

Tackling Stigma Framework Pilot: Evaluation Update Report

A Report to National CAMHS Support Service

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Contents

1.0	Introduction	1
1.1	Aims and objectives.....	1
1.2	Methodology	1
1.3	Structure of this report	1
2.0	Policy Context.....	2
2.1	The Tackling Stigma Framework and pilots.....	2
2.2	Policy update	2
3.0	Update on Tackling Stigma Framework Activity	4
3.1	Update on Tackling Stigma activities	4
3.2	Engaging children and young people.....	6
4.0	Emerging Impacts and Outcomes.....	11
4.1	Emerging outcomes and impacts	11
4.2	Emerging challenges	12
5.0	Evaluation and Sustainability	13
5.1	Evaluation activity.....	13
5.2	Sustainability	13
6.0	Conclusions and Final Thoughts	16
	Annex One: Tackling Stigma Framework	1
	Annex Two: Table of Interventions	4
	List of figures	
	Figure 6.1 The Tackling Stigma Framework.....	2
	List of tables	
	Table 3.1 Summary of activities in the pilot areas	4
	Table 5.1 Making Tackling Stigma sustainable	14

1.0 Introduction

In January 2011, Ecorys (formerly ECOTEC Research and Consulting Ltd) was commissioned by the National CAMHS Support Service to undertake follow up research for the evaluation of the Tackling Stigma Framework pilot. The original evaluation of the six pilot areas implementing the Tackling Stigma Framework took place between January and August 2010; this follow up research was carried out in January and February 2011 to establish what had happened since pilot funding ended in August 2010.

1.1 Aims and objectives

The overall aims for the evaluation were:

- To gain further insight and understanding of the emerging outcomes and impacts of tackling stigma activity;
- To gain understanding of how tackling stigma activity is being sustained; and
- To explore overall experiences of being part of a national pilot programme.

This report provides an oversight into tackling stigma activity which has been undertaken in the pilot areas, since summer 2010. It highlights some of the emerging impacts and outcomes of tackling stigma activity, and sets out the ways in which tackling stigma work is being embedded and sustained within the organisations involved in the pilot. The report also looks at the impact that involvement with the Tackling Stigma Framework has had on a sample of young people involved, as well as the key challenges to delivering tackling stigma work in the current spending climate.

1.2 Methodology

The follow up research incorporated telephone interviews with the lead person for all six pilot areas and, where appropriate, associated members of staff such as project leads or participation workers. In addition to the telephone interviews, follow up visits were made to Northamptonshire and Liverpool which encompassed group and individual discussions with young people involved in tackling stigma activity. In Liverpool, eight young people filled in self completion arrow tools to reflect on how their feelings and the feelings of their peers had changed over the course of their involvement with the Tackling Stigma Framework and associated initiatives. In Northamptonshire, observations of the Tackling Stigma group, and informal discussions with nine children and young people from the group took place.

1.3 Structure of this report

This short report is intended to provide an overview of progress since the summer and is structured as follows:

- An update on the current policy context (Chapter Two);
- Review of latest Tackling Stigma activity and work to engage Children and Young People (Chapter Three);
- Emerging outcomes and impacts (Chapter Four);
- Evaluation activity and sustainability (Chapter Five); and
- Conclusions and final thoughts (Chapter Six).

2.0 Policy Context

This section provides a brief introduction to the Tackling Stigma Framework, and incorporates a review of changes in the wider policy context since the original evaluation of the Tackling Stigma Framework in 2010.

2.1 The Tackling Stigma Framework and pilots

Dr Fiona Warner Gale in her PhD identified eight priority areas for action when tackling stigma, to be applied in a range of settings and at a number of levels simultaneously. The eight priority areas (or domains) for tackling stigma which make up the Tackling Stigma Framework are: citizenship & participation, mainstreaming of anti-stigma programmes & policies, language and definition of mental health, information: children families & organisations, education: children parents professionals & public, communication: children & families, effective organisational systems and accessible services, the role of the media as allies¹. The Tackling Stigma Framework was developed to be implemented as part of wider CAMHS strategy and planning.

Six Tackling Stigma pilot areas across England (Durham, Darlington & Tees, Liverpool, Northamptonshire, Northumbria, Plymouth and Walsall) were funded by the Department for Health and the Department for Children's Schools and Families.² Each pilot received £7,000 and NCSS (National CAMHS Support Services) encouraged CAMHS Partnerships to match fund this amount where possible. The funding covered the period from December 2009 to August 2010 and the original evaluation covered activity that had been delivered up to that point.

2.2 Policy update

Since the funding for delivery of the Tackling Stigma Framework pilot came to an end in August 2010, there have been several relevant national policy developments following the announcement of large reductions in public spending in the Comprehensive Spending Review in October 2010. While funding for the NHS has been protected from spending cuts, a major reshuffle of the NHS was announced in the recently released White Paper: Equity and Excellence: Liberating the NHS, the reforms will devolve power for commissioning services to GP consortia that will have responsibility to commission services based on patient need. Targeted Mental Health in Schools³ (TaMHS) funding comes to an end in March 2011 and the NCSS (National CAMHS Support Services) programme will cease in March 2011.

The children and young people's mental health and well being charity YoungMinds, have started a campaign to spare children's mental health services from budget cuts. A list of key demands for the new

¹ Further details on the Tackling Stigma Framework (Gale 2006) can be found in Annex One.

² Now the Department for Education.

³ TaMHS is a three year national pathfinder programme funded through the DfE (formally DfES), which aims to support the emotional and mental well being in schools for children and young people aged 5-13.

government was produced by the charity, and includes, "tackle stigma about mental health to ensure that young people are able to speak out about how they feel and get the support services they need¹."

The new mental health strategy for England, 'No Health without Mental Health' places a greater focus upon early intervention in tackling mental health problems amongst young people. The strategy covers all age groups, and has pledged an extra £400m to increase access for therapies, such as counselling. Of six shared objectives identified within the strategy, the need for tackling stigma is highlighted as an outcome for action, "fewer people will experience stigma and discrimination²." The Government has pledged to work actively and has committed support for the Time to Change Programme led by Rethink and Mind to reduce stigma for people of all ages and backgrounds.

Despite this pledge from the Government, it is a challenging time for many voluntary organisations. YoungMinds have raised concerns that spending cuts will hamper the ability of voluntary organisations to provide mental health services for young people who do not, or cannot access statutory provision. It is within this context of uncertainty and spending cuts that pilot areas have operated when continuing to implement Tackling Stigma activity.

¹ Young Minds Campaign Against Cuts, ww.youngminds.org.uk.

² No Health Without Mental Health (2011), Department of Health.

3.0 Update on Tackling Stigma Framework Activity

This section provides an overview of Tackling Stigma activity since the funding for the Tackling Stigma Framework pilot came to an end in August 2010.

3.1 Update on Tackling Stigma activities

"It's something that we will continue to promote, to push a positive mental health image in all of the work that we do." (Pilot lead)

Table 3.1 below sets out a summary update of the activity undertaken discussed in each of the pilot areas since the evaluation in August.

Table 3.1 Summary of activities in the pilot areas

Pilot areas	Update since Summer 2010
Durham Darlington and Tees	<p>The Tackling Stigma interactive DVD was completed after some delays in the production process, and clips from the DVD were included within a Tackling Stigma workshop at the CAMHS regional conference. The reference group and Investing in Children are now considering the most effective way to use the DVD in schools and youth clubs. A lot of interest in the DVD was generated at the Regional CAHMS Conference with a number of professionals asking for a copy.</p> <p>'Agenda days' led by young people allow other young people the chance to express their views in an adult free environment. At one such event the top five for a 'Five a Day' ongoing discussions with the reference group were identifying ways in which to use this model and broadcast it. Both the DVD and the Five a Day model are being incorporated into a media campaign being run by the PCT at the end of February 2011, this will launch a new health based service.</p> <p>There are ongoing discussions about the best way to engage with young people that don't access CAHMS, realising that this is a deep rooted problem, and it will require some thought to really get to the bottom of this. Initial work has included the CAHMS reference group reviewing 20 leaflets to see which they found the most accessible and user friendly.</p> <p>A series of training initiatives were undertaken by two mental health trainers looking at the language used in describing mental health. This included students on courses training in mental health. Young people also received training directly about the subjects of mental health including positive and negative uses of words associated with mental health. Other activities included a successful broadcast featuring two young people talking about their experiences of mental health which went out on a local radio station following two young people recording their experiences of mental health. A lot of work was undertaken looking at the sort of literature that young people really engage with and the most appropriate types of leaflets to use.</p>
Liverpool	<p>Activity is ongoing in Liverpool to deliver the project plan activities. The 'FYI' project group still meets regularly at Merseyside Youth Association and have recently finished developing the interactive website which will go live at the beginning of March. The website has grown from its original conception into a forum which not only provides information for young people, but also professionals working with young people. Additional funding was secured to develop this along with a North West Forum which allows young people to speak to other young people. The website is also being used to launch referral pathways with advice for professionals working with young people on how to refer to them. The training course highlighting issues</p>

	<p>faced by young people with mental health problems, 'Mad, Bad, and Misunderstood' has been delivered with over 600 people being trained in the last year. Within all of the work that they do they have tried to promote a positive mental health image and to incorporate this into all of their activities.</p>
Northampton shire	<p>Northamptonshire has been busy since the summer developing a range of resources which will be launched as part of a big event at the end of March. A decision was made to hold back the launch until all of the resources were ready in order to have the maximum impact. The launch event will include members of the local media, TV and press.</p> <p>The resources developed include a DVD which looks at defining stigma and mental health, and members of the Tackling Stigma group have been involved in CAHMS conferences describing their involvement with the DVD. Tackling Stigma champions are now in place in schools, and working with young people.</p>
Northumbria	<p>The Northumbria Tackling Stigma steering group wound down in August when the Tackling Stigma funding came to an end but activity has continued through the TaHMS group. The 'Out of the Shadows' DVD has continued to be delivered in schools. Looking after well being in work training has also been undertaken by Educational Psychologists to 'train the trainers, ' A review of mental health literature is continuing, a planned drama production could not go ahead because of organisational changes. Plain English software was disseminated but there have been some difficulties with this around initial enthusiasm for using it.</p> <p>The pilot lead is currently working with CAMHS to ensure that tackling stigma is included within the CAMHS strategy.</p>
Plymouth	<p>Plymouth held a celebration event in November which pulled together all of their Tackling Stigma activity to date. The project plan is still in place, and it has been useful as a means to structure activity around it. A series of pledges were made at the celebration event in order to continue and sustain Tackling Stigma activity. The Five a Day model is continuing to be used, they are hoping to get its message out across the whole of the city, and they are currently working on narrowing the five a day from ten down to five.</p> <p>The Children and Young People board continue to drive activity; they have designed a FAQs leaflet and DVD, continuing to work on referral pathways and are still looking at developing new ways to engage young people.</p> <p>A series of mental health nurses have undertaken Tackling Stigma training, the framework is being used to take this back into schools to ensure there is a wider understanding of the issues.</p>
Walsall	<p>Activity in Walsall had continued since the summer, including continuing to promote the 'notes to self' DVD. There has been some difficulty getting into schools, but they are keen to pursue this as they are keen that the DVD is used and doesn't just 'sit on a shelf.' The DVD was also streamlined into public places including GP surgeries, a series of parental well being sessions were also delivered, these were taken up by some schools but not all, and work continues to target those parents who don't normally come into schools.</p> <p>There has been improvement in referral pathways through TaHMS into CAMHS, this model will continue once the TaHMS funding ends. Schools are now more aware of the ways in which they can refer onto CAMHS and this has improved the service for children and young people.</p>

Despite the Tackling Stigma Framework funding ending in August 2010, a lot of tackling stigma activity has continued. Groups of children and young people have continued to meet to consider how resources such as DVDs and websites developed during the original funding phase, can be effectively promoted and used within schools and youth clubs. A number of interventions delivered under the Tackling Stigma Framework discussed during the original evaluation;¹ have become part of a wider stigma plan being

¹ For a full list see annex two.

implemented in the pilot areas, and as such, activity around the implementation of these initiatives has continued within the wider work of the organisations delivering the pilots.

"With the time and resources that we've got, we talk a lot about tackling stigma in the city, and that feels really good."

A small number of Tackling Stigma initiatives identified within original project plans have been stopped due to spending cuts and staff redundancies. In some areas, pilot leads were reluctant to produce information booklets signposting individuals to a particular service for fear that the information would soon change and the booklet would become out of date. Some initiatives were seen as being too expensive to deliver, and the loss of key members of staff also prevented some areas of delivery.

Pilot areas were not required to account for Tackling Stigma funding separately, and this was reflected in the responses to many of the follow up interviews. Tackling Stigma and the Tackling Stigma Framework continued to guide organisational activity in general, rather than being tied to discrete initiatives which had come to an end.

3.2 Engaging children and young people

All of the pilot areas had continued to engage children and young people in tackling stigma activity either directly through the original tackling stigma groups such as CAMHS children's boards and council run groups, or through their work with children and young people in schools and youth clubs.

The following two case studies, based on visits to two areas as part of the follow up work, illustrate the progress made with involving children and young people. The visits to Northamptonshire and Liverpool involved consultations with children and young people to see what impact involvement with the Tackling Stigma Framework had had on them.

Liverpool Tackling Stigma Pilot Project

"We've got something to be proud of."

Background

FYI (Fun Youth Involvement), the CAMHS children's and young people's and parent carer board hosted by Merseyside Youth Association (MYA) has continued to develop their work on with the Tackling Stigma Framework since the summer. Much of the focus of their work has been around developing an interactive website for young people to either find out more about issues associated with mental health, or to enable them to make self referrals. A local media company were involved in designing the website, but the content of the site was driven by the ideas of the children and young people themselves. The site, which has been developed around the concept of an iPhone, will feature a range of support resources. The site has attracted additional funding which has enabled it to expand its content to provision of information for all professionals working with children and young people, as well as hosting a forum for young people in the North West, to chat to other young people about their experiences of mental health.

Delivery

The young people involved with the group were passionate and enthusiastic about their role in developing the website and were also positive about the impacts of that involvement, not only on themselves, but on those who will be able to access the website once it is launched. The young people involved stated that they hoped that the site will help people with mental health problems to realise they are not 'strange,' as well as raising awareness amongst other young people about mental health issues.

"Everyone has a bad mental health day; it doesn't mean you've got a mental illness."

The young people involved felt that similar websites and support services were not available and there was a gap in this type of support.

"This is very unique - there is nothing else out there like this."

The young people were also very clear that it was important that the website be designed by young people so that other young people can relate to it.

"We know the type of words to use because we are young."

The young people stated that the most effective way of reaching out to other young people was through sharing personal experiences and that this had proved most effective in other tackling stigma work that they had been involved with.

"It's more personal being designed by young people."

Impact

When reflecting on the journey of their involvement with developing the website, young people referred to an increased sense of 'belonging' to the group as time went on. At the start of the project, many of the young people reported that they felt 'shy' and 'unconfident' and weren't sure about what they were hoping to achieve. As the project developed the young people felt, '**confident**', '**passionate**' and that they were going to be able to '**make a difference**' and change attitudes.

When reflecting on how other young people might feel before having accessed the interactive website, the young people felt that there would be '**confusion**', '**fear**' and an '**inability to know where to seek help**'. After having looked at the website, young people felt that this would change, and that other young people would feel much more confident and able to find the information that they needed either about mental health or to undertake a personal referral.

Personal benefits of being involved in designing the website included learning a lot about mental health issues, meeting new people, having fun and having something useful to put on a CV. Skills have been developed around team working and there was also a lot of personal pride in what had been achieved.

"We're letting people know that you can stand up and say something about it."

"You interact with people; meeting new people is really good, to hear their stories that inspire us."

Northamptonshire Tackling Stigma Pilot Project

Background

The Northampton Tackling Stigma children and young people group meet fortnightly, and have been involved with a number of tackling stigma initiatives including: a DVD and education pack, and a website providing information for those suffering from mental health problems or that are concerned about others. The children and young people will be involved in a launch of all the initiatives developed through Tackling Stigma activity, and have also been involved in planning the details of the launch itself. Their meetings are held above a local youth counselling and information service, 'Lowdown,' and this has been useful to develop links in particular utilising Lowdown's existing links with schools.

Delivery

Participants filmed the content for the DVD and came up with the commentary and design of the DVD. They created a 'diary room' style film to go along with the DVD, in which they talked about what they felt they'd achieved with the DVD (what they'd done to produce it, what they wanted to get across and the difference they wanted it to make in the future). Production of the DVD (and other outputs, such as the website) was facilitated by adults, but all the production and design was informed by the children and young people.

The website contains 'Our Story' section featuring case studies of the children and young people's experiences of the group, a parent and carers help section, and a section about experiences of mental health problems. What was written on the website was all developed with the participants' input. The participants met with designers about the design of the website. The designers explained how it would work so that the participants could tell them what they wanted.

Children and young people were also involved with a graffiti wall, poetry writing, and questionnaires to understand issues around awareness of mental health services and experiences of mental health.

Impact

The young people were enthusiastic about the Tackling Stigma work they had been involved in, and felt that their input had been valued and were given autonomy in the work that they had done. Children and Young People stated that they hoped the resources would get across the following messages:

- ***“People with mental health problems are no different to everyone else.”***
- ***“It isn't 'abnormal' to have mental health problems.”***

They also hoped the materials would encourage people to talk about mental health problems (reduce the taboo surrounding the issue) and get rid of the stigma around mental illness, by demonstrating that it's an issue everyone faces.

Finally they hoped to improve accessibility to information on mental health problems, and in a language young people will feel comfortable with, which will resonate with their situation.

Children and young people stated that involvement with the group had:

- ***Increased their confidence;***
- ***Helped them to make new friends;***
- ***Motivated them at school or college;***
- ***Improved their communication skills.***

4.0 Emerging Impacts and Outcomes

This section examines the emerging impacts and outcomes resulting from Tackling Stigma activity, this includes outcomes for the children and young people involved with delivery of activity, as well as the wider impacts experienced by those accessing Tackling Stigma initiatives.

4.1 Emerging outcomes and impacts

There was a broad consensus amongst the pilot leads that it was still early days in relation to the extent to which meaningful outcomes and impacts from Tackling Stigma Framework activity could be seen to have occurred. This was particularly true with Northamptonshire who were planning to launch their suite of media related initiatives in one major event in March 2011. Initiatives to be launched at this event included the DVD and website which have been designed by Northamptonshire's children and young people's tackling stigma group. The planned event will involve local television and press as well as a range of mental health and other professionals.

Many pilot leads commented that being able to raise awareness of mental health and the stigma associated with it, particularly in schools, had been an important outcome of their tackling stigma activity. There was recognition that knowledge and awareness in schools was low, and this was reflected by children and young people also, who raised concerns that mental health was not addressed in schools as an issue in the same way that drug and alcohol abuse, sexual health and bullying were. One young person in Liverpool commented that after sharing her experience of mental health as part of a training exercise with teachers, she felt that a real impact had been made in terms of the teachers' wider understanding of the issues young people with mental health problems face:

"If we went back now I reckon they'd have changed." (Young person)

Activities delivered in schools such as the presentation of Northumbria's 'Out of the Shadow's DVD and associated activities, and Durham, Darlington and Tees' Agenda Days were said to have, ***"gone down really well,"*** with children and young people. One pilot lead was struck by how engaged children and young people were with the issue:

"When I mentioned what we were going to do, and the subject of mental health, you could hear a pin drop, so I think a really impressive outcome will be people talking about the subject of mental health and stigma." (Pilot lead)

Pilot leads were also confident that the message delivered to children and young people in training sessions at schools, would be fed back to their peers, and many hoped that future outcomes as a result of tackling stigma activity would be children and young people:

"having the opportunity to talk about these issues". (Pilot lead)

Having the initiatives such as website and DVDs developed and led by young people generated a "buzz" during presentations at CAMHS and other mental health conferences. A number of pilot leads felt that when presenting the DVDs at CAMHS regional conferences the approach taken was of real interest to other professionals who were impressed that the work had been led by children and young people.

While it was acknowledged that the wider impacts of the programme will take time to embed and see the impacts of, outcomes for the young people involved with the Tackling Stigma Framework were commented upon by many of the pilot leads. In Northamptonshire this was seen as being a **"life changing experience"** for one young person who could **"barely look people in the eye,"** before becoming involved with the programme and subsequently developed confidence to interact with other young people.

Bringing the Tackling Stigma message into schools was identified by a number of pilot leads as really filling a gap in provision. Furthermore, training teachers to utilise the tools developed by the programme was identified as important to ensure that this message remains sustainable.

The Tackling Stigma Framework itself has had a positive impact, with one pilot lead commenting that it has been useful to **"to take back into practice"**, to use as a training resource to be able to raise awareness amongst other professionals about stigma and mainstreaming the issue. Another pilot area commented that the framework had provided a platform from which to **"hang"** tackling stigma activity from, another pilot lead said that the framework continues to act as a **"prompt"** for core activity, especially in relation to the need to involve children and young people in initiatives around mental health.

4.2 Emerging challenges

Pilot leads identified challenges in delivery activity as a result of redundancies of key partners and other professionals resulting in some initiatives being removed from the project plan. In Liverpool, the production of an information booklet was stopped in order to avoid producing something that could potentially become 'out of date' due to spending cuts, as soon as it was launched. Some areas commented on changes in organisational priorities because of spending cuts and an element of services turning inwards and focusing on core delivery rather than engaging with other partners and services.

Getting access to schools continued to be seen as a challenge in some areas, and pilot areas that worked with TaMHS commented that this was an effective way of getting into schools, however, one pilot area expressed concern that at times the TaMHS agenda 'crowded out' tackling stigma because it was the bigger programme, and stressed the importance of getting a balance between the two initiatives.

Specific practical challenges were identified when delivering some of the initiatives identified within the project plans, in particular, challenges were identified in developing media productions as this was something that some organisations had not been involved with before. Some elements such as radio broadcasts were seen as too expensive and were dropped from one pilot area's plans because of this.

The complexity of the issues associated with stigma and mental health were identified by some pilot leads as a challenge. During training sessions within schools, due to the sensitive nature of some of the topics involved, it was identified that having awareness and understanding of how participants might have been affected by issues relating to mental health in the past was important to ensure that people were not upset by any issues discussed. This included when delivering training, in particular in schools with the sensitive nature of some of the topics covered and understanding between the different participants involved.

5.0 Evaluation and Sustainability

This section of the report looks at Tackling Stigma evaluation activity and the ways in which Tackling Stigma is being sustained within the pilot areas.

5.1 Evaluation activity

All of the pilot areas were conducting some form of evaluation which incorporated Tackling Stigma Framework activity. Evaluation activity around Tackling Stigma was being done either on the basis of an evaluation of one particular initiative (e.g. a website, or DVD), or through incorporating evaluation of Tackling Stigma activity into a wider evaluation of TaMHS or CAMHS. One pilot lead commented that while they hadn't formally evaluated the activity, there have been regular review meetings to discuss the activities delivered, and lessons learned. Therefore there were few evaluations looking at the Tackling Stigma Framework activity as a whole, and instead mainly focussing on the impact of individual initiatives.

Examples of individual evaluations of Tackling Stigma interventions included:

- In Walsall the 'Notes to Self' DVD is being evaluated by Birmingham University led by a lecturer in Clinical Psychology with support from a graduate student.
- In Northumbria, the 'Out of the Shadows' DVD and Tackling Stigma workshop and 'Wellbeing at Work' training sessions were evaluated by an Assistant Psychologist from within Northumberland Tyne and Wear NHS Foundation Trust. The evaluations provided useful lessons for future delivery of both initiatives, and showed that both staff and children had raised awareness of issues around mental health following their participation in the sessions.
- In Durham, Darlington and Tees, a summary report from the Tackling Stigma group which was produced by the young people themselves following an agenda day at a local school found that, "Hearing about experiences on the matter (i.e. mental health) would get young people to listen better and have a greater awareness."

Further evaluation activity around Tackling Stigma activity will emerge following the completion of TaMHS evaluations, and end of activity evaluations in other areas.

5.2 Sustainability

"We are raising the profile. It's not going to go away. The pilot has come to an end, but we continue to do the work because we feel that it's important." (Pilot lead)

There are a number of ways in which Tackling Stigma activities are being sustained across each of the pilot areas. The framework itself is being used in training sessions, and was described as a very useful tool and resource from which to 'hang the message' of Tackling Stigma activity. Pilot leads in two areas said this will be continued through core delivery within CAHMS services in two of the pilot areas involved

in the research. In Liverpool, mainstreaming stigma has become a requirement in CAMHS commissioning in all service level agreements.

As part of the original evaluation of the Tackling Stigma pilot, Pilot Leads discussed the ways in which they were ensuring that the Tackling Stigma work could remain sustainable once funding ended, see Table 5.1 below.

Table 5.1 Making Tackling Stigma sustainable

Pilot area	Sustainability actions
Durham, Darlington and Tees	Training the young people's workforce Ensuring that the DVD is used in schools
Liverpool	Funding has been linked in from other initiatives and supplemented by the Tackling Stigma project and hoping that those elements can continue
Northamptonshire	The participation agenda means that Tackling Stigma will be an ongoing agenda item Concerns about the future of the work in light of political changes and cut backs
Northumberland	Will link TS with the sustainability plans for the TaHMS project Mainstream services should deliver this work as par of their usual activities
Plymouth	Consider Tackling Stigma as a long-term piece of work, rather than a short term solution
Walsall	Using the project as a way to show commissioners what works; Getting schools and education to carry on what they are already doing; Trained people across Walsall who will hopefully be able to continue some co-ordination of the project.

The activities set out above show that the ways in which pilot leads envisaged that Tackling Stigma activity would be sustained. All pilot leads agreed that these elements of sustainability had been acted upon since the summer.

The interactive website in Liverpool developed with Tackling Stigma funding has now attracted additional funding from the North West Mental Health Improvement Programme and as a result, will become a much larger resource than originally planned. In addition to the resources for young people, the website will now have information for the any professionals working with children and young people including how to refer young people and the CAHMS strategy. The website will also include a parent and carer area and will

host a North West young people's virtual network, so young people can access other young people with similar experiences of mental health issues.

Durham Darlington and Tees is ensuring that Tackling Stigma activity continues by changes made to its CAMHS Children and young people's reference group. Having been involved with the pilot, Investing in Children decided to change the composition of the group to include non service users, and the group's name has now been changed to the Emotional Health and Well Being Group Which will continue to meet through Investing in Children.

Many of the initiatives developed within the Tackling Stigma Framework were designed to be sustainable, for instance by training teachers to deliver the DVDs, it is hoped that this work will continue, even if there is not an external member of staff involved in their delivery.

Pledges made in Plymouth highlighted the ways in which Tackling Stigma activity would be continued, this included ensuring that young people remained involved in the process and continued to provide their input and expertise in the way in which services are delivered.

A number of the pilot leads advocated the need to ensure that Tackling Stigma can be absorbed into a wider arena than just CAMHS. This message will continue to be expressed, with individuals citing that Tackling Stigma should be something that anyone working with young people should be aware of and should promote; and access to material such as website and DVDs developed within this pilot should support this activity. A number of pilot organisations said that the Tackling Stigma agenda will continue to influence and underpin all of their work.

While many pilot areas were positive about the sustainability of Tackling Stigma initiatives, concern was expressed about the ending of TaHMS and the potential effect this could have upon the ability to be able to get access for working in schools.

6.0 Conclusions and Final Thoughts

Overall, the pilot leads involved in the research were positive about having been involved with the Tackling Stigma Framework. Involvement with the Tackling Stigma Framework has influenced pilot area's delivery of core work, ensuring that a focus on Tackling Stigma is embedded within all aspects of their organisations delivery. It has been influential in enabling organisations to structure and organise Tackling Stigma activity around. Further lessons will be learnt once TaMHS activity comes to an end in March, and evaluation of this work is completed.

Pilot leads were positive about the extent to which the work would be sustained, but recognised the challenging environment that mental health and other children and young people's services are now operating in. Pilot leads commented upon the mainstreaming domain, ensuring that Tackling Stigma activity was more widely embedded within core areas of their work ensuring that Tackling Stigma becomes part of the ethos of an organisation. One pilot lead commented that the Tackling Stigma Framework has given them something to 'hang' their tackling stigma activity from, and will continue to be used as 'platform' to do this.

Pilot leads were clear that there was still a lot of work to be done to get the message out that Tackling Stigma is **'everybody's business.'** Pilot leads and children and young people also emphasised the importance of ensuring that Tackling Stigma activity remains on the agenda and continues to be promoted. As one young person in Liverpool commented:

***"We've opened doors, but we've got to have the funding to go through those doors."
(Young person)***

It will be important to ensure that resources developed as part of the Tackling Sigma Framework remain available and continue to be promoted and marketed to schools, youth clubs and children and young people more widely. This might include ensuring the materials remain available nationally via the Chimat website, the creation of email or web-working groups to ensure that those interested in Tackling Stigma have a forum to share ideas and keep in touch about developments and successes in delivering this type of work. The use of informal groups utilizing new media such as facebook should also be explored so that interested parties can remain in touch in a low cost way, without the restrictions of funding.

Annex One: Tackling Stigma Framework

Figure 6.1 The Tackling Stigma Framework (Gale 2006)



The importance of the eight Tackling Stigma Framework domains is identified by Gale (2006) as follows:

Mainstreaming of anti-stigma programmes – alongside the need to mainstream mental health promotion, education and anti stigma programmes, tackling stigma needs to become a fundamental element of an organisations' ethos and values.

Language and definitions of mental health – the common use of stigmatising language and lack of clarity about definitions of mental health is particularly evident around mental health problems in children.

Information: children, families and organisations – children and young people, parents and carers often do not know where to access information or help for children with mental health problems, contributing to the fear and adverse effects of stigma being experienced by the child and parent/carer.

Education: children, parents, professionals, public – there is a need for policies to be explicit about the impact of stigma and for an understanding of the stigmatising process within families.

Communication: children and families – parents wish to be informed and active participants in the care of children with mental health problems. Parents often feel inadequate and blame themselves for their children's problems. Children feel they are not listened to and would prefer to be part of the decision making process.

Effective systems and accessible services – there is a need for more accessible, responsive, timely and comprehensive Child and Adolescent Mental Health Services (CAMHS) provision.

Media as allies – parents and carers' reflections on the role of the media in the transmission of negative stereotypes of people with mental health problems were strongly portrayed.

Citizenship and participation – both children and young people and parents and carers wish to be active participants in the design, development and delivery of their care.

Annex Two: Table of Interventions

Table of Interventions

Pilot Area	Plymouth	Walsall	Durham, Darlington and Tees	Liverpool	Northumberland	Northamptonshire
Case study Interventions	<i>Mental Health 5 a day advertising campaign</i>	<i>Participatory DVD project resulting in a teaching resource</i>	<i>Broadcast local radio campaign</i>	<i>Development of interactive website</i>	<i>Tackling Stigma in the Workplace Training for teachers</i>	<i>Creation of Wellbeing Wall</i>
Other interventions currently being developed / to be developed in the future	Develop 'Frequently asked questions' leaflet / DVD about CAMHS	Circulation of age-appropriate books to local libraries	Develop further 'Changes' interactive CD	Plan and develop radio jingles	Review existing mental health materials and resources	Information leaflet on CAMHS
	Develop model for receipt of information about CAMHS appointments	Develop clear referral pathways and protocols	Multi-media Podcasts	Develop responses to CAMHS phone-line and emails	Communicate the pathways for accessing mental health services	Creation of wellbeing website
	Develop a CYP Participation Strategy for CAMHS	Development of booklets about mental health and mental health problems	Modify 'Lets talk' events	Mental health information booklet	Develop a peer-education drama production	Develop information pack for professionals
		Excerpts of DVD created to be shown in public buildings across the TaMHS schools area	Dissemination of information and resources on managing own mental health and wellbeing	Referral pathways reviewed and developed	Develop a DVD and training resource pack	Area based children and young people engagement events
		Develop Parent Wellbeing sessions	Review language for mental health literature	Hold a positive mental health day		Develop a 'Well being' professionals forum
		Engage parents and carers arts activities including drama, painting and poetry	Explore reluctant service users	Delivery of two key training programmes		Create social marketing campaign amongst schools and partners
			Training children and young people's workforce			Promote stigma 'champions' in schools.

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