

WHAT DOES FEELING "AT HOME" MEAN TO YOU?

Share in the chat



**SOCIAL
ENTERPRISE
ACADEMY**

One becomes many



Social Change is led by **people** everywhere; in our businesses, organisations, schools and communities.

These people are the **agents of change**.

Young people with big ideas, social entrepreneurs and emerging charity leaders and managers.

What gets in their way? Many don't see themselves as leaders, or they have not yet had the opportunity to develop the skills and confidence to bring their vision into reality.

That's where we come in.

We support charities, communities, social enterprises and companies to develop their people, to drive greater change.

Through our transformational programmes, changemakers step into leadership with confidence and develop successful, sustainable enterprises for lasting impact.

Since 2004, we've supported 78,000 social entrepreneurs and change agents across the UK and beyond, to create ripples of positive impact that continue to spread...

Want to develop your people to drive greater change? Let's do this!



WHO ARE WE?



WIDE HORIZONS COMMUNITY INTEGRATION PROGRAMME



Highland
Communities Mental Health
& Wellbeing Fund for Adults

Year 4





WHAT WILL WE COVER TODAY?

1. Overview of the programme
2. Hear from our Funder
3. The Initial plan – the programme at the outset and delivery of Cohort 1
4. Challenges and adaptations – we'll hear from delivery partners
5. Programme impact
6. Closing and invitation for future discussion



WIDE HORIZONS PROGRAMME



Highland
Communities Mental Health
& Wellbeing Fund for Adults

Year 4



WHAT IS THE WIDE HORIZONS PROJECT

- Partnership with New Start Highland and Scottish Refugee Council and funded by the Highland Communities Mental Health & Wellbeing Fund for Adults
- Aim: Empower refugees and migrants to integrate in their communities, reducing isolation and improving mental health.
- Importantly, it focussed on identifying and valuing their transferable skills through:
 - Connecting with their community through volunteering
 - Supporting them to recognise how they make a difference to their community
 - Enable them to practise English in a supportive work environment
 - Support them to gain social capital for their integration into Highland society
- Target population: Refugees and migrants in the Inverness area



Highland Year 4

**Communities Mental Health
& Wellbeing Fund for Adults**

 Scottish Government
Riaghaltas na h-Alba
gov.scot

 **NHS**
Highland

 **Highland**
Community
Planning
Partnership

 **HIGHLAND
THIRD
SECTOR
INTERFACE**

MARION MACNEIL
SENIOR DEVELOPMENT OFFICER AT HTSI



**2 X 6-DAY
SKILLS
DEVELOPMENT
SESSION,
PRACTICAL &
FUN**

**INCLUDING
HANDS-ON
VISITS TO SOCIAL
ENTERPRISES**

**FOLLOW-UP
COACHING &
MENTORING
SUPPORT**

**ENABLE
VOLUNTEERING
PLACEMENT IN A
SOCIAL
ENTERPRISE**

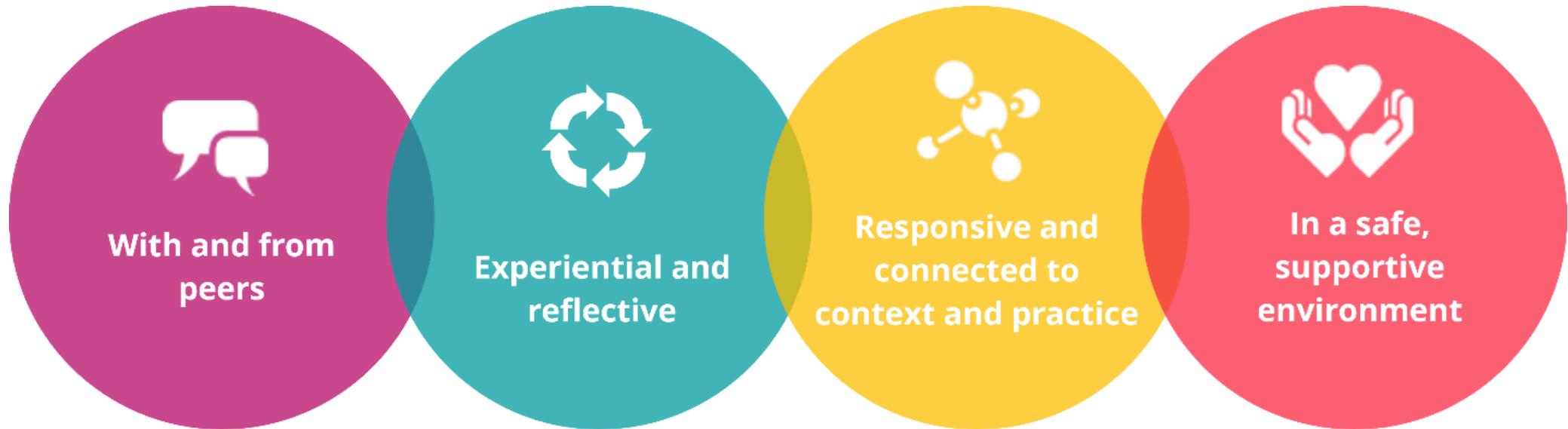
**VOLUNTEERING AS
A STEPPING STONE
INTO INCLUSION IN
HIGHLAND SOCIETY**



OUR METHODOLOGY

A world in transformation needs transformational leaders.

Our methodology enables transformational learning through focussing on four core areas:



For more information, visit socialenterprise.academy/supporting-you.

UNIQUE RESOURCES

- Trauma informed training for Facilitators and Staff involved in the programme
- Facilitation for non-native speakers by Highland Council
- Time & budget to draw on previous work, experiment and adjust
- Placed-based approach - designed especially for Inverness area
- Budget to remove practical barriers to programme participation
- Dissemination event was factored in up front



TIMELINE

- March-April: Recruitment Cohort 1
- April-June: Delivery
- July-September: Review and adjustments
- September: Recruitment Cohort 2
- October-December: Delivery
- January-February: Evaluation, reporting and dissemination event

INITIAL PROGRAMME OVERVIEW

Day	Morning	Afternoon
1	Getting to know each other – motivations, strengths, learning style. Introducing partners.	Practical experience in the furniture workshop, warehouse, gardening, bike repair, working in a charity shop, visiting local businesses, meeting with local people who you can connect with after the programme has finished.
2	Building self awareness – begin to work together, practical team work challenges, reflection & reflective practice	
3	Communication Skills – verbal & non-verbal, presenting ideas, exploring other social enterprises to visit	
4	Overcoming barriers – identifying an issue they feel strongly about, exploring ways in which they can make a difference	
5	Team working skills – working in small groups to present a project or idea, critique ideas presented	
6	Planning next steps – choose volunteering role and social enterprise. Plan next steps. Celebrate	

WHAT WE DID

- Consultation with the sector through Refugee Integration Network (ran by SRC)
- Communication through Refugee Integration Network
- Open information sessions, in person and online
- Programme delivery over 6-days, 1 day a week, 10am-3pm
- Flexible plan for morning facilitation sessions

WHAT WE DID - MORNINGS

COHORT 1

Day	COMMUNICATED	DELIVERED
1	Getting to know each other	How I feel about living in my Scottish community, concerns, what they have to offer
2	Learn about yourself and connect with others	What is expected in a job interview?
3	Communication skills	Telling your story, your path – practicing English. Explore actions and barriers.
4	What stops you to progress?	Active listening Communicating clearly whilst problem solving.
5	Work with others	Prep conversations with community guests
6	What are your next steps? What are you going to do after the programme?	Community guests invited to meet learners

WHAT WE DID - AFTERNOONS

- Volunteering, hands on activities, and connection to local organisations in the afternoon, based on the learner's interests:
 - At New Start Highland: Visit of the garden & furniture workshop
 - Visits to local organisations: workshop at the Clay Studio, input from Open Arts
- Final day: Connection with local eco-systems partners and relevant organisations offering further opportunities and feedback:
 - Catherine Shaw from Highland Council
 - Luthien Lark - Volunteer Academy Lead & Volunteer Development Officer
 - Ian Finlayson from DWP
 - Jean Stewart from Highland Home Carers

GATHERING FEEDBACK

- Continuous conversations with facilitators
- Regular check ins with learners throughout the programme (line continuums)
- Pre-post programme assessment (line continuum)
- Post programme evaluation form

PROGRAMME IMPACT

- **Boosted confidence:**
 - “All of it made me feel more confident.”
 - “At first, I was very frustrated because I didn’t understand. Step by step I feel more confident.”
 - “I’ve met new friends and that makes me feel more confident.”
- **Increased access to local support networks:** "There were a lot of new contacts that the guests told us about that I couldn't find before."
- **Shifted mindsets:** “I learnt it is important to ask myself how you can achieve the things you want. You should focus on the how & and not think 'I can't do it'.”



CHALLENGES & ADAPTATIONS

Project challenges

- Recruitment
- Positioning of the programme
- Programme structure and design
- Feedback

External challenges

- Immediate pressures
- External stresses
- Structural barriers
- Cultural differences

CHALLENGES & ADAPTATIONS

Recruitment

- Strengthening partnership working before and during the programme
- Identify specific individual and reaching them through their trusted partners, who supported registration and engagement through the programme.
- In person communication to build rapport with potential learners from the outset

Repositioning the programme

- ESOL 2-4 accepted
- Communication focused on English for work
- Meeting learners where they are, reviewing our expectations

Programme structure and design

- Structure taking into consideration learners' challenges
- More flexible, conversational content
- Updated follow up activities instead of 1:1 coaching

Feedback – In person

hopeful
| |

positive
| | | |

worried
| | | | |

confident
| | |

proud
| | |

the same as before the learning

challenged
| | |

connected
| |

accepted
| | | | |

have purpose (useful)
| | | |

speaking up - having a voice
| | | | |

have a plan (moving forward)
| | | | |

Frustrated
| | | | |

lucky
|

CHALLENGES & ADAPTATIONS

These adaptations had positive impact on the programme:

- Higher number of registrations and better engagement during the programme
- By meeting learners where they are, we enabled open, honest reflection on their lived realities and aspirations.

External challenges

- Immediate pressures
- External stresses
- Structural barriers
- Cultural differences

The image features a teal background with a large white circle in the center. The text is centered within the circle.

**INSIGHTS
FROM FACILITATORS...**

WHAT WE DID

COHORT 2

Day	COHORT 2
1	Increase understanding of Highland life. Practise English with conversation starters for social situations
2	Practise telling their 'story'. Look at the wording in some typical Driving Theory Test questions.
3	Discuss topics of conversation for everyday life Develop understanding of communities and local opportunities
4	Become more confident at understanding the appropriate language use when applying for volunteering or job applications
5	Prepare for guests
6	Community guests invited to meet learners

HALF-DAY
INTRO
SESSION

DAY 7 TO
REVIEW
PROGRESS
AND NEXT
STEPS

WHAT WE DID – AFTERNOONS

- Volunteering, hands on activities, and connection to local organisations in the afternoon
 - Visits/input from local organisations:
 - Inverness Tool Library,
 - Cooking class at the Barn Church in Culloden with The cooking Club,
 - Clarity walk, Inverness Open arts
- Final day: Connection with local eco-systems partners and relevant organisations offering further opportunities and feedback:
 - Corrina Shearer from CALA
 - Kirsty Heughan from Global Highland
 - Luthien Lark - Volunteer Academy Lead & Volunteer Development Officer

IMPACT: FINDING MY VOICE

Before the programme:

"I don't have my voice yet – it is closed.

I want to speak my voice and be heard."

After the programme:

"I have a voice and I feel useful."

"My confidence to speak more has increased and I feel like I can speak up and have a voice."

"At first I was even scared to try to speak but now I try."



IMPACT: BELONGING

"I do not feel part of Scotland. My family live in another country, I loved my home... and I miss it."

"I learnt from this programme that we have a lot of things to offer in this country. Even if we are not born here, we are welcome here."

"I feel strongly about Scotland, it is my home, I know its history and its music."



IMPACT: USEFULNESS & CONTRIBUTION

“I feel useful and that I have something to share.”

“I am going to start work as a volunteer at the hospital.”

“I’d like to be a volunteer & work with kids.”



COHORT 2

IMPACT: HOPE & FUTURE PLANS

“I have a plan for life, a big dream for myself and my family.”

“I would like to go to university & learn to apply what I have gained from my experience.”



PROGRAMME IMPACT

CATHY SHAW

HIGHLAND COUNCIL

PROGRAMME IMPACT

DOLINA

NEW START HIGHLAND

CONCLUSION

Complex project – Please contact us if you would like to hear more about it

Importance of partnership working

Importance of taking a flexible approach, to meet learners where they are

REFLECTION

Which elements shared today resonated with your work, and what are you going to take away from today?

Any learnings from your own experience that you would like to share with the group?

Any follow up conversations that would be useful?

THANKS TO:

- HTSI Mental Health and Wellbeing Fund for Adults
- New Start Highland
- Scottish Refugee Council
- Refugee Integration Network
- Gill Dolphin and Russell Rekhy
- Inverness Tool Library
- The cooking Club
- Clarity walk
- Inverness Open arts
- CALA
- Global Highland
- DWP
- Highland Home carers
- UHI
- Aberlour

“The sessions with Gill woke up our thinking skills.

She made me question myself & think about things differently.

The atmosphere in our group made me feel good to share ideas & discuss.”

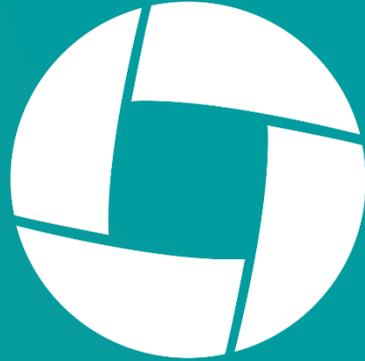
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One becomes many

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