



CrossOver

Centre of Expertise and Innovation:
Young People, Disability & 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

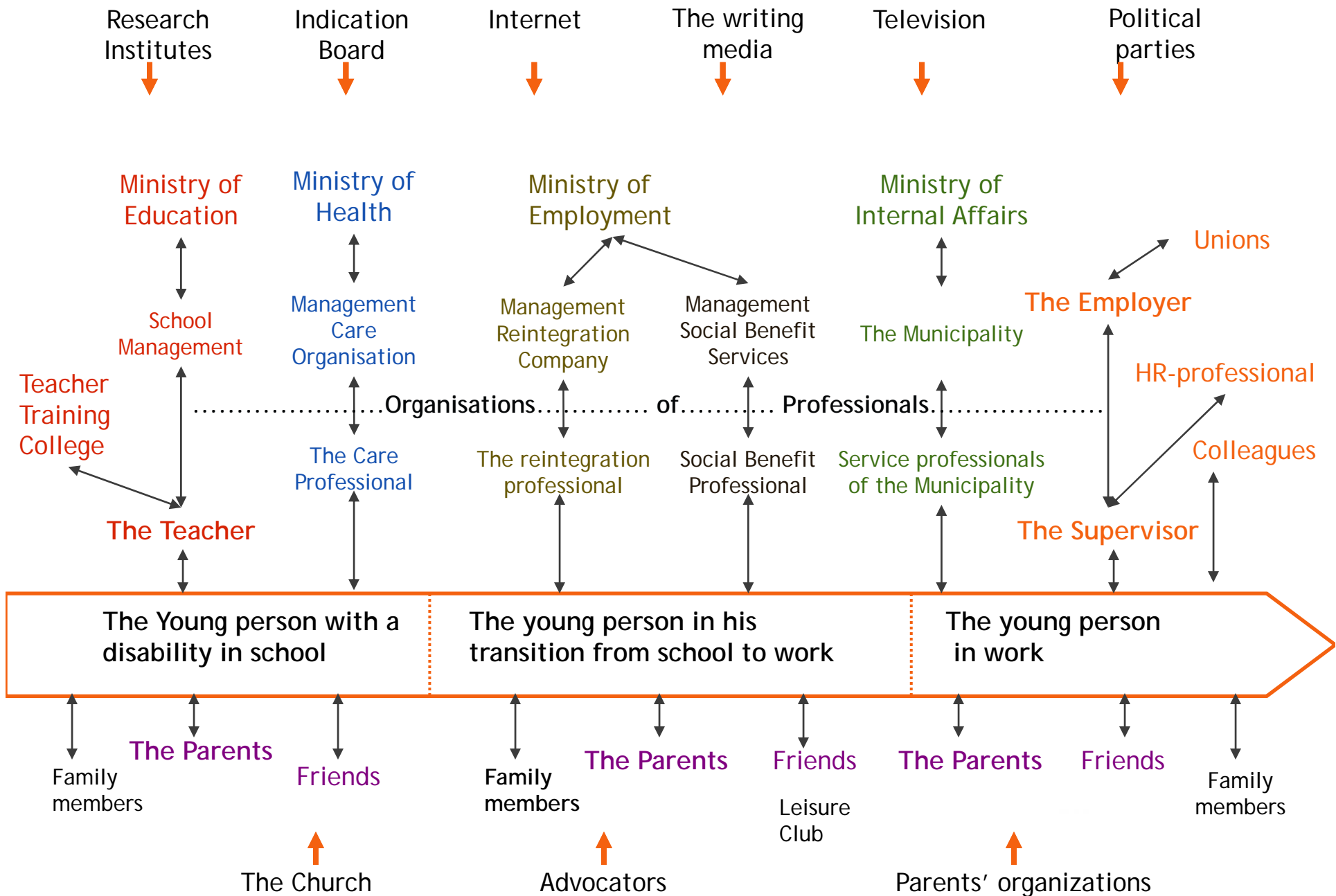


The young person with a disability follows education that fits to his capacities and his needs



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



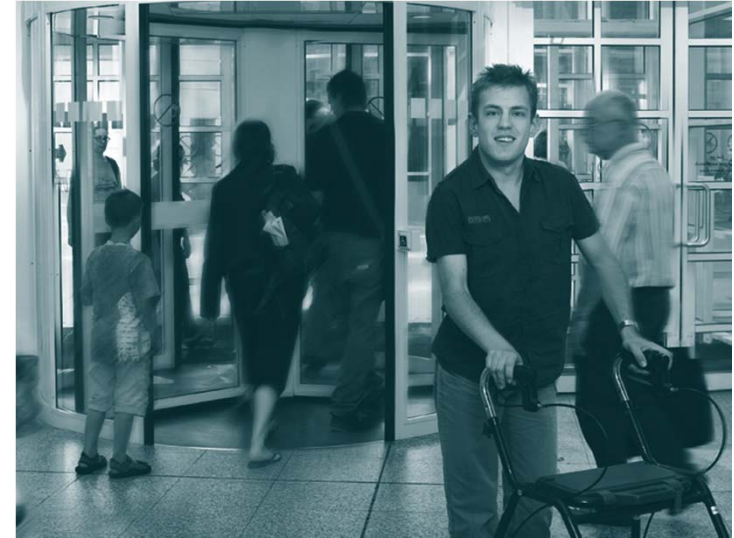
An example

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

The teacher

Teachers regard students with disabilities as 'future productive workers'

Teachers think it's normal that students with disabilities have equal rights and equal chances in education

Teachers feel confident in how to guide and teach students with a disability

Teachers are supported by their managers in guiding and teaching students with a disability

The manager of education

The manager regards students with disabilities as 'future productive workers'

The manager 'creates' a learning environment where students with disabilities have equal rights and equal chances in education

The manager creates a learning environment for teachers to train them in how to guide and teach students with a disability

The Manager is supported by the Ministry of Education in creating an optimal learning environment for students with a disability

The Ministry of Education

The Minister of Education regards students with disabilities as 'future productive workers'

The managers within the Department of Education 'create' an educational system where students with disabilities have equal rights and equal chances in education

The managers create a learning environment for managers of schools to train them in how to guide and teach their personnel in guiding and teaching students with a disability

The Minister of Education formulates rules, legislation and policies that support everything mentioned before

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?

	Until now, no action	Until now no results	Awareness	Ready for action / Action
Ministry of Education				
School Management				
The Teacher				
Teacher Training College				
Ministry of Health				
Management of Care Organisation				
The Care Professional				
Ministry of Employment				
Management of Social Benefit Services				
Social Benefit Professional				
Management of Reintegration Company				
The reintegration professional				
Ministry of Internal Affairs				
The Municipality				
Service professionals of the Municipality				

Successful?

	Until now, no action	Until now no results	Awareness	Ready for action / Action
The Employer			██████████	██████
Unions			██████████	██████
The Supervisor	██████████			
HR-professional	██████████			
Colleagues	██████████			
Organisations of Professionals			██████	██████
The Parents	██████████			
Parents' organizations			██████	██████
Family members	██████████			
Friends	██████████			
Leisure Club			██████████	██████

Successful?

	Until now, no action	Until now no results	Awareness	Ready for action / Action
Research Institutes				
Indication Boards				
The writing media				
Political parties				
The Church				
Advocators				
The Young person with a disability				

Small steps



Each step is worth taking and
brings us closer to our ambitions