



University of Brighton

Community
University
Partnership
Programme



University of Brighton/Boingboing Partnership

Co-producing resilience research to address inequalities

Anne Rathbone, Simon Duncan, Prof Angie Hart,
Dr Suna Eryigit-Madzwamuse, Dr Josh Cameron, Lisa Buttery
LSE 14th June 2017

Overview

- The University of Brighton/boingboing **partnership**
- **Why** take an inequalities approach to resilience?
- **How** we take an inequalities approach
- What it **looks** like
- **Conclusions**

UoB/boingboing partnership

- Boingboing established as CIC by Prof Angie Hart and Kim Aumman in 2005
- Vehicle for for co produced resilience research and knowledge exchange
- Aim - to model, promote and deliver co-produced resilience research and practice through effective knowledge exchange, through an equalities approach
- Activity based on Resilient Therapy approach and Resilience Framework
- “Beating the odds and changing the odds”



Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	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
		Exercise and fresh air			
	Enough sleep	Make sense of where child/YP has come from	Develop life skills	Lean on others when necessary	There are tried and tested treatments for specific problems, use them
		Play & leisure			
Being free from prejudice & discrimination	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	
	Make friends and mix with other children/YPs				
NOBLE TRUTHS					
ACCEPTING		CONSERVING		ENLISTING	

Why an inequalities approach to resilience?

- There has been an increasingly ecological approach to resilience over its life span
- However, criticisms of the study of resilience, and its application to social policy, remain...

Critiques of a focus on resilience

- “A focus on resilience cannot adequately explain inequalities in [health] and wellbeing and may serve to disguise or distract from analysis of social structures that result in and maintain inequalities in power, wealth and privilege” (**Friedli, 2012**)
- “the individualised [...] notion of resilience [...] obscures historical and more recent structural inequalities that are fundamental barriers to the wellbeing of the poor and blames and penalises them for what are [...] deemed to be their failings, deficits and unhealthy dependencies” (**Bottrell, 2012**)
- “putting a sticking plaster over the wound caused by macro-structural inequalities in power and resources” (**Taylor, Mathers, Atfield & Parry, 2011**)

Our inequalities approach

- Based on pragmatist philosophy – a post neo-liberal approach to resilience
- An overarching critical approach that acknowledges importance of individual resilience, within context of systems change and addressing social inequalities that create and maintain adversity contexts
- Brings resilience research and practice development together with activism explicitly to unite resilience work with social justice values

“Resilience is overcoming adversity, whilst also potentially subtly altering, or even dramatically transforming, (aspects of) that adversity”

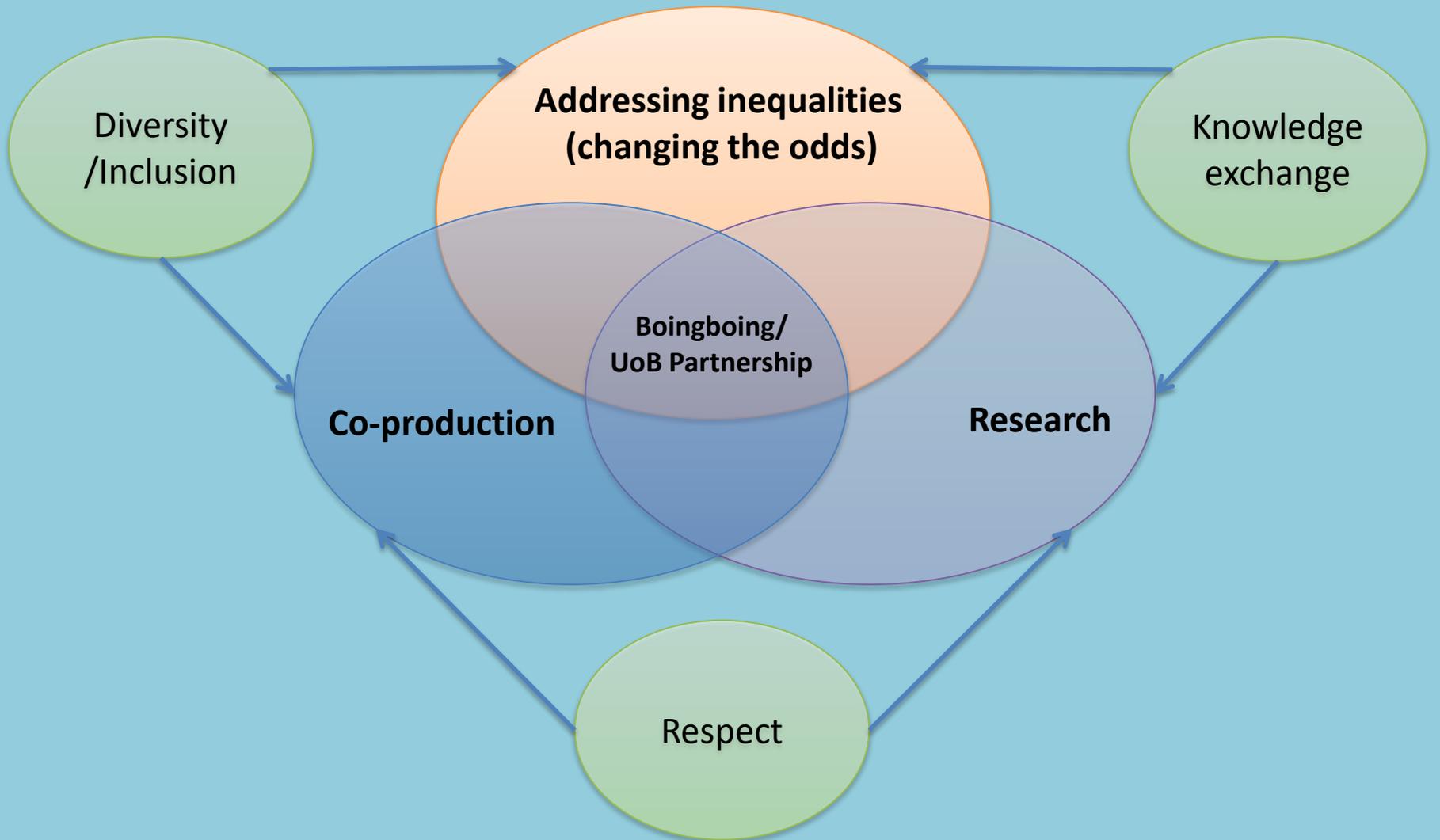
or in other words:

“Beating the odds whilst also changing the odds”.

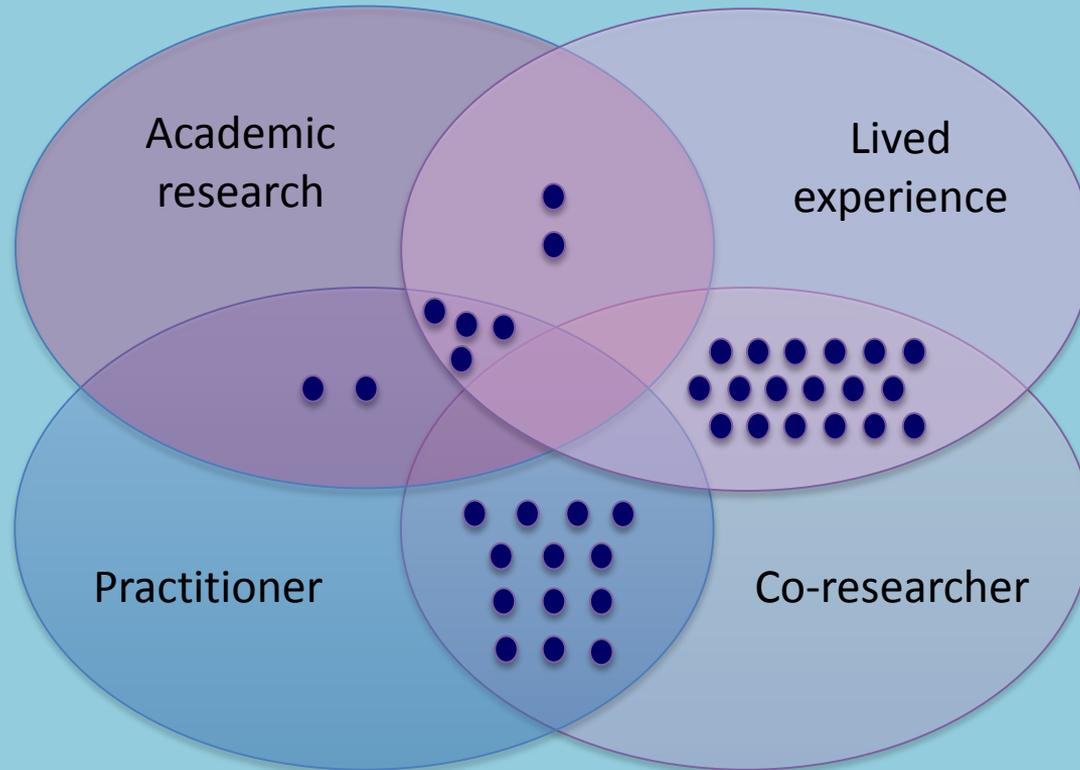
How we take an inequalities approach

1. By targeting our research to enable greater understanding of issues for people whose needs are currently under represented in research literature
2. By using co-productive methods that amplify the voice of lived experience in research and knowledge exchange
3. By focusing on social transformation across eco-systems
4. By embracing sustainability - encouraging involvement of those with lived experience after research project end

A democratic learning community (development) approach



University of Brighton/Boingboing partnership – a community of interests and experience with a common aim



● Core Boingboingers

Examples of our recent work

- Natural Environment Research Council (NERC), Patterns of resilience among young people in a community affected by drought: Historical and contextual perspectives. 2016
- Imagine project – international partnership research on resilience approaches
- Headstart Blackpool - £10 million Lottery funded 5 year strategic programme 2016
- Arts and Humanities Research Council (AHRC), Co-designing Resilience.
- Fiona Deane (private philanthropist), Co-developing resilience tools 2016
- Economic and Social Research Council (ESRC): IMAGINE: The social, historical, cultural and democratic context of civic engagement: imagining different communities and making them happen 2013 to 2017
- European Commission EU grant, STYLE project 2013 to 2016

**What our equalities research
approach looks like in practice...**

Assisting with delivery as trained co-researchers/peer researchers



MANCHESTER
1824
The University of Manchester



University of Brighton



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA



Co-creating resilience promoting materials



Embedding evidence based resilience practice across a whole local system



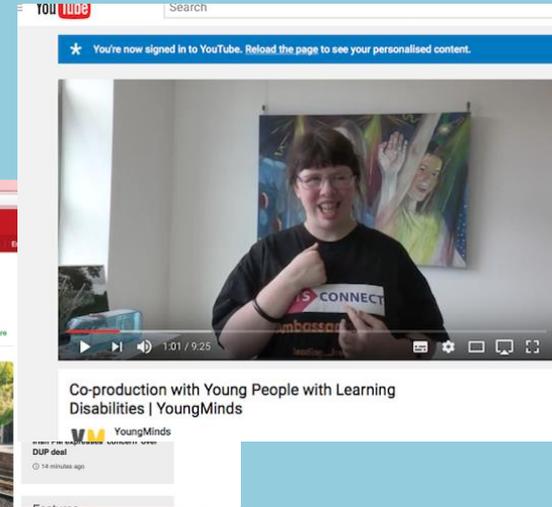
Influencing research direction, social policy and practice - promoting opportunities for agency & social activism



Arts activist approach to drought resilience – Friday 9 June 2017 – Brighton Resilience Forum

May 16, 2017 | Drought project, Resilience forums

This theatre workshop will focus on “the self as a starting point”



Conclusions

- Boingboing is vehicle for promoting an equalities approach to research through university /community co-production
- Research focus includes individual resilience, within context of addressing social inequalities that create and maintain adversity contexts
- Brings resilience research and practice development together with activism explicitly to unite resilience work with social justice values
- Synergy between diverse knowledge, skills and experiences and multiple identities



- [Home](#)
- [About us](#)
- [Resilience](#)
- [Research](#)
- [Training and events](#)
- [Blog](#)

- ALL**
- RESILIENCE FORUMS
- BLOG
- WORKSHOPS



Co-researching drought in South Africa blog
 May 9, 2017 | [Blog, Drought project](#)

References

- 2012 Winter, S., Buttery, L., Gahan, L., Taylor, S., Gagnon, E., Hart, A., & Macpherson, H. (2012) *Visual arts practice for resilience: a guide for working with young people with complex needs*. Brighton: Boingboing.
- 2015 Hart, A., Macpherson, H., Heaver, B., Gagnon, E. (2015) Using Visual Arts Based Approaches to Develop Young People's Resilience in Kourkoutas, E., Hart, A. (Ed.) *Innovative Practice and Interventions for Children and Adolescents with Psychosocial Difficulties and Disabilities* (pp. 415-430). Newcastle: Cambridge Scholars Publishing. ISBN (10):1-4438-7250-4.
- 2015 Macpherson, H., Hart, A., & Heaver, B. (2015) 'Building resilience through group visual arts activities': findings from a scoping study with young people who experience mental health complexities and/or learning difficulties.' *Journal of Social Work*, 0(0) 1-20, DOI: 10.1177/1468017315581772
- 2016 Hart,A., Gagnon,E., Eryigit-Madzwamuse,S., Cameron,J., Aranda,K., Rathbone,A., Heaver,B. Uniting Resilience Research and Practice With an Inequalities Approach ,SAGE Open, Vol 6, Issue 4, DOI: 10.1177/2158244016682477
- 2012 Winter, S., Buttery, L., Gahan, L., Taylor, S., Gagnon, E., **Hart, A.**, & Macpherson, H. (2012) *Visual arts practice for resilience: a guide for working with young people with complex needs*. Brighton: Boingboing.
- 2015 Macpherson, H., **Hart, A.**, & Heaver, B. (2015) 'Building resilience through group visual arts activities': findings from a scoping study with young people who experience mental health complexities and/or learning difficulties.' *Journal of Social Work*, 0(0) 1-20, DOI: 10.1177/1468017315581772

- Website: www.boingboing.org.uk
- Blog about our work with South African colleagues: <http://www.boingboing.org.uk/co-researching-drought-south-africa-blog/>
- Short film on resilience: TEDx:<http://www.youtube.com/watch?v=XPUzjyAoOK4>
- [More about the work of Boingboing through the eyes of young people: www.youtube.com/watch?v=bH_OXhKdWhQ](http://www.youtube.com/watch?v=bH_OXhKdWhQ)