

HLS in Action:

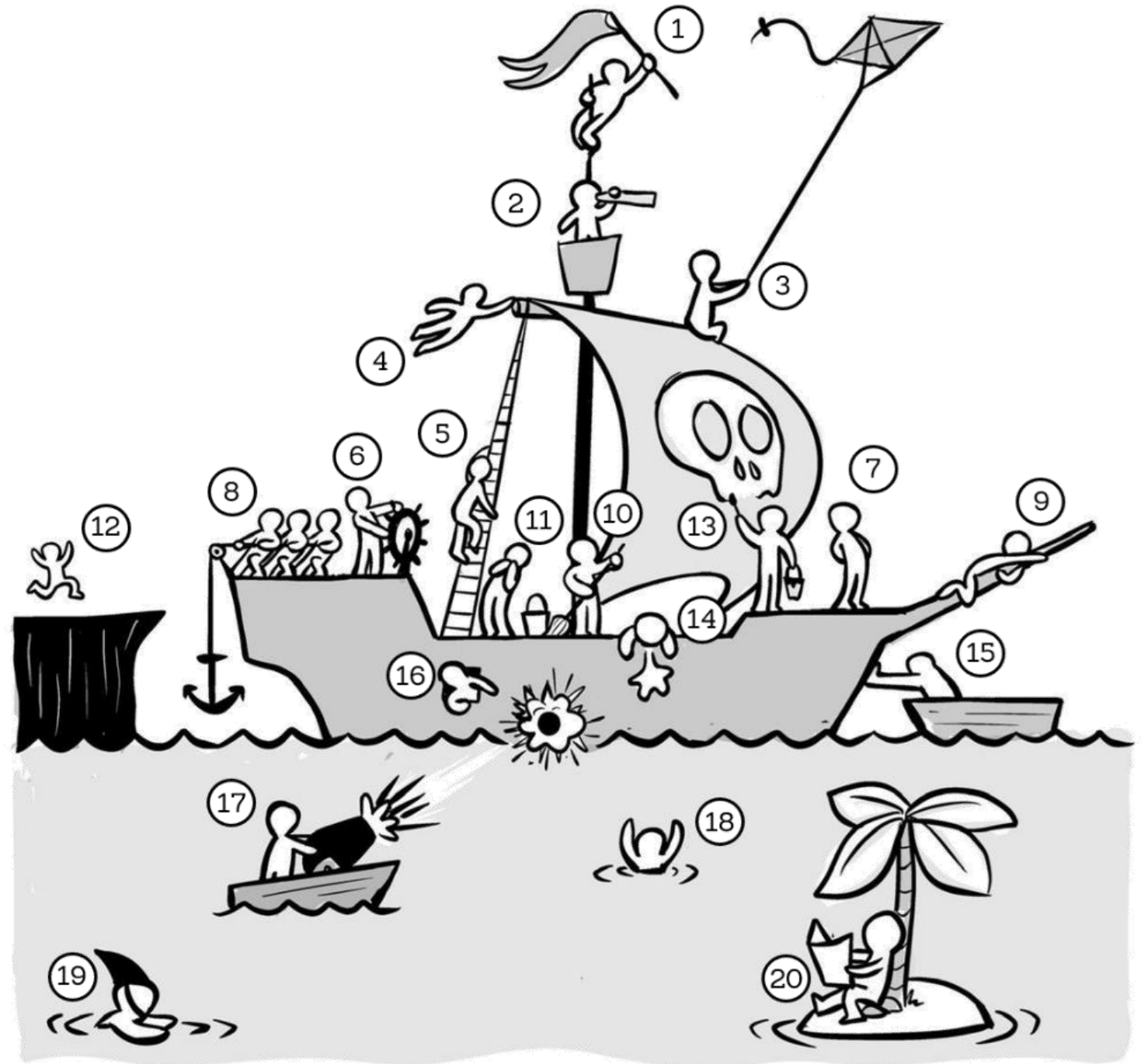
A co-produced approach to service design

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How do you
feel about this
thing called
Human
Learning
Systems?



Overview of the session

- Quick overview/reminder of what HLS is and how it connects to concepts of Service Design & Co-production
- When theory meets reality: an honest look at our journey with employability strategy and commissioning in Fife
- Was it worth it? What changed and continues to change

From new
public
management
to something
more...



Human Learning Systems



Source: Virpi Oinonen & HLS Collaborative

HUMAN

LEARNING SYSTEMS

Human Learning Systems

Human Learning Systems is **a different approach to public management** - how public service is organised, funded and governed - which seeks to respond to the strengths and needs of the people it serves. It's rooted in the practical realities of people's real lives, with all the complexity these bring.



Human

Is about..

- ✓ Respecting and enabling human flourishing
- ✓ Seeking to understand people as whole human beings
- ✓ Bringing authenticity and empathy, working to grow trust
- ✓ Practicing collective responsibility to humanise practice and focus on relationships



Even when we get things wrong
[in relational practice], the
humanity of it helps.

*Gateshead Council, Director of Public
Service Reform*

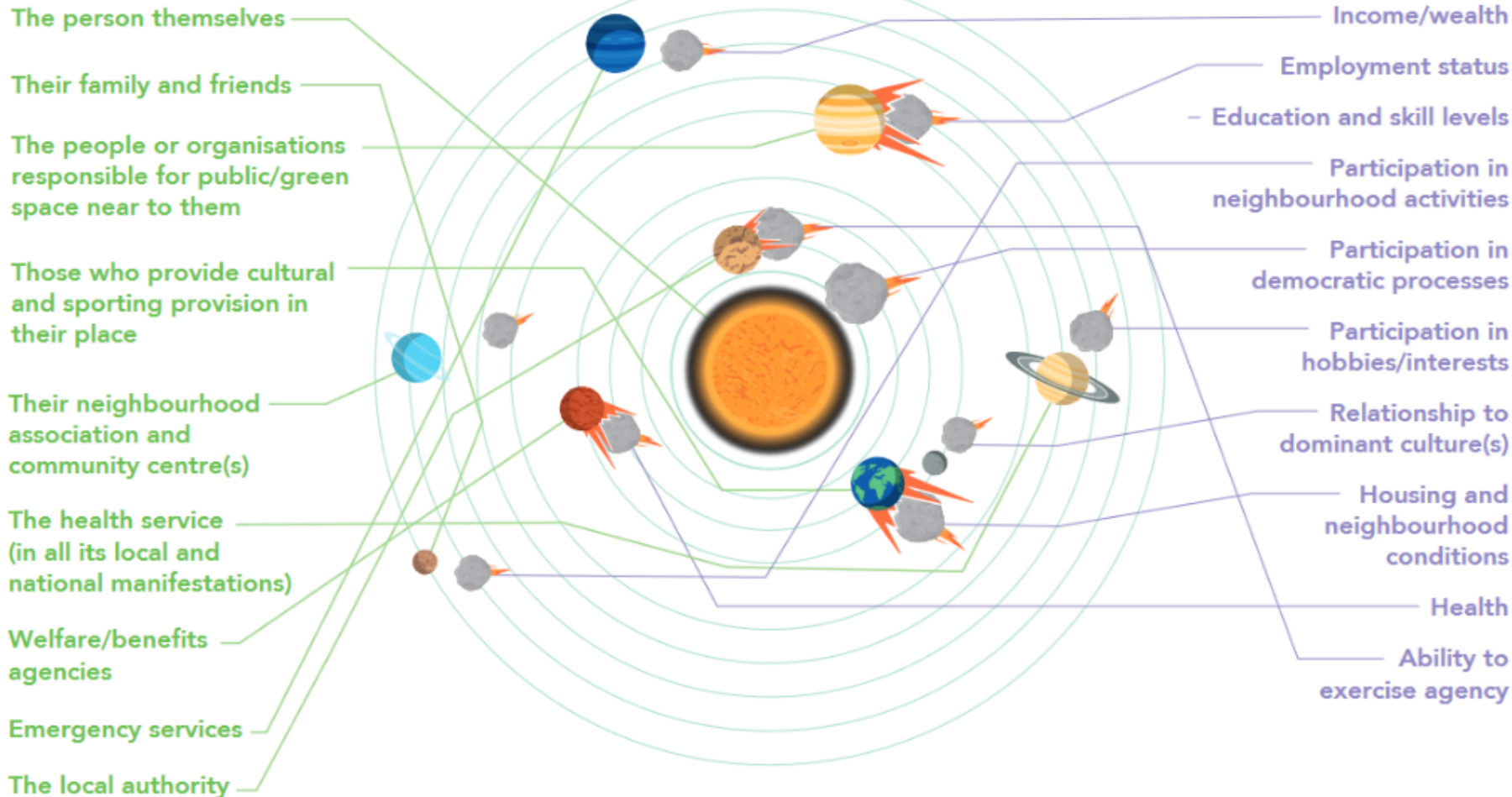


Actors and factors which could constitute someone's "life as a system" that creates the outcome of wellbeing (or not)

Systems

Actors

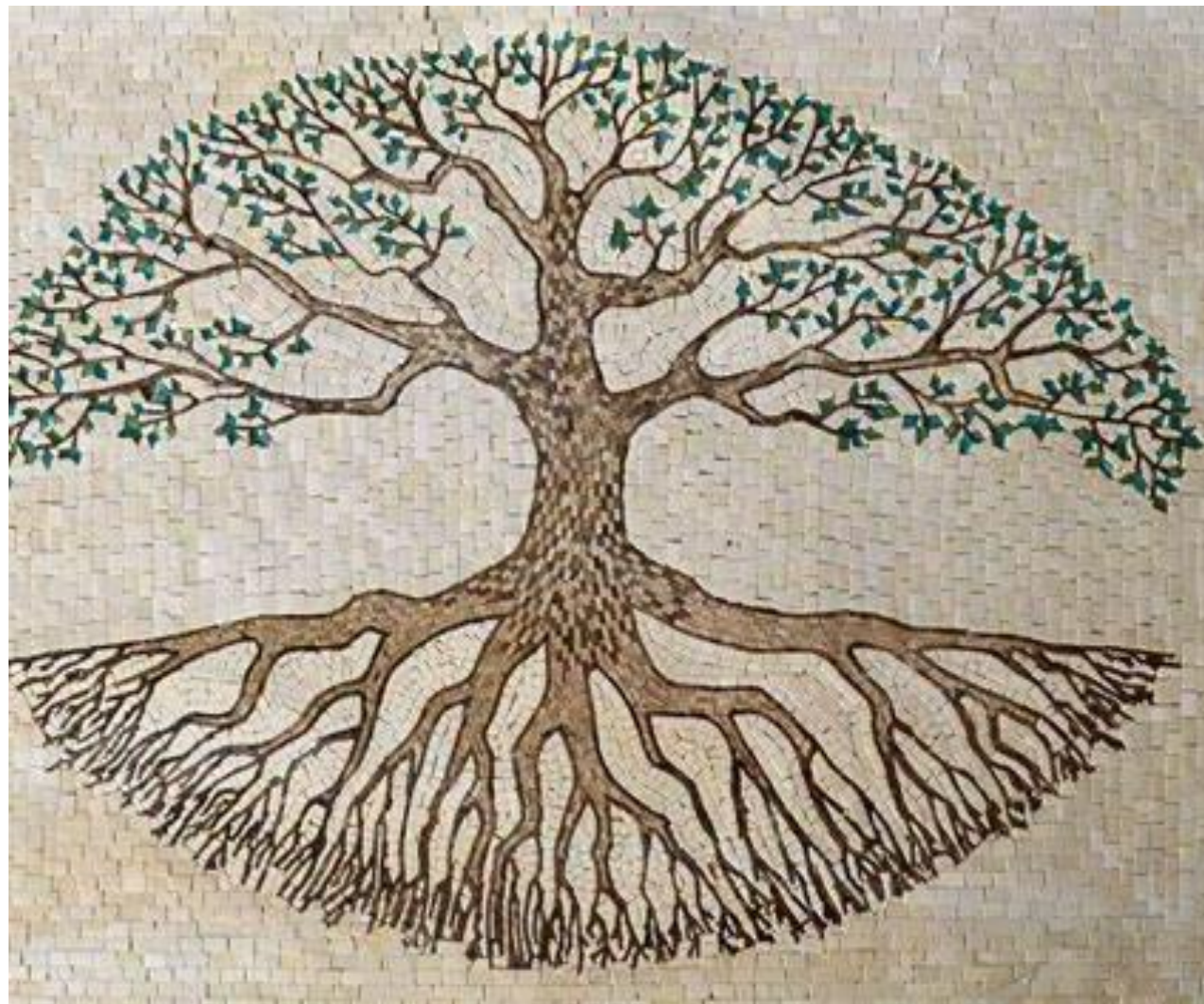
Factors



Systems operate
at different
scales

Systems

- ✓ They value the quality of relationships between relevant actors and factors, they cultivate trust
- ✓ They are diverse and address inequalities of power
- ✓ System stewardship or convening is a role which can be central to supporting health systems
- ✓ Healthy systems focus on and structure in learning as the priority



*A system is never
the sum of its
parts.*

*It is the product of
their interaction*

Systems Thinking pioneer,
Russell Ackoff

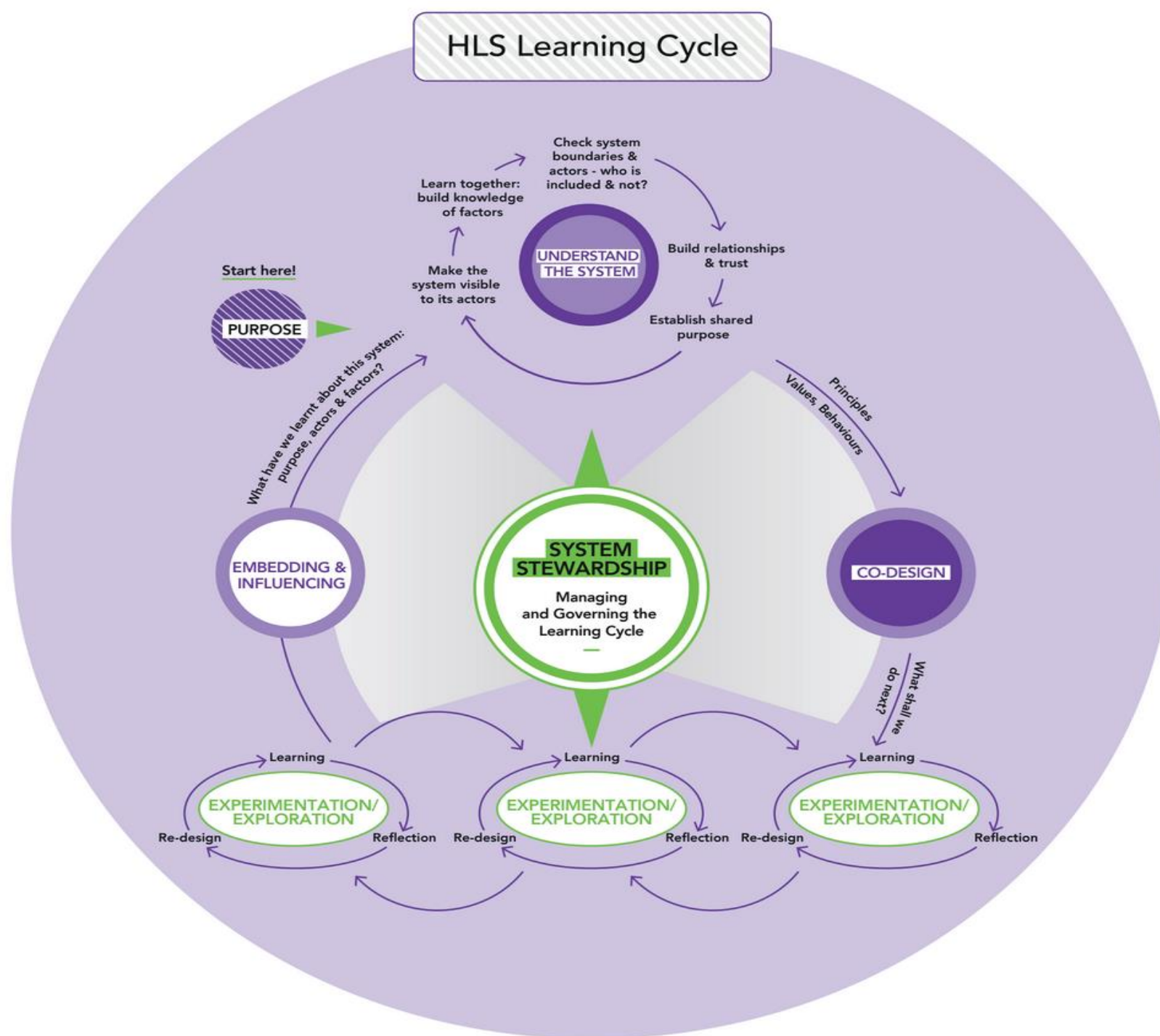
Learning



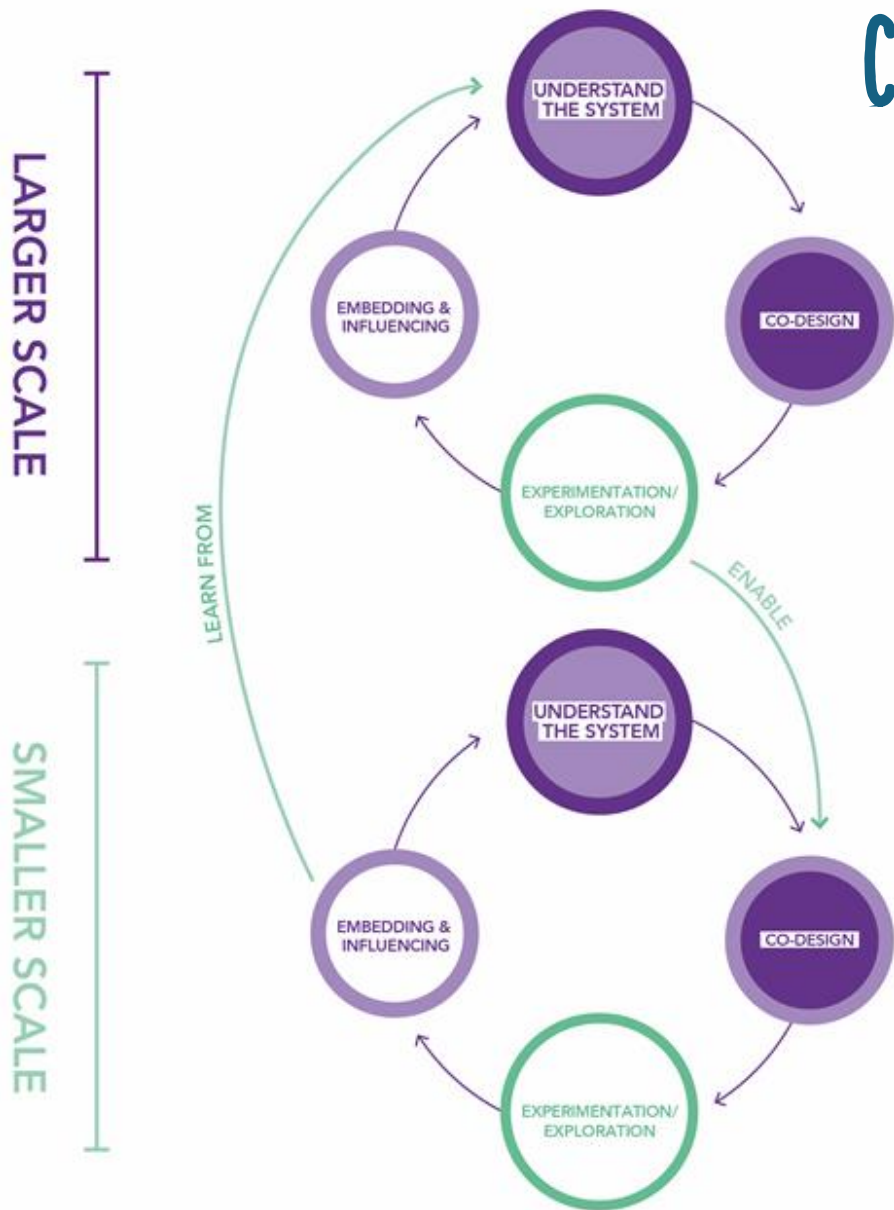
Is about...

- ✓ In complex situations, knowledge comes from learning together
- ✓ Focusing on emergent learning through intentional, iterative experimentation (test and learn)
- ✓ Data is valued for what we can learn from it
- ✓ Increasing creative possibilities
- ✓ Embracing mistakes as learning opportunities

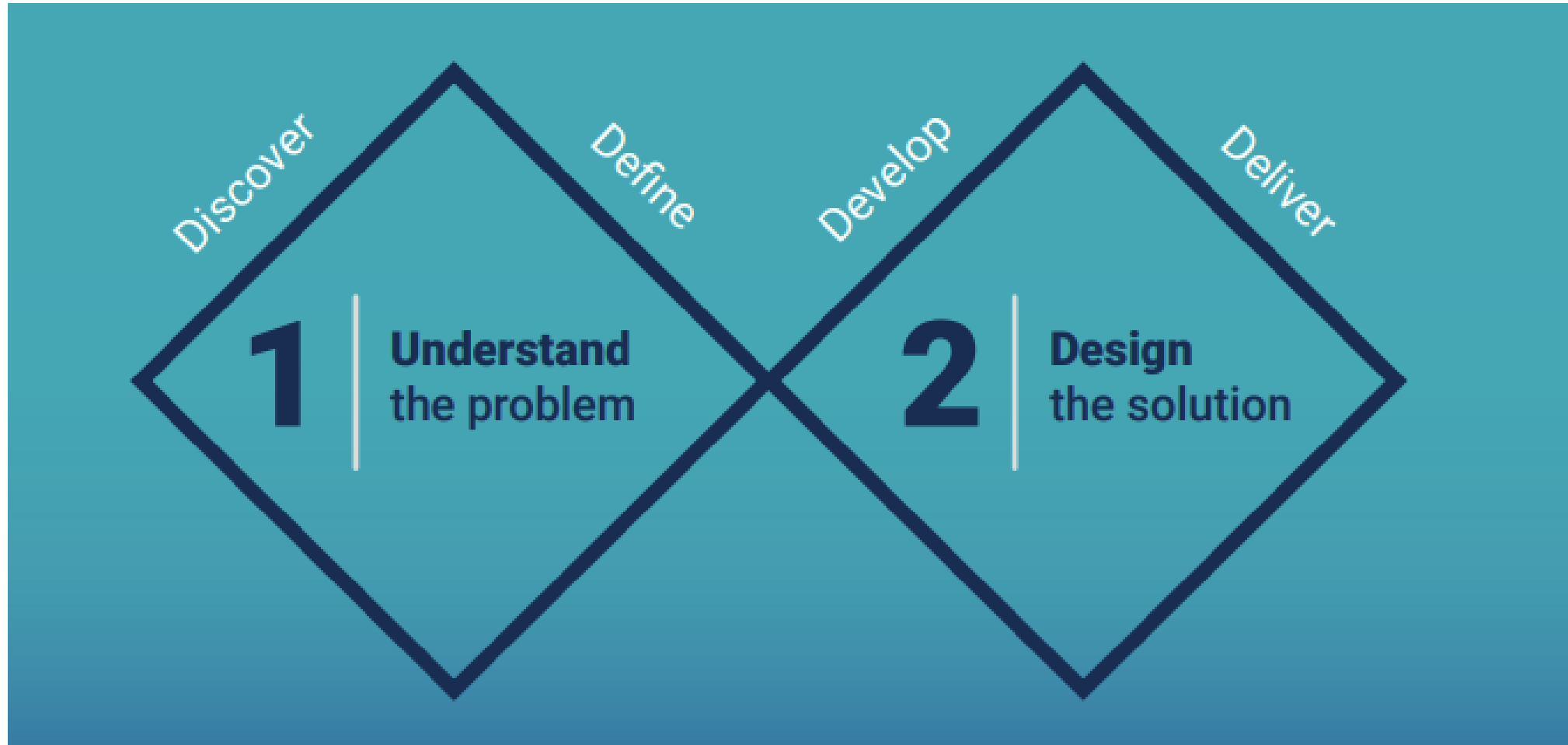
HLS Learning Cycle



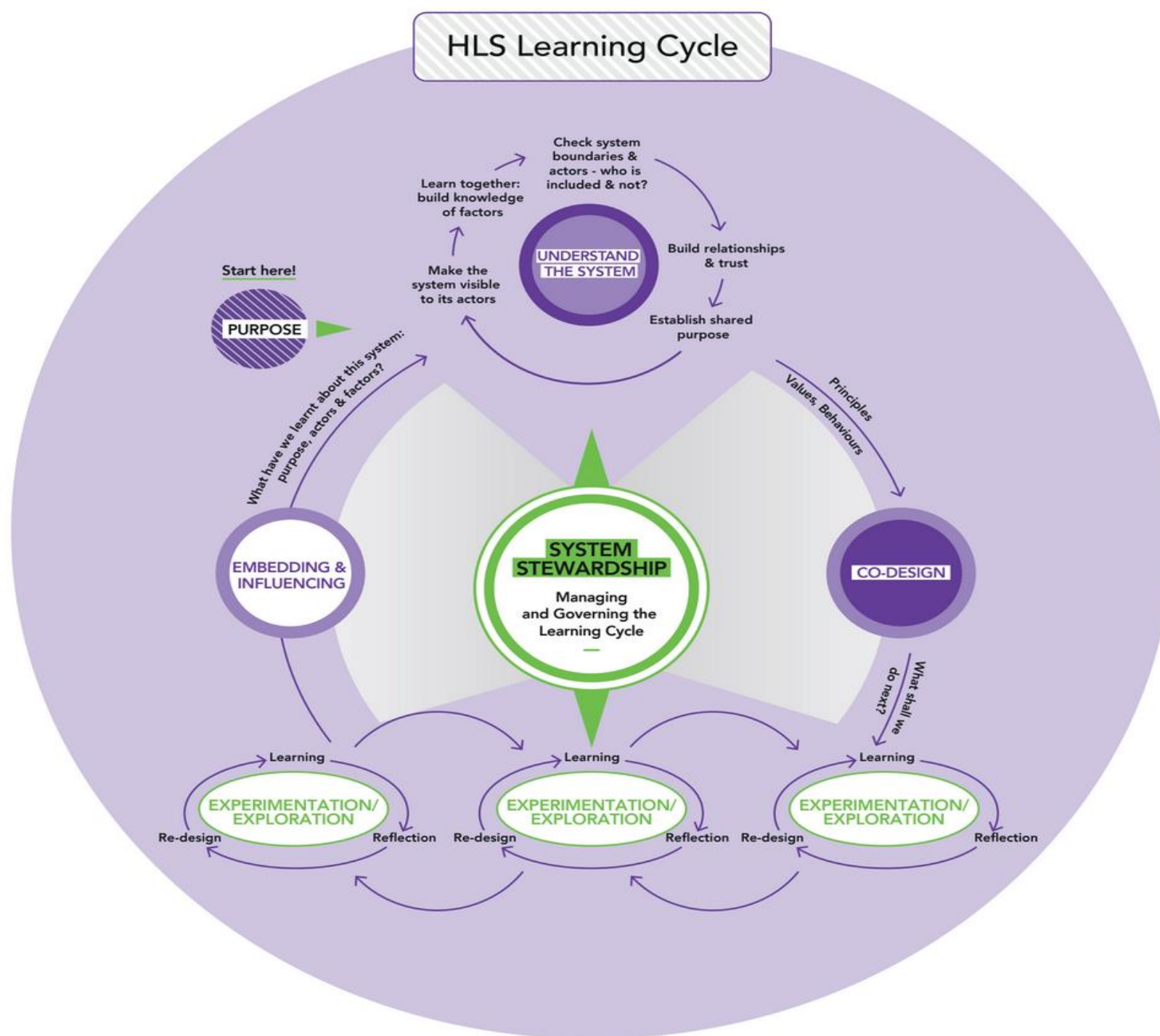
Connecting Learning Cycles



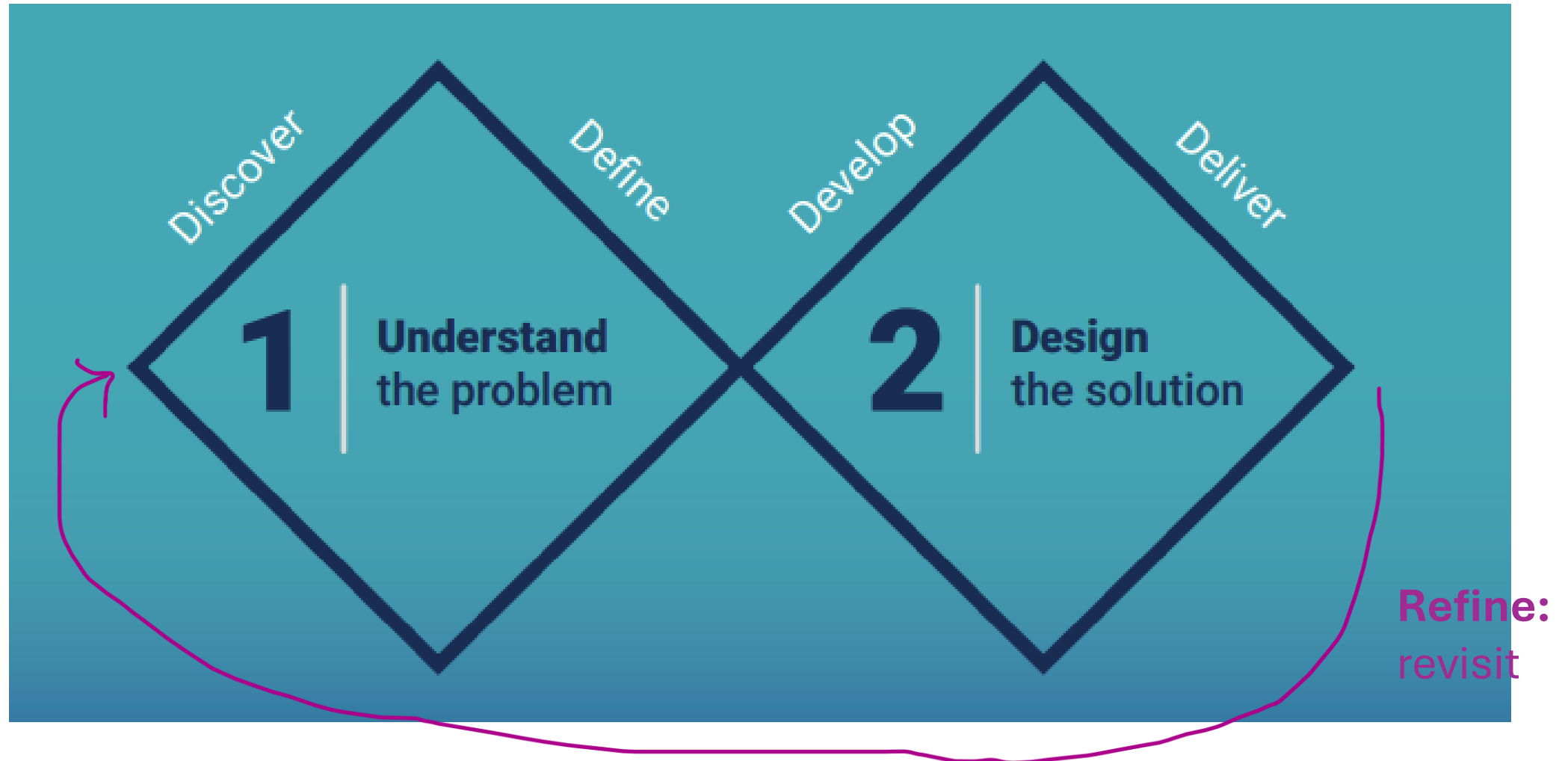
Service Design - Double Diamond Model



HLS Learning Cycle



Service Design - Double Diamond Model

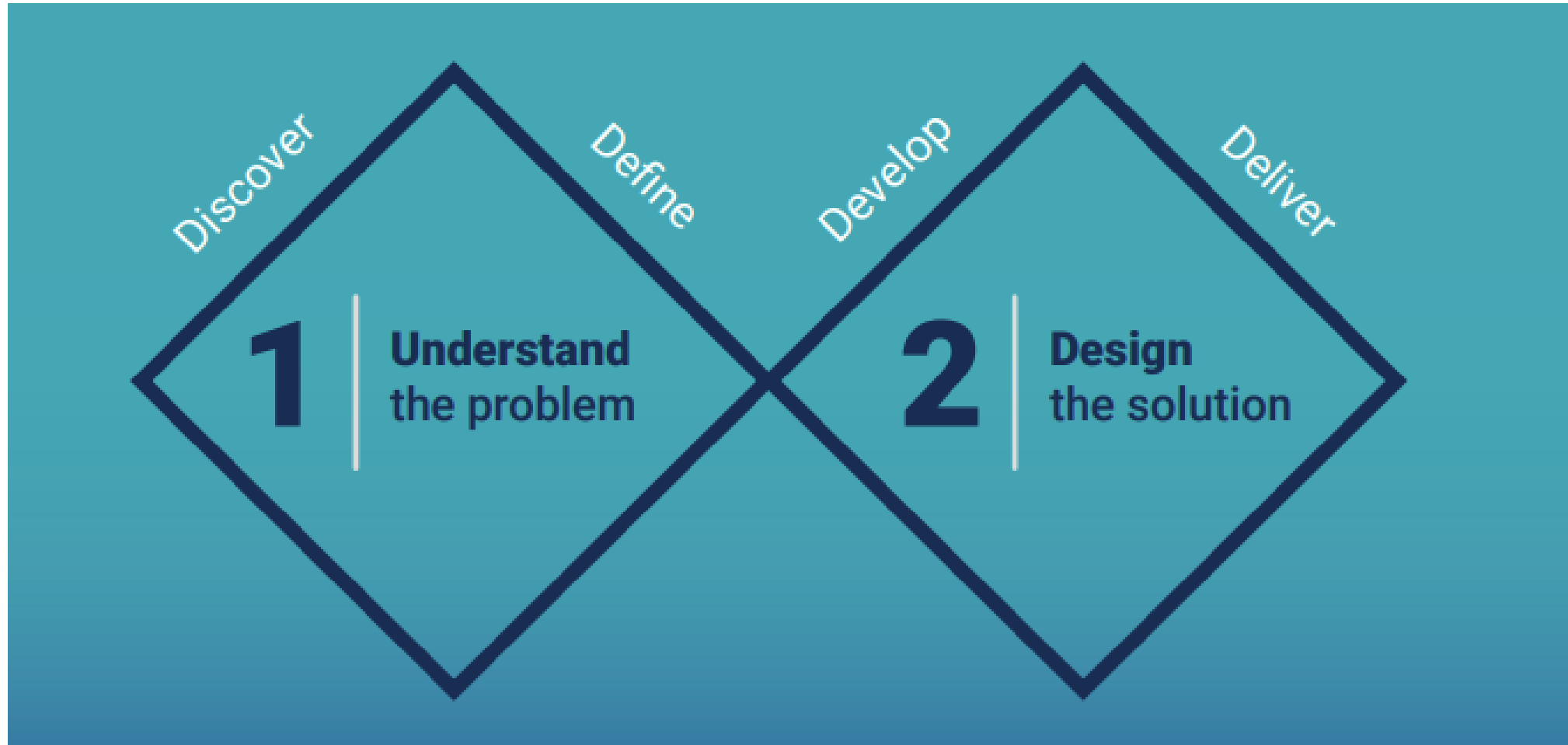


The **Scottish Approach** to Service Design

The vision for the Scottish Approach to Service Design is ...

that the people of Scotland are supported and empowered to actively participate in the definition, design and delivery of their public services (from policy making to live service improvement).

Service Design - Double Diamond Model



And co-production?

The [Scottish Co-production Network](#) define it as an intention to...

*‘**rebalance power and combine everyone’s strengths so that we can work together to achieve positive change**’*

Co-production can happen at different scales: from strategic planning, through designing services, to 1:1 relationships with frontline staff and the people they are paid to support.

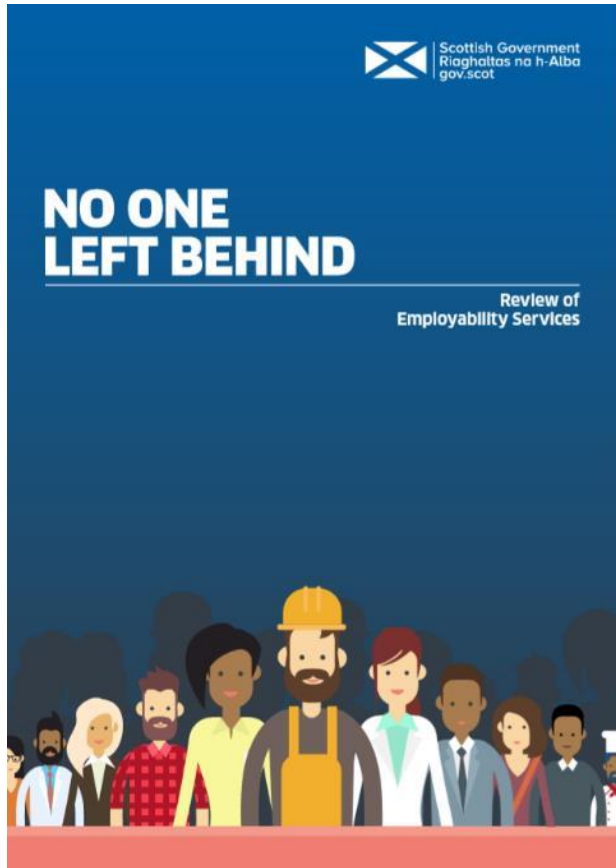
PAUSE for QUESTIONS

No One Left Behind Fife

When theory meets reality...

no  one
left behind

NOLB - a new approach to employability



1 **Dignity and respect**, fairness and equality and continuous improvement

2 Provides flexible and **person-centred support**

3 Is **straightforward** for people to navigate

4 **Integrated and aligned** with other services

5 Provides pathways into **sustainable and fair work**

6 Driven by **evidence** including data and the experience of users

7 Support more people to move into the **right job, at the right time.**

Lesson No. 1

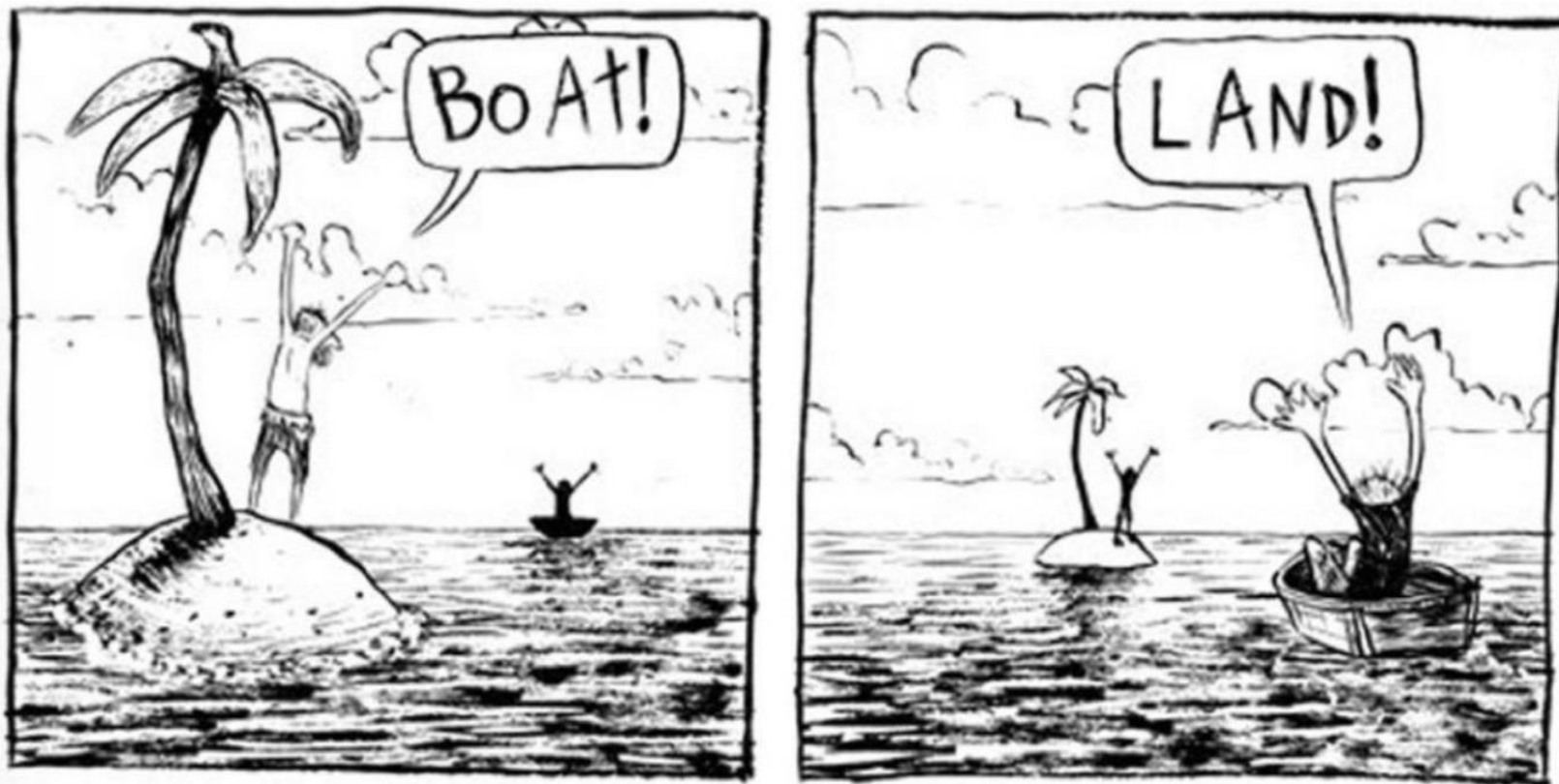
Start where you are,
and do what you can

Building our core team

We asked ourselves two questions...

1. Who were the people most interested in or affected by changing employability services in Fife?
2. Who would be interested to do things differently and support a collaborative, learning together approach?

Early collaboration with service users



Why...?

*"When we make decisions on behalf of other people,
we assume we understand their dreams, needs,
experience and capacities, or lack thereof.
In doing that, we overlook their knowledge and their
skills."*

(KA McKercher, [Beyond Sticky Notes](#), 2020)

How did that work?

- Hosted in a community room for a local project
- No power points, no ice breakers (keep it simple), no big plan
- Clear ground rules of respect and equality of voice
- Just a flipchart, small discussions in 2s and 3s
- And a general notion that we were going to use the opportunity to make employment services better in the area

Lesson No. 2

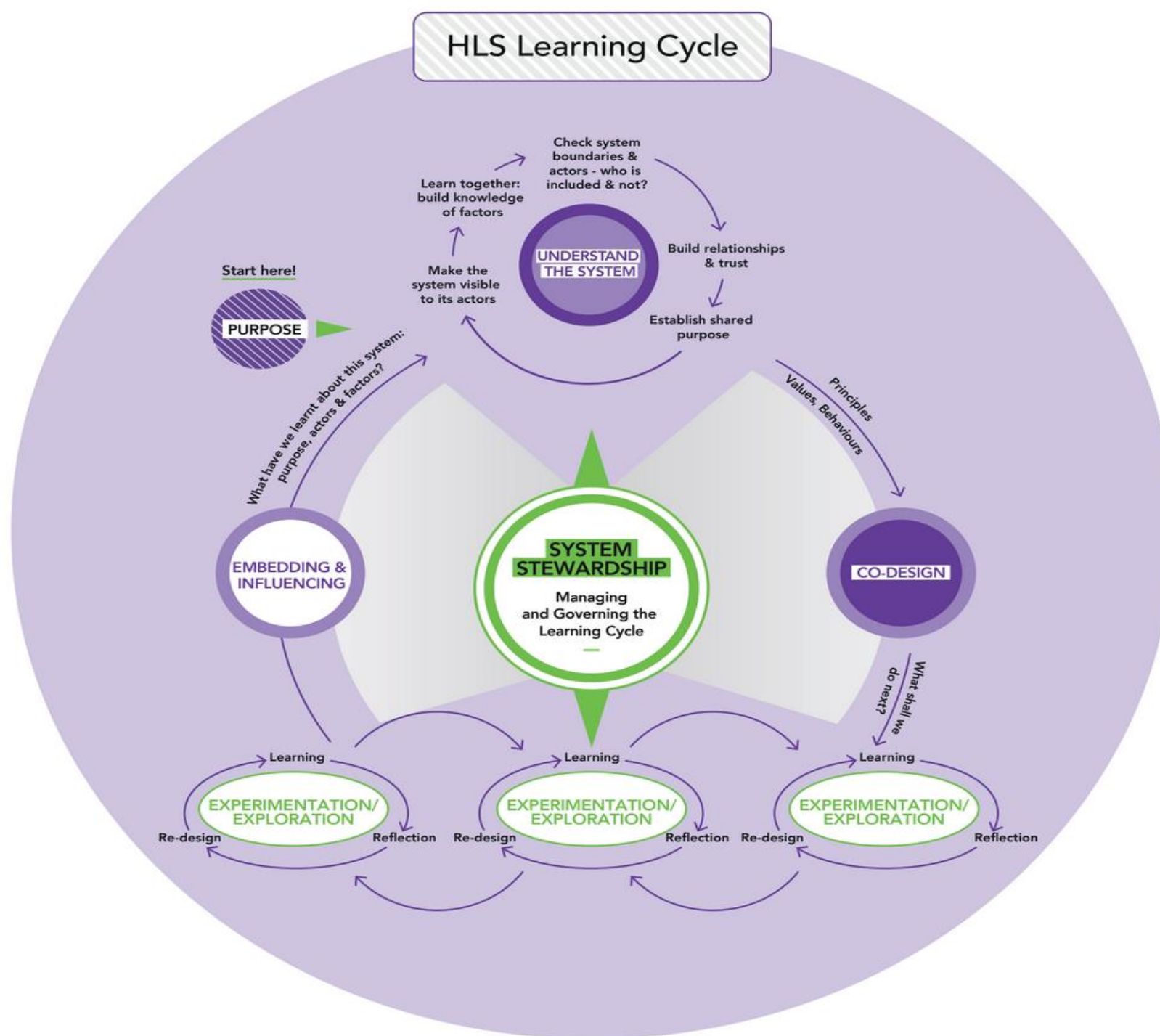
Bring the service user perspective
into your planning team
as early as possible.

Clarifying our Purpose

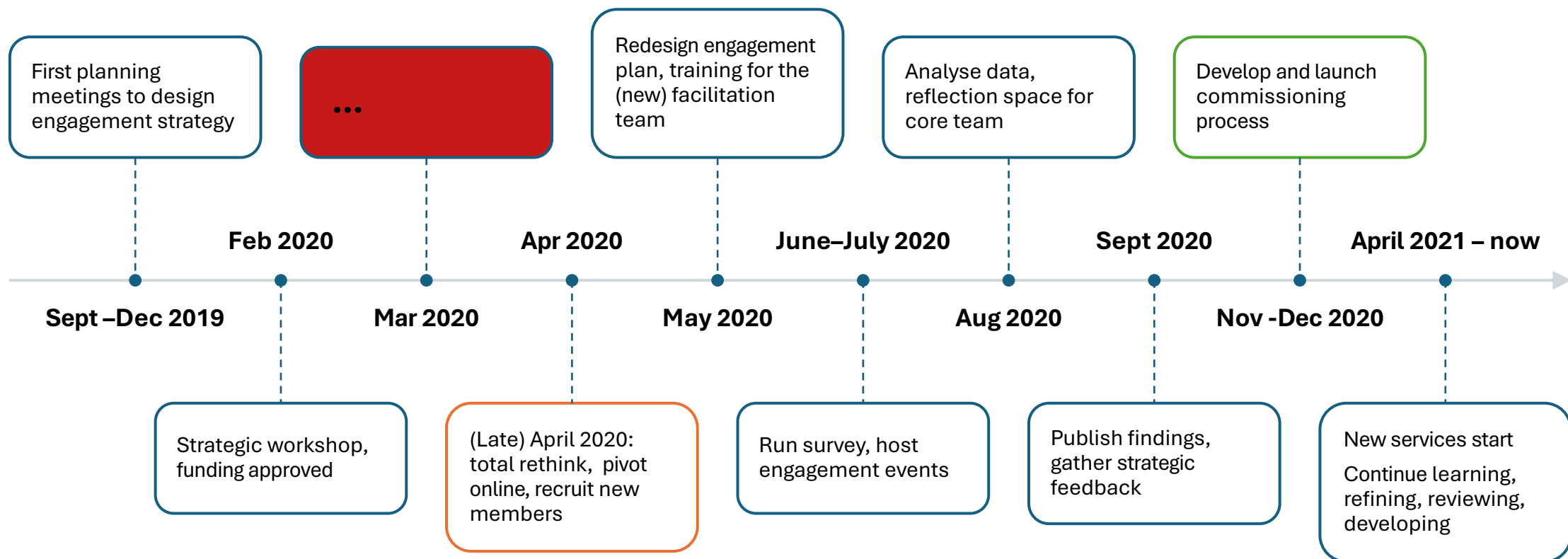
Certain groups and individuals in Fife are being 'left behind' by the current range of employment support & opportunities in the area.

... and No One Left Behind gives us an opportunity to change that.

HLS Learning Cycle



Timeline



Lesson No. 3

**Keep an eye on the budget
timeline**

The Core Team – Next Generation

- New faces, equalities perspectives
- Met weekly online to keep up momentum
- LOTS of condition building to grow relationships, trust and honesty
- Learning on how to do online facilitation and training **together**

.. To the amazing NOLB facilitation team:

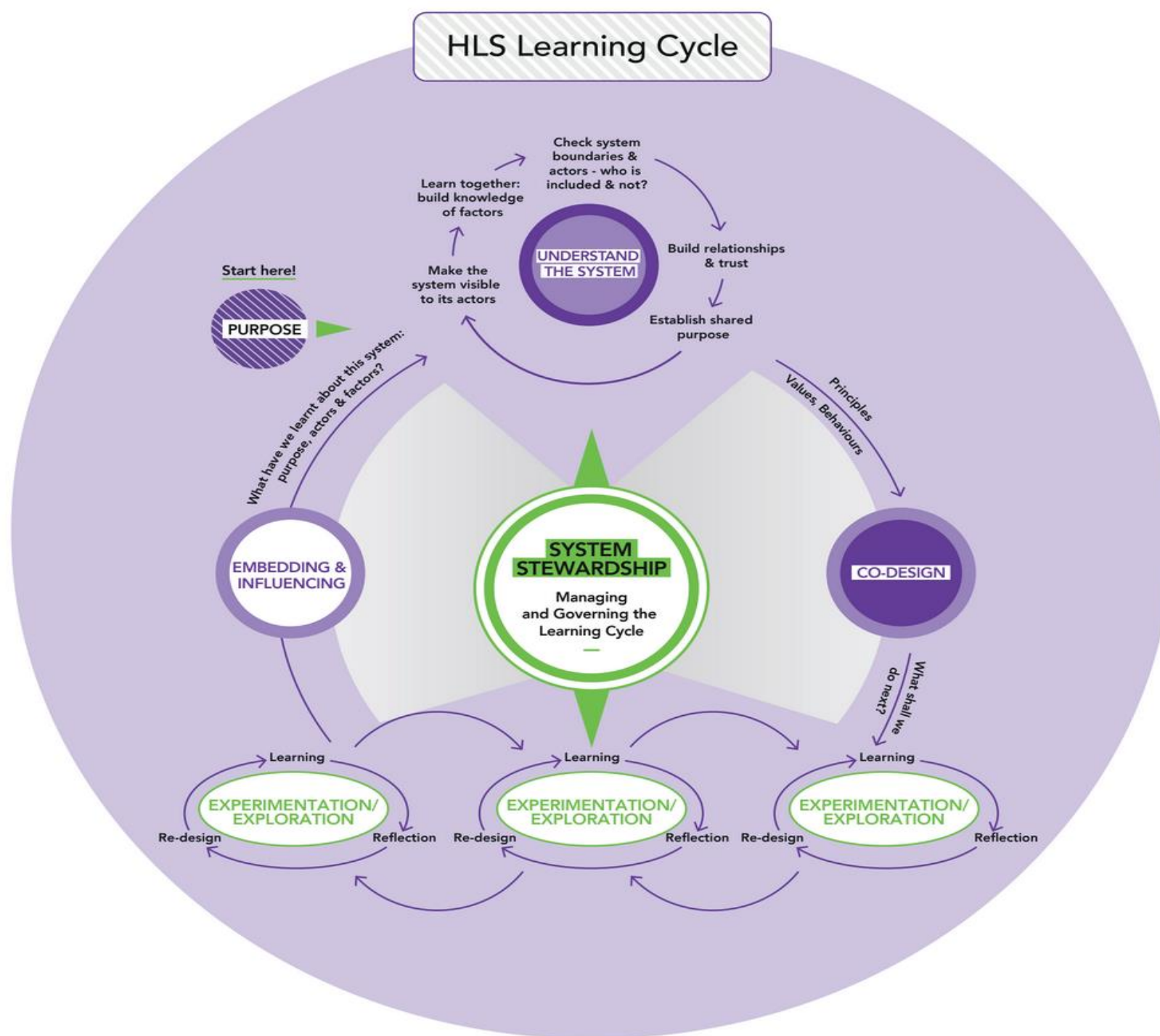
Alex, Angela, Chris, Christina, Coryn, Elric, Ewan, Gordon, Hamish, Heather, Jennifer, Kay, Kerry, Liam, Lici, Lynzy, Maggie, Mihaela, Pat and Sandy

It truly was a team effort!

Lesson No. 4

**Keep your core group small and
focus on building the
conditions for collaboration and
open dialogue**

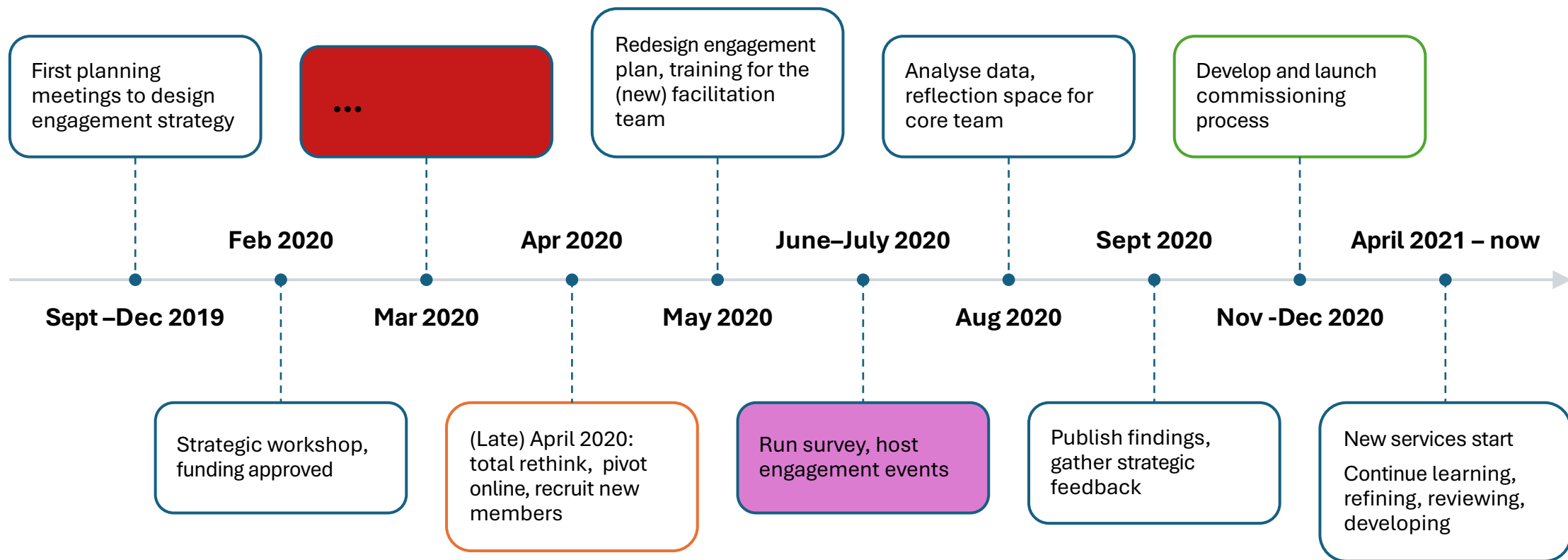
HLS Learning Cycle



Understanding the system - Stakeholder mapping

People accessing support to gain work	People in work seeking support to improve their situation	People who would like support but aren't using it	Specialist support groups such as mental health charities, LGBTQ+ groups, youth workers and their members
People who are commissioning employment services	The Dep't of Work & Pensions – Managers and Work Coaches	Skills Development Scotland	NHS/Health & Social Care services
Fife Council multiple dep'ts: Education, Housing, Social Care, Community	Fife Council Employment Services	Third Sector Employment Services	Community Area Managers, Community Learning & Dev't
Community Groups	Employers seeking staff in the area	Fife College	Fife Centre for Equalities

Timeline



Understanding the system – engaging with stakeholders



- Used a loose Appreciative Inquiry structure
- Eight workshops focussed on particular demographics
- Seven Geographically-focussed Collaborative Conversations
- Survey for all, with capacity to complete on behalf of someone else
- Equalities monitoring

Creating safe spaces

- Worked with trusted partners to reach key perspectives
- Sent out pre-session, plain language information sheets
- Ground rules
- Avoiding complicated tech and powerpoints as far as possible
- Using appreciative inquiry
- Joint facilitation & note-taking teams – one ‘professional’ and one ‘lived experience perspective’

Lesson No. 5

**Work with trusted partners
to reach certain perspectives**

Ground Rules



- Nae high heid yins, nae badges, nae labels – if you have privilege be aware of it, be ready to step aside so someone else's opinions can be heard.
- W.A.I.T - Give everyone a chance to speak - try to let people finish
- Respect the honesty and willingness to share from all - We won't always agree. Listening and gaining knowledge of others makes us better people.
- If you don't want to speak, that is okay. Being here is enough.
- Be kind - We all have feelings and stuff going on that people don't necessarily know about.
- We want to be as inclusive as possible – let's use plain language
- Lastly there is no such thing as a dumb question -
 - For example – D.B.A.D means?

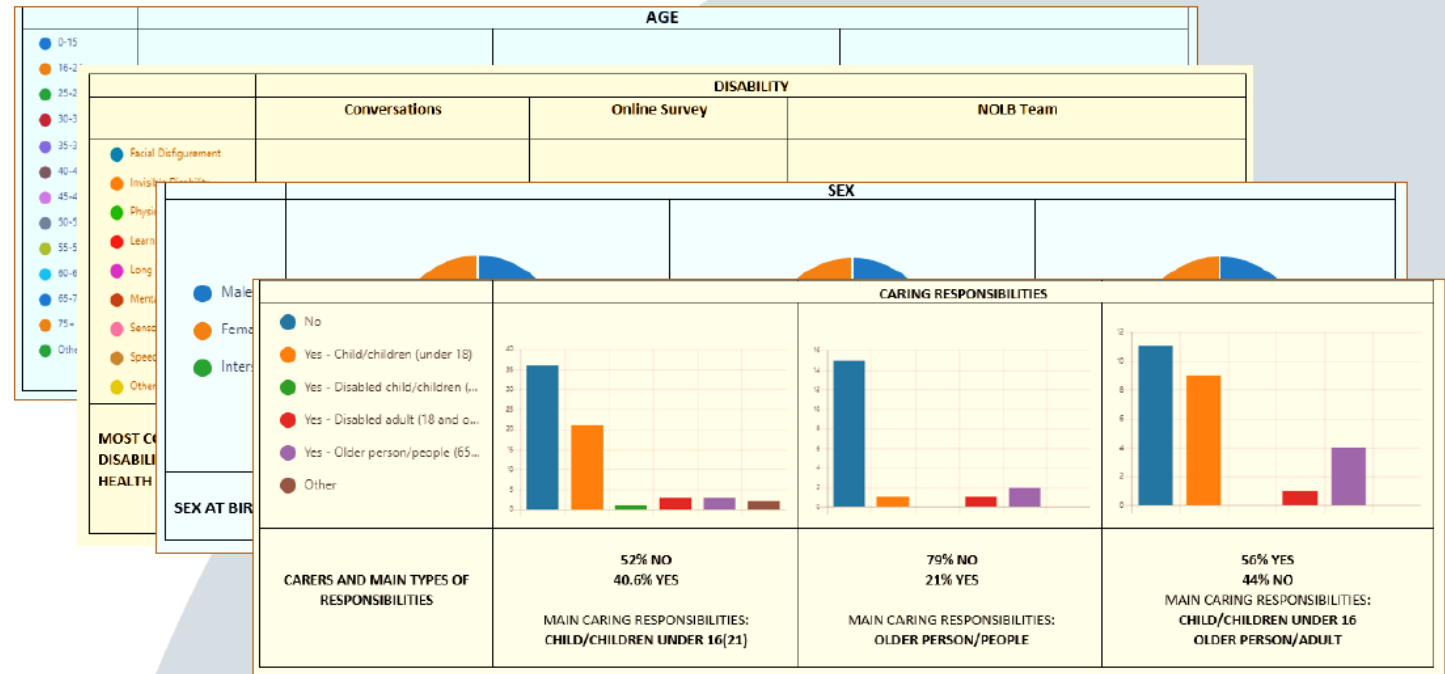
ANYTHING else?

Equalities monitoring – Who was involved?

no  one
left behind

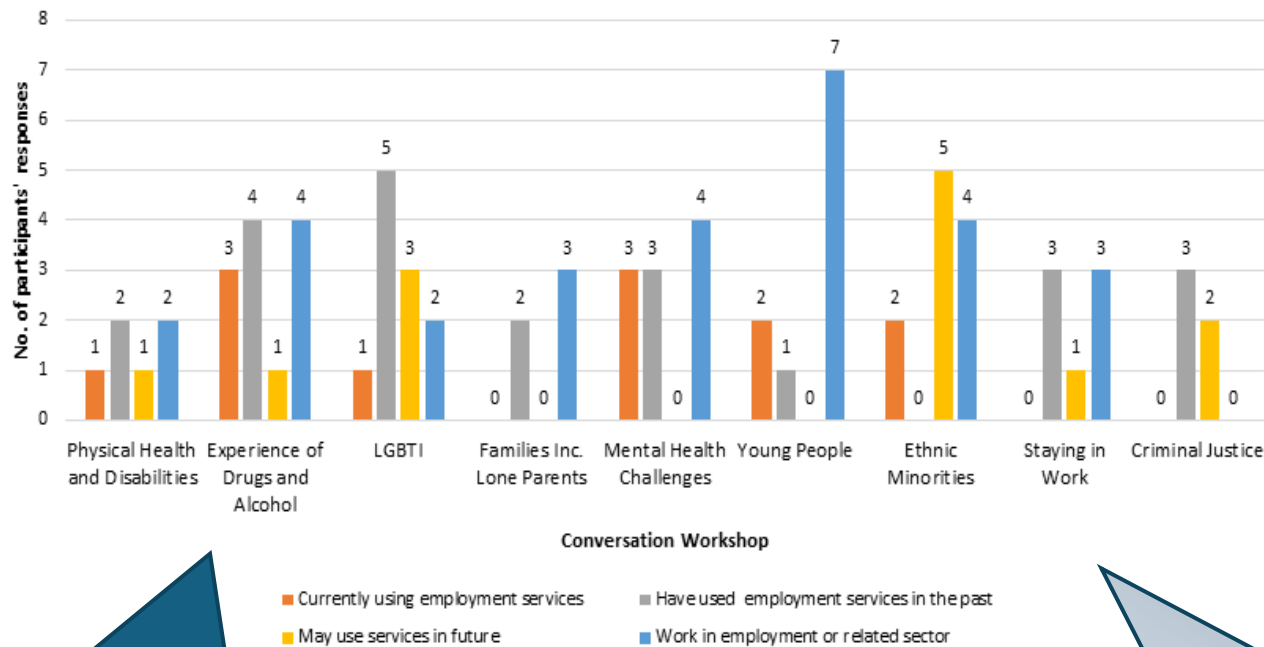
- High response rate for Equalities Monitoring
- Use of active Equality Monitoring as tool for inclusion
- Close match in the conversation participants demographics to the population of Fife and Scotland for:
 - Age
 - Disability
 - Sex / Gender ratio
 - Caring responsibilities
 - Race, Religion and Belief

	Conversations	NOLB Team	Online Survey
Participants	120	21	124
Respondents	73	20	25
Response Rate	<u>60.8%</u>	<u>95.2%</u>	<u>20.2%</u>



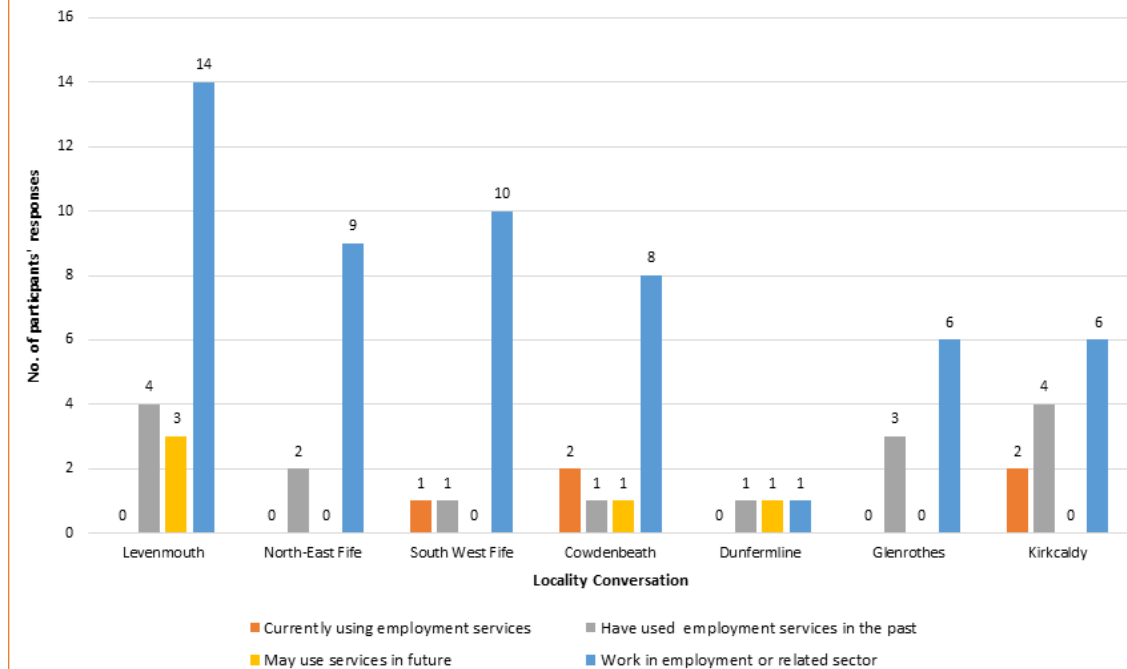
NOLB Conversation Participants – Thematic and Geographic

Equalities Conversations - Participants Perspectives



Higher balance of people who 'have used, are using or may want to use services' in equalities sessions

Geographical Conversations - Participant Perspectives

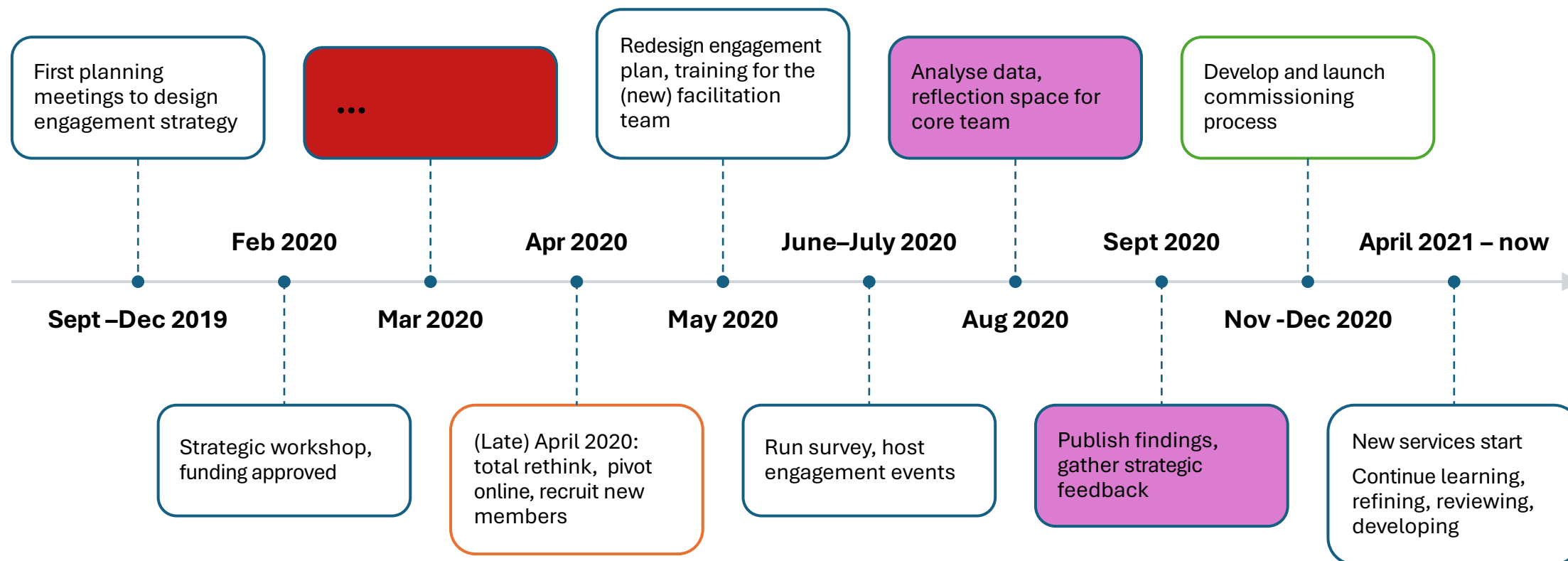


We need people to come and ask us what we need, just as you are doing with NOLB.

Covid – it wasn't all bad

- ✓ Learning (and failing) together
- ✓ Online easier for those with social anxiety
- ✓ Greater time availability to support
- ✓ Very time-focussed
- ✓ Sense of purpose and community

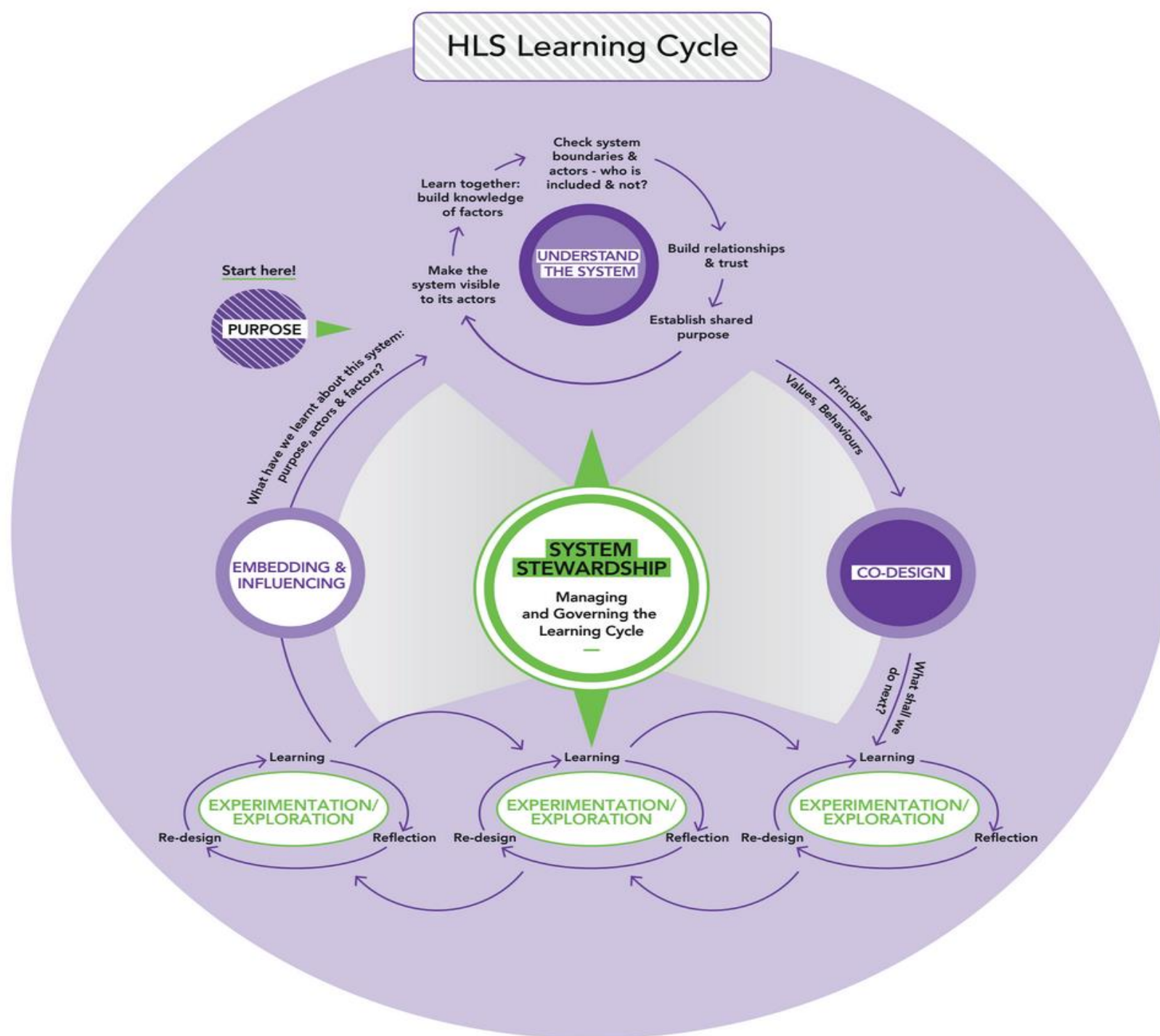
Timeline



Analysis & Learning in the process..

- Shared reflections after every workshop
- Full analysis – I did a lot of the legwork
- Presented summarised findings back to Core Team and collectively agreed priority next steps
- Presented final findings to wider strategic audience and Opportunities Fife Partnership Board
- Started work on the commissioning framework

HLS Learning Cycle



Lessons No. 6

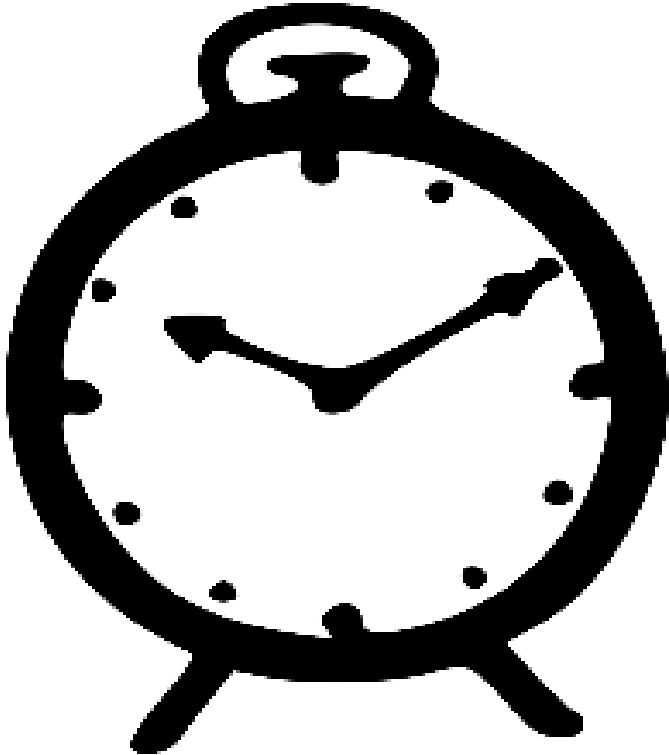
**Be practical and pragmatic about
what you can achieve**

No One Left Behind Fife

Was it worth it?

no  one
left behind

Complicated v. Complex?



Employability is Complex

Internal

- Motivation
- Determination
- Confidence
- Hope
- Resilience
- Abilities (innate and learned)

I got to the stage where I thought I was unemployable. Support I have received gave me courage.

External

- The economy
- Job opportunities
- Stigma and discrimination
- Educational opportunities
- Social and family context
- Transport
- Healthcare

'employability is.. not having a criminal record'

Employ

Internal

- Motivation
- Determination
- Confidence
- Hope
- Resilience
- Abilities (innate and learned)

***Employability** is reaching your full potential, it's not necessarily anything to do with a career stage. It involves skills, fulfilment, ability to contribute. It's not the be all and end all but rather a step along the way to being able to help and support family, being a good role model."*

'employability is.. not having a criminal record'

I got to the stage where I thought I was unemployable. Support I have received gave me courage.

- Discrimination
- Educational opportunities
- Social and family context
- Transport
- Healthcare

A word cloud shaped like a hand, with the words 'Listen', 'Help', 'Trust', 'Feel', 'Understand', 'Try', 'Know', 'Move', 'Treat', and 'Good' being the largest and most prominent. The hand is pointing towards the top right. The words are in various shades of green and brown, and are arranged in a way that suggests a sequence of actions or a process. The background is white with a faint grid pattern.

It is vital that people feel that they are being treated as an equal, and that they are being listened to rather than 'fixed'.

NOLB Fife Principles



Equal and Fair

- People accessing the service will be treated as equals, they will feel **respected, trusted and listened to**.

Strength Based

- Provision will focus on helping people to identify and grow their own strengths rather than solving problems for them. This also means giving people responsibility and allowing them to make mistakes and take risks.

Non-Judgemental

- People will feel able to open-up without risk of judgment, staff will bring **humility** and an open mind to understand people's individual situation and challenges

Discreet

- Services will be provided in a way that respects people's need for privacy and the vulnerability associated with accessing support services

Collaborative

- Services will work together to ensure people get the support they need when they need it. This includes warm handovers or working alongside one another, with clearly identified progression options and support pathways.

Time Unlimited

- Services will balance consistency and dependability with energy, momentum and challenge at a pace that works for the individual and which maintains momentum towards improved employability

Continuously Improving

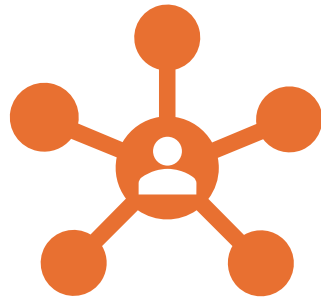
- Services will actively gather feedback from people who use their services, reflect on delivery and demonstrate a willingness to adapt and learn

Hopeful

- Provision will hold the hope for everyone who comes through the door, (and those who don't), *and support people to recognise, voice and progress their individual hopes. Knowing that the right work is out there for them, and we are all on a journey.*

What is our goal?

no  one
left behind



To commission employability services in a way which supports them to adapt to the unique needs of each individual with a specific focus on those who tend to be 'left behind'

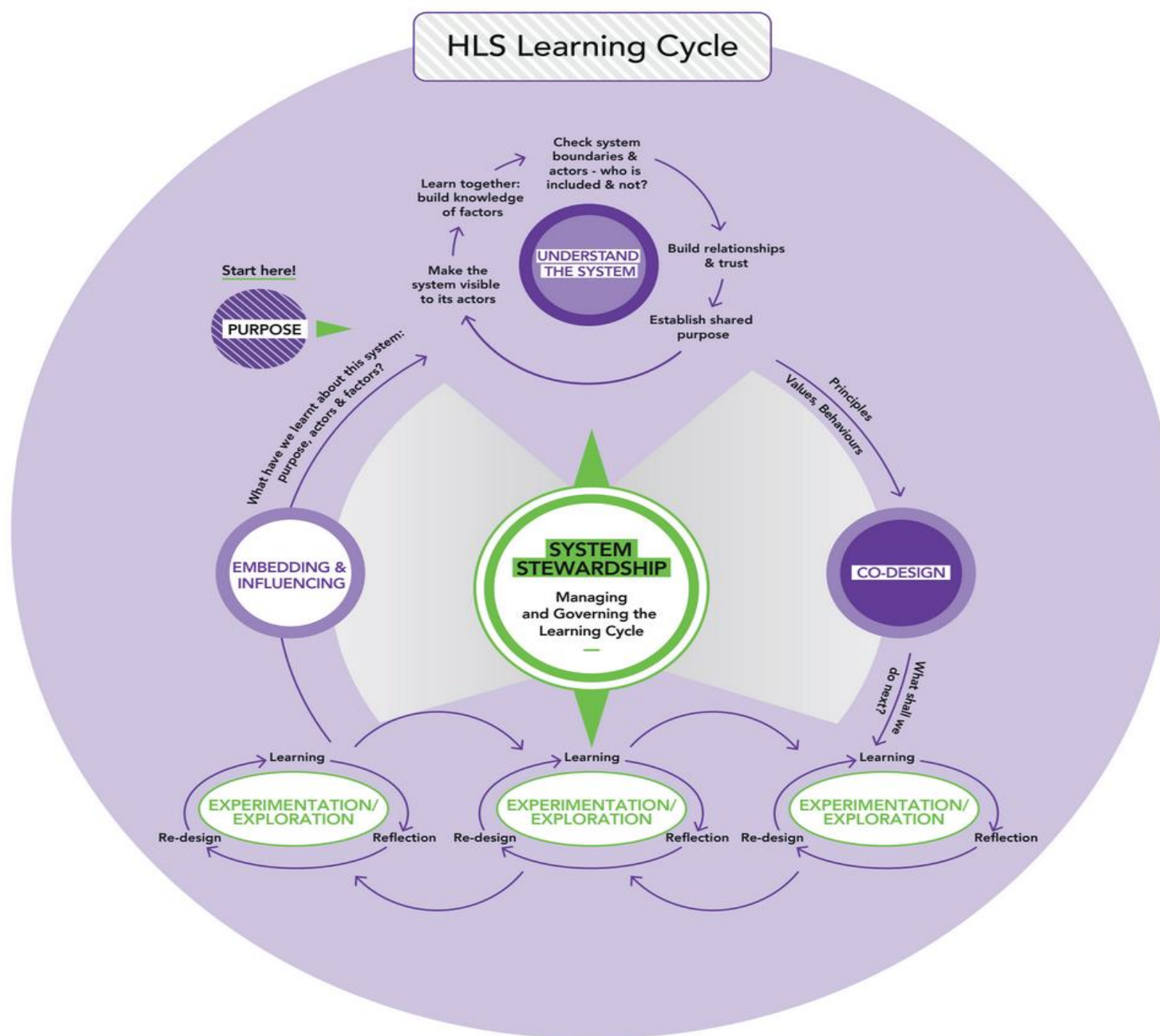


AND which supports services to adapt to the dynamic and rapidly changing economic and employment context in Fife and beyond

What changed?

	BEFORE	AFTER
Service delivery	Services delivered based on what they offer. Reflective practice ad hoc	Services encouraged to embed reflective practice in their own frontline and supervisory structures
	Staff trained in whatever their provider invested in	Staff trained in solution-focused tools, employment law and Understanding Equalities
Service Commissioning	Services commissioned with views of professional partners only. Focus on numbers and targets	Lived Experience Panel (volunteers) assess applications for OFP funding and contribute to formal decision-making processes.
	Commissioning based on numbers and content of delivery	Bids assessed on numbers, content and ability to demonstrate OFP Principles of service delivery (which were designed by people who use services)
Governance and oversight	No voice of experience on oversight and scrutiny	Funded and embedded a paid lived experience representative onto our OFP Service Oversight Group
	Monitor performance against numbers of clients registered and numbers of jobs achieved	Learning and collaborative approach to monitoring delivery, focus on how services are being delivered as much as numbers
	Governance on a performance management basis	Governance on a continuous improvement basis

HLS Learning Cycle



And since then?

- Governance structures and measures for analysis have changed
- There is a shift in how local services are delivered to being more flexible and more centred on those furthest from work
- We have delivered multiple rounds of training on solutions-focused approaches/employment law/equalities and lunchtime learning
- The Fife NOLB Commissioning Framework is up for review this year and they are exploring a refreshed analysis journey

... BUT four key people have changed jobs so there is risk

How our work connected to HLS..



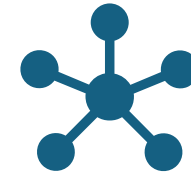
Human:

- All perspectives **from the start**
- Appreciative inquiry
- Focus on psychological safety
- Built relationships of trust
- Targeted outreach



Learning:

- Reflection in research
- Continuous improvement
- Curiosity as a mindset



Systems:

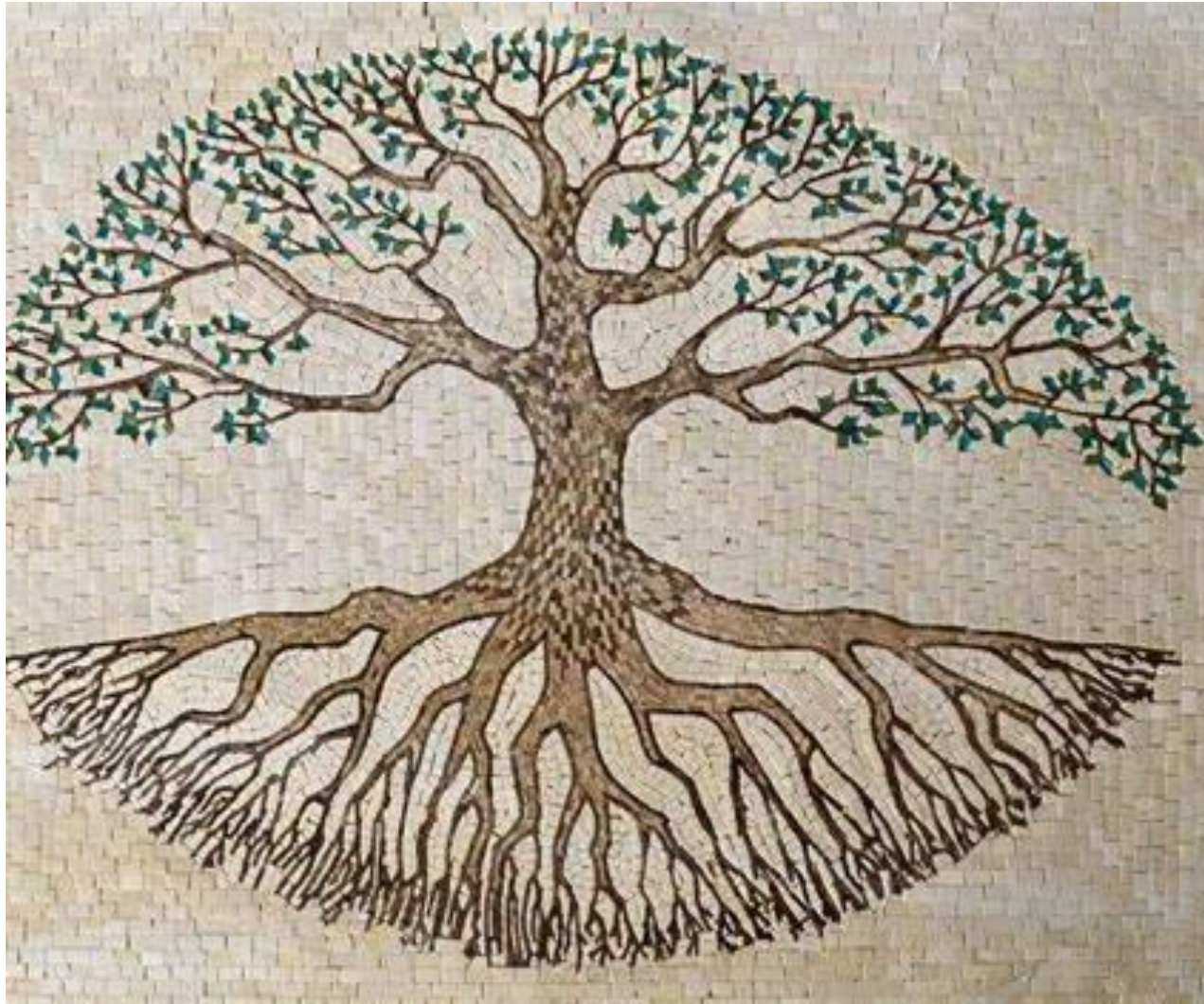
- Tools for engagement
- Focus on Diversity
- Investment in learning
- Changing Governance

Final Points

Help people from differing perspectives to explore an issue together because then no matter what else happens, there is **INSIGHT** in the room

Be prepared to fail. And learn.

Stay **CURIOUS**



*A system is never
the sum of its
parts.*

*It is the product of
their interaction*

Systems Thinking pioneer,
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PAUSE for QUESTIONS

If you enjoyed this session,
please support the work of
the HLS Collaborative by
donating here

