

Developing community resilience and social justice practices with, by and for young people in the Covid 19 era

The British Psychological Society, 15.02.2021, 16:00-17:30

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University of Brighton
Centre of Resilience for Social Justice



What we are going to do today

- Critically consider Resilience for Social Justice for individuals and across 'communities';
- Demonstrate the importance of Youth Voice/Youth Choice via the vehicle of Co-Production;
- Explore innovative and alternative ways to build resilience and improve mental health;
- Give you resources and tools that you can use, and;

... help you decide if/how these approaches are right for you

The importance of community action and community resilience in the response to Covid-19 | BRE40c | 08.09.2020 3 STATEMENT

‘We have to confront the reality that racism intersects with other structural factors in our society to place Black and Brown people at greater risk. Other disproportionately affected groups include older people who have experienced ageism and responses that have not upheld their rights or kept them safe, women and children at risk of abuse, the working class, people living with disabilities, young people, the economically precarious and unemployed, asylum seekers and people affected by poverty’.

The importance of community action and community resilience in the response to Covid-19 | BRE40c | 08.09.2020 3 STATEMENT

‘We need to change how we work in formal services and **be brave** enough to **work with** and **through others**, dropping ‘done to’ models and swapping for ‘**done with**’... This might mean we need to find meaningful ways to work with people facing adversity on overcoming that adversity, through **co-production, alliances and partnerships**. So, this is not just about switching location from the clinic, classroom or workplace to community spaces, it is about **changing the ways we work**. It is fundamental that as psychologists we work to recognize our own membership and **responsibility** in our **communities**. This may involve **relinquishing expert ideologies** and ‘us’ and ‘them’ narratives. Reconnecting with ourselves and others with **humility** and **open-heartedness**, may help to **rebuild trust with communities** we may **have intentionally or unintentionally harmed**.’

Bold sentiments....

- **be brave**
 - **work with and through others**
 - **do with** not to
 - **co-production, alliances and partnerships**
 - **changing the ways we work**
 - **taking responsibility**
 - **relinquishing expert ideologies and 'us' and 'them'**
 - **humility and open-heartedness**
 - **rebuild trust with communities we may have intentionally or unintentionally harmed.'**
-
- And I would add '**long term commitment**'

Who we are and how we work together



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Centre of Resilience for Social Justice



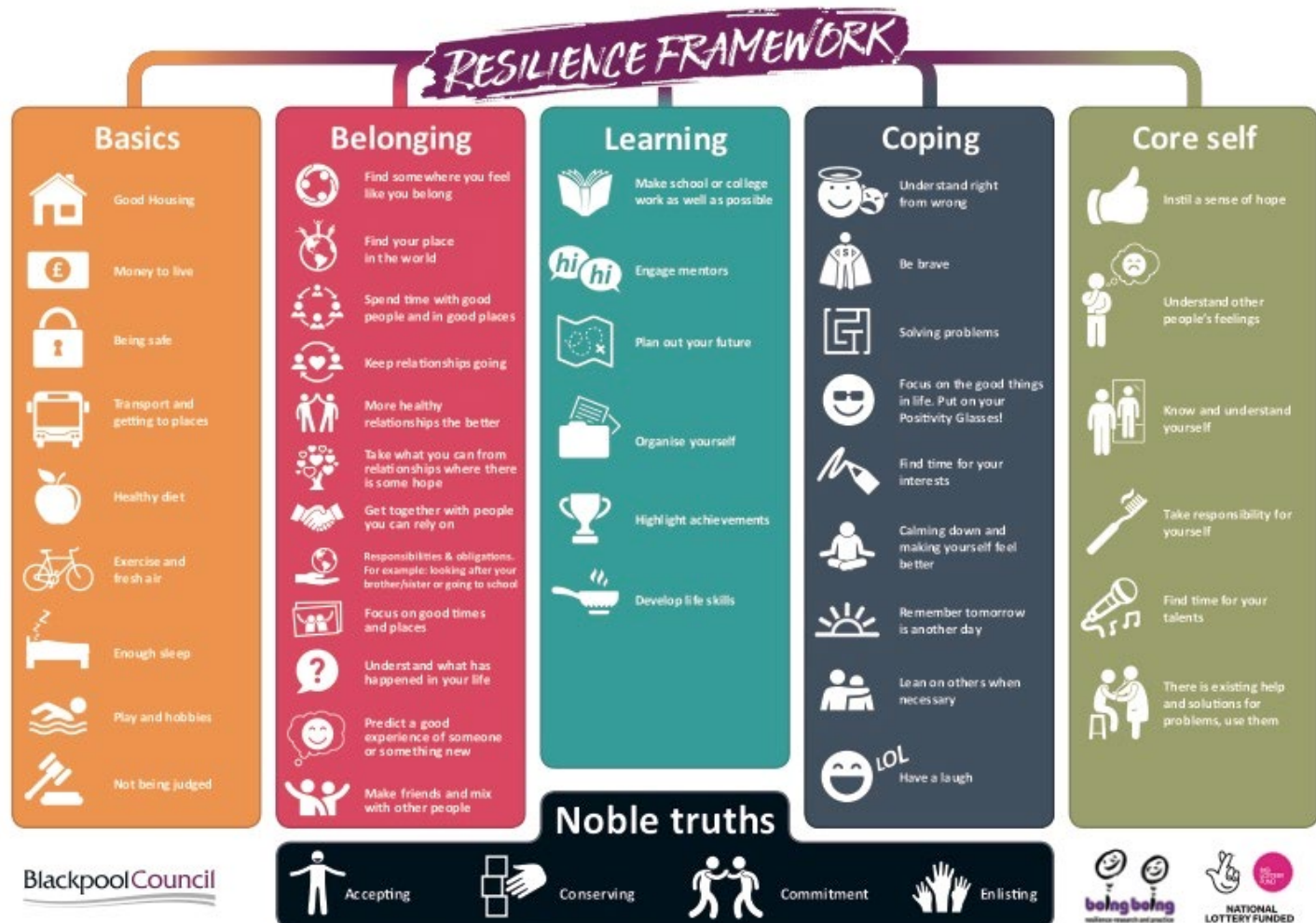
The pictures above are our logos from the [University of Brighton, Centre of Resilience for Social Justice](#), [the Resilience Revolution](#) and [Boingboing](#) .

À Resilience Lens



**“Beating the odds, whilst
also changing the odds”**

Based on Resilient Therapy (RT) & the Resilience Framework



Adapted from Hart & Blincow with Thomas 2007 www.boingboing.org.uk. Co-designed with Marton Primary's Resilience Committee

The above picture is of our Resilience Framework (Children and Young People) Oct 2012 – Boingboing, adapted from Hart and Blincow with Thomas 2007. The framework is available in various formats via Boingboing

What is the Resilience Revolution?



“It’s a social movement looks to change systems rather than blame individuals for the challenges they face.”

- *The above picture is of a group of people gathering together and carrying signs. 'Photo by [Elyssa Fahndrich on Unsplash](#)*

Some examples of our work...

Nothing About Us Without Us

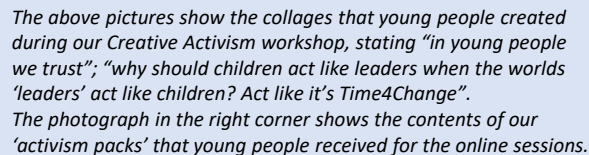
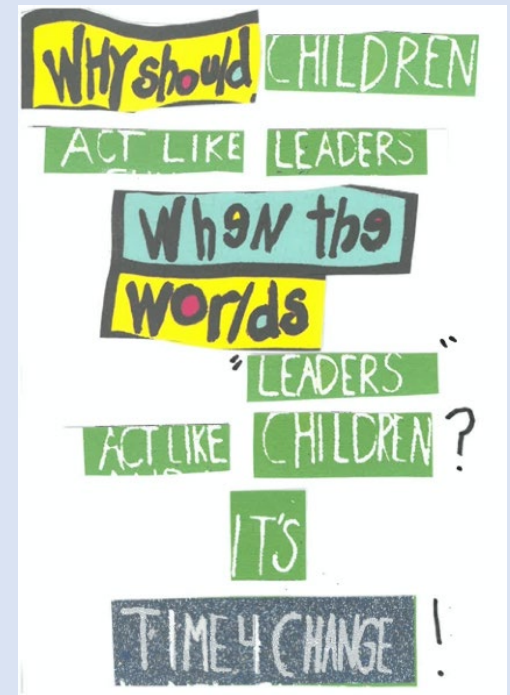


**Submission to The
House of Lords
COVID-19
Committee. [Living
online: the long-
term impact on
wellbeing](#)**

**The Economic Impact of
Covid-19 on Young People,
Youth Affairs APPG's Economic
Inquiry Submission of
Evidence, 15.09.2020**

**Disproportionate Impact
of Covid-19 on People with
Disabilities, Women's and
Equality Commission
Submission
[30.04.2020/01.10.2020](#)**

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



The Resilience Pathway



The above picture is one of ours that shows the Resilience Pathway: a number of embedded stones into the sidewalk that represent different resilient moves and based on the Resilience Framework. The picture on the right was taken by the [Blackpool Gazette](#)

Beating Bullying Campaign



Submission to
The House of
Lords COVID-19
Committee.

[Living online:
the long-term
impact on
wellbeing](#)

27.11.2020

The above picture is of our campaign logo and says, "Bullying Beating Blackpool BronzeAward". You can find out more [HERE](#).

Resilience Revolution Education Voices



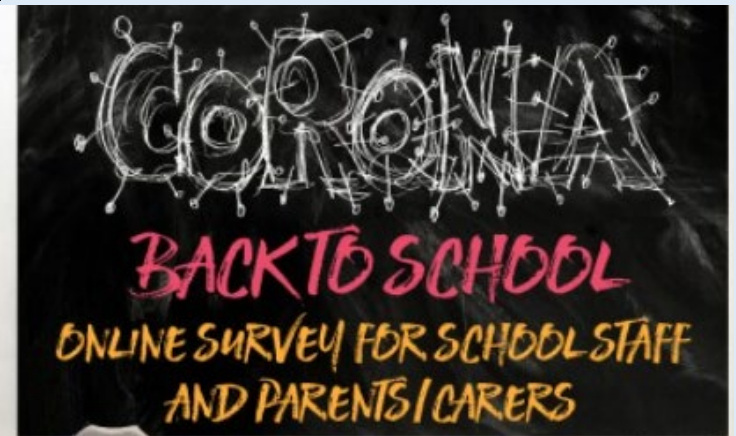
Pictures left to right/top to bottom. The centre picture was taken at one of our events and shows a close up of young people's hands. The bottom right picture is a screen shot of Trust document- the guiding principle we ask schools to follow. The final picture says "Corona Back to School Survey for School Staff and Parents/Carers". This is the image that went along with the survey and was based the '[Image based on photo by Geralt on Pixabay](#)'



We are standing together with our school staff, to make things work at a time of many changes and uncertainty. We trust all staff to support us to return to school safe and happy. We are sharing our first thoughts of how we can do this together to help make that happen.

Take time to prepare us for how different school and college will be:

- We need to know what to expect
- Let us know what will stay the same and what will be different
- It's important to let us see what it will look like, who we will meet and let us take our time to get used to it



A theory for research and practice....

A complex systems approach to 'community resilience' (Haynes et al 2021)

1. The facilitation of collective 'social resilience' = 'capacity of groups to sustain their well-being' (Hall & Lamont, 2013: 22).
2. Inequality undermines ability to prosper in systems – can collective responses easily transform structural disadvantages?
3. Resilience-based approaches that include social systems entails understanding the relationships, interactions and communications between individuals, families, schools, service providers and the wider community.
4. 'Social resilience' aims to 'scale up', to such an extent that it can influence key connectors and power brokers in the macro systems of relevance.
5. 'Two key processes in the emergence of ...social movements, the process of **encounter and interaction** and the process of **constructing shared understandings**.' The relationships that are constructing resilience therefore become a form of resistance, a social and political movement that focuses collective energies against structures and social injustices that cause adversities (Chesters & Welsh 2005: 192).

A complex systems approach to 'community resilience' (Haynes et al 2021)

6. Potential to build resilience from collective social relationships across different hierarchies - Bourdieu's (1986) notion of 'social capital'. Acquiring social/cultural capital through their experience of social relationships, assets and connections.

7. Resilience emerges from system factors, rather than from within the individual. Roisman, et al, (2002: 1216) *'Resilience is an emergent property of a hierarchically organized set of protective systems that cumulatively buffer the effects of adversity and can therefore rarely, if ever, be regarded as an intrinsic property of individuals.'*

8. Resilience responses can involve modifying or transforming systemic adversities (e.g., challenging economic inequalities or stigma towards mental health problems). Resilience is: 'overcoming adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity.' (Hart et al., 2016, p.3).

À Resilience Lens



“Overcoming adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity.” ([Hart et al., 2016, p. 3](#))

Academic Resilience Approach (ARA)

(developed by Angie Hart with Lisa Williams, implemented with Boingboing and YoungMinds)



- Based on complex systems theory and a social justice oriented resilience framework
- A whole school based community development model
- Identifies multiple resilience building mechanisms that are applicable in multiple contexts with students
- Free resources available to download from:
<https://www.boingboing.org.uk/academic-resilience-approach/>

Research on The Resilience Revolution, Blackpool

(led by Suna Eryigit-Madzwamuse and Josh Cameron)

Aims to evaluate a complex intervention model at the intersection of individual development/wellbeing and system theories.

A co-research approach.

We are exploring:

- effectiveness and sustainability of The Resilience Revolution, Blackpool
- to build the whole local community's resilience
- which in turn will influence mental health and resilience of 10 to 16 year olds,
- especially for those experiencing multiple life challenges

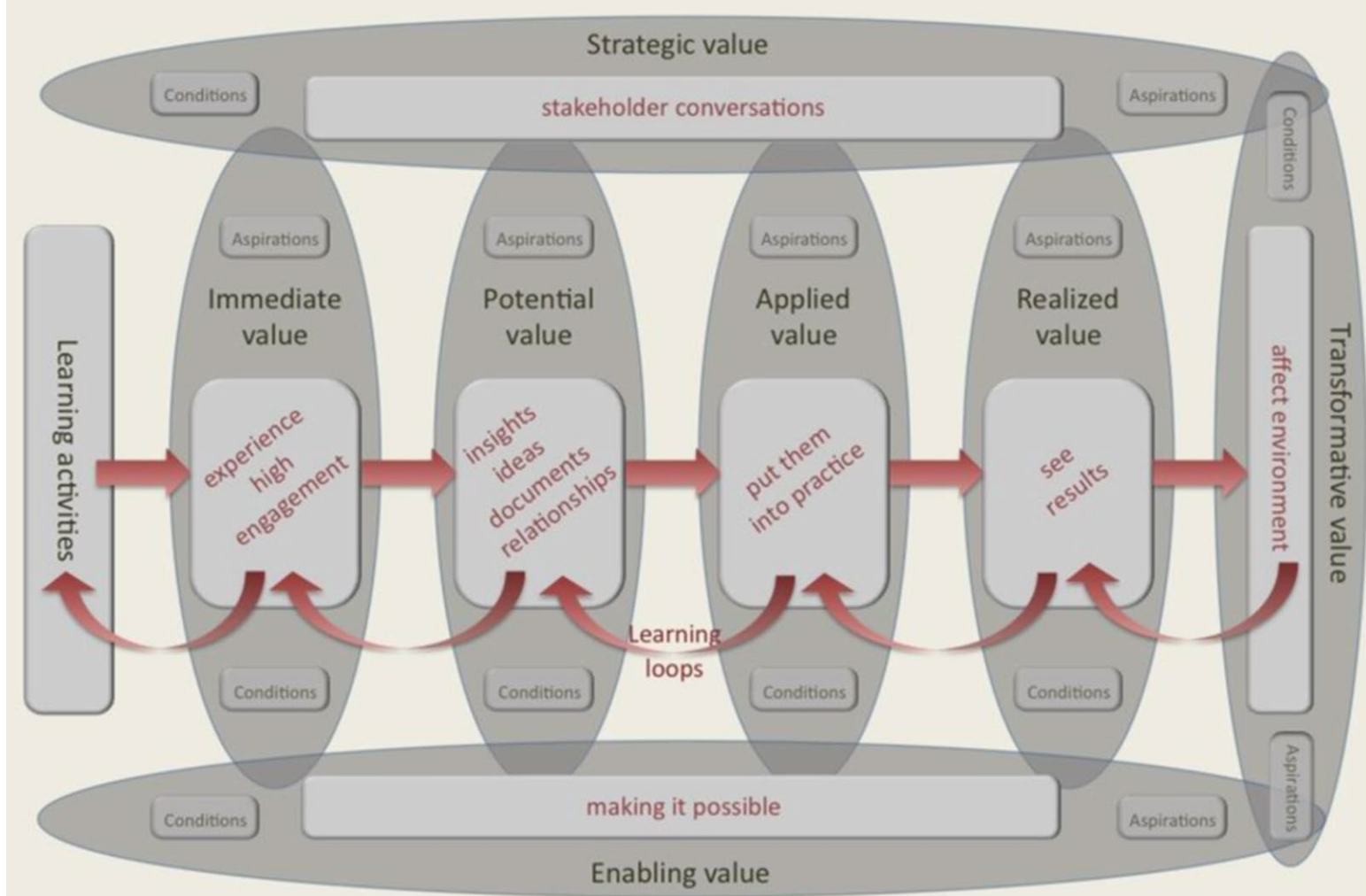
Research on ARA

(led by Suna Eryigit-Madzwamuse & Josie Maitland)

Mixed-methods research, with over 25 schools in North of England, showed that:

- Many changes have taken place in schools, differing in terms of pace & type depending on school context
- The ARA is having an impact for staff, students & on whole school climate
- The ARA has had an impact beyond school level through changes made to county level practice
- There is strong potential for sustainability of the ARA with further impact

How social learning creates value



Research on The Resilience Revolution (RR), Blackpool

(led by Suna Eryigit-Madzwamuse and Josh Cameron)

- **Orienting value-** RR has united as a social movement that is committed to improving resilience for everyone in the community.
- **Immediate value-** Young people felt valued, understood, listened to and respected as a result of being involved in RR.
- **Potential value-** RR provided young people, families and practitioners with a broad range of strategies to respond to challenges.
- **Applied value-** Hundreds of parents and carers, school, health and voluntary sector practitioners attended our training activities and apply the learning in practice.
- **Realised value-** Young people have increased: resilience; wellbeing; attendance at school; self-esteem; ability to cope and respond to challenges; ability to take responsibility and ability to trust and open up to others.
- **Transformative value-** Blackpool Beating Bullying campaign is the first co-produced charter mark in the UK and is helping to transform young people's experiences of schools.
- **Enabling value-** Adopting strengths-based approaches to address challenges by using the assets within young people and the community.
- **Strategic value-** Transformations are happening at the system level where work of co-leaders of the RR are developing and delivering sustainable activities within schools, Local Authority services, health services, and other support agencies.

Research on The Resilience Revolution, Blackpool

(led by Suna Eryigit-Madzwamuse and Josh Cameron)

- Young people have reported increased:
 - resilience, wellbeing, and self-esteem
 - attendance at school
 - use of peer support and ability to trust and open up to others
 - ability to cope and respond to challenges and take responsibility for areas of their lives;
- We have seen reductions in:
 - rates of exclusions from school,
 - emotional and behavioural difficulties,
 - self-harm and the number of representations at A&E
- Young people have learned new skills that have enhanced their home, leisure, social life
- Young people's relationships at home and school have improved
- Practitioners, teachers and parents and carers have reported increased resilience
- Organisations have developed closer and more effective working partnerships
- Schools have successfully achieved the goals set on their ARA action plans

















































Based on Resilient Therapy (RT) & the Resilience Framework

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007					
SPECIFIC APPROACHES	BASICS	BELONGING	LEARNING	COPING	CORE SELF
	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
		Help child/YP understand their place in the world		Being brave	
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people's feelings
		Keep relationships going			
	Being safe	The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
		Take what you can from relationships where there is some hope		Fostering their interests	
	Access & transport	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
		Responsibilities & obligations			
	Healthy diet	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
		Make sense of where child/YP has come from		Lean on others when necessary	
	Exercise and fresh air	Predict a good experience of someone or something new	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
	Enough sleep	Make friends and mix with other children/YPs			
	Play & leisure				
	Being free from prejudice & discrimination				
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING	

WWW.BOINGBOING.ORG.UK

The above picture is of our the Resilience Framework (Children and Young People) Oct 2012 – Boingboing, adapted from Hart and Blincow with Thomas 2007. The framework is available in various formats via [Boingboing](http://Boingboing.org.uk)

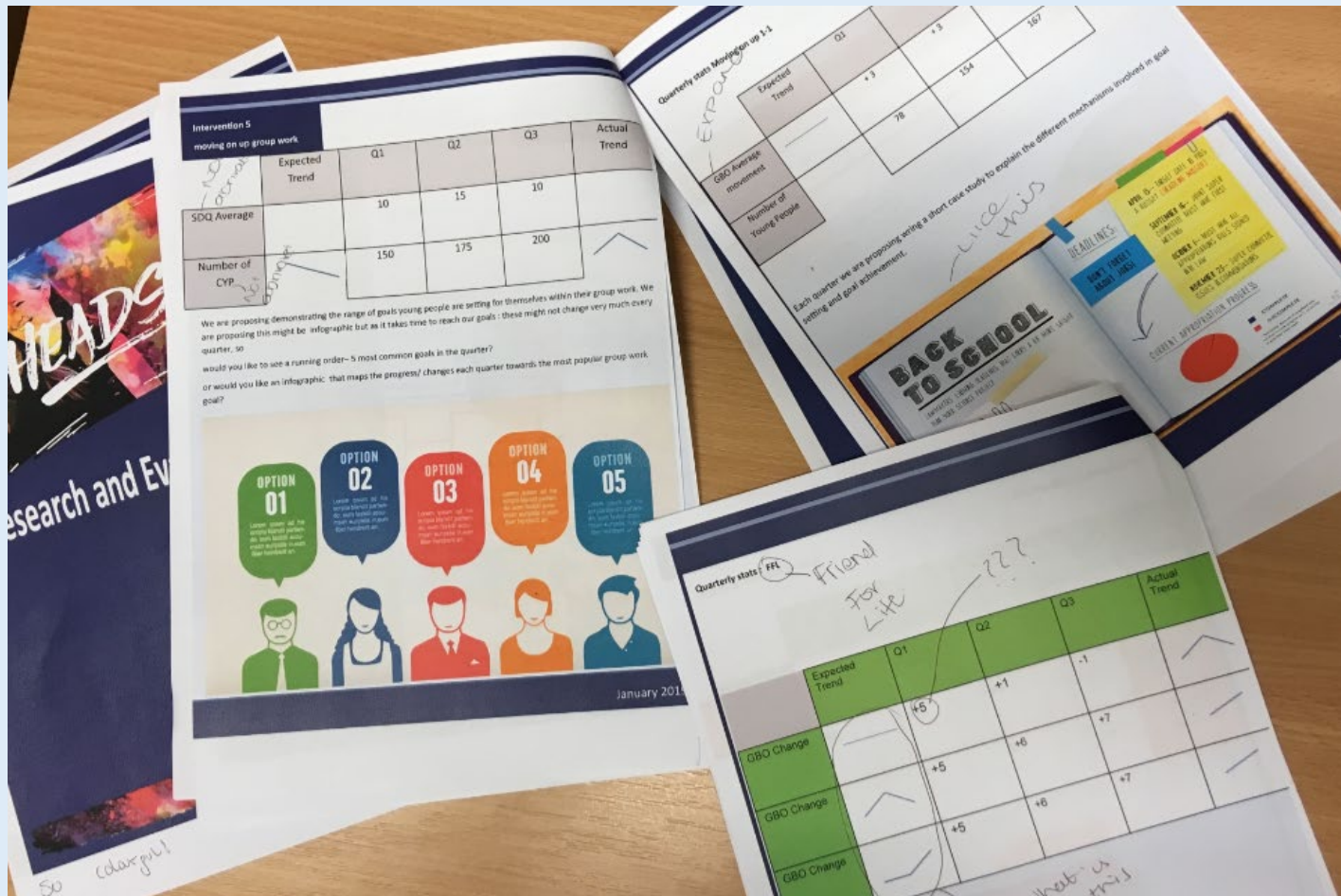
Based on Resilient Therapy (RT) & the Resilience Framework

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RESILIENCE FRAMEWORK						
BASICS	 Good enough housing	 Enough money to live	 Being safe	 Access & transport	 Healthy diet	 Exercise & fresh air
	 Enough sleep	 Play & leisure	 Being free from prejudice & discrimination			
BELONGING	 Find somewhere for the child/YP to belong	 Help child/YP understand their place in the world	 Tap into good influences	 Keep relationships going	 The more healthy relationships the better	 Take what you can from relationships where there is some hope
	 Get together people the child/YP can count on	 Responsibilities & obligations	 Focus on good times and places	 Make sense of where child/YP has come from	 Predict a good experience of someone or something new	 Make friends and mix with other children/YPs
LEARNING	 Make school/college life work as well as possible	 Engage mentors for children/YP	 Map out career or life plan	 Help the child/YP to organise her/himself	 Highlight achievements	 Develop life skills
COPING	 Understanding boundaries and keeping within them Instil a sense of hope	 Being brave	 Solving problems	 Putting on rose-tinted glasses	 Fostering their interests	 Calming down & self soothing
	 Remember tomorrow is another day	 Lean on others when necessary	 Have a laugh			
CORE SELF	 Instill a sense of hope	 Support the child/YP to understand other people's feelings	 Help the child/YP know her/himself	 Help the child/YP take responsibility for her/himself	 Fostering their talents	 There are tried and tested treatments for specific problems, use them
NOBLE TRUTHS	 Accepting	 Conserving	 Commitment	 Enlisting		

Adapted from Hart & Blincow with Thomas 2007 www.boingboing.org.uk

The above picture is of the Merseyside Youth Association's version of the Resilience Framework (Children and Young People) Oct 2012 – Boingboing, adapted from Hart and Blincow with Thomas 2007. This version of the framework is available from <https://www.liverpoolcamhs.com/wp-content/uploads/2017/04/resilience-framework.pdf>.

Co-Production



The picture above shows some examples of us making sense of findings with young people

Our Co-Production Principles

We aim to challenge traditional forms of knowledge production and transfer by:

- Establishing close University- community partnerships
- Disrupting power dynamics (expert/lived-experience)
- Taking an asset-based approach
- Showing respect for difference
- Co-developing rather than 'delivering'
- Focusing on challenging the odds
- Committing for the long term

What's going well and challenges



Youth leadership and engagement	But numbers, youth pay opportunities and diversity need improving
Local council supported and championed at senior level	But austerity and Covid context affects everything we do (160m has been cut from Blackpool's core budget)
Plenty of great jobs	But recruitment difficult and quality of practice/commitment to cause, especially social justice agenda, variable



What's going well and challenges

Schools across the whole town have picked up and run with the Academic Resilience Approach against all odds	There isn't a but!
Depth of engagement is being achieved	But hard to help people outside of the process understand just how much time and bravery this takes AND social/cultural capital sharing still quite weak...
Working with 'Critical Friends' and being one to others	But supporting people to be un-defensive and reflective is tricky
Shared/Inclusive language	But quite superficial in places
Complex partnership approach is fit for purpose	But multiple power dynamics and complexities

What is the Resilience Revolution?



“It’s a social movement looks to change systems rather than blame individuals for the challenges they face.”

- *The above picture is of a group of people gathering together and carrying signs. 'Photo by [Elyssa Fahndrich on Unsplash](#)*

The start of the journey ...

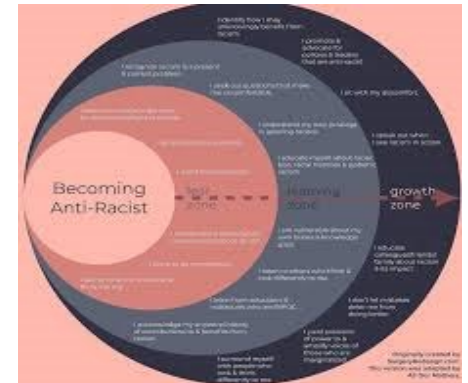
Senior leaders developed 2 days of training for the team - white privilege and becoming actively anti-racist

Commissioned expert trainers *Kids of Colour* to train and provide practice development ([Kids of Colour](#))

Commissioning black artists to facilitate creative workshops for YP via the Grundy Art Gallery

BAME development roles being created in the programme

Specific targets that aren't tokenistic!



Useful tips for psychologists and anyone else still watching?

- Get to know your 'shadow self'
- Ensure your 'inequalities imagination' is in tune with what you are doing, don't forget it, understand your own privilege
- Talk openly about money and resources
- Find ways to manage the 'effective detail' that goes into working in this way avoiding 'organizational promiscuity'
- Develop and sustain relationships, even when the going is tough
- Be creative about how you draw in resources
- Is this really right for you?
- Seek out and appoint colleagues/make friends with people who have lived experiences of challenges too
- Don't be tokenistic/offensive
- But be brave....



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Johari Window (Luft & Harrington 1955)

	Known to self	Unknown to self
Known to others	Open area Self-knowledge	Blind area Specific power and the privilege position that I bring to the role, or how others might view the role
Unknown to others	Hidden area Self-disclosure	Unknown area Active discovery area

Bold sentiments....

- **be brave**
 - **work with and through others**
 - **do with** not to
 - **co-production, alliances and partnerships**
 - **changing the ways we work**
 - **taking responsibility**
 - **relinquishing expert ideologies and 'us' and 'them'**
 - **humility and open-heartedness**
 - **rebuild trust with communities we may have intentionally or unintentionally harmed.'**
-
- And I would add **'long term commitment'**





The above picture is our logo of [the Resilience Revolution](#).

Links for further info

- University of Brighton – Centre of Resilience for Social Justice: <https://www.brighton.ac.uk/crsj/index.aspx>
- Boingboing Resilience CIC: <https://www.boingboing.org.uk/>
- Twitter: [@bb_resilience](https://twitter.com/bb_resilience)
- Contact: info@boingboing.org.uk



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Further references and how you can get hold of stuff to read

- Hart, A. and Blincow, D. with Thomas, H. (2007) *Resilient Therapy: Working with children and families*. London: Routledge.
(<https://blackwells.co.uk/bookshop/product/Resilient-Therapy-With-Children-and-Families-by-Angie-Hart-Derek-Blincow-Helen-Thomas/9780415403856>)
- Aumann, K. and Hart, A. (2009) *Helping children with complex needs bounce back: Resilient Therapy for parents and professionals*. London: Jessica Kingsley.
(<https://blackwells.co.uk/bookshop/product/Helping-Children-With-Complex-Needs-Bounce-Back-by-Kim-Aumann-Angie-Hart/9781843109488>)
- Hart, A., Hall, V., & Henwood, F. (2003). Helping health and social care professionals to develop an 'inequalities imagination': a model for use in education and practice. *Journal of advanced nursing*, 41(5), 480-489.
(<https://www.boingboing.org.uk/wp-content/uploads/2017/02/hart-hall-henwood-2003-helping-health-and-social-care-professionals-to-develop-an-inequalities-imagination-a-model-for-use-in-education-and-practice.pdf>)
- Hart, A., Gagnon, E., Eryigit-Madzwamuse, S., Cameron, J., Aranda, K., Rathbone, A., & Heaver, B. (2016). Uniting resilience research and practice with an inequalities approach. *Sage Open*, 6(4), 1-13.
(<https://doi.org/10.1177/2158244016682477>).
(<https://journals.sagepub.com/doi/10.1177/2158244016682477>)

Further references and how you can get hold of stuff to read

- Haynes, P., Hart, A., Eryigit-Madzwamuse, S., Wood, M., Maitland, J. (2021 – Submitted paper) The contribution of a complex systems-based approach to progressive resilience. Sociological Research Online (SAGE).
- Hart, A., & Freeman, M. (2005) 'Health "care" interventions: Making inequalities worse, not better?' *Journal of advanced nursing*, 49(5), 502-512.
(<https://www.boingboing.org.uk/wp-content/uploads/2017/02/hart-freeman-2005-health-care-interventions-making-health-inequalities-worse-not-better.pdf>)
- Walker, C., Hart, A., & Hanna, P. (2017) *Building a new community psychology of mental health: Spaces, places, people and activities*. Basingstoke: Palgrave Macmillan. (<https://www.palgrave.com/gp/book/9781137360984>)
- The British Psychological Society (2020) The importance of community action and community resilience in the response to Covid-19: What role for psychology? (<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Community%20action%20and%20resilience%20in%20response%20to%20Covid-19.pdf>)
- Publications including blogs by parents, young people, students, etc.:
<https://www.boingboing.org.uk/blog/>

Further references

- Bourdieu, P. (1986) The forms of capital. In J. Richardson, *Handbook of Theory and Research for the Sociology of Education* (pp. 241-58). Santa Barbara: Greenwood Press.
- Chesters, G., and Welsh, I. (2005) Complexity and Social Movement(s): Process and Emergence in Planetary Action Systems. *Theory, Culture & Society*, 22(5): 187–211.
- Hall, P., and Lamont, M. (2013) *Social Resilience in the Neo-Liberal Era*. Cambridge Mass.: Cambridge University Press.
- Roisman, G. I., Padrón, E., Sroufe, L. A., and Egeland, B. (2002) Earned–secure attachment status in retrospect and prospect. *Child development*, 73(4): 1204-1219.
- Wenger, E., Trayner, B., de Laat, M. (2011) *Promoting and Assessing Value Creation in Communities and Networks: A Conceptual Framework*. Rapport 18. Heerlen: Open Universiteit, Ruud de Moor Centrum.

Various films on resilience about our work

- TEDx Brighton, Angie Hart - Making Resilient Moves:
<https://www.youtube.com/watch?v=XPUzjyAoOK4>
- Using Systems Theory – Angie Hart & Professor Phil Haynes:
<https://www.youtube.com/watch?v=FpgyD396CnE>
- Boingboing Community University Partnership Hits The Road:
https://www.youtube.com/watch?v=bH_OXhKdWhQ
- Blackpool Resilience Pathway launch – BBC North West Tonight:
<https://www.youtube.com/watch?v=H7btn3HIES4&feature=youtu.be>
- Blackpool Mental Health Report – Sky News:
<https://www.youtube.com/watch?v=zA44f3S1Gac&feature=youtu.be>

Please share and use the ARA



Academic Resilience Approach (ARA) - devised by Professor Angie Hart and Lisa Williams and adopted by YoungMinds.

Based on Angie's collaborative resilience work at the University of Brighton and Boingboing.

YoungMinds continues to work in partnership with them to support schools in implementing the approach.

Free resources available to download from:

<https://www.boingboing.org.uk/academic-resilience-approach/>



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**LISA
WILLIAMS**
CONSULTING

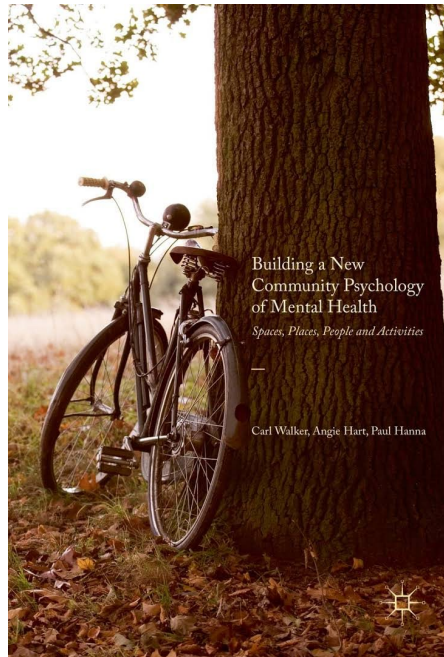
YOUNGMINDS
The voice for young people's mental health and wellbeing

Some exciting bed time reading...



STATEMENT

The importance of community action and community resilience in the response to Covid-19: What role for psychology?



NURSING THEORY AND CONCEPT DEVELOPMENT OR ANALYSIS

Health 'care' interventions: making health inequalities worse, not better?

Angie Hart BA MPhil DPhil PGDipPsychCouns

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HART A. & FREEMAN M. (2005) *Journal of Advanced Nursing* 49(5), 502–512

Health 'care' interventions: making health inequalities worse, not better?

Aim. The aim of this paper is to present a model, the 'Effect of the Professional Ego', which provides a psychodynamically informed analytical framework for examining professional practice in arenas where issues of inequalities need to be addressed.