



Sophi Ducie, Senior Evaluation Lead



m.e.l
research



Jen Anker, Perinatal Service Manager



mind CPSL
Cambridgeshire,
Peterborough and
South Lincolnshire

Impact of Evaluation

Improving the mental health of Muslim women during pregnancy:
THE IMPACT OF CO-DESIGNED EVALUATION

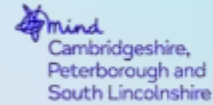


Connecting Muslim Mums

A Starting Well
Programme funded by



Delivered in
partnership by



Context

- Women from **Asian communities** are **disproportionately less likely** to **access local perinatal community mental health** provision.
- Peterborough has a **large Muslim community**.
- At the time, since the Connecting Mums service began (2013), **only a small number were from the Muslim community**.

Programme objectives

- Explore **barriers to accessing professional perinatal mental health** support and identify ways to improve trust and engagement.
- **Co-designed Perinatal Mental Health service for Muslim women** in Peterborough.
- Develop **evidence based on good practice** and share learnings

Collaboration started in July 2021

The service re-design started with Minds Explore phase over a 6 month period which consisted of:

- the recruitment of 8 Peer Designers with lived experiences and 4 Project Workers from the Muslim community
- ethnographic research with Muslim women and health professionals
- the delivery of co-design workshops
- and learning shared via a Insight report

The evaluation co-design evolved from the Explore phase:

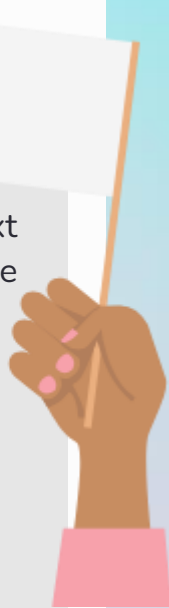
- Explored how to collect stories, alongside trialing approaches
- What we needed to consider in terms of language etc.
- How we were going to measure success

HOW DID THIS HELP

- Helped us to self reflect on biases and context
- How the research process itself affects people
- Helped understand how we can reduce the power imbalances

=

**THE ROLE OF
PRIVILEGE IN
RESEARCH DESIGN
AND GUARD AGAINST
AN IMPLIED
ASSUMPTION!**



Evaluation co-production process



7 - Shouted about what we learnt externally (via a Celebration event)

6 - Shared and validated learning (with managers, delivery staff, funders and Muslim women)

5 - Used Peers to collect stories

Figure 1: Image from: R. Davis and J, Dart (2005). *The Most Significant Change* Technique, A guide to its use.



4 - Most Significant Change using story telling as a tool to identify domains of change

1 - Desk based research (review of existing data collection processes)

2 - We asked those with lived experiences (depth discussions and surveys)

3 - We piloted tools and asked again (Depth discussions Muslim women and Project Workers)





Don't be afraid to test things out



Breaking down the power dynamics by having an experience / connection in common



Seeing people as experts

PROVIDED AN ACCURATE PICTURE OF THE EXPERIENCES AND CHANGES THAT COULD BE CONTRIBUTED TO THE PROGRAMME



How has the evaluation learning been used...



Formed a **collaboration** between two local organisations who have connections Black, Asian and Mixed Ethnicity families in Peterborough

Secured funding to deliver additional **Connecting Muslims Mums** courses across Peterborough

CPSL Mind has utilised learning internally to support the development of new funding bids

Ongoing development of new services

research · with · a · purpose



THANK YOU



Crown
Commercial
Service
Supplier



CHEW
Charity Evaluation
Working Group



UK
Evaluation
Society

