

University of Bristol

PRODUCTIVE MARGINS: FORUM REPORT 18th March 2015



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Reader, Department of English)

Participants: Sue Cohen, Annie Oliver, Gabrielle Iverson, Morag
McDermont, Ros Sutherland, Tim Cole, Jamie Pike, Naomi Millner, Helen
Manchester, Debbie Watson, Aksel Ersoy, Nathan Evans, Allan Herbert,
Angela Piccini, Ruby Tucker, Heidi Andrews, Helen Thomas, Amanda
Ramsay, Kaylee Perry, Penny Evans.

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Introduction

We began the day with an historical framing of the Forums, to highlight the fact that we're part of an ongoing conversation that sees many of us moving in and out of the Forum grouping. Cheryl Siemers, Visiting Colston Fellow joins us from the University of Alaska with her interests in local pedagogies and indigenous ways of knowing. She opens the Forum by reminding us that history exists in the present moment. She tells us that in the cultures and settings in which she works, place and landscape are alive and must be honoured, that everything is connected and intra-acting and that our stories of Productive Margins are necessarily multi-perspectival.



'Cheryl emphasises different knowledges and reflects on her work with indigenous teaching and learning practise to illustrate how ways of knowing and being can be different. She discusses her work 'de-colonising' and 'indigenising' education in her own University context. So often, in Cheryl's experience 'other' ways of knowing are seen as 'quaint 'or 'spiritual'. But always the questions remain for her, how do you retain and value all ways of knowing without shedding sets of knowledges entirely and what does it mean to re-shape the ways we know things?

The indigenous context Cheryl works in frames every moment in its history, what is behind you is considered alive in the moment. The landscape and place is dynamic and alive-in Alaska 'home' can mean a landscape, there is focus on the connectedness of life. We can ask ourselves how we bring constructions of home into this forum space. Tribe names in Alaska mean real human beings, can we try to consider everything in the room as a real human being

Tension and confrontation, in indigenous contexts, are managed without conflict, there is an acknowledgment that you can perpetrate 'violence with your words'. Instead difference us addressed through silence and spaces of reflecting, learning from observation and 'witnessing'.

The potential of production from storytelling. How we tell the story factors into making the narrative and history – can we challenge ourselves in this forum to change from analytical to detail driven experiences which drop us into the rich picture of individual experience working to interpolate all voices create space for lag time and leaving silences for reflection.' Extract from Helen Thomas' notes

Before we start on activities, Cheryl asks us to talk to the person beside us to tell a story about how we came into Productive Margins.

ACTIVITY 1

PASSION / SKILL / CONNECTION ACTIVITY

On separate post-its each person writes a Passion / Skill / Connection



Passion

- Politics / democracy.
- Working with place and the history of place.
- Families, parenting, young mother's self-development.
- Experimentation, imagination & play.
- Food and health.
- Exploring ideas.
- Taking connections and turning them into events or things.
- Projects that support people to empower themselves.
- Regulation – legal process implications.
- Building resilience and inspiring love, trust and play.
- Equal educational opportunities for all young people / widening participation.
- Social justice.
- Creative process.
- Bottom up transformative learning process.
- Facilitating diverse knowledge of the world and learning.
- Equality.
- Learning from each other
- Equality of access.

Connection

- With artists and computer scientists.
- I have faith the Coexist experience can support the aims of the research.
- Higher education and communities.
- Advocate.
- Tapping into productive energy for change.
- Networks across the university to support project.
- Historical relationships with Penny & Tim
- Grass roots groups Overview of programme activities.
- Previous connection with Gabrielle
- Previous working experience in vol sector and local government.
- Somalia
- Enjoy people talking & sharing. Good local networks due to varied work and life.
- Working with key BCC commissioners.
- Artists and creative economy
- Voluntary organisations
- University background.

Skill

- Being able to get on with people from different backgrounds.
- Quantitative research.
- Quick connected thinking, tying together disparate things.
- Organising.
- Action research / organised / motivated / love learning new things/ building relationships.
- See connections big ideas / things at a strategic level.
- Community development approach.
- Communication with marginalised people.
- Digital user / social media/website.
- Ability to communicate with different people, groups, spaces.
- Research oral history
- Participatory action.
- I make things happen.
- Analytical.
- Organisation.
- Action research with teachers / co-production.

ACTIVITY 2: FORUM REFLECTIONS

The group is invited to walk around the room, looking at the rough posters that were produced that tell certain stories about the 8 Forums so far. Cheryl, Helen, Angela, Heidi and Ruby went through the PM archives to re-visit Forum documentation and the various reflections that people have sent in. The aim was not to produce a slick poster or a definitive history, but to prompt people's memories so that they remind themselves of the journey we've been on and the various methods we've used and activities we've designed in order to move the programme from a starting position of not knowing what we would research and how we would do this to our current situation with 3

Images included here at large size so that readers can zoom in on the text.



Brief Summary

Forum 1 - April 13, Graduate School of Education, University of Bristol

This was the first time the group had met together and many were meeting for the first time. As part of the process of introduction, each participant brought an object or photo/image that they felt spoke in some way of the community they represent or to which they belong.

Overview of the programme.

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
- Engagement
- Co-production

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

Brief introduction to the first 2 projects.

language - different institutions speak using different language - need to recognise we are talking in different languages
How do you talk in a way that does not stigmatise others?
Time to different between institutions, as we institutions and agendas

Recognising that institutions are not all the same people that there will be players you can trust even to institutions that you might not trust completely
Commitment central: not taken involvement
Importance of structure: where they can help and hinder
Can underestimate the need of resources needed over time

Equality of power and influence to shape co-production
Different priorities for different sectors - but will be overlap: providing added value

- Trust: being in a Partnership you need to build trust
- Community brings you to trust and engagement
- Complexity: understanding complexity builds trust
- Cannot just assume
- If individual group already established there is trust: more difficult with new groups

Group discussion 2: Making the Forum Work

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

- Recognising joint expertise
- We can all learn from each other including communities the we work in. Important to remember that although community groups are represented that the expertise is not only in this space
- Communication digitally: there will be different levels of expertise
- All in all we are bound to make loads of mistakes - and we will learn from these mistakes, as organic learning process: A challenge

- Partnership working: worked well when 2 organisations not worried as to who gets the credit
- Strong relationship with 99% present in that organisation (is central for a grassroots organisation) they don't need a relationship with the whole group - the importance of individuals
- Strong relationship with individual builds trust
- To what extent are you willing to share the risks together rather than dumping. Co-responsibility for - reputation, financial loss etc. sharing benefits and risks

- The outcomes you want must genuinely mean something to all parties
- Timing: people can move on fast also need time: peer research
- Language you use will be central
- Being aware of power balances/contradictions

- Common purpose: shared on a deep level
- To not be done for
- Same location
- Have enough time

1st Forum
April 2013

@ University of Bristol

EMPOWERMENT

- Institutions to participate
- Involvement empowers
- Ability to change
- Effective communication
- Encouraged
- Persuasion
- Turning criticism into action
- The power for IT needs to result in something
- Use about help or resource: provide tools
- Use existing links
- Difference between power and opportunity
- Taking just giving
- Myths: rhetoric
- Culture change
- Need to encourage participation and to facilitate
- Take care not to turn power into power: 100%

COMMUNITIES & MARGINALISATION

- Context: • critical for intellectual community
- Geographical?
- Communities of interest
- Communities of people
- Defined by whom?
- From what?
- How hard to reach?
- Marginalisation is not a fixed identity, it's a practice
- Need to respect
- About people (those in power led to change)
- Nodes
- Although a practice: 100%
- Material marginalisation: gender/class/economic/diversity/local/capital/belonging/language
- Structures: signs
- Language of various kinds
- Marginalisations

Group Discussion 1: words and ideas

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
- Engagement
- Co-production

CO-PRODUCTION

- Partnership working: • professional "proving" to funders that they're collaborating
- Empowered people taking responsibility for production
- Outcomes understood: they involve and emerge out of needs and action
- Iterative
- Unscripted
- Action research
- Changes of institutional appropriation/representation
- Need for honesty and trust to achieve "true" co-production
- Role of private sector and market forces

REGULATION

- Policy
- What does it shape?
- Who owns it?
- Opinion
- Guidance: top-down
- Needs (lack of engagement)
- Funding
- This is how much a regulation
- Representing
- Aim of all communities: representation

REGULATION 3

- Voting: • promises and breaking of
- Problems of representation
- Tokenism
- Resources
- Methods of contact
- Response to language: culture, faith
- Regulation to protect
- Challenge for university
- Acknowledge the politics/situation/complexity of regulation
- Consequences that involved in making regulations

REGULATION 2

- Social aspects: • self-regulating: • new factors
- "Expert" action
- (Community) not changing even if focus does?
- Policy "theory" promises community-led
- Promotes: community-led
- Can that be delivered?
- Or community-led?
- How to target?
- Policy and regulation
- But... and...

- Appropriation and recuperation by regulatory system
- How to retain their involvement while involving others?

6. Iron and Steel

Gwyn talked about a mural drama project to run with pupils from local schools, along with artists and other community partners. The project was funded by Heritage Lottery Fund and focused on the history of Mether. The group visited some footage of the project and some footage of the production that was captured by the people involved in the project and some footage of the production that was captured by the people involved in the project.

Gwyn talked about the importance, for this project, of making a link about the history of Mether. The pupils went on a research trip to various sites in Mether including the town and the recently closed steelworks. A group of pupils went on a trip to the steelworks to see the site of the production and to see the people involved in the project. The pupils were asked to think about the importance of the project and to think about the importance of the project.

Impact that the arts and performing can have on people, and that the importance of the project is to be a catalyst for change in people's lives, and that the importance of the project is to be a catalyst for change in people's lives, and that the importance of the project is to be a catalyst for change in people's lives.

Ming talked about the timeline of the project. There are 5 years within which 7-8 projects are anticipated to take place. Although the research money has to be spent by April 2018, Ming suggested that we view the projects that are set up as investments which will hopefully continue. Ming also mentioned 8 festivals, which will take place across the 5 years, bringing events to showcase what has been happening and engage with people who have been involved. Ben suggested looking in with existing events such as the Redmire show on 12th September.

Community partners commented on the timeline and what they felt they would like from the project. Some wanted to capture the way in which we learn from each other. Big research aims would not hold to attention action and practical shaping of research would be more useful. The aim was to capture the way in which we learn from each other. The aim was to capture the way in which we learn from each other. The aim was to capture the way in which we learn from each other.

Ben asked if this group could get legal advice through their involvement in the project. Penny talked about papers and documentation and other ways in which the project could be disseminated e.g. case studies, website. This brought the conversation on to the website, and it was briefly discussed as something which would need to be tailored according to the needs of each community.

2nd Forum

June 2013

@ 3Gs



Gwyn spoke about wanting a genuinely reciprocal process during the project and not just extracting information from people. There were a few moments during the discussion when we anticipated a more balanced relationship to develop, but there followed some suggestions on how to improve the quality of relationships between academics and community partners which moved the discussion forward.

Penny suggested that academics should spend more time visiting community groups. Some suggested bringing in an artist to work with the group to explore some of the issues of working together, rather than just talking about it. Some suggested having more about why everyone is involved in the project. Some suggested greater clarity of motives, resources and levels of commitment, as well as more explanation of how each discipline fits into the project. Some suggested that community partners needed to feel that they were here 'on trust' which is tough because there is a period of testing and uncertainty and some said that community partners need to have much support groups could expect, projects unfold.

Gwyn asked for clarity on the process and how much support groups could expect, projects unfold.

Brief Summary

Forum 2 - June 13, Gwyn, Penny, Ted

Coat trip from Cardiff to 3Gs, Gwyn, Penny via local sites.

Mapping Community - display of maps from Community Forum members (Bancroft will display a map either of their own community or which says something important about community and place that they would like to share).

Our Map: Mapping our relationships within the Community Forum - beginning to identify points of connection and difference.

Working with space and the politics of data. Bringing together the discussion and presentations we thought about how our investigations, resources, resources for a and is constrained by it. resource within and communities.

7. The politics of data

Search centre about the 'big picture' of data and of the relationship between the data and multi-national corporations who store data about us. In the end, we had a good discussion about the politics of data and of the relationship between the data and multi-national corporations who store data about us. In the end, we had a good discussion about the politics of data and of the relationship between the data and multi-national corporations who store data about us.

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Brief Summary

Forum 3 - October 18th, Knowle West Media Centre, Bristol
Morning was spent at 'Chirpy Park' - a local community project based at 'The Park' - a wider community initiative, introduction to local community projects / members of the community.
Presentations of KWMC projects

Presentations of Tubberville's Project: The Tubberville Farm-to-Food Project

<http://www.tubberville.co.uk>

Our first presentation was from the artist Matt Green, he has begun to look at the art of the

the way that art can engage communities which might then be used to generate and connect research

ideas from it - something that might be used in a project that is interested in past histories, creating multiple versions of

history

<http://www.tubberville.co.uk>

Discussion on the connections and where they might lead



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3rd Forum October 2013

Knowle West Media Centre

4. Chirpy Park

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3. Framing the Day

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Some notes from discussions

Explain how this will all fit into the study design. You need to be convincing that you will not replicate what has already been done, but that you will be contributing to the understanding of the phenomenon that you are investigating (clearly this is not something about another investigation (what?)

Explain to the reviewer that you are working around the limitations

Could you go into more detail about this saying are you doing this?

Read in (language)

Researcher: education, education, education (education)

Researcher and research (education)

Place about education – other (education) are also responsible, but this is about you and your work

In addition to sample and theoretical (Researcher would be the design in your something (what?)

Researcher (you are young, and think about it)

Place the researcher and the researcher (what would be able to do it, but you are not (what?)

The research is really (you) – how can you (what?)

We want to know (education) – how can you (what?)

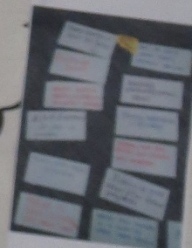
The researcher, and how can you (what?) would like to be responsible in order to be able to do it

[illegible]

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4th Forum
December 2013

② Single Parent Action Network



Brief Summary

[illegible][illegible]

Some notes from discussions

8th Forum

January 2015

Cardiff University

Schedule

8.45: Welcome & Intro

10am-11.15am

Panel Speakers: Tim Cole, Simon Pagan & Nick Thornton, Iga Burrows, Simon Jones, Paul Clarke, Kate Peck, David & Jane, Matt O'Brien, Jeff Oliver, Rachel Taylor

7-minute 'readout' statements to focus on a specific example of 1) how the presenters have framed their arts practice in terms of research questions; or as professional arts practice in collaboration with community organisations; or as professional arts practice in collaboration with public institutions; or as collaborations with academics; 2) methods of participation/engagement with communities and institutions; 3) engagement with and/or in-use of regulatory/regulatory frameworks

11.15am-12.15pm

Forum discussion of the themes and issues raised in the short presentations, with the aim of identifying more clearly how arts practices will be involved in the co-production of original research on regulation and the ways in which it can constrain, enable, marginalise and produce 'community'

Questions we might address include:

- How might existing regulation and regulatory frameworks be used by artists as source material?
- How might participatory and/or collaborative practices produce new regulatory practices, systems, frameworks?
- What new forms of 'community' are imagined and projected through the forms of regulation with which arts practices engage across the lifetimes of projects - from the regulation of choreography through to institutional regulations around commissioning to health & safety regulation that constrains street performance?

12.15-12.45pm: Lunch

12.45pm-1.45pm

Brief Working Group update (2 mins each) to focus on highlights from recent activities, based on reports previously circulated. Heads of the Values, Building the Bridge, Poverty, Isolation and Older People

Presentations

- Food Working Group will present research summary and key research questions, for Forum approval to proceed (10 min + 5 min discussion)
- Emerging Regulation Working Group to speak to creative themes of interest and rationale for being the sixth Working Group (5 min + 5 min discussion)
- Cardiff University team to speak to initial thoughts on the sectors and final Working Group which is to be led by Wales, and which may focus on Space & Place (5 min + 5 min discussion)

1.45pm-2pm: Coffee/Tea

2pm-3.45pm

In their Working Groups, Forum members will work with artists/practitioner-researchers to develop plans for involvement of arts practice/research within projects, with a key focus being the role of art in co-producing new understandings/forms of regulation and spaces and places of engagement.

3.45pm-4.15pm: Action Points and Close

Today's Forum involves 3 main activities: 1) a morning panel in which contributors discuss collaboration, methods and the knowledge that practice-as-research approaches can generate and contribute to understandings of regulation and related processes of marginalisation and engagement; 2) Working Group updates and short presentations; 3) individual Working Group planning sessions to explore ways to involve arts practice/research in the very earliest stages of research design.

The aim of this Forum is to focus on the arts within the Productive Margins programme. In March 2014, the PM Forum explored different understandings of arts collaborations in order to map our existing practices and to open out new questions. The Arts and Humanities operate in Productive Margins in many distinct and specific ways, including but not limited to the following:

METHODS: stealing, borrowing, commenting upon

EXPERIENCE / FEELING / BODIES

MEMORY

HISTORIES AND FUTURES

DATA / TECHNOLOGY / NON-HUMAN

MARKETING

SERIOUS PLAY W/ FORMAL AND CONCEPTUAL RIGOUR

IDENTIFYING VALUE: Where does benefit happen? When to begin? How to respond?

MAKING TOGETHER - NOT JUST DELIVERING WORKSHOPS

PROCESS: Where is the work? How to begin? When to begin? How to respond?

Many academics trained in Social Sciences disciplines such as Law, Sociology, Education, History, etc. have working collaborations with professional artists (choreographers, composers, dancers, filmmakers, theatre-makers, visual artists, etc.) whose practice is discipline-specific, transdisciplinary, interdisciplinary and/or collaborative research across the social sciences. Community & Arts projects are funded by the European and Social Science Research Councils (the latter will not be funded as a 'research output' as such. To be recognised as 'research', these projects require supplementary peer-reviewed academic writing published in journals or books.

Many academics located in Arts & Humanities disciplines such as Architecture, Dance, Design, Film, Music, Theatre and Visual Arts are also professional artists. If funded through the Arts and Humanities Research Council (AHRC), then the Arts and Humanities Research Council (AHRC) will be funded as a 'research output' as such. To be recognised as 'research', these projects require supplementary peer-reviewed academic writing published in journals or books.

Many academics located within Arts & Humanities disciplines such as History, English, Literature, Film Studies, etc. have working collaborations with professional artists (choreographers, composers, dancers, filmmakers, theatre-makers, visual artists, etc.) whose practice is discipline-specific, transdisciplinary, interdisciplinary and/or collaborative research across the social sciences. Community & Arts projects are funded by the European and Social Science Research Councils (the latter will not be funded as a 'research output' as such. To be recognised as 'research', these projects require supplementary peer-reviewed academic writing published in journals or books.

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Comments on post-it notes

General

PM – as a player. PM is an organisation with its own life. The principles and processes have generated the “beast”.

- Where has the idea of voting gone?
- Digital voting app may work?
- I wish I had been involved from this point.
- Do we keep trying to re-institutionalise?
- This is really hard in the context of the University.
- Can we have a map of when / where / why of community involvement?

Forum 1 – Bristol University. April 2013

- Yeah – but REGULATION is happening all the time in PM (e.g. principles).
- Still need to clarify around the terms – we focus more on co-production than regulation.
- Really positive forum – objects helped make the day
- Agreed working definition of co-production?
- How do you translate / present to others?
- The purpose of the research not easy to understand!
- How can trust be built? Lots of principles: where are actions from this?
- The language is very exclusive and dry. Hard to translate in a non-academic sense.
- Who makes up this language and how can we simplify for communities / participants?
- What does regulating for engagement mean?
- Where are our objects about REGULATION?
- Possibly too much presentation. Enjoyed looking / discussing objects.

Forum 2 – 3Gs. June 2013

- Was digital mapping discussed?
- Good to visit a community.
- This was my first forum. I didn't know what to expect. Tried something experimental – don't know if it worked.
- Emotional morning – impact on day?
- We are still working with MAPS – digital, creative, generative in Merthyr.
- Loved the bus trip – journeying together.
- What are we doing – map work was controversial.
- Wish I had been at this Forum

Forum 3 – KWMC. October 2013

- Can talk about deficits and assets not contradictory.
- I remember the turkey so well.
- Loved the artists – Joff. Loved Steve B – learned so much from them.
- Great day.
- Dense text hard to engage with.
- Where are the marginal? Matt's art was about data and regulation but we did not engage.
- Need more visuals.
- Writing too small – communication accessibility?

- I want to go to KWMC!
- Loved the artists – not sure everyone did?
- Meeting and hearing from artist practice.
- Though group activity rather patronising – planting seeds.

Forum 4 – SPAN. December 2013.

- What happened to deaf people?
- Great meeting.
- Loved the facilitation.
- Tensions really started to break out. Communities / academics SPILTS happened in talk.
- Is there a long-running suspicion of artists?
- I miss Tove!
- Beginning of SPAN & BRG even before we met.
- Decided to take a lead with isolation and elderly project as things were moving very slowly.
- This forum felt like it ended very negatively – mapping next steps did not happen.

Forum 5 – Butetown. March 2014

- Proactive – thinking & doing.
- Wish I had been at this one.
- How did the projects emerge – loudest voices?
- Need to keep space as part of PM.
- What happened to space?
- Space!
- This was the forum where it felt like we were moving forward.
- I think I could learn a lot from Butetown
- Yeah we talked a **lot** about space – guerrilla gardening – in Butetown.
- Poverty as issue – turning point.
- What happened to resilience?
- What has happened to the sub themes – how are they represented in the projects?
- Resilience can oppress as concept. Resourcefulness in face of oppression.
- How have community members been able to develop from their own work?

Forum 6 – Southville Centre. May 2014

- So, who possesses the knowledge of what happened between Butetwon & Southville? What happened to themes?
- Fish bowl approach to conversation was “helpful” but ground-rules could have been better set out.
- In my memory this felt like a forum with some tension, but maybe also a turning point?
- Yes – lots of tension – big splits going on.
- Struck by how academic everyone was – lots of technical / specific language used that was new to me.
- This is where the working groups proposed ideas really took form (except isolation) the fish bowl was challenging but powerful.
- There was a lot of animosity toward the fishbowl exercise that I did not fully understand.
- I recall projects growing legs at this forum.
- The website **was** presented – let’s revisit? The current iteration.

- Realising how much of the history of how this project came together I am missing – is it important that I know this better?
- Food project began to take form.

Forum 7 – Coexist. July 2014

- Some didn't like the hand signals – I did.
- Difficult for a newcomer.
- External facilitation played an interesting role, Think stepping back from projects to see it was hard when groups wanted to make big decisions in a short amount of time.
- This was where the PWG proposal took real form and received a green light (o'shay).
- We need a PM space mission.
- What happened to space?
- Interesting to see this draft proposal (not seen it before) and compare with where we are now.
- This forum felt productive because of excellent / obvious facilitation from people who were employed by Coexist.
- Moved away from specific methods now and towards co-producing methods with older people – but these look like a great starting point.
- I was not there – heard of the name badge making (negative stories).
- Movement and energy – positive day.
- Found intervention of new member to established group difficult to deal with.

Forum 8 – Cardiff University. January 2015

- Need early opportunities for communities and artists.
- Food poisoning. (NB: This was actually at Nov 2014 Management Group meeting).
- Really useful though I work with artists, digital technologists. Very open discussion in working group – helpful collaborations with artists present.
- Benefits for my participants / legacy?
- Very long morning.
- Really enjoyed the morning – felt hugely stimulating in terms of range of approaches.
- Overwhelmed by range of methodologies.
- The top table of speakers seemed a bit daunting huge row of people speaking at us.
- A key feature of the forum was exploring the needs surround art practice / practices @ ?
- Sitting in rows barrier to good communication.
- The morning session was very top heavy with such a large number of presentations – interaction may have helped.
- Interesting how many different approaches were bought up by the artists. Understood the value of involving artists in projects from the start.

ACTIVITY 3: UTOPIAS

After lunch, Tom Sperlinger talked to us about the part-time BA English Literature and Community Engagement that he runs (<http://www.bristol.ac.uk/english/study/part-time/elce-course/>). There are many overlaps between his experiences designing, setting up and running the degree and his understanding of PM, particularly the intersecting issues around regulation and co-production. He asks us to consider who asks the questions and who owns the resources. Who is the University? Is a more ideal form of university possible? The biggest challenge for us is to resist narratives of disaster

and catastrophe and to consider how to manage expectations and perceptions of individual and organisational imperfection. Tom then asked us to plan our out utopias. What are our individual hopes for where the PM programme will be in 6 months? What are the problems and contradictions involved in that vision? And what can we do today to make a positive change in order to move closer to the utopian? From the documentation, participants found the last question difficult to address. Most comments focused on narrating the present, rather than setting out actions.

Utopias:

- Hearing and learning more from others about their co-produced work, including planning, activities, community engagement, tangible ways of co-producing research questions and modes of analysis
- BRG workers have enough time and employment for full participation in PM programme
- 10 families in BRG fully involved and remunerated
- We have a fully engaged research team
- We have creative people involved
- All community members and academics are enacting co-produced research
- We have regulatory decision makers involved in the co-production
- We fully embrace opportunities
- Participation results in policy shift
- Action stimulated in communities
- Clear ideas of how legal frameworks can be changed to be more drive by and encouraging of individual and group creativity of citizens
- PM will have created a new socially just, ecologically and environmentally sound way for human beings in England and Wales to exist and the emergent new regulatory structures and ways of knowing are transforming the lives of citizens, on the margins and otherwise

Problems & contradictions:

- Co-production is messy and there are different understandings of it, compared with consultation and community engagement
- There is an obvious tension between desires for clarity and a method that in practice is fluid
- This work is additional to the 'day job'
- People don't have the time or desire to be involved
- What may be excellent research may not appeal to communities or appear to have value
- We might not be able to work together
- Powers that be in regulatory bodies may not engage with this research
- 'Real world' doesn't work this way
- We have to design a mutually beneficial process, which is challenging
- The work is only as good as what we can connect/disseminate
- As a policy-centred project, this is not necessarily what university research focuses on
- Multiple views on what the programme needs to be researching
- Time poverty, while work needs shared presence and non-instrumental attention/dwelling
- Co-production based on contradiction? Bottom-up work but it requires knowing what's gone before
- Regulatory layers: who is 'representing'? who is making decisions?
- Resources and impacts from 'wider organisation'
- Lots of different and contradictory voices

- Dynamic between different participants takes time to understand, at both programme and Working Group levels
- Constrained by the familiarity of the known
- Focus on speaking into policy and politics of a dysfunctional and unjust system hampers us from finding ways to change it
- How can theory inform social and individual consciousness if it's locked away?
- Too much to know and not enough time to find out
- Reciprocal and trusting relationships take time to work out

Today:

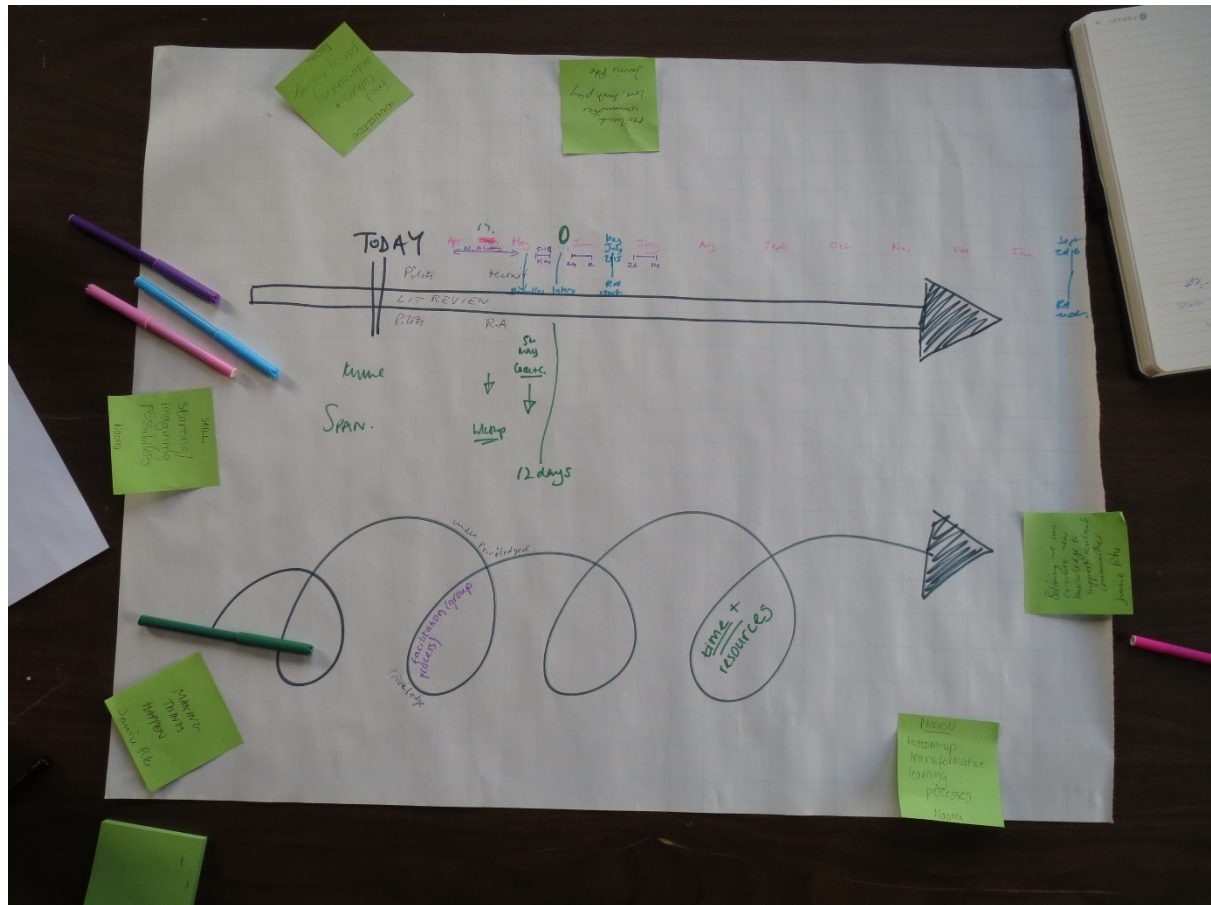
- Wondering how many 'real life' groups could conduct co-production and feeling this space is great as an experiment but hoping and wondering how to translate learning and practice in community settings.
- Working Group specific tasks needed
- Need to address fact that overly theoretical ('ivory tower') voices are directing the research
- Need to open up and take risks

TENSIONS ACTIVITY:

In our working groups we engaged in a fishbowl exercise, with another working group witnessing our conversations. The aim was to discuss honestly and authentically the tensions that had emerged in the groups. This exercise was for reflection in our groups, rather than for feeding back.

TIMELINE ACTIVITIES:

Working with both linear and recursive timelines we mapped out the next year in each working group.



- Reflection on regulatory constraints in the university.
- How will the university involve communities in its space?
- After Forum drinks to break down the barriers and have free conversations.
- How do we reignite passion?
- How do we maintain programme momentum as the working groups are becoming more operational / and enter delivery mode?
- Can the regulation working group find time at the next forum to give an update on progress?
- Find financial interim support to cover childcare for working group community groups to meet before official launch.
- How will we open the policy discussions we started today?
- To remind myself of circles and that tensions and disagreements do not mean catastrophe. To maintain generosity of spirit and trust the group.
- Shared responsibility to create co-produced spaces.
- Doctoral students to be integrated more.
- Dates of meetings?
- How can we all, individually and collectively, take ownership to move our working groups forward positively and to link their concerns with the programme level aims around regulation?
- Better communication between participants – open mind.