Open Space Event:
How can we make Learning in Mind a success?

On Thursday 8th October 2015
At Redbridge Institute of Adult Education
Open Space Event: How can we make Learning in Mind a success?

Delegates

Jon Abrams  Olive Hamilton-Andrews  Natalie Rowe
Jai Aswani  Charmaine Harris  Mustafa Samater
Stuart Bellwood  Christine Hoare  Errolie Sermaine
Tracy Blunden  Lutfun Kuddus  Nicole Smith
Francesca Cliff  Elizabeth Kwaw  Roger Stanislaus
Allison Cockburn  Andrea Leathers  Sue Tatch
Joni Cunningham  Sonia Lynch  Charlotte Trewella
Jane Donovan  Sarah Mendelson  Nadine Wakefield
Emma Dorman  Caritas Nyaguyo  Alison Wade
Jenny Douse  Linda Pearson  Rachelle Whiteoak
Joe Ellis  Marcus Prospere  Mark Willis
Elizabeth Gardner  Jason Ramhotul  Michelle Wood
Donna Gold  Sharad Ranavaya  Glenda Yearwood
Brett Gordon  Michael Roberts  

Organisations represented at the meeting

Age UK  Redbridge Concern for Mental Health
Anxiety Care  Redbridge Institute
Blenheim CDP  Redbridge Public Health
Ecorys  Richmond Fellowship
Imagine  Vision
JAMI  The Welcome Centre
Job Centre Plus  Work Redbridge
NELFT  
Redbridge Children Centres
I’m going to talk briefly about the Learning In Mind project, what it is about, what it is trying to achieve and what has been done so far.

Learning in Mind is our Community Learning Mental Health pilot funded by the Department of Business, Innovation & Skills. It is one of 9 projects approved across London and one of over 60 running across the country.

Our project sets out to:
- Work with local partners from both the health sector and voluntary organisations to develop community learning provision for adults with mild to moderate mental ill health – specifically those with anxiety, depression or sleep disorders
- Establish LIM as one of the therapeutic pathways available to health & social care agencies in Redbridge as well as enable individuals to self-refer
- Evaluate what impact learning has on learners health and wellbeing and use feedback from those who take part in the programme to develop programmes which will make a difference to their health.

In Redbridge so far:
- JAMI a local mental health charity has provided excellent training for our staff
- We have brought together partners to help design our first programme and we have delivered our first courses. We have sent you a copy of our first programme and we hope you have had a chance to read through and have come with your questions and ideas this morning.

I would like to thank Errolie Sermaine, our Project lead who has done a tremendous job in working with partners and really getting things underway and Nadine Wakefield, our project manager.

I am very pleased to introduce Annette Zera our facilitator for the morning. Annette will ensure we have plenty of opportunity to raise questions and make concrete suggestions and proposals for how we can make this really exciting new opportunity of bringing health and learning together a success.
Open Space

Using the Open Space process delegates created an agenda of 14 topics in relation to this question. Groups formed to discuss the different topics and reached the conclusions in the notes below. The numbers in brackets reflect the votes assigned to different suggestions at the end of the meeting.

What is the role of volunteers in the Learning in Mind programme?

<table>
<thead>
<tr>
<th>People considering volunteering need to know what roles are available</th>
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<tbody>
<tr>
<td>Programmes need to be offered in the evenings – volunteers may be working</td>
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<tr>
<td>Volunteer agreement/contract to include commitment of time. Learners will need consistency</td>
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<tr>
<td>Link in with other volunteering programmes, e.g. Active Volunteers</td>
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<tr>
<td>Volunteers are a central part of the Lim programme – our training – accredited to include group dynamics, self-care, mental health awareness and commitment</td>
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<tr>
<td>A recovery programme/pathway for some volunteers</td>
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<tr>
<td>Volunteers need their own support group and a ‘go-to person’ to organise volunteers</td>
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<td>Emergency support programme</td>
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<tr>
<td>Learners can progress to volunteering as part of their recovery – boosting confidence and self-esteem/include transition with buddies to support this/programme to include more challenging roles, e.g. in classroom as skills develop</td>
<td>4</td>
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<tr>
<td>Opportunities for volunteers who haven’t got lived experience, so not a ‘closed’ community – extend the network</td>
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Open Space Event: How can we make Learning in Mind a success?
### Why ‘mild to moderate’ mental health?
How to define those terms? Will people with more ‘severe’ diagnosis be denied access? Who assesses the symptoms?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
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<tbody>
<tr>
<td>Access should not be restricted according to diagnosis, but on how able someone is to apply themselves to study</td>
<td>12</td>
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<tr>
<td>The environment/culture of the courses needs to emphasise that students are learners not patients</td>
<td>2</td>
</tr>
<tr>
<td>Emphasise the pre-course discussions</td>
<td>3</td>
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<tr>
<td>Awareness of key worker or mentors to receive support</td>
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</tbody>
</table>
How can people find out about it in the community? How to get bums on seats?

Networking/mapping partnerships

Educating/creating awareness

Tapping into local services, Local Authority, DWP, community centres

Outreach, training, educating partnerships and workers that are in direct contact with people who have mental health/depression

Linking/mapping partnerships and provisions/services

Have more networking events

<table>
<thead>
<tr>
<th>What services are in the community supporting mild mental health?</th>
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</thead>
<tbody>
<tr>
<td>Imagine mental health service</td>
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<tr>
<td>Jami</td>
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<tr>
<td>MIND</td>
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<tr>
<td>Redbridge First Response</td>
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<tr>
<td>IAPT (Improving Access to Psychological Therapy)</td>
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<tr>
<td>EIP – Early Intervention</td>
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<tr>
<td>Richmond Fellowship</td>
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<tr>
<td>Job Centre +</td>
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<tr>
<td>Redbridge Respite</td>
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<tr>
<td>RCCA – Redbridge Carers Association</td>
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<tr>
<td>Goodmayes Hospital</td>
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<tr>
<td>RAAT (Redbridge Access and Assessment Team)</td>
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<tr>
<td>Mellmead House – Care Co-ordinators</td>
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</table>
How can we reach our target groups and learners?

Run events for employers raising awareness of mental health – saving money or long-term sick pay as a ‘hook’

Set ourselves up as a referral pathway from Goodmayes Hospital – next step

Prevention – courses targeting ‘stress’ before it becomes anxiety/depression/sleep disorders

Package project as ‘wellbeing’ rather than purely mental health so as not to have a barrier. Use a holistic format.

Create a ‘wellbeing first aid kit’ to give to learners. Contact Time to Change for input

Produce promotional material such as keyrings, etc. for learners to keep. Change screensavers to inspirational quotes, etc.
What happens after Learning in Mind? How can people be supported to continue in education?

- Continued support from mental health organisations
- Support from Redbridge Institute to access further courses (learning needs, finance)
- Existing system at Redbridge Institute – learning support – tick on enrolment trigger
- Tutor must be proactive in recommending mentor to continue the support afterwards

How can GPs be targeted?

- No time to change all GP attitudes to mental wellbeing, but, for now, they are vital to project, so Practice Managers and GPs can be enlisted on the basis of reducing costs via prescription cost and referral. Reduced waiting lists, less chronic illness (leaflets in surgeries, pharmacies, libraries)
- GPs and Practice Managers targeted on reduced cost to their practice. Once pilot works, they may change attitudes based on results
- Anxiety on medical record can create bias
How do we make sure we make appropriate referrals to Lim? Who are referral organisations?

Self-referrals – where is marketing about the project being put? Gyms/shops/JCP/Council

Language used – are people worried to disclose that they have a mental health need? Use non-threatening language – ‘do you have trouble sleeping?’

What about people not already being supported by other organisations? Publicised as widely as possible – community engagement?

Outreach Team going out to GPs, etc. – need to find people that would benefit from the programme/Healthwatch

Often people with physical disabilities that have been out of work for a long time may also have a mental health need – how can we target them?

Get the message out as widely as possible – use volunteers?

Training for advisors who might be making referrals? Spot the signs in individuals who might benefit from Lim

Use NHS Expert Patient Programme – the volunteers could refer to Lim?

Hard copy prospectuses are really useful – Age UK could take them into people’s home/leave copies on Dial-a-Ride buses
How will learners be supported?

EMOTIONAL:
Support learner from other organisations at initial session as intro
Help in class – Learning Support Assistant
Self-refer/self-declare rather than assessment – on enrolment form
Help learners in a class – offer 1-to-1 if required
Learning forum – linked in to raise issues
Trained volunteer to support sessions

PHYSICAL:
Mobility/transport – cost – volunteer mini van pick up
Supported to access
Coloured paper to help/promote learning

FINANCIAL:
Costs – FREE COURSES
Childcare
Fundraising – from community to support project
How can you help someone who has mental ill health and is alienated from society?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Advertising – creating awareness about support/services available, through marketing and PR</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to support groups in the local area</td>
<td></td>
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<tr>
<td>Introducing people to things that they can relate to, i.e. hobbies/interests</td>
<td></td>
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<tr>
<td>Working in small groups – slowly reintegrating to bigger groups</td>
<td>1</td>
</tr>
<tr>
<td>Educating society/employers about mental health</td>
<td>1</td>
</tr>
<tr>
<td>Attending sessions like this can help people ‘shell’ (come out of their comfort zone)</td>
<td></td>
</tr>
</tbody>
</table>

How to feel/get/express better? Define terms

<table>
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<th>Activity</th>
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<tbody>
<tr>
<td>Establish common language</td>
<td></td>
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<tr>
<td>Support follow-up – social network – peer</td>
<td></td>
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</table>
5. Impact, evaluation and feedback from learners

End of course feedback and evaluation
Continuous feedback process
Students engaged in evaluation design (co-develop)
Peer learned evaluation process - getting the learners involved
Collaborative process - take the feedback forward to next levels
Management to address issues. What is/is not working

Monitoring content, challenging, rewarding, learning development, wellbeing
Ensure people’s feedback is heard (voice heard) and people feel valued
Sharing with community
A variety of methods e.g. focus groups, feedback forms, additional comments, demonstrating impact.
Visual auditory, kinaesthetic

Have clear objectives
Knowledge, skills, behaviour, wellbeing, social interaction, reduce isolation, motivation, the difference this makes, next step (progression)

Make it look good
Rehabilitation and reintegration, therapeutic pathways
Leads to recovery increased confidence, increased self esteem
(smaller group increase intimacy)

Ripple effect
People will move on to another course and tell others about the experience

Positive and negative
Identify learners need and support needed

What enables people to participate and engage in learning
Identify what new courses are needed e.g. social skills, communication skills NLP plus coaching and mentoring increase self-awareness

Initial consultation with potential learners leads to continuous review and development Identify what learner goals are before and after (and during). Not just a written exercise

Case studies
Concluding remarks

These are some of the comments made at the end of the meeting:

Great people, networking, very informative - anything is possible with people with mental health issues with the right support and with us working together. It is a great idea - we’re looking all the time for different things to signpost service users to.

Great to meet everyone.

Thank you to the Institute for organising an event that’s been really an eye opener - meeting so many organisations I haven’t known - we have gone a long way today and there’s a lot to take away.

Thanks for a useful event, very supportive for everyone and that is key word – support – in, through and out, achieving what they want to achieve and not dropping off the perch afterwards.

Thank you for organising an excellent meeting, it’s been an opportunity to meet people doing good work who I didn’t know existed.

Thanks for the opportunities for our clients and ourselves.

Grateful to be part of this process – a nice opportunity for this project to develop and I look forward to something that will grow and be sustained.

I’m humbled by what I’ve learnt this morning.

Great day.

I enjoyed the discussions, it’s been productive nice to see where it goes from here.

Thank you for inviting us, a good eye opener as well as meeting new people from round the corner.

Interesting discussions and I enjoyed the Open Space. I look forward to being part of the project as it evolves.
Enjoyed meeting and good to meet people - a lot of us work in this area and a good way to come together. Learning for everyone is liberating and it is good it is inclusive.

Conversations in groups very insightful and a lot of positivity.

Thanks to all the organisations for coming together and interacting with each other - without learning we wouldn’t be able to progress.

I’m really excited about this - it is designed to solve a real problem - this can’t fail with everyone so positive.

Most important meeting all the organisations working with changing lives for the better - we should have more events like this.

Really excited - I came from this college when this wasn’t available.

Very grateful for the chance to come – I like the way we were in a circle, all the same without anyone in front or behind – a great venue, with the fire exit I can easily go, and I’ve got a good appetite for lunch!

I’ve taken from today the impact of hope and inspiration, wanting to see this project being a success, I hope it inspires a lot of learners.

Very informative, I met some very nice people and wish it had been available when I needed it.

Thanks for the invitation. I’m grateful the government have realised the importance of making links between adult education and mental health and can see the need. I’m so excited at the approach taken in Redbridge. A great session.

Really enjoyed today - nice to meet people form organisations - a good thing to keep doing and would love to help facilitate this if we can share email addresses.

Errolie - a huge thank you … it has been so nice to be in room with people who are passionate.

I was positive months ago, but more so now.

I’m a governor and interested in how this project pans out – I have no doubts it will succeed and am really hopeful that we will make a real impact.

Joni concluded the meeting – Thank you all for contributing so much in a relatively short time – an amazing set of ideas, recommendations and suggestions that we will look at carefully with partners. I’ve felt quite exhilarated, excited and inspired at seeing everyone so intensely engaged, discussing what they could bring to make this process the success it needs to be. Thank you again.