulses to act side by side to assess which fits better. Rather, it is about the inspiration that engaging with the impulse to act personally provides.

In Dorian's case, for example, I had described the impulse to act two years earlier as 'structuring while involving'. These are not the same verbs as 'moderating while looking around', and yet the same movement becomes visible in them.

The method is therefore about fostering one's own creativity in action. That is why it ultimately comes down to expressing one's personal experience, rather than agreeing on 'the one true impulse for action'. At the beginning, it can of course be helpful to explore the method together and discuss with other participants which words can be used to describe what has been experienced. Ultimately, however, creativity is rooted in one's own experience. It is awakened so it can be put to use.

2.2 ★ Imagine the impulse to act with a profession

One can express a person's experience of the impulse to act in an image of a profession or a picture of a work situation. The professional profile is not a job recommendation. It serves only to illustrate the experience of the impulse to act. This step helps to recognise the qualities of the impulse to act. This is particularly important when one has a negative judgement of a person's behaviour. It is a methodical approach that enables one to overcome the negative judgement and recognise the quality behind it. Furthermore, the image of a profession is helpful for remembering the impulse to act. The two impulse-to-act verbs are more difficult for many people to remember.

Method

To find a suitable image of a profession, ask yourself: "In which profession or professional situation is this type of behaviour a quality?" You can then ask: "What does my person do in this profession or professional situation?" These questions help you find an image of a profession for the action impulse verbs.

It is important to look for the job profile without thinking about the specific person whose impulse to act is to be described by it. Otherwise, one tends to ask oneself whether this profession might be suitable for that person. But that is not the point. Whether the image of a profession is chosen in the masculine or feminine form (e.g. actor or actress) is independent of the actual gender of the person in question. The profile chosen is the one that seems more appropriate for expressing one's own experience. The focus should be on gaining a completely new perspective on the other person's actions – a perspective free from any judgements or assessments one may have already formed about that person beforehand.

Examples of job roles

We described Robert's impulse to act as 'trying things out playfully'. 'Trying things out playfully' is what you have to do when you put a product through its paces. The image of the product tester came to mind.

Here are a few more examples of impulses to act* and job profiles:

Name	Impulse	Job profile
Robert	Experimenting while playing	Product tester
Daniel	Presenting while collecting	Tour guide
Constantin	Maintaining while selecting	Fruit rack attendant
Dorian	Moderating while looking around	Moderator
Julia	Feeling while delving	Masseuse
Nadja	Aiming while organising	Traffic warden
Sonja	Expanding while dreaming	Narrator

* You can find a description of the impulses to act in the window 'The individual way of acting'.

2.3 The impulse to act of things

Everything in the world has a will. Even the chair

The chair has the gesture of ‘carrying while embracing’. What makes the chair a chair is the activity that the chair performs, even though it stands still. One only notices this when one actively enters into a relationship with the chair by sitting on it.

If one tries to think about the essence of an object, one asks: ‘What does this object do when it is in use?’ Here are a few examples:

<i>Spoon</i>	<i>‘separating while lifting’, ‘transporting while lifting’, ‘handing over while reaching’</i>
<i>Fork</i>	<i>‘removing while selecting’</i>
<i>Knife</i>	<i>‘separating while cutting’</i>
<i>Box</i>	<i>‘setting aside while concealing’</i>

Let us take the example of the spoon. Whether one uses it to scoop soup from a pot, to eat, to stir coffee, to pour sauce, or to dig a hole, the essence of the spoon remains the same, even if the spoon’s form and material may differ. In different situations or during different activities, the idea of the spoon can manifest itself in very different ways and the essential characteristics then appear in a specific shape, size, colour, or material.

One also gains a better understanding of the concept of a spoon by comparing it with other related objects, such as a fork or a stirring rod.

The nature of the object and the human impulse to act

Every spoon has the same essence. No matter how it is shaped or what material it is made of, it is always the same idea. Human beings, on the other hand, have their own impulse to act, which is revealed in the way they act. The essence of the object is not individual, but the human impulse to act is.

Exercise to identify the impulse to act

Exploring the essence of objects in small groups fosters creativity and flexibility in using action-impulse verbs.

To do this, work in groups of 2–3 people for about 15 minutes to identify the impulse to act in 5–10 objects in the room.

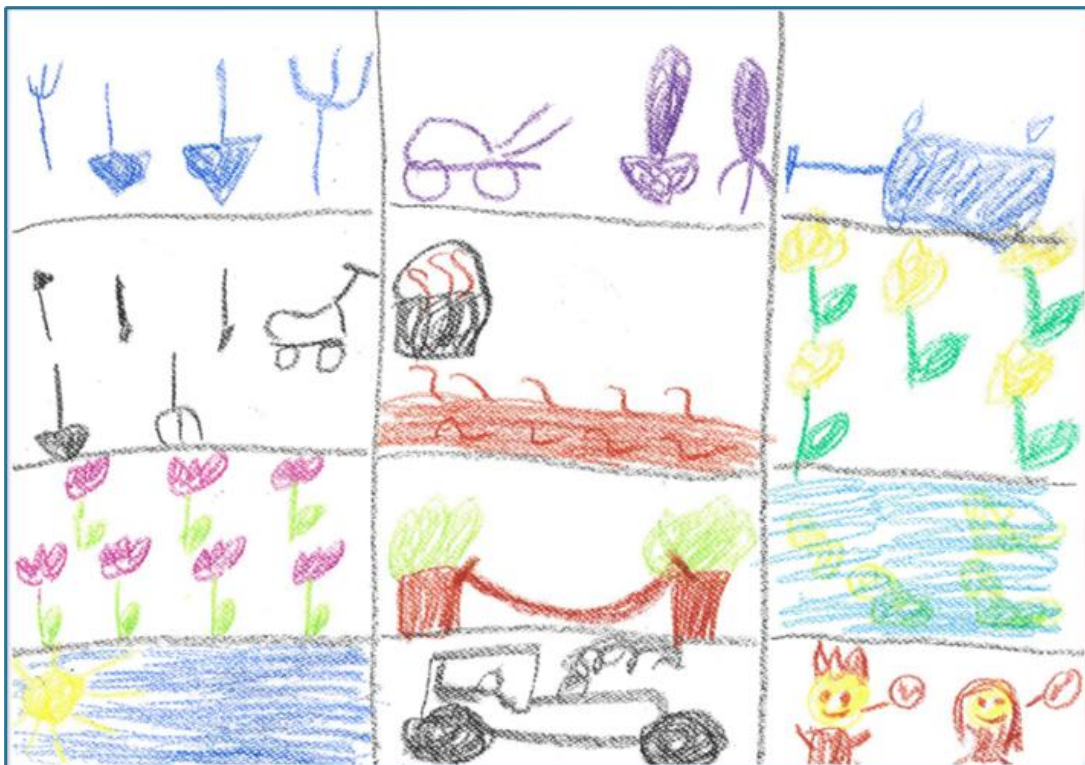
3. Artistic representation

3.1 Drawing the impulse to act

You can express the impulse to act not only with words, but also through drawing or painting. This opens up a new way of communicating about the impulse to act.

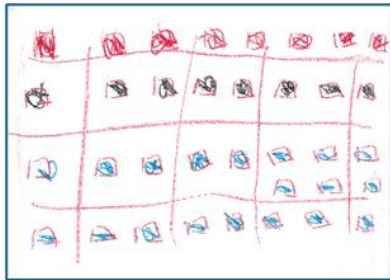
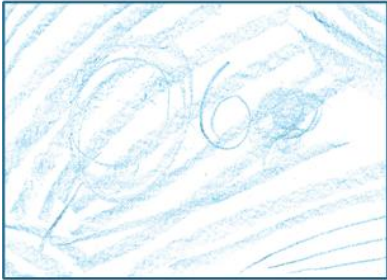
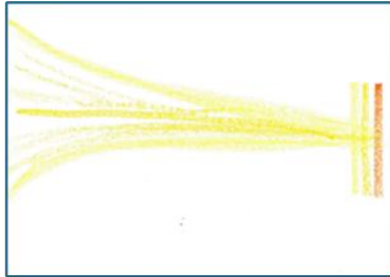
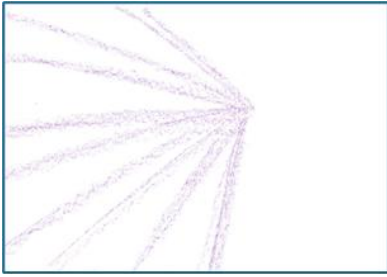
Once you have already identified the impulse to act using verbs, the next step is to connect with it artistically. All you need are paper and pens or paints. Now bring the impulse to act to mind once more, visualise it and finally put it down on paper. There are no set rules. It is simply a matter of, quite literally, forming a picture of a person's impulse to act. If you wish, you can discuss the pictures afterwards. However, this is not strictly necessary. The pictures speak for themselves and require no verbal communication.

'Aiming while organising'



We sit together in a group of six to draw the impulses to act. We always select one impulse to act and then create our own personal drawings based on it. Nadja is first. Her impulse to act is 'organising goals'. She draws her own impulse for action. Without thinking too long, she draws a grid with 3x4 squares. She assigns a theme to each box: in one, the gardening tools; in another, the flowers; in the third, the earthworms; and so on. When I see the motif of her picture and observe the clarity and purpose with which she draws it, I gain a deeper understanding of what 'aiming while organising' means, how it feels, and how it manifests itself.

Her five colleagues have drawn 'aiming while organising' as follows:



The drawings reveal not only the other person's impulse to act. They also always reveal the self of the person drawing. More on this in the next window.



3.2 ★ The Self and the Other

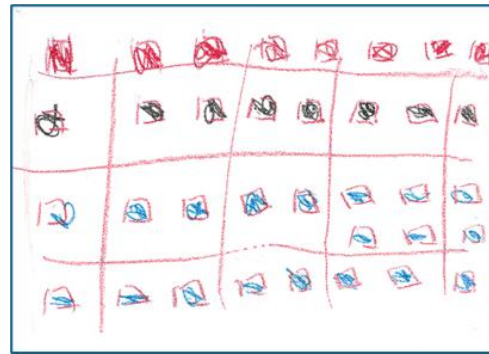
As described in the window above, the impulse to act can be represented not only with verbs, but also through drawings and paintings. This enables a non-verbal form of communication about the impulse to act.

Drawings are individual representations that always contain the self of the artist. This becomes apparent when one compares a person's drawings of their own impulse to act with those of someone else's. Here are two examples:

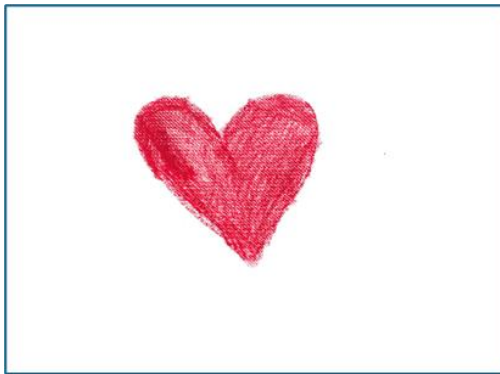
Christoph on his own impulse to act
'maintaining while selecting':



Christoph on Nadja's impulse to act
'aiming while organising':



Julia on her own impulse to act
'feeling while delving':



Julia on Nadja's impulse to act
'aiming while organising':



One participant reflects: "During the art exercise, I noticed that one's own impulse to act always finds its way into the drawings of others' impulses. When I drew Erich's impulse to act, I did it my own way: 'affirming with purpose'. I first sketched the shapes and only coloured in the open spaces afterwards. Erich, on the other hand, first coloured the page and then drew the shapes within the coloured areas. His impulse to 'refine whilst resting' was evident in his drawing style and in the drawing itself."

One can connect with a person's impulse to act not only through drawing or painting, but also through music. You can read more about this in the article 'Making music of the impulse to act'.

3.3 One's own form of expression

We have already seen in the window 'The Self and the Other' that the self is always expressed in the impulse to act drawings. This can appear even more specifically as per the following example

The exercise

To identify the impulse to act, we imitated a person's movements by walking behind them. The task was then to express our own experiences regarding the perceived impulse to act in a drawing. After drawing for about 5–10 minutes, we looked at the drawings together with the person we had imitated.

One motif, two impulses to act

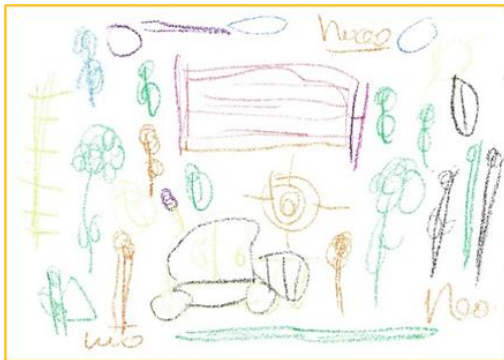
First, we drew Jan Hendrik's impulse to act: 'immersing while exploring'. Mario drew all sorts of elements of a farm: a tractor, a cow and so on. I didn't really know what to make of it. It seemed as though he had simply drawn what he liked or what he always draws. Then we put ourselves in the shoes of a second person, Herbert, for whom we identified the impulse to act as 'measuring while observing'. We began drawing again. And Mario drew his farm again.

As I looked at Mario's drawing, I suddenly had the idea of placing the two drawings side by side. And although both depicted a farm, the differences revealed what I and the other participants had said about the differences in our own drawings. For Jan Hendrik, we had identified the role of a bomb disposal expert, whilst Herbert's impulse to 'measure while observing' manifested itself quite differently.

Jan Hendrik had drawn a landscape on both occasions. The difference between his landscape drawings was along the same lines as Mario's farm drawings.

Mario's farm drawings

Jan Hendrik: 'immersing while exploring'



Herbert: 'measuring while observing'



Insights

1. Assume that the other person is doing his or her best to complete a task. They cannot do it any other way than in their own way.
2. Focus on the individual person expressing his or her experience. Do not generalise too quickly.

3.4 Expressing the impulse to act through music

The impulse to act can be expressed not only in words, but also through drawing or music. This opens up a new, non-verbal way of communicating with one another about the impulse to act.

To represent the impulse to act musically, you naturally need musical instruments. The most suitable instruments are those that are easy to play without requiring years of practice – for example, a lyre or percussion instruments such as the xylophone, drum and tambourine. Now one person can begin to play and another person joins in. A space for free improvisation emerges, into which other participants can join. What is important here is perceiving and empathising with the music. Only in this way can one detect the impulse to act in the other people and connect with it. Below is an example of how the music exercise might unfold.

The music exercise

We are sitting in a group of nine people at a table on which various musical instruments are placed. In turn, everyone chooses an instrument and plays it. So I, too, take an instrument and demonstrate what can be done with it. The others observe how I play and then try to describe my impulse to act using two verbs. Then I play again and another participant tries to join in and play my way, that is, to reinforce my impulse to act.

We repeat the exercise with all the participants. The way participants respond to each other's impulses takes on very individual forms. Vivian chooses a drum to play. He begins by striking the drum in a very regular rhythm. One beat follows another, and at the end he delivers a loud final beat. We describe his impulse as 'rhythmising while beating', linking it to the profession of a musician or conductor.

In the next step, Franziska also picks up an instrument and joins in with Vivian's impulse by participating in the 'rhythmising while beating'. After that, Miriam speaks up, responding to Vivian's 'rhythmising while beating' in a different way. She plays a gentle melody to the given rhythm.

Vivian sticks to his style of 'rhythmising while beating' right to the end and finishes with a loud final beat.

I then reflect: "It was fascinating to see how the impulse to act becomes visible in the way we make music – just as it manifests itself in other actions. It is helpful to demonstrate how to play the instruments. This helps overcome any shyness about making music freely."

New forms of expression and communication

In making music, a different form of expression and communication becomes possible. When joining in, the music meets the music. For example, a particular rhythm encounters a particular melody – without any prior agreement being necessary. Verbal communication becomes obsolete in these moments. Speech does not stand in the way of those communicating. Instead, the person joining in tunes in and asks themselves: "What does the given situation require? How can I contribute something? How can I join in? What is special about what the player is offering?"

When the responder utilises this perceptive ability and adds their own contribution, two impulses to act touch and connect.

When several people with this capacity for empathy make music together, an orchestra emerges, a symphony of individualities linking together. When a different individuality is the starting point of the music, a different symphony resounds.

4. Living the learning space

4.1 ★ The impulse to act in activities

The step of accepting and aligning to an impulse to act is often perceived as difficult. It requires a certain amount of creativity to think outside the usual framework.

Many of the impulses to act seem to point to a relationship between people, which is why acceptance is sought within the same sphere. If, for example, the impulse to act is described as ‘connecting while loving’, it is assumed that the person must find new friends in order to feel at ease. Or an impulse to act such as ‘excluding while appropriating’ is used to explain why the person occasionally comes across as distant and unfriendly. Such considerations at the relationship level are, however, not productive.

It helps to adopt new perspectives by seeking out the impulse to act in one’s own experience with things i.e. when the impulse to act relates to the material world and is recognised in one’s own activities, for example:

‘Connecting while loving’

I recognise this from my experience of preparing a béchamel sauce. If I add water or milk too quickly to the flour heated in butter, lumps form. If I add the liquid slowly, drop by drop, stir, and allow time in between for the whole mixture to warm up and combine, it becomes a smooth sauce. The process of becoming a sauce is ‘loving connection’. It only becomes a lovely sauce when the flour, milk and butter are ‘connecting while loving’ one another. As a cook, I must also accept the sauce’s impulse of ‘connecting while loving’.

For a person with the impulse of ‘connecting while loving’, this might then mean: getting to know a new task, job or workplace step by step, and not too quickly at the start.

‘Excluding while appropriating’

In interpersonal relationships, one doesn’t want to exclude anyone at all. At least not when working on something as part of an inclusive approach. But when I make an appointment and look at my calendar, I can see in a flash which days I’m unavailable and which days are left. Most of the time, I only communicate the latter – that is, when I’m free. When I verbalise the whole process, I’m ‘excluding while appropriating’. So there are situations in everyday life where ‘excluding while appropriating’ serves an important function.

It appears here as a perfectly normal approach, which I can communicate to others much more often. Because then the others can follow my process and get on board. The others are then involved in the process of ruling out options.

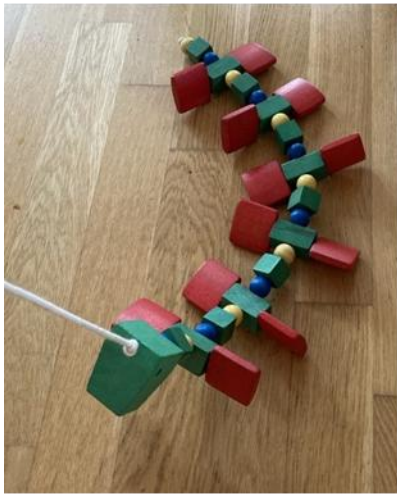
These activities therefore provide an impulse to act. From personal experience, one knows how to accept this.

The Crawling Caterpillar

With Nadine, I arrived at the impulse to act as ‘leading while pulling’ and, as a profession, tour guide.

Two days later, I saw a pull-along caterpillar toy in a shop. I noticed, how the toy caterpillar’s head leads the way and all its legs turn at the same time. However, when I lead the caterpillar along pulling it behind me, it flies off course if I walk too fast. For me, this caterpillar was a material expression of ‘moving forward while pulling’. This realisation helped me to accept Nadine’s impulse to act.

I was even surprised when, a week later, I looked at the rough sketch I'd done as an intermediate step – before I'd identified her impulse to act, and before I'd discovered the toy caterpillar. In the sketch, the caterpillar, with its twirling legs, is already 'suggested'.



4.2 Apprentices, Assistant, Master

Learning environments in which one becomes more capable in one's impulse to act

As an individual, every person has their own personal impulse to act throughout their entire life. This manifests itself differently depending on age, development and environment. Yet even though the expression of the impulse to act may appear differently depending on the situation, it never changes.

The impulse to act indicates a direction for personal development. It is like a guiding star. Every person strives to bring the impulse to act, as experienced in the will, into the world.

In the apprenticeship system, there are three stages: apprentice, assistant and master. These stages of training date back to the Middle Ages.

At the start, the apprentice had to do nothing but sweep and clean. Day in, day out, the same routine. The actual work was only entrusted to him over time. If the apprentice had not already been born into his learning environment, he became fully integrated into the work environment during his apprenticeship.

The assistant was on the move. He sought out his own masters. Depending on the skills he could demonstrate, he was accepted or had to move on. He thus chose his own learning environment.

The master craftsman created the space he needed to carry out his work. This naturally took place in conjunction with his clients and the social environment. The master craftsman, in turn, took on apprentices. He focused on passing on his expertise.

The stages of development and the appropriate environment thus went hand in hand.

Whether someone can develop by expressing their impulse to act, whether they can bring their impulse to act into the world and make it available to others, is linked to the (learning) environment. One needs space to practise in order to become more capable in one's impulse to act. This goes hand in hand with the need to make room to bring other people along by sharing one's expertise.

The same question 100 times

This approach is also helpful in educational work. For example, there are people who always ask the same question: "What time is it?" This question is repeated constantly. Over and over again. It doesn't help to try to stop them asking.

These people, too, want to practise and become more capable in their impulse to act. You can empower them to ask other questions and thereby broaden their world. If someone constantly asks, "What time is it?", you can respond with other questions: "Are there clouds in the sky today?" Here, too, you accept the other person's impulse to act. You go along with it and in this way, the questioner encounters a master of asking questions. This is a useful practice in a group.

4.3 ★ The impulse to act within the group

When one discovers someone's impulse to act, one often hopes to be able to help him or her to live out and bring to light his or her impulse to act so this person can develop further. However, this approach often feels restrictive. On the other hand, it is empowering when the person's impulse to act manifests itself in their environment. This person then realises how normal it is to act as they do.

The impulse to act emerges in the environment when the facilitator embraces the impulse themselves or invites the group to engage with it.

Bringing the impulse to act to life in the group

Lilly is in Year 2 at primary school. She has spelling difficulties. She writes all words as one, reverses letters and even makes many spelling mistakes when copying. Often, Lilly cannot even read what she has written herself. 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 this drawing. As they are all supposed to write a letter to Saint Nicholas, she asks the children to write in the most beautiful handwriting they know and to choose a style. She shows some examples on the blackboard: block capitals, cursive, bold, thin, 3D. All the pupils set to work eagerly. Lilly draws large, bold letters. Drawing, she writes perfectly correctly and legibly.

In the next spelling lesson, the teacher tries to build on this experience – this time with a dictation. For each word, she specifies which style of writing should be used. All the children are fully focused on their work. They are curious to see which style they will be asked to use for the next word. The children are much more enthusiastic during this dictation and everyone makes far fewer mistakes than usual. The next day, the children ask for another dictation like this. The teacher has never experienced anything like this before.

Inclusion happens when normality emerges from a shared activity and every single person can participate and contribute based on their own strengths. This is different from helping another person. Efforts to help people who need support often perpetuate a power imbalance, meaning we remain at the threshold of inclusion.

4.4 The impulse to act becomes a learning space

Once you have discovered the impulse to act and connected with it, you can use it as a source of inspiration for your educational work. Embracing the impulse to act opens up new forms of guidance and collaboration.

'Exaggerating while portraying'

I am a work support mentor at Urtica De Vijfsprong, a social farm in Vorden, in the Netherlands. Recently, I was walking across the farm grounds and came across a resident, Markus, who was stroking a cat: "Dear cat! Come here, dear cat. Yes, cat, come! You don't need to be afraid. Come here. I'll stay with you." As I watched him, I immediately recognised his impulse to act as 'exaggerating while portraying'. With him, you get the feeling that he isn't just talking to the cat, but putting on a whole performance for an audience. At that moment, I, who was just passing by, was the audience. That's how he always does it! He turns what he does into a performance and looks at the audience.

Many people find his behaviour irritating, which is why they react with rejection. However, this is how he always behaves. It is his individual impulse to act. Can I accept his way of acting instead of rejecting it?

Accepting and aligning to the impulse to act

We start every day with a morning circle, attended by about 20–30 people. Markus often helps me hand out the sheet music for the songs we sing together. In this situation, I want to try to accept his impulse to 'overact'.

I call out to him loudly and wave the sheets in the air: "Markus, hello, I need your help with the song sheets!" He comes dancing over straight away. I bow deeply to him: "Thank you very much!" He replies with an equally deep bow. I make a show of handing out the sheets. Markus joins in.

Learning spaces that inspire!

For me, there were four discoveries regarding the design of the learning space following the impulse to act:

1. I practised 'exaggerated acting'. That's not at all easy for me.
2. But I enjoyed it.
3. Markus also enjoyed joining in with the acting.
4. The people in the morning circle, who usually stand there half-asleep, chatting amongst themselves and not really looking at the sheet music, were all wide awake and fully engaged. They also enjoyed the performance.

Accepting another person's initiative, while it may certainly be challenging, helps us try out new ways of guiding and involving others in the group who need support more effectively when we engage them in collaborative work. This makes our educational work more creative and better tailored to the individual needs of the people we support.

4.5 Aligning to excluding

The exercise

We took a portrait painted by Arnkjell Ruud as the starting point for the artistic exercise. The initial idea was to immerse oneself in the painting by having everyone copy or imitate it. Through imitation, one can recreate the brushstrokes, movement, colouring and composition.

A sheet of paper was attached to a board and placed on an easel next to Arnkjell's portrait. One person at a time copied the portrait, whilst the other participants observed the movements of the person copying and tried to imitate them.

Aligning while excluding

Tor Aleksander was the first to start painting. His impulse was: 'aligning while excluding'. We wondered: 'How does one align to such an impulse, which inherently involves exclusion?' But there wasn't much time to think, as Tor Aleksander was already making his first brushstroke. However, he was painting on the portrait of Arnkjell and not on the blank sheet of paper we had provided. We quickly intervened and said he couldn't paint directly on the portrait. In this intervention, aligning to Tor Aleksander's impulse to act emerged almost of its own accord: we excluded one option. He began painting on the blank sheet of paper. During the reflection, Tor Aleksander stated that it felt liberating when there weren't too many options at once. (Further thoughts on the impulse of 'aligning while excluding' can be found in the window 'The Impulse to Act in Activities'.)

Creating a connection

Now it was Vera's turn to continue painting on Tor Aleksander's picture. Vera's impulse to act is: 'connecting while nurturing'. This had already become apparent just moments earlier in the way she had attached the paper to the board. I tried to guide the task in a way that aligns to Vera's impulse to act, and asked her to pay close attention to the lines in Arnkjell's painting and, so to speak, to transfer them onto the new painting – in other words, to connect the images of Arnkjell and Tor Aleksander. Albert noticed Vera's hesitation and added that she should look at what was already there to see what she could use from Tor Aleksander's beginning. The connection between the two paintings seemed to give her a good starting point. When, after a while, she hesitated again and didn't know how to proceed, we realised that a new connection needed to be established. This time, Albert suggested to me, Runa, that I should make a few small adjustments to get Vera going again. My impulse to act is: 'pulling up while spreading out'. It took only a few strokes for Vera to know how to complete the portrait.



4.6 ★ Victoria and the Travel Diary

Victoria is going on holiday for a fortnight. She comes to me, her work support mentor, hugs me and bursts into tears. Her tears are unstoppable. In this way of acting, she reveals her impulse to act: 'holding on while embracing'. I don't know how I can help her in this situation. I can well imagine how difficult it is for her to leave her familiar surroundings. At the same time, I myself am completely overwhelmed by her impulse to act in this situation. I don't know how to deal with it. How can I connect with her impulse to act in such a situation?

I bring up the example in the Inclutrain intervention session. The trainer, Albert, suggests looking for the impulse to act, 'holding on while embracing', in our own experience. He gives an example from his own childhood: 'As a child, I was on holiday with my aunt and uncle in a historic town. There, we set off to find souvenirs for my parents and ourselves. A souvenir embodies the concept of 'holding on while embracing'. You embrace the memory, hold on to it.' Drawing on this experience, Albert aligns to Victoria's situation: "You could give her a lovely notebook and ask her to write down something every day about what she has experienced, for you and for herself. When she's back, you can then read the entries together."

I can imagine that it might work and give it a try – with success! By giving her the notebook and suggesting we read it together after her return, I have embraced Victoria's impulse of 'holding on while embracing'. I have accepted her. Through my suggestion, Victoria was able to hold on to what had happened through the notes and, at the same time, embrace it in the notebook.

It is not about Victoria learning to let go – that is not her issue! Rather, it is about her becoming able to bring her impulse to act of 'holding on while embracing' into the world in a positive way – for example, by recording her experiences in a notebook.

This example shows how accepting and aligning to another person's individual impulse to act can open up new possibilities for providing effective support and guidance. In practical terms, this means using challenges as opportunities to create a learning environment in which both trainers and trainees can practise and develop new skills and abilities. This helps people learn to cope better with challenges in their everyday working lives.

4.7 Dealing with disruptive behaviour

When working with someone whose behaviour you find disruptive or problematic, it is common practice to reflect on the matter in private and devise a solution, which you then put into practice. You thus develop new experiences based on what you have devised and if the devised solution does not work, you start again from the beginning.

Experiential learning

With experiential learning, you approach the matter differently right from the start. The disruptive behaviour is not seen as something to be eliminated. Instead, it is assumed that even the disruptive behaviour contains a positive impulse. This needs to be made meaningful. To do this, you look around you to see where this behaviour manifests itself positively. For example, by asking: “In which profession is this behaviour a virtue?” Somewhere, it is important to act in this way. You can also draw on your own experience and ask: “In which situation have I acted like this myself? What was I trying to achieve there?” It is advisable to consider situations outside your own field of work.

The following example can serve as a source of inspiration:

If someone is struggling with the idea of going away for two weeks, it makes sense to draw on your own experiences of travelling. However, once you have found a suitable experience, you should be careful not to think: “I now have the one solution for you.” Then you treat your own experience as a ready-made recipe that the other person simply needs to follow obediently. In the window “Victoria and the Travel Diary”, I was inspired by Victoria’s impulse to act: ‘holding on while embracing’. That’s when I realised something new: “When buying a souvenir, I also tried ‘embracing while holding on’ to something at the same time’. The souvenir was meant to be a representation of my travel experience that I could take home with me. I wondered: ‘What else is there along these lines that is “normal”?’ Then the idea of a diary occurred to me. But not just a diary for myself, but a diary that I would enjoy looking at together with others. By putting this suggestion to Victoria’s work support mentor, I am acting in a way that ‘embraces and holds on’, thereby creating an environment in which Victoria will be able to recognise herself and join in as a matter of course.

So the ideas are interpreted in the world by seeking out activities and actively thinking of the verbs associated with them. From this one develops new ideas oneself, which perhaps no one else has thought of in this way before.

4.8 Samuel the Conductor

'Empathising while conducting'

Samuel has lived on Urtica for many years – almost his whole life! He is 62 years old and very sensitive – he senses everything that is going on. Sometimes it can be quite challenging to work with Samuel. If you ask him a direct question, he often reacts with irritation or turns around and walks away. He also shouts a lot. This started back in his youth. The resident above him often complains about it. It's a problem for the neighbours too. It's not helpful to ask what's bothering him or why he's shouting. Instead, I set out to discover Samuel's strengths. We identified his impulse to act as 'empathising while conducting'. Added to this was the role of the conductor. Samuel wants to conduct. When I see him, he often asks: 'Can you do this or that for me?' The conductor conducts the orchestra!

Successful unexpected actions

I embarked on a journey of discovery: How can I align with Samuel? How can I embrace his impulse to act? Three positive examples came to mind where I intuitively aligned with Samuel. In other words, three successful unexpected actions:

At the riding school: As a young man, Samuel used to ride. Some time ago, he said he'd like to go riding again so we drove to a riding school. While we were grooming the horse, he stood a good distance away. He didn't want to ride either. So I asked: "Shall I ride?" He agreed. I climbed onto the horse and asked Samuel, "What should I do now? Where should I ride to?" Samuel stood in the middle of the arena and guided me. He said I shouldn't hold my hands so high and should press my heels down. He told me where to ride. He clearly enjoyed telling me what to do. After a while, when I asked, "Would you like to ride now?", he agreed. He got used to riding while directing me first and then started riding himself.

In the courtyard: Last year, we organised a barbecue. Samuel stood up and positioned himself in the middle of the courtyard. In a loud voice, he gave a speech and everyone listened to him attentively. He stood there like the mayor in the village square. He wants to and is able to select the tone.

At the theatre: A few weeks ago, I went to the theatre with him. We were seated in the balcony. Suddenly, he stood up and clapped very loudly. At first, I thought, "What on earth is he doing?", but the whole audience was swept along by his applause and joined in. I looked at him and thought, "Now you really are in your element."

New inspirations

In our Inclutrain intervision group, we discussed how I could align with Samuel. It became clear to me that it helped not to ask questions directly to Samuel, but rather to pose them generally to the group. That way, Samuel can take the initiative himself and respond without feeling directly confronted by the question. For example, if I say, "Can you take the paper away?", he immediately shuts down. If I say instead, "Where does the waste paper actually go?", he stands by my side, ready to help, and carries out the task.

Instead of addressing Samuel directly about the resident's complaint regarding his shouting, I can pose the issue to a general audience: "The resident has complained; what might she need?" Such a question could give him the space to settle in and come to terms with the problem.

Bringing the impulse to act into the world in a positive way

The question is, where and how can he give free rein to his impulse to act? I discuss this with the Inclutrain group and come to a new realisation:

Me (Helga): When we're sitting together in the car, he likes to talk. Or when we're sitting on a park bench, we talk about what we see – for example, the cyclists and pedestrians passing by. He used to present things in the morning circle quite often, and the other residents enjoyed it.

Sophia: Would it perhaps be helpful to set up a regular discussion forum? Where, for example, we talk about what has moved us over the past week – without asking Samuel the question directly.

Me (Helga): Hmm, that could work. But something else just occurred to me! He finds it particularly funny when I pretend to scold him. He likes it when people act. Then he isn't being addressed directly. It's more like being in a theatre audience as a spectator. After all, the actors don't address you directly there either. Then he can join in and take the initiative. He's fully present then and has something to say, not directed at one person, but at a wider audience.

Albert: It's interesting what you're saying here. You align with Samuel when you go along with his impulse to act: you act out something directed at a (distant) audience. That's exactly what he does; it's his impulse to act. Through your acting – which isn't directed at him directly – he can join in and bring his own thoughts into the world. Instead of shouting, he can express himself through words in these moments. That also reminds me of your unexpectedly successful action at the riding school: you rode yourself, and so he was able to join in from a distance and eventually get involved.

There is a difference between going along with the other person's impulse to act and trying to change them through your interventions.

Marianne: We could incorporate acting more into our daily work.

Albert: Yes, exactly! The important thing is to get the whole group on board.

Helga: That'll be exciting! We have a resident, Markus, who usually overdoes things – in his gestures and facial expressions. It often looks like a performance. However, his behaviour is usually directed straight at one person. Samuel finds this very disturbing. But I think it would be very good if we did the 'performance' together, without directing it at anyone in particular. That will probably calm the whole situation down. That way, we can connect with both Samuel and Markus.

Marianne: Yes, I think so too! The other day it was really hot whilst we were working, and Markus and I were thinking about what it would be like if we were at the swimming pool right now. And then we pretended we were at the swimming pool. It was a real 'cool-down'. The work with the group went much better after that. I'd love to actively incorporate role-play into our educational work. I'd like to suggest that to our colleagues as well.

Insights

It's not about encouraging Samuel to act on his impulse, but about acting on it myself or involving other people.

In the waste paper example, the aim isn't to trick him into working, but to actually engage with the question. Where does the waste paper actually go?

It's often difficult when someone says, 'Oh, you're so good at this or that, why don't you give it a go?' So, for example, if someone says, 'Tell a joke', I can't think of one. But if someone else tells a joke, then I can think of jokes too.

It's not about manipulating people with the impulse to act method, but about creating a learning space in which people can recognise themselves and flourish.

4.9 Klaus the Car Park Attendant

Klaus has a wait-and-see attitude. He prefers to sit on a chair and watch. It is difficult to get Klaus moving and motivate him to work. When Klaus is working, he often looks at his watch to see if it is time for a coffee or lunch break yet. As soon as the break bell rings, Klaus stops working and leaves everything as it is. For example, if the bell rings whilst he is unloading cutlery from the dishwasher, he stops working immediately and simply leaves the last few spoons in the dishwasher – even if there are only two left. When the bell rings, he rushes straight to the coffee. He wants to be the first at the coffee to sit in his usual spot.

I want to encourage Klaus to finish the task, but he always says: “No, it’s coffee time.” How do I get him on board? How can I organise the learning space so that it motivates him to get to work?

A successful, unexpected move

In the Inclutrain group, we’re thinking about a profession where Klaus’s behaviour would be a strength. A lock keeper or car park attendant springs to mind. They wait to see if a ship or car is coming and then open or close the lock or gate. They observe and calculate when the lock needs to be opened or closed. We come up with new verbs for Klaus: ‘calculating while observing’.

That reminds me of an example of a successful unexpected interaction. It was a situation where I intuitively aligned with Klaus. Whilst baking biscuits the other day, I asked him to keep an eye on the time so that the biscuits wouldn’t burn. It worked very well. He really enjoyed keeping track of the time.

Creating a learning space

I explain that I felt as though he was shirking work.

To which Albert replies: “That’s not important here. From the outside, it might look as though ‘calculating while observing’ isn’t work. But the real question is how to find your way to work via this route. That’s what aligning is all about. If you simply say there’s still enough time, Klaus has to believe you that there’s time to spare. But his impulse to act is ‘calculating while observing’. And that’s where he wants to improve. So you could do some smaller exercises where he can become more proficient in his impulse to act. So far, he’s specialised in keeping an eye on when the break is. The point is that he can apply this skill to other tasks as well. To do this, you can look at the process from the other direction, that is, from the result. You complete the work on time because you’ve calculated it correctly. Then you don’t have to carry on working during the break. You could say: ‘Look how quickly you need to do the work so that you can finish the tasks before the break.’ You could also do an experiment with him by doing the work very slowly once and then very quickly. So at different speeds. Then you can look back together and compare the differences. Klaus has this calculation built into his impulse to act, yet at the same time he is not yet able to use it positively. You can support him in this by accepting his impulse to act and moving together with him.”

Through the conversation, it became clear to me that every person wants to make their abilities available to society. Observing and calculating is mental work, not physical. Therefore, it is not immediately visible.

Flowing with the impulse to act

Some time ago, we wrote the names of various towns on wooden boards. They were signposts, so to speak. This was a gift for a colleague who was retiring. I drew the outlines of the letters and Klaus filled them in with paint. Klaus was completely absorbed in the work. He worked with great concentration and precision. He clearly took great pleasure in designing the boards. And then, when it was time for a coffee break, Klaus said: “First I’d like to finish writing this place name and

then go for a coffee break.” I was very surprised by what he said. I’ve known him for 18 years and he’d never said anything like that before.

Albert (trainer): When you draw the outlines of the letters, the shape is already there, waiting, and he fills it in. So you drew along with him and, in doing so, accepted and aligned Klaus’s impulse to act. You thereby created an environment that invites him to participate in his own way. When you accept the impulse to act, the person can learn something from it. It’s easier to learn when you see something demonstrated. You’re then engaged and free at the same time.

5. Teaching how to live in a learning space

5.1 ★ Guiding strengthening while empathising I

During an Inclutrain training session, Rainer agrees to give a demonstration in which he tries to align with Max. Max agrees to take part. I support Rainer in my role as an Inclutrain trainer during this experiment.

Shortly before the demonstration, I tell Rainer about Max's impulse to act. The day before, we had discovered this in a working group with other people: 'securing while observing'. Then we get started! Rainer introduces Max to the audience and mentions his impulse to act. He has decided not to align with Max just yet and says: "Max, would you like to put the logs lying on the floor into the wheelbarrow?" Then he stands there and watches as Max does it. Max is willing. He picks up two logs one after the other, puts them in the wheelbarrow, stands up and looks out at the audience – not at Rainer. Rainer encourages Max to carry on. Max grabs two more logs, stands up and looks around once more. It is clear that Rainer is not aligning with Max.

After the demonstration, the audience describes this moment as follows: Max has imitated Rainer. Time and again, he has stood there and looked around.

I am unaware of Rainer's intention to demonstrate non-participation at first. I give Rainer a tip intended to encourage participation: "Join in and don't just stand there watching Max do the work." Rainer takes this on board and begins to help load the wheelbarrow. When the wheelbarrow is full, Max takes it to the wood store. Rainer has decided to show Max how to stack the wood in the wood store. He expects Max to watch him and says: "Take the logs and stack them like this." But Max keeps looking around as he stacks the wood, sometimes at the audience, sometimes at Rainer.

I give Rainer a new tip: "When I stack logs, I turn the log so that it lies stable and I can easily place the next log on top of it. I realise that I'm proceeding by 'securing while observing' there. I assume that you, Rainer, do the same. Say out loud what you're thinking as you stack. Speak freely into the room, not to Max!"

Rainer takes the tip on board and describes what he is thinking and doing whilst stacking the wood. It's working! Now Rainer and Max are side by side, concentrating on their work. They take logs from the wheelbarrow. They stack them on top of the existing pile in the wood store. Rainer notices that Max is paying attention to him whilst stacking the wood himself.

The 30 or so spectators standing around them can see that Rainer has now aligned with Max and is reinforcing his positive qualities.

The whole demonstration lasted about 10 minutes.

Half a day later, a work support mentor and I are talking to Max. We ask him about his experience of yesterday's demonstration. Max thinks for a moment. He can only describe the last two minutes: "Rainer imitated me!" So Rainer only did it Max's way at the very end. Or to put it another way, he aligned with the way Max acted. He accepted Max's impulse to act.

5.2 Guiding strengthening while empathising II

As an Inclutrain trainer, I gave the work support mentor Rainer the following tip on how to connect with Max's impulse to act – 'securing while observing' – whilst they were stacking wood together: "When you're stacking logs, say out loud what you're thinking as you do it. Speak freely into the room, not to Max!" Rainer took my suggestion on board, even though it clearly felt unfamiliar to him: "Not to speak to Max, but just to talk out loud to myself like that?" (More on this in the previous window.)

From the outside, my intervention looked as though I already knew everything, as if it had been perfectly clear to me from the start how I could support Rainer in aligning with Max. But it was also a surprising experience for me. I hadn't known beforehand that I would guide Rainer in this way. For me, it was a successful unexpected action. An action in which I intuitively accepted the other person's impulse to act – in this case, Rainer's.

A few weeks later, I was in an peer group. There, we discussed how I had aligned with Rainer. First, my colleagues characterised my actions and then Rainer's:

Characterisation of my actions by the peer group	Characterisation of Rainer's actions by the peer group
<i>You told Rainer what was going through your mind when you were stacking wood yourself the other day.</i>	<i>Your assessment of Rainer's impulse to act is: "Rainer gives the instruction and continues to watch."</i>
<i>Verbs: 'thinking while narrating'</i>	<i>Verbs: 'watching while withdrawing'.</i>
<i>Occupation: Druid or priest</i>	<i>Occupation: King or warlord</i>

Through my action of 'thinking while narrating', I participated in Rainer's 'watching while withdrawing' and reinforced it. In doing so, I aligned myself with Rainer. Rainer's 'instructive stepping back' was thus able to manifest itself quite differently: he says what he thinks, but does not speak directly to Max. Rainer, as it were, gives the instruction aloud as to how the wood should be stacked and demonstrates 'securing while observing' to Max without engaging him directly in conversation.

This is a description of what I did intuitively. When I describe it as a method of experiential learning, I realise that I did the following:

I looked for my own experience of 'securing while observing' whilst stacking wood. When I stack logs, I look at the logs and consider how I can stack them safely – without, of course, verbalising this process. I realised that when stacking wood, I proceed by 'securing while observing', just as Max generally does. Building on these observations, I suggested to Rainer that he voice his 'stacking thoughts' aloud so that Max could share in them. Based on my own experience, I suggested that he think aloud without engaging directly in conversation with Max.

What comes to mind from one's own experience is an intuitive process. It is something that responds from within to the external situation, or rather, to a necessity. It enables us to shape new forms of the learning space.

6. Inclusive vocational training

6.1 ★ The Storyteller

Victoria's qualities have emerged and are flourishing!

This article describes how Victoria's vocational training at Loidholdhof was structured using the Inclutrain method.

Victoria introduces herself:

"My name is Victoria and I'm 28 years old. I've been working at Loidholdhof since November 2015. In the mornings I do the laundry and in the afternoons I help out in the stables. I grew up on a farm, so this sort of life is quite normal for me.

I enjoy writing and reading aloud. I also like looking after other people. For example, I help Antonia with the stairs or look after Silke. I'm also a representative for the farm, so I can help others there too.

I really don't like it when people don't stick to things or just change them and I no longer know what's going on. I can get quite loud and emotional then!

When something makes me really happy, I go to my work support mentor, Erika, and give her a hug!

When something makes me really sad, I also go to Erika, give her a hug and hold on tight to her."

Holding on tightly

Victoria's impulse to act is 'holding on while embracing'. For her, the two impulse to act verbs are very closely related. Her way of 'holding on' isn't like holding a teacup by the handle, for example. It's more like holding a mug of hot chocolate in your hands on a cold winter's day: you almost want to wrap your whole body around the warm mug.

When thinking of a career for Victoria, 'nurse' or 'lifeguard' came to mind.

A talent for reading and reciting sayings

Victoria's talent lies in reciting sayings or texts beautifully. When Victoria reads sayings or texts in front of other people, she is fully absorbed in the task and recites the content loudly and clearly. Even when many eyes are fixed on her, she remains focused and does not allow herself to be distracted.

This was evident during our daily morning circle, where she would repeatedly pick up the little book of verses of her own accord and recite the weekly verse clearly and comprehensibly. Our painter at the farm also noticed her talent. So one day he asked her if she would like to come to the painting workshop once a week to write with brushes and paint.

"I read the verse during the morning circle. And the writing boards are there; not all of them, just the one with the verse I'm reading at the moment.

Since February 2021, we've been meeting every week in the painting workshop. I wrote the first sayings on paper, the rest on boards.

I remember it all started when I wrote "Ronja the Robber's Daughter" on a piece of paper for my friend Roland – because he wanted me to write it down for him. He left the note by the coffee machine, and when the painter walked past and saw the note, and I was somewhere nearby, he asked, 'Who wrote that so beautifully?', I said: It was me! That's how it started.

The painter helped me with the writing – or rather, the painting. He cut the brush short, and for every letter I had to dip the brush back into the paint. At first I wrote just one saying and then placed it on an easel during the morning circle. Then I wrote the next one. And then, after a year, we were finished. We then put on an exhibition of all 52 sayings in the courtyard.

We arranged the boards with the sayings in a circle. Katha then asked me to write the sayings for her practice in Dortmund. I thought about it for a bit and then said I'd accept the commission and would be happy to do it, so I wrote all 52 sayings again.

Deepening skills. Reflection by the work supervisor

Victoria's impulse to act is 'holding on while embracing. The saying is already printed; she is already fully present. When she redesigns this saying on a board, writing or painting it large and freely, the whole must be retained, yet it looks completely different. By writing the saying boards, she can gradually deepen her ability of 'holding on while embracing'. At first, she simply writes the sayings, learning in the process how to handle the brush and paint. Through working on the sayings every week, over several months, she increasingly discovers their content and connections. Her ability to focus on a task and immerse herself in it takes on meaning and enhances this ability. Over time, she begins to reflect on the sayings and develop her own thoughts about them:

Dialogue on the Sayings and the Life of the Self

Hannes: For some time now, you haven't just been copying out the sayings, but we've been sitting down together afterwards every time ...

Victoria: ... and then I write down my thoughts.

Hannes: Is that difficult?

Victoria: Sometimes it is. The quote can be a bit of a puzzle now and then.

Hannes: Do you want to say anything else about the sayings? What are they about?

Victoria: About the 'I' life... on the one hand, the sayings have to do with me; on the other hand, they have a lot to do with the outside world. With how plants sprout, mature, bear fruit... with nature... how it changes from spring to winter, you could say.

Hannes: And in winter?

Victoria: And in winter everything's bare outside... but inside, everything blossoms. (Laughs) I'm not quite sure how else to describe it. I feel like you never really finish with the sayings; you're always discovering new things. And that it's got to do with how you feel, too.

Hannes: With feelings?

Victoria: I think you learn to really feel yourself by feeling what you've written down. Learning to feel. Experiencing it for yourself, exactly.

Hannes: Yesterday you wrote: Do I have to feel the insight?

Victoria: I think it works, somehow. When you get to know the sayings in a way, you learn to feel them. I'm telling you honestly, it works.

Hannes: Was it a process of personal development?

Victoria: Yes, it was. I've developed more and more over the years. My handwriting has improved...

Hannes: What would you like to do in the future?

Victoria: I think it's important that people learn to write properly, that they learn to form the letters. I don't know if everyone can do that. I think for some people it's an art form.

The change in collaboration. Reflections of a work mentor

Our Includrain training has completely transformed my professional work with Victoria. We are now aligned in a different way and my perspective on her has shifted. I no longer focus on what she cannot do or what bothers me about her. No, her impulse to act is now so present to me that it is exciting every time to see how I can build on it within a specific work, social or learning context. I experience this as a highly creative process, where I, as a work support mentor, am challenged as a whole person. Our relationship has changed. It has only really become a genuine partnership now. Since we've been trying this approach, Victoria and many of her colleagues have made amazing strides in their development. Things that were previously

unthinkable are now becoming possible because we have a path we can follow that inspires us. It's fun working with Victoria. I now feel like both a teacher and a learner at the same time!"

Another task Victoria enjoys is helping her colleagues with their diary writing. People dictate a text to her and then copy what Victoria has written.

And what professions has Victoria trained in?

Public speaker

Teacher: who gives writing and reading lessons to her colleagues.

Calligrapher: of poems and sayings.

Reader.

Philosopher.

More on this in the article 'In Painting. On the Soul Calendar Panels', in: 'Das Goetheanum' (2024-07): <https://dasgoetheanum.com/in-der-malerei/>

6.2 The PR Officer

New insights into Peter's vocational training.

Peter is tasked with sweeping the barn. Once the work is done, he always leaves the broom lying across the aisle of the barn, even though there is a designated place where the brooms should be stored. The work support mentor is unable to get Peter to put the brooms away properly.

We ask ourselves: 'In what work situation is it appropriate to proceed in this way?' In the same field of work, the profession of the vet appears. Usually, the vet arrives when the staff are out in the fields and examines the cows. As a sign that he has carried out the examinations, he leaves his long, green rubber gloves lying in the corridor. We identify the following verbs: 'showing while branding'. Peter's impulse to act!

We examine this impulse to act and find ways to design the learning space so that Peter can act in alignment with his impulse such as lists to tick off or noting the time when the task has been completed.

We write a portfolio in which we describe Peter's impulse to act and hand the text over to him. He is very enthusiastic. The very act of handing it over already has a positive influence on his behaviour and his relationship with the farm. The portfolio 'shows him something in a way that makes him take notice'. So, at the moment of handing it over, we acknowledge Peter's impulse to act. It is lovely to spark his enthusiasm, as he is currently withdrawing further and further and hardly participates in farm life anymore. The portfolio motivates him to get involved more actively again.

As a volunteer, Peter helps out at a community centre outside the farm. There, he is involved in designing and producing announcements and flyers. Achim, his work support mentor, recognises in this voluntary work how Peter's impulse to act is turning into a profession: a member of a PR department. The farm needs staff too. Achim considers that Peter could even take courses or undertake training to carry out this role even more professionally. Yet when asked, "Would you like to help with our PR work?", Peter replies with a clear "No."

In our reflection, it becomes clear to us that the way we asked the question did not align with his impulse to act. It would have turned out differently if we had said: "We're in the process of handing out flyers. We've got a list of 15 addresses here. We've already done four of them and ticked them off the list. If you hand out a few as well, can you tick those addresses off too?" We'd like to try that next time.

Vocational training is not just about the trainees achieving qualification targets, but about enabling them to realise their potential. This is achieved when the work support mentor learns to connect with the individual. When work mentors not only accept, but also align to the individual's impulse to act, the individual can recognise themselves in their environment. This allows the person's abilities to emerge and be put to effective use.

6.3 The trainer

For many people, the path does not lead directly from training into their profession. And even if it does, the profession can still change significantly over the course of their career development. One develops one's profession through practice. This applies equally to people with and without support needs. For, regardless of support needs, a person finds their profession in connection with their environment. When others recognise and acknowledge what one does and space can be created for it, professional development can take place. Confidence in one's own abilities grows. The profession is grasped intuitively.

To get to the heart of this professional development, one can ask the question: "What am I doing today that I couldn't do or didn't do a year ago? What have I specialised in? Do my profession and context/environment come together?"

Professional development – a personal reflection

I support people who need assistance in the workplace. However, I would describe my job as putting myself in other people's shoes. My training as an Inclutrain trainer also focuses on this area. At first, I thought I had to learn the methods from the outside, by studying the methodological steps in detail and reading texts on the subject. However, I have now realised that over the last few years I have been developing something within myself, and that is what is turning me into a trainer. I develop this best through working with clients – when I put myself in their shoes and adopt new perspectives. That is how I continue to develop professionally.

The last time, at the process group meeting to prepare for a training session, it suddenly struck me that there were no clients present. I thought that was a shame. I therefore decided to carry out the further preparation for the training session with clients and invited Martijn and Pippa to join me. We prepared the training session together. As a result, they were also able to take on tasks during the session itself – for example, during the opening round each morning. Through working with Pippa and Martijn, I was also able to make progress in my own professional development.

That's how I make new discoveries. Unfortunately, they also tend to slip my mind again. I noticed this, for example, when Ralph recently suggested actively involving clients in the organisation. Many thoughts came to mind, but they were so chaotic that at first I didn't even know what to say. Some clients will surely feel the same way at times. But then I also remembered my own initiative to involve Martijn and Pippa. I realised that I perceived the lack of involvement as a loss.

A year ago, I wouldn't have experienced the absence of clients in quite the same way. It is only now that I am becoming increasingly aware of it. Even if something isn't designed to be inclusive or is simply overwhelming, I notice it more and more. When I work with Martijn, for example, I sense more quickly when a break is needed.

The longing for the ability to consciously perceive and express my inner experience is growing. This is new. I realise that I now want to consciously develop my professional ability to empathise.

I remember thinking when I was younger that work wasn't for me. I tried a few things, but I didn't enjoy them much. I wanted to make the world a better place, mainly by supporting other people. I considered becoming a nursery school teacher. But then the children move on. I thought, well, I'll have to become a mother!

Such thoughts are now a thing of the past. I have found my vocation. I am now a work support mentor. At first I wasn't very good at it, but it has always given me pleasure. I feel grateful that I have been able to follow my professional calling and support people. But I also feel a sense of guilt where I am not yet quite succeeding.

For the past year, I've been telling new colleagues more and more about how I approach supporting people – how I do it. So I'm supporting the new colleagues, unofficially, so to speak. That's also something new I'm doing. It's part of my professional development.

What role have I actually been playing here? Perhaps a mentor. I break my knowledge down into smaller chunks so that it is easily understandable for new colleagues too. I want to guide them, inspire them and provide impetus that encourages new perspectives. My aim isn't to get bogged down in lengthy psychological analysis or give complicated lectures on how to work effectively from an educational perspective. That would just leave the other person completely bewildered. I limit myself to the essentials, to practical action, to positive examples. My guiding principle is: 'stimulating while limiting'.

6.4 The Coach

Self-experience and external perception

During an Inclutrain training session, my task is to divide the salad, which has been mixed with dressing in a large bowl, into six small bowls. What could be simpler than that, I thought. What's the big deal? No sooner said than done. I divide the salad into six bowls using salad servers.

Given my phlegmatic nature, I do it purposefully and efficiently – or so I think, until... my colleague, looking on in amazement, describes what she noticed: a bit of salad here, then a bit there. It seems as though the five bowls furthest away are filled first, and only then the bowl closest to the large bowl. It's not entirely clear. There's no discernible system. In the end, however, there is the same amount in all the bowls. Based on observation, the impulse to act is described as: 'sharing while exploring'.

What others describe, based on putting themselves in my shoes, I initially experience as a contradiction to my self-image: purposeful and efficient. However, I recognise the impulse to act. When people describe my impulse to act, 'exploring' is always part of it. Sometimes it is 'naming while exploring', other times 'looking while exploring', and so on. The purposefulness and efficiency that I experience myself are therefore apparently exploratory and not systematic.

A fallacy

The next day, the groups are reorganised. My group is tasked with cleaning onions for sale and storage. On one side of the onion, the dried-up stem remnants must be cut off, but not too far so that juice does not seep out of the onion. On the other side, the small roots must be pulled off with the fingers. Furthermore, all loose leaves must be plucked off. If an onion feels soft and is rotten, it should be sorted out. The same applies to onions that are too small.

I have been observing impulses to act for years and 'know' that when imitating a very simple activity such as walking, a characterisation of the impulse to act always comes to light. And although I 'know' this, I think: this task is too simple and offers too few points of reference to be able to discover my impulse to act. But to my great surprise, the person who has put themselves in my shoes mentions that they could not detect any system in the way I clean the onion. The same description as the day before. From the imitation, they identify the impulse to act: 'overview while releasing'. Releasing, like a sailor releases a rope from hand to hand.

'Smiling while confusing'

At a farewell party a few years earlier, the outgoing team leader had characterised my impulse to act as follows: 'smiling while confusing'. On the one hand, he was making fun of me, but on the other, he had actually experienced me that way. I confused him whilst I smiled at him. So he imitated me; he aligned with me. He had taken on my impulse to act and was in harmony with me.

The profession

As I divided up the salad and peeled the onions, I had actually confused the people too. They were looking for a system, but there was none to be found for them. At the same time, these two people were able to put my impulse to act into precise words. When we reflected on this, it turned out that exploring means: being confused, not knowing in the moment, and yet experiencing from within, with empathy, what it is like. Laughing along means radiating: you can do it, just do it and you'll discover that you can. It is inviting, encouraging.

And so I feel recognised, because that is also my impulse with my practice, 'Exploring one's own work'. My aim is to invite and encourage others to be exploratory in their work and in life. To do everything with a spirit of exploration. That is my profession: coach. But one who does not apply categories or systems, but is always searching and exploring together with others. In the end, it simply looks effortless.

7. Inclusive Dialogue

7.1 ★ Three Types of Leading

Three types of leading can be distinguished:

1. Leading while guiding,
2. People-centred leading,
3. Vision-led leading.

Each type of leading has its own qualities. All three can be used in a fruitful interplay with one another.

An exercise:

In the following exercise, you can experience the three types of leading. The participants form two groups and line up one behind the other. The person at the back places their hands on the shoulders of the person in front and guides them through the surroundings. First, the person leading from behind focuses for a few minutes solely on their own hands, then for a few minutes on the person being led, and finally on something far away. The person at the front allows themselves to be led with their eyes open. There should be no talking during this time. Afterwards, the experiences with the different styles of leading are discussed. Then the participants swap roles.

- *Reflection from a participant after being guided: “When I was being guided, I felt like a robot. I couldn’t really tell much difference between the first two types of guidance. However, when I was guided by the vision, things suddenly moved much faster.”*
- *Reflection from the participant who led: “I also found that leading from the vision led to an acceleration. When I led in a controlling manner, it felt very narrow-minded, as I was only concentrating on my hands and the steering. Person-centred guidance was much freer because I focused entirely on the person in front of me. However, it also seemed a bit pointless to me, as there was no goal, no direction. Guiding from the vision, on the other hand, was purposeful. The pace quickened. I felt the need to walk alongside the other person rather than behind them. I wanted, so to speak, to move towards the goal together.”*

The three types of leading in everyday working life

When we’re working in the stable, it makes a difference whether I dictate every single move – that is, whether I say, ‘You do this... you do that...’ (directive leading) – or whether I ask, ‘What would you like to do today?’ (person-centred leading).

The first form (directive leading) leaves little room for personal initiative. The person giving instructions specifies step-by-step what needs to be done. And the person being instructed either follows the steps or doesn’t. Once a task is completed, the next one follows, and so on. The situation is different with person-centred guidance. This often leads to perplexed expressions when the other person doesn’t know what to make of the completely open-ended nature of the question. People start thinking about what they actually want. What is needed or what necessary tasks need to be done are completely overlooked in the process. A certain aimlessness becomes apparent in purely person-centred guidance. In contrast, leading from a vision is about creating a picture of the end result that everyone can be satisfied with. For example: The cows are hungry now. They were fed hay before the tea break. When you create such a picture, people are invited to participate in the task in their own way – that is, using their own initiative and their own qualities.”

Another example: When it's time to prepare dinner, I usually have to ask the residents directly to help out. I might say, "Could you please set the table?" or "Please put the kettle on." The residents usually do this, but it's a bit of a hassle to ask each one individually. Recently, I tried something new and said: "How can we make sure we can eat together at 7.30 pm?" Everyone felt addressed and shared the responsibility for ensuring we could eat together on time. Everyone pitched in and helped.

Creating a shared vision?

One might now ask whether leading from a vision also enables the creation of a shared vision? Can we empower those in our care to help shape the vision? And thereby strengthen their ability to recognise what needs to be done and what is required?

It is beneficial to foster a sense of (shared) responsibility and independence among those in care. However, the question "What's on the agenda today?" can also be unsettling. It can be perceived as a leading question or an exam situation if those in care assume that the work support mentor expects a very specific answer – which is often the case.

When leading from a vision, it is important to have a vision of one's own; otherwise, one cannot lead, but only follow. One must share one's vision with the group. For in doing so, one opens doors for others to contribute. However, one should not fall into the trap of believing that everyone (must) have exactly the same picture in mind. Working together on the vision means that everyone has their own personal picture whilst also being inspired by the visions of those around them. This means, for example, that one person has the vision of eating at 7.30 pm, whilst another envisions sitting together. One is satisfied with one thing, the other with another. These visions do not exclude one another, but rather stimulate one another.

7.2 Leading from the vision

When you hear ‘leading from the vision’, you might think you have to come up with an abstract vision, a theoretical construct that you then use as a guiding principle for your actions. However, it is not quite like that. ‘Leading from the vision’ means thinking about what it actually looks like when you are satisfied with something, or example, I am satisfied when the chickens have been looked after before the break. This is a concrete image one has of a given situation. The starting point of the vision is therefore the concrete reality at hand, an external factor that does not directly relate to the people involved, a necessary task. Once you have a vision, you can share it with others and bring them on board. The others are then invited to get involved in their own way and make their contribution to the vision.

The practicalities

In our garden workshop, we always held our meetings in the group room. Together with the group, I tried to consider what work needed doing in the garden. We then wrote the tasks on the board. However, it was often difficult to actively involve the group in these meetings. Most of the time, it was just me who suggested or dictated what needed to be done. It was very controlling, and I couldn’t really get the others to participate actively. They simply did what I said without question. But it is important to me to guide them towards greater independence.

As part of the Inclutrain project, I then tried something new. We didn’t hold the meeting in the group room, but directly in the greenhouse. This allowed everyone to get a clear picture of what the garden currently needed during the meeting, for example, whether the tomatoes needed watering or the weeds needed weeding. My group was able to get involved and participate much more effectively. I brought a whiteboard so we could jot down the tasks. Communication took place not only through words, but also non-verbally, for example, when Christian pointed at something without naming it.

Then we looked at where we were going to sow the radishes. I created a vision by thinking about how big the radishes would be at harvest time. It became clear to everyone how much space we needed to leave between them when sowing, so that the radishes could grow well. Everyone then sowed in their own way, but with a clear understanding of why you shouldn’t just scatter the seeds haphazardly into the soil.

It was helpful to dive straight into the situation so that I could lead from the vision.

Whilst facilitating, I also noticed that asking questions isn’t always helpful. Sometimes it stops the flow rather than having an encouraging effect. People feel as though they are being interrogated, don’t dare to answer, or feel overwhelmed. Often, one also asks rhetorical questions. For example, if I ask, ‘Are you coming into the shed?’, that isn’t actually a question, but an invitation.

Jumping in and demonstrating

Leading from a vision also means getting involved yourself and setting an example. This invites others to join in and move with you. In doing so, communication takes place on a non-verbal level.

I asked Christian to pick the mugwort. But instead of getting on with the job, he just stood there beside me. I then intuitively decided to go over to the garden table with him and start picking it together with him. It worked. Christian got straight into it and carried on with the task even when I turned my attention to something else.

7.3 Teaching how to hold a conversation

Marta's impulse to act is 'goaling while externalising'. The professional situation presented was: student. The student must study the subject, take it in and present it externally for the exam. A suggested situation in which one could build on the work support mentor's work with Marta was supporting Marta in her ability to conduct conversations.

Some time later, Marta asked me for a chat. There were problems at work. It dawned on me that this was a perfect situation. I could now practise with her how to structure and conduct a conversation. I set myself a few goals:

- 1. The conversation must have a specific duration, e.g. half an hour. I made this clear in advance and at the start of the conversation.*
- 2. I wanted someone from Loidholdhof to be present during the conversation, because of the issues she wanted to raise. It wouldn't be good if only I were talking to her about her problems as things could escalate. I discussed with Marta who we could bring in. She rejected two of my suggestions and agreed to two others. Andrea was available.*

The conversation:

- 1. Inspired by Marta's suggestion, I began the conversation by asking what the goal of each of us was. Not to agree on a goal, but so that at the end of the conversation we could ask each individual to what extent they had achieved their goal, or whether anything about the goal had changed. We followed this up at the end.*
- 2. At the start of the conversation, I invited Marta to describe her situation in a minute, perhaps a bit longer, but no more than five minutes. Others were then also able to contribute.*
- 3. During the conversation itself, I helped her to clarify her question. She first described a problem that affected her entire workload. Then we moved on to a specific situation involving an hour early in the morning, and so on. We worked out an alternative way for her to approach this situation differently, but above all, in how she described the problem. The problem wasn't actually solved at that moment.*
- 4. At the end of the conversation, I asked whether she had achieved her goal for the conversation. Marta confirmed that she had. I also asked Andrea and myself.*

At the end of the conversation, Bettina came in through the door because I was supposed to take the bus back to the hotel with her. She said: "We need Albert." She had been inspired by Marta, who had been looking for me repeatedly that same day, saying: "I need Albert". After we had addressed all three goals, I intuitively said to Marta: "Am I dismissed now?" Marta confirmed. "Is Andrea released too?" "Yes."

Two days later, as we said goodbye, Marta was beaming and thanked me once again for the conversation. That made it even clearer to me that it wasn't just about the content of the conversation, but above all about the way the conversation was conducted.

Reflection

In hindsight, I was glad I'd asked Andrea to help. She helped me understand Marta. Because of Marta's dialect and the speed at which she spoke, I often find it difficult to follow her. I was able to ask Andrea to translate time and again.

This had the unexpected effect that Marta was also able to hear what she herself had said. By repeating what she said, she was understood. Even though, or perhaps precisely because, the repetition was directed at me. Her problem was thus articulated. She was able to listen herself

whilst her situation was being recounted by someone else. My actual reason for asking Andrea to do this was irrelevant.

Looking back, I realise that by asking whether I was dismissed, as in other moments too, I handed the reins of the conversation to Marta. This made the task of leading the conversation concrete, and thus also externalised it.

No one felt that the conversation had been cut short due to lack of time. My offer to continue the conversation the next day or the day after was not taken up.

In this conversation, I repeatedly went along with Marta's impulse to act. Her impulse to act was thus present in the room as a given.

7.4 The Portfolio

A portfolio describes a person's qualities as discovered using the Inclutrain methods. It is, so to speak, the narrative of the journey of discovery of these qualities, focusing on concrete examples. The portfolio also sets out how these qualities can be nurtured. The portfolio is written together with the person concerned in an inclusive setting. It can also be drafted in a small group. The portfolio is written in the first person.

Nadja's Portfolio

Action prompt: 'aiming while organising'

Job description: Traffic police officer

I approach my work in a structured manner with a clear goal in mind. In doing so, I follow a workflow that I have developed myself.

Examples where my driving force became apparent:

During the Michaelmas festival, we played the game 'Defeat the Dragon'. Blindfolded and armed with a paper sword, the task was to defeat the dragon. I joined in too! I was blindfolded, spun round a few times, and then had to use the sword to find the dragon in the picture. I was able to solve the task immediately and with purpose, whilst others stumbled around searching for minutes on end. I organised my perceptions – what I heard and the warmth I felt beside me – and defeated the dragon.

We ordered pizza at a restaurant. When the pizza was served, I picked up a knife and fork and cut a slice from the centre of the pizza. Starting from the centre, I ate the pizza. I wanted to eat the best part, the 'heart' of the pizza, right at the start.

My way of acting was also evident when we drew my impulse to act. You can read more about this in the window: 'Drawing the impulse to act'.

This is what I need to be able to work well:

The goal has to be clear to me. It helps, for example, if I know how many rows of beds we need to harvest. I also work very well with Julia. I then set out the structure and Julia joins in. It helps her when someone sets out the structure, and it helps me when she does something together with me. When we're planting onions, for example, I put an onion in every other hole and Julia then fills the holes in.

Recently, my work support mentor went along with my way of doing things when we were picking out seedlings and joined in with the organising. She said: "Nadja, look! I'm taking the seedlings out of the big pot and planting each one individually into the small seedling pots. The aim is to have one small plant in each seedling pot. They'll all be in their own place and can grow well. I'll start on the right and you can start on the left." That worked very well for me, as I had a clear goal in mind and could proceed in an organised manner. The work support mentor did exactly as I did.

I can't work well in these situations:

When someone pushes me to do something, I can't work well. I simply end up doing nothing at all.

7.5 Exploratory Meetings

An example of how misunderstood or disruptive behaviour by a person requiring support is discussed in a team meeting:

Exploratory team meeting: Exploring what is not understood

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! I found Karl on the edge of the institute grounds. He looks out over the polders. I was happy to have found him. It was then my job to get Karl to come with me to the house. Karl can completely ignore me or others in such a situation. I also had more to do. The search for Karl had already taken a lot of time. Normally I shout: "Hey Karl, come!" But this time I stood next to Karl. I also looked out over the polders. Then I intuitively said what I saw: "It seems like the mills are turning slower than yesterday." Without further delay we went home together.

Team leader: We have already described Karl's impulse to act 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 with Karl. Who has a situation where he was stuck and where we can try to imagine the development of the situation by aligning with 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, a meeting like this turns out quite differently:

Traditional team meeting: The problem is 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 below:

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

8. Working together

8.1 Conference organisation

How conference work can inspire and encourage action.

Team meetings can be redesigned if the focus is shifted from the 'what' to the 'how someone does something'. In the 'how', we look over the other person's shoulder, step into their shoes, experience their impulse to act and can move along with their intentions.

Part of the process involves:

- looking over the shoulder of the person raising an issue,
- concluding an agenda item when the person raising it says he or she can now move on with it,
- accepting that decisions are generally made on an individual basis, mostly whilst working, unexpectedly and in response to the situation,
- limiting one-way information sharing during team meetings to what is strictly necessary.

For every agenda item, the focus should be on what has not yet been understood and on personal questions. What has already been understood is clear anyway and requires no detailed discussion!

Aligning and keeping each other informed

You know the scope within which you can act if you align your planned action with colleagues in advance. This allows you to see the consequences for others' work. Part of this aligning involves letting colleagues know afterwards what you actually did, whether things turned out differently from expected, what caused the deviation in the situation, what effects the actions had, and what you learnt from it.

Colleagues can then get involved and, if necessary, even lend a hand.

Information can be exchanged via email or text message. The person providing the information should set a deadline by which they would like to receive feedback. If a suggestion or objection cannot be resolved via email or text message, it becomes an agenda item for the next team meeting. Any information that does not stem from personal activities does not belong in the team meeting and should be communicated via email, text message, notice board or in conversation.

Structure for drawing up an agenda:

Who is involved in the item (presenter)? There is no agenda item without a name.

The presenter is the person responsible for the project and process for that item. The chair asks the project lead to describe the situation and state which questions they would like answered.

This ensures that only matters that are specific and current to the presenter are discussed.

Objectives for the presenter include, for example:

- to obtain advice or support,
- to discuss/coordinate an activity with colleagues,
- to share information with one another,
- to practise something together

Items that have not been addressed do not automatically appear on the next agenda. A discussion is concluded when the presenter indicates that she or he has made progress with their issue or can move on.

What is the aim of the item (objectives)?

They want to hear what their colleagues think of the matter, what suggestions for improvement they have, and whether they have any complaints or objections.

If there are suggestions for improvement or concerns, colleagues are encouraged to make their objections clear and to put forward suggestions as to what an alternative might look like.

The effective question is: “Can you now move forward in concrete terms with the suggestions, ideas and proposals from your colleagues?” The question thus shifts the focus back from the group to the person who raised the issue. It is motivating and inspiring for everyone when the person who raised the issue signals: “Yes, I can move forward.”

Asking, “Does everyone agree with this?” addresses an abstract judgement or opinion. This is not productive. Meetings in which opinions, judgements, and thus reason, are the primary focus usually lead to discussions, a sense of ‘having to have a say’ and a ‘competition’ between individual viewpoints. They are time-consuming, exhausting and tiring, and it is often the case that the decisions made do not translate into action. In such meetings, there is usually not enough time to cover all the points, which leads to dissatisfaction.

How much time should be allocated for this item?

A shared sense of time develops when every participant has an overview of the agenda right from the start. The chair repeatedly appeals to this shared sense of time: “We are now halfway through”, “We have 20 minutes left”, etc. In doing so, he or she brings the end of the meeting into everyone’s awareness. Everyone can refer to this end point and assess how important it is for her or him to speak now. These conferences therefore usually end on time. Every participant realises that they have control over the proceedings and can contribute to their success. This has an uplifting and refreshing effect.

Workshops

It is stimulating, motivating and inspiring when part of the conference time is spent working independently in smaller groups (workshops). There is no need to present the results afterwards; this should only be done if it seems appropriate. The aim is for individuals to be able to continue working, rather than the large plenary session. This is because a joint discussion can quickly take on the weight of a decision-making meeting: “Is everyone in agreement?”. Even with smaller teams, it is effective to work in groups of two or three.

8.2 “Others aren’t interested!”

“No matter how hard I try to involve my colleagues in the meetings, they just watch but don’t contribute.” When working with colleagues, situations can frequently arise where colleagues do not engage.

There is a positive motivation behind this behaviour too. Methodologically, one approaches such a problem in exactly the same way as one would the misunderstood behaviour of a person. In this case, one can look for an example from one’s own experience. One then considers what impulse, what drive lies behind this behaviour, and puts oneself in their shoes.

Erika reports: “At the last meeting, we discovered something important regarding a person’s behaviour. But a few colleagues didn’t seem interested in it at all. They didn’t ask any questions either. Instead, they simply moved on to the next item on the agenda.”

In my role as a trainer, I look for the movement behind this behaviour in my own experience, so that we can discover the positive drive behind it: “I recognise this in myself during operational support training sessions: I always hope it will be over quickly. I then think, ‘Surely we’re finished already!’”

I describe this movement as ‘leaping while aheading’. You do this, for example, when you start a fire with tinder. You let the sparks fly. Creating sparks goes hand in hand with making space.

When you embrace this impulse to act, you leap, but you let go.

For the meeting, this means not going in with the attitude that you have to discuss something to a conclusion, but rather tackling a topic, letting it go, and picking it up again next time. The expectation that you explain something and the other person will understand it immediately and simply go along with it is not productive. Instead, you can open up small thematic windows between which you can hop from one to the next. Next time, you can start somewhere else, and so on.

8.3 “Nobody wants to get involved!”

“Preparations for the Advent celebrations and the Christmas party are currently underway again. The problem is that hardly anyone wants to get involved in the planning and organisation. It’s always the same three or four people who organise the celebrations for everyone. I’d like to see more people taking the initiative so that the celebrations become more varied and colourful.”

Conventional approaches and proposed solutions to this problem would be:

- *Ask all colleagues personally whether and how they would like to get involved, and draw up a list of tasks.*
- *Create a shared vision.*
- *Fill the celebration with content so that people can connect. What is the significance of Advent?*

These are expert advices that makes sense on a theoretical and abstract level.

But how can this be translated into concrete action? How do you tackle the problem using the Inclutrain method?

1. *What do people who don’t participate do? They sit quietly in the morning circle, as if they were on the outside and had nothing to do with it.*
2. *In which profession or situation is ‘sitting on the sidelines’ a virtue? As a spectator at a theatre performance.*
3. *What does your spectator do? What is the underlying impulse for action? ‘Participating while watching’ or ‘applauding while watching’.*
4. *Which gesture is equivalent to applauding? What comes to mind from your own experience? When you give a present to Father Christmas or the Christ Child.*
5. *Based on these thoughts, what ideas do you have for the Advent celebration? How can we involve the audience?*

People could bring something with them to place in the Advent circle. This would mean they are already involved from the outside and could contribute in their own way. You remain outside yet are also inside. It is important not just to convey to people in general terms: “I need you”, but to explain exactly why you need them. This makes it immediately clear when someone can step back again. The other person is therefore not “trapped (held)”.

A successful example of participation

Someone else reported at the trainers’ meeting on a situation in which making the necessity visible, as described above, proved fruitful for him and led him to take part in the Epiphany celebration.

An half hour before I set off for the Epiphany celebration, I received the following message: “We can clearly picture you welcoming the visitors today. I’m sure you can come up with something on the theme of the celebration: ‘giving’.” In the 30 minutes before I left, I was able to ask a few people in my circle for ideas. Then, during the journey, I had a good hour to reflect. In the end, I gave a short welcome speech at the celebration. And I did it with pleasure. The performance that followed largely confirmed what I had said, except on one point, that being I’ll be involved in the direction next year.”

If someone had asked me, without explaining why it was necessary: “Will you give the opening speech at the Epiphany celebration?”, I would certainly have replied: “No, I don’t have time to prepare.”

8.4 “I don’t have time!”

In collaboration, one repeatedly hears the reply: “I don’t have time.” There is a positive motivation behind this reply too. Methodologically, one approaches such a question in exactly the same way as one would the behaviour of a person that one does not understand.

One seeks out one’s own experience: Where did I have a positive experience of ‘not having time’? What did I want at that moment?

“The door handle on my chicken coop door isn’t working properly. I really should have fixed it. But as I’d come up with a way to get around it, there was no need to repair it. So two years went by whilst I lived with the faulty door. But then I wanted to go on holiday for two weeks and asked my neighbour to look after the chickens in the meantime. But I couldn’t expect him to deal with the non-functioning handle. So I picked up my tools and repaired the handle in a matter of minutes.”

It becomes clear that it is important to make the need visible in order to take action. Here is another example that shows how making the need visible works in everyday working life.

“I send a colleague a short email: ‘We have a Zoom meeting tomorrow evening with an interested participant. You have practical experience in this area. I need you at the meeting.’ Within 10 minutes, I received a positive reply to this email. In the past, I used to ask: ‘Would you like to join us?’ or ‘It would be nice if you could be there.’ I often got the reply: ‘Yes, I’d love to join, but I already have two other commitments that evening so unfortunately I can’t make it.’

I express why I need this person at the meeting (= You have practical experience in this area). Then I articulate how I experience my connection with this person in the situation (= I need you at the meeting). This directness leaves no open space or time. I’m not used to it, but it allows me to relate to the person in a completely different way and puts the focus on the necessity. I actually find it quite enjoyable myself.

Independence goes hand in hand with a sense of necessity.

As well as exploring the situation through one’s own experience, one can also consider such questions as: In which profession is ‘not having time’ a quality? This helps to find a positive approach to the situation.

The following ideas came to mind: stockbroker, runner, simultaneous translator. The impulse to act was: ‘deciding while pointing’.

When you work with organisational issues in this way, you also recognise the will that lives independently in several people and comes to the fore in organisational problems.

9. Corporate culture

9.1 The Birkenhof's guiding principle

'Creating while upwarding'

As part of the Inclutrain project, we sought the impulse to act behind our farm. I gave a tour of the farm and afterwards we asked what the others had experienced as movement. Various verbs emerged, yet all were united in their movement, in their impulse: 'opening while constructing', 'nurturing while soothing', 'warming/calming while structuring', 'preserving while protecting', 'caring while enveloping', 'receiving while uplifting', 'creating while upwarding'. I decided to continue working with the impulse 'creating while upwarding' and, from the various images, chose the profession of the priestess.

The descriptions

Elisabeth: I perceived a dichotomy between inner and outer space. The inner space is sheltering, preserving, sustaining. It protects people. The outer space, on the other hand, is elevating, receptive. It is open like a chalice to the Higher. I have the feeling that the impulses are somewhat at odds with one another. One is conservative, whilst the other is liberating. But perhaps they also complement one another. An example of this for me is the mudroom by the cloakrooms. It is so well maintained that it isn't dirty at all.

Rainer: Everything here is very clear, structured and tidy. This clarity provides a sense of security. The people and animals, the warm colours – it all has a calming effect on me.

Albert: I noticed that everything is tidy and in its place. For me, there's something constructive about that.

Klaus: Yes, the role of a curator came to mind. The whole facility is maintained as if by a curator and made available for the clients.

Kristin: For me, space is created here to come into being and unfold.

How do you respond to the impulse to act? How do you enhance the quality?

- *Making the vision visible, revealing the basic structure and how one can move within it.*
- *Provide (free) space to move closer to the ideal*
- *To establish something at the beginning (to set it up), to create something*
- *Evolving as becoming the self, opening up to the spiritual*
- *Singing as an uplifting element*
- *The birch as a metaphor for creating while upwarding: the light-permeating, uplifting force; the birch transforms light, remains in motion*
- *Clarifying things with one another: What is our vision/ideal? Where do we want to go? (A moment of realisation) And then asking ourselves, "How can we work creatively towards this?". At the end of the day, looking at what unexpected/creative things have emerged.*
- *The vision for the new farm shop is still missing. Or the vision is too abstract, too general. Here, one could link more specifically to creating while upwarding*
- *The danger of 'raising' is rigidity. But when combined with creation, a creative openness remains*
- *One does not follow through if rigid guidelines stand in the way of the impulse to act.*
- *Current task: Letting go of the old and creating the new.*

By embracing the impulse to act, it becomes even clearer.

9.2 Pausing as a corporate culture

An example from the Loidhold Integrative Farm Community

When things get busy, days on our farm can sometimes be quite stressful. I rush through the house, from one appointment to the next. If I bump into Victoria somewhere, she comes running towards me, beaming, hugs me and holds me tight. It used to annoy me quite a bit; I didn't have time and it was unpleasant for me to be stopped like that. Not responding would have meant I'd have to break free from the hug or get out of her way, leaving behind a deeply hurt person. Now that I'm mindful of her impulse to act in such situations, that no longer happens to me. Quite the opposite. I'm grateful to her for these moments. She helps me time and again to pause, slow down, and find my centre. It does me good! My previous assumption that I'd be held back and my productivity would suffer hasn't been borne out. Quite the opposite! I now notice that, after an encounter with her, I'm more centred again, tackle things in a more structured way afterwards, and become so much more 'productive'.

9.3 New Approaches at Urtica de Vijfsprong

Urtica de Vijfsprong is a therapeutic residential and working community for people requiring support, located in Vorden, the Netherlands. The residents are people with intellectual or mental disabilities who receive support through living and working on the farm.

At the heart of the community is the 70-hectare biodynamic farm. There are around 70 dairy cows and young stock. The milk is processed directly on the farm. There is also a market garden, a woodland and an on-site organic shop, where farm-produced goods such as vegetables, cheese and meat, as well as purchased products, are sold. The housekeeping department, including the kitchen, is also a work area. The organisation offers various options for living and working, such as the Hofhuis, an old farmhouse where nine people live with individual support.

Inclutrain at Urtica de Vijfsprong

Urtica is a long-standing Inclutrain project partner. The organisation has played a leading role in the project since the Inclutrain project was launched in 2017. Staff and clients are directly involved in developing the project content as well as in delivering methodology training.

Activities 2023–2026

As part of the Inclutrain extends project (2023–2026), representatives from Urtica de Vijfsprong took part in six training activities in Austria, Germany, Norway, Italy and the Netherlands. A total of 20 people from the organisation attended training activities on one or more occasions. These included both people with and without support needs.

Furthermore, staff members from the organisation were involved in six process group meetings. Two staff members completed the trainer training. They took part in the monthly trainer meetings as well as in digital staff exchange meetings.

At the end of the project, Marianne and Helga – the two project leads at Urtica – look back and evaluate: How have the methods taken root? And how, as a result, have collaboration and organisational structures changed?

Portfolios

The Inclutrain portfolio, which illustrates a person's qualities using concrete examples, forms part of the overall documentation system at Urtica and is thus structurally embedded within the organisation. Inclutrain portfolios exist for all clients and for some staff members. The portfolios are used as inspiration to develop approaches for successful collaboration (even in difficult situations). The portfolios are regularly consulted, revised and further developed. In future, work objectives are to be formulated on the basis of the impulse to act.

Client participation

Marianne describes how she actively involved the clients in shaping the training activities. Through the implementation of these methods, clients have taken on an active role within the organisation. They are not merely recipients of support, but become active participants who help shape their own learning processes. This boosts clients' self-confidence and fosters their independence, leading to greater inclusion. This represents a significant paradigm shift.

Personal development of staff

Staff members who work with the Inclutrain methods are now increasingly able to view behaviour that is generally considered disruptive from a positive perspective. The method helps staff members to recognise positive qualities even in pedagogically challenging situations and to implement interventions based on these.

“I've noticed that I've grown personally through the method. I realised this, for example, when I was running a training session with a group from Norway. One client didn't want to take part. Her

work support mentors workers apologised to me several times for her behaviour. But I turned her negative judgement into a positive response. I asked her: In what situation is it good and important to say 'no'? We had an interesting conversation about it and reflected on saying 'no' and its importance based on our own experiences. It was a very stimulating conversation, and finally I said to the work support mentors: 'See, saying no is a quality. You can learn that from Mary.' I was then pleased because I had managed not to dwell on the negative judgement, but to recognise the quality."

The method helps participants step back from a negative perspective and find new approaches to collaboration. Staff members who have taken part in training activities on several occasions describe how they have noticed personal development through their intensive engagement with the methods.

Sharing the method within the organisation

Staff members who have completed the trainer training offer open training sessions for colleagues. During these sessions, for example, they work on portfolios using practical tasks. Furthermore, staff members experienced in Inclutrain incorporate their methodological knowledge into staff meetings when a situation is described as challenging or overwhelming. "There are clients who are very difficult to work with – for example, they don't want to get up in the morning or quickly become aggressive and irritable. Colleagues often come to me and ask how I manage to motivate these people to do something. I use these opportunities to talk about the impulse to act and to introduce the Inclutrain methods. I believe this helps my colleagues to remain capable of taking action even when they consider a situation to be hopeless."

Being seen and recognised as valuable

A client from Urtica reports: "At first, I didn't want to take part. I didn't want to hear yet another diagnosis. But then I plucked up the courage to give it a go. We were cutting tomatoes and Marianne and Charlotte were mimicking me. They identified my impulse to act and a suitable image of a profession. And it was lovely. It was lovely because they recognised something genuinely positive in me. Not always these clinical pictures and diagnoses – but simply the way I do things and that it's good the way I do them."

The evaluation shows that clients feel seen and valued when the Inclutrain methods are applied in the working relationship. The focus is not on shortcomings, mistakes and diagnoses, but on strengths and abilities. This empowers people and motivates them to take new steps in their learning and development.

Challenges in implementing the methods

It is evident that we have not succeeded in arousing the interest of all staff members in the Inclutrain methods. In the residential sector, introducing the methods has proved more difficult than in the workplace. This is hindering the organisation-wide implementation of the method. As the method is very practice-oriented, the organisation's internal Inclutrain trainers often find it difficult to explain the methods verbally to people with a critical or dismissive attitude and to involve them in the project. Discussions about the method have proved to be ineffective. The starting point for experiential learning is to act, which cannot take place when you are discussing. It would, however, be more effective to motivate colleagues to try out the methods for themselves – to invite them, so to speak, to take part in an experiment in which the (research) questions can be explored. It is only through personal experience that the method comes to life and becomes tangible.

Conclusion

The introduction of the Inclutrain methods at the Urtica de Vijfsprong facility has had a positive impact on collaboration. In particular, the development of portfolios and the active participation of clients in implementing the methods are promising steps towards a more inclusive and appreciative way of working. However, the full integration of the method remains a challenge.

9.4 New Approaches at Weide-Hardebek

The Weide-Hardebek Farm Community Ltd is a social-therapeutic, non-profit living and working community. Around 100 people, both with and without support needs, live and work on the three farms in the fields of biodynamic vegetable growing and agriculture, as well as animal husbandry, baking, housekeeping, building trades, marketing and sales.

Inclutrain at Weide-Hardebek

Since the start of the Inclutrain project in 2017, the Weide-Hardebek Farm Community has played a leading role in developing new, person-centred forms of vocational training. As part of the project, the newly developed methods and approaches from Weide-Hardebek have been tested in practice on several occasions, for example during international training activities.

Activities 2023–2026

In the Inclutrain extends project (2023–2026), Weide-Hardebek aimed to deepen the methodological knowledge of staff and clients and to embed the new approaches within the organisation. Weide-Hardebek took part in five training activities in Austria, Germany, Norway and the Netherlands. In total, 18 people with and without support needs from Weide-Hardebek took part in training activities on one or more occasions. Staff from the organisation also attended process group meetings to deepen their methodological knowledge and practical skills and to be able to pass on their knowledge to colleagues.

Collaboration between staff and clients

Staff members who work with the Inclutrain methods report a change in their attitude towards working with clients. Instead of focusing on deficits in difficult situations, a perspective has now been established that prioritises individual abilities and qualities. This has led to conflict situations increasingly being handled in such a way that solutions are not immediately imposed, but rather a step back is taken first to calmly assess the situation. Staff describe this as positive personal development.

In practice, this means that staff are increasingly able to step back, wait and see, and perceive what clients actually need at any given moment. This approach fosters respectful and personalised care and support.

Exchange platforms

It was found that clients in particular enjoy using the Moodle platform to stay informed about the Inclutrain project and to share their own experiences with other participants. Staff, on the other hand, rarely use the platform. They tend to view writing Moodle posts as an additional burden on top of their other documentation work, which cannot be done during regular working hours.

Institutional implementation

Despite the positive experiences at an individual level, it is evident that establishing the new methods at an institutional level still presents challenges. One of the staff members notes that it is difficult to implement the new methods across the entire organisation, particularly in his specific role as a baker. So far, the development has been driven primarily by individuals within the company and is not regarded as a formalised component of the organisation as a whole. It is evident that the methods can only be integrated throughout the organisation if management actively drives their implementation. In the long term, the training manager at Weide-Hardebek is expected to promote the methods within the company. He has acquired methodological

knowledge and experience during the course of the Inclutrain project. It is anticipated that, through him, the methods can be more firmly embedded throughout the organisation. One step towards institutional implementation would be to embed the portfolios into the development reports. This would require all staff to compile portfolios describing the clients' qualities and to develop care approaches based on the clients' own initiatives.

Implementation in the Famit training

Famit is a supplementary social therapy qualification for specialists in community-based education and participation, which staff members of residential and working communities can undertake alongside their jobs. The training is offered by the certified training provider Weide-Hardebek. An important aspect of the long-term implementation of the methods within the Weide-Hardebek organisation is the integration of an Inclutrain training module into the Famit training programme. As part of the Inclutrain project (2023–2026), two training modules were delivered at Weide-Hardebek and subsequently evaluated.

Conclusion and outlook

In summary, it can be said that the new approaches and methods used in working with clients are already bringing about positive changes. Staff have developed a new perspective in their interactions with clients, leading to person-centred support in both work and everyday life. Nevertheless, challenges remain regarding institutional establishment. However, as long as the positive results in working with clients remain evident, it is expected that the methods will become an integral part of the organisation in the long term.

10. Project

10.1 Inclutrain

Inclutrain is a fusion of the terms inclusion and training. It means inclusive training. The Inclutrain project focuses on person-centred vocational training for people requiring support. The training process is designed to do justice to the concept of inclusion. The methodological foundations were developed within the project. What makes it unique is that the starting point of the method is empathising with and putting oneself in the other person's shoes.

The Inclutrain methods invite us to adopt new perspectives on interpersonal relationships. They serve as inspiration and encouragement to recognise qualities in people and learn to nurture them. This is particularly important in educational professions, though by no means limited to this field. After all, being able to empathise with one's fellow human beings in order to perceive their personal qualities is a skill that is helpful in many situations. Learning to recognise and utilise one's own behaviours and qualities is also enriching in many ways.

About the project

As a basis for practical experience, training sessions were conducted on the social farming estates of the project partners. The training sessions each lasted three days and were designed to be international and inclusive. Around half of the participants were people requiring support, the other half work support mentors. The participants travelled from Austria, Germany, Italy, Norway and the Netherlands. What was learnt during the training sessions was subsequently put into practice in the facilities.

10.2 Inclusion

Person-centred training

Inclusive training is possible if there is no fundamental division into groups. This is because any division into groups is defined by group characteristics and thus carries the risk of exclusion. The problem is that conventional vocational qualification profiles are based on group divisions. The result is that many people with support needs are excluded from vocational training. Making vocational training inclusive is therefore a particular challenge.

The idea of inclusion in vocational training can only be realised through an individual, person-centred approach. The starting point of the Inclutrain method is therefore not a specific occupation, but the individual person with all their abilities and limitations. The aim is to recognise a person's qualities and nurture them in such a way that they can contribute positively to the world. The central starting point for this is the individual's impulse to act. The profession this ultimately leads to is a journey of discovery. New, individual job profiles can also be developed.

From diversity to inclusion

Based on the idea of diversity, quotas can be set: for example, a company of a certain size must employ people with support needs. However, this does not automatically mean that these individuals are integrated into the company. This only happens if they are seen for their individual qualities and can contribute something of their own to the whole. Only then can we speak of inclusion. The pursuit of inclusion therefore goes a step further than the pursuit of diversity.

The aim is to recognise not only people with support needs, but all employees of a company for their qualities and thus their individuality.

10.3 Inclutrain projects and partners

There have been three successive Inclutrain projects:

1. Inclutrain: January 2018 – June 2020
This project focused on developing the content and refining the methods.
2. Inclutrain connect: June 2021 – February 2023
The focus of this project was on international, inclusively designed exchange.
3. Inclutrain extends: September 2023 – February 2026

Here, the methods were further developed and inclusive exchange meetings were organised.

Project partners

The following social institutions were involved in all three projects:

- Weide-Hardebek Farm Community (DE)
- Loidholdhof Inclusive Community (AT)
- Urtica De Vijfsprong (NL)

Supporting partners in all Inclutrain projects were:

- merckens development support (DE)
- Albert de Vries *Onderzoek in eigen werk* (NL)

From the second project (2021) onwards, the following was added:

- Lebensraum Birkenhof (AT)

The following organisations also took part in the project:

- Federal Association of German Vocational Trainers (DE), (Inclutrain)
- Casa de Santa Isabel (PT), (Inclutrain connect)
- Vidaråsen Landsby (NO), (Inclutrain extends)
- Azienda Agricola San Patrizio (IT), (Inclutrain extends)

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