



THE BARTLETT



University of Fort Hare  
*Together in Excellence*



## PANEX Youth

**Adaptations of young people in monetary-poor households for surviving and recovering from COVID-19 and associated lockdowns**

## T-AP RRR Networking Event

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<https://panexyouth.com>



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**UK \_ University College London** : Prof. Lauren Andres (PI), Bartlett School of Planning  
**UK – University of Birmingham**: Prof. Peter Kraftl, School of Geography, Earth and Environmental Sciences  
**South Africa \_ University of the Free State** : Dr. Abraham Matamanda (SA PI)  
Faculty of Natural and Agricultural Sciences & **University of Fort Hare**: Dr Lejone John Ntema.  
**Brazil \_ Universidad e de São Paulo**: Dr. Leandro Giatti (B PI)

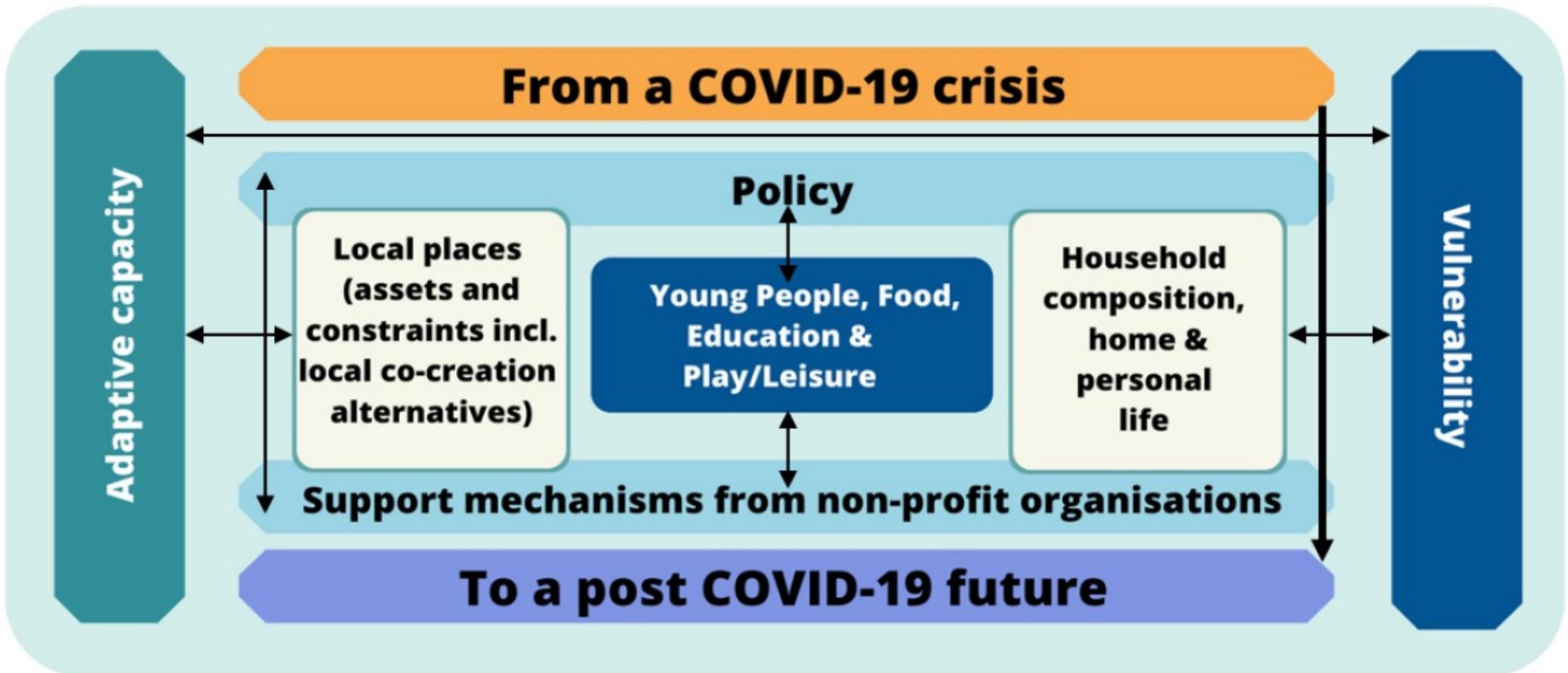
# **OVERVIEW, AIMS AND OBJECTIVES OF PANEX-YOUTH**

## Aim:

- **Understand and assess the impact of COVID-19 and associated policies on food, education, play/leisure of young people (10–24, as per UNICEF definition) living in deprived settings and in conditions of ‘poverty’** (as characterised in respective country settings), with a focus on three countries/regions: Brazil (São Paulo State/Paraisópolis), RSA (Central RSA/Mangaung and Moqhaka), and the UK (West Midlands/Birmingham).
- We are focusing on education, food and play/leisure - all crucial, interlinked components of youths’ health and social-psychological development significantly impacted by the pandemic and affecting their **socio economic resilience**

## Four Objectives

- Understanding and identifying:
  - **1) the spatial dimension of vulnerability and the role of local places in triggering temporary and more permanent adaptations;**
  - **2) forms of adaptations and support developed to allow everyday coping, survival, and recovery;**
  - **3) the legacy of those adaptations, for individuals and communities, supporting (non-profit) organisations and policy;**
  - **4) multi-scalar and co-designed lessons to foster young people socio-economic resilience in the future.**



## Work packages

- **WP2: Global Mapping Exercise (completed)**
- **WP3: National and Regional Mapping (West-East Midlands; Central RSA; and São Paulo State/Paraisópolis) – 30 interviews p/c (completed)**
  - *The impact of the pandemic on the food/education/play-leisure nexus*
  - *Vulnerability, place, social networks and adaptations*
  - *Legacy and ongoing crisis*
- **WP4: Zoom-ins on local adaptations of young people in monetary-poor households – 50 interviews with vulnerable young people p/c (support from community of practice) - ongoing**
- **WP5: Co-designing multi-scalar solutions to foster young people’s recovery, & resilience (local / international cafés) - ongoing**
  - Build upon the co-production of knowledge that emerged to foster innovative thinking;
  - Co-design multi-level recommendations at case study, city, regional, country and international levels;
  - Foster transfer of knowledge and ideas amongst communities, practitioners, and academics

# **PRELIMINARY RESULTS, ACTIVITIES & OUTPUTS**

## **Children and YP's voices and rights have been ignored**

- Children and YPs were dramatically impacted by COVID-19 and are still suffering.
- Responses and adaptations followed similar trends globally (even in Brazil where federal states stepped in to counter national discourses and policies).
- Little consideration was given to inter-generational social justice – a situation compounded by consequent cost-of-living crises in many contexts.

“My friends and I always used to joke about how we feel like we were in **prison**. We always used to say that before Covid. During the pandemic, we actually **felt like we were in prison: we were being made to stand up in lines to get back inside, even into the classroom**. It wasn't a nice time and I know that it really added to a lot of my friends' **mental illnesses**” (YP-E)

**I missed living** as in addition to all the responsibilities I was given at 18-years old, I lost 2 years of my life. I didn't get anything I as expecting at 18 (for example a big party). **I was pushed to maturity** . The pandemic made me 10 years older that I was supposed to be. (YP\_B)

I wanted to **hug**, I wanted a hug and I couldn't. (YP\_B)

“Instead of **ostracizing young people**, making them feel as if they were to **blame**, they should have been included within the conversations and consultations. **We were never asked anything**, the government never asked questions about how are young people going through this.” (YP-E)

## Accelerations of inequalities

- The impact was amplified due to path-dependent and intersectional burdens that were already affecting youths' lives before the pandemic (such as political austerity measures and pre-existing inequalities).
- Access to affordable and nutritious food and in-person education challenged: broken food chains, educational interruptions.
- Home and living settings problematic: over-crowding, limited or no access to outdoor spaces, and distance to green spaces and play facilities.
- Increasing socio-economic pressures on vulnerable households also more exposed to contamination (many vulnerable children and young people were exposed to death).
- Access to technologies and Internet

*“The virus is democratic. It doesn’t matter who you are. You are going to get Covid. Whatever your skin color, if you have money or not”.*

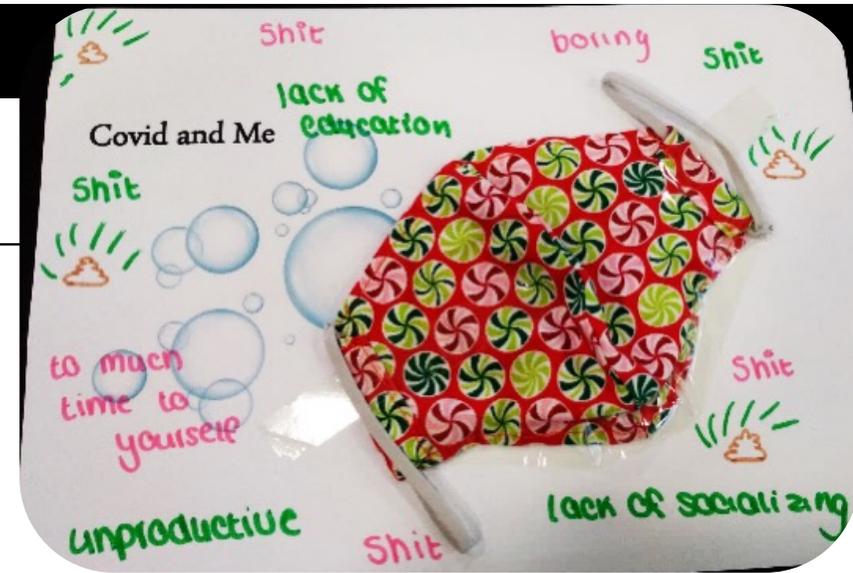
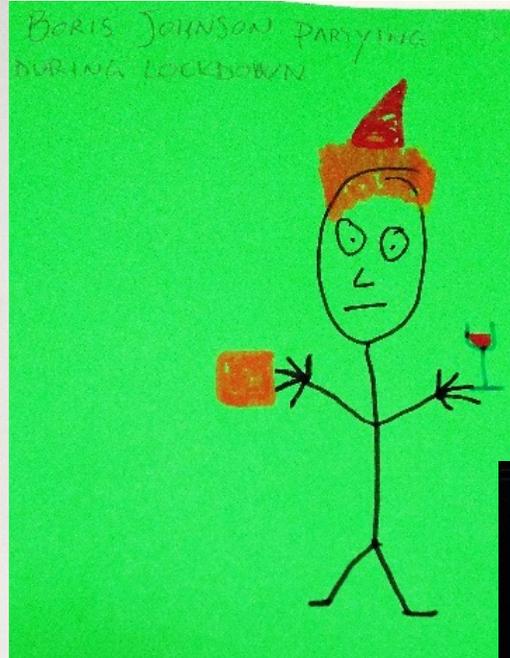
I remember hearing this quote.

But for me, it wasn’t democratic at all.

If you were poor, you couldn’t get information, you couldn’t go to hospital.

It exacerbated social economic inequalities.

(YP \_ Paraisópolis – Sao Paulo, May 2023)



Mental Health

## Unequal focus and responses

- Responses towards the provision for education were at the forefront of governmental policy, internationally and in our three countries, with direct implications for access to food.
- Play and leisure on the other hand were deprioritised.
- Policy, funding and related adaptations were by far the most diverse regarding alternative education provision (compared to food and play/leisure) – related to accessibility issues (location /digital divide)
- National, regional and local responses around education were financially substantial; however, in most contexts they have been insufficient in providing for the most vulnerable children and young people.
- Transformative support was achieved thanks to local and communal responses led by schools, teachers, volunteers and I/NGOs who stepped in to support children, their knowledge, wellbeing and even their families.

## Adaptations: the importance of local spatialities and dis/connections

- Localities of nexus-led adaptations: place-based (school/community centres / neighborhood) and people-based (families/young people)
- Localities of new and exceptional partnerships amongst local authorities, faith groups, police, adventure playground, food banks, ...  
Concerned learning materials & digital devices, access to food & play

“We saw people making pack lunches and giving them out to those children. **These are small, independent traders who stepped in to fill a gap that the government wasn’t providing for**, and I think we saw that spirit continue right the way through COVID.” (Key stakeholder from a food bank)

We had lots of deliveries sent. We did this from home and then we used the police as they were still really active on the streets. The **police** car used to come and pick the deliveries up. I gave them a list of addresses and they dropped them off. This also helps with well-being checks. It was a bit funny because the police were turning up with coloring books and food parcels and other things.” (Local Authority youth worker, Birmingham)

During the pandemic, **we basically stepped up our close relationships with the schools and did big deliveries based on their knowledge of the kids.** We did some campaigns, locally, where we would put together lunches for kids, and distributed them in a couple of places. We opened the food bank too; families didn’t have to prove you were on school meals. (London-based foodbank representative)

## Adaptations: the importance of (MORE-THAN) local spatialities

- 'War' effort: exceptional mobilization with groups/institutions going beyond existing roles and duties.

*“Teachers did not only deliver during packs of work, but also delivered food parcels, going and checking in on families, making sure they were ok. The first port of call would usually be a phone call, but if nobody answers, at some point you start getting worried. So, yes, I would say that both teachers and school leaders were going above and beyond”. (Local authority representative – social worker)*

- Localities, network and the (positive) role of social media

*“A friend of mine was working in a very deprived part of XXX, where a lot of the families were living in town in flats, in tower blocks. She started producing videos YouTube where she was telling stories. Others provided pens and papers to them so they could do coloring and other things” (Faith group representative)*

## **Adaptations – MORE-than-local and digital spatialities**

“We used a lot of devices like playing hide and seek on the screen. So, every session would start with the sharing a cup of something. So, you pass a drink to someone else on the screen and the children almost instantly got that visual joke. They put out their hand and take the cup. Hide and seek on the screen is actually incredibly good fun. The gap between the homes of the children was shrinking for a few moments. There was lots of magic.” (Playworker, London)

“We were physically dropping bags of play off arts and crafts materials and games; sometimes we would drop ingredients and recipes; then we would do a cooking session with the kids on Facebook or on Zoom, so they got fed.” (Playworker, national level)

## Adaptations as processes of Breaking boundaries

- Using places differently and without authorization (Russell and Stenning, 2021)

“In my street, adults and children were all out in the streets as much of the time as we could manage, monitoring cars, etc. We did lots of chalking, lots of hopscotch, lots of giant bubbles. the kids were playing football and doing other things and we’d have music every Sunday”. (London-based Playworker)

- Breaking the rules

“She knew she was not supposed to go into the house as she was putting herself at risk. But, when she was faced with a young person who was crying and her mum that was desperate, she said I couldn’t just stand there and do nothing.” (Social worker manager, Midlands)

“H. has zero internet . We had to figure it out how to get it through ‘illegal’ providers” (YP – Brazil)

## Adaptations as processes of Breaking boundaries

“I do remember that we elaborated rule-breaking strategies during the lockdown in order to go to each other’s houses. I’m talking about people in my school, people that I used to see, I would see them going to other people’s houses. If everyone is in one place, no one would be able to see us from the outside. For 14/15-year-old kids, that meant the world to them. This really helped them stay afloat because you can’t lock a 13/14/15year old child in their own homes with no other form of entertainment.” (Young ambassador for a charity)

# Moving forward - Positives

## A minha vida durante a pandemia

→ quando me preparei a **CINAR** de plantas



(NENHUMA SOBREVIVEU)



→ quando comecei a **FAZER** um bolo



(ATÉ VENDEI ALGUNS ...)



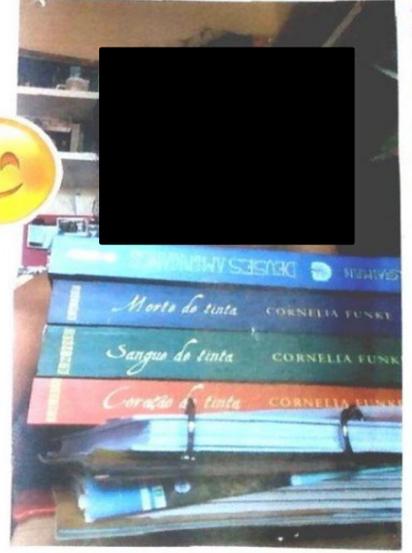
→ quando me dediquei a **CORINHAR**



(O PÃO ESTAVA DELICIOSO!)



→ quando me dediquei a **PRESENTAR**



(MINHA SAGA HISTÓRICA)



→ quando me dediquei aos plantamentos e comecei a **ESTUDAR** ESTOU TRABALHANDO COM ISSO HOJE



→ quando eu comecei a **ENSINAR** português

(APRENDI MUITO!) (E COMI MUITAS COMIDinhas GOSTOSAS!)



→ as vezes me dá vontade de **CHORAR** (de felicidade e alívio)



## The Impact of COVID-19 on Education, Food & Play-Leisure and Related Adaptations for Children and Young People: International and National Overviews

PANEX-Youth WP2 Full Report

## The Impact of COVID-19 on Education, Food & Play-Leisure and Related Adaptations for Children and Young People: International Overview

PANEX-Youth WP2 Short Report



## Impactos da COVID-19 em crianças e jovens e adaptações relacionadas na Educação, na Alimentação e no Lazer: Panoramas Nacionais e Internacional

PANEX-Youth WP2 Versão resumida



## Impactos da COVID-19 em crianças e jovens e adaptações relacionadas na Educação, na Alimentação e no Lazer: Panoramas Nacionais e Internacional

PANEX-Youth WP2 Relatório completo



Notícias

### Governos não atenderam necessidades de jovens durante a pandemia, diz estudo

Consórcio internacional mostra que menores terão consequências duradouras

João Videira (Sub Supervisão) 03/07/2023 - 06:00



Crianças no ambiente escolar durante a pandemia da Covid-19. Reprodução/Prefeitura de Jundiaí

As necessidades de crianças e jovens durante o período de isolamento social na pandemia da Covid-19 ficaram de fora das prioridades dos governos de três países, segundo aponta uma pesquisa inédita. Mais longe da escola, os menores estiveram expostos a intempéries como a insegurança alimentar, falta de saneamento e privação do

## Impact activities: giving a voice to children and young people and inform policy debates

## The kids aren't alright: How pandemic policies are still failing young people

The Bunker

12-09-2023 - 28 mins



Covid-19 caused chaos for a lot of us. For children and young people it completely disrupted their personal growth, in education and social settings too. Dr. Lauren Andres is a professor of planning and urban transformation at UCL. She's studying the impact that pandemic policies put in place by governments at the world have had on young people. She joins Ros Taylor in The Bunker to discuss whether we're dealing with a lost generation. PANEX-Youth is a two-year project, led by Prof. Andres: <https://panexyouth.com/home-2/resources/> "The word we keep coming back to is trauma." – Dr. Lauren Andres. "We need to recognise that they suffered, they were ignored, they were not the priority." – Dr. Lauren Andres. "A lot of the play and socialisation and play moved online, this raises a lot of issues." – Dr. Lauren Andres. "We need to remember that pubs were opened before playgrounds... we need to think about what our priorities were here." – Dr. Lauren Andres. [www.patreon.com/bunkercast](http://www.patreon.com/bunkercast). Written and presented by Ros Taylor. Producer: Chris Jones. Audio production: Jade Bailey. Editor: Andrew Harrison. Managing Editor: Jacob Jarvis. Music by Kenny Dickinson. THE BUNKER is a Podmasters Production Instagram | Twitter Learn more your ad choices. Visit [megaphone.fm/adchoices](http://megaphone.fm/adchoices)

## Children 'forgotten by Covid policymakers' because they rarely got sick from the virus

Report found youngsters' well-being and development weren't prioritised because elderly and vulnerable were more likely to fall ill and die

By **Joe Pinkstone**, SCIENCE CORRESPONDENT  
26 June 2023 - 7:00am



Related Topics  
Child health, UK coronavirus lockdown, University College London (UCL), Coronavirus



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**LIVE**

**JOHANNESBURG** **BLOEMFONTEIN**

**CORONAVIRUS PANDEMIC**

**STUDY: COVID-19 POLICIES IGNORED YOUNG PEOPLE'S NEEDS**

**NCA**

0:43 | 0:57 / 9:25

ROY HODGSON AGREES TO STAY ON... CRITICAL TO ACHIEVE... MANAGER NEXT SE...

radioagência

00:00 | 00:00

## Pandemia agravou a vulnerabilidade de jovens e crianças pobres

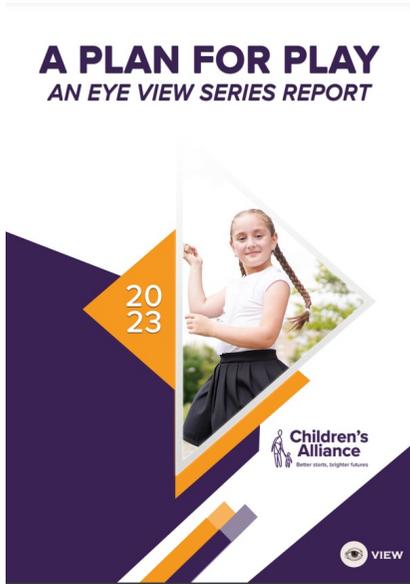
*Os dados são de uma universidade britânica em parceria com a USP*

Publicado em 30/06/2023 - 21:54 Por Daniela Longuinho - repórter da Rádio Nacional - Brasília

Como um dos países mais desiguais do mundo, no Brasil as consequências da pandemia de Covid-19 agravaram a vulnerabilidade das crianças e jovens mais pobres, e os prejuízos em áreas como educação, lazer e segurança alimentar são duradouros.

É o que mostra um relatório recém divulgado sobre os impactos da pandemia na vida de pessoas de 10 a 24 anos, que vivem nas periferias do Brasil, Inglaterra e África do Sul.

The role of educational and community hubs as multi-sector sites for fulfilling the evolving rights to education



And many papers being written currently ...



## The trans-Atlantic research partnership

- Excellent Initiatives
- Different funders – different rules (RFs) – different processes (post-award)
- Budget coordination
- End-date coordination