



CENTRE FOR EFFECTIVE SERVICES

# Implementation Network

St Andrews Resource Centre, Dublin 2

15 October 2014



CENTRE FOR EFFECTIVE SERVICES

# Welcome and Introduction

Katie Burke

## Objectives of Meeting

- Share knowledge and experience of implementation based on **case studies**
- **Exchange information** among participants on implementation initiatives/work they are involved in
- **8<sup>th</sup> Meeting** of the Implementation Network since its establishment in 2011

## Chatham House Rules

Chatham House Rules apply

i.e. participants are free to use information received at these meetings, but neither the identity nor the affiliation of the speaker(s) may be revealed

- Encourage openness, sharing of information
- Create 'a safe space' for honest dialogue and learning



# Agenda

<i>Arrival and Tea/Coffee</i>	<i>10.00 – 10.30</i>
1. Welcome and Introduction (Katie Burke, CES)	10.30 – 10.40
2. Case Study Presentations	10.40 – 11.30
<ul style="list-style-type: none"><li>- Student Universal Support Ireland (SUSI) – some implementation learning (Mary Doyle, Deputy Secretary and Brian Power, Principal Officer, Department of Education and Skills)</li><li>- <i>Implementation Clinic</i>: Early Intervention Transformation Programme (EITP) – Implementation opportunities and challenges (Jason White, Programme Manager EITP, Department of Health, Social Services &amp; Public Safety)</li></ul>	11.30 – 12.20
3. Group Work / Table Discussion	12.20 – 13.30
4. Update on Implementation Events and Initiatives	13.30 – 13.50
5. Close and Next Steps	13.50 – 14.00
<i>Lunch</i>	<i>14.00 – 14.30</i>



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# Case Study Presentations

# Case Study Presentation


# SUSI

CES Implementation  
Network

15<sup>th</sup> October 2014


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# Context


- ◆ 76,000+ grantholders
  - ◆ €336m grants budget in 2012
  - ◆ 66 Grant Awarding Authorities
  - ◆ €10.5m cost of administration
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# The Need for Change

- ◆ Multiplicity of agencies
  - ◆ Administratively inefficient
  - ◆ Open to abuse
  - ◆ Caused customer confusion
  - ◆ Lacked consistency of application
  - ◆ Resulted in late payment of grants
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# The Context for Change

- ◆ Broader Public Service reform agenda
  - ◆ Impact of Economic and Fiscal Crises
  - ◆ Significant pressure to respond as quickly as possible
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# Key Change Milestones

- ◆ Student Support Act - February 2011
  - ◆ Single statutory grant scheme 2011
  - ◆ Independent Appeals Board 2011
  - ◆ Expressions of Interest process for single grant awarding authority
  - ◆ Student Universal Support Ireland
  - ◆ Implementation agreed for 2012
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# New Delivery Mechanism

- ◆ Central online application system
  - ◆ Outsourcing of some functions
    - Document management
    - Call centre
  - ◆ Staffing – redeployment/insource mix
  - ◆ Monthly payments by electronic funds transfer
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# New Delivery Mechanism

- ◆ Almost 100% online uptake
  - ◆ Greater consistency
  - ◆ Central database and fraud unit
  - ◆ Better management information
  - ◆ No major IR difficulties
  - ◆ Processing 18% ahead post-Christmas 2012
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# So what went wrong?

- ◆ Time schedule
  - Tight lead-in time
  - Staffing and IT
- ◆ Supporting documentation
  - Triage
  - Individualised checklists
  - Copy documents
  - 60% churn
  - Best practice data protection

# So what went wrong?

- ◆ Capacity
    - Sufficient to meet peaks?
    - Management team
  - ◆ Communication
    - Helpdesk, student v parent
    - Managing expectations and reactive PR
  - ◆ Lightning rod
    - 66 into 1
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# Time to Review...


- ◆ Accenture review of operation and implementation in Year 1
  - ◆ C&AG review of restructuring of the administration of student grants
  - ◆ CES Case Study Project – lessons for Public Service Reform
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# Implementation Framework

- ◆ Research indicates that the process of implementation is characterised by four distinct stages of development and particular activities
- ◆ The four stages are:
  - Exploring and Preparing (Stage 1)
  - Planning and Resourcing (Stage 2)
  - Implementing and Operationalising (Stage 3)
  - Business as Usual (Stage 4)


# Key Enablers

- ◆ *Stakeholder consultation and buy-in*
  - ◆ *Leadership*
  - ◆ *Resources*
  - ◆ *Implementation Teams*
  - ◆ *Implementation Plan*
  - ◆ *Staff Capacity*
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# Key Enablers cont'd

- ◆ *Organisational Support*
  - ◆ *Supportive organisational culture*
  - ◆ *Communication with staff*
  - ◆ *Monitoring and Evaluation*
  - ◆ *Learning from Experience*
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# Lessons Learned - Conceptualising the change

- ◆ Rushing early stages creates significant risks
  - ◆ Clear understanding of the purpose and process of the project required by all key stakeholders
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# Lessons Learned - Role and influence of information

- ◆ Reliable and adequate data are a key resource and enabler at all implementation stages
  - ◆ Deficits in data have an impact throughout planning, development and delivery
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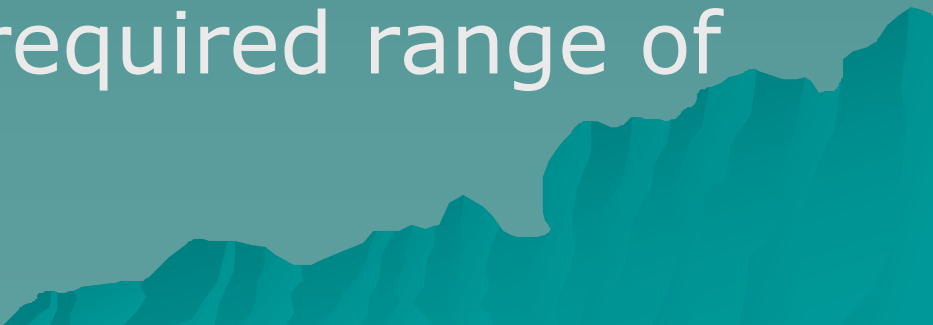
# Lessons Learned - Capacities and resources required

- ◆ Inadequate resourcing creates risks for the overall enterprise
  - ◆ Ample resources of some kinds cannot compensate for other required resources
  - ◆ Adequate management structure with relevant expertise required
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# Lessons Learned – External Resources and Expertise


- ◆ External management resource can provide crucial external perspective
  - ◆ Specialist expertise should be anticipated, rather than deployed when a crisis arises
  - ◆ More difficult to access and make best use of resources in a crisis
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# Lessons Learned – Timelines and Staffing

- ◆ Insufficient time for implementation cannot be overcome by hard work and commitment
  - ◆ Planning and provision of adequate staffing resources is critical to success
  - ◆ Sufficient latitude necessary to engage staff with required range of competencies
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# Lessons Learned – Media Impact

- ◆ Client-focused services need to communicate appropriately – social media capacity
  - ◆ Identify customer expectations and address criticisms directly
  - ◆ Strong leadership and a supportive culture necessary to address impact of negative media coverage
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# Lessons Learned – Crisis Management

- ◆ Any complex change will experience unanticipated problems
- ◆ Clear responsibility/accountability for dealing with these
- ◆ Effective relationships, mutual respect, and trust must already be in place
- ◆ External authority and expertise – the stance of the 'critical friend'

# Lessons Learned – Influence of Context

- ◆ Implementation processes must take the impact of changing context into account
  - ◆ Need to monitor the impact of changing context on stakeholder interests
  - ◆ Sufficient capacity/resources needed to adjust to changes in the context
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# Lessons Learned – Public Service Values

- ◆ Leadership - prioritising of the public good above individual interests exemplifies what is best about the public service
  - ◆ Public service values are tangible resources
  - ◆ The commitment to public service values should be recognised and supported
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# Align the Head and the Heart

- ◆ Pay attention to “Optimum Bias” and force realism to the forefront
- ◆ Recognise that when things go wrong this has a major impact on staff morale and motivation which needs to be specifically addressed
- ◆ In doing this think about the richness of the public service values underpinning which you have available and use them well

# Success and Failure - implications for public service reform

- ◆ There are many yardsticks by which to judge success or failure. The answer to “what would success look like?” is important from the outset
- ◆ Success fosters optimism and confidence. Failure saps both.
- ◆ Grit, determination and hard work alone might not solve the problems but they are essential prerequisites

# Case Study Presentation SUSI

## QUESTIONS?

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# Early Intervention Transformation Programme





# EITP: What is it?

- The coming together of six Government Departments and Atlantic Philanthropy, as part of the Delivering Social Change initiative, to jointly fund (£30m) a programme of early intervention
- The programme will seek to:
  1. **equip all parents with the skills needed to give their child the best start in life**
  2. **support families when problems first emerge, out-with the statutory system**
  3. **positively addressing the impact of adversity on children by intervening both earlier & more effectively to reduce the risk of poor outcomes later in life**



# EITP: What is it?

- EITP is focused on:
  1. Government working together / pulling resources to focus on prevention and earlier intervention
  2. Using evidence to inform changes to practice
  3. Achieving transformational change by:
    - doing things differently to achieve different outcomes
    - acting as a catalyst to deliver sustainable improvement in outcomes over the long-term
  4. Using data and outcome indicators to demonstrate impact on outcomes for children



# Governance Arrangements

DSC Programme Board – Ministerial Sub-group

DSC / AP Project (EITP / Dementia / Shared Education) with AP /OFMDFM / DE/ DHSSPS / SPADs

**CYPSP:** testing proposals, guiding Programme Board, sustainability planning, co-ordination

EITP Programme Board  
(funders – DEL, DOJ, DE, DHSS, DSD, OFMDFM, AP)



WS 1:  
Equipping  
parents with the  
skills to give  
their child best  
start in life

WS 2:  
Supporting  
families locally  
when problems  
arise at an  
early stage

WS 3:  
Changing  
outcomes for  
children facing  
particular  
adversity

# 1) Equipping parents to give their children the best start in life

- Positively changing behaviour at a population level via universal services so that parents talk to, play with and hold their infant more and thereby create an improved home learning environment
- Helping parents make choices to reduce stress within their family, e.g.
  - Relational conflict
  - Mental Wellbeing
  - Housing and poverty
  - Substance misuse



# What will this look like in practice?

## Delivered via three elements:

- Getting Ready for Baby
- Getting Ready for Toddler
- Getting Ready to Learn



Getting Ready to Learn



## 2) Supporting Families when problems emerge



Inevitably, despite supporting all parents to give their child the best start in life, some families will need extra support to prevent early problems getting worse. This will be achieved by developing a coherent, regional approach to providing support to tier 2 families.



# What will this look like in practice?

- A simplified, evidence informed tier 2 regional support system for families:
  - Local Family Support Hubs to make it easy for teachers, PSNI officers, CPNs, GPs, Health Visitors, community organisations and others to refer families
  - A flexible 'anchor' Early Intervention Service available across all Hubs to provide a minimum level of support across NI
  - Additional locally developed services which specific Hubs can access
  - Parenting programmes delivered on an ongoing basis

3) positively addressing the impact of adversity on children by intervening both earlier & more effectively to reduce the risk of poor outcomes later in life

This strand of work will support new approaches within mainstream services to intervene earlier and more effectively with children who face significant adversities to break generational cycles of poor outcomes, so that they are helped to grow into confident, well-adjusted adults who can fulfil their potential within society





# What will this look like in practice?

- Belfast Intensive Family Support Project: modelled on the Troubled Families initiative in England, this partnership project between education, youth justice, housing and social services in Belfast delivers intensive support for very vulnerable families
- Edges Project: rolled out in the Northern and Western areas – focused on providing earlier support to children between 11-14 who are on the edge of care, school exclusion, offending or homelessness.

# What will this look like in practice?

- Home on Time Project: Enabling Trusts to embrace concurrent planning, where appropriate, for infants in care to reduce delay.
- 6 in 10 Project: Creating a social enterprise company to deliver employment for young fathers on discharge from custody, along with additional family support.

# How do we know that it is working?

- Working closely with the CYPSP Information Team, via making ongoing performance, both at a population & service level, visible:
  - key outcomes identified for each project via an OBA stakeholder process.
  - Performance against these outcomes reported quarterly for each project to key stakeholders across Government.
  - Developing a small R&D fund to encourage independent research of new or existing initiatives.
  - Separate AP funded evaluation of the entire AP / DSC Programme



# EITP: Conclusion

- A once in a generation opportunity for us to try different approaches to measurably improve outcomes for children
- A broad multi-systemic approach looking to support families at different points, focused on building relationships with families as the key lever for change
- Bringing together all parties (Departments, agencies, communities, C&V sector) with a common vision / approach
- The use of performance management will enable us to see if we are succeeding

# Implementation Approach

- Exploring and preparing:
  - Policy development – as part of Delivering Social Change
  - Initial consultation with key stakeholders
  - Programme Manager recruited
- Planning and Resourcing
  - Implementation plan developed across 3 work-streams
  - Leaders for work-streams identified
  - Business Case approved
  - Change managers recruited to support work within work-streams

# Implementation Approach

- Implementing / making operational:
  - Specific project proposals developed
  - Targeting engagement of key members of staff to support implementation
  - Implementation plan / procurement
- Business as usual
  - Proposals must include plan to mainstream projects

# Implementation Challenges?

- For starters:
  - Fast moving external environment:
    - Political and financial dimensions
  - Stakeholder interests:
    - multiple stakeholders (statutory, voluntary and community sectors and politicians) and a challenge to reconcile their perspectives
  - Communication to public and front line staff

# Implementation – What's helped?

- Stakeholder buy-in
- Committing resources to implementation (project+ change managers+ communication)
- Focus on evaluation and monitoring
- Technical assistance
- Leadership across organisations involved in the process
- Recognising that initially we face an adaptive problem rather than a technical one



# What is adaptive change?

- Adaptive change is uncomfortable and difficult:
  - People will constantly resist it as no one likes it when their (or their organisational / groups) equilibrium is disturbed - we all like stability and order within our patch
    - EITP straddles the political sphere and statutory, community and voluntary sectors
  - Requires key people collectively to come together to make difficult choices when:
    - There is often no 'neutral' space to do this
    - Ongoing splitting makes this difficult
    - There is often no clear right and wrong – just a messy jumble of data, opinions and beliefs.
    - It would be much easier to sit outside and criticise or try to 'short-circuit' process

# What is adaptive change?

- Adaptive leadership (which we can all undertake):
  - is NOT solving the problem yourself, but mobilising key stakeholders to resolve issues themselves (difficult to not be in control...)
  - Needs to cross barriers and court the uncommitted.
  - Shuffle between the dance floor and the balcony
  - Makes the case for change / creates momentum

# Some adaptive questions?

To help with this process within the EITP initiative, it would be helpful to have thoughts and examples from the audience on the following:

- Is it possible to manage passionate differences between stakeholders in a way that constructively harnesses that energy for the benefit of the transformation initiative?
- Can we share the work of leading change and how can this be done or do we need someone in control?
- How do we know when we can move from adaptive change to technical implementation of initiatives?

## Group Work

- What is your sense of common themes emerging and how does this relate to your implementation experience?
- From your own experience what learning or advice would you share with the case studies presented?



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# Implementation Events and Initiatives



# Global Implementation Conference 2015 – Dublin May 15

## Audience

- Practitioners, policy-makers, service managers, organisation leaders and researchers
- Health, education, social care, justice, childrens, aging and disability
- Mix of nationalities - Europe, North America, Australia, and Low and Middle Income Countries.
- Will have an interest in sharing their experience of, and learning from others about, improving implementation of policies, programmes and practices

# Global Implementation Conference 2015 – Dublin May 15

## Format

- 26 May Pre-conference Implementation Academy at Trinity College Dublin
  - Workshops (advanced and foundation levels)
  - Launch of the European Implementation Collaborative – live streaming event
- 27 and 28 May - Full conference in the Dublin Convention Centre
  - Keynote speakers
  - Parallel sessions
  - Poster sessions



# Global Implementation Conference 2015 – Dublin May 15

## **Overall Theme – *Implementation for Impact***

Opportunity to learn how collective implementation efforts. Integrate for sustained social impact and how frameworks, systems, measurement and communication strategies work together to achieved lasting results at scale .

### 5 Topics

- Scaling and capacity development for social impact
- Shared measurement systems and rapid results
- Working together to develop the implementation infrastructure
- Communication and knowledge capture
- Regional, national, and global implementation collaboration



# Global Implementation Conference 2015 – Dublin May 15

## Call for Abstracts

Now live on the GIC website [www.globalimplementation.org/gic](http://www.globalimplementation.org/gic) - Closing date **17 Nov 2014**

- Workshop with discussants
- Poster
- Peer review of abstracts submitted by implementation specialists
- Online submission form
  - Preferred presentation type and topic
  - Aim of Abstract
  - Methods
  - Results
  - Preliminary conclusions/discussion
  - Relevance to implementation science and practice
  - Suggestions for discussants

## European Implementation Collaborative (EIC):

- Legally established as **European Implementation Collaborative (EIC)** with Det Centrale Virksomhedsregister in Denmark

- Development of a website

*Objective:* Make links and exchange learning on implementation science and practice - working with individual country and regional implementation initiatives.

- ‘Go to’ portal for individuals/organisations interested in EIC
- Repository of information
- Host webinars
- Country/Regional Implementation Network Pages

*Aim to be live by March 2015*

- Official launch at GIC2015: General assembly and a Board of Directors will be elected
- Keep in touch
  - Become part of [EIC LinkedIn Group](#) – go to page and send request to join
  - CES will keep Network Members updated on developments and activities via Email and Network Meetings.

## Implementation Learning Communities

- **Schools Based Implementation Learning Community**  
**Chairs:** Julie Healy (Barnardos) and Eleanor McClorey (youngballymun)
- **Area Based Interagency Implementation Learning Community**  
**Chairs:** Maurice Leeson (Health and Social Care Board) and Aisling Gillen (Tusla)



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# Close and next steps



## Meeting Close

- Next Meeting (18 Feb)
- Thank You!