



# THRiVE Learning Partnership

Learning Partnership Team: Dr Karen Orr, Prof. Noel Purdy, Dr Emilia Symington, and Dr Mark Ballentine

CONNECTING GLOBALLY

SHAPING EDUCATION

BUILDING FUTURES

UNLOCKING POTENTIAL

## Aims of the THRiVE 'Learning Partnership'

- Academic input to the collaborative and collective impact model - bringing academic research expertise to 'the table'
- Connecting community to academia and evidence – CBPR and informed decision making
- Critical friends - helping to: improve outcomes; better understand the THRiVE model; gathering the learning and evidence; influencing the system; evidencing impact.



## Community-based participatory research and Learning Partnerships: What they are NOT!

- 'Helicoptering' in and out of communities
- Research being 'done onto' communities
- Beyond the idea of 'outside experts' (Holkup et al., 2009)
- Challenges are separated from the context of their origins
- 'Ivory tower' academia



Poor translation between academic research  
and 'real world' challenges.....

*'Research carried out in community settings has traditionally progressed in one direction...academic researchers conceptualize research projects with minimal (or perhaps without any) input from community stakeholders; implement interventions or programs, often without a plan for sustainment in the communities; obtain data and information from community members; and disseminate the newly gained knowledge and information to peers and colleagues rather than to members of the community (Drahota et al., 2016)'*

## Community-based participatory research and Learning Partnerships: They are....

*Collaborative research approaches that equitably involve community members, researchers, and other stakeholders in the research process and recognizes the unique strengths that each bring (Collins et al., 2018)*

*Aim to effect social, structural and environmental change and...*

*...work towards positive and lasting change, using reliable and rigorous evidence (Israel et al., 2010).*

PEOPLE

PLACE

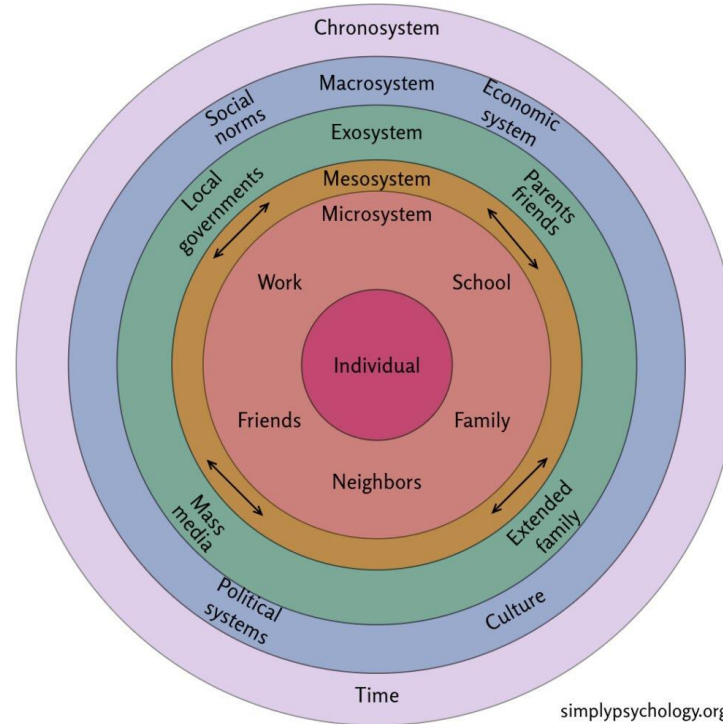
PROCESS

IMPACT

# Why adopt this approach: Policy, practice and conceptual underpinnings

Whole child,  
whole  
community,  
whole system

Children's  
Services Co-  
operation Act,  
(NI) 2015



UNCRC, GC  
No.5

Evidence...

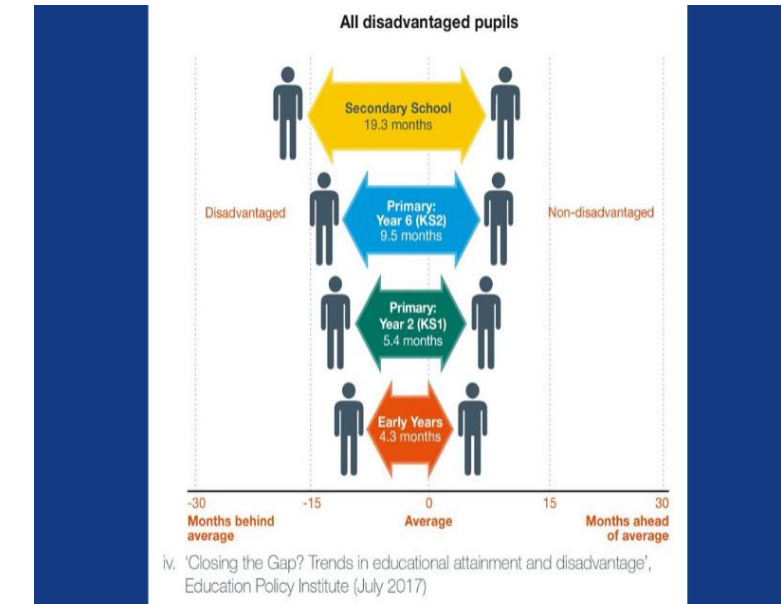
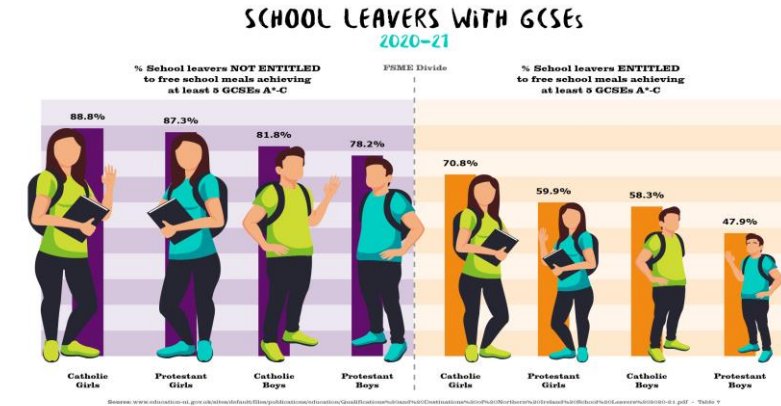
Bronfenbrenner's Ecological Systems Theory (1977)

## Why adopt this approach? Evidence of intergenerational challenges

£913 million via Targeting Social Need funding) has done little to 'level the playing field' (NIAO, 2021).

**Entrenched and complex challenges require innovative approaches!**

Movement away from silo practices, involving *top-down delivery and funding of interventions being 'put upon' communities* - towards *systems level change (and funding), partnership working, rooted in evidence and garnering expertise from the community to academia and policy* (closer to the 'problem')



## Why adopt this approach? .....#WECAN....Do better



“Do the best you can  
until you know better.  
Then when you know better,  
do better.”

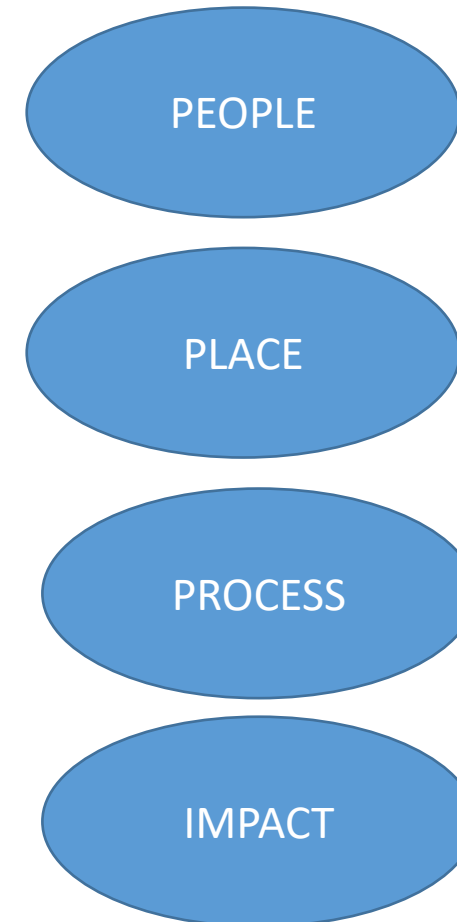
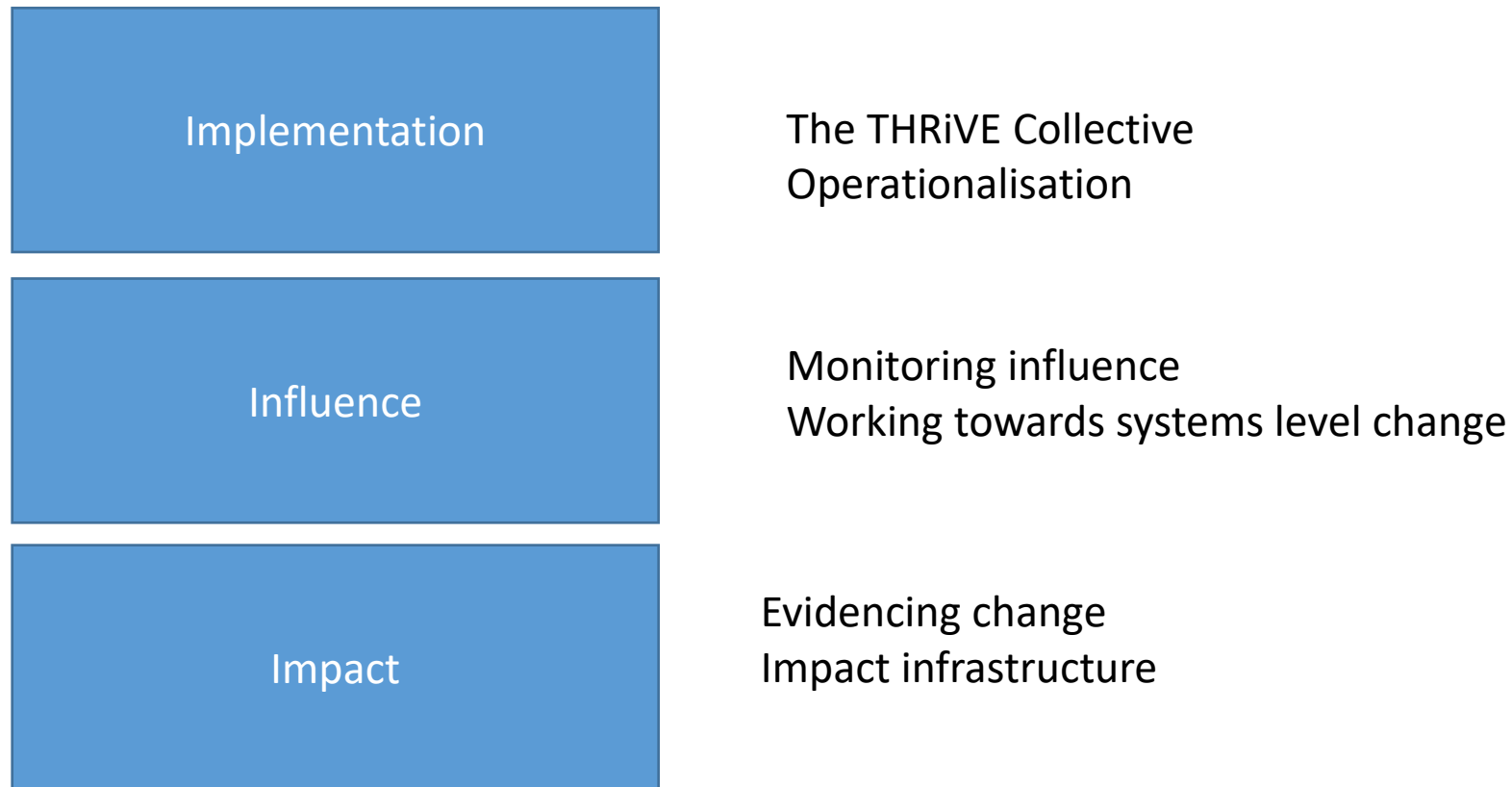
*Maya Angelou*

## Examples of this type of work....

- 'Children's Zones', e.g., Children's Communities (Sheffield Hallam/ Save the Children), Children's Neighbourhoods Scotland (Robert Owen Centre for Educational Change), Children's Zones for England (Centre for Equity in Education, Uni of Manchester), Shankill Children & Young People's Zone (QUB), Harlem Children's Zones.
- Children's zones should establish holistic 'cradle-to-career' support for CYP by:
  - bringing together a range of partners;
  - governance structure with autonomy to act locally/leverage funding and resources;
  - analyse how disadvantage 'works' in their areas;
  - formulate a strategic plan for tackling disadvantage across all contexts in which children learn and develop;
  - develop robust evaluation strategies to find out what works locally (Dyson et al., 2012)

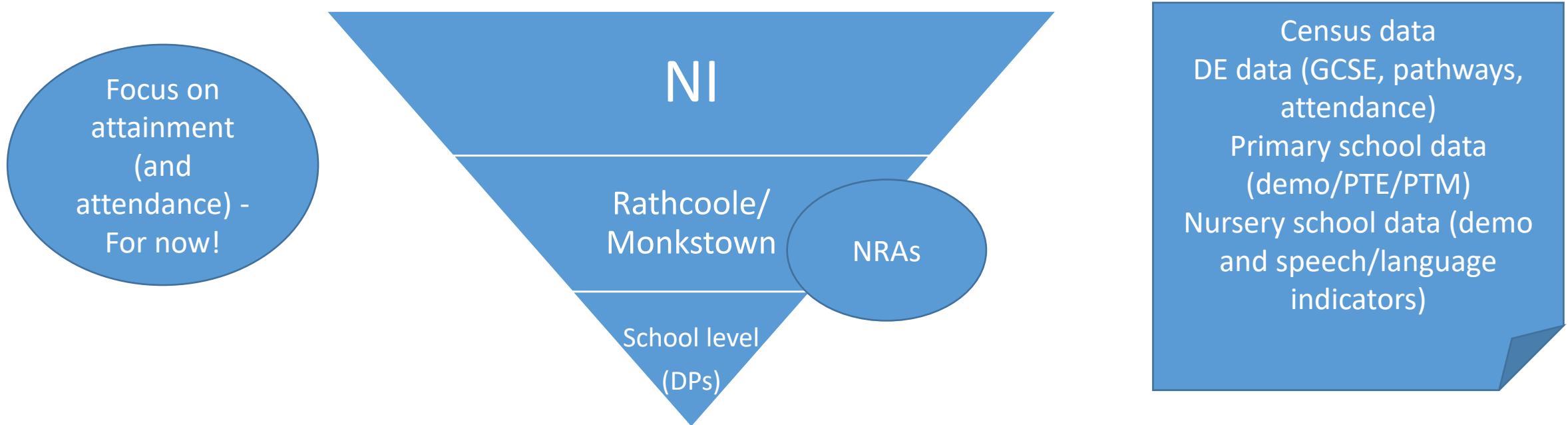


## Learning Partnership: Key learning from Phase 1.....



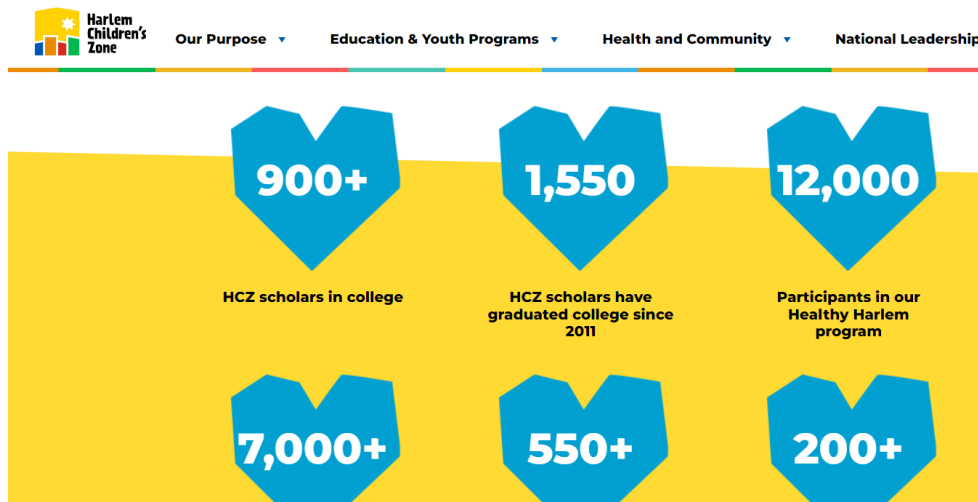
## Learning Partnership Phase 2: Co-creation of an impact infrastructure

- Strong commitment to data and evidence on an 'intervention' level - need for higher level evidence of (any) change

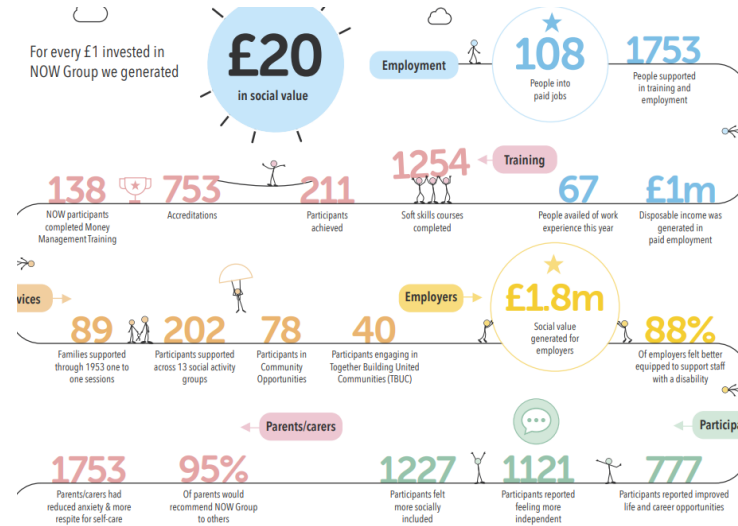


## Learning Partnership Phase 2: Co-creation of an impact infrastructure

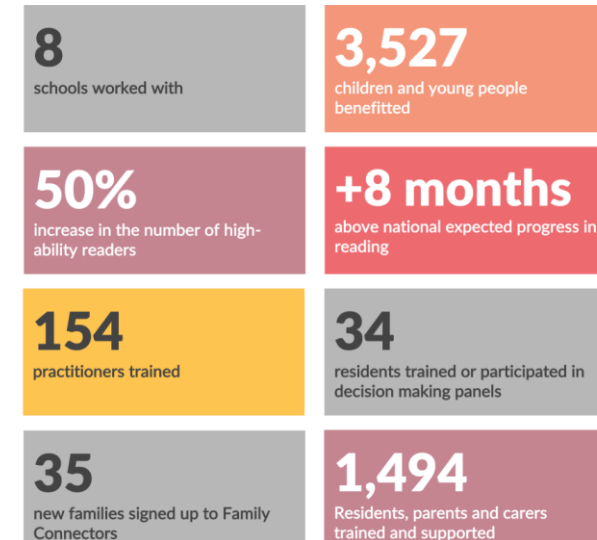
Goal: To co-create a usable, sustainable, clear and impactful community dashboard – ownership by and engagement with the community, and relevant and useful for policy makers.



HCZ



NOW



North Birkinhead



.....#WECAN....Do better



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until you know better.  
Then when you know better,  
do better.”

*Maya Angelou*

Thank you for listening!

Questions?

Contact: [K.orr@stran.ac.uk](mailto:K.orr@stran.ac.uk)