

# Productive Margins

## COMMUNITY FORUM

7<sup>th</sup> October 2013



## Summary and Reflections

## Preface

This report was written from field notes, images and observations that Kaylee and I made over the course of the community forum hosted by Knowle West Media Centre (KWMC). Joff, an artist sourced through KWMC captured the day through a series of pen portraits which have been incorporated into the report. Sarah Eagle recorded the day through photographs which are also illustrated here. This was the third forum meeting held as part of the Productive Margins programme.

I am relatively new to the programme having been brought in as a temporary cover for the programme research assistant who is on sick leave. In a similar vein to Ellie who authored the previous forum report I have a background in the community and voluntary sector, I am currently leading a project with the domestic violence charity; Survive and have previously worked across a number of diverse organisations in Bristol and it's surrounding areas. Consequently my observations are filtered through a similar dual lens to that which Ellie has previously referred to. Although the following report is drawn from multiple sources it remains interpretive, subject to my perspective of the day and its wider context.

Helen Thomas



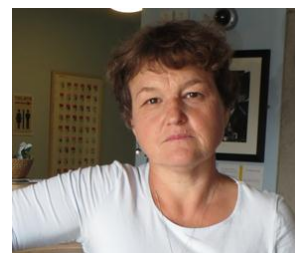
**Kaylee**



**Helen**



**Joff**



**Sarah Eagle**

*'The Slow Camera'*

# 1: Knowle West



Source: <http://www.dshed.net/digitised/imagem/creation/ob>

Knowle West is an estate on the outskirts of South Bristol containing approximately 5000 households. It was constructed largely between 1931 and 1939. Initially it was seen as a flagship for municipal housing schemes in Bristol, with families relocating from some of the worst slums in the city. In 1938 Knowle West was a thriving economy, a cinema; community centre and a wide range of shops were open on Filwood Broadway. Local employment was available through workplaces such as the Wills Tobacco factory and the Robinsons Paper Products factory in nearby Bedminster, by the 1960's the estate had two established secondary schools.

At the present time Knowle West has no bank, no secondary school and Filwood Broadway is predominantly empty. Bristol City Council's 2006 ward profile for Filwood states that there are 2600 local jobs, against an average in other wards of 6574; 3264 people are economically inactive, against an average in other wards of 2634.<sup>1</sup>

We drove in through streets of predominantly well cared for identically red-bricked semi-detached houses, passing a shop with a stall outside selling fresh fruit and flowers, a police station and (thanks to a miscommunication with the driver) went through a number of backstreets to The Knowle West Health Park before the redirection that brought us to our destination.

I have heard a lot about Knowle West and worked with many local people particularly in the context of teenage pregnancy and parenting interventions. However it struck me as we approached that excluding a previous visit to Penny at the Knowle West Media Centre I had never really been into the estate. The reputation of Knowle West across a lot of Bristol is distinctly negative; I recall being advised at one point in my life that it would not be a safe place for me to venture with my mixed heritage children, this had left me with a markedly uneasy feeling. The drive provoked for me some reflections on reputations and challenging myself to think more critically of the assumptions that occur so easily in everyday life.

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<sup>1</sup> Whitfield, Lynn. AUGUST 2007. *THE LOCAL VOLUNTARY AND COMMUNITY SECTOR, ITS IMPACT AND FUNDING ISSUES: A STUDY OF KNOWLE WEST, BRISTOL*. Royal Bank of Scotland Group.  
<http://www.quartetcf.org.uk/docs/CFN%20Knowle%20West%20report.pdf>

## 2: Knowle West Media Centre

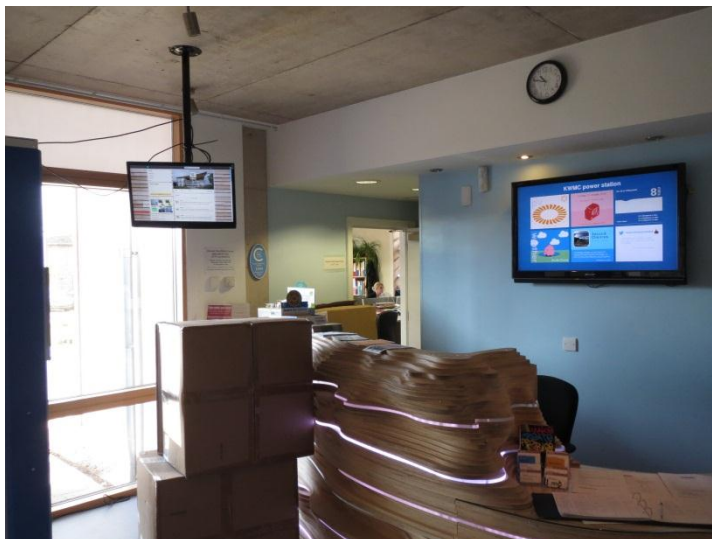


*'A creative hub where people can work together on different projects such as web design and animation'*

Penny

Knowle West Media Centre is a grassroots organisation which has been running for 17 years. The building is constructed from straw bales and was designed by the local community, young people and architects with the principle that as use of the building changes it can be easily reworked and developed into something new. Penny explained how the Centre brings people from diverse arenas together; companies, academics and the general public coalescing around ideas and innovation. They have around 25 projects running at any one time and are currently hosting a Young Peoples Programme which focuses on 'up-skilling' through digital technologies.

The building felt open and light, with a sense of transience, people moving through the space all the time. The Forum's space was a large, white room on ground level. No windows but light was stolen through the doors at the main entrance, which were directly opposite, chairs were grouped around small tables; there were tools displayed on the wall and a huge screen hung overhead.



**Knowle West Media Centre's front desk is itself pieces of art work.**

**Above the desk there is a digital dashboard streaming information straight into the Centre. At any one time you might see the energy generated by the centre's solar panels, local rainfall, bus times, twitter feeds and tagged flicker images. These are all presented in pictorial forms – no literacy required.**



### 3: Framing the Day

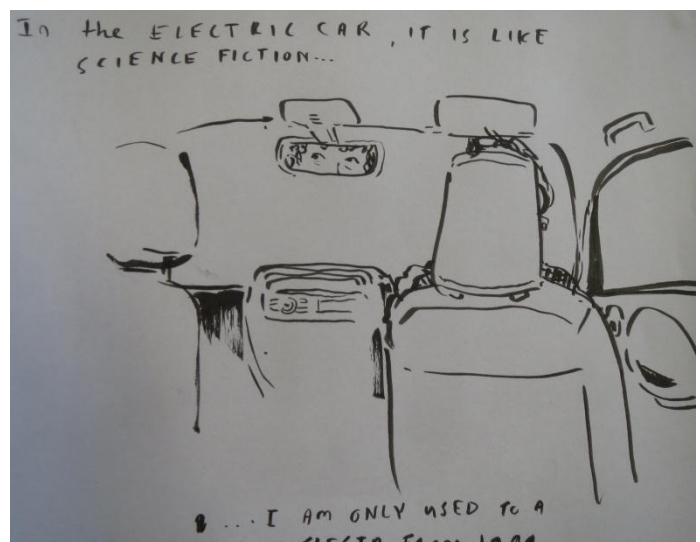
Penny began by welcoming us all to Knowle West Media Centre, we were asked to introduce ourselves by sharing 'something boring' that had happened to us that morning. Having used this activity during group work many times I was interested to observe how 'safe' everyone was in their answers; sleeping through the alarm, feeding the cat, having to organise children or general breakfast mishaps as oppose to the myriad of often slightly risqué responses this activity often provokes. This prompted me to think about how everyone was feeling about attending the forum, I was nervous, slightly intimidated by the level of expertise in the room, I wonder how others might have experienced the day.



Morag went on to briefly outline the three themes of the project, Harnessing Digital Space, Mobilising Neighbourhoods and Spaces for Dissent, asking the forum to think about how regulation is impacting and interacting with these themes?

Morag explained that the idea is to collectively develop research questions to be investigated and developed into projects and that the forum itself is part of this collaborative experiment to form new ways of doing research. By the end of the first year we want a very clear idea of what the research questions will be across the projects.

As a collective we walked and drove (in Penny's extremely quiet electric car) to 'Chirpy Park' a local community project based at 'The Park'; a wider community initiative in which a local steering group took charge of an old secondary school site. It was a lovely day (thank goodness) and as I made the walk I did get a strong sense of community through observing the number of people gardening in their front gardens. This made me think of my own grandmother who is at the other end of the country, I realised I would like to have this communal feeling with my own neighbours.



## 4: Chirpy Park



Chirpy Park is a community project which teaches conservation, gardening and animal care. They encourage wildlife and grow organic produce only, creating veg boxes to sell to the local community. They provide tours/activities for local groups such as the disabled and elderly individuals as well as nursery children, with the aim to “look after and educate our community in our environment”.

Andy; our tour-guide, has a turkey which he describes as a ‘guard turkey’, fiercely loyal and always ready to jump to his protection. Andy has a relationship with the landscape that is quite powerful.

Andy explained that many people in the community are unable to travel far for a number of reasons; their produce means that the community can locally source fruit and veg and simultaneously give back to their local environment, monies raised from what they sell is fed back into maintaining and sustaining the project. Profit was mentioned as something which they hope for as the project moves forward but it was unclear in what sense this was meant. Profit to create wealth or profit which could be fed back in, to create further development, Andy expressed the wish to acquire more land but explained the costing around this, they would need a fence for example to protect the animals and the produce from escape and damage. There had been a previous incident of vandalism which had been attributed to local youths.

Justin (from The Park’s Green & Digital programme) has a history in business support in communities and discussed some of the wider reaches of The Park. He stated that what society needs is small sustainable enterprises, created from passions and hobbies allowing a ‘do what you love’ approach to work. Justin goes on to explain that entrepreneurial spirit is low in this area as people are not accustomed to the idea of being self-employed, usually because it is not something they have seen done before in their families and communities. Justin’s task then is to generate and encourage awareness in this idea and create new business opportunities with individuals at the roots, naming themselves as experts and specialists in their everyday interests.





One example of how cultivating entrepreneurialism works in action is with a group of people who enjoy sewing and wish to develop this as a specialist area. They hold regular 'sewing cafes' and in collaboration with the Arnolfini this group is recycling banners to make reusable bags which are then sold in the Arnolfini gift shop.

#### Arnolfini Banner

Justin spoke of the levels of encouragement needed to get people to the sewing cafes. The project wants to use an exchange of sewing skills that can be taught on a peer to peer level as well as using the occasional guest lecture, they hope that this could generate a level of sewing that can withstand the demand of the museum. There was a wider discussion around this which questioned where the already skilled sewers were, in the older generations sewing was a skill learned in childhood, how could this be harnessed? The discussion highlighted the fractured way society is viewed with 'youth' and 'elderly' so vastly separated, public policy and funding initiatives regularly make this an absolute distinction, this made me wonder what regulatory role funders play in governing the aged use of community spaces?

## 5: Bee's Foraging and Farming



Our tour of Chirpy Park continued with a look at Bees. Andy recruited volunteers to hold the turkey while he showed us the bees. The turkey had become somewhat distressed under the eye of so many observers, a visual reminder of the power of the beholder. Penny stepped up to the challenge.

Andy's beehive is built entirely from recycled materials; primarily an old gym horse and a piece of carpet. It's quite inspiring to see so much made from so little. Andy explains that the bees are purely used for pollination, nothing more, there are a total of five hives in and around Knowle and that bees can travel up to around 3 miles, this essentially means that Knowle West has its



own pollinating system. Additionally Andy has been planting fruit trees in community members' gardens; there is the feeling that everyone is involved and working towards the same goals. There is a drive to collect the fallen fruit from the vast array of 'wild' growths around the area; this can then be used to make chutneys etc. which again are sold to the local community. This process plays on my mind, my children and I often go foraging in wild growths and through this we have learnt a lot about where food comes from and how to use what nature provides. It feels problematic to me that the output of these wild growths should be a product which communities then have to buy back.

A question was raised about how to decide what is grown at Chirpy Park, Andy explains that they have to go for recognisable/usable fruit and vegetables so that people know what to do with them, educating at every step so that people know where their food comes from. Andy goes on to say that produce also goes to a local café 'Whisk', the food which they create from the produce is put on their website with recipes so that the community can put what they are learning about fruit and veg into practice.

A discussion began about how you encourage and recruit people to get involved in new projects and potential sustainable enterprises. Justin told us that traditional methods simply do not work; *'if you want to keep a secret, put a flyer on a notice board'*. Justin goes on to explain that work in schools can be effective due to its capability of word of mouth, but that you can also rely on the wider city to generate interest through experts who are likely to put on workshops and create interest that way to reach a different audience and potentially get business partners on board.



**An animated Justin discussing entrepreneurialism.**



**Penny and the 'Guard Turkey'**

The final person we met at Chirpy Park was Steve who manages the site. He talked at length about his journey as a 'Knowle-Wester', he is one of many families who have been grounded in



the estate for generations. He spoke with obvious pride about his knowledge and experience in hunting and preparing game, not only teaching his children these skills but also demonstrating and educating the wider public on good practice and food knowledge. Steve explained that when the area was much more rural, everyone would live off the land and that this way of life has been passed down through families and communities over time. He told us that neighbours will often drive to hunt together and exchange tips on where, what and when to hunt. Steve says *'that's where Knowle wins'*, Kaylee and I agreed that this was possibly our favourite phrase of the day.

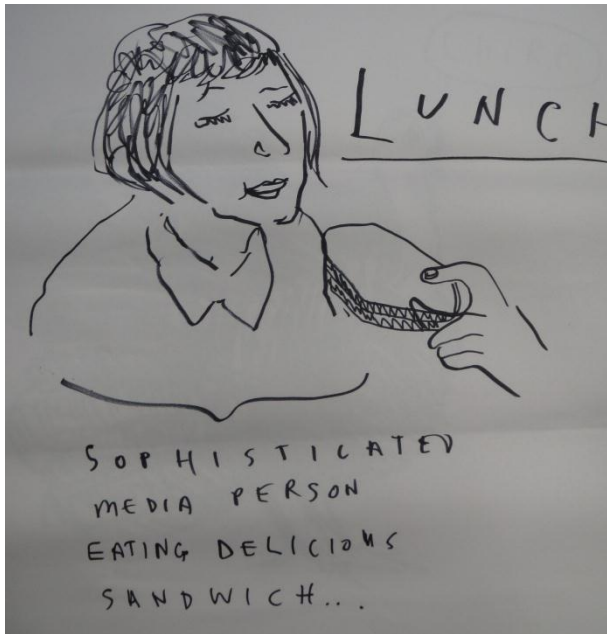
It struck me what a beautiful place this is hidden away in a discarded space, focused on production, creating ideas for sustainability, a dream that is slowly networking, webbing out. Everything is made from recyclables *'there is not profit'*, *'we charge what the feed costs'*, it's about a way of being, existing in the moment and space rather than driven by profit. *'Without the bees and the environment there is not future'* (Andy aka The Turkey Man)



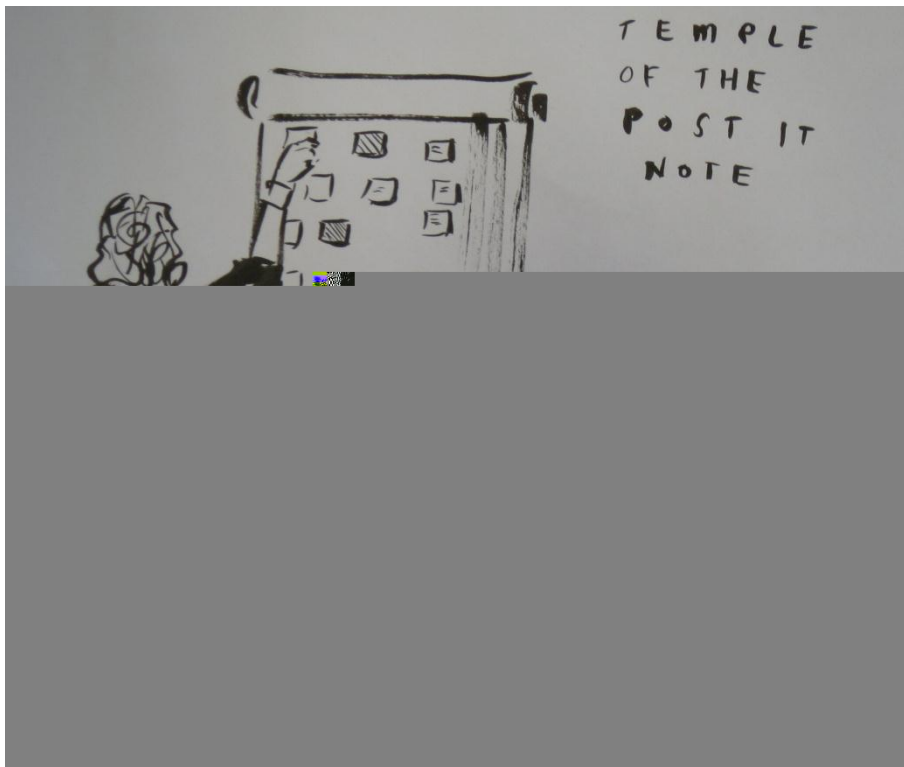
Penny stepped in at this point to demonstrate to the group the power of Knowle West Media Centre to get people involved drawing out of Steve that he previously did not like art, he pulled an appropriately disgusted face stating 'I didn't think that was for me'. This is an interesting idea that perhaps art is for 'other people', a certain kind of people. Steve discussed how over his time at the Media Centre he has started to take an interest due to the exhibitions that he has helped to set up and even admitted that at the weekend he now actively seeks out new art exhibitions. Steve is a great example of how the exchange of knowledge is not just inside of a

community but external to it also, and a demonstration of how Knowle West Media Centre can create interest and enthusiasm outside of the everyday comfort zone.

## 6: Sandwiches and Post-it Notes



We returned to Knowle West Media Centre to a shared lunch, everyone had been asked to take post-it notes with them through the morning sessions to record thoughts, insights and observations arising from the experience which were then stuck onto the flip charts.



Sue grouped the post-it notes into distinct themes. The limitations of the activity became obvious in that people had not had time to write as they went along. How could we have better captured this?

## Regulation

‘Talk about assets rather than deprivation’

‘Turkey didn’t like being looked at – it went blue – but once it was held it went red – Regulation holding?’

## Social Enterprise

‘Stokes Croft as an experimental Island’

‘Social Enterprise – How to turn [?] into ways of living? – Challenges of economic deprivation and business models premised on growth.’

‘Drawing on local knowledge - about sewing’

‘How do you foster entrepreneurial skills in communities without that heritage?’

‘Do what you love – how to – confidence building regarding entrepreneurialism/enterprise?’

‘Do what you love – are passionate about – social enterprise’

‘Can we use beehives as an object for a research project?’

‘Can each community partner get a hive?’

‘Pollination – beehives will help pollinate the gardens of Knowle West’

## Neighbourhoods

‘Garden – Garden city revived – Mobilising Neighbourhoods’

‘Older People and sharing’

‘Guerilla Gardening – taking over small space’

Met Kirk The Turk (Ey) – use him for school engagement pre-Christmas!’

‘Get back to our peasant roots’

‘Unique Identity in local Knowle West Area, foraging/hunting big part of the heritage – must recognise this!’

‘Rural heritage, urban setting’

‘Children knew where their food comes from’

‘Look after the community and the environment otherwise we cannot survive’

‘Great views across Bristol’

‘Gardening as community building’

## Co-Production and Learning

‘How can KWMC facilitate our learning environment?’

‘Learning - Peer to Peer – Inter-generational’

‘Bees – a metaphor for co-production’

‘How to enable space for conversations that identify ideas/suggestions for development of projects’

‘How can each year be productive? Avoiding lag’

‘Revealing skills’

‘Who is listening to conversations that identify ideas for project development, how are those ideas captured, development and implementation’

## 7: Afternoon Presentations

Angela and Tesheen joined us via Skype as we grouped again in the main space for the Forum's afternoon sessions. They were projected onto a large screen at the rear of the room. The presenters stood in front of the screen with the frequently disembodied voices (thanks to a wavering Skype connection) of Angela and Tesheen emerging from the ether, an interesting dynamic.



There were four presentations from Knowle West Media Centre including James who spoke of his journey through the Young Peoples Project and Naomi who worked on a curating activism programme examining how data can be used as a tool for engagement. This project had centred on 'Quality of Life' and looked at art and live data using fruit and veg as the medium to visualising. At the end of the project it was possible to click on images of fruit and veg which would then talk to you, giving you relevant information. James discussed the apprenticeship he had done at Knowle West Media Centre and his challenges in the job market in the following period. From this the Centre are working with the BBC to answer the question, How can we get people jobs after apprenticeships?

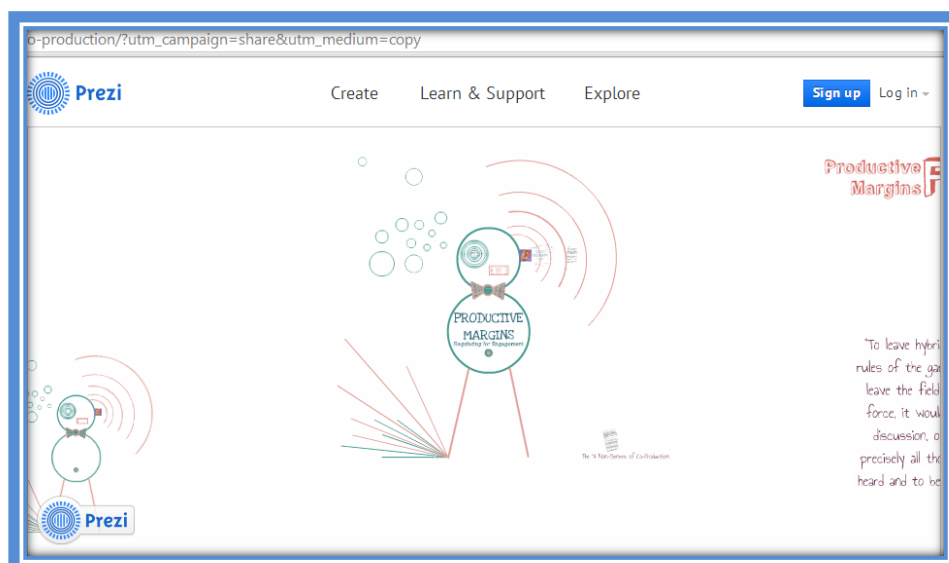
Russell from the 3e Houses and IES Cities (European projects) discussed his collaborative working across sectors with partners such as Toshiba, SME's and councils in Spain and Germany and Bulgaria. As part of this project tablets were used in people's houses to produce graphical displays of energy use. Over time this project had gained a lot of interest and was able to boast a possible 12% energy saving for individual households.





Dr Ros (the second Dr Ros at this Forum) is based at the Media Centre and discussed alternative approaches to evaluation, looking creatively at the ways things have been done together – the methodology – reflecting and sharing experiences and through this appreciating what has been learnt. She emphasised that the experts are the people participating '*they truly know what they did and why.*' She contextualised this through the Edible Landscapes Project, people learnt about both growing veg and new media to aid job opportunities, the challenge was bringing those two points together. Evaluation enabled them to do this through reflecting on what they had done taking this forward as valuable points of experience.

Via Skype Tesheen; who was represented on the screen at this point by a smiling picture of himself as a young child, presented *The Seven Non-Senses in Co-Production*, a changeable graphics display using a vaguely humanoid figure to 'provoke sense-making'.



[http://prezi.com/cgtwad-zmsyz/the-7-non-senses-of-co-production/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/cgtwad-zmsyz/the-7-non-senses-of-co-production/?utm_campaign=share&utm_medium=copy)

Forum members were encouraged to use Ipads and the screens available in the room to engage directly with the model. This brought about a discussion on the use of the word 'problem', it is posed that perhaps we should not talk about the ways people live their lives as problems, would 'concerns' be a better way to talk about it or 'problematique'? Perhaps 'matters of concern' (comes out a lot in Actor Network Theory), how can we reconceptualise problems as a starting point?

Tehseen interjected to say that when he talks of problems he is referring to the struggles in carrying out co-produced research and not the research subjects or focus. He brought attention to the benefits of leaving things open, 'loose ends' to become active again in the future and subjected to different interpretations. This led to a discussion of serendipity, and how to anticipate serendipity or 'accelerate serendipity' (Kerry Facer) he discussed this in terms of luck and sagacity and questioned the ethics of serendipity. Angela linked in productive nodes around notions of art, varying art engagements; community art/public art. How might art works productively input into productive margins? We need to identify with communities what they want commissioned and produced and who they might have within their communities who could do this.

Our final presentation was from the artist Matt Olden, he has begun to look at the archives to see the ways in which artists might respond to the Productive Margins materials. He wants to explore the ways that art can engage communities which might then in turn generate and answer research questions. Matt has created The Marginals a computer programme generating art work, he describes them as *'interfacing libraries interested in post-humanities...creating multiple versions of humanity'*. A meditation device used to reflect on the programme as a whole – the zeitgeist of the archive. Matt describes The Marginals as computer agents each with a different task, for example, a system which will tell you the negativity of words used, another that rearranges words and makes new sentences using statistics, one that can pick out the questions in a text and answer them and an agent that explores the length of words and replaces them with sounds.

Reflecting on this I can recognise that while I found this interesting and enjoyed Matt's evident enthusiasm I found the medium difficult to appreciate as 'Art'. This brought me back to the earlier question which Steve had inadvertently asked 'what is art and for whom'. It is very difficult to express that you don't 'get' an artistic work when culturally artistic taste is so deeply interwoven with ideas of intelligence and 'taste'. I noted that during this time some of the Ipads which had emerged to look at Tehseen's display had switched to the BBC News and wondered whether I was alone in feeling a little distanced from the work?



## 8: Discussion Time

We broke into three groups to discuss 'what are the connections and where might they lead?' In a moment to stupidity Amanda and I ended up in the same group and as a consequence we don't have notes from the third discussion that took place.



The group Amanda and I were in began with a discussion of co-production and its challenges in the face of tight restraints on community's budgets and mobility. There was regret that no-one from Deaf Access Cymru was able to attend and a clear wish expressed to enable their continued involvement. The discussion move on to an issue Deaf Access Cymru had identified within their community, that digital media had somehow 'killed off' the sense of a physical community; the meeting spaces – primarily pubs – are now not used. As an organisation that previously revolved around local deaf clubs it was felt that if you lose the physical spaces then the national organisations become more important. What happens to the nature of community, the localisms without micro-levels of 'community', perhaps we could conduct an ethnography of what happens when a deaf person communicates online comparatively to how they communicate when they physically meet? A lively discussion ensued identifying that there must be something in this that we are yet to understand; other elements to communication, parallels were drawn across second language acquisition in infants which is hindered by online communication.

The conversation moved onto the subject of funding, technology as a way of cost-cutting with the result of limiting human contact. Many group members had stories of elderly relatives who were being offered digital forms of support which was neither what they wanted nor needed. Gabrielle suggested that we start off by asking five people accessed through Deaf Access Cymru about their experience of technology. Rachel Sutton-Spence who is a deaf studies professor due back in January was cited as someone to consult on this. The Connected Communities 'Know Your Community' project has a deaf community strand, there are porous connections, and Bristol is but a node in a wider deaf community network (observation attributed to Michael Gulliver), Helen Manchester is another academic looking at the critical edge to the digital. Coming from this discussion was a strong feeling (which was also directly articulated) that we have a moral obligation to explore the access and impact of the digital.

Questions and Actions which arose from this group:

- What is the effect of digital communication on physicality?
- What is it when we have technology that interrupts, that acts as a deadening tool to communication?
- What do we mean by 'space'; physical, digital, communicative space?
- What does the internet open or close down for deaf people?
- How is lip-reading affected by technology?
- How deaf people's children mediate for their parents in this environment, how are these skills transmitted, what might the legacies be?
- Key research question: In what ways do digital technologies include and exclude?
- There are issues of speaking on behalf of Deaf Access Cymru, how can we resolve this?
- There is a clear want of a project around deaf communities in Wales – could this be an element of Amanda's Harnessing Digital Space studentship?
- What is the scope of each projects RA? Clarity is needed on this.
- Could seed-corn funding be used for initial interviews with Deaf Access Cymru participants?
- Action: Connect with Tim Cole's work with deaf youth.

### **Kaylee's Reflections on the Group Discussion:**

'The group that I was in began talking about the previously raised issue of the word 'problem', many people thought that problem was a reasonable word to use because we need not skirt around the issue, they are problems and concentrating on assets (as they say there is a lot of talk of) when things are awful may not get to the route of what action should be taken, and that if we are going to work on the things that people feel passionate about we are likely to find that they are passionate about problems and issues and gripes that they have. So the idea is that we will find themes and trends or problems that reoccur in different groups so we can join them together as opposed to someone coming down and saying 'we want you to work on your assets'. There is strong agreement that these projects or research do not want to become something that organises other people, in a corporate way, coming in and doing to a community.

We move on to talk about how Building the Bridge has an empowerment and engagement approach. We discuss the EDL walk in Bristol and how BtB had tackled this in a way that was not anti-protest. A peace walk was carried out without banners or pickets, simply a walk, they assert that this was not in opposition to the EDL walk but it was about demonstrating another way of doing things, a presence not a protest, whilst acknowledging that extreme views should be engaged instead of shut down. We then talked about how we need to give a space to people with positive or negative responses and that without the peace walk for example, people may have been involved in counter-protests which may have been unproductive. The idea that protests can be dialogue or participation as opposed to loud noises.

This got us talking about the organisation of events, because there is still an element of regulating people in creating events for people to participate in. Where is the line between doing to and facilitating for? For this we had no answer except to point towards the importance of reflection as Ros spoke to us about earlier in the day. Here was acknowledgment of the difficulty between wanting to move things along and get things done with the processes behind closed doors of targets and policies that need to be followed.



So how do these things impact on the programme? How do we really address the community and have them provide the roots and starting points? And who in the community are we working with and how do we engage those truly on the margins because they are hard to reach, for example the elderly?

We began to talk about some of the issues of community meetings etc., that they are time consuming and that people are unlikely to go if it wasn't addressing a personal issue or alternatively that the same people would get involved time after time and often overshadow the responses of others, are there ways of harnessing their energy to encourage other people to speak?

This led to discussions on how to target the young and the elderly. Sue brought up some research mapping crime spots in the UK and wondered about giving young people the technology to map this for themselves and to record what they think of the area, and what the problems are and how they would like them addressed. Simon brought up the approach they had already taken in trying to engage elderly people by setting up a market stall in Asda and asking questions to determine the level of isolation and loneliness. We then talked about street parties as a way of bringing people together so that neighbours look after neighbours, as opposed to knocking on doors with a clip board and potentially intimidating the elderly population. This briefly moved on to how we can get young people in to continue this work that is being started, Sue Cohen suggested that young single mums may be the way forward.

We then talked a lot about how people don't wish to be 'studied' like goldfish in a bowl, and how by measuring something we inevitably change its outcomes. Followed by us trying to tidy up some of the ideas of community based research, is organising, regulating? Are people with power ordering communities and saying we have given you a voice? Or is this more layered regulation? The community workers are able to locate and to speak with the community to find the need and then to extend that work, therefore Regulating for Engagement? How can regulation be done differently? What about cultural differences? Not just about the focus group- what about the network in which they reside? Community as one does not happen; there are differences which need to be grappled with.

My reflection of the group discussion is that there is still a lot of confusion and worry about how to progress and move forward. My feeling is that there are a number of questions that need answering and at some point somebody has to take charge. People don't necessarily have the time and money to keep coming to forum meetings and not actually getting anywhere or getting started. I think the day was great and the discussions were great too but does everyone know where they are going from here? Have we found any common themes between members? '



## 9: Building the Bridge Presentation

The final Presentation of the day was on the Building the Bridge project presented by Alex and Therese. Building the Bridge is an umbrella organisation bringing Muslim groups together with statutory authorities and is Bristol's response to the Prevent agenda. Zaheer from Building the Bridge is a Forum member and was also present.

The project is in three phases:

- **Phase 1:** Qualitative studies of Building the Bridge's history, development, successes and challenges.
- **Phase 2:** Exploring the challenges and obstacles to engagement. Exploring how community research can be used to develop effective engagement
- **Phase 3:** Future directions in the context of post-Prevent and wide spending cuts.

This is a project already exploring methods of co-production, the question was asked; what are productive spaces, where should research take place – invited spaces, created spaces or something altogether different. Within the Building the Bridge project Therese discussed the challenges in connecting with 'non-networked/non-organised women'. There are often powerful women on neighbourhood estates that don't have access for formal resources, they are involved in activism of a sort already. What are the barriers preventing these women from getting to the next stage, where is the break-through into having a voice in the processes of regulation?

The presentation also asked how we identify issues that community groups want to take forward, there has to be a way to listen to community groups first. Further to this shouldn't we be using our mobilising capacity – otherwise what is the point? When the research stops where are the spaces for the women (in this case) who have taken part, can research training be used as a mobilising tool, an aid to lobbying, how can we take this forward and what new forums might emerge? Citizens UK emerged as an example of this, from their living wage campaign which involved geography students they conducted a crowd research exercise, a listening campaign across Cardiff. What came out of this was a strong desire amongst young people for a Halal Nandos in Cardiff, they are now in a consultation process with Cardiff council and Nandos.

Questions were put forward from the floor which led to a broader conversation on the informal and formal mechanisms which regulate engagement. It was suggested that within Productive Margins we need an analytical framework, something that requires us to ask questions in certain ways and thus make the intangible tangible. Alternatively it was suggested that we first need ideas put forward of the issue effecting communities and then explore what frameworks we can use to examine them.

# 10: Endings and Moving Forwards

Morag took to the floor for a final time to draw out a brief summary of each of the group discussions

**Group 1.** What we need is an analytical framework, to ask questions and to reflect and for those questions to be asked in certain ways. Create a space where community partners could put their questions/concerns on the table.

**Group 2.** Digital growth led to the deaf community not meeting face to face, funding would be used to discover what the problems are within that community and to find out how they want to move forward.

**Group 3.** There is definitely a sense that we need to move forward and to stress that we are not here to talk about our own agenda but to speak for those who can't and the difficulties in doing that with diversity. Debate between concentrating on assets or problems - we chose to stick with 'problems'. Is regulation, organisation? Where is the point of co-production and how do we find common themes amongst us?

It was agreed that basecamp should be the space for any ideas and to keep communication lines across the Forum open. Before the next meeting people were encouraged to come together to discuss some of the issues that have been flagged so they are not repeated at the next meeting, this will enable us to move forward.

It was acknowledged that Basecamp is still in trial and that although not everyone is particularly keen on the software we will stick with it until the next forum in December when we can review.



# Concluding Remarks

The day began by situating us fully in the locality of Knowle West; I felt we got a feel for the many ventures of 'community' which are occurring in the local area. The landscape was an unexpected merging of rural and urban, and it felt like there was a glimpse of the kind of community living Knowle West can accommodate.

The walk through the community to The Park worked well and was particularly lovely due to the weather, it seemed to me that Chirpy Park could not fail to inspire, particularly given the levels of enthusiasm evident in the people we spoke to.

The whole Forum seemed to tire as the day went on, despite a fantastic lunch and I think it would be valuable to ask how can we positively affect energy levels in the afternoon for other forums? On another note once the Ipads were out it felt a little like they were a source of distraction, we need to engage with digital media but how do we manage this so that it doesn't disrupt the group dynamics? This felt like a potential source of tension which we should look at further.

This was a day packed with events and presentations which; while illustrating the local area and enterprises exceptionally well perhaps left too limited space for discussion. The conversations drew out some ideas for projects but this felt limited, perhaps this was in response to tiredness, timings and an extremely packed day. I heard mention of 'needing more direction' a tension that is difficult to address in co-production where no one party should dictate where the process goes

Joff the artist who had been on the outskirts of things all day was unable to introduce or explain his work as we were out of time, this was a real shame as it felt as though he had not been appreciated and he worked incredibly hard throughout the day. His work has been incorporated into this report and I wonder how else his talent might be engaged through the programme?