

our green

BEING LEARNING NETWORK
NEEDS ASSESSMENT

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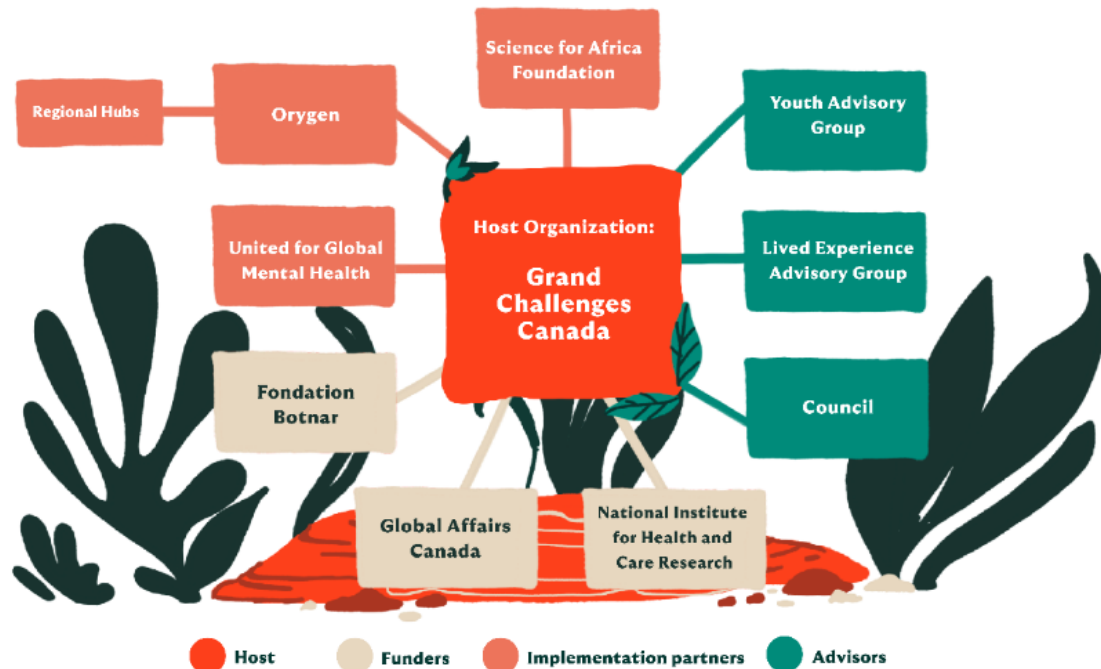
INTRODUCTION

WHAT IS THE BEING INITIATIVE?

Launched in 2022, Being is an international mental health initiative working towards a world where young people feel well and thrive. It is hosted by GCC, in partnership with Fondation Botnar, Science for Africa, United for Global Mental Health, and the UK's Department of Health and Social Care, using UK aid through the National Institute for Health and Care Research (NIHR). Being is working with young people to improve their mental wellbeing through research and innovation to create positive, lasting change in local communities and beyond.

The Being Learning and Support Network is responsible for offering technical support and facilitating knowledge exchange to individual funded mental health and wellbeing projects, facilitating the sharing of lessons and best practices within the Being community of practice, and supporting Being to track and disseminate the impact of funded projects within the community and with relevant local and global stakeholders. This is a transition from the previous learning platform.

Coordinated by Orygen Global, the Centre for Mental Health Law & Policy, Catalina Popoviciu, Fundación Kindred, Ganizo, Nivishe and Universitas Gadjah Mada, are the new Providers of the Being Learning Network who will be offering technical support to global mental health and wellbeing projects and facilitating the sharing of lessons and best practices within the practice community.

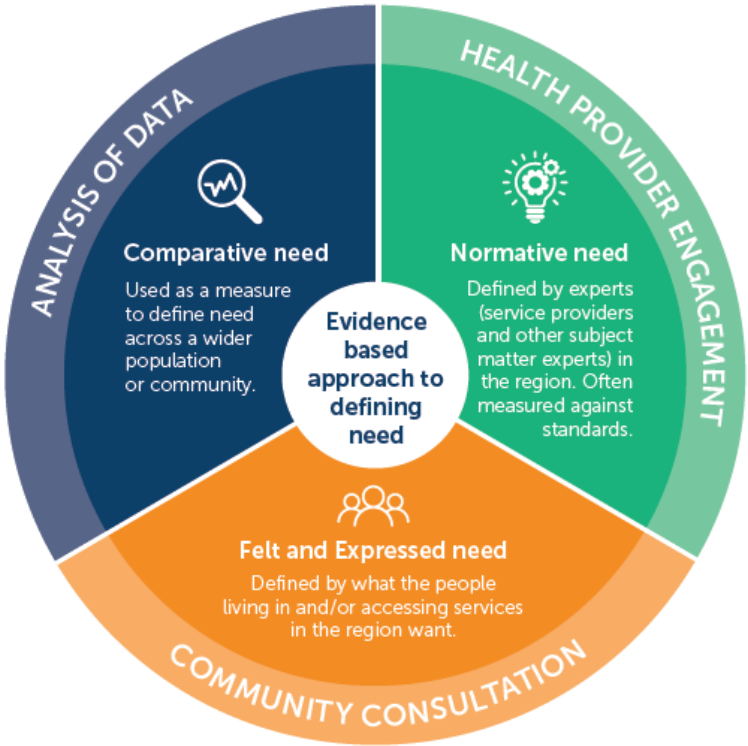


PURPOSE OF THIS DOCUMENT

WHY CONDUCT A NEEDS ASSESSMENT?

A qualitative needs assessment was conducted for the Being Learning and Support Network to have a comprehensive understanding of the funded projects' challenges and requirements. The results of this assessment allow for the provision of support that is tailored to region- and project-specific needs. By identifying gaps and priorities in how the projects progress, this needs assessment may guide resource and support allocation. Moreover, this needs assessment can serve as a baseline for monitoring and evaluation of the Network, enabling an ongoing assessment of progress and adaptation to project needs.

The Being Learning Network is utilising the Health Needs Assessment Framework. The Health Needs Assessment Framework draws on the social determinants of health to render what can be a complex conceptual approach practicable and actionable. This approach considers 4 types of need: comparative, felt, expressed and normative. Each type is better understood through 3 types of evidence: analysis of data, community consultation and user engagement.



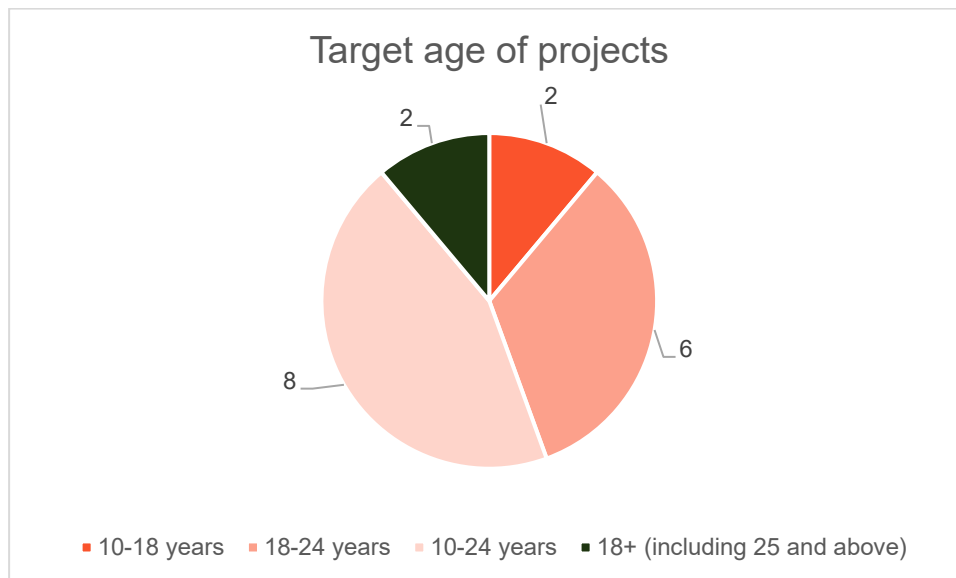
BEING LEARNING NEEDS ASSESSMENT RESULTS

SECTION 1: ANALYSIS OF DATA- COMPARATIVE NEED

Overall, 21 project teams filled in the needs assessment survey, with most projects coming from the Sub-Saharan African region (for the full list of projects see Appendix 1). A median of five staff members were involved in the projects and all but one projects addressed mental health concerns for people younger than 24 years of age.

Below we illustrate key findings of the needs assessment, starting with demographic and service data on the projects.

POPULATION DATA ON AREA OF PROJECT



Youth population targeted by projects	Number of projects
LGBTQI	3
Risk of suicide	1
Living with HIB	1
Out of Home Care/ACEs/Informal settlements/ homeless/ youth justice	5
Trauma (post-war, post terror)	3
Mental ill-health (depression)	2
First Nations young people	1
Young people living in rural areas	1
Young people in education settings	3

KEY TEAM DEMOGRAPHICS

Overall, project teams came from diverse professional backgrounds, funded primarily by grants and donor support, with varying project budgets.

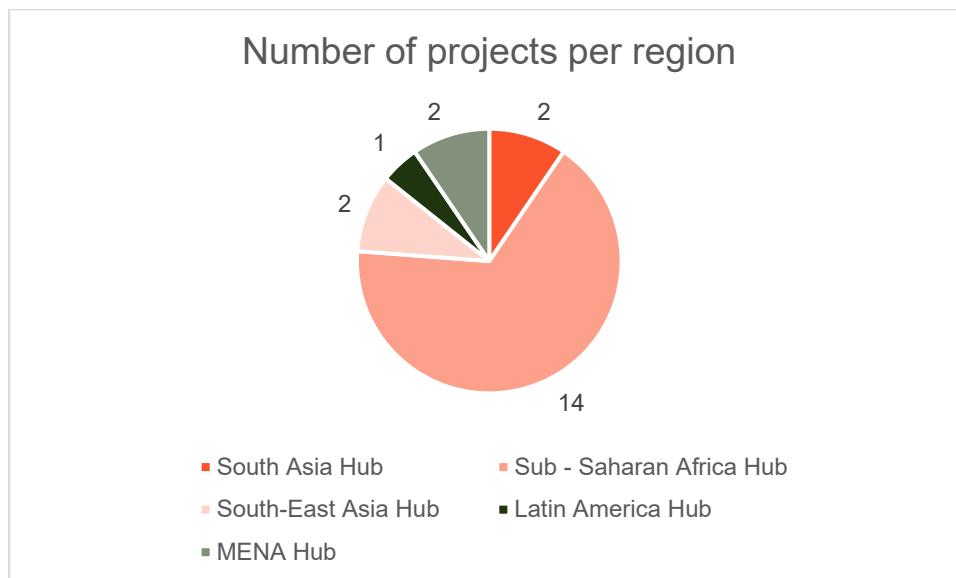
Many project leads have a background in mental health, psychology, or psychiatry. Some leads have medical degrees and specialise in public health; and others have a strong academic and research backgrounds. Further, some projects emphasise collaborative efforts between researchers, practitioners, and community workers. In terms of previous experience in mental health, some leads have had a career in youth mental health for over a decade, while others have entered the field relatively recently, transitioning from other areas or having recently graduated from school.

Projects typically have a mix of full-time and part-time staff and include a range of roles, such as psychologists, project managers, coordinators, finance officers, and administrative support. A notable number of core team members in some projects have lived experience with mental health challenges.

Although projects feature varying budgets, many mention having detailed funding models and budget allocations, aiming for project sustainability and growth.

STAFF ACROSS PROJECTS

Median number of staff	5
Maximum number of staff	46
Minimum number of staff	0
Average number of staff	9



Delivery mode	Number of projects
Physical walk in space	1
Virtual/ app/ phone call	5
Outreach	4

Mixed modalities	11
Physical and virtual	1
Virtual and outreach	4
Physical and outreach	2

Projects used a mix of modalities to deliver their innovation. Overall, 11 projects indicated that they used more than one modalities, reaching young people in different ways. Only one project relied only on providing a physical, walk-in space for their beneficiaries. Two projects provided a physical space and used outreach methods, while 4 projects provided a virtual platform and used outreach methods to reach their audience. One project combined providing physical and virtual solutions, and four projects used outreach methods only. Five projects provided their solution through digital methods such as phone calls or an app.

THE AUDIENCE REACHED BY FUNDED PROJECTS

Median number of people reached	611
Average number of people reached	1760
Maximum number of people reached	12000
Minimum number of people reached	18

When discussing project development and growth, 5 projects mentioned having a strong focus on conducting research-based evaluation of their services. Further, seven projects mentioned focusing on involving peers in their solution, and another five mentioned emphasising growth with digital-based solutions

SECTION 2: PROVIDER/STAFF ENGAGEMENT – NORMATIVE NEED

Where are the projects now?

Project stages	Number of projects at this stage
Preliminary implementation	0
Advanced implementation	7
Training or development (getting ready to implement)	3
Evaluation and iteration/ adaptation/ revision	8
Preliminary training or development	2
Training or development and evaluation or adaptation	1

Number of projects that implemented their planned activities as planned:	8
Number of projects that did not implement their activities as planned:	13
Reasons for changes in plans:	
Timeline delay/shift	2
Varying methodology	3
Additional elements	4
Varying project scope/partnerships	2
Timeline delay and varying methodology	1
No further information	1



Share: Staff assigned decisions or sharing but young people are informed about project and their role

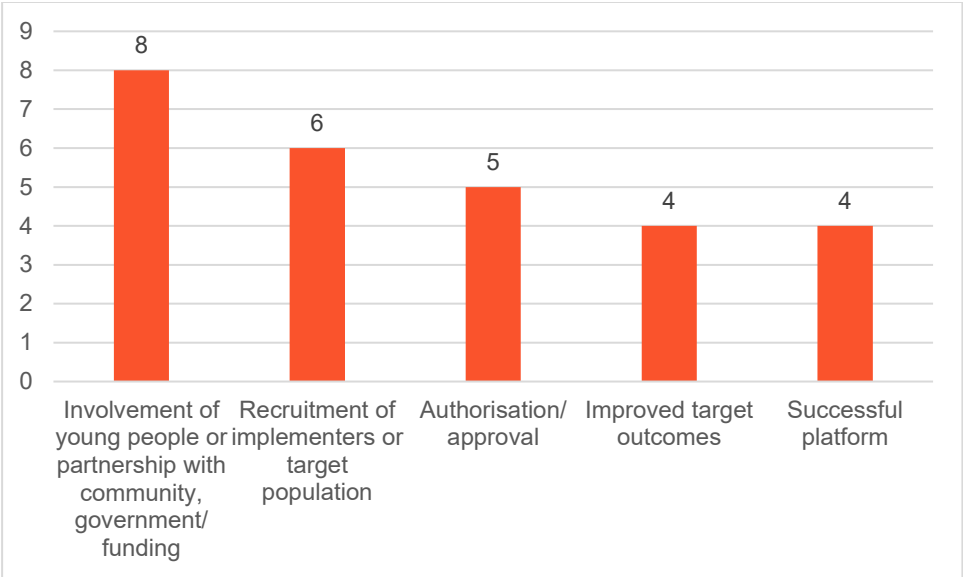
Insight: Staff-initiated involvement where youth advisors are consulted or provide advice and understand the project and their role

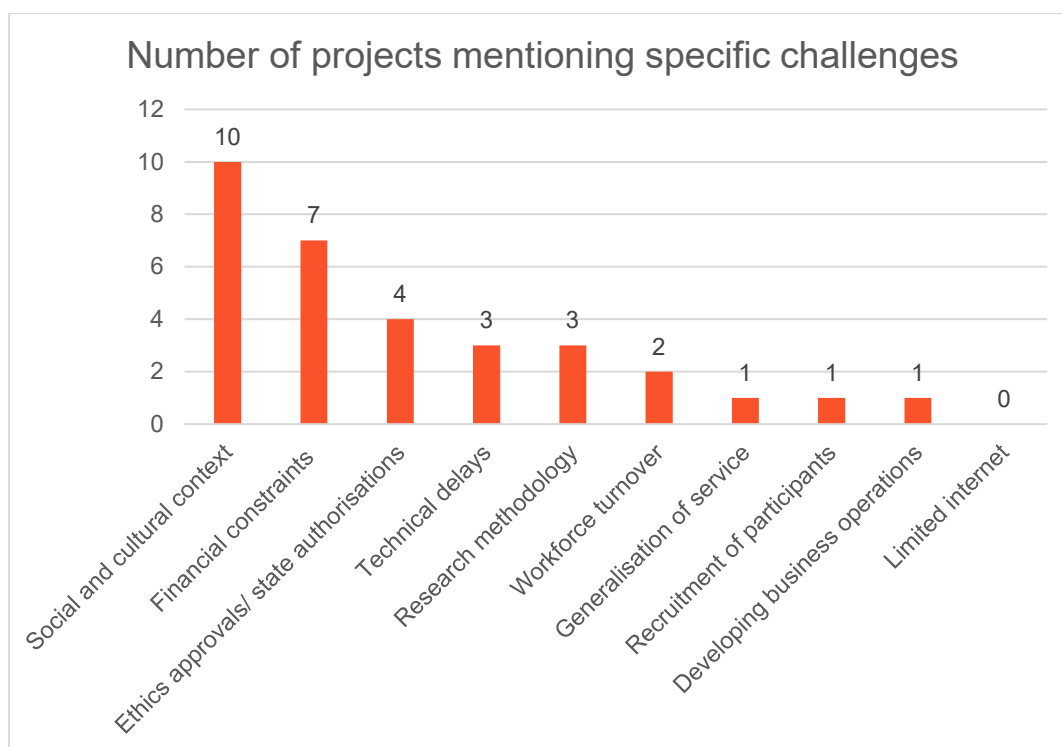
Collaboration: staff-initiated involvement where decisions are shared with youth collaborators

Partner: Youth initiated with either youth partners making decisions with support of staff or sharing decisions with staff

WHAT HAVE BEEN SOME OF THE SUCCESS/ FACILITATORS OR CHALLENGES IN ANY OF THE STAGES? (ALSO CONSIDER FINANCIAL, CULTURAL, AND DISABILITY BARRIERS). WHY WAS THIS SO/ HOW DID IT IMPACT YOUR PROJECT?

Success factors that most projects listed:





*Technical delays mean challenges with launching/creating/updating tech-based solutions such as an app.

Projects indicated the following key project needs:

Fundraising support	10
Developing partnerships	9
Monitoring and evaluation	8
Supporting project scale	7
Marketing and communications and media	6
Policy and advocacy	6
Workforce development	5
Wellbeing and team psychological support	4
Impact and sustainability	4
Organisational capacity (including financial management)	4
Research capacity	4
Youth engagement	3
Governance and leadership	3
Technical service development/ pathways	2

Projects indicated the following key strengths:

Project management and implementation and financial management	9
Partnerships and collaboration	7
Youth engagement	6
Team functioning	5
Workforce development/ training	4

Monitoring and evaluation	3
Changing culture and attitudes	2
Content creation	1
Development of digital products	1
Communication	1
Advocacy	1
Using innovative approaches in mental health	0

Some of the most important capabilities that projects highlighted that they already have as follows:

Project Members' Training and Capacity Development:

- "We are recognized as a reputable training institution."
- "Training and capacity development."

Importance of Networking and Partnerships:

- "Good networking and relations with stakeholders."
- "Engagement with the offline community outreach."

Projects mentioned the following areas for improvement:

Acknowledgment of Technical Skill Gaps:

- "Internal system strengthening."
- "Strengthening capacity in game development."

Challenges in Fundraising and Sustainability:

- "Areas to improve on: Fundraising, Impact and sustainability."
- "Sustainability, Fundraising."

Desire for Skill Enhancement and Capacity Building:

- "Areas to improve: Capacity strengthening."
- "Capacity strengthening in all the areas listed above."

WHAT ARE YOUR DESIRED OUTCOMES FROM THE BEING LEARNING NETWORK?

Plan for Scaling Up and Sustainability:

- "They aim to get a plan to scale up the project and sustainability."
- "Develop a detailed scaling roadmap to guide pathway to scale."

Collaboration and Partnership Opportunities:

- "Collaboration opportunity with other like-minded organizations to be able to increase the project's impact."
- "Collaborating with other network partners to disseminate information about our game."

Learning and Skill Enhancement:

- "To learn new ways and improve their work generally."
- "Increased knowledge and skill sets."

Networking and Resource Access:

- "Increasing our network and learning from others on the areas to improve on."
- "Networking connections with other practices, sharing issues and challenges, and finding good practices."

Support in Areas of Need:

- "The project seeks support in the areas discussed earlier, such as external and internal communications, capacity building, and dissemination strategies."
- "Exchange, networking, access to resources, and capacity."

SECTION 3: COMMUNITY CONSULTATION - FELT AND EXPRESSED NEED

ARE THERE ANY EXISTING MECHANISMS FOR GATHERING THIS DATA ON USER SATISFACTION/ EXPERIENCE? HOW DO YOU USE THIS INFORMATION?

The following mechanisms are mentioned across the data:

- Community Evaluation Process via Questionnaire
- User Ratings and Feedback on Online Platforms (e.g., Play Store)
- Feedback from Chatbots and One-on-One Interviews with Users
- Feedback Forms during Sessions, Surveys at Different Stages, and Interviews with Participants
- Qualitative Questionnaires for Research Data Collection
- Feedback Forms during Training Sessions and Baseline, Midline, and End-line Surveys
- Research Studies and Monitoring and Evaluation (M&E) Processes
- Exit Forms in Client Service Provision Forms
- Client Satisfaction Surveys and Focus Group Discussions
- Demographic Data of Participants and Standardized Scales
- RedCap Survey Tool and Admin Panel for Data Collection
- Data Collection during Research Visits and Routine Collection by M&E Teams
- Use of Validated Quantitative Scales and Quality Audit Forms
- Debrief Sessions and Quality Audit Forms for Handling Data
- Escalation Protocols for Addressing Service User Concerns

WHAT YOUTH ENGAGEMENTS DOES YOUR PROJECT HAVE (PLANNING, DELIVERY, EVALUATION)? HOW DOES THIS ENGAGEMENT IMPACT YOUR PROJECT?

Most projects mention involving youth in the planning, delivery and evaluation stages of their projects. Among challenges of youth engagement, projects mention the lack of mental health awareness, poor connectivity and hence the difficulty of reaching certain communities. Some mention that their team is quite young and they find it hard to engage others or to maintain engagement. A few mention challenges around cultural beliefs on child labour and marriage; while others refer to linguistic barriers.

WHAT ARE THE BARRIERS TO ENGAGEMENTS WITH YOUNG PEOPLE? HOW DO THESE BARRIERS IMPACT YOUR PROJECT?

Barriers to engaging young people in the projects can be summarised into four core key themes: awareness and stigma, accessibility and resources, demographic and cultural challenges, operational and structural issues.

First, limited mental health awareness, particularly in rural areas and stigma around mental health issues leads to reluctance in being associated with a mental health project.

Further, poor internet connectivity can mean that virtual engagement is not possible, while funding constraints restricts the projects' ability to support peer educators and implement comprehensive fieldwork. Additionally, language barrier can contribute to engaging young people.

The participation of groups such as the LGBTQI community, girls and women, and those with lower literacy rates is often lower.

Projects mentioned facing difficulties in retaining young staff due to low compensation Further, navigating governmental systems and obtaining parental consent for under -18s mean extra challenges.

SECTION 4: GENERAL QUESTIONS

WHAT PLATFORM FOR COMMUNICATION AND HOW TO USE CIRCLE

Communication Platform	Number of Projects Preferring It
WhatsApp	10
Email	8
Social Media (Instagram, Facebook, Twitter, etc.)	3
Zoom	2
Being Circle	2
Radio Station and TV Shows	1
Global Mental Health Action Network and Being Working Group	1

PREFERENCE FOR MODE OF SUPPORT (ONE ON ONE, SMALL GROUP)

Mode of Communication	Number of Projects Preferring It
Small Group Discussions	10
One-on-One	6
Both	6
Small Group Workshops	2
No Preference	1

FREQUENCY OF MEETINGS AND SUPPORT

Preferred Frequency of Meetings	Number of Projects Preferring It
Once a Month	19
Weekly	1
Bi-monthly	1
No clear data	7

HOW THESE RESULTS WILL BE USED MOVING FORWARD

DISCUSSION AROUND HOW WE WILL ADAPT OUR APPROACH TO BEING SUPPORT

- Groupings of needs (this may be done geographically or based on project phase/process)

INTERACTIONS BETWEEN ORYGEN AND HUBS

- Discussion of how we will adapt our approach to incorporate these findings.
- Communication plan on how needs assessment will be fed into learning needs planning and activities

OPPORTUNITIES FOR ADAPTING THIS PROCESS MOVING FORWARD

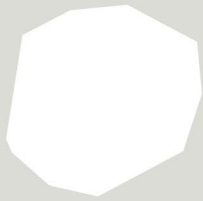
- Strength-based model: in the next version of the needs assessment we could focus on landscaping and horizon scanning. This would mean focusing on existing skills, capacities, and based on that look into what can be improved.
- Utilise an organisational readiness assessment to temperature programs and services during early phase
- Consider adapting the Scalability assessment tool to capture key information in a set number of domains and present this information in a visual scale format
- Meet services where they are and adapt needs assessment accordingly

APPENDICES

1. APPENDIX 1: LIST OF PROJECTS

This needs assessment was created based on input from the following 21 projects:

- Promoting Mental Health Amongst Youths (PROMEHY)
- The StepWell saga
- SameSame
- Nakujali - Conversations Save Lives
- Vimbo Life
- Tumaini wellness project
- Alika Health Initiative
- Maestro Mind Lab Project
- Rwanda Youth Voice for Change
- Waves for Change
- Interlinks Association students mental health project
- Community mental health support for young people affected by conflict in the North region of Cameroon (Sembe)
- Bazwa youth mental health Project
- Community-based mental health ER network by Tamer Institute for Community Education
- AIMDiV: Accessing Innovative Mental Health Services for Depression in Vietnam
- Hill tribe youths minimizing mental health problems in Thailand: a peer-based model
- Mental Health Radio Program for Incarcerated Youth in Mexico
- Basic Needs Uganda
- Children Care Uganda
- Women Friendly Initiative
- StrongMinds Uganda
- BaatCheet, Sangath
- Home Again, Banyan



Orygen acknowledges the Traditional Owners of the lands we are on and pays respect to their Elders past and present. Orygen recognises and respects their cultural heritage, beliefs and relationships to Country, which continue to be important to the First Nations people living today.

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