

SDC was commissioned by Health Scotland through its Challenge Working Group on Community-led Health Improvement to support the four local projects, focusing on practice development, evaluation and dissemination. This programme of work was developed and delivered in partnership with CHEX through its practice development manager (Initially Áine Kennedy and in the last year Elspeth Gracey). In the autumn of 2004, the Health Scotland Challenge Working Group was subsumed into a broader national Community Led Task Group established by the Scottish Executive with Health Scotland to make recommendations on the 'community led' strand of the health improvement Challenge document. SDC and CHEX are members of this working group, which is due to report later in 2006.

The projects have developed a range of methods to describe what they do and why this appears to be effective and to capture the impact on the individuals involved; impact on relations, friends and peers; and impact on the wider community. Niki Kandirikirira has provided invaluable support to the projects in demonstrating these impacts; motivating and energising the projects by introducing them to new and innovative ways of capturing the effectiveness of their project work. The capturing of impact by the projects means that dissemination of learning will be more easily shared with other organisations seeking to become involved in the same kind of work. The findings from this work will be shared at a national conference on 14th June 2006 with participants from a wide range of organisations across Scotland joining with the Exemplar projects in exploring the 'secrets of their success'. A final report will be available after this event.

### Dimensions of Community Development



Taken from *Achieving Better Community Development, ABCD Handbook* By Alan Barr and Stuart Hashagen, Community Development Foundation ISBN 1 901974 20 0

As mentioned previously by Allyson, CHEX has worked collaboratively with SDC in helping to support the exemplar projects. The CHEX role has been to offer support for

a community development approach to the work of the Exemplars as well as linking and connecting the projects to other sources of information and support.

CHEX encourages organisations to link their activity for enhancing health to the Dimensions of Community Development as illustrated in diagram.

This diagram illustrates dimensions of 'community empowerment' as the foundations of a healthy community. The dimensions are Personal Empowerment, Positive Action, Community Organisation plus Participation and Involvement. Each of the exemplar projects has acted in ways to enhance personal empowerment, engender positive action and promote community organisation through participation and involvement in a range of activities.

The projects through working with individuals, families, carers, local professionals, the wider community and by using partnership working and collaborative events and activities have all contributed in differing ways to build healthier communities through enhancing mental well being.

In East Renfrewshire the work of the project has strengthened relationships between families and the school. Connecting people with one another has allowed new levels of organisation within the community, families learning with and supporting each other.

In the East End of Glasgow agencies are more receptive to the needs of young people and young people in the area have had the opportunity to realise more fully their own potential.

Kingussie has seen a new shop in the town where people with learning difficulties provide a welcoming atmosphere through café and bookshop services. The inclusive ethos of the project has also benefited volunteers with other challenges to overcome and so has brought people out of isolation increasing community activity and organisation.

West Lothian has seen the mixing of the generations and life enhancing experiences for both young and old. This has included new ways of thinking for staff in statutory agencies as well as people on either side of previously divided generations. Recognition of the impact on the whole community was acknowledged through a recent award to the project through the Council's externally judged 'Celebrating Success' awards.

The work of all these organisations has had demonstrable impact on the well being of the individuals and communities involved. It is heartening to note that although the projects are dubbed 'Exemplars' there are other organisations working in similar ways to enhance well being across Scotland and as Robbie McGhee asks in his report, Can Scotland afford not to invest resources in projects like these?

For more information on Chex health and well being activities contact Elspeth Gracey [Elspeth@scdc.org.uk](mailto:Elspeth@scdc.org.uk).



## 'Healthy Communities in Mind: Update'

In this CHEX briefing sheet we provide an update on our earlier newsletter 'Healthy Communities in Mind' We are pleased to report on progress made by the 'Exemplar' projects working in the community theme of the National Programme for Mental Well Being. CHEX is pleased to be part of this collaborative and this briefing sheet forms part of the process of sharing with organisations within our network and others, the contribution to mental well being illustrated by the Exemplar projects.

Allyson McCollam of the Scottish Development Centre for Mental Health provides the background to the development of the Exemplar Projects addressing mental well being in four communities across Scotland and Elspeth Gracey of CHEX describes the role of CHEX.

Promoting the mental health and well being of communities in Scotland is one of the priorities of the National Programme to Improve Mental Health and Wellbeing, reflecting wider Scottish Executive priorities of social inclusion and health improvement. Improving Scotland's Health: the Challenge (Scottish Executive, 2003) emphasises the benefits of engaging with communities to improve community health and makes a firm commitment to 'encourage, support and enable individuals and communities to take shared responsibility for their own health and to work together to bring about improvements'.

In 2002, with funding from the National Programme, Scottish Development Centre for Mental Health (SDC), in partnership with the Scottish Council Foundation and the Office of Public Management (OPM), undertook early exploratory work with four local areas (Badenoch and Strathspey in Highland, East Renfrewshire, East End of Glasgow, and West Lothian) to look at what influences community well being. Findings were reported in Building Community Well being (SDC, 2003) and presented at a major national conference.

The work provided pointers that have informed the current phase of work to promote community well being:

- Supporting informal networks among community members
- Building stronger connections within communities and seeking to bridge the divides that can separate people, in particular stigma, fear and lack of trust

- Addressing issues that are of concern to local communities as a priority, for example concerns shared by many about the prospects for young people who remain 'on the margins' for a range of reasons
- Using valued services and resources to reach people, for example working through schools and community based organisations
- Promoting a sense of self worth, opportunity to contribute, meaningful activity
- Addressing inequalities that place some groups at disadvantage in accessing supports and resources and that limit their opportunities to enjoy well being.

From April 2004, the four local areas were awarded 2 years funding from the National Programme to develop exemplar projects on community well being. The focus was to enhance community capacity through and with community groups and the voluntary sector, identifying the role of professional formal services in supporting these, with the explicit intention to address inequalities in the experiences of well-being among communities and to direct efforts towards 'closing the gap'.

The four local areas are undertaking project work with a range of groups who have been excluded or marginalised. The work aims to enhance well-being by:

- promoting greater participation, involvement and engagement within local communities. Changing perceptions, promote acceptance and understanding within local communities across divides
- breaking down barriers of mistrust, stigma and misunderstanding
- building capacity in individuals and in local organisations through skills development, enhancing confidence and strengthening networks

The four diverse projects have common aspirations to enable marginalised and disenfranchised groups to have a voice within their local communities, and to take increased individual and collective responsibility for mental health and well-being within their community.

continued on back page

# "The First Class Second Hand Bookshop"

"The First Class Second Hand Bookshop" on the front window of The Bookshop - Caberfeidh Horizons catches the eye as you walk down Kingussie High Street in the Highlands of Scotland.

It is eight months since we welcomed the Minister for Education and Young People, Peter Peacock, to declare this new community resource "Open".



It is not just the sign which makes people stop and look - it is also the ever changing window displays which celebrate significant days of the year and local culture together with displays aimed at children.

Once through the front door you are greeted warmly, offered a cup of tea or coffee and left to browse the shelves at your leisure.

The shop is bright, light and spacious ensuring all abilities access and we also have a children's corner. The books are a bargain! All in good condition you can buy a paperback for £1 a hardback for £2 and children's books for 50p.

The people who live, work and visit Kingussie enjoy an attractive new facility. But The Bookshop is much more than that.

When you come through our door you see what we are about written on the wall. It is on the bookplates inserted in the books for sale

Our community has opened The Bookshop because we believe

- In raising the confidence and self-awareness in people with learning disabilities in order to improve quality of life in our community.
- In breaking down any barriers of mistrust, misunderstanding, stigma and prejudice.

We welcome and celebrate the diversity of all who enter The Bookshop.

Thank you for your support.

"A good book is the best of friends..."

So, eight months on how are we doing?

Well, the project really is rooted in the community. We have a pool of volunteers who staff the shop. We have a small team of volunteers who organise and catalogue the many books which have been donated to us. We have an enthusiastic and talented window dresser. Most importantly we have an increasing client base and we have managed to secure funding for two support workers for a period of six months to work solely with the clients/ trainees. We are fortunate in that a main catalyst for the whole enterprise, Margaret Maclaren is



also a qualified trainer so our client trainees could not have a better team supporting them. Our objective is that through experiencing a working environment clients may be able to find employment. If this is not achievable the social dynamics of being in the shop will, we believe, enhance their lives and those of their carers.

The clients/trainees open the shop, keep it clean and tidy, serve customers, and use the till and the telephone. They ensure the shelves are stocked and monitor the number of customers and the sale of books. They keep records of cash transactions which they also bank at the end of the working day. There is a computer available for those who wish to write their stories and assist with the administration of the shop.

We are establishing a website and hope to "tag on" to local sites to promote the ethos of the shop nationally and internationally.

We supply books to a local residential

home for the elderly.

We also have a great link with the High School. They supply us with greeting cards and a percentage of the sales come to our coffers. They help with staffing the shop and have also made a DVD showing the development of the project from an empty shell of a shop - which, thanks to many funders, we now own - to the vibrant meeting and greeting place it is today.

The Bookshop is a registered charity run by a board of directors but this doesn't really express what has been achieved. The shop is the result of a huge amount of effort on the part of many people. Some assisted with applications for finance. Some worked in freezing cold store rooms to sort books. Some bake, some clean, some organise or publicise. Many support us with a kind word and friendly gesture.

In June the 4 projects throughout Scotland, promoting health and well being in the community, of which we are one, will come together in Edinburgh to share and pass on our experiences and our achievements. This focuses our mind on monitoring -



the essential component of any equality initiative, any effort to be inclusive of all citizens in our society. Thus we have been counting customers, looking at sales - because we want to be a viable enterprise. But we have also spoken to carers, clients and trainees, local customers, visitors to our beautiful area of Scotland. It is looking good. Above all we are making an impact. Our fellow citizens with learning disabilities are visible - and everyone loves it! Further information contact Caberfeidh Horizons 01540661000, info@caberfeidhhorizons.com or www.caberfeidhhorizons.com

"I feel it has been a voyage of discovery... All aspects of my life have benefited from this programme - as a mum I am aware of how negative talk can affect my children, I pass on tools learned from the programme that will hopefully benefit them in later life. I find myself using the learning both for myself and with my colleagues in the workplace - for example within supervision and to motivate and enable staff to fulfil their own capabilities."

Work is now progressing on using the skills and knowledge learned to work with local people, particularly young people. Courses have already been undertaken with students studying at the local further education college and with young people looking to move into employment.

Some participants were actively recruited by facilitators doing outreach work going to where young people gather and explaining the courses to them.

Some of the young people in training courses are from the most challenging client groups in the area. Course facilitators have adapted timings of courses in response to participant feedback and have also overcome issues like the fact that some young

people didn't respond well to videos which didn't portray anybody with a Scottish accent by using role play to get information across.

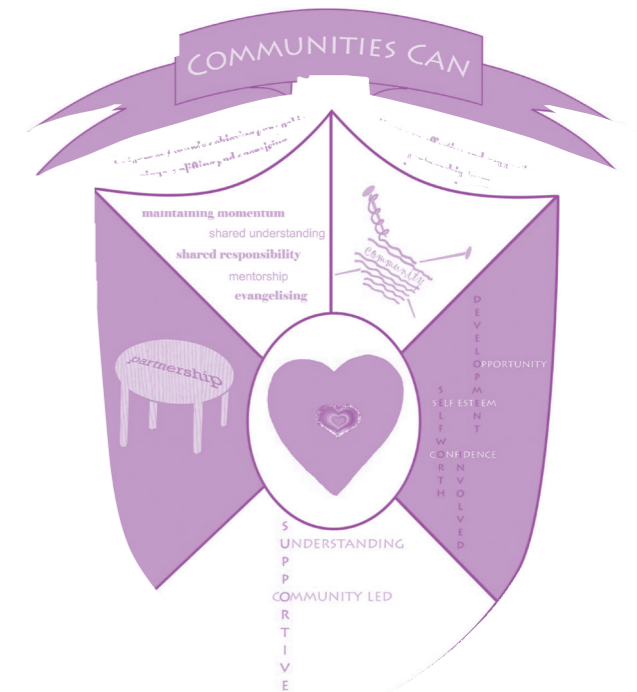
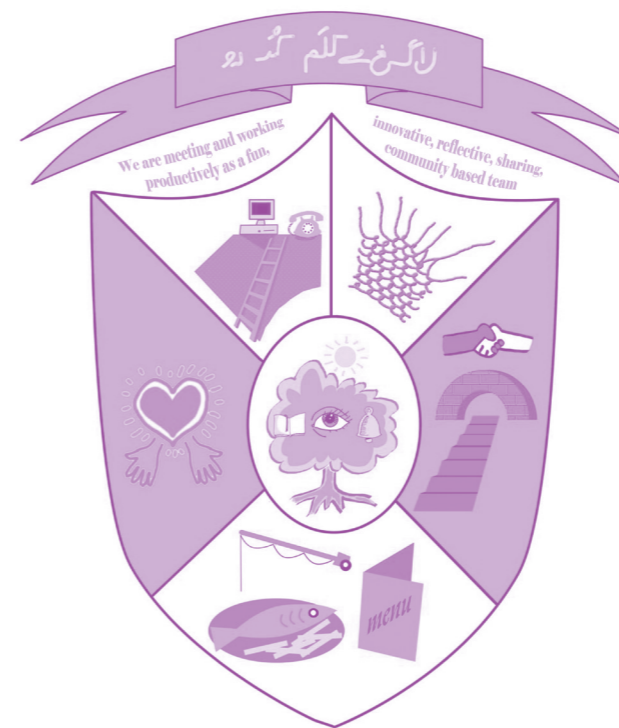
An important part of the process is to develop an evaluation framework, which will track the impact of this work. Tracking people and the changes they undergo is challenging and the project is exploring use of creative arts as well as more traditional questionnaires.

Early indicators are that worker attitudes within the partner agencies are more understanding of young people and therefore likely to be more receptive to listening to younger clients.

This is encouraging given the aim of promoting positive mental health and well-being amongst young people, changing thinking and approaches

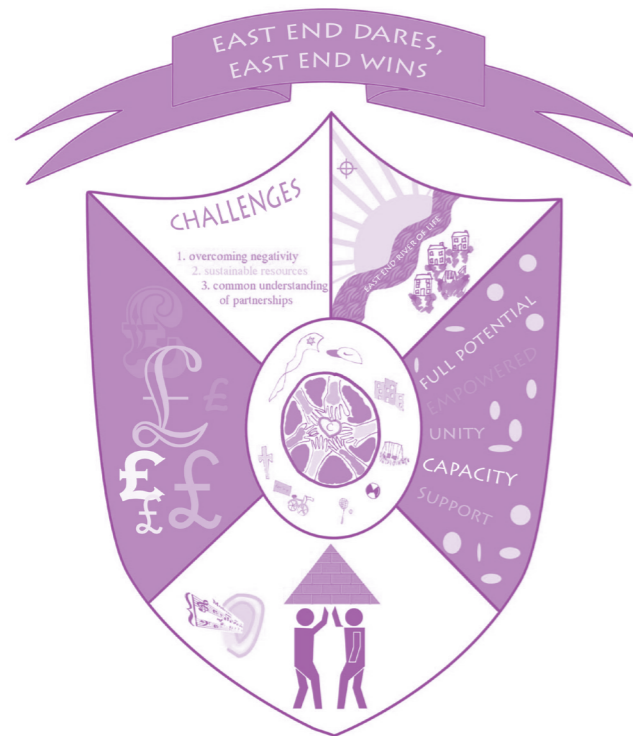
within organisations and our long-term ambition of improving community well-being.

For further information on the 'Steps to Health' project contact Janice Scouller at East CHCP janice.scouller@gghb.scot.nhs.uk



All the Shields were produced by participants on the 'Steps to Health' course, they describe partnership working.

## 'Steps to Health' in Glasgow's East End



Janice Scouler, Health Improvement Manager of Glasgow's East Community Health Care Partnership highlights the benefits of adopting community development approaches to working with young people on positive mental health in Glasgow's East End.

The 'Steps to Health' Project grew from initial consultation events, including 'open sessions' with mental health service users as well as the wider public combined with work carried out in a pilot project in the East End of Glasgow, as part of the Scottish Executive's National Programme for Mental Health and Well-being. These events provided a better understanding of the processes underpinning community-mental health and well-being and identified what local service users and community representatives felt were priority issues. These included the need to address low levels of self-esteem and aspirations amongst young people, high levels of territorialism, and poor perceptions of safety, financial poverty and poor health.

Recognising the need for a long-term approach and building the infrastructure required for sustainable change a community development approach was adopted. Ensuring a community-led agenda and building capacity by developing the knowledge and skills of people living and working in the community; engaging with public and local service providers to develop new approaches to service planning and delivery, which put local people at the centre are key to this approach.

A range of local agencies were involved including the local community health project, East End Health Action, the former Social Inclusion Partnership and others.

Young people in particular identified that a number of local agencies tended to respond to them with negative stereotyping and part of the work of this project was to establish a mechanism which would bring young people together and also to support a more positive approach to working collectively with young people across local agencies.

A pilot project was established, with the main aim of developing, piloting and implementing a series of structured training and development programmes, to:-

- provide a practical mechanism for individuals to recognise their value, change behaviour, raise aspirations and achievements, particularly in relation to education, training and employment
- increase the capacity of services and groups operating within the East End, changing the culture of organisations and increasing their effectiveness; supporting a multi-disciplinary approach and joint working
- build a healthy, thriving and cohesive community, where people feel valued and respected and want to live and work.

The main target group is young people. Discussions were held with the key stakeholders within the East End community about the proposals and this provided the basis for building a local partnership and joint working arrangements. A positive response was received by a wide range of services and organisations and from the wider community. Successful funding applications were made to the National Programme, East End Social Inclusion Partnership and Greater Glasgow NHS Board.

Over the last two years, 49 workers from various local organisations have undertaken training run by the programme. There is now a core group of local facilitators ready to take forward the programme with different groups and individuals from the East End. A Joint Steering Group has been established with representatives from the local partners. A Facilitators' Network has been set up to allow the on-going exchange of support and information. The training has been received positively, one local worker commented:

## Generation Arts

Robbie McGhee of West Lothian's Arts and Cultural Services tells us the impact of this project for people in West Lothian.

Generation Arts is the result of Arts & Cultural Services working in partnership with Council Services, Health Boards, Voluntary Organisations and the National Programme for Mental Well Being.

The project's broad aim is to promote the arts as a means of improving quality of life, stimulating mental and physical wellbeing and recognising the skills, experience and aspirations of older people living in our community.

The project provides a simple but effective solution to the complex and worrying problem of the disengagement and isolation of people as they grow older.

The use of arts to involve and engage older people has transformed people's lives. It has reduced the exclusion of people living in care homes and reduced the isolation of people living alone in the community.

It has helped people at risk of suicide to be reaffirmed as valuable people acknowledged as an asset in their community.

It has challenged stereotypes and assumption made by the young about the old and the old about the young, making the community a more welcoming place.

For some it has freed the artist within: allowing people as poets, musicians and photographers to communicate ideas and make the world a more beautiful place. For others it has given them the opportunity to pass on skills and knowledge and has facilitated learning between old and young.

The impacts are many for the individual, their families, friends and colleagues and also for the wider community as people connect and engage. Savings for care, social work and psychiatric services, should not be underestimated.

We need to ask ourselves with an ageing population known to be suffering increasing levels of anxiety, stress, and social disengagement, can Scotland afford not to invest resources in projects like Generation Arts?

Generation Arts is not a quaint cluster of art and craft activities, it is an agent of social transformation that energises people, enabling them to realise their potential as creative, caring and connected individuals within a more caring and welcoming community.

The project is now in its third year and is funded by West Lothian Council, Scottish Arts Council and the MOOD Project.

For further information contact Robbie McGhee  
01506 777587 robbie.mcghee@wled.org.uk



## East Renfrewshire

Hugh Graham, was the co-ordinator of the 'Community Well-being Project' within the Education Department's Family Learning in East Renfrewshire from April 2004 – March 2006. He reflects on the key learning outcomes and how they will influence the work of Family Learning in the future.

The 'Community Well-being Project' is now firmly rooted in Family Learning, which is part of the Education Department in East Renfrewshire. It uses an inclusive approach to work with families and provides programmes at weekends, during school holidays and sessions for parent/carers during the school day.

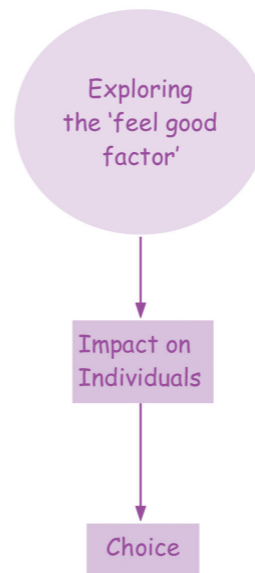
What has been effective in our approach is that we work with the whole family. Crèche, nursery, primary and secondary ages are all catered for which releases the parent/carer to do something for themselves. Building in family time has also been important together with opportunities for families to socially interact. The programmes have provided a range of activities that do not require any prior experience and through our personal approach are explained in a welcoming and supportive manner.

The funding from the National Programme has allowed us to devise a method of gathering evidence that expanded our understanding of the wider implications of our approach on the well-being of participants and their relationships with friends, family, peers and community. This process has allowed us to combine the different ways we have recorded evidence into one master image, which has been verified by participants as a true reflection of our approach and impact.

The project through its research and evaluation has shown that schools and nurseries are in a prime position to promote mental health and well-being not as an add on to their ongoing activities but central to the way they engage and celebrate family learning. Through the development of the 'feel good factor' model we have been able to demonstrate that families who have participated in our programme have the capacity to influence the wider school community from their own direct experience.

For further information contact Hugh Graham 0141 638 3738  
GrahamH@ea.e-renfrew.sch.uk

### Master Image

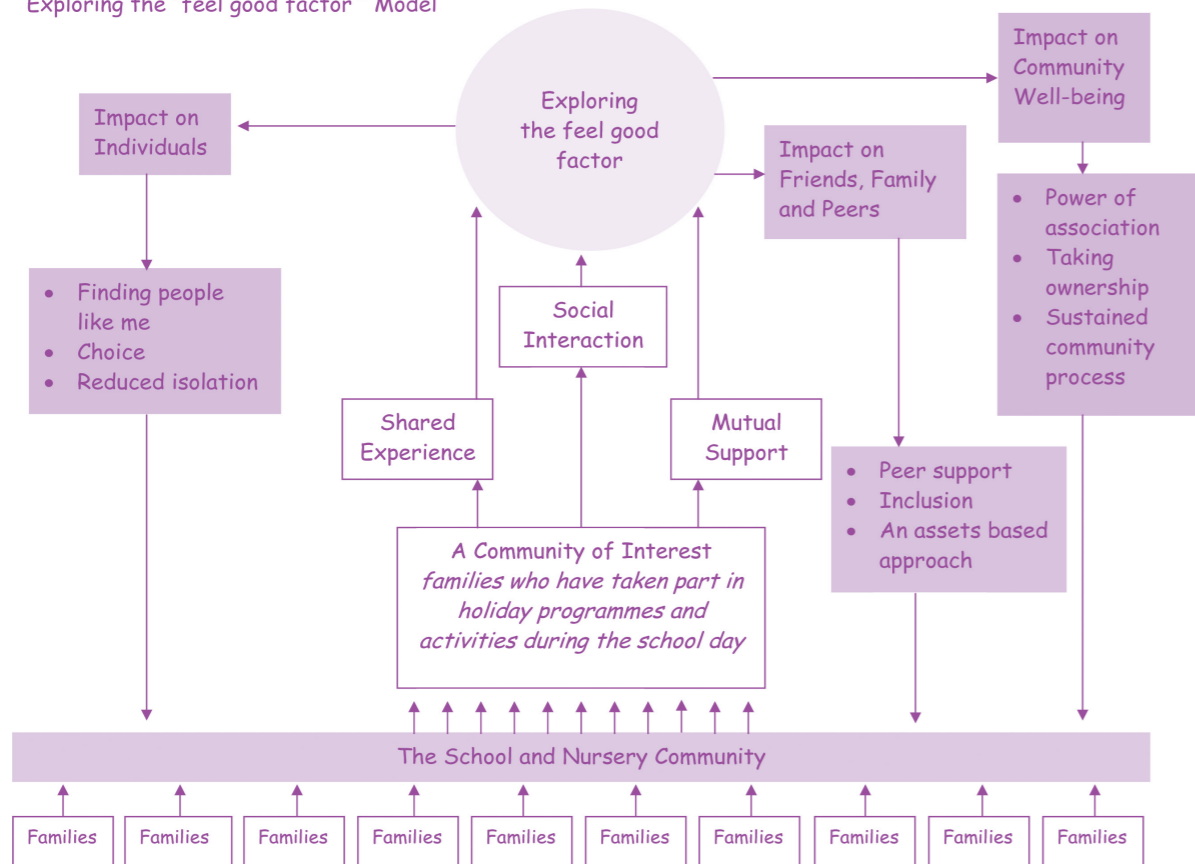


"I would love to have one of these drums at home and in that way I would not need to be on anti-depressants and that would be great."  
Parent comment, Summer Drumming Event, Thornliebank August 2005)

This drumming event was organised as part of the summer programme at Thornliebank Primary. We had an idea that it might help with stress release and that families would be united through the combined sound of the drums. What it also demonstrated is that it offered participants choices that might signpost them for changes in their health and lifestyle.

Example of demonstrating impact using 'master images'

### Exploring the "feel good factor" Model



### Flow Diagram of Developing Master Images The Evaluation Process

