CrossOver
Centre of Expertise and Innovation:
Young People, Disability & Work
The context

Young people are the fastest growing age group of disability benefit recipients in various countries

In the Netherlands:

9% of the recipients have a regular job
17% have a job in sheltered employment
66% are considered to be able to work
A culture change

What are our ambitions?
What is needed for the change?
What do we do?
Where are we now?
The horizon

The young person with a disability is active in a job that fits to his capacities and his needs

Employers hire and employ the young person with a disability

The young person with a disability follows education that fits to his capacities and his needs
A macro approach: Working at a cultural change

All stakeholders involved in the Transition Process from School to Work look at young people with disabilities as (potential) Co-Producers and act in that way.
An example
The teacher

• How to influence the individual teacher?
• On the level of the individual
• On the level of the organization
• On the level of the entire country
Actions of CrossOver

- Influence the teacher → Future professionals
- Influence the schools → Boards of Education
- Influence the Ministry → Policy makers
Our strategy

Step 1  Make aware
Step 2  Provide with tools to act
Step 3  Support while acting
Step 4  Organize consolidation

Important!
- Stakeholders need to change
- Stakeholders need to acknowledge the ‘problem’ and accept their role as ‘owner of the problem’
- Only then, changes are possible
The role of CrossOver

• We are not ‘the carrier’ of the problem, others are
• It is not up to CrossOver to change, others need to change

✓ It is up to us to make them aware
  • About their opportunities to do something
  • And show them the business case of doing something
✓ It is up to us to facilitate them when ready to actually change
✓ It is up to us to support them while changing
The team

The board: six vip’s
  • Influencing policy makers and boards, councils
  • Bring Parties together

The project leaders: experts in specific fields
  • Developing materials
  • Disseminating all relevant information, materials

The inner crew: experts in gathering knowledge and information
  • Gathering relevant information

Communication experts
  • Website: different parts for a different audience
  • Support in how to convince stakeholders
Where are we

• We ‘know’ the issues
• We ‘know’ factors that influence the change
• We know the stakeholders
  • more than 150 different types of stakeholders
• We distinguish the key players
• We ‘know’ their power and their interest to change
### Successful?

<table>
<thead>
<tr>
<th></th>
<th>Until now, no action</th>
<th>Until now no results</th>
<th>Awareness</th>
<th>Ready for action / Action</th>
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<tbody>
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<td>Ministry of Education</td>
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<td>School Management</td>
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<td>Teacher Training College</td>
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<td>The Care Professional</td>
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<td>Ministry of Employment</td>
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<td>Management of Reintegration Company</td>
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<td>The reintegration professional</td>
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<td>Ministry of Internal Affairs</td>
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<td>The Municipality</td>
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<td>Service professionals of the Municipality</td>
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<td>Research Institutes</td>
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<td>Indication Boards</td>
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<td>Political parties</td>
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<td>The Church</td>
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<td>Advocators</td>
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<tr>
<td>The Young person with a disability</td>
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Small steps

Each step is worth taking and brings us closer to our ambitions
Building support by asking the user
A model Approach

To guide municipalities in what is needed to organise the support for young persons with disabilities:
  in school
  in the transition school to work
  in work and society
Organising support by the client’s perspective

Organising Support by using the Client’s Perspective as the starting point means asking all participating organisations to work in collaboration on behalf of the successful support of the young person with a disability in school, in the transition from school to work and in work.
A model, the starting points

There is one ‘system focussed coordinator’, recognised and accepted by all stakeholders

The ‘demand’ of the young person with a disability is the driver, all coordination is around the ‘demand for support’ of the young person and not around the supply

All stakeholders work together to formulate everything necessary ‘to answer’ the demand: the forth coming demands and the content of the supply

All stakeholders have a high quality standard of service and monitor regurlarly their high level standard

The municipality only works with stakeholders who can prove to meet the quality standards
A model approach: two ways

Working towards Coordination
Professionals of stakeholders work together at the support question of the young person with a disability, taking the support question and the success of solving the question as the starting point, while using an empowering attitude.

Organising Coordination
Managers of stakeholders work together to organise the coordination of the support on a structural level.

Important for stakeholders!
think ‘out of the box’
act ‘above personal interest’
accept each others’role in the collaboration
accept that only by working together, solutions will come

Only then, changes are possible
Working towards collaboration

Meeting 1   Learning to know each other
A first step into ‘thinking from the perspective of the young person with the disability

Meeting 2   Seeing the relations between each others work
Analysing the services, looking for gaps

Meeting 3   Learning about each others approach
Differences in approach, in language, in interests etcetera
Meaning of existing differences in relation to working from the perspective of the young person and in relation to the collaboration

Meeting 4   What to enhance?
On the level of the individual and on the level of the organisation
Organising Collaboration

Meeting 1  Formulating the necessary support
Analysing the support questions
Formulating the necessary services
Formulating quality standards and conditions for the delivery of services

Meeting 2  Organising the support
Central question is ‘who does what’

Meeting 3 - ..  Exchanging experiences
Exchange about the implementation of the demand driven approach
Learning from each other
And last but not least...

A final meeting
Professionals, Managers and Municipality join each other in a final meeting which is the official start of the collaboration of all relevant stakeholders.
While using case studies, both professionals and managers work together to formulate the necessary support in order to ‘solve’ the problem of the young person in the case study.

If necessary during time more meetings can be organised in order to stay updated about the effectiveness and efficiency of the collaboration from the perspective of the young person with a disability.

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An example
List to complete by stakeholders

<table>
<thead>
<tr>
<th>The demand</th>
<th>The offer: service providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>An organisation with expert knowledge on specific disability</td>
<td>1   2   3   4   5   6   7   8   9   10   11   12</td>
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<tr>
<td>That is able to provide those involved with relevant information</td>
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<tr>
<td>That provides those involved with support if asked for</td>
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<tr>
<td>An organisation who ‘knows’ all service providers around</td>
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<tr>
<td>That knows about the quality of the service providers</td>
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</tr>
<tr>
<td>That is able to provide those involved with relevant information</td>
<td></td>
</tr>
<tr>
<td>That provides those involved with support if asked for</td>
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<tr>
<td>Types of disciplines that are necessary for the support :</td>
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<tr>
<td>-- Teacher</td>
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<tr>
<td>-- Remedial teacher</td>
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<tr>
<td>-- Psychologist</td>
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Try out in practice

Take an issue and analyse what is necessary
See how far you come
Think of what is covered in your municipality
Think of the gaps
Thinks of how to solve the gaps
Building support by asking the user
A challenge for the future