

Landing and Knowledge Inventory

Reflexive Monitoring

(Deliverable 6.2)

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Preface

NEST builds on innovation ecosystems that contribute to the long term systemic change of societal systems involved in health policy and the healthy living of people. We call this the health transition and we view this as a complex, mission driven and long term learning process.

We identified, based on our experience and the literature, four key determinants pivotal for this transition. They are the themes of our Innovation Communities Of Practice (ICOP) and each theme supports the paradigm-shift from the classic regime systems towards a more sustainable and just system. The themes identify and position, they “nest”, themselves in the transition. Develop further the knowledge base, possible actions and methods to do so and offer innovation ecosystems practical support in the development of the specific themes. In the project these are the SIEHLs.

The themes; social business development, reflexive monitoring, engaged community science and knowledge creation are all in a different phase of development and have their own learning process supported by learning questions. The themes are highly interrelated and the ICOPs work on many points together to develop the theme further and to support the SIEHLs efficiently from their demand articulation to the use of methods and instruments.

This landing document shows the different level of development of the themes and their learning questions show the direction for development.

Introduction

Our societies are in need of an important shift in the way we look at health. Health should not solely be considered something taken care of in the hospital or healthcare system but positioned in people's immediate living environment; where we live, work and play. So, we will have to shift our perspective on health: from 'health care' to 'care for health' (Beenen 2023; Prah Ruger 2010). Well-being is an important concept in this regard, because it provides space for a broader perspective on health. This will fundamentally change roles, because if health is an integral part of daily life, then this allows people to take much more ownership of their health. That is a totally different view than seeing people as consumers of the services that the healthcare system has to offer. This also means that the way in which stakeholders (e.g. citizens, students, local governments, companies) work (together) in this long-term transition is changing drastically. Joint strategy and agenda setting is very important in this regard (Parkhurst 2014). Furthermore, there is a need for guidance and coordination around the various parties involved. After all, there

are interests of participants, but also of the collective interest at the level of, for example, an organization, a neighborhood, a municipality or a region. These are long-term processes, in which the results cannot be clearly planned and understood in advance, due to the multitude of factors that play a role and influence each other. **This calls for monitoring processes that help to give direction in the innovation processes and provide insight into the impact of innovation and research projects** (Patton 2011). An important starting point here is that acknowledging and embracing the complexity offers room for sustainable development, learning and change.

In the context of the EU NEST project, WP6 is tasked with developing monitoring practices which are suitable for social innovation. This will lead to the development of a holistic framework for mission-driven and complexity-orientated reflexive monitoring in SIEHLs. Moreover, instruments and training materials for capacity-building towards evaluation and impact measurement in SIEHL will be developed together with a dashboard for action planning and agenda setting with an impact monitor for SIEHL. Here, 'impact' has a broad definition and includes for example not only health outcomes but also the processes of collaboration, changes in the learning culture et cetera.

In this deliverable, we consider the current knowledge around reflexive monitoring, and we look at the features that are important in monitoring in a reflexive way. We also talk about how reflexive monitoring can assist the SIEHLs in their endeavors and how monitoring relates to the themes in the other ICOPs.

Section 1 presents our terms and definitions and as well various models of (reflexive) monitoring identified in the literature. Section 2 focuses on how ICOPs can interact, collaborate and benefit from each other's activities and learning. Section 3 explores the relation between ICOPs and SIEHLs. Section 4 presents the multiple networks existing or under implementation that will help ICOPs scale and profit of national and international expertise.

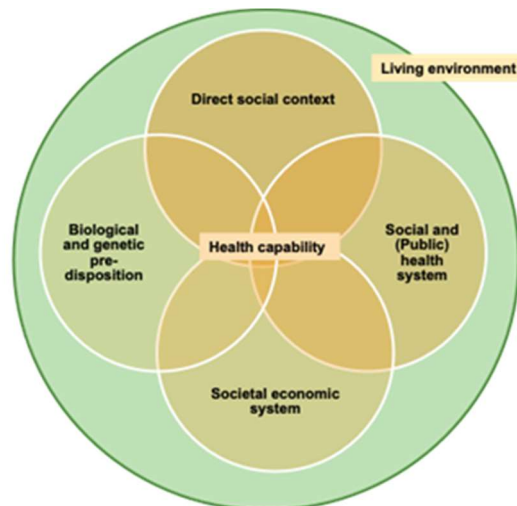
Terms and definitions

Underpinning principles

We first describe the principles we consider key in underpinning the reflexive monitoring of the health transition: (1) a systems perspective on health, (2) a complexity orientation, (3) shared agency and collective learning and, (4) a mission driven approach.

Systems perspective on health

In our view, health, both of individuals and of populations, is the result of a life-sustaining web of factors constantly interacting with each other (figure 1; based upon Prah Ruger 2010; Bellacasa 2017). Central in this view is the concept of health capability, the person's ability to be healthy; including health functioning, health agency and the ability to lead a life one values. As shown in the picture, the factors influencing health capability are not solely within the domain of health(care); but include the direct and broader social and societal economic systems for example. As health is being influenced by many factors outside the health domain – it is important that adjacent domains consider health consequences of their policies and sectors work together to improve health outcomes.



Striving for health requires a systems approach to health where all actors e.g. citizens, (local) governments, businesses, professionals and the living environment have interests in health, and because of their interdependence need to collaborate towards positive health perspectives, amplification and a flourishing living environment as a common good.

So, this means that in the context of NEST we are striving for very diverse SIEHLs in terms of domains, type of stakeholders, as this will lead to more resilient innovation ecosystems.

Complexity orientation

A 'system' is created when the relation between actors fosters interdependence on one another; the action of one actor can have broader implications for the other connected actors. A system becomes 'complex' because the interdependencies that define the system also cause it to be highly dynamic (Kahn, 2018). Because all of the interrelationships between parts and players in a system are difficult to untangle, it is impossible to know for sure how, or whether, a change will "ripple" through to other players or change overall dynamics (Preskill 2012). Also, small changes can create large and sometimes unanticipated effects; the 'law of unintended consequences' (Launer, 2018). Indeed, consider defined as: "A dynamic and constantly emerging set of processes and objects that not only interact with each other but come to be defined by those interactions" (Cohn 2013).

In complex phenomena, the outcomes can often not fully be (pre) defined from the beginning and the steps to follow are always situative, negotiated and follow non-linear patterns and causalities. Complexity orientation secures the perspective of the functioning of the whole system and openness for the interactions and anticipation of (un)intended consequences in real context.

The SIEHLs are all involved in health-related complex challenges. This means that in the context of reflexive monitoring in our SIEHLs we will use complexity-oriented methods and tools (e.g. instruments which also capture unintended consequences and emergent factors).

Shared agency and collective learning

Viewing health as a common good, agenda setting and its actions should be based on the voices and co-production of all societal stakeholders who belong to the system. This multi-stakeholder engagement develops knowledge that is actionable, and it also contributes to effective and legitimate outcomes of actions towards the health transition. For this multi-stakeholder engagement we propose the quintuple helix approach, fitting the broader social-ecological transformations we seek (Franc 2019).

Engagement implies shared agency (Caniglia 2020). This agency is one of the main challenges having many contrasting values and (vested) power dynamics on the table. These dynamics need to be made explicit and constant reflection needs to be in place on the, often implicit, assumptions held by participants about each other's roles and responsibilities (Turnhout 2020). Because transitions are long term, circumstances and people change along the way, putting pressure on the shared agency and commitment. The described nature of complexity of the issues

at stake, where outcomes cannot be predefined, makes this long-term process by default a collective learning process towards an unknown and unknowable future. A learning process in which participants need to develop the capacity to take their part in experimenting and aligning their work towards others and the greater mission. For this, the community needs a constant attention for a safe and facilitating learning environment in which the shared agency can thrive. Reflexive monitoring supports this by offering a developmental and programmatic infrastructure for the explication of results, the alignment between short term actions, the contribution of the actions to the long-term goals/mission, and the lessons learned.

Within the context of the NEST project, this means that we will not solely focus on activities and results, but also include tools and methods in our reflexive monitoring processes which contribute towards commitment and trust among the many stakeholders. Examples include sessions to reflect on the learning climate or way of collaboration or reflections on whether the right stakeholders are being involved and their respective interests.

Mission-driven approach

Working towards systemic change is a long-term journey, probably stretching over decades. To guide this journey, it helps to work collaboratively towards a 'mission'. It is a kind of thinking that aims to achieve something that is generally believed to be impossible, opening up the dialogue and creative space about the future we want. The mission represents the desired future, as imagined by the stakeholders in the system. It functions as a beaconing perspective embodying and explicating the ideas and values that the stakeholders feel are crucial towards a better alternative. Mazzucato speaks of "moonshot thinking"; a normative, ambitious, explorative and disruptive project which does not have predefined specific ideas about the outcomes on long term (Mazzucato 2018).

Reflexive monitoring starts with a sketch of a collective mission offering a purpose and a beacon to navigate the innovation process. Different ecosystems in the various multi-levels (can) formulate their own specific mission and seek alignment with higher level missions and their agenda's.

This means that in the context of the NEST project, our monitoring processes also include tools and instruments which help SIEHLs define their values and 'moonshot'; what future are they aiming for and what are the underlying values, which can serve as 'guiding principles' during the long-term innovation process.

Models of reflexive monitoring in social innovation

Various cultures in monitoring

In order to position reflexive monitoring in the ‘monitoring landscape’, in this paragraph we distinguish between two cultures: the audit culture and developmental culture.

Audit culture

The culture we consider currently dominant, is what we call the ‘audit culture’. In evaluation, the starting point is often to define the outcomes of intended interventions. The intervention is then monitored to see whether it will lead to the expected results. This may lead a classic Do-Do-Study-Act cycle, in which intervention can be adapted along the way if need be, to optimise the process and steer towards the intended outcomes. This process lends itself very well for control and accountability. Eventually, this will lead to a linear ‘impact pathway’ (input – activities – output – outcome – impact). Due to the planned character of the process, it can be divided into smaller steps (milestones) and budgets and activities can be easily allocated and monitored. Typically, short-cycle thinking with a focus on a small set of intended results underpins this type of evaluation. This audit culture leads to results-focused and efficient monitoring which we consider currently dominant in our Western countries. It has led to predictability, transparency and therefore also trust (through evaluation we ‘predict’ outcomes in the future).

Key-words are key performance indicators (KPIs), SMART outcomes, top-down implementation et cetera.

Although this culture has many advantages, there is also a risk. By focusing on intended outcomes only, we disregard to (messy) processes of interventions and action taking place in the real world (these are often considered ‘bias’). In innovation and transformative processes, this does not work well. Here, the messy details matter and in fact are key.

Another risk is that -in the audit culture- we collect information to account for our efforts. This may deviate and distract from the meaning of the activities in the first place and therefore what is intrinsically important to measure. Also, if we define what we will measure at the start of the process, there is very little room for creativity and emergence along the way (Kimbell, 2013). Again, in innovation this does not suffice, as new changes to create value must be incorporated in the innovation processes.

Developmental culture

In contrast to the audit culture, with a focus on looking back for accountability, developmental evaluation (Patton 2011) is reflecting the premise that an evaluation should be useful in innovative settings where goals are emergent and changing rather than pre-determined and fixed, time periods are fluid and forward-looking rather than artificially imposed by external deadlines, and the purposes are innovation, change and learning rather than (getting ready for) external accountability. The evaluation is meant to be *instrumental* in making decisions in the process of strategic learning (Guijt 2012). Another key element is that it is highly responsive to context; it supports innovation development to guide adaptation to emergent and dynamic realities in complex environments. It does so by tracking implications and results, and facilitating ongoing, (near) real-time data-based feedback in the developmental process; thereby creating continuous learning loops. The pattern for this is one rapidly going back and forth from ‘problem’ to ‘solution’ - rather than one of a linear process. For example, if a solution that seemed initially ideal does not deliver the intended result, the problem needs to be studied again in light of what was learned in that experience. Or a solution may be developed that excludes a critical stakeholder and the definition needs to be re-worked so that they, and their contributions to the solution, can be included (Gamble 2008). So, new learning may create a shift in thinking, which triggers another learning cycle. An important aspect is that the learning is made explicit by systematically recording decisions, observations and data. In this way, the learning which otherwise would happen unconsciously is now made explicit and therefore more useful (making tacit knowledge and intuitions ‘tangible’). Also, it provides a record of ‘what is needed for innovations to become reality’. This record will serve for accountability purposes as well as contain valuable information for others working on similar issues. Applying developmental evaluation means being more systematic about subjecting relevant data and observations to interpretation and judgment (Gamble 2008).

In an ongoing process of innovation both the path and the destination are developing. Hence, learning and understanding is ongoing and emergent and there is a need to interpret both direction and results. Along the way, things get more and more clear; developmental evaluation helps ‘framing the issues’ and their dynamics. Developmental evaluation also helps to understand the collaboration processes themselves. Various stakeholders are likely to interpret the issues differently. Developmental evaluation can help the actors to recognise their different perspectives and motives and work through these differences in such a way that ‘common ground’ is found and fragmentation (and therefore stifled progress) is being avoided (Gamble 2008).

The fact that, in developmental evaluation, the main focus is on the developmental process does not mean, however, that outcomes are not assessed or important. In fact, the opposite is true; results are still the main intent, and outcomes are informing the evaluation itself. But it does mean that not all outcomes were pre-determined. Measures and tracking mechanisms are developed quickly as outcomes emerge; measures can change during the evaluation as the process unfolds. It also does not mean that ‘traditional’ formative and summative evaluations may not be useful and needed; at any point in time during the process ideas may have crystallised sufficiently for using formative and summative evaluation methods. Results are then brought back into the learning process. Developmental evaluation may make use of the same methods familiar to evaluation. In addition, some tools from complexity science hold promise for informing developmental evaluation.

In this type of evaluation, the role and position of the evaluator is crucial, in that the evaluator works collaboratively *with the system* to conceptualize, design and test new approaches in a long-term, on-going process of adaptation, intentional change, and development, often *as part of* the intervening team. In this role, the evaluator has several points for attention. For example, as innovation processes are hard to predict, the evaluation needs to be agile and respond to needs of the system; both collectively and individually. Evaluators need to be able to assess the type of methodology that best fits a particular research- or development question (*‘situation recognition’*). Here, Patton refers to the Cynefin Framework: for questions of ‘simple’ or ‘complicated’ nature, testing of a linear cause-and-effect model may be the most appropriate method (Snowden 2007).

In deciding which method is appropriate for which questions, there are no absolute rules an evaluator can follow. Instead, evaluators and others in the ecosystem work together to identify the evaluation that best fits their information needs and the program’s context and situation. This means *negotiating* the evaluation’s intended and desired uses, and adapting the design to financial, political, timing, and methodological constraints and opportunities (Patton 2011). This means that certain skills are needed: flexibility; systems thinking; keeping a balance in creative thinking (development) and critical thinking (evaluation); high tolerance for ambiguity; open and agile; teamwork and people skills; able to facilitate rigorous evidence-based perspectives. Particularly, when faced with complexity, the evaluators need to be able to suppress the urge to fall back on a set of rules and standard operating procedures that pre-determine what we will do as this will effectively short-circuit situational adaptability (Patton 2011). Often, tools for collective sense-making are important (for example a qualitative effect arena session in which all stakeholders are invited to indicate which change they considered most relevant).

Table 1 summarizes key traits of both cultures.

	Audit culture	Developmental / reflexive culture
Type challenge	Complicated	Complex
Purpose	Measurement and control	Evaluation and learning
Focus	Criteria	Working mechanisms
Orientation	Results	Process and results
Role of the context	Context is considered bias	(Knowledge is) context specific
Perspective	Mainly looking back (ex-post)	Mainly focused on navigating <i>during</i> (ex-durante en ex-ante)
Similar concepts	Summative- formative testing Dashboard Dynamic monitoring	Mission-focused evaluating Reflexive monitoring in action Developmental evaluation
Limitations	Does not consider emergence and limits creativity and innovation. Keeps current systems in place.	Takes long-term investment into a learning culture. Offers less possibilities for top-down management, requires trust.
Advantages	Top-down management is easy to plan and design. Transparency Limited focus offers clarity	Common responsibility and agenda forming. Supports democratization. Builds collective agency / collective learning culture and leads to shared history (telling). Supports capacity for innovation.

Reflexive monitoring: walking on two legs

Reflexive monitoring has the ambition to guide the collective learning process in the long-term transition process by articulating its results (impacts), to evaluate them in the moment of their situation and in the light of the mission, to offer direction for further action and ultimately, to build a learning history on the long term. It therefore brings relevant stakeholders together challenging them to think and sense beyond their own interest towards a collective interest under the conditions of complexity and uncertainty. It supports, in a specific context, the collaborative development of a programmatic approach, its portfolio and a knock-on effect towards the mission.

Reflexive monitoring therefore leans on a developmental culture, looking forward (ex-ante) and nurturing creativity, emergence, and innovation in a learning-by doing. It is reflexive in the sense that evaluation of a situation is always directly linked to the next action (Patton 2011). This process facilitates (collective) agency *because* it is a long-term reflexive action-orientated learning process. Transition monitoring offers the possibility to derive concrete contributions and working mechanisms from the research and innovation initiatives and emergence towards a collective transition agenda. In our conception, the monitoring forms an integrated support system to structure and keep course in the wayfinding towards a sustainability health transition.

To give space to a developmental culture necessary for transition thinking, the always present audit culture needs to be consciously positioned in the process. An example is a top-down use of health data and population management that can become quickly an instrument for reducing the complexity to a more complicated and hence controllable perspective in defining target groups, implementation processes and SMART goals neglecting the principles of the transition and frustrating the developmental culture necessary for it. **However, we consider audit and developmental cultures to be complementary in transitions.** For this we often use the metaphor of ‘walking on two legs’. The first step is the acknowledgement of the complexity of a transition, which calls for a developmental approach in the first step. The other leg is then for the audit culture, containing more planned, predefined (complicated) activities that contribute to the program.

Based on the four principles we see the following functions for transition monitoring:

- Inspiration, direction and articulation of missions towards a long-term sustainability transition;
- Supports systems thinking and an orientation towards complexity;
- Democratization and its power (re-)distribution within the community;
- Showing results towards impact;
- A long term systematic reciprocal process of learning and action;
- Supports sensemaking, alignment and support between initiatives and happening;
- Form an aligned multi-level reciprocal agenda-setting.

We emphasize that we focus on effects that might appear on an individual basis or more collectively and are situated on the continuum of interior versus exterior (as the model of Wilber below illustrates). Both cultural aspects of change as well as structural elements will be considered, both visible and less visible effects. This approach highlights that already during the process relevant impact can be created, for instance in ways of working together.



Model: Wilber, 2005.

In the following part we will operationalize the principles in a description of the framework.

Framework in development

The framework will support the long-term learning process towards the transition and offer a monitoring allowing for constant negotiation and iterations between the contribution of short cycle activities and long-term missions. However, the main aim of the framework is to secure the principles offered, to 'keep moving' in the transition processes. For this, the framework contains a minimal viable set of evaluation instruments that should be easy to use and simple to integrate in the daily work of stakeholders. Combining different evaluation cultures in complex processes opens endless possibilities of all kinds of evaluation. We have been seeking to find a balance between time investment, the effectiveness of the instruments and, as we are in it for the long

term, also fun to do. We believe this set can be viewed as an umbrella for other societal transitions.

Design principles

The monitoring should be:

- Fun: it should lead to energy and creativity and supportive of a positive and safe learning climate;
- Easy: easy to find, easy to understand and easy to work with;
- Useful: it should be easily integrated into the daily activities of its users;
- Feasible: we aim to develop a framework with supporting tools that is 'minimally viable'.

Learning questions

Our learning questions so far are:

- 1) How do we ensure the monitoring is strongly anchored within practice – so it doesn't feel like yet another monitoring process that needs to be 'added' to existing monitoring practices?
- 2) What would a 'minimal viable package of instruments and methods' look like – in order to keep the monitoring process feasible, yet helpful?
- 3) How do we make the results of the reflexive monitoring processes useful for management? What do they need to take (shared) decisions ?

Underlying questions are:

- a) How do we ensure that we connect short-term actions with the long-term mission?
- b) How do we foster a learning climate and a 'safe space' for this type of monitoring?
- c) What could an overall dashboard to monitor the progress look like?

Practical reference to reflexive monitoring in Healthy Living (SIEHL)

The role of NEST's ICOP on Reflexive Monitoring is to help them implement monitoring practices which support their innovation processes.

Within NEST, we aim to be a group of “not-knowing people” and we are building a playground that will allow the SIEHL’s to fuel each other and keep learning about what works and what doesn’t work in social innovation (by sharing practice-based experiences). We do this in a fun way and integrative way in order to support their daily work. How to deal with the unknown? How to deal with complexity? We make it fun and attainable. We create open spaces for creativity and innovation in order to get insight into what improves the current situation. We highlight these findings so they can also be showcased to others as sources of inspiration.

The primary way the ICOP supports the activities of the SIEHLs is by offering a toolbox with an array of interventions (from very brief interventions to one-meeting-interventions) that are easy to apply to get more insight into how your short-term activities are aligned with the longer-term goals and aspirations. SIEHLs choose which tools to use depending on the stage their initiative is in and depending on the approach that suits their partnership best. “Tailoring” is needed because the SIEHLs are in different phases and have different constellations. In particular, the ICOP will provide help with addressing and learning and monitoring questions.

Our guiding principles are under development. At this point in time, they are:

- We will support the SIEHLs by listening to their learning questions. We do not impose our methods;
- We will create a safe peer learning community with the different SIEHL’s involved.

What do we offer?

We provide SIEHLs with a toolbox with an array of interventions (from very brief interventions to one-meeting-interventions) that are easy to apply in order to get more insight into how your short-term activities are aligned with the longer-term goals and aspirations. SIEHLs choose which tools to use depending on the stage their initiative is in and depending on the approach that suits their partnership best.

Learning questions SIEHLs

For the SIEHLs involved, reflexive monitoring is new. They haven’t had experience with evaluation in social innovation that is developmental in nature. Therefore, we received broad questions such as:

- How to conduct reflexive monitoring? Please, can you help us to design a process?
- How can reflexive monitoring help us study and visualize our impact?
- How can reflexive monitoring inform future decision making of policy makers?
- How can the perspective of 'reflexive monitoring' already play a role in the beginning phase of an innovation project in order to broaden the support base among the stakeholders?
- What is the right timing to apply the reflexive monitoring tools (in which stage of your process)?

Reciprocity SIEHL and ICOP

The relations between the ICOP on Engaged Community and the SIEHLs needs to be based on the concept of reciprocity, where the ICOP has a supportive role towards the SIEHLs while at the same time learning from the SIEHLs.

During the consortium meeting held in Braganza in June 2024, multiple workshops between partners helped identify and discuss some concrete actions and activates that can help with reciprocity between SIEHLs and the ICOP on Engaged Community.

In particular, the ICOP could:

- Offer a methodology that supports their innovation practices and shows their impact;
- Help with the design and facilitation of “impact” workshops, including the training of local monitors;
- Help in thinking through how to combine existing monitoring practices with reflexive monitoring;
- Help the process of building trust with locals and people in the SIEHL by suggesting suitable exercises and methods.

On their side, SIEHLs should:

- Proactively inquire and let the ICOP know what they need and how it can help;
- Share their success (and failure) stories with piloting methods, experiences with the monitoring framework etc.

For both groups, details need to be discussed on the most efficient way to share needs and stories, including calls, visits, documents, and easy channels of communication. Indeed, reciprocity is built on (personal) connections that allow smooth two-ways communication between the groups

involved. This will also build on the figure of “change agents” and on the parallel process of learning and co-creation. Change agents are skilled to establish, facilitate and sustain change processes through ICOPS and SIEHLs. In the ICOP, they will first help apply specific working methodologies and facilitate co-creation and co-learning. Towards the end of the project, they will oversee the framing, governing, and facilitating of the SIEHLs.

In practice, one of the first actions established by the ICOP is the design and distribution of a survey to the SIEHLs with key questions aimed at understanding their core functions, the context in which they can be supported with engaged community science, and how we can best communicate and collaborate with them. The insights gained will guide the support strategy over the remaining of the project.

Some other intended activities include:

- 1) Asking the SIEHLs for rich practices using appreciative inquiry with a view to share these practices amongst the SIEHLs to celebrate what is already happening, and;
- 2) Help a SIEHL addressing their most urgent learning question and share these case stories amongst the other SIEHLs so we collectively build our understanding about the value of this type of monitoring.

Reciprocity ICOP to ICOP

ICOPS work independently, interacting with SIEHLs and facilitating the work of change agents within the different groups. However, for ICOP-ICOP collaboration as well the concept of reciprocity is key, highlighting the need for interactions and mutual learning/exchanges between them – in parallel with the exchanges happening with the SIEHLs. The ICOP connector meetings support our exchange.

In addition to our ICOP, the facilitation of thriving ecosystems for healthy living encompasses the following three key learnings found in the ICOP of Reflexive Monitoring, Social Business Development, and Engaged Community. There are several areas where the interest and activities of the ICOPs overlap, making collaboration mutually beneficial:

- The ICOP on **Social Business Development** facilitates SIEHLs by providing access and support and insights in various funding models that ensure the sustainability and long-term viability of the SIEHLs. This support not only strengthens their capacity to thrive but also fosters a culture of entrepreneurship and innovation within these local

communities. These funding models are developed with a deep understanding of stakeholders present in local communities, ensuring that they are relevant and effective to the SIEHL. By leveraging local expertise and insights, the ICOP encourages SIEHLs to adopt practices that resonate with community values and needs. The following questions are posed by the ICOP Reflexive Monitoring to Social Business Development:

- How can we provide mutual support with the engagement of multiple stakeholders in (and facilitation of) co-creation processes with the SIEHLs to support the development of feasible social business cases.
 - Can you help us understand how reflexive monitoring can serve the 'business perspective'? What do managers and CEOs need? When / in what way are the results of monitoring processes helpful for them? What do they need to take (long-term) decisions?
- The ICOP for **Engaged Community** is vital for cultivating thriving SIEHLs, as it focuses on building trust between the SIEHL and the ICOP. By prioritizing open communication and collaboration, the ICOP engaged community creates an environment where individuals feel valued and heard. This trust not only enhances relationships among community members but also encourages collective problem-solving from within our ICOP, ultimately leading to a more resilient SIEHL. The following questions are posed by the ICOP Reflexive Monitoring to Engaged communities:
 - How do we ensure we hear all voices (including the living environment / nature)?
 - How to do our monitoring as 'democratic' as possible?
 - What tools lend themselves well for building trust with various stakeholders involved in the social innovation processes?

So, they can help us consider the 'ethical side' of the monitoring processes.

- **ICOP Knowledge Creation** – the role of this ICOP is to explore how knowledge is co-created in a SIEHL, who is involved, how this knowledge can be shared and applied beyond the boundaries of a SIEHL. Special attention is given to the political dimension of knowledge creation; the extent to which power plays a role in the recognition of forms of knowledge and the extent to which knowledge is accessible to all participants involved in the knowledge creation process. This ICOP, therefore, can help us consider various forms of knowledge – capturing all the different voices. For example:

- how to collect less explicit types of knowledge, such as tacit and experiential knowledge? How do we listen to minorities?
- How to value the different types of knowledges?

This would bring an important extra layer to our tools- and methods-box.

Overall, the focus of intra-ICOP activities should be helping the SIEHLs with their specific issues and projects, fostering flowless and effective communication between ICOPs to adapt and interconnect existing knowledge and practices to best help SIEHLs answer their own questions.

At the moment, following conversations at the Berlin and Braganza workshops, the following activities have been agreed to facilitate communication and reciprocity between ICOPS:

- Facilitate a quick share of updates via the creation of a dedicated WhatsApp group to exchange on short term, time sensitive issues;
- Set up the activities of the different ICOPs in an open manner, allowing partners the possibility to join meetings and specific activities based on mutual interest, experience, and especially overall benefits to the interested SIEHLs.

Network & working groups

The ICOP on Reflexive Monitoring can benefit from the knowledge generated in different working groups thanks to the network and connection of its members and of the NEST consortium at large.

Existing networks

- Nederlandse netwerk brede welvaart monitoring
- Primary Care Academy: Artevelde University of Applied Sciences is one of the partners in the Primary Care Academy which is a research collaboration between different Flemish academic universities and universities of applied sciences. Focus lies upon health innovation in primary care. See: <https://www.academievoordeeerstelijjn.be/>
- Group of Health Innovators from Artevelde University of Applied Sciences (workforce combined with teachers and academic researchers): see: <https://www.arteveldehogeschool.be/nl/de-zorgvernieuwers>

- Academic Workplace is a concept within the Artevelde University of Applied Sciences in which the research department closely collaborates with the work field and teaching department and policy representatives. See:
<https://www.arteveldehogeschool.be/nl/academische-werkplaatsen-gezondheid-en-zorg>
- SIEHL Eemsdelta: There is an existing network with stakeholders of the SIEHL Eemsdelta. Together with ICOP-facilitator Annet and Alien there is a close collaboration and a good network. They are also joining the committee of Eemsdelta, which will make it easier to get a wider network and a more diverse working group.
- SIEHL network in the municipality of Groningen (2 Living Labs): 2021-2025.
- SIEHL network in the Province of Drenthe (2 Living Labs): 2021-2025.
- SIEHL network in Portugal
- SIEHL in Finland
- SIEHL network Rotterdam Impact Coalition; including THRIVE Institute, Voor Goed Agency, Social Impact Fund Rotterdam and The Municipality of Rotterdam

Future networks

- Network of other existing SIEHLs (outside NEST)

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