

ELECT

European Learning Communities for Training of People with Mental Illness

13388-LLP-1-2007-FI-GRUNDTVIG-GPM

[Www.elect-project.eu](http://www.elect-project.eu)

THL - P.O.Box 30 , FI-00271 Helsinki, Finland



The final seminar of the ELECT project in Copenhagen



This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

In this issue:

- The final seminar of the ELECT project in Copenhagen 1
- New manual for study support 2
- What do people wish to learn? 3
- Training of trainers work package created a FACILITATOR'S GUIDE 4-5
- The pilot course for training the trainers : evaluation 5
- Quality and the Evaluation report of the ELECT project 6
- Lifelong learning and rehabilitation of people with Mental 7

The final meeting of the ELECT project meeting was organized in Copenhagen 21th-22th September 2009. The meeting venue was City hall of the Copenhagen.

All the ELECT project outcomes were presented in the meeting. Also the experiences of the project work and feedback were discussed together.

All final meeting presentations and project out-

comes can be downloaded from the website: www.elect-project.eu/download

Dissemination and exploitation of the ELECT project outcomes

The ELECT project consortium did plan a new project proposal for the advanced dissemination and exploitation activities after the ELECT project (LLP Call for proposals 2009). Unfortunately

the *ElecNET Grundtvig thematic network* was not selected for co-funding this time.

The ELECT consortium is considering new actions for the Lifelong learning Call for proposals 2010. Meanwhile every partner organisation will continue disseminating the ELECT project results in their own organisations and among stakeholders.



New manual for study support

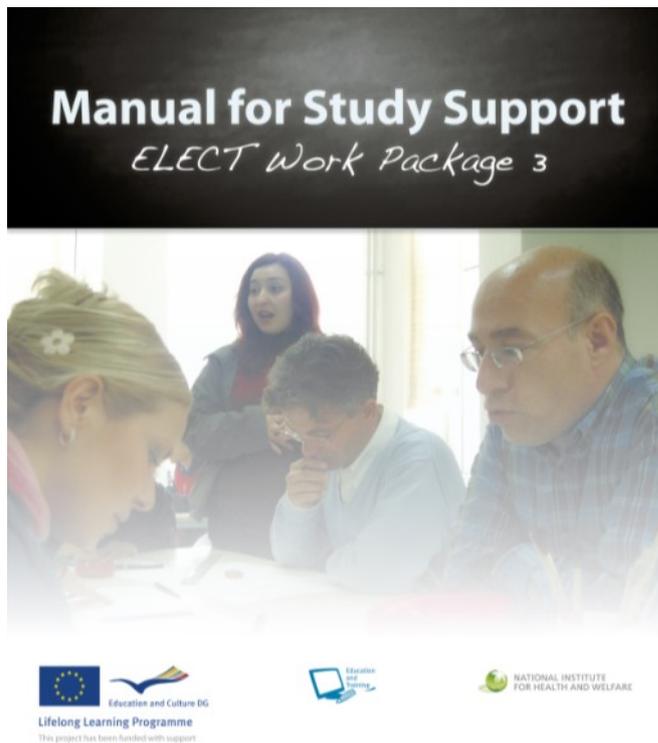
Manual for study support presents a toolbox for the Clubhouses which have an interest to start a study support program. Study support for people with mental illness may contain several elements which have been described in the manual.

The manual is partly a result of a survey conducted in January 2008 which constituted the first phase of the work in the ELECT Work Package 3. Its purpose was to make a road map for the existing "Support methods for education and training" in 17 clubhouses in Finland, Germany, Austria, Denmark, Norway, Iceland and United Kingdom.

The results of this survey presented that the study support could be divided in six categories. These categories were: 1) Information about education, 2) Contact to educational institutions, 3) Practical help, 4) Education or classes in the clubhouse, 5) Support, tutoring (Individually & in groups) and 6) Study-techniques.

Lifelong learning has become more important in our society

It has often been suggested that the western culture has changed from an industrial society to a post industrial society in which knowledge, education and life long learning play a key role. Clubhouse concept is founded on principles of



work ethics which arose in the industrial society. They put emphasis on the daily work and participation in a working community as essential for the development and well-being of the individual member.

These values are still valid, but in order to keep up with the development and reach a new target group Clubhouses must take into consideration that society and the content of the work concept has changed.

The study support programme is a way of dealing with these fundamental alterations. The focus is still on the individual healing process in a mutual and common working unit, but in the study offer it is studying itself which is seen as work.

This emphasis on empowerment is also evident in the formulated Clubhouse standards. On one hand the clubhouse should support the member in her/his pursue of educational goals, on the other hand this should be done in a way which make use of the member's own resources:

The Clubhouse assists members to further their vocational and educational goals by helping them take advantage of adult education opportunities in the community. When the Clubhouse also provides an in-house educational program, it significantly utilizes the teaching and tutoring skills of members.

Text source: Manual for Study support 2009. Elect Work Package 3.



What people wish to learn?

Activation and motivation Work package of the ELECT project presents Clubhouse good practices related to learning and motivation. Report also clarifies the needs and goals of the Clubhouse members.

According to the report all European Clubhouses (24), which took part to the work package survey, did offer courses for their members. Most of the courses focused on languages and computer skills. Apart from these topics there are a lot of other lessons in the field of arts, sports and wellness, communication and skills for daily living like cooking, food hygiene, studying skills or reading newspapers.

Teachers are mostly members but also staff offers a lot and then there are volunteers, teachers and students from outside the Clubhouse community.

What people have learned, what are their future goals?

Clubhouse members describe that they have gained computer and language skills from the Clubhouse. Also practical skills such as kitchen work, reception work and economy were mentioned. They also told about learning social skills: to finish work, to be friendly, flexible, concentrate, co-operative, to get confidence, self-esteem and responsibility.



They had got a social network and learnt to say no.

Asked if they thought about how they would like to develop, and if that is the case, how, most of the respondents would like to go back to studies or work in one way or another.

When they have reached their goals, life will be different. They would become calm, stable, having satisfying work, many friends, a family, feel safe and fine, have no stress. They will be happy and relaxed, better fit in society. They will gain self esteem and confidence. They think, they will be better at dealing with other people and feeling involved and not so alone. They will have more money, an own flat. They will be able to travel. And they will have a job.

The overall outcome of all work package questionnaires and discussions is, that every clubhouse member wants to learn something. In general Clubhouses do offer a broad field of learning possibilities to the members.

The questionnaire about needs and goals shows that people with mental illnesses have the same needs and goals as everybody else: a family, friends, a meaningful life with an education and a job. The goals are reached through life long learning - also in the clubhouses, where members learn how to behave, social relationships, basic skills which for some members result in education and employment.

Text: Activation and Motivation report. Elect Work Package 2.



“People with mental illnesses have the same needs and goals as everybody else: a family, friends, a meaningful life with an education and a job.”





The Mosaic Clubhouse in London hosted the ELECT pilot training in March 2009.

Training of Trainers Work Package Created a FACILITATOR'S GUIDE for Supported Education Courses

The training of trainers Work Package organized a one week supported education pilot training in London March 2009. Based on the experiences of this course, the work package designed The Facilitator's Guide for the future course organizers.

The Facilitator's Guide is designed to be used by Clubhouse members and staff who will be delivering the Supported Education Training to other Clubhouse members and staff.

How to Use?

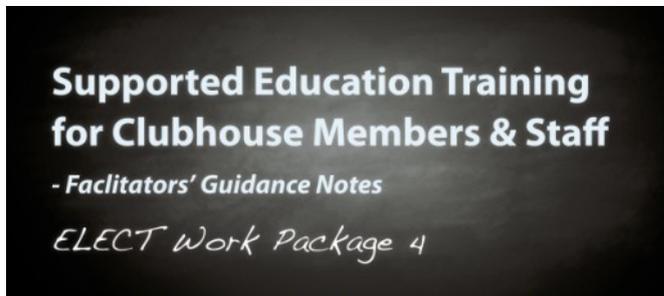
The Guide provides facilitators with all the information required to deliver the Supported Education Training Course. Information covered includes:

- Purpose of each Exercise.
- Step by Step Instructions on how to set up and deliver each exercise.
- List of all resources required for that exercise. Prompts to stimulate discussion.
- Key points to cover within each exercise.

These provide the underpinning knowledge and information that needs to be communicated to participants.

Involving Education Services

It is strongly recommended that facilitators



involve education service providers in their area. They can be involved in helping to adapt and deliver the full training session and/or by having a key role at least in Exercises 5 and 6.

It is also strongly recommended that, where appropriate, two contrasting models of student support systems are identified and utilized for Exercise 5 (Visits to Education Providers).

Ideally, these education providers will be ones whose courses are attended by Clubhouse members. Course participants may be divided into 2 groups, each to visit a different educa-

tion provider with contrasting models of student support systems.

Publicity, information and student support materials generated or utilized by each education provider visited in Exercise 5 will form the reading materials for this exercise. This is supported by the handout **Support for Learning**.

Involving Clubhouse members

It is essential that Clubhouse members are involved throughout the planning and delivery of the course. It is recommended that each exercise within the course be supported through the

"The Supported Education Course provides its host Clubhouse with both a challenge and a golden opportunity to be a model of good practice in supporting learning."

provision of written testimonials appropriate to each exercise. Those members who have provided such testimonials are best placed to participate within discussions.

Supporting Participants

The Supported Education Course provides its host Clubhouse with both a challenge and a golden opportunity to be a model of good practice in supporting learning. The organisation of the course, the provision of

Unit Work, Visits and Special Events should all demonstrate the "Good Practice" principles that course participants will ultimately identify.

Good practice should extend to the facilitation of discussion. For example, not all participants will be adept at note taking and it is recommended that course participants are provided with notes containing all the salient points that arise during each discussion. Such notes should

be provided in a clearly legible format as soon as possible after each discussion has ended. This will ensure that all course participants are free to engage fully in discussions as well as keeping up-to-speed with the progression of ideas generated by the discussions.

Text source: Facilitators' Guidance Notes. Elect Work package 4.



The pilot course for training of trainers : evaluation

The London Pilot Course in March 2009 had nine participants. They all gave their feedback in web in the afternoon of the last course day. The evaluator (Tuija Kotiranta from THL, Finland) rated all the answers by the scale 1 – 3. The grade 3 was very good, 2 good and 1 poor.

The answers got these points: 2, 3, 2, 3, 3+, 3-, 2, 3, 3 = 24/29. It means that the average point was about $2,6 / 3 = 3 -$. Most of the participants were very satisfied and they had almost nothing critical to say. Only three or four participants found that the literal material was too difficult and they got it too late.

Now the participants tell themselves:

- "It was a god organized course, well prepared".
- " I am very pleased

about the training and I got huge amount of information, from my colleges through discussions."

- " I thank all and it was an amazing training and the value of the training is excellent. I am proud that I took part in the first training in the world!"

- "I found the pilot course to be very interesting."

"The visit to Kingston College was also interesting."

"Contents of the day were rewarding and opened my eyes to our own work in a wider perspective."

"We have spoken a lot but done a little to support members to find, get and carry out further education. At the moment I have a lot of ideas to make education more

visible in our house."

"I think that by putting effort to supported education we can differentiate ourselves from the other players on the field of rehabilitation."

And this was the only critical side of the course, this kind of comment came from three – four participants:

"One comment on what could be done better. We got a lot to read and it was to my opinion too much."

Most of the participants said that the materials were ok: "The written materials were relevant to the Discussion Sessions and enhanced the learning experience."

Text source: The Evaluation report of The ELECT project

"I thank all and it was an amazing training and the value of the training is excellent. I am proud that I took part in the first training in the world!"





Evaluator Magnus Karlsson

Quality and the Evaluation report of the ELECT project

The quality and the evaluation report of the ELECT project has studied the quality and outcomes of the project.

ELECT project was coordinated by THL, the National institute for Health and Welfare (Finland). The Ersta Sköndal University College (Sweden) was the leader of the Quality and evaluation work. Rest of the partners were 10 European Clubhouses or Clubhouse coalitions for people with Mental illnesses.

Statistics from Clubhouses

The number of unique daily visitors at the clubhouses differed from 25 to 75 members (mean=47), with an indication of a duality: some clubhouses had about 35 members, while others had about 70.

Most members had severe (about 60 %) or moderate (about 30 %) mental health problems – this was similar at most clubhouses. About 50 % of the members were considered as moderate educated, while about 20 % were seen as high and about 30 % as low educated.

About one third of all clubhouse members wanted to work on the open labour market if they found a position that matched their skills and education, and a little more than that wanted to study if they

got the opportunity, according to clubhouse estimates. In all, 130 members have taken part in activities arranged by the Elect project.

About 35 % of members at all clubhouses would hesitate to study even if they got the opportunity, and the similar amounts do want to study.

Project implementation

In all, there have been five consortium meetings as planned, all well prepared and with representation from all or most clubhouses. These meetings contained a relevant mix of planning, social activities, lectures and feedback that in all kept the project steadily running. Project work was divided between six “work packages”.

Coordinator synchronized work packages through the meetings and information channels such as e-mail and web site. Work packages were clearly defined, focusing their tasks, and members within kept communicating.

Concluding remarks

To conclude, the Elect-project has fulfilled the goals that were initially set up and formulated in the quality criteria: meetings have been held, good practices have been documented, one pilot course and one computer-based course (including a curriculum)

have been executed with satisfying results and documentation (web, newsletters, evaluation reports and final reports) has been distributed. Most of the tasks have been carried out to a greater level than expected.

Members with mental illness have participated not only in the courses given, but also in the international meetings and in the daily work to plan, run and document the courses. This user participation can be seen as a self-standing value, and even a step in a lifelong learning process.

On an organizational level, this project have given representatives from clubhouses from seven different countries in Europe an opportunity to meet and to exchange ideas about a central activity within their work: according to what is stated above, knowledge and education is more important than ever when it comes to bring people with mental illness (back) to a “normal” life. This new collaboration and exchange of ideas between clubhouses in Europe can also be seen as a self-standing value: it has created a European platform that can generate results long after the actual project is ended.

Text source: -Quality and Evaluation report of the ELECT-project. Elect Work Package 5

“Members with mental illness have participated not only in the courses given, but also in the international meetings and in the daily work to plan, run and document the courses. This user participation can be seen as a self-standing value, and even a step in a lifelong learning process.”



Lifelong learning and rehabilitation of people with Mental Illnesses

Rehabilitation for people with mental illness has for a long time been seen as problematic, but since the 1970's and the 1980's more efforts have been made in order to include people with mental illness into society.

One way of doing so was to bring them (back) to the labour market. In brief, two different strategies were used: train-then-place, and place-then-train. The "train-then-place" strategies aimed at training people with mental illness for a job, and then place them at such job. The second strategy, "place-then-train", works in the opposite direction: persons with mental illness who wants to work are rapidly placed in a "real" work situation, and trained at the work place if necessary. This second strategy has been proven more successful when it comes to help people getting a job (Karlsson 2008).

However, there are at least two reasons why joining the work force can be difficult for people with mental illness. First, even if the "place-and-train" strategy shows good results, it means great demands on the workplace, and partly as a result of that, there are a limited number of such places.

Second, many people with severe and long-lasting mental illness, are

undereducated and cannot compete on the labour market.

Fountain House Club-house rehabilitation

Fountain House Club-house has been the leading organization when it comes to work rehabilitation for people with mental illness. In US, the organization strived already in the late 1950's to help their members getting (back) to the labour market, and a little more than a decade later they actively participated in the US national efforts for rehabilitation for people with mental illness.

They have since then worked with both strategies: through "the work ordered day" they have trained their members within the clubhouses and prepared them for work, but they have also, through "transitional employment" and "supported employment" offered jobs to people with mental illness, and trained them on the spot.

Lifelong learning as a "latest big idea"

Today, as Kristensson Ugglå puts it, lifelong learning have become the "the latest Big Idea", which probably suits this target group well: 1) they are undereducated and need further education in order to get into the labour market, 2) education bring not only

better possibilities on the labour market, but also give people with mental illness better possibilities to express their needs, fight for their rights and prevent stigmatization, and 3) the form of lifelong learning, that is a process through life and aims for a wide range of knowledge, probably suits the target group better than competitive, focused "one shot" learning opportunities. In this perspective, it is natural for Fountain House in Europe to widen their activities not only to cover work for their members, but also education, in order to assure good rehabilitation opportunities.

Life-long learning and a user movement perspective

As stated above, education can be emancipatory for people with mental illness. It can be assumed that education help people to express themselves, their needs and rights, that they are helped to get (back) to a "normal" life (including work on the labour market) or relate to such, and that they can get the freedom to make "the most of their knowledge and competences". Knowledge can also encourage people to question mistreatment and to organize themselves in order to claim their rights.

According to this, educa-



"Education can be emancipatory for people with mental illness. It can be assumed that education help people to express themselves, their needs and rights, that they are helped to get (back) to a "normal"



Lifelong Learning Programme in web:

http://eacea.ec.europa.eu/lfp/index_en.php

tion can bring values to the user movement, but this present project also suggests the opposite, that a user run organization provides education and educational possibilities to a single member. Janssen et al (preprint 2009) highlight “the need for naviga-

tional support in education and life-long learning” (p 1) and try to find alternatives to costly one-to-one advices. In this present case, education efforts at a clubhouse, a member run organization; the user organization can itself provide advices and support to

their members.

Text: Magnus Karlsson.
Evaluation of the ELECT project 2009.

ELECT CD-rom Available



ELECT CD-rom contains all relevant materials and outcomes produced by the ELECT project. You can order the CD-rom from THL free of charge. Please send e-mail to ville.gronberg [at] thl.fi.

Contact information

THL - National Institute for Health and Welfare

Ville Grönberg
Project manager
ELECT-project
P.O.Box 30
FI-00271 Helsinki, Finland

Mobile +358 400 259 029
Tel. +358 20 610 7130
Fax. +358 20 610 7201
E-mail. ville.gronberg[at]thl.fi
www.thl.fi
www.elect-project.eu

Mervi Lahti
Financial Officer
Participation and Accessibility Unit
P.O. Box 30,
FI-00271 Helsinki, Finland

Mobile +358 40 517 8811
Tel. +358 20 610 7609,
Fax. +358 20 610 7201
E-mail. Mervi.lahti[at]thl.fi



ELECT Newsletter 2/2009

Editor:
Ville Grönberg
STAKES

Photos:
ELECT project



**NATIONAL INSTITUTE
FOR HEALTH AND WELFARE**