



## Adolescent Mental Health Research Programmes call

Below is a list of non-academic organisations that are interested in having discussions with research institutions about potential collaborations for this call.

To discuss potential involvement please do contact the organisations directly via the details given.

If you are interested in being added to this list, email [AdolescentMentalHealth@mrc.ukri.org](mailto:AdolescentMentalHealth@mrc.ukri.org)

### Worth-it Positive Education CIC

Worth-it Positive Education CIC specialise in building positive mental health, resilience and wellbeing of children and young people. We do this through direct work with children and young people and indirectly by supporting the teachers, practitioners and parents to develop capacity, capability and confidence to effectively support the wellbeing of children and young people.

#### **Direct Delivery with Children and young people:**

We deliver workshops to children and young people within schools, community groups as well as in partnership with the NHS, third sector organisations and local authority projects. Our direct work with young people included delivering wellbeing workshops in primary and secondary schools. We specialised in targeted group work programmes, peer to peer support and training courses with vulnerable young people these include; young carers; those with a parent with a mental health problem; young people struggling with poor mental health, including symptoms of anxiety and depression; those at risk of becoming NEET and targeted early crime prevention.

#### **Indirect work that improves children and young people's mental health and wellbeing:**

Taking knowledge and practical skills from our direct work with young people. We also specialise in providing training for schools and organisations that work with children and young people.

#### **Teachers, practitioners and school:**

We train schools and teachers to create confidence and capacity to be able to support children and young people develop positive mental health, wellbeing and resilience. We support schools to embed strategies and cultures that build wellbeing and positive mental health.

#### **Contact:**

Liz Robson-Kelly, [liz.robson-kelly@worthit.org.uk](mailto:liz.robson-kelly@worthit.org.uk)

<https://www.worthit.org.uk/>



## Centre for Mental Health

Centre for Mental Health is committed to addressing inequalities in mental health through evidence-based policy work and ground-breaking research to promote better systems, access and support.

The Centre has developed an impressive portfolio of work evaluating services, integrated systems and pathways, assessing mental health needs, and providing practical support to organisations seeking to quantify their impact or implement evidence-based interventions. Centre for Mental Health are at the forefront of understanding current mental health provision for infants, children, young people and their families in the UK. We host the Children and Young People's Mental Health Coalition whose aim is to bring together leading charities to campaign jointly on the mental health and wellbeing of children and young people and ensure that collectively our voices are heard.

We also have an experienced Head of Children and Young People with the Centre for Mental Health team. We strive to influence policy to ensure that investment in accessible, high quality, person centred, early intervention approaches to mental health and wellbeing across the whole system of services for infants, children, young people and families is a priority.

**Contact:**

Charlotte Whelan, [Charlotte.Whelan@centreformentalhealth.org.uk](mailto:Charlotte.Whelan@centreformentalhealth.org.uk)

[www.centreformentalhealth.org.uk](http://www.centreformentalhealth.org.uk)

## Tate St Ives

The Young People's programme at Tate St Ives works with young people aged 13-25 through partnerships (HE, Youth Sector and educational) and targeted programmes (Tate Collective Producers group), supporting them to explore how engaging with their own creativity can be a safe space to help them to find and share their voice, be heard, and the importance of this for their wellbeing. We have noticed an increase in young people's needs to discuss and explore their mental health, much more anxiety and more negative feelings around mental health from the young people we work with.

**Previous projects include:**

- University art schools and local young people: promoting personal confidence and opening up routes into the arts.
- LGBTQ+ young people exploring the gallery and creating artwork.
- Long term partnerships with local youth groups, supporting confidence and aspirations and creating opportunities for creativity, for YP voices to be heard and positive experiences in safe spaces.
- Work specifically focused on empowering young women.

**Research interests:**

We'd welcome the opportunity to conduct some proper research into the positive impacts that provision is having, what more we could do and also to explore how we as facilitators can better hold these spaces where mental health concerns are often shared with us by the young people that take part. More research and help on how to facilitate this safely as an artist/facilitator/Curator (rather than a trained health professional) would be useful. In this post COVID-19 climate we are reaching out to our groups to look at how we can continue to create positive impact on young people's mental health.

**Contact:**

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[www.tate.org.uk/research](http://www.tate.org.uk/research)

**National Foundation for Educational Research (NFER)****Topic areas of interest:**

- Secondary analysis to understand how levels of wellbeing and prevalence of mental health conditions varies by pupil, teacher and parent factors.
- Primary research in school settings to understand how mental wellbeing varies by school-level factors, such as school policies around bullying, mental health support and assessment.
- Sharing best practice where positive school-level effects exist.
- Our expertise in education, research resources and access to the school network enable us to make a valuable contribution to this call.

**Team's expertise:**

- NFER is the leading provider of independent educational evidence and assessments in the UK. As a registered charity, our mission is to improve outcomes for future generations everywhere and to support positive change across education systems.
- Through expert research and extensive knowledge of education and assessment, we offer a unique perspective on today's and tomorrow's educational challenges. We draw on trusted relationships, working with a range of influential organisations from government departments to employers; from school leaders and teachers to parents. The breadth of our work enables us to have a systemic view of the education system, linking together evidence from different areas to give a wide perspective.
- We have over 80 researchers, statisticians, assessment and information experts who offer extensive experience in a wide range of research and evaluation methodologies, together with deep subject knowledge in key areas including knowledge mobilisation, assessment, international surveys of educational attainment, accountability, effective



teaching, practice and workforce development, social mobility, school/FE funding, systems and structure, as well as young people's learning and employment outcomes.

- Our team of over 50 Research and Product Operations specialists manage the delivery of large, complex surveys and assessment projects. We have a large professional field force and test administrator network that covers the whole of the UK, all of whom are qualified teachers, who work directly with schools and colleges, and are vastly experienced in engaging pupils, teachers and parents. In total, 10,322 publicly funded schools in England took part in NFER research or assessment trials in 2019, which is 50% of all publicly funded schools.
- Our staff come from research, policy, teaching and children's services backgrounds, enabling us to design and deliver useful, high-quality research that is grounded in an understanding of education practice and policy.

**Contact:**

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