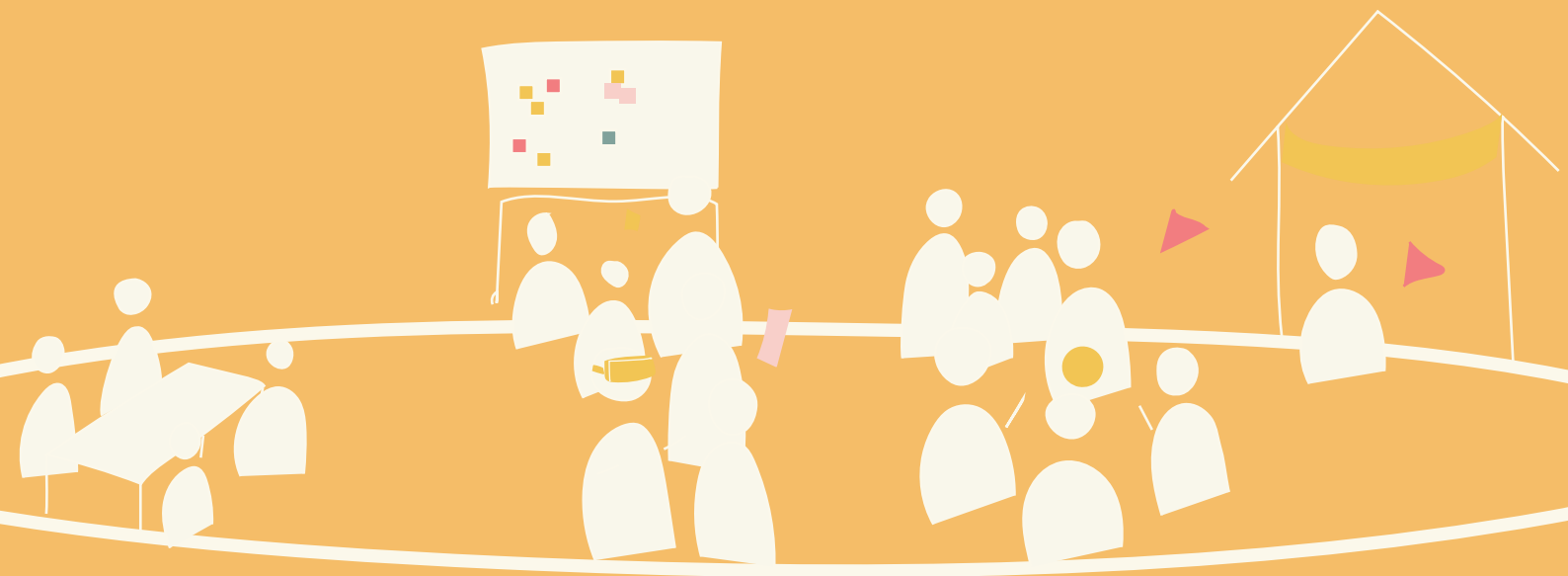


Towards a collaborative jeugdhulp system in Renkum:

Fostering connection
and interaction between
stakeholders within
youth care services
through design.



Strategic Product Design
Master thesis

Anniek de Bock

Appendix

1. Signed Design Brief
2. Interview guide and use of Miro
3. The created causal loop diagrams
4. Steps in the frame creation brainstorm
5. Elaboration on the chosen frames
6. Presentation used for expert validation

1. Signed Design Brief

DESIGN
FOR OUR
future



IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

! USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

Save this form according the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !



family name de Bock 4507
initials A given name Annik
student number 4459245
street & no. _____
zipcode & city _____
country _____
phone _____
email _____

Your master programme (only select the options that apply to you):

IDE master(s): IPD Dfl SPD

2nd non-IDE master: _____

individual programme: - - (give date of approval)

honours programme: Honours Programme Master

specialisation / annotation: Medisign

Tech. in Sustainable Design

Entrepreneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair Prof. dr. Pieter Jan Stappers dept. / section: HCD / DCC

** mentor Ir. Sander Mulder dept. / section: DOS / MOD

2nd mentor Marloes van Hattem

organisation: Gemeente Renkum

city: Oosterbeek country: The Netherlands

comments
(optional)

⋮

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v.



Second mentor only applies in case the assignment is hosted by an external organisation.



Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team.

chair Prof. dr. Pieter Jan Stappers date 22 - 10 - 2020 signature rs - IO

Digitally signed by Pieter Jan Stappers - IO
Date: 2020.10.22 18:03:25 +0200

CHECK STUDY PROGRESS

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: 21 EC

Of which, taking the conditional requirements into account, can be part of the exam programme 21 EC

List of electives obtained before the third semester without approval of the BoE

YES all 1st year master courses passed

NO missing 1st year master courses are:

name J. J. de Bruin, SPA-IO date 26 - 10 - 2020 signature SPA

Digitally signed by J. J. de Bruin, SPA
Date: 2020.10.26 11:05:55 +0100

FORMAL APPROVAL GRADUATION PROJECT

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content: APPROVED NOT APPROVED

Procedure: APPROVED NOT APPROVED

comments

name Monique von Morgen date 09 - 11 - 2020 signature _____

Helping the youth care system transform

project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

 start date 02 - 11 - 2020
02 - 04 - 2021 end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

Since the introduction of the child and youth act (jeugdwet) the youth care (jeugdhulp) system has changed considerably. In 2015 the system was decentralized which made the municipalities responsible for all youth care including: "parentingsupport (opvoedondersteuning), preventative tasks, district and youth teams, mental healthcare for youth, care for children with a handicap and youth and parenting help." (nji 2018).

The four goals of the child and youth act are (nji 2019):

- Increasing the educational (opvoedkundig) climate within families, neighborhoods, schools, daycare and pre-schools.
- Offering the right tailored help, so that families and kids don't have to rely on (often more expensive) specialized help as often.
- Offering integral help to families according to the principle "one family, one plan, one director"
- Fewer rules for professionals so they have more space to offer the right help.

However the first evaluation of the child and youth act in 2018, as published by ZonMw, shows that there are still a lot of hurdles within the transformation of the youth care system and that the previously named goals have not yet been achieved.

With the implementation of the the child and youth act the municipalities became responsible for a complex task: developing and executing a policy in collaboration with the care-providers, health professionals and clients. (ZonMw2018). But it is in this collaboration that the transformation often gets hindered. Multiple municipalities indicate having trouble directing the collaboration with and between the different organizations and other stakeholders in the care sector point out troubles in the collaboration as well. They explain how collaboration gets hindered by competition, administrative processes and regulatory pressure. From the evaluation it is also seen that general practitioners are often insufficiently aware of the different abilities of the local teams, which causes them to rarely refer to these teams.

These issues within the collaboration in the system have an effect on how clients experience the care they receive. Parents and youth comment on the lack of transparency of the system, the long waiting times and the grave effort it costs to find their way within the youth care (nji 2018). Additionally parents and youth noticed that alignment between the different caregivers often lacks and that the issues seem to increase when multiple caregivers are involved within the process (ZonMw 2018). They mention that switching between caregivers results in delays and inefficiency. (ZonMw 2018)

Nederlands Jeugd Instituut. (2019, 22 juli). Veelgestelde vragen over de jeugdsector. Geraadpleegd op 18 augustus 2020, via <https://www.nji.nl/nl/Kennis/Publicaties/Veel-gestelde-vragen-over-de-jeugdsector>

ZonMW. (2018). Eerste evaluatie Jeugdwet. Geraadpleegd op 18 augustus 2020 via <https://www.rijksoverheid.nl/documenten/rapporten/2018/01/30/rapport-eerste-evaluatie-jeugdwet>

Nederlands Jeugdzorg Instituut. (2018, 31 januari). Jeugdstelsel is nog niet getransformeerd. Geraadpleegd op 22 juli 2020, via <https://www.nji.nl/nl/2018/Jeugdstelsel-is-nog-niet-getransformeerd>

space available for images / figures on next page

Personal Project Brief - IDE Master Graduation

introduction (continued): space for images



image / figure 1: The systemic design toolkit methodology from systemicdesigntoolkit.org

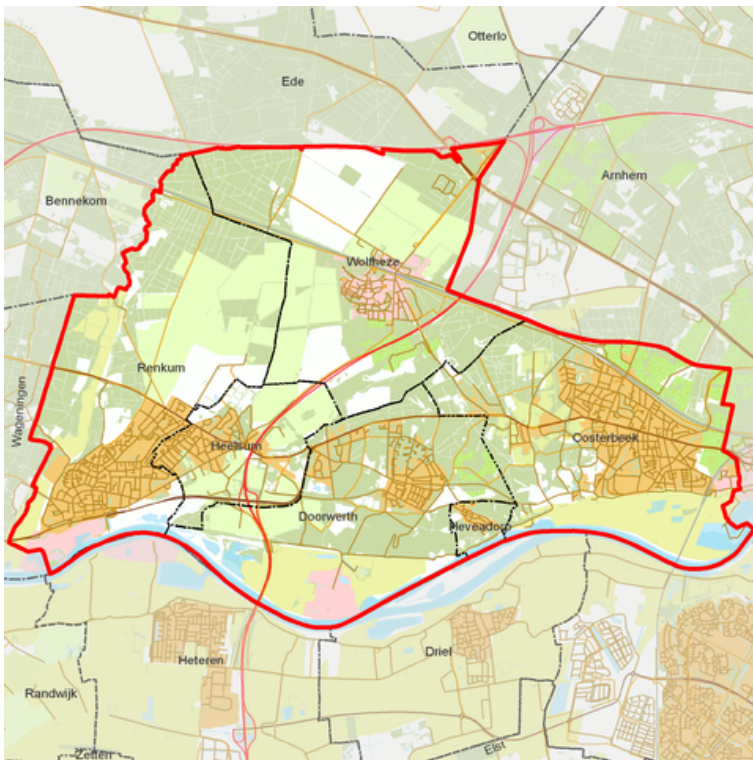


image / figure 2: The systemic design toolkit methodology from systemicdesigntoolkit.org

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

From the first evaluation of the child and youth act it becomes clear that, even though the youth-care system is transitioning, coherence between the different stakeholders is missing. The different parties are not aware enough of each other and each others values and collaboration turns out to be a challenge on a lot of levels. This lack of collaboration is hindering the system in transforming and reaching the goals of the child and youth act.

The municipality of Renkum is also coping with these challenges. Even though the social team of the municipality is innovating internally, creating coherence within the entire system still is a big challenge and overview is missing. The lack of collaboration and coherency within the system is hindering the system in its transformation, leading to long waiting lines and complexity for the youth and their parents, and high costs for the municipality. Within my project I will focus on the relations between the different stakeholders and aim to address the lack of overview, collaboration and coherency within the system that is hindering the system in its transformation and its ability to reach the goals of the child and youth act.

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

I will research how the youth care system in Renkum works currently and map the system with its opportunities and challenges. I will then design a intervention strategy to enable transformation that will support the municipality in reaching the goals of the child and youth act.

In their article "Systemic Design Principles in Social Innovation: A Study of Expert Practices and Design Rationales" van der Bijl-Brouwer and Malcolm argue that complex societal situations can not be "solved." And that they instead require ongoing interventions targeting social innovation and systems change. The authors name a focus on human relationships as a contributing factor to the design of new interventions. Within my project I will focus on the relationships between the different stakeholders within the youth care system to design a strategy for intervention.

In my project I aim to first create a visual overview of the system that is clear to all stakeholders.

I will explore the bottlenecks and opportunities within the current system and use these insights to design a intervention strategy that will support the municipality in directing the collaboration between the different parties within the system.

The strategy will be aimed to enable the municipality to continue the transformation towards a collaborative and coherent system, that is able to reach the goals of the child and youth act, thus making the youth-care more accessible for the youth and parents and lowering the costs for the municipality.

Bijl-Brouwer, M., & Malcolm, B. (2020). Systemic Design Principles in Social Innovation: A Study of Expert Practices and Design Rationales. *She Ji: The Journal of Design, Economics, and Innovation*, 6(3), 386–407.
<https://doi.org/10.1016/j.sheji.2020.06.001>

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, Stick to no more than five ambitions.

I set up this project because I was interested in exploring three things: Social innovation, complex problems and systemic design. In my project these three elements all come together, and I am super interested in working on it!

During my electives I followed the course deep dive which was about "systems thinking". The theory in this course fascinated me and made me curious toward using this theory in design. Therefore I am really looking forward to using a "systemic-design approach" within my project. I am eager to see how I can use this way of working/thinking and if it changes my role as a designer. Within my project I would like to learn more about the theory behind systemic design and how I can use it. A specific part of the systemic design approach that I would like to explore is visualising complex systems in a way that makes them more tangible and understandable. I would like to learn how to decide/find out where boundaries to a system are to fit within the scope of my project and, which stakeholders should I involve and which are less relevant.

Another thing I explored within my electives was creative facilitation, I think it is (in most projects) a very important part of the design process to be able to get stakeholders to be involved and guide them in a creative process to get new insights about either/both the problem and the solution. Within my project I would like to learn more about how to facilitate sessions with my stakeholders that will lead to new and interesting insights. I plan to do this by studying literature about creative facilitation and experimenting with different methods and tools.

As a designer I like the concepts of co-creation and viewing the stakeholders as the experts, and I definitely want to make use of that, but to do that stakeholder management is crucial. For that reason I would also like to gain more experience in stakeholder management. E.g. how can I involve a lot of stakeholders in the process? How can I make sure they agree to speak to/work with me? How can I make sure all stakeholders are reflected in the final concept?

So to conclude in my project I would like to:

1. Explore systemic design and visualisation of complex systems
2. Learn about facilitating creative sessions
3. Gain experience in stakeholder management

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

2. Interview guide and use of Miro

Interview guide

Welkom

Mijn project :

In mijn project richt ik me op de relatie tussen de verschillende partijen in het jeugdhulpsysteem en gebruik ik mijn kennis van en methodes vanuit strategic design om het huidige systeem en de uitdagingen en kansen die in het systeem aanwezig zijn in kaart te brengen.

Uiteindelijk doel om een interventie strategie te ontwerpen die de gemeente ondersteunt in de transformatie.

Vind je het erg als ik dit opneem:

- opnemen

Toestemming om dit te gebruiken in mijn afstudeerproject:
geanonimiseerd natuurlijk

Wat wil ik bereiken met dit interview:

- Jouw rol in de jeugdhulp
- Jouw ervaringen in de samenwerking tussen de partijen in de jeugdhulp
- Proberen het systeem in kaart te brengen zoals jij het ziet
- leren het systeem te begrijpen

Introductie Miro:

- om te visualiseren en interactief
- Niet te overweldigend we gaan er samen doorheen
- gewoon een gesprek met was visualiseren

Rol in systeem:

- Kan je me uitleggen wat jouw functie is binnen de gemeente?
- Wat zijn de belangrijkste taken die daarmee gepaard gaan?
- Wat is je favoriete gedeelte aan je baan?
- Hoe zou je jouw ideale rol beschrijven?
- Zijn er ook minder leuke kanten aan je werk?
- Wat maakt je werk moeilijker/hindert je in je taken of om je ideale rol te bereiken?

Doelen:

- Zou je voor mij de doelen van de gemeente kunnen beschrijven betreffende de jeugdhulp, wat willen jullie bereiken?
- Heb je nog persoonlijke doelen die je daaraan zou willen toevoegen?
- Wat denk je dat er moet gebeuren om deze doelen te bereiken?
- Welke partijen dank je dat hierbij betrokken zijn?
- welke rol spelen zij hierin?
- hoe zou jouw rol veranderen?
- Wat zijn de uitdagingen om deze doelen te bereiken?

Systeem:

Ik wil graag proberen samen een overzicht te maken van hoe de jeugdhulp nu in elkaar zit en hoe de verschillende stakeholders samen werken. En dat zou ik graag doen aan de hand van dit canvas, de middelste ring is de meest centraal staande stakeholders en naar de buitenste ringen toe staan ze verder van deze partijen af.

- Als we kijken naar de jeugdhulp, welke stakeholder of stakeholders zou jij dan centraal zetten?
- Welke partijen daar omheen?
- Is dit een compleet overzicht, kunnen we het afmaken?

- Hoe zou je de belangrijkste taken (en doelen) van deze stakeholders omschrijven?
- Wat zijn de belangrijkste kwaliteiten van deze stakeholders?

- Met welke van deze partijen heb jij zelf direct contact?
- Waar in het process vind dat plaats?
- Waar gaat dat contact over?
- Hoe vind dat contact plaats?
- Wat zijn in jouw ervaring uitdagingen in de samenwerking?
- Wat zijn dat?
- Waar ligt dat aan?
- Wat denk je dat er moet gebeuren om dit te verbeteren?
- Waarom gebeurt dit nu nog niet?

- Op welke momenten ging de samenwerking juist heel goed?
- Waar liggen kansen om dit positieve te verbeteren/ vast te houden?

- Waar denk je dat de grootste kansen liggen om het systeem te verbeteren?

Beleid

Er is over de afgelopen jaren natuurlijk veel veranderd en de gemeente heeft een heel nieuw beleidsplan opgesteld.

- Voelde je je betrokken bij het oprichten van dit beleid?
- Voel je dat je invloed hebt op de sturing die de gemeente geeft?
- Voel je dat je invloed hebt op de manier waarop de transformatie zich voortzet en uit?
- Heb je het gevoel dat je de vrijheid hebt om waarnodig te innoveren in je werk?
- Waardoor wordt dit gehinderd?

- Welke innovaties/veranderingen zijn er momenteel gaande in jouw team?
- wat is het doel van deze veranderingen?
- Waar zijn de veranderingen op gefocust?

Voortzetting onderzoek

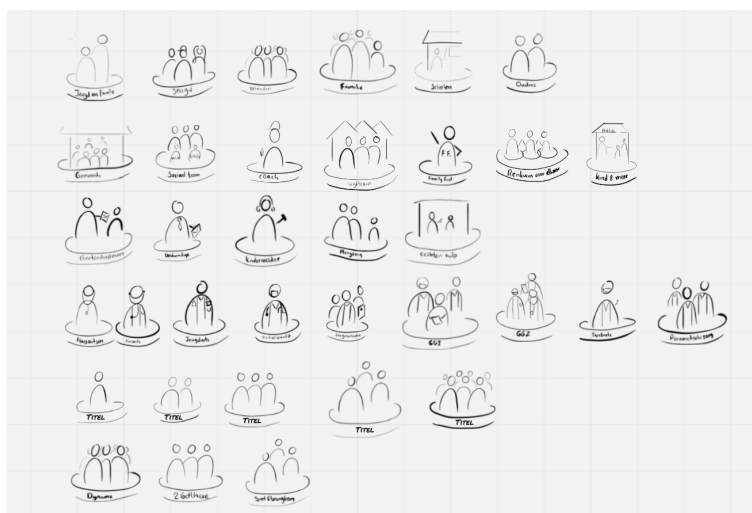
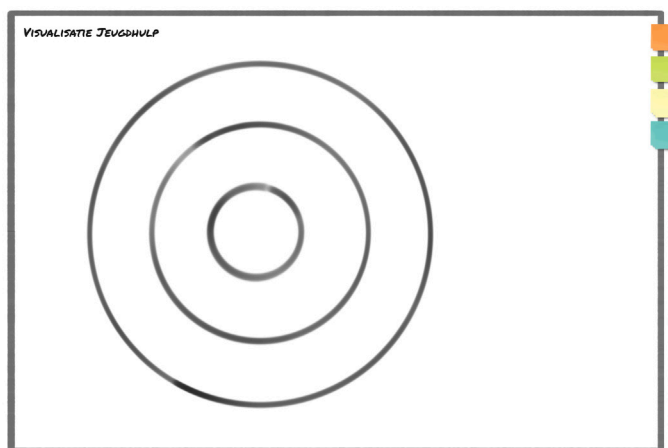
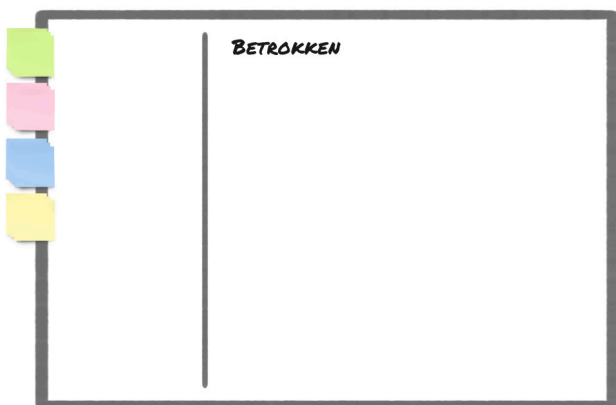
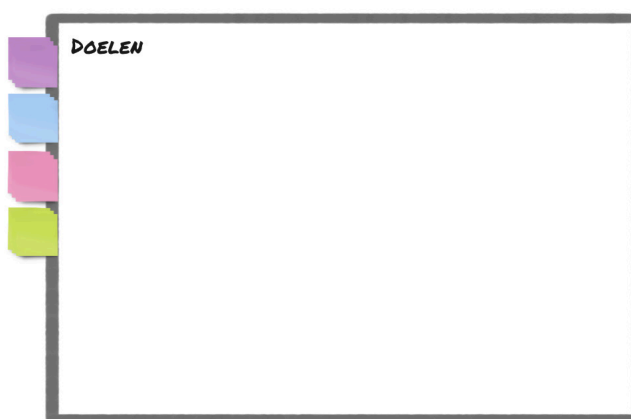
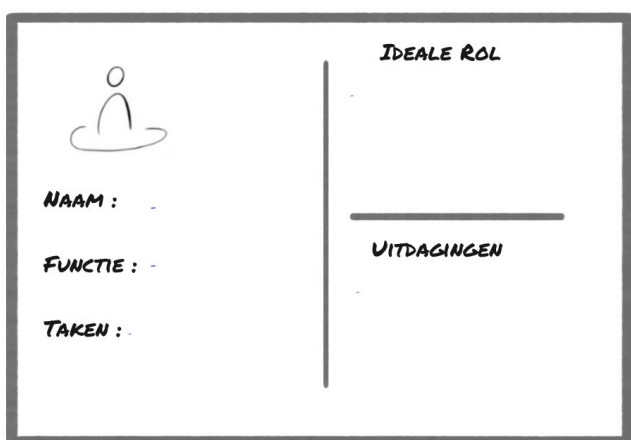
- Met wie denk je dat ik sowieso nog moet praten?
- partijen/personen
- Kan je me helpen met deze personen in contact te komen?

Extra:

Welk advies zou jij iemand geven die net begint in jouw rol/functie?

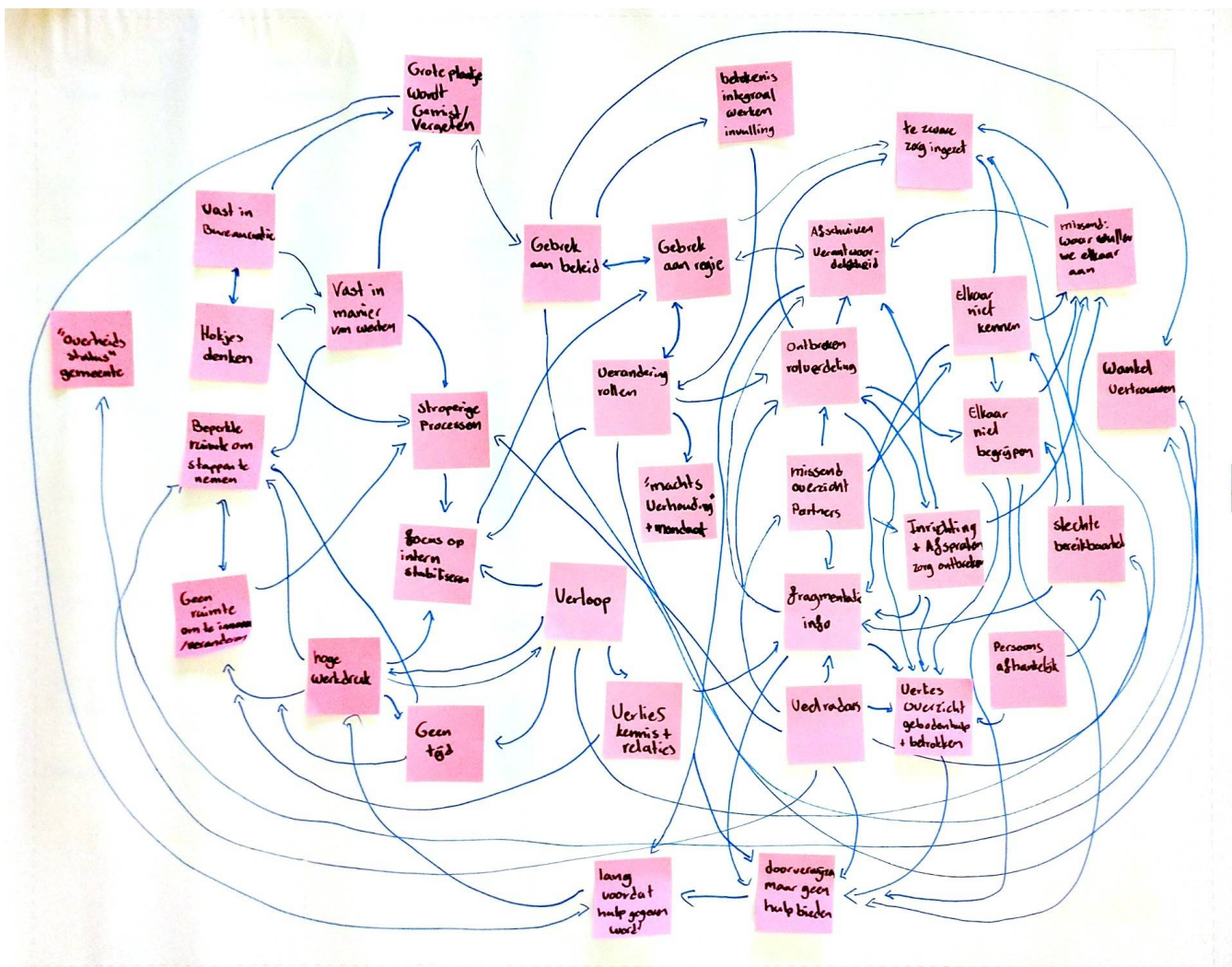
Canvas created in miro

During the interviews I made use of the online whiteboard program Miro. These pictures depict show the canvasses that were created on this whiteboard and that were filled in together with the interviewee during the interview. The final picture shows the element that were created to drag and drop into the stakeholder map.



3. The created causal loop diagrams

To analyze the data I gathered through the interviews, I created two diagrams where I tried to make sense of the information by uncovering relations between the data. The picture on the left shows the connections I found between all hinderances and problems and elements enforcing them. The picture on the right shows the connection I found between all opportunities and needs.



In a third step, these overarching categories where clustered again and translated into main goals power and values at play. As can be seen on the right. From these powers and values then the main influencers where distilled, (blue post-its). The themes where then formulated to encompass as many of these influencers as can be seen in the figure below, and eventually where detailed to their final form as can be read in chapter 17.



5. Elaboration on the chosen frames

In this appendix my exploration of the three chosen frames through story telling is presented.

Going to an escape room

Today you are going to do an escape room, how exciting! You and four other friends go in to an area, you get told that to win you must escape the area within one hour. To start the five of you are separated out over three locked rooms, you can't see each other, but you can hear one of the groups in the room next to yours, where is the other group?

Within your room there are different, clues, you find a drawing of colored animals and release you have to combine it with the colored letters on the wall to spell a word which can be added into a code box.. Great you solved the puzzle! The friend you are in the room with high fives you in excitement. But there are more puzzles to go, there is a lock on your door and you can't find the six-digit code you need to open it anywhere, instead you did find a four-digit code, how does it connect? Wait! You are not alone, you need to find a way to communicate with the other groups, maybe they have your code.. You need creative communication, can you see each other? Can you talk? Could you use the flashlight to communicate in Morse code? You need to figure it out, and fast, cause the clock keeps ticking...

So what if we see the youth care as an escape room? We could see the different organizations as the players, the General Practitioner, Renkum voor elkaar, the youth consultants and de social team of the municipality are all trying to "escape" together. They all operate in the same municipality, the room, and all work towards the same goal/escape, helping the family. But they all have different pieces of information. Sometimes the information that all parties have is enough to provide the care the family needs, they can solve the puzzle! But in other situations clues might be missed. However stringing all information together, the parties might realize that the child needs support. This doesn't mean that one of the parties could not figure it out on their own. Just like in the escape room you can keep trying and finding clues on your own, you can even try entering random codes into the locks until it opens, but it would be a lot faster and more effective if the person who found a note with the code on it would share it with you. Just as in the escape room the youth care operates often under a time pressure, the GP has 10 minutes to do its work and the jeugdconsulenten and coaches are under a big time pressure to reduce the waiting lines. All parties understand how the problems can get worse over time and want to address the situation in the earliest phase possible they are all racing against the clock.

So what is the difference between an escape room and working in the youth care? And why are the players in the escape room more willing and able to collaborate than the parties in the youth care system?

In the escape room there is a **clear frame in** which to work, a time and a space that everyone is aware of and the goal is simple: Escape the area before the clock runs out. People might have personal goals as well, having fun, solving as many puzzles as possible, showing off certain skills, but they cannot be put these

goals before the **common goal** because that would mean failure.

In the YC-system the goals of the organizations do sometimes get in the way of the bigger, and shared, goal.

Another difference are the **shared successes**. It is a great proud feeling if you are the one that is able to solve a puzzle, but if someone else solves one, or you are able to solve one together, that is definitely a moment for a high five or a jump of excitement! And of course the final escape is of cherry on top! But these **quick feedback** mechanisms and successes in between puzzles bring a rush of energy and helps with the team-spirit. Besides that you can **see each other at work**, everyone has a different way of looking at the puzzles and different ideas about how to solve them. Because you can see each other in action you can also learn from each other and get to know each others skills. Maybe you are looking at a problem for a long time not able to figure it out, but one of the other players immediately sees that you should translate the letters into numbers, how interesting! This way you get **to appreciate your differences**, and the next time a code needs deciphering you know who to find.

Another big difference is the way of communicating and the **actively finding new ways to communicate** if necessary. In an escape room you are challenged to **think creatively** and try new things, also in communication. If you can't reach your co-players because they are locked in a different area, but you have information you think they might need to get out of their "enclosure" you look at all the tools you have, what if you could use this remote controlled car to reach them? Within the youth care system this creativity has gotten less, if people can not be reached that's frustrating and instead of finding new ways to communicate, ways to avoid the communication are found.

Future exploration

So how what could the future of youth care look like if it would be seen as an escape room? First of all the idea of a shared working ground could be explored. We could imagine a youth-care centre where different experts all have their own working spaces but can easily step into each others office when they have questions or want to discuss a case. They could more easily join in each others cases and each others way of working. Regular discussion will help in create a common language and will make it possible to give each other quick feedback.

In an escape room there is often someone watching behind the scenes that can give hints if needed. Maybe the Jeugdhulp system is in need of a team that is keeping overview and can steer organizations in different directions

Another idea that could be explored is the creative communication. Perhaps a provocative project could be done in which all experts receive a new (or old) device for communication, providing them with walkie talkies, pagers or carrion pigeons to provoke them into communicating with each other.

Of course these ideas are only first brainstorms, but they show that the frame could indeed be useful, so what elements could we learn form them to take into account in further intervention explorations?

- Creating a shared location and goals
- A supervision and communication team
- Finding new way to communicate and stimulate communication
- Strengthening the team-bond
- Creative forms of feedback and celebrating the successes
- Seeing each other at work

Open day at a higher education institute

You have nearly finished high-school, a great achievement but also kind of scary, what is next? You realize that what ever you decide to do next could have a big impact on your future, so you want to figure out what options there are that best fit you wishes and needs.

So you start gathering information, you look online, get information on school and talk to your peers and social network. After finding out your options, you deepen your search, you visit the open days of the different schools and programs. At the open days you get a tour of the institute, listen to presentations and have a chance to ask all your questions to both the professors and current students about all their experiences.

Of course the decision is important, it is your future and it feels like this choice will determine your future opportunities and happiness. And it's up to you to decide which factors will play a role, do you care how well the university is rated? The city it is in? The amount of people getting selected? The feeling you get when you are in the building? They are all important factors and you have to decide which factors weighs more heavily than the others.

So what if we see the different organizations in the youth care as the different programs at the school that's having an open day? All of them can offer help and support you in creating future opportunities, they all want the best for you, but they have different things they can offer. If you find speed important you might go to the GP, if you want a personal connection you might go to RvE or ask around within your own network, if your friend tells you about a good experience with a youth consultant then maybe you might go to the municipality.

But these parties also have their limits and wishes from you that need to be considered, like for some programs you will need to have a certain degree or certain grades to be able to get in, because they need to make sure that you will fit in the program. The organizations in the youth care system each have a profile of people they can help and the rest they can direct to someone else.

So what is the difference between the University and the organizations in the youth care?

First of all the **identity**. Schools all have strong identities that they will communicate with the new students, they stand for something and aim for something and will always share their success stories. The programs are specific in what they can offer you and what they expect from you. Within the youth care system this is a whole lot less clear, as the different parties don't define/brand themselves as strongly. This also causes trouble in the collaboration as the organizations don't always know when they can involve another party as they are not sure what they (could) do. This lack of identity and unclarity of boundaries also means the information that is conveyed is not that clear, and that makes finding the place where the student belongs a lot harder.

Another difference is the *ability to learn from those who followed the program before you*, at an open day there is always a possibility to ask questions to a student, and not just about what they think about the program, what is it like living in this city? How do you handle commuting? Is it hard to find housing? The people at the open day are very willing to think with you, even if the program they are representing is not the right one for you.

The open days are *open for everyone*, parents and high-schoolers can go to as many of them as they like without any commitments, its an *investment for the future* that the programs make, to build a bond with potential students. In the youth care system the different parties are also concerned with the future of the youth and investing in it, however often still the problem gets caught in a later stage, when it is harder to find the right fit for the family.

Future exploration

So what would the future of jeugdhulp look like if we would see it as an open day at a higher education institute?

Perhaps a “open jeugdhulp” day/weekend could be organized. During this weekend the different organizations (municipality, general practitioners, Renkumvoorelkaar, care institutes etc.) could open their doors for the other experts. They could give presentations about who they are and what they do, share success stories and experiences and answer each others questions, maybe they could even organize small workshops or hackatons for each other.

So what element are important?

- A clear identity and platform to present it
- Sharing experiences and successes to inspire each other
- Possibility to connect and ask questions
- Create relationships for the future
- Clarity boundaries, offer, expectations

A school playground

You are at school and it's time for recess. So you and your classmates all move to the playground, where other classes are also meeting up. It is your break and that means, you get to decide what you want to do! A game of football is going on while others are playing marbles or jumping ropes. In the corner of the yard you see kids playing with a ball, but you don't recognize the game they are playing. How interesting! You decide to join them, it turns out one of your classmates has learned a new game from their older brother and now they are teaching you. Its really cool, together with your friends you even find ways to make it even more fun. The group keeps getting bigger and everything is fun until two classmates start an argument and the teacher has to break them apart, the group splits into two, and now there is two games going on!

There is a great willingness to learn from each other in the schoolyard, and the kids often adapt what they learn to fit themselves. There are some hierarchies going on, classes, friend groups, grades, but on the playing field they seem quite fluid. Some kids are natural leaders, but when someone else has something interesting to offer, like a new game, this leadership easily shifts as well. The kids get to do as they please, choosing each recess again who they want to play with and what they want to do. They are constantly watched by a group of teachers but they only interfere when things go wrong or dangerous situations occur.

In some ways working in the youth care is just like being on the playground. Each case the experts, e.g. the youth consultants or general practitioners, have the autonomy to decide what they think is best for the family and help them in that way, and the municipality has the responsibility to avoid risks, just like the teachers. But even though the experts have a lot of options, there are still a lot of other experts they could learn from. They can contact these parties whenever they feel necessary and work together on a specific case and then go their separate ways again, collaborating where necessary. Just like the kids playing in different groups every recess or even halfway through their break. But in the youth care this **willingness and ability to find each-other to learn from each-other** seems less apparent, so what is the difference?

Well first of all for the children finding each-other is easy, they are all at the **same place** at the same time. And what inspires the children

to learn from each-other? They can see each-other play, they **see** if something looks fun or cool and repeat what the other is doing and then they can also take it further, they can make adaptations to it, **try it out together** and continue to keep learning that way.

Both of these things lack in the youth care, sometimes projects get shared but often the different parties don't know how the others are working, and they cannot see or experience the others work or get inspired by this. The **fluidity of the groups** and **hierarchy** on the schoolyard is also interesting, in youth care the organizations sometimes look for each others input but most often they only contact the few people they know and if that doesn't work they try to figure it out themselves. It is hard for them to get in touch with new people even though these people could be the ones that have the answer to their question. Of course the children get to **learn from each other while playing** and can **try new things** out easily as they don't have responsibilities like the youth care workers do.

Futures exploration

So what could the future look like if the jeugdhulp was like a school playground?

We could imagine it like an innovation hub. A place where the experts can come together to share new ideas, insight and learnings and experiment with it together in a safe and inspiring surrounding. The hierarchy could change fluidly, if you have an idea you can take the lead or else just join in on someone else's idea.

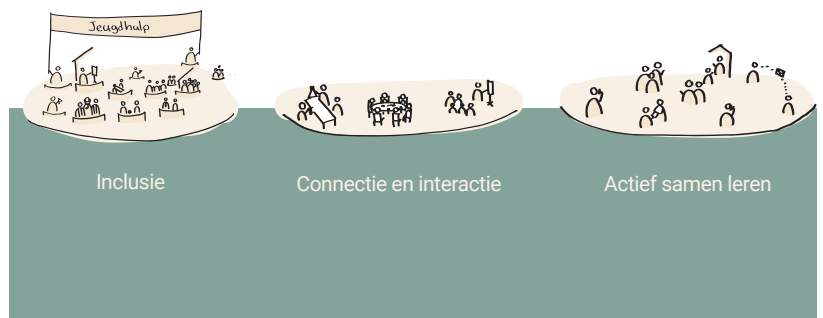
Or maybe the key of the school playground is the possibility to see each other at work and get inspired by that. In that case perhaps inspiring videos or blogs would be a solution, or maybe the expert could hold "student for a day" days where they spent a day with each other following the experts normal day schedule to get a good insight in their day-to-day work life.

Or perhaps the game element is the most important thing that should be taken into account and a feeling of unity should be reached by battling a common enemy together and point systems and levels could show the growth of the team.

So what elements should we take into consideration?

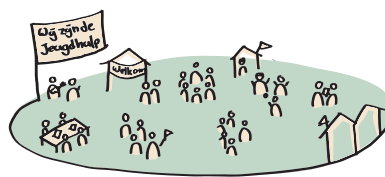
- Fluidity in collaboration and leadership,
- Learning and getting inspired from seeing someone in action
- Shared experiences
- Possibility to experiment freely
- Gamification

Stappen om te groeien



Concept

Wij zijn de Jeugdhulpdag



Een dag die draait om de jeugdhulp, voor de jeugdhulp.

- Ontmoet iedereen die samen met jou vorm geeft aan de jeugdhulp in Rankum
- Bezoek de verschillende partijen en krijg zicht op hun manier van werken
- Doe mee aan de verschillende workshops en hackathons!

Voorbeelden

Gluren bij de burens	Maak het meet	Laat je hersens kraken en stem horen
<p>10:00-14:00</p> <p>Loop lekker binnen!</p> <p>10:00-11:00 Spel voor je</p> <p>12:00-12:30 Maak het meet</p> <p>13:00-14:00 Tafel workshop</p> <p>14:00-15:30 Samen de toekomst</p> <p>16:00-17:30 Acad. dwang</p>	<p>10:00-11:00 Spel voor je</p> <p>12:00-12:30 Maak het meet</p> <p>13:00-14:00 Tafel workshop</p> <p>14:00-15:30 Samen de toekomst</p> <p>16:00-17:30 Acad. dwang</p>	<p>10:00-11:00 How nu verder?</p> <p>12:00-13:30 Sociaal media</p> <p>14:00-15:30 Samen de toekomst</p> <p>16:00-17:30 Acad. dwang</p>

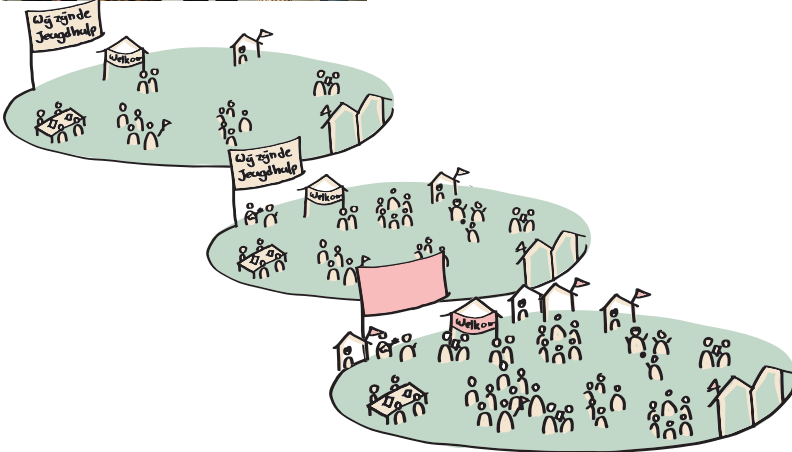
Gluren bij de burens



Maak het samen mee



Laat je hersens kraken en je stem horen!



Opzet



Dorps gericht werken



Organisatie als tool

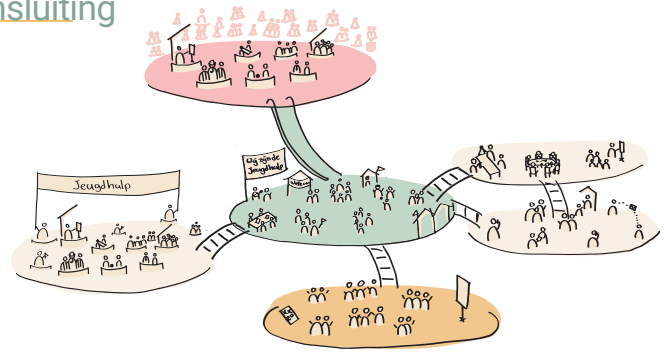


Wij zijn de jeugdhulp dag

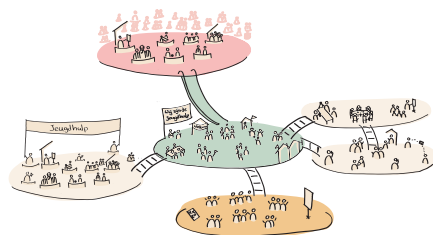


Drie vervolg bijeenkomsten

Aansluiting



Aansluiting



Een framework voor samenwerking

Een gedeelde identiteit en gevoel van samenhang

Ruimte voor connectie en opbouwen van contacten

Ruimte voor interactie, experimenteren en samen leren

