

TaKT

Experiences from TaKT

- a program aimed at improving the organization of the municipal services available to children with reduced functional ability and their families



The Norwegian population

Population 4,574,560

0 - 14 years 19,8%

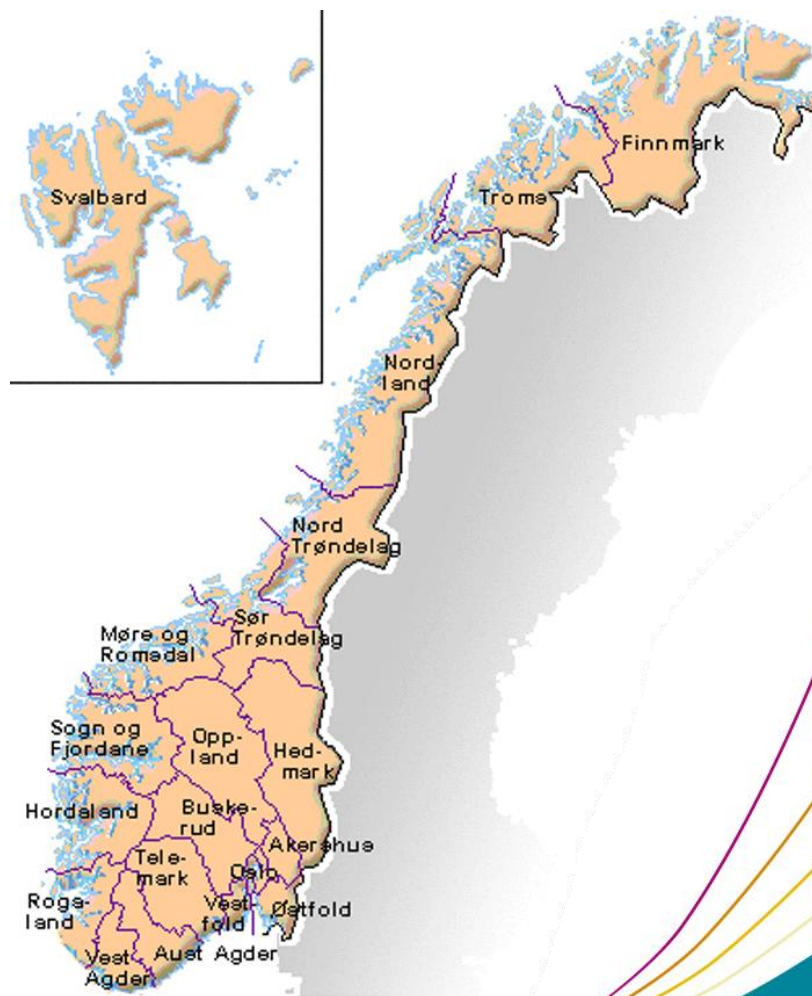
15 - 64 years 65,4%

> 64 years 14,8%

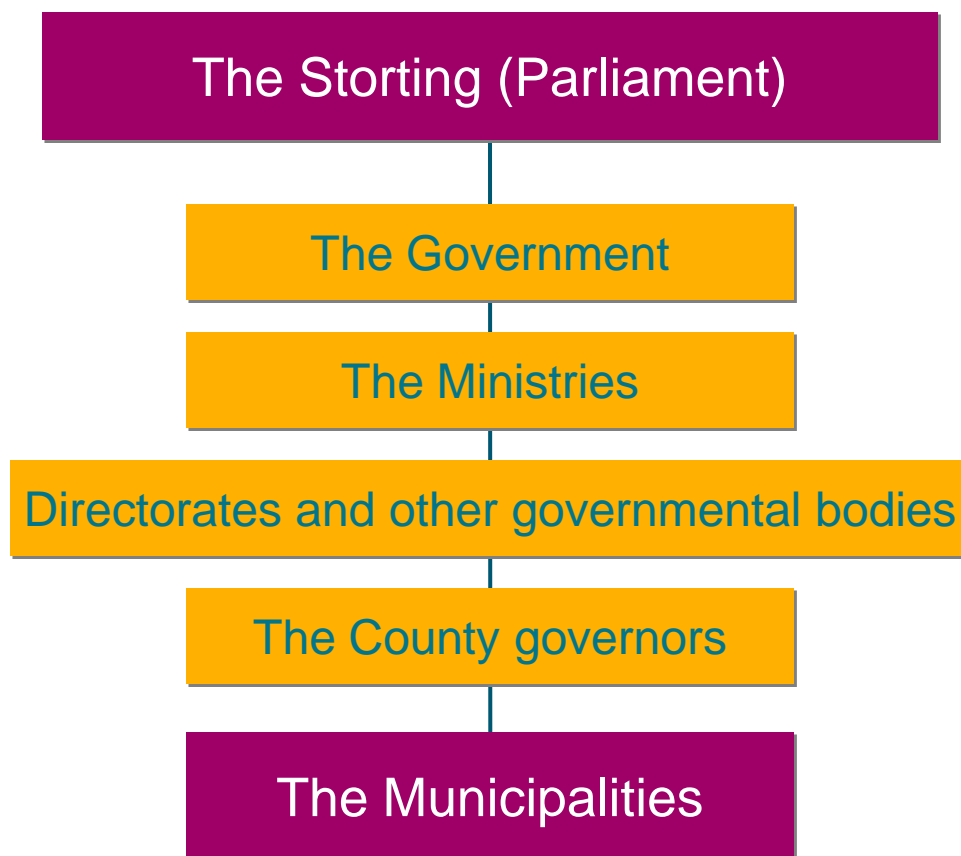
With disability

0 - 19 years apr. 40.100

- 19 counties
- 434 municipalities



The parliamentary system



TaKT Organizing the municipal services available to children with special needs and their families

The Directorate for Health and Social Affairs has implemented a two-year program (2005-2006 (2008)) aimed at improving the organization of the municipal services available to children with reduced functional ability and their families

The goal of the program was two-pronged:

Goal 1: Share experiences

Goal 2: Develop a training program



About goal 1 Sharing experiences

To give municipal administrators and case officers more knowledge and awareness about the experience gained this far by developing more flexible and user-centered services for children with special needs and their families. Through this program the aim is to collect, process and share knowledge about models and projects which have been experienced to improve the services available to the families of children with disabilities.



Some basic questions

- **What *are* good solutions for families with children with a reduced functional ability?**
- **Why do parents consider any particular services as good?**
- **What does it take to have a positive meeting with the support system?**

One hundred parents have shared their opinions about what constitutes a good solution and what characterizes a good meeting with the support system

Approx. 100 contributions from municipal case officers, administrators and others
(letters, group interviews and individual interviews)

The provisions are good enough when we can live an ordinary life!

- Daycare/school: Well-being and learning, smooth transitions, flexible integration
- Participation in recreational activities and the local community
- Flexibility on the part of parents' employers
- Respite care and assistance: sufficient, flexible, stable and competent
- A wide range of solutions – freedom of choice!

A good meeting with municipal services depends on relationships as well as on structures!

- Communication
- Empowerment: Being heard and consulted
- *One* contact person, *one* door - inter-agency coordination
- Information: Coordinated, available and sufficient

A good meeting is one that results in action!

- Knowledge-based
- Solution-oriented and effective
- Creative and bold



Information about good initiatives, projects, models and experiences

1. Collection of examples:

“Good solutions: What are they?
Where are they?” (IS-1318)

1. Conferences during 2006 in all Norwegian counties

1. Website: www.shdir.no/takt (Norwegian text only)

1. The experience gained has been incorporated in the training program offered to all municipalities in 2006/2008



About goal 2: The training program

The training program will aim to provide effective solutions for the families of children with special needs.

- **The Directorate for Health and Social Affairs**
 - reference group
- **The county governors**
 - practical responsibility
- **Administrative responsibility:**
 - Eastern Norway Research Institute
 - Lillehammer University College
 - The Centre for Life-Long Learning



Stages

Autumn 2005: Development of introduction and training materials

Spring 2006: Testing in pilot county

Autumn 2006 – spring 2007: Implementation in all counties

Spring 2007 – spring 2008: Additional implementation



Implementation

- Courses offered in all Norwegian municipalities by county/region during 2006/2008
- We would like the municipalities to sign up an interdisciplinary group
- No participation fees – just costs for travel and accomodation



For whom?

”Those who work with or are responsible for services for children with special needs”

- **Meeting place spanning different levels:**
Managers, case officers and service providers
- **Meeting place spanning different professions and agencies:**
Public health nurses, occupational therapists, social workers, teachers, pre-school teachers, headmasters, special education teachers, physiotherapists, physicians, coordinators or case officers, managers or employees in respite care, social services or home services, cultural or recreational workers, information or service officers and so on....
- **Meeting place spanning agencies/administrative levels/users:**
The Labour and Welfare Administration, children’s habilitation services, user organizations, etc.



Concept:

Knowledge, Common sense, Interaction

- Good solutions call for **knowledge** about families' general situation, needs and wishes;
knowledge about laws, rules, services available and what possibilities exist
- Good solutions call for skills and **common sense** in the meeting between the users and the service providers and for negotiations between the professions and agencies
- Good solutions are created through **interaction** between families, the local community and the service providers.



Working methods

Three two-day sessions

- lectures
- films and reports
- group work (both across municipalities and in local groups)
- exercises

Between the sessions

- work in local groups
- self-tuition based on literature
- internet-based learning (http://www.shdir.no/takt/oppl_ring/)

After

- Encourages further work in groups/networks



DVD Follows a family on a quest for good solutions (the fairy-tale model)

- at the hospital - a time of uncertainty
- the first meeting with the municipality
- the first conversation - where a great deal goes wrong
- the first steps in “the office shuffle”
- everyday life rears its head
- the second conversation: the parents have an idea
- the meeting with other parents
- the third conversation:
solutions may be found by working together





TaKT's legacy

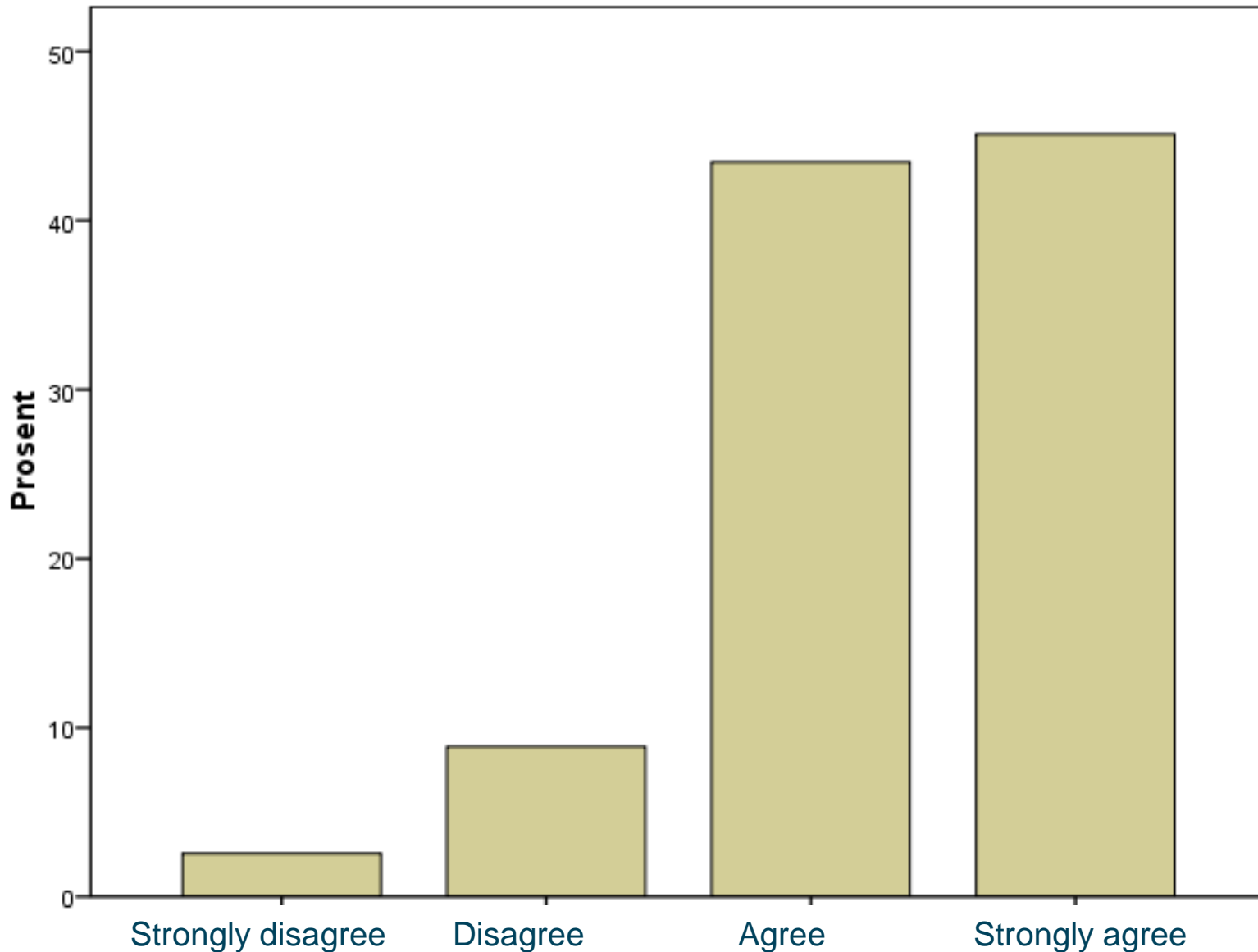
- 27 “rounds” completed
- 1,230 individuals have participated
- ..from 268 municipalities/districts
- 114 have taken examinations (as of July 08)
- 100 good solutions and ideas submitted to the “Idea Bank”
www.shdir.no/takt
- 250 action plans for “the way forward” in municipalities/districts
- Study pamphlet and DVD (5,000 copies) produced and distributed to participants and other parties for future use



Evaluation status

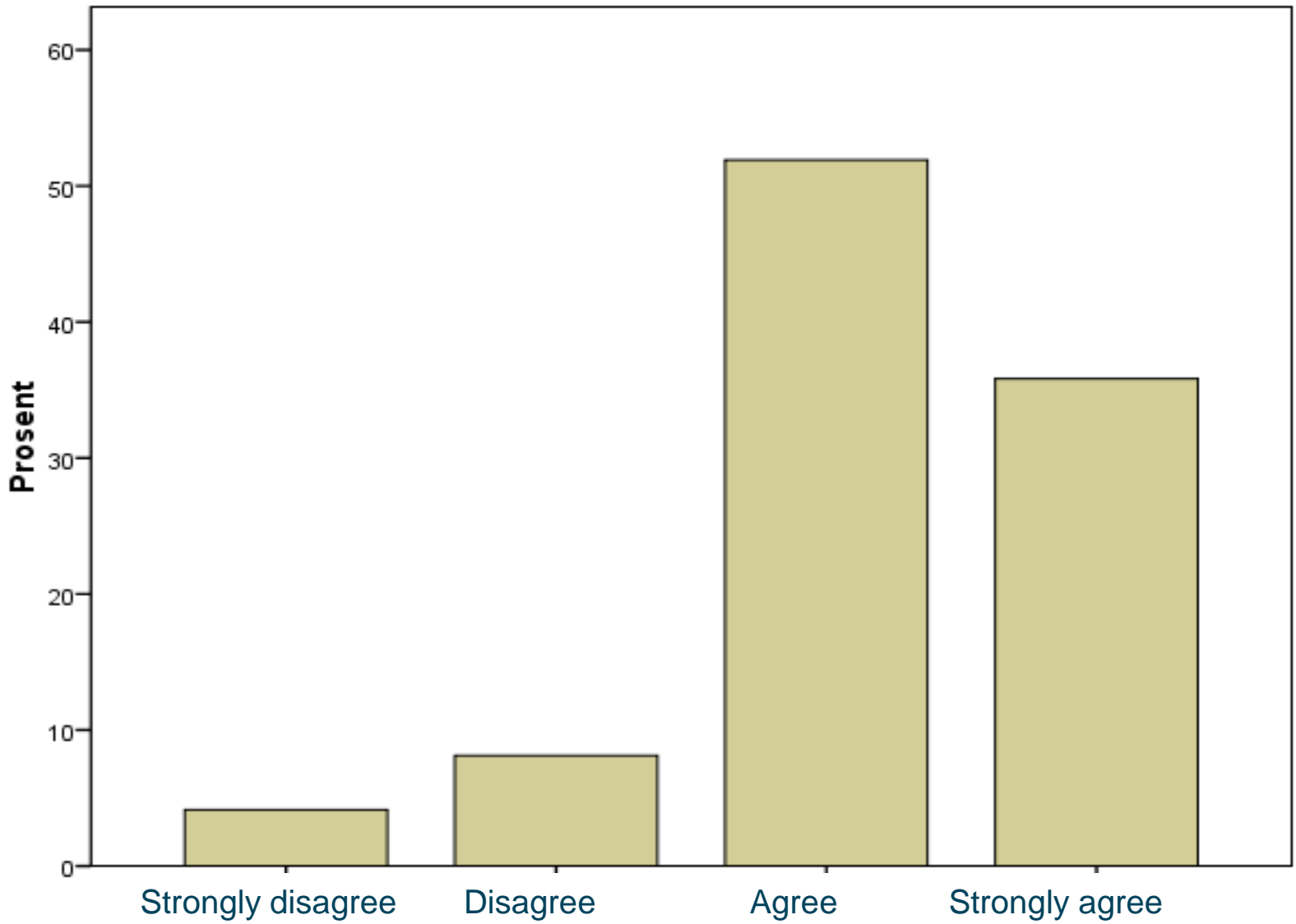
- Electronic questionnaire distributed 1-2 weeks after course completion
 - 20 statements related to the goals of the training program
 - Free text fields for other comments
 - Open question for requests for follow-up
- 675 participants have responded (54%)

	Strongly disag	Disagree	Agree	Strongly agree
I now have more knowledge about welfare policy for children with special needs	2,80 %	11,80 %	54,90 %	30,40 %
I have increased my competence level regarding current laws, regulations, benefits and services	3,30 %	11,80 %	51,40 %	33,50 %
I now have greater insight into challenges faced by families in everyday life and when they meet with support	3,10 %	12,10 %	42,90 %	42,00 %
I have become conscious of the importance of my own communication	2,80 %	6,70 %	43,80 %	46,70 %
I have developed knowledge and skills for communication and interaction with users	3,60 %	12,20 %	55,10 %	29,10 %
I have developed knowledge and skills for communication across disciplines, sectors and administrative level	3,30 %	14,50 %	54,20 %	28,00 %
I have become conscious of my own opportunities for making changes in the organization I work in	2,70 %	15,80 %	57,80 %	23,60 %
I have gained new ideas for solutions	1,60 %	6,20 %	48,70 %	43,50 %
I have passed on good ideas to others	1,20 %	13,20 %	57,30 %	28,30 %
I now know more about where to look for good ideas	4,00 %	6,10 %	38,20 %	55,20 %
I have entered into new collaborations in my own municipality	11,30 %	23,50 %	39,40 %	25,80 %
I have found new collaborative partners in other municipalities	11,40 %	28,90 %	40,30 %	19,50 %
I have found new collaborative partners outside the municipalities	16,50 %	40,40 %	34,80 %	8,80 %
Taking part in the TaKT Training Program has been useful for my everyday work	2,60 %	8,90 %	43,50 %	45,10 %
I have made changes to my daily work as a result of the training course	9,10 %	31,60 %	45,50 %	13,90 %
We will continue the work done in the municipal/inter-municipal group that I was part of during the course	9,80 %	15,50 %	39,10 %	35,70 %
We will have more organized cooperation with parents/user-groups as a result of the course	5,30 %	29,30 %	50,40 %	15 %
I will maintain contact with the individuals from other municipalities that I met on the course	15,80 %	38,70 %	36,70 %	8,90 %
We have taken the first steps in the action plan we prepared on the last day of the course	10,90 %	23,70 %	38,70 %	26,60 %
I believe we will implement the initiatives in the action plan	4,10 %	8,10 %	51,90 %	35,80 %

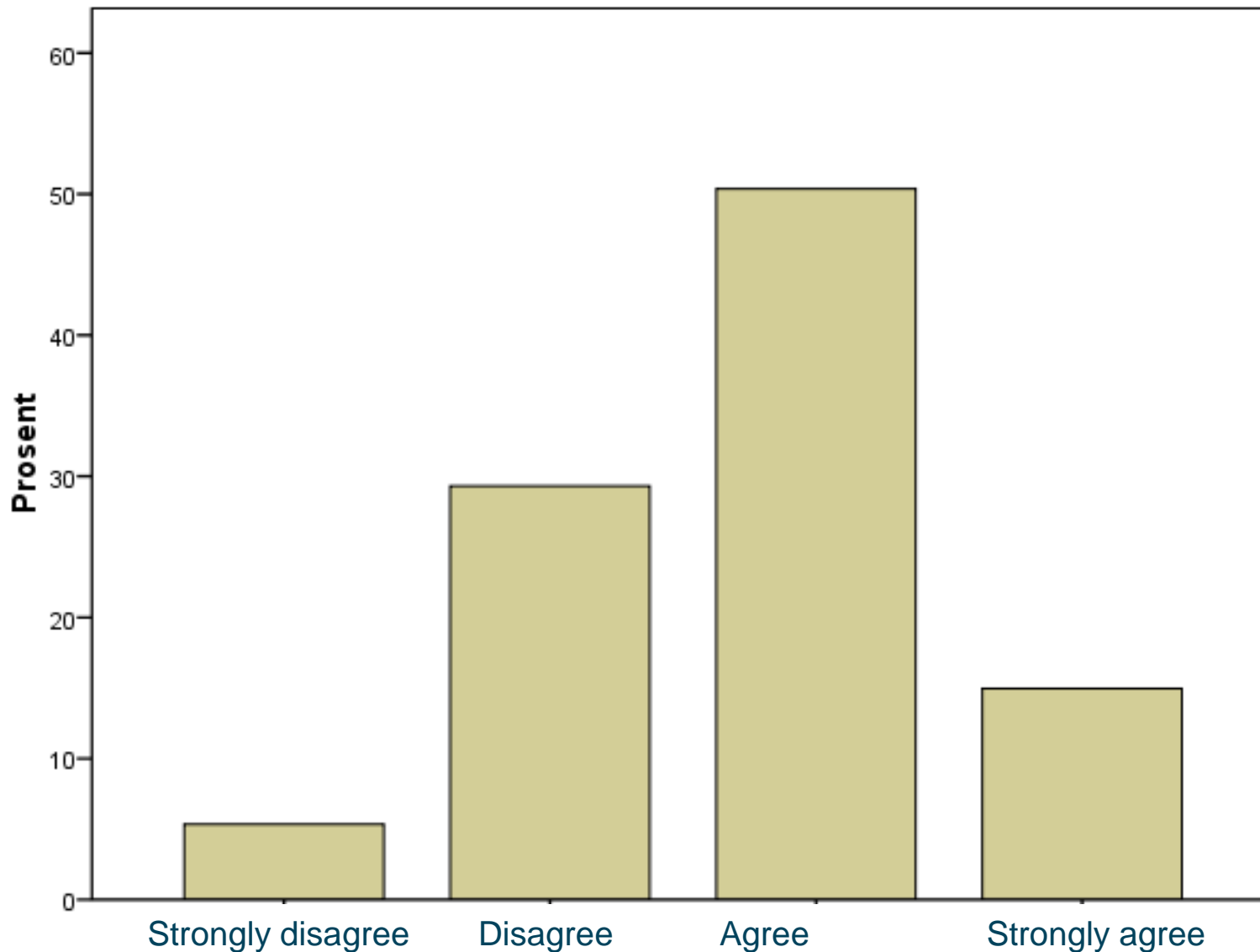


Participating in the TaKT training program has been useful for my day-to-day work





I believe that we will implement the initiatives in the action plan



We will have more organized cooperation with parents/user-groups as a result of the course

Follow-up items

- Communication from Idea Bank
 - before and after school hours – offer
 - other topics?
- Continuation of (other) website?
- Follow-up gatherings
- Further anchoring in the municipality – follow-up
- Tailored courses for municipalities
- Coordinating units, IP and the coordinator role: increasing competence, strengthening networks

Need for further evaluation and research

- **Have the families' everyday lives improved ?**
- How will we continue the action plans created during the course?
- Have we achieved better interdisciplinary cooperation?
- Has cooperation between operative and administrative levels developed?
- Are there changes in relations with collaborative partners outside the municipality (existing and new)?
- Have new collaborative routines or networks been established?
- Have any new ideas been put into practice?
- Has cooperation with users changed? Why? Why not?
- What possible barriers are there to this and how can we work to remove these barriers?
- Does organizing courses promote innovation and organizational education?
- What is the significance of municipal interdisciplinary networks? When do they contribute to innovation and change? In what ways? Do organizations become "stronger at learning" (and not just the individuals in the networks)? How?



Case studies

10-15 municipalities/districts (possibly split over 3 counties):

- Follow-up meetings with TaKT participants
- Documentation and observation of implementation processes (from action plan)
- Follow-up meetings with municipal administrators
- Follow up conference with all municipalities combined (by county)
- User panels, user focus groups, listening meetings
- Interviews with partner organizations/services/agencies

(2008 – 2010)



Follow-up questionnaire

- A follow-up questionnaire issued at a later date will provide information about changes in the assessment of benefits in the long-term, and additional events in retrospect.
- Web-based questionnaire (Opinio) for all participants, split between autumn 2008 and spring 2009.
- The questionnaire will include some of the same questions as before, to allow for possible changes in opinion over time.
- + questions that can provide information on events in retrospect