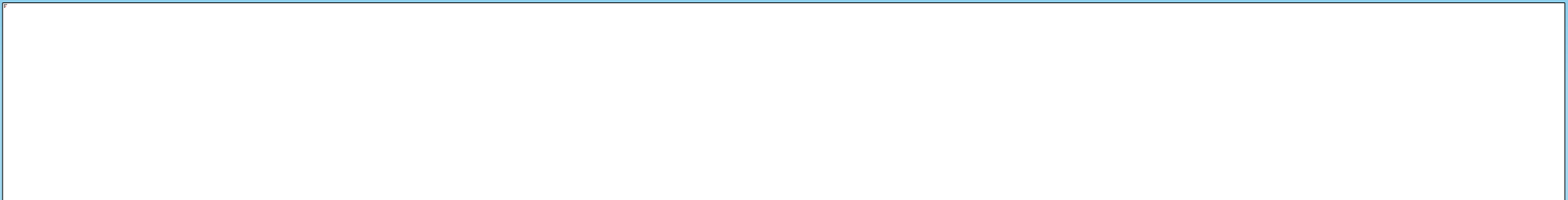# Embedding an Emancipatory Educational Framework in Communities for people marginalized and excluded because of mental health and/or substance misuse issues

http://www.eeefc.eu

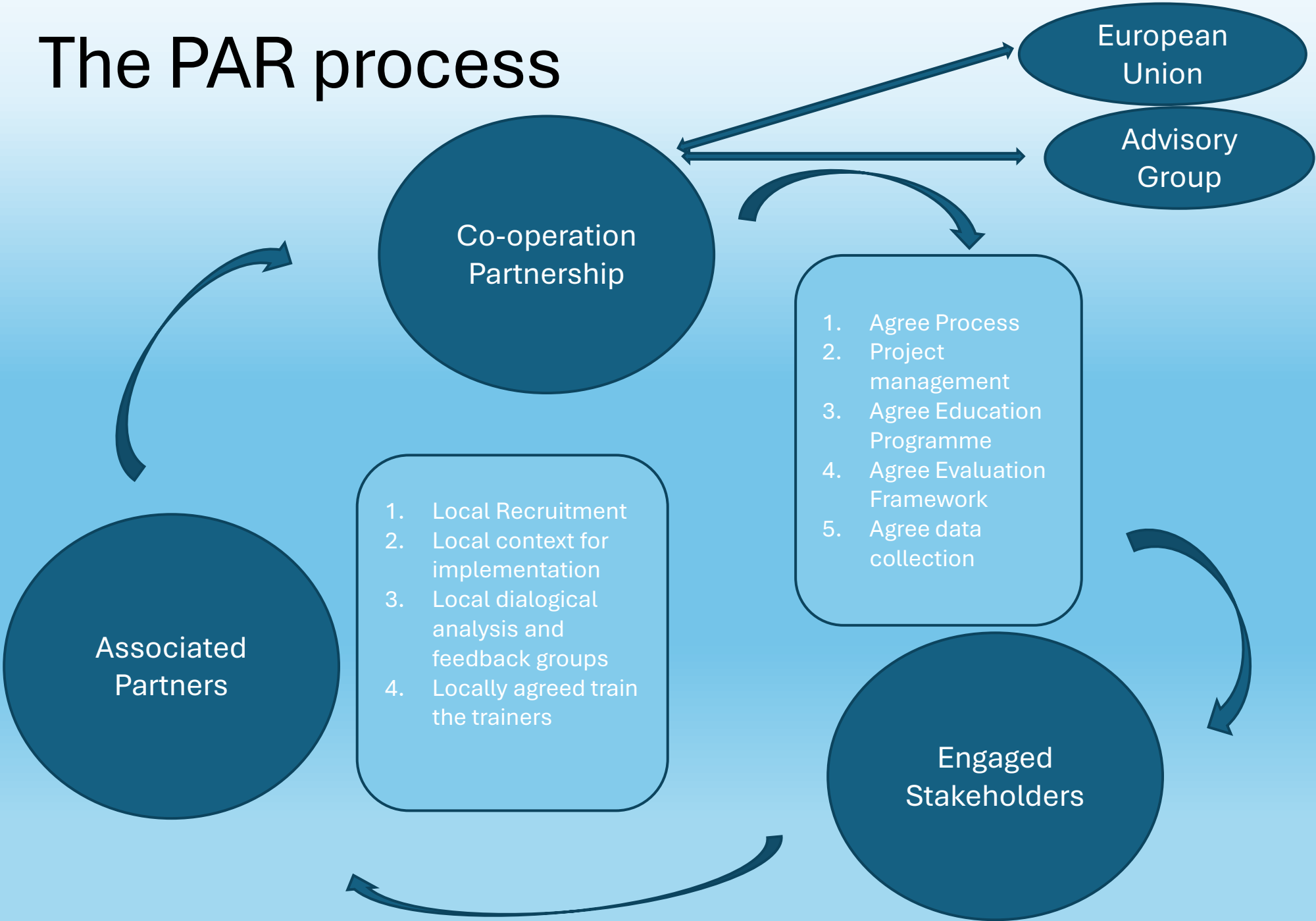## Co-Facilitated by Sabine & Liam with contribution from partners

Provisional Findings from three community project Evaluation

- Of the Course (quantitative & Qualitative)

- Of the Experience (CHIMER) & (Personal/Social Recovery)

- Impact on People (Open Dialogue)

How did we do?

- Overall purpose of partnership and intervention

- Participatory Action Research

- The intervention

- What we hoped to find (personal and social recovery and enhanced capacity as individuals and community)

- The evaluation framework

- 3 mixed methods data sets, Trialogues, process outcomes

- Today we Will show the findings from 3 data sets and provisional trialogues

The PAR process

European Union

Advisory Group

Co-operation Partnership

Associated Partners

1. Agree Process
2. Project management
3. Agree Education Programme
4. Agree Evaluation Framework
5. Agree data collection

1. Local Recruitment
2. Local context for implementation
3. Local dialogical analysis and feedback groups
4. Locally agreed train the trainers

Engaged Stakeholders

Why education instead of clinical?

- Limitations of clinical interventions for personal and social recovery

- Introspective philosophy within mental health and medicalised bubbles

- Need for emphasis on social and personal recovery for citizen parity

- Global lens of citizen engagement, self determinations and public participation

- A new paradigm for mental health and disabilities that services cannot yet respond to

- Overcoming exclusion, stigma, marginalisation, oppression and predetermination

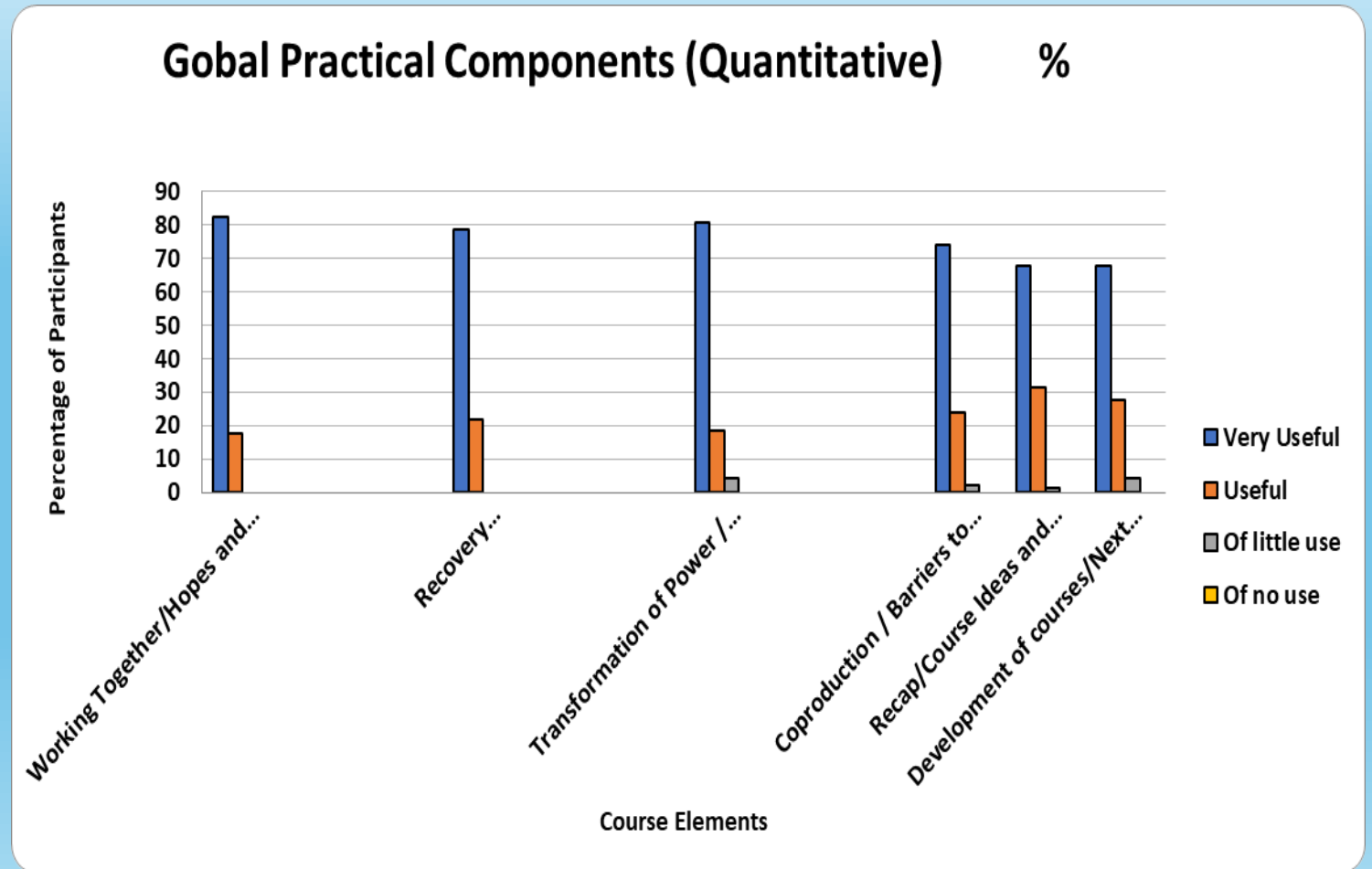# Dialogical Practice and Human Capacity Building

- *The Participatory Process in Summary*

- *Open Dialogue [as communication]*
  - *Guiding the Participative Process*
  - *Underpinning an educational process constructed by citizens engaged in the process*
  - *Harnessing polylogues and multiple perspectives as part of overall evaluation*

- *Constructing Community Capacity*

Looking at the overall experience Global rather than local

- Quant first i.e. objective
- Qual personal & social experience
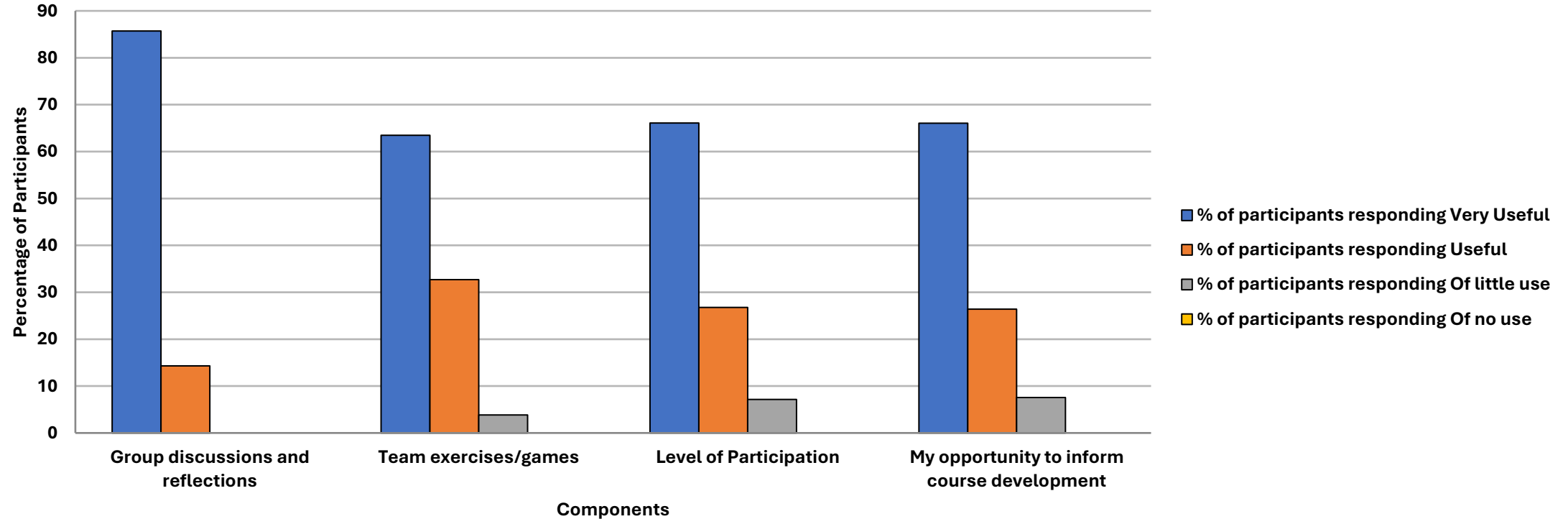- Collective relational community

Course Experiences

- Working Together/Hopes and Expectations of the Group/Open Dialogue Introduction

- Recovery Approach/CHIMER/Open Dialogue on Recovery

- Transformation of Power / Strengths Based Working

- Coproduction / Barriers to Recovery / Models and Causes of Mental Ill-Health and Substance Misuse

- Recap/Course Ideas and Theming

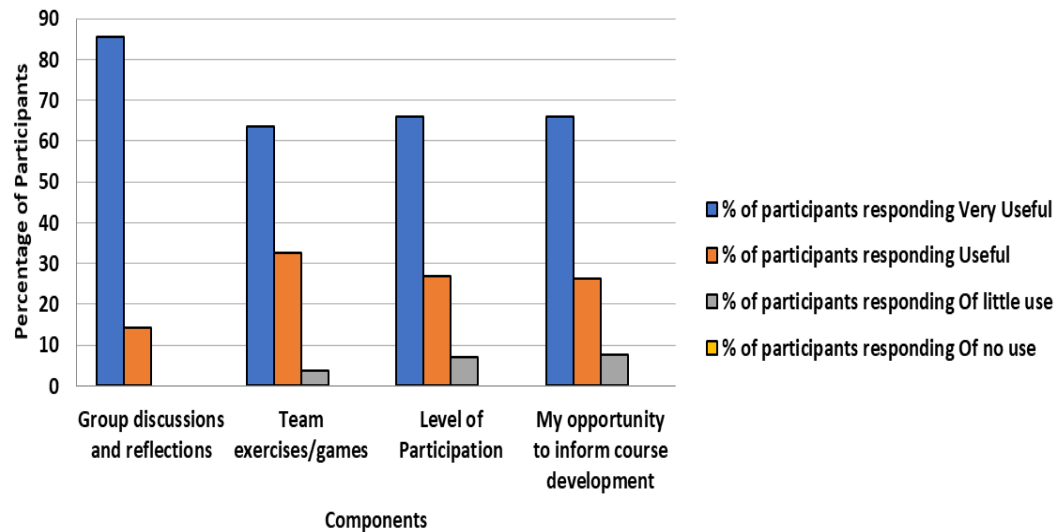- Development of courses/Next Steps for the Group/Evaluation

Gobal Practical Components (Quantitative)   %

Y-axis: Percentage of Participants (0–90)
X-axis: Course Elements

Categories: Working Together/Hopes and…, Recovery…, Transformation of Power / …, Coproduction / Barriers to…, Recap/Course Ideas and…, Development of courses/Next…

Legend:
- Very Useful
- Useful
- Of little use
- Of no use

Course Experiences

Global How useful were the following course components? %

Legend:
- ■ % of participants responding Very Useful
- ■ % of participants responding Useful
- ■ % of participants responding Of little use
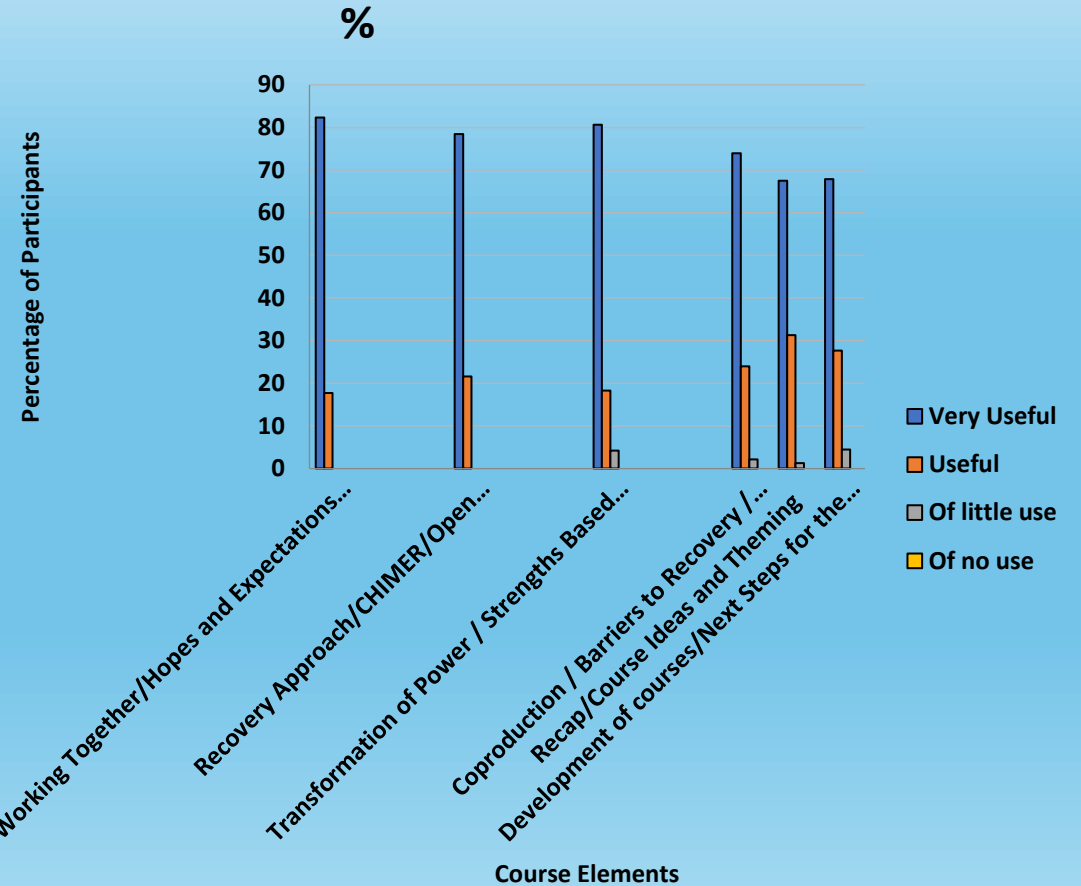- ■ % of participants responding Of no use

Course Experiences

Global How useful were the following course components? %

Global Practical Components (Quantitative) %

Course Experience

Was there anything else about the course that you found particularly useful?

Was there anything you would have liked to have seen included?

Was there anything that hindered your learning on the course?

Was there anything that contributed to your learning on the course?

- Constructive dialogue and information sharing in a safe, supportive space

- Holistic and Adaptive Learning for Growth and Recovery
- The Mind and Body Duality: Learning to hear my body's needs.

- Adapting and Changing to the Needs of the Environment-Take a minute to breath.
- Facilitator awareness of the Physical Environment and Personalities: Maintain balance and equality for all!

- Collaborative and Experiential Learning in a Diverse, Supportive Community

- Empowerment Through Collaborative Facilitation and Clear

JOB
WELL DONE

Lets look at the experience in relation to...

- CHIMER Recovery Framework
- Health & Well Being
- Life Skills
- Enriching Life
- Relationships
- A co-production approach
- Community Development
- Adult Education

CHIMER statements
(Connectedness, Hope, Identity, Meaning, Empowerment, Rights)

#	Statement	#	Statement
1 (C)	**I feel my participation in this EEEFCom project has helped me feel more relaxed about meeting new people and developing positive relationships**	**10 (M)**	**I feel a greater sense of purpose and meaning, through my engagement with the EEEFCom project**
2 (C)	I feel a positive sense of connection with other students	11 (M)	I've learned some new recovery orientated skills that will help me develop in the future
3 (C)	I've developed a greater level of understanding for people with different perspectives on mental health and substance use to myself	12 (M)	I have information or resources that will help me to develop on the Recovery skills I have developed on the EEEFCom project.
4 (H)	I feel competent as an EEEFCom student in being able to develop on my learning	13 (E)	I feel the EEEFCom project encourages me to express my ideas, thoughts and opinions freely
5 (H)	Having participated in the EEEFCom project, I feel more optimistic about the future	14 (E)	My knowledge and experience is valued, I feel respected as an equal participant in the EEEFCom project
6 (H)	I feel motivated about trying new things	15 (E)	I am more confident expressing my ideas thoughts and opinions in spaces beyond the EEEFCom project
7 (I)	My EEEFCom project experience has improved my self-esteem	16 (R)	I have experienced a non-discriminatory, inclusive and non-judgemental environment with the EEEFCom project
8 (I)	Identifying as an EEEFCom project student, has given me a greater sense of belonging	17 (R)	My sense of autonomy, interdependence, privacy and personal safety is respected on the EEEFCom project
9 (I)	Identifying as an EEEFCom student has given me a greater sense of confidence	18 (R)	I feel that mine and others perspectives, diversity and beliefs were respected on the EEEFCom project

Global CHIMER Quantitative Evaluation   %
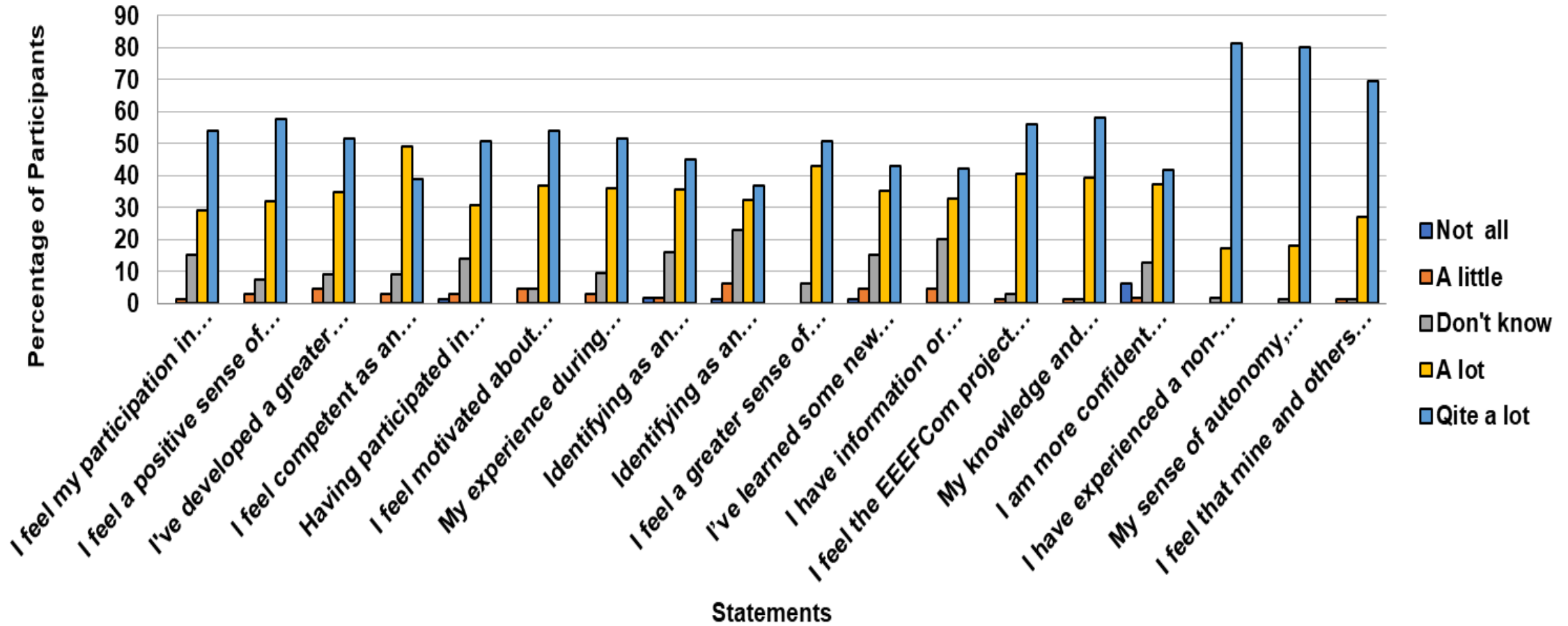
Themes of how people related to CHIMER

Connectedness	• Building Confidence and Connection Through Peer Support and Open Communication
Hope	• Fostering Hope and Optimism for the Future • Personal Growth Through Understanding and Trying New Experiences
Identity	• Evolving Sense of Self Through Participation and Recognition
Meaning	• Individualised Recovery and Collective Empowerment Through Self-Awareness and Skill Development
Empowerment	• Sustainable /Unsustainable Empowerment and the Impact of Structured Peer Support
Rights	• Cultivating Respectful and Safe Environments for Open Expression and Collaboration

Health & Well Being	1) Empowerment Through Self-Awareness, Autonomy, and Positive Behavioural Changes 2) Autonomy: Free to be me! 3) Paying it Forward: Have the Skills Now to Help Others 4) Empowerment Through Personal Skill Development, and Peer Support in Health Recovery 5) Empowerment and Hope in Personal Recovery Through Support, Resources, and Self-awareness 6) The Tool Box for Recovery and Empowerment 7) Empowerment, Enhanced Quality of Life Through Learning, Friendship, and Participation	Life Skills	1) Developing Interpersonal Skills and Group Engagement for Personal Growth and Collaboration 2) Embracing New Experiences for Personal Growth and Well-Being 3) Motivated and Inspired to step Out of my Comfort Zone 4) Fostering Confidence and Connection in Group Dynamics While Valuing Individual Growth Paces 5) Continuous Personal Development and Empowerment Through Enhanced Understanding and Skill Building
Enriching Life	1) Building Confidence and Valuing Mental Well-Being Through Supportive Group Engagement 2) Empowered Personal Development Skills and Support in Recovery 3) Exploration and Personal Skill Development in Recovery Through Practical Skills and Openness to New Experiences 4) Empowerment and Knowledge Sharing in Mental Health Through Peer Support and New Perspectives	Relationships	1) Building Safe, Trusting, Connections Through Peer Support 2) Creating a Safe, Inclusive, and Valued Community Through Mutual Support and Connectedness 3) Building Confidence and Comfort in Social Interactions Through Group Participation and Equality 4) Community Engagement and Pride Through Collective Efforts and Sustainable Connections 5) Connect, create, participate!

Co-Production	1) Valuing Autonomy and Purpose in Roles Through Facilitator Encouragement 2) Some Uncertainty of Potential Role (on project) in Future 3) Leveraging Lived Experiences and Co-Production to Create Valued, Transferable Skills in Peer Support 4) Paying it Forward! 5) Empowerment and Person-Led Recovery Through Co-Construction and Peer Support 6) Beacons of Hope- Inspire by Positive Lived Experience 7) Creating a Welcoming and Non-Judgmental Safe Space for Collaborative Learning and Recovery	Community Development	1) Creating a Connected, Peer-Led, and Collaborative Community Through Co-Production 2) Empowerment and Integration into the Community Through Overcoming Shame and Building Connections 3) Paying it Forward 4) Inspiring Others Through Strength-Based Approaches and Shared Recovery Knowledge 5) Building a Trust-Based, Inclusive Community and Expanding Access to Effective Recovery Programs
Adult Education	1) Supportive, Non-judgemental Environment to Manage My Health 2) Person-Centred Approach to Co-Production and Collaboration 3) Diverse Experiences and Shared Purpose Enhanced Learning 4) Encouraging Environment to Enhance Personal Growth and Well-being		

As a process for community development

The creation of a community forum where everyone with an interest in mental health participates in an open dialogue

A Participatory Network Dialogue

- Open Dialogue Evaluation of the Course, Process & Recovery Journey

The Questions:

- What have participants experience been of the network of people involved in the programme and how they have felt involved in the process?

- What has peoples experience been, specifically around the educational courses themselves (with examples and clarification of which of the three courses they are relating to?

- This programme was hoping to be helpful for people in there personal and social recovery. Please ask the groups if and how the programme has helped them in there personal and social recovery (maybe use CHIMER words to prompt them a bit)?

- Marseilles October 2023

- Each partner site April to May 2024 (four sites combined)

Marseilles Participatory Network Open Dialogue Themes

1. Building community and connection beyond the recovery community bubble

2. The creation of a safe space to share, experience discomfort and grow

3. Co creating new knowledge together, our knowledge in an equal class room

4. The emergence of 'my' voice and self empowerment, making a difference and paying it forward

5. Evolving self love, compassion and taking care of myself

6. Discovering diversity in how I recover and embracing collective social recovery

7. Ripple effect of the recovery process on the wider community, social capital

8. The movement is growing legs

9. The simplicity of a course that builds capacity through shared learning and peer support

10. Ownership & belonging within a nourishing learning space

Such a pleasure to meet up and work together for some days !

We worked hard. We ate out. We swam in the sea. We danced. We laughed.

LEARNING, TEACHING AND TRAINING ACTIVITY 2 (LTTA 2) – OCTOBER 2023 MARSEILLES FRANCE

Overarching themes across the countries April/May 24:

Networking & Social Connectedness & Cross Country Connections: **Part Of A Bigger Network.**
Cultural And Recreational Activities For Social Inclusion

CHIMER: Framework Captured People's Imagination. **The 'magic' Of CHIMER.** The CHIMER model was a central element of the educational experience, providing a framework that facilitated connectedness, identity, and empowerment. Participants noted the initial scepticism followed by a strong belief in the model's effectiveness. The model's incorporation into the course curriculum was seen as transformative, making the process inclusive and engaging for all participants.

Pay It Forward & Woke Up A Desire To Learn And Spread The Word. Lived Experiences. Lived Experience Is Valuable. Social Capital. Personal growth and empowerment through their involvement in the course

Rights & Freedom & Equality

Power. Energy. **Not Just A Course**. Movement. People Found Their Space. Free to be me. Belonging. Shared lived experiences while maintaining autonomy. Power sharing and autonomy.

Empowerment & **Belief In Change**: Hope That We Could Make Positive Changes. Pay it Forward. Social & community recovery.

Networking & Social Connectedness & Cross Country Connections:

Part Of A Bigger Network.
Cultural And Recreational Activities For Social Inclusion

« Au niveau de la solitude ça fait renfermer l'esprit et ça te fait aussi plonger dans des idées obscures. Par contre, quand tu te retrouves comme ça dans cette zone, comme ça, tu te retrouves en sécurité parce que tu es encadré avec les gens qui te ramènent, qui ramènent tous des espérances quotidiennes.

Parce que le quotidien, c'est un savoir que nous devons toujours attirer sur des mots et que pouvoir s'évoluer et pouvoir s'enrichir et pouvoir aussi prendre son équilibre parce que tout ça, on ne s 'en sort pas. Parce qu'il faut toujours, toujours, des petits appuis. »

"In terms of loneliness, it closes the mind and it also plunges you into dark thoughts. However, when you find yourself like that in this zone, like that, you find yourself secure because you are surrounded by people who bring you hope every day. Because daily life is knowledge that we must always focus on words and that being able to evolve and enrich ourselves and find our balance because all of this, we can't get out of it alone. Because we always need little supports."

CHIMER: Framework Captured People's Imagination.

The 'magic' Of CHIMER.

The CHIMER model was a central element of the educational experience, providing a framework that facilitated connectedness, identity, and empowerment. Participants noted the initial scepticism followed by a strong belief in the model's effectiveness. The model's incorporation into the course curriculum was seen as transformative, making the process inclusive and engaging for all participants.

"The Hope piece of CHIMER allowed people to feel they could make a change in their community"

A Desire To Learn And Spread The Word.

Lived Experiences.

Lived Experience Is Valuable.

Social Capital

Personal growth and empowerment through their involvement in the course

"I think people took on the roles that they actually took them on as real roles and ran with it, so the different methods helped their personal growth. And the social piece was phenomenal"
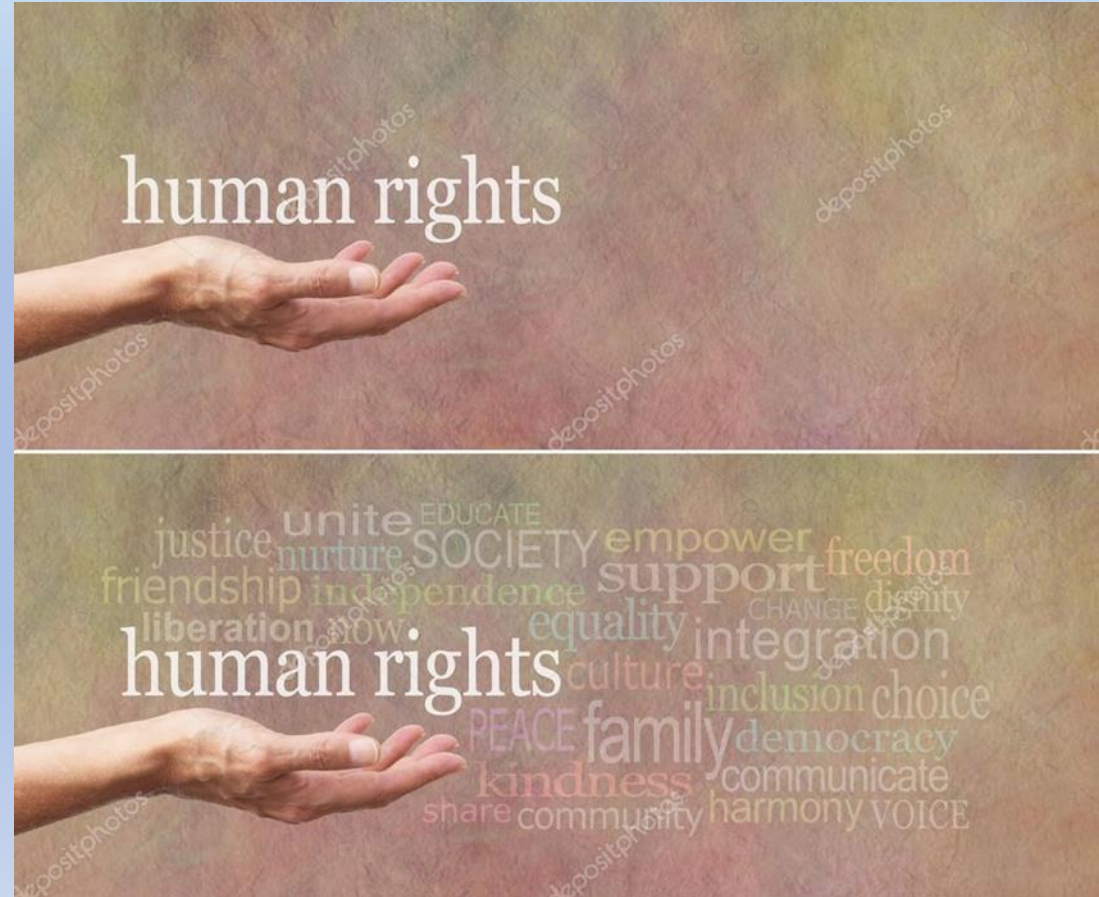
Empowerment & **Belief In Change**:

Hope That We Could Make Positive Changes.

Pay it Forward.

Social & community recovery.

Rights & Freedom & Equality

"…..we find total reassurance because there is the place that some bring to power forgetting the stars of others. So, I think that today where we are, considering the sessions that have taken place since last year, a lot of things are being started, and there are also a lot of things that have also happened to each of us to be able to get out of the paradox a little. Because we experience it daily. So, to be able to put a little on a balance board"

Power. Energy. Not Just A Course. A Movement.

People Found Their Space.

Free to be me.

Belonging.

Shared lived experiences while maintaining autonomy.

Power sharing and autonomy.

"I kinda like to be very straight myself for my journey so when I am with people who are like that, I find that the inclusion is amazing, the love and belonging need I think is really met in all students"

Empowerment & **Belief In Change**:

Hope That We Could Make Positive Changes.

Pay it Forward.

Social & community recovery.

"The identity and empowerment pieces were very powerful – by the end of the course people were finding their voices and knowing they were going to be respected"