

Connect, Create, Participate

Best Practice Guidelines and Toolkit

Facilitating an Emancipatory Educational process to improve community experience
for people with mental health and/or substance use issues



Home: <https://eeefc.eu/>



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Welcome

Welcome and thank you for your interest in our community emancipatory educational process. This resource comes from an Erasmus+ funded project that took place from 2022-2024, the project which sought to Embed an Emancipatory Educational Framework in Communities for People Marginalised and Excluded because of Mental Health and/or Substance issues, the abbreviated name for the project is EEEFCom.

The project brought together an international network of professionals, experts by experience, academics and people affected by mental health and substance use issues, with a view to building community capacity in responding to these issues through designing and implementing an empowering adult educational process in five designated communities throughout Europe.

The project was evaluated in relation to the impact of the participatory process and educational process on participant stakeholders and this good practice guidelines and toolkit was developed for others who may wish to replicate the process in their communities.

The project comprised of an adult educational process underpinned by Freirean and community development approaches to learning; this was enhanced with open dialogue and cooperative learning. The educational framework was situated in personal and social recovery concepts using an enhanced adaptation of¹ (Leamy et al., 2011) conceptual recovery framework for personal recovery.

This partnership believes that this innovative participatory community education process will develop resilience and capacity within communities to respond to the challenges of mental health and substance use issues. The Geneva Charter for Wellbeing (World Health Organisation, 2021) has recommended responses “that integrate planetary, societal, community and individual health and wellbeing, as well as changes in social structures to support people to take control of their lives and health” (p.1) and suggests that more democratic approaches to understanding and promoting citizen well-being are necessary going forward. The justification for this project derives from an increasing acceptance at European Union level that populations that are marginalised require broader inclusive approaches where they are actively involved in determining how they will manage their health and wellbeing² (Hickey et al., 2022).

The proof of concept of this project captured hearts and minds across the five sites, and has moved beyond the funded project thus ensuring the sustainability of this way of working. We hope that you find this this practice guidelines and toolkit useful to bring about change in your community.

1 Leamy, M., Bird, V., Le Boutillier, C., Williams, J., & Slade, M. (2011). Conceptual framework for personal recovery in mental health: systematic review and narrative synthesis. *The British journal of psychiatry*, 199(6), 445-452.

2 Hickey G, Porter K, Tembo D, Rennard U, Tholanah M, Beresford P, Chandler D, Chimbari M, Coldham T, Dikomitil L, Dziro B, Ekiikina PO, Khattak MI, Montenegro CR, Mumba N, Musesengwa R, Nelson E, Nhunzvi C, Ramirez CM and Staniszewska S (2022) What Does “Good” Community and Public Engagement Look Like? Developing Relationships With Community Members in Global Health Research. *Front. Public Health* 9:776940. doi: 10.3389/fpubh.2021.776940

Acknowledgements

Thank you to all participants in Dublin, Scotland, Finland and France who connected, created, and participated together and who delivered unique modules in each area. You created more than a module; you created a movement that continues to grow and flourish.

Thank you to our local partners both formal to the project and allies, without you and your connections, enthusiasm and passion for the process we could not have reached so deep into communities.

Thank you to Erasmus+ the funding agency for enabling this to happen in five sites across Europe. A special thank you to Adriana Delgado and Sophie Ball both from DCU and Jemma Lee from Léargas³ for their support and dedication to the project.

A final bittersweet mention to one of our greatest champions and comrade Chris O'Donnell⁴, Rest in Power, Chris, we love you!

EEEFCom Project Background

The EEEFCom project was an Erasmus-funded project that worked with a co-operative network of partners that include mental health and addiction organisations across four geographical areas. The project entitled Embedding an Emancipatory Educational Framework in Communities (EEEFCom) was made up of five partners, the Dublin North, North East Recovery College (Ireland), The Recovery Academy (Ireland), Evipro (Finland), Chaque Jour Compte (France) and Penumbra (Scotland). The website for the project can be found here www.eeefc.eu.

The co-operative network developed a bespoke model and framework which has resulted in the delivery of educational initiatives that focused on a transformative educational process for participants and communities.

Since its initial development in 2022, this social and educational process has now been facilitated and delivered across four European cities multiple times with various different associate partners, yielding positive outcomes for many of its participants and communities.

³ Léargas – Insight through exchange, Erasmus+, ESC. Volunteering

⁴ Angel of the Street Ascends | Recovery College

Context

Dublin North, North East Recovery College (DNNRC) developed a participatory community learning process and demonstrated proof of concept within an Irish setting⁵. The evaluation of this framework demonstrated significant personal and social recovery outcomes for learners together with a range of other thematic findings that pointed to community connectiveness, inclusiveness, belonging and empowerment. DNNRC in Ireland has been involved both mental health and substance use educational processes in Ireland.

DNNRC approached partners across Europe who were working with similar groups those being individuals who had experienced mental health and/or substance use issues to explore if they were interested in collaborating to apply for Erasmus+ funding and so began the EEEFCom project in which the concept was exposed to a wider partnership of organisations as an alternative avenue within an adult education framework for recovery outside of the traditional mental health or addiction services.

The overall direction for this framework comes from input by the five partner organisations involved in the project who contributed to the design and development of the Educational Framework which took place from February to June 2022.

It was envisaged that the educational process would 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 socially excluded and marginalised because of mental health and/or substance misuse difficulties.

Project Partners

This project was developed with network of European professionals, experts by experience, academics and people affected by mental health and substance use issues, with a view to building community capacity in responding to these issues through designing and implementing an empowering adult educational process in five designated communities. The project has evaluated the impact of the participatory process and educational intervention on participant stakeholders and developed this toolkit alongside good practice guidelines for others who may wish to mirror the process in their communities. The partners were:



www.recoverycollege.ie

The Dublin North, North East Recovery College provides transformative mental health recovery education educational processes to adults and young people mainly throughout the North Dublin, Louth and Meath areas, in Ireland, though this reach has been expanding to other parts of Ireland. The Recovery College provides empowering and transformative recovery-based education to anyone with an interest in Mental Health and Substance Misuse Recovery. Taking a co-production approach, the work of the Recovery College is informed by a combination of principles from recovery, adult education, human rights and community development.

⁵ Informing and transforming communities, shaping the way forward for mental health recovery



www.recoveryacademyireland.ie

Recovery Academy Ireland is a cooperative organisation/charity that takes its place among a wider international network of organisations that promote the visibility of recovery and challenge stigma. Its primary focus is to promote and support active and sustainable recovery for people in addiction, their families and friends, and to advocate on behalf of those in recovery. Recovery Academy Ireland's mission is to begin this cultural shift of re-orientating services away from simple harm reduction and towards a recovery model. The academy aims to do this by promoting a life of fulfilment, well-being and full societal participation for those in recovery, which is removed from dependence on addiction services and more focused on building recovery capital for individuals and communities.



www.evipro.fi

Evipro is experienced in organising events like conferences, seminars and study visits for professionals in order to provide forums to learn and discuss together. Evipro provides advisory and consultancy services in a field of social and health services. Company instructors have wide experience with practical work, leadership, management, planning and research especially in fields of mental health and addictions. Voice of service users and experts by experience and recovery is present in Evipro's work. Evipro provides consulting, supervision, tailored training and education for professionals in public sector, NGOs, private companies, schools and other institutions. Staff and leadership training and coaching is also provided by our accredited supervisors and coaches. Evipro is an official organiser of European Conference on Mental Health conferences www.ecmh.eu.



www.chaquejourcompte13.fr

Chaque Jour Compte (Each Day Counts) is an association of grassroots health activists promoting alternative mental health solutions. Our offer includes sports and outings, individual support, professional support, training, advocacy and research. Chaque Jour Compte was founded in 2019 by Bernard Bikai, former national French professional boxing champion, special educator and sports educator, fighting to get a "sick" loved one out of a psychiatric hospital. Our aim is to improve daily lives of those we support. What guides us is dignity, the relational, the social, emancipation and autonomy.



www.penumbra.org.uk

Penumbra are a pioneering charity based in Scotland providing dedicated services for people with mild to serious and enduring mental ill health. We support people in their journey to better mental health by working with each person to find their own way forward. The power of people's lived experience enables us to provide pioneering services which transform lives. From being there for people in crisis to suicide prevention, supported living to self-harm management and peer support. We are with those we support every step of their journey to a better place. Penumbra supports people to live fulfilling and contributing lives. By following our person-centred model of HOPE. For us hope is a vital part of recovery and supporting people to have and hold hope for the future is a key part of our work.

PART 1 – Best Practice Guidelines

This resource is designed to outline the principles, underpinning values and way of working that enable the Connect, Create, Participate educational process, this should be read in connection with Part 2 – The Toolkit for Facilitating Emancipatory Education.

Part 2, the toolkit, provides the practical steps and resources required to plan and deliver this educational process with communities that have faced challenges with mental health and/or substance use.

The underpinning principles are key to the success of facilitating this educational process, for these guidelines we have briefly explored these principles in relation to the Connect, Create, Participate educational approach.

Connect, Create, Participate Underpinning Principles

- Freirean pedagogical approaches to learning⁶
- Cooperative learning in a neutral learning space⁷
- Co-production and valuing lived experience knowledge
- Open dialogue⁸
- Community development principles
- Personal and social recovery concepts
- Strengths-based working
- The CHIME(R) Framework for Personal Mental Health Recovery as adapted by EEEFCom
- Partnership working

To deliver this education process the following principles, values and ways of working are core to this process and relational work with communities. The evaluation of the **EEEFCom** project highlighted the emancipatory nature of the educational process, valuing lived experience, a safe learning environment, collectivising experiences leading to new analysis of mental health and/or substance use, and the power of this process to create solutions and a grassroots movement owned by communities. We consider these principles core to the integratory of the educational process:

6 Freire, P. (1996) *Pedagogy of The Oppressed* (reprinted from 1972), Penguin Books, England

7 Mills, D., McKittrick, B., Mulhall, P. & Feteris, S. (1999) CUP: Cooperative learning that works. *Physics Education*, 34(1), 11-16

8 Bakhtin, M. M. (1981) *The dialogic imagination: Four essays*, University of Texas Press, Austin

Freirean Approach to Education

Paulo Freire's (1970) critical pedagogy's underpinning idea of education for critical consciousness, where the life situation of the learner is used as a starting point to raising consciousness and the overcoming of obstacles as the goals. The aim of critical pedagogy is that everyone involved should examine power structures and inequality by developing a critical consciousness of connections between personal experiences and wider society leading to freedom from oppression.

Freire focuses on learners being their own agents and that they have control of their own destinies. Learning takes place through problem-solving; learning should be both theoretical and practical, and teachers/facilitators should not be authoritative distributors of knowledge, new knowledge emerges when students are teachers are co-learners, and learning is an endless process of becoming.

By using Freire's critical pedagogy approach in this educational process, participants are their own agents and learning is not be prescribed as it might be in a therapeutic intervention. Learning takes place through dialogue, exercises and is facilitated rather than taught making it different from training and directly applicable to the lives of the people involved.

Cooperative Learning and Neutral Learning Space

Cooperative learning is an educational approach that involves students working together in small groups to achieve shared learning goals. It emphasises learning from others, collaboration, communication, and mutual support among group members. Cooperative learning and learning from different perspectives are suited to co-production and codelivery methods (see co-production below). Through cooperative learning unfolds, facilitators must be comfortable with allowing the process to emerge from the group.

The quality of this type of learning is impacted by where the educational process takes place. A non-stigmatising location should be considered, therefore away from places that people receive treatment. It is important that the space is neutral and removed from clinical, higher educational or religious locations and preferably in a community setting.

Co-Production and Valuing Lived Experience

Co-production provides opportunities to have different perspectives working together to co-create something that may not be created without multiple perspectives. Co-production deliberately sets out to create a culture that values all expertise and knowledge, particularly the expertise and knowledge of the people that are most affected by the problem and solution⁹.

Co-production requires long term engagement but can lead to profound change. To facilitate the Connect, Create Facilitate educational process two facilitators are required, one who has lived experience of mental health and/or substance use issues and one who has learned knowledge in the area of mental health and/or substance use issues or adult education.

⁹ Co-production – putting principles into practice

Valuing lived experience is throughout the educational process, using lived experience knowledge to create the final educational module. It is important to note that in the third module the facilitators are paid at adult education rates valuing the knowledge and skills that they bring to the group.

Open Dialogue

Open dialogue is used as an approach that emphasises transparency, inclusivity, and the sharing of diverse perspectives. It involves creating a safe space where participants can express their thoughts, feelings, and experiences without fear of judgment.

Open dialogue aims to create a non-hierarchical structure where all voices are valued equally, which encourages sharing of the conversation, and allows for the right to speak and not speak. Listening to others is emphasised for deeper understanding on a topic. Difference of viewpoints is encouraged to support richer dialogue. As the dialogue grows issues are explored and viewpoints may change.

Community Development Principles

The All-Ireland Endorsement Body for Community Work Education and Training¹⁰ describes community development as:

“A developmental activity comprised of both a task and a process. The task is social change to achieve equality, social justice and human rights, and the process is the application of principles of participation, empowerment and collective decision making in a structured and co-ordinated way”

The following are community development principles that underpin the Connect, Create, Participate educational process.

Collectivity

The principle of collectivity is concerned with the development of a collective analysis, collective action and collective outcome. Throughout educational process participants are encouraged to not only focus on personal growth and development but to also shift to thinking about how being part of a collective can benefit communities as well as the individual. Collectivity is moving from the ‘I’ to ‘We’. People examine their situations and articulate a vision and strategy for change.

The process enables an environment where the group can identify the collective issues they may have faced or continue to face. Through facilitation, the participants work together collectively to design the third module which will act as an action to address these issues.

It is important for the facilitators of the educational process to engage with people and groups for empowerment and collective action based on a clear understanding of the context, conditions, lived experiences, dynamics and diversity of those involved.

¹⁰ All Ireland Standards for Community Work – AIEB

Participation

The process of participation is fundamental to community development. It is rooted in the self-identification of needs and interests, the formulation of responses by the community or group concerned and is central to their ability to continue to influence outcomes. Like co-production, community development ensures participation of those affected by an issue. The educational process ensures that community participation is built in to the development and delivery of all stages and modules.

Central to the above is the importance of voluntary participation of the educational process. It is important that the advertisement and recruitment process explicitly state that participation is voluntary and that applicants must apply themselves, there is no requirement for referral or that this educational process must be attended in order to receive other supports.

By using a participative approach, the process supports

- Interpersonal and communication skills and ability to develop mutual, reciprocal relationships
- Transparency, openness, honesty and accountability
- Participative methodologies for engaging communities

Human Rights

Community development is concerned with the promotion of human rights and equality in society and with addressing the multiple forms of discrimination experienced by many groups. Human rights have been added as a component of the first module and we talk more about this in the framework below.

Community Empowerment

Community development is about creating the conditions in which communities can become more empowered by increasing their knowledge, skills, consciousness and confidence to become critical, creative and active participants. It aims to address inequalities of power and provide genuine participation and involvement. Community empowerment involves an approach which leads people and communities to come up with solutions, be organised, included and influential. Power is shared in the educational process.

Social Justice

When prompting discussions throughout the sessions it is important to ensure that issues and challenges are addressed through a social justice lens. A social justice approach involves promoting the rights of communities to advocate and address the injustice that affect them such as the unequal distribution of wealth, power and resources in society and how it effects individuals and communities which can lead to an increase in rates of people living with mental health and substance use issues.

Some community development principles dovetail with recovery principles in both mental health and substance use.

Personal and Social Recovery

For this our conceptual framework is situated personal and social recovery, building recovery capital and harnessing lived experience knowledge to support recovery.

Recovery is personal to individuals, recovery is being able to live a meaningful and satisfying life, as defined by each person, in the presence or absence of symptoms. It is about having control over and input into your own life. Everyone's recovery, like their experience of the mental health issues, is a unique and deeply personal process¹¹.

The social model of recovery values of experiential knowledge, peer interaction, and community engagement in recovery and looks at how society can disable, discriminate or stigmatise. Harnessing lived experience knowledge is key to the success of the educational process to develop shared understanding of different ways to recovery.

The recovery journey can have ups and downs, reflecting the non-linear nature of personal growth and healing. Many people describe themselves as being "in recovery" rather than "recovered" to acknowledge this ongoing process. This perspective emphasises that recovery is a continuous journey with progress, setbacks, and new challenges, rather than a destination. Recognising and accepting the fluctuations in this journey can help individuals maintain hope and resilience through various phases of their recovery.

Recovery Capital

The framework used aims to activate their personal power and improve their sense of self by sharing their own personal experience and understanding the shared experience of systemic marginalisation. Following on from this, the group can collectivise the issues and contribute to solutions for the third module.

Clinical recovery models often centre the identification of a diagnosis of an illness or disorder, along with the management of symptoms through clinical interventions like psychotherapy and medication. Clinical recovery is not mutually exclusive with personal and social recovery models, and can be complementary. However, it is not advised to run Connect, Create, Participate in a clinical setting where individuals are not the authors of their own recovery pathways, and do not have access to social recovery pathways.

Strengths Based

People who have challenges with mental health or substance use have survival strategies. A strengths-based approach is about working with people's strengths and not concentrating on deficits.

11 Scottish Recovery Network (www.scottishrecovery.net)

The Framework – CHIME

CHIME (Connectivity, Hope, Identity, Meaning, Empowerment) is a widely used conceptual framework for **personal recovery** in mental health, developed from a systematic review of personal recovery literature by Leamy et al. in 2011¹² that identified overarching recovery themes.

The CHIME framework emphasises five core components in relation to recovery: Connectedness, Hope, Identity, Meaning, Empowerment. The way in which individuals access these five key elements in *their* personal recovery is widely varied, and should be self-determined. The CHIME framework recognises that each individual's path to recovery is unique and personal to them, while identifying the common key areas of life that contribute to and sustain recovery.

Personal recovery promotes an individual's health and wellbeing, as defined by them, including defining personal recovery goals, building self-esteem, self-confidence, resilience, the ability to maintain relationships, and having a sense of purpose.

CHIME(R) – EEEFCom Adaptation

Following discussion by the partners at the beginning of the project in 2022, it was decided this particular educational process would be evaluated using CHIME as used in proof of concept by DNNERC. However, when the partners discussed CHIME in relation to EEEFCom a question was posed in relation to what was missing, rights were suggested as being an important component of recovery and CHIMER was created.

During the participatory process CHIMER moved from being an evaluation tool to being included in the first educational module and was included throughout the educational process from development of module content to evaluation.

The CHIMER framework included substance use recovery as well as mental health recovery, in order to recognise that the roots of both mental health and substance use issues are shared, and therefore the CHIMER principles apply to both kinds of recovery. We also recognise that mental health issues and substance use issues often go hand in hand and cannot be separated for individuals experiencing both. Adding R to CHIME enabled rights to be included in the educational process and see how participants felt about rights in relation to recovery in dialogue. Rights in open dialogue centred on dignity, equity, fairness.

12 [Conceptual framework for personal recovery in mental health: systematic review and narrative synthesis – PubMed](#)

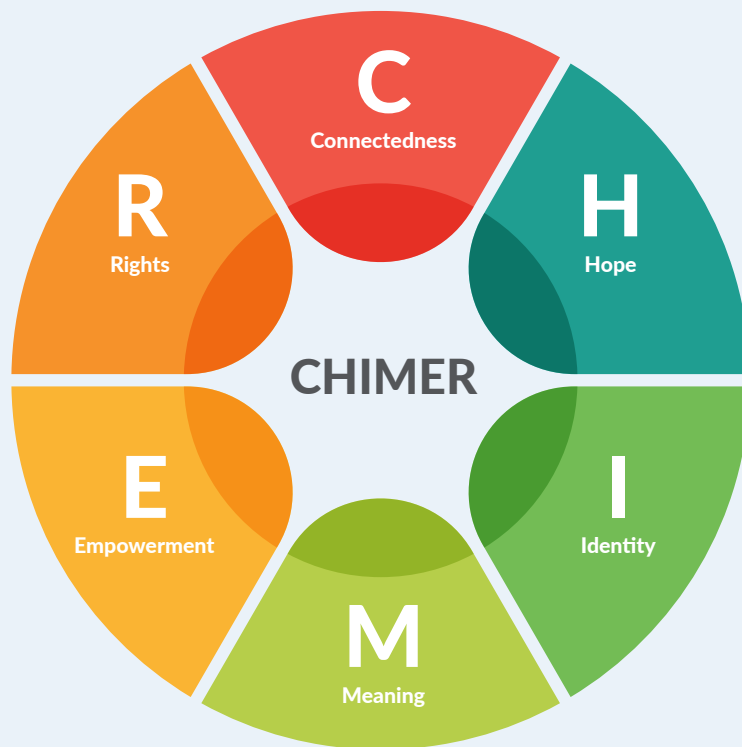


Figure 1: CHIMER as adapted by EEEFCom from Leamy et al., 2011.

The Connect, Create, Participate module centres the CHIMER framework in its delivery. Throughout the implementation and evaluation of the project, “the magic of CHIMER” became a common phrase used. What is this magic?

In the first module of the process, participants will explore the significance of each of the CHIMER principles in their life and in their communities. Facilitators do this both in theory, by taking time to talk about the framework and do exercises based on it (see sample session plan in Toolkit), but also in practice: The process is designed to facilitate these principles emerging in participants through the method and content to be delivered.

Connectedness

Connectedness refers to a person’s sense of connection to themselves, their community and society at large. Mental health and substance use challenges often occur when a person is in a state of disconnection, and often promote further exclusion from society for individuals marginalised due to these issues. The Connect, Create, Participate process supports the development of personal and social connection for participants by exploring and valuing the significance of lived and shared experiences. Through the process, participants will connect with the value of their own lived experience, as well as connecting with others socially who share the same lived experience – namely the lived experience of marginalisation due to mental health or substance use issues. This fostering of connection has demonstrated positive outcomes for participants.

Hope

Hope refers to an individual's sense of hopefulness about their recovery and their place in the world at large. Hopelessness lies at the heart of distress, and sustained recovery requires the ability to feel hopeful about one's life and prospects. Participants are encouraged throughout the process to explore the things that bring hope to their lives, as determined by them. The process is also designed to facilitate a sense of hope in participants.

Identity

Identity refers to the things that contribute to a person's positive perception of their sense of self, with the recognition that mental health and substance use issues, and the stigma and marginalisation caused by these things, can strip away our sense of identity, or reduce our identity to marginalising labels. The Connect, Create, Participate process encourages participants to renegotiate their identity on their own terms, by exploring what identity means to them.

Meaning

Meaning refers to the importance of finding things that provide meaning and purpose to a person's life, as decided by the individual. Mental health and substance use challenges, and stigma and marginalisation experienced as a result of these challenges, can limit a person's sense of meaning and purpose in life. Identifying and renegotiating the things that provide meaning and purpose is an essential part of the recovery process and this is facilitated throughout the Connect, Create, Participate process.

Empowerment

Empowerment refers to a person's sense of personal power, self-image, and ability to self-advocate and value oneself. The exploration of the significance of empowerment, and disempowerment, in participants lives, and the sharing of experiences of disempowerment, contributes significantly to the Connect, Create, Participate process. In module one there is a full session dedicated to this topic (see Toolkit sample session plan).

Empowerment is explored in theory in this session, but it also is a central tenet in the overarching framework for delivery. The process centres power-sharing, collaborative enquiry and peer support in order to facilitate the individual and collective empowerment of participants. The way the process is facilitated is essential in the delivery of these aspects that promote empowerment (see Delivering Workshop Section of Toolkit). Facilitators and participants alike must have a vested interest in sharing power and responsibility and valuing the voice and choice of all present.

Rights

Rights refers to the recognition of the importance of a rights-based approach to recovery, as discussed above. Throughout the process there is an emphasis placed on the rights of participants, and how the topic of rights relates to them in their life and recovery.

In conclusion, in order to successfully deliver this educational process, facilitators must have an understanding of the CHIMER framework, and must be able to facilitate participants to explore each of the components through theoretical discussion of the principles as well as through embedding the principles in the delivery of the module. When participants individually and collectively connect with what these key areas mean to them, and how they can promote these areas in their life and in their community, they can begin to transform their relationship to their recovery and to their life in general. It is a simple model with great impact. The model cannot, however, be taught – it must be experienced. This is why spending time learning how to facilitate collaboratively is so important. We cannot determine what these things mean for people, we can only facilitate self- and collective- discovery through asking broad open questions in a variety of formats (detailed in Delivery of Workshop section of toolkit).

Working in Partnership

Working in partnership with organisations who are supportive of this educational approach is important. Key partners who can support the three-part process with venue, refreshments and funding to pay the facilitators are key to the success of this emancipatory educational process. Partners also play a role in being networked into communities.

Support

If you would like to facilitate this process in your area and if you have any questions please get in touch with the Dublin North, North East Recovery College, Recovery Academy Ireland, or Chaque Jour Compte who would be happy to assist in supporting your project start up.

Part 2 – Toolkit for Facilitating Emancipatory Education

This Toolkit

This toolkit has been created to provide a guide for facilitators to design and deliver an emancipatory adult educational process in communities that have experienced marginalisation due to challenges with mental health and/or substance use.

The toolkit is designed as a follow on from best practice guidelines and to be utilised in conjunction with the principles, concepts and processes therein (Part 1). The toolkit provides the step-by-step instructions that are needed along with the principles from Part 1 to design and deliver the EEEFCom educational process.

The toolkit is in five sections:

1. Overview Connect, Create, Participate
2. Introduction to the Embedding Emancipatory Education Framework in Communities (EEEEFCom) Educational Process
3. Preparing to Deliver the Module
4. Delivering the Module and Evaluating and Monitoring.
5. Workshop Resources to Support Facilitators Throughout the Training Cycle.

Overview of Connect, Create, Participate Educational Process

People who experience mental health and substance misuse challenges often find themselves in exclusionary positions within their communities and society generally, where diversity of experience and lifestyle are not accommodated. Subsequently, community/society and self-stigma and discrimination brings about marginalisation that creates difficulties for people within these communities to thrive; to connect with community; to overcome 'otherness'; to achieve equal citizenship rights status and opportunity. This educational process aims to embed an emancipatory educational framework in communities for people marginalised and excluded because of mental health and substance use issues enabling them to feel empowered to bring about change in their community.

The module develops Connect, Create, Participate facilitators who are potential change agents in their community. They bring the educational process to people in their communities, organisations and institutions who in turn develop new skills, relationships and recovery supports for the benefit of the community. They demonstrate their new skills through facilitating their own Connect, Create, Participate and through engaging people on their recovery journey offering a space for capacity building and transformation. This process generates increased confidence, increased value for difference, improved understanding of local and broader communities and strategies to bring about change.

Connect, Create, Participate is a three-part process, including three separate though connected learning modules:

1. Connect, Create, Participate (6 weeks x 3 hours)
2. Facilitation Skills (2 x 6 hours)
3. Unique module developed in the first module (6 weeks x 4 hours)

Module Descriptors

It is important to provide participants with a clear and engaging overview of what to expect from the programme so they feel informed and empowered.

Module One: Connect Create Participate

The six development sessions are designed to be an interactive and supportive space where participants can explore what mental health and substance use recovery truly mean to them. These sessions will be centred around interactive activities to support connection and interaction between participants exploring their insights and knowledge of recovery.

As with the whole process this module is about facilitated learning. It's about sharing lived experiences and reflecting on how each person's story can contribute to the bigger picture. Therefore, these sessions will provide plenty of opportunities for open discussion, allowing everyone to explore their own ideas and connect with other perspectives from others in the group.

Participants will play an active role in shaping a module that could make a real impact in their community. By drawing on their own experiences, knowledge, and interests, they will co-create a programme that feels authentic and relevant to a shared understanding of recovery.

The broad aim of the module is to activate the personal sense of power and value in participants individually, as well as fostering an environment of sharing lived experience in order to connect with a wider community of people with a shared experience. There is great transformative potential in simply enabling people to talk openly about their shared experiences of distress, marginalisation and disempowerment. The process of sharing and listening connects the group and facilitates the empowerment of the group. The act of collaboratively creating a module based on these shared experiences further fosters the transformative process by placing worth and value on lived expertise over academic expertise. Participants have a real opportunity to contribute to change in their community through the creation of the module that will become Module Three.

Module Two:
Creative Facilitation Skills

Module Two is all about introducing a facilitation method that is collaborative and always co-facilitated by someone with lived/living experience and someone with content/concept professional experience. It involves learning the skills needed to guide and support others in a group setting. The emphasis is on differentiating between teaching/training and creative facilitation. Participants will discover how to co-facilitate the module content in a way that reflects the co-produced nature of the programme. They'll gain practical experience in creative facilitation methods. The goal here is to equip participants with the tools and confidence to lead workshops or sessions that are engaging, inclusive, and genuinely supportive.

On completion of the facilitation module, participants will be asked if they would like to put themselves forward to facilitate the third module. They should be invited to put themselves forward with a reason on why they would be suitable. The facilitators will be selected based on complementary working in relation to facilitation and diversity. Support will be provided to the facilitators, facilitators will be paid at adult education rates.

Module Three:
Name to be Decided in Module One

Module Three is where participants will have the opportunity to take the module they co-created in the earlier sessions in Module One and deliver it themselves. The module will be entirely shaped by the participants' interests and ideas from Module One, making it unique and flexible. This module is designed to be adaptable, meaning the goals and outcomes can change based on what participants developed earlier. It's a chance to bring the training to life, create real impact in the community, and continue the journey of personal and shared recovery.

Movement Within the Process for Participants

The participants who take part in Connect, Create, Participate are invited to the facilitation skills module, two facilitators that have gone through the first two stages co-facilitate the third module, participants can include other community members and participants from Connect, Create, Participate. Support for both co-facilitators will be provided by one of the original co-facilitators of module one and two. Because of the interactive nature of the learning process, twenty five participants are considered the maximum for Module One and Two with approximately half that number for Module Two. Figure 1 shows the linear process of each module within the total educational process. Whilst only some of the participants of Module One will complete Module Two, all can participate in Module Three, including new participants from the identified community.



Figure 2. EEEFCom three-part educational process.

Preparing for Delivery of the Programme

The following describes each implementation activity needed to establish a connect create participate programme in your community.

Strategy and Planning

The project leaders identify a broad strategic development agenda that the project will address along with relevant communities- who will become the beneficiaries and participants on the programme.

Call for Expressions of Interest for Partners

Project leaders may run a call for expressions of interest for community partners to support delivery of the programme. Desirable community partner profiles can be found below. Partner induction meetings, once partners are identified it is necessary to have a meeting with them where all the partners and an EEEFCom European partner can discuss the aims and process and develop a shared understanding of the way forward. Further research may be required at this stage.

Community Partners

The programme builds on, and is delivered through, existing organisations that offer learning, education and community development and youth initiatives. These organisations and their staff can be powerful advocates for change. Many programmes will identify community partners through a targeted or open call of interest. Below is a profile of an ideal community partner.

Desirable Community Partner Profile

Partners will have an in-depth knowledge of the community in the relevant area, including awareness of relevant government and local government policy initiatives and regular engagement with other key influencers. Moreover, they will have a commitment to working with diversity and experience of working with diverse groups. Commitment to co facilitation, access to funding and practical resources such as venues are all added bonuses.

Members of the Community

Working through our community partners and their existing initiatives, the programme facilitates members of the community to develop their skills so that they can become the next generation of programme facilitators. This is done through local capacity building and open dialogue events.

Participants will go on a journey that moves them from personal self-awareness to understanding of the collective challenges faced by people in recovery. They will develop their skills in dialogue and increase their value for difference. By the end of this experience they will have made a contribution to increasing emancipatory recovery supports within their communities and made new professional and personal links with the wider network.

Evaluation

It is imperative that the process is evaluated. For both quality improvement and as part of the process of self and group reflection on what has come out of the process.

Starting the Process

There are a number of key activities relevant ensuring as much take up by participants as possible, which is no different than for any programme. Getting the word out and heard is crucial and some activities below may be useful in this process:

- Designing simple flyers/posters with simple short messaging that is enough to draw people in to ask about the programme
- Don't rely on social media alone. Use community leaders, organisational networks and person to person information sharing to draw interest
- The mention of collaborations with organisations may reassure potential participants that they're engaging with trusted names in the designated community of practice
- Crucial to engagement of participants is to have some form of pre course check in, perhaps after expression of interest or completion of a simple application form. This provides the opportunity to explain the process in more detail and to say what it is and what it is not

- Provide practical information to participants
 - ❓ Let people know where the programme will take place (include the venue name, address, and any relevant details like parking availability or nearby public transport links)
 - ❓ Provide dates and duration (start to finish) of each session
 - ❓ Instil the expectation to participate in all sessions
 - ❓ Inform participants about scheduled breaks (e.g., morning and afternoon breaks, and a lunch break). Confirm if lunch will be provided, or if they need to bring their own. Let them know if refreshments like tea, coffee, and water will be available during breaks
 - ❓ Outline what opportunities might be available after the programme, such as opportunities to facilitate modules in their community
 - ❓ Share the contact details of the facilitators or programme coordinators in case participants have any questions or need assistance before the sessions begin
- Design a delivery plan. This involves understanding the learning outcomes and developing a detailed agenda for the workshop. The practice guidelines workbook provides guidance notes on the purpose and methodology of delivering specific modules and activities. These need to be adapted for a specific group, space and available resources. Facilitators and partners should identify how to support delivery of module 3 before delivery of the workshop
- Create a workshop schedule. Will the planned activities meet the learning outcomes

Co-creating Session Plans for Each of the Modules

Working of a co-created session plan for each module is important, even though it may move during the broader co-creative process in class. For the purpose of quality assurance and standardising the process framework, the initial format and content of sessions are predetermined, see below for each module. **Appendix 1** provides an example of how module 1 was actually planned in terms of content and timings.

Session Format

Module 1 – Connect, Create, Participate Session Format			
Session	Theme	Learning and Outcomes	Time (Days)
Session 1	Introducing the Process/Method	<ul style="list-style-type: none"> • Participants hopes/expectations • Educational process overview • Recovery Educational approach • Introduction to Open Dialogue 	1/2
Session 2	What is Recovery	<ul style="list-style-type: none"> • What is Recovery? • Social Recovery vs Clinical Recovery • Participants begin process of making module suggestions 	1/2
Session 3	Transformation of Power	<ul style="list-style-type: none"> • Focusing on our strengths • Taking a genuine Co-production approach • Challenges with Co-production • Space for additional module suggestions • Open Dialogue RE: Transformation of power 	1/2
Session 4	Causes and Barriers	<ul style="list-style-type: none"> • Causes of Mental Health Distress and Substance Use • Space for additional module suggestions • Finalise list of module suggestions • Open Dialogue – Barriers to Recovery 	1/2
Session 5	Module Co-production and Research	<ul style="list-style-type: none"> • Participants vote for modules going forward for delivery • Participants work in groups to research module content and online materials for identified learning outcomes 	1/2
Session 6	Modules Ready to go and Next Steps	<ul style="list-style-type: none"> • Final group work session researching module content and materials. • Module names and aims identified • Open Dialogue – Next steps for group 	1/2

Session Format

Module 2 – Creative Facilitation Skills Session Format			
Session	Journey	Learning and Outcomes	Time (Days)
Session 1	Setting the Scene	<ul style="list-style-type: none"> • Module Overview • Learning Expectations and Hopes • How to 'Set the Scene • Facilitation Skills • Facilitation Roles • Facilitation Methods 	1/2
Session 2	Key Facilitation Methods in Practice	<ul style="list-style-type: none"> • Active Listening • Open Space Facilitation • Structured Conversation Method • Brainstorming Method – to identify facilitation challenges • Delegation of Facilitation Roles for Session 3 	1/2
Session 3	Participants Take the Lead	<ul style="list-style-type: none"> • Boundaries • Working Creatively with Challenges • Transformation of Power (Co-production) • Delegation of facilitation roles for Session 4 	1/2
Session 4	Module Co-production Part 2	<ul style="list-style-type: none"> • Session Planning Current Format: 4 three-hour sessions • Setting up (onsite and online) • Importance of Self Care • Identifying Facilitators to deliver 'Connect, Create, Participate 	1/2

Module 3 – Bespoke Community Module

The third module is created from themes and ideas module decided on by the group through democratic processes, sessions for more details. The name is also created in the first module.

The facilitators for the first two modules provide support and guidance to the new facilitators. The module will follow the themes and incorporate the learning of the second module. The module takes place over six weeks and in three-hour sessions.

Delivering the Educational Process Itself

The delivery process is outlined below with examples of how to facilitate this particular process. There are further resources available at <https://eeefc.eu/resources> that facilitators may find helpful.

Creating the Space

If the principles explicit in the practice guidelines are followed and those of the facilitated learning process, creating a safe and engaging space will naturally occur. However, facilitators will want to ensure that participants feel physically, emotionally and psychologically safe, so that maximum learning is enabled. Part of creating this space is ensuring that participants know they are entering a learning space. Although participants frequently feel that the process is therapeutic, it is important to know that this is not the intention or facility provided and people will need to take personal responsibility for knowing they have personal capacity to engage in the process.

Principles of Facilitation

The project and its partners, facilitators and participants shall demonstrate a commitment to the following principles when delivering the programme:

- openness, honesty and transparency
- a commitment to equal access to participation in the module
- respect for diversity
- a commitment to disagree agreeably

Facilitation Techniques

The Role of the Facilitator

The facilitator is responsible for supporting the group process – how the participants work together. The facilitator works to assist a group of people to understand their common objectives and to help them to achieve these objectives. The facilitator should be creative, neutral and non-judgemental.

A) Identified facilitation roles:

- Preparation
- Bring good energy to the work
- Ensure participants feel comfortable and included
- Listening skills
- Keep group informed
- Group dynamics, be aware of how participants interact with each other
- Inclusive facilitation, work to ensure everyone is included but don't put anyone on the spot.
- Be mindful of other members of the facilitation team, support each other while preparing and delivering each session, (Facilitators are people too!)

B) A facilitator should also look to take on the following roles:

- Set a positive tone for discussion/participation
- Remain neutral to issues being explored

- Keep the group focused
- Keep track of time
- Suggest/Prepare methods and procedures that can help the group work better
- Encourage participation by everyone
- Educate/Inform participants about the reasons for activities and steps (this may be explained afterwards so participants benefit from experiential learning)
- Protect ideas from challenge
- Coordinate administrative details
- Record/circulate information

Most importantly: The most important role in creative facilitation is to bring energy and have **FUN**. Workshops need to be enjoyable for both the workshop participants and the workshop facilitator – a joyful learning environment will greatly assist the learning process. Workshop participants will remember vital information if the information is presented in a lively way.

Developing Creative Facilitation Skills

The more we practice our creative facilitation techniques the more comfortable we become within ourselves and with the workshop participants.

Identified facilitation skills:

- **Be flexible** (sometimes a session needs to be rejigged to suit groups on different days.)
- **Time management** – try not to overfill a session (less is more!)
- **Follow Ground Rules/Terms of Relationship** – these apply to everyone in the room, facilitators included!
- **Enable the group to express themselves** – the job of a facilitator is to support group wisdom to emerge rather than teach!
- **To be a team worker** – collaboration and being open to ideas is key for inclusive facilitation.
- **The ability/interest to research** – bearing in mind the previous point about group wisdom, it's always good to have information prepared. That is to say... if setting up a group discussion or exercise to explore a given topic makes sure that at least one person on the facilitation team has researched the area themselves, so as to help inform that group wisdom. So as much as our job is to facilitate the voices of others, the facilitator has a role to share knowledge also.

Facilitators are encouraged to develop the following skills:

- **The ability to intervene** in a way that adds creativity to a discussion rather than leading the discussion and taking away creativity from the group
- **The ability to understand the group process** and dynamics – successfully address these inequalities in the group dynamic who is dominating in the group... how to intervene? Who is withdrawn... how to involve them? Who looks bored... and how to draw them into the process.

Remember! Good facilitation skills cannot just “be taught” – they need to be learned through practice, taking the opportunity whenever it arises!

Session Planning

Agreeing the session plan, Getting the word out there and setting up the room. The following are useful suggestions rather than set in stone requirements. See Appendix 1 for sample session plan.

Agreeing the Session Plan

- This will both provide a structure for the session.
- This will help identify and clarify the aims of each session.
- To provide a framework/pathway to explore previously agreed learning objectives.
- Each member of the facilitation team knows their role during each session.
- A well thought out session plan can ensure a workshop is FUN and energetic! This can involve including icebreakers and energisers to 'shake things up' and get the energy in the room going.
- Have grounding exercises in mind for each session (just in case the group or conversations get a little 'busy').
- A well-planned session works to encourage participation and provide for a safe and trusting group work development.
- Each member of the facilitation team knows their role during each session.
- Ideally this would take place at least once before the module begins, and during the debrief following each session, members of the team would re-cap on their item for the following week.
- Prior to each session ideally facilitators would have an opportunity to check in with each other to ensure everyone knows their role.

Get the Word Out There:

- Facilitators can (not always obligated) help to get the word out about the module, by circulating to all relevant networks via email, social media and word of mouth.
- Ultimately modules need participants, there is normally a co-ordinator to support this piece but facilitators can have a role in promoting the module if they so wish.

The Physical Set Up:

- Before each session the space needs to be set up 'physically,' facilitators will agree what way they want the room... are the chairs in a circle, do we need a flip chart, is there a presentation, handouts, information on walls, etc., needed
- Is there tea and coffee to be provided, if so, identify who is responsible for it (including payment for biscuits etc.)
- There's normally an administration piece to workshops including sign-ins and notifications of relevant upcoming events (such as forums or community updates, etc.)

Setting the Scene

Check in with the Group (The Go Around)

From the beginning this ensures everyone in the room gets heard and acquainted. The check in also works as a first step towards participants feeling comfortable in the room. Check in can be as simple as:

- Each participant introducing themselves, sharing one thing about themselves
- Introduction with a reason why each person came on the module
- Introduction along with 'the one thing that motivated you to come in today
- Introduction and ask how each participant travelled in today
- What was the one thing that stood out from the week previous

Grounding Exercise

Grounding exercises are particularly useful at this early stage if participants or the group seem a little stressed or excited on arrival. This will help focus the group on the task at hand. Grounding exercises can include:

- Deep breathing exercises
- Guided imagery/visualisation exercises
- Very light physical exercise to loosen everyone up

Introduce the Workshop Aims

This again helps to focus the group, by outlining the aims of the session this will help to focus the group. Be clear about the objectives of the overall educational process and the approaches that are used throughout.

Ask the group to identify guidelines/ground rules/terms of relationship or a group contract, to provide for a safe and respectful working environment. This can be revisited by members of the group as needs arise.

Creative Facilitation Methods Include:

- Icebreakers
- Energisers
- Walk Around/Walking Debates
- Brainstorming
- Open Dialogue

Creative Facilitation Method 1: Icebreakers

Participants often enter a workshop as strangers and/or apprehensive about what will happen during the workshop. “Icebreakers” are techniques which can be very helpful to: Help participants get to know each other and become comfortable with each other at the beginning of a workshop, help energize participants at the beginning of a new stage of a workshop and encourage team working and creative problem solving. Icebreakers should be a quick, fun activity to help the participants laugh and help them to feel comfortable.

Icebreaker Example One: Swap Seats With if You...

This is a useful opening exercise. As the facilitator you can ask a series of fun, general questions or some more specific questions relevant to the workshop. This way as a facilitator you will get a snapshot of existing experience of the workshop participants. **‘Swap seats if you have sung Karaoke, like hiking, like pizza, eat fish, got the bus today, have tried meditation, laughed today etc....**

Icebreaker Example Two: Introduce Your Partner

Ask participants to break up into pairs and spend one minute each trying to find out things about each other... easy questions... What is your name? Where are you from? Why are you involved in this workshop? What is the best learning experience you have ever had?

What do you hope to learn from this workshop? Do you have previous experience in the subject matter of this workshop?

Icebreaker Example Three: Three Things in Common

Ask participants to walk around the room and spend one minute each trying to find out three things in common about each other... easy questions... what food, music, places, sports, hobbies, TV shows do you like.... When each participant introduces themes others in the room can identify things they now know about that person.

Creative Facilitation Method 2: Energisers

There are times when people's energy is low during workshops, particularly after a long discussion/exercise or after a break. After lunch time workshop participants tend to be tired while they are still digesting. "Energisers" are fast and fun ways to:

- Get people laughing
- Put people at ease
- Get participants refocused on the workshop

Energizer 1 – Stuck in the Middle

What to do: All members of the group bring their chairs around in a circle. One Member of the group stands in the centre of the group (that person's chair is taken away.) The person in the middle gets to ask 'Have you ever ...? Questions. Such as *Have you ever been to Italy, have you ever lost your phone, have you ever read Ulysses?* Anyone that 'has' must switch seats. The objective of the game is not being in the middle.

Time Needed: 3-5 minutes

Energizer 2 – The Line Up (At Least 8 Participants – Working in Two Groups)

Materials: each participant needs a note pad/card and pen/pencil.

What to do: The facilitator tells the participants that in the Line Up they will have a chance to learn things about one another they may never think to ask. This is a competition, so when groups line-up in a particular way the first group to do so wins.

For example: Tell the groups to line up by height (shortest to tallest) and to all clap when they have finished.

Other line up criteria possibilities: Line up in order by shoe size, Line up in order by length of arm's reach, Line up in order alphabetically by first name, Line up in order by date of birth from January to December, Line up in order by number of brothers and sisters you have, Line up in order by age.

Time Needed: 5-10 minutes

Energizer 3 – Truth and Lies (AKA Truth and Spoof)

Materials: Each participant needs a note pad/card and pen/pencil.

What to do: Participants write on cards/notepads two truths about themselves and one 'spoof' or lie. The participants walk around sharing with one another their three statements – during this time participants should not reveal which of the statements are a lie.

During this sharing it is the goal of the participants to guess the correct lie of the other participants. The participants gather back together in a circle and each person reads there statements aloud (example): "I was born in Malaysia." "I have three children." "I am a vegetarian." The group try to identify each participant's spoof by asking no more than three questions.

Time Needed: 5-20 minutes, depending on the size of group

Creative Facilitation Method 3: Brainstorming

All ideas are potentially good – even seemingly foolish ideas can spark off discussion about better ones. Therefore, do not judge the ideas until after the brainstorm is complete – note down all the ideas. **Judging ideas takes up brain power which could better be devoted to creating new ideas.**

Brainstorming rules: Encourage “every” idea, this is about quantity not quality and encourage participants to freely build on other’s ideas in the room (this is brainstorming!)

The results of a brainstorming may be to:

- Come up with alternative solutions to a common problem
- Develop an action plan for a group or a participants
- Identify themes to explore for a workshop
- Develop a list of helpful suggestions

Brainstorming Exercise 1: ‘It’s Elemental!’

What to do: Break larger groups up into smaller groups of three to six to explore different elements of a topic from different perspectives. Such as facilitation skills (what are the roles, skills and challenges involved.) This approach can be used to brainstorm any given topic. Develop a question about each person’s perspectives of the given topic that you want a group to explore. Ask each group for five – eight answers for each area they are focussing on. By the end the group have come up with lots of potentially useful information.

Materials: Post-it, pens or marker and flip chart paper.

Brainstorming Exercise 2: Post-it!

This is a simple technique that encourages individuals to express their thoughts on the issue under discussion. It simply involves writing key words onto Post-it notes, placing them on a board/flip-chart and arranging them into sub-groups on a flipchart or wall space.

What to do: Ask individuals to quietly write one idea per Post-it note and then place the notes onto a board, sheet of flipchart paper or similar. When all the notes are on the board, you (or one or two members of the group) can then collate similar ideas together and add a sub heading.

As a result, this approach helps to incorporate everyone’s ideas and contributions in the shortest amount of time. **For example, this could be used to explore positive habits we would like to develop.**

Materials: Post-it notes, flipchart paper or a board

Brainstorming Exercise 3: Go Wild

‘**Go Wild**’ brainstorming involves breaking groups into threes and fours to collectively write down up to 20 ideas that come to mind about a chosen topic beginning with the phrase ‘wouldn’t it be good to...’

To begin with, the statements might be obvious and predictable, but will become increasingly creative and ‘wild’ as you go on.

Creative Facilitation Method 4: Open Space Facilitation

The purpose of open space facilitation is for everyone to have the opportunity to share their ideas/views/perspectives on a given topic, in a non-judgemental space. Unlike group therapy, participants are encouraged to hear one another rather than respond

Open Dialogue Facilitation

- The facilitators should have a clear understanding of the purpose and goals of the discussion before a session begins.
- It is also essential that a facilitator be able to articulate the purpose of the group discussion to participants.
- Clearly explain the ground rules for the process, this will ease any anxiety of participants and allow participants to begin dialogue.
- Good facilitation requires awareness around our own feelings, ideas and attitudes on the given topic. When facilitating, we step back from, or suspend our own viewpoint to take a 'neutral position' for the sake of the group.
- Invite participation from all members of the group, regardless of opinion or point of view
- Each participant must feel validated and valued in order to become vested in the process.
- The purpose of open dialogue is for everyone to have the opportunity to share their ideas/ views/perspectives on a given topic, in a non-judgemental space.
- Unlike group therapy, participants are encouraged to hear one another rather than respond.

Support Role/Co-Moderation of the Open Dialogue

- If you observe the conversation is going too far off the point, be prepared to participate in the conversation to steer it back in the right direction, validating the previous contribution as you do.
- Acting as timekeeper is a necessary function.
- Be prepared to step into the lead role if necessary.

The Walk Around/Walking Debates

The walk around or walking debate gives every student the opportunity to express their opinion on the issues under discussion.

How does it work?

1. Place strongly agree and strongly disagree signs on either side of the room.
2. Gather all students in the centre of the room.
3. Invite students to indicate whether they agree or disagree with prepared statements.
4. Draw feedback from students after each statement is read. Ask why they took the position they did.
5. Let students know it's OK to change position based on the contributions of others, but ask why!

Monitoring and Evaluation

It is a key requirement of participation in the educational process that the progress and development of partners and participants is monitored and evaluated during participation. This is implemented by partner organisations and their individual facilitators. The facilitation team should gather evidence of impact, as well as feedback about how to improve the educational process. Moreover, the evaluation itself, is a self/group/facilitator self reflection opportunity to explore how if at all any personal and group transformations have taken place. For the proof of concept of this educational process, substantial evaluation was undertaken. It is not expected that others who may be delivering it will have the resources for such a broad evaluation, nor necessarily require the depth. The following are the areas and domains that were evaluated and the specific evaluation documents used are available at <https://eeefc.eu/resources>.

Module Content and Process Evaluation

After each module participants will be asked to complete a module evaluation form. The form reflects on the module content, delivery, personal experience and process.

Participant Experience Evaluation Methods/Forms

The evaluation tools have been developed to provide evidence of the overall impact, if any, of student's engagement with aspects of the connect create participate educational process. The evaluation tools look to capture if the experience includes any transformation in how people think about; relate to; and engage with recovery.

Group Goals

At the commencement of each of the three modules comprising the educational intervention, students should be asked to name one goal they would like to achieve through completing the module. With permission from participant's, goals should be merged and adopted as the module group goals, without individuals having to let go of their personal goal. Students are asked to score their existing level of achievement on an analogue scale at the beginning of module and again at the end of the module. See sample form in **Appendix 2**.

Adapted Quantitative CHIME Tool

The first evaluation tool for participants to explore, has adapted CHIME concepts to provide quantitative measures of student's experience of participating in the educational process, in particular relating to their personal experience of Recovery. For this educational process, a framework has been adopted to further to include a human rights based approach (CHIMER).

Open Dialogue Forums

Open dialogue forums [Dialogues] were convened at each site and with the complete participatory network to establish collectively agreed transformations, particularly in relation to personal and social recovery and the broader relational developments for people in their communities.

Impact Report

The findings themselves <https://eeefc.eu> may be useful in guiding partnerships towards which evaluation methods they want to use.

APPENDICES

Appendix 1: Sample Session Plans

Module 1

Session 1 – Introducing the Process and Method			
Session 1	Topic/Format/Prompts	Time	Who
Open Session	Informal Welcome/Housekeeping/ Facilitator Intros/Module Overview	10:00	Whole Group
Movement/Icebreaker Introductions/Name Game	Icebreaker – Pairs – introduce to each other, introduce partner, talk about a topic e.g. favourite place/film	10:10	Whole Group
Session Overview	Informal, handout with some core concepts like open dialogue	10.40	Facilitators
Learning Expectations and Hopes for the Group	Each person writes personal goals and expectations What do you expect to learn from this module? What are your hopes for this group when working together? What are your hopes for yourself?	10.55	Whole Group
Break	Break	11.15	Break
Working together	What will the process look like? What will tell us if it's going well? Draw out expectations and collective responsibilities (what we want, what we don't want) Create Group contract	11.35	Break Out Groups
Setting the Scene Introduction to Open Dialogue Method	Open Dialogue on "Working Together" following on from smaller group discussions Challenges and strengths, why work together	12.00	Whole Group
Check Out	One word checkout	12.55	Whole Group

Session 2 – What is Recovery – CHIMER			
Session 2	Topic/Format/Prompts	Time	Who
Introduction	Check in – a few sentences on what stood out/stayed with you from the first week	10:00	Group Work
Grounding/Energiser	Body Scan	10.15	Facilitators
Module Three	Module three Module Suggestions	10.20	Discussion
Educational Process Overview Recovery Educational Approach	Traditional vs Recovery Education	10:30	Facilitators
Open Dialogue: What is Recovery? Group Work Exercise	What is recovery? What does recovery mean to you? What is the importance of recovery? What's the significance of mental health recovery in substance recovery? What is mental health recovery?	10.35	Open Dialogue Group Work
Break	Break	11.30	Break
Introduction to 'CHIME' Recovery Outcomes	Chimer Outcomes/Themes on Screen	11:50	Facilitators
CHIMER	Take one letter each and discuss: What does this concept mean to your life/recovery? what does this look like in our lives?	12.00	Breakout Groups
CHIMER	Feedback – discuss results from groups – stick up findings beside each other	12.20	Group Feedback
Grounding	Chimer energiser/movement that embodies chimer principles	12.40	Group
Check Out	One word checkout	12.50	Group

Session 3 – Transformation of Power

Session 3	Topic/Format/Prompts	Time	Who
Welcome and Check In	Check in – Reflection (CHIMER) Module Three Module suggestions Overview – strengths based approach – both individual and collective	10.00	Group Discussion
Grounding	Body Tap	10.25	Whole Group
Open Dialogue on Power	Reminder of diversity of experience What is power? What does power feel like? What does disempowerment feel like? How can power be transformed/and or shared?	10.30	Open Dialogue
Break	Break	11.20	Break
Strengths Group Exercise	Situations where you kept going: draw a shield with 4 quadrants symbolising: what was the challenge, what did you do to face it, what did you learn from it, how did you feel afterwards? Individual	11.40	Individual Reflection
	How do we find our strengths? How can we help each other to find our strengths?	12.00	Group Work
	Place shields in the centre: open group feedback on observations	12.30	Group Feedback
Grounding	Body Scan	12.45	
Check Out	One word checkout	12.55	

Session 4 – Causes and Barriers			
Session 4	Topic/Format/Prompts	Time	Who
Welcome		10.00	
Check In	What stood out for you from last week's session? Module three module suggestions	10.05	Group Discussion
Grounding	Exercise	10.15	Whole Group
Ensuring Genuine Co-Production	Spaghetti exercise Taking a genuine Co-production approach, ensuring not on own Revisit the right to inclusion Challenges with Co-production, ensure focus on connection through facilitation	10.20	Group Work
Ensuring Genuine Co-Production	Did anyone take the lead? Did this happen naturally? Did the group work collaboratively? Did everyone contribute?	10.50	Discussion
Break	Break	11.20	Break
Barriers to Recovery	Social determinants, Identity, access to recovery, right to recovery Causes of Mental Health Distress/ Substance Use – bringing in trauma lens/ away from medical model	11.40	Open Dialogue
Module Three Suggestions	Finalise list of module suggestions	12.30	Whole Group
Grounding	Breathing Exercise	12.50	Whole Group
Check Out	One word checkout	12.55	

Session 5 – Module Co-Production and Research

Session 5	Topic/Format/Prompts	Time	Who
Welcome		10.00	Group
Check In	What stood out for you from last week's session?	10.05	Group
Grounding/Energiser	Body Scan	10.15	Group
Feedback Evaluation	Explain feedback evaluation, Q&A	10.20	Facilitators
Overview of Session	Go through grouped suggestions, vote on priority content Identify aims and themes Begin developing a session plan	10.55	Group Work
Recap	Recap briefly on the four themes covered	10.45	Handout
Theming Suggestions	Stick up results of suggestion grouping on the wall into categories or themes Vote on which one to go with Discuss AIMS of module Discuss WHO module is for	11:00	Group Work
Break	Break	11:30	
Session Planning	Hand out sample session plan Discuss important points of session planning, with aims and audience in mind	11:50	Facilitators
Session Plan Exercise	One group per Theme Your group has been assigned the task of developing a session plan for one of our voted upon Themes How would you deliver the aims we have identified through this theme?	12.05	Group Work
Feedback from Exercise	Each group presents session plan	12.30	Group Work
Grounding	Breathwork	12.50	Whole Group
Check Out	One word checkout	12.55	Whole Group

Session 6 – Modules Ready to Go and Next Steps			
Session 6	Topic/Format/Prompts	Time	Who
Welcome		10.00	
Check In	What stood out for you from last week's session?	10.05	Whole Group
Grounding	Breathwork	10.20	Group
Recap	Recap briefly on the four learning outcomes Final group work session researching module content and materials.	10.25	Whole Group
Overview of Session	Module names and Aims identified How do we represent ourselves? What is my/our identity? What meaning do I want to impart? Next steps for group	10.45	Open Dialogue
Break	Break	11.30	Break
	Identify aims and objectives of the agreed modules What meaning do we want to impart?	11.45	Group Work
Open Dialogue	Discuss aims, objectives and what we want to impart and next steps	12.15	Open Dialogue
Grounding	Body scan	12.50	Group
Check Out	One word checkout	12.55	Group

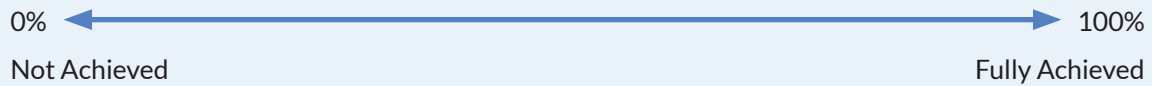
Appendix 2: Templates

Module Group Goals Template

Module Group Goals

(Name and date of module)

Your group identified the following goals. Please rate to what extent they have been achieved from your perspective by marking the line (with an x) between:



Goal	Score rating
	0 ←————→ 100
	0 ←————→ 100
	0 ←————→ 100
	0 ←————→ 100

This form will be completed at the beginning of your module and at the end. For that purpose, please provide your name below:

Participant Name: _____

