

## **Productive Margins: Regulating *for* Engagement**

### **First meeting of the Productive Communities Research Forum**

**4<sup>th</sup> Floor, Graduate School of Education, 35 Berkeley Square, Bristol**

**Thursday 11<sup>th</sup> April 2013    12 noon – 5pm**

#### **Absent:**

Wendy Larner

Tim Cole

#### **Initials and Names of Attendees:**

##### **Academic:**

Eva Elliot - EE

Morag McDermont - MM

Gabrielle Ivanson - GI

Gareth Williams - GW

Martin Innes - MI

Rosamund Sutherland - RS

Sue Cohen – SC

Angela Piccini – AP

Sarah – Digital RA

##### **Administrative:**

Heidi Andrews - HA

##### **Communities:**

Ben Barker    *Greater Bedminster Community Partnership* - BB

Carl Bainton    *Gwent Association of Voluntary Organisations* – CB

Rob    *Gwent Association of Voluntary Organisations*

Emma Burns    *Deaf Access Cymru* - EB

Gerald Powell    *3Gs Development Trust* - GP

Jamie Pike    *Coexist* - JP

Martin O'Neill – MO'N

Penny Evans *Knowle West Media Centre - PE*

Simon Hankins *Southville Community Development Association - SH*

Tove Samzelius *Single Parent Action Network - TS*

Zaheer Shabir *Building the Bridge - ZS*

The forum took place in the reasonably new building of the graduate school of education at the University of Bristol, with a foyer for refreshments, dominated by screens of different green hues, of the project outline, and a large room next to it for the meeting. The space was contemporary in design and feel, white walls and slick features, imbued with technology, with panoramic views overlooking Bristol, afforded by wall length windows and the lofty position, confirming the elite nature of the building and the status of the university within the city. There were sandwiches and refreshments already set up in the foyer, where participants received named badges and milled around with drinks prior to meeting. In the main room there were two elliptical rows of identical new design stacking chairs, one behind another, facing two chairs at the front with an illuminated computer screen and laptop on a lectern to the right. There were some screens about the project on the right hand wall, with tables and objects participants had brought with them. As AS set up to observe, AP came over to him and said she and SC are going to do the keywords, and she wanted AS to capture if possible the multiple voices in the meeting, so that the observations are multi layered creating a deep mapping. AS said he would try and do this so it was not a singular observational narrative from one perspective. AS therefore decided to try and capture people's speech as much as possible.

MM told participants chatting in the foyer with drinks in hand that it would be a good idea to move into the other room, at about 12 ish. The small conversations between people continued into the main meeting room – a bright and airy, contemporary space that had the feel of a new dance studio, without the mirrors and wall bars. Morag then spoke.

MM: Okay so I think I will call everybody to order

Participants with their name badges on went and sat down, some still talking with their neighbours and who they were talking to before.

## **12 noon      Welcome and brief introductions**

MM: So welcome everyone, we don't need to introduce ourselves by names, we all have these name tags, so in any case the idea for the first session is that we introduce ourselves by our object and picture we put onto the table. You've all got an agenda, if there are any

queries, if you want to deviate, you might want to give me forward notice, we will try and stick to the agenda. We are definitely finishing by quarter to 5

Couple of things

The idea is that we begin to get an idea of a record of what we're doing and how we're going about this research programme, which we think is new and innovative. It might be quite difficult, but we're going to learn from these, we're going to be making notes we intend to share with you, if you are making notes then please send them to us if you want. Obviously if we end up using what you say as a quote, we would ask permission directly from you to do so.

Second thing, we also thought it would be useful to have some photographs, partly as a record, nice on the website, but again if you are not happy about the idea of being included in photographs, then please say so, in true social science fashion we have some forms to sign, for you to agree, if we put things up publicly we will get your permission first.

First session Eva (EE) is going to facilitate

## **12.05           Who or what is my community?**

**An interactive event to introduce ourselves, and the communities we represent, to the wider group.**

**(As part of the process, each participant to bring an object or photo/image that they feel speaks in some way of the community they represent or to which they belong.)**

EE: Who or what is community..... I hoped we could spend a bit of time to look at the objects maybe guess what they are. Don't think we have time. This is an opportunity to introduce ourselves and to think about what we mean by community. How people are thinking about things. I'm going to start, do it however you feel comfortable with. I'm going to pass mine around, give it to everyone

[Every participant after EE goes to the table at the side of the room and fetches their object and then passes it around, introducing it, themselves and their sense or relationship to the idea of community.]

EE: I'm a researcher on the team. This is a truly uninspiring object. It's something I made, I'm very proud of it. About 5 years ago, a few of us were sitting round our community, thinking it would be good if we had some kind of arts festival. In our area, so many people are talented....it'd be really good if people got together, we decided we get on very well, let's do that, all woman, community in our area, it's all about woman, men, they are interested in helping but they're useless, we meet in each other houses, we eat and drink together, usually there's an arts and craft activity...think about art, it's a really good way of talking

together, about being together. It's a badge; it's called something posher but anyway. There's a men's group now, they got jealous; we laughed a lot. We decided to give them 15 things to talk about [laughter]. We've now got a festival going, in Cardiff, been running for 4 years.

[Mild clap]

Who wanted to come next?

MI: I'm a co-investigator, work at Cardiff University. I brought my I pad, the reason I brought that is that I think it emblematic of academic knowledge nowadays. You used to have to go into work, you now just have to log in, instantly available just log in...I chose this object, because it poses an enormous challenge to academics...what is the role of an academic and what role do they have in creating knowledge with different communities... in the world?

CB: Myself and Rob – I'll pass this around, it's a photograph of Ebbw Vale steel works. I grew up in Ebbw Vale, with lots of family members, nearly everyone worked in the steel works, 10 years ago just gone by, I drifted into youth work, ended up going to University...shit me up really [laughter], I left school with only an O level....I've managed teams for 10 years, the town has changed a lot, the site has been regenerated, hospital built on there, two school built on there, so we're really proud of what's happening there...but it seemed for a while that the heart of the economy had been ripped out so we're now part, with Rob, helping the community to regenerate.

Someone then says: Can we sit in a circle it's a bit...

MM: yes.....

Everyone moves the chairs round into a circle and sit down again.

TS goes and gets her objects, holds it and speaks before passing it around, as do the others after her.

TS: My name is Tove; I represent Single Parent Action Network. I brought two things, both from my office. I saved this, I think it was made by a former service user, and it's a parent and a child, and that is very much what SPAN does, we work with parents and children. They come from a lot of different backgrounds. And I brought this one, from my daughter, I started at SPAN 7 years ago, my daughter is now growing up and she made this in her after school club, and I thought that was very sweet and she's done this woman representing all these different women who come to SPAN. I work in SPAN but I live in that community, and she [my daughter] feels like that because a lot of her friends and their parents come to language course after school etc at SPAN, we do a lot of activities there.

Sarah [Digital RA]: I've got my glasses case, I work at the University with Ross. I turned 40 when I started working at the Department, so that's for me, you might see a bit of me, I've lived in Easton, that's my community.

RS: So I'm Ross Sutherland...I work at the University, I didn't start working in academia since I was 40 and now I'm retired...I brought a book as an object, by an academic Sherry Turkle. When I became an academic, she had written quite a critique of how people became involved in the digital worlds. I have a drawing from my grandchildren...I tend to let them do things, Pete, I would have given it to him; it might be a drawing....

EB [EB begins her introduction by signing something in BSL] : Did anybody get that? [SE, next to her, nods as if a little] That's who I represent in this meeting, my role is to coordinate deaf clubs so they can be self-sustaining, and then become very confident and independent groups. My object is my hands; I'm not going to pass them around, a little bit weird....

SE: My job is also with SPAN, this is my object. I have it on my windowsill as a shrine, the woman who did it, she set up the organisation, it symbolises her survival; she came out of a refuge with her child. It shows the background of people, she was from Hong Kong. The mothers at SPAN they come from different parts of the world...these are...the three women who made the necklace, this is in particular, in that they write about the positive aspects of being a single parent...this is a report by SPAN [through research carried out with single parents] sent to parliament and it did shift certain things for single parents at the time.

MO'N: Get ready.....I work at Cardiff University.....echoing some of the speakers, I didn't come into academia until later in life, until the late 40's, I grew up on the estate in Merthyr Tydfil, Gurnos. It had a reputation for being one of the most crime ridden and poorest estates, I didn't think of it at all like that...when I was asked to bring an object....looking for images of the estate, the real shock to me was the picture of my neighbour Tex, he used to live opposite to me, and this was the way he used to walk around the estate [laughter], imitation guns, he used to sit on a saddle indoors....this man was a fantastic man.....oh no I've not got a disadvantaged background, not rich, growing up with me community, something I've got with me growing up, that's why I bought this in [photograph of Tex], on top of that I've been working with the community, one of the things the community asked me to do was to chair the community board, with the community first initiative and hopefully with this project. As I said Tex, a fantastic man, what I wanted to say when he passed away, a re-enactment society dressed in western gear came and fired a volley over his grave.

GP: I work in Gurnos, I work for 3 G's Development Trust. I brought in 2 photos, before and after, an image of the community, an image of physical development, and how it plays out in the community; we still have characters like Tex, very confident people. Put them in a different environment you wouldn't think they were from one of the most deprived areas in Wales.

We have one new building, a whole new range of activities, cradle to grave services run through it. We are funded through the xxx program; that's my object of how community can be regenerated, from a run-down area, the police would not go there, owned by the local mafia, drug sellers, now the police come to the shopping precinct, youth workers go there, completely turned around, took 12 years, doesn't matter how long it took....the buildings were iconic, the first building [in the picture] is a block of social flats, emptied by the council, we were going to develop it to what you see in the second picture. 3G is now based in there.

PE: I'm from Knowle West Media Centre. I don't know whether you know Bristol, Knowle West (KW) is on the South East, a 1920's garden estate. What happened over the years, it came to be economically marginalised, very hard to get into town, a lot of unemployment, a lot of health issues, no secondary school, no pub, people see it as a community struggling, we like to see the positive aspects, the media centre that was built, we work with young people, a lot of the work we do comes from the community, it's very grass roots grounded, so we have arts and green and digital activities, all of those areas intersect now. Way back then people would ask are you a place of training, a production company, media centre, working as a school, none of those, we take an holistic approach, look at people lives. What we are doing much more lately is looking at enterprise; there are some interesting employment opportunities that come out of the project, for what can come out of them. So this image I thought represented things differently than how it's thought about, it is a mixed race girl, there are not all white people in Knowle, lots of countryside, people have been there for generations putting food on their table through farming and fishing, people have horses, people generally don't move out of KW, people play out on the street, so I'm not representing the community, they are behind me, it's a process of developing, working with partners, like universities ...

GW: I'm from Cardiff University and I work as a sociologist, I worry about a lot of terms, I was thinking whose community, and what do they mean by community. I started thinking of *the Imagined Community* [book], and a quote by Benedict Anderson who wrote it, [DW reads it] The nation is imagined, they never meet most of their fellow members but in the eyes of each they think they are in communion...[holds rugby programme], brought that programme with the demolition of England by Wales....I was there, I wrote the score there, it was as if the whole community was there, one body together, those that were dressed in red, not white! [laughter] I thought that was quite important in terms of community, very transient, gone, different to Ebbw Vale and Gurnos, in which community is a long project of making community, but it is good to remember to think that it can happen suddenly, this time was very pleasurable....[laughter]

GI: I'm from Cardiff, I'm developmental psychologist. I work in Welsh communities, not from the same areas we have heard about. I do my fieldwork on a bike, this not representative of my bike [puts bike model in front of her], my bike has got long front forks; it goes across trails, these distinctions are very important to people who ride bikes. I ride my bike to do my

fieldwork, often talking to young people, quietly boys kept on coming up to me, 'I've got one as well'...I'd ask where do you ride yours, 'we ride our bikes in the trails', they'd point them out to you [pointing].....can you see that, that's the beginning of the XYZ trails...boys with physical frames that were quite slight....introduced into bikes through their fathers and grandfathers, very few roads, mining, trails have been worn over time and they're the territory the boys grow up on.....girls not just boys do it, it's illegal to do it, they wheel them across town and once they're in, deep dales they practise all sort of skills. There was a big police campaign, police have been chasing boys across the hills; they had been hiding in plain-clothes, taken bikes of the boys and then crashed them, demonstration against that, police have been changing their attitude, when he's up the mountain on his bike, he's not in town taking drugs...a lot of boys have now stopped riding and they have police records,...a lot of the girls had stopped doing educational work...being feminine is against being dirty...I have been riding bikes since I was 13, brothers etc...there is community, if anything happens to me when I am riding, I have always been helped out, biker communities are a little about what you're talking about...bonds...the boys in this community judge who are on the yogurt bikes, the sports, bikes, they say we want to be allowed to do what we do in quiet....

ZS: I'm a member of the Muslim community in Bristol, one for all and all for one, there are reasons why the communities got together...one voice is something we are going to be talking about...think we started talking about, our object, these are pictures....narrative of one very diverse Muslim community, where we stand here in Bristol. My background, 14 years ago I qualified as a lawyer, I was held in some kind of high esteem in the community, wrongly, having some experience and skills, so developed a lot of momentum, and I worked for mosques, how they were conducting themselves, and how they were not organising themselves collectively, I thought they should be, brought together Bristol mosques, helping the community body serve the community, we have this Engagement and this Empowerment, a lot of issues, we built, we are going to understand each other and the project is all about understanding one another, when you see this whole Bristol, I want to be part of this Bristol, the journey is not about the single person, but my family, they allow me to do whatever I need to do for the community...another object, phones, I phones and the communication is really key in modern life, I am constantly on my phone...being available...having a call....being open.

BB: I'm Ben...I'm one of the oldest here by the looks of things, I'm a community activist in Bedminster...30 minutes' walk south...there are 30 Bristol neighbourhood partnerships, idea is to get agencies working more collaboratively together but the other aspect is to involve people much more and being involved in the community, the opportunity is also about having a cup of coffee...my particular object, it's a map...map of the area...on it, is shown benches....16 places to have a pee....looked at national research, take my word for it you have to go to the toilet more when you are older, some people will stay indoors, can't rely on it, be less able to with the cuts, very existence of toilets are under threat, what we did is an illustration of partnership working....we went out to talk to all sorts of people,

oppositions, shooting up, lots of people, fear of change...managed to get 16 places, who gave permission, people are now allowed to go in, they were part of the partnership, did not have to say, they were part of the partnership, managers, graphic designer, he was part of the community, then we went to a voluntary agency, they gave us 500 pound to print it....I brought it along, partly as the map of my local area, but also about finding a solution, to make the place a little bit better.

SH: Ok whilst you're.. I work in Bedminster, part of Ashton...my object is this Gromit, we actually have this one in a community centre and there is so much that goes on there...I thought what can I bring, annual report, fortunately I know got people who are more creative than me. Gromit is a snapshot of how we try to work creatively in the community, 400 pound, two organisations, the artist will design the template, in our afterschool club, they will actually colour it in and then it will be sealed...we will take another Gromit from one of the local schools, we have two on display....auction it...and the money raised will go to elderly people....we have services which are almost cradle to grave...3 nurseries, wrap round services, also run rooms for various groups, big demand, also have our old peoples services...main driver to go out and work with the community, what they'd like to see, not for us to provide that but allow them to develop the types of services they want, persuading them to get into our ear so there's a lot going on.

JP: Hello my name is Jamie Pike. My company is Hamilton House, when I thought to bring along an object, I thought an umbrella, got a good picture of a tree, and then I remembered a book about practical applications of permaculture, the origins really come from an ideological perspective, finding solutions about the world, treating communities and organisations, as a separate entity but interconnected, you can't see that in the building of the organ, it just holds a space, it sounds very vague, we have space for different needs we have a space for people to work on their bicycle, other people want to learn about dance and movement, dance move arts collective, many other parts of the building, we don't provide any other service, just hold space, I brought this book because it theorises the intentionality behind the project...yeah I think that's enough about me.

Heidi A: I am working as the admin person for the project, this is my object, it's a bag that my children's school's PTA produced, I'm involved in that, the image is of a shop on Gloucester Rd.

AP: I'm one of the co researchers, I'll drop the camera for a moment, I brought two objects, one to do with Brislington, Ben Barker might know of this, this is another one of the neighbourhood partnerships I've been involved in, I've lived in the community for 8 years, we worked together to put in an action plan involving Bristol Council, really interesting project to try to self-determine....as is so often the case, it didn't fall on deaf ears, you expect this time producing this action plan but it doesn't have the teeth it was meant to...back in my home community, I have a leaflet from Vancouver Public Library, particularly

I feel that the library in Vancouver has an active role, if you look the publications reflects the community for the city, diverse multiple communities

AP: M, could you introduce the two who could not be here

MM: Academic members, both in the States, people spend a lot of time at academic conferences, they go about communicating to other academics. Tim Cole was going to talk about Street parties, he's from North Bristol, I shall leave you to read what he wrote of the wider community there.

Wendy Larner is the other one not here, she is the new dean, it's only part of her identity...have a look on the computer...

MM: So that's absent members, I have brought two things too, a headline, from the 1<sup>st</sup> of April's Guardian, this year, it is the day this grant started, 5 years from the 1<sup>st</sup> of April, engaging and mobilising communities, 'the day Britain changed', awful things came, loss of Legal Aid, Council tax benefits gone..etc etc...so it seemed to me the day we got the money talking about community activism, a lot of those resources that enable people to be part of communities went, and I am sure these are going to be interconnected over the next five years...so that's a bit depressing, so I also brought a line of poetry, to me poetry is what I turn to when I want to think differently, this is a line from TS Eliot, 'At the still point of a turning world'.....this is my hope about this project, a still point in a very turning world, so we can think differently, communities, appears to have a terrible outcome might have some good outcomes. So everybody...

EE: Can I just say something, this has been a long exercise, got us thinking about community, 1956, a philosopher, Gallie wrote about the very important idea of essentially contested concepts. Community has been talked about as one of these, the point is that these concepts do have multiple meanings, to have a unitary meaning would defy this, all the meanings are to do with people, to do with we, rather than I. Because we share a common problem, common interest, when we talk about community, we are talking about something that is important to us, something that is good, the fact that we use and talk about it as something positive could be dangerous....people also talked about history and communities trying to become a community, the work of community, so about the becoming, all our objects are symbolic but also very real, about real relationships, so symbolic but real....the social anthropologist, Anthony Cohen talked about community being about boundary setting, can be good and can be bad, sometimes soft and hard, we want to express communities, to express something important, not always negative for one thing, it expresses a certain kind of togetherness, so here we are, the deaf community for example, throughout the next five years we will be revisit those multiple meanings, recognising the messiness, and embrace it, and then hopefully have the conversation again.

MM. Thanks you E, we also have lunch, we also have a display for a showcase event, to showcase the connective communities program, so just as it in the community, so are many of our meanings about our research program...I hope the display raises questions, not answers...because if we did that there wouldn't be a problem for us to be looking at...more discussions after lunch.

**1pm            Lunch**

**(An informal time to look at images, banners, leaflets and the project's emerging archive)**

**1.30            Background to the Productive Margins Research Programme**

**Morag McDermont to outline: the background to the bid for the Productive Margins' Programme, where we are now, and open the discussion on the role of the Research Forum.**

MM: We have lost time, get back before groups

Very brief, sorry if repeating myself when I have been speaking to people, I want to talk about how we got to where we are now

I'm not doing a lecture, so please stop me...okay 'Productive Margins, Regulating for Engagement'

MM uses a power-point slide show

I am, in research speak, the Principle Investigator of the project; I have to be the accountable person, at two universities.

Now the title of our programme, Productive Margins is very demonstrative of what we hope the project is about...really people have expressed in...communities at the margins are in fact incredibly productive...it is about producing, new ways of doing things, hopefully it....

So reads the first slide, but the other aspect of this, the balancing of this is the regulating *for* engagement, *for* is in italics. In a way it is the most important word in the phrase, what we hope for is a whole new way of doing engagement, of communities being involved in decision-making, and the regulating bit, we are all regulated in our everyday lives, council regulations, designed in a particular place, because I am not used to them, lots of different things that regulate us, it is not a narrow focus, so actually Ben's example of toilets, toilets can be regulated out so people can find ways of getting them regulated in....

Pictures, one of Jamie's co directors, had been photographing the demonstration at Stokes Croft....We have within this programme, we have three themes, Harnessing Digital, Sarah, apart from taking notes, is our digital RA, a very important aspect of the themes. Another is

talking about Spaces of Dissent like in the Tesco's demonstrations creating new prospects of engagement....so of the questions we relate to

ZS: Is there a reason for yellow overlapping [in a diagram of the three main themes in the project)

MM: There is a reason PowerPoint won't regulate that, so micro soft have created this thing, but in a way that's quite a good example, I have appeared to allow supremacy over the others, it wasn't intentional, but a good point

You will recognise diverse collaborators, may well bring in other people, two nations, we think is really important...sometimes one nation is supreme, we think it is important, there are things not happening in both countries, things that are being regulated out.,...looking at the different experiments going on....arts and humanities is a really good central part of what we're doing...we hope it will be a part of...strategies we can develop and the concepts we can use

The complicated slide –

Explained a lot about where we are

The research forum is made up of representatives of 9 community organisations, we have being working on this bid for 18 months, some organisation do not exist anymore...9 co-investigators, SC is in a position working for SPAN and being part of the management team...AP is bringing her arts and humanities background, what we decided to do, each of the three themes, someone from Cardiff and Bristol, TC –school of history – neighbourhoods, WL who isn't here, MI, team leaders for the Spaces of Dissent....

That reflects their expertise

I'm working in the school of law, and my interest is in diverse sites of regulations...my take is specific on regulation, always being challenged....

Heidi who is our co-ordinator

Sarah –Digital RA

We will be employing a full time RA across the project.

The idea is that there will be 7 projects, two of which are in development but the other 5 will emerge from the discussions we will have, we have identified one of those, cross border issues, might be more than, we also have 3 studentships, advanced quant measures, big numbers, statistics, to try and pull out how people understand people attitudes,

Co-develop a studentship based within the digital theme, with Coexist, we are looking to develop a studentship exploring spaces of dissent....identifying a project and student.

So the forum, the idea of the forum is a space where we can get all together, co-produce what the research questions are and how we're going to go about that...what we're trying to do is produce something co-produced. There is a vision of academic knowledge, of people parachuting in and then leaving a community... which we are going other way around, academics and communities doing it together, experimentation for co-producing...the next session is to tease out some of those issues.

Out of it will come 7 research projects, the resources for doing the research, can be based in the community project, there is a sort of idea type, I suspect all of the projects will deviate from an ideal type....project that runs for a year, there's an academic that is responsible for that, the researcher could be based in a community organisation, fieldwork costs will be £55,000, enabling people to take part, peer researchers, paying for their time, ensuring childcare costs are created...funding to bring artists to come into the projects,

and there's the role of policy makers, local government, central government, change the way research is done. This is not a forum where we would expect to engage with policy makers, it would be skewed, dragging it in different directions....engage with what is going on out there, co-production is being grabbed in by the Welsh government, what do they mean by it, not flannel, they would do a consultation then go away and do what they were going to do anyway.

Okay my final slide I will not say very much about, the first project is based in Bristol, Building the Bridge won't say anything about that.

So are there any question to ask about that or should we move on and ask questions within the context of our discussions.

So our next session is going to be facilitated by Sue and Angela.

**2pm            Discussion: An opportunity to discuss some of the words/ideas used to describe the research. What might we mean and what are our experiences of:**

- **Regulation/regulation for engagement**
- **Communities/marginalised communities**
- **Empowerment**
- **Engagement**
- **Co-production**

SC and AP remain standing. AP stands by a flipchart nearer the front of the room and makes brief notes of various comments from participants in summarised forms, whilst SC facilitates the collective conversation, sometimes saying people's names when they are wanting to say something or asking the odd question generally, when it comes to a new keyword(s), or other times directly a participant about what they have said. She also summarises or rounds

off one lot of discussions. Participants take turns mostly, so SC does not have to do much work to prevent overlapping conversation. Sometimes participants follow on from what another has said linking up and commenting on something and other times they make more separate points. At times there is a sense of agreement, other times disagreement, but it is all politely maintained.

Sue: Is it possible to go back in that circle again. [Everyone moves the chairs back from the two elliptical rows, one behind another, to a circle as before]

SC: So you've all got your agendas, now it is time to discuss some of the keywords in the project but we're particularly keen about what the community partners say, the researchers have been developing the project but what we want is the voice of our community partners

These are what we say are contested words and ideas...

AP: And about how we use particular words and languages in the multiple communities in which we work.

Obviously a narrative...we're trying to elicit and provoke some of the multiplicity of voices, not create an smooth unitary narrative, we want to convey something of the messiness, create a number of narratives, a deep mapping of what is said. We are encouraging people to write down along with us, obviously I can't be responsible for accurately documenting that official narrative, we need to come together to create and co-produce the narrative.

SC: Regulation/regulation for Engagement

What does it mean?

Someone: If you went and spoke to people in the community I work in they would not understand it

GP: They would go blank at that. Talking about it from a welsh context, putting together community engagement plans, well as I said at grassroots level

BB: There's an issue about how one sets out the regulation....there is a council meeting to discuss issue x, who can get to the meeting, so there's regulation that includes some and not some, and then people's feelings are, why go there, it won't do anything, so there's specific regulation, about when and where to come and then there's the deeper feeling that people won't be able to listen to them

CB: People on these committees, they didn't represent the real community, the people that were attending, who were on these partnership boards, didn't represent the people I knew and stopped them attending, by allowing people to take ownership, you let them stay there

MO'N: that's self-regulating...But you've got to regulate it,

SC: Self-regulating, could you talk about that

CB: Now starting to be wrapped up in regulating, going back to the early days, people came together to represent the diversities of people but that never happened, the people who sat on engagement boards used to sitting on a committee, used the speak of committee, didn't represent any particular, I'm not speaking of everyone, just the ones I've been on, the ones in urban areas did have presentation of diverse communities, the ones I've been on were older and were used to stepping above the others, being on partnership boards. When we began to include young people it became difficult.....there wasn't the diverse groups, the usual suspects

TS: I think even diverse areas, you still have the same patterns it is very similar it tends to be all the same people.....older

CB: Almost become closed shops

TS: There are people employed by the council, they do try and engage, it is not really working, sometimes as Ben says, it's about the times, I used to go as a member on these boards, the people I was representing, parents and children, they were not really taken on board.....I have children and I wanted to be with my children

GP: We are used to a restructuring, policy rhetoric, a community led programme, very much a bottom up approach, contribute to something lived in that environment, this got high-jacked by the usual suspects, they come along and get involved, very important people, opinion leads in the community, without any accountability so they were able to act quite freely, the language is critical, moved away from a community led programme, community focus, on the individuals in those areas, they are worse off, people experiencing long term illness, engaging in risky behaviour, we've got indicators that we have to address for those very targeted groups in the community, the shift has gone away from a community led programme, most people would welcome that, we can get right to the heart of the people, the things that regulated that...those partnerships are still there but the usual suspects were knocking on the door, we were recognising in our cluster, that those people are hard to turn away but to put something below that, which would engage with those specific communities, what we propose to do, is include sub groups, made up of all the individuals, they will have a direct voice, by talking about those service providers, whatever that service is in, so they can talk about the quality of the services offered to them, regardless of the rhetoric and sticking to good community principles..

SC: Cos we are hearing from you, communities are regulating out for regulation, and you're talking about regulating inwards

SH: Politicians....Lose when they get in...the word representation keeps on cropping up, I don't represent people, I can talk to people...but I cannot speak for them....not sure what you can use to change that, advocates, not sure

Representing the third sector, on the whole the statutory services do what they want...the temptation is to say we know what we want to do...if there is agreement or dissent; I think that should be considered a success

SC: hear some other voices

ZC: My experience of engagement, for my community to understand engagement is very diverse in itself, language, subconsciously it is regulated but it's not understood as regulated...if this programme going to be engaging, we need to understand how people co-operate, that engagement needs to be particular

SC: We talking about diversity and how it needs to be different

AP: There is a feeling that Regulation is neutral...making regulation responsible

BB: I think the university needs to be challenged...regulation is not neutral, nobody ever in my experience thinks that the processes are neutral or that there is a way of doing it which is, whether it's the usual suspects, or professionals who have their systems, they all acknowledge that it is inadequate in some way, what we need to do reduce the level of inadequacy. It's partly a resource issue, because speaking as a usual suspect; I just wanted to challenge the value judgements. I don't think the usual suspects are part of the real community, and if the usual suspects turn up, what is the response, turn them away, it's how we deal with those guys, we need to avoid some of those value judgements

SC: Penny

P: This is about power relations....I think what's really interesting is that it should be an objective too.....this is where we need money and we need to improve regulation...we really need to unpick this, almost same power relations if I go into the community, I say I've been to productive margins and we were talking about regulation for engagement

GP: Can I pick up, you've hit the nail on the head; it is about power relations, regulation is critical. What we're talking about is social policy planning, you need some regulation, people to regulate....you need regulation to keep happening. I think the communities need to keep control of the regulation, you need a forum, making additional funding for communities to provide diverse facilities, community first partnership, 50% funding, there is experience of this going pear shaped, and they put it into the Welsh government, what is going to be expected is some sort of written evidence for that funding to be improved...cannot come to that community, here are our plans, you don't get the letter of support, there are some ways of taking control of the regulatory process

EB: Gerald your view is very idealist is about getting these people involved, in fact what Penny said, if I said exactly the same thing, we are coming you to get involved, a forum, the words of regulation, in sign language they don't exist anyway, jeopardise what is in this

forum, to them they are a whole different thing...barrier to have include them in the first place

SC: We have moved onto engagement, I think this is a very rich conversation, I think there is a lot of understanding on regulation here. When MM showed me the proposal on regulation, I didn't know what to think, and then I began to think about it in a different way and I propose that you can think about it in a different way, but within the two communities, but once you describe what it means they will grasp it.....

PE: I would say, I don't want to use that word

MM: You hit it on the head; we have had problems when thinking about the word, and turned it around, from the very narrow regulation, to *for* engagement

SC: Now the next one, all these concepts are contested – communities, and marginalised communities, how do people feel about the words communities and marginalised?

JP: There's people who live and work in the area who have no interest in what is going on in Hamilton house, within the community, we come together with a certain idea about forging a community, we think about how we reach out to a very specific geographical community, they come in and say hi we live round the corner, what about this. We hold a space offering people space...what I would like to get from this forum, and from this project is about learning something to take back to my community

MO'N: When I worked at Cardiff community, you can get in on a bus, they are not hard to get to, working with communities, 10 minutes bus ride...marginalised from what, whose marginalised from whom, Cardiff university and one doesn't understand the other. I never forget a Cardiff lad trying to explain to a professor about eating a chip butty and I explained this and I thought this was absolutely bizarre.....that community is marginalised from the marginalised, it shouldn't be a label we put on communities

EB: It shouldn't be a level, but I would say these communities are marginalised from some things, how can people get somewhere today?

MO'N: Point you made about language, we need to think about what the word marginalised means, people you talk about working with, who are they marginalised from, it's about using that label, what do we mean? Cardiff academics are marginalised from that group on the estate, they have social capital off it, but if you put academics onto the estate, they will be marginalised.

EB: Heidi would be marginalised in the deaf community, that's a very rare situation, what you've normally confronted with is a deaf world put in a hearing world, ultimately they are always marginalised.

PE: it's all about access

EB: Yeah but access is a barrier, translators cost 700 pounds, that's what it would cost here. They wouldn't be able to access and identify.....

MO'N: We're all marginalised in a way, it's not just about other people, unpack what we mean by marginalisation? I particularly see it in policy documents, hard to reach, they are not hard to reach

BB: They are groups that people have failed to reach

MO'N: We need to come up with other strategies

TS: We do have people in society less able to defend their rights, two groups, we have a very large population of people who cannot read and write, they are marginalised, you might not like the label, they could be entitled to, but where you do not have rights, that is then exacerbated by issues of childcare...that's also that group, they have potential, they want to do things, but because they can't access things that would allow them to live in mainstream society...I don't like hard to reach, but I do think we need to recognise those structures that are holding them back

MO'N: I think I there is no problem using marginalised but it depends what it means

TS: We have a large queue of people at SPAN, they want to learn those things, there isn't enough services, people who have lived in that country and they can't speak English, and they continue to try and access services, and people says they don't want to speak English and they say these things.

SC: There are a lot of things coming out.....

TS: I want to add gender in this

PS: For a long time we've struggled using the word demotivation, important we think about the language we use

SC: That's a good point. We need to think next about empowerment

ZS: People are approached to engage, for change to happen, so now you're in a position to help out and assist, for me empowerment and engagement co-exist, for instance how I operate in my community, now having that experience, helps me engage better as well, I think people I meet regularly, I think there is a feeling from knowing somebody

SC: You mentioned change, being able to change the situation

SC: You mentioned people who are seeking help...there's a cultural issue

JP: Allowing people to be inclusive, they have power, people feel they don't have power to give permission, if we give ourselves permission.

PS: Big fat word again

SH: Can I give you a quote from Ben as he's sitting in front of me, moans means it's great, it's important to you, you should then do something about it...how do people do something about it, most people are not legal, same old faces, go to them, they go and put your issue forward....people with common interests Ben's quote, moaning's good then you've got to do something

CB: Individuals can be empowered but if that empowerment does not bring anything.....

BB: That's important if people aren't empowered then they will not try, it's important for them to experience it

PS: Giving people resources, examples not of data swimming around, we've got access to those data streams which gives power back to the community

CB: Voting was about empowerment, but people don't vote because they feel it's not going to do anything

GP: Assertive, it's about control to me, like parliament is a myth, the rhetoric is about getting people to be better citizens but there is not....well that comes with it, there is nothing tangible

PS: You're not a young person who has problems getting into those

GP: That's about opportunities

MO'N: Being marginalised from power, but they are not so marginalised from power

EB: I also think it's about an aging culture, again take the group I work with, their cultural outlook has been when you say you can go out and do this, and they're like this and they say come on and do this, and they say no, I'll leave it...it's confidence, leave it to the hearing person, or the confident person, getting people over the longstanding confidence...cultural confidence

MO'N: Confidence is enormous

BB: We need to be very careful about how we do things, we need to be careful about how we engage, don't do that...the other thing is...there are millions of things, we have chosen to come to the issue, is you have a choice, a lot of people don't have choice

CB: Could I clarify what I said, why these people don't represent the people on the partnership board...while we were doing an activity in the community, mothers and toddlers were there, the day we did, it was hammering it down, 40 odd mother and toddlers, while we were waiting for the council people to bring the stuff, two people on the partnership board said they couldn't come in, the mothers and babies...

BB: We got the same people

CB: That's what I mean about not representing.....

GP: That's about power

GW: If I can put this in some historical context,...those people have been in power...deaf people have seized power for example...we're trying to give power to people, where in this instance people say we've had enough, then they seize it, and they take it back

SC: Can I say something very briefly, we've had conversation about empowerment, in our cultures you say you can't empower people, it is for people to decide themselves and take power, I think that is what you were saying

GW: Yeah

SC: Have we done enough on engagement

MM: Yes, I'm going to regulate!

SC: Co-production, in next session, how do you think it will work?

GP: It's a term, I don't like it, partnership working

SC: Why did you say that?

GP: In some way, it's to prove how someone funding works, the reality is they don't want to work in partnership, like all institutions, they will do what is convenient for the institution, for me it is not about working people taking some responsibility for those services they receive, it is about telling the service provider what they need, not what the service providers thinks they need, it's not about co-production, it's about production, about people having the power to produce

SC: Could it be done co-production?

TS: I think we've done quite a few interesting co-productive things at SPAN, for funders, we won't lie we have a committee, clients who have used our services they are actually evaluating other services we provide, we've done other projects, particularly groups of Somalian women, the literacy issue, using creative ways of funding for them to express themselves, we've been using knowledge coming out of that. Something's that come out of that, we don't know what to expect, which is also interesting.

MO'N: Action research projects, exactly what you say we were coming out with things that were counter-intuitive. Funders were saying you can't do that that is not what you were funded to do that. We get this a lot in Wales, I've said that over and over again, the university is interested in what universities are being measured in, they're not very interested in a healthy eating project, just if it can published

MM: I think this is raising something interesting, when we use the word, the idea of co-production, we hoped we would achieve co-producing research ideas, between yourselves and ourselves, but as I've used the word co-production, because people have come across this word co-production and have used it, but it hasn't been looked at so we've been wary of this word, on one of the first projects, the researcher is collecting literature, to look at how this is how it has been misused, so let's try and do something different

RS: This is an educational department, we have a lot of colleagues who train teachers and care about what we're doing.

MO'N: A University is not a community regeneration issue, trying co-production, I'm a massive fan of action research; we have to be honest

MM: So we need to lay on the table what our takes are on it, what is on our shoulder, we need to lay that out on the table and be open about it.

BB: We talk about community organisations drifting towards the private sector, some good for others, no good for others, we need to take account of the regulations; we could play the old and new off each other

SC: I think this has been a very rich conversation, so many trigger points, and we are joining them up to talk about co-production next

AP: I will leave this up, some of you were looking at what I was writing, there is not enough time to feedback and iterate properly, but please feel free to come up and write something down.

#### **15.24 Making the Forum work (ethos and principles)**

**Small group discussion: How do we ensure that the Research Forum works for all of us, furthers communication and record keeping, and is based on values of trust and mutual respect?**

MM: Okay I'm going to start again, I suspect people want to come away from this with more than thinking lets go back to another meeting. I want to foreshorten the discussion about what co-production could mean within small groups.

Then I'm going to talk about resources available to make some of these things happens.

SC: So this session is about making the forum work, have three minutes each...talk to each other about how and when you've worked on co-production, what worked well and why did it work well, what was it about that co-production that worked well and how could it inform how we work as a forum...particularly from different sectors, so three minutes each, an example or more, at the end of that we're going to take your top headlines, so rather than having an open space discussion

TS: So should we mix community group and academic....

It is agreed that is a good idea and that is what is done, as community and academic people pair off, and except for one group which is made of three, they 'huddle together' and begin to talk.

SE stands with notepad and writes up on the flipchart – 'Making the Forum Work'; she has taken on the note-taking duty now whilst AP facilitates the feedback.

AP: You've got one minute to think about what your headlines might be

SC: If you haven't swapped over please swap over now.

AP: Okay I know it was a short space of time, I was going to ask Ross, could you talk now, it might be useful, or shall we do it at the end

RS: Put it at the end

AP: I thought it was be good to hear peoples' headlines, what worked

JP: So common purpose, that being shared on a deeper level....equal and common purpose.....Being in the place, having equal power ownership about what you are doing, so those were the things, providing the common touch

SB: You first [to MM, as they begin to say something at the same time]

MM: The only reason I wanted to say something, because it feeds directly off that, we had the outcomes must mean something to two parties, genuinely, timing, people lose interest, if it's too long, equally if it takes time to get what you want, training up peer researchers, the others things that came from us, the tools you use, the processes you use, then being aware of the power imbalances

ZS: Trust, what you need in the first place, commonality, getting to that state of trust, in that sense how you engage them, what you need to do to reach them

MO'N: We also talked about the complexity of communities, within any community, there is not one community, need to build up the trust and communication to all members of the community

AP: each group, have they thought of a headline practice to establish co-production

MO'N: There is no easy way to do that

ZS: It helps that engagement as with someone they knew rather than there was someone who was new, who would need to build up trust.....

PS: Language is very important, what different languages people speak, you recognise how people speak in different languages, also how it is used

EB: MM talked about things are going to get a lot of worse; how we are going to talk about communities, that use language that reinforce deficits

PS: That would not happen if you have a proper project for co-production, a language that can recognise time lines, which the project might have longer time line...good communication to get over a lot of things

M'ON: Do you want to re-emphasise the quality of power and influence to shape the project...we have touched on upon that there are different drivers, we are here from a particular...trying to not follow a particular plane...trust is absolutely critical, I've worked in all kinds of project, if the trust goes then everything goes

CB: She stole my [laughter]...I don't know about co-production, from a youth perspective, the best examples of what has worked well...be worried about who is given the credit, you can talk about relationships, lots of people who I have worked with, the project has worked really well, not really talking about the whole organisation, where there is a strong relationship with one person

AP: Which is interesting we are thinking about operationalizing, having a tool kit to use in general, but your talk of individuals, then it's not as easy as that

CB: But if you have a person who you have a relationship with knowing they will go that extra mile/

GP: One thing that was missed [from his feedback]...to get that...was the extent you're prepared to share the risks, my experience have been placing the risk on, you can cope with that, the reality is that we carry the risk together, need to share the risk, co-production, get them to carry the responsibility

BB: The particular thing I experienced was the relationship between three sectors: state, business, community, some of the community guys were after a share of the money, so there was an issue about them coming together, the business sector were after their share...the state was not monolithic, neither holy, nor an empire [laughter], separate departments, we were into playing the one off from another because there were some guys that we knew who were very successful...so partly manipulation of keeping everyone happy and there were a few players and if they walked away but it didn't fail

GP: Have to be skilled at poker

EB: My experience doesn't sound as serious, we weren't really partnership working, basically when our project was set up on the impression that we were going to develop these deaf communities, but then to get the ball is actually rolling, they turned round and said they haven't got time, and you need them to come to meetings and reply to emails, and their commitment fails, they haven't got the time.

RS: Structural issues are missing here, the senior management can't apply anything, only the ground, or they might put it on the ground and then not about structural issues.....

Laudable aims, where structures can help and where they hinder, maybe we or others, we have underestimated the amount of resources, that keeps communication open and invariably people do, do it, in fact if trust is broken, we might have to establish that

AP: You have missed, recognising joint expertise...So that a representative of a community

TS: They have also got a set of expertise, and we can learn from them and they can learn from us

GP: Experience and expertise....

AP: Experience is expertise.....That might be the subject of another conversation

RS then talks briefly about the project website

RS: Website...we see the project website, as reaching out to the whole community....initial feeling we want to set up an enabling infra-structure, which people can recognise...we've got to reach out and recognise, and two way co-production, but the bottom line is that we have a site, we will have a holding site...find out the areas that we can develop at times...we know we will make loads of mistakes....the point is that we are learning from the mistakes we make

GI: We can't impose an architecture...it's going to have to grow organically...to have the involvement with it and the presence we want to have...it's going to be a learning process....we obviously need to have a public forum, that will genuinely be productive for us...organic but we know it's going to be a challenge.

AP: And on that note

MM: There are some people in this room who have more expertise, hope you will share your expertise with us, on the website...Hi welcome Tariq [Tariq Modood and Therese O'Toole enter the room], just before I introduce you to Tariq and Therese...it's not just about the expertise in this room, but the experience, in those communities we are working with.....I think in my head it was...one of the way we could use to get those grants, for you to set up other forums to start talking about the issues we have been talking about and then feeding back into the forum, so when we come to setting up things, we are drawing on broader experiences and skills....if you say you want to do an event then how much would you need for childcare...it might be more imaginative ideas...you could have more general ideas...concrete proposal....does that make more sense....does that make sense?

JP: Not sure

EB: I think we need some guidance

MM: You want regulation

Someone says: A form

MM: A form no

PS: You might want ideas from the community to feedback to you

EB: I was just thinking, what if somebody puts in a proposal and rejects it

SC: This is not a project for a research project...so we're still

MM: See funding for...when I think of conversation it might not be you sitting next to someone else

Martin: How much funding are we talking about?

MM: In terms of seed-corn funding 800 pounds

Someone asks if that is just one lot of 800 pounds.

MM: No there's multiple lots of 800 pounds

ZS: I think we need to clarify, when applications come in

PS: I think it's quite early to know what the ask is...it just seems a bit early

MM: it doesn't have to happen now

RS: We're interested in ideas of blah de blah, we're going to judge on that criteria....

MM: I like your idea, that other people can comment on it as well [so that it sent around or made accessible to the project]

AP: Wonder if we can comment on these...applications processes become bureaucratic heavy...

PS: For me it's about conversation; don't want to be putting in applications for £800

SC: Might be too early, might be too early for the situation to happen, maybe in next meeting

BB: Might be different for each group, we are all in different situations....lets go away and think about it...if we keep putting it off, we will never actually do it

MM: If we at least have ideas, for instance we're never going to know if 800 pounds is an unrealistic idea...I think it would be quite useful to think about

SH: I think we need to find out what we need to achieve...we've got 5 themes, if it is those 5 we need to reinterpret them into adequate language for them to work with...I'm a little bit lost what I want you to achieve to go out and ask the community....

MM: Okay we should move on and look into

TS: My understanding is that there are three main areas, go out and have conversations, to see what our communities [need or want], and see what the priorities in those three areas....

MM: I have a feeling if we move on it might become clearer, at this point I am going to hand over to Tariq and Therese and the Building the Bridge Project, and you've each got a presentation....

#### **4pm Building the Bridge and Heads of the Valleys**

##### **Introducing the first two projects and discussion about next steps**

Therese O'Toole presents from a power point presentation on **Building the Bridge Project**. See Power point presentation. Then ZS talks about the project.

ZS: This came out of massive discussions with community groups and academics.....Build a bridge have communicated with all members of the community, work out how we are going to work together, preventing violent extremism, based on Al Qaeda inspired ideology and violence, but it was targeting the Muslim community, this programme came to Bristol, there was funding for it, and the way we dealt with it, accepting that it was going to be part of the government initiative, as much involvement, that again the community got together, they got me to represent it, it was a massive commitment, next we got over that trust building exercise, and we got a massive arrangement of organisations and groups and organisations that are serious, just to help, it's been a very helpful, community, mosques have more capacity, it really has been very important....it wasn't designed to do that.....there we are as a community.....hang on it's not about terrorism, it's an identity about us as Bristol people....use a language, and it was building bridges and my experience, has been to get to know the diverse community...this position had allowed me to get to know diverse people, a number of people and agencies, so it's brought this challenging process into the community...there is no money....but again it's been paramount, that we've managed to gain, so this project has helped us very much.

Therese O'Toole: From our perspective what you have achieved in Bristol is very distinct, so I think Bristol is very unusual, it has been a much more accountable experience.

TS: I went to the [Government] department.....there was an English language competition, as part of that there was a pack we got, think it was a white paper, which was framed around prevent [terrorism] but in new language, that this was a continuation of prevent but in a new language....the agenda has changed

ZS: Building a bridge had developed as a result of that initiative...what we have learnt is to let people build similar experiences...English defence league, one of the main objectives, so they came to Bristol...communities are against it...whole list of things they said we were doing and they heard what we are doing in Bristol, they said fine we don't need to come to Bristol....there was a letter that went out to the media...and in the end...that in the end speaks

Tariq Madood: Z I think your meeting with the EDL was a courageous step but a bit more broadly, how is Bristol Council, how is it reacting to the broadening to the Muslim agenda, including EDL....

ZS: With the national strategy, with the multi-agency board, we are, but the city council as a whole, and it had to be in cahoots with the police, and understanding to realise that there is this broadening aspect of extremism, so there are initiatives that are being developed....

Tariq begins to ask another question

MM: I wonder whether it would be worth broadening out to the other project and then we can talk about the general ways of engagement...

### **Heads of the Valleys – Power point Presentation [see]**

MI: Okay what we're going to do is give a qualitative GOS to children, so the methodology we are going to...when we set up neighbourhood policing....crimes not reported...we designed the methodology around co-production – co-produce the problem, research it and co-produce findings.....we never really achieved that co-production idea....gave technologies to communities....

Qual. GIS

Collate...aggregate....mapping....sampling....73% had never spoken to the police about their security concerns.

What it can deliver....

Sites of identity and belonging

Crime hot spots, not official, matters in their community

Drug signals...worried about the stuff that happens locally on their doorstep

Public drinking

Does it really matter?

Where it really winds us up when it happens in our neighbourhood....

You can see where public concern is identified

Prevalence of the problems

What are the security concerns of the young people themselves and see what happens if we get this evidence base...will they respond, will they not...to service providers...

GI: Fascinating the technology...young people could change the questions.....say something local...as the places where the kids are hanging out...what we can do is give the questionnaire to someone else so change the focus, change the questions, change the maps...what you'll get is 'you stopped us going through those streets because you put up bollards', so it's that's granulation, down to streets, down to what local people know about, so you can get the one that stigmatises young people, where are these shops that are selling 60 % vodka.

MM: So we've got two very different projects...got relevance in a lot of communities.....Are there any questions you have regarding those projects, people think that there are things really relevant...that people might have developed...

AP: Difference between the two...academics working with communities....project in Wales, coming back to the community...communities shifted the aims and objective...is our programme trying to more of a building a bridge model, or developing in line with the communities project in Wales?

EB: We have to be careful, we are giving the technology to the community, it's actually powerful stuff, it's very rare, that the project get access to these things, very rare that people get hold of it...I think giving high level tools as I say against citizen to citizens, it's got another dimension to it, and I think if we going to build knowledge they are going to need some regulation

BB: Oh they do that in France, we mustn't touch it, if it's a good idea, well both projects I want to relate to in my community

EB: other way we haven't come with this...we want to coproduce with people

GP: We worked with young people; we've got quite high levels of data

SE: I think in terms of co-production, m research too are going to come up with some interesting ideas...I'm interested too in the three themes working with Somali woman and

You're working with young people...young people in the years we work with are very vulnerable to danger so to just turn the tables

T: Because I have recently been a, I have a foster daughter so it's quite new to me, so the way they think about space, the way they communicate is very different from my generation....I feel safe in some of the areas that people don't...there is always a lot of talk about the division of the motorway....depends on your peer group, ethnics background, and it can highlight things that are not as evident for authorities.

GI: They love the shopping malls

T: They're banned, my foster daughter...

EE: .....young people are seen as the problem....so this is actually giving them power to show and co-produce what are the difficult places

TS: Building bridges.....we work with a lot of Muslim women, and we could also provide access to Somalis woman, because that is the majority group we work with but one thing I was wondering, are all the mosques engaged with this project

ZS: Working in partnership, so they had their own composite, but they fed into it, so they had their own identity...so all mosques, and mosques in themselves, denominations, who they represent, Somali, Bengali etc, that is something you have to think about it

T: Within Somalians there is conflict about the interpretation in the Koran

ZS: What we have learnt is not only do you speak to the Muslim community who go to the Mosque but you go to the mullah committee who run the Mosque

SC: But could the money be used to have these conversations with these groups....

MM: The fact that we have got the money to do that...so in fact...that's exactly, the way of using some money, so for example getting young people in Bristol

RS: It might be more concrete, we might want to do something similar as other projects, to get to the nitty gritty, to bring partners together

MM: Okay we are all running out of energy...We will have Adams's notes, if you want to send anything to me you have noted down, if there are ideas that come out of it, as soon as we can we can get that sent out to you that will include, the slides that Martin and Therese used. Therese you have a much more comprehensive document, that grid thing, that might raise some of the questions you might want to engage with...so in terms of response to the research projects, you'll be the contact for that (Therese), building the bridge, is it Martin we should be directing any specific issues...

GI + EE: Still developing it

MM: I need you to nominate one person who they can respond to...if anybody had any particular responses they wanted to communicate then please do

[I think EE I think says she will]

BB: We need to addresses

MM: I'll try and be more specific about the seed corn funding, I guess the last thing, is to toast that we have got this thing off the ground, we had envisaged, we would probably want

to meet every two months, and over 5 years probably less often, on the basis if it is every two months. Would you be happy if Heidi gets in touch with you and we set the dates for the whole year

EE: One of the things we talked about using different spaces, so we have some kind of idea about the communities and I know our Wales communities would be happy to invite you to

MM: There are good spaces...maybe if anybody suggests

BB: Are you able to pay rent?

PS: I'm thinking because it is our time, the host organisation might think about...for me going to Wales is....

SE: Are you saying Penny isn't a trade off

PS: We need to have a suggestion

MM: That brings me to another point, your time for attending the forum, for each organisation, there is payment; you will receive that in a fairly bureaucratic way. You will get a draft contract...once that contract is set up

PS: We will be more than happy to host next time

RS: Maybe we should go to Wales

MM: Okay we could maybe get Gerald to host it at 3 G's

JP: Just as a suggestion, grappling with what....I am certainly wanting to have conversations with other organisations...get together questions...if you see the whole thing it gets a bit [daunting].....Rather than capturing the master questions.....

PS: What this is enabling is the unintended consequences

RS: I think that is a really good idea [I think referring to the need for community groups and academics to be able to discuss initial ideas for engagement and co-production on a shared space such as the website]

MM: A combination page [on the webpage].....okay brilliant, there is the bell, Wills Memorial...toasting this launching.....

**5 pm Celebration**

**Wrap up and mark the beginning of an exciting journey: plus a brief discussion of a launch.**