

# EMILIA OVERVIEW

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# EMILIA

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- Framework 6 funded project -3.4 m
- Commenced September 2005 – ends 2010
- 16 centres
- 8 demonstration sites – inc Athens (EPAPSY) Barcelona (FIMIM), Bodo (NHLS), Warsaw (IPiN)



# EMILIA

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- Vehicle for EU to explore, analyse, evaluate, generalise and disseminate the efficacy and impact of the EU's policy on Lifelong Learning



# Lifelong Learning

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- “all learning activity undertaken throughout life, with the aim of improving knowledge, skills, and competences within a personal, civic social and/or employment-related perspective, emphasising learning throughout the life time from preschool to retirement encompassing the whole spectrum from formal, non-formal to informal learning.”
- Commission of the European Communities (2001)  
Making a European Area of Life Long Learning



# EMILIA

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- **E**mpowerment of **M**ental **I**llness service users: **L**ifelong learning, **I**ntegration and **A**ction



# Empowerment

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- enabling service users to take opportunities for locally defined paid employment in Universities and mental health services



**Through**

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**A Lifelong Learning  
process**



**Leading to:**

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**Social Inclusion**



## EMILIA- what is it?

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- An attempt to improve the **social inclusion** through employment of mental health service users, and where locally applicable, their families, with respect to local mental health services, their educational partners – and beyond



## EMILIA – what it isn't

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- A 'normal' evaluation of 'patient psycho-social improvement'
- An attempt to directly improve services



# Occupational Roles and Opportunities

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- Trainers\educators
- Researchers\auditors
- Direct service providers



# Social Inclusion and Life Long Learning

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- Integration and accreditation of service user informal, non-formal and formal learning



# 16 Training packages

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- Recovery
- Social Network Support and Development
- User research skills
- User Leadership
- User employment support programme
- User career development



# The EU Lifelong Learning Process

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- 1. WP4 Partnership working across the Learning spectrum (IPiN)**

Developing the demonstration sites the capability to function as learning organisations



# The EU Lifelong Learning Process

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- **2. WP5 Insight into Demand for Learning (SPDS)**

Assessing the 'learning needs' both at an individual and service level – to what degree are the demonstration sites prepared to work actively to include service users in their paid activities as locally defined? (Audit: SCM<sup>H</sup>)



# The EU Lifelong Learning Process

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- **3. WP6 Analysis, generation and development of adequate financial and learning resources for the task (PDCA)**

Analysing the costs involved in generating a user employment strategy, and coordinating the development of appropriate training packages geared to assist the development of new employment opportunities for service users in the demonstration sites



## The EU Lifelong Learning Process

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- **4. WP7 Facilitating user access to Learning and Work Opportunities (HMB)**
- Activating the user employment strategy on all demonstration sites and ensuring an appropriate support system is in place.



# The EU Lifelong Learning Process

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- **5. WP8 Striving for Excellence through Service Improvement (EPAPSY)**

Pulling everything together and ensuring that the key Life Long Learning strategies are implemented effectively on the demonstration sites



# Social Inclusion

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A socially excluded individual or group is recognised by a severely restricted and minimal standard of living, as reflected in access to: employment; education; health services, and housing, and by being additionally exposed to racism, sexism or other form of discrimination.



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Social exclusion is intensified for individuals belonging to additionally disadvantaged groups, such as the mentally ill. “There is a high correlation between poverty and social exclusion. Even when they are not the majority of the poor, the excluded typically constitute the poorest.” (EU, Joint Report on Social Inclusion 2001)



# Implications for Research

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- 'Normal' patient improvement measures not used
- Study outcome measures focused on studying how and in what way social inclusion has or has not occurred



# Social Exclusion and Mental Health - Employment

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- 16% of users of community mental health services in employment. (Thornicroft et al, 1999)
- 14% of people with longer term mental health problems in employment. (Scott et al, 2000)
- 8% of longer term mental health service users in employment – a decrease from 20% in 1990 (Perkins & Rinaldi, 2000)
- Fewer than four in ten employers say they would recruit someone with a mental health problem
- People with mental health problems are three times as likely to be in debt



# Social Exclusion and Mental Health - Education

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People with mental health difficulties are more likely to have low levels of literacy and numeracy, and to have lower participation levels in further and higher education (EU, 2000)



# Social Exclusion and Mental Health - Health Services

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- 39% of severely mentally ill group also had physical health difficulties requiring medical treatment (Ryan, 1999)
- There is a threefold increase in physical disorder in people experiencing mental health problems (Lewis, 2000)



# Social Exclusion and Mental Health - Housing

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- Poor housing and homelessness has been shown to be associated with poor mental health, and high proportions of people with severe long-term mental illness have been shown to be homeless (European Commission, 2000)



# Social Exclusion and Mental Health - ethnicity, racism and discrimination

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- Up to a ten-fold increase in incidence of schizophrenia amongst Afro-Caribbean 2<sup>nd</sup> generation immigrant groups (Harrison, 1997; Selten, 1994)
- Similar results have been observed for other African and Asian immigrant groups (King, 1994)
- Psychiatric hospital admission rate is significantly higher for immigrant groups compared to that in their place of origin (Regier, 1995)



# A Methodology for Social Inclusion?

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- **The EMILIA Project:**
- Access to education and employment
- Lifelong Learning pathways for mental health service users, as a means to achieve social inclusion through paid occupational opportunities both with respect to mental health services and to Universities



# Social Exclusion and Accessing Higher Education

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- Forsyth and Furlong (2004)
- Students from disadvantaged backgrounds were more likely to prematurely reduce their level of participation within higher education, by dropping out of courses or by foregoing the opportunity to progress to more advanced courses.
- They were also more likely to follow complicated paths within higher education, including deferred enrolment, gap-years and switching, repeating or restarting their courses



# ‘What is a Learning Organisation’?

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- “Learning organizations are those that have in place, or have the potentiality to develop, learning systems, mechanisms and processes, that are used to continually enhance their capabilities and those who work with it or for it, to achieve sustainable objectives - for themselves and the communities in which they participate.”