



EMBEDDING AN **E**MANCIPATORY **E**DUCATIIONAL **F**RAMWORK IN **C**OMMUNITIES FOR PEOPLE MARGINALISED AND EXCLUDED BECAUSE OF MENTAL HEALTH AND/OR SUBSTANCE MISUSE ISSUES

Sustaining Recovering Communities (mental health & substance use) through Emancipatory Adult Learning Processes



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

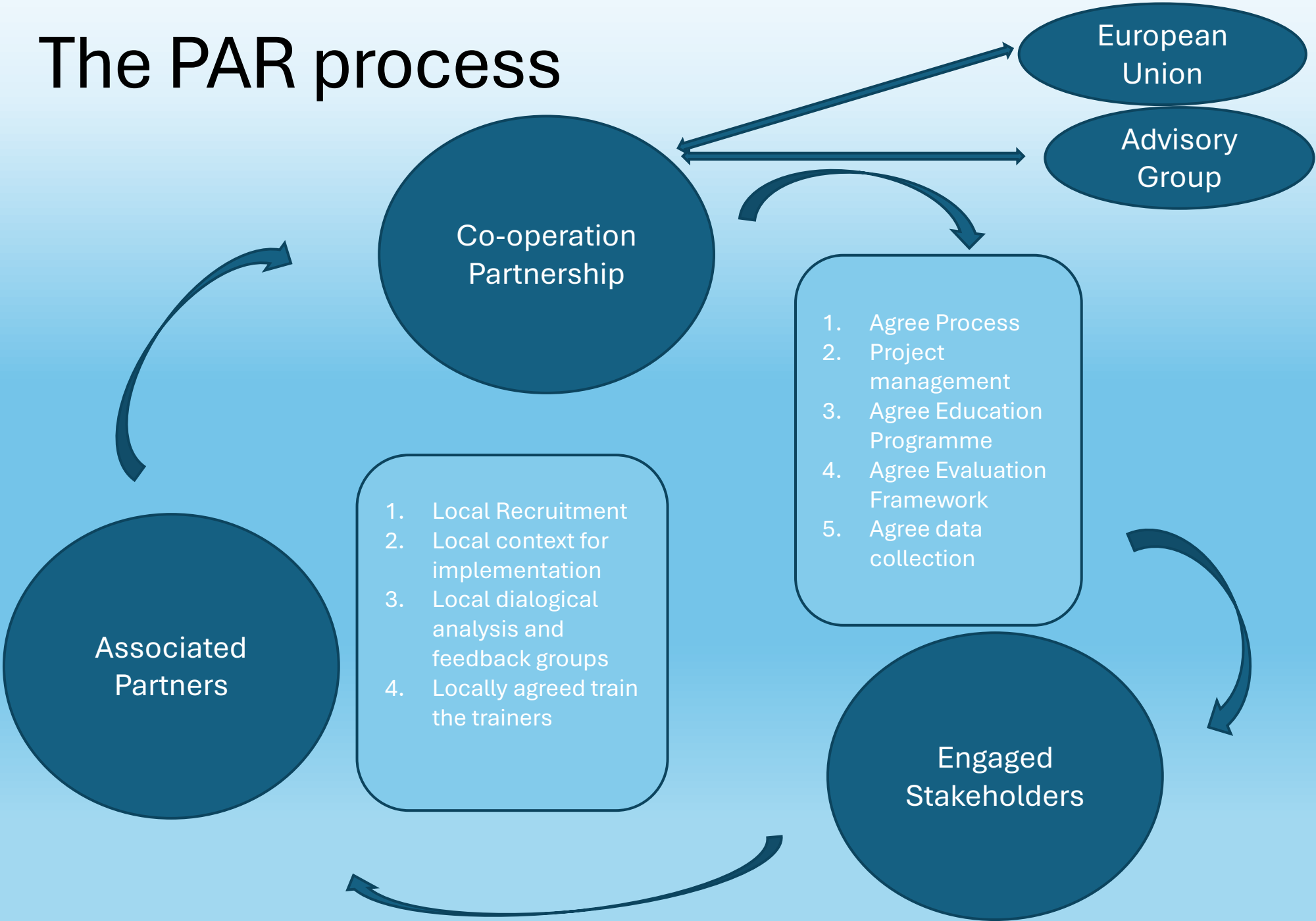
<http://www.eeefc.eu>

The power of emancipatory education in personal and social recovery

Introduced by Liam Mac Gabhann



The PAR process

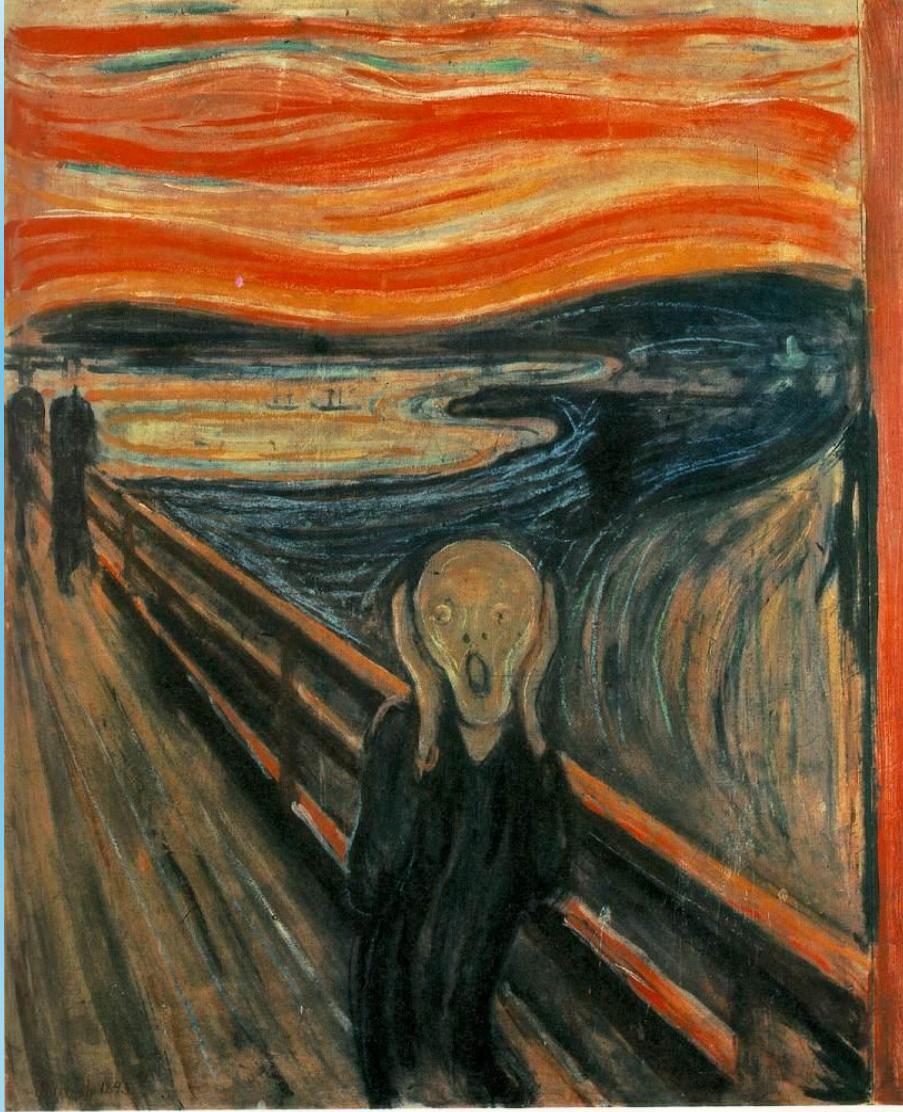


Today

Time	Session Title	Who
9:30 -10:00	Registration	
10:00	Community recovery education in relation to service provision in the areas of mental health and substance use	Liam Mac Gabhann (followed by 15 mins dialogue)
10:45	The process of implementing a community education programme in five communities in Europe	Martha Griffin & Sabine Dick
11:15	Coffee/ Tea Break	
11:35	Participant dialogue - How this process could actually enhance community capacity, social and personal recovery?	All
12:15	The impact of the programme on community capacity building and person and social recovery outcomes	Claire Naughton & Liam Mac Gabhann
12:45	Participant Dialogue - 'Who would believe it'	All
13:00	Close with lunch	

Community recovery education in relation to
service provision in the areas of mental health
and substance use

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

The process of implementing a community education programme in five communities in Europe

Martha Griffin & Sabine Dick

Dublin North, North East Recovery College & Chaque Jour Compte



Welcome and introduction into the process

EMPOWERING
EMANCIPATORY
ADULT
EDUCATIONAL
PROCESS

OPENING THE SPACE with an exercise ...



What is the project about ?

- Adult education: Educational program/courses
- PAR: Participatory Action Research
- Everything is done in a co-creative and co-productive process among the project partners
- Themes relevant to people with lived experience (mental health, substance misuse)
- From course participant to facilitator
- Trialogue, Open dialogue fora on different levels
- From CHIME to CHIMER
- Proof of concept

HOW?

THREE CYCLES IN THE PROJECT INFORMED BY DIALOGICAL PRACTICES

Community Open Dialogues / trialogues at all stages

- ✓ with course participants
- ✓ with associate partners and course participants
- ✓ with the whole PAR network

**Community Open Dialogues / Trialogue
as a means of knowledge generation
guiding the PAR process and informing it**

“Part of a bigger network.”

Cycle 1

- Developing the Network
- Agreeing Educational Programme
- Agreeing Evaluation Framework
- Communication & Dissemination Plan
- Project Management Plan

Cycle 2

- Implementation of Educational Programme
- Dialogue Meetings with stakeholders
- Data gathering

Cycle 3

- Evaluation
- Educational Toolkit**
- Best Practice Guidelines**
- Proof of Concept**



Power with not Power over !

Adult education:

Emancipatory Educational program / courses

➤ **PAR: Participatory Action Research**

- ✓ **Co-operative** Everything is done in a co-creative and co-productive process among the project partners
- ✓ **Co-design** Themes relevant to people with lived experience (mental health, substance misuse)
- ✓ **Perme-ability** From course participant to facilitator

➤ **Triologue, Open dialogue fora on different levels**

➤ **Training for Trainers (Educational Toolkit)**

➤ **Practice Guidance Resource (Best Practice Guidelines)**

PAR IMPLYING



Some **principles and ground rules** of a triologue meeting
(usually 30 min – 90 min)

- circular gathering
- provide a neutral open space for conversation,
- ‘leave your hat at the door’!
- bring your own expertise to the conversation, so that all can gain from each other
- phones are off/silent
- stress on the right to anonymity
- everyone has the right to speak or not to speak
- one person speaks at a time
- opinion and comments are both respectful and respected
- ensure that participants feel personally safe and comfortable in the group
- what was said in the room, stays in the room

- a conversation between **three or more** people or groups using a form of open communication known as Open Dialogue
- the creation of a community forum where everyone with an interest in mental health participates in such an Open Dialogue

Here:

- a tool and means in the process for community development and in informing the PAR Process
- framing the workshop

THE EDUCATIONAL PROGRAMME

USE OF COMMUNITY OPEN DIALOGUE / TRIALOGUE WITH ALL

- **Course I: Connect, Create, Participate**

Improving community experience for people with mental health and/or substance use issues through learning
Training 18 h, Certificate

- **Course II: Train the Trainer**

Improving community experience for people with mental health and/or substance use issues through learning
Facilitation training 12 h, Certificate

- **Course III: locally developed courses**

A questionnaire evaluating the course and a questionnaire containing the CHIME model (Leamy et al., 2011) expanded by the dimension RIGHTS was completed by all **Connect, Create, Participate** courses, followed by a *Qualitative 'Experience' Evaluation Tool* to gauge both Personal Experience of Support in Recovery and also help inform EEEFCom Programme Development.

“Not just a course.”

COURSE I: CONNECT CREATE PARTICIPATE !

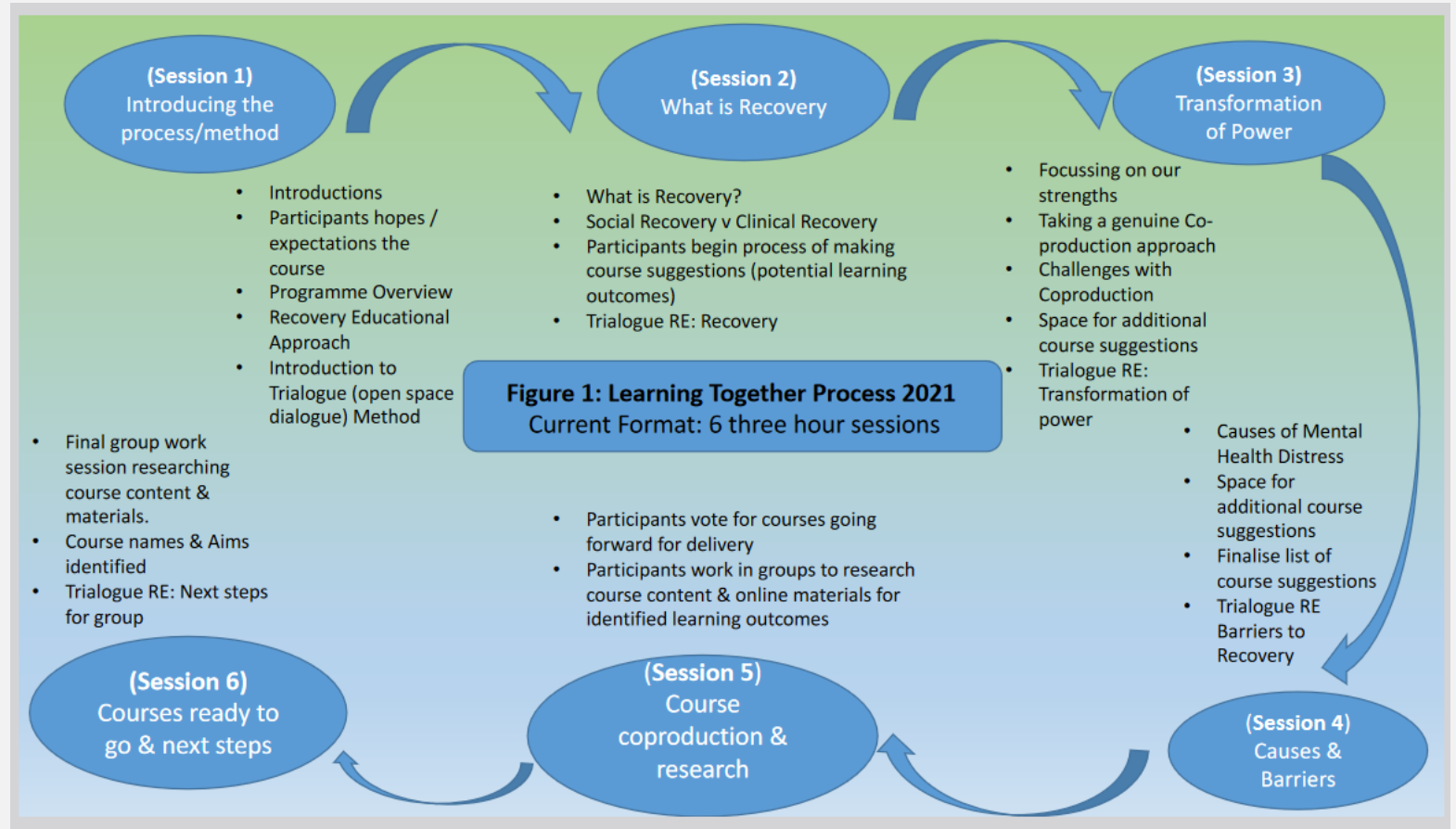
EXEMPLE PLAN DE SESSION CONNECTER, CRÉER, PARTICIPER !

**(Session 1)
Introduire le processus/méthode**

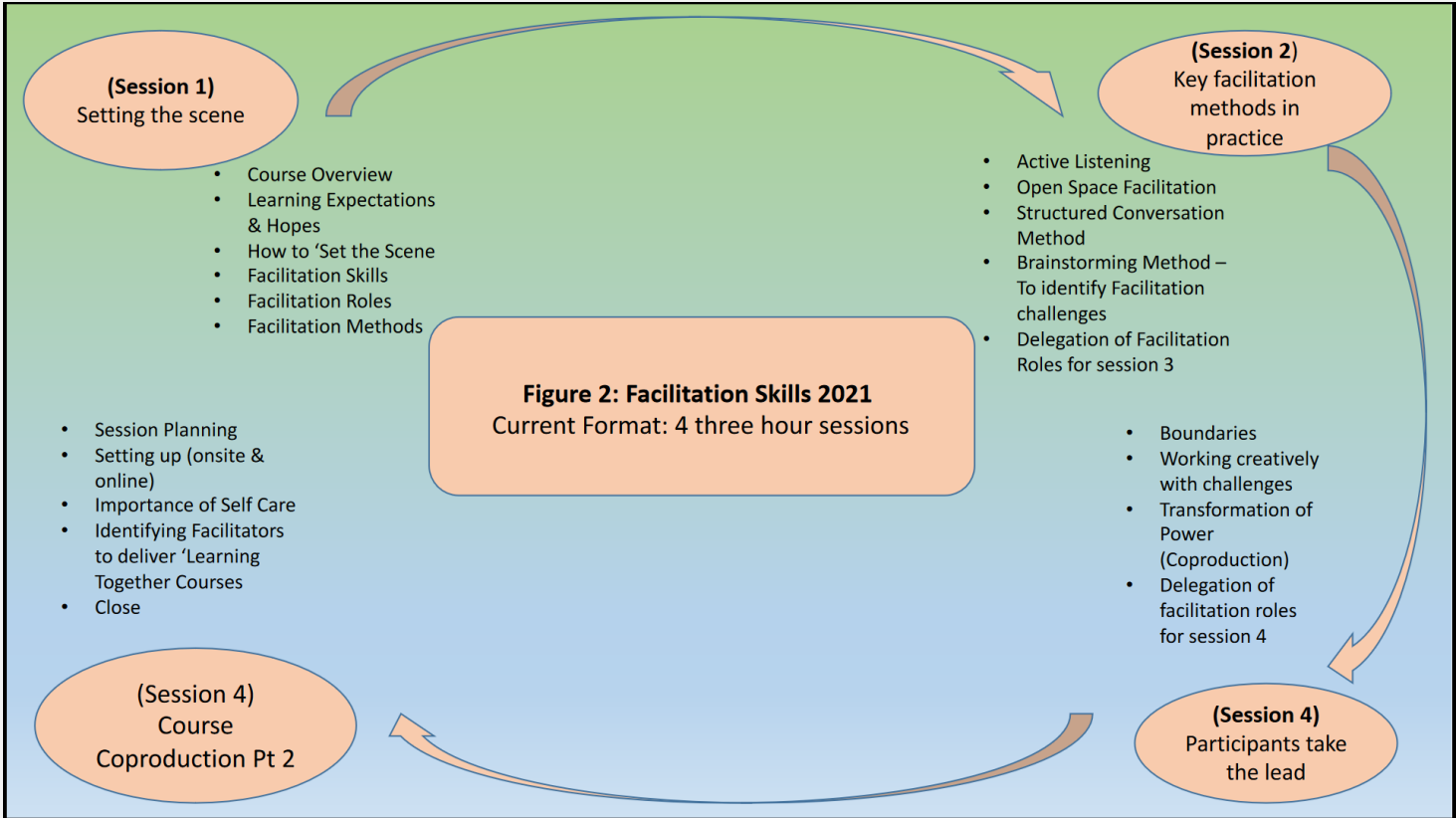
- Introductions
- fixer des objectifs, explorer les avantages de la connexion
- Espoirs / attentes des participants par rapport au cours, utiliser l'exercice pour construire l'espoir d'inclure une image de moi, fournir un processus pour trouver sa propre identité, la croyance en soi.
- Explorer les droits individuels
- Développer un contrat mutuel
- Aperçu du programme
- Approche éducative du rétablissement
- Introduction à la méthode du Trialogue (dialogue en espace ouvert / open space dialogue)

Session 1 – Ordre du jour	Format / Prompts	Facilitateur	Horaires	Méthode
Planter le décor	Groupe entier	Ouvert	9 H 00	
- Accueil informel - Entretien ménage - Présentation des facilitateurs		Sabine Jhon Belkacem		
- Présentations Jeu de noms	Groupe entier 2 min exercice de veille ballon gonflable, jeu de présentation, passage de parole, un mot pour se décrire plus nom (3 min), 2 passages	Belka	9 H 10	Brise glace – en paires - se présenter l'un à l'autre, présenter le

eeefc Erasmus+ Choisir. Jouir. Comprendre.



COURSE II: TRAIN THE TRAINER



Facilitation Skills Training

2023 The Cycles

Materials: Flip chart/markers/clip boards/prompts for student facilitators/copy of the facilitation handbook (this has answers to questions being posed!)

Activity	Facilitator	Time
Cycle 1. Setting the scene:		
• Grounding Exercise	Liam	10.00 – 10.10
• Welcome	Martha	
• Name game – introduce yourself and everyone who has gone before you		
• Ground Rules / Terms of Engagement & Agreeing break times	Liam	10.15 – 10.30
• Hopes for the course/what would you like covered? Fears and Hopes – snowball.		
- Introduce Aim/objectives of the session. (Aim is the destination, Objective is the road map)	Martha	10.30 – 10.40
• Setting the scene		
• Facilitation Roles & Skills		
• Different facilitation methods		
• Challenges		
• Group dynamics.		
• Allowing wisdom to emerge from the group.		
Group discussion #1 'Setting the scene' – see week 1 prompts for group facilitators, same question to all groups.	Martha	10.40 – 11.00
• Identify the different elements of this 'setting the scene section' of the workshop.		

SOME MATERIALS WE USED:

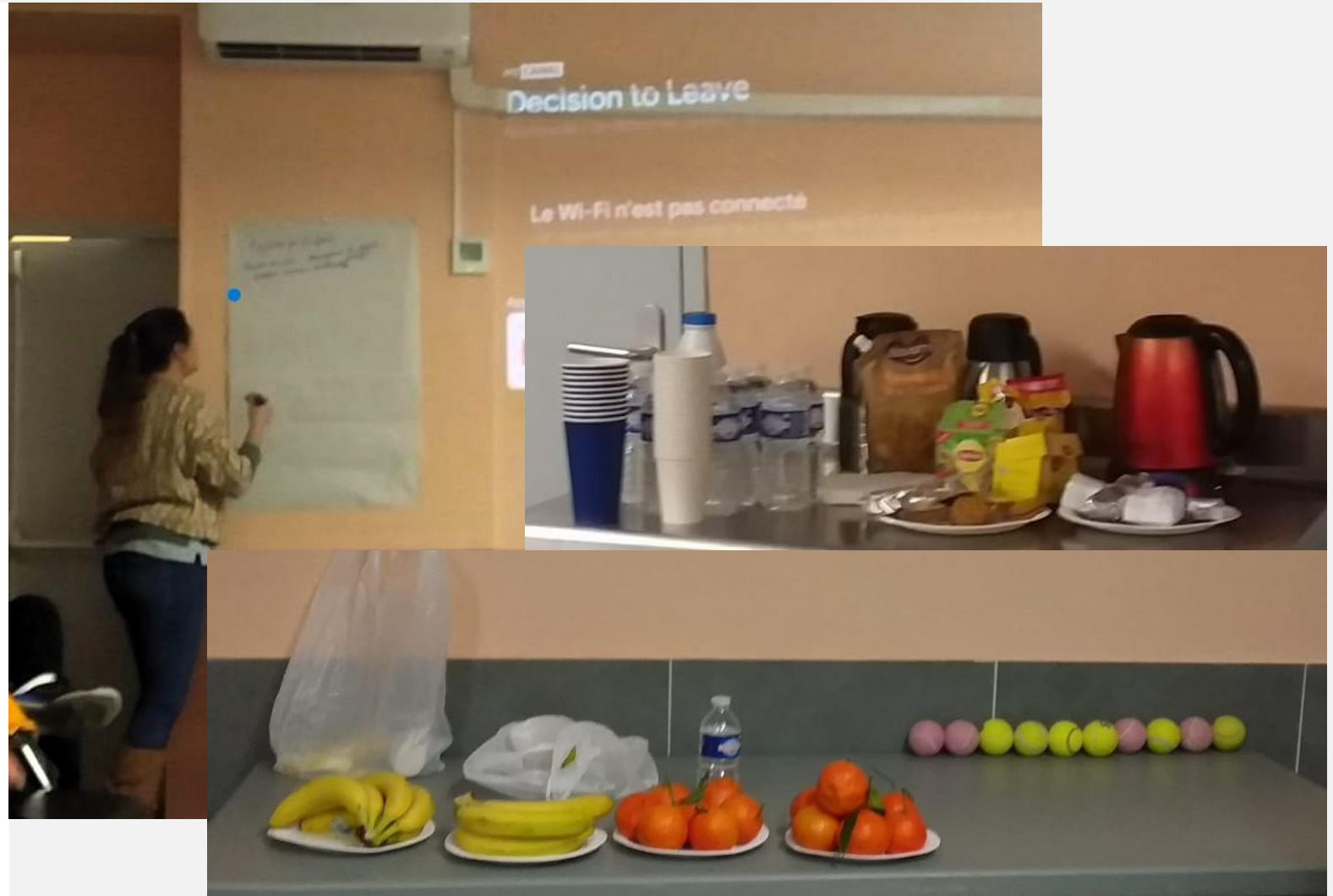
Dublin North, North East Recovery College
Creative Facilitation Skills Training Handbook



Exploring the Roles, skills, methods and
challenges of creative group facilitation.

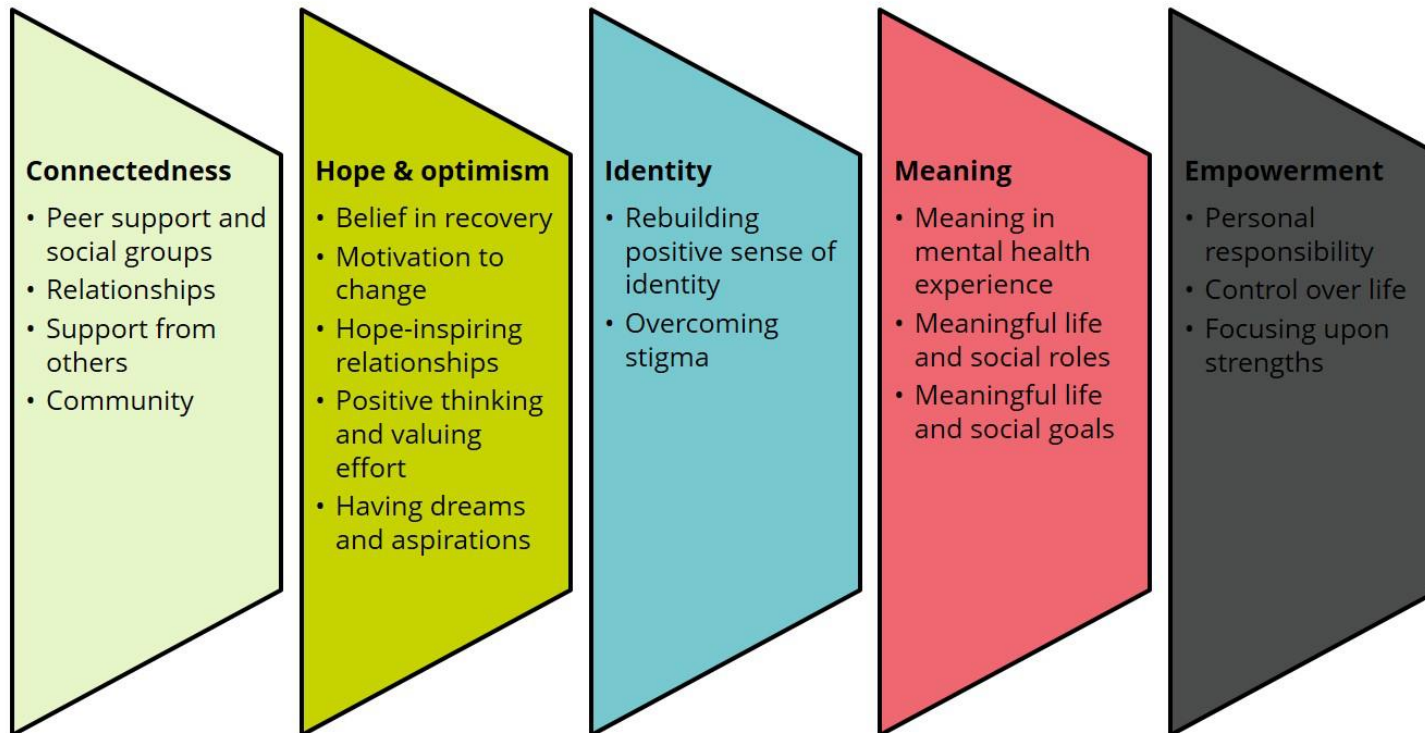


This training handbook has been produced by students and staff of the Dublin North, North East Recovery College, as a capacity building tool designed to support student participation on course facilitation teams.



WHAT IS CHIME (LEAMY ET AL, 2011)

The CHIME framework for personal recovery



Leamy et al. 2011

- Participants noted the initial skepticism followed by a strong belief in the model's effectiveness.
- The model's incorporation into the course curriculum in its expanded version as CHIMER was seen as **transformative, making the process inclusive and engaging for all participants.**

... AND THE CHIME&R MODEL USED IN THE EEEFCOM PROJECT ?

CHIME&R as an adaptation and expansion of CHIME was here a central element of the educational experience, providing a **framework** that facilitated **connectedness, identity, and empowerment**.

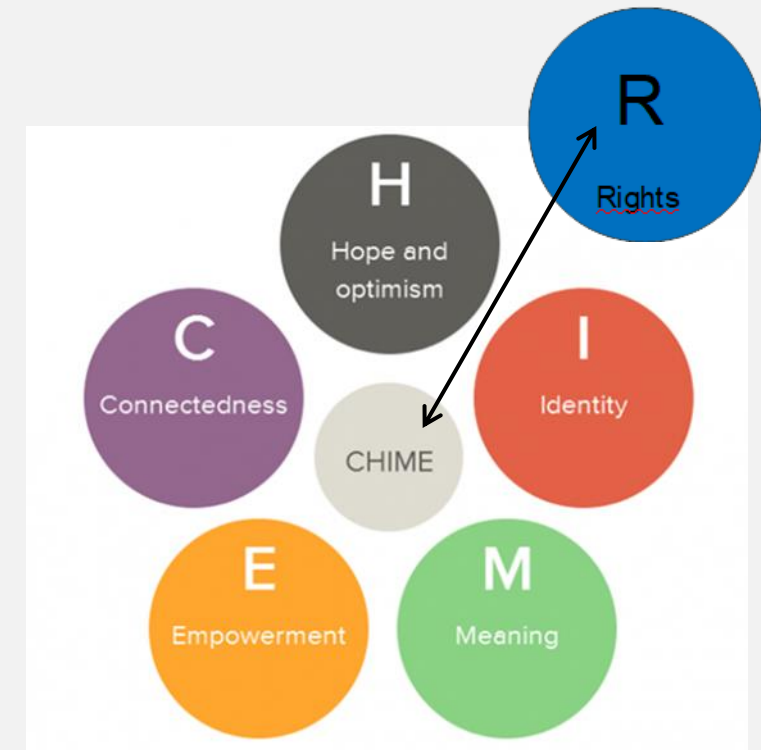
Example statements 'RIGHTS' (scale 1-5):

- *I have experienced a non-discriminatory, inclusive and non-judgemental environment with the EEEFCom project*
- *My sense of autonomy, interdependence, privacy and personal safety is respected on the EEEFCom project*
- *I feel that mine and others perspectives, diversity and beliefs were respected on the EEEFCom project*

The 'magic' Of CHIMER.

A methodological framework which captured people's imagination.

Acronym for
Connectedsness, **H**ope and
Optimism, **I**ntity,
Meaning, **E**mpowerment &
Rights



The impact of the programme on community capacity building and person and social recovery outcomes

Claire Naughton & Liam Mac Gabhann

Recovery Academy Ireland & Dublin North, North East Recovery College, DCU

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

Dialogical Practice and Human Capacity Building

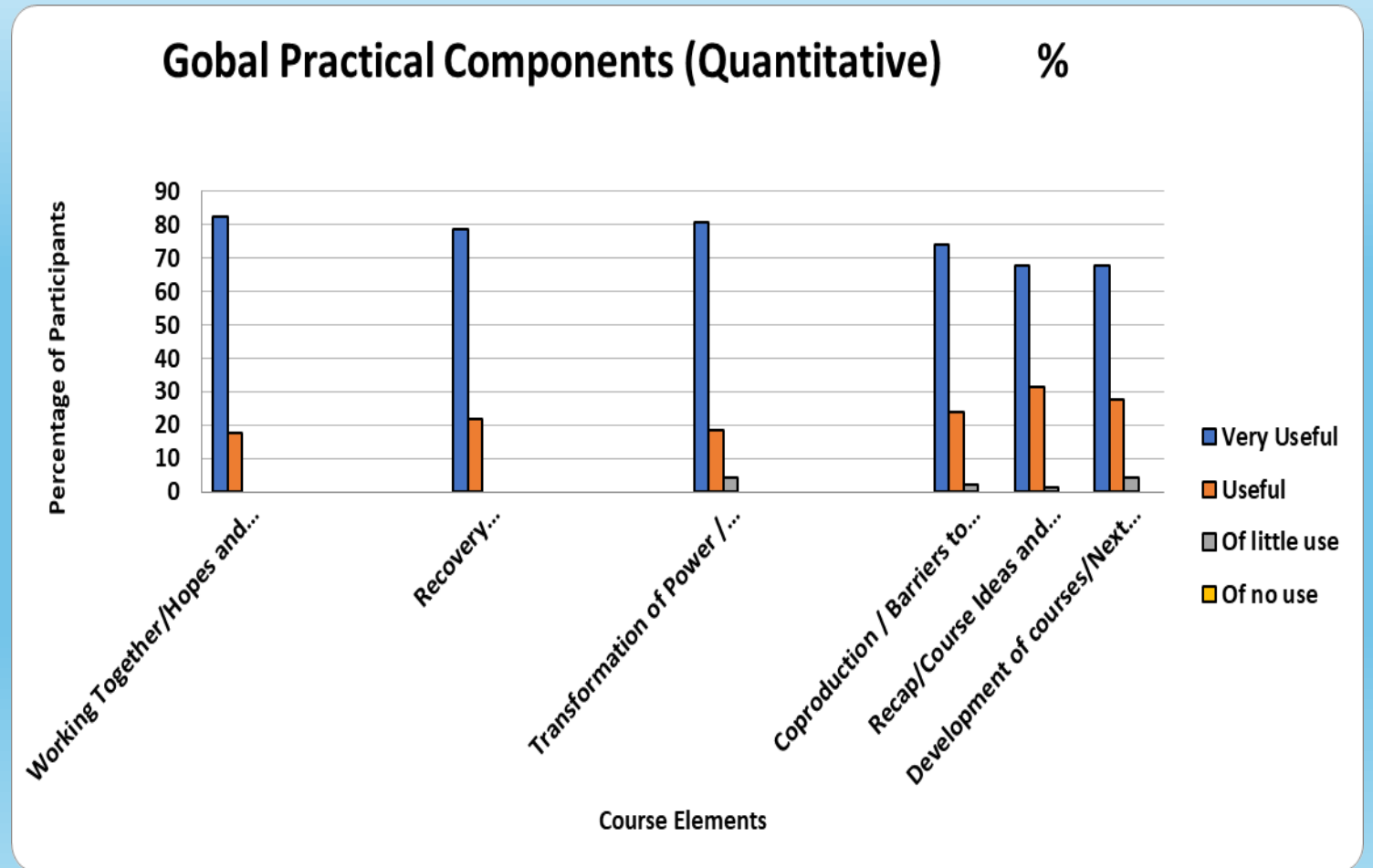
- *The Participatory Process in Summary*
- *Open Dialogue [as communication]*
 - *Guiding the Participative Process*
 - *Underpinning an educational process constructed by citizens engaged in the process*
 - *Harnessing polylogues and multiple perspectives as part of overall evaluation*
- *Constructing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

Looking at the overall experience Global rather than local

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

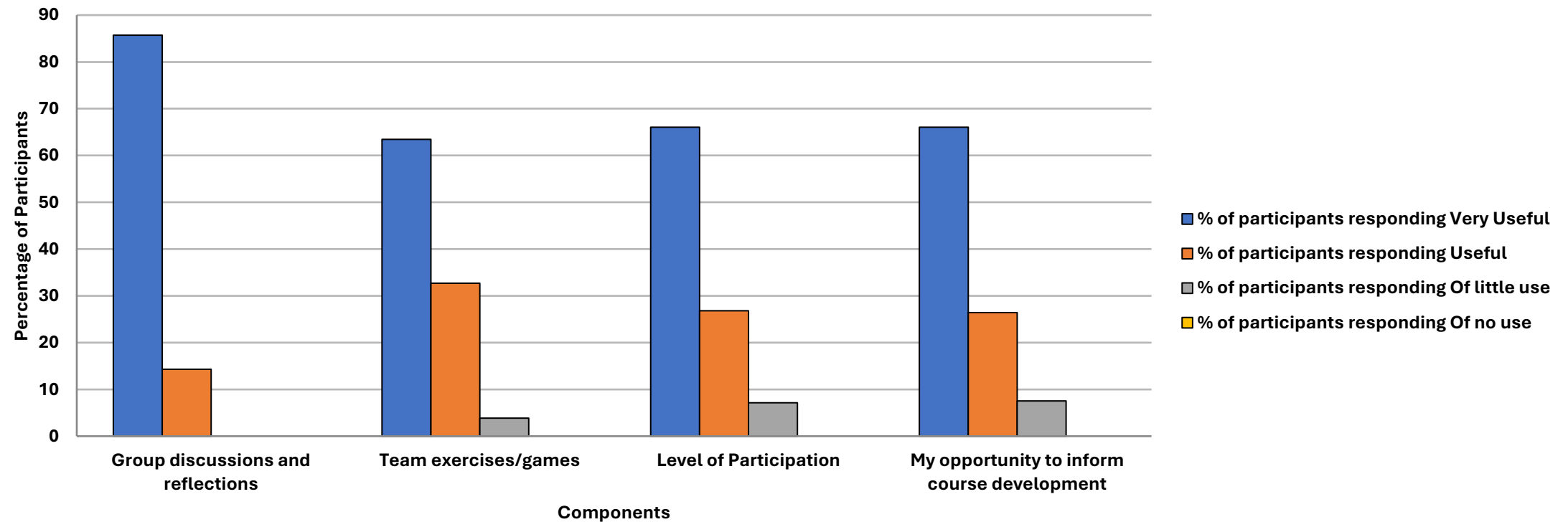
Course Experiences

- 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



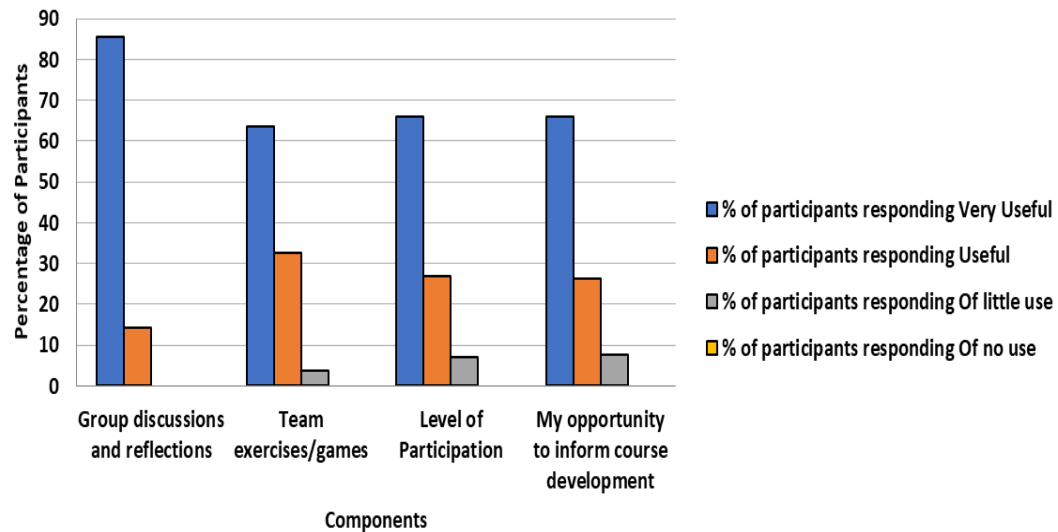
Course Experiences

Global How useful were the following course components? %

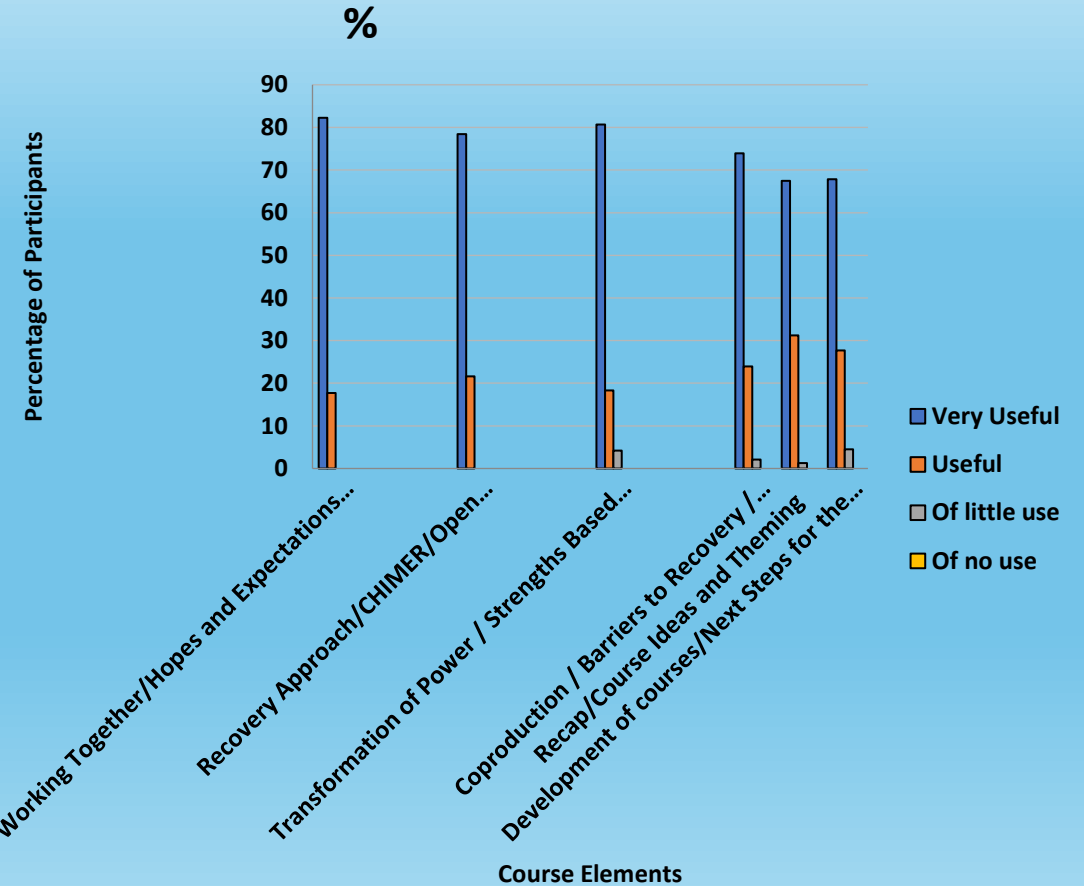


Course Experiences

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**

A wooden clothespin is attached to the bottom edge of a teal rectangular sign. The sign is placed on a light-colored wooden surface. Scattered around the sign are numerous small, crumpled pieces of blue paper. The sign has a dark blue hand-drawn border. The text 'JOB' is in dark blue, and 'WELL DONE' is in bright green.

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



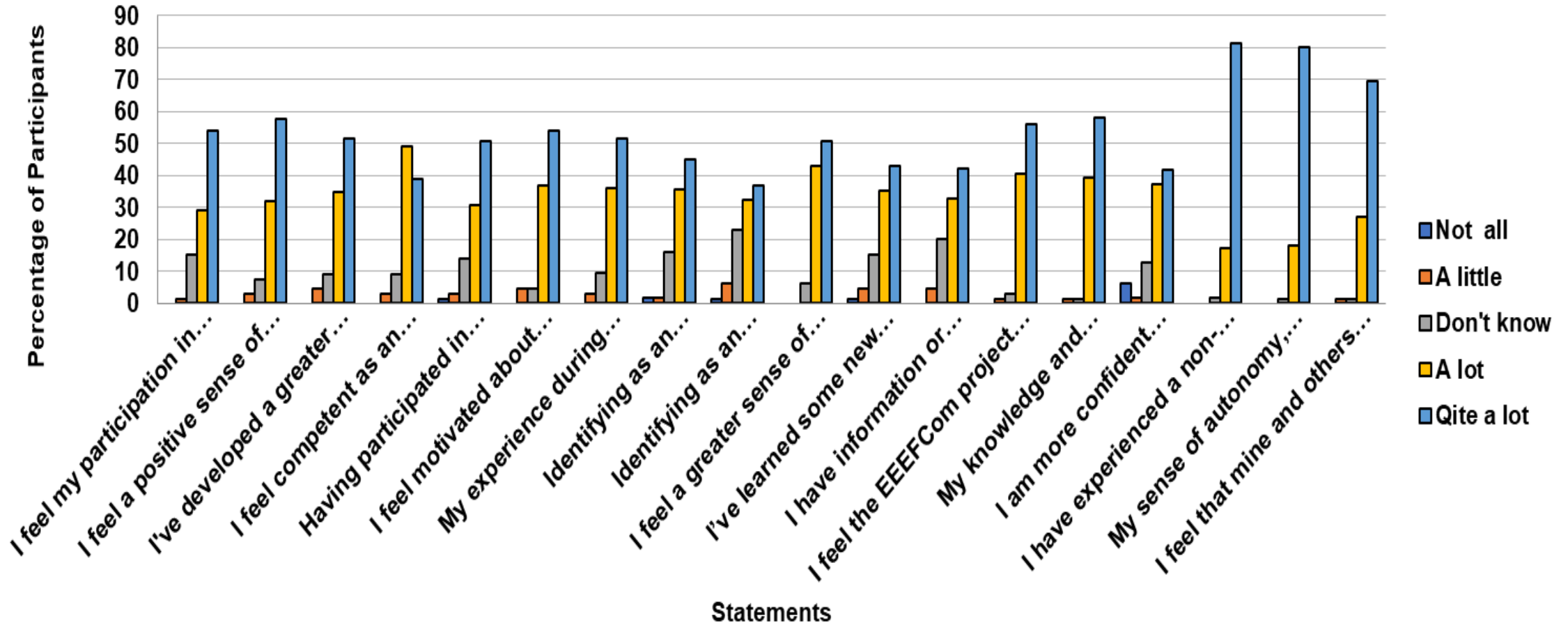
CHIMER statements

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

1 (C)	I feel my participation in this EEEFCom project has helped me feel more relaxed about meeting new people and developing positive relationships
2 (C)	I feel a positive sense of connection with other students
3 (C)	I've developed a greater level of understanding for people with different perspectives on mental health and substance use to myself
4 (H)	I feel competent as an EEEFCom student in being able to develop on my learning
5 (H)	Having participated in the EEEFCom project, I feel more optimistic about the future
6 (H)	I feel motivated about trying new things
7 (I)	My EEEFCom project experience has improved my self-esteem
8 (I)	Identifying as an EEEFCom project student, has given me a greater sense of belonging
9 (I)	Identifying as an EEEFCom student has given me a greater sense of confidence

10 (M)	I feel a greater sense of purpose and meaning, through my engagement with the EEEFCom project
11 (M)	I've learned some new recovery orientated skills that will help me develop in the future
12 (M)	I have information or resources that will help me to develop on the Recovery skills I have developed on the EEEFCom project.
13 (E)	I feel the EEEFCom project encourages me to express my ideas, thoughts and opinions freely
14 (E)	My knowledge and experience is valued, I feel respected as an equal participant in the EEEFCom project
15 (E)	I am more confident expressing my ideas thoughts and opinions in spaces beyond the EEEFCom project
16 (R)	I have experienced a non-discriminatory, inclusive and non-judgemental environment with the EEEFCom project
17 (R)	My sense of autonomy, interdependence, privacy and personal safety is respected on the EEEFCom project
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	<ul style="list-style-type: none">• Building Confidence and Connection Through Peer Support and Open Communication
Hope	<ul style="list-style-type: none">• Fostering Hope and Optimism for the Future• Personal Growth Through Understanding and Trying New Experiences
Identity	<ul style="list-style-type: none">• Evolving Sense of Self Through Participation and Recognition
Meaning	<ul style="list-style-type: none">• Individualised Recovery and Collective Empowerment Through Self-Awareness and Skill Development
Empowerment	<ul style="list-style-type: none">• Sustainable /Unsustainable Empowerment and the Impact of Structured Peer Support
Rights	<ul style="list-style-type: none">• Cultivating Respectful and Safe Environments for Open Expression and Collaboration





<p>Health & Well Being</p>	<ol style="list-style-type: none"> 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 	<p>Life Skills</p>	<ol style="list-style-type: none"> 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
<p>Enriching Life</p>	<ol style="list-style-type: none"> 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 	<p>Relationships</p>	<ol style="list-style-type: none"> 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





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



"add another string to the bow"
"planting seeds... it takes time for
them to grow... it will create a
harvest for the benefit of others",
and "like a ripple effect"

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 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”

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

"From the first half an hour of being in the room, there was a sense of desire to... make that difference."

Rights & Freedom & Equality

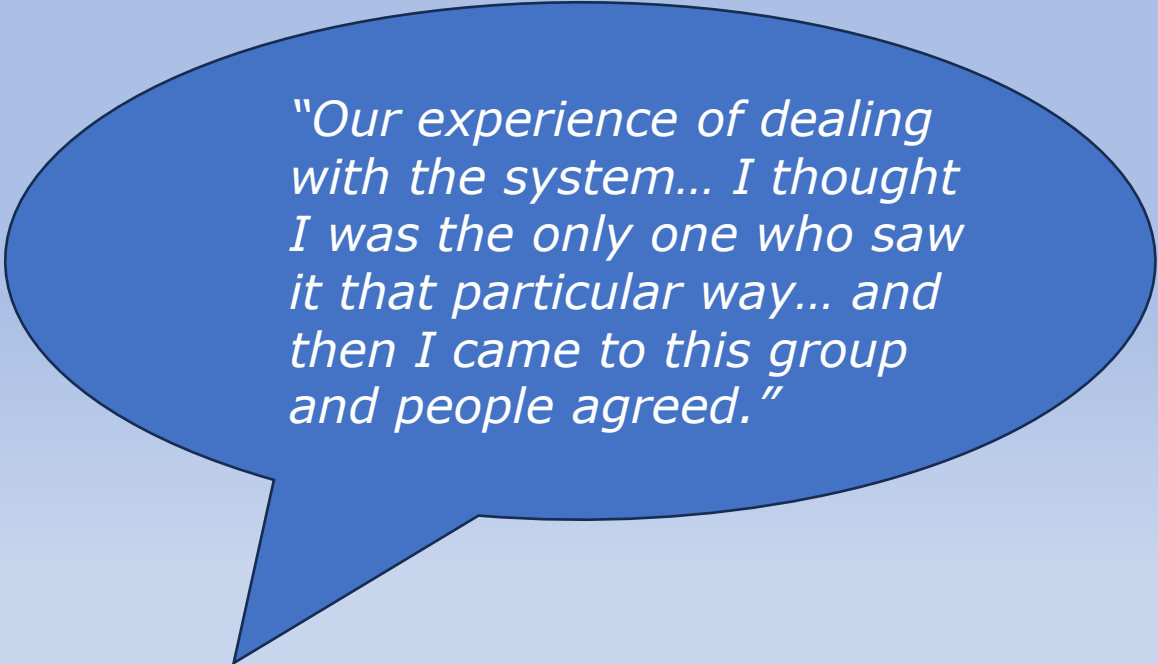
Personal and psychological safety

Control over outcomes

Freedom of opinion and expression

“Finding my voice”

Feeling equal



“Our experience of dealing with the system... I thought I was the only one who saw it that particular way... and then I came to this group and people agreed.”

Power. Energy. Not Just A Course. Movement.

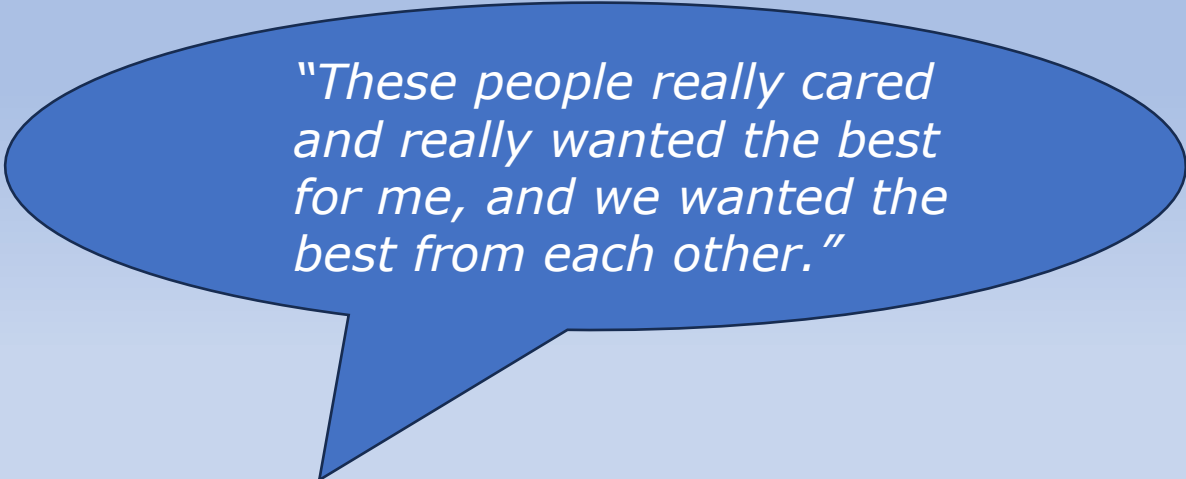
People Found Their Space.

Free to be me.

Belonging.

Shared lived experiences while maintaining autonomy.

Power sharing and autonomy.



"These people really cared and really wanted the best for me, and we wanted the best from each other."

« 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.”

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





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

“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:**

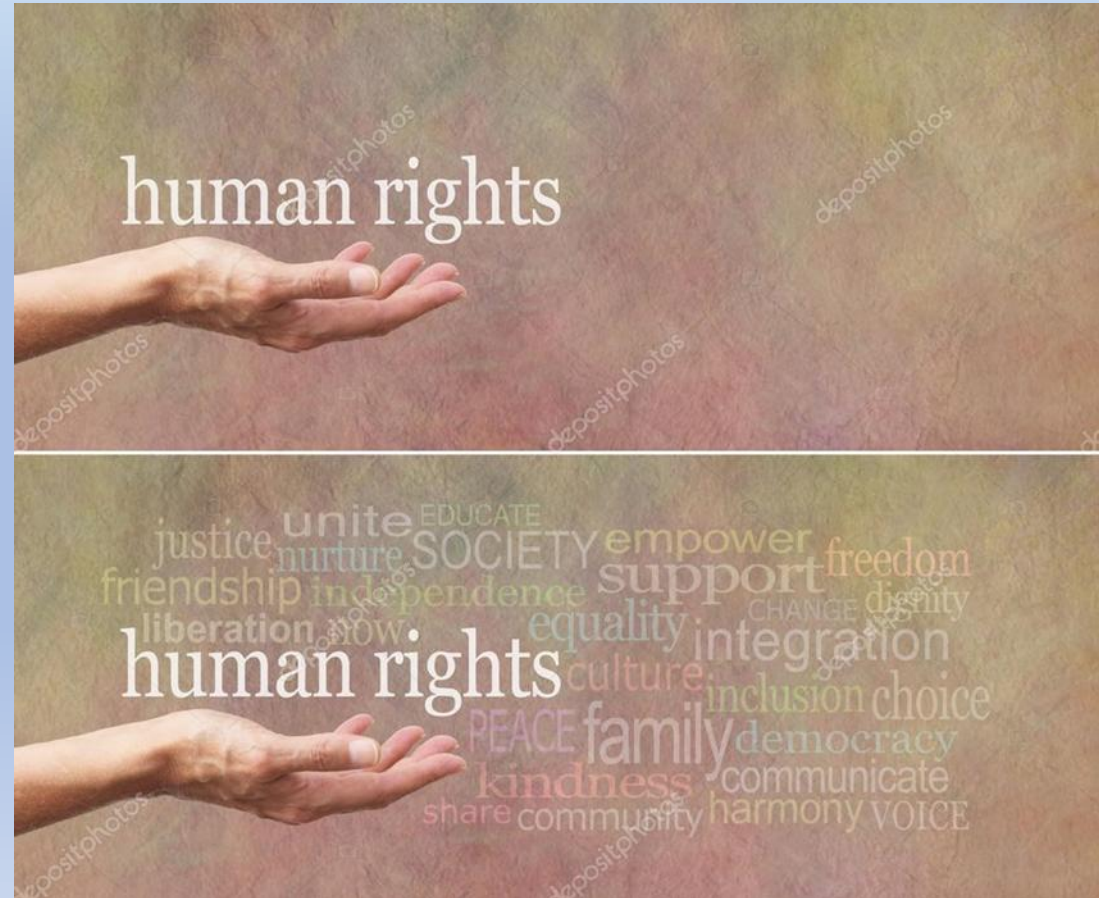
Hope That We Could Make Positive Changes.

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”



“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”



“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”







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