

The Economic Impact of Covid-19 on Young People – Submission of evidence

 boingboing.org.uk/economic-impact-covid-19-young-people

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The Economic Impact of Covid-19 on Young People

Youth Affairs APPG's Economic Impact Inquiry Submission of Evidence

15 September 2020



University of Brighton
Centre of Resilience for Social Justice



Submission of evidence on The Economic Impact of Covid-19 on Young People – Professor Angie Hart, Oliver Gibbs, Patrick Valentine, Laura Zakubinska, Danielle Aoslin, Hannah Eaglestone, Kie Foster, Kayleigh Bland, Ellie-May Harrison, **Mirika Flegg**, Sam Richardson, Jordan Wood, Andrew Fletcher, Pauline Wigglesworth – Centre of Resilience for Social Justice at the University of Brighton, Boingboing, Blackpool HeadStart and the Resilience Revolution

September 15 2020: In this submission to Youth Affairs APPG's Economic Impact Inquiry Opens Call for Evidence, we share our collective organisational and personal experiences in the aim of improving economic and employment opportunities for young people. Together, we are a group of young people (including young people facing multiple systemic disadvantages), researchers, youth support workers and senior managers of youth organisations. We are all co-leaders of the Resilience Revolution. The Resilience Revolution is a whole town approach to addressing the mental health needs of children and young people with its first pilot being in Blackpool; one that both supports individuals to overcome challenges and develop their resilience AND through tackling structural inequalities that impact on people's lives. In this report we outline and discuss the economic impact of Covid-19 on young people in Blackpool and make recommendations for immediate and more long-term interventions.

You can download and read our submission. You might think about sending our response to your local MP, who can then draw on it for their own lobbying purposes.



Supporting children and young people's mental health – A guide for schools

Supporting children and young people's mental health: A guide for schools using a resilience based approach, and Supporting children and young people's mental health during Covid-19 pandemic: A supplementary section.

[read more](#)



Living online: The long term impact on wellbeing – Submission of evidence

In this submission to The House of Lords a bunch of us with different experiences shared our thoughts around how individuals and groups can better access online environments. We suggested the government may potentially help people access the digital world by improving digital inclusivity, accessibility, and data accountability.

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Building organisational resilience with the Noble Truths during COVID-19

This blog by Mental Health Nursing Lecturer and PhD student Lucy Colwell describes how the social enterprise Eggtooth has used the Noble Truths of the Resilience Framework to guide their response to the pandemic context.

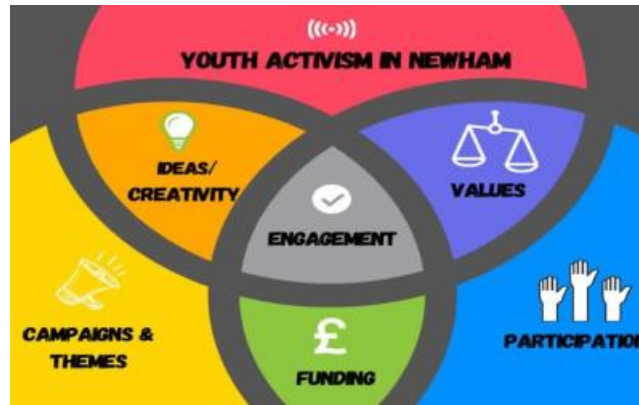
[read more](#)



Türkiye’de Kovid-19 Pandemi süreci blog

Bu yazı ile Kovid-19 pandemi döneminde psikolojik danışma alanında yılmazlık bakış açısı ile bir durum değerlendirmesi yapmayı hedefledik. [This blog (in Turkish) discusses family resilience as an example of systems approach and a way of strengthening communities in the current context of Covid-19.]

[read more](#)



Youth activism in Newham; reflections on a co-produced research project undertaken during a global health pandemic

In this blog Ishrat and Amanda share their reflections on taking part in co-produced research working alongside co-research teams in Blackpool, Cornwall, Newham and Brighton as part of the wider 'Nothing About Us Without Us' research project.

[read more](#)



Reflections on a co-research project into civic activism – nothing about us without us!

In this blog the co-leaders of the Resilience Revolution's pilot in Blackpool share news about how things are going with the exciting new 'Nothing about us without us' project that a group of us including Boingboing, Brighton Uni and the Centre of Resilience for Social Justice (CRSJ) were lucky enough to win funding for in September 2020.

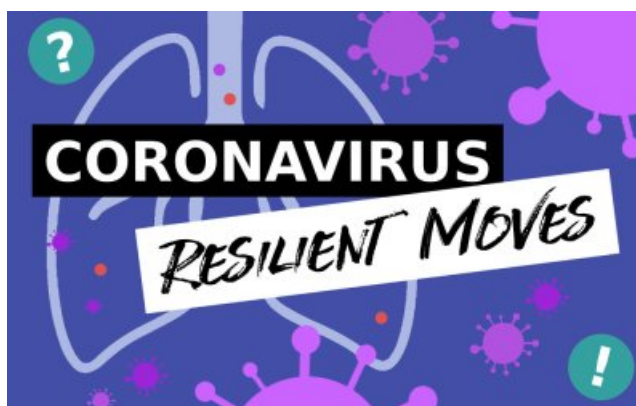
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Being a care leaver in the pandemic: Injustice within the system and opportunities for change

This blog is co-authored by Charlotte, 24 and Caitlin, 20 who teamed up with Nathan from the Resilience Revolution in Blackpool to share experiences and perspectives of being a care leaver in the pandemic.

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Top Tips for enhancing a resilient climate in school during the crisis

Schools and colleges need to create systems which are flexible and responsive to changing guidance and meet the need of everyone in the community. The crisis has demonstrated schools' central role in the community as well as the rich depth of education they provide including and beyond the curriculum.

[read more](#)



Children and Young People's Mental Health Inquiry – Submission of evidence

In this submission to The House of Lords a group of academics, students, practitioners, parents/carers and young people working as and with disadvantaged communities share their thoughts on whether progress has been made by Government in its ambition to improve children and young people's mental health provision.

[read more](#)



Disproportionate impact of COVID-19 on people with disabilities: Follow up

In a follow up to our previous submission, we draw on our collective organisational and personal experiences, relating them to policy and practices associated with COVID-19, disabilities and equalities more generally.

[read more](#)



Creative activism during a pandemic: Creating zines focused on changing the odds

Throw together Fashion Communication students, a CRSJ PhD student, youth and adult co-leaders from the Resilience Revolution in Blackpool, craft materials, social justice inspiring publications and.... oh yeah, a Global Pandemic, and what do you get?

[read more](#)



Achieving a resilient return to school during Covid-19 blog

Many of our readers will be thinking about how to ensure that children return to a resilient school environment this summer. A resilient climate in school comes from involvement of everyone in the community.

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