


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

Initial Two-Year Proof of Concept Evaluation Report



“For me the realisation that recovery was a realistic aim and not just a word, helped to push me into a more positive frame of mind. The College has helped me recognise recovery and opened me up to things I can do to develop it and keep it going.”

DNNE Recovery College Student

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For further information contact: liam.macgabhann@dcu.ie or John.W.Kelly@dcu.ie

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Authors of Report:

Bernard Kenny, Emer Kavanagh, Helen McSherry, Geraldine Brady, John Kelly, Dr Liam MacGabhann, Martha Griffin, Dr Mary Farrelly, Nicole Kelly, Patricia Ross, Ronda Barron, Rowena Watters, Sean Keating.

Acknowledgements

We would like to acknowledge the collective of partners who comprise the Dublin North, North East Recovery College including: local mental health services; centres of nurse education, community education organisations, Dundalk IT, LMETB, mental health voluntary organisations, Advancing Recovery in Ireland, National Youth Council of Ireland and local youth groups.

The Dublin North, North East Recovery College extends their thanks to the Nursing & Midwifery Planning & Development Unit, HSE Dublin North, Office of the Nursing & Midwifery Services Directorate who provided innovation seed funding to support the establishment of the Recovery College.

Foreword

In 2015 when a group of interested people came together to envisage an autonomous community based Recovery College for the Dublin North, North East area we had no idea how it was going to evolve. We had the passion, the motivation and some established partnerships that boded well. At this time other recovery colleges were emerging across the island of Ireland, many struggling to find a footing, a community identity and of course sustainable funding.

At that time there was no foundational evidence base in Ireland for the effectiveness of such enterprises within the overall schema of recovery-orientated providers in mental health. This report is testament to the energy and vision of our partners; course facilitators, staff and students that have worked tirelessly to support the DNNE Recovery College during our first two years of programming and community development, fuelled by the belief in people's innate potential for recovery in participating communities.

When diverse perspectives are shared in a collaborative fashion, the transformative output outlined in this report exemplifies that the end product of community based co-created approaches works more effectively than where singular standardised perspectives prevail. However, history has shown repeatedly that often the challenges are often met by the same thinking and perspectives that brought about the challenges in the first place.

Hence, sometimes no real change occurs apart from a turn of phrase or new language for the same thing. That this Recovery College was born out of and continues to thrive because of diversity of perspectives is an exceptional outcome in itself. Many have aspired to such a process and have not necessarily been able to achieve it.

As an organisational process, I have no doubt that the collaborative multi perspective approach to autonomous governance, decision making and operations of the college have had a significant influence on why the results of this evaluation are so positive. Ironically, if we think about many of the qualitative contributions from students, the things they say about their positive college experience are the very things almost every service user study recommends in service provision. There are lessons here for more than just providers of recovery education.

Proof of concept is now clearly established for the community based approach taken by Dublin North, North East Recovery College and this report will offer a major contribution to our knowledge and practice in recovery education. However, sustainability is not yet established. I sincerely hope, now that proof of concept is established and the systemic positive impact on people's recovery has been demonstrated that sustainability will be a given.

This report is not the place or time to name names. Suffice to say that the collective endeavours of everyone involved in establishing the Recovery College has created a thriving community and the rewards are evidenced within this report. Recovery is a process, a journey, an experience, a transformation; and I wish the Recovery College well as it further embeds itself in the community it serves, upon its own recovery journey.

Liam Mac Gabhann

Chairperson, Dublin North, North East Recovery College Steering Group

Introduction

The Dublin North, North East Recovery College (DNNE RC) provides transformative mental health recovery education programmes to adults and young people throughout the North Dublin, Louth and Meath areas.



Launched in October 2016 with the progressive aim of creating an inclusive culture of recovery education within the community, by August 2018 the college established robust, evidence based recovery education and community development programming throughout three counties.

This report demonstrates how DNNE Recovery College - in collaboration with local mental health services, educational institutions, community and youth groups - has taken an innovative and effective lead in developing integrative community based social educational approaches mental health. Actively supporting a persistent drive in Irish Mental Health Services to create organisational change towards the provision of recovery orientated service delivery (HSE 2016),

This process can really change how we do things and make everything more equal, it was fascinating to be part of; so democratic and gave a voice to everyone... It has made me look at other things we do in the service and look for a way of co-producing at every opportunity.

Recovery College Student and Mental Health Service Partner



The Story So Far

During our initial two years, the DNNE Recovery College delivered:

24 cooperative learning
Adult Education
Programmes

*'Mental Health
Champions'*
Youth Programme

North Dublin Triologue
Group Development
Support

Coproduction &
Facilitation Skills Training
for participants from all
stakeholder groups

*'Erasmus + funded
Youth Worker training'*
to deliver MHC
programme locally

Organisational lead
for All Island Recovery
Education Seminar:

In numbers, by the end of year two:



366

individuals engaged
on our adult educational
programmes



780

participants engaged
with our community
development
initiatives



15

Youth Groups engaging
with our Mental Health
Champions youth
programme

“It is important to have a community and a place like this to come to, it helps you grow and not isolate yourself from everyone around you. My new level of comfort with other people has opened up other avenues to me. I have since applied for a CE scheme and got it. I would not have done this prior to my RC experience.”

Recovery College Student

Emancipatory & Social Approaches

There is now global recognition that continued over reliance on medical approaches to supporting mental health recovery, in the absence of well-resourced, integrative social approaches, serves to perpetuate marginalisation, stigma and poor recovery outcomes, therefore infringing on the human rights of all.

Effective Tools for transformation

The Community based approach taken by DNNE Recovery College provides a transformative range of inclusive recovery education programmes for communities in the Louth, Meath and North Dublin areas. This mixture of creative, holistic and practical skills programming works to utilise, fuse and enhance the knowledge, skills and experience of people with both personal and professional experience of overcoming mental health distress.



United Nations Special Rapporteur to mental health 2017



Transformative Adult Education

The DNNE Recovery College takes a partnership approach to deliver our cooperative learning programmes throughout a host of educational and community sites including:

DCU School of Nursing & Human Sciences	DKIT Dept. of Nursing, Midwifery & Early Years	Louth/Meath Education Training Board
Drogheda Institute of Further Education	Fingal Education Services, Balbriggan	Participating Family Resource Centres

Recovery Education Programming Sample (Spring / Summer 2018)

COURSE	VENUE
Creative Facilitation Skills	Recovery College Room, DCU
Mindfulness & Compassion	Dundalk Institute of Technology
Thoughts Feelings Actions	Recovery College Room, DCU
Crafts for Wellness	Finglas Addiction Support Team Venue Finglas
Get Yourself Connected through Drama	LMETB, Navan
Understanding & Renegotiating Trauma	Dundalk Institute of Technology
Know Yourself, Your Tools & Your Triggers	Dundalk Institute of Technology
Barriers & Bridges	LMETB, Navan
Healing Voice Workshops	Interfaith Centre, DCU
Dip Your Toes Into Creativity	Dundalk Institute of Technology

Course Uptake:



Proof of Concept:

Go to page 16 of this report.

Calling all stakeholders

Working to achieve an inclusive culture of mental health recovery in the community, our programme design and delivery includes as many stakeholders as meaningfully possible. With these goals in mind, the college provides:

Coproduction programmes designed to support participants to collectively design course content

Facilitation training for all stakeholders, ensuring cooperative course delivery and group facilitation practice


Autonomous decision-making structures centrally informed by people with lived experience in conjunction with relevant partners

Sample Promotional Posters

THE DUBLIN NORTH, NORTH EAST RECOVERY COLLEGE
in collaboration with The Louth, Meath Education Training Board
Summer Courses 2018

Barriers and Bridges

This six week workshop supports participants to develop their confidence and ability, explore their lifestyle by learning everyday skills and connecting with their community.



Facilitators: Martha Griffin, Gillian Cassidy & Sinead Walshe


Learning outcomes – on completion participants will:

- Understand the role that self-care plays in enhancing our self-esteem
- Understand the importance of and contribution that healthy eating, self care and physical activity can make to wellbeing and recovery.
- Explore relationships with self and others.
- Gain knowledge of community and local amenities

Dates: May 8th – June 13th 11.00 -1.00
Venue: LMETB, Abbey Road, Navan, Meath
Format: six weekly two hour session

To register contact:
phone: 01 7007907
email: recoverycollege@dcu.ie
website: www.recoverycollege.ie

The Recovery College welcomes everyone with an interest in mental health wellbeing and recovery. For more information these courses go to: www.recoverycollege.ie/our-courses



THE DUBLIN NORTH, NORTH EAST RECOVERY COLLEGE
in collaboration with the Louth, Meath Education Training Board
Summer Courses 2018

Know yourself, your triggers and your tools

This eight week workshop supports participants to explore themselves, their triggers and learn tools to problem solve those problems.



Learning outcomes – on completion participants will:

- Develop an awareness of self.
- Explore self belief & self worth and what could inform this.
- Develop problem solving and resilient coping skills
- Explore triggers, warning signs and how to work with them.
- Explore assertiveness, self-advocacy and the power of being heard.

Start: Tuesday, October 23rd 11.00 -1.00
Venue: Alpha Learning Centre, Bective Street
Format: Eight weekly two hour sessions

To register contact:
phone: 01 7007907
email: recoverycollege@dcu.ie
website: www.recoverycollege.ie

The Recovery College welcomes everyone with an interest in mental health wellbeing and recovery. For more information about these courses go to: www.recoverycollege.ie/our-courses



“Enlightening, being a student gave me something to do every week. Time out for myself, time to reflect and meet new people, to be myself and not apologise for being me.”

Recovery College Student

Ground-breaking Youth Mental Health Promotion

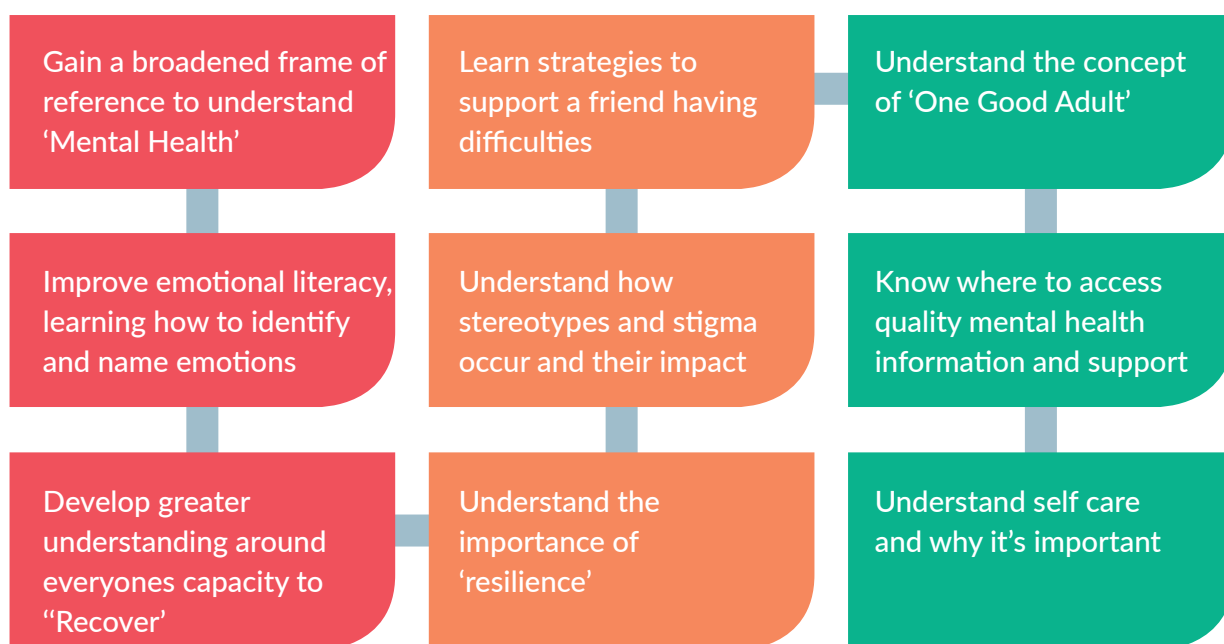
To meet the explicit need in our community for preventative non-formal youth mental health education that is designed both with and for young people, DNNE Recovery College developed an eight-week youth programme entitled **Mental Health Champions** in partnership with:

- ▶ **Young People attending local Mental Health Services**
- ▶ **Mental Health Youth Advocates**
- ▶ **Three North Dublin Youth Projects**
- ▶ **National Youth Council of Ireland**
- ▶ **DCU School of Nursing and Human Sciences**

Further to successful programme delivery - at the end of which 100% of participating young people agreed that their peers would benefit from engaging with this course - the Mental Health Champions Partnership went on to successfully apply for Erasmus+ funding to train 30 youth workers to deliver the Mental Health Champions programme locally. This training was delivered during August 2018.



Mental Health Champions Learning Outcomes:



Mental Health Champions Programme Development Milestones

<p>Pre development</p> <p>↓</p>	<p><i>Mental Health Champions</i> programme content was developed in collaboration with young people attending St Patricks Mental Health Services, Dublin 8.</p>
<p>March – September 2017</p> <p>↓</p>	<p>MHC Partnership convened to developed the programme to suit non-formal youth work educational approach. Partners identified on page 8.</p>
<p>October – December 2017</p> <p>↓</p>	<p>Pilot programme conducted with young people attending the following three North Dublin Youth Groups:</p> <ul style="list-style-type: none"> ▶ Trinity Youth Services, Donaghmede, Dublin 13 ▶ St Pauls Youth Club, Artane, Dublin 5 ▶ Connections, Feroige, Whitehall, Dublin 9
<p>February 2018</p> <p>↓</p>	<p>Erasmus + Youth Mobility funding secured to provide an MHC train the trainer programme to Youth workers from Ireland and across Europe.</p>
<p>August 2018</p> <p>↓</p>	<p><i>Mental Health Champions Train the Trainers Programme</i> delivered to:</p> <ul style="list-style-type: none"> ▶ 30 Youth Workers representing 12 Youth Organisations, across 8 European countries.
<p>August 2018 – Present</p> <p>→</p>	<p>Our MHC Train the Trainer programme has resulted in 6 facilitations teams currently working to deliver the MHC programme locally to youth project throughout the North Dublin and Meath Areas.</p> <p>The MHC partnership is also working to secure funding to run a second Training for Trainers programme in June 2019.</p>

At the time of launching this report

The Dublin North, North East Recovery College is presently working to secure funding for a whole time Youth Health Education Lead. This post will focus on the sustainable and collaborative development of non-formal holistic health programming for and with young people, in the areas including emotional, physical, sexual, social and cultural health.

The impact, effectiveness and continuous development of our Mental Health Champions Programme to youth projects, schools and third level institutions, now works additionally as a beacon and a prime example of our innovative social approach to providing young people with effective non formal health education.

‘This course had a very positive impact on the group, it was very easy for young people to be open and honest. Participants parents have commented since the program, that they have brought the learning home, recommending solutions for others. I have already recommended this programme to other professionals.’

Professional Youth Worker

Informing and Transforming Communities

Enhancing Social Capital

The Dublin North, North East Recovery College works to support local communities to reframe mental health in the direction of inclusion through the provision of mental health recovery education and community development programming which are open to everyone. This transformative approach to personal and social mental health recovery works constructively to support communities to move beyond the sole provision of an overly medicalised mental health care system.

Our approaches recognise that each and every person in Irish society has mental health to look after, and as such that *both mental health wellbeing and distress need to be valued as central to the interests of all communities in which we live*. Our inclusive approaches, examples of which are included throughout this report, engage all community stakeholders in transformative education and constructive community development initiatives to enhance everyone's right to live fully in the community.

By actively supporting citizenship to build stakeholders social capital, we work collectively with all stakeholders including mental health service users, supporters, mental health professionals and community agencies to design and deliver all aspects of our educational and community development programming. This empowering ethos ensures anyone engaging with the college is encouraged to share ideas and take action – therefore contributing to the wellbeing of their own local community.

Along with helping to design and deliver our educational programming our students and agency partners play key roles in championing the work we do locally by organising community initiatives such as our winter and summer wellbeing festivals. These festival days are good examples of the creative platforms we provide for those engaging with the college to share their recovery college experiences, celebrate mental health in the community and inspire others to get involved.

Each year our combination of inclusive education programmes and local community led initiatives has worked to generate a ripple effect - attracting more and more community members and groups throughout the North Dublin, Louth and Meath areas to engage. With this increasing ripple effect comes a greater awareness among everyone involved - that this inclusive and transformative approach to mental health recovery in the community offers us all the chance to collectively create the changes needed to ensure we all live in a more supporting, accepting and mental health friendly society.

Informing and Transforming Communities

Community Development

One of the recognised challenges facing mental health recovery education stakeholders - is that negative perceptions about mental health have yet to change in the wider community so fear, stigma and marginalisation remains unchecked.

In working to develop an inclusive culture of mental health recovery in the community, DNNE Recovery College takes a community development approach supporting people to engage in meaningful ways beyond the primary scope of course participation.



To date the strongest examples of these have taken the form of our Recovery College Open days, Student Forum space and the evolution of the North Dublin Trialogue Community Group.

North Dublin Trialogue Group

Recovery College Students have been central to the development of this open dialogue space; open to all members of the North Dublin Community interested discussing mental health topics.

Meeting monthly in All Hallows Campus, DCU, as part of a National Trialogue Network this space invites people experiencing mental health difficulties, their supporters and professionals to come together, sit in a circle and talk and, most importantly, listen together. www.trialogue.co



North Dublin Trialogue Outcomes include

Meeting monthly in All Hallows Campus, DCU, the North Dublin Trialogue group.



Informing and Transforming Communities

Valuing and Celebrating Mental Health



Summer & Winter Wellbeing Open Days

These student-led open days are now established high points of the year. Each open day provides students from the Louth, Meath and Dublin areas an opportunity to connect with each other and their wider community, celebrate their personal achievements and shine a positive light on mental health & the work of the college.

Outcomes include

3
Events held

Student Led Workshops & information sessions

295
Attendees

Networking with local community groups

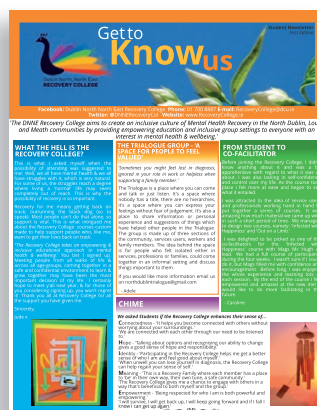
Student Forum & Student Newsletter

This student led space meets six times per year to inform all college, course and community development decision making. During this time Student forum members worked to support curriculum design and delivery, community event organising and hosting and awareness raising around Recovery Education throughout the community.

Outcomes include

- ▶ 16 monthly Student Forum meetings
- ▶ 168 participants informing college and course development
- ▶ 5 Student Newsletters developed and circulated
- ▶ Forum representation on college management structures.

Student Newsletter Editions

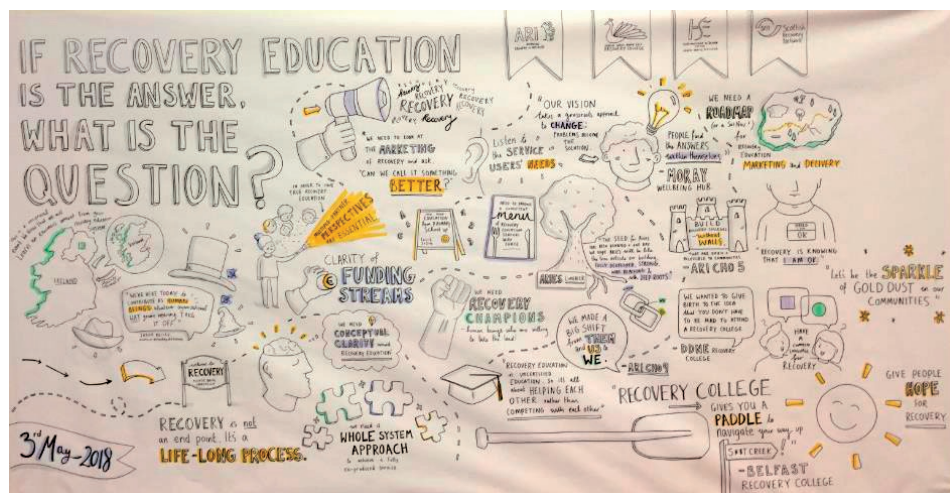


Informing & Transforming Communities

Asking The Important Questions

Event Background and Purpose

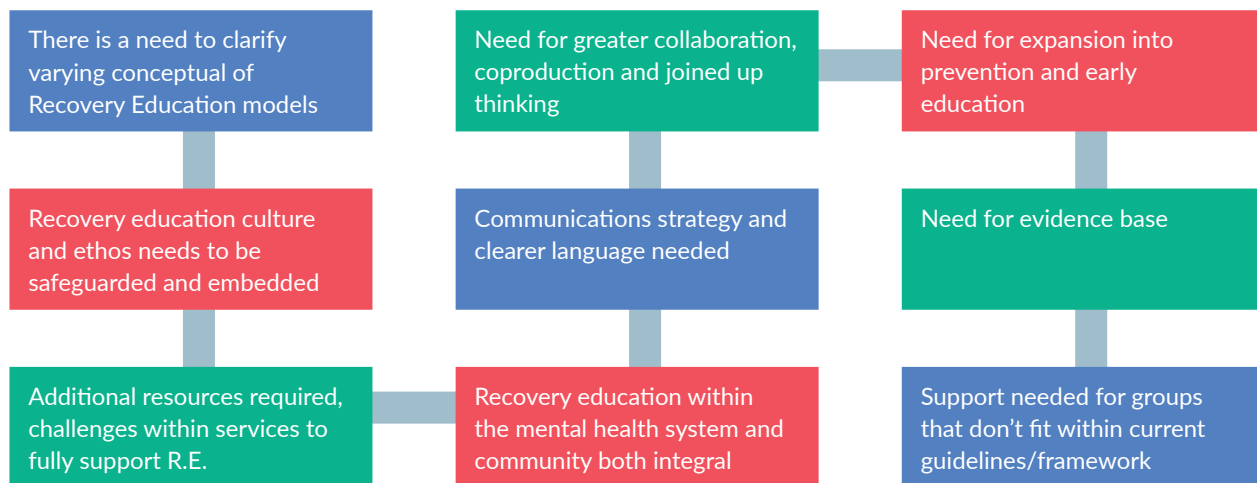
DNNE Recovery College worked collaboratively with Advancing Recovery in Ireland (ARI) and the Scottish Recovery Network (SRN) hosted a Recovery Education Seminar on May 3rd 2018. The aim here being to give stakeholders from Ireland, Northern Ireland and Scotland the opportunity to critically reflect on the direction that Recovery Education is taking to collectively develop a vision for Recovery Education into future.



Outline of the day

- ▶ Presentations from six organisations providing Recovery Education.
- ▶ 110 Recovery Education Stakeholders from across the Island of Ireland explored and answered to two main questions of the day:
 - What do we need for Recovery Education to flourish in Ireland?
 - Where are we now, and where do we want to be in 2020?

Emerging themes from the day:



Online Presence

The first place most people go to find information is to a website. DNNE Recovery College considered this an opportunity to describe what the College does, the culture and values from how we work and promote the message of wellbeing and recovery in mental health nationally and internationally. The website for the college is www.recoverycollege.ie.

Initially we developed a website that was put in place before we opened the door to students. Then from October 2017 to December 2017 we relocated at the website and included four new sections.

Blog – Latest News: This is updated on a weekly basis with information on what is happening in the recovery college area, local partner events and news, developments in mental health human rights. The blog is organised in date order but can be searched by categories.

Upcoming Events: In this section, the upcoming events for the recovery college are highlighted.

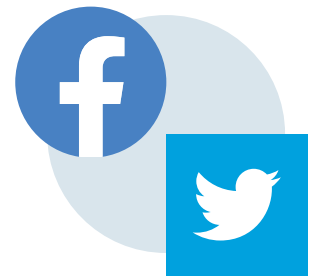
Student Login: This is for students of the recovery college and is not accessible without a password. Here we have resources that may not have made it to the courses that were developed, extra resources and a directory of online mental health and human rights programmes which was compiled by Manuela Ascari, a PHD student in Dublin City University.

Signing up for a course: Prospective students can now sign up for a course directly on the website and this is a very popular option with 62 people applying online.

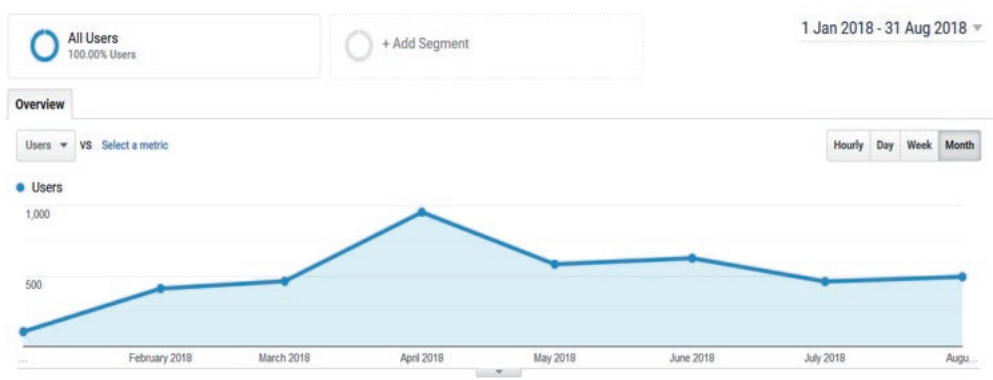


Analytics

The Recovery College has a Facebook and Twitter account with a combined following of nearly 300 people for 2018.



Since the relaunch of the web site, traffic has increased from 105 users in January 2018 to 950 in August 2018, which is organically grown traffic without any monetary investment. A user spends on average 3.47 minutes on the website. Most of the users are accessing the website from Ireland but we are getting interest worldwide.



Country	Sessions	Users	contribution to total: Users
	5,714 % of Total: 100.00% (5,714)	3,530 % of Total: 100.00% (3,530)	
1. Ireland	4,734	75.94%	
2. United Kingdom	235	5.33%	
3. United States	201	5.47%	
4. Canada	67	1.64%	
5. Greece	61	1.21%	
6. (not set)	37	1.04%	
7. India	30	0.82%	
8. Australia	27	0.65%	
9. Germany	26	0.65%	
10. Peru	24	0.68%	

Show rows: 10 | Go to: 1 | 1-10 of 69



Evaluating Recovery College Outcomes

The story outlined above provides a broad overview of how the DNNE Recovery College has been integrated into the participating communities and how the college principles have been put into action, with definitive outputs. The following findings provide a robust cross sectional evaluation of outcomes experienced by college participants.

Proof of Concept - Pioneering Evidence Base

DNNE Recovery College has developed an innovative proof of concept framework, adopting mixed methods research, the very first of its kind to be implemented in Ireland. The data represented in this report, clearly illustrates the benefits of our programmes as identified by our growing student population, outlining transformative personal and social recovery, adult educational, coproduction and community development Indicators.

Proof of Concept – A Three-Strand Approach

Course Evaluations

Focus Group Research

College Evaluations

Proof of Concept A: Course Evaluations

During the initial two-year phase of the college, DNNE Recovery College delivered of the 26 cooperative Learning Programmes, in which 24 were focussed on Adult Education. Students were asked to complete course evaluations as part of each programme undertaken. Each course evaluation included the following elements:

A1	Group learning goals (Before and After effect)
A2	Course Learning Outcomes
A3	Student Personal Reflections (quantitative & Qualitative)

Proof of Concept B: Focus Group Research

At the end of each Academic year, a group of Recovery College Students took part anonymously in focus group research.

- ▶ Data collated from 2 'end of year' Focus Groups
- ▶ 16 Individuals engaged
- ▶ 6 main emerging themes identified

Proof of Concept Strand C: College Evaluation Components

40 students considered their overall College Experience. Each participant had engaged with two or more Recovery College Education or Community Development programmes. Participants completed an extensive quantitative and qualitative questionnaire exploring the following:

C1	CHIME Section (Quantitative feedback) CHIME (Connectedness, Hope, Identity, Meaning, and Empowerment): an internationally recognised conceptual model indicating extent people are engaged in a recovery experience (Leamy et al. 2011)
C2	Personal Recovery Indicators (Qualitative Feedback)
C3	College Development Indicators (Qualitative Feedback)

Proof of Concept A: Course Evaluations

Proof of Concept A1: Course Evaluations

Group Goals - The 'Before and After' effect

In this section of course evaluations:

- ▶ Students were asked to collectively identify group-learning goals. These goals gauged student progress from the beginning to end of each programme.

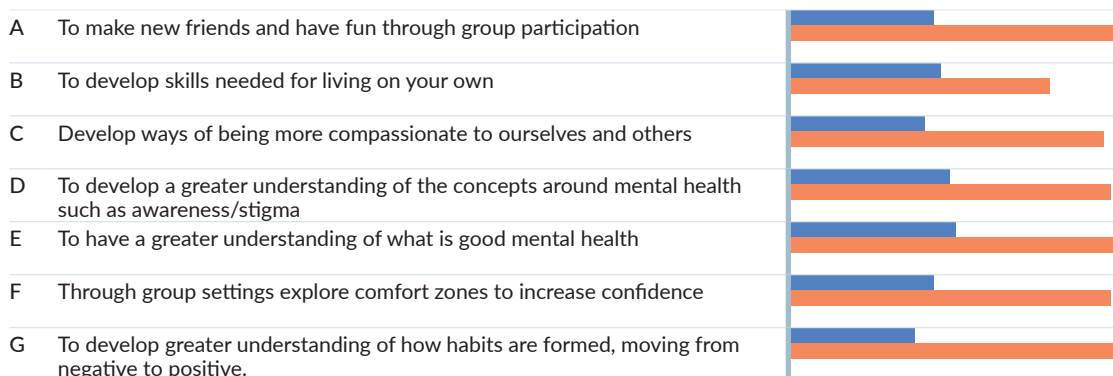
Group learning goals – Sample Course Data

Information below represents group goals findings from the sample course entitled: *'Out on a limb: Skills for being on my own and making progress in life.'*

- ▶ The table below represents identified group goals.
- ▶ The graph below illustrates where students were in terms of learning goals initially (blue bars) and having subsequently completed the course (Orange bars)

Out on a Limb (skills for being on my own and making progress)

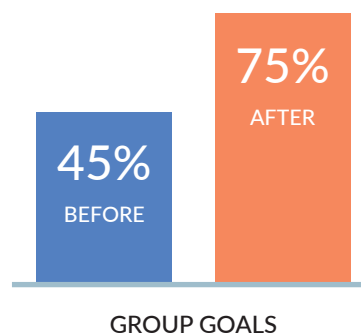
IDENTIFIED GROUP GOALS



Group Learning Goals – Average student progress across during years 1 & 2

This Group Goals table represents the mean average rate of progress in terms of identified student learning goals, on all courses during both years one and two.

- ▶ The average rate of progress across all courses, in terms of identified group learning goals from beginning to end of each programme was 30%.



Proof of concept A2: Course Evaluations

Course Learning Outcomes

Data represented in this section relates to learning outcomes identified by facilitation teams prior to course commencement. On course completion, students were asked to gauge how useful the course was in terms of helping them realise intended learning outcomes.

Course learning Outcomes – Sample Course Data

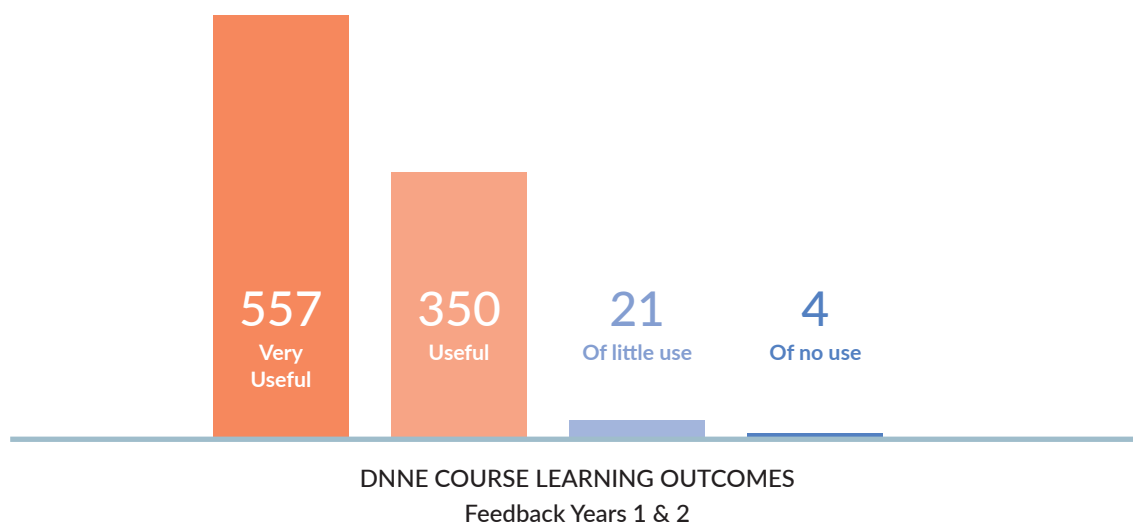
The information below represents feedback from sample course entitled:

'Get Yourself Connected through Drama.'

Get Yourself Connected Through Drama	No. of participants responding			
	Very Useful	Useful	Of little use	Of no use
Learning Outcomes				
This course has provided me with a safe and effective space to step out of my comfort zone.	9	1		
This course helped break down barriers between students, helping me to connect with others.	8	2		
The improve games and exercises have helped improve my levels of concentration	5	5		
This course has helped me to communicate better with others	5	5		
The course has given me more confidence to express myself	7	3		
Participating on this course supported my wellbeing and mental health recovery	9	1		

Course Learning Outcomes: mean average across years 1 & 2

The graph below illustrates the mean average across all courses: in terms of how useful students found DNNE Recovery College programmes in terms of realising the intended learning outcomes.



Proof of concept A3: Course Evaluations

Personal Reflections (Qualitative)

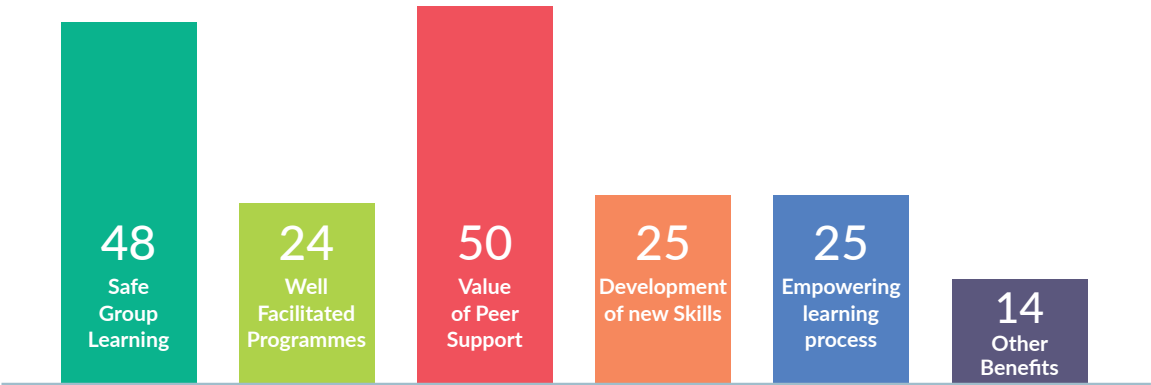
In this section of our course evaluations student identified specific factors that either:

- A) Contributed to their learning experience.
- B) Hindered their learning experience.

Students contributed 221 statements in this section over two years of programmes.

- ▶ 186 statements identified contributing (positive) factors to learning
- ▶ 35 statements identified hindering (challenging) factors to learning

Factors that contributed to course learning



PERSONAL REFLECTIONS - FACTORS THAT CONTRIBUTED TO LEARNING

Factors that hindered course learning

PERSONAL REFLECTIONS - FACTORS THAT CONTRIBUTED TO LEARNING



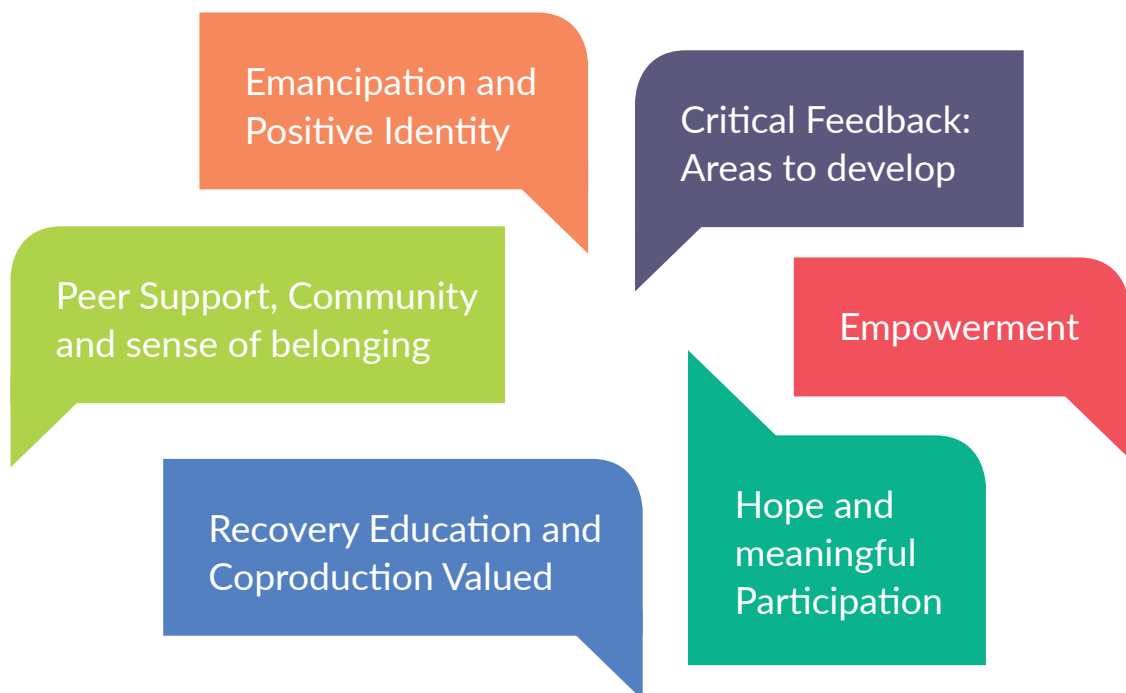
Proof of Concept B: Focus Group research

At the end of our first two academic years, Recovery College students participated in a focus group to gauge their experience as the college came to the end of our first year of programmes. In total 16 individuals engaged here.

Both positive and critical feedback (areas for development) was collected in order to review the current state of the college, with a view to enhance the experience of Recovery College students going forward.

In total there were 153 statements collated into the six emerging themes below, the size of each bubble is representative of the level of feedback informing each respective theme.

Emerging Focus Group Themes from Years 1 & 2



Areas identified for development

Of 153 statements collated, the researchers identified 13 critical reflections that would help inform College Development the college could work to develop on, including:

- ▶ Improvements can be made in relation to specific courses,
- ▶ Suggested new educational areas for college to focus on
- ▶ Recognition that college participation does not provide a panacea for wellbeing i.e. additional supports beyond the recovery college space identified as important.
- ▶ Desire for the college to develop supports and social opportunities beyond the scope of programme delivery.

Proof of Concept C: College Evaluation Questionnaire

To gauge the overall student experience across our entire Adult Educational and Community Development programming during the initial two-year development phase, a 'college evaluation questionnaire' was designed and implemented with a view to collating data regarding:

- ▶ **Personal Recovery Outcomes**
- ▶ **College Development Outcomes**

Process: Following on from participation in two or more DNNE Recovery College initiatives during the first two years, a sample of 40 students completed the college evaluation questionnaire.

Proof of Concept C: College Evaluation Components

C1	CHIME Section (Quantitative feedback)
C2	Personal Recovery Indicators (Qualitative Feedback)
C3	College Development Indicators (Qualitative Feedback)



'The atmosphere created enabled me to be less tense and awkward than usual and the friendliness of the other attendees made the experience a very positive one.'

DNNE Recovery College Student

'I know everyone suffers and but it's not about that, it's about thriving and moving into new things. So, it's been quite spectacular.'

Proof of concept C1: College Evaluation

CHIME Section

In this quantitative section of college evaluation students completed questionnaire using a 1-5 point Likert scale in response to a range of statements. The level of agreement with statements were scored in terms of their level of agreement with each statement representing the CHIME conceptual model.

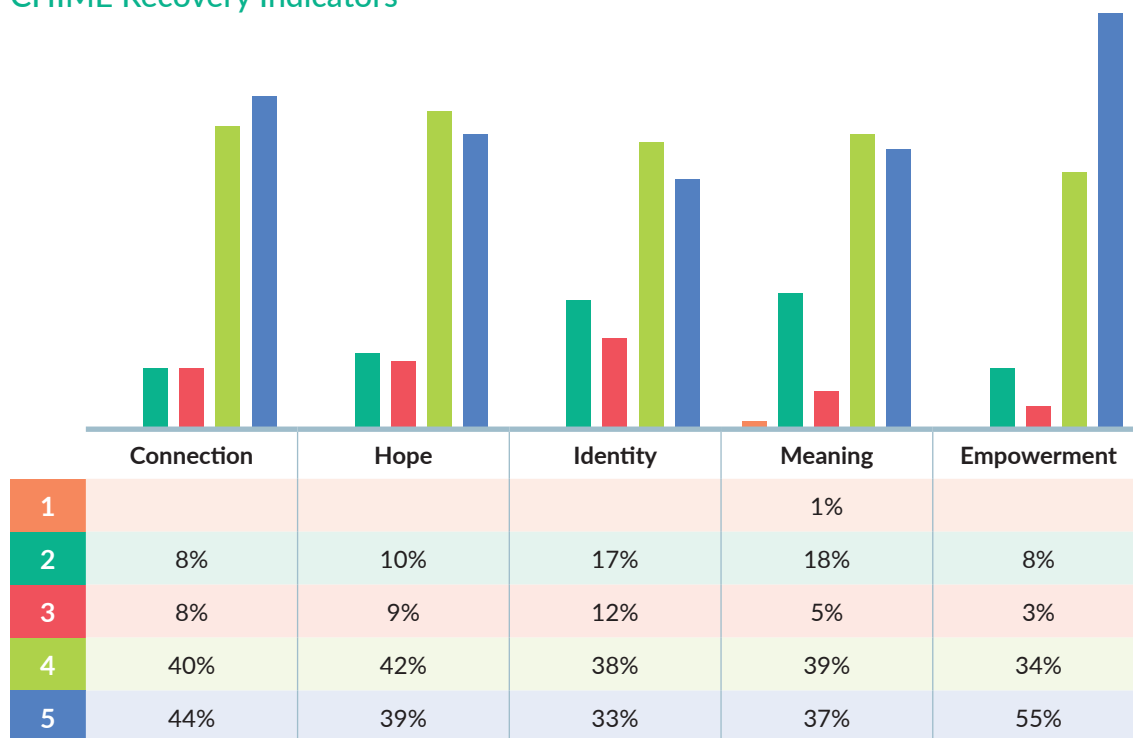
(1 = Not at all, 2 = A little, 3 = Don't know, 4 = A lot, 5 = Quite a bit)

Students gauged their overall college experience, in terms of how their engagement with the Recovery College enhanced their sense of:

- ▶ **Connection with others.**
- ▶ **Hope**
- ▶ **Identity (reclaimed)**
- ▶ **Meaningful Participation**
- ▶ **Empowerment**

These themes represent the **CHIME** conceptual Model of Mental Health Recovery

CHIME Recovery Indicators



Over 80% of respondents rated their recovery college experience between 4 and 5 out of 5, in terms of:

- ▶ Enhancing their own sense of empowerment
- ▶ Developing meaningful connections with others.
- ▶ Becoming more hopeful for the future.

Over 75% of participants rated their recovery college experiences between either 4 or 5 out of 5, in terms of:

- ▶ Connecting with other people
- ▶ Enhancing their own sense of identity



Proof of concept C2: College Evaluation

Personal Recovery Indicators

In this qualitative section of college evaluation questionnaire, students gauged their overall recovery college experience, in relation to a second set of personal recovery outcomes, the headings for which were taken directly from the following four DNNE Recovery College Educational headings:

- ▶ Health & Well-being
- ▶ Life skills
- ▶ Enriching life
- ▶ Relationships

Emerging Themes:



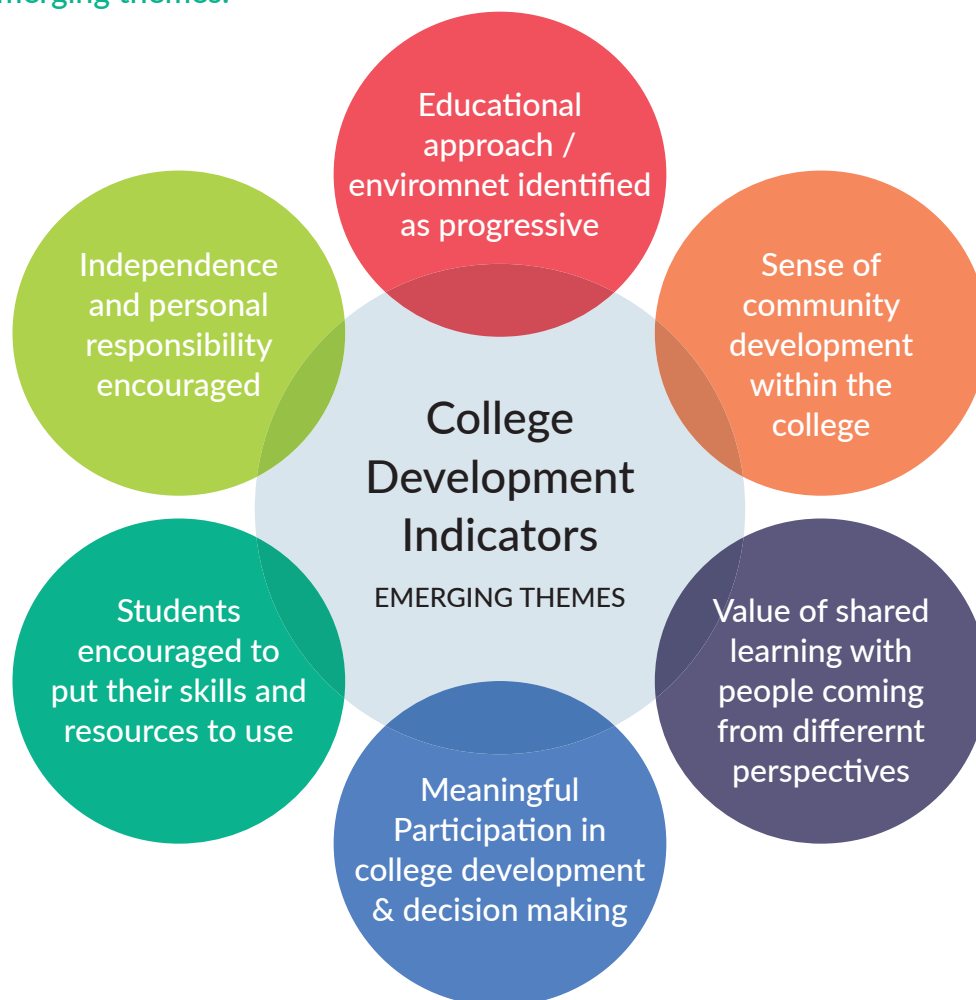
Proof of concept C3: College Evaluation

College Development Indicators

In this qualitative section of college evaluation questionnaire, students gauged their overall recovery college experience, in relation to DNNE Recovery college 'organisational development' indicators - to see if the college is working effectively to meet its organisational aims. Areas explored here by students represented the four primary practice principles underpinning the work of DNNE Recovery College:

- ▶ **Adult Education**
- ▶ **Community Development**
- ▶ **Coproduction**
- ▶ **Personal Recovery**

Emerging themes:





Combined Findings

The combined findings from each section provides clear evidence that DNNE Recovery College is an established framework in the community that provides recovery orientated transformative education, with a positive impact on student's recovery experience.

The courses delivered, based generally on identified need by the student body, themselves offers processes to enhance participant's goals and realise learning outcomes achievement. Moreover, the learning environments provide safe, inclusive and empowering spaces that are well facilitated and values peer support.

When student experiences were explored in depth through focus groups, initial findings were further qualified where the college engenders a recovery orientated environment against international recovery indicators.

CHIME is more often applied to mental health service delivery and looks at the experience of service users. When applied to this non clinical environment the results are extraordinary in relation to the extent students experience recovery against the CHIME recovery indicators.

Through each proof of concept evaluative process, the themes of personal recovery and community/social connectedness remain constant, indicating a robust and consistent experience across all aspects of what the Recovery College provides. The four practice principles of the college: Adult Education; Community Development; Coproduction; and Personal Recovery have been shown to provide the transformative environment it set out to do.

The findings are a clear indicator that the DNNE Recovery College demonstrates proof of concept in its provision to the communities it serves.

Value for Money

During the initial two years of programme delivery, DNNE Recovery College received the following programme funding:

Funding Received

€172,702 core funding received for Adult Education and Community Development programming from the Office for Nursing Midwifery Practice Development

€27,918.00 Erasmus+ youth mobility funding received via Leargas in support of Non Formal Youth Education

Cost Analysis

Adult Education & Community Development

1146 Individuals participated in Adult Ed & Community Development programming during years one & two.

€150.74 Cost to the state per individual engaging with Adult Ed & Community Development Programmes

Youth Education Cost Analysis

15 youth projects participated a week long Mental Health Champions Residential *Training for Trainers* programme

34 youth workers are now trained to deliver the Mental Health Champions Programme to young people locally

€1861.20 Amount of EU funding per participating youth project, now trained to deliver the MHC Programme locally.

Value for Money: Enhanced by Pioneering Partnerships

As identified throughout this report -- numerous partner organisations (go to page 28) from a variety of sectors work collaboratively ensure DNNE Recovery College realises our shared aim of creating *an inclusive culture of mental health recovery in our community*.

Value for Money outcomes of this progressive partnership approach include:

- ▶ Provision of educational supports (programme design & delivery).
- ▶ Access to integrative educational and community spaces to host programmes
- ▶ Linkages to local community groups and wider networks, ensuring greater social inclusion and acceptance;
- ▶ Pathways to further education opportunities.
- ▶ Broader range of expertise informing college and community development.

Conclusion

The Dublin North, North East Recovery College (DNNERC) set out to provide transformative mental health recovery education programmes to adults and young people throughout the North Dublin, Louth and Meath areas.

Rather than offer clinical treatment, psychoeducation or therapy, DNNE Recovery College provides a range of creative courses and strategies that focus on empowering individuals and communities that engage. These inclusive programmes are co-designed and co-delivered by local people with both personal and professional experience of overcoming mental distress.

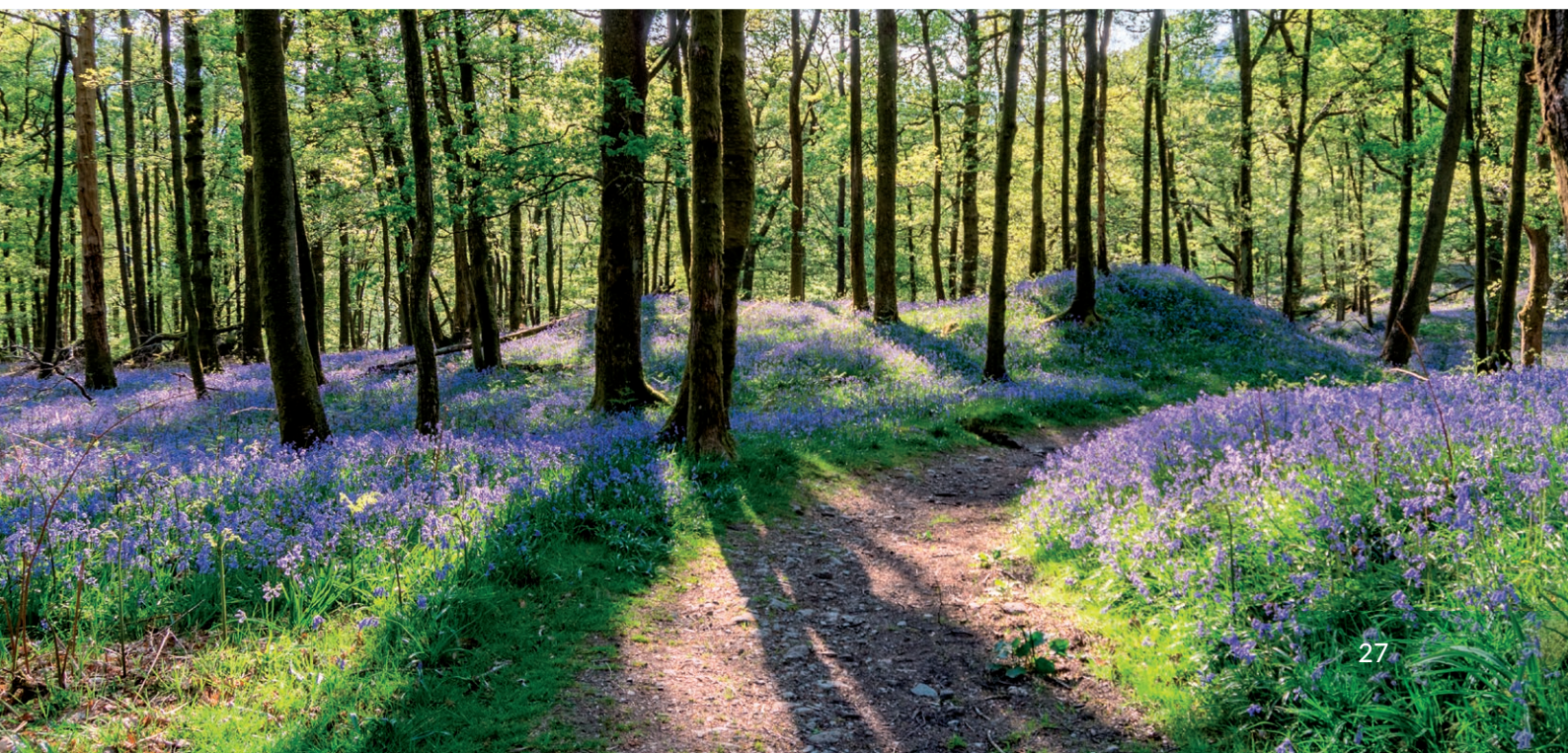
The college has developed an organisational framework that enhances both personal and social capital, which benefits the individual, their communities and in turn, society as a whole.

The DNNE Recovery College strives to support those engaging with lived experience the opportunity to reclaim agency over their own personal sense of wellbeing. At the same time, our programmes afford those engaging from traditional 'caring' roles the freedom to step away from being responsible for maintaining others and rather work in ways that are more collaborative, creative, empowering, and diverse and sometimes challenging.

This evaluation of the first two years in operation demonstrating proof of concept provides a solid foundational evidence base for the continued development and growth of DNNE Recovery College in participating communities. At the time of publication, DNNE Recovery College continues to thrive, as does its students and collective of partner contributors.

The focus of Recovery education is in flux and the place of recovery colleges in Ireland uncertain. This is the first cross sectional full system evaluation of a Recovery College in Ireland, against internationally recognised standards and recovery conceptual models.

As a cost effective recovery enhancing community provider this initial evaluation provides the evidence to support the continued funding and development of such enterprises into the future.



Our Partners

(at time of evaluation)





Dublin North, North East
RECOVERY COLLEGE

Contact

Dublin North, North East Recovery College
Healthy Living Centre
DCU School of Nursing & Human Sciences
Glasnevin
Dublin 9