

Inclusive training about Article 12

Handbook



IDEA 12

2017

**INCLUSIVE TRAINING
ABOUT ARTICLE 12**

www.idea12.eu



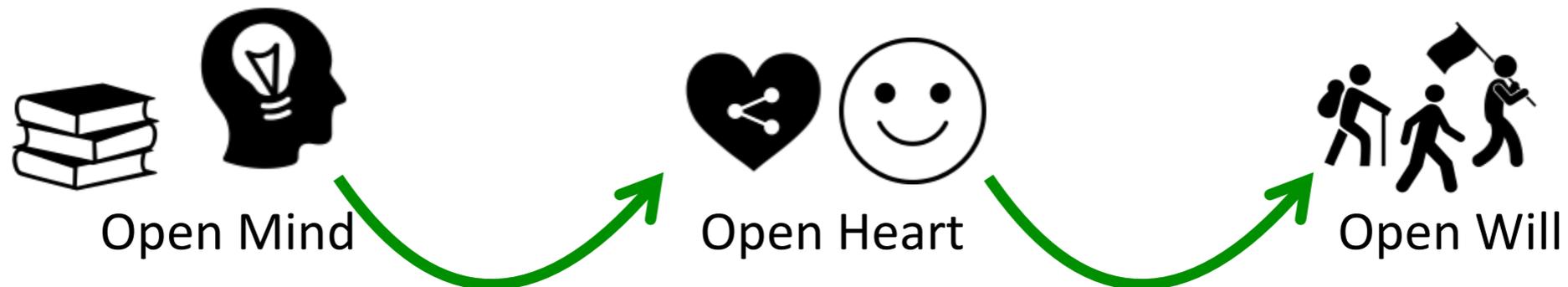
Funded by the
Erasmus+ Programme
of the European Union

1. PURPOSE



IDEA 12

Inclusive training about Article 12



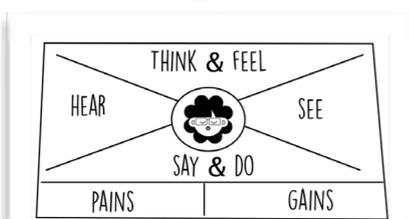
We want to show that the three-day training works with a methodology that seeks not only to deliver **new concepts and knowledge** but also to generate a profound **change in behavior**. Change needs to happen at a deeper level, challenging the status quo, but it also has to encompass simple steps and actions that you can take to make an impact.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



IDEA 12

Inclusive training about Article 12



1. Who are you? What are you here for? (It is very important to know who are the people present in the training)
2. Empathy Maps (Understanding different Stakeholders)
3. Topic about Convention (Art. 12)
4. Dynamic to feel Convention (Art.12)
5. Letting go (Old Practices)
6. Letting come (Good Practices)
7. Prototype (Our Practices)





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Open Mind



Open Heart

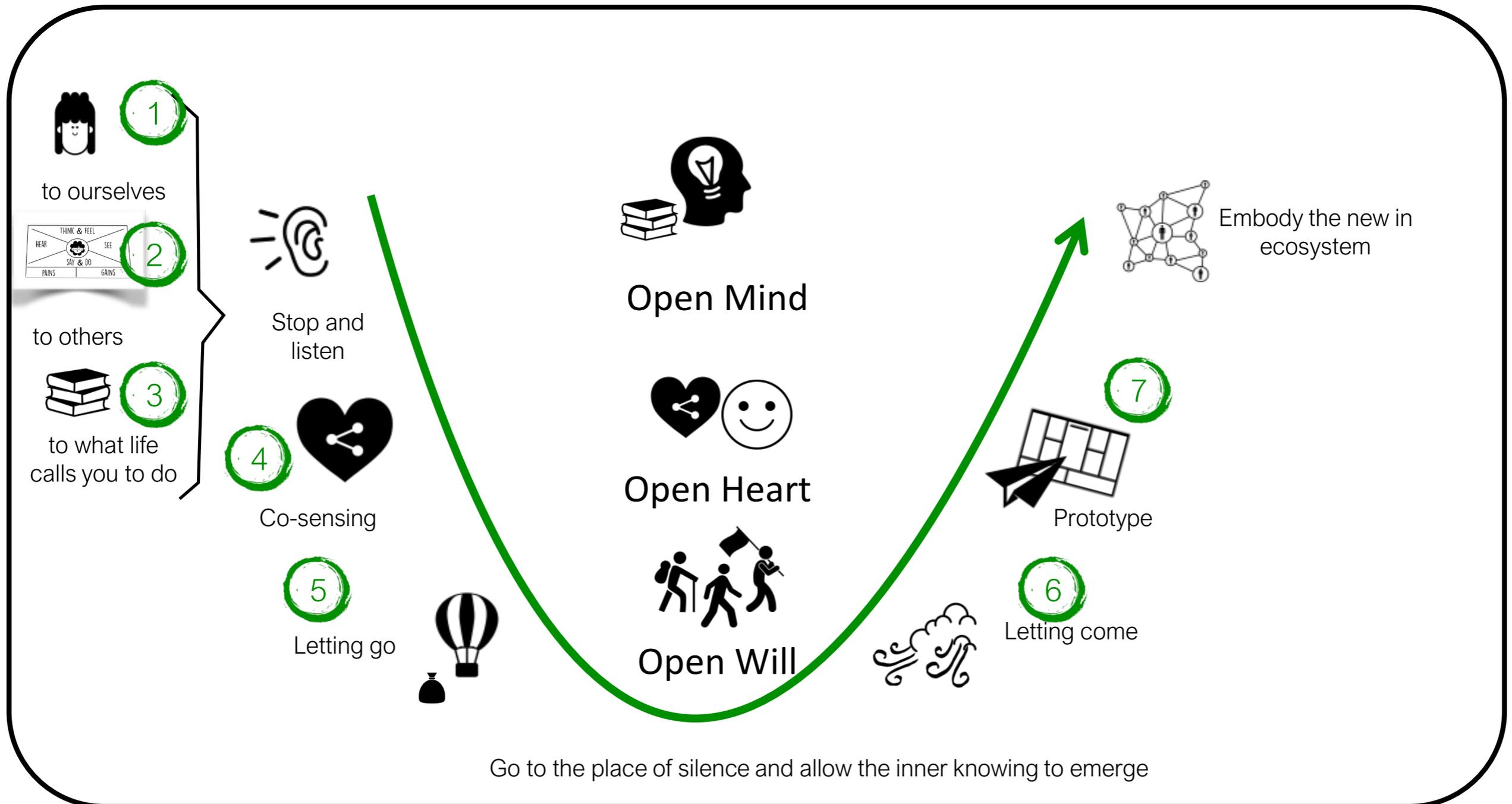


Open Will





7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT.





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WHO ARE YOU? WHAT ARE YOU HERE FOR?

Listening to
your own
intention or
to what life
calls you to do
(listening to
oneself)

“Where do our actions come from? From what place deep within (or around) us do our actions originate? To answer this question, it is helpful to look at the creative work of an artist in three ways. First, we can look at the result of her work, the thing, the finished painting. Or we can observe her while she is painting: we can watch the process of her colorful brushstrokes creating the work of art. Or we can observe her standing in front of the empty canvas. It is this third perspective that creates the guiding questions of this book: What happens in front of the completely white canvas? What prompts the artist to make that first stroke?”

Otto Scharmer



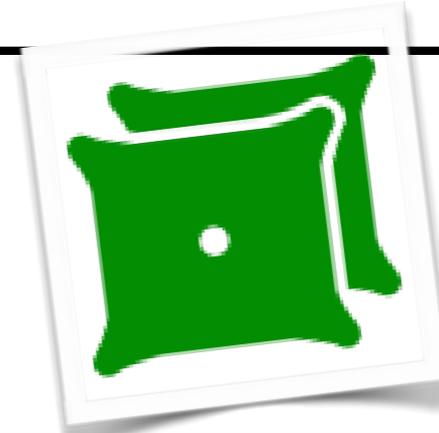
“The origin of any
transformation is
ourselves”

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT





WHO ARE YOU? WHAT ARE YOU HERE FOR?



IDEA 12

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Open Mind

“All people are important”



We want to shape and modify the way people pay attention to a situation and also the way they respond to it.



Open Heart

“New look without prejudice and appreciative inquiry”



We are trying to get to know each other a bit better. We want to avoid the typical presentations of predetermined roles (“I work at this organisations,” “I am mother to a person with disabilities”, “I am person with learning disabilities”). We want to get to know each other from our motivations, talents, preferences, fears... always respecting what each person wants to share, without forcing and being grateful.



Open Will

Everybody is asked to leave the cushions in the centre. The host explains the introduction exercise. It consists of leaving your cushion in the centre and answering the questions. At the end the person chooses a different cushions and the person who brought the chosen one starts his own presentation in the same way. This is continued until everybody has introduced himself. In the end, we reflect on how each person chose his cushion.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT





WHO ARE YOU? WHAT ARE YOU HERE FOR?



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Open Mind

“All people are different”



It is another way to get to know what people like. We get to know each other in a different way, not from our professional role or from our role as a person with learning difficulties. This is also an unusual way to think about ourselves.



Open Heart

“Let us surprise”



Open Will

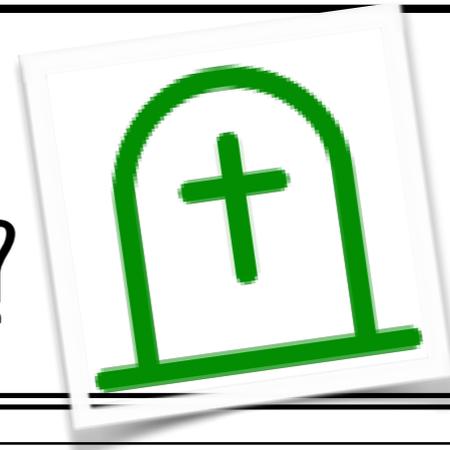
The trainer asks the participants to think about this question: If you were an object of this room, which one would you be and why? Each participant thinks about this on his or her own. Participants may take notes to remember. After thinking about it, those who want, may explain the whole group which object they would be and why.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT





WHO ARE YOU? WHAT ARE YOU HERE FOR?



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Open Mind

“Who is my true self?” still lingers. I still ask, how does this self relate to that other stream of time—the one that seemed to draw me from the future that is wanting to emerge—rather than extending and reenacting the patterns of my past? And how does this self that connects to the future connect to my work?

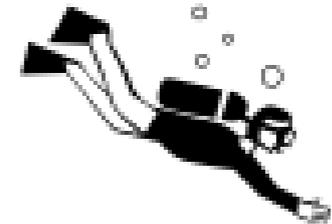


Open Heart

“Seeing from our deepest source.”

With this exercise participants can start to feel about:

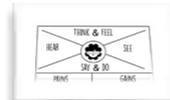
- how they want to be seen by other people and
- what they have to do to be seen this way.



Open Will

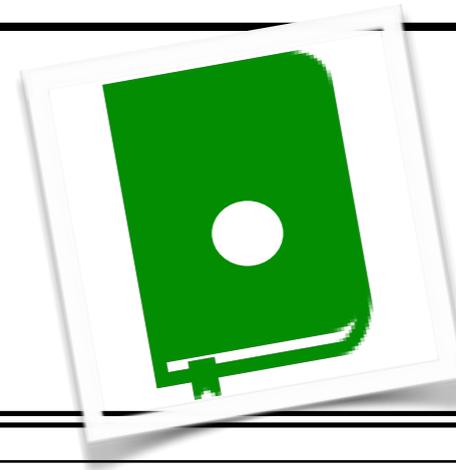
The trainer tells the participants to write their obituary in the newspaper or to publish an article. An obituary is a notice about the death of someone. An obituary describes the life of a person. Each person does this for herself or himself. After writing the obituary, those participants who want, can stand up and share with the whole group what they have written.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT





WHO ARE YOU? WHAT ARE YOU HERE FOR?



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Open Mind

“The success of an intervention depends on the interior condition of the intervener.”

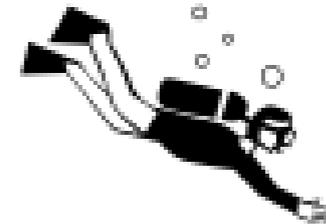
“The same person in the same situation doing the same thing can effect a totally different outcome depending on the inner place from where that action is coming.”



Open Heart

“Seeing from our deepest source.”

Sensing and operating from one’s highest future potential. It is the state each of us can experience when we open not just our minds but our hearts and our wills—our impetus to act—in order to deal with what is emerging all around us as new realities.

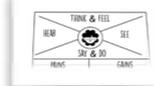


Open Will

Process: We deliver a notebook with questions, so that people can respond freely.
There are no good or bad answers, the only important thing is to notice the coherence.



7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT

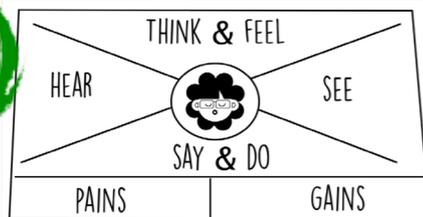




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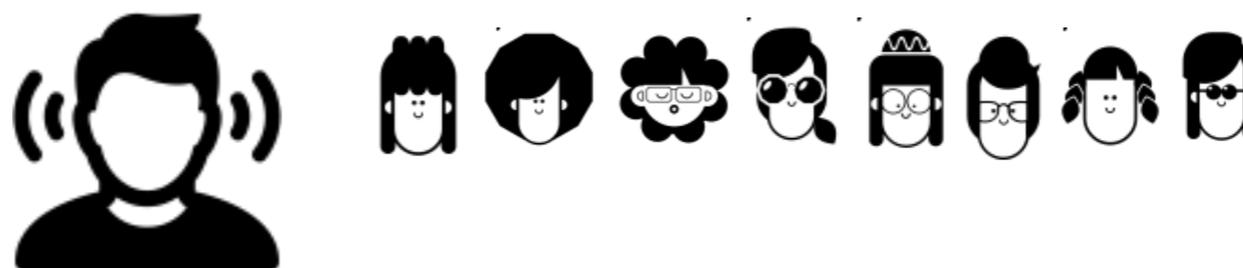


EMPATHY MAPS

Listening to
your core
partners in
the field
(listening to
others)

“The second domain of listening takes you out of your normal world and to the interesting edges and corners of the field that you feel drawn to: you talk to some of the most interesting players and listen to them in order to learn what it would take to move the current situation toward its best future possibility. Talk to both the highly visible core players and to the less visible ones—the people without a voice who may be shut down or shut out by the dysfunctionality of the current system. As you proceed on your minijourney, you let yourself be taught, enchanted, and guided by the field. The most important players, helpers, future partners, and guides often turn out to be different from what you expect; therefore, your inner work is to stay open to suggestions and stay tuned to the help and guidance that the universe offers you.”

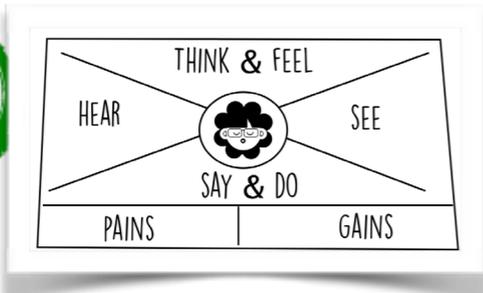
Otto Scharmer



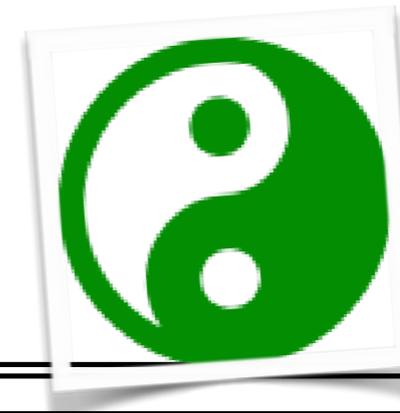
7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



2



EMPATHY MAPS



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Open Mind

“Communities are better than relationships of interdependence”

Open Heart

That all participants can feel vulnerable and that we can all feel our ability to contribute

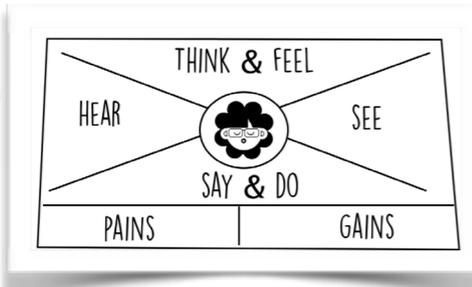
Open Will

Ask the participants to share their gifts and also their needs to be able to function well on training days and be able to connect some things with others. We can go making a “map of interdependence” with all the contributions.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



2



EMPATHY MAPS



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Inclusive training about Article 12

Open Mind

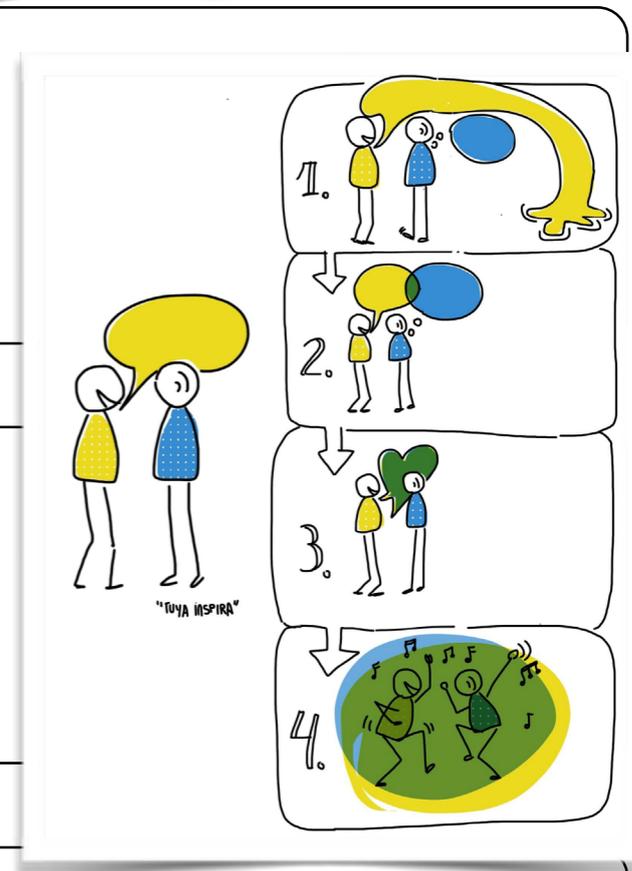
Learn about our type of deep listening

Open Heart

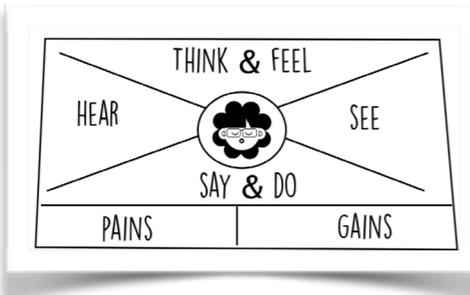
Discovering what we feel when we listen in this way

Open Will

We introduce the four listening levels first. Then we ask that the person's house choose a photo and then talk about it, listening as deeply as possible.



2



EMPATHY MAPS



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Open Mind

Suspend the judgment, open the mind

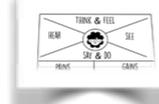
Open Heart

Feel the relationship between the two people, roles, issues, listening, freedom, decision making.

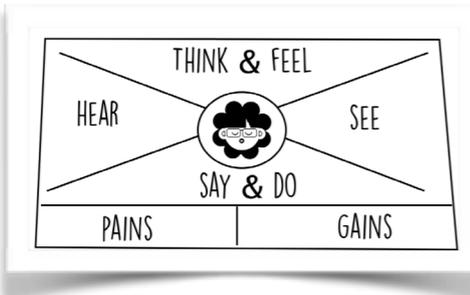
Open Will

Having an interesting conversation in pairs while walking freely

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



2



EMPATHY MAPS



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Open Mind

“If we focus our attention on something, we begin to discover the qualities of something”

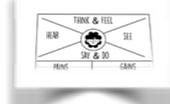
Open Heart

If we focus our attention on something, we begin to discover the qualities of something, as the participants did with the tile on the floor. If we do not focus our attention on something, then many qualities will stay hidden. How do we focus our attention: By concentrating on what we want to see. By asking ourselves what it is what we are looking for. If we put our attention to something, for example the qualities of something, we will end up finding it. We can even find qualities in a floor tile. How much easier must it then be to find qualities of a person? If we find qualities of a floor tile by taking time, maybe we can find new solutions if we take the time and focus on it?

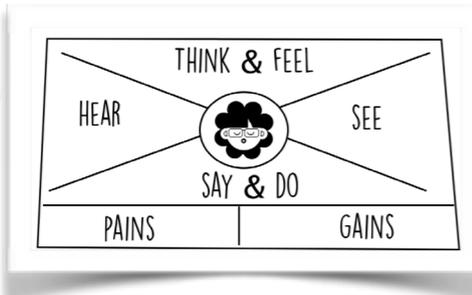
Open Will

The trainer brings different tiles and puts them in the middle of the group on the floor. Then the trainer asks the participants to choose a tile on the floor. Each participant chooses his or her preferred tile. Then each person thinks about 7 qualities of the chosen tile. When they have thought about it they may tell those 7 qualities to the whole group. They should name 7 qualities of the chosen tile.

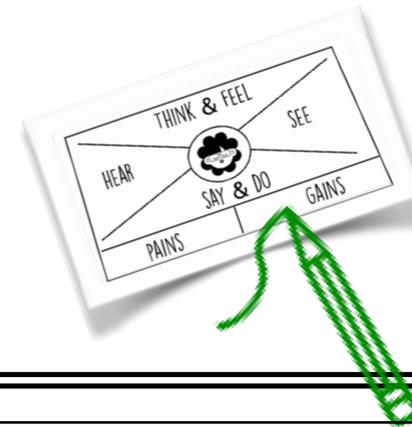
7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



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EMPATHY MAPS



IDEA 12

Inclusive training about Article 12

Open Mind

Understanding different Stakeholders and their perspectives deeply is crucial to generate a profound change in behavior.

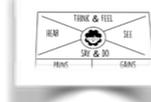
Open Heart

You will need to put yourself in the shoes of Stakeholders and identify their key problems and concerns, interests and aspirations, thoughts and feelings, and much more.

Open Will

The Empathy Map is a map on once piece of paper that consists of 6 block, 4 of the blocks aligned around a face. The face is a mental anchor that allows you to easy draw this empathy map yourself

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



3



TOPIC ABOUT ART. 12



IDEA 12

Inclusive training about Article 12

Listening to what you are called to do now (listening to what emerges)

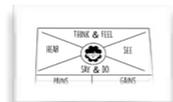
“We would like to focus on recent developments in our societies in the field of disability, namely, the shift from the “best interest” model to the perspective of “rights, will and preferences” of people (with disabilities). It is not new to say that we all are equal in dignity and rights. What is new is the Convention on the rights of persons with disabilities (hereafter CRPD or Convention) which makes it an obligation for the states to guarantee equality in rights and dignity as reality for all citizens.

With respect to equality, recognized by the Convention, we hold the following positions:

- Position that it is both necessary and possible to meet in practice the requirements of the Article12 CRPD called Equal recognition before the law.
- The Position of supported decision-making (diversity, inclusion and participation).
- The Position of the witness (open eyes and open mind to different experiences).
- The Position of responsibility and comprehensibility.”

Reference document of IDEA 12 project

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



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ART. 12

IMPLEMENTATION OF ARTICLE 12 IN THE EU



IDEA 12

Inclusive training about Article 12



Open Mind

Regarding the implementation of Article 12 of the CRPD, the Committee “notes with deep concern that across the European Union, the full legal capacity of a large number of persons with disabilities is restricted”.

Exercising legal capacity can be conditioned by adjustment, also known as ‘reasonable accommodation, of services such as banking or medical services.



Open Heart

Show this drawing




Open Will

*“The Committee recommends that the European Union take appropriate measures to ensure that all persons with disabilities who have been deprived of their legal capacity **can exercise all the rights** enshrined in European Union treaties and legislation, such as access to justice, goods and services, including banking, employment and health care, as well as voting and consumer rights, in line with the Convention, as developed in the Committee’s General Comment No. 1 (2014) on equal recognition before the law.”.*

For that this training

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



3



ART. 12

IMPLEMENTATION OF ARTICLE 12 IN THE STATES OF THE IDEA 12 PROJECT PARTNERS



IDEA 12

Inclusive training about Article 12



Open Mind

Several reports of the Committee suggested that implementation of Article 12 across European countries has not fully achieved requirements specified in the Convention. This means that participants in our training events operate within systems where varying degrees of substitute decision-making arrangements still exist. Trainers will inform their audience about the state of Article 12 implementation in their country based on concluding observations provided by the Committee.

Each project partner provides a brief summary of Article 12 implementation in their country in Attachment No. 1. Information on the Convention ratification, concluding observations related to Article 5 and 12 and national legislation and practice.



Open Heart

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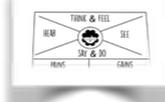
Open Will

Preparing the intention



ARTICLE 12 "EQUAL RECOGNITION BEFORE THE LAW"
OF THE UNITED NATIONS CONVENTION,

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



3



ART. 12

WHAT DIFFERENCE ARTICLE 12 MAKES IN THE LIVES OF PEOPLE WITH DISABILITY



IDEA 12

Inclusive training about Article 12



Open Mind

Enjoying legal capacity (with needed support) in all aspects of life is a crucial condition for enjoyment of all other rights, such as the right to choose the place of living, to choose work, to vote and/or be elected among others. Personal stories of people who have achieved restoration of their legal capacity, and how this changed their lives, provides an excellent illustration. Legal capacity (and support to exercise it) is crucial for many other domains. The following scheme shows that Article 12 is a prerequisite for enjoying other human rights and fundamental freedoms and impacts various domains of life.



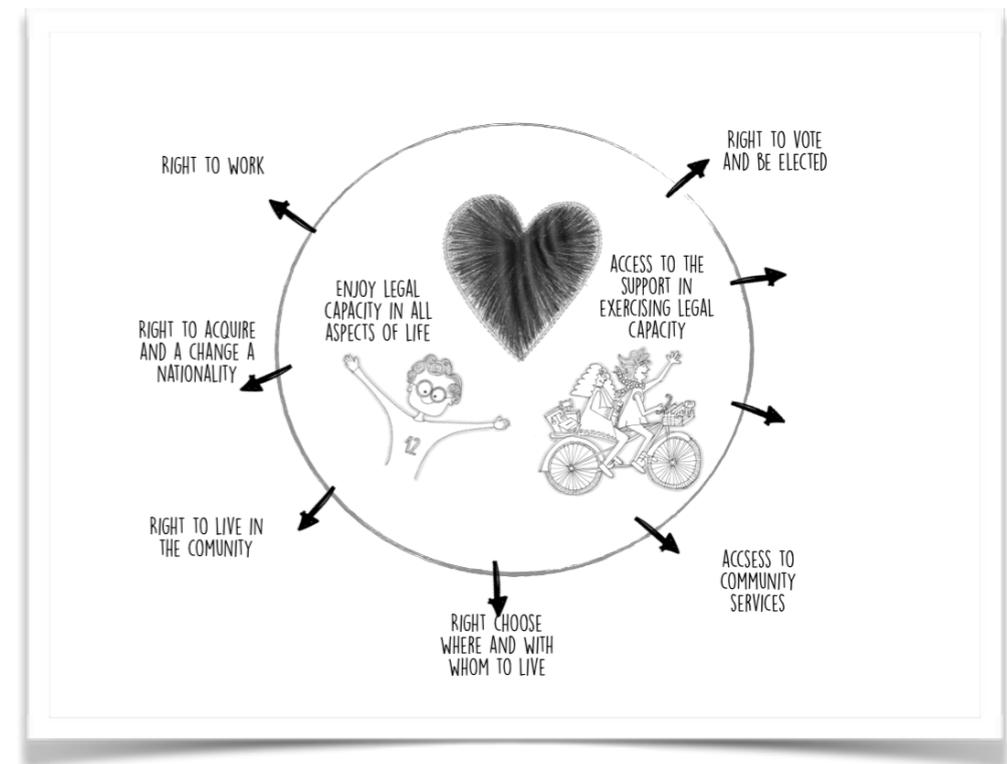
Open Heart

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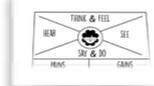


Open Will

Preparing the intention



7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



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ART. 12

PARADIGM SHIFT IN THE CONCEPT OF LEGAL CAPACITY



IDEA 12

Inclusive training about Article 12



Open Mind

Art. 12 of the CRPD officially recognize the shift from the old model of legal capacity restriction to the new model of supported decision-making:
Supported decision-making system is based on understanding legal capacity as a distinctive concept to the concept of mental capacity. It holds that the right to legal capacity cannot be derived from, and dependent on, a person's mental capacity.



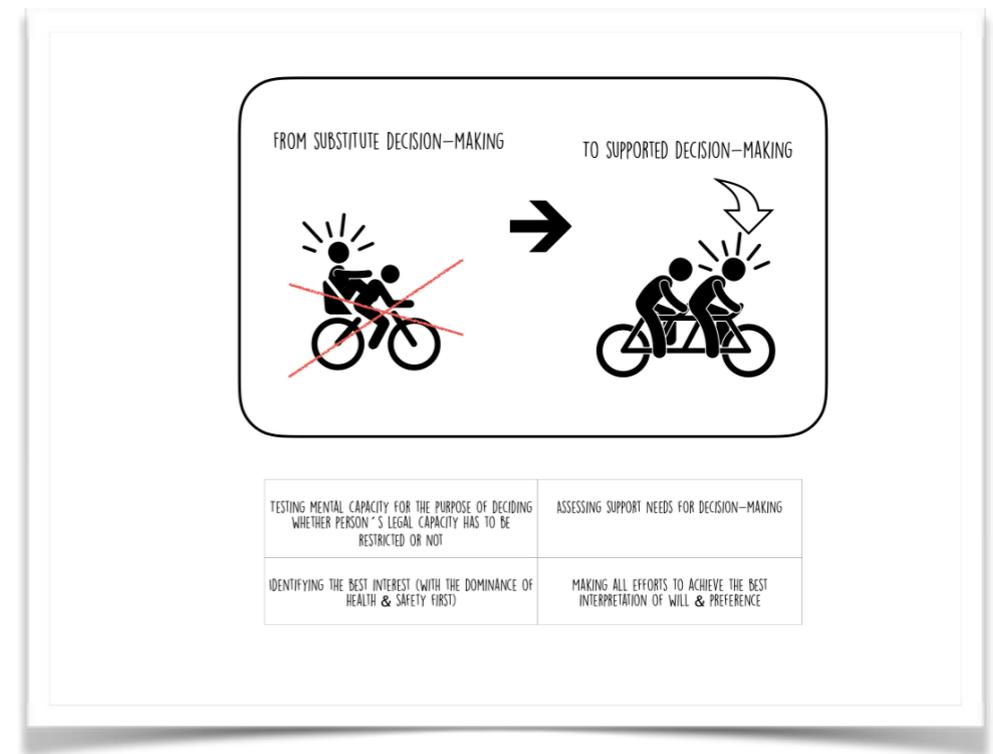
Open Heart

Show this drawing



Open Will

Preparing the intention



7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



3



ART. 12

SUPPORT IN DECISION-MAKING IN RELATION TO LEGAL CAPACITY



IDEA 12

Inclusive training about Article 12



Open Mind

A decision-making process may or may not result in a legal act. On the other hand, legal acts are always the result of a decision-making process. People very clearly perceive legal acts while the decision-making processes may remain undetected. Despite that, much of the decision-making can be quite robust and time consuming, while legal acts such as purchasing a mobile phone can be very easy and quick. To explain the relationship between decision-making and legal acts, we use the iceberg model where the decision-making process is represented as a mass of ice hidden under the water, and the legal act is the top of the iceberg. As an example, we can use purchasing of a mobile phone, an action well known across cultures. When we want to buy a mobile phone we spend most of the time choosing it either in a discussion with friends or by exploring various option on the internet. Once we make a decision, purchasing the phone itself is quite a quick affair.



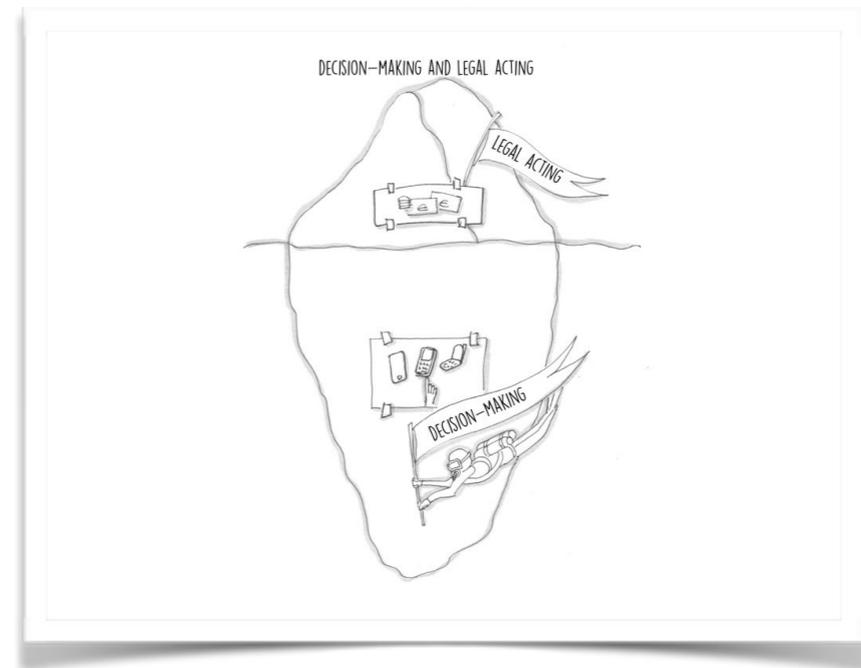
Open Heart

Show this drawing



Open Will

Preparing the intention



7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



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ART. 12

INTENSITY OF SUPPORT IN DECISION-MAKING



IDEA 12

Inclusive training about Article 12



Open Mind

States have the responsibility to develop and provide different forms of support in decision-making as defined in the General Comment on Article 12. Each of these forms can vary in intensity of the support provided. When providing support in decision-making it is important to think first about the level of support the decision-maker needs, or whether they need any support at all. We can distinguish between 3 levels of intensity of support in decision-making:



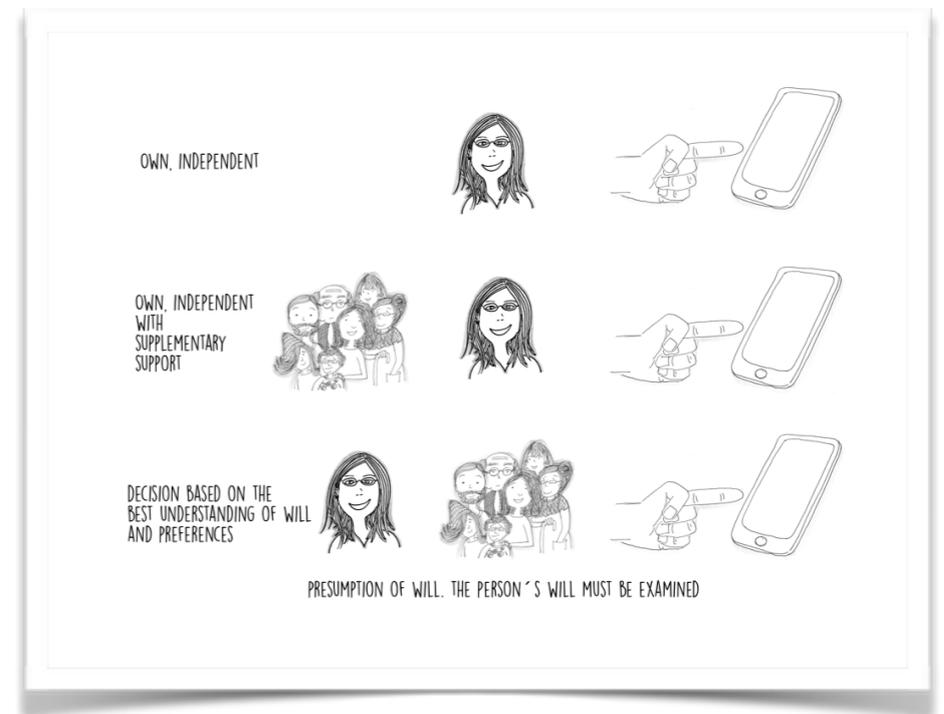

Open Heart

Show this drawing



Open Will

Preparing the intention



7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



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ART. 12

INTENSITY OF SUPPORT IN DECISION-MAKING



IDEA 12

Inclusive training about Article 12



Open Mind

1. **A person makes their own decision** without any supplementary support from the supporters. They only need regular support in the form of a consultation with family members or friends.
2. **A person makes their own decision with support** from the supporters. This may involve support with identifying the decision, gathering information, explaining various alternatives, choosing from the alternatives, and reviewing the decision and its consequences. These forms of support are more intensive compared to the consultation people regularly enact in everyday decision-making.
3. **A person's will and preferences are identified by supporters.** Supporters respect and are able to interpret person's will and preferences to third parties for the purpose of a legal act. Presumption of will is the leading principle for situation of people whose will and preferences is not known, now. The continual effort to understand a person's will and preferences and effort to establish communication with a person is expected.

Two notes are important: 1) these three levels form a continuum in the intensity of support needed in decision-making. It is not needed to distinguish between individual levels; 2) the same individuals may require different levels of support at different times and situations of decision-making.

When supporting a person with high levels of disability, without sufficient knowledge of their will and preferences we do not engage in supported decision-making but in a representation of the person. We will follow socially accepted values while striving to identify the person's will and preferences for further decisions.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



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ART. 12 WHO CAN PROVIDE SUPPORT IN DECISION-MAKING AND EXERCISING LEGAL CAPACITY



IDEA 12

Inclusive training about Article 12



Open Mind

In the concept of supported decision-making, relationships are viewed as sources of support. Ideally, support is provided by a group of trusted others, primarily not paid natural support from family and friends. In practice, very often the group consists of a range of trusted people from the social environment of the person and the professionals involved in their care and support. The person providing support can have a formal status – they can be formally approved or appointed by the court. The following chart shows spectrum of possibilities.



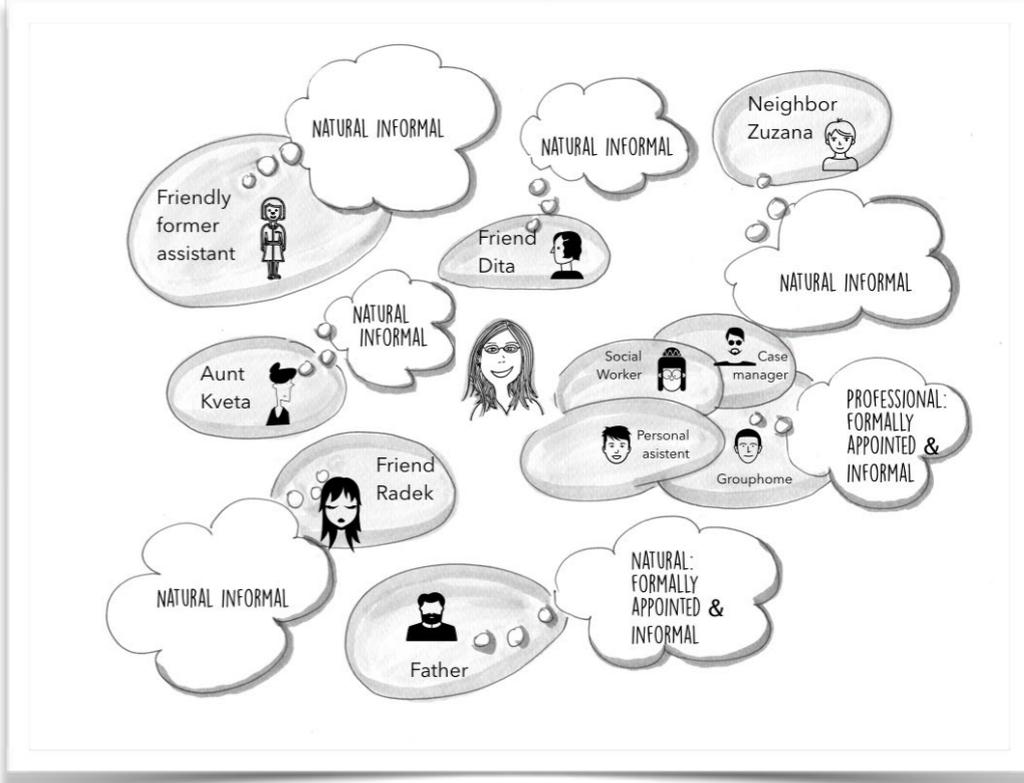
Open Heart

Show this drawing



Open Will

Preparing the intention



7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



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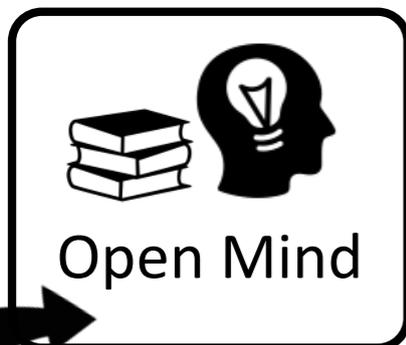


ART. 12 WHO CAN PROVIDE SUPPORT IN DECISION-MAKING AND EXERCISING LEGAL CAPACITY



IDEA 12

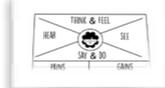
Inclusive training about Article 12



	Non-formal support (No formal act of recognition)	Formal support (Formally recognized by court, notary, civil contract, etc.)
Professional Support (Paid or non-paid professionals, including peer support)	<p>Personal assistant helps Jan to understand information given by the doctor about his health conditions before making a decision whether to consent to a surgical intervention.</p> <p>Philip, who is a former user of mental health services, provides support in decision-making regarding health care to a person in a psychiatric hospital.</p> <p>Peter who has lived experience with using support in decision-making helps his friend Marta with formulating her own opinion about her employment.</p>	<p>A professional supporter recognized by the court helps Eva to conclude a lease agreement.</p> <p>A member of an organization of former users and survivors of mental health services has been appointed by the court to represent a person with mental health problems in court proceedings.</p> <p>A former user of mental health services who is a member of a multi-professional community assertive outreach team.</p>
Natural Supports (A range of people who are not paid)	<p>Thomas' mother helps him to manage his bank account.</p> <p>A neighbour helps Robert to understand benefits of different frying pans before he makes a decision which one to buy.</p>	<p>Vera's brother in the role of a supporter appointed by the court helps her to open a bank account and set up standing orders.</p>

A person can become an expert by experience, e. g. people whose legal capacity has been questioned. There is also mainstream support in decision-making which is available to all citizens. This support is provided by debt counsellors, tax advisors, experts who provide support in accessing social security payments, financial consultants, patient organisations etc. We do not regard this type of support as part of support in decision-making under Article 12 because people who need support in decision-making also usually require some kind of formal or non-formal support included the previous table support for using mainstream support. In their life, people can rely on a dense net of support composed of natural and professional support where some of the supporters can be appointed by the court, others can provide support informally. The crucial aspect of the support net is the relationship between the supporter and the supported person. The picture shows Milada's circle of support as an example.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



3



ART. 12 PROCESS OF PROVIDING SUPPORT IN DECISION-MAKING (3 DAY TRAINING ONLY)



IDEA 12

Inclusive training about Article 12



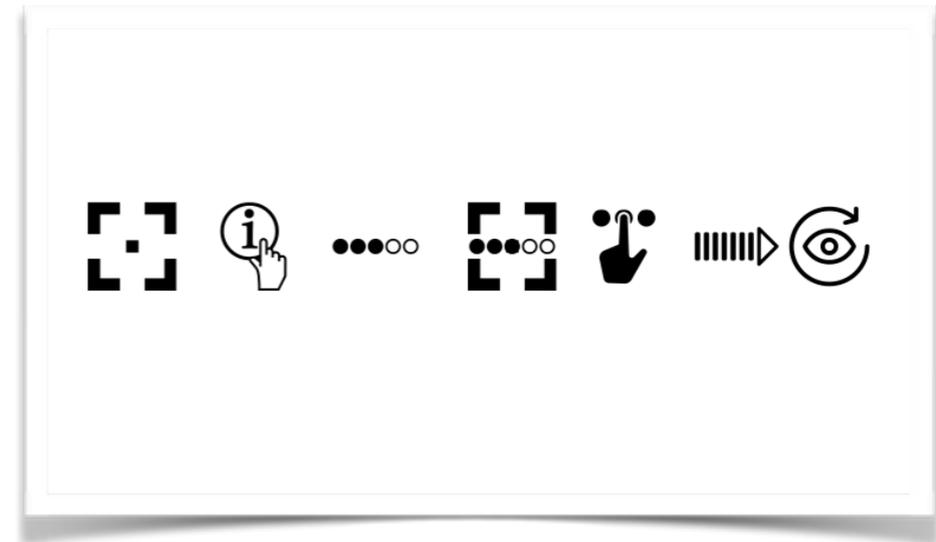
Open Mind

For a support person it may be beneficial to have a structured approach to support. Different people can use different elements of support.




Open Heart

Show this drawing




Open Will

Preparing the intention

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



3



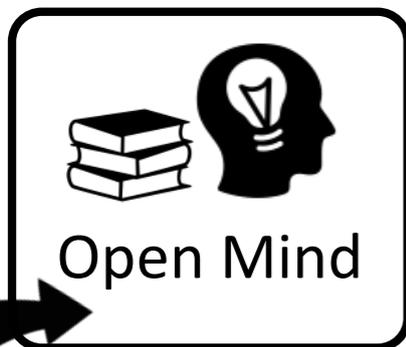
ART. 12

PROCESS OF PROVIDING SUPPORT IN DECISION-MAKING (3 DAY TRAINING ONLY)



IDEA 12

Inclusive training about Article 12



This is the basic approach to support:

- 1) **Identifying the decision to be made:** Definition the nature of the decision, the problem to be solved.
- 2) **Gathering relevant information:** Collecting information about needs, preferences, possibilities, sources of information (internet, books, other people, other sources).
- 3) **Identifying alternatives:** Identification of possible paths of action or alternatives.
- 4) **Considering alternatives:** Considering how different alternatives can solve the problem and what are the consequences in each alternative.
- 5) **Choosing among alternatives:** After weighing all the evidence, the best alternative (or a combination of alternatives) will be selected.
- 6) **Taking action:** For implementing the decision (implementing the chosen alternative) some action is needed to be taken – including legal acts.
- 7) **Reviewing the decision and its consequences:** In this final step, the results of the decision will be reviewed and an evaluation will be made of whether or not the need identified in Step 1 has been met. If the decision has not met the identified need, the whole process will be repeated.

The nature of individual elements of support will vary depending on the person's needs. For example, their options can be explained to them in plain language, using graphics, or in sign language.

Two important notes: 1) providing support in decision-making is a structured process based on theories of rational choice. However, decision-making real life is mainly based on emotions, heuristic shortcuts and imitation; 2) support should stem from deep understanding of the person rather than merely employ a technical, step-by-step approach.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



3



ART. 12 FORMS OF SUPPORT



IDEA 12

Inclusive training about Article 12



Open Mind

Supports are “**resources and strategies** and can be provided by a parent, friend, teacher, psychologist, doctor, or by any appropriate person or agency” such as a lawyer and a social worker.




Open Heart

Show this drawing



Open Will

Preparing the intention

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



3

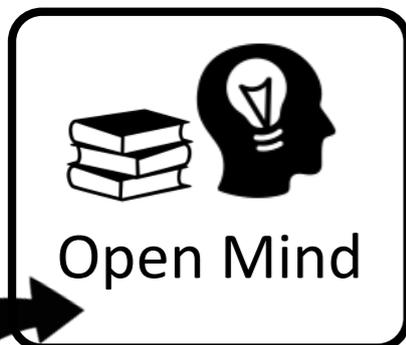


ART. 12 FORMS OF SUPPORT



IDEA 12

Inclusive training about Article 12



Support can have several forms:

- Personal support provided by supporters from the natural environment of the person (not paid, natural support) and professionals (paid support).
- Peer-support provided by people with similar experience (disability).
- Communication assistance: interpreters of the unique form of communication of a person.
- Different types of reasonable accommodation: plain language, alternative formats, easy read materials, more time, and individualization of service.
- Person centered planning tools, including communication charts and future-planning meetings.
- Formal and informal representation of a person's will and preferences.

Support may be needed at any step of the decision-making process including (legal) acting on decisions and reviewing the decision. The intensity and form of support should reflect a person's individual need.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



3



ART. 12

KEY TOOLS FOR DECISION – MAKING SUPPORT (3 DAY TRAINING ONLY)



IDEA 12

Inclusive training about Article 12



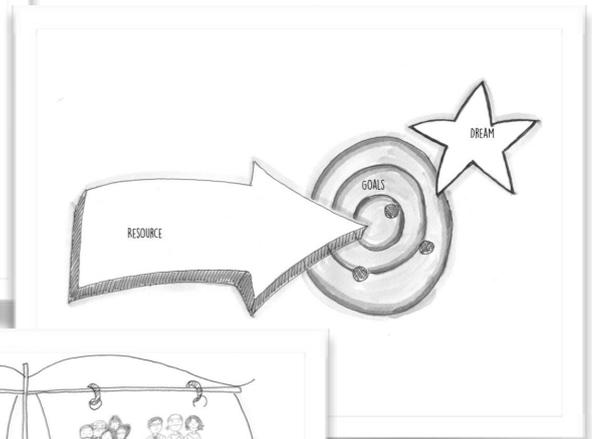
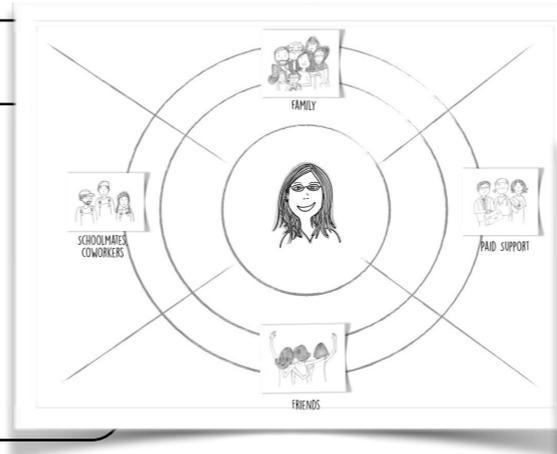
Open Mind

Some tools of Person centred planning which is a new approach to plan life and supports are useful in providing support in decision-making. The following tools are most valuable.



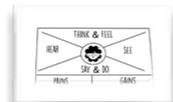
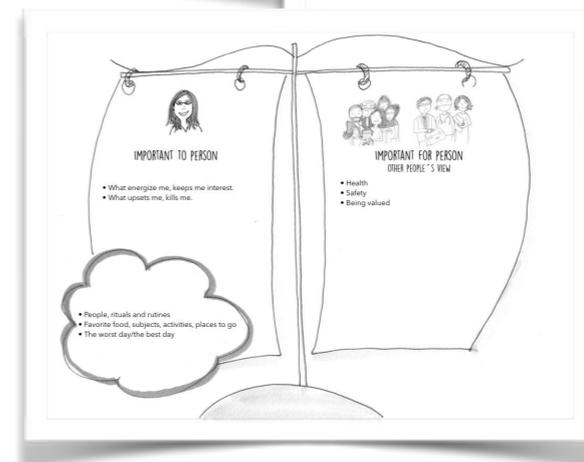
Open Heart

Show this drawing




Open Will

Preparing the intention



3



ART. 12

FOUR IMPORTANT ELEMENTS OF SUPPORTED DECISION-MAKING



IDEA 12

Inclusive training about Article 12



Open Mind

For implementation of Article 12 and the principles of supported decision-making, the follow




Open Heart

Show this drawing



Open Will

Preparing the intention



3



ART. 12

FOUR IMPORTANT ELEMENTS OF SUPPORTED DECISION-MAKING



IDEA 12

Inclusive training about Article 12



Open Mind

1. People with disabilities have the right to **enjoy legal capacity** on an equal basis with others in all aspects of life. In practice it means that people with disabilities make decisions and their decisions are respected. [Article 12 (2) CRPD]
2. States have an **obligation to provide supports** (where needed) to help people in exercising legal capacity. [Article 12(3) CRPD]
3. States have an **obligation to provide safeguards** to prevent abuse and ensure that measures relating to the exercise of legal capacity respect the rights, will and preferences of the person, are free of conflict of interest and undue influence, are proportional and tailored to the person's circumstances, apply for the shortest time possible and **protect from exploitation, violence and abuse**. [Article 12(4) & Article 16 CRPD]
4. States shall take all appropriate steps to ensure that **reasonable accommodation** – adjustment that enables persons with disability to exercise human rights on an equal basis with others – is provided. [Article 5(3) CRPD]

Awareness of these key points is important in systemic thinking about the implementation of Article 12.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



3



ART. 12 REASONABLE ACCOMMODATION



IDEA 12

Inclusive training about Article 12



Open Mind

The notion of reasonable accommodation is defined in Article 2 of the CRPD as *“necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms”*. 



Open Heart

Show this drawing



Open Will

Preparing the intention



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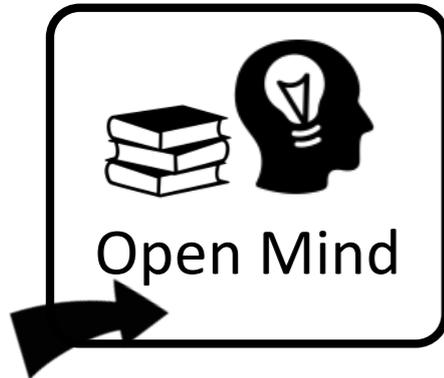


ART. 12 REASONABLE ACCOMMODATION



IDEA 12

Inclusive training about Article 12



To exercise legal capacity, reasonable accommodation may include:

- More time, plain language, easy read materials
- Inclusion of supporters in the decision-making process and legal acting
- Duty to accept levels of independence in decision-making and legal actions. Those may vary in different situations (e.g. managing financial matters independently without a support person; making independent decisions regarding some health issues)

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT





DYNAMIC TO FEEL CONVENTION



IDEA 12

Inclusive training about Article 12

Social
Presencing
Theater.



Co-sensing consists of two main activities.

Number one, going to the edges of the system and gathering the key observations, the key moments of listening, and the key insights from the periphery, from the edges of the system.

So that we get a better apprehension of how all the stakeholders involved- particularly the ones that are most marginalized and that we know least about- how they experience the current situation.

And number two, as the whole team comes back together, sense making.

Making sense from the whole variety of observations and golden nuggets of insight that people return with.

For that second job, the sensemaking, the one method that we tend to use most is **Social Presencing Theater**.

And here's why.



7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



4

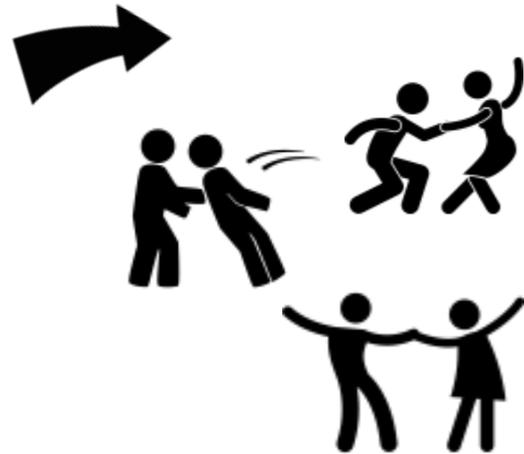


DYNAMIC TO FEEL CONVENTION



IDEA 12

Inclusive training about Article 12



Number one, it's fast.

It allows you to do that job really in a short amount of time, which is worth a lot, particularly when you're operating in a severe constraints of time and money.

Number two, it's deep.

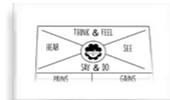
It goes to the point, to the essence of the situation really fast. Not only by surfacing the open mind related intellectual complexity, but also by getting to and surfacing the emotional complexity that's involved among the stakeholders in that situation.

And number three, it creates a language that allows the system to sense and see itself.

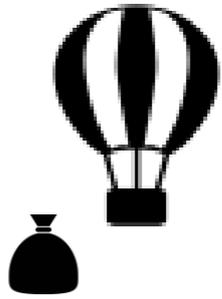
And that, in many ways, is the core of our developmental work.

And when that happens, in a microcosm of the system that the microcosm is sensing or the system is sensing and seeing itself, it creates the condition for that whole field to jump to another level of awareness, to another level of consciousness, and to launch innovations and new collaborative efforts that weren't possible before.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



5



LETTING GO (OLD PRACTICES)



IDEA 12

Inclusive training about Article 12

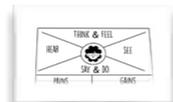
Letting go of the old and surrendering to the unknown.

Letting go: Let go of your old self and “stuff” that must die.

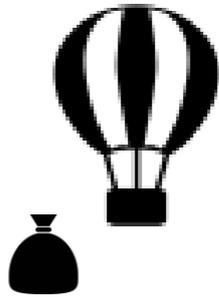
Letting go and surrendering can be thought of as two sides of the same coin. Letting go concerns the opening process, the removal of barriers and junk in one’s way, and surrendering is moving into the resulting opening.

The biggest obstacle to letting go, comes from within: it emerges from your resistance (individually and collectively). Dealing with resistance is essential when you letting go. Don’t be surprised when your resistance shows up again and again. It happens to everyone. You know in advance that it will pop up at certain stages and that your job is to be prepared to meet and deal with it through calmness, appreciation, and focus. Letting go invites you to suspend your Voice of Judgment, VOJ, reverse your cynical view of a situation, VOC, and overcome your fear, VOF, of letting go of your old self—that part of you that must die in order for the new to take shape. Dealing with these three forms of resistance requires—to use the classical language of virtue—commitment to **truth** (living with an open mind), to **love** (living with an open heart), and to **courage** (living with an open will).

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



5



LETTING GO (OLD PRACTICES)



IDEA 12

Inclusive training about Article 12



Open Mind



Open Heart



Open Will

Practice: Go through the following four-step meditation (by way of reflective journaling or visual imagination):

1. What in your life and work are the situations, practices, and activities that connect you most with your best sources of energy and inspiration?
2. Consider these activities and situations as small seeds and building blocks of the future: what might a possible future look like in which these small seeds and building blocks are interconnected and grow into an inspiring whole that resonates with your best energies?
3. If you were to take this on, to bring that future into the world, what do you need to let go of? What is the old “stuff” that must die?
4. If you took the risk and your project failed—what would be the worst case, and would you be ready to face it?

Courage comes from the willingness to “die,” to go forth into an unknown territory that begins to manifest only after you dare to step into that void. That is the essence of leadership.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



6



LETTING COME (GOOD PRACTICES)



IDEA 12

Inclusive training about Article 12

Letting come:
Connect and surrender to the future that wants to emerge through you.

Every human being is not one but two. One is the person who we have become through the journey of the past. The other one is the dormant being of the future we could become through our forward journey. Who we become will depend on the choices we make and the actions we take now. That being of the future is our highest or best future possibility. Both these beings are real in the sense that each one constitutes a specific body of resonance— the field of the past and the field of the future. I can evoke an active resonance with either field. Usually these two fields of resonance—and the different dimensions of our evolving self that they represent—are poles apart.

The essence is to get these two selves, these two beings, to talk and listen to each other, to resonate, both individually and collectively.

Such an experience could be likened to a germinating seed. Just as a seed needs a nurturing place and loving attention to germinate and grow, this inner seed also needs a sustained nurturing place and loving attention in order to evolve to its highest potential.

Thus, the question is how to create such places in our everyday life.

One approach is simply to always attend to the deeper social field from which a situation arises when two or more people connect.

In addition, three practical leverage points can help.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



6



LETTING COME

(INTENTIONAL SILENCE: PICK A PRACTICE THAT HELPS YOU TO CONNECT WITH YOUR SOURCE.)



IDEA 12

Inclusive training about Article 12



Open Mind



Open Heart



Open Will

Morning Practice (an example: 10–30 minutes)

- Rise early (before others do), go to a place of silence that works for you (a place in nature is great, but you also may find other places that work for you), and allow your inner knowing to emerge.
- Use a ritual that connects you with your source: this can be a meditation, prayer, or simply an intentional silence that you enter into with an open heart and open mind
- Remember what it is that has brought you to the place in life where you are right now: Who is your Self? What is your Work? What are you here for?
- Make a commitment to what it is that you want to be in service of. Focus on the outcome that you want to serve (the larger whole).
- Focus on what you want to accomplish (or be in service of) on this day that you are beginning right now.
- Feel the appreciation that you are given the opportunity to live the life that you have right now. Empathize with all of those who have never had all of the opportunities that led you to the place you are now. Feel the responsibility that comes with those opportunities, the responsibility that you have to others, to all other beings, to all of nature—even to the universe.
- Ask for help so that you don't lose your way or get sidetracked. Your way forward is a journey that only you can discover. The essence of that journey is a gift that can come into the world only through you, your presence, your best future self. But you can't do it alone. That's why you ask for help.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



6



LETTING COME

(FOLLOW YOUR JOURNEY: DO WHAT YOU LOVE,
LOVE WHAT YOU DO.)



IDEA 12

Inclusive training about Article 12



Open Mind

In order to access your best creative potential, you have to go on a journey—a journey in which you follow your bliss, your feeling, your felt sense of the emerging future.

The road to accessing one’s creativity includes the stages of (1) nothing much happening, (2) boredom, and then (3) noticing and responding to an inner impulse that evolves within yourself. It is difficult to learn how to do these things when you are managed by a tight system of exterior activities, rewards, and controls.



Open Heart

The same goes for companies: much of corporate motivational and reward system is probably more dysfunctional than helpful because it imposes a culture of reward-driven behavior rather than a culture of doing the right things because they are right. So the practice here is about creating environments that allow people to do what they love and love what they do. Both things are important. Love what you do; fully appreciate what life offers you. Do what you do with love—and you will be amazed what life gives back.



Open Will

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



6



LETTING COME

(CIRCLES OF PRESENCE: CREATE CIRCLES IN WHICH YOU HOLD ONE ANOTHER IN THE HIGHEST FUTURE INTENTION.)



IDEA 12

Inclusive training about Article 12



Open Mind



Open Heart



Open Will

There is an invisible movement going on in the world. It's a movement that is manifest in a variety of forms and practices.

These practices rest on the same underlying principle: to form a **safe collective holding space** in which the **participants support one another in making sense of and advancing** their life and work journeys.

In the midst of chaos and breakdown, we must develop the ability to stay calm and discern the path forward—even when that path seems ill defined and fragile. Developing the capacity to operate from the nothingness of the now, the ability to discern and take the next step in situations where old structures have broken down and new structures haven't yet emerged is perhaps the most important core capacity of navigating work and life in this century.

(See Good Practices document)

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



6



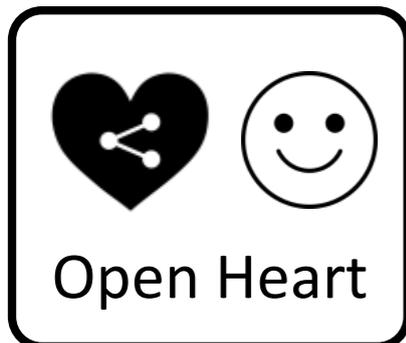
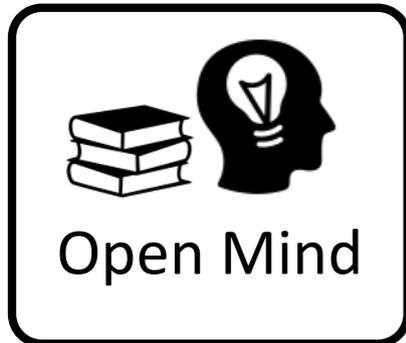
LETTING COME

(CIRCLES OF PRESENCE: CREATE CIRCLES IN WHICH YOU HOLD ONE ANOTHER IN THE HIGHEST FUTURE INTENTION.)



IDEA 12

Inclusive training about Article 12



Such an experience could be likened to a germinating seed. Just as a seed needs a nurturing place and loving attention to germinate and grow, this inner seed also needs a sustained nurturing place and loving attention in order to evolve to its highest potential.

Thus, the question is how to create such places in our everyday life.

One approach is simply to always attend to the deeper social field from which a situation arises when two or more people connect.

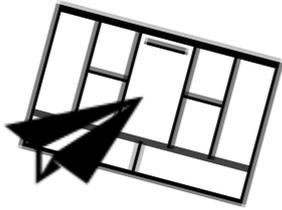
In addition, three practical leverage points can help.

1. Intentional silence: Pick a practice that helps you to connect with your source.
2. Follow your journey: Do what you love, love what you do.
3. Circles of Presence: Create circles in which you hold one another in the highest future intention.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



7



PROTOTYPE (OUR PRACTICES)



IDEA 12

Inclusive training about Article 12

where in today's reality you find the seed elements of the future.

We want to show that the three-day training works with a methodology that seeks not only to deliver new concepts and knowledge but also to generate a profound change in behavior. This inclusive training focuses on putting ideas onto their feet by prototyping microcosms of the future that you want to create—and by fast-cycle learning that constantly iterates the existing prototype based on the feedback from all key stakeholders.

All prototypes need to be sheltered, supported, nurtured, and helped. From biology we know what happens when the new isn't hosted by a friendly environment: the immune system kicks in and does what it is designed to do: it kills it. Why? Because it is different. Because it threatens the status quo. Because it "doesn't belong here." That's why the fetus needs the womb, why everything new needs a cocoon to foster the right sheltering conditions in order for what's embryonic to be able to sprout.

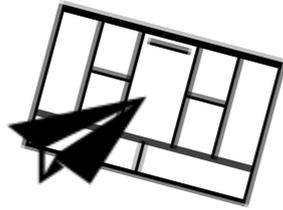
You don't launch a new idea with a big public speech from an executive. No, you want to start in some smaller, quieter, and less pretentious place. You want to start with real practitioners dealing with real issues.

Strategic microcosms—fragile living "shoots"—can be either designed or embedded into the infrastructure.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



7



PROTOTYPE (CREATIVE TENSION EXERCISE)



IDEA 12

Inclusive training about Article 12



Open Mind



Open Heart



Open Will

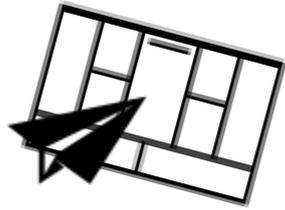
In its classical form, it works as a meditation in three steps: First ask (1) What do I want to create? and (2) What does the current reality look like by contrast? Then (3) Picture both images together (e.g., as a split screen) and note the creative tension between them.

This practice is an excellent tool to use as you start up the righthand side of the U (crystallizing). I have found it useful to modify this exercise slightly in the U context this way: during the first step, focus on your future state in your journey. During the second step, do not only concentrate on how the current reality differs from your desired future, but try to figure out where in today's reality you find the seed elements of the future. Then, in the third step, picture the creative tension in a three-dimensional space. Move between the poles. Go into the seed elements (with your mind and heart) and evolve with them toward the desired future state, and return from there to current reality, and so forth . Many practitioners use this exercise successfully.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



7



PROTOTYPE

(SETTING PRIORITIES AND MANAGING TIME)



IDEA 12

Inclusive training about Article 12



Open Mind



Open Heart



Open Will

What is the larger project that I am here for? How can I create conditions that will allow me to focus on and serve it? And how can I prioritize my time so that it is spent on projects and outcomes that matter, rather than on reacting to issues that do not? This practice is all about using the different qualities of the day, week, and year in a more intentional way.⁸ First thing in the morning, ask yourself: “What are the one or two most important things for me to do today? How am I going to use the best quality time of the day?” The underlying principle here is that energy follows attention. This means that the biggest leverage we have is what we pay attention to and how we attend to a situation.

The flipside of course is the question, What do we ignore and where do we accept a delayed response time? In the age of instant communication technologies it is important to remember that any kind of real time management will translate into not responding right away to a whole bunch of people. Spending your most valuable time making sure that you always respond to all people right away suggests that your method of managing time (and filtering noise) doesn't work.

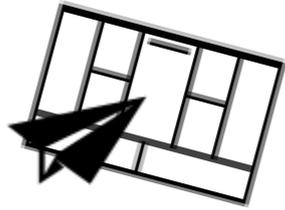
Hence, you are likely to get stuck in reactive patterns of behavior.

Energy follows attention: so what matters is to create quality spaces for those activities that matter most, that directly link to our felt purpose— particularly if these activities happen to be important but not urgent.

7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



7



PROTOTYPE (CANVAS)



IDEA 12

Inclusive training about Article 12



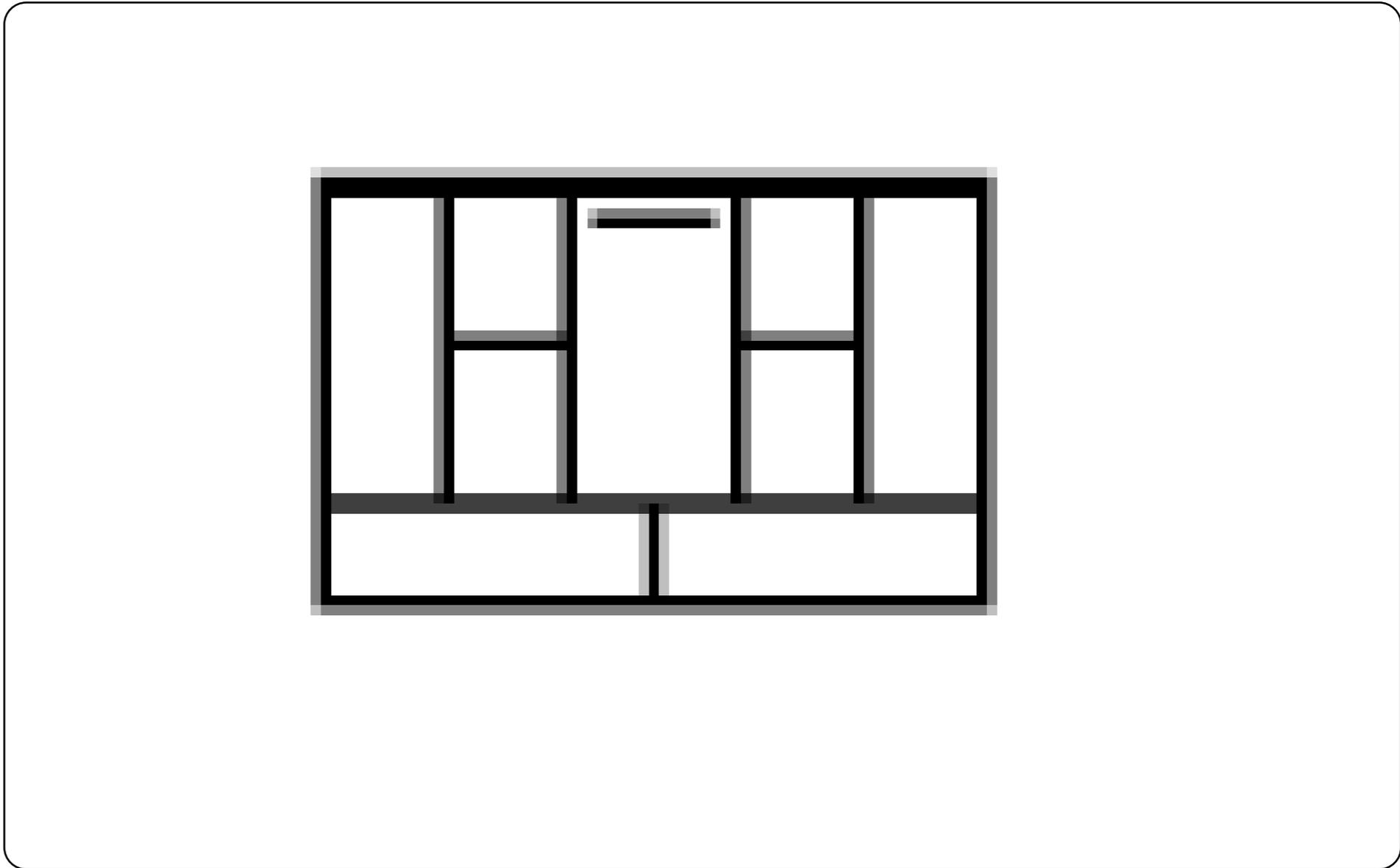
Open Mind



Open Heart



Open Will



7 SIMPLE STEPS AND ACTIONS THAT YOU CAN TAKE TO MAKE AN IMPACT



2.

UNDENIABLY WE NEED DIFFERENT STAKEHOLDERS GATHERED IN THIS TRAINING

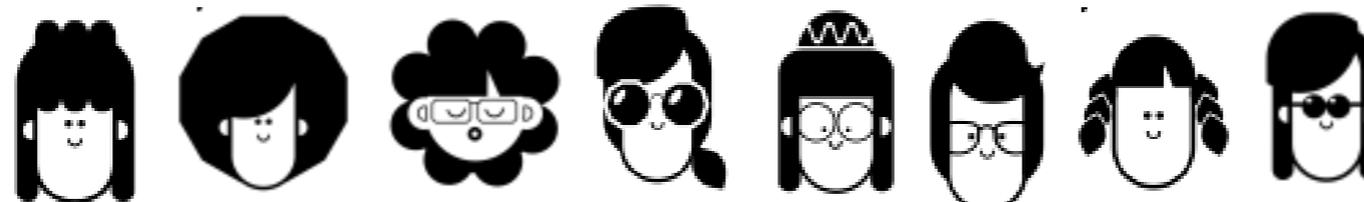


IDEA 12

Inclusive training about Article 12

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

An inclusive space of learning is a setting where people with different backgrounds meet to learn something together. No matter with or without disabilities.



PEOPLE WITH DIFFERENT NEEDS AND ABILITIES:

A Stakeholder is somebody who has an interest in your success



PEOPLE WITH DISABILITIES,



THEIR FAMILIES,



PUBLIC ADMINISTRATORS,



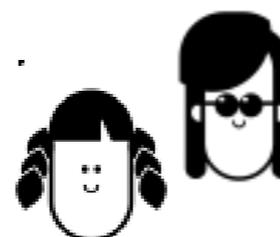
SUPPORT SERVICES PRACTITIONERS



POLICY MAKERS



UNIVERSITY STUDENTS AND LECTURERS



AND THE GENERAL PUBLIC

Every situation is different and every participant in a situation is unique in his or her own way.

2.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?



IDEA 12

Inclusive training about Article 12

We think that, not everyone in the group must learn the same and participate in the same way. That is not a goal. The most challenging thing is that the goal for the group can be reached with all the different contributions of every group member and **personal** and **collectively** to generate a **profound change in behavior in accordance article 12.**



SUBSTITUTE DECISION-
MAKING



SUPPORTED DECISION-
MAKING

2.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?



IDEA 12

Inclusive training about Article 12

This spaces of learning are intentionally created by designing the:

- **Physical space:** Form this circle in a meeting space that is hospitable and yet cocoon like and provides a sense of intimacy away from exterior disruptions.

Apply all the well-known criteria of good meeting spaces: spaciousness, natural light, windows on at least two sides of the room, simplicity, beauty. Introduce whatever makes the place feel alive, whatever makes you feel at home

- **Time space:** creating an energetic timeline in which the preparation and the agenda facilitated a natural flow through the 7 simple steps and actions that you can take to make an impact
- **Relational space:** establishing a personal relationship with each of the participants prior to the meeting, clear roles (such as greeters at the door of the meeting place), process (managing the details, such as delivering a great presentation), and infrastructures (beverages, food, and so forth).
- **Intentional space:** clarity and quality of purpose within the full core group: Why are we doing all of this? What future possibility do we want to serve? What are we trying to create?

2.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?



IDEA 12

Inclusive training about Article 12

These guidelines give you clues for organizing inclusive spaces of learning. Inclusive means that spaces of learning are particularly welcoming to all kinds of people.

For example:

- People with different needs.
- People with or without disabilities or learning difficulties
- Elderly or young people
- People with migrant background or refugees
- People with different education levels
- And many more

Every setting where people come together to work on a shared topic or idea can be an inclusive space of learning for everyone. When we talk about inclusive spaces of learning we believe that it is necessary to think about a broad range of settings.

Apart from trainings we think for example about:

- team situations and meetings;
- a group of people who wants to set up a project;
- a team who wants to organize an event. This can be a conference or something like a local village festival.

2.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?



IDEA 12

Inclusive training about Article 12



These guidelines are divided into 3 parts:

1. **BEFORE** the training

What you should consider before the actual training.



2. **DURING** the training

What you should be aware of during the training.



3. **AFTER** the training

What you should do after the training

2.



BEFORE THE TRAINING



IDEA 12

Inclusive training about Article 12



1. Target groups



2. Venue



3. Arrival instructions



4. Accommodation



5. Application and announcements



6. Support of participants



7. Trainers



8. Schedule

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

2.



BEFORE THE TRAINING



IDEA 12

Inclusive training about Article 12



TARGET
GROUPS

Design and plan the inclusive training together with representatives of the target groups.

This way you can make sure that your target groups are really interested in the content of the training. The target groups know best what they want and what their individual needs and expectations are.

The target groups mean the people that you want to participate in the training.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

2.



BEFORE THE TRAINING



IDEA 12

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VENUE

Choose a venue fulfilling the following requirements:

Accessibility: You must consider different types of disability and their needs for accessibility. You must also consider that the venue has to stay accessible with bad weather conditions.

Access to public transport

Parking places for people with disabilities close to the entrance

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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Give clear arrival instructions. The instructions must be accessible for all participants. For example: Written documents must be accessible by screen reader software. Screen reader software reads out loud written documents or a website to blind people and people with visual impairments. Some standard formats are not very accessible.

- Provide different possibilities of contact:
 - By e-mail
 - By post
 - By telephone
- Prepare the venue as follows Fix signs which support the participants to find their way around. For example: Use different signs for the different rooms. Always work with symbols and colours on the signs. You can start with the signs at the bus station with the logo of the training and arrows which show the way.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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ACCOMMODATION

Look for accessible accommodation close to the venue and inform the participants. Many European cities offer links to accessible accommodations on their website.

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APPLICATION AND ANNOUNCEMENTS

1. Application and announcements should be accessible for people with different needs:
 - The announcements of the event should be spread via different media. For example: by e-mail, by internet, by post, by radio, by TV, face-to-face and so on.
 - Give the following information about the event plenty of time ahead:
 - Venue
 - Date
 - Time and schedule of training and breaks
 - Any costs such as meals at and around the venue or if meals are provided or not. So that people can organize themselves.
 - Collect personal data about individual needs of the participants and whether they come with an assistant or not. You can ask these things on the application form.
2. Texts must be written in easy to read and must be accessible for persons with visual impairments.
3. To apply for participation should be possible in different ways:
 - o Verbal: by telephone or face-to-face
 - o Written: by post, e-mail or internet

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APPLICATION AND
ANNOUNCEMENTS

4. Provide a meeting for interested people, where they can get all required information about the training. The date of the meeting should provide enough time for interested people to think about whether they participate or not. For example:

- o Interested people can get all the information they want about the training. For example: how often the training takes place, when it begins, when it ends, how much work they will have to outside of the courses.
- o Explain what the training is about and what might happen during the training. For example, that participants have a look on their own lives and personalities;
- o Talk about what participants can do with the knowledge and experience from the training. Talk about where in their life participants can use what they will learn.
- o Inform the participants that it will be an inclusive training and what this means. For example, that there will be participants with learning difficulties and different teaching and training methods will be used. Different methods are important to meet different needs of participants.
- o Interested people should be able to ask questions. Plan enough time for this.

Clue: Choose the same venue for this meeting as for the training. This will enable participants to become familiar with the venue.

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SUPPORT OF PARTICIPANTS

1. The role of people supporting participants with disabilities or learning difficulties must be clear before the training begins.
2. Participants, who need support, should get this support during the whole training. Therefore you must clarify for example different possibilities of support and costs of the support
3. Consider how to promote natural support. Natural support means that the participants help each other. For example during group works you can create situations where the participants help and learn from each other. In an inclusive space of learning every participant should be able to give and receive support.
4. Trainers and organizers of the training should talk about power and power relations in the group. For example: Participants are all here because they want to learn something together. They are here in the same role as participants. They are not in their roles for example as care givers and beneficiary or employer and employee. Trainers should talk about the role of every participant.

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SUPPORT OF PARTICIPANTS

5. Provide preparation time for people with learning difficulties. Give them documents of the training in advance and personal support before the training if this is possible.
6. Collect personal data about individual needs of participants and about the environment of the event. Trainers and organizers of the event need this information because:
 - o Individual needs like specific support must be known to be able to meet the needs
 - o The type of disability shall be clear to be able to plan and adapt the training methods. For example, to make texts readable by screen reader software or to arrange necessary adaptations before the training
 - o Personal characteristics of the participants are helpful to plan the training and the exercises of the training For example: if many participants like animals you can use examples from animal wildlife
 - o if many participants have the same disability you can find a peer-trainer with same disability and experience as the participants and design the training more practically

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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BEFORE THE TRAINING



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TRAINERS

1. Trainers, organizers and translators who work together should have some preparation time to get to know each other.
2. Organizers should find trainers who really know about the topic of the training. They should have the ability to share their knowledge in different ways and with different methods, so that they meet the different needs of participants.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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SCHEDULE

Training units must be short and there must be enough breaks. People with learning difficulties or other mother tongues may find it difficult to follow the training. They need and profit from short units and less units per day.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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DURING THE TRAINING



IDEA 12

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1. Trainer couples



2. Training rules



3. Clear and understandable language



4. Additional time



5. Common characteristics



6. Roles in the group



7. Overview



8. Methods and instructions



9. Interpreters and assistive tools



10. Handouts

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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DURING THE TRAINING



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TRAINER
COUPLES

Work with trainer-couples. 1 person must be a self-advocate and an expert for his own disability. The disability of the trainer should match the training topic.

- Make sure the 2 trainers know how to work together well
- Make sure the 2 trainers are acting as 2 equal trainers and not as trainer and client or trainer and trainee.
- Make sure the trainers with disabilities know enough to act as trainers. They should attend and complete a 'train the trainer' course

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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TRAINER
RULES

Agree on common course rules together. They should meet every participant needs in order to have a good learning environment. Make sure that every participant understands and accepts these rules.

Keep in mind: The majority rules! This means that if most participants want to work and talk fast, it is likely that the whole group works fast. This should not happen because this may be too fast for some persons of the group! Try to be aware of this and reflect on the different learning styles and demands of all the participants. Make common decisions on the rules for working in the group.

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CLEAR AND UNDERSTANDABLE LANGUAGE

Always use clear and understandable language

- You can also use technical terms, as long as you explain them. This allows the participants to learn new words
- Encourage the participants to use clear and understandable language. Do this for example by repeating difficult to understand comments in easier language.
- Be careful that you treat every participant equal and with respect. Don't talk to people with disabilities as if you talk to children, they are adults and you should treat them like this. Try find to find out, how fast you can talk to every participant, so that she or he understands. Give them time to think about what you have said and to answer.

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ADDITIONAL
TIME

Always give additional time:

- To assistants to translate and communicate with the participants they support Be aware that they are the actual participants of the training.
- To people who need more time to understand
- To prepare additional exercises for people who are quicker in understanding, so they can use this time for practice.

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COMMON
CHARACTERISTICS

Concentrate on what the participants have in common, not on the differences between them. Doing so you can improve the cooperation of the participants and create an inclusive working atmosphere.

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ROLES IN THE GROUP

Try to give each participant a special role within the group.

Ask the participants if they really want to have a certain role. Roles can also change.

For example, if someone is a good speller then she or he can control the spelling. Or if someone is funny, she or he can tell jokes from time to time to brighten up the participants. Or someone with a mobile phone or a watch can be the time keeper.

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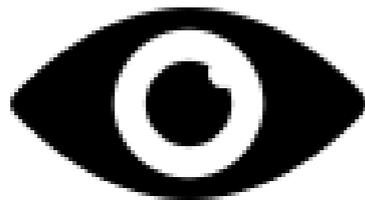


DURING THE TRAINING



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OVERVIEW

- Place the time table and schedule where the participants can see it throughout the training. The schedule should also show when the breaks are planned.
- Tick off the items on the schedule when they are completed. So the participants know where they are and what is still to come.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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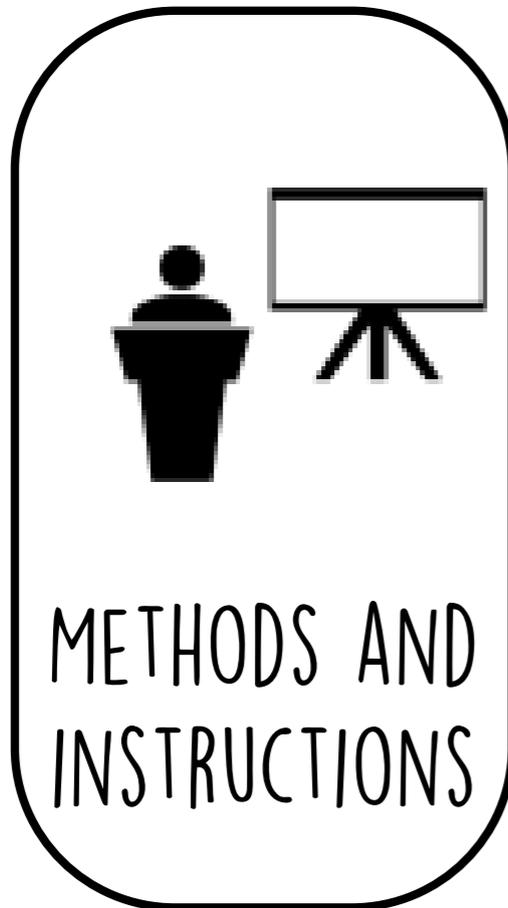


DURING THE TRAINING



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Work with the 2-senses-principle. This means that you should always address at least 2 senses with your training methods. Senses are sight, hearing, taste, smell and touch. For example: When you write something down on the flip chart you have to read it out loud as well. This addresses the 2 senses sight and hearing. Be aware which senses the participants are able to use.

- Work with different methods, so you address different personalities and learning styles. Try to remember the individual needs of each person. For example, some people might have a hard time working in groups and need to work on their own from time to time. Other people might have difficulties to talk in front of many people and need small groups to work well.
- You should use methods you have experience with and you also like. Do not copy somebody else's methods.
- Use different types of media, for example movies, pictures and audio recordings.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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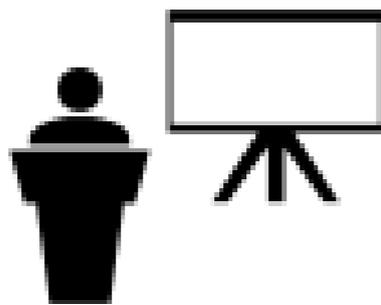


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METHODS AND INSTRUCTIONS

- When you change the training method be careful that each participant understands the sense of the method. For example that you make a change of location because of group work. People who have difficulties with changes should be affected by these as less as possible.
- Adapt the learning material to the different needs and abilities of the participants. For example: Provide easy to read texts and pictures for people with learning difficulties. Don't use pictures for people with visual disabilities. Give clear advices for people with autism.
- If possible create an atmosphere of trust. You may try to create this atmosphere by telling stories or identifying strengths of the participants. Also try to be humorous and take things easy.
- Try to get participants to take part with an open mind, open heart and open will as it is described in theory U. Do this for example using the recommended methods.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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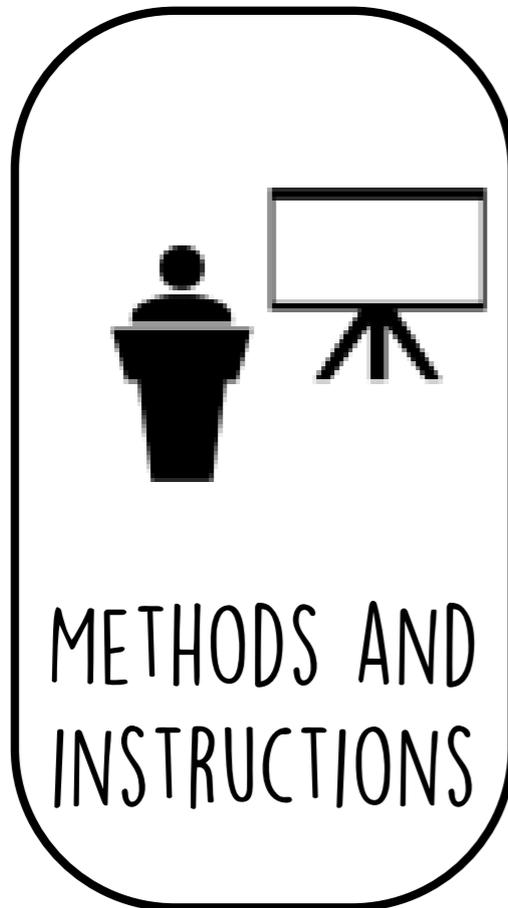


DURING THE TRAINING



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- Relate the topic of the training to everyday life of the participants:
 - o Relate the topics to the different personalities of the participants. Try to be as personal as possible.
 - o Explain what for and how a method can be used
 - o Give practical examples
 - o When you explain things, it is helpful to summarise and repeat key points both visually and in easy to read, for example to support participants with learning difficulties. This can be done by an organizer, by an assistant or by a participant. It must be clear from the beginning of a training who does this.
- The 'less is more' training method: This means participants should really get to know and understand some methods and important messages. Instead of having heard about many things but not understanding and knowing even 1 of them. Therefore it is better to give less information and provide more time to discuss, so that the participants can actually participate in the training. Less information and tasks given by you also mean more freedom for you to react on spontaneous and individual needs of the participants.

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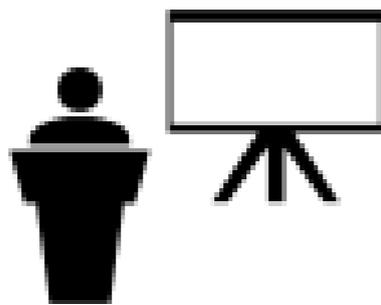


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METHODS AND INSTRUCTIONS

- Give the participants the opportunity to talk about things they have learnt, also in small groups or pairs. This is also called reflection. Find new ways that participants can share their comments and opinions with other groups. For example that every group makes a flip-chart poster with the opinions of the group members. So everyone can see the opinions of the others but nobody must speak out loud in front of all participants.
- Give the participants the opportunity to share their opinions and experiences. Respect and value their comments.
- Use the knowledge of the group. The group knows more than each participant. Together they may produce unexpected learnings and results.
- Ask the participants and check if they understand the content of the training. Don't just ask: 'Is everything clear?' A lot of people do not dare saying that they have problems with understanding.

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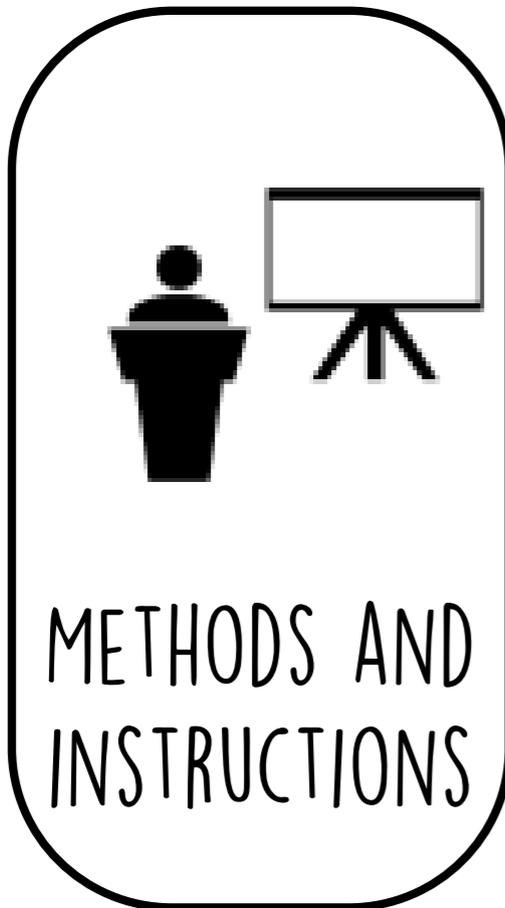


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- This method can be used at the beginning of the training to get an idea what the participants already know about the topics of the training:

Prepare cards with questions about the topic of the training. Each participant chooses a card and thinks about the answers, alone or with the support of the group.

This method is called 'pack of questions'

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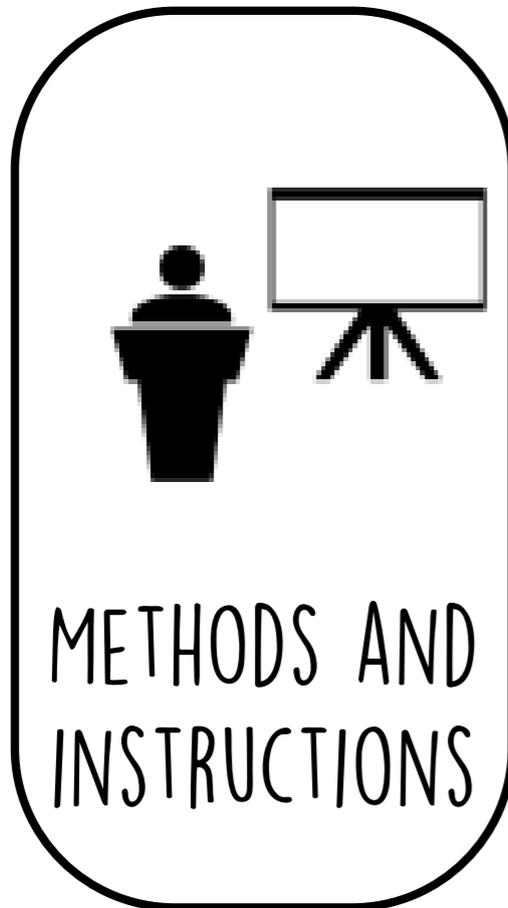


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The following methods can be used for repeating, refreshing and visualizing a topic in a group or alone. Using these methods you can also see what the participants have learnt so far:

- mind map**
- brainstorming**
- wall-newspaper**
- Quiz**
- Isle-exercise**

More methods:

- go for a knowledge walk**
- story telling**

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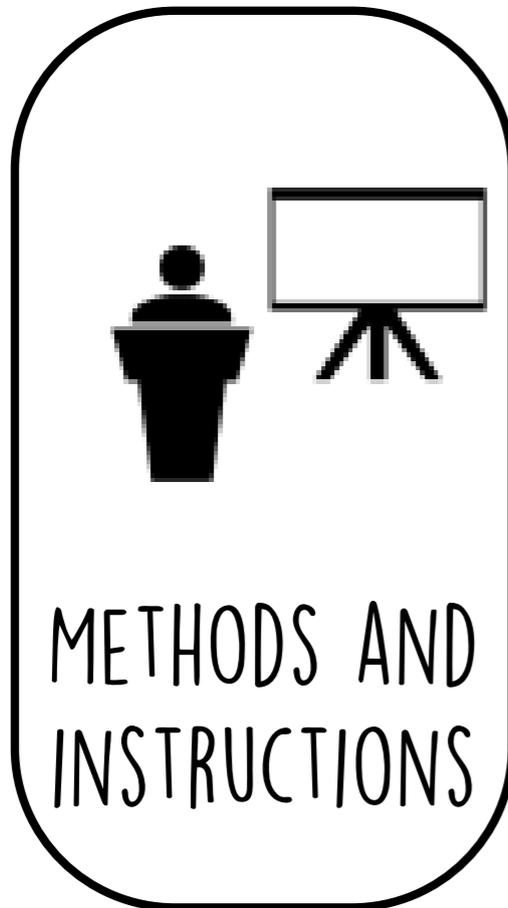


DURING THE TRAINING



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Use surprise moments. Surprises often open up people's minds. You can arrange an action or experience that makes people come together on another level than discussion. For example in the Person Centered Planning course in Spain the trainer brought a rabbit and let it free in a certain moment. After this surprise most participants were in a good mood to share some personal experience with the group.

- Make sure that people who learn and work quicker than other participants get enough opportunities to be challenged.
 - o Work in groups and let them explain things.
 - o Give them additional questions and tasks.
 - o Give them the opportunity to learn something else. For example social competences and patience.

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METHODS AND INSTRUCTIONS

- Keep in mind: Learning is always a process. Learning means to give the participants the opportunity to make experiences and to change. Sometimes also to change their views and opinions. Learning is not about receiving a certain amount of input. Try to make this also clear to the participants.
- Explain work or preparation for the next training, that should be done outside the course, during the training. Provide enough time so that questions may be clarified.
- Make photo minutes.
- Give participants enough time to give feedback and to fill in an evaluation sheet. Provide time for this in the schedule.

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- Provide sign language interpreters, hearing loops or other hearing tools if necessary.
- Hand out cards that participants can use to get your attention.
- For example: Use traffic-light-cards right from the beginning to ensure that the speed and type of teaching can be influenced by the participants at any time. Green may stand for 'I understand', 'ok' or 'yes'. Orange may stand for 'slow down' or 'repeat'. Red may stand for 'no', 'stop' or 'I have a question now'.
- You can use a talking stick when you are working in big groups. The person who has the stick may talk. The stick is handed from 1 person to the other.

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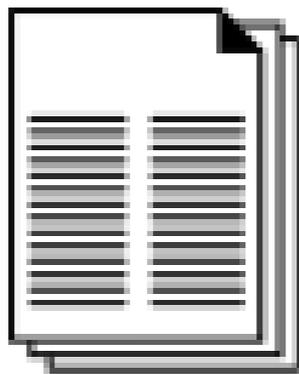


DURING THE TRAINING



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HANDOUTS

Make accessible handouts:

- o Sort the pages and file them in folders.
- o Make clear and readable copies.
- o Make enough copies so every participant can keep his copy for further use.
- o Provide handouts for people with visual impairment and blind people in an accessible digital form.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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AFTER THE TRAINING



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After an inclusive training you should consider:

- Make the photo minutes accessible for each participant. Send them by e-mail or if necessary by post, typewrite the minutes down for people with visual impairments.
- Use the feedback and the evaluation sheets to make changes and to improve the training.
- Support the participants. For example: Provide everybody with the contacts of the other participants so that they can compare their notes or work and learn together. Provide support time for them. Give the participants a location where they can meet and work together.
- Make sure each participant gets a certificate. These are very important for the participants and their employers. If some participants have only made certain parts of the training it is written down on the certificate.

HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?

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A NARRATIVE:

write a story, using the sticky notes as content and the building blocks of the Event Canvas as paragraphs.



A VIDEO:

after each phase in the process, and at the end, ask your team to present the Event Canvas and record that on video. This is a very powerful way to engage others and capture all that has been said.



A VISUAL EVENT STORY:

convert your sticky notes into drawings and make the story come to life. Engaging others is much easier if you make your event story visible.



A DIGITAL VERSION:

share with others in a digital way, ask others to collaborate and view it online.



HOW CAN WE ORGANIZE AND PERFORM SPACES OF LEARNING MORE INCLUSIVELY?



open mind

open heart

open will