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### **“The whole is more than the sum of the parts” (Frits Perls) : the supply chain approach in the pedagogical practise.**

#### **Introduction:**

Both in the Dutch political world and in the Dutch practises of education and pedagogical care, there is a growing awareness that, despite the fact that the quality of the supply is high, the care and support often do not reach the clients or reach them too late.

Many researches have shown the limited effectiveness of the provision of pedagogical services and the level of client DISsatisfaction.

Clients are dissatisfied about the fragmentation of the help and about the long waiting times; they feel they are not being heard and they experience difficulties with the often bureaucratic approach of the various providers of pedagogical care.

Various interventions and initiatives, both from the professional practise and from the political world, have tried to make changes to this: for example, the introduction of the so-called Person-bound budget or, in the education sector, the Pupil-bound financing.

The PGB is a relatively new form of financing to support people with a handicap. Instead of the facilities, the people themselves are given the requisite budget. This means that they have more control over the supply because they themselves can purchase the care needed and allocated.

The PGB decree was approved in 2001

so that in this way the citizen's freedom of choice would be increased and the waiting lists would be reduced by means of the market dynamics.

Neighbourhood networks, care advice teams, family coaches, etc. must improve the harmonisation between the care providers.

Unfortunately, it can often be seen that the aforementioned initiatives do not deliver what we hoped and expected of them or that they have unintended side effects such as an ever increasing bureaucratisation or the dilution of the harmonisation between professionals because the co-operation was apparently organised too freely.

Knijn & Verhagen have introduced the concept of care logic. They make a distinction between a political, an economic, a family and a professional care logic. Care logics are ideal-typical, methodical constructions, which can be used to analyse the reality of the provision of pedagogical

care and understand it better.

In the Netherlands, it is evident that these care logics are not in balance with each other. The challenge of our time is to reconcile the competing care logics with each other and to bring about accessible, affordable and adequate (pedagogical) care.

Since the Dutch Ministry of Home Affairs held an investigation into so-called chains in the social field in 2001, we have had a "Chain Pedagogical" graduation course in our curriculum. We want to use the students' Master researches to investigate whether the supply chain approach is a successful approach to bring the conflicting care logics closer together.

The approach to the supply chain control approach deals firstly with the societal task for the supply chain. This contribution deals with the societal tasks that my students have focussed on during their graduation projects.

These are:

**Suitable Education:** as from 2010, education institutions will be obliged to offer a suitable education arrangement to all pupils. All pupils have a right to education. The sector will have to make more efforts to achieve this and will probably have to co-operate with other education and care providers to fulfil this obligation.

**Upbringing support:** the societal task in the youth health care relates to the realisation of an ongoing line in accessible, low threshold and adequate upbringing support.

**Youth welfare work:** for this sector, the societal task lies in the extension of the youth chain, from 12 to 23 years old, to the youth work. At the moment, the supply is not focussed everywhere on supporting youths during their development towards adulthood and their participation in the society.