



The SHAPE of Post-Covid Communities Community Conversation

Transcript

Monique Campbell: Hi everyone, I'm Monique and I'm a Community Engagement Officer at Glasgow University and the Glasgow Centre for Population Health. I was asked by Glasgow University to coordinate an event, with a Community focus for the launch of SHAPE, which is a new acronym for subjects and social sciences arts and humanities that often study inequalities and critically analyse power. It feels like an opportunity to bring people together to talk about collaborations that share power.

As we know, the pandemic's highlighted existing oppressions, intensified inequalities, it's also highlighted the expertise and skills within the third sector and the strength of our communities for organizing for change and meeting local needs and priorities. We've seen the potential for working together across silos, sectors and hierarchies, but what will it take to transform relationships in the long term to dismantle oppressions preventing equal partnerships and positive outcomes for those furthest from power.

So, the purpose today is to talk about what meaningful collaboration that shares power is. Why we need it for post pandemic recovery and how this can be done and we'll do this through exploring historic and current examples from diverse perspectives. We hope this can support us all to consider how we in our various roles with our diverse experiences in the world, think about transforming how we work together for social justice, building relationships of trust, reciprocity and dignity and starting with conversations.

The event has been designed as part of our newly launched as part of our new UofG forum with Glasgow Centre for Population Health, West of Scotland Regional Equality Council, Scottish Refugee Council, Active Inquiry, Scottish Community Development Centre as well as Community activists, Community organisations, campaigners and facilitators and researchers from GCPH and UofG. We will hear from some of them soon and invite you to consider how their reflections may be similar or different to your own and what this teaches us.

Thanks to everyone who has been involved in the event development, there's a lot of incredible folk who've contributed to this and the film we're making about the process, so are their names are on the screen just now. We will let you know when the film's

ready, it's been absolutely amazing to work with you all so thanks to each and every one of you. I'll now hand over to Gavin from Active Inquiry who is going to take us through our first activity.

Amal Azzudin: Thank you Gavin for that, it was a lot of fun. Hello everyone, my name is Amal Azzudin, an activist and the Equality and Human Rights Officer at the Mental Health Foundation. I'm here today to share a piece of work that I was part of a few years ago and the work is participatory action research on health and human rights. We focus on one main question, and that is, 'what does the right to health mean to people who face inequalities and may struggle to access support'. Now the purpose of the research was to inform policy makers on the responses needed for everyone to have the opportunity to realise the right to health and to show how taking human rights seriously could improve everyday health and social care practice. The project was funded by NHS Health Scotland, the work was carried out as a partnership between the Centre for Health Policy, University of Strathclyde the Health and Social Care Alliance Scotland, the Mental Health Foundation and Glasgow Homelessness Network. The research was participatory, peer researchers from amongst the community being asked to take part, were part of the team that did the research itself. The research focus on two groups of people who experienced barriers to having the best health they could so people with experience of homelessness and asylum seekers and refugees women.

As I said, this was a participatory research model that was adopted because this was consistent with the values of participation and empowerment underlying human rights based approach. By training researchers to speak to members of each population, we hope to gain greater access to information on the ground in order to understand where the rights to health falls short from affordable populations.

The focus of the research is based on the belief that those who are most vulnerable to health barriers are best placed to provide information on those barriers themselves and will interact more willingly with peers than non peers and I'm absolutely delighted to welcome my colleague and a very dear friend of mine Jaan. She's one of the most inspirational people I know. Jaan, could you please introduce yourself.

Jaan Abdulkadir: Thank you Amal for that lovely introduction, my name is Jaan Abdulkadir, I'm a student of University of Glasgow studying Community development.

Amal Azzudin: Great thanks Jaan. Jaan can you tell us why did you take part in that research project?

Jaan Abdulkadir: So when I was approached about this research, I was really excited because the title itself was something that I was interested in. I took part, because I wanted to learn about my own human rights and the rights that I have in accessing

health services and also how can I exercise these rights for myself. Yes so that was the main reason I took part in it.

Amal Azzudin: Thanks Jaan and can you tell us a wee bit more about your experience of the research itself and the training and the whole process of it, how did you find it?

Jaan Abdulkadir: Okay, and so my experience of the research training was really interesting for me, because I was really keen to learn from those who are sort of experts in doing research. It's something that I've never done, I've participated in them, but never actually learn anything behind the scene.

For me, was really empowering, because in that space, I felt that my voice was needed, and it was valued throughout the whole process of designing how we're going to do the research itself, are we going to do questionnaire focus group things like that, but also when designing the questions, I was really part of that as well, and I remember you know saying to the researchers I don't think that question will work well. And so, and that was also taken on board, like what I said, having the research is having to explain why that question will not work with the communities we're trying to reach and for them to actually listen to me was quite something that I've never had before, and I thought this is meaningful and that kind of made me even more excited to be a part of this team, I suppose, so yes that was a great experience, I must say.

Amal Azzudin: And just kind of following on from that, how did you find it useful, like what do you feel you benefited from it?

Jaan Abdulkadir: Well apart from learning a lot from how to do research, and you know being mindful of your audience is key, I would say that's what I really took in everything, and this can be applied in everything that you do, not just in research, in all of your different spaces, you can apply the same thing, being mindful, who is your audience, what are you trying to gain, why are you trying to reach the groups that you're trying to reach, but for me it was being that peer researcher in the room, you know me being used as the expert in my own experience and having that guide when we go to the Community and do this focus group with people who have similar experiences as me. So for me, as we did the thing I kept seeing that and I instantly I was like I do add value to this research, just as much as the women where we were doing the focus group with.

So yes and that's something that I've taken on board, even though, like I said I'm studying Community Development, I feel like the values that were used in the research kind of fit in with the values of the Community Development so me being a Community Development Practitioner it's something that it's sort of prepared me because I work with different groups in my placement, so I have that so it's something that yes, I did it

a long time ago, but it's something that I'm still implementing in the work that I do right now, yes.

Amal Azzudin: Right thanks Jaan and I know that you've participated in many, many focus groups over the years, but always as a participant and never as the one asking the question, so how was it being the one asking the question this time?

Jaan Abdulkadir: Oh man it was powerful and in a sense that at the beginning, when we started the research, it was only the researcher asking the questions. But what was happening in the room, was as the researcher would ask the question the woman will turn to me and answer the question to me because and they will not, and they would answer like honestly and give you know, honestly, the experiences and how they felt, but they also felt a connection, because I was in the room, because they kept saying 'you know what I mean, you understand what I'm saying, you know how it is' so from then on, we decided that I should have a role in asking those questions as well. So for me I'm saying it's powerful because it was powerful I mean that's, the only thing I can see, like me being on the other side. You know, for me, personally, I felt even more like there was more importance for me being in that room because that's what enriched this research, having a peer researcher with the lived experience. So for me after that I've always realised this is something that is needed in all areas like I said, not just research, you want to do something about a specific group have someone with that knowledge and experience in the room.

Amal Azzudin: And, can you tell us some of the findings that came out from the research?

Jaan Abdulkadir: Yes Amal. So like I'm saying, it was two groups, it was a group of asylum seekers refugee women and a group of homeless people who have experienced homelessness. After we'd finished the research, the findings were that ironically too similar, both groups, although very different the results were exactly the same. Each group said that regardless of your race, nationality or status everyone wants to be treated equally with respect and with dignity. And for me that says a lot with these two groups and I think it goes also beyond because then, for me, that was a power thing, for me that told me there's a flaw in the system, things need to change. So yes I mean who doesn't want to be treated with respect and dignity.

Amal Azzudin: Exactly absolutely. Jaan, can you tell us where the research was disseminated, what were some of the things you're involved in after you spoke to the people?

Jaan Abdulkadir: So, after the research was put together, like the findings came out, the recommendation I remember the first place, we went to present the research both

groups, so I was part of that process, all the way through from the beginning to the end. So our first presentation of the research was actually in Perth so the two groups, myself and the researchers I worked with in the asylum seekers and refugee group and also the homelessness network. The other group, we were all together, we came together and presented in so many different spaces, the first ever like big event was a big conference in Perth. That was my first time to go to Perth to prison to do a conference about this project, so I can say, like myself, and other peer researchers were like 'Oh, we were like we used to joke and say that we're touring' because after Perth we went to Edinburgh like three four times and then Glasgow in different spaces, with different organisations presenting the findings and the recommendations that we had. So for me it made me think if both groups didn't have those peer researchers with their own lived experience, would this research have reached that level of importance I don't know.

Amal Azzudin: That's a good point and finally Jaan before passing to Amanda, I'm aware of time. Why do you think collaborative research is important?

Jaan Abdulkadir: I think it's really important. Again, not just the research, but I feel like in research, because I feel our research determines good or bad, to the specific group that research is done on. And I feel like if we just, if research continues to carry on as it has throughout the years, then are you actually getting what you want from your research, that's my question. I feel like if you're willing to change the way you conduct your research you become more collaboratively, you have peer researchers, you get to know the Community you actually are doing the research on, then the research becomes more enriched because you will get what you want. And I feel like representation is key, not just in research, in everything that we do in all the either a big space or small space, representation is key, I cannot stress that enough, being represented in all the spaces is key and I'm going leave it like that.

Amal Azzudin: Thank you so Jaan. I'm sure there's loads of food for thought. We appreciate your contribution and now I'd like to pass on to Amanda.

Amanda Ptolomey: Thanks Amal, thanks Jaan. I've had the privilege to hear each of you share your insights and experiences from this particular project before, but of course new things emerged, and listening to you again, it just sounds like such a rich experience and so many insights. And how I'm going to respond to what I heard today, is really picking up some themes from what you've shared Jaan and sharing some insights from projects that I've been involved in and hopefully you know, foregrounding some of the key ingredients are the things that were really important that I heard from your experience that also chimed with some of my own experiences. So thank you so much for sharing and yeah just so many different directions that we won't have time to explore all of them today, but I'll just pick up on a couple of things. One of the things that I heard you talking about Jaan that we talked a little bit about in

one of the breakout rooms that Gavin facilitated that I was in, and it was about how you were involved in that project right from the design stage, due to the end when the results were being shared. You know, and I think that's perhaps, and lots of varied experiences, all too unusual, you know people are asked, after you know the designs have all already been made, you know after the problem has already been decided then people are involved too late or asked to comment on something rather than being asked to help build it. So I thought that was really interesting and positive. Something that really stood out for me today listening to you was how you know, you were talking about how powerful this experience was. And I was thinking for myself, you know when I've been involved in collaborative processes like you suggested, we take those things with us then, and all of our experiences as we go forward, you know we have something that we can strive for and think, I was involved in something that felt really collaborative and really meaningful. So, I want to try and put that into action for projects that I'm involved in for the Community Development Practice that I do. And I was involved in research first of all as a participant too and now that I do research, I often reflect on my experiences as a participant, both ones that were quite good and ones that were not so good. And I think it's really helpful to have those things to reflect on and actually, I think, maybe everybody should have a chance at participating in actual projects as well as maybe leading them or designing them so that we all know how it feels to be in these roles as part of the process.

I was thinking to you a lot when you were talking about valuing lived experience, and I think that's something that we might talk about a little bit more in the event today. And how meaningful and important that was and how much it increased the value of the project, you know for the people involved in it, also for the people that could learn from that to you.

And I was thinking to you about a project I was involved in recently called Scotland in Lockdown and some things that we learned in that project that also aligned I think, with some of the things that you were talking about really valuing people's expertise and experience and one of the things that we did (thanks Monique) and one of the things that we did in that project was actually had a budget for partners' time for helping to recruit participants for steering the direction of the project that made sure people were actually resourced for their involvement. I think that was really important, and also that how people can participate, you know whether that is having data to use your mobile phone, or having devices to use so actually thinking about yes, like you were saying, and why do we want to involve these people, but also how, you know what things can be put in place to make that happen in a really meaningful way.

And something too that you talked about learning and gaining skills through your involvement in the project, and something we did in Scotland in Lockdown was kind of combining a few things you spoke about. We worked with AMINA (Muslim Women Resource Centre) and they wanted to do some focus groups of their own and engaging

with the women that they had already developed really good relationships with. And they have lots of expertise and you know lots of capacity to work with those women, however, they hadn't conducted online focus groups before. And that was something we could put some training in place so that the organisation could go and do that. So rather than kind of just taking the skills and expertise from the organisations that we were working with, we used some of our time and skills to be able to build some capacity that the organisation can then use again in the future.

So thinking about you know that reciprocity and that people who would engage in our research and in our projects can actually gain skills that they can take with them beyond the lifespan of a project and how important that is.

And finally, I was thinking about lived experience and trust and how you know something that I know in the event information today we've been invited to do, and how Gavin introduced us in the beginning and thinking beyond just the roles that we are in at that particular time and thinking about the more holistic parts of our lived experiences people and sharing that with others and how many kind of barriers that can breakdown and the work that we do and how much that can add to the meaningfulness of the collaboration that we have.

I see really interesting insights from you that sparked lots of different thoughts I've got like loads and loads of notes written down, and I think how I would finish is by reminding myself and also calling on others that are here today.

We know the Scotland in Lockdown study that I mentioned, and the projects that you worked on Jaan and Amal, use these as exemplars for ways that we can work together going forward. If somebody says that you can't have a budget, if you are paying your partners, you know you can cite the Scotland in Lockdown study as a project that did that. If someone says that you can't involve people with lived experience in the design of a project, show this project as an example of how well that works and how meaningful it was for people. So that's how I would sum up, you know use these as resources and use the experiences that we've had to be able to build going forward and that's certainly something that I plan to do. And what I'm going to do now is hand over to Shruti and Claire for the next part and thanks so much again for sharing your experiences Amal and Jaan.

Claire Bynner: Hi can everyone hear me? Yeah hi are you there?

Shruti Jain: I'm here.

Claire Bynner: Yeah great Shruti. We've got 15 minutes with you to have a little chat about some things that are very relevant to what we've been discussing. I'm going to talk about different types of knowledge which tie in I think really neatly with the discussion that we've just had on collaborative research and then Shruti is going to talk about systemic racism and the challenge of systems change at that level. So I think we're just going to crack on with that. Just a little bit background to me I'm a

researcher at the University of Glasgow and I'll be talking a little bit about my research. Okay over to Shruti.

Shruti Jain: Yes, so my name is Shruti and I'm on secondment with the Glasgow Centre for Population Health and I work on race and racialisation in public health. And I think in this context it's just important to note as well, but I'm also the Chair of Saheliya which is a specialist support organisation for women and girls experiencing racial inequality engendered abuse. So I'll be drawing on the whole of my professional and personal experience when I speak today. And so we're just going to talk about Claire's kind of research that you've done so far, so you have recently completed some research on the different types of knowledge needed by policymakers to respond to what we call complex problems. Can you tell me a little bit more about the background to this visit there?

Claire Bynner: Yeah actually a few colleagues who are on this Zoom were involved in this, so I wonder if they are going to agree or they might completely disagree with what I'm going to say here, but it was a few years ago and Bruce who's on the call will remember, because a local authority with high levels of poverty and inequality had contacted us and asked us for help with their new neighbourhood programme that they were putting together and the directors of that programme believe that what they needed was statistics on neighbourhood inequality. So I asked GCPH to get involved, Bruce Whyte and we got the NHS Information Services division involved and we pulled together this team and put together these brilliant statistics for them on their local neighbourhoods on a range of different indicators, we had an interactive platform, it was all singing all dancing, we really worked hard on this and we produced these 16 neighbourhood profiles. And then we went away and we had a feeling, we just wondered, you know, how are people going to engage and use these profiles, so we went back and we got the sense that, apart from the sources strategic directors, people weren't really that engaged with them, they weren't really using them. And we thought you know, this is what they said they needed for the neighbourhood programme, what's happening? So we did a new research project called Making Data Meaningful and that was about finding out what is it that makes knowledge or research meaningful to people on the ground doing the frontline work in these neighbourhoods. So we interviewed frontline workers from housing associations, policing, community residents, a whole range of people working on Greenspace projects and we asked them basically that question, you know 'how is data and evidence meaningful to you', and what we found from that, that really changed our thinking really you know was quite fundamental. I'll give you an example first and then I'll tell you a bit about the knowledge types that we found, but the example that always sticks in my mind is there was a neighbourhood where there was rubbish literally everywhere all over the place and you didn't need empirical data to tell you had a problem in this neighbourhood. And so what the local waste management team did was to commit to bring in a consultant, who then drew up some option appraisals for

how they were going to redesign their recycling collection scheme. And they did this, and people voted and they select an option, and they increased their recycling a little bit by about 10% but they still had overall quite a serious problem around rubbish and waste. So the other team was a housing team and they started to share some of their insights into the problems around recycling and what they basically said was as there are lots of people in this area who are struggling with getting out of bed in the morning, they're struggling with brushing their teeth and for them recycling rubbish is the last thing on their list in the day, it's not something that they're dealing with. So what they did is they built a lot of trust with these people and supported them through a kind of recycling scheme, but they also referred them for help with social isolation and help with a whole host of other issues, so what that story told me was that all these different services had approached the problem around neighbourhood recycling from very different perspectives and they've come up with a kind of solution in the end, but key to that was having those different types of knowledge at play.

Shruti Jain: Okay.

Claire Bynner: Yeah.

Shruti Jain: Great so you mentioned the different types of knowledge that you identified in your research, could you just tell us a little bit about each one of those please?

Claire Bynner: Yeah. So what we found is that consistently the types of knowledge that seemed to be important when you're looking at very complex policy issues, aligned very well with Aristotle's original you know the Greek philosopher. All those years ago he identified three fundamental types of knowledge. The first one is empirical knowledge, he defines that slightly differently to how I would but it's more or less to do with verifying a claim okay so it's about looking through observations and statistics at how you try to build a picture of a claim through evidence that can be replicated. So that's an example of you know, from a COVID 19 point of view, for example, the type of empirical data we're dealing with on a day to day basis is the reports that we get every day on the number of cases, the number of deaths, so that would be the empirical knowledge that we feed in the we're dealing with at the moment.

The second time, the knowledge, what we found that comes up in complex policy problems is what we would call technical knowledge and Aristotle called it *Techne*. Now this technical knowledge is to do with how you apply a principle or a rule in practice in a context. Okay, so that sounds a bit abstract, but what it is, it's, for the example of the waste management, it is how you organise your waste management service and the example of Covid is how do you organise workplaces with social distancing, handwashing, sanitizing the areas, how do you practically do that. The principal people can understand, but they have to have the knowledge to apply it in practice. And then the final type of knowledge and I think this is the one that's

probably the most relevant to conversations that we're having here is what he calls Practical Wisdom or phronesis. Now this is the ability to combine different forms of evidence, with empathy and with judgements about what action to take in a specific situation.

So, for example in a brilliant phronesis, practical wisdom is to get the values underneath the judgements that we have to make. So who's being included, who's being excluded, these are the types of issues that we need to have that practical wisdom to understand. There are no perfect solutions and perfect answers but it's about the ability to deliberate and to weigh up those alternatives and practice. So it can be quite challenging for policymakers to engage that practical wisdom.

For example, in coronavirus and you know, the challenge that is there is, we know that lockdowns increase the likelihood of domestic violence, they increase the attainment gap. And we know that they're likely to widen inequalities, but on the other hand, if we don't take social distancing measures, we know that mortality rates will increase and the numbers of years of life lost from COVID will increase, so these are very difficult trade offs to make.

Shruti Jain: Okay, so just a final question for you and I'm really mindful of time, so I'm going to have to find Monique on the grid to find out what she'd like to do but how can decision makers apply some of these, well the different knowledge types in practice?

Claire Bynner: Yeah and how do they apply these in practice, I think, really ultimately is about recognizing the need to integrate these different types of knowledge.

Recognizing the need for the type, the way in which we communicate is really, really important. The role of skilled facilitators, I've been really impressed with the process design around this event. These are absolutely key to in order to enable us and the conversation we've just had about the types of research you conduct and who's involved in it, and what positions they're given within that research.

That's all critical to integrating and weaving together different types of knowledge, but I'm going to leave it there, because the bigger challenges the challenge that you're going to talk about which is not just how we do this together, but how you tackle systemic racism and systems change.

Shruti Jain: Monique, what would you like to do? It's coming up to three. Just continue? Okay yeah, so I will start just by actually just thanking the organizers and all the speakers, because it's been really great so far and I know that Claire you wanted to do that at the start well it's really important to say. And so I thought I'd begin by just outlining what we mean by the term systems change and why it's so important, and I think many of us might have heard the words but what does that actually mean. The system's approach is usually needed to solve complex problems and Claire has spoken about some of those problems. Racism like tackling climate change or alleviating poverty is a complex problem. It doesn't have clear causes and the

influencing variables can't be easily isolated. So, a system can be small like an organisation or it can be massive like society. And racism, is a system based on race that unfairly disadvantages some individuals and communities and puts others at advantages. So far all we've seen as isolated efforts which have delivered small scale improvements to small parts of the whole problem as a small part of the whole system. But in order to solve the complex problem, we need to see and leverage the entire system. This includes all of the parts, all of the relationships that exist between them and the relationships, as we know will change and move over time so they're dynamic and they keep shifting.

The systems change requires us to shift the foundations that hold those complex problems in place and it basically seeks to address the root causes of the problems. And that then allows us to work towards a transformational long term change, it was not incremental change we're looking for is transformational change and it's definitely not projects that we're looking to do. So kind of with the current focus on racism it's not enough to simply improve systems, but we need to transform them, but we also need to, with that focus on racial equality, we need to disrupt those systems.

Shruti Jain: Should I continue?

Claire Bynner: Absolutely yeah please.

Shruti Jain: So, the systems change, and so what does it take to transform and disrupt systems? It basically requires us to work together as a collective to come together around a common agenda to address those root causes of the problem.

Working with that example of anti racism, we need to address how bias and discrimination plays out within the system in all parts of the system and all the relationships between the parts and we sometimes call this the fabric of society and institutions, but we also need to consider the historical context from which the system has been born and continues to exist. So, any effort to change the system needs to address how they've been upheld as historical and dominant practices and cultures. And these are rooted in whiteness and then patriarchy so unless we explicitly address these we aren't going to achieve the transformational long term change that we're looking for. We're fundamentally talking about a shift in power and without the shift in power we're literally just tinkering around the edges, we aren't going to achieve racial equality. The system's approach that we adopt needs to seek to be distributed and rebalance power and we need to make sure that we send to communities and their voices, we need to value their experiences, make sure that they are remunerated and we need to build up their power and their capacity in this work. So, this work is essential, but we also need to recognise the limitations and capacity and resource. In addition we don't want to perpetuate racial inequality, so we need to dismantle those systems and structures that can continue to uphold whiteness and patriarchy. This has to stop history repeating itself.

Claire Bynner: Thanks Shruti. So how far do you think we've come in this journey and what do we need to do now?

Shruti Jain: Yes, that's a big question and I've just been given the 2 minute sign by Monique so I'm going to have to slow what I was going to say. So I don't think we've come far enough. I see some good practices happening in other areas of the policy areas but I look at what's happening on anti-racism in organisations in Scotland and it's not a great picture. I see a lot of damaging practice, I see gate keeping and I see tokenistic gestures that just came from conversations taking place without our involvement. Those claiming involvement, despite there being limited engagement and then our views are ignored anyhow. I see traditional approaches rooted in dominant culture and practice, which basically boiled down to case studies, selected narratives or the local voices become edited. I see the experience as a racialised community for example, mental health has been over researched and without any progress. Lived experience? Is that just the latest buzzword I don't know, I see other approaches that focus on getting people to do what organisations want rather than listening to what they want, what matters and supporting groups and individuals to make that change.

And I see decisions about how we do all of this and other decisions still being made by individuals who aren't in our communities and our experiences. So it isn't just about conditioning research and it isn't about having a panel of community experts, we need to bring communities and their voices right in the heart of this. Otherwise, we're not really going to achieve the power to change, and I think we've got a hell of a lot of work to do here in Scotland in anti racism.

Claire Bynner: Thank you Shruti, I think we've said everything we need to say. I think that's enough for now because we're really handing over to you, it's all about you guys going away and discussing some of these ideas, but thanks Shruti I think you've put the challenges out there for them.

Monique Campbell: So thank you everyone who has spoken so far. We're going to have a short break, sorry it's a little bit late, we've run just a couple of minutes over, but just before we go to the break, Jaan would you like to introduce the activity that we're going to do in the breakout rooms?

Jaan Abdulkadir: Yes, Monique. Thank you Claire and Shruti for that. Thanks everyone for listening. We're now going to go and ask you to reflect on what you've heard and experienced and think about the challenges you can make with the power that you have. After the break we'll send everyone to a breakout room with a facilitator who will help to ensure everyone has a chance to speak but we invite you to think about your own experiences of collaboration between organisations and people with varying types of knowledge and levels of power have taught you and what you can learn from

others' perspectives. The breakout room question will appear on the chat but feel free to use the event Padlet if you want to contribute, thank you.

Monique Campbell: Thank you everyone so we'll come back just after 10 past and you'll be straight into your breakout rooms so see you then.

Jennie Coyle: Welcome back everybody, I hope you all had great conversations in your rooms and we had a few drop offs as we always do and a few people who have to leave slightly early so the rooms have been really well planned out with about eight people in each and great mix of perspectives, but inevitably that doesn't always happen on the day, so if you were in a room with two or you were in a room with eight, I hope you had a great conversation regardless, I'm sure you did. So everybody was asked to write down a pledge, you know something they might change as a result of some of the learning from today. I would really like to capture that so if you feel comfortable, would you hold your pledge up in front of you like this. And if you don't mind holding it in front of you for a few minutes because we're going to try and grab a few screenshots, maybe 30-40 seconds, a few screenshots of these pledges would just be really nice for us to try and capture, it's really just to see if people can, and I wasn't sure if this would work but everybody was so participative in Gavin's challenges earlier with writing on the screen with their elbows, so this actually feels a really simple ask compared to some of Gavin's asks of us. So Sheena have you got some of those? And also if you could we would really encourage you to maybe put your pledges in our Padlets or even if you wanted to email them to us afterwards and it would be really great for us to try and capture some of them. So Sheena and Monique, have you captured some of these?

Sheena Fletcher: Could you please give me 20 seconds?

Jennie Coyle: Yes, and I'd also encourage anybody if they wanted to use their reactions, I was at an event this morning and because obviously people can't you know applaud at the end of the day in the usual way, they invited people to kind of use, one of the reaction buttons and my reaction, for the moment is a heart because I've just loved everything I've heard so far today and I just think the speakers have just been great in their openness and honesty so that's what my reaction I'm sharing So Sheena are the pledges up?

Sheena Fletcher: I think we're good although if everyone, I'd like to reiterate, if you could send us pictures or email us as well just to make sure we could read them.

Jennie Coyle: Thank you. Okay, so I'm going to ask you to turn your cameras off and mute yourselves again and I'm really, really delighted to hand over to Tawona who is going to provide us some reflections from today as a way of closing. Thanks Tawona.

Tawona Sithole: Thank you so much everyone, I just want to thank everyone, of course, the organizers and everyone has been here today, I have been really sitting here being enriched by the conversation, and I have been trying to make something so it is not fully made, but I will just share this back to you. These are the words that we have been sharing in the space today, and I hope you hear yourselves in them, and I hope we take something away with them. I will neaten them up at a further point when my poetic mind comes into it. So I've just been listening and jotting some things down and trying to put them into a bit of a shape so let's see how this goes. So this is rough and ready and you are hearing it all fresh.

(Poem)

Someone once told me
If power is shared it ceases to exist
If power is shared it ceases to exist
Well, I don't know if that's true but, if it is, then this is
What we are gathered for today is a truly daring plan
A truly daring plan trying to dismantle power
Locked as we are in this complex of problems
Needing to find a way out, needing to find a way
So we conspire, thoughtfully perspire
And like untrained heroes we Zoom in and out of these breakout rooms
Seeking a breakthrough, seeking to punch and break through these walls
And mindful breakouts from this complex of problems

The air trembles with the hum of buzzwords
To listen, reflect and learn is not easy or comfortable
But if we're daring enough maybe we might hear this poetry
Saying trust reciprocity
Dignity, balance, power balance

The air trembles with the hum of buzzwords
To listen, reflect and learn is not easy or comfortable
But if we're daring enough maybe we might just hear this poetry saying
There is power in balance
Though they may be an imbalance between institutions and communities
There is power in balance
Maybe you might hear this poetry speaking of sincerity
Speaking about people having access to the Internet

The air trembles with the hum of buzzwords
To listen, reflect and learn is not easy or comfortable
But if we're daring enough maybe we might just hear this music playing
Asking questions, asking us to open up, asking us to open up to discuss

Maybe we might hear this music playing
Saying this is about different languages
People using the same word but saying different things
Push people with push words, push the barriers to language

If we are daring enough, maybe we might just hear this poetry
Reminding us that people don't feel welcome
That we need better research, that policymakers need to listen
For improvement of human health

If you listen, if we're daring enough maybe we might just hear this music
Talking about the participatory
That can break the barriers and give access to best help
That can give greater access to information
We might just see the poetry of peers and non-peers
And who is best place to do this work
We might just hear that music of exercising one's human rights
We might just hear that music that takes us behind the scenes
That empowering music
We might just hear that poetry saying my voice is needed and valued
I am part of the design

If we're daring enough, we might just hear that exciting voice that says
To be listened to is exciting
Maybe if we are daring enough, we might just hear this music playing
On the instrument of the experts of the lived experience, of the peer researcher
We might just hear the poetry of asking important questions
Like who asks the questions
We might hear the poetry of Covid response
We might hear the poetry of relativity
You know what I mean
You know what I'm saying
You understand what I'm saying
We might just hear the poetry of protests
There is a flaw in the system
We might just hear that poetry of assertion
Who doesn't want to be treated with respect and dignity
We might just hear that poetry of pronunciation
That representation is the key
That might unlock this complex of problems

If we listen carefully, we might just hear that music
Playing something we can strive for
So we can try and put that into action
And make sense of what community development is meant to mean
We might just hear this poetry
Of valuing people, of resourcing people for their involvement
Of what is required for all this to happen
And if we're daring enough, we might just find ourselves
Reminding ourselves about the neighbourhood
What it's all about
The Community
We might hear the poetry
Of pulling together teams like an old jumper
That is then discarded
By the ineffectiveness in the community

The air trembles with the hum of buzzwords
To listen and learn is not easy or comfortable
But if we are daring enough
We might just be able to hear this poetry saying
This is what they say they needed
But somehow it didn't work

We might hear the poetry that seeks those deeper questions
Asking how is that an evidence meaningful
When there's rubbish everywhere
We might just hear that music playing
Saying there are lots of people struggling to get out of bed
That maybe recycling rubbish is the last thing on their list
We might just hear that music playing in the building of trust
Busting social isolation
We might just hear that music of different types of knowledge
Of building a picture of evidence
Of the numbers of years of life lost
We might hear that poetry that explains to us
That the system can be small or large
The poetry that encourages us to move away from isolated efforts
With the need to lever all the parts and shift foundations
That hold problems in place
We might just break out of this complex of problems
Through transformational change

Knowing that it's not enough to improve the system

But sometimes we just have to disrupt the system in order to transform it
We might just hear that music of coming together
We might hear those questions of saying if knowledge is power
Then why are those with knowledge
Sometimes not holding the power
And then as we look around the room
We will ask in that deep poetry
Where are they?
Where are they?

We might just understand that those with power sometimes fear
Those who have the power of knowledge
As it can be unpredictable
We might just get to deeper questions like
How do you take fantastic policy and make it work in practice?
We might just decide between ourselves
That we should go and ask people on the ground from day to day
We might also have insights about people with power often not realizing
We might ask ourselves, do we mean those with the power to change policy
Or do we mean those with the power of the lived experience
And so, we try to work on this
Recall conspire as we thoughtfully perspire
Trying to transform how to work
Wishing for some kind of telepathy, unlimited telepathy
That might just encouraged sincerity
And that attitude, that effervescent attitude of giving things a go

And so now, if you feel comfortable, please hold your pledge in front of you, thank you.

Monique Campbell: Thank you so much, Tawona. That was really moving. Thank you everyone today, we are now just a couple of minutes over so all that's left, I think, is just to thank absolutely everyone for all of their input and their discussions. Just to reiterate that this is the sort of hopefully beginning of ongoing conversations. We invite you to use our Padlets, to email us and we will be launching a film in a couple of months' time, so we'll let you all know about that, and if you've got any feedback, please feel free to get in touch with us and I think that's it unless Jennie you'd like to add anything?

Jennie Coyle: No, I can't really follow that to be quite honest. Thank you, I loved it. Thank you Tawona and thanks to everybody for participating today. As Monique says

we will be in touch. We're hoping to produce lots and lots of different outputs from this and Graham's visual and our film and we've obviously recorded today so yeah we'll be in touch and we hope that this is going to be just the first of a series of community conversations. So thank you to our facilitators, our speakers, thanks to Monique who really came with the idea for this and just thanks to everybody for participating. Have a lovely afternoon.