Co-Learning with Communities

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Summer Institute
Agenda

- Introductions
- Defining co-learning
- Why co-learning matters
- Developing a co-learning toolkit
Review: Developing an Understanding of Co-Learning
Impromptu Networking

• What is your understanding of co-learning?

• What do you hope to get from and give to the group today?

• Three rounds
• 2 minutes per person to answer the questions.
• 4-5 min. per round
Point of Departure

Global Implementation Specialist

Practice Profile

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<th>Co-Creation</th>
<th>Ongoing Improvement</th>
<th>Sustaining Change</th>
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<td>• Co-learning</td>
<td>• Assess Need &amp; Context</td>
<td>• Grow and Sustain Relationships</td>
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<td>• Brokering</td>
<td>• Apply and Integrate Implementation Science Approaches</td>
<td>• Build Capacity</td>
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<td>• Address Power Differentials</td>
<td>• Conduct Improvement Cycles</td>
<td>• Cultivate Leadership</td>
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<td>• Co-Design</td>
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<td>• Tailored Support</td>
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Understanding Co-Learning

**What:**
- Work collaboratively with system stakeholders
- In the local context

**How:**
- To learn how to use applied knowledge effectively

**Why:**
- To support co-creation
Co-Learning Assumptions

System stakeholders are open to learning about the history and current priorities in the local context; have a desire to assess and apply the most feasible and relevant practices.
Practice Principles

- Empathy
- Curiosity
- Commitment
- Methodical
- Transdisciplinary
Reflection

• How does this description align with your understanding of co-learning?

• How does it differ?
Why Co-learning Matters
Why does co-learning matter to you/your organization? Why might co-learning be challenging in your work? What is the evidence of co-learning making a difference?
Ethical Practice of Social Work

• **Self-Determination:**
  – respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

• **Cultural Awareness and Social Diversity:**
  – understand the culture of the community, recognizing the strengths that exist in the culture.
  – seek to understand the nature of sociocultural, economic, and political dynamics in the community.

• **Public Participation:**
  • facilitate informed participation by the public in shaping social policies and institutions.
Ethical Practice of Public Health

Values

• *The effectiveness of institutions depends heavily on the public’s trust.* ...One critical form of reciprocity and communication is listening to as well as speaking with the community.

• *Each person in a community should have an opportunity to contribute to public discourse.* ...it is important to discern whether all who would like to contribute to the discussion have an opportunity to do so.

Principles

Public health...

• ...policies, programs, and priorities should be developed and evaluated through processes that ensure an opportunity for input from community members.

• ...institutions should provide communities with the information they have that is needed for decisions on policies or programs and should obtain the community’s consent for their implementation.

Emergent Evidence

STRENGTHS OF THE EBM IMPLEMENTATION PROCESS

• Communication and collaboration. The partnership between ACS, the EBM developers, and providers was critical to the initiative’s success. Establishing multiple feedback loops with all partners was the primary mechanism that contributed to the positive relationship.

ASPECTS TO ATTEND TO EARLY IN THE IMPLEMENTATION PROCESS

• Time and commitment. ACS providers indicated that they were not prepared for the amount of time and effort that was needed to get them to where they are today, but thanks to the consistent, open communication among all partners, commitment remains strong years later.
Group Synthesis

• Ideas that stood out in your conversations?
Developing a Co-Learning Tool Kit
## Authentic and Intentional Engagement

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<th>Inform</th>
<th>Consult</th>
<th>Involve</th>
<th>Collaborate</th>
<th>Co-Create</th>
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<td>To provide information</td>
<td>To obtain feedback</td>
<td>To work with to develop alternatives</td>
<td>To partner in each aspect of decision-making</td>
<td>To empower to make decisions</td>
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**Enabling Context**

- **Authentic and Intentional Engagement**
- **Co-Learning Potential**
  - **Low**
  - **High**
The Range of Co-Learning Approaches

- Traditional
  - Hierarchical
  - Top-down
  - Expert driven

- Blended
  - Mixed methods

- Constructivist
  - Community-centered
  - Participant driven
Relevant Methods & Approaches

- Asset Based Community Development
- Human-Centered design
- Results Based Accountability
- Community-Based Participatory Research
- Collective Impact
Co-Learning Activities

Create spaces for new ideas to emerge

Communicate and listen for the purpose of mutual understanding

Collectively fit the implementation science approach with existing programs, practices and processes.

Understand the system and organizational context and culture

Negotiate, build trust and respect for all perspectives.
Case: The Guardianship Assistance Program

What: Working collaboratively with County DSS & Children’s Home Society

How: To learn to use evidence from other states

Why: To support co-creation of a new licensure program

Where: In 3 NC counties
Wrap Up

Final Reflections?

Where to next?
Resources

• Asset based Community Development:
  • https://resources.depaul.edu/abcd-institute/Pages/default.aspx

• Results Based Accountability:
  • https://clearimpact.com/

• Community Based Participatory Research:
  • https://www.wiley.com/en-us/Methods+in+Community-Based+Participatory+Research+for+Health-p-9780787980061

• Collective Impact:
  • http://www.collaborationforimpact.com/collective-impact/

• Human Centered Design:
  • https://www.ideo.org/approach
  • https://www.luma-institute.com/
References

• Global Implementation Specialist Practice Profile. https://nirn.fpg.unc.edu/resources/is-practice-profile

