

MARCH 2024

---

UNDERSTANDING  
LIVED EXPERIENCE  
CONTRIBUTION INTO A  
LEARNING-TOGETHER  
SYSTEM

Hannah Whittaker - Komatsu

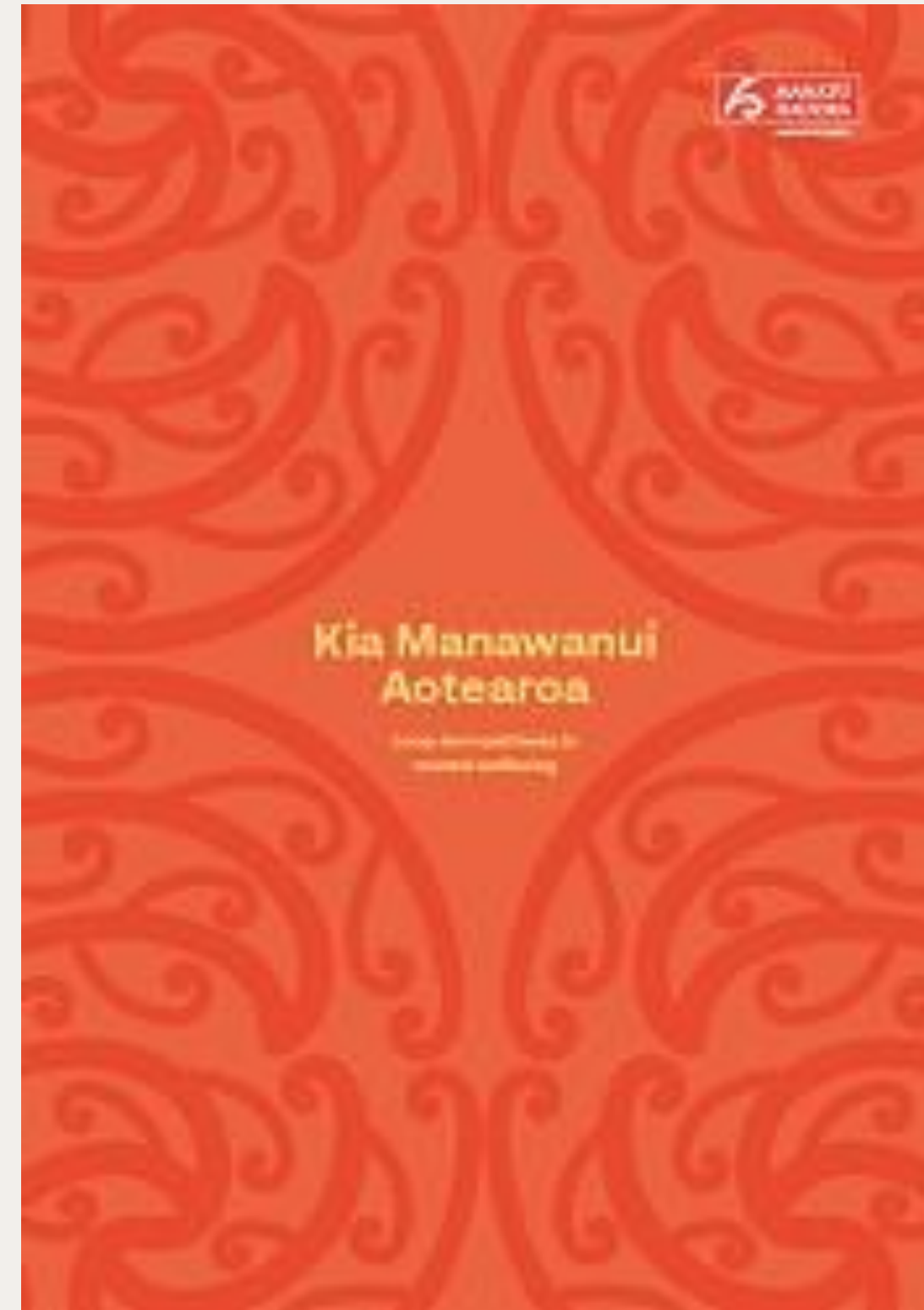
# Our time today...

---

- STRATEGIC CONTEXT - KIA MANAWANUI
- MENTAL WELLBEING SYSTEM?
- WHAT IS LIVED EXPERIENCE CONTRIBUTION?
- WHY INCORPORATE? EPISTEMIC JUSTICE FOR ALL
- LEARNING-TOGETHER SYSTEM?
- WHAT IS MY FIRST STEP?

# CONTEXT- KIA MANAWANUI AOTEAROA

---



**“Improve capability to incorporate learning from mātauranga Māori and lived experience into our understanding of mental wellbeing, including from those who cannot always speak for themselves (eg, children and disabled people)”**

---

ACTION:

**Build our understanding of mental wellbeing prevalence, needs and equity.**

Bring together data and evidence from across sectors about the population prevalence of mental wellbeing, illness and addiction; need; service access; and equity, and identify gaps and overlaps

Undertake analysis of cross sector data to improve understanding of the wider determinants of mental wellbeing and how they are inter-related

Improve capability to incorporate learning from mātauranga Māori and lived experience into our understanding of mental wellbeing, including from those who cannot always speak for themselves (eg, children and disabled people)

ACTION:

**Amplify the voices and strengthen the leadership of Māori, people with lived experience, whānau and populations with specific cultures and needs.**

Set expectations that funders, commissioners and providers of mental wellbeing services and supports will proactively seek out the voices of these groups and establish mechanisms to obtain their input (eg, elevating consumer and whānau advisory roles and feedback loops)

Develop guidance, build capability and embed mechanisms for partnering and participation in governance, planning, policy and service development

Build collaborative ways of working into business as usual and accountability mechanisms at national, regional and local levels

ACTION:

**Improve the legislative and regulatory environment to support healthy environments and a mental wellbeing approach.**

Support the implementation of new legislation with leadership for behaviour change, workforce training, monitoring and feedback loops and expanded service options



ACTION:

**Create and embed feedback loops so the experiences of Māori, people with lived experience, whānau and populations with specific cultures and needs inform continuous improvement.**

Work collaboratively to improve the collection of information from Māori, people with lived experience, whānau and population groups with specific cultures and needs, and use this to shape services and supports

Improve the collection and use of data, including by embedding feedback loops to inform planning, policy, investment decisions and service design

Extend our technical capabilities to capture people's self-reported outcome and experience measures and link them to the services and supports they received, to improve care experiences and planning

Embed processes and mechanisms to ensure that feedback from diverse groups and insights from the Mental Health and Wellbeing Commission's service monitoring framework drive change



ACTION:

**Expand the mental health, addiction and mental wellbeing workforce across sectors.**

Minimise structural silos and grow shared workforces to address the wider determinants of mental wellbeing

Encourage the workforce to use cross-sectoral approaches to respond to the wider determinants of mental wellbeing

Grow strong collaborative workforces across the domains contributing to mental wellbeing (including education, housing and employment)

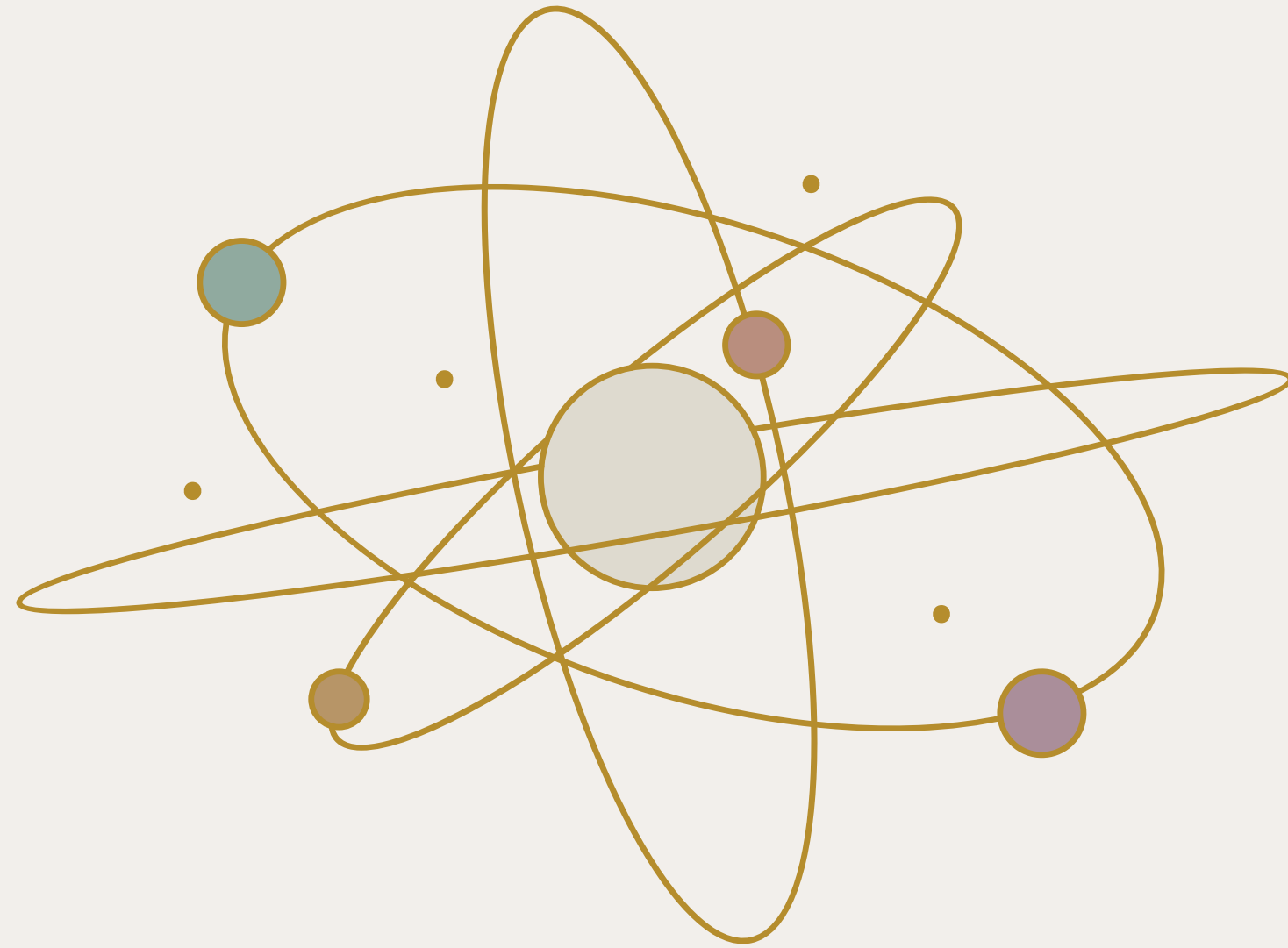
**“Improve capability to incorporate learning from mātauranga Māori and lived experience into our understanding of mental wellbeing, including from those who cannot always speak for themselves (eg, children and disabled people)”**

---

# WHAT IS A SYSTEM?

---

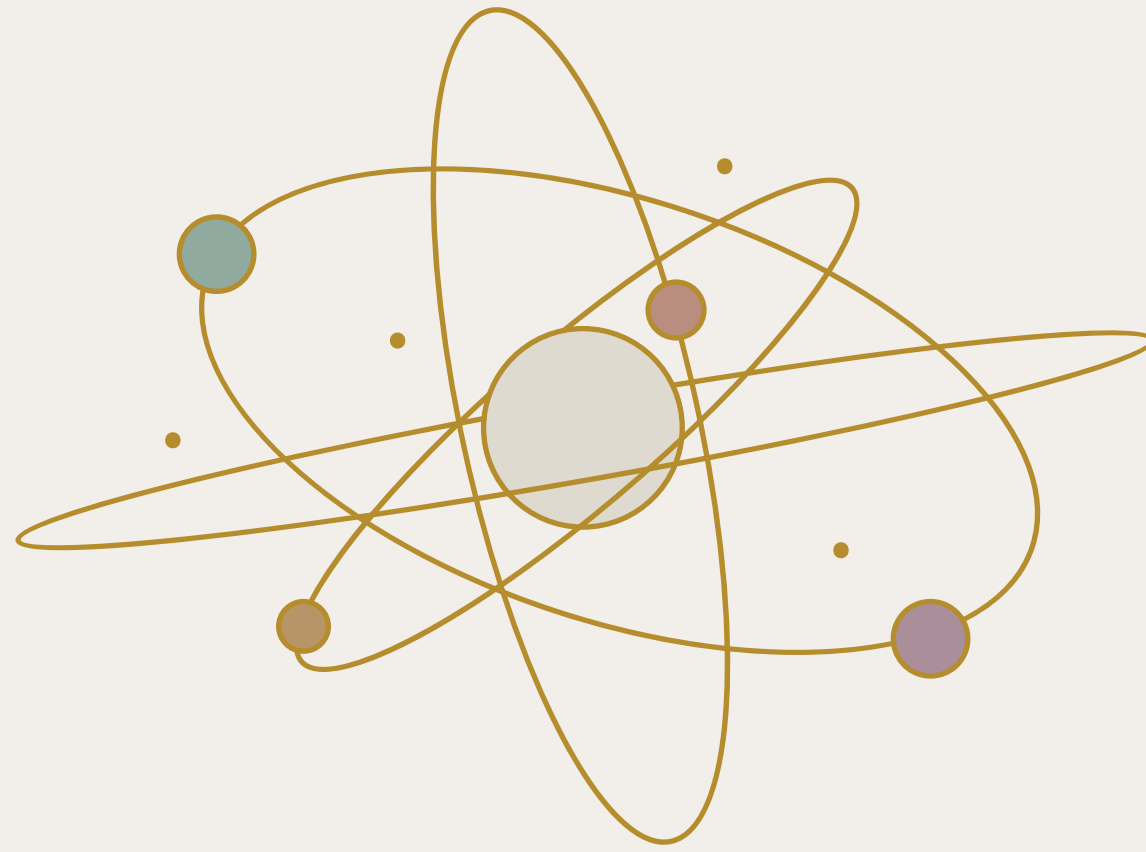
A VIEW



---

'SYSTEMS' IS A WAY OF TALKING ABOUT **CONNECTIONS**  
BETWEEN **PARTS** THAT PRODUCE AN **OUTCOME**

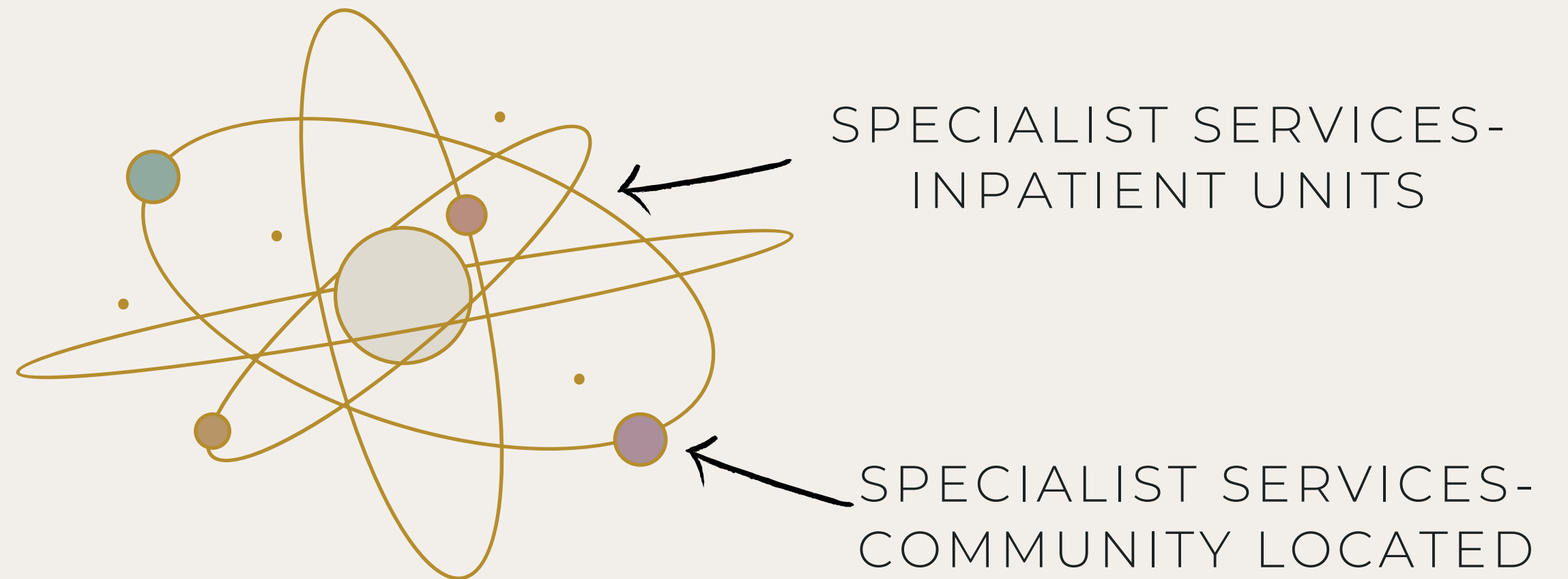
# MENTAL HEALTH SYSTEM



---

MENTAL HEALTH SYSTEM

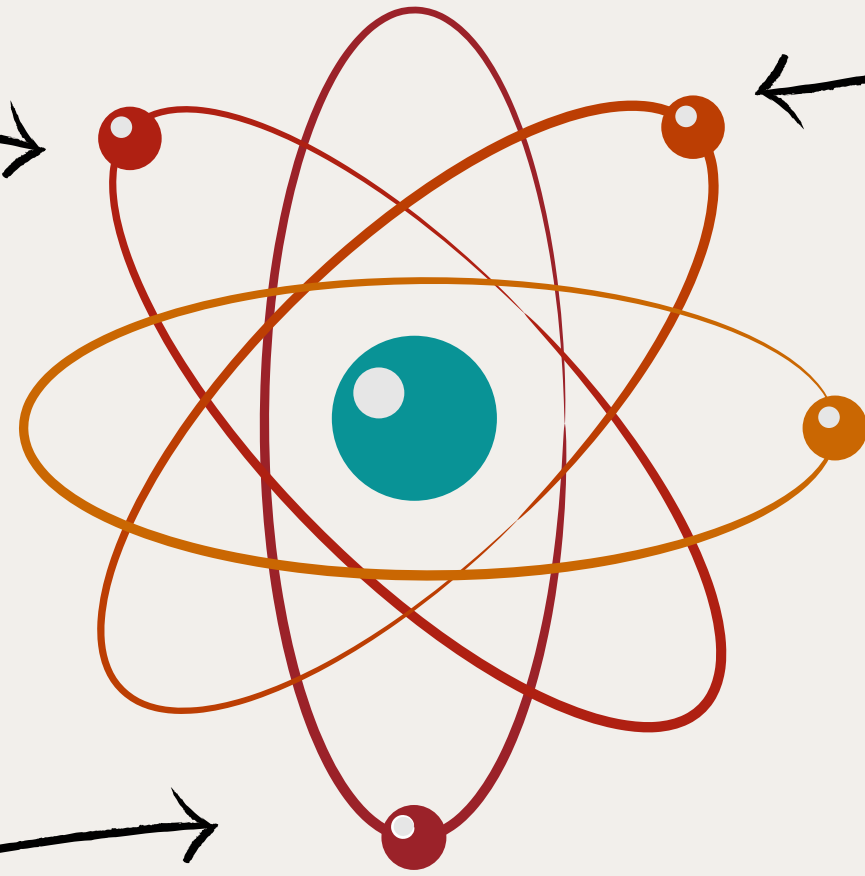
# MENTAL HEALTH SYSTEM



---

# MENTAL HEALTH SYSTEM

NGO  
MENTAL HEALTH  
SERVICES



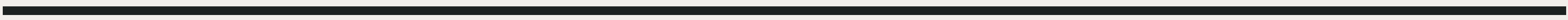
SPECIALIST SERVICES-  
INPATIENT UNITS



SPECIALIST SERVICES-  
COMMUNITY LOCATED

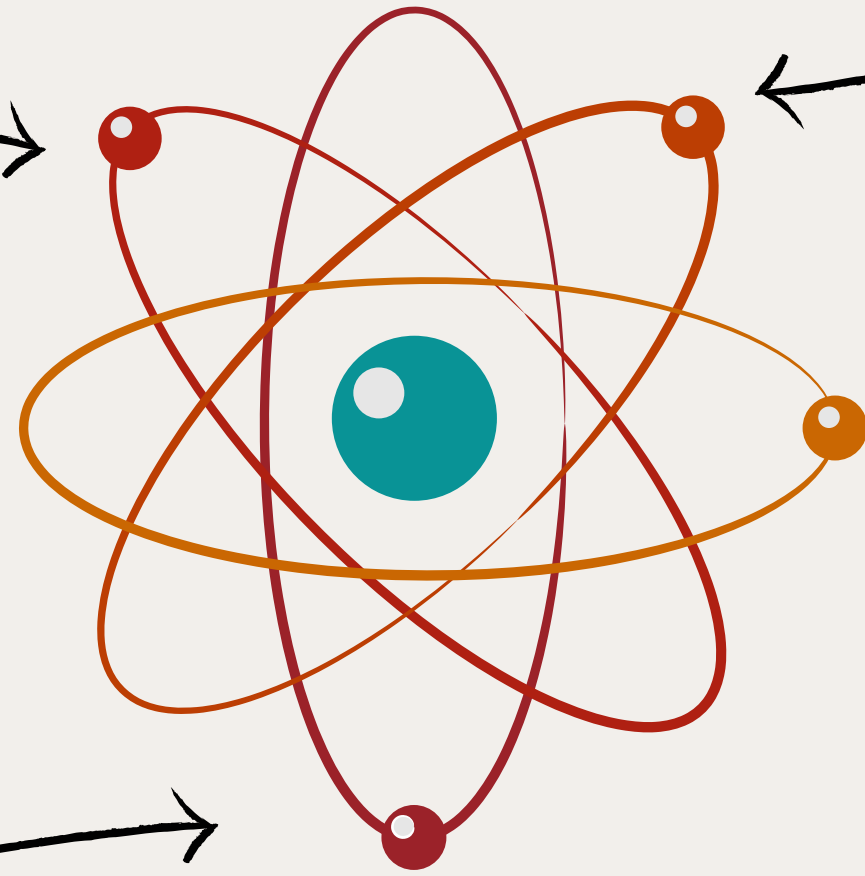


PRIMARY  
MENTAL HEALTH



MENTAL HEALTH SYSTEM

NGO  
MENTAL HEALTH  
SERVICES



SPECIALIST SERVICES-  
INPATIENT UNITS



SPECIALIST SERVICES-  
COMMUNITY LOCATED



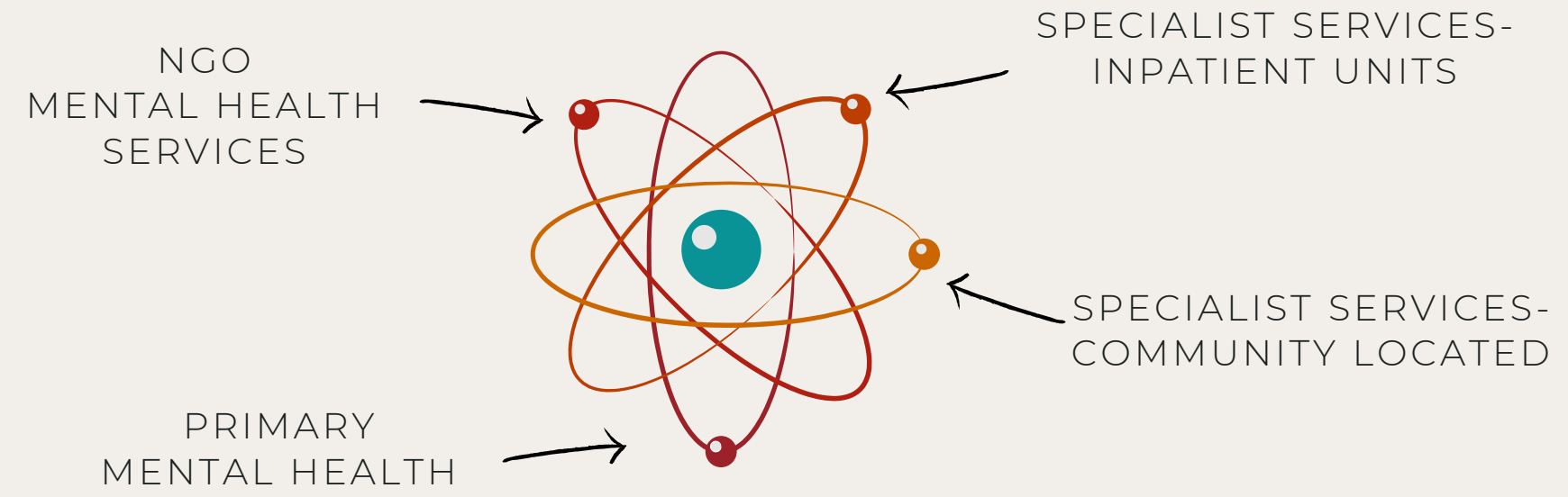
PRIMARY  
MENTAL HEALTH



---

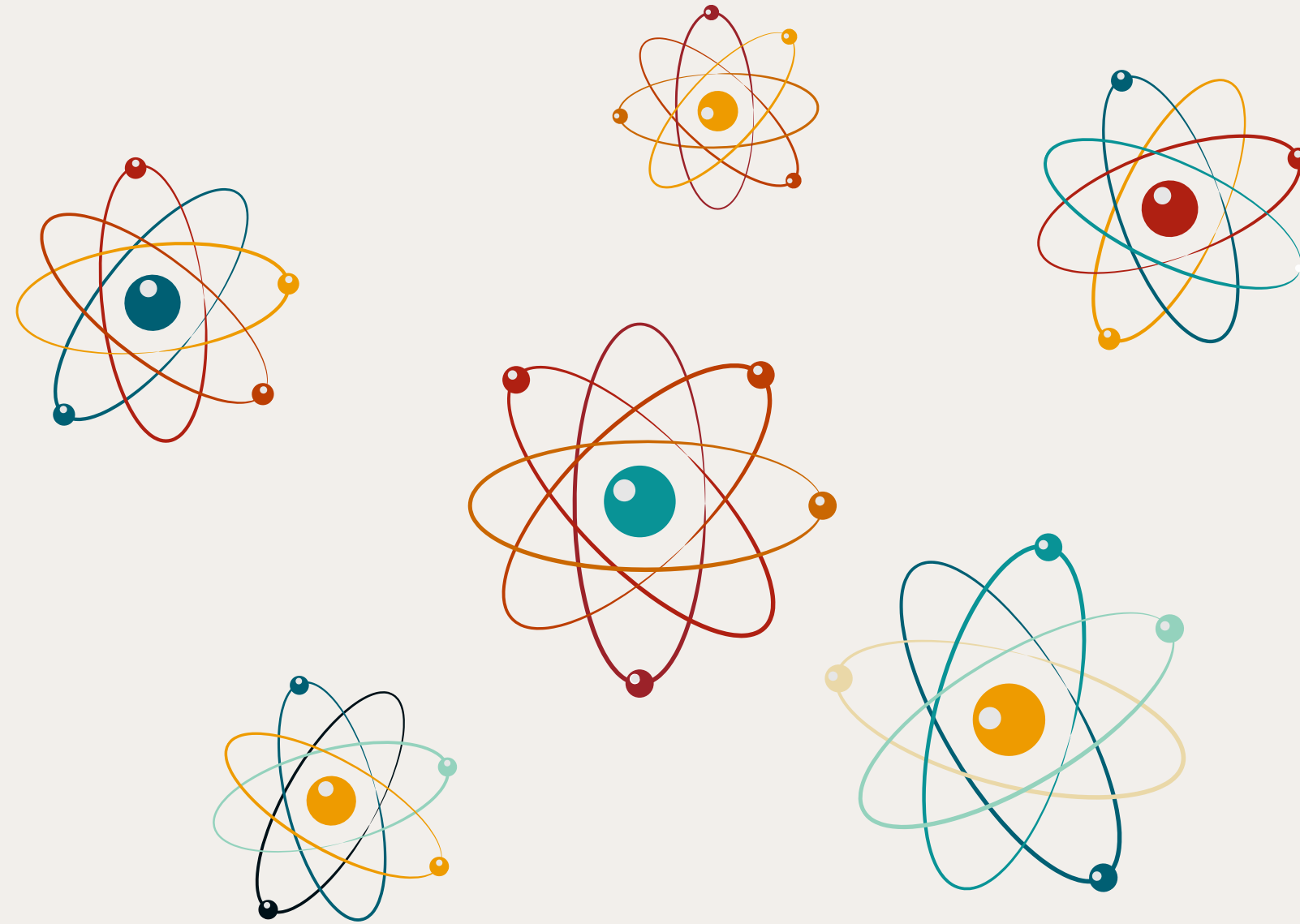
MENTAL HEALTH "CARE/TREATMENT/RESPONSE" SYSTEM





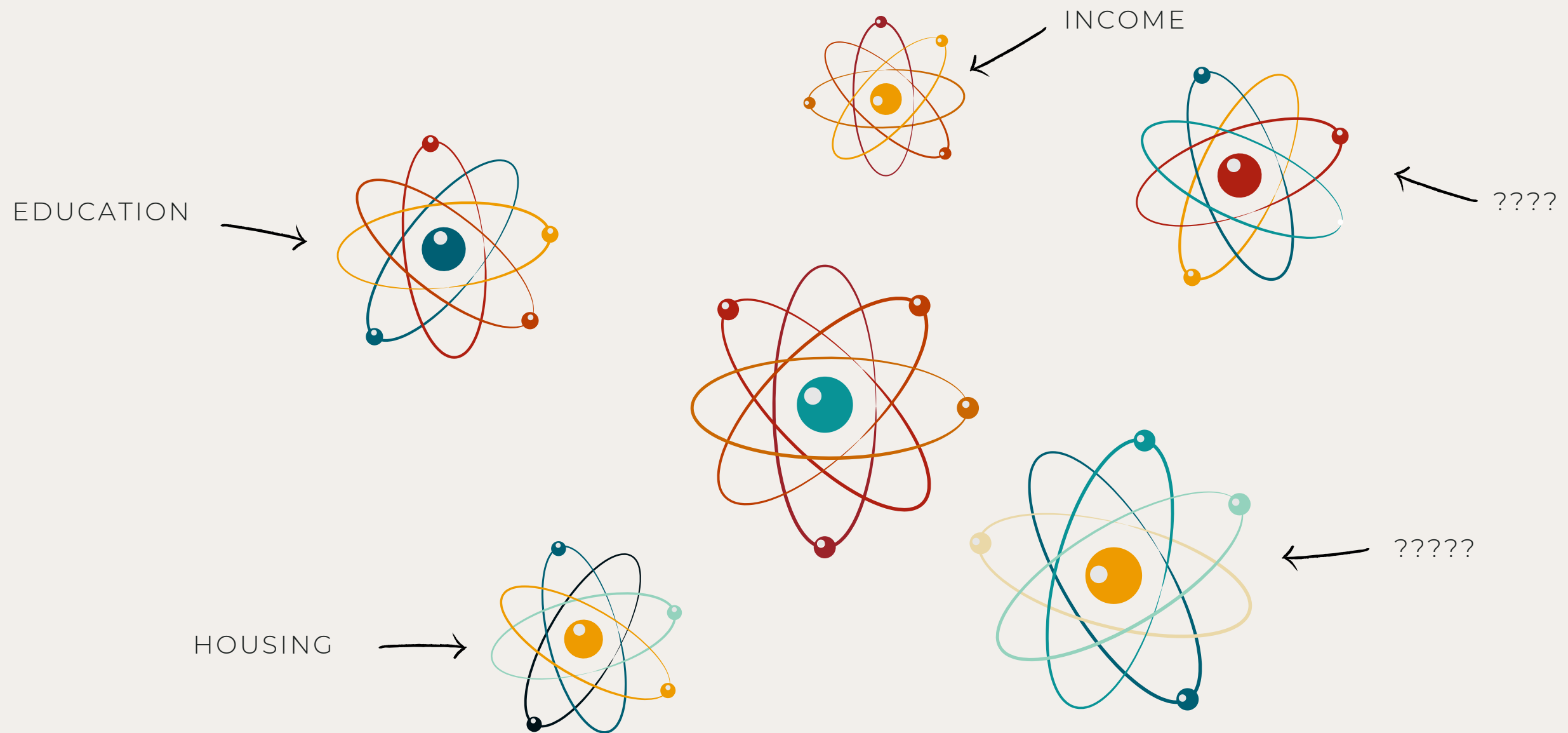
---

# MENTAL WELLBEING SYSTEM



---

MENTAL WELLBEING SYSTEM

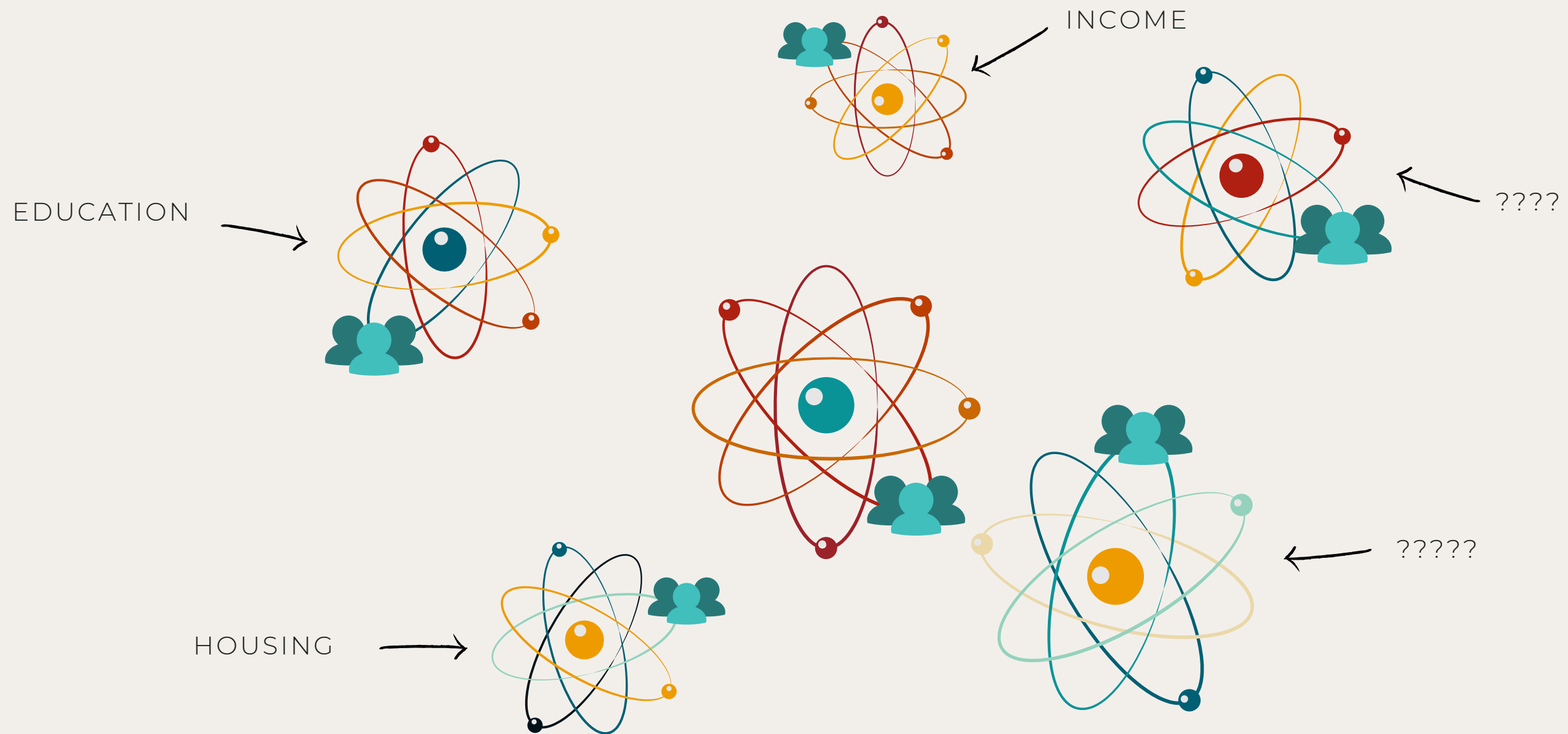


MENTAL WELLBEING SYSTEM



---

MENTAL WELLBEING SYSTEM



---

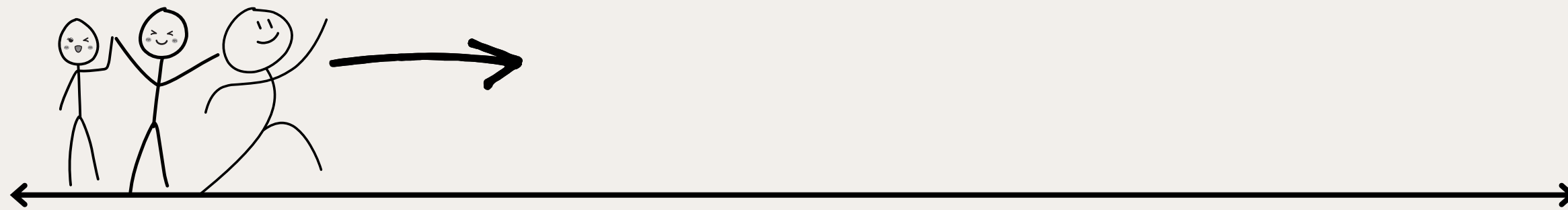
LIVED EXPERIENCE 'VOICE' AND CONTRIBUTION?  
TĀNGATA WHAIORA AND WHĀNAU 'VOICE'?

# SO WHAT IS LIVED AND LIVING EXPERIENCE??

---

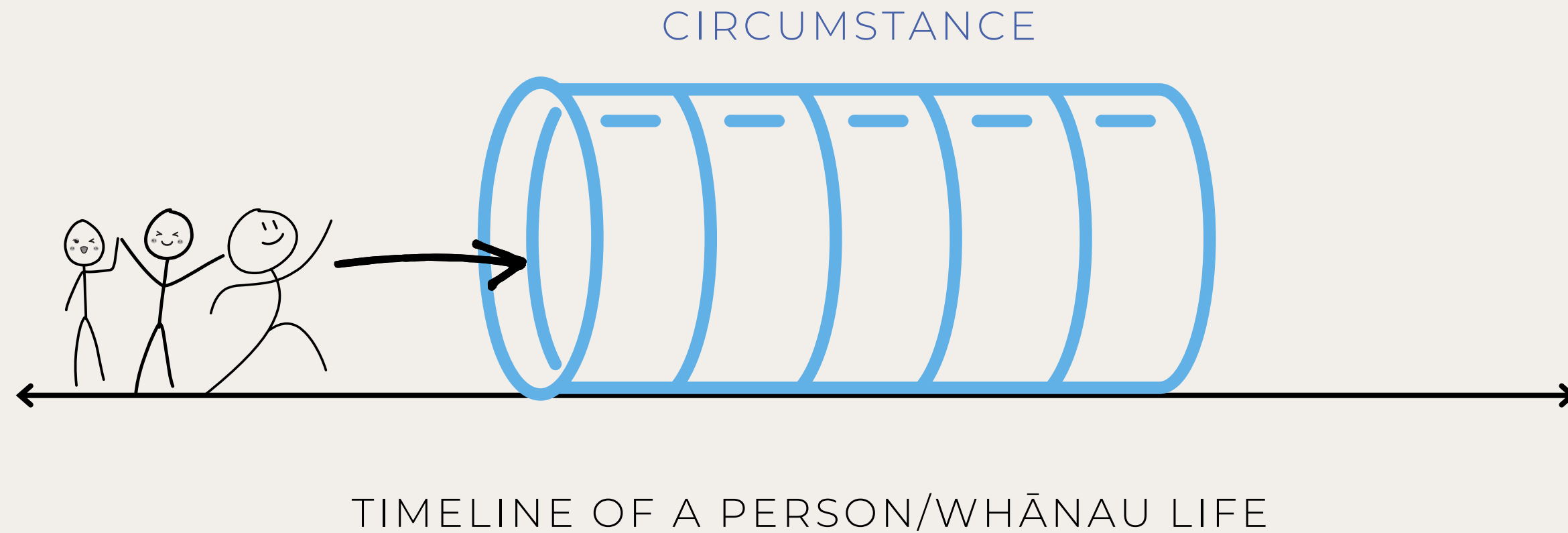
A VIEW

# So what is lived experience??



TIMELINE OF A PERSON/WHĀNAU LIFE

# So what is lived experience??

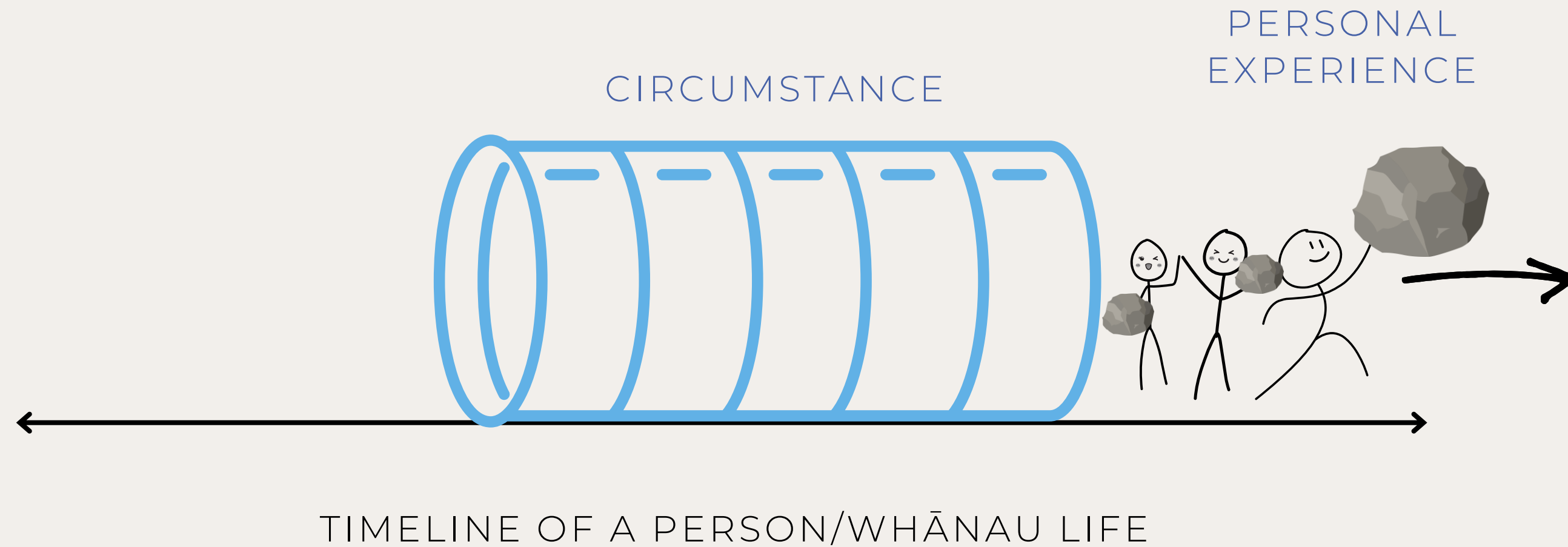




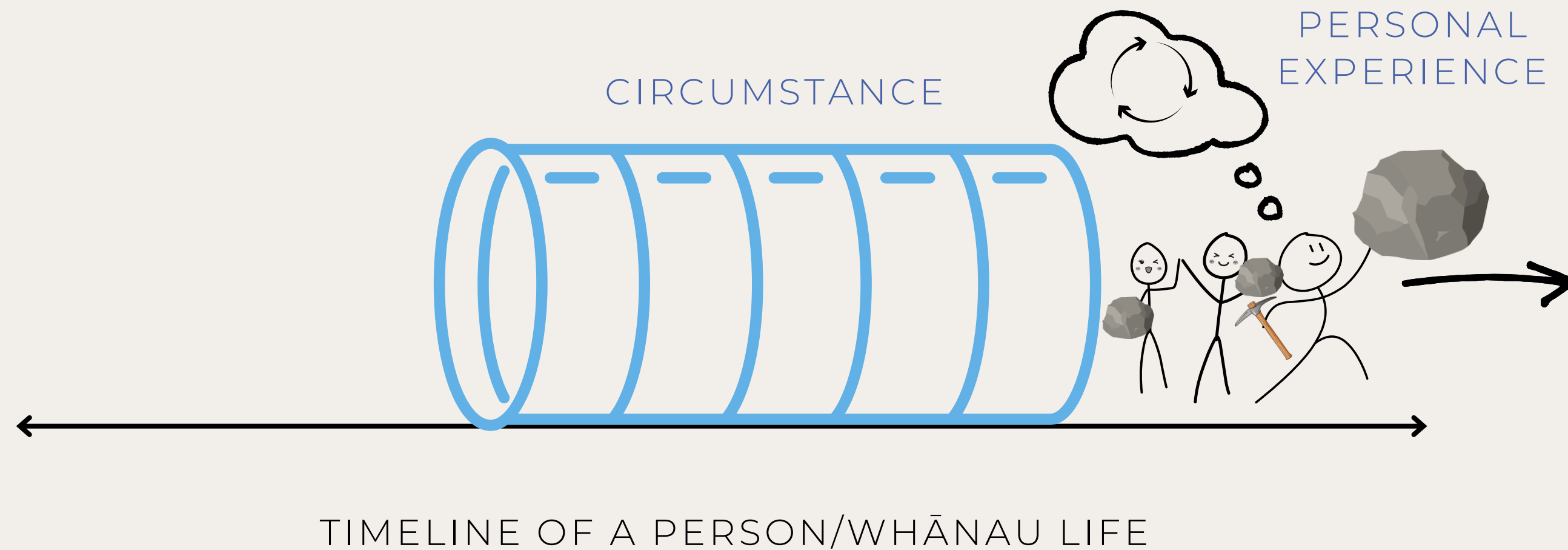
# So what is lived experience??



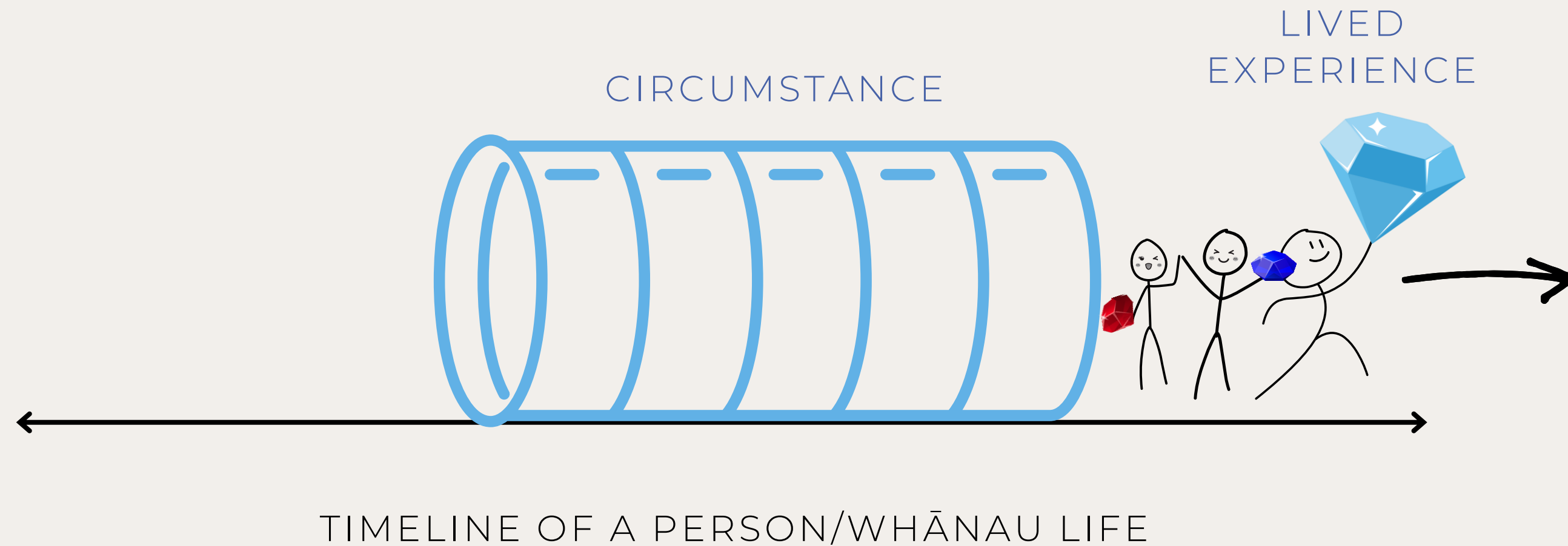
# So what is lived experience??



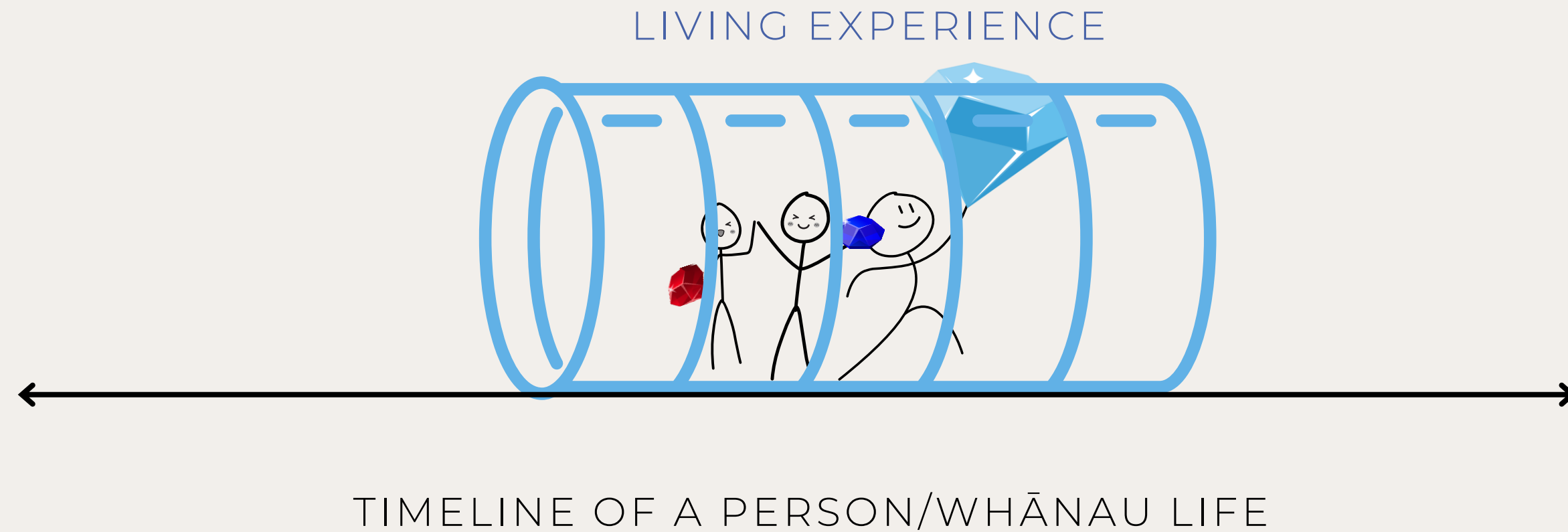
# So what is lived experience??



# So what is lived experience??




# So what is living experience??



# Some components of lived and living experience

## PERSONAL EXPERIENCE



**EMBODIED KNOWING**  
And embodied 'knowing' that can only be gained through direct experience



**DETAIL OF EXPERIENCE**  
Ability to explain one's personal, direct experience - the "what happened"

## LIVED AND LIVING EXPERIENCE



**KNOWLEDGE**  
Articulation of what we come to know through experience



**EXPERTISE**  
Skills developed through experience



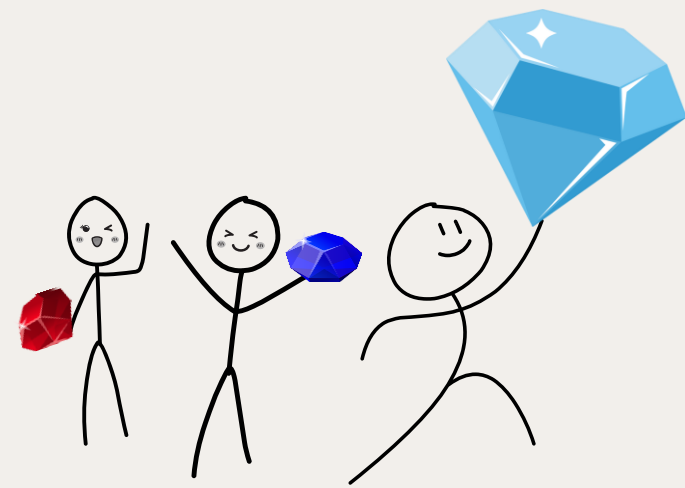
**WISDOM**  
Discerning which knowledge and expertise apply to future experience



**RECOMMENDED ACTION**  
Recommendations for change to in order to improve 'experience'

# Additional considerations

UNDERSTANDING LIVED AND LIVING EXPERIENCE AS BOTH INDIVIDUAL AND COLLECTIVE



**INDIVIDUAL**

---

Red  
Blue  
Royal blue



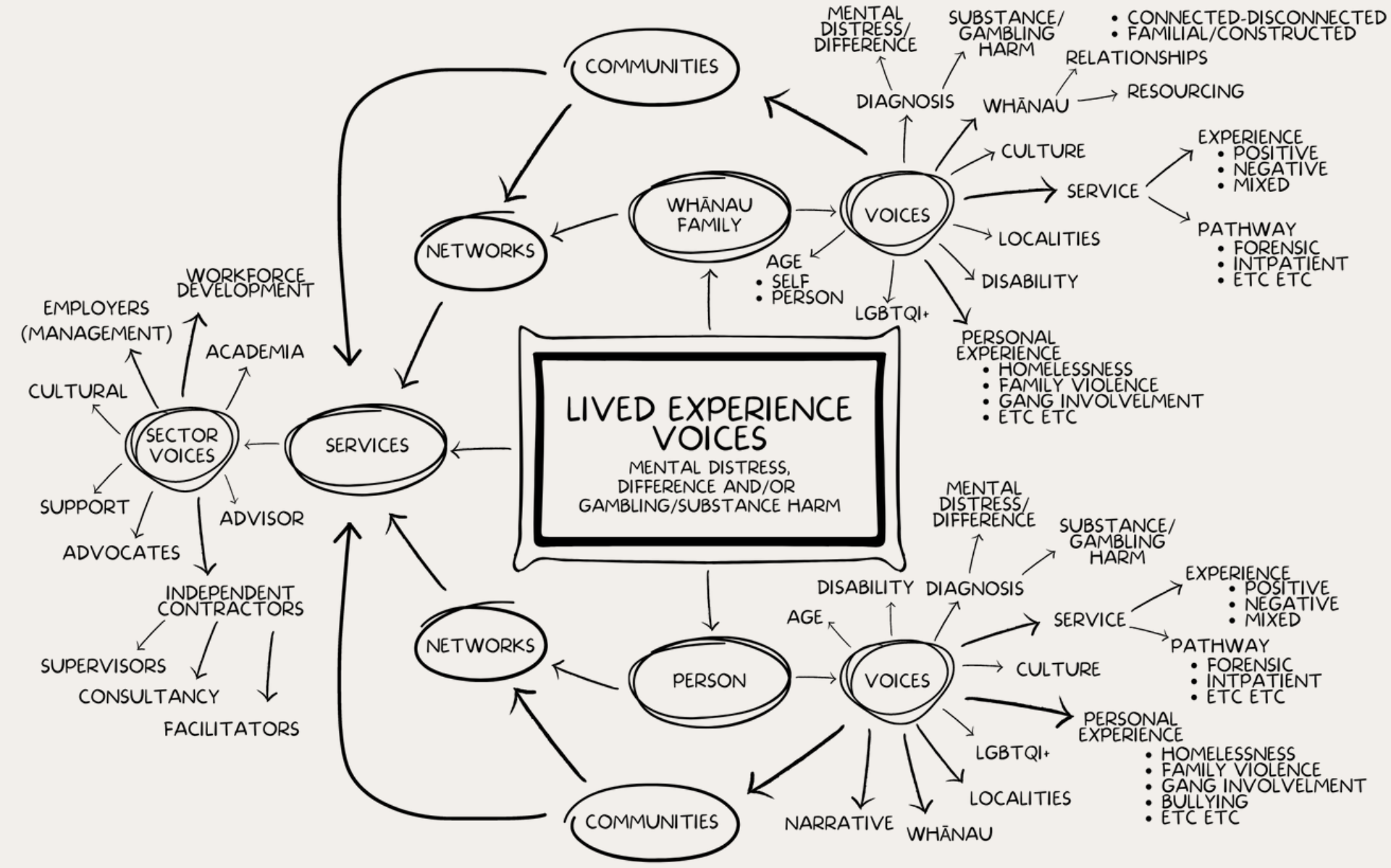
**COLLECTIVE**

---

Gemstones

# Diversity of experience

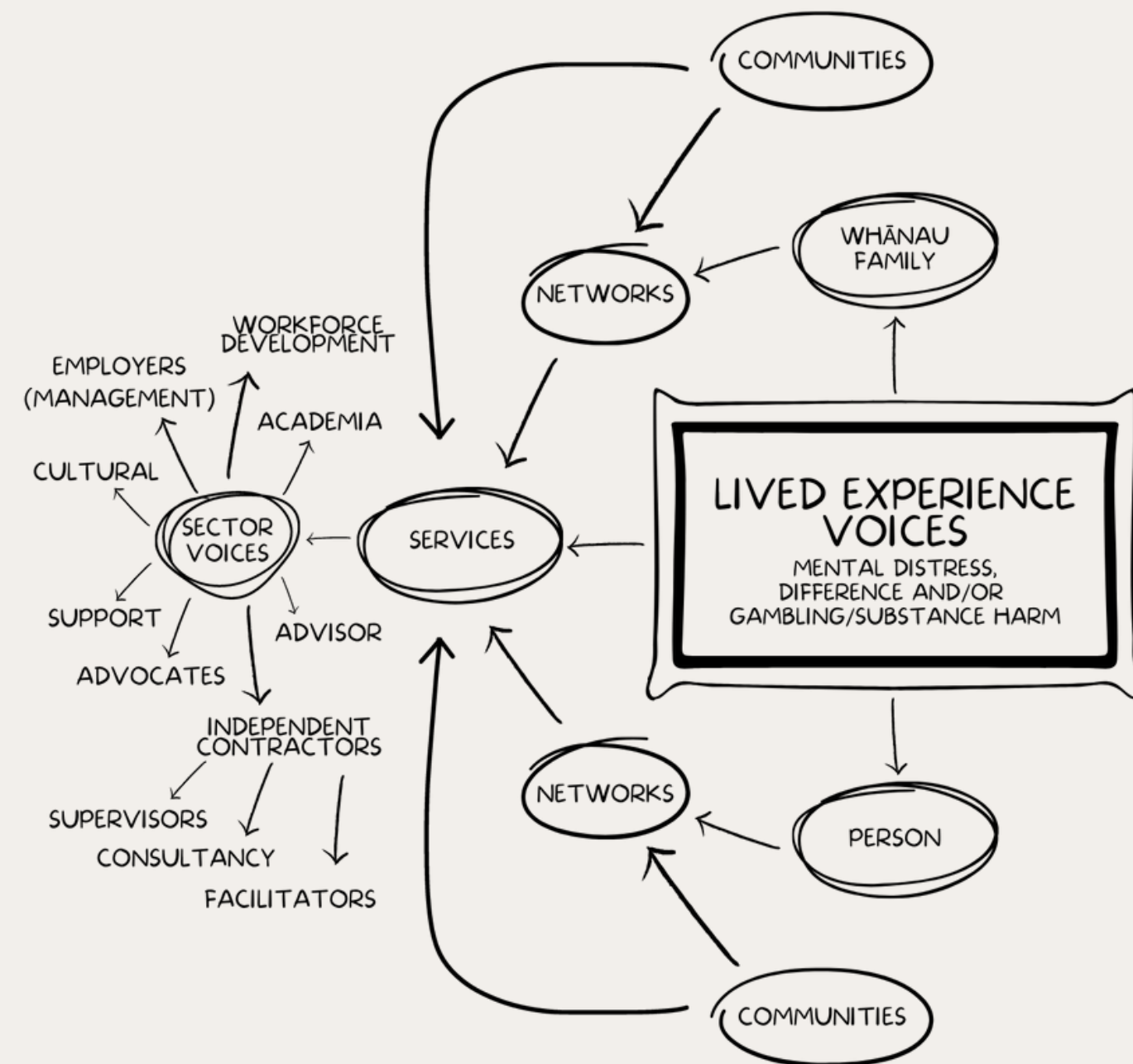
UNDERSTANDING THE DIVERSITY OF EXPERIENCE





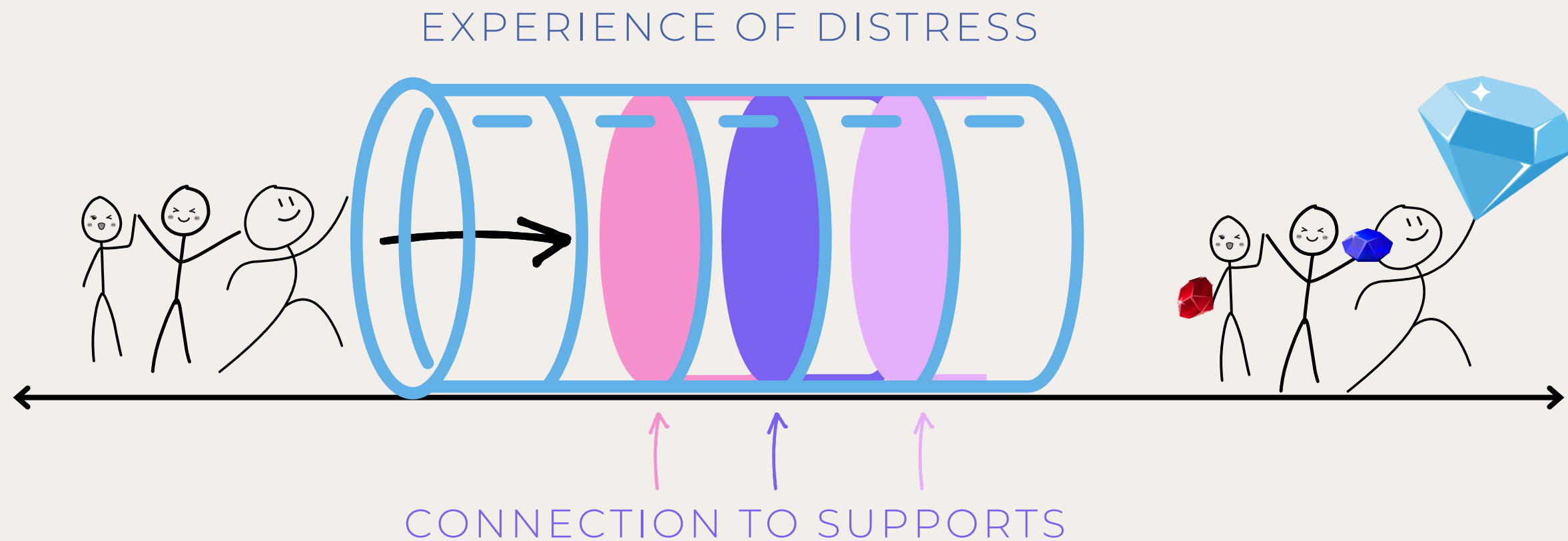
# Direct voice, Representation, Amplification

- DIRECT VOICE PATHWAYS
- ETHICS AROUND REPRESENTATION
- AMPLIFICATION



# Additional considerations

THERE ARE MANY SERVICE EXPERIENCE COMPONENTS WITHIN AN EXPERIENCE SYSTEMS/SERVICES OFTEN LOOK AT JUST THEIR COMPONENT WITHOUT LOOKING AT BROADER EXPERIENCE OR CONNECTION TO OTHER COMPONENTS



# WHY SEEK AND INCORPORATE LIVED EXPERIENCE CONTRIBUTION

---

FOUNDATION FOR UNDERSTANDING

## WHAT IS EPISTEMIC JUSTICE?

**“Epistemic injustice is a harm done to a person in her capacity as an epistemic subject (a knower, a reasoner, a questioner) by undermining her capacity to engage in epistemic practices such as giving knowledge to others (testifying) or making sense of one's experiences (interpreting).”**

---

CRICHTON, CAREL, KIDD, 2019,  
EPISTEMIC INJUSTICE IN PSYCHIATRY

## TESTIMONIAL INJUSTICE

**“...occurs when prejudice causes a hearer to give a deflated level of credibility to a speakers word;”**

## HERMENEUTICAL INJUSTICE

**“...hermeneutical injustice occurs at a prior stage, when a gap in collective interpretive resources puts someone at unfair disadvantage when it comes to making sense of their social experiences.”**

---

# ... but we too, and by default the systems we work with can face epistemic injustice

---

## ■ OVER ESTIMATION OF OUR STATUS AS KNOWER

Self attribution  
Socialisation  
Societal narrative

## ■ MISSING CORE INFORMATION TO MAKE SENSE OF OUR EXPERIENCE

## ■ MISSING CORE INFORMATION TO MAKE DECISIONS

...UNFAIR DISADVANTAGE WHEN IT COMES TO MAKING SENSE OF THEIR SOCIAL EXPERIENCES.”

# HOW CAN WE UTILISE LIVED EXPERIENCE KNOWLEDGE?

---

APPLICATION TO COMPONENTS OF STEWARDSHIP



# UTILISATION OF LIVED EXPERIENCE CONTRIBUTION

## MANATŪ HAUORA - STEWARD

VISION

SYSTEM SETTINGS

MONITOR WELLBEING OF  
THE HEALTH SYSTEM

'RESORUCING' AND  
'PROTECTION' OF THE  
SYSTEM

PROTECTION OF PEOPLE  
AND WHĀNAU (HEALTH  
AND EXPERIENCE)

# WHAT LIVED AND LIVING EXPERIENCE CONTRIBUTION

## LIVED AND LIVING EXPERIENCE CONTRIBUTION

### **EMBODIED KNOWING**

And embodied 'knowing' that can only be gained through direct experience

### **DETAIL OF EXPERIENCE**

Ability to explain one's personal, direct experience - the "what happened"

### **KNOWLEDGE**

Articulation of what we come to know through experience

### **EXPERTISE**

Skills developed through experience

### **WISDOM**

Discerning which knowledge and expertise apply to future experience

### **RECOMMENDED ACTION**

Recommendations for change to in order to improve 'experience'

# WHAT LIVED AND LIVING EXPERIENCE CONTRIBUTION

AN EXAMPLE MAP

## MANATŪ HAUORA - STEWARD

## LIVED AND LIVING EXPERIENCE CONTRIBUTION

VISION

SYSTEM SETTINGS

MONITOR WELLBEING OF THE HEALTH SYSTEM

'RESORUCING' AND 'PROTECTION' OF THE SYSTEM

PROTECTION OF PEOPLE AND WHĀNAU (HEALTH AND EXPERIENCE)

### EMBODIED KNOWING

And embodied 'knowing' that can only be gained through direct experience

### DETAIL OF EXPERIENCE

Ability to explain one's personal, direct experience - the "what happened"

### KNOWLEDGE

Articulation of what we come to know through experience

### EXPERTISE

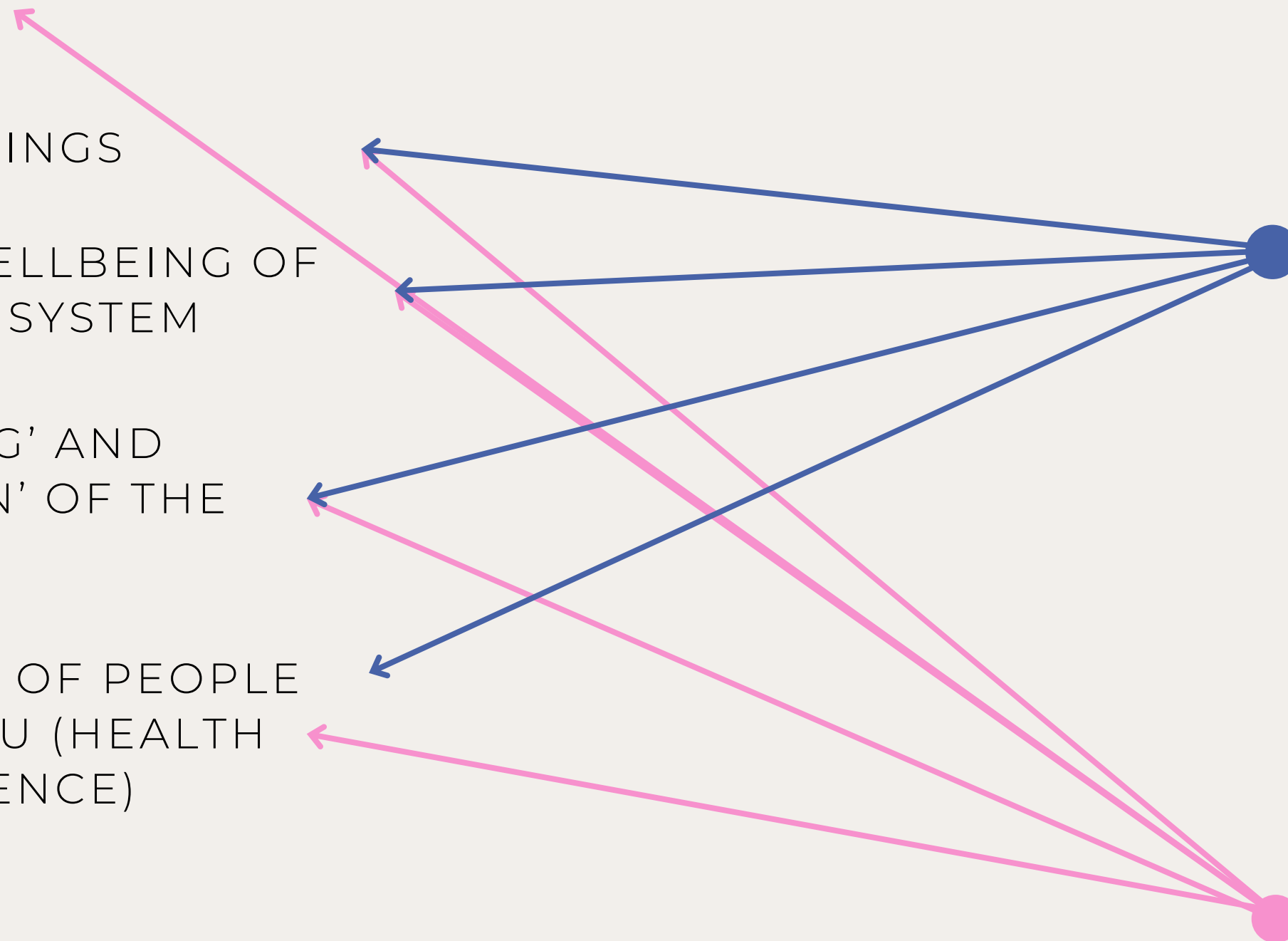
Skills developed through experience

### WISDOM

Discerning which knowledge and expertise apply to future experience

### RECOMMENDED ACTION

Recommendations for change to in order to improve 'experience'



# WHAT LIVED AND LIVING EXPERIENCE CONTRIBUTION

AN EXAMPLE MAP

## MANATŪ HAUORA - STEWARD

VISION

SYSTEM SETTINGS

MONITOR WELLBEING OF  
THE HEALTH SYSTEM

'RESORUCING' AND  
'PROTECTION' OF THE  
SYSTEM

PROTECTION OF PEOPLE  
AND WHĀNAU (HEALTH  
AND EXPERIENCE)

### EMBODIED KNOWING

And embodied 'knowing' that can only be gained through direct experience

### DETAIL OF EXPERIENCE

Ability to explain one's personal, direct experience - the "what happened"

### KNOWLEDGE

Articulation of what we come to know through experience

### EXPERTISE

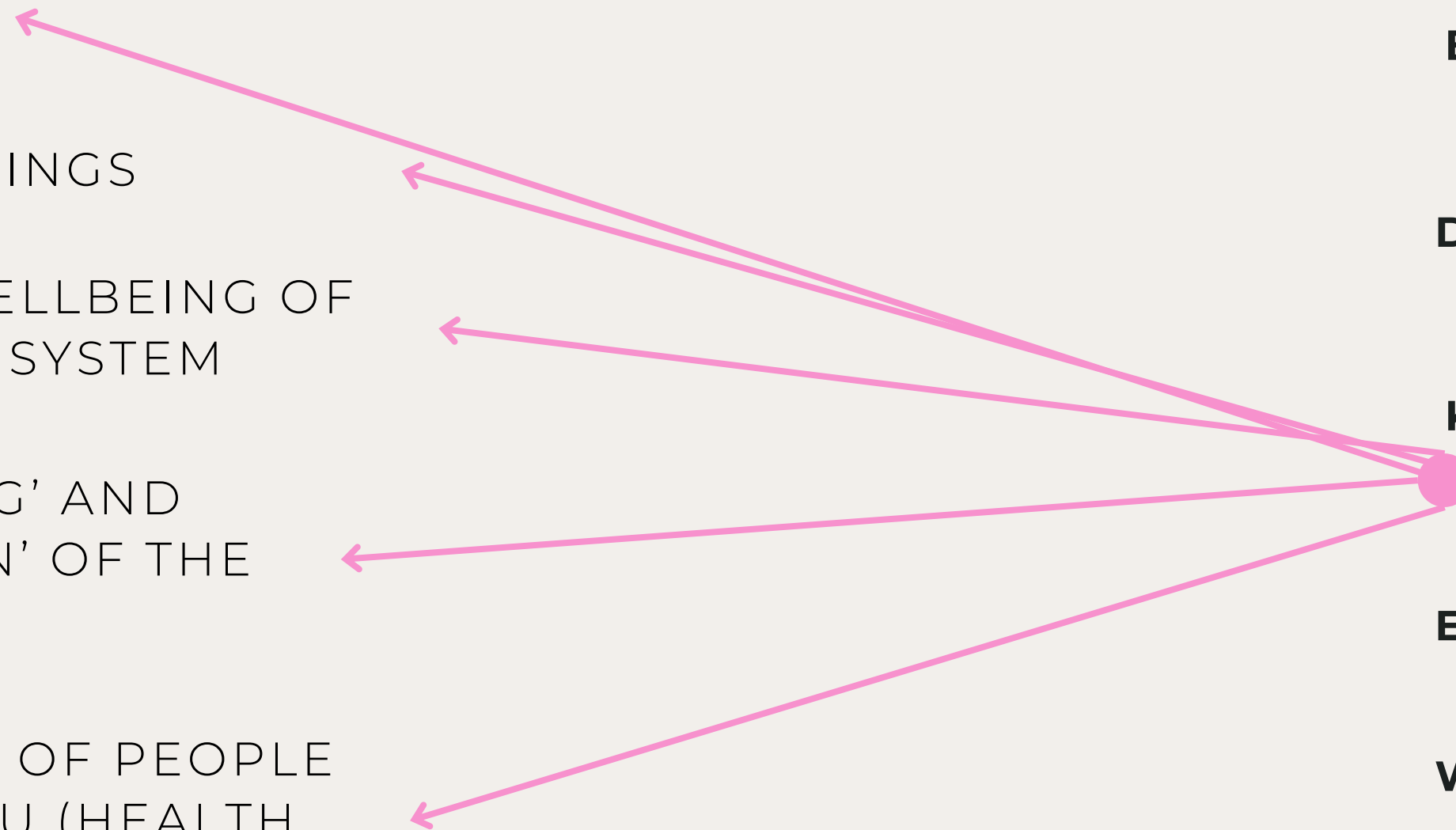
Skills developed through experience

### WISDOM

Discerning which knowledge and expertise apply to future experience

### RECOMMENDED ACTION

Recommendations for change to in order to improve 'experience'



# **A SHIFT TO A LEARNING-TOGETHER SYSTEM**

---

UNDERSTANDING THE FOUNDATIONS FOR LIVED  
EXPERIENCE KNOWLEDGE INCORPORATION

# **Intentional Peer Support Principles and Tasks**

---

WWW.INTENTIONALPEERSUPPORT.ORG

FROM INDIVIDUAL TO  
RELATIONSHIP

---

FROM HELPING TO LEARNING  
TOGETHER

---

FROM FEAR TO HOPE AND  
POSSIBILITY

---

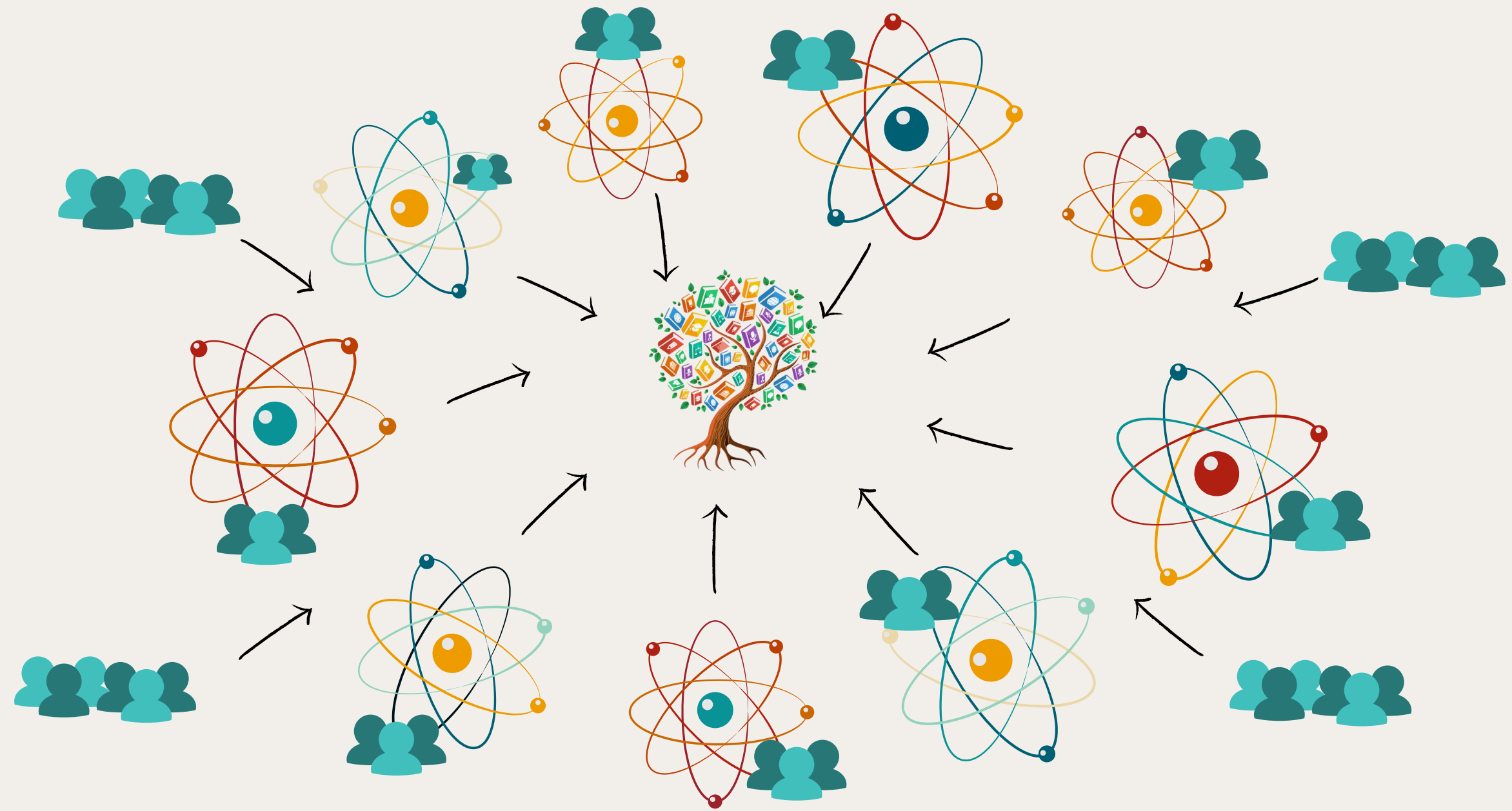


CONNECTION

WORLDVIEW

MUTUALITY

MOVING TOWARDS



---

LEARNING-TOGETHER

<b>System Centred Learning Orientation</b>	<b>A Learning System Orientation</b>	<b>Learning-together System Orientation</b>
<p>Identifies what it thinks it needs to know then searches academia for it</p>	<p>Identifies what it thinks it needs to know then asks for lived experience knowledge in relation to this.</p>	<p>Positions itself to be told by lived experience communities what it needs to know.</p>
<p>Shares information that benefits itself</p>	<p>Tells people what it thinks they needs to know</p>	<p>Proactively responds to what communities' state they need to know about.</p> <p>Shares how it works with communities, so they see what shapes their experience</p> <p>Shares its learnings and considerations with communities</p>
<p>Gathers data to protect itself</p>	<p>Gathers data based upon what it believes is important for accountability and performance monitoring</p>	<p>Brings together people to identify accountability and performance monitoring needs, and to identify what data is important and by what method</p>



<b>System Centred Learning Orientation</b>	<b>A Learning System Orientation</b>	<b>Learning-together System Orientation</b>
<p>Studies people</p>	<p>Asks for people experience and then interprets it through its own worldview</p> <p>Gathers quantitative data then interprets it through its own worldview</p>	<p>Asks for people's and their whānau experience and then asks to work together to understand it.</p> <p>Gathers quantitative data and then partners with those whose data in interpretation</p>
<p>Sees itself as THE expert.</p>	<p>Works to maintain its status as THE expert.</p> <p>Connects into learning relationships to build its status as expert.</p>	<p>Recognises the expert status of ALL and works to increase everyone's expert knowledge</p>
<p>Forms relationships to meet its own need for people to learn from it and action its knowledge and expectation</p>	<p>Forms or reactivates relationships based on its own need for learning</p>	<p>Maintains relationships and responds to all participants need to learn and share</p> <p>Constantly learns through relationships</p>

<b>System Centred Learning Orientation</b>	<b>A Learning System Orientation</b>	<b>Learning-together System Orientation</b>
<p>Only values itself (and its approved sources) as a source of truth</p>	<p>Chooses who else has Expert Status based on its definitions.</p> <p>Searches for new knowledge from its trusted sources</p>	<p>Recognises the Expert Status of each person, whānau and community,</p> <p>Recognises those defined LE community as experts</p> <p>Seeks to generate new knowledge in partnership with people, whānau and communities, and across systems</p>
<p>Resources itself to learn</p>	<p>Resources itself to be in relationship with communities</p>	<p>Resources independence of lived experience knowledge generation</p> <p>Resources interconnected knowledge generation</p>
<p>Pathways created to obtain knowledge are one way and met system preference</p>	<p>Provides pathways that have some elements of reciprocity but are shaped in ways that work for the system</p>	<p>Creates pathways that work for the culture of experience it is in relationship with</p>

# LIVED EXPERIENCE FOUNDATIONS FOR A MENTAL WELLBEING LEARNING - TOGETHER SYSTEM

A FOUNDATION FOR COMMUNITIES, SYSTEMS, AND SERVICES ACROSS THE MENTAL WELLBEING SYSTEM TO LEARN TOGETHER CRAFTING NEW POSSIBILITIES AND BETTER OUTCOMES FOR ALL



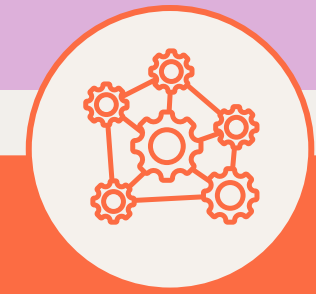
CLARIFY  
OUR  
WORLDVIEW



BUILD  
CAPABILITY TO  
INCORPORATE  
LIVED  
EXPERIENCE  
CONTRIBUTION

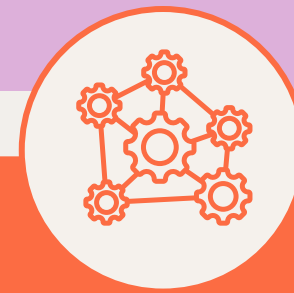


BUILD KIA  
MANAWANUI  
FOUNDATIONS



ESTABLISH  
OPERATIONS  
FOR LIVED  
EXPERIENCE  
CONTRIBUTION

# KPI PROGRAMME CONTRIBUTORS FOUNDATIONS FOR A MENTAL WELLBEING LEARNING - TOGETHER SYSTEM



?

?

?

?

# References

---

Crichton P, Carel H, Kidd IJ. Epistemic injustice in psychiatry. *BJPsych Bull*. 2017 Apr;41(2):65-70. doi: 10.1192/pb.bp.115.050682. PMID: 28400962; PMCID: PMC5376720.

Fricker, Miranda. (2007). *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford University Press Inc. New York.

Minister of Health. 2023. *New Zealand Health Strategy*. Wellington: Ministry of Health

Ministry of Health. 2021. *Kia Manawanui Aotearoa: Long-term pathway to mental wellbeing*. Wellington: Ministry of Health.

Centre for Public Impact 2021. *Human Learning Systems: Public service for the real world*. <https://www.centreforpublicimpact.org/partnering-for-learning/human-learning-systems>

**CONTACT DETAILS**

EMAIL ADDRESS

[hannah.whittaker-komatsu@health.govt.nz](mailto:hannah.whittaker-komatsu@health.govt.nz)