

Protecting the mental wellbeing of our future generations: learning from COVID-19 for the long term.

A Mental Wellbeing Impact Assessment Approach.



GIG  
CYMRU  
NHS  
WALES

lechyd Cyhoeddus  
Cymru  
Public Health  
Wales

Nerys Edmonds  
8<sup>th</sup> September 2022

Diogelu lles meddwl cenedlaethau'r dyfodol: dysgu o COVID-19 ar gyfer y tymor hir.

Dull Aseu Effaith Lles Meddyliol.



**WHIASU**

Wales Health Impact  
Assessment Support Unit  
Uned Gymorth Aseu  
Effaith ar lechyd Cymru

## What I will cover today

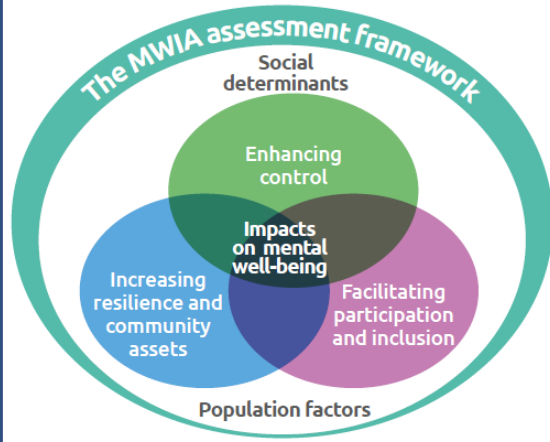
- Brief introduction to Mental Wellbeing Impact Assessment
- Overview of the aims, objectives and scope
- Guide to the outputs
- Key findings and actions relevant to educational settings

## Yr hyn y byddaf yn ei drafod heddiw

- Cyflwyniad byr i Aseiad o'r Effaith ar Les Meddwl
- Trosolwg o'r nodau, amcanion a chwmpas
- Canllaw i'r allbynnau
- Canfyddiadau a chamau gweithredu allweddol sy'n berthnasol i leoliadau addysgol

### Mental Wellbeing Impact Assessment (MWIA):

is a tool used to assess the impacts of policies, services and projects on the mental wellbeing of different groups of people and on factors that promote and protect mental wellbeing.



#### The protective factors:

**Control:** how much choice and control individuals and communities have over their lives and decisions that affect them.

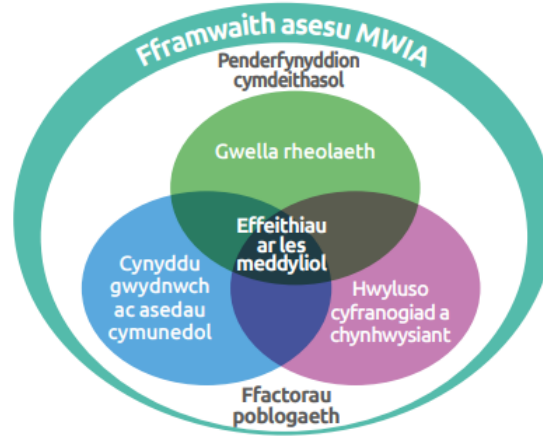
**Resilience and community assets:** the resources, skills, environments, and relationships that enable individuals and communities to thrive, cope, and recover from adversity.

**Participation and inclusion:** a sense of belonging, being able to access and take part in activities and services outside of the home.

Summary of the MWIA assessment framework

### Aseiad o'r Effaith ar Les Meddyliol (MWIA):

Offeryn a ddefnyddir i asesu effeithiau polisiau, gwasanaethau a phrosiectau ar lles meddyliol gwahanol grwpiau o bobl ac ar ffactorau sy'n hybu ac yn amddiffyn lles meddwl.



#### Y ffactorau amddiffynnol:

**Rheolaeth:** faint o ddewis a rheolaeth sydd gan unigolion a chymunedau dros eu bywydau a phenderfyniadau sy'n effeithio arnynt.

**Gwydnwch ac asedau cymunedol:** yr adnoddau, y sgiliau, yr amgylcheddau, a'r perthnasoedd sy'n galluogi unigolion a chymunedau i ffynnu, ymdopi, ac ymadfer ar ôl adfyd.

**Cyfranogiad a chynhwysiant:** ymdeimlad o berthyn, gallu mynediad a chymryd rhan mewn gweithgareddau a gwasanaethau y tu allan i'r cartref.

Crynodeb o fframwaith asesu MWIA

Table 1: MWIA Assessment Framework from the MWIA Toolkit (Cooke et al. 2011).

Are specific protective factors being addressed appropriately – at the individual and community level?			Are the wider structural determinants being considered?
Enhancing Control	Increasing Resilience and Community Assets	Facilitating Participation and Inclusion	Wider Determinants
Individual level	Individual level	Individual level	Often at a socio-economic / environmental / structural level
A sense of control	Emotional wellbeing	Having a valued role	Access to quality housing
Belief in own capabilities and self-determination	Ability to understand, think clearly and function socially	Sense of belonging	Physical environment
Knowledge, skills and resources to make healthy choices	Have beliefs and values	Feeling involved	Economic security
Maintaining independence	Learning and development	<b>Community / organisation level</b>	Good quality food
<b>Community / organisation level</b>	Healthy lifestyle	Activities that bring people together	Leisure opportunities
Self-help	<b>Community / organisation level</b>	Practical support	Tackling inequalities
Opportunities to influence decisions	Trust and safety	Ways to get involved	Transport access and options
Opportunities for expressing views and being heard	Social networks and relationships	Accessible and acceptable services or goods	Local democracy
Workplace job control	Emotional support	Cost of participating	Ease of access to high quality public services
Collective organisation and action	Shared public spaces	Conflict resolution	Access to education
Resources for financial control and capability	Sustainable local economy	Cohesive communities	Challenging discrimination
Other?	Arts and creativity	Other?	Other?

Tabl 1: Fframwaith Asesu MWIA o Becyn Cymorth MWIA (Cooke et al. 2011).

A yw ffactorau diogelu penodol yn cael sylw priodol – ar lefel unigol a chymunedol?			A yw'r penderfyniadau strwythurol ehangach yn cael eu hystyried?
Gwella Rheolaeth	Cynyddu Gwydnwch ac Asedau Cymunedol	Hwyluso Cyfranogiad a Chynhwysiant	Penderfyniadau Ehangach
Lefel unigolyn	Lefel unigolyn	Lefel unigolyn	Yn aml ar lefel economaidd-gymdeithasol / amgylcheddol / strwythurol
Ymdeimlad o reolaeth	Lles emosiynol	Cael rôl werthfawr	Mynediad i dai o safon
Cred yn ei alluoedd ei hun a'i hunanbenderfyniad	Y gallu i ddeall, meddwl yn glir a gweithredu'n gymdeithasol	Ymdeimlad o berthyn	Amgylchedd ffisegol
Gwybodaeth, sgiliau ac adnoddau i wneud dewisiadau iach	Meddu ar gredoau a gwerthoedd	Teimlo'n rhan o bethau	Diogeledd economaidd
Cynnal annibyniaeth	Dysgu a datblygiad:	<b>Lefel gymunedol / sefydliadol</b>	Bwyd o ansawdd da
<b>Lefel gymunedol / sefydliadol</b>	Ffordd iach o fyw	Gweithgareddau sy'n dod â phobl at ei gilydd	Cyfleoedd hamdden
Hunan-niwed	<b>Lefel gymunedol / sefydliadol</b>	Cefnogaeth ymarferol	Mynd i'r afael ag anghydraddoldebau
Cyfleoedd i ddylanwadu ar benderfyniadau	Ymddiriedaeth a diogelwch	Ffyrdd o gymryd rhan	Mynediad trafnidiaeth ac opsiynau
Cyfleoedd i fynegi barn a chael eich clywed	Rhwydweithiau cymdeithasol a pherthnasoedd	Gwasanaethau neu nwyddau hygyrch a derbyniol	Democratiaeth leol
Rheoli swyddi yn y gweithle	Cymorth emosiynol	Cost cymryd rhan	Hwylustod mynediad i wasanaethau cyhoeddus o ansawdd uchel
Trefniadaeth a gweithredu ar y cyd	Mannau cyhoeddus a rennir	Datrys gwrthdaro	Mynediad i addysg
Adnoddau ar gyfer rheolaeth a gallu ariannol	Economi leol gynaliadwy	Cymunedau cydlynol	Herio gwahaniaethu
Arall?	Celfyddydau a chreadigrwydd	Arall?	Arall?

## Aim:

- Inform current and future policy makers by providing an assessment of the evidence of impacts on mental wellbeing arising from the COVID-19 pandemic in order to inform policy and practice.

## Objectives:

- Identify **positive and negative** impacts, and groups of young people at **higher risk** of negative impacts.
- Enhance understanding of the **protective factors for mental wellbeing**
- Provide **evidence** to inform **recovery**
- Identify **learning** to inform future **pandemic and emergency planning**

## Nod:

- Hysbysu llunwyr polisi'r presennol a'r dyfodol drwy ddarparu asesiad o'r dystiolaeth o effeithiau ar les meddwl sy'n deillio o'r pandemig COVID-19 er mwyn llywio polisi ac ymarfer.

## Amcanion:

- Adnabod effeithiau **cadarnhaol a negyddol**, a grwpiau o bobl ifanc â **risg uwch** o effeithiau negyddol.
- Gwella'r ddealltwriaeth o'r **ffactorau amddiffynnol ar gyfer lles meddwl**
- Darparu **tystiolaeth** i lywio **adferiad**
- Adnabod **dysgu** i lywio **cynlluniau pandemig a brys yn y dyfodol**

# Scope

## *Long term preventative focus*

- Young people aged 10-24 in Wales
- All elements of COVID-19 pandemic including school closures, lockdowns, social isolation, changes to parental working conditions
- Comprehensive, participatory
- Strategic Advisory Group
- Time frame: Nov 2020 – Sept 2021

# Cwmpas

## *Ffocws ataliol hirdymor*

- Pobl ifanc 10-24 oed yng Nghymru
- Pob elfen o bandemig COVID-19 gan gynnwys cau ysgolion, cyfnodau clo, ynysu cymdeithasol, newidiadau i amodau gwaith rhieni
- Cynhwysfawr, cyfranogol
- Grŵp Cyngkori Strategol
- Amserlen: Tachwedd 2020 – Medi 2021

## Evidence base and methods

- Three focus groups with young people (n=12) (April 2021)
- Four focus groups with teachers, and wellbeing, ALN and safeguarding leads in schools (n=22) (April 2021)
- Literature review – two phases
- Initial lit review published June 2021
- Population profile – baseline data

## Sail dystiolaeth a dulliau

- Tri grŵp ffocws gyda phobl ifanc (n=12) (Ebrill 2021)
- Pedwar grŵp ffocws gydag athrawon, ac arweinwyr lles, ADY a diogelu mewn ysgolion (n=22) (Ebrill 2021)
- Adolygiad o lenyddiaeth – dau gam
- Adolygiad llên cychwynnol wedi'i gyhoeddi ym mis Mehefin 2021
- Proffil poblogaeth – data sylfaenol



"At the beginning I felt out of control, young people did not have much control, but as it progressed I found things which helped me gain back some control such as setting a routine, helping in the house. I had more control over what I did".

Young Person

"We've noticed that the children definitely need to regain their sense of control, because whilst we've been in lockdown, all the rules have really controlled everything that they've been able to do".

Teacher

"Ar y dechrau roeddwn i'n teimlo allan o reolaeth, doedd gan bobl ifanc ddim llawer o reolaeth, ond wrth iddo fynd yn ei flaen fe wnes i ddod o hyd i bethau a helpodd fi i ennill rhywfaint o reolaeth yn ôl fel gosod trefn, helpu yn y tŷ. Roedd gen i fwy o reolaeth dros yr hyn yr oeddwn yn ei wneud". Person ifanc

"Rydyn ni wedi sylwi bod y plant yn bendant angen adennill eu synnwyr o reolaeth, oherwydd tra rydyn ni wedi bod mewn cyfnod clo, mae'r holl reolau wedi rheoli popeth maen nhw wedi gallu ei wneud mewn gwirionedd". Athro

## Summary of outputs

- Three infographics
- An Executive Summary
- A Main Findings Report
- A Technical Report
- Two further reports containing the detailed qualitative evidence from young people, teachers and lecturers who participated in the MWIA will be published later in the year.

## Crynodeb o'r canlyniadau

- Tri ffeithlun yn crynhoi'r prif ganfyddiadau
- Crynodeb Gweithredol
- Adroddiad Prif Ganfyddiadau
- Technegol
- Bydd dau adroddiad pellach yn cynnwys y dystiolaeth ansoddol fanwl gan bobl ifanc, athrawon a darlithwyr a gymerodd ran yn y MWIA yn cael eu cyhoeddi yn ddiweddarach yn y flwyddyn.

# Mental wellbeing impact assessment: the impact of the COVID-19 pandemic on the mental wellbeing of young people in Wales



## What helped young people cope?

<h3>Keeping in touch with family and friends</h3> <p>"Provides support around you and keeps you going"</p> <p>"Zoom as much as possible with friends"</p>	<h3>Leisure activities and hobbies</h3> <p>"Find time to spend with yourself and develop a hobby. Take time to yourself and turn that into a positive."</p> <p>"Have something to keep you busy to keep you happy."</p>	
<h3>Maintaining a routine and structure to the day</h3> <p>"Write up a schedule ... and keep a routine."</p>	<h3>Keeping physically active</h3> <p>"Try to keep as active as possible within the rules."</p>	
<h3>Seeking help and support when needed</h3> <p>"Don't be afraid to say how you are feeling, don't 'bottle' things up, and talk to others."</p>	<h3>School work activities</h3> <p>"Don't stress about assignments, take a day off, go for a walk or spread your workload out over the week and maybe even on weekends to take the pressure off."</p>	
<h3>Connecting with a pet</h3>	<h3>Creative and arts activities</h3>	
<h3>Going outdoors and contact with nature</h3> <p>"Get out and appreciate green space every day, find something meaningful."</p>	<h3>Learning new skills</h3> <p>"Make yourself do something that you haven't done before, this gives you a sense of control."</p> <p>"Do stuff you have not done before, use the time to do something to help your future, don't waste all the time."</p>	
<h3>Thinking strategies</h3> <p>"Believing in yourself is very important in this difficult time, and if you are self-isolating you need to have your back more than anybody else."</p> <p>"Set a goal for the day"</p>	<h3>Cooking healthy meals</h3>	<h3>Following infection control guidelines</h3>

Quotes taken from young people who participated in the MWIA in Spring 2021

From Edmonds et al. (2022) *Protecting the mental wellbeing of our future generations: learning from COVID-19 for the long term. A Mental Wellbeing Impact Assessment Approach*. Public Health Wales NHS Trust. © 2022 Public Health Wales NHS Trust. Material contained in this document may be reproduced under the terms of the Open Government Licence (OGL) <https://www.legislation.gov.uk/ukpga/2002/35/section/1> provided it is done so accurately and is not used in a misleading context. Acknowledgement to Public Health Wales NHS Trust to be stated. Copyright in the graphical arrangement, design and layout belongs to Public Health Wales NHS Trust.

# Asesiad o'r effaith ar les meddyliol: effaith pandemig COVID-19 ar les meddyliol pobl ifanc yng Nghymru



## Beth helpodd pobl ifanc i ymdopi?

<h3>Cadw mewn cysylltiad â theulu a ffrindiau</h3> <p>"Yn darparu cefnogaeth o'ch cympas ac yn eich cadw i fynd"</p> <p>"Defnyddiwyd Zoom cynaint â phosib gyda ffrindiau"</p>	<h3>Gweithgareddau hamdden a hobiau</h3> <p>"Dawch o hyd i amser i drefnu gyda chi'ch hun a dathblygu hobi. Cymrwch amser i chi'ch hun a throwch llywy'r beth positif"</p> <p>"Cael rhywbeth i'ch cadw chi'n brysur i'ch cadw chi'n hapus."</p>	
<h3>Cynnal trefn a strwythur i'r diwrnod</h3> <p>"Ysgrifennwch amserlen ... a chadwch drefn."</p>	<h3>Cadw'n gorfforol actif</h3> <p>"Ceiswch gadw mor actif â phosib o fewn y rheolau."</p>	
<h3>Ceisio cymorth a chefnogaeth pan fo angen</h3> <p>"Peidiwch â bod ofn dweud sut rydych chi'n teimlo, peidiwch â gadael i berthau groen, a staradwch ag eraill."</p>	<h3>Gweithgareddau gwaith ysgol</h3> <p>"Peidiwch â phoeni am asesiadau, cymrwch ddiffrwd i ffrwydd, ewch am dro neu ledsewch eich llywyth gwaith dros yr wythnos ac efallai hyd yn oed ar benwythnosau i leihau'r pwysau."</p>	
<h3>Cysylltu ag anifail anwes</h3>	<h3>Gweithgareddau creadigol a cheIFYDDYDOL</h3>	
<h3>Mynd allan a chyswilt â natur</h3> <p>"Ewch allan a gwerthfawro'g mannau gwyrdd bob dydd, a dewch o hyd i rywbeth ystyrlon."</p>	<h3>Dysgu sgiliau newydd</h3> <p>"Gorffodwch eich hun i wneud rhywbeth nad ydych chi wedi'i wneud o'r blaen, mae hyn yn rhoi synwyr o reolaeth i chi."</p> <p>"Gwneud berthau nad ydych chi wedi'u gwneud o'r blaen, defnyddiwch yr amser i wneud rhywbeth i helpu'ch dyfodol, peidiwch â gwastraffu'r holl amser."</p>	
<h3>Strategaethau meddwl</h3> <p>"Mae credu ynoch chi'ch hun yn bwysig iawn yn y cyfnod anodd hwn, ac os ydych chi'n hunnwysu mae angen i chi gefnogi'ch hun yn fwy na neb arall."</p> <p>"Sgosodwch nod am y diwrnod."</p>	<h3>Coginio pryddau iach</h3>	<h3>Dilyn canllawiau rheoli heintiau</h3>

Dyfyniadau gan bobl ifanc a gymerodd ran yn yr MWIA yng ngwanwyn 2021

Gall Defnyddio'r meddyliol gweithgareddau a gwybodaeth y cyfnewidiadau COVID-19 a'r gwybodaeth a'r gwybodaeth ar gyfnewidiadau meddyliol i'w rhoi i'r ymgyngwrdd. © 2022 Menter Cymru. All rights reserved. This document may be reproduced under the terms of the Open Government Licence (OGL) <https://www.legislation.gov.uk/ukpga/2002/35/section/1> provided it is done so accurately and is not used in a misleading context. Acknowledgement to Menter Cymru to be stated. Copyright in the graphical arrangement, design and layout belongs to Menter Cymru.



# Mental wellbeing impact assessment: the impact of the COVID-19 pandemic on the mental wellbeing of young people in Wales



Infected Diseases  
Centre  
Public Health  
Wales



World Health Organization  
Collaborating Centre on Environment  
for Health and Well-being

## Summary of key findings



### Mental Wellbeing Impact Assessment (MWIA):

is a tool used to assess the impacts of policies, services and projects on the mental wellbeing of different groups of people and on factors that promote and protect mental wellbeing.

#### The protective factors:

**Control:** how much choice and control individuals and communities have over their lives and decisions that affect them.

**Resilience and community assets:** the resources, skills, environments, and relationships that enable individuals and communities to thrive, cope, and recover from adversity.

**Participation and inclusion:** a sense of belonging, being able to access and take part in activities and services outside of the home.

Many factors have impacted the mental wellbeing of young people during the COVID-19 pandemic. Learning from these impacts is important for future pandemic and emergency planning.

### Key Findings



**Negative impacts across the protective factors,** some impacted the whole population, such as disrupted social relationships, education, and group activities.



**Insufficient evidence to assess how many young people have been affected,** to what degree, or for how long impacts may last.



**Mental wellbeing outcomes fluctuated during the pandemic,** linked to the level of restrictions in place, including school closures.



**Strong evidence of negative impacts on key social determinants of mental wellbeing,** including education, economic security, access to transport and good quality food.



**Socioeconomic inequalities magnified due to the COVID-19 pandemic,** likely to impact on young people's longer term mental wellbeing.

The COVID-19 pandemic has impacted every young person in Wales, some more negatively than others

### Population groups showing strong evidence of negative impacts on mental wellbeing outcomes



Young adults aged 16-24, particularly young women



Young people living in low-income families



Young people with Additional Learning Needs



Young people advised to shield



Young people with mental health problems

The MWIA identified 13 other population groups that have been adversely affected

### Areas for action

- Listen to young people and ensure that they have the opportunity to inform policy and recovery measures
- Address long term impacts and inequalities in mental health and wellbeing
- Enhance the protective factors for mental wellbeing
- Strengthen action on mental health and wellbeing in education
- Support parents and family relationships
- Communications and information provision
- Use and access to digital tools and internet connectivity
- Improve access to mental health and wellbeing support
- Communities, housing, and the built and natural environment
- Build the evidence base on the impact of health protection measures on mental wellbeing

# Asesiad o'r effaith ar les meddyliol: effaith pandemig COVID-19 ar les meddyliol pobl ifanc yng Nghymru



Infected Diseases  
Centre  
Public Health  
Wales



World Health Organization  
Collaborating Centre on Environment  
for Health and Well-being

## Crynodeb o ganfyddiadau allweddol



### Asesiad o'r Effaith ar Les Meddyliol (MWIA):

yn offeryn a ddefnyddir i asesu effeithiau polisiâu, gwasanaethau a phrosiectau ar les meddyliol gwahanol grwpiau o bobl ac ar ffactorau sy'n hybu ac yn amddiffyn les meddyliol.

#### Y ffactorau amddiffynnol:

**Rheolaeth faint o ddewis a rheolaeth sydd gan unigolion a chymunedau dro ar eu bywydau a phenderfyniadau sy'n effeithio arnynt.**

**Gwydnwch ac asiantau cymunedol:** yr adnoddau, y sgiliau, yr amgylcheddau, a'r perthnasoedd sy'n galluogi unigolion a chymunedau i ffynnu, ymdopi, ac ymddfer ar ôl adfyd.

**Cyffwrdd a chynhyrwyd:** ymdeimlad o berthyn, gallu mynediad a chymryd rhan mewn gweithgareddau a gwasanaethau y tu allan i'r cartref.

Mae llawer o ffactorau wedi effeithio ar les meddyliol pobl ifanc yn ystod y pandemig COVID-19. Mae dysgu o'r effeithiau hyn yn bwysig ar gyfer cynllunio pandemig a brys yn y dyfodol.

### Canfyddiadau allweddol



**Effeithiau negyddol ar draws y ffactorau amddiffynnol,** effeithiodd rhai ar y boblogaeth gyfan, megis tarfu ar berthnasoedd cymdeithasol, addysg, a gweithgareddau grŵp.



**Tystiolaeth annigonol i asesu faint o bobl ifanc sydd wedi cael eu heffeithio,** i ba raddau, neu am ba mor hir y gall effeithiau bara.



**Rwydd canlyniadau les meddyliol yn anrhywio yn ystod y pandemig,** yn gysylltiedig â lefel y cyfyngiadau sydd ar waith, gan gynnwys cau ysgolion.



**Mae tystiolaeth gref o effeithiau negyddol uniongyrchol ar benderfyniadau cymdeithasol allweddol les meddyliol,** gan gynnwys addysg, dogelwch economaidd, mynediad i ddiwidiadau a bwyd osafon o dda.



**Anghydraddoldebau economaidd-gymdeithasol wedi'u chwyddo oherwydd y pandemig COVID-19,** yn debygol o effeithio ar les meddyliol pobl ifanc yn y tymor hwy.

Mae pandemig COVID-19 wedi effeithio ar bob person ifanc yng Nghymru, rhai yn fwy negyddol nag eraill

### Grwpiau poblogaeth yn dangos tystiolaeth gref o effeithiau negyddol ar ganlyniadau les meddyliol



Dedolus ifanc 16-24 oed, yn enwedig merch ifanc



Pobl ifanc sy'n byw mewn teuluoedd incwm isel



Pobl ifanc ag Anghenion Dysgu Ychwanegol



Pobl ifanc a gwybnwyd i warchod



Pobl ifanc â problemau iechyd meddwl

Nododd yr MWIA 13 o grwpiau poblogaeth eraill yr effeithiwyd arnynt yn andwyol

### Meysydd gweithredu

- Gwrandao ar bobl ifanc a sicrhau eu bod yn cael y cyfle i lywio polisi a mesurau adfer
- Mynd i'r afael ag effeithiau hirdymor ac anghydraddoldebau mewn iechyd meddwl a les
- Gwellu'r ffactorau amddiffynnol ar gyfer les meddyliol
- Cryfhau gweithredu ar iechyd meddwl a les mewn addysg
- Cefnogi rhieni a pherthnasoedd teuluol
- Cyfathrebu a darparu gwybodaeth
- Defnydd a mynediad i offer digidol a chysylltiedd rhyngwyd
- Gwellu mynediad i gymorth iechyd a les meddyliol
- Cymunedau, tai, a'r amgylchedd adeiledig a naturiol
- Adeiladu'r sylfaen dystiolaeth ar effaith mesurau dogelwch iechyd ar les meddyliol

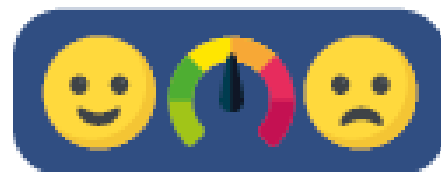
## Key findings



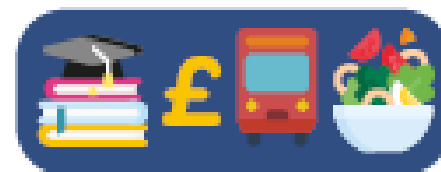
**Negative impacts** across the protective factors, some impacted the whole population, such as disrupted social relationships, education, and group activities.



**Insufficient evidence** to assess how many young people have been affected, to what degree, or for how long impacts may last.



**Mental wellbeing outcomes fluctuated** during the pandemic, linked to the level of restrictions in place, including school closures.



**Strong evidence of negative impacts** on key social determinants of mental wellbeing, including education, economic security, access to transport and good quality food.



**Socioeconomic inequalities magnified** due to the COVID-19 pandemic, likely to impact on young people's longer term mental wellbeing.

## Canfyddiadau allweddol



**Effeithiau negyddol** ar draws y ffactorau amddiffynnol, effeithiodd rhai ar y boblogaeth gyfan, megis tarfu ar berthnasod cymdeithasol, addysg, a gweithgareddau grŵp.



**Tystiolaeth annigonol** i asesu faint o bobl ifanc sydd wedi cael eu heffeithio, i ba raddau, neu am ba mor hir y gall effeithiau bara.



**Roedd canlyniadau lles meddyliol yn amrywio yn ystod y pandemig**, yn gysylltiedig â lefel y cyfyngiadau sydd ar waith, gan gynnwys cau ysgolion.



**Mae tystiolaeth gref o effeithiau negyddol uniongyrchol ar benderfynyddion cymdeithasol allweddol lles meddyliol**, gan gynnwys addysg, diogelwch economaidd, mynediad i drafnidiaeth a bwyd o safon o dda.



**Anghydraddoldebau economaidd-gymdeithasol wedi'u chwyddo** oherwydd y pandemig COVID-19, yn debygol o effeithio ar les meddyliol pobl ifanc yn y tymor hwy

### Table 1: Population groups with strong evidence of a higher risk of negative impacts on outcome measures of mental wellbeing and protective factors

Young adults aged 16-24

Young women aged 16-24

Young people living in low-income families

Young people with Additional Learning Needs (ALN)

Young people advised to shield

Young people with mental health problems

### Tabl 1: Grwpiau poblogaeth â thystiolaeth gref o risg uwch o effeithiau negyddol ar fesurau canlyniadau lles meddyliol a ffactorau amddiffynnol

Oedolion ifanc 16-24 oed

Menywod ifanc 16-24 oed

Pobl ifanc sy'n byw mewn teuluoedd incwm isel

Pobl ifanc ag Anghenion Dysgu Ychwanegol (ADY)

Pobl ifanc a gynghorwyd i warchod

Pobl ifanc â phroblemau iechyd meddwl

**Table 2: Population groups with evidence of a higher risk of negative impacts on the protective factors and /or some evidence of impact on outcome measures of mental wellbeing**

Black, Asian and other minority ethnic groups
Lesbian, gay, bisexual and transgender and questioning + (LGBTQ+)
Young people experiencing Adverse Childhood Experiences (ACEs)
Young people not in Education, Employment or Training (NEET)
Young carers
Care experienced young people
Young people at risk of offending or within the criminal justice system
Young people affected by, or at risk of homelessness
Young people affected by bereavement
Young people living in lone parent families
Young people with parents who are key workers
Young people in areas of higher rates of infections / severity of outbreak and longer periods of lockdown
Newly arrived foreign nationals (such as international students) and refugee and asylum seekers

**Tabl 2: Grwpiau poblogaeth â thystiolaeth o risg uwch o effeithiau negyddol ar y ffactorau amddiffynnol a/neu rywfaint o dystiolaeth o effaith ar fesurau canlyniad lles meddyliol**

Grwpiau Du, Asiaidd a lleiafrifoedd ethnig eraill
Lesbiaidd, hoyw, deurywiol a thrawsrywiol a chwestiynu + (LHDTQ+)
Pobl ifanc sy'n cael Profiadau Niweidiol yn ystod Plentyndod (ACEs)
Pobl ifanc nad ydynt mewn Addysg, Cyflogaeth na Hyfforddiant (NEET)
Gofalwyr ifanc
Pobl ifanc sydd â phrofiad o ofal
Pobl ifanc sydd mewn perygl o droseddu neu o fewn y system cyfiawnder troseddol
Pobl ifanc yr effeithir arnynt gan ddigartrefedd, neu sydd mewn perygl o fod yn ddigartref
Pobl ifanc yr effeithir arnynt gan brofedigaeth
Pobl ifanc sy'n byw mewn teuluoedd un rhiant
Pobl ifanc gyda rhieni sy'n weithwyr allweddol
Pobl ifanc mewn ardaloedd â chyfraddau uwch o heintiau / achosion difrifol a chyfnodau clo hwy
Gwladolion tramor sydd newydd gyrraedd (fel myfyrwyr rhyngwladol) a ffoaduriaid a cheiswyr lloches





New coping and thinking strategies

---

More time for hobbies and interests

---

Accurate knowledge about the pandemic, and what behaviours are needed to prevent infection.



Emotional wellbeing affected

---

Feeling isolated and missing friends and family

---

Worries about risks to their own and loved ones health and safety

---

Not feeling in control

---

Social skills and confidence affected

---

More time on screens and social media

---

Less physical activity



Strategaethau ymdopi a meddwl newydd

---

Mwy o amser ar gyfer hobïau a diddordebau

---

Gwybodaeth gywir am y pandemig, a pha ymddygiadau sydd eu hangen i atal haint



Effeithir ar les emosiynol

---

Teimlo'n ynysig a cholli ffrindiau a theulu

---

Poeni am risgiau i'w hiechyd a diogelwch eu hunain a'u hanwyliaid

---

Ddim yn teimlo mewn rheolaeth

---

Effeithir ar sgiliau cymdeithasol a hyder

---

Mwy o amser ar sgriniau a chyfryngau cymdeithasol

---

Llai o weithgarwch corfforol





## Family



More family time  
Closer relationships  
and time talking  
with parents



Parental stress  
Violence and abuse  
Family conflict



## Home

Quality of housing and  
access to facilities at home  
during lockdown impacted  
mental wellbeing including:

Having space to study

Access to outdoor space

Access to internet and  
digital tools

Secure housing



## Teulu



Mwy o amser teuluol  
Perthnasoedd  
agosach ac amser i  
siarad â rhieni



Straen rhieni  
Trais a  
chamdriniaeth  
Gwrthdaro teuluol



## Cartref

Effeithiodd ansawdd tai a  
mynediad at gyfleusterau  
yn y cartref yn ystod y  
cyfnod clo ar les meddwl  
gan gynnwys:

Cael lle i astudio

Mynediad i ofod awyr agored

Mynediad i'r rhyngwrwd a  
thechnoleg ddigidol

Tai diogel



## Community



Volunteering

Opportunities to express views

Feeling listened to and having views valued

Community cohesion



Closed leisure centres, youth, sports and community groups

Restrictions on access to parks and playgrounds

Less places to safely meet with friends

Disrupted access to trusted adults



## Cymuned



Gwirfoddoli

Cyfleoedd i fynegi barn

Teimlo bod rhywun yn gwrando arnoch a bod barn yn cael ei gwerthfawrogi

Cydluniant cymunedol



Canolfannau hamdden, ieuenctid, chwaraeon a grwpiau cymunedol ar gau

Cyfyngiadau ar fynediad i barciau a meysydd chwarae

Llai o lefydd i gwrdd â ffrindiau yn ddiogel

Mynediad i oedolion y gellir ymddiried ynddynt wedi'i amharu





### School and learning



Independent learning and digital skills



Learning losses and widening inequalities in attainment



- Drop in confidence in learning
- Worries about exams and future educational achievement
- Lack of access to informal emotional support in school
- Loss of valued roles in school



### Mental health support



Investment in online self-help information



Drop in confidence in accessing mental health support online

Disrupted access and longer waiting times for mental health support



### Ysgolion a dysgu



Sgiliau dysgu annibynnol a digidol



Colledion dysgu ac anghydraddoldebau cynyddol mewn cyrhaeddiad



- Gostyngiad mewn hyder wrth ddysgu
- Poeni am arholiadau a chyflawniad addysgol yn y dyfodol
- Diffyg mynediad i gefnogaeth emosiynol anffurfiol yn yr ysgol
- Colli rolau gwerthfawr yn yr ysgol



### Cymorth iechyd meddwl



Buddsoddi mewn gwybodaeth hunangymorth ar-lein



Gostyngiad mewn hyder wrth gael mynediad at gymorth iechyd meddwl ar-lein

Aflonyddu ar fynediad ac amseroedd aros hwy am gymorth iechyd meddwl

# The pandemic reinforced the vital role of educational settings in promoting mental wellbeing:

- Sense of belonging
- Development of social and collaborative working skills
- Enabling access to services
- Opportunities for taking responsibility and feeling valued
- Pupil participation/ voice
- Access to informal emotional support and trusted adults
- Identification of safeguarding concerns

# Atgyfnerthodd y pandemig rôl hanfodol addysg wrth hyrwyddo lles meddwl:

- Ymdeimlad o berthyn
- Datblygu sgiliau cymdeithasol a gwaith cydweithredol
- Galluogi mynediad i wasanaethau
- Cyfleoedd i gymryd cyfrifoldeb a theimlo eich bod yn cael eu gwerthfawrogi
- Cyfranogiad/llais y disgybl
- Mynediad at gymorth emosiynol anffurfiol ac oedolion y gellir ymddiried ynddynt
- Nodi pryderon diogelu

## New approaches to supporting emotional wellbeing developed during the pandemic:

- Many examples of how schools and colleges adapted and responded to the need for more emotional support
- Increased investment in online information and self help materials
- However, the quality and effectiveness of the content, design and accessibility of the online resources and activities is variable and unevaluated (Estyn, 2021b)

## Dulliau newydd o gefnogi lles emosiynol a ddatblygwyd yn ystod y pandemig:

- Mae llawer o enghreifftiau o sut mae ysgolion wedi addasu ac ymateb i'r angen am fwy o gefnogaeth emosiynol ar gyfer pobl ifanc a theuluoedd.
- Mwy o fuddsoddiad mewn gwybodaeth ar-lein a deunyddiau hunangymorth
- Fodd bynnag, mae ansawdd ac effeithiolrwydd cynnwys, dyluniad a hygyrchedd yr adnoddau a'r gweithgareddau ar-lein yn amrywiol a heb eu gwerthuso (Estyn, 2021b).

Between 2020 and 2021 the proportion of 12-18 year olds who said they would be confident accessing help for mental health via a website or social media reduced from 53% to 42% (Children's Commissioner for Wales 2020a, 2021).

Rhwng 2020 a 2021 gostyngodd cyfran y bobl ifanc 12-18 oed a ddywedodd y byddent yn hyderus yn cyrchu cymorth iechyd meddwl trwy wefan neu gyfryngau cymdeithasol o 53% i 42% (Comisiynydd Plant Cymru, 2020c, 2021).

### BOX 5: Barriers to accessing mental health support identified by young people:

- A lack of knowledge on how and where to access support (Mind Cymru, 2020; YP)
- Thinking that their issue was not serious enough or believing that they personally did not deserve support (Mind Cymru, 2020; Young Minds, 2020)
- Not wanting to burden the NHS (Young Minds, 2020)
- Not wanting the people they lived with to know about their mental health needs (Young Minds, 2020)
- Anxiety about talking on the phone or via video calls (Young Minds, 2020)
- Not thinking they were unwell enough and feeling ashamed (Young Minds, 2020)

### BLWCH 5: Rhwystrau i gael mynediad at gymorth iechyd meddwl a nodwyd gan bobl ifanc:

- Diffyg gwybodaeth am sut a ble i gael cymorth (Mind Cymru, 2020; YP)
- Meddwl nad oedd eu mater yn ddigon difrifol neu'n credu nad oedden nhw'n bersonol yn haeddu cefnogaeth (Mind Cymru, 2020; Young Minds, 2020)
- Ddim eisiau rhoi baich ar y GIG (Young Minds, 2020)
- Ddim eisiau i'r bobl roedden nhw'n byw gyda nhw wybod am eu hanghenion iechyd meddwl (Young Minds, 2020)
- Pryder am siarad ar y ffôn neu drwy alwadau fideo (Young Minds, 2020)
- Ddim yn meddwl eu bod yn ddigon sâl ac yn teimlo cywilydd (Young Minds, 2020)





## Young people's voice

- Having opportunities to express views, and have their views valued is identified by young people as **beneficial for mental wellbeing** and can lead to **more effective** policy responses
- Active participation and engagement of young people in the **design, delivery and evaluation** of emergency responses, educational initiatives, and mental health interventions to support recovery is essential.

## Llais pobl ifanc

- Mae cael cyfleoedd i fynegi barn, a chael gwerthfawrogi eu barn yn cael ei nodi gan bobl ifanc fel rhywbeth sydd **o fudd i les meddwl** a gall arwain at ymatebion polisi **mwyr effeithiol**.
- Cyfranogiad ac ymgysylltiad gweithredol pobl ifanc wrth **ddylunio, cyflwyno a gwerthuso** ymatebion brys, mentrau addysgol, ac ymyriadau i gefnogi adferiad yn hanfodol.

# Longer term factors

- Inequalities in family employment and incomes, educational attainment, access to fair work and economic security for young people
- Changes to the working conditions of parents.
- Disruption to education is highlighted as a new risk in the latest climate change risk assessment for the UK (Kovats and Brisley 2021)
- Impacts of digital technology and virtual communication

# Longer term factors

- Anghydraddoldebau mewn cyflogaeth ac incwm teuluol, cyrhaeddiad addysgol, mynediad at waith teg a sicrwydd economaidd i bobl ifanc
- Newidiadau i amodau gwaith rhieni.
- Mae tarfu ar addysg yn cael ei amlygu fel risg newydd yn yr asesiad risg newid hinsawdd diweddaraf ar gyfer y DU (Kovats a Brisley 2021)
- Effeithiau technoleg ddigidol a chyfathrebu rhithwir

## Areas for action

- Listen to young people and ensure that they have the opportunity to inform policy and recovery measures
- Address long term impacts and inequalities in mental health and wellbeing
- Enhance the protective factors for mental wellbeing
- Strengthen action on mental health and wellbeing in education
- Support parents and family relationships
- Communications and information provision
- Use and access to digital tools and internet connectivity
- Improve access to mental health and wellbeing support
- Communities, housing, and the built and natural environment
- Build the evidence base on the impact of health protection measures on mental wellbeing

## Meysydd gweithredu

- Gwrando ar bobl ifanc a sicrhau eu bod yn cael y cyfle i lywio polisi a mesurau adfer
- Mynd i'r afael ag effeithiau hirdymor ac anghydraddoldebau mewn iechyd meddwl a lles
- Gwella'r ffactorau amddiffynnol ar gyfer lles meddyliol
- Cryfhau gweithredu ar iechyd meddwl a lles mewn addysg
- Cefnogi rhieni a pherthnasoedd teuluol
- Cyfathrebu a darparu gwybodaeth
- Defnydd a mynediad i offer digidol a chysylltedd rhyngrwyd
- Gwella mynediad i gymorth iechyd a lles meddyliol
- Cymunedau, tai, a'r amgylchedd adeiledig a naturiol
- Adeiladu'r sylfaen dystiolaeth ar effaith mesurau diogelu iechyd ar les meddyliol

## Feedback – from teachers (n=22)

- 100% said they would recommend the MWIA workshop to others
- 90% said it was very relevant to them and 81% said it was useful

### Some comments;

- I felt as though I could share experiences with colleagues far and wide about a common and important issues.
- Thank you for the opportunity to reflect on this issue and to share with others. It was really beneficial to hear of other schools' experiences. Diolch o galon.

## Links

- [Protecting the mental wellbeing of our future generations: learning from COVID-19 for the long term - World Health Organization Collaborating Centre On Investment for Health and Well-being \(phwwhocc.co.uk\)](#)
- [Email: Nerys.S.Edmonds@wales.nhs.uk](mailto:Nerys.S.Edmonds@wales.nhs.uk)
- Want to find out more about Mental Wellbeing Impact Assessment ?

**MWIA Masterclass 12<sup>th</sup> October 1.30 -3pm with Public Health Network Cymru**

# Long term analysis

- [Time trend analysis of social inequalities in psychological distress among young adults before and during the pandemic: evidence from the UK Household Longitudinal Study COVID-19 waves | Understanding Society](#)
- [Mental distress among young adults in Great Britain: long-term trends and early changes during the COVID-19 pandemic | Understanding Society](#)
- [Have girls been left behind during the COVID-19 pandemic? Gender differences in pandemic effects on children's mental wellbeing | Understanding Society](#)



**Thank you for listening.  
Any questions?**