



### Welcome!

This is a short summary of the key content from our second The Ideas Fund webinar including:

- An update from the Fund including the role of the researcher and the process of being connected with one.
- A discussion on what wellbeing means to the Fund and perspectives from our speakers from What Works Centre for Wellbeing & the University of the Highlands and Islands
- Further examples of community-researcher partnerships and why it's critical to centre marginalised voices with speakers from Inclusion Scotland, Glasgow Caledonian University and Family Voices Forum.

If you need this in a different format, please [get in contact](#).



### Update from the Fund

There has been a huge interest in the Fund – we had over 260 people on the first webinar, and over 400 people signed up across the four local workshops last week raising many questions and we have written up the answers to questions raised from the first webinar [here](#).

We remain committed to being as open and transparent as possible through the delivery of this Fund, with the idea that these webinars form part of the the application development phase, being geared towards helping you think through your ideas and make sure this is the right Fund for you.



### What is the role of the researcher?

#### Role of the researcher: What it isn't

- Short term, one-off engagements e.g. a single workshop
- To lead the project – equitable partnership and meaningful engagement is needed
- To run a project where communities are involved purely as research participants.
- To simply evaluate your project

#### What it could be...

- Work together to design innovative and creative approaches to explore existing research in your setting.
- Work together to create new stories/narratives to help understand existing research.
- Developing evidence informed resources to share with others.
- Work together to undertake community action research to develop knowledge, skills and methods.

[Linked Blog](#) Post

[Webinar Video](#) on YouTube including section links.

[February FAQ](#) resource

[The Ideas Fund](#) Main Site

[@TheIdeasFund](#) on twitter



Click this icon on the PDF to link directly to the webinar at the right time

"We'll be looking to support ideas where skills can be built in both directions. So for example, a community learning research skills with the researcher gaining knowledge from communities that can help inform their wider work, just as an example. Your project is therefore unlikely to be funded if you're only looking to bring a researcher in to deliver a one-off workshop that may feel quite transactional, or feels like you're just bringing in a service, and without that opportunity for longer-term building of a relationship. We're also looking to ensure that relationships are balanced, two way and equitable. So, your project is unlikely to be funded if it's driven by the researcher as a lead. And building on that point, although the fund is about bringing researchers and communities together, the Fund isn't about funding purely research projects. So, your project is unlikely to be funded, where it's about a researcher coming in and doing research with no two-way interaction or opportunities for the communities to gain skills or knowledge and/or where the communities themselves are purely research participants. This is not a research fund and researchers have access to those elsewhere" – Chris Manion



### Can I be linked with a researcher?

The partnership between community and researcher does need to be in place by the application deadline so there is still time. This doesn't mean all the details need to be fully planned out, but it does need to be meaningful and show how this partnership and project can develop and adapt together.

As the process develops, we can support you to find a researcher through contacting the Development Coordinators as well as both during and after the local workshops into April. If you can't join the workshops, we do recommend you [contact your Development Coordinator](#) when you are ready.

We are working in each of the areas to share levels of demand and understand possible project ideas – but this will take some time. Please note that the availability of researchers could be a factor in the decision-making.



### What does mental wellbeing mean to the Fund?

At The Ideas Fund, we use the following broad definition of mental wellbeing:

"You care about yourself and for yourself. You look after your physical and emotional health - by eating well, sleeping well, exercising, connecting with others and enjoying yourself. You can cope with the stresses of life and can work productively - whether that's in a job, in education or through chores and hobbies."

This is a holistic definition, as we know that a wide range of things define and contribute to mental wellbeing. However, we're clear that this Fund is not about funding:

- Mental health interventions including frontline services or specific therapeutic approaches
- Treatments of specific diagnoses or mental health conditions

However, we can support a wide range of complementary activities which could improve mental wellbeing for individuals and the community in its broader sense, such as physical activity, social activity, being outdoors, taking part in creative activities - the list could go on.

#### Application Available:

Early April

#### Deadline:

14 May Midday

#### Decisions:

June

#### Local Workshops

The next dates shown here. [See online](#) for further local information and dates.

#### Highlands & Islands

Thursday 11 March, 10am

#### NW Northern Ireland

Thursday 11 March, 2pm

#### Hull

Friday 12 March, 10am

#### Oldham

Friday 12 March, 2pm

"Importantly, the ideas should be coming from the community - what do they think will have an impact?"

For this fund, improved mental wellbeing in the community is only one part of the picture, and an important outcome is whether the project builds stronger relationships between communities and researchers, and improve their skills in working with each other.

So whatever the idea to improve mental wellbeing is, it's really important that the role of the researcher is a core part of the project." – **Jill Wells**

### How else can mental wellbeing be understood?



**Joanne Smithson** is the local government and health lead at the What Works Centre for Wellbeing. She works to understand what local government, organisations, communities and individuals can do to increase wellbeing and effectively translate this into practice and speaks about this with us here.



"..At the Centre we define wellbeing as how we're doing, as individuals, as a community and as a nation, and how sustainable that is for the future. The important thing about wellbeing is that it's individual, and it's subjective. So we don't know by just looking at people how they're doing, we have to ask and listen really intently. When we measure wellbeing at the Centre, there are four areas we look at because importantly, wellbeing goes beyond an absence of ill health and pleasant emotions. It's about having a sense of purpose and fulfilment in our lives as well. **So when we measure wellbeing, we talk about how satisfied we are with our lives, how happy we are, how anxious we are, and to what extent do we feel the things we do in our lives are worthwhile"**

### Community wellbeing: People, Place and Power



"When we think about the evidence, what works to improve community wellbeing, it's slightly different, you can't just add up the wellbeing of individuals and get community wellbeing. We know what matters for community wellbeing is people, place, and power. And one of the things you might want to explore with your researcher is how do those three areas of people, place and power work for your community and your local area?"

So for the people piece, it's about having networks of support. It's about feeling trust and belonging. So when you're thinking about your project, how are you going to design this in? How might your researcher help you and your community think this through? For places...it's about having access to service and facilities. But it's also about shared practices, or history or culture, there's storytelling, some really good evidence around that as well. And finally, for community wellbeing, it's about power. It's about having a voice and a sense of control over the things that are important to you...

So for me, it's really important when we're developing our projects to think about what does the evidence say works? And how do we tailor that to work with our local communities to make sure we bring the evidence alongside the community need and the community insight?"

What Works Centre For Wellbeing is the UK's national body for wellbeing evidence, policy & practice. Resources on [the website](#) include:

Tools and guides on [measuring wellbeing impact](#) and [loneliness](#)

Briefings on topics including wellbeing and [our sense of purpose, volunteering](#) and [COVID-19](#).

[@WhatWorksWB](#)  
[@JoanneSmithson](#)



"...there are different interventions that work for different types of loneliness. So, it's about listening and maybe thinking about how your researcher can help you tailor the evidence of what works around social loneliness, emotional loneliness, and tailor that to the groups that you're working with"



### Improving access to green space for Black, Asian, Minority Ethnic and Refugee communities

This project involved the [Sheffield Environmental Movement](#) engaging with Black communities and community-leaders through conversations, development of walking clubs and guided outdoor activities to explore the evidence of the inequalities in wellbeing. The aim of this was to develop a better understanding of the different perspectives and barriers accessing green space from communities insights.

### Wellbeing as the freedom to live the life you want...



**Dr Sarah-Anne Munoz** is an experienced rural health scholar and acting head of the Division of Rural Health and Wellbeing at the University of the Highlands and Islands. She joins us to speak about her passion for co-production with community voices.



"...My background is health geography. So I'm interested in understanding what the relationships are between health and place, and the different spaces that we use as individuals in our everyday lives...I've mostly been involved in projects in the rural context. And we generally consider wellbeing at the individual level. And I think, similarly to, to the definitions that Joanne works with, health geographers would see wellbeing as as much more than just the absence of physical or mental illness. **And the phrase that sticks with me from health geography is that it's about having the capacity, and also the freedom to live the life that you want to live and be able to do that well.**

### How can communities and researchers work together?

One example shared by Sarah-Anne on how researchers and communities can work together to support mental wellbeing is the **Greenspace project**. This connected local communities, patients, stakeholder and researchers using creative mapping approaches to help understand what a large shared green space meant to them and support access and more meaningful use of the space to support wellbeing. Here the researchers were able to share different tools and approaches with communities to help map, analyse and decide on priorities as a group themselves.



"...working with the community...shifts perceptions, that this green space was actually theirs, it was something that they could access, they could own and they could utilise to improve their own wellbeing. And some examples of that kind of social access would be local interpretation of the natural area that drew on local residents memories, example of like 'the year the pond froze and we all went skating', or games that kids have played in the woods and things when they were children. And also, like just some of the names that people have for natural features, like 'the huge tree on the hill'. And these are things that are really important to people, and working together to uncover those and tell those stories and share those stories, meant that you were then impacting on people's desire to use the green space for wellbeing. So I think, as researchers as well, we were able to bring some tools from community engagement research, which helps the community members to think through and prioritise which types of improvements they might want to take forward as a priority"

[Dr Sarah-Anne Munoz's biography and research](#)

[Division for Rural Health and Wellbeing](#) School of Health, Social Care and Life Sciences, University of the Highlands and Islands

University of the Highlands and Islands [PURE](#) research database

[@SarahAnneMunoz](#)  
[@RHW\\_UHI](#)



### What research themes are interesting to you right now?

"...we're still in the midst of the pandemic. And I think there's some really interesting work being done there as well, in terms of what are the impacts on individuals' wellbeing, but also what are some of the ways in which resilience has been built through community activities and volunteering over the last 12 months or so. We've been looking at the use of digital technology and whether it can support wellbeing for groups, such as people living with long term conditions, or frontline workers within the NHS. So I think these new ways of using technology and mapping to kind of capture community experience & help them interpret and understand that are really exciting"

### Greenspace Project

[Final project report](#) and toolkit

[Interview](#) video about the project

### How can communities and researchers work together?



**John Beaton** has been leading on the Inclusion Scotland Highlands Project designed to support disabled people to influence local and national policies and practices that affect their daily lives. Here he discusses how communities and researchers can and should work together as peers.



"...my journey started as a Peer Activist in the Mental Health Recovery movement, to become Highlands first Peer Support Worker...And to become a Peer Researcher on, you guessed it, Peer Support. So that's a lot of Peers. So what is a peer? A peer in these contexts is someone who has a sense of shared identity with the community they are campaigning for, supporting or researching. But more importantly, a peer also means a person of equal status. Establishing relationships that explore that dynamic between academics and communities, as equal, and alternative sources of knowledge and expertise is vital, really. That sense of empowerment that comes from a meaningful and purposeful role, does indeed contribute to your own mental wellbeing. And for me, those are the strong foundations you need to build successful community research, whether that be a community of geography, interest, experience, or indeed identity"



**Dr Ima Jackson** is senior lecturer in the School of Health and Life Science at Glasgow Caledonian University. She researches the experience and perspectives of those marginalised and is interested in the interface between research-based policy and migrant and people of colour's actual experience, which she discusses here.



"I'm here because I have spent a long time looking at the system within the Academy. I've understood the experiences of communities marginalised for example, through ableism, through homophobia, through racism, and understand the assumptions that the system takes when it engages with research. And so I started off as a kind of researcher who went into this area, thinking: Oh, research is going to show the objective truth, that's what research is all about. And then the assumptions that I saw, the way that they did [research], the way that they behave around people who are racialized, who are some of the most researched people in society...and yet the inequalities are still huge, which surround them...And so my academic work with communities has been to focus on communities to help them demonstrate to the system how the system behaves around them. So that's what I guess I bring to this conversation"

Inclusion Scotland is a Scottish National Disabled People's Organisation

John currently sits on the [Community Development Alliance Scotland's](#) Management Board and works as an expert advisor to [Scottish Government](#) and the [Royal Society of Edinburgh](#) on disabled people's inclusion in public participation post-COVID-19. He also is the founder of [HighAbility](#).

[@InclusionScot](#)  
[@InclusionHigh](#)

[Working with peer researchers, developing future strategies](#) from Disability Wales

Dr Ima Jackson's biography and research [interests summary](#)


Ima is also Co-Chair of the [First Ministers Advisory Council on Women and Girls](#) and the [Scottish Government's Expert Reference Group on COVID and Ethnicity](#)

Ima is co-convenor of Glasgow Refugee Asylum and Migration Network ([GRAMNet](#)) and board member for the [ILFA](#) project and steering group member of [Migrant Voices](#)


[@DrImaJackson](#)  
[@GCUSHLS](#) (Glasgow Caledonian University School of Health and Life Sciences)


### Why must we ensure marginalised communities are centred in these partnerships?

#### Communities themselves have the knowledge and expertise


 "I want the community to keep and see their power...it's them - they have the knowledge, they have the expertise. And so the researchers who come to them should reflect the issues that they're wanting to have researched to some extent"  
- **Dr Ima Jackson**

The systems around academic research can replicate and uphold marginalisation and inequalities by researching "on" and extracting from communities rather than working "with" and "by" them.

 "...the only knowledge that is needed is the people from the communities - whatever community it is - as that is the knowledge. I have been a very challenged academic because that is not how academia or the academy behaves... [it] has been a huge challenge to them to even consider that the expertise is with the people...I'm here today, because this to me is a really important political moment about a challenge to dismantle and disrupt the system that seems to think that someone's going to tell the communities, what's knowledge, what's expertise" - **Dr Ima Jackson**


 "For me, frankly, it's common sense to prioritise the voices of people within our communities facing the highest levels of inequality. And we know that's the marginalised communities and the intersections of those marginalised communities. And people, like communities, are not homogeneous. We have multiple identities. We can be disabled people from a BAME background. We can have multiple impairments within the disability community. People are not just the disabled people's community, they're part of the community. So, if we truly want to learn how to improve the overall levels of community wellbeing, that's what we need to do" - **John Beaton**

### How can centre marginalised communities in these community-researcher partnerships?

 "The best way to do this is by bringing people together as a community of experience, of facing similar barriers to their inclusion. The social model of disability says that we're disabled by the barriers we face in society, and not by our impairments or our differences. Through identifying as a disabled person in this way, we become a community of identity, and identifying as a disabled person or someone who is disabled by the barriers. And that's a positive identity that makes us part of the solution and not part of the problem.

Marginalised communities are often described as hard to reach, and I prefer to think about them as easy to ignore. I think a lot of people don't engage with marginalised communities because they're afraid of getting it wrong. The best way to deal with this anxiety is to reach out and invite people to have those conversations and actively listen to how to anticipate everybody's needs. And that's listening with the intent to understand, not to respond. Once you've identified the needs, you can address it, which is at the heart of inclusion, and more importantly, be willing to be humble enough to apologise if you get it wrong. And commit to getting it right in the future. No one, and I mean, no one is an expert at this" - **John Beaton**

**When developing partnerships with researchers, through The Ideas Fund or otherwise, building trust and going about this with the utmost care is essential to manage these risks**

 "...funders should be funding the engagement with the researchers from the off - from and for the community - to work out, do they trust these people [researchers]? Are these people going to come in here, and do some damage with the best intention in the world? Of course, I don't mean that they intend that but ... The care, you have to show to communities and demonstrate to them, that they can trust you with this"  
- **Dr Ima Jackson**

### How can communities and researchers work together?



**Lisa Archibald** is the coordinator for Family Voices Forum, Bereaved by Suicide Project, and shares how the communities worked with researchers to ensure their lived experience was incorporated into future research, decision-making and development of new networks & guidelines.



"I'm Lisa Archibald. And I coordinate a regional group across Northern Ireland, called Family Voices Forum. Now, they're all family members who got together quite a while ago, and wanted to make a difference in suicide prevention and the resulting deaths that happened by suicide across Northern Ireland. They began this work really because they wanted to ensure that other families who were in the same position as them, who may have experienced a bereavement, got better support, increased involvement and processes surrounding that. And healing happens as a result of that involvement.

One of the most critical messages that came across as a result of that was the role of lived experience. And how that needs to become more important. When we look at research we need to define what that is, and we need to have a greater understanding of how we work together as partners and as equals, to be a team, to expand the evidence base knowledge for changes that are being requested. So, as a consequence of that, we've collaborated in the development of the Northern Ireland Suicide Prevention Research Network where we work in partnership with Queen's University and the University of Ulster as well as other key practitioners around the country. We sit together regularly and talk about the development of research. And that led us on to becoming involved with a significant research piece last year with the Samaritans"



"... There are no hard-to-reach people out there. It's about understanding how we communicate, how we work together, how we work with power differentials, and how we do that with safety and security of both the researchers, the groups, and the participants involved. And that needs to be a team effort, a collaborative, co-produced, co-designed effort, because we know when experts design services, design changes, design improvements, and they wonder why then the community doesn't engage. And the reason they don't engage is they haven't been involved properly. **So, involving people in a variety of ways, is just critical to the success of your project. If you want to see the most impact on what you're doing, you need to get that involvement right from the start**" – Lisa Archibald

### Family Voices Forum, Developing Healthy Communities

[Summary](#) and resources of the programme

[Community workshops](#) and conferences

[News](#) of the Suicide Prevention Research Network for Northern Ireland

[@Families\\_Voices](#) and [@DHCinfo](#) on twitter



"..getting it right at the start and co-production means involving people in decision-making from the beginning, not in the middle or at the end. But, build trust...And the best way to do that, is by sharing your values. Talk about your values first, in any conversation, and all conversations you have with researchers or your community... Discussing these, those similarities and differences early will save a lot of energy and a lot of time later on. It will also help you establish shared beliefs about the way you will operate the project between you & the researchers and promote well-considered joint decision making.

And finally...you don't know what you don't know. Don't assume that you don't already have research expertise in the community. And don't assume researchers don't already have experience of engaging with communities. Do a skills audit, work out what you already have to build on" – John Beaton

# What does Mental Wellbeing mean to you?

## Reflection



These prompts are just suggestions. You can type in the PDF directly or feel free to print out!

These reflection questions are based on themes from our second The Ideas Fund webinar and may be helpful in thinking through and developing your project as you go along and stimulate useful conversations with your community and partners, researchers & the Development Coordinators. This is an optional personal support tool & though these questions may complement the final application form, you will not be asked to share them.



### What mental wellbeing issue(s) are important to you & your community?

What does mental wellbeing mean to you?  
And what is the change you'd like to see?

How does it connect with the broader understanding of wellbeing?

How do you define your community?

How do you know it's important to them?

And how will your community continually make decisions through the project and decide what success looks like?

### What expertise and values do you & your community have?

What expertise, assets and resources do your communities already have?

Where has this perspective been missing?

What are your core values as a community?

How do you ensure you discuss and share these in your community and with potential partners?



# What does Mental Wellbeing mean to you?

## Reflection



What questions, skills and resources would you need to help you make a difference responsibly & equitably?

What skills & resources could a partnership with researchers support you to support/explore mental wellbeing with?

Whose voices may be missing or have been excluded or marginalised from these conversations?

What partnerships and resources are needed to ensure these voices are meaningfully and responsibly involved?

What happens if the project isn't funded? Or when the funding ends?

Where can there be harm done in delivering &/or managing a project – for yourself and for the communities you work with?

What safeguards, training & mechanisms should be factored in?

Any other reflections, questions or notes

There will be other opportunities to share these thoughts in the workshops and webinars, along with The Ideas Fund Team and Development Coordinators directly.

The next session will explore partnerships. Get in contact, find out more and register on [the website](#)