Enabling leaders with lived experience

Learning report

1 Introduction

Social sector leadership currently lacks representation of people with direct or 'lived' experience of social issues. Recent research reveals that despite an appreciation of lived experience in informing social change, the social sector has been slow to recognise the full value and benefit of lived expertise in terms of leading that change. Leadership development in this area is largely unexplored.

Baljeet Sandhu[1]

The project, funded by the Big Lottery Fund, galvanized a group of leaders with lived experience (LLE)[2] in Birmingham and Bristol to create change in the social sector. As this report shows, the project has helped radically transform the practices of the organisations delivering this work -The Social Innovation Partnership (TSIP) and UnLtd- through deepening our understanding of the structural, cultural and interpersonal barriers and enablers that we identified through delivering this work.

1.1. Our ambition

Lived experience is vital to solve social issues. Yet, in the social sector people with lived experience lack the same leadership opportunities and progression routes as people with learnt experience. UnLtd and TSIP sought to address this gap by:

- Deepening the understanding of leadership or change-making opportunities, barriers and enablers for LLE, from their own perspectives and from the perspectives of the wider sector.
- Co-creating with an initial group of LLE in two target locations, meaningful support and progression routes that harness their potential and desire to be change-makers.
- Building strategies to foster a more inclusive and enabling environment for LLE, working with diverse social purpose organisations (SPOs) as hosts, enablers and influencers.
- Capturing and disseminating learning throughout the project to inform approaches within the social sector.

We knew that the only way to do this was by having LLE design and drive this work. This was an innovative initiative for both organisations and we knew that it was going to be uncomfortable to challenge our own views, power and privilege while delivering the project. The journey has been incredibly rewarding and has changed us profoundly. It has been full of opportunities, achievements, unexpected outcomes and learning that we are using to improve ourselves and to inspire and inform more work in this area.

[1] Sandhu, B. (2017): The value of lived experience in social change: the need of leadership and organisational development in the social sector. https://thelivedexperience.org/report/

[2] Se appendix for a glossary of terms used in this report.

1.2. Project overview

The project, jointly delivered by both organisations and with expert advice from Baljeet Sandhu and Sade Brown,[3] focused on accurately defining the barriers and enablers LLE face, and on co-designing appropriate enabling interventions together with LLE and SPO. To do so, we set up "demonstration models" in Birmingham and Bristol,[4] where we identified and worked with 30 LLE[5] to demonstrate what may be achieved nationally.

Our approach

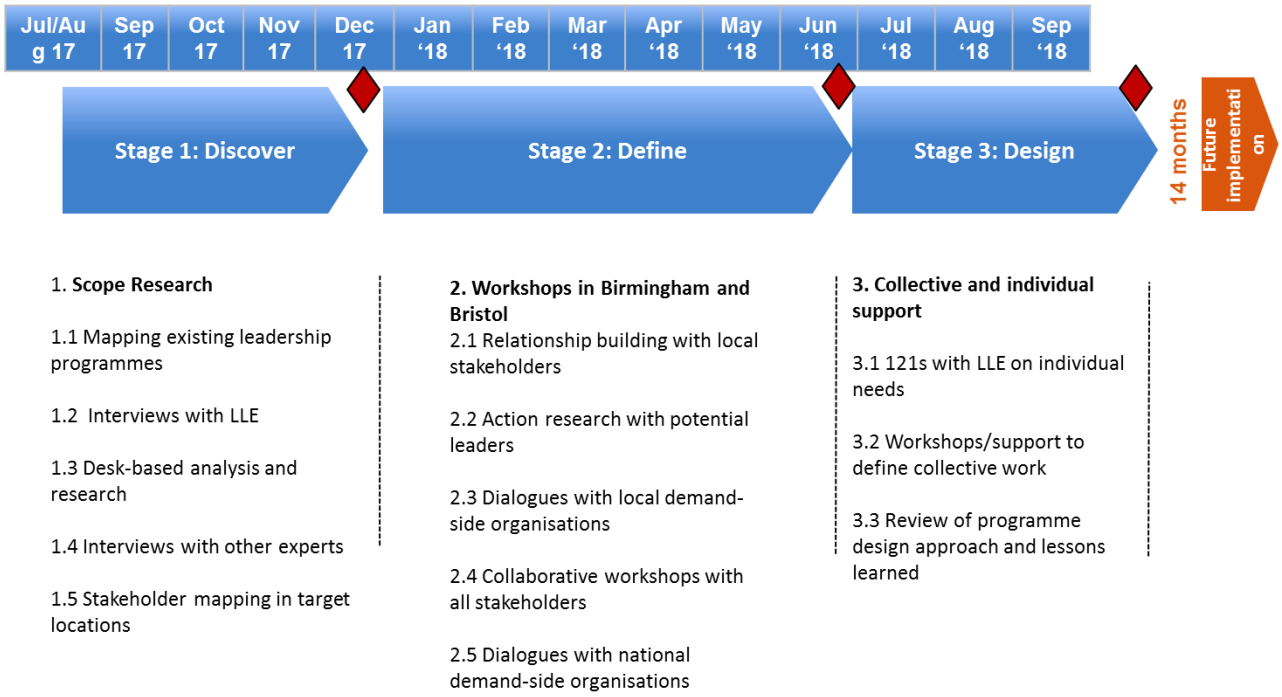
We used a Double Diamond design methodology to design, implement, test and review the delivery of our intervention, iterating the model throughout the life of the project. We also developed a learning framework (see appendix) to document key insights and reflections from the LLE and the delivery team during the different stages of the project.

Activities and timescale

There were three distinct stages to the project, each of them including the following objectives and activities (see fig. 1):

a) **Discover:** We deepened our understanding of the issues faced by LLE nationally, especially around leadership, through i) mapping existing leadership programmes; ii) workshops and in-depth interviews with LLE; iii) desk-based analysis and research; iv) stakeholder mapping and relationship building in each location.
b) **Define:** We delivered a series of workshops in both locations. Through these we explored, refined and prioritised systemic barriers and enablers with LLE and SPOs.[6]
c) **Design:** We worked with LLE to co-design meaningful solutions and an action plan. SPOs also contributed to designing these solutions and some of them committed to specific actions. During this last phase we also provided support to LLE to identify and develop their collective action, as well as to meet their individual aspirations to progress. In addition to delivering the support in both locations, we analysed all the learning captured during the programme to share it in this report. We are also co-producing a learning output with LLE to share with the wider sector.[7]

[3] Sade is the founder of Sour Lemons Creative Partnership (http://sourlemons.co.uk/) and works as Social Entrepreneur in Residence at UnLtd.
[4] TSIP and UnLtd had existing networks and contacts in selected locations, such as the Impact Hub in Birmingham.
[5] We originally recruited 15 LLE in both locations. We ended up working with 15 in Birmingham and 13 in Bristol due to drop outs.
[6] We explored individual journeys, barriers and enablers with LLE through insights and action research and introduced them to SPOs to validate and complement them in LLE-led events in both locations.
[7] During the Define stage, LLE identified numerous barriers they face which prevent them for fulfilling their leadership potential, particularly within organisations. The content of this is not covered in this report; we are separately co-producing a learning output with LLE that will explore these enabling and constraining factors – expected Dec 2018.



The team

Our **steering group** was made up of people with lived and learnt experience. They provided essential knowledge, expertise and critical challenge to ensure the work stayed on track.

We also benefited from the expertise of Baljeet Sandhu, who was part of the steering group and worked as an **adviser** by assisting the project team when expert input was needed. Baljeet also facilitated the workshops with LLE.

The steering group provided strategic guidance to the **project team**, formed of Sade Brown, Karl Belizaire,[8] TSIP and UnLtd staff. Like the steering group, the team combined both lived and learnt experience, which was key to better engage with LLE and deliver the work in a meaningful way (see 3.2.2.). The same team worked in both locations delivering workshops and support to the LLE. This was critical to building trust-based relationships with the LLE, and enabled a process of continuous learning during the workshops.

1.3. About this report

We have learnt lots about what it takes to bring people with lived and learnt experience together over the last 14 months. We've also made significant progress towards understanding what it takes to genuinely work in an inclusive manner. The purpose of this document is to draw out internal reflections about the realities, benefits and possibilities of delivering this work.[9]

[8] Karl is a social enterprise consultant, adviser and facilitator based in Bristol.

[9] Findings from the co-design process will be covered more in depth in the learning output we are co-producing with LLE– expected Dec 2018.

2 Key achievements and learning highlights

We are pleased to share the following highlights which emerged from our learning, and where to go for more information:

2.1. What we did well and will do more of

- **Enabling LLE to drive the work was key (see section 3.1).** We confirmed that it was critical that LLE were involved in design, delivery and governance of this project. This helped us to effectively engage with and support the cohorts, create a shared culture and adapt our processes to be more accessible for LLE.
- **We were committed to our goal but flexible in our approach (see 3.1.4).** Although it felt uncomfortable at times, we learnt to be flexible and responsive to adapt and allow LLE to lead the way. This had a positive impact in our relationships with LLE and the overall project outcomes.
- **By working as a cohort, LLE felt connected and learnt from each other (see 3.2.1).** We heard from LLE that navigating alone is one of the biggest barriers they face. Enabling peer support had a positive impact on the LLE as individuals and enriched the collective work.
- **Having a combined team, with people with both lived and learnt experience, was vital to deliver this work (see 3.2.2).** Although we were learning as we were going to work effectively as a team, having a mix of learnt and lived experience helped us to better engage with the LLE and to be more inclusive in our processes.
- **We identified and worked with local anchor organisations in targeted areas (see 3.4.1).** Initiatives like this need to have local relevance and buy-in if they are to be meaningful and sustainable, as we learned from working with the Impact Hub in Birmingham. Next time we would reach out to anchor organisations earlier and put even more time and resource into building these relationships, for example including anchor organisations in programme design.
- **Capturing learning across the project and sharing it with the wider sector was a priority for us.** LLE's knowledge and expertise of social issues and systemic barriers is outstanding, as proven by the sophisticated insights and knowledge generated by cohorts during the project. We are working with LLE to share this learning with the sector so that we can evidence the value of lived experience, share best practice and drive systemic change.
- **We developed a bespoke exit strategy, even though the project ended in a very different way to what we had planned (see 3.4.4).** Based on the needs and aspirations of both cohorts at the end of the project, we invested more time and resources at the last stage of the project to support the LLE individually and collectively to take their work forward.
- **Adapting our organisational processes and structures to be more inclusive during this work has opened up a wide range of future opportunities (4)** for both organisations to embed and value lived experience even more. For example, both organisations are making conscious efforts to recruit more LLE through more inclusive processes to ensure that their expertise is at the heart of what we do.

2.2. What we would do differently

- **We could have been more transparent with LLE regarding project goals and design (see 3.3.2).** We learnt that clarity across project budget, activities, processes, content and communication is crucial to build a culture of transparency and sharing power. On reflection, we would have thought more about what being transparent looks like in practice (e.g. visits to organisations, booklet with project information), include time and resources in project design, and create mechanisms to hold our organisation accountable (e.g. building mixed teams to overview the recruitment processes, budget, etc.).
- **We didn't pay enough attention to team building and bonding (see 3.2.3).** Getting to know each other better and building interpersonal relationships improves collective work both within cohorts and the project team. Next time we would build in more time and specific activities for socialising (e.g. dinner after workshops, a day away visiting the other cohort) before and during the project both for the team and cohorts.
- **We learnt that identifying and supporting individual needs is paramount to enable collective work (see 3.2.4).** Being inclusive means paying attention to different individual needs, strengths and aspirations of the LLE and the project team. We should have identified the individual needs of LLE and project team from the outset and offered bespoke support accordingly (e.g. training and qualification, one-to-one support, more time with LLE) to reduce any negative impact on people's wellbeing and take the collective work forward.
- **We didn't bring SPOs into the co-design process early enough, which limited the project's outcomes and impact on the wider sector.** Even though working with LLE was rightly our priority, we could have paid more attention from the outset to engaging with SPOs. This might have included being bolder in sharing the project's value and vision with them, being proactive in following up relationships to attract them earlier into the co-design process (including people in senior positions). This would have allowed us to attract more SPOs and foster deeper relationships between them and LLE in their locality.
- **Overall, building in more time would have allowed us to be more impactful.** This work was far more resource-intensive than we had anticipated. We learnt that time for engaging with the communities, team-building, exploring individual and collective needs and aspirations (both within LLE and the team), and sharing learning is crucial to delivering this work in a meaningful way.

3 Our reflections on what happened

In this section we provide an overview of what went well and what didn't go as expected. We also explore the successes and challenges, why they happened and what we learnt as a result. We've also tried to draw out some top tips and things to think about for others considering embarking upon similar work.

Broadly speaking our reflections fit into four interconnected categories:

- **Co-design process and methodology:** our approach to working with LLE and SPOs to explore barriers and enablers and co-design solutions.
- **Interpersonal dynamics**: this includes reflections on how we worked together as a team and with the cohorts of LLE.

- **Culture:** this includes our behaviours and social norms, how they manifested in practice and shaped our relationships and the way we worked.
- **Organisational structures and processes**: elements of project design and delivery directly linked to how organisations work.

3.1. Co-design process and methodology

We worked with LLE and SPOs to better understand key barriers and enablers to access leadership opportunities and co-design meaningful solutions. To achieve this, we set out with a clear methodology and approach, where we worked closely with LLE in both locations to build trust and understanding of the systemic challenges before introducing the insights to local SPOs. Baljeet and the project team provided the overarching structure and expert facilitation; LLE played a lead role in designing and delivering the workshops in a way that worked for them. Overall, we believe this approach worked well, although we could have done more in some areas.

Key **highlights:**

- **3.1.1. The quality of the insights and work LLE undertook during the workshops, including the action research, was outstanding.** When we brought the LLE and SPOs together, LLE were able to share with the sector their sophisticated knowledge of systemic barriers, which had a direct impact on the level of the discussions at the events with the SPOs. LLE's skills and expertise were also reflected in the way they organised and ran the events with SPOs, which was vital in authentically communicating their message with those organisations that attended.

- **3.1.2. We adopted an asset-based approach, but we had an underpinning narrative of barriers and challenges.** The insights generated from this work were extremely powerful for the LLE and SPOs in each location. However, on reflection we think that the language and framing we used got in the way of working even more deeply with LLE from an asset-based perspective. Focusing more on the enablers and strengths rather than barriers would have allowed us to better work with LLE throughout the process, harnessing their energy and changing the dominant narrative which remained too focused on barriers and challenges.

- **3.1.3. We prioritised our work with LLE; however, this meant that we had limited engagement from SPOs, as we didn't pay equal attention to developing relationships and involved them later in the co-design process.** We wanted the project to be LLE driven, so working with LLE was our priority from the outset. This shaped the co-design process: we didn't pay the same attention and energy to SPOs and adapted their involvement in the process to the pace and aspirations of the cohorts. On reflection, we could have been more proactive and bolder in sharing the value of this work with SPOs from the beginning, for example having a clearer communication strategy (e.g. having a webpage to refer SPOs to). As a result, although we had some key engagement from SPOs during and after the project (e.g. West Midlands Combined Authority and the Mayor of Bristol), overall, we didn't attract SPOs beyond those organisations that were already interested in lived experience and/or working with LLE. Within these, the engagement from senior positions was limited.

- **3.1.4. Attempting co-design felt messy and uncomfortable at times; as a project team we found this challenging.** We had structured aims and ideas about the activities and a timeline for the co-design process. In reality, plans were very much emergent; for example, the workshop outline we created changed as we learnt about LLE and adapted to their needs.

This made early communications and outreach for the programme challenging (see 3.2). Also, this wasn't a standard way of working for the project team (some of whom are used to working with more structure) and it didn't suit everyone. Yet over time we learnt how to be more comfortable with feeling uncomfortable and tried to be as responsive as we could to what LLE wanted (e.g. more flexibility and creativity). We believe that adapting to LLE needs was the right thing to do and that this flexibility and adaptability were key to building trust in the co-design process and making it relevant to the people involved and their experiences.

- **3.1.5. We realised that delivering the work in a meaningful way takes more time than what we anticipated.** Overall, project timelines felt too tight, especially during the co-design process. The complex nature of the work (including working in partnership, people – LLE, staff, members of the steering group – being busy, or processing the amount of knowledge and insights that were generated) slowed things down. If we were to do this work again, we would allocate more time between different stages to allow more space for continuous learning, checking in and developing meaningful relationships within the team, LLE and SPOs (see section 3.2).

Top things to think about
• Focus on **enablers and strengths** when framing the co-design process and throughout implementation to build on and amplify LLE's expertise and reinforce the value of lived experience. • When co-designing, pay **equal energy and attention** to all the participants (LLE, SPOs and the team) and assess their needs/expectations before starting the co-design process. • Deliver an **engagement strategy** for LLE and SPOs side by side. • Develop a clear **communications and outreach plan** for engaging key SPOs. This plan should target senior positions as well as LLE working in those organisations (e.g. engage with senior people in key SPOs on a one-to-one basis before the project begins to build relationships, and maintain engagement throughout). • Be clear on your co-design goal but **flexible** about how you achieve it; allow time between phases to adapt and re-plan. • Manage expectations and offer peer-support within the project team to **address the discomfort** of trying new ways of working in a complex environment. • Build in **time and resources** throughout the project to allow continuous learning and relationship building.

3.2. Interpersonal dynamics

One of the biggest challenges we faced in turning our ambition for co-design between people with lived and learnt experience into a reality, was the complexity of interpersonal dynamics - the relationships between the people involved in the work. This includes: LLE in each cohort, the project team (split across TSIP and UnLtd), external experts, and the steering committee.

- **3.2.1. Overall, we were impressed by the way in which LLE bonded with each other and developed relationships with the project staff.** In a relatively short period of time and with people who hadn't met or worked together before, we (both LLE and members of the project team) were able to create a shared understanding of the systemic barriers and opportunities, establish enough trust to have open and honest conversations, and generate huge amounts of ideas and learning. We think that was due to LLE feeling supported and

motivated by their peers, expert facilitation led by people with lived and learnt experience (e.g. using accessible language), and people being empathetic and honest (e.g. treating people as people). This meant that most LLE and members of delivery team were able to build meaningful relationships with each other over time.

- **3.2.2. We understood that both lived and learnt experience are valuable and needed, and not mutually exclusive.** The distinction between lived and learnt experience, and the need to balance them, wasn't clear for some team members at the beginning. This resulted in a narrative around "us" vs. "them" which permeated the way we worked with the cohorts and reproduced some of the systemic barriers and perceptions we were trying to address. However, as the project developed, we recognised this and acknowledged we were getting in our own way. In reality, most LLE we were working with had a mix of lived and learnt experience. Having a project team with lived and learnt experience working together was also essential to delivering the work, as team members with lived and learnt experience acted as a bridge between our systems, processes (and mindsets), and the LLE (see 3.4.2). We realised that we could have done more to enhance the potential of combining this experience from the outset. As a result, both organisations are making conscious efforts to recruit more individuals with lived experience into their organisations to realise the potential of bringing together lived and learnt experience (see 4).

However, we also experienced several **challenges**:

- **3.2.3. As a project team, we were learning as we were going - it was the first time that most of us had been involved in a project like this.** Although we have extensive relevant experience of social issues, we had limited first-hand experience of these issues. This created different understandings of what activating lived experience meant. We also had limited knowledge of each other, different ways of working, and struggled to keep track of roles and responsibilities as they changed and evolved. This created some gaps in our support to LLE, as wells as increased stress and frustration within the team. For example, we weren't clear enough between ourselves and with the cohorts about expectations (partly because the work was emergent), which led to misunderstandings and mistrust. We learnt that allocating more time to explore our individual needs and perceptions of the work and how we wanted to work together would have improved our individual contribution to the work, how we worked together as a team and how we interacted with the cohorts. It would also have allowed us to learn more and grow together as a team.

- **3.2.4. Not understanding the individual needs and including this in our support early on had a big impact on LLE taking the collective work forward.** We selected individuals with a diverse range of experiences, ideas, and who were at different stages of both their personal and professional journeys. For some lived experience was very present while for others it was in their "rear-view mirror". We think that this added value to the work and helped to generate ideas and energy. But it also created challenges for working towards collective goals -for example it limited the ability of some individuals to contribute to the group as they had different circumstances, aspirations, expectations and time available. In some circumstances it added pressure to those LLE in vulnerable situations. Assessing this diversity of needs within the cohorts (e.g. during the application process) and including individual support in the project design would have allowed us to overcome this.

Top things to think about
• Select a group of people with a **mix of lived and learnt experience,** and the **right skills and expertise,** when recruiting the project team. • Provide the team with **specific training** (on lived experience, individual perceptions, unconscious bias, etc.). This can be facilitated by LLE and include the project team to share more time with LLE. • Don't underestimate the importance of **team building;** we think it could be particularly powerful in building **trust** if delivered with project team and LLE together. Allocate time early on for the project team to get to know each other, build trust and establish ways of working. • Pay attention to the **language** -try to avoid jargon and create shared definitions, e.g. lived experience. • If you're trying to work towards a collective goal around complex issues, it's just as important to think about the **individual needs of LLE.** Be ready to identify and respond to these by building time and bespoke support into programme design.

3.3. Culture

We wanted to challenge current power dynamics in the sector and identify opportunities to lead by example. Even though we designed the project to be inclusive (bringing together people with both learnt and lived experience to create a safe environment for LLE), and tried different ways of working that included time for reflection, we learnt that a culture of transparency is paramount to achieve this, and that we sometimes found it hard to be transparent in practice.

- **3.3.1. We wanted to share power with LLE and within the team, but we didn't know what it would take in practice.** Power dynamics are complex and cut across everything: from internal team meetings and reflective sessions to how LLE interact with each other, us and other organisations. By not fully exploring this beforehand, we weren't aware of how much we were already reinforcing current power dynamics (e.g. not being transparent enough about project goals and budget) and thus underestimated how this would manifest throughout the work (uncomfortable situations, confrontation, mistrust, etc.) and its impact on people. We also didn't have the right tools and support needed to enable changes in power dynamics. For instance, we tried to make decisions collaboratively but didn't have a process for managing disagreements. We needed more time to explore the manifestations of power and privilege, and would have benefitted from using more democratic decision-making tools both within the team and with cohorts.

- **3.3.2. We knew that building trust would be important. Yet we misjudged what it would take to build it and how important transparency would be in the process.** We undervalued the importance of creating a culture of openness and transparency both to share power and build trust-based relationships with LLE. Being clear from the beginning about the project (goals, finances and activities), organisations (what they do, motivations) and team (who is who, roles and responsibilities) and reinforcing communications around this would have allowed us to bring LLE and organisations closer earlier and avoid the fluctuations on LLE's trust in us.

Top things to think about

- Be aware that a new way of working requires to build a **new culture** -new behaviours, rules and terms of engagement. Agree these with everyone involved in the project to create a shared understanding. Take time to explore **power and privilege as a team**, and how it manifests in your daily practices and relationships (this could be built into a team building activities).
- Consider including more **democratic decision-making tools** and **processes** in when working as a team and with LLE.
- Build in specific time and activities to **share** background information about your organisation, your motivations and expectations with LLE (e.g. we could have brought cohorts to our London office to show them our daily work, introduced them to meeting other social entrepreneurs, or connected them with Baljeet's other projects, etc.)
- Think about how **transparent** you want to be - our experience suggests the more you share the easier it is to build trust- and what this means in practice (e.g. if you are willing to share detailed budgets with LLE).
- Based on how transparent you want to be, think about how to effectively **communicate** project goals, budget and plan from the outset and reinforce them on an ongoing basis, especially when things change.

3.4. Organisational structures and processes

As organisations with different size, capacity and structures, we adapted our processes and ways of working to deliver this work. We also worked with other organisations (e.g. Impact Hub Birmingham) that share our ambition to foster an enabling environment for LLE. By delivering this work we have started to learn how to be more inclusive in our practices and are introducing changes as a result (see section 4).

- **3.4.1. Working with people and organisations deeply embedded in Birmingham and Bristol was invaluable, and we should have done it sooner.** Working with an anchor organisation[10] such as the Impact Hub in Birmingham and involving well-connected LLE in the outreach was vital to access local networks (both of LLE an SPOs), potential resources, opportunities to share the initiative with the community and get different people on board. By not having an anchor organisation in Bristol we reached out to a slightly less diverse group of LLE.[11] We should have spent more time on the ground in both locations and identified anchor organisations sooner as part of programme design, so that they could contribute more to shaping the project and allocating resources.

- **3.4.2. We were guided by an enthusiastic and committed steering committee with a mix of lived and learnt experience, which improved the project´s outcomes.** Most members of our steering committee had both lived and learnt experience. This was crucial to challenge ourselves and keep the work focused on LLE (instead of on our organisational processes and structures). Their guidance was also key for us to push the power and resources out to LLE and move more quickly into the selected locations**.**

[10] Organisations that are deeply embedded in a place and well-connected.
[11] The majority of LLE in Bristol were social entrepreneurs as our networks there were mainly linked to social entrepreneurship.

- **3.4.3. Simplifying some of our processes to be more accessible and providing ongoing support throughout the co-design process worked well for LLE.** Simple processes and continuous support and communication had a positive impact on engaging with LLE and moving the collective work forward. We developed a simple application process (including straightforward questions, accessible language and video option) and paid attention to how we structured and facilitated workshops, including the use of visuals and creative facilitation techniques. We also communicated with the cohort in between workshops to share materials. Although more time would have allowed LLE to better process and contribute to these materials, the ongoing communication helped to keep people with different needs engaged with the process and contributed to building trust.

- **3.4.4. We were completely committed to developing an appropriate exit strategy for each cohort, even though this was very different to what we planned.** The project ended in a very different way to what we had planned at the beginning: LLE needed more time and support from the delivery team to progress individually and collectively, as well as a delegated budget to enable them to act. We all invested more time and resources than we had planned to make this happen, as we felt this was our professional and personal responsibility. As a result, we supported LLE individually and as a group to realise their collective goals and started co-creating an externally facing learning output. We believe that this bespoke exit strategy worked well, and we will do more of it in the future.

Yet, some processes felt like real **blockers**:

- **3.4.5. We didn't pay enough attention to ensuring key processes were fit for everyone.** We knew paying LLE for their time and work was essential, as it's often one of the main barriers LLE face. Yet, we failed to be clear about the invoicing process or to simplify it –for many it was their first time working with UnLtd. We also didn't offer bespoke support to those LLE that needed it the most. We need to be more inclusive in processes that affect essential individual needs (including finances, transport, etc.) as they can have a big impact on people's wellbeing and relationships with the organisations. On reflection, we should have had more explicit conversations with LLE about how we could create more inclusive and accessible processes. We anticipate that such recommendations will be covered in the learning output we are creating with LLE.

- **3.4.6. We also underestimated how challenging it is for an established organisation to work in an agile, responsive way** when all our systems and processes are set up around audit trails and accountability. Our ambition to be agile and flexible was often thwarted by the time it actually took to make changes.

Top things to think about
• Work with **anchor organisations** in the communities ahead of implementing the project to access networks, share the project, reach out to potential candidates, shape project activities and allocate resources. • Pay attention to unconsciously **exclusive practices** (e.g. limited accessibility, focus on a specific group/social issue, progression route) when designing and delivering the project. • Create **simple and inclusive processes** and offer ongoing support to navigate them -e.g. work with experienced facilitators to sense-check with cohorts' and help them navigate organisational processes. • Include time and resources to design an **exit strategy** based on LLE´s needs and be responsive if those change during the project. • Include **LLE in project design** and allow time and resources to **test and review existing processes** to make them more inclusive and find **alternatives.**

4 Taking action

We are excited to share some of the possibilities and opportunities that this work has created for both organisations. We are already embracing these with energy and ambition to make change across our organisations so that we value lived experience more and are more inclusive.

UnLtd are taking positive actions to ensure that the organisation reflects demographic diversity and includes people with lived experience. These include:

- Establishing an **inclusion group** made up of social entrepreneurs, LLE, staff members and trustees to ensure that everyone can flourish at UnLtd, no matter what their background. The group will be bringing a five-year inclusion strategy focused on impact, diversity, equity and intersectionality to UnLtd's Board of Trustees in December 2018.
- Investing half of UnLtd's organisational training budget for 2018/19 in ***Design for Inclusion* workshops,** which focus on root causes of discrimination (power, privilege, social systems) and not just the symptoms. These have been rolled out to the executive team, the people group and inclusion champions, and will be offered to all other members of staff and trustees to build shared understanding around the importance of this work and our collective, as well as individual, responsibility to act.
- Inviting **LLE to talk to the Board** about the power and potential of lived experience. The Board and Executive team are now actively exploring how lived experience can be better reflected in decision making positions and processes.
- Piloting a stripped back **application process** with a ring-fenced pot of money for LLE to learn how our processes can be more inclusive. UnLtd are also committed to changing our entire application process in due course.
- Dedicating **early stage awards** budget to the LLE cohorts in Bristol and Birmingham. UnLtd are also committed to dedicate more awards and support to those who identify with the 9 protected characteristics of the Equality Act from 2019.
- Recruiting Sade Brown as a **Social Entrepreneurs in Residence** (SEIR). Sade understands both LLE and UnLtd deeply, and is acting as a bridge and holding us to account to make the changes we've committed to. UnLtd will seek to recruit more LLE in this and other roles.

- Introducing **paid internships** that specifically aim to target the lack of diversity across the organisation.
- Consciously seeking **external expertise** (Voices4Change, Precious, Scope, Exceptional Individuals and Stonewall) who focus on diverse communities to advise UnLtd, build partnerships and our pipeline of social entrepreneurs from the groups they represent.

TSIP have taken a new approach to recruitment, having understood the importance of having a combined team with lived and learn experience. As a result, TSIP are:

- Changing the way they design and deliver projects, ensuring there are mixed **teams of lived and learnt experience** at the heart of their work- e.g. one of our largest projects now has a team which includes a LLE and someone with more traditional learnt experience.
- Working with LLE and acting as a **platform** for them – i.e. employing them part time, while they focus on their own entrepreneurial activities the rest of their time.
- Building a **new associate model** specifically to work with people who have lived experience, to be brought on to different projects.

APPENDIX

1. Our learning framework

The learning framework below has guided the way we have captured and analysed learning generated throughout the project. This report is mainly focused on the learning around *process* and *outcomes* sections, while we are co-creating another learning output with LLE which will explore the *content* that was generated during this work.

LLE LEARNING FRAMEWORK - WHAT DO WE NEED TO PAY ATTENTION TO?

1. PROCESS

Engaging with LLE
- Maintaining the integrity of meaningful engagement (Providing a safe environment for LLE not to feel vulnerable, exploited, etc?)
- Ensuring that we target "unusual" suspects

Engaging with SPOs
- Ensuring that we are engaging SPOs that are not already committed to the cause
- Ensuring that we are also reaching SPOs at national level
- Ensuring that we are learning from existing initiatives/experience

The co-design process
- Power balances and ownership (roles and positions)
- Divergent perspectives vs. focus
- Challenges of co-design (e.g. time)
- Trust - trust between project team, trust in process, trust between LLE cohort, trust between individuals and institutions

How we work (internal)
- Resources, including funding & staff
- Collaboration vs working in silos
- Ensuring that we are capturing, transferring and managing knowledge beyond individuals/team members (e.g. staff leaves)
- Ensuring that we are being radical, challenging, disruptive

2. CONTENT

Barriers and enablers
- Barriers faced by LLE using their lived experience to drive change
- Enablers that make it possible to for LLE to use their lived experience to drive change

Choices
- Different lived experiences (e.g. visible vs. disclosable)
- When and how LLE use their lived experience
- Progressions routes LLE choose to drive change (why?)

Solutions

3. OUTCOMES & IMPACT

Influence & behaviour change
- Benefits of co-design process
- Ensuring that we challenge and change perceptions and attitudes about LLE
- Observed individual and/or behaviour changes locally and nationally (who?)
- Unintended consequences

Legacy
- Ensuring that we pay attention to expected long term benefits, locally and nationally
- Ensuring that we understand what else needs to change

2. Glossary

Below is a summary of terms and definitions we used in the context of this work and which are reflected in the main text. Most of them are inspired by Baljeet's report, as it has been a key framework for this work.

- **Lived experience** –knowledge and expertise derived through first-hand, direct experience of a particular situation or condition.
- **Leaders with lived experience** –leaders or potential leaders with first-hand experience of living a particular social issue which they are seeking to challenge or change.
- **Social sector and social purpose organisations (SPOs)** –according to Baljeet's report, "social purpose organisations inhabit the social sector. The social sector is a broad term used to describe a set of values and structures and includes organisations working for the wider good of civic society".[12]

[12] Sandhu, B. (2017): The value of lived experience in social change: the need of leadership and organisational development in the social sector. https://thelivedexperience.org/report/