



How we design inclusive learning situations for a co-productive approach



Guide developed under APEMH-leadership
with the partners of the Erasmus+ Project Enable

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www.enable-info.eu



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Introduction

For whom did we write this guide?

The guide is for people who want to develop a service (or offer) in a co-productive way:

- People responsible for offering and managing this service.
- Political decision makers who say whether a service is being financed.
- Experts who work in the service.
- Service users themselves and their families.

A service in our understanding can be:

- Something basic, small, like a new “info corner”.
- Something bigger like a counselling centre.
- A new training course.
- Any other project for service-users.

What is new?

All parties involved plan and decide together right from the beginning.

By this we mean that every perspective should be represented. In order to work this way, you need to know how to accompany/guide the process and its progress using an inclusive approach/way so that everyone will be able to participate at an equal level.

In the broader sense you can say: designing an inclusive learning situation so that everyone can understand and participate as well as possible for each individual.

The guide: Experiences from Enable

This guide is giving advice how to create together good learning situations. The guide is not meant as rules, but as support. It is rather a toolbox. You use whatever you need.

There were 6 partners working together on the Enable project.

Each of them chose a topic or small-scale project to experiment within his own institution. The focus-group which existed in each institution then developed the small-scale project using the co-productive method.

It was an experiment and a special learning situation for all participants.

Valuable experiences could be made.

The guide is based on the experiences and methods used within the Enable project.

Diversity: each participant is different. Each one needs his/her own way of learning.

Inclusion: all participants should be involved right from the beginning.

Equality: all participants meet at equal level. All are equally important.

Reciprocity: all participants learn from each other. They have to deal with different types of view and find a compromise.



Co-productive and inclusive team for a dance project.



Inclusive meeting



Experiencing co-production by a co-productive activity:
Making Tortellini.
Each one is an important part.

1. The Enable Project

What is Enable?

Enable means: make somebody able to.

It is an European Erasmus+ Project

Who is involved in the project?

The partners of the European Project Enable are from Italy, Spain, Belgium, Austria and Luxembourg.

You can find more information on: enable-info.eu

What is the subject?

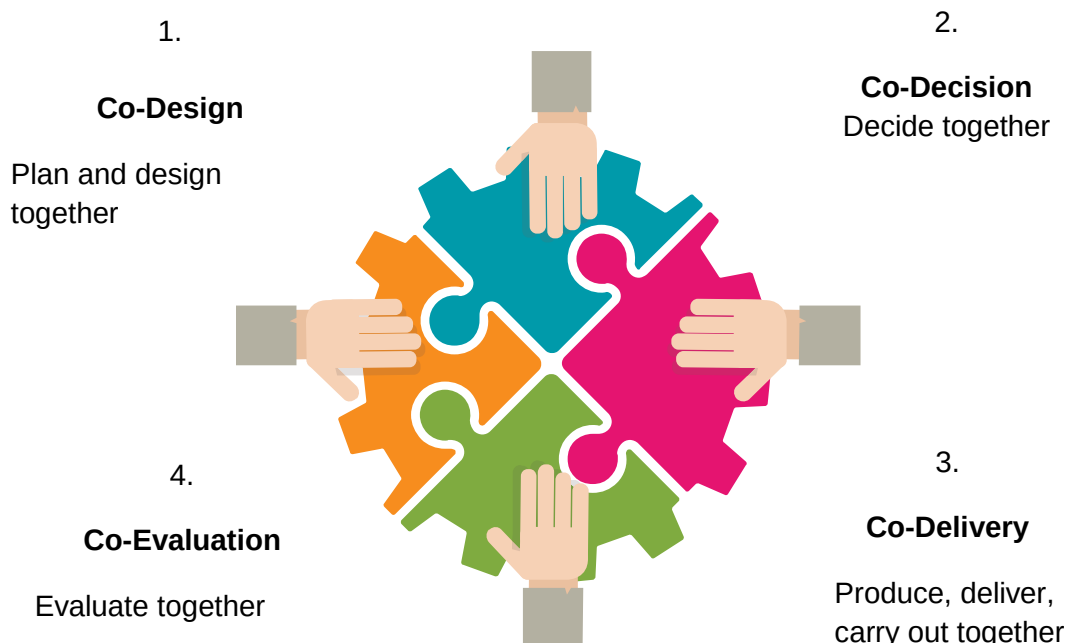
The partners have been involved in co-production for 2 years.

In the context of the project **Co-production** means: plan, decide, execute, offer and evaluate a project from the very beginning with all parties involved.

It can be a small project or a bigger project.

It can be a service or an offer.

The most important steps in Co-production



The people involved have something to do with the subject or service to develop:

- Persons in charge of the management.
- Official stakeholders (governmental authorities, communities, sponsors...).
- Experts/Professionals regarding to the topic.
- Users for which the service or offer is planned.
- Representatives out of the users' environment: Family, facilitators.

In this context user means: people for whom the offer will be created.

In the context of our projects the users are adolescents and adults with intellectual impairment (also: learning disabilities).

Attitudes and Values in Co-Production

The attitudes and the values in co-production are particularly important but often the most challenging. Professionals often have learned to take actively care of the person in charge who is reduced to be the beneficiary. Just like: "I am the expert. I know what is best for my client (service user)."

In the co-productive attitude, this perspective changes.

Professionals and service users/clients are becoming partners who work at the same level. This does not mean that both have equal competences.

However **everyone has competences**. Everyone can contribute a part.

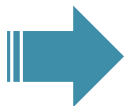
These 6 values are especially important:



Important aspects for co-productive work:

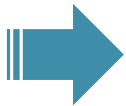
- People need to bring the willingness to get involved with others.
- Please schedule more time.
- Accept that it is not clear at the beginning and that progress might be slow.
- Allow getting involved in something, which might be unfinished.
- Do not offer finished solutions.
In which direction it goes and how fast it will go will be determined by the people involved.
- Accompany and support the process instead of caring and providing.
- In the process the users/clients develop their ideas.
- The professionals need a different attitude and the right tools to make it work.

Please note:



The users should be involved right from the beginning and throughout the whole project.

They should NOT only be called in for particular questions.



The most important steps of Co-Production are:

- Planning together
- Deciding together
- Carrying out and offer the service together
- Evaluating together



Adapt one's attitude to the 6 values of Co-production

Adapt a **new role** as a service provider and facilitator:

- Be a partner at equal level.
- Learn from each other, learn and progress together.
- Accompany and support the process instead of only helping.
- Find out how to incorporate the strength of the other.
- Do not present finished solutions but develop them together.



Service provider and user as equal partner

2. A few definitions

2.1 People with learning difficulties

We mean: people with an intellectual impairment, mainly people with a mild cognitive impairment.

Please note: in case of people with a severe impairment a totally different participation has to be designed. A direct, active participation is difficult. In that case people from the direct environment of the person are especially important (family, friends, nursing staff). Through observation and activities they recognise what the person likes, wants and needs. The direct environment can be such a representative.

2.2 Being a facilitator

In this context: somebody who supports a person in a way he or she is able to participate well in all parts of the learning situations of the project.

It is important that the support is given in the way the person needs the support.

Not everybody needs the same support.

The facilitator may also be a translator. The way of communication must be in a way to allow the person to understand information and to express her/himself.

To be a good facilitator it is important to have the right attitude. This means that you are able to put yourself in the situation of the person you support and that you understand him/her.

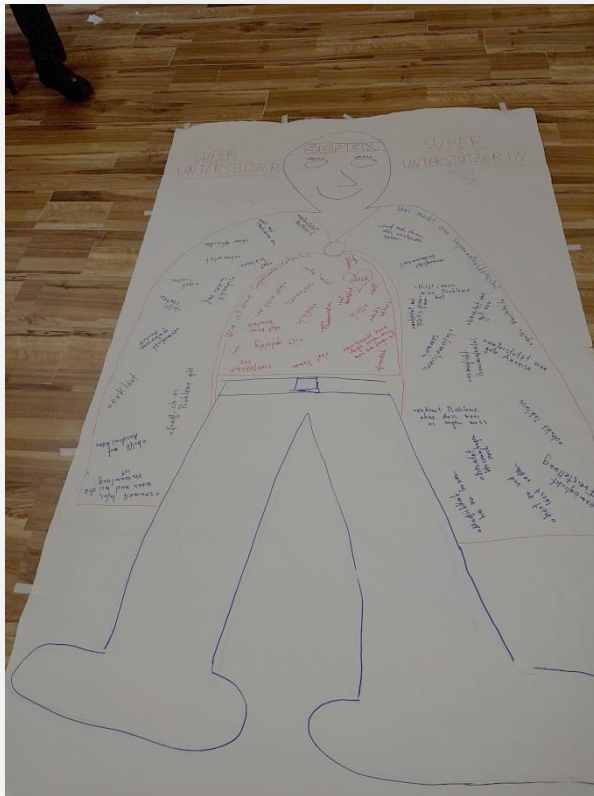
You have to know what support the person needs in order to progress, in order to express him/herself.

A good facilitator is able to put aside his/her own ideas and wishes.

The ideal facilitator has:

	Eyes – for abilities and possibilities
	Ears – for active and sensitive listening
	Mouth – for an appreciative and understandable language

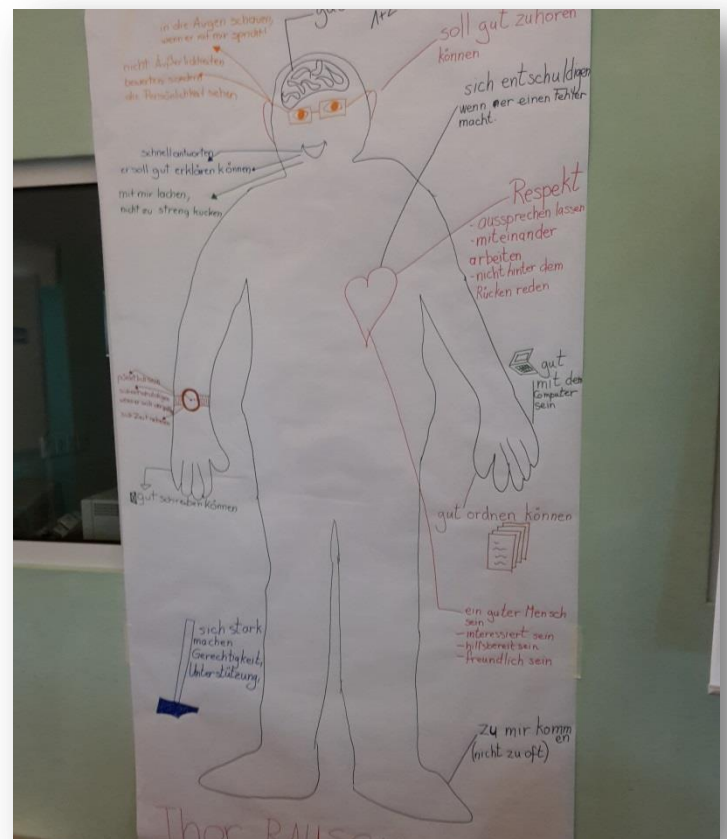
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The “Super facilitator”:

Collective exercise of people with learning disabilities together with their facilitators, to design the necessary qualities of a facilitator.

The characteristics of the ideal legal representative



2.3. Learning situation

We are learning during our whole lifetime.

There are many opportunities for learning. Alternative word: learning situation

This can be a training course (formal education).

This can be a project where you work with many other people.

This can be a lecture, a meeting..... (informal learning).

All these moments are learning opportunities.

It is important that people with learning disabilities participate in developing and designing these learning situations and in carrying them out for other learners.



2.4 Learning together in an inclusive way

We mean: Adults (sometimes adolescents) are learning together.

They are people with and without learning difficulties as well as professionals.

The professionals should involve the people with learning difficulties.

Important: The professionals have to learn many new things. It is not only the person with learning disabilities who has to get fit for this kind of co-production.

The professionals need to switch to an inclusive approach.

They need the right tools so that learning together will be a success.

Example: the learning situation is designed with contents that are easy to understand.

Some people do not read. Or they do not understand the language well.

In those cases you need other ways to learn something.

Learning together can happen in a group but it can happen together with a peer.

It can also be learning in front of a computer or by using a tablet (digital learning).

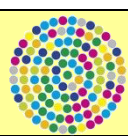
3. Learning situations in the Enable project

Each project partner selected a topic or a small-scale project.

The focus group of each organization developed the selected project in a co-productive way. It was an experiment in co-production and a unique learning experience for all participants. Valuable know-how could be collected.

The topics could be developed further thanks to the Enable project. Most important: the treated small-scale projects will be developed further even after the end of the Enabled project and become a feature of the organisation.

The following 3 **small-scale institutional projects** had been developed:

Independent Living 	
	Co-design a path to an independent life. Imagine our home together outside the family.
	How to improve the quality of life in the independent living through the creation of common rules: rights and duties! Decalogue of good tenant.
Lifelong Learning 	
	Learning, growing & blooming. Creating opportunities for personal development.
	“We explain – We are the experts“. New ways of learning: Interactive and inclusive learning situations where the user plays the active part.
Social Inclusion and Political Participation 	
	Develop an inclusive training guide for the media on how they should represent disability.
	How to create a co-productive und inclusive atmosphere in meetings between service users and decision makers in the political setting.

The small-scale projects have led to additional activities and products done in the co-productive way:

Design and offer a guided tour

How to plan and execute a guided tour of the working structure for families and other visitors.

Skills: plan and execute a guided tour, speak in front of others.

Design and make an introduction for social work students

How to present a residential structure to social work students.

Skills: presentation of the residential structure, work out the needs of the residents as well as the students' expectations and important rules of intercourse.

Train to talk in a group, to make a presentation, learn to use the skills of the whole group

How to prepare a talk in a team.

Skills: Several persons contribute to prepare and perform the talk.

Each contributor has his task according to his skills.

Learning contents: prepare a talk as a team, role play and rehearsal of the talk, evaluate and react to mishaps.

Organize a regular's table with family members of users

Skills: learn how to share information, express comprehensibly, listen and let others finish their talk.

Design and make surveys

Skills: do a survey or interview in plain or easy language (easy-to-read and understand).

Design and make an evaluation

How to evaluate an event.

Skills: formulate questions, set up a questionnaire, learn evaluation methods.

Design and offer training for facilitators

How to train professionals to be good facilitators.

Skills: prepare workshop; define roles; prepare material, presentation.

Design and produce an inclusive movie

How to show peoples' talents.

Skills: plan and produce a movie; get to know the profession of journalism; discover own talents; learn how to make a video.

Design and organize an event

How to organize an event like a birthday party.

Skills: prepare a meeting for the planning; make decisions; work together; distribute tasks.

Design and produce an inclusive conference

Skills: present projects; explain co-production; prepare a conference as a team; show how to work inclusively.

Shift roles and get new points of view

This is very important for the professionals as they get a new role as catalyst for processes: the professional should notice good occasions and arrange them in a way that the assisted person can develop and find solutions by her- or himself instead of just being helped and guided.

Put yourself in the role of any persons involved (management, family, user, staff, neighbourhood...) and get other perspectives.

Skills: shift roles to get an alternative view. Learn to understand other peoples' feelings or point of view.

4. Tips and recommendations for inclusive und co-productive learning situations

Do you want to work in a co-productive way?

For example plan and conduct a new project in a co-productive way?

What comes up to you as professionals?

What do you have to know in terms of accessibility? (Special needs)

What comes up to you as participant with learning disabilities and as facilitator?

4.1 Important components for inclusion and co-production (modules)

Getting to know the following basic components is crucial for a successful collaboration. You may familiarise yourself further with them throughout the inclusive and co-productive project.

The components can be taught as well in an inclusive learning training course. When people with and without learning disabilities learn together, there is more intense exchange than if professionals learn on their own. It is important that professionals get to know ways to present the topics in an accessible way. Professionals get an immediate feed-back from the participants with learning disabilities. It gets clear very quickly how important a support or attitude is, and how it has to be presented for a clear communication in the group.

A learning group should not be too large: At most 15 participants, facilitator included. If you have in mind to initiate a co-productive project later on, it is preferable if a few participants of the later project group do already work together on such key elements.

Crucial **key elements for inclusion and co-production** are:

- To get to know **co-production**: Stages, attitude / values, new roles for the professionals and the users of services (here: for people with learning disabilities), degrees of participation, limitations of participation....
particularly important for professionals.
- **To design and conduct a meeting inclusively**: Find out the strength of the group, determine roles and tasks, write a report in easy language, apply new methods, lead through the meeting ...
particularly important for professionals.
- **Communicate in a comprehensible way, visualize and document**: Plain language, Easy-to-read and understand rules, pictures, draw important information (graphic facilitation), take notes, summarize, write easy-to-read reports...
particularly important for professionals.
- **Be strong – become strong**: Get to know your strengths and capabilities, express yourself in a group, speak in front of other people...
particularly important for people with learning disabilities

4.2 Conduct a project in a co-productive and inclusive way

You can establish a **working group** or core group (**focus group**). It consists of **representatives or stakeholders**. The representatives should reproduce the different perspectives of the persons who are involved in the issue (Service provider, manager, professional/ qualified personnel, user, family member, representative from the surrounding field...). **Motivation** is very important: What is the gain for each one? The working group should not be too large (up to 10 persons).

The working group meets at **fixed intervals**. This can be once a month for example. The agenda is determined together from meeting to meeting and should be known by all group members.

Between the meetings small tasks can be executed, either individually or aided by facilitators.

Furthermore users and facilitators can meet to clarify topics and to prepare for the next meeting.

The working group can also **be expanded** at certain moments. For example an expert can be invited in order to learn from his or her experiences.

The working group, respectively a part of it can also **visit existing local services** in order to exchange experiences with the staff members. Afterwards this is reported back to the working group.

The working group can also gain important information by making **interviews** about the topic.

The working group **communicates to other people** what it is working on.

It is advantageous if a participant with learning disabilities has already gained experience with meetings and co-determination. Thus he can be a model or leader for other participants. He can also take part in learning groups as assistant trainer.

The **report** has to be in easy language.

Every group member should be mentioned, including those who did not attend the meeting. A list of photos of the members is helpful for those who cannot read.

Pictures of the flipchart drawings of the last meeting can help to remember things discussed.

The report is approved by the group members in the following meeting. Single aspects can be summarized again so everyone gets a clear picture of the current state.

4.3 The co-productive working group

Allocate more **time** than you are probably used to.

Establish contact with the participants (work out expectations and state of knowledge, clear up, detect what beforehand information is important for the participants: Arrival, venue, site, agenda/programme, schedule...

Inform everyone: Not everyone has e-mail. Make sure everyone was informed. Determine who is informing whom. A reminder is always helpful.

Make sure to offer **a comfortable, welcoming and accessible space** (Location, room, language, assistance/facilities, beverage, chair circle, tables...). Create a pleasant place for the meeting where everyone feels welcome, both for the focus groups and for interviews.

Make sure explanations are **in easy language**.

Use easy and clear language. Make sure everyone is able to follow.

Provide **beforehand information** about subject and venue.

Give the participants information or ask them information on themselves, their needs... You can also give them a task like bringing an object, a picture to the meeting according to your question. Example: To get to know each other, each participant will bring a personal item important to an aspect of his life.

Introduction: greet and get to know each other. Who am I and why am I here?

- In long-term projects: Start the first meeting in an informal setting like a breakfast or a dinner in a relaxed atmosphere.
Or you begin with a shared experience or activity, like an excursion. This activity does not have to be thematically linked to the subject.
- Otherwise: Start as well in a relaxed atmosphere where the participants can get to know each other easily.
They should feel comfortable.
Use funny games in order to get to know each other.

For example by the use of pictures, “emotional cards“, or objects each one has brought along.



Choose your picture:

Regarding to what you have lived last weekend or regarding to a question given by the moderator.



Red-Green cards for communication:

Red: stop – it is not clear; or you do not agree.
Green: To vote. You agree.
Yellow: some aspects are not clear.

Define the rules for the working group in common:

How do we want to work together?

Examples for rules: Let each person finish speaking / do not interrupt each other, pay attention to what is said, be respectful towards each other, turn off the mobile phone...

Find a consensus: These are our rules for further working for THIS group. Write the rules on a big poster (presentation poster) and hang it up at each meeting.

Communication throughout your project:

Make clear, what the needs or special needs of the participants are (for communication, for wellbeing in a group....). Make clear and consider together with the participants how you can assure **that everyone can follow** the most important steps throughout the meetings and throughout the whole process. Consider that different ways and methods of communication might be necessary.

Strengths

Do exercises and games on the **topic of strengths**:

Find out competences and capabilities.

What strengths do we have in the group?

- in matters of the subject
- in matters of organising and collaborating (Meeting)

What is missing? What do we need in terms of additional external support?

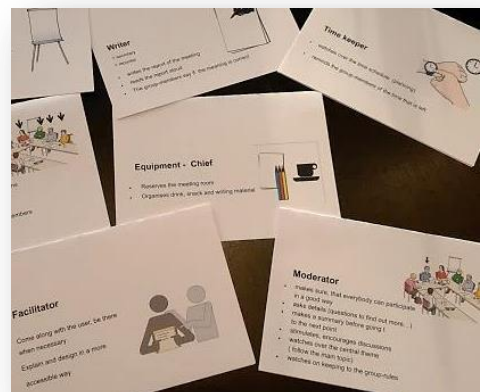
Example: Is anyone able to write on computer? If not, who could help us with this?

The different roles in a group

Let the participants take on individual roles according to their strengths, for example translator, timekeeper, keeper of the minutes, moderator, expert or specialist for a topic. Jointly work out rules for your good cooperation. Distribute roles correctly.

There should not be a boss who decides: everyone should work together on an equal footing; every opinion is worth the same.

Roles can also change! Example: a person learned something new during the project and thus gained more self-confidence.



Role-Cards to distribute tasks according to the competences of the participants.

The project process works well if the participants are well included.

“I am asked, I can express myself...”

And if it makes sense to the participants: “It really affects me. I can achieve something...” Then the right motivation is there too.

Make short theme blocks

Process design - structuring: in inclusive co-productive collaboration it is important to be strongly oriented to the rhythm of the group and to work process-oriented: do not target quick results, remain flexible. Maintain the balance between structuring on the one hand and the group's need for learning on the other hand. The rhythm and the timing are developed in common.

Therefore the process takes time and does not permit a quick result.

A time frame is important to ensure an approximate planning.

But it should remain open, for example about 3 months.

Do not expect results already after just two meetings.

The rhythm is determined by the progress of the group.

Experience shows that it is slower in the initial phase.

Planning

Plan together with the group members right from the start of the project.

Define contents, aims and process together (plan, program with breaks, next meeting...).

Do not offer ready-made solutions, but search for good solutions yourself.

Put minimal goals, but leave enough space for new ideas.

Allow enough time for discussions and breaks.

Write down the steps of the project and make them visible for everyone.

Work out the goals together

Each person should write down his goals, at least one goal.

Then define at least three goals for the institution in the group.

Important for the motivation of each participant: Everyone is involved, because he has his own goal, not only the goals of the professionals are considered...

“Once upon a time--- there was a dream“: You may dream and imagine what it could be like...Do not limit yourself by existing structures or a financial framework...

Think “Out of the Box“

Look at similar topics, learn from others' experience, visit similar projects or services and ask people (interviews...):

➔ Join in as an observer.

➔ Then discuss: What do we like about it? What not? What do we have to change?

Try out roles: take over parts by yourself to try out a new role. Everyone has to feel comfortable in his role.

Methods: you can also try something new or unusual: games, crafting materials, Lego building blocks, build models in order to better understand a project....

Use a **learning diary**. Explain the method and the rules. Make sure that the participants reflect on their learning successes. There should be support when needed.

What is working/ What is not working? This is part of a person centred thinking tool that looks at a snapshot in time from multiple perspectives: looking at the common goals again and again, carrying out a mid-term review (interim evaluation); re-adjust goals and measures, decide, how to go on, change is allowed !
Nothing is finished (Design thinking, Prototyping).

Procedure: Performing together

- Two in tandem (some persons feel more comfortable with 2 than alone. It may be user and professional or two users together)
- Supporters stay attentive. Support, if necessary
- The procedure should remain the same

Evaluation

4 and 1 questions (Person Centred thinking tool used to gather a team's collective learning to determine the next step):

- What have we tried?
 - What have we learned?
 - What are we pleased about?
 - What are we concerned about?
- ➔ What do we need to do next?



Carry out an **evaluation** for each one and for the whole group. Discuss the positive and the negative aspects. Visualize the results.
Photo evaluation.

Write down the results. Write down how the project has affected the individuals and the organization. Use the goals and the learning diaries for this purpose.

Conclusion:

Always complete individual stages and also the conclusion of a process.
How do you do the conclusion?

Define together how it is done: celebrate, appreciate, present the project, certificate, think about it and discuss how to proceed.

Think on durability: further development, how does it continue...

Keep contacts, develop ideas further, make connections with others (working in a network); stay in touch with each other (exchange mails etc.).

External presentation of the project, the course, and the results:

Write a report on the impact of the project.

Distribute it within your organization.

Publish it on the website or in a blog.

Write in easy-to-read language and add pictures of your meetings.

Share experiences on the internet, in the press. Make a press release.

Do not forget to take some pictures to document the process (e.g. before / after).

The pictures should be in print quality!

Clarify at the beginning with the participants who does not want to be photographed.

In case of working with nameplates a symbol can be the sign of approval, for example, a green dot.

Continuing education should be possible for everyone. Adjustments need to be made. Therefore, **common learning modules** (building blocks) are significant. Still it is good if content could be repeated, explained, deepened or prepared between further training sessions or meetings of the working group. This works if participants with learning disabilities can meet with a facilitator.

Encouraging learning situations where everyone can learn something from each other. Example: The "time bank project" of the AMPANS association. Encourage normal personal help and support among "peers". Peer: Like-minded people, someone who is in the same situation or has the same problem. A learning disability is only one aspect. There are many competences and capabilities. Peer learning is very important.

Example of an inclusive learning situation: The university project in Spain where adults with and without learning disabilities study together about culture and society.

Peer support: to be an expert, being involved, experiencing, learning from it...if it is to be permanent, a training program should be offered (training program for peer supporters)

How to support if the service is offered together?

Meet weekly. Otherwise the temporal distance can be too long and it is difficult to remember the steps the working group has already done.

Observe and focus on each working group members' capacities and strengths. Don't lose time and energy focusing on deficits.

Spend time together in order to get to know the work of each other well.

Remain focused on the future.

Work in tandems for the individual tasks (2 and 2, a supporter together with a person with learning disabilities or an experienced person with learning disabilities supporting a colleague - peer to peer learning).

So you are not alone and responsibilities can be shared.

Visualize tasks in a weekly schedule.

5. Inclusive aspects: helpful methods and tools

The importance of Diversity

Different people need different methods and tools to learn or to do something. Please discuss which kind of tools everybody needs. The tools can be adapted individually (personalized).

Self-experience:

Observe and participate; go from practice to theory.

When you have the possibility to first experience a similar situation by observing or participating, it helps people to understand what they are dealing with. Then reflect together, what was good and what you would do in a different way.

Work with two or more senses:

At least 2 senses should be appealed.

It can be sight, hearing, taste, smell or touch.

Example: write on a board and read aloud; explain something and draw a picture.

Communication: apply the rules of Easy to Read

It is important to use a clear and precise language.

Example: make short sentences, use popular words.

Generally, give more explanations, also about the locations, about content and timetable of a meeting or a conference.



Communication: Graphical visualization

Draw a picture, so important things won't be forgotten.

But it is important that the participants understand the meaning of the drawing.

People with learning disabilities can be involved in considering how an idea or a term can be pictured.

Work in the group or alone:

You can work in large or in small groups.

You can also let somebody work alone.

Working as tandems (2 people together) is a good option too.

People can help each other and their abilities can be complementary.

The tandems can be 2 people with learning disabilities (peer to peer) or 1 facilitator and 1 person with learning disabilities.

The right support

Look together with the participants, what kind of support they really need.

Important information should be displayed visibly and explained orally.

When writing, use clear and legible block letters and no capitals.

Add picture symbols and use different colors to give more structure.

→ **Welcome-Sheet** with the topics

The names of the trainers and experts can also figure on it or when participants are unknown.

→ **Visualize program and schedule:**

Draw and write down the program and schedule.

They should hang visibly in the room, so people can have a look at it anytime. (leaflet)

Tick all the accomplished items by putting a checkmark.

Use arrows to point at the item you are just discussing or working on.

Present and explain the contents and give additional information (not everybody can read or knows immediately what is meant).

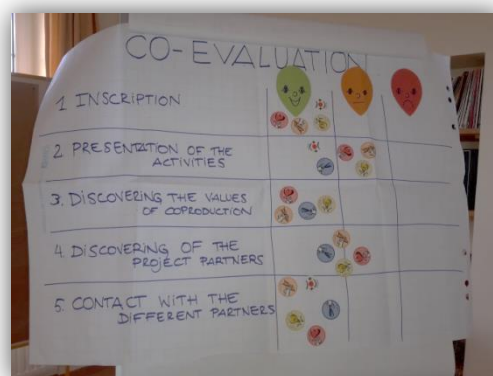
Don't forget to explain as well: break times, the locations like washrooms, smoking-areas ...

→ **Evaluation-Sheet** in a big sized format

It should hang in the room.

Use colored pictograms or pictures to visualize the opinions of good/not good.

Use adhesive dots to evaluate.



Explain transitions.

Make it clear when and why something is changing.

For example: "We now work in groups of two, because it is a partner exercise".

Do not stay in the room all the time.

If it is possible, use the area around the building or other rooms.

Have a leisure activity together at the beginning and the closure, or after having achieved interim goals.

Communication aids:

Example: You can use the red/yellow/green cards to interrupt or to vote.

Use Role-Cards: like timekeeper, writer, presenter, responsible for logistics (material, room)...

Use creative material to present a topic:

- craft materials, collages
- Lego bricks
- make a model to look at and try out
("prototype", "idea or concept of a project"; for example: "dream house").



Visualizing abstract topics by a prototype in order to plan a conference.

Use objects from everyday life as symbols

For example: different caps/hats, to clear roles ("Which hat do I put on?") or an umbrella to visualize protection, a stepladder to find out your level of participation.

You can use symbols for the evaluation exercise.

A candle as symbol for: Which idea do I **keep** in mind?

A heart as symbol for: What did **affect** me?

A hand as symbol for: What will I do in **practice**?



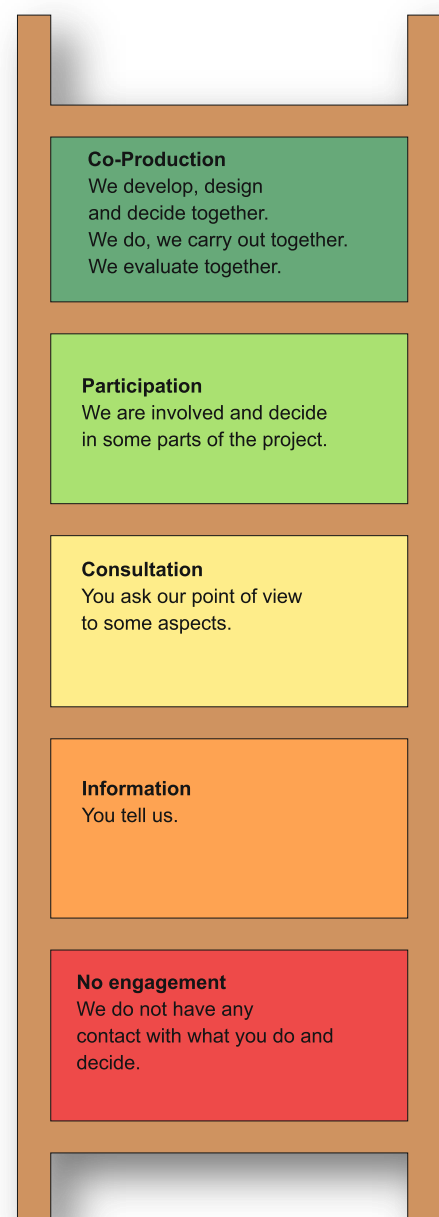
Explaining abstract concepts:

Building material to visualize and to explain in **easy words**.

Foto above:

Visualizing and explaining the 6 values of Co-Production.

Picture at right: The ladder of participation in easier words, to understand the different levels of participation.



Report and learning diary with pictures/photos

Make a video diary, using for example iPad or tablet.

Draw a timeline to visualize the steps and stages, to point out where you are in the project at that particular moment.

Do surveys and interviews

Doing interviews must be practiced. You can use a mobile phone to record or film with a tablet.

Tips:

Take your time to try out the interviews within the focus group by a role play first.

The interviews should take place in a pleasant and quiet situation for the participants.

Before you start with the interview, clarify the goals to the participants and what will be done with the answers.

Virtual training

PC and tablet can help to learn or to train something.

Exercises can be adapted individually (Example: POINT Modulo).

Material or helping tools

The material should be handy and solid.

Example: laminated cards.

They must be revised regularly when things are changing.

Use a smartphone or a camera:

Make clear what is the purpose of the recording and if everybody agrees to it.

Those are helpful tools for interviews when hand-writing is too difficult. They can also be a support in other situations. They allow you to listen or to review it again.

They help to keep in mind what was done and spoken.

6. Conclusions

The short overview was made on behalf of experiences made in the Enable project. We would have loved to develop furthermore the digital aspects for inclusion and co-production but this could not be finalized due to the tight scheduled 2 years period of Enable. We need to make more research on the topic of digital learning tools.

However **digital tools** like tablets/iPad could be a good help to **overcome gaps due to handicap**. For example regarding to:

- comprehension for non-readers: put text into speech or speech into text, translate...
- interactions, communication and active participation, use of social media
- information and learning
- practical organization: planning, reminding, recording and reporting
- online training courses, peer learning,
- ...

Some arguments PRO and CONTRA Co-Production:

PRO	CONTRA
▪ Teambuilding. ▪ Building on the skills not on defaults. ▪ Quick advancement the more you get on. ▪ More quality by the help of users who play an active part right from the start. ▪ Economic gain: The service/the product fits better to the needs of users. Economic gain: Less adaptation will be necessary due to the involvement of the users. ▪ More acceptance by other users as a service/product is developed and offered by persons in a similar situation. ▪ ...	▪ More time necessary, a slow start with teambuilding phase. ▪ Change in the professional attitude/role. ▪ No quick and predictable results. ▪ No meticulous detailed planning, just a few main goals with possibility for adaption. ▪ Process adapted to the rhythm of the participants. ▪ Time and skills needed for adaptations in "communication for all".

And now: forget the contras and **JUST DO IT**.

It is a process which is worth trying.

At the end each participant has grown by the experience.

7. Documentation

New Paths to Inclusion

Online Knowledge Center

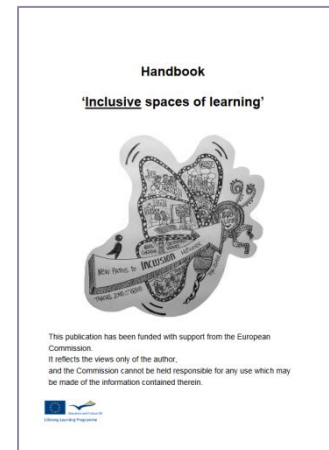
<http://personcentredplanning.eu/index.php/knowledge-home>

Best Practice Handbook on Inclusive Training & Learning

<http://www.personcentredplanning.eu/index.php/our-outcomes>

Handbook in English:

http://personcentredplanning.info/images/OnlineKnowledgeCenter/Multiplication_Course/Handbook_2015_11_18.pdf



BIV Die Akademie für integrative Bildung

in German on inclusive training and learning

<https://www.biv-integrativ.at/index.php?id=119>

Communication, Easy-to-read

www.easy-to-read.eu

www.klaro.lu

<http://able-to-include.com/>



Project Enable and more

Arfie <http://www.arfie.info/en>

contact: arfie@arfie.info

Enable <http://enable-info.eu/>

contact: info@klaro.lu



Inclusive Enable conference in Luxembourg on 11th May 2017:

Sharing the co-productive experience and learning out of it.

The experiences made throughout the Enable project and during the conference are part of this guide.

