

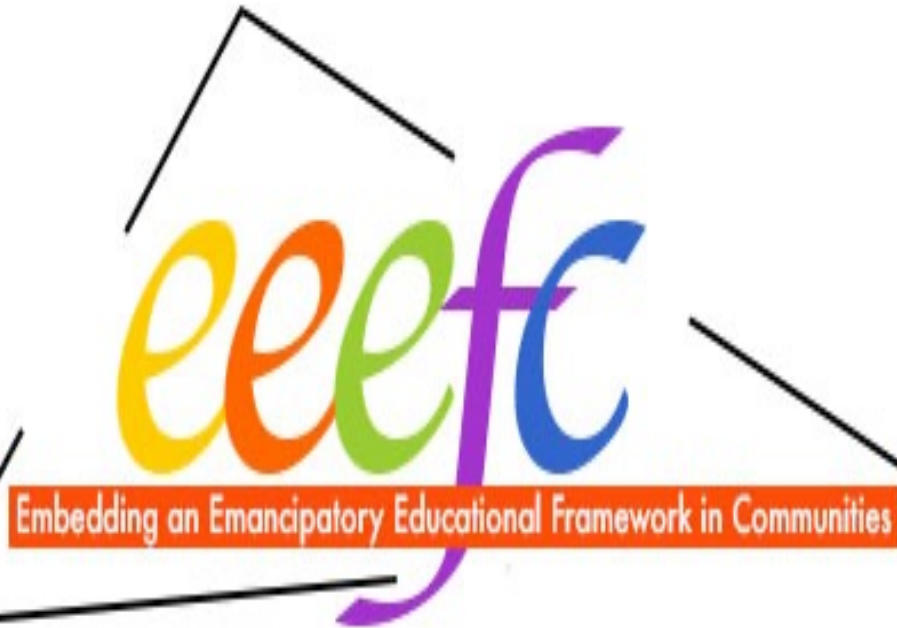
HowYa

Hello

Welcome!

Fáilte go hÉirinn

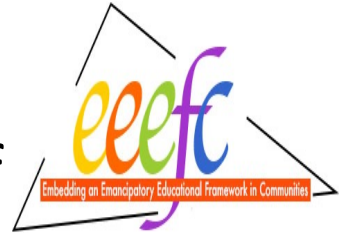
Fàilte gu Èirinn



Bienvenida a Irlanda

Alright

Embedding an Emancipatory Educational Framework in Communities for people marginalized and excluded because of mental health and/or substance misuse issues



- **Emancipatory education** (Freire, 1970) is an approach that goes beyond the simple transfer of knowledge, questioning the dominant structure of socio-economic and political relations, and supporting people not only to demand a different world, but also to discuss and prepare for alternatives.
- The concept embraces the key principles of Freire’s early work that focuses on respect for disparate values, developing content by and with stakeholders, developing consciousness of one’s reality in given social contexts, generating instructional content from lived experiences, and the eradication of dominant power and positionality of the teacher in the learning processes.
- Defined as educational experiences designed to foster the development of the learners so they may identify and work to change oppressive systems within their societies.

Work package III Implementation of educational programme

Objectives

- O1. Implementation of Educational Programme process
- O2. Ensure the development of training for trainers programme
- O3. Ensure the delivery of Training for trainers programme
- O4. Ensure Reflective Teacher Training module for facilitators and participants engaged with the TforT process is implemented
- O5. Ensure the Mental Health Wellbeing Programmes are delivered across five sites led by local people with experience of marginalisation due to mental health distress

Description of work



Introductory overview paragraph of the three task

- The Recovery academy of Ireland (RAI) will be responsible for the coordination between the five partner sites, ensuring the development and implementation of the educational programme and the trainer programme toolkit entitled *'Recovery: Learning Together Training for Trainers.'*
- This will be designed during the development stage with involvement from all five partner sites and delivered during the implementation phase (M??) collaboratively between programme partners.
- The RAI will lead on training for trainer programme, to be designed with **sustainability** beyond the lifespan of this project, with clear synergies to be established between participating organisations. This process will ensure the recruitment of learners from all agencies involved within the network of programme partners and associated partners, giving opportunity for wider dissemination of the educational programme and inform the training for trainer toolkit.

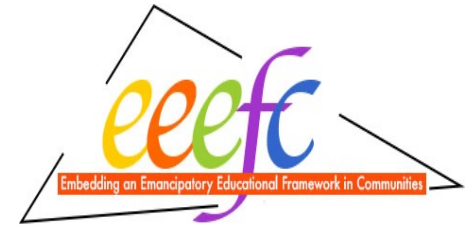
TASK 1



T3.1 – *Recovery: Learning Together* Train the trainers programme development & delivered across five programme partner sites

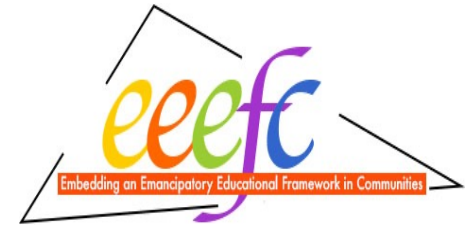
- Training for trainer programme toolkits will work to improve mental health and wellbeing outcomes at individual and collective levels, empowering participants and strengthening communities to meet their own identified mental health recovery education needs. This training will also build the capacity and awareness of local community partners thereby reducing structural barriers, discrimination, stigma and inequalities and promote access to services and education for those marginalised because of mental health distress.

Task 2



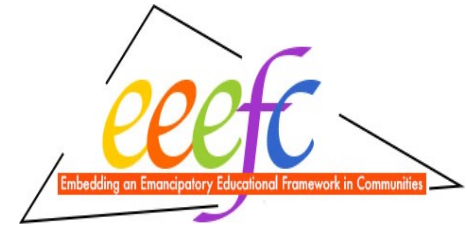
- **T3.2 – Delivery of mental health wellbeing programmes to meet locally identified needs across five programme partner sites (M29)**
- Further to completion of the Training for Trainers toolkit programme in each of the respective programme sites, participating stakeholders will be invited to take leadership roles alongside programme partner representatives to deliver Mental Health and Well Being programming that are designed during this training process, with a view to meeting local needs.

Task 3



- **T3.3** – Training for Trainer Toolkit development (M29)
- The RAI will develop from the overall training and consultation process between the five partners a TforT Toolkit that will ensure a human rights approach and the wider dissemination of what has been developed from the education programme and that appropriate material and resources are drafted as a process of embedding the training framework. Upon delivery of the programme, we can measure the impact by the number of people availing of the training. This can be done across a number of domains, firstly, by involvement from the leading partners, secondly by working with the associated partners in the delivery of the training and finally by ensuring we meet a relevant figure in order to have a wider social impact for the that are marginalised.

Deliverables

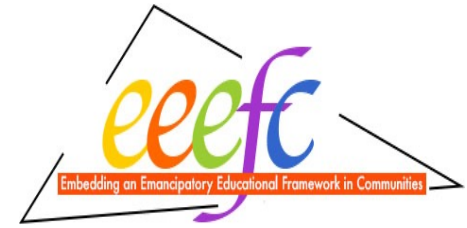


D.1 *Recovery: Learning Together* Train the trainers programme development & delivered across five programme partner sites (M22) 48 unit days per programme partner during implementation phase (M11-M22)

D2 Mental Health Wellbeing Programmes Coproduced and Delivered across five programme partner sites (M29) (17 unit days per programme partner during back half of implementation phase (M23-M29))

D3 Training for Trainer Toolkit development (M29) (35 Unit days to RAI)

How will this be achieved?



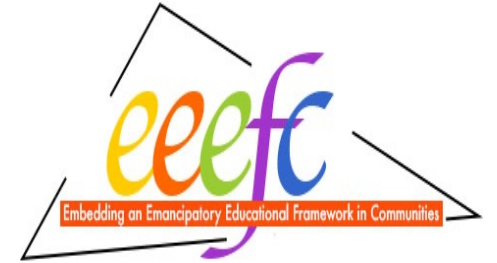
Identify key personal in each partner organisation at kick off meeting

Identify the steps to be taken prior to commencement of W.P 3 and the development stage

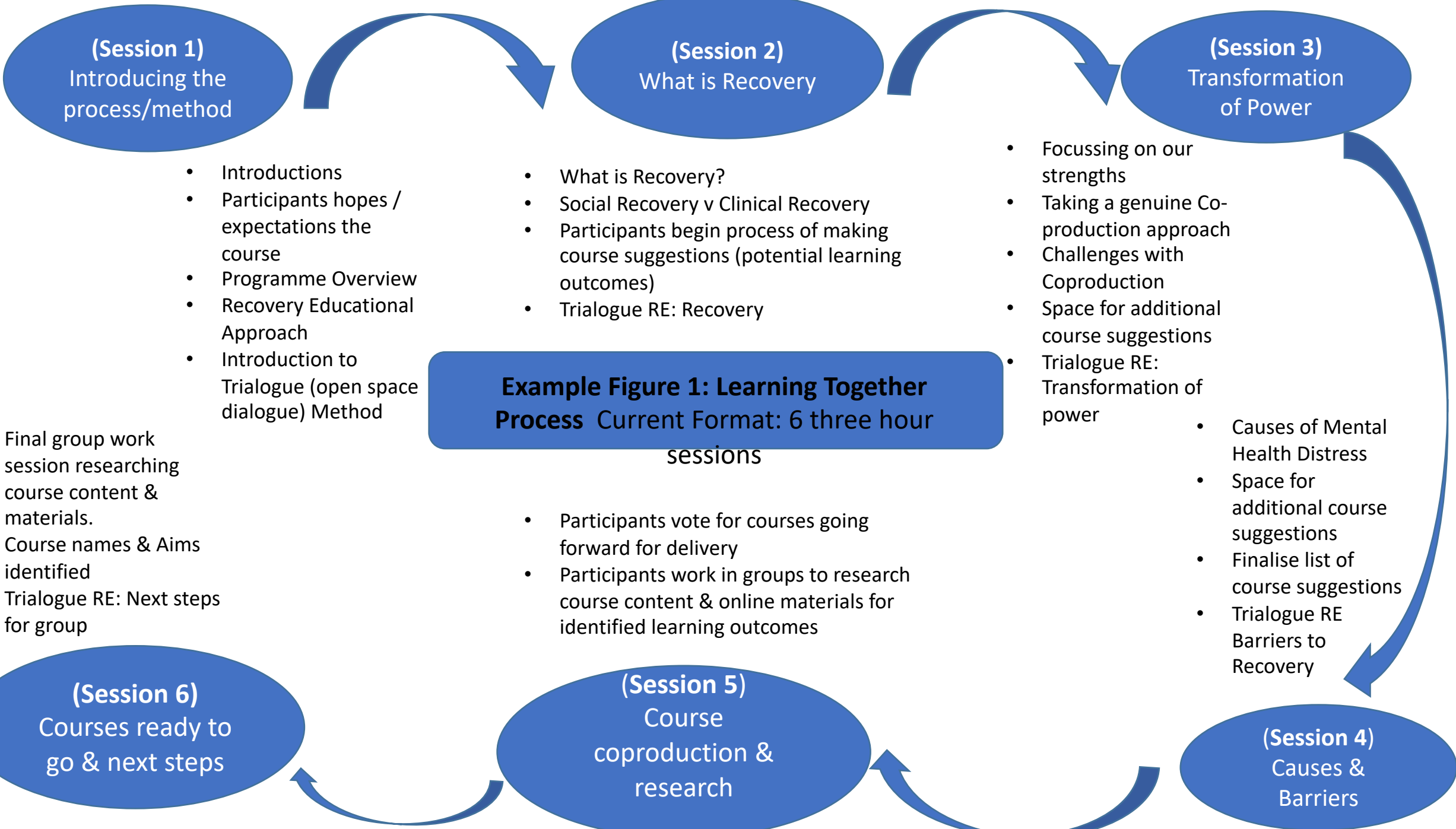
Regular communication between partners

Involvement of associate projects and people with lived experience
ASAP

Involvement in other work packages



- How can 'we' learn together during this project
- Ensuring a human rights based approach (what will this look like)
- What are other partners experiences of similar projects that can help strengthen this project



(Session 1)
Setting the scene

- Course Overview
- Learning Expectations & Hopes
- How to 'Set the Scene'
- Facilitation Skills
- Facilitation Roles
- Facilitation Methods

- Session Planning
- Setting up (onsite & online)
- Importance of Self Care
- Identifying Facilitators to deliver 'Learning Together Courses'
- Close

(Session 4)
Course Coproduction

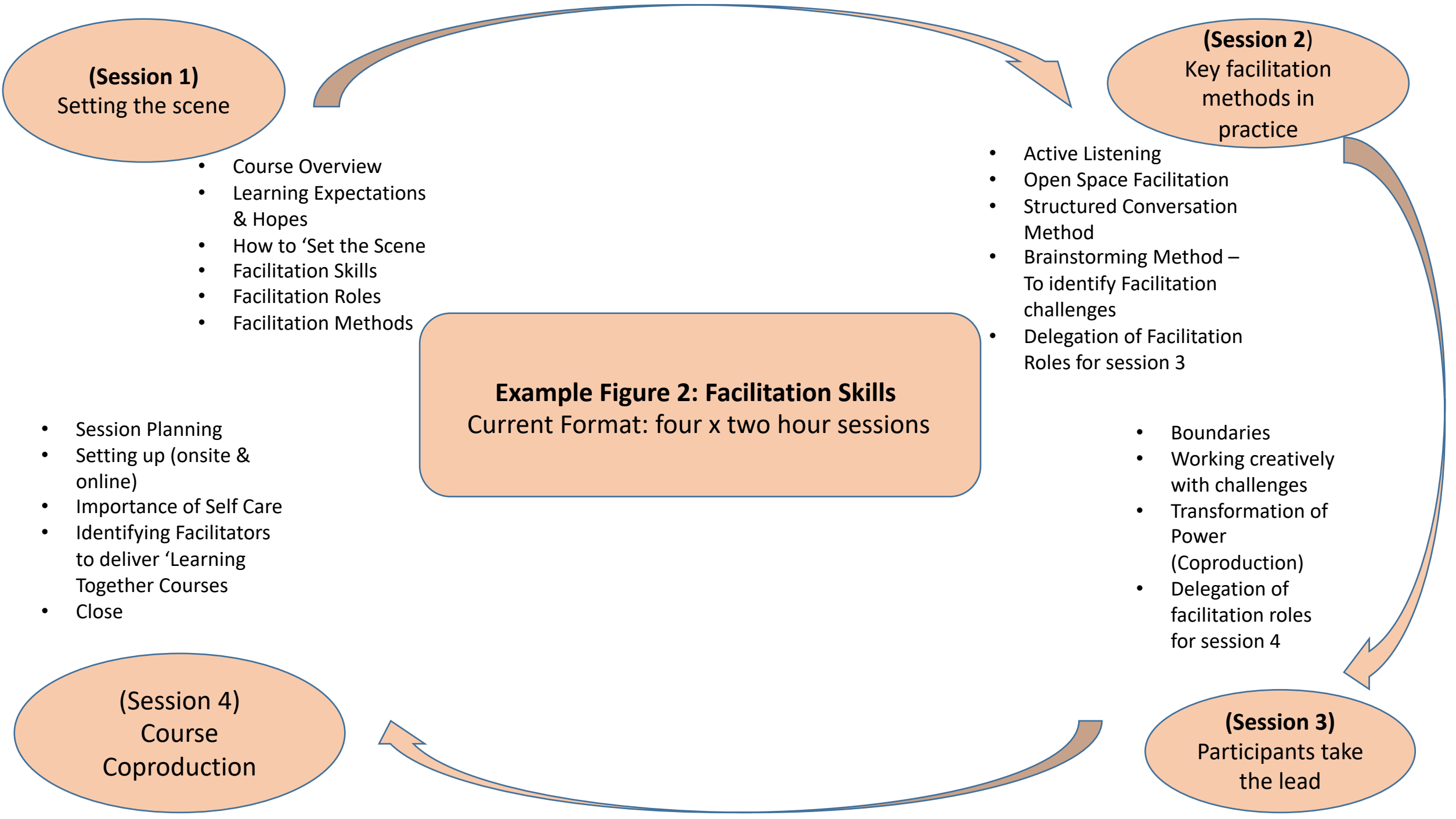
Example Figure 2: Facilitation Skills
Current Format: four x two hour sessions

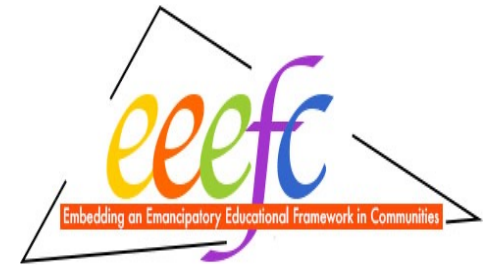
(Session 2)
Key facilitation methods in practice

- Active Listening
- Open Space Facilitation
- Structured Conversation Method
- Brainstorming Method – To identify Facilitation challenges
- Delegation of Facilitation Roles for session 3

- Boundaries
- Working creatively with challenges
- Transformation of Power (Coproduction)
- Delegation of facilitation roles for session 4

(Session 3)
Participants take the lead





THANK YOU