

Human Learning Systems: A practical guide for the curious

June 16, 1-2:30pm BST



Centre for
Public Impact
A BCG FOUNDATION



Healthcare
Improvement
Scotland

Iriss



Your hosts today will be:



Diana Hekerem, Head of Transformational Redesign Support, Healthcare Improvement Scotland

Diana is the Head of Transformational Redesign for the Improvement Hub of Healthcare Improvement Scotland. She leads work in Strategic Planning, Collaborative Communities, Person Centred Design & Improvement, Housing and Homelessness in Healthcare, and, Evidence and Evaluation for Improvement.

Previously Diana was Marie Curie's Divisional Business and Service Development Manager for Scotland, and Head of Partnerships & Commissioning for Scotland, Wales and Northern Ireland.

Her work demonstrates a human rights based commitment to person centred service redesign and improvement in health and social care to improve outcomes for people, families and communities.

Diana has a Masters in Economics and has previously worked in international development in the Ukraine and Nigeria, and fundraising for Marie Curie and the Red Cross. Diana is founder of Chukwu, a charity supporting investments to end poverty in Africa and was a Trustee with SCVO and the National Wallace Monument during its Scottish Heroine Project.

Your hosts today will be:



Dee Fraser, Chief Executive, Iriss

Dee is the CEO of Iriss, a charity committed to creating positive change in social work and support in Scotland through better use of knowledge and innovation.

Before joining Iriss Dee was the Deputy Director at CCPS working to make the way that care, and support is planned and purchased work better for supported people.

Prior to this role Dee worked in a range of policy roles and development roles including work with CCPS; The Scottish Government; and Evaluation Support Scotland.

Before moving to policy she trained and worked as a social worker and support worker.

Contact

www.iriss.org.uk

dee.fraser@iriss.org.uk

@Deelriss

Speakers



Carole Wilkinson, Chair of Healthcare Improvement Scotland

Carole was appointed Chair on 10 October 2018 and is a former Non-Executive member of NHS Education for Scotland and a former Chair of the Board of Scottish Children's Reporter Administration. She was also Chief Executive of the Scottish Social Services (SSSC) from 2001-2009, establishing the organisation and overseeing the implementation of the regulation and registration of social services workers.

Before moving to the SSSC, Carole held the post of Director of Housing and Social Work for Falkirk Council and during her career has held a number of senior management posts in England and also spent a period in higher education teaching social workers and social care staff. She has also served on a number of Scottish Government working groups advising on workforce development matters and on future workforce needs and how health and social care staff could be supported to work and learn together.

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Speakers



Ruth Glassborow, Director of Improvement, Healthcare Improvement Scotland

Ruth provides strategic leadership for the development and delivery of national programmes and approaches that enable the application of quality improvement and large scale system redesign methodology to increase the pace and scale of improvement across health and social care in Scotland. Her remit includes the world renowned Scottish Patient Safety Programme which now sits alongside a wide range of other national improvement programmes focused on issues as diverse as reducing waiting times, value management, strategic planning and housing.

Prior to this, Ruth worked in the Scottish Government and has also held a range of senior management positions in health and social care around the UK. She has a Masters in Public Administration from Warwick Business School and a Masters in Leadership (Quality Improvement) from Ashridge Business School. She is a Health Foundation Generation Q fellow and a Health Foundation Sciana Alumni.

Speakers



Dr Toby Lowe, Visiting Professor at Centre for Public Impact

Toby spent 15 years working across the public and voluntary sectors in the UK, working in both policy and delivery roles. He is on secondment to CPI from Newcastle Business School, where he has been working alongside public and voluntary sector organisations to develop an alternative paradigm for public management - one which enables public service to work more effectively in complex, dynamic environments.

Speakers



Simon Lynch, Programme Facilitator, Scottish Borders Council

Simon Lynch is currently employed as a Programme Facilitator for Scottish Borders Council's Economic Development. Prior to that, he worked in community, environmental and economic development for several decades. As well as rural and urban experience, he has worked in five countries, including Luxembourg and France. Simon has a passion for Social Enterprise, attending the Parliamentary Cross Party Working Group as representative for the Scottish Borders Social Enterprise Chamber of which he is a Director.

Speakers



Mark Smith, Director of Public Service Reform at Gateshead Council

Mark is Director for Public Service Reform at Gateshead Council. His role focusses upon rethinking and rebuilding services and relationships between the Council, partners and the public. The focus is always the citizen and what matters to them. His work has focussed upon debt, poverty, homelessness, offending, health and wellbeing. Mark is a systems thinking expert and has worked in the public, private, academic and voluntary sectors on the systemic causes of problems faced by people every day.

Speakers



Biddy Kelly, Managing Director, Fresh Start (Scotland)

Biddy Kelly is the Managing Director of Fresh Start – an Edinburgh based charity that works with people moving on from homelessness or those at risk of homelessness. Biddy has worked with vulnerable disadvantaged people for over 25 years – young people, those who have been homeless, those living in poverty. Biddy is passionate about people and leads by her values, always putting relationships at the heart of all the work Fresh Start does. Biddy is part of the leadership team in North Edinburgh that is working collectively to make real, significant change happen in the local area. She is the Vice Chair of Shape – Strategic Homelessness Action Partnership Edinburgh.

Agenda

13:00 **Introduction and welcome** - Diana Hekerem, Head of Transformational Redesign Support – ihub

13:05 **Carole Wilkinson**, Chair of Healthcare Improvement Scotland

Ruth Glassborow, Director of Improvement, Healthcare Improvement Scotland

13:20 **About The practical guide for the curious** - Dr Toby Lowe, Visiting Professor at Centre for Public Impact

13:50 **HLS approaches in action:**

- Scottish Borders Council : An HLS Approach to Grant funding, Programme Facilitator, Scottish Borders Council
- Gateshead Council: How HLS can change the system, Mark Smith, Director of Public Service Reform at Gateshead Council
- North Edinburgh Support Service (NESSie) Project: Using HLS across ‘place’, Biddy Kelly, Managing Director, Fresh Start (Scotland)

14:15 Reflections on work to date - Dee Fraser, Iriss

14:25 Next steps Diana Hekerem, Head of Transformational Redesign Support, Healthcare Improvement Scotland

14:30 **Event close**

About The practical guide for the curious



Dr Toby Lowe, Visiting Professor at Centre for Public Impact



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Human Learning Systems: creating outcomes in the real world

Toby Lowe, Visiting Prof of Public Management, CPI
@tobyjlowe



Overview

Questions:

How can public service help people to create real outcomes in their lives?

How should it be managed to enable that?

- How is an outcome made?
- Learning as the management strategy to achieve outcomes
- Doing it for yourselves: **practical guide**



My key message:

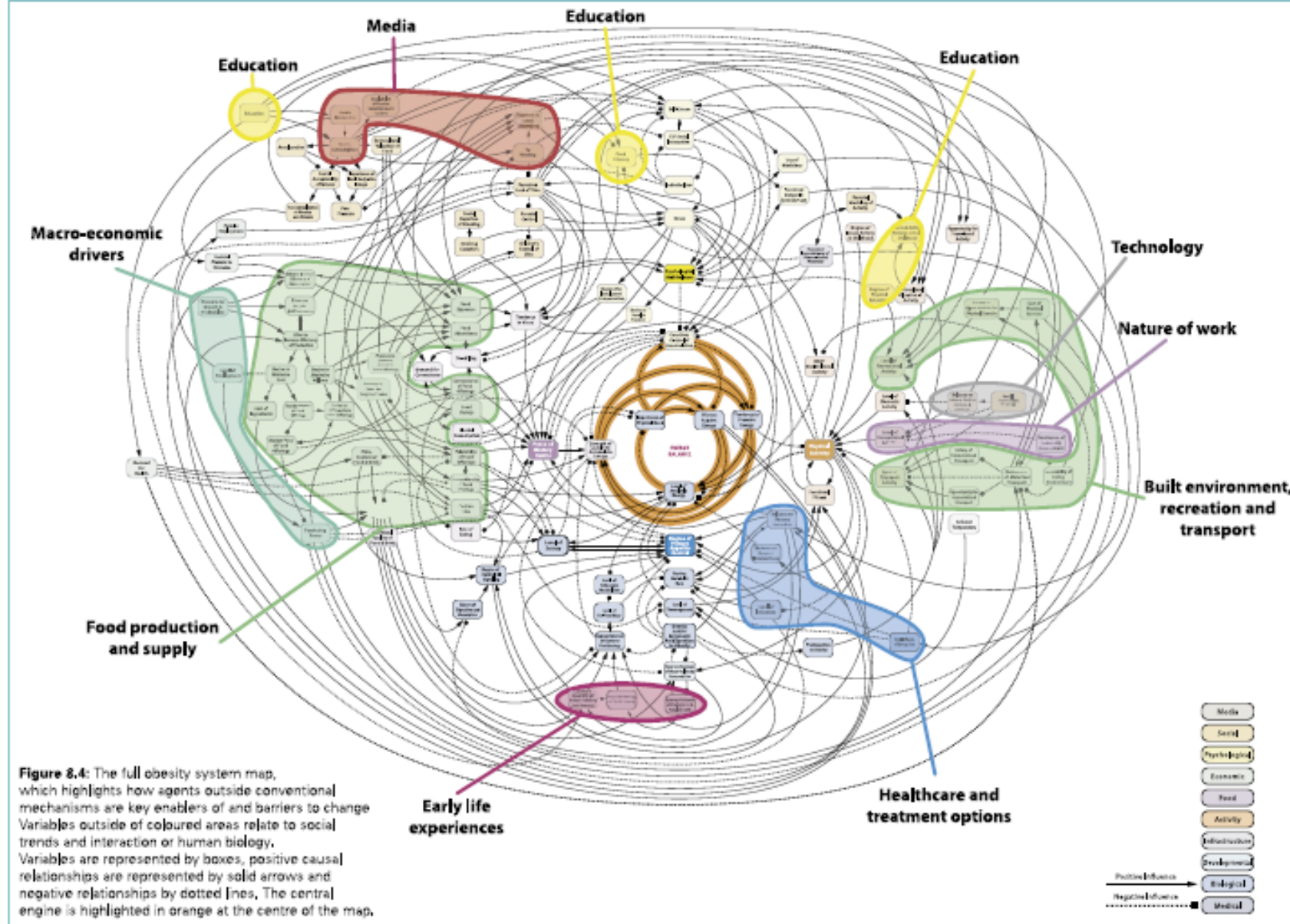
**If we want to achieve real outcomes,
we need to do public management
very differently**



A shared starting point

The purpose of public service is to help people to
create good outcomes in their lives

How is an outcome created?



Vandenbroeck, P., Goossens, J. and Clemens, M. (2007), *Foresight Tackling Obesities: Future Choices - Building the Obesity System Map*, London: Government Office for Science



Implications for public management

**OUTCOMES ARE NOT DELIVERED BY
ORGANISATIONS!**

**The outcomes we desire are emergent properties
of complex systems**

Implications for public management

A “delivery” mindset is not helpful for creating outcomes

You cannot contract an organisation/programme to “deliver” an outcome

Contracting and performance managing for outcomes holds people accountable for things they cannot control

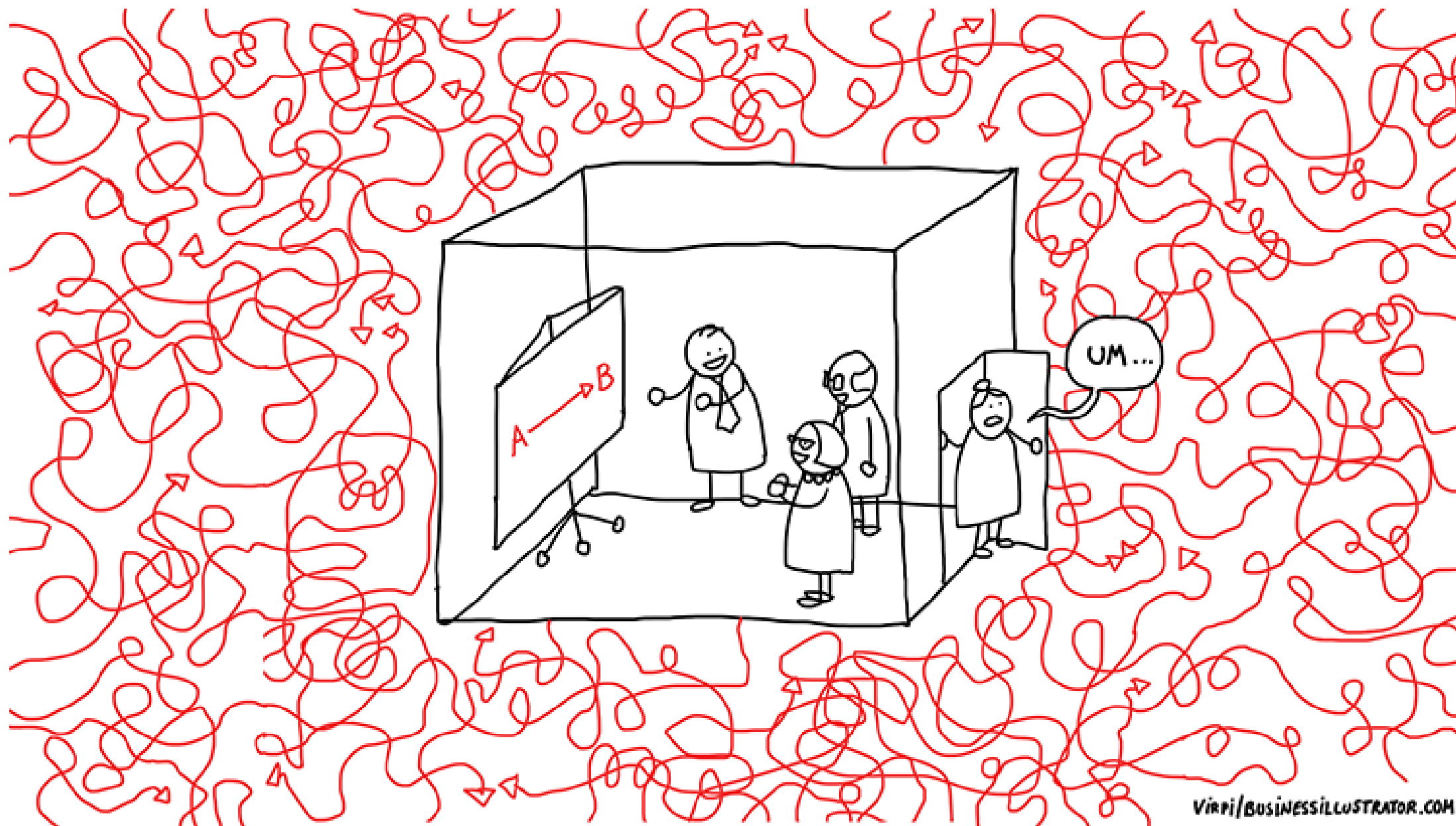
Setting outcomes targets creates “gaming”



Question:

If organisations want to help people to create real outcomes, what should they do?

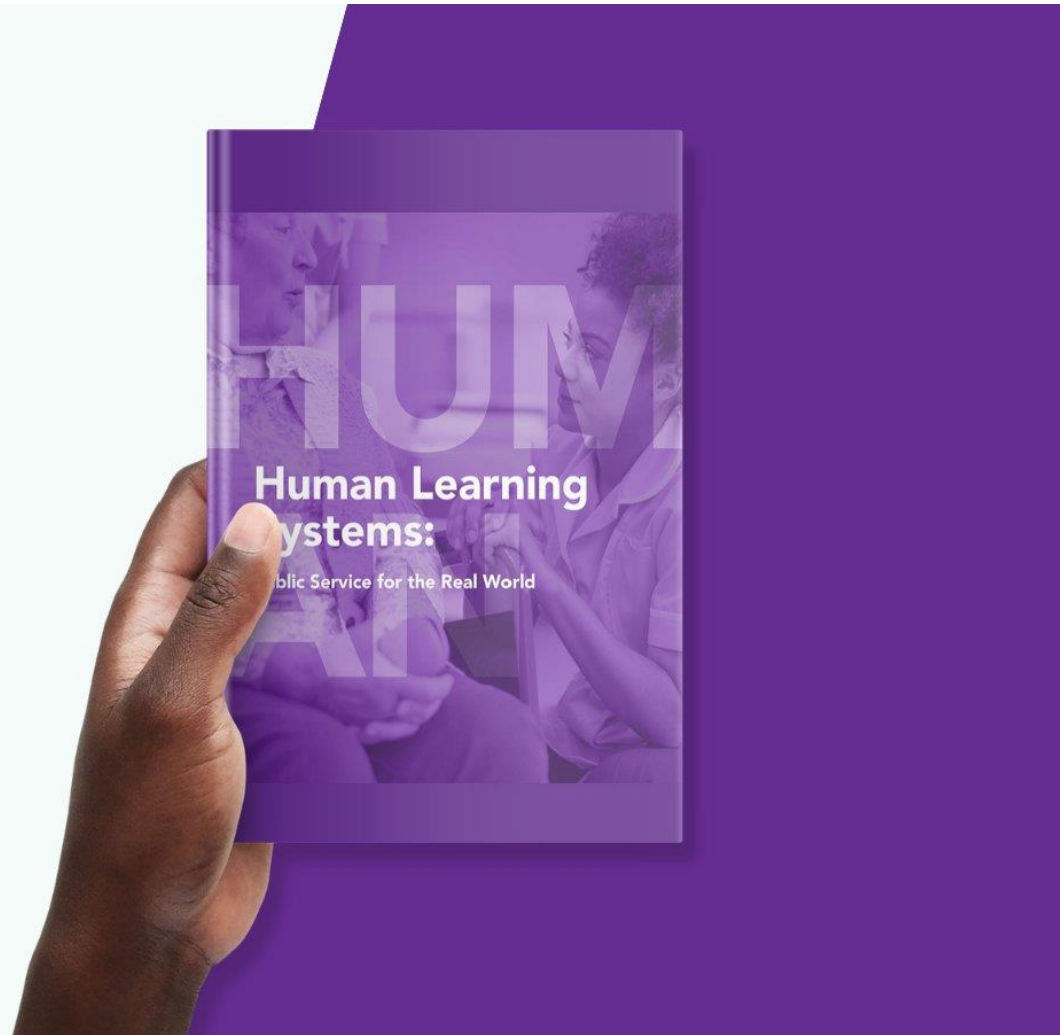
Embrace the complex reality of how outcomes are made





Human Learning Systems

Public service for
the real world



www.humanlearning.systems



How is a desirable outcome created
in each person's life?

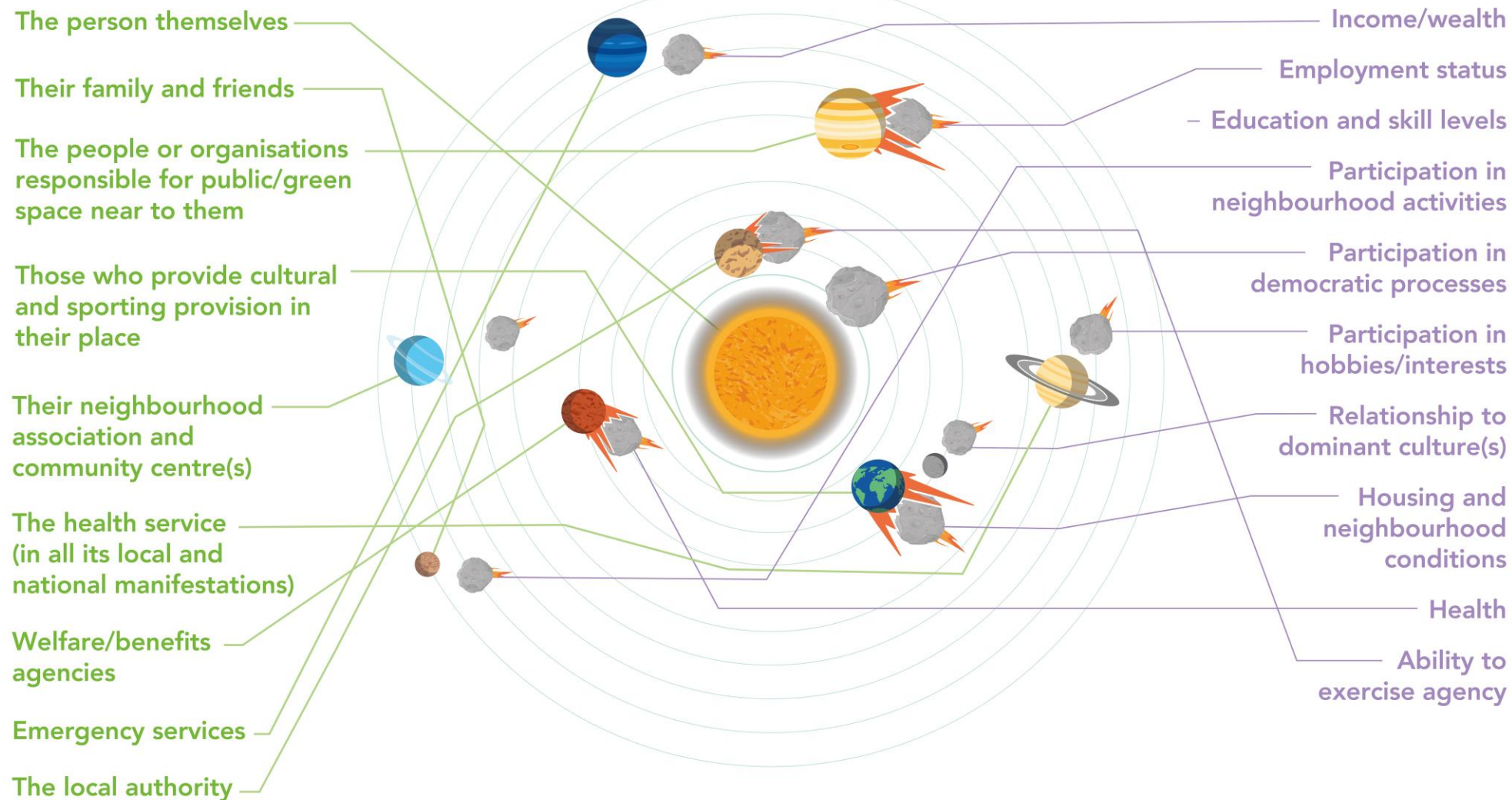
**Each person's life is a unique complex system
that creates outcomes**



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

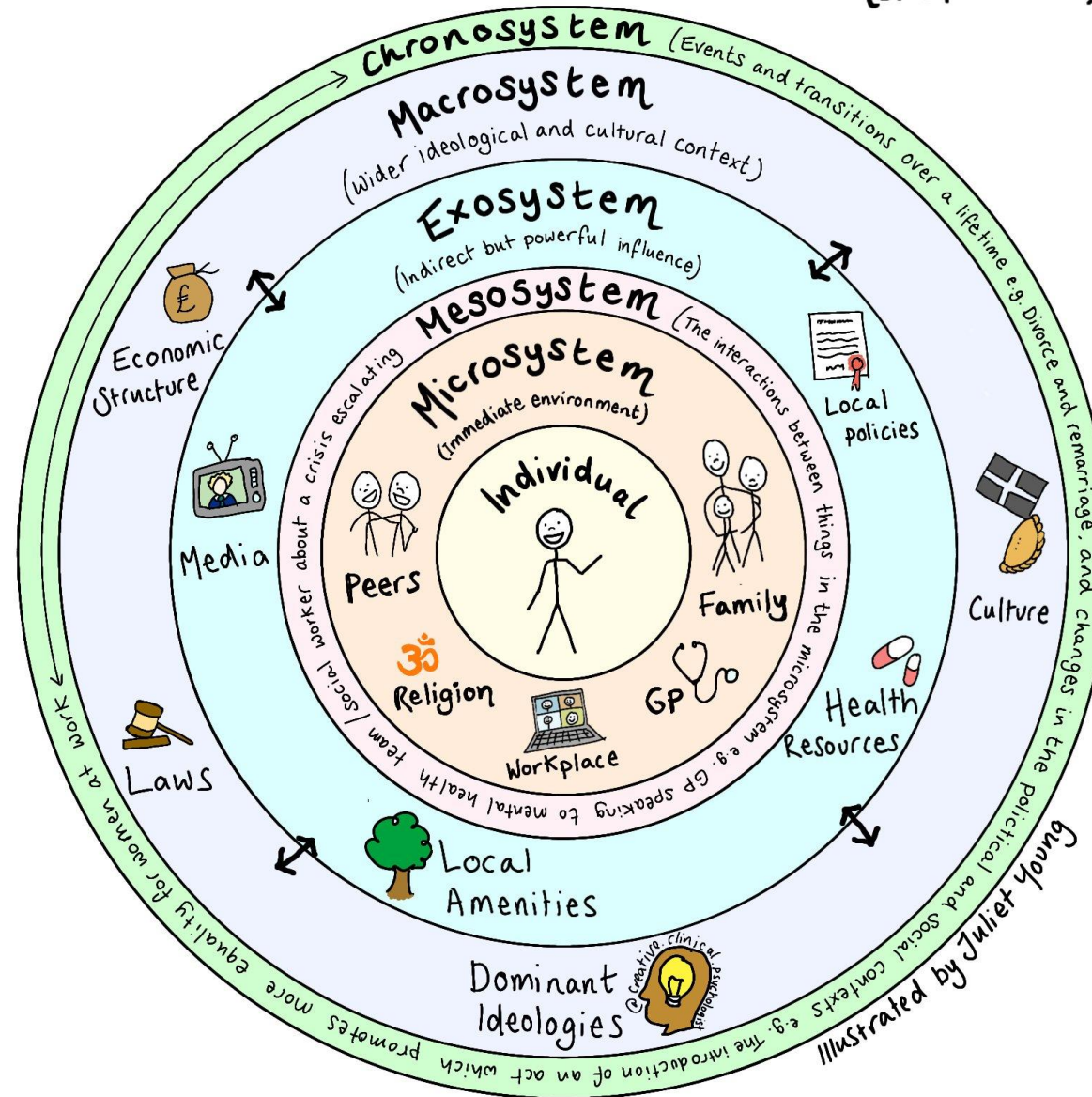
Actors

Factors



Ecological Systems Theory

(Bronfenbrenner, 1979)

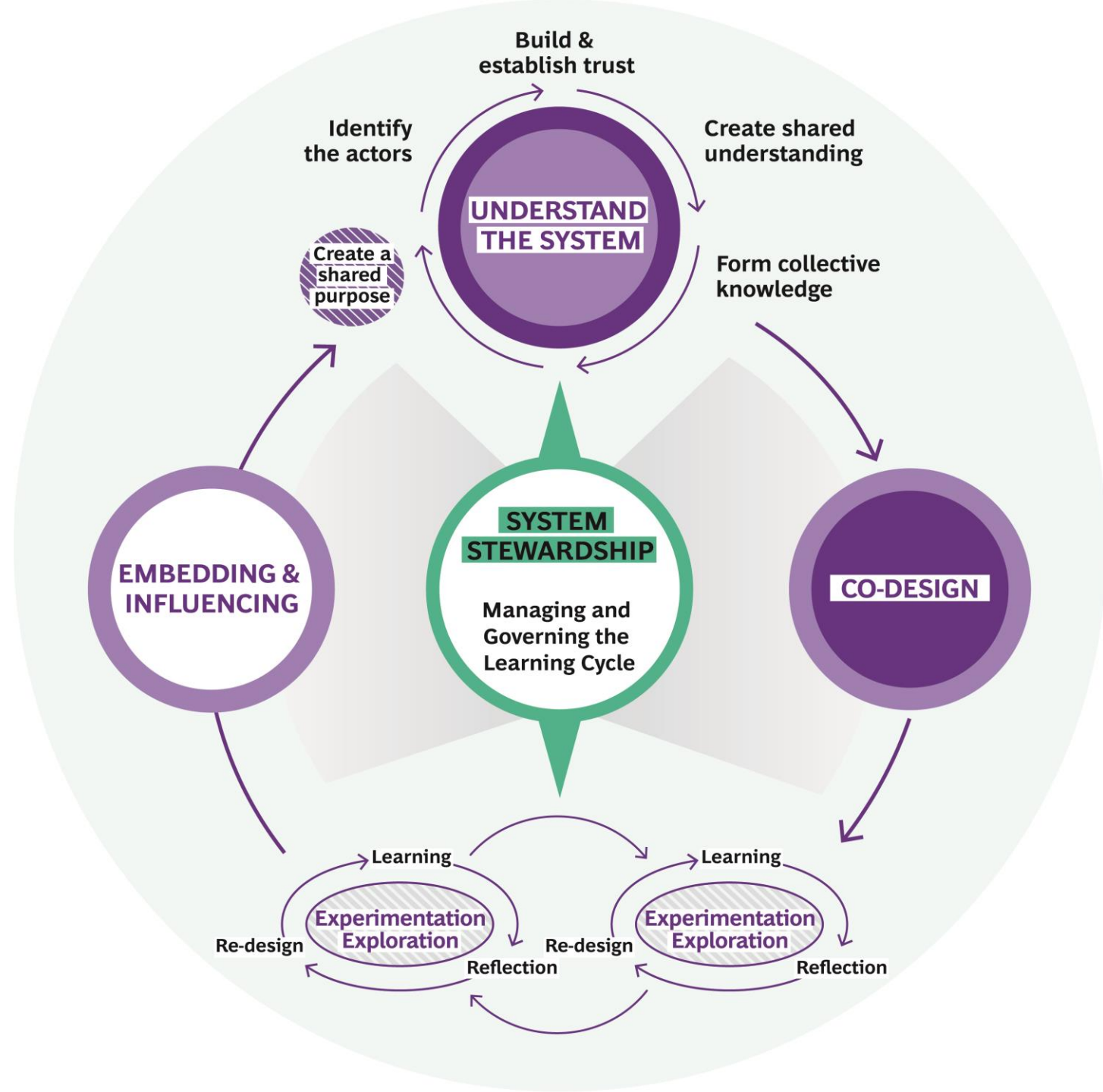


How can public management respond
to this reality?

Learning as a management strategy

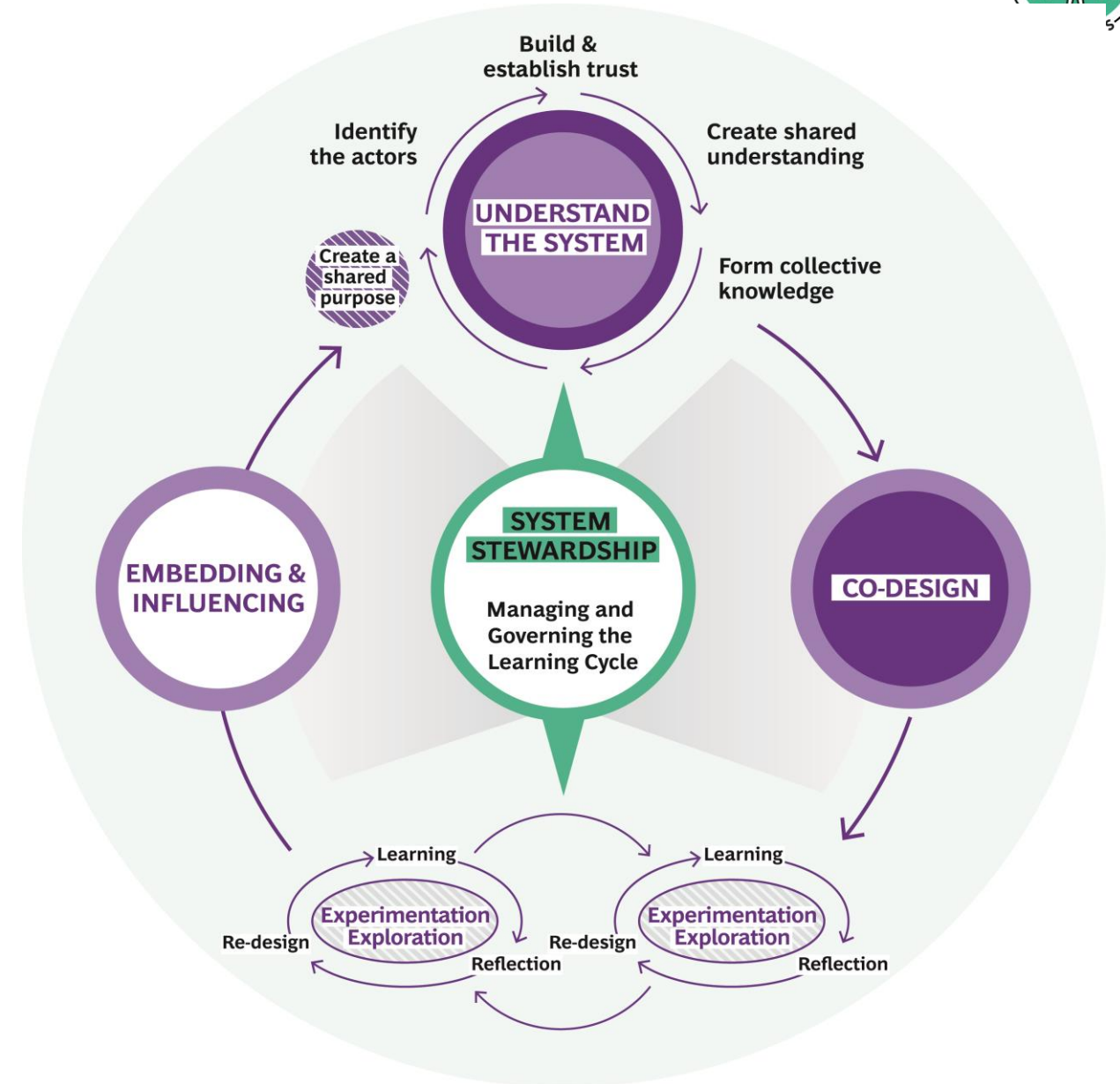
How could we help someone who experiences chronic pain?

Running a Learning Cycle with each person = Bespoke public service





Learning as a management strategy at different system scales



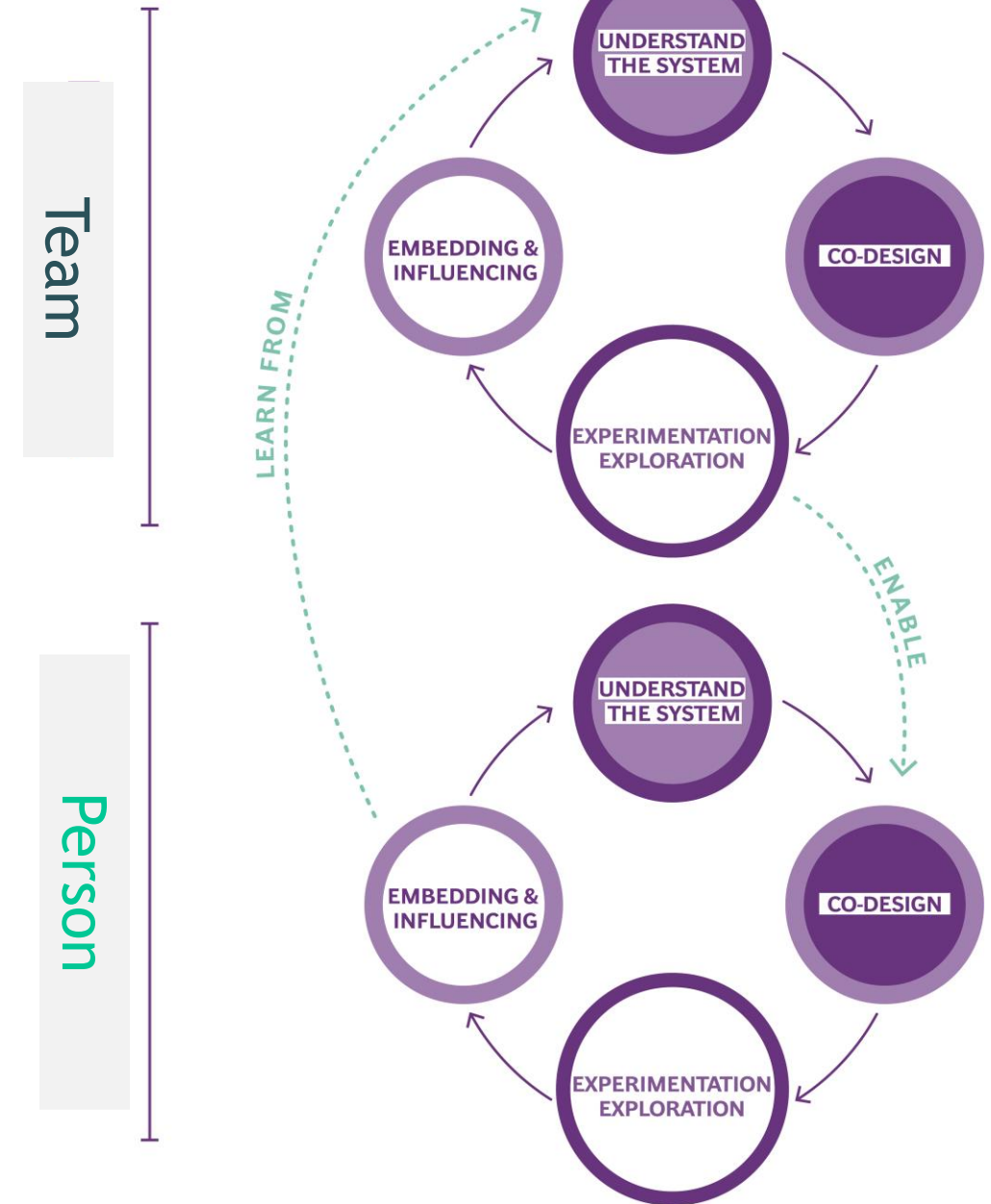
Questions for “organisation” system scale:

“Learning from” questions:

- What patterns do we see from across all the “person’s life as systems”?
- What policies do we need to change to enable change for people?
- e.g. do we need to change how equipment is allocated?

“Enabling” questions:

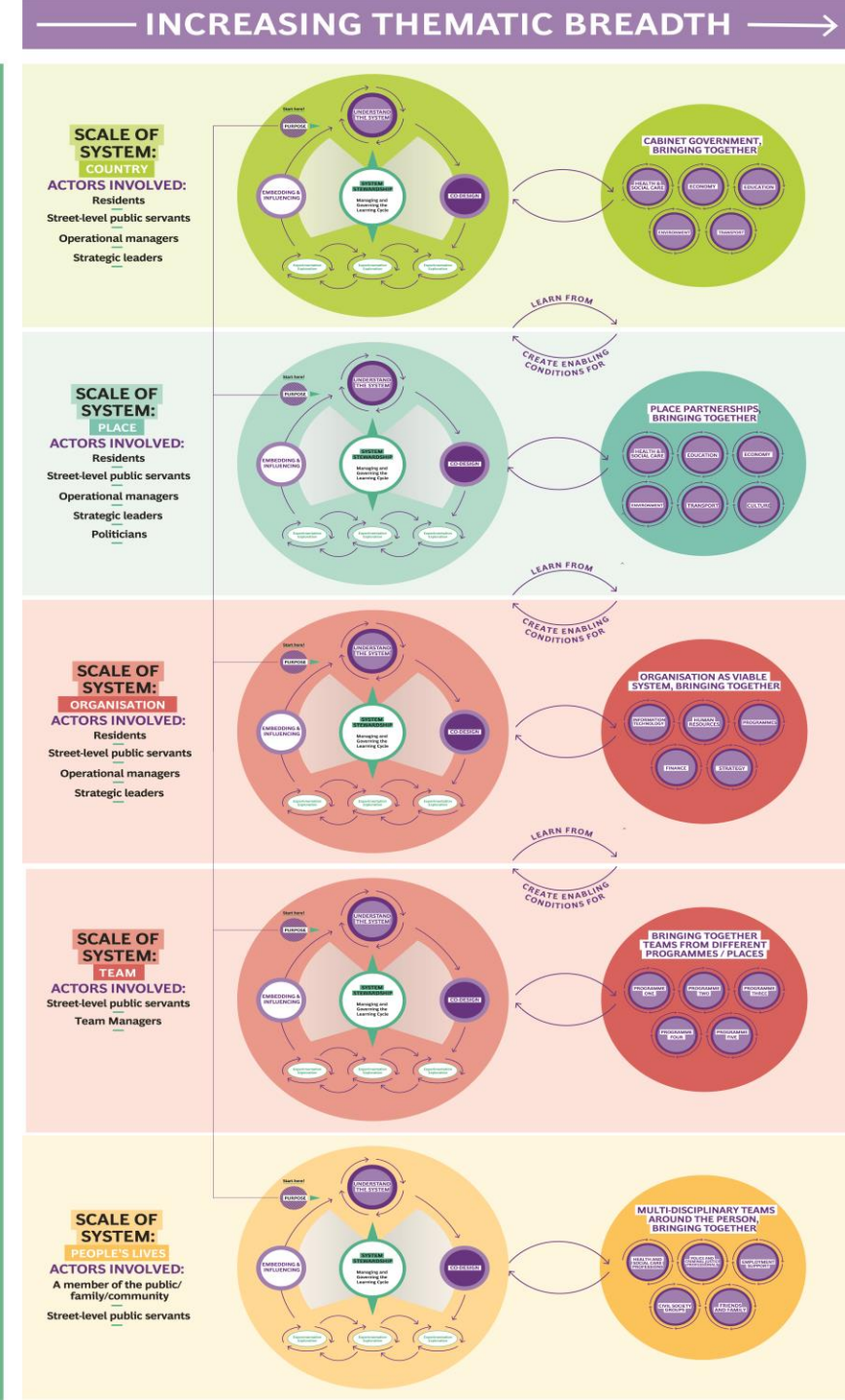
- What are maximum case loads for workers?
- What information systems do we need?
- What shared reflective practice spaces?
- What staff capabilities?



A connected “stack” of Learning Cycles



INCREASING GEOGRAPHICAL SCALE



= Paradigm shift in public management

Not just a change in management practice, but a change in the **purpose of management**

From controlling “performance” to enabling action learning.

Managers are “Systems Stewards”

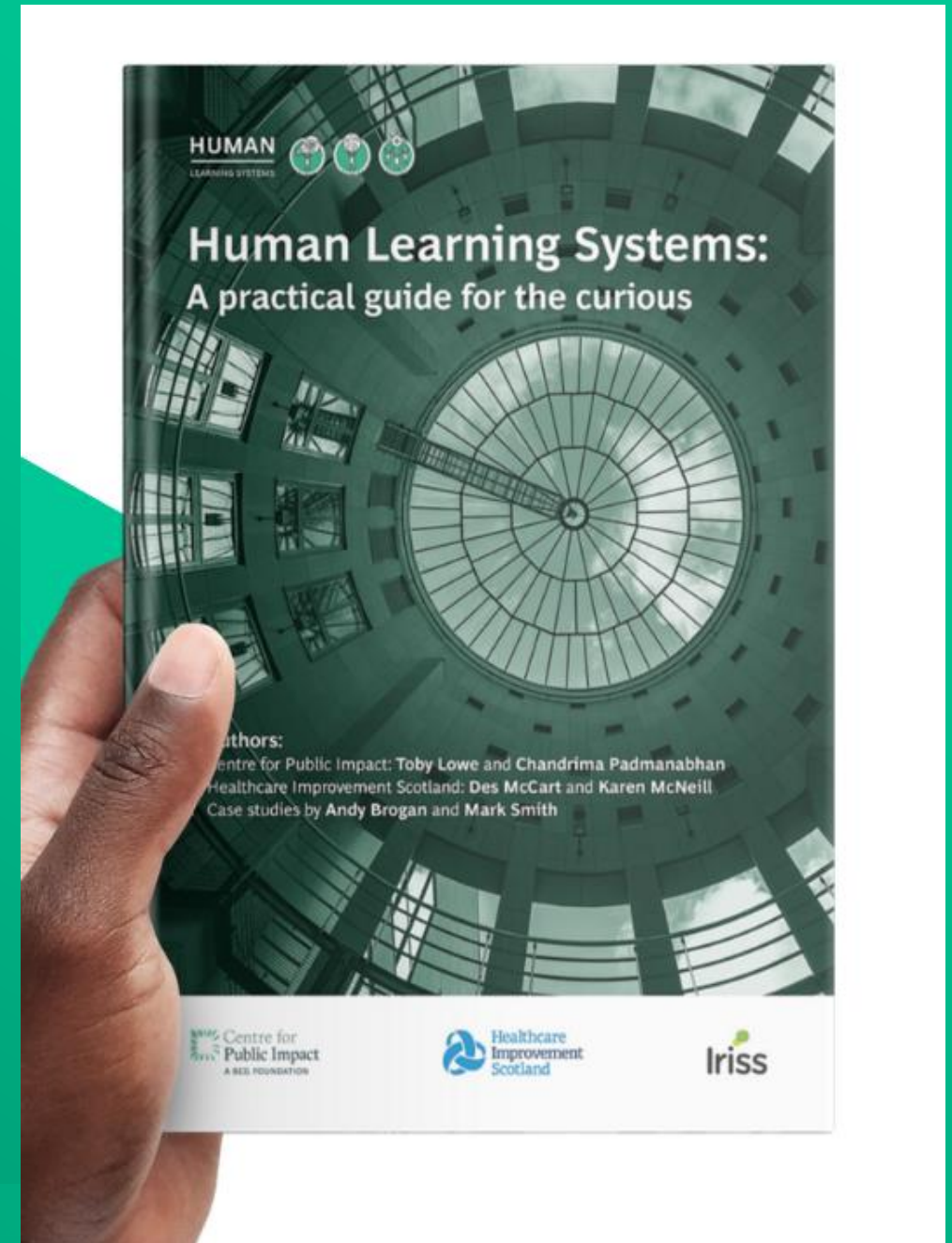


**Ok, how do I do this in my
organisation?**

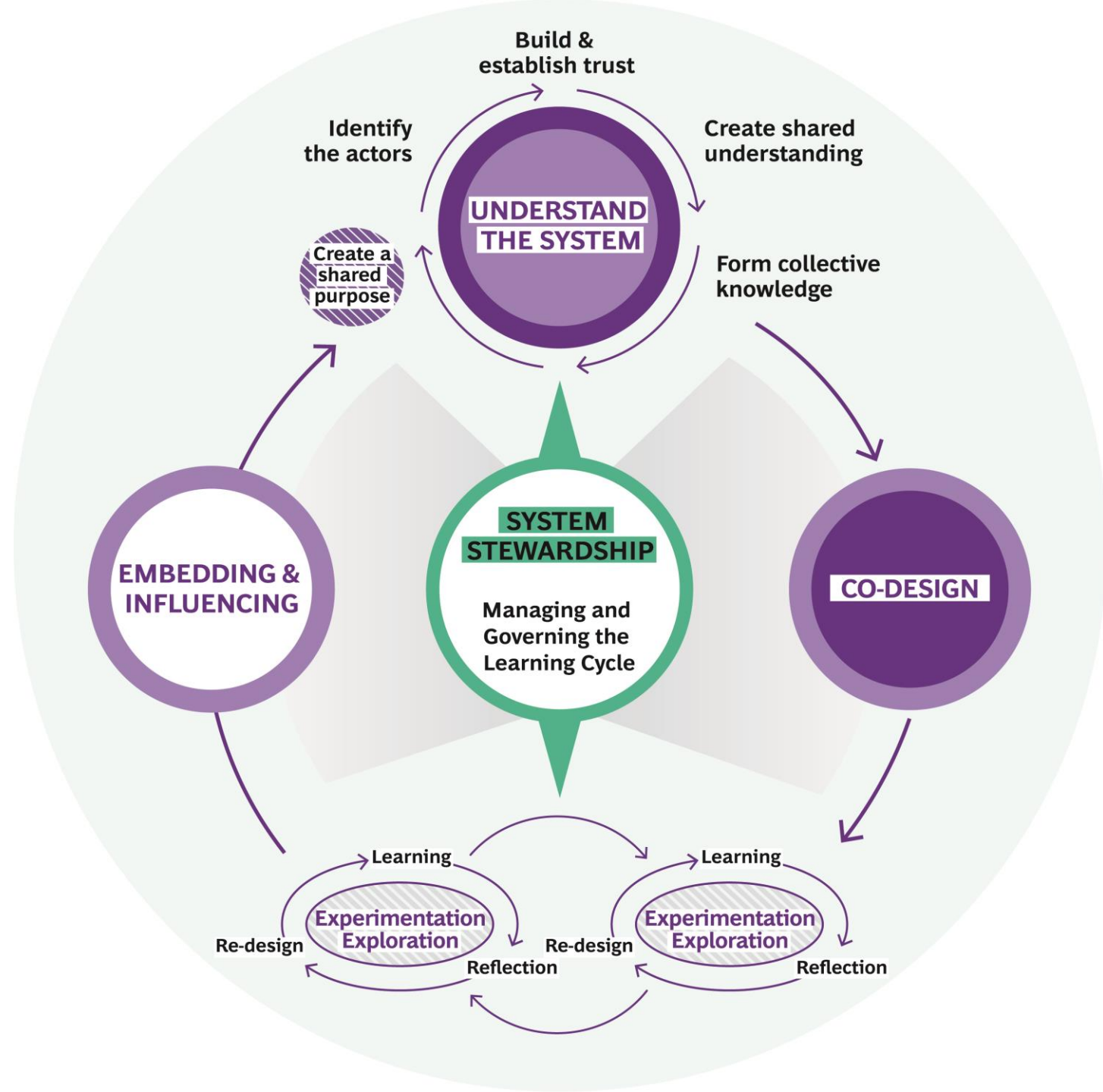
Human Learning Systems:

A practical guide for the curious

<https://t.co/whQ09KmPmm>



Building connected Learning Cycles from the ground up....



It starts with purpose...

e.g. “We want the
people of Gateshead to
lead thriving lives.”



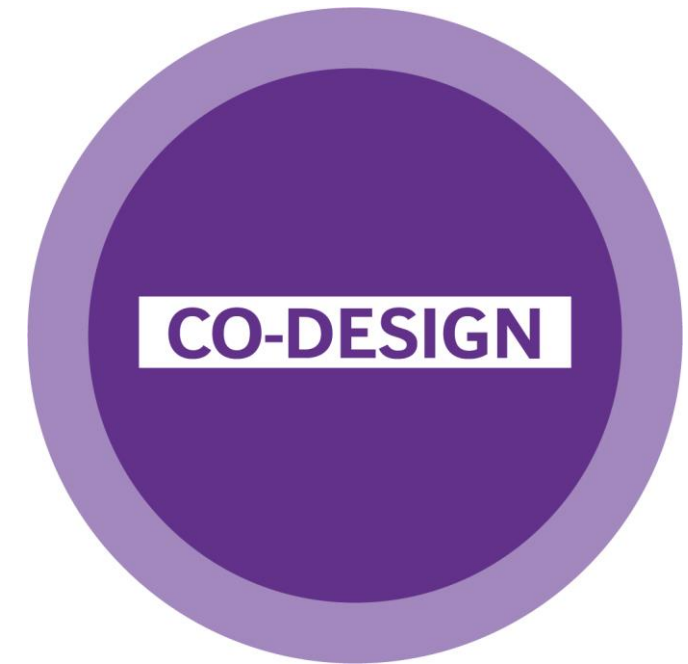
Understand a person's life as a system that is currently producing a negative outcome - e.g. debt

- Who are the actors making up the system that is creating the outcome of debt (and that could help make a different outcome)?
- What are the relationships between those actors? How can they collaborate and learn together?
- What are the factors that influence the system which helps achieve your purpose?
- How do the actors learn together about those factors?
- **Learning together builds trust**



Co-design experiments / explorations to change that pattern of interactions - **what happens if we try this?**

- What's the question you're trying to answer?
- What actions should we try, to answer the question?
- What data will you collect? (Of any type)
- How will you collectively make sense of what the data means?
- How will you make it safe to fail?
- What countermeasures are needed to protect the experimental space?



Doing experiments / explorations - what are we learning from this?

- What patterns do we see?
- What is the learning:
 - For this system scale?
 - For other horizontal / vertical systems?



Issue description	Level			Status (open/ closed)	Owner			Action required	
	1 Ind	2 Sys	3 Macro		Team	L'ship	Govt	Countermeasure (now)	System change (new normal)

Embedding - how does my/our Business as Usual need to change?

Influencing - how does the BAU of others (horizontally / vertically) need to change?



Issue description	Level			Status (open/ closed)	Owner			Action required	
	1 Ind	2 Sys	3 Macro		Team	L'ship	Govt	Countermeasure (now)	System change (new normal)



Managing a Learning Cycle:

Is the Learning Cycle operating effectively?

What needs to change about how it is working?

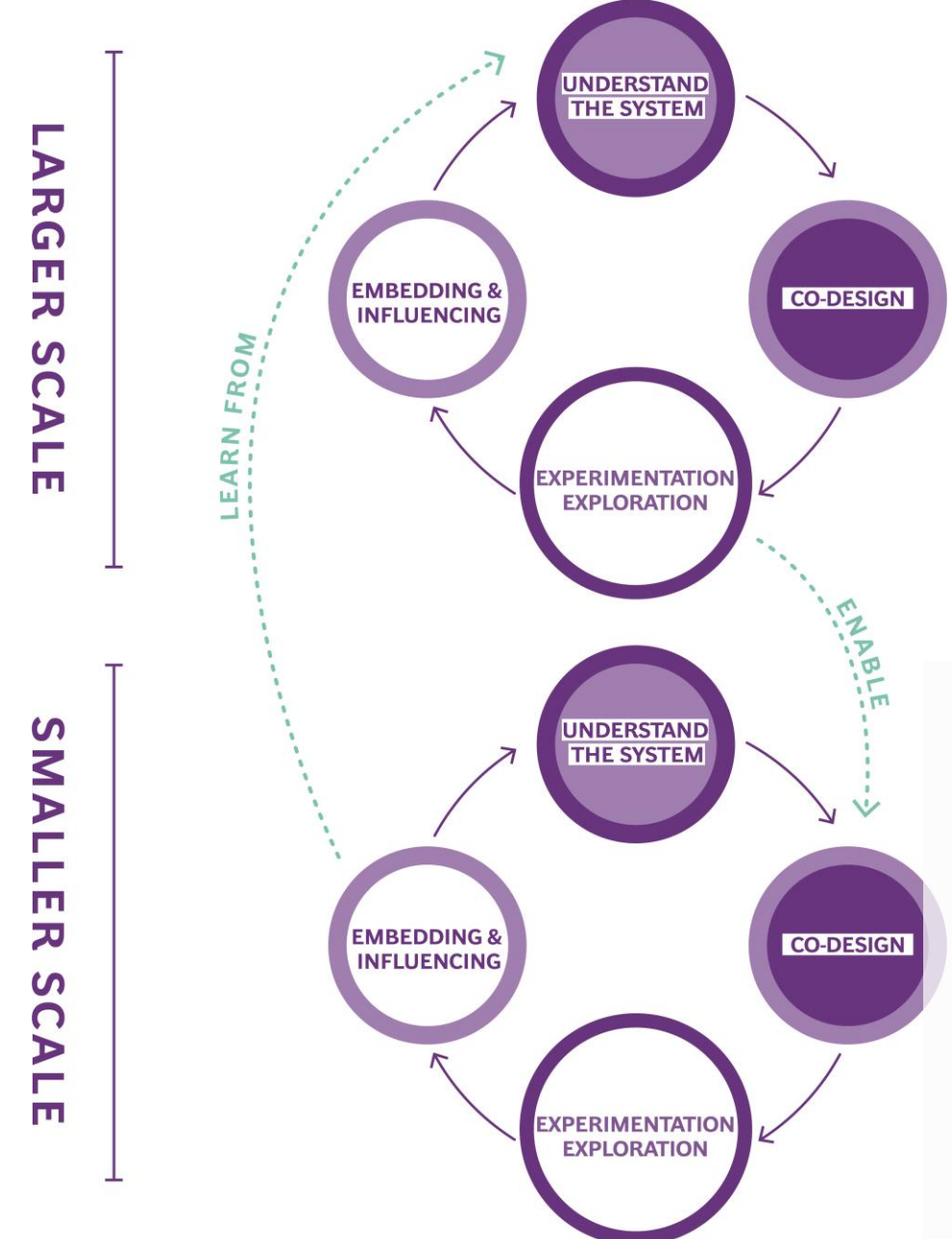
- How much time do we need to allocate to this Learning Cycle?
- What other resources are required?
- What is enabling you to enact this Learning Cycle?
- What barriers are you finding?
- To whom do you need to connect, horizontally and vertically? How will you find this out?

Governing a Learning Cycle

- What is the **integrity of the learning and adaptation** processes?
- Are lessons being learnt?
- How is learning translating into changed practice?
- How is practice translating into new infrastructure?
- How is our learning achieving our purpose?
- How do we know?
- **What evaluation mechanisms and processes are required?**
- How do we provide an account of this learning? To whom?
- **Who is included in/excluded from this learning cycle?** Are those boundaries correct?



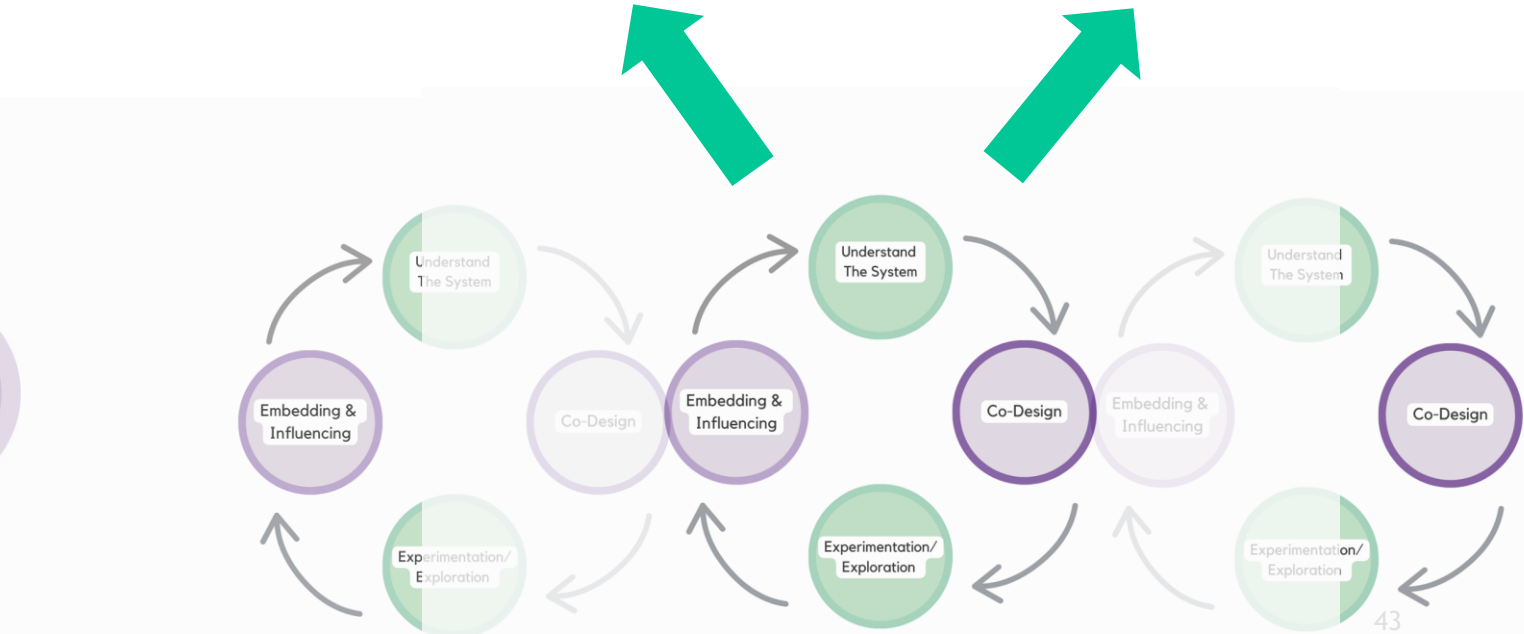
Connected Learning Cycles



Influencing: Systems Stewards convening Learning Cycles at other scales

Policy Learning: what should we do?

Organisational Learning: how should we do it?



Summary



Taking outcomes seriously requires doing public management differently:



- **Start with the reality of how outcomes are made.**



- **Adopt learning as the management strategy.** As a leader, your primary task is to create learning environments.

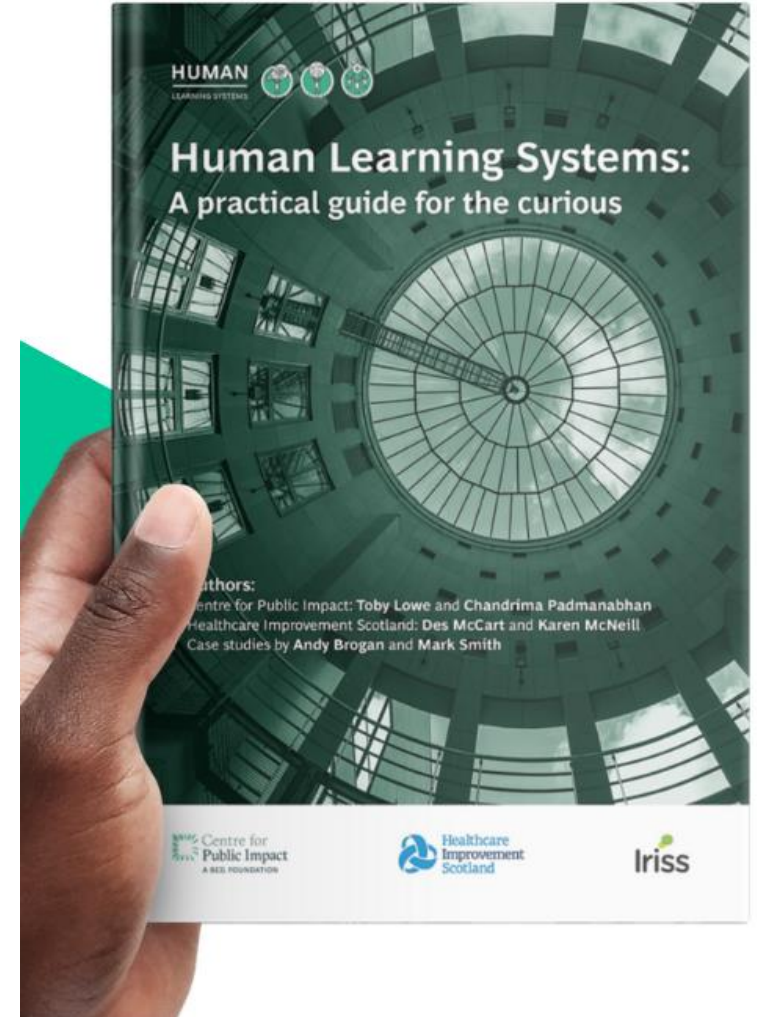


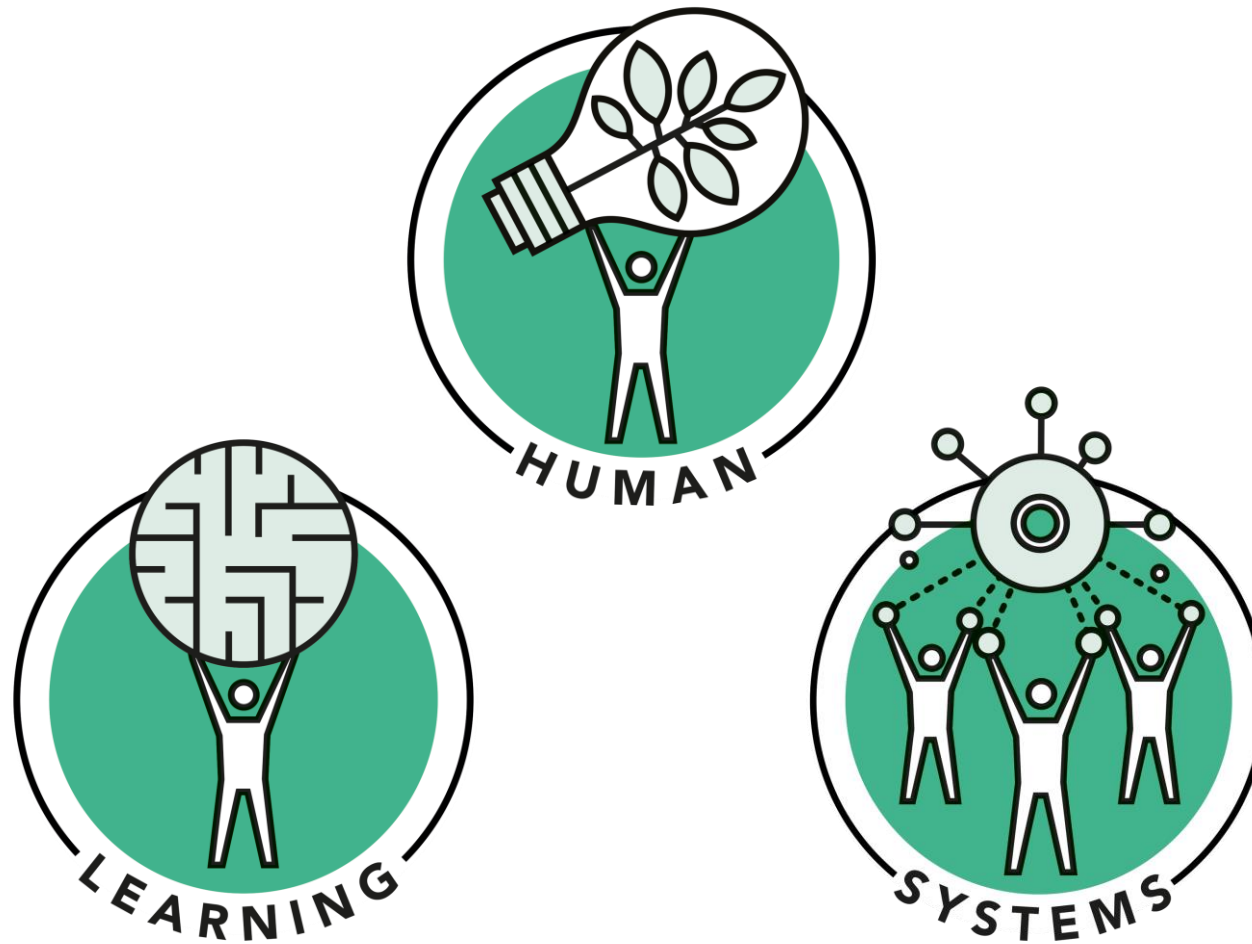
- **Apply this strategy to all system scales** - person, organisation, place, country/region.
- Change is hard graft - it comes from experimentation & exploration.
- **Payoff: Better outcomes for less money. Happier people.**



If you want to try this for yourselves

- Download the guide:
<https://t.co/whQ09KmPmm>
- Let us know how it could be improved





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Scottish Borders Council : An HLS Approach to Grant funding



Simon Lynch, Programme Facilitator, Scottish Borders Council



HUMAN LEARNING SYSTEMS (HLS) APPROACH TO COMMUNITY LED LOCAL DEVELOPMENT GRANT FUNDING

SIMON LYNCH (SCOTTISH BORDERS LOCAL ACTION GROUP)

GARY WHITE (AGENDA RESILIENCE)

BACKGROUND

Need for new alternative grant approach recognised across CLLD sector

- Human Learning System based grant scheme was funded by SG Agriculture and Rural Economy Directorate's Rural Communities Policy & SRN Team
 - Rural Communities Testing Change Grant scheme
- Commissioned by Scottish Borders Local Action Group (LAG) delivered Scottish Borders Council staff and Agenda Resilience Consultancy
 - Basic System designed in 6 weeks
 - Tested on live projects over the course of 7 months

Scottish Borders LEADER Local Action Group

Annual Report to 31st March 2020



GRANT SYSTEM DESIGN CRITERIA

Scheme designed around encouraging all recipients to develop capacity and become better at delivery.

- Designed to be attractive, intuitive and easy to use for applicants (especially small and micro organisations)
- Learning, feedback and ongoing review at centre of approach
- Use of novel approaches and new metrics (like LM3 –local economic multiplier)
- Co-produced realistic Outcomes not random “Target Terror”
- Compliant with Government and Local Authority Financial, Legal and Audit requirements

The screenshot shows a web browser window with the URL `127.0.0.1:8000/larcs/col/`. The page title is "Expression of interest". The form contains the following sections and fields:

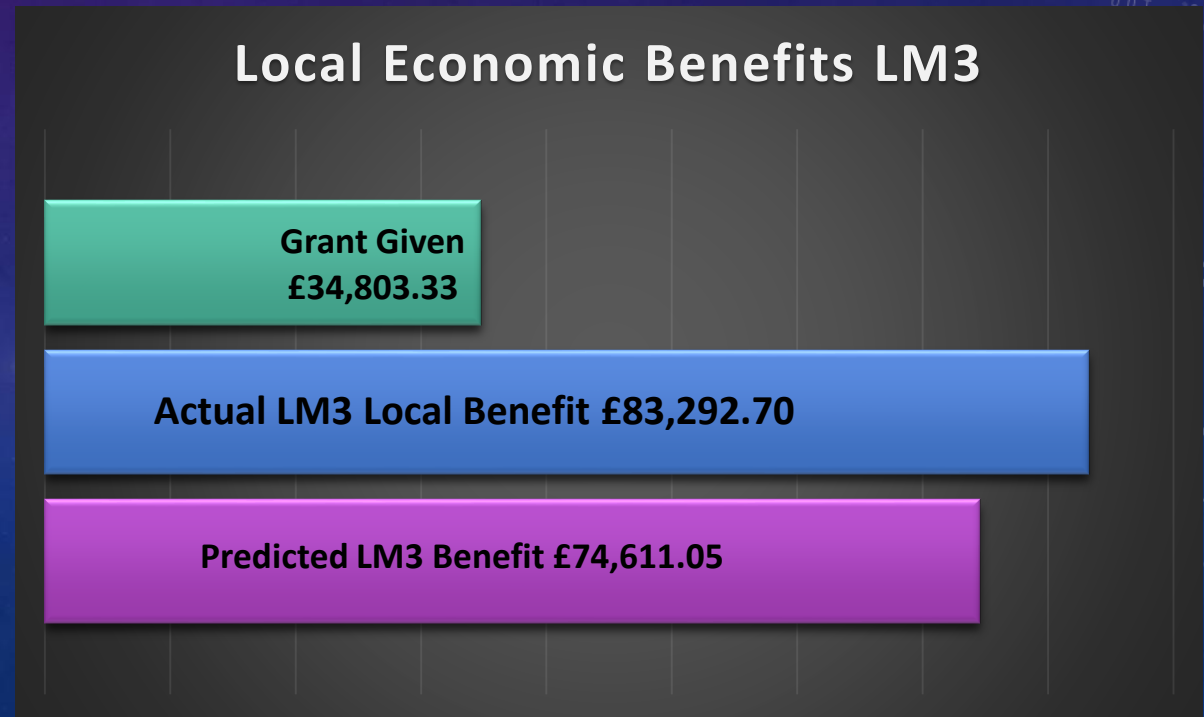
- Please provide us with your full contact name:**
Full name
- Please provide us with an email address:**
Email
- Please provide us with your personal phone number (+44xxxxxxxx). Up to 11 digits allowed:**
Phone number
- Please tell us the name of your organisation:**
Organisation name
- Please provide us the title of your proposed project:**
Title
- (Optional) Provide a Companies House or OSCR Registration number:**
Companies House/OSCR Registration number
- Briefly tell us about your project and what you are looking to achieve (Max 750 characters):**
- Please provide an estimate of the funding required for this project:**
Funding estimate

At the bottom of the form are two buttons: "SUBMIT" (blue) and "SAVE AS DRAFT" (orange). The browser's taskbar at the bottom shows several open applications, including "DOCUMENTATION", "Anaconda Powerh...", "login.txt Bloc de n...", "Design Guide.docx ...", and "Case Scenario".

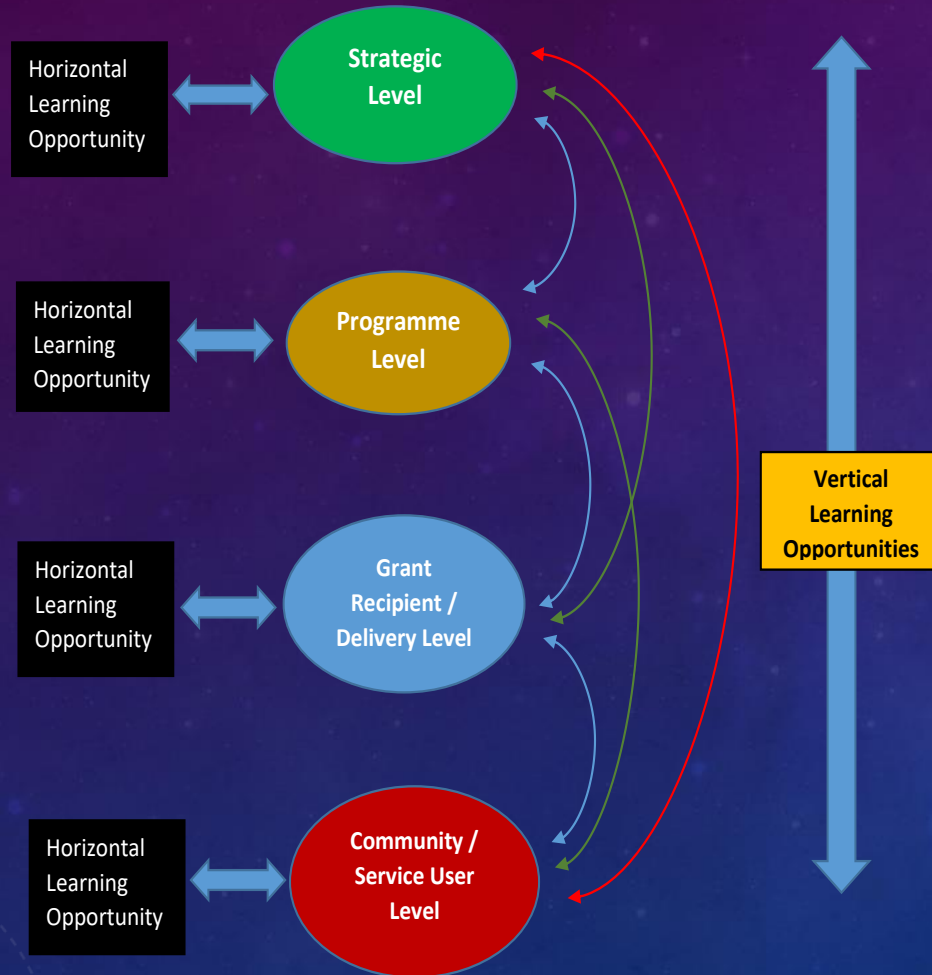
NEW APPROACHES TO MEASURING IMPACT

- No targets at all
- Partnership and Trust
- Provisional Outcomes discussed at application stage with further discussions throughout the process. Final Outcome agreed after discussion at end of funding
- Underpinned by automated process like LM3 which measures local economic impact of grant spend.

Project Local Economic Impact	Predicted at Application Stage	Actual Achievement
For every £1 in grant given to this project, it contributes to the local economy:	£2.14	£2.39



VERTICAL AND HORIZONTAL LEARNING THEMES



- Horizontal Learning –sharing of experiences and understanding between peers leading to :
 - Higher quality and more efficient services
 - New and improved partnership and co-operation opportunities
- Vertical learning -opportunity to share learning between different Levels and leading to :
 - Greater understanding and more efficient and effective relations
 - New and better (CLLD) ideas, proposals and processes
 - Policy and organisation changes as well as commissioning decisions

BENEFITS FOR THE GRANT FUNDER

- **Staff Resource savings** compared with previous grant system:
 - Claims staff –up to 50% time savings (approx. £30k saving)
 - Monitoring & Evaluation staff time–up to 80% time savings (approx. £5k)
 - Facilitation/Animation-up to 30% reduction in time spent on admin (Equivalent to £7k)
- **Higher staff morale** and satisfaction as opinions valued
- **Better processes** as staff have time to reflect, think and develop
- **Better understanding** of sector, organisations and activities
- **Stronger relationships** with grant recipients
- Better understanding of **impact of funding** and **complexity of the system**
- Leads to **positive changes** in applicants behaviour (i.e. spending more locally)



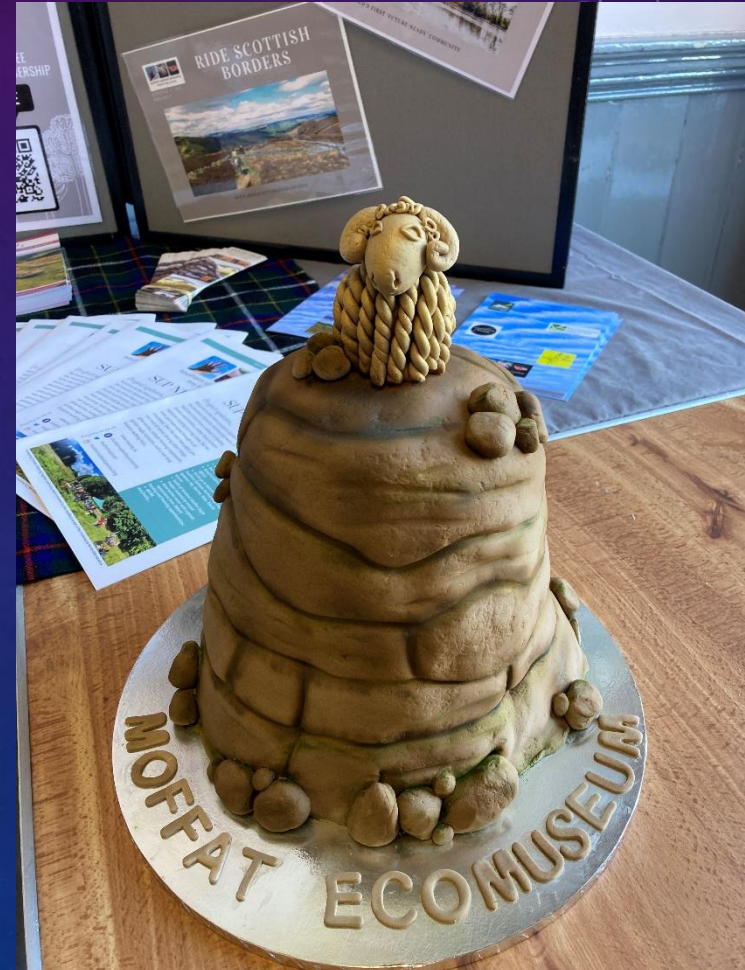
BENEFITS FOR THE APPLICANT AND GRANT RECIPIENT

- Grant Recipient **staff resource savings** compared with previous grant system:
 - Application process –up to 60% quicker (esp. important as unpaid)
 - Claims staff –up to 60% time savings
 - Target/Monitoring staff time–up to 90% time savings
- **More time and resources** spent on Service Users as less of grant devoted to admin
- Applicants able to concentrate on producing **Higher Quality Outcomes**
- Applicants feel more valued and understood, more open and willing to work with funder. **“Trusted Friend”**
- Wider networks leading to **new cooperation and new projects**
- Time devoted to reflection and learning leads to **better services**



BENEFITS FOR PEOPLE IN COMMUNITIES

- Feeling welcomed and opinions **more valued** as actively sought
- **Positive Feeling** of it being “their” service
- **Wider range** of services on offer
- Encouraged to be **actively involved**
- **Services remaining available** more easily during crisis -1 Lockdown and 4 storms!
- **More Bang for the Public Buck** (average 20% more activity on offer)



THANKS FOR YOUR TIME....

FOR MORE INFORMATION ABOUT THE DETAILS OF THE
GRANT PROGRAMME PLEASE VISIT [HEALTHCARE
IMPROVEMENT SCOTLAND'S COLLABORATIVE
COMMISSIONING WEBPAGE](#)

Gates Head Council: How HLS can change the system



Mark Smith, Director of Public Service Reform at Gateshead Council

A person is shown from the chest up, completely entangled in a complex web of thick, light-colored ropes. The person's arms and legs are visible, reaching out from the tangle. A single, vibrant red rope stands out against the dark background and the lighter ropes. The background is dark and textured, suggesting an indoor climbing or escape room environment.

“It’s not enough to be right”

Creating the learning conditions for great work to land and evolve...

Mark Smith
Director, Public Service Reform
Gateshead Council

Case Study One: Kayleigh

- Council Tax Debt, rent arrears
- Single mum, 11 year old child
- Depression, mental health problems
- ASB, fear of neighbour
- Overwhelmed by referrals
- 'Hiding' – "It's too difficult"
- 30 min walk to new school
- Uniform
- Child behaviour starting to worsen
- "My life is ****"
- Debt as trigger, explored context with visit
- Benefits were wrong – ate into debt
- Helped move closer to school
- Helped with uniform
- CAB helped with rest of debt
- Sister helped to support emotionally
- Took on more hours at work
- Training for qualifications
- Child settled down at secondary school
- "Thank you for making my family happy"

**COST: £90 +
6 visits and 9
phone calls**

Case Study One: Kayleigh

System changes

- Debt recovery policy
- Tenancy transfer policy
- Caseworker role and remit
- Purchasing cards

Method changes

- Debt data as a signal
- Opening conversation
- Calls and visits
- Journaling and 'soft' measures

Initially very painful, slow and full of tension. Eroded rather than built appetite for reform.

If informed choices are still difficult to make with evidence and learning, what else is informing such choices?

Reflections on choices around change...

Strong method of change

- Mayday Trust – PTS
- Hilary Cottam – Radical Help
- Portsmouth – Appreciative Inquiry
- Vanguard Method



Change in leadership thinking



Not a given...

System change via a change in collective thinking/culture

'Ground conditions' for absorbing evidence and learning

- Existing culture/approach to learning
- Corporate memory
- Status of 'legitimate' power



Work on values, particularly around learning, is a point of leverage...

Values (mindset, context)

'Could go either way...'

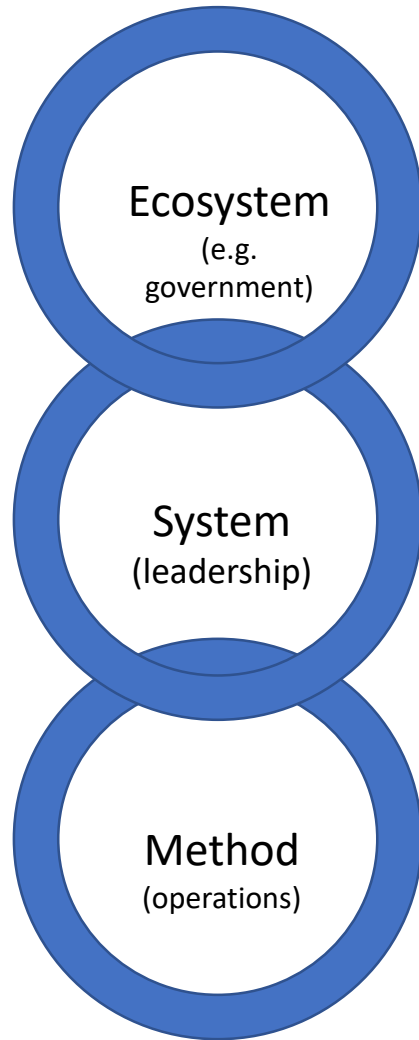


Fizzles out...

Connected learning cycles...

Better 'ground conditions' and values re learning make it easier to:

- Cede power
- Take power
- Iterate
- Learn and change more quickly



- Understanding where the change needed is elsewhere
 - Developing evidence, countermeasures, influence
 - Showing relevance and power of learning across whole organisation
-
- Understanding why things are the way they are
 - Learning to act on points of leverage they hold based upon learning in operations
 - Learning to trust/have confidence in operations' ability to problem solve, building relationships, make decisions, spend money...
-
- Consolidating things that already work and understanding why they do
 - Developing practice that the existing system allows room for (but doesn't currently feature)
 - Building confidence – problem solving, relationship building, decision making
 - Developing courage to drive change – from behaviour modelled by those with power


Learning as a management strategy for reform...

- Work on debt unearthed system conditions that related to other facets of health and wellbeing:
 - Homelessness
 - Community development
 - Locality working
- Connected learning cycles
 - Worked on the values and ground conditions which prevented painful and time consuming 'square one' interventions
 - Worked in harness with strong methods of change
- The value add extends to future reform work
 - From erosion to invigoration...(it's still difficult work though!)

North Edinburgh Support Service (NESSie) Project: Using HLS across 'place'



Biddy Kelly, Managing Director, Fresh Start (Scotland)



Nessie (North Edinburgh Support Service)

Biddy Kelly – Fresh Start



What is NESSie?

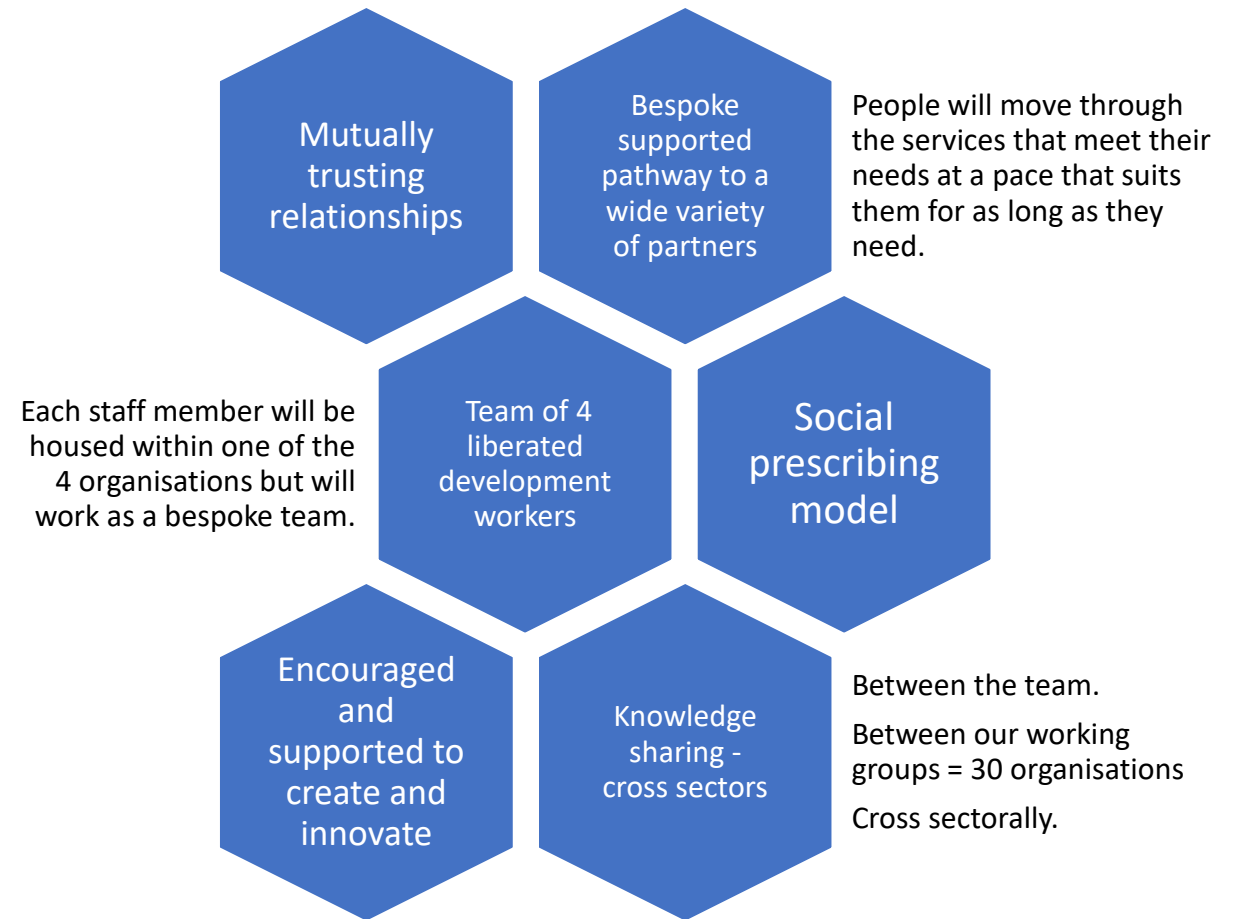
- Consortium of four very different operationally organisations. Fresh Start, Move On, North Edinburgh Arts and The Spartans Community Football Academy.
- Working with people who otherwise would see multiple services in a revolving door style.
- But aligned in values and ethos, with a trusted relationship at CEO level.
- Broad operational and strategic reach across Edinburgh.



Guiding Principles

- Love, care, compassion and dignity.
- No wrong door.
- Listening to what people really want.
- Allowing people to thrive not survive.


Nessie Operational Model



Underpinned by: Putting people first and at the heart of everything

Learning and sharing

System Stewards – 4 CEO's with trusting relationship willing to make things happen



What is different about NESSie?

- Team of liberated Development Support Worker's who have operational freedom.
- Trusted relationships at CEO to make things work.
- CEO's connected to a collective responsibility to lead and shape direction.
- CEO's broad range of reach at local and national level.
- Commitment to curiosity and learning.



CEO reach

Homelessness
and housing

Culture and
arts

Place
making

Sport

Social
Enterprise

City of
Edinburgh
Council

Circular
economy

Edinburgh
Health and
Social Care
Partnership

LCPP

Community
health

Education,
training and
volunteering

Trauma
informed



Learning model

- Within the individual DSW and the person
- Within the DSW team
- Within 4 organisations
- Across four organisations
- Across “place”
- Pushing up to EHSCP / CEC / Scottish Government / NHS



Vision of NESSie

- To leave no-one behind
- To create a way of what is happening in communities – pulling together and put this on record.
- Providing strong compelling evidence to statutory bodies in order to change the sytem.
- Use that record to hold statutory organisations accountable.
- **To create real cultural change**



Thank you

Keep in touch

website: ihub.scot

email: his.collaborativecommunities@nhs.scot

twitter: [@ihubscot](https://twitter.com/ihubscot)