

Doing research differently: imagining better communities in local and global contexts

Held at My Place, St Ann's Road, Rotherham, S65 1PH
on Tuesday, 20 June 2017



www.imaginecommunity.org.uk

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Introduction

The *Imagine: Connecting Communities through Research* project is a five-year programme of research involving a wide range of universities and community organisations. It is funded by the Economic and Social Research Council (ESRC) and Arts and Humanities Research Council (AHRC) under the Connected Communities programme and started in January 2012. It is now in its fifth and final year. The overall aim is to explore the way people engage with their communities and with wider society through taking an active role in civic life. There are four work packages, each with a different focus: social, historical, cultural and democratic.

This one day workshop, on the subject of communities and universities working together to co-produce research, was set in the context of the Imagine project's research.

Kate Pahl, Principal Investigator of the Imagine project (University of Sheffield), and Paul Ward, Co-Investigator for the Imagine project's democratic work package, welcomed everyone to the workshop which was attended by 28 participants.

The day's focus was on exploring public and 'expert' knowledge and collaboration on research between communities and universities. The event aimed to allow participants to share learning and reflections, and think about how different perspectives enable us to view what is local to us in a new light.

International perspectives were provided by our visitors from USA and New Zealand/Aotearoa – Māori academics who work in a different context where the divisions between university and community have been challenged and, in some places, overcome. 'Local' perspectives were offered from Rotherham and Huddersfield where community partners have been working with universities to imagine better communities and to explore how to make them happen.

“Amazing day so much to reflect on! Renewed energy to support, transform and engage communities with their heritage.”

**Christine Evans - Museum Development Manager.
Rotherham Metropolitan Borough Council**



Programme

10:00 – 10:20	Welcome and refreshments
10:20 – 10:30	An introduction to the day
10:30 – 11:30	A panel on community research and how knowledge is created Zanib Rasool (Rotherham-based community researcher and doctoral student and researcher at the University of Sheffield); Shabina Aslam (Bussing Out, Bradford, Heritage Consortium PhD researcher at the University of Huddersfield), Milton Brown (Kirklees Local TV, PhD researcher at the University of Huddersfield)
11:30 - 11:45	Refreshment break
11:45 - 12:45	Introducing Māori research in New Zealand/Aotearoa Nepia Mahuika (Senior Lecturer in History, University of Waikato); Ani Mikaere (a barrister and solicitor, Ani teaches Māori law and philosophy at Te Wānanga-o-Raukawa); Rangiemarie Mahuika (PhD student, University of Waikato)
12:.45 - 13:30	Lunch (provided)
13:30 - 14:30	“Invisible Indianapolis: A collaborative project to reveal the hidden histories of urban neighborhoods” Susan Hyatt (Indiana University-Purdue University Indianapolis)
14:30 - 15:00	The invisibility of community knowledge: the coproduction approaches to knowledge production Zanib Rasool/Mariam Shah (oral historian)
15:00-15:15	Refreshment break
15:15 - 16:00	Round table discussions - world café
16:00 – 16:30	Tea and summing up: plenary panel and discussion



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Key Points

Throughout the day talks and activities explored the idea of doing research differently and approaches to community knowledge production practices with a focus on histories and research local and global contexts. Here are some of the key points to come out of these discussions:

Panel on community research and how knowledge is created

- Zanib Rasool described migrant women's literacies and the relational and collaborative nature of research.
- Shabina Aslam described her experience working in community arts in Bradford and gave a powerful account of being “bussed out” (policy of dispersing 'immigrant' children if they made up more than 30% of a school's population) during the 1970s.
- Shabina described the challenges of working with universities and having to constantly cite others and talk about others ideas. She called for more knowledge sharing between communities and universities. She challenged academia, saying the nature of academia needs to change and also that what gets researched needs to change.
- Milton Brown described his work in black history as international highlighting that racism is international.
- Milton found working with the university has its ups and downs- difficult issues – but that it is good to raise sustainability. "I want me obtaining my PhD to encourage others in my area to go through the gates of academia".
- Milton pointed out, there are issues with coproduction and universities need to be accountable. They must address the question, “what is the impact going to be for the community”?

Gwilym Pryce’s beautiful 3D data segregation sculptures from the ESRC funded AQMen research centre

- a brilliant visual learning tool which provoked thinking about how data can be used in a variety of ways and an appreciation of the scale of difference between neighbouring communities in terms of ethnicity and exposure to crime.

Nepia Mahuika, Ani Mikaera and Rangiemarie Majaika introduced Maori research in New Zealand/Aotearoa where community research is grounded in oral cultures.

- They learn from family - connected web of relationships and family in Maori research cultures. Everything they do with theory is located in knowledge systems that are held within / across generations.
- On ethical research practice, their research has to give back to communities. "we must not abuse our power" tribal guidelines for doing and grounding research. We don't just go and take knowledge, also give it back.
- Ethical research systems should enable indigenous nations to have control and should be guided by local knowledge.
- The art of speech making is a highly developed art form - a community collective research resource: language is everything.
- Researchers cannot rely on colonial languages to define indigenous realities.
- Researchers need to put away their books and come to communities to make sense of the world: We talk You listen.

Ani Mikaere on Keeping research honest - what happens when the community controls the academy

- Māori right and aim of self-determination is affected and endangered by external Crown funding and its rules.
- Research defined, explained and re-visioned: The Kaupapa - fundamental principles of Maori research.
- The sacred role of researchers: to listen; to learn; to facilitate.
- There is a need to acknowledge and honour the expert knowledge in the community.
- Citation practices are problematic – stealing knowledge.
- Research must meet the needs of the community and build supportive and enduring relationships.
- Research must be transformative, always keep in mind "So what???" when developing, conducting and disseminating research.

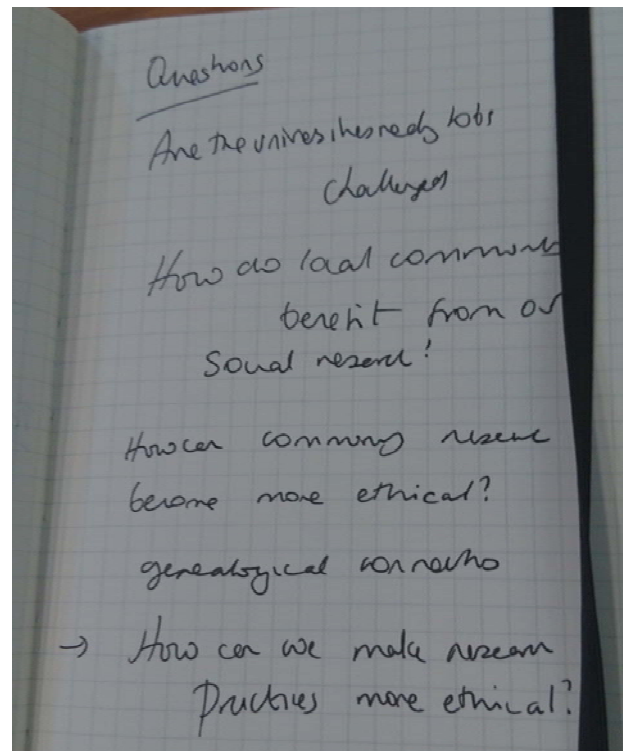
Susan Hyatt on "Invisible Indianapolis" a collaborative project to reveal hidden histories of urban neighbourhoods.

- Invisibility is not accidental but purposeful. Making people invisible is often done by institutions uncritically.
- Oppression is invisible to dominant culture.
- What is progress for one is displacement for another. Recognising this is key to being a connected researcher.
- Things and stuff are an important part of historical landscapes. Hidden histories of immigrants to Indianapolis Instantiated in telegrams sent to recruit tailors.
- Scan-a-thons are a great way of documenting hidden histories and also as a community conversation starter.

Co-production approaches to knowledge production with Zanib Rasool and Mariam Shah

- Co-production resists an easy definition.
- Co-production is a more collaborative form of knowledge creation, it's about a shared view knowledge and aims.
- 'Their Lives Our History' hidden histories of Pakistani heritage women described by Mariam Shah.
- A suitcase of memories: Zanib Rasool describes the Threads of Time project with artist Shahin Shah and using arts methodology to capture lived experience.
- On 'Taking Yourselves Seriously' with Pakistani heritage women - Zanib Rasool described community as beacon of hope, and talked about ways in which universities and communities can work together - repositioning community knowledge.

The day ended with group discussion of commons themes and questions which came through on day.



“Amazing day so much to reflect on! Renewed energy to support, transform and engage communities with their heritage.”

**Christine Evans - Museum development manager.
Rotherham Metropolitan Borough Council**

“This was a very inspirational event that explored knowledge creation through co-production between communities and universities.

“As a community researcher, I was able to share my experience of the Imagine project journey and how knowledge was created in partnership with universities with two other community researchers from Huddersfield University who provided an insight of their own research journey and their experiences of academia.

“We had a brilliant thought provoking session delivered by New Zealand; Maori researchers on knowledge created belonging to the community who are guardians of their own community's knowledge and decide how it is shared with the West who once colonized their knowledge.

“We also had a very interesting presentation from Dr Susan Hyatt who talked about invisible histories of urban neighbourhoods and how communities are shaped by race and ethnicity. It made me think of my own community and how space has been changed by the development of a dual carriageway or supermarket making certain communities invisible in history.” **Zanib Rasool, Community Researcher, Rotherham United Community Sports Trust**

“Thinking about the role of research for community development can feel parochial, as we focus on streets, neighbourhoods, towns and cities in our locality. At 'Doing Research Differently', we wanted to explore the globally connected nature of local issues. By inviting speakers from New Zealand and the United States, we were able to hear about imagining better communities in different places but see the resonances with issues in the north of England.

The event worked because speakers from Rotherham, Bradford and Huddersfield framed the day by showing that community-based research mattered and that knowledge was created in community settings. What I learned was that values matter in research - we need to know what we are doing research for and how we can apply the research to enable community organisations and institutions to develop themselves. Speakers from Rotherham in the UK and Maori scholars from New Zealand explored ethical ways of researching, emphasising that the researcher's role being to listen and to learn and to facilitate, not to take control and make presumptions.

The sense of engagement about possibilities for the future was palpable and people left genuinely excited about imagining better futures.”

Paul Ward – Imagine Co-Investigator, University of Huddersfield

"This was an excellent event. So enlightening to hear first hand the experiences of discrimination and prejudice from various ethnic minorities, and their creative and courageous responses. It was also sobering to hear the less than positive experiences of the academy and university life by ethnic minorities. I personally found the event inspiring. It has motivated me to be much more proactive about engaging directly with local communities with regard to my own research. Overall, a truly outstanding event with an excellent set of speakers and a thoughtfully themed content. A privilege to be involved."

Prof Gwilym Pryce, Professor of Urban Economics & Social Statistics

Stakeholders Present

Attendees

First Name	Last Name	Organisations
Zaidah	Ahmed	Rotherham Metropolitan Borough Council
Shabina	Aslam	University of Huddersfield
Sarah	Banks	Durham University
Ryan	Bramley	University of Sheffield
Miles	Crompton	Rotherham MBC
Hugh	Escott	Sheffield Hallam University
Nicole	Harding	University of Huddersfield
Dave	Hembrough	Hallam Barbell
Elizabeth	Hoult	Birkbeck University of London
Susan	Hyatt	Indiana University–Purdue University Indianapolis
Michalis	Kontopodis	University of Sheffield
Ben	Kyneswood	Coventry University
Panni	Loh	Freelance
Nepia	Mahuika	University of Waikato
Rangiemarie	Mahuika	University of Waikato
Ani	Mikaere	Te Wānanga O Raukawa
Dan	Olnor	University of Sheffield
Kate	Pahl	University of Sheffield
Sue	Payne	
Elizabeth	Pente	University of Huddersfield
Gwilym	Price	University of Sheffield
Zanib	Rasool	Rotherham United Community Sports Trust
Rowan	Sandle	Leeds Beckett University
Matt	Scobie	University of Sheffield
Susannah	Wall	University of Sheffield
Paul	Ward	University of Huddersfield
Charlotte	Watson	University of Sheffield
Gaby	Wolferink	Loughborough University

Evaluation and feedback

An evaluation form was circulated electronically. The feedback received was very positive. Here is a selection of comments provided:

Have you changed your views or opinions? Or, will you make changes to your behaviour?

“stronger engagement with a variety of minoritised groups” **Academic**

“I will think more about core values and research, as well as being more sensitive to the colonial context of research.” **Academic**

The event helped me appreciate the importance of ancestry and culture in shaping attitudes to knowledge, research, learning and policy.

Academic

“NZ input very useful - expanding knowledge of indigenous research” **Academic**

“I was particularly interested in the presentation by the indigenous scholars from New Zealand and I thought they had a lot to teach us about how research can also have negative effects on communities.”

Academic

What were the most useful aspects of the event?

“Bring very different people in terms of ethnicity, race, colour who face similar issues” **Academic**

“Really interesting people and projects!” **Academic**

“Listening to international speakers, linking global issues to local ones.” **Post graduate student**

“Hearing local and international perspectives in the same event. The resonances between BME histories and Maori studies were clear.” **Academic**

“The entire day was simply amazing, all the contributions, one day wasn't enough.” **Academic**

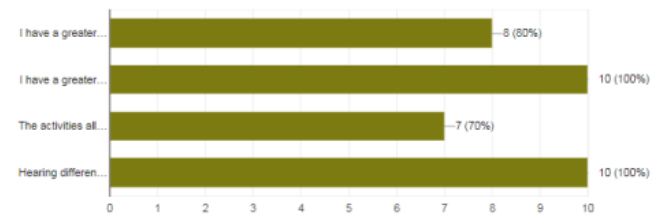
“Hearing in their own words the experience of prejudice and discrimination from individuals from a range of ethnic minorities.” **Academic**

“Incredibly interesting to hear the NZ perspective and the challenges that we all face.”

“The presentations by the New Zealand group and the other two panels (though it was a little hard to hear Maryam and Zenib at the end of the day).” **Academic**

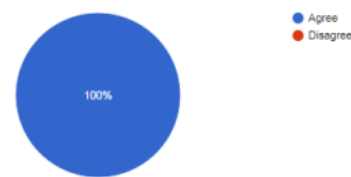
As a result of the day's activities, which of the following statements do you agree with (tick all that apply)?

10 responses



Have you changed your views or opinions? Or will you make changes to your behaviour

10 responses



The webpage for the event was viewed by 62 unique visitors.

Tweets from the Imagine twitter account relating to the event received 6.7k impressions.

Michalis Kontopodis @m_kontopodis Following

Inspired by Māori research values -Sepia Mahuika, Ani Mikaere & Rangiemarie Mahuika yesterday at [@imagine_connect](#) [@EducationSheff](#) [@KatePahl](#)

Translate from Romanian



10:41 PM - 20 Jun 2017

3 Retweets 4 Likes

Dr Gaby Wolferink @gabywolferink · Jun 20

Thanks [@profpaulward](#), [@KatePahl](#) and [@imagine_connect](#) For organising today's amazing event. One day was too short, enjoyed every second!



1 3 7

(((paul ward))) @profpaulward · Jun 20

Wasn't it great! Thanks for coming.

1 3

Dr Gaby Wolferink @gabywolferink Following

Replying to [@profpaulward](#) [@imagine_connect](#) [@KatePahl](#)

It was. Such an inspiring and welcoming group of people. Thanks for having me!

12:34 PM - 20 Jun 2017

3 Likes

Panni Poh Yoke Loh @PanniLoh Following

Thanks to all who spoke [@imagine_connect](#) very good to hear research with the community in NZ, USA & UK, giving [#immigration](#) stories a voice

11:33 AM - 20 Jun 2017

2 Retweets 2 Likes

2 2

Appendix A - Our Speakers

Kate Pahl, Professor of Literacies in Education at the University of Sheffield and Principal Investigator of the Imagine project.

Kate Pahl is Professor of Literacies in Education at the University of Sheffield. Her book, 'Materializing Literacies in Communities' (2014) is about with everyday literacy practices in community settings. Kate's work is concerned with arts and humanities methodologies in community contexts with a focus on co-production and site specific work.

Zanib Rasool, Development & Partnership Manager with Rotherham United Community Sports Trust

Zanib Rasool MBE, has worked for 30 years in the voluntary/community sector, currently working at Rotherham United Community Sports Trust as Partnerships and Development Manager. She is also a chair of a children's centre, vice chair of a primary school in Rotherham, and also a member of Nexus Multi Academy Trust in Rotherham. She is chair of Rotherham Independent hate crime scrutiny panel.

Zanib is currently undertaking a Doctorate in Education at the University of Sheffield. She is a community researcher on the Sheffield University collaborative project, 'The social, historical, cultural and democratic context of civic engagement: Imagining different communities and making them happen,'. She is also co-editor of Re-Imagining Contested Communities (Connecting Rotherham through research) book to be published in 2017. She was researcher on 'Threads of time', a co-produced participatory arts project. She is Community Co-Investigator of the project 'Taking Yourselves Seriously: artistic approaches to social cohesion'. Zanib is currently exploring ways in which artistic methodologies can support community led research with a focus on the life trajectories of women from Pakistani heritage backgrounds.

Shabina Aslam, Bussing Out

Shabina has studied Drama at Goldsmiths' College, London and Global Media at the School of Oriental and African Studies. As a theatre maker, she worked for Contact Theatre in Manchester, as creative producer for the London International Festival of Theatre, as a radio drama producer for the BBC and as a teacher in London and Papua New Guinea. She particularly enjoys telling stories, which challenge the status quo. Her practice involves working closely with communities to shape their stories into high quality productions.

Milton Brown, Kirklees Local TV

Milton Brown is an experienced consultant in organisational development and holds a MA in 'Consultation and the Organisation: Psychoanalytic approaches' and a PG Dip in Black Leadership in White Institutions from the Tavistock Institute. Milton has undertaken a range of research activities including an in-depth study in the impact of gangs and gang culture in the UK and USA in 2007. In 2011 Milton was honoured with the Fellowship from the United Nations for the International Year of People of African Descent. Milton's latest venture is the development of a grass roots internet TV station 'Kirklees Local TV' which provides a voice for the diverse and marginalised communities of Kirklees and West Yorkshire to increase civic engagement and social change. Milton is currently undertaking a PhD in History at the University of Huddersfield researching African Descent Communities Navigating Race in Britain from the 1960's to Present.

Nēpia Mahuika:

“Te Toa Takitini”: Asserting the “Our” and “We” of Community Research.

In the Māori world of Aotearoa New Zealand, “te toa takitini” is an adage that highlights the importance of the collective in any one person’s success, research, or aspirations. In community research, this is crucial because it reminds us that we are part of the collective “we” and “our” of the communities that welcome and enable us. This paper explores the notion of asserting the collective “we” and “our” as a crucial aspect of community research. How might we navigate insider/outsider binaries of power; and how do we give voice to the chorus of our community? This paper draws on oral history research undertaken within my own tribal community of Ngāti Porou, and pays specific attention to the ethics and practices prevalent to that research as a project driven by the needs and aspirations of our people – te toa takitini (the many). It considers the way we undertake historical research with our communities, the rules, ethics, and aims that are key to amplifying a collective vision for who we have been, are, and who we want to become.

Rangiemarie Mahuika:

The Sacred Responsibility of Researchers in the Articulation of our Research ‘Stories’

Academic research is a serious business. Researchers, who in these contemporary times are required to defend the importance and significance of their studies in order to receive appropriate funding and support may feel that the description of their work as mere ‘stories’ minimises the potential contributions their research might make. I would argue that such individuals should reconsider their understanding of what a story is, and the influence mere stories can have in changing our world.

In this paper I want to engage with the idea of research as a story with the power to construct identities. The paper will explore some of my own experiences around the importance of the stories we tell, the ways in which they shape and influence our identities and the identities of others and the significance of the role of researchers within all of this. Although ambitious, the paper seeks to encourage all researchers to take seriously the responsibility we have to the communities we work with and those who will engage with our work.

Ani Mikaere:

Keeping research honest: what happens when the community controls the academy?

Within most tertiary education institutions, the “community” is referred to as though it sits apart from the academic environment. Research is regarded primarily as an academic pursuit, often conducted in relative isolation. Where projects are carried out with community participation, the work is typically conducted in accordance with rules of engagement that have been established by the institution involved, according to its own definitions of ethical behaviour. Overarching control almost always rests with the academics, who often assume that their involvement validates the research.

How is the activity of research understood in a tertiary education institution that was born out of—and that regards itself as directly accountable to—the community whose needs and aspirations it was created to fulfil? Te Wānanga o Raukawa is such an institution, established by a confederation of three Māori nations¹ as part of a deliberate strategy to ensure their survival as distinctive peoples within Aotearoa/New Zealand and the world. This environment renders any academic/community distinction

¹ Te Wānanga o Raukawa was established in 1981 by Te Āti Awa, Ngāti Raukawa and Ngāti Toa Rangatira, as part of a planning strategy that strove to prepare the three iwi for the 21st century and beyond.

largely meaningless and turns the usual academic presumptions about validation on its head: at Te Wānanga o Raukawa the validity of any research is reliant, first and foremost, on the approval of its founding community. This presentation will explore some ramifications of this approach.

Biographies

Dr Nēpia Mahuika is a Māori scholar, with tribal affiliations to Ngāti Porou and Waikato Tainui. He is a Senior Lecturer in history at the University of Waikato, New Zealand, and teaches courses in Historical Method and Theory, New Zealand History, Oral History, and Māori and Indigenous Histories. His doctoral thesis focused on oral history form, theory, politics and practice. He is a Fulbright scholar, chair of the National Māori Historian's Collective, and is the current President of the National Oral History Association of New Zealand.

Rangimarie Mahuika is a Maori scholar of Ngati Rangiwewehi, Ngati Whakaue, and Te Rarawa descent. She has an interdisciplinary background as a trained Lawyer and Primary school teacher. She has a Masters in Education and lectured on Kaupapa Maori research theory and method within the School of Education at the University of Waikato. She is very much looking forward to completing her Doctorate within the Te Piringa Faculty of Law at Waikato University this year, which focuses on the evolution of governance within the tribal nation of Ngati Rangiwewehi. Rangimarie has been actively involved in a wide range of research projects within her tribal community in Ngati Rangiwewehi and is passionate about the importance of prioritising the needs of the collective over the needs of the individual researcher.

Ani Mikaere is Kaihautū (Director) of Te Kāhui Whakatupu Mātauranga (the Centre for the Reclamation, protection and expansion of Māori knowledge) at the iwi-based tertiary institution, Te Wānanga O Raukawa, in Ōtaki, Aotearoa. She has recently completed a thesis in fulfilment of the most senior degree offered by that institution, Te Kāurutanga, which considers the extent to which Ngāti Raukawa thought has been influenced by Pākehā thinking. Her publications include *The Balance Destroyed* (International Research Institute for Māori and Indigenous Education, 2003) and *He Rukuruku, Whakaro: Colonising Myths, Māori Realities* (Huia Publishers and Te Tākupu, 2011).

Susan Hyatt, Professor of Anthropology, Indiana University-Purdue University Indianapolis and Visiting Research Fellow, Durham University (UK)

After completing her MA at the University in Michigan, she left the academic world and worked for 8 years as a community organizer in Southwest Chicago. After completing her PhD at the University of Massachusetts, from 1996-2004, she taught at Temple University in Philadelphia. She also co-founded the Indiana chapter of the Inside-Out Prison Exchange program, a national and international model for prison education involving bringing college students into correctional institutions where they take classes alongside incarcerated students.

Mariam Shah, Who is your neighbour?

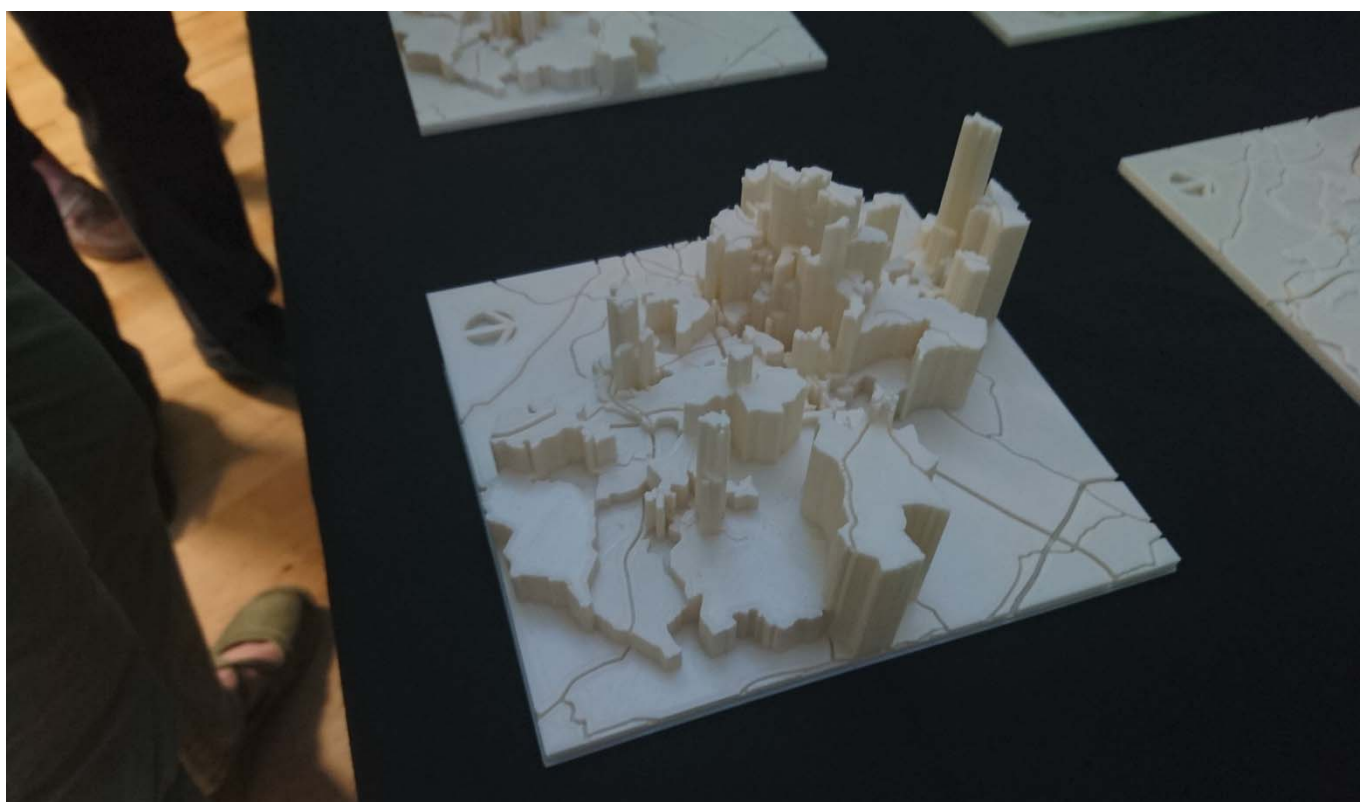
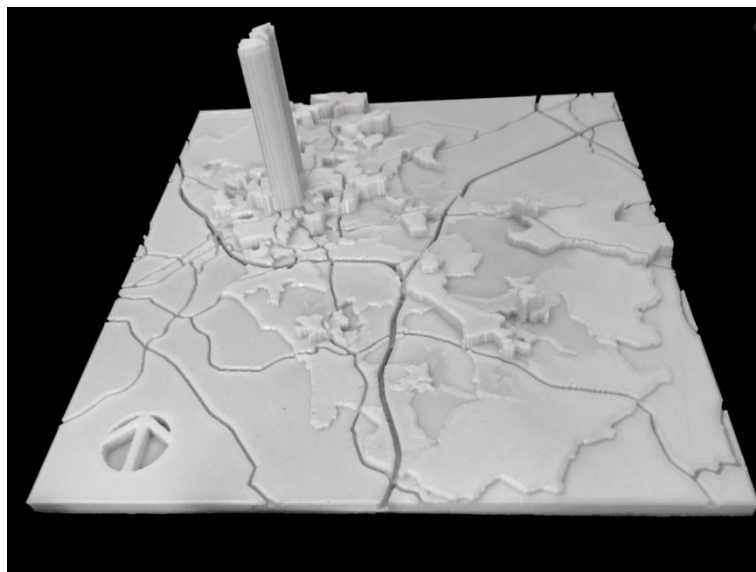
Mariam Shah was born and brought up in Rotherham. Her roles included community activism, youth and inter-faith work. She is mum to 4 children and the first female Muslim Chaplain in Rotherham. Her previous roles include Chair of Apna Haq and Muslim Rep for RSACRE. She is also a Trustee with 'Who Is Your Neighbour' since 2009. She is currently working with a number of organisations to develop a toolkit to help raise awareness of CSE for parents, carers and vulnerable young people.

Appendix B - Collaborations



Gwilym Price and Dan Olnier from the University of Sheffield brought beautiful 3D data sculptures from the AQMeN research centre to our event. The sculptures describe segregation and deprivation in Rotherham and provided a fascinating additional background to the stories from our local speakers.

AQMeN is an ESRC funded Research Centre that aims to develop a dynamic and pioneering set of projects to improve our understanding of current social issues in the UK.



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