



Towards Person Centered Housing Services in Europe

# **Pack on Developing Cross-Sectoral Cooperation**

## IO5- Pack on Developing Cross-Sectoral Cooperation

### Table of Content

1.	Introduction	3
1.1.	The reason for producing a guide for developing cross-sectoral cooperation	3
1.2.	How to use the guide	3
2.	Background	4
2.1.	UN-Convention on the Rights of Persons with Disabilities	4
2.2.	Integrated Housing and support	4
2.3.	Cross-sectoral cooperation as a part of the person-centred approach	4
2.4.	Community-orientation and the will of the support user in the foreground	6
3.	Guide for developing cross sectoral cooperation within housing and support networks	8
3.1.	Setting up a network	8
3.1.1.	Structural prerequisites	9
3.1.2.	Procedure	9
3.1.3.	Evaluation	13
3.1.4.	The role of staff members, users and of organisations	15
3.2.	Network Partners:	17
3.2.1.	Who can be partners?	17
3.2.2.	Existing network partners of users and their involvement	18
3.3.	Sustaining a network:	18
3.3.1.	The care of the network and its partners	19
3.3.2.	Mobilisation of the network	21
3.3.3.	The role of staff members	22
3.3.4.	The role of the support user: interaction with the network partners	22
4.	Key success factors and Learning Outcomes to put the guide into practice	22
4.1.	Learning Outcomes for support/allocation staff	22
4.2.	Learning Outcomes for organisations	24
4.3.	Learning Outcomes for the support user	25
4.4.	Learning Outcomes for political strategies	25
5.	References	26
6.	Annexes	28

## 1. Introduction

### 1.1. The reason for producing a guide for developing cross-sectoral cooperation

Building and maintaining networks are essential success factors for tailor-made housing and support services. People with disabilities experience enormous self-efficacy and participation through active interaction with their environment, which makes inclusion a reality.

Therefore, it is important that the professionals also have the appropriate skills to establish and maintain such networks or to make this available to users.

Good local support prevents such housing breakdowns, with all the personal and social disruption, which they can cause.

### 1.2. How to use the guide

This guide briefly describes possibilities on how to set up a housing and support network for people with support needs, particularly people with learning disabilities. The research considered methods used within European countries including **TopHouse** partners from Finland, Spain, Ireland, Belgium and Austria (see Annexes 6.1. – 6.2.)

The guide provides information for organisations directly involved in the allocation and/or assessment of housing or for members of staff involved in supporting a person within their chosen residential setting. The guide can also be of interest for support users.

The guide contains best practice examples from other European countries. These are not always transferable. However, they provide input and inspiration on how support networks can work.

## 2. Background

### 2.1. UN-Convention on the Rights of Persons with Disabilities

The UN-Convention on the Rights of Persons with Disabilities (UN CRPD) states, “people with disabilities should have the same choices as everyone else regarding how they live and being part of a community. They should be able to choose where they live, with whom they live with, and not have to live in a home or hostel if they do not want to. They should also have support services made available to them, such as personal assistance as well as taking advantage of support services that are available for people without disabilities” (UNHCR 2019).

### 2.2. Integrated Housing and support

**TopHouse** is a continuation of the **ELOSH** (European Core Learning Outcomes for Integration of Support and Housing) project which in 2013 started out to fight against social exclusion of people with support needs by improving cooperation between social support services and the housing sector (Housing Europe 2019). ELOSH aimed at transferring innovative learning outcomes and specific training material on housing and integrated support to seven European Union member states. ELOSH used co-production principles to train staff members in the housing and support sector by integrating users in the development and delivery of services.

Inclusive housing and person-centred support are the prerequisites for the conception of new offers or services. The countries that have ratified the UN-CRPD agree that only a path of inclusion can enable a self-determined, autonomous life with the greatest possible participation in society. This also includes coexistence in social life. It is "normal" to have personal resources and networks. We see it as an essential task for all employees within the allocation and support system to strengthen these skills in people with disabilities.

### 2.3. Cross-sectoral cooperation as a part of the person-centred approach

In order to bridge gaps between government, public and private sectors, **partnerships** and **networks** are necessary. A shared vision needs to be developed answering questions such as what should be

viewed as a public responsibility (e.g. respecting peoples' rights and avoiding exclusion), what is the core responsibility of the government (e.g. the progressive realisation of rights through the development of its institutions), and which services or roles can best be promoted by private organisations?

Despite the UN CRPD, any intention to further change the direction of how local authorities and governments allocate and provide support for people with disabilities requires constant active lobbying on part of organisations and individuals concerned.

How are networks defined?

Networks are generally informal social forms in which the most diverse groups, organisations, institutions and individuals can relate to each other without having to give up their respective independence. They are therefore particularly suitable for forms of **cross-sectoral cooperation** that go beyond traditional bureaucratic, political or cultural borders. They are based upon the willingness of their members to make their respective skills and knowledge available to each other when necessary (Birkhölzer 2019).

Networks differ specifically from groups, families or organisations as we only partially become aware of them, when we update them on a case-related basis (Budde et al. 2006:4).

How is it possible to work with a person-centred approach and working with networks in organisations?

The key question that organisations might need to ask themselves when implementing a **person-centred approach** is:

*“can we identify individual planning processes and subsequent actions as barriers, weaknesses and examples of good practice in the organisation from which we can draw conclusions for our future actions that will increase our ability to enable individuals to lead an individual and self-determined life within and outside our organisation?”* (Trainingpack 2017)

The competence of building and shaping communities is deeply shaking the foundations upon which traditional services for people with disabilities are built. It requires working in and with communities

and/or building relationships in such a way that typical roles and framework conditions within the comfort zones of organisations often do not allow this or are simply overwhelmed with the task (Trainingpack 2017).

**Connecting people** and **building networks** requires a network or “bridging” competence. This competence embraces the skills needed in an organisation and their members of staff to involve people who have lived and worked in institutionalised settings for most of their lives into meaningful activities in the heart of the community, who can be empowered to build new relationships or re-enforce existing relationships (Trainingspack 2017).

Goals or directives are often set by funding bodies. According to Wolfgang Hinte, funding bodies and the supporting organisations need to reassess their directives, so that the **volition** of the person concerned forms the basis for support services (University Duisburg Essen 2019).

Community-orientated services of supporting organisations and funding bodies would be implemented through **social area budgets**, changing from **specialised departments** to **integrated teams**, and the adaptation of assistance and services to goals formulated by those concerned. Possible provision of these aids and services carried out by combining professional help and everyday support offers. The ambulant and stationary forms of support would consequently be relinquished and cooperation between institutions reinforced (Hinte 2017:23f.).

#### **2.4. Community-orientation and the will of the support user in the foreground**

Working in a community-orientated way depends on the volition of the person concerned. Primarily it is not about what a person needs or in what position a person finds themselves that guides their actions, but what the person **wants**. Because it makes a difference, whether the person concerned needs something or wants it. The volition needs to be an **interest**, and not a desire. The volition expresses a person’s own readiness to act, but the external activity is associated with the desire. The volition is an expression of self-willed individuality and often leads to the psychological sources of strength from which someone draws energy and dignity. This requires a communicative situation in which the parties involved respect each other's views, become clear about their interests, communicate and negotiate about them and then try to shape the situation in such a way that as

many interests as possible are considered, including those of any institution involved [...] (Hinte 2017:17).

In order that the support offered by the service providers does not degenerate into a passive satisfaction of needs, and that "as much help as necessary, as little help as possible" is offered and the available resources and the person's own possibilities are used, a special focus must be placed on working with the person concerned. After all, the people concerned are understood to be active persons who, for their (more or less) satisfying personal lifestyles, use their own abilities as well as the people and other external resources available in their respective environment (Hinte 2017:20). There are varieties of person-centred methods that are helpful to identify interests, to find out the volition of the person, but also to identify the person's existing resources. The resources within social spaces are of great importance in community-orientated work. Social work should build, support and expand resources in a social area together with the residential community (Hinte 2017: 20).

Social space resources must be found or identified, made available, and the various forms of cooperation developed. **Networks** are particularly suitable for these kinds of cooperation. Networks are characterised by the fact that their members make their skills and knowledge available as and when required. To be able to fall back on a network in a concrete case, i.e. in case work, preceding **non-case related work** is necessary.

In casework the professionals focus on individual cases [...] and try to provide or mediate suitable support on a case-by-case basis. The non-case related work, on the other hand, tries to identify the opportunities in the district, on the streets, towns and villages, commerce, etc. that can be used to support casework. This provides a professional view that the community around the individual case offers or could at least offer if they were mobilised. For the professionals to be able to use this potential in their case work, they must be acquainted with it or even develop it first. [...]. To implement such resources quickly and easily, they must be available at hand. This means that ideally, professionals need to build up a resource pool which needs to be continuously maintained, and in individual cases - if everything goes well – to have something in reserve (Früchtel/Budde 2006, 201-218).

The theory of **social capital** introduces a new form of currency, which does not yet exist in organised social work in a market economy, but which is assumed to be an effective aid and inclusion factor:

social capital means the gold (subject matter) that is in our networks, our relationships with other people and the potential they have (Früchtel et al. 2013).

Social space analyses carried out, for example, by TEAM FOCUS an interdisciplinary team, which on behalf of institutions of the city administration in Vienna, Austria make it clear that community-orientated characteristics and available spatial and social resources have an **influence on people's living conditions** (Soziales Wien Fonds 2019). The result of these analyses also reflected that the relevant local community services correspond to the interests of those concerned must be developed with them and cross over to all sectors and target-groups (Gabler/Kolar Paceski 2017: 209-224).

### **3. Guide for developing cross sectoral cooperation within housing and support networks**

#### **3.1. Setting up a network**

What needs to happen to make cross-sectoral cooperation in a residential and support network work well?

For example, are both the support user and partners benefitting in some way? Are they respecting the volition of the support user, being included in the local community, and are further connections being made through initial partners?

One principle of non-case related work is not to suppress a person's lifestyle. An existing, everyday network, into which a person may already be interwoven, should continue to be used and supported. In addition, it is also important to use existing resources and opportunities of the community to support people in their autonomous life skills. In order for existing potentials to be used individually for a person, they must be identified, developed and cultivated (Früchtel/Budde 2006: 201-218).

Non-case related work makes it necessary to know about many things, to be in contact with numerous people, to be an interesting interlocutor, to be continuously present, to be able to tap into many resources and to strengthen ongoing processes and qualify individuals or groups where necessary (Früchtel/Budde 2006: 201-218).



### 3.1.1. Structural prerequisites

To establish a support network depends largely upon the potential (social capital) of people and services that are available in the local area. People living in a municipal setting may have better access to a wider range of services than people who are living in rural areas. In rural areas, there is usually a small-scale structured but not very differentiated civil society: People who are organised in associations are relatively easy to find and can be reached for active cooperation. However, it is precisely such people who are often already on many missions through a series of activities (voluntary fire brigade service, village renewal association, Red Cross, local council, parish council, etc.) (Pollinger 2019).

Activating this potential depends largely upon the skills of the support staff as well as the volition of the support user (see 3.1.5.).

A support network might involve people (paid or voluntary) who are already living in the area, willing to support others. See for example the Keyring organisation in the United Kingdom: [www.keyring.org](http://www.keyring.org). Here the support workers live in and know the area where the support users are living. They provide support themselves but can also use local contacts to provide possible further support.

There may already be support networks established in the area. **Timebanking** or **Neighbour Networks** are examples of such possibilities to provide services for others in the local area (see Timebanking: [www.timebanking.org](http://www.timebanking.org) in the United Kingdom and Neighbour Networks: <https://fragnebenan.com> in Vienna, Austria), where people can exchange time and services.

### 3.1.2. Procedure

**"Social capital is the stuff our networks are made of."** (Früchtel/Budde 2006:201f.)

This capital, the relationships with people and the potential to help, must first be built up and maintained, and therefore investments are necessary.

There are several ways to find network partners. Existing contacts and resources in the environment can mobilised and made transparent by creating a personal network map. In discussions with the

support user it can be established which resources are already available, which strategies have been used so far to solve problems.

Independent of individually available resources, it is important to find new network partners in the sense of non-case related work. If required, these can be activated in the case-specific work.

First, a person or team is entrusted with the task of identifying resources and building networks. You could call them "resource finders". When searching for network partners, they make use of various techniques:

- One-to-Ones/ Activating advice through non-case related questions:

Discussions with citizens and key persons in the district are the linchpin of the non-case related work. Face-to-face conversations, also known as one-to-ones, with unknown people in the district can be used to locate important information, people and consequently resources.

What matters is not who you know, but **who you get to know**. The aim should be to create a domino effect via these one-to-one contacts.

People can be found in the district who can mobilise further contacts or establish contacts to others. This strategy, known as the secret weapon of "community organising", can also be used to find people who would be willing to make their skills available.

These face-to-face conversations can take place at the supermarket checkout, at the hairdresser's, in pubs, at the snack bar or in the café, at the city administration or with a support user. Support users themselves are often the most competent experts for their community and by asking them, can be acknowledged as such.

During conversations or following consultations at the workplace, people are asked to answer questions about the district, the quality of living, their own interests and existing support.

A general rule would be to ask specific questions about the district every day for five minutes and to document this information (see 3.3. Sustaining a network).

- Networking with specialists:

Professional networking aims to create knowledge about the social infrastructure in the district. To know what and where something is offered and who works with which focuses, target groups, campaigns and facilities.

Skilled workers often know other skilled workers. Regular contacts or joint projects with them offer the opportunity to get to know the strengths and limits of the professionals and to mobilise them if necessary.

New employees could take part in an "entry-level internship" and start their work with professional experience at important social or commercial institutions and organisations in the district. This creates potential cooperation partners and allows an external view of one's own field of work.

Conferences or events on specific topics offer a suitable platform for getting to know other professionals.

- Engagement in groups:

Often the resource finder knows active associations, clubs, and initiatives in their environment. They know their services, strengths and objectives. It is important to establish contact to so-called key persons, because they have connections to important persons in these groups and associations. When working in a team, the resource finders can coordinate and agree who establishes the connection to which contact.

Newspapers should be regularly searched through for festivals and events. By participating in these events, interest in the services of others are revealed and direct contact with key persons can be made.

- Creation of community-based projects:

If persons within a target group are not networked with each other, projects (social space projects) in the form of a nonrecurring or recurring offer can help to form a group from these individuals, which can be mobilised if necessary.

Newsletters are a popular way to reach people. District festivals can be a starting point, or the establishment of a community centre café are examples of this. Such projects can be particularly worthwhile if they are successful and bring benefits to all parties involved.

- Making organisations into network partners:

Organisations are particularly valuable because they have a wide variety of services and resources at their disposal. In addition, organisations are often linked to other organisations, allowing new relationships to be established. (cf. Früchtel/Budde, 2006)

It is not always easy to win organisations as network partners, Früchtel and Budde (2006) recommend a 4-step procedure:

1. Organisations can be selected based on certain criteria, such as the services offered.
2. Explore what drives the organisation, of which it is particularly proud of.
3. A foot in the door of the organisation is made by a complimentary present, such as the provision of an (in-house) service.
4. Creating "win-win constellations", because the participants must gain something from the new collaboration.

▪ Use existing networks:

Existing networks can also be used. In some regions, for example, there are regular meetings of key people from politics, business, health authorities and citizens in which participation is possible. In addition, there are also internet platforms where people in a district can exchange information and make their strengths, interests and resources available to neighbours free of charge (see 3.1.1. Timebanking and Neighbourhood Networks).

Information about potential resources in the district can be obtained through exploring the area. The resource finders within a team divide the city into regions, districts and agree on the responsibilities within the team. Through a variety of paths, it's possible to get to know the region, their assets, important places, existing key people, and existing networks. To achieve this, resource finders must immerse themselves in people's social environments and become part of the social space. This can be achieved by exploring the district with district experts, observing and interviewing.

An interesting method, called "Village Storming", is proposed by Früchtel/Budde/Cyprian (Früchtel et al. 2013).

- The task of the resource finder is to build up a relationship system in a few days in a previously unknown area that can be worked with. First, resources and information are developed.
- Try to get to know as many residents as possible, recognize their needs and strengths and gain their recognition. This is the prerequisite for sustainable relationships and the creation of win-win situations.

- The distribution of tasks and roles in the region and its social system need to be documented.
- An analysis of the history, traditions and values of the region or district needs to take place.
- Resources and opportunities in the district need to be identified.
- Subsequently, the quality of the network of relationships is checked by means of tasks. For example, should food be organised without paying for it. Additionally, a way to return the favour should always be found. Or, it needs to be found out what the inhabitants of the district are most annoyed about and what solutions are suggested by them. Another task could be to describe your own project in the local or district newspaper.

### 3.1.3. Evaluation

Evaluations are carried out with different goals, which are often interrelated in practice. It is helpful to consider which of these goals should be in the foreground. Evaluations always have the task of providing you with insights and answers to your questions.

Possible questions to ask might include:

- Who knows whom and how well?
- Has the network achieved what it set out to do?
- Is the network sustainable?
- How might co-operation be improved?
- Are there other good practices that could improve co-operation?
- Are there other partners that might be included in the network?
- What financial difference has cross-sectoral co-operation made?  
e.g. could money be saved through local resources?
- Is the support user satisfied?
- How satisfied are the partners with the cooperation?

A possibility to analyse the status quo of a network and to later compare how a network looked before activation through a support service is by using **social network maps**.

Social network maps follow the relational paradigm: relationships are in the foreground. Not unlike “Eco Maps” (see 3.2.2.) which can be used to establish already existing networks of a support user,

the social network map creates a picture of a network and provides an overview to find further resources (see examples of social network maps under Annex: 6.4)

The approach of ego-centred networks enables the description and analysis of social relationships within a social space that is spanned by relationships from the perspective of individual actors. With the use of ego-centred network analyses, the relationships taking place within a social space can then be described in different categories (e.g. regarding the spatial-geographical dimension or the relationship-contextual dimension) and recorded in their relational structure (Herz 2019).

Social network maps can help identify those (individuals and groups) playing central roles (leaders, key users, etc.) and

- Identify bottlenecks and those isolated.
- Spot opportunities to improve cooperation.
- Target those where better knowledge sharing will have the most impact.
- Raise awareness of the significance of informal networks.

What can you do with such network maps?

Network maps create a possibility to talk to support users about their living environment. About people who could potentially be valuable resources and about broken off and little used relationships.

The relationships represented in this network map are an asset for users; they are their "social capital" that can be cultivated and developed.

To put it simply, it is about finding people.

To analyse the data collected within a social network map the method of "Social Network Analysis" can be implemented (ODI 2019).

Social network analysis (SNA) is the process of investigating social structures using networks and graph theory. It characterizes networked structures in terms of nodes (individual actors, people, or things within the network) and the ties, edges, or links (relationships or interactions) that connect them. Examples of social structures commonly visualized through social network analysis include social media networks, friendship and acquaintance networks, collaboration graphs, kinship. These networks are often visualized through sociograms in which nodes are represented as points and ties are represented as lines (see Annex 6.4.)

### 3.1.4. The role of staff members, users and of organisations

Finding network partners and building and maintaining networks in such a way that the resources are on hand and available at all times is not something that just happens. Specialists or a team of specialists must be specifically entrusted with this task by the organisation.

A skilled **staff member** must meet several requirements (see also **IO2 Thina Tool of the TopHouse partner ASPA**) to become a successful resource finder. In order to be successful in finding resources, a skilled worker needs certain talents and skills in addition to the conviction that the possibilities of the community exceed their own commitment. They need to not only be able to work using the person-centred approach but also have networking and communication skills.

Resource finders need to know a lot, be communicative and like to be in contact with people. They must be able to find out quickly what others can be excited about and won over. The perspective to work longer-term in the organisation to maintain networks should be provided. A good cooperation and exchange with the other team members is also important.

Resource finders need to juggle several balls at once and must therefore be able to move in different situations and settings such as social gatherings, a parent/child support group, a senior citizens club, or a local public bar (Früchtel/Budde 2006:201-218).

The support worker together with the support user need to first start creating a personal network of relevant stakeholders from their local area.

Reach out to these relevant stakeholders within different organisations and parts of the local community to create a formal network. These can consist of someone from the local housing authority, social services, community centre, medical practice, corner shop, café owner, members of a church or mosque, friends and neighbours or local groups and clubs.

Locate these relevant stakeholders within the local area and use any existing networks, for example the support user's own network or a network of organisations who have experience working together with people in need.

Introduce and become acquainted with stakeholders. Relevant stakeholders may be able to point out other potential stakeholders that may further help the support user's needs. This can create formal and informal parts of a network.

Look out for initiatives at community level that may be unknown to the authorities.

Key persons that can help you reach specific communities or other stakeholders play an important role in building a support network. It is all about who and what someone knows and how they might inspire others within the local community to become involved. These key persons can also help to disseminate the support user's cause to an otherwise unreachable audience.

Be creative and take risks when approaching people. The worst-case is that someone or an organisation may not want to offer support. There is no such thing as a wrong door. Try to create awareness about the support users' needs as well as their own resources, which they can bring to the community. Be prepared to hear any concerns and try to create a sense of cooperation and understanding.

Take time to get to know people, despite maybe needing to find a quick and easy solution: this process is just as valuable as any result you may achieve. Activate the "social capital" within people and organisations in the community. To do this the professional needs to invest in relationships and sustain these contacts, so not to reach out only when there is a problem.

**Organisations** have connections with other organisations through umbrella associations, through contracts with firms and local authorities. Like the social capital in the local social space of the support user, these should be activated to provide further possible resources.

Organisations might use their expertise to combine forces to provide better services for the support user. For example, through the questionnaire send out for this guide, the **Southwark Council in London, United Kingdom** informed us about teaming up with the national charity **Shelter** to tackle homelessness in a new integrated way. Shelter's expert advisers work side by side with council staff to provide free and independent advice and support to anyone who needs it. Not only do the council staff receive in house training through Shelter but staff from the charity also work on the council team (Southwark Council 2017).



The **TopHouse** partner **Tutelar Support Foundation** worked together with the **Health Assistance Institute (IAS) in Girona, Spain** to provide a network of psychiatric and medical support for people living with mental health conditions who were previously unable to get sufficient treatment. The psychiatric and medical staff work from various medical centres travelling through the territory to reach the support users (Astroch 2018).

On the part of the organisation and the resource finder, it goes without saying that the concession to dedicate oneself to networking away from rigid working hours is also necessary.

For new specialists in the team, it is a good idea to do a short-term internship with important network partners (see 3.1.2.). This makes it possible to get to know cooperation partners well and establish personal contact.

The willingness to document information about new network partners is essential.

**Support users** need to take an active role in respect of their goals and as mentioned in the introduction to this guide of what they want to achieve (see 2.4.). The support user should be **empowered** to express their volition to third parties and to articulate their demands regarding their rights to the public authorities.

### **3.2. Network Partners:**

All participants in a network are defined as network partners.

The term can be used in many ways - as an intensive, essential contact, or just by chance, but nevertheless significant. The importance of a contact is always attributed to the person at the centre of the network.

#### **3.2.1. Who can be partners?**

Since community-based work and working with networks means working with a person and their environment, very different partners can be part of a network.

These can be key persons from authorities, offices or companies, or from the local community centre, a doctor's practice, a corner shop, a café owner, members of a church or mosque, friends and neighbours or local groups and associations. In principle, any network partner can be one who can and would like to make resources available.

The relationship with the network partners can also be strong or weak. Both forms of relationship have their advantages. Thus, a strong relationship with network partners results in a higher motivation to provide support. A weak relationship with network partners, on the other hand, often opens up new opportunities, ideas and contacts. (cf. Früchtel/Budde, 2006)

### **3.2.2. Existing network partners of users and their involvement**

As mentioned previously, there may be support networks already established in the local area, such as neighbourhood exchange, timebanking etc. (see 3.1.1.).

The support user themselves may also bring with them an established network.

Eco-Mapping is one method to help find out how this network benefits the support user and what relationships and for what purposes they have with the partners in the network. It helps support users to reconstruct their networks and for support workers to see where resources are possibly required. The people/partners appearing in the eco-maps also stand for resources that can be useful in the casework.

Together with the support user, the eco-map can be filled out by asking questions regarding persons who in specific situations are deemed helpful and supportive, for example:

- Who are your friends in the neighbourhood?
- Who do you inform about important events such as pregnancy or marriage?
- Who do you ask when you need advice?

For more detailed information regarding eco-mapping see Annexes 6.3.

### **3.3. Sustaining a network**

Once a network has been successfully established, in the next stage it is essential to maintain the network to ensure a continuous preservation of the resources created.

### 3.3.1. The care of the network and its partners

If contacts have been made and partners for cooperation and support found, a functioning network needs to be established. For this network to be available when necessary, it is essential to look after the network partners independently of case-related work.

The connection to the contacts must be maintained and the network partners supported. At this stage it is essential to have an overview of all the partners. This can be achieved, for example, by creating a **resource file**.

In a resource file, various information about people and contacts can be systematically stored.

It is not only a matter of storing the information, but also of processing the information, storing it in such a way that it can be called up in a targeted manner and allowing for a good contact maintenance. A standardised procedure therefore needs to be found in the team.

According to Früchtel/Budde/Cyprian (2013), the resource file consists of four types of different coloured cards:

- Organisational card:

The front side of the card contains basic information about the organisation, such as contact details, target group, any equipment and offers on hand. In addition, the key contact person, the person in charge and the date of any updates are also noted.

The back of the card contains information about possible resources of the organisation and possible resources for the organisation that they have at your disposal. It also notes what resources the organisation may need, as this may be a starting point for creating a new link for the organisation.

In the lower part of the card activities and actions are documented, i.e. what you have done with the organisation.

- Citizen card:

The front page of the card contains basic information such as contact details, availability, birthday, skills and information about what might be needed.

On the back of the card are the actions/activities, structured by date, specialist, content and result.

The "matching" category documents how and where this citizen has already contributed resources.

- Competence Card:

This card includes various skills to cope with everyday life, such as housework, health care, crafts, office work, languages, etc.

Competence cards are created for citizens depending on the number of competences that can/should be offered. Only the competence is described in more detail and possible preferences at the point of introduction are noted. A link to the citizen card can be established by entering the name of the competence holder.

- Strengths Cards:

These cards are created according to the competence cards, but strengths are documented here instead of competences.

Before the information collected can be stored in the file and made available to team colleagues, the partner must agree to be included in the resource file. It is of course necessary to inform the network partner about the purpose of use and to assure that information will only be passed on to third parties if concrete consent has been given.

As well as documenting your own contacts, it is important to provide networks partners with your own contact data and pass on business cards.

Once a local individual network is in place, invite the network partners to become acquainted with each another. This can be achieved by organising occasional informal meetings or using social events to invite partners and the support users.

Contacts can be kept well informed by involving network partners in projects, or organising training sessions to which the partners are invited. This also gives the partners the opportunity to network themselves.

By mentioning them in annual reports or sending greeting cards on various occasions, regular newsletters or making contact by telephone, the network partners can be acknowledged and signalled that they are still seen as cooperation partners.

It is important for the care and maintenance of cooperation's to create win-win constellations. After all, the network partner would also like to benefit from the partnership.

Work together with the stakeholders to find a solution, always focusing on the solution and not on the problem. Empower the support users to show their own assets and resources.

### **3.3.2. Mobilisation of the network**

The needs and support services depend on the volition of the person. First and foremost, it is necessary to find out the volition and goals the support users bring with them. Different methods can be helpful, such as: "My strengths - I can do that well!" (Doose 2011:16-23) or "What is important to the person? What is important for the person?" (Lunt/Sanderson 2011:25-29).

With the help of the so-called resource check, existing competences, strengths, talents and existing networks are identified and examined more closely. By looking at resources, a positive attitude is created, and a solution-orientated approach becomes possible. The support user themselves also recognizes the potential that lies within them and possibilities that they bring with them.

The resource check takes place with participants from different areas of the addressee's life, strengths of the addressee are named and noted as in brain storming. Strengths can relate to skills, possessions, relationships or resources in the social space. Subsequently, the mentioned strengths are concretised and recorded on resource cards to be able to recall them again at a later point in time.

The support worker actively participates in the gathering of resources and brings in their own known assets from the area or district to which the addressee has access. Extensive knowledge of available resources is important, existing network partners should be brought in by the specialist. Resources from non-related casework are used for the individual case, the specialist contacts the network partner and asks for support.

### **3.3.3. The role of staff members**

The members of staff are the people who "enable" the support users to make or come into contact. Members of staff always have the support user in question at the centre of their support activities and create an arrangement around the person so that he or she can reach his or her goal. The members of staff know the people in the network and can support the users in mobilising individual contacts. They can also introduce their own contacts and make them available.

The members of staff also have the task of empowering the support users to mobilise their contacts themselves. The aim of the support is to enable support users to address their needs independently and coordinate the relevant network partners.

The role of the members of staff is seen as coordination of the network, who do not intervene directly, but keep the overview and know the network partners.

### **3.3.4. The role of the support user: interaction with the network partners**

The support users are the centre of their network - they are the main actors and are responsible for the network (with possible support). The support users are the interlocutors with the network partners. The support users should experience this personal responsibility, which is made possible by the members of staff. Taking responsibility" is central to the support service.

## **4. Key success factors and Learning Outcomes to put the guide into practice**

### **4.1. Learning Outcomes for support/allocation staff**

#### **Person-centred approach of employees - working with the volition of the support user**

At the forefront of working with support users is the person themselves - working with their volition and not just their wishes or ideas. Working with their volition is something powerful and energetic. By taking this approach, the personal responsibility of the support user is increased. If someone wants something, it has a different quality than wishing for something.

Finding out a person's volition is or can be a lengthy process. Through preliminary relationship work, a sustainable basis must be created that makes it possible to exchange interests, strengths and one's own volition. Furthermore, support in finding out one's own interests, strengths and volition may be necessary.

Employees within support or allocation must be able to develop necessary lifestyle-related services with the support user. In the context of empowerment, these should help the support user to achieve an independent and participatory lifestyle. The employees need to have a basic interest of the support user, knowledge of person-centred methods for support and reflection, as well as competence to act when required are therefore necessary.

Prepared questionnaires and working materials for adaptive use (a so called "method toolkit") can additionally support these processes.

### **Employees take on a new role**

The implementation of this guide also requires a rethinking of the employees. It is important to distance oneself from the attitude that professional helpers have to do everything and to place the possibilities of the community space in the foreground. The function of the employees changes through this view - away from the all-embracing support to the manager of the network of users. Employees coordinate and facilitate encounters and contacts and support users in maintaining and expanding their networks.

### **Orientation towards the social space - see it as a resource**

Employees are encouraged to keep their eyes and ears open in the user's social space. They form an important link between the user and the social space and support and facilitate encounters, contacts and cooperation. The employees orient themselves towards the users' goals, play a decisive role in shaping the networks and see themselves as their brokers.

Employees must therefore be familiar with forms of contact data processing and be able to archive contacts in a structured manner. Communication skills and the enthusiasm to get in touch with other people are also prerequisites for successful implementation.

## 4.2. Learning Outcomes for organisations

### Open organisations

Organisations are only learning and successful if they are open to the environment, allowing permeability between all hierarchical levels and becoming cooperation partners. Therefore, it is also necessary to move from a competitive relationship to cooperation in partnership with other organisations and institutions (for example in the local government sector).

A self-contained organisation will more likely develop with difficulty.

At the organisational level, it is therefore important to organise or participate in regular events, networking meetings or conferences in order to achieve successful implementation.

Organisations must have the courage to reflect on their work and their offers and to break new ground. From a person-centred point of view, organisations are only successful and established if they are oriented to the volition of their support users and their services accordingly.

### **Organisations make their contacts and networks available to other stakeholders.**

An essential factor is that parts of an organisation do not only use the existing contacts themselves, but also make them available to the entire organisational system. An organisation must recognize the importance of cooperation and contacts at all levels. Only then is a fruitful exchange possible and every level can learn and benefit from everyone.

### **Organisations anchor community orientated work in terms of content and make it a vibrant culture**

In the mission statement of the organisations, the commitment to socially orientated working methods must be documented and acted upon. Employees have the opportunity to attend necessary training and further education courses and to take part in networking meetings. This may require more flexible working hours and a more flexible working environment for employees.

In any case, the internal regulations and structures must be adapted in such a way that they support the processes.



### **4.3. Learning Outcomes for the support user**

#### **The support users become planners**

Users know their strengths and interests. They deal with their personal circumstances and their own opportunities for development and change. They have the volition to shape their current and future living situation.

Users are therefore encouraged to be open to change and their environment. In dialogue with the support workers, their personal responsibility will be strengthened, and they will be empowered to take charge of the required support. The main focus is moving away from purely professional work towards the use of the social space and its contacts.

### **4.4. Learning Outcomes for political strategies**

#### **Political decision-makers provide financial resources for individual housing and support needs**

The financial/economic interests of the funding providers must be aligned with the individual needs of the support users. To achieve personalised housing and lifestyle, services are necessary that meet the individual support needs and requirements in different phases of the support users lives.

Enabling the shaping of the personal living environment in the sense of inclusion thus requires political decision-makers and investors to make available a variety of contemporary housing options.

#### **Political decision-makers involve support users and organisations in the housing planning and development process and support the establishment of networks.**

Support users and organisations must be involved in planning committees in the districts or provinces, such as neighbourhood development projects.

Networks and participative structures must be created so that users can be supported by help available in their local environment.

## 5. References

- Astorch, Núria, „La consulta psiquiátrica, al carrer“, El Punt Avui 7. Mai 2018, <http://www.elpuntavui.cat/societat/article/14-salut/1387598-la-consulta-psiquiatrica-al-carrer.html> (31.12.2019).
- Birkhölzer, Karl, *Statement of the economist Karl Birkhölzer*, 2019.
- Budde, Wolfgang, Früchtel, Frank, Hinte, Wolfgang, *Sozialraumorientierung – Wege zu einer veränderten Praxis* (Hg.) Wolfgang Budde/Frank Früchtel/Wolfgang Hinte, Wiesbaden: Springer VS-Verlag 2006.
- Doose, Stefan, „The Project „New Paths to Inclusion“, in: *Training and Practice in Person Centred Planning- A European Perspective: Experiences form the New Paths to Inclusion Project*. (Hg.) Julie Lunt/Andreas Hinz, Stamford: Dalrymple and Verdun 2011, p. 16-23.
- Früchtel, Frank, *Umbau der Erziehungshilfe: von den Anstrengungen, den Erfolgen und den Schwierigkeiten bei der Umsetzung fachlicher Ziele in Stuttgart*. Weinheim/München: Juventa-Verlag 2001.
- Früchtel, Frank, Budde, Wolfgang, „Wie funktioniert fallunspezifische Ressourcenarbeit? Sozialraumorientierung auf der Ebene von Netzwerken“, in: *Sozialraumorientierung – Wege zu einer veränderten Praxis* (Hg.) Wolfgang Budde/Frank Früchtel/Wolfgang Hinte, Wiesbaden: Springer VS-Verlag 2006, p. 201-218.
- Früchtel, Frank, Budde, Wolfgang, Cyprian, Gudrun, *Sozialer Raum und Soziale Arbeit: Fieldbook: Methoden und Techniken*. Wiesbaden: Springer VS, 2013<sup>3</sup>.
- Früchtel, Frank, Cyprian, Gudrun, Budde, Wolfgang, „Sozialer Raum und Soziale Arbeit“, in: *Sozialer Raum und Soziale Arbeit: Textbook: Theoretische Grundlagen* (Hg.) Frank Früchtel/Gudrun Cyprian/Wolfgang Budde, Wiesbaden: Springer VS-Verlag 2013, 11-20.
- Gabler, Sonja, Kolar Paceski, Marianne, „Sozialraumanalysen als Beitrag zur sozialräumlichen Entwicklung in städtischen Regionen“, in: *Sozialraumorientierung: Ein Studienbuch zu fachlichen, institutionellen und finanziellen Aspekten* (Hg.) Roland Fürst/Wolfgang Hinte, Wien: Facultas 2017<sup>2</sup>, p. 209-224.
- Herwig-Lempp, Johannes, *Ressourcenorientierte Teamarbeit: systemische Praxis der kollegialen Beratung; ein Lern- und Übungsbuch*. Göttingen: Vandenhoeck&Ruprecht 2004.
- Herz, Andreas „Ego-zentrische Netzwerkanalysen zur Erforschung von Sozialräumen“, <https://www.sozialraum.de/ego-zentrierte-netzwerkanalysen-zur-erforschung-von-sozialraeumen.php> (31.12.2019)
- Hinte, Wolfgang, *Sozialraumorientierung: Ein Studienbuch zu fachlichen, institutionellen und finanziellen Aspekten* (Hg.) Roland Fürst/Wolfgang Hinte, Wien: Facultas 2017<sup>2</sup>.
- Housing Europe, „Elosh“, 2019 <http://www.housingeurope.eu/section-47/elosh> (31.12.2019)

Lunt, Julie, Sanderson, Helen, “Stories and Experiences in the Project”, in: *Training and Practice in Person Centred Planning- A European Perspective: Experiences form the New Paths to Inclusion Project*. (Hg.) Julie Lunt/Andreas Hinz, Stamford: Dalrymple and Verdun 2011, p. 25-29.

ODI, “Strategy Development: Social Network Analysis Toolkit”  
<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/6381.pdf>  
(31.12.2019).

Pollinger, Katrin, „Partizipation & nachhaltige Entwicklung in Europa“, 2019  
<http://www.partizipation.at/1224.html> (31.12.2019).

Southwark Council, “Southwark Council teams up with leading Shelter to prevent homelessness”, 2017, <https://www.southwark.gov.uk/news/2017/jul/southwark-council-teams-up-with-leading-charity-shelter-to-prevent-homelessness> (31.12.2019)

Soziales Wien Fonds, “Berichte Team Focus“ 2019, <https://www.fsw.at/p/teamfocus> (31.12.2019).

Training pack Person centred planning, “Becoming a person centred organisation”, 2017  
<http://trainingpack.personcentredplanning.eu/index.php/de/becoming-a-person-centred-organisation-de> ().

University Duisburg Essen, „Personalsuche Wolfgang Hinte“, 2019 <https://www.uni-due.de/person/10392> (31.12.2019).

UNHCR, “Convention on the Rights on Persons with Disabilities” , 2019  
(<http://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx>)  
(31.12.2019).

## 6. Annexes

### Online Search and Research methods.

#### Search terms using Google

A wide range of search terms was used to maximise the detection of relevant research. Key word searches combined "Integrated Housing" OR "Inclusive Housing" OR "Person Centred Approach" OR "Cross Sectoral Collaboration" OR "Living Independently „OR "Local Housing Disability" OR "Supported Living Networks".

#### Selection criteria

To determine whether to include or exclude a study or article was assessed based on its relevance, title or abstract.

Studies/articles that were included were:

- published from the year 2010 onwards.
- about networking support collaboration, integrated housing, person centred approach.
- targeted at adults aged 18-64 years with support needs due to learning disabilities.

**Information received through country reports from the TopHouse partners in Finland, Spain, Belgium, Ireland and Austria.**

**Information received through the dissemination of a questionnaire set out by Jugend am Werk (Austria) asking specific questions regarding cross sectoral collaboration, working in networks and support user input.**

#### Questionnaire Dissemination

The TopHouse working group from the Viennese organisation Jugend am Werk created a questionnaire to find out how organisations working either in the housing and support allocation or directly in the support field of social work cooperated within cross-sectoral networks.

The following questions were formulated in a questionnaire including information about the TopHouse project and sent to organisations of which four replied.

1. Describe briefly which support network partners you already work together with and how this collaboration works: for example, with educational establishments, health authorities, vocational training and employers, financial services (banks, social welfare office, and tax office), housing associations, counselling centres and any other authorities.

- 1a. Which collaborations and contacts have proven to be particularly helpful?
2. Is there a person or a certain position responsible for setting up the support networks? If so, which person/position has proved suitable to carry out this task? If not, how is the support network otherwise established?
- 2a. A support user usually brings with them some form of established network. How are these network partners included?
- 2b. How is the user supported/encouraged in setting up a support network themselves?
- 2c. Do network partners need to fulfil certain requirements? If so, what are these?
3. How are existing networks provided for in the support network and how does this work best?
4. In terms of experience, support and information, what are the needs and requirements of a support network partner?
- 4a. How do the support network partners work together?
5. Can you give examples of collaboration/interaction between the user and the support network partners?
- 5a. Who is responsible for starting up the networks and can you describe how this is implemented?
- 5b. Do you have experience of support users offering/bringing their own skills and resources to the support network? If so, how does this work?
6. Do you already use or are you aware of a best practice guide on how to set up a housing and support network? If so, please give details.

### **Eco Maps (according to Früchtel/Budde)**

The stages of eco-maps

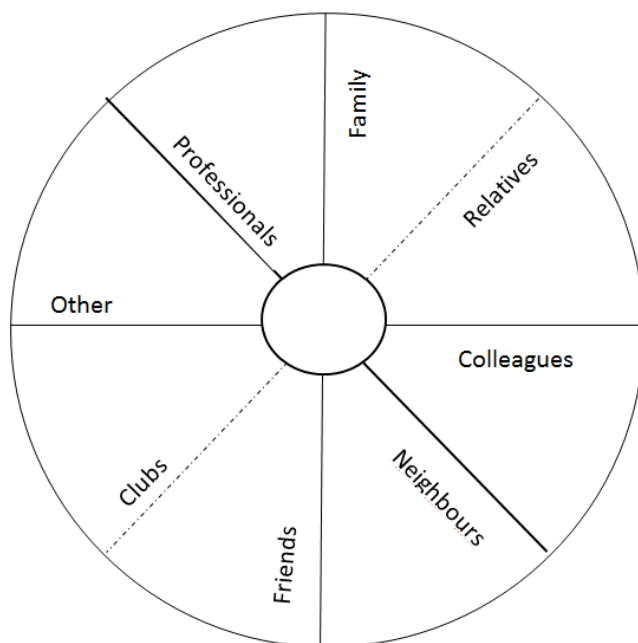
#### Preparation

It is unusual to ask people about their networks. That is why the professional worker may have inhibitions. Experience has shown, however, that those concerned feel very comfortable when asked

such questions, because they see themselves as experts. However, a mandate to start this task is important. Therefore, a detailed introduction that clarifies the goal of the exercise is essential.

Start: The 8-field card

Because networks are latent, the segments of the 8-field map help to focus on different parts of everyday life - family relationships, work colleagues or classmates, neighbours, friends, members of clubs or associations to which people belong, or the segment of professionals with whom they are in contact. However, the categories must not be in the foreground during the conversation. They are only a means of identification, never a means of order.



Of course, it can happen that the same person might be assigned to several segments. It is sufficient to assign them once only. The proximity to the centre can be an expression of social proximity, but there is no need to be specific about it. The primary goal is to find as many people as possible.

Sometimes it is helpful to remember second level networks. This means, that each person named is responsible for further contacts, the partner, for example, has his/her own network. If it is difficult for the support user to remember many names or network users, the 8-field card can also be used in several stages. Certain areas of the 8-field map can be reserved for places (e.g. the village in which one works, lives, is born), times of day (morning, afternoon, evening), biography sections (childhood,

youth, adulthood). The categories should help the conversation but must not distract from it. Order is not the goal, but mass.

Who writes, who talks while filling in the form? That depends. If possible, it should be the network expert, i.e. the interviewee. In any case, it is always advisable to lay the sheet in such a way that the interviewee can read it. That is at least A3 format.

The beginning may be a little clumsy because it is unusual to talk about the network. By asking questions you can use make it easier for the user and it provides orientation: Who is your favourite uncle? Which field do you want to start with? Who should I enter first? Since networks are latent, finding the network person is not an easy thing. Here network questions can help, which allow views on different situations of everyday life.

These questions are not listed here so that you can work through them like a questionnaire, but so that you can incorporate one or another into the course of the conversation (cf. also Kähler 1983b):

- Who are your friends in the neighbourhood?
- Who do you inform about important events such as pregnancy or marriage?
- Who do you ask when you need advice?
- If you have done something good/bad, what do you do, who do you go to?
- Who would you take with you on a desert island?
- From who could you borrow a large sum of money?
- Who do you listen to when you have an important decision to make?
- Who can you visit at any time?
- Who tells you now and then that you are good at what you do?
- Where is your favourite place in this town? What are you doing there?
- In your family, who is important to you and how?
- Who in the workplace do you talk to the most?

There are also questions that place particular emphasis on faded and weak relationships:

- Who were your friends in school, during your education?
- Who else do you have contact with? How often? What occasions? Who do you no longer have contact with, but would like to have?
- Who would you invite to your wedding? Who would invite you to their wedding?

- Who did you meet/telephone/email last week? Possibly, go over names in the address book or entries on the cell phone.
- Who lives in your street/house?

### Preparation of a social network map

The next stage is to look at each person and find possible resources. After all, it is all about identifying potentials in the network in order to build solutions to problems.

Therefore, from the very beginning, the conversation is more than "a naming of persons, but an invitation to remember, report and present" (Herwig-Lempp 2004, p. 356). The key to success are the reactions of the specialist: In principle, what is found is considered valuable, which encourages further discoveries. The more "appreciative curiosity" (ibid. p. 357) professionals display, the more productive this expedition into their world. The resource finder describes the network persons e.g. in relation to place of residence, hobbies, life experiences. This is not an end in itself. It is not about the data as data, but about the collection of potentials in the people on the 8-field card. The easiest way to do it is by default to view each person from different perspectives.

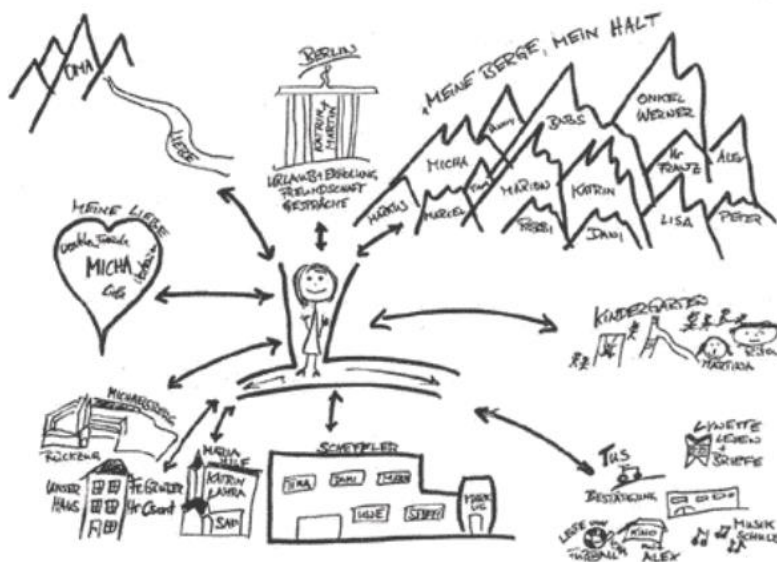


Image: Sozialraum.de

Examples of resources of a person's network that can be observed more closely:

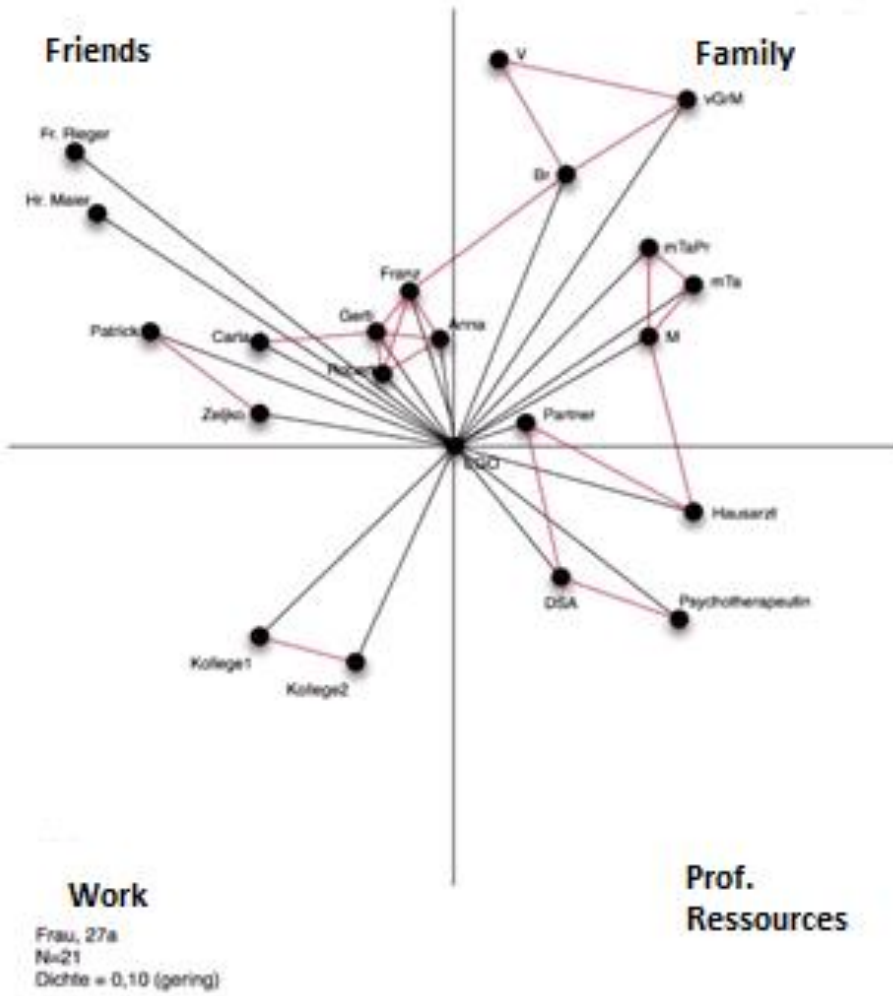
- places of residence (because they may contain geographical mobility resources)



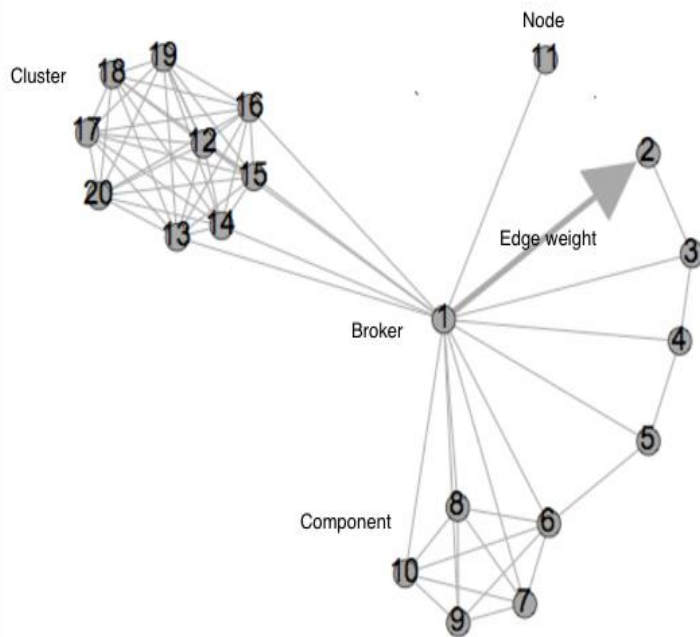
- profession or vocational training (because they contain knowledge and connections)
- hobbies (ditto)
- relationships with important persons or bodies
- mastered crises (because crises are an essential part of our life experience)
- professional or private successes
- special material facilities such as cars, tools, living space, etc.
- employer
- skills and characteristics

Every experience, every hobby, every special ability, every good relationship, every VW bus or available tool, every biographical success, whether in dealing with a life crisis, a landlord or employer, can be the material from which a current or future support arrangement can be made. When recording these resource conversations, individual social network maps are created.

Just as networks are latent, social network maps are always only a part of what is possible. They are often dependent on certain situations. If you have to renovate, certain people come to mind and their wallpapering table is more striking than their skill in filling in tax returns. Good experience is also made when suggesting creating an eco-map on any occasion or at least encouraging people to be detailed and extravagant in describing the resources. You don't know in advance which resource will later be needed for a solution. Sometimes particularly unusual resources inspire solutions that one would never have come up with through a "professional" repertoire. This means that the more you collect and the less you evaluate whether what you collect is useful, the greater the probability of getting "made-to-measure suits" (Früchtel 2001, p. 18).



Source: www.pantucek.com



Legend:

Node: Individual in the network

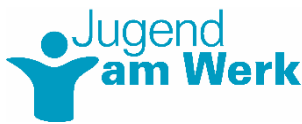
Cluster: Communities within a network

Broker: A node which is positioned e.g. between two clusters and can act as a "bottleneck"

Edge Weight: An individual or component in a network with specific capacities, strengths.

Component: Nodes which are separated from other nodes or clusters within a network.

Source: <https://cvcedhlab.hypotheses.org/106>



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Copyright © TOPHOUSE Partnership 2019

All rights reserved. No part of this publication may be reproduced, stored in or introduced into a retrieval system without the prior permission of the copyright.

