

Manchester Metropolitan University

Research Institute for Health and Social Change



Image: CK from Hulme Adult Education Centre Mural

# **Birley Fields Development: Impact on the Local Community: Health and Wellbeing**

**Occasional Paper 3:  
Community Engagement Projects and Activities  
December 2008 - June 2010**

Carolyn Kagan and Karen Duggan  
November 2010

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# **Birley Fields: Impact on Local Community: Health and Wellbeing: Community Engagement projects and activities**

## **Executive Summary**

### **Introduction**

This report addresses the range of public and community engagement activities that have taken place between Manchester Metropolitan University and Hulme (and to a lesser extent Moss Side) during the period of December 2008-June 2010. This is the period between the decision to pursue the development, the preparation of the Masterplan and the completion of the public consultation regarding the development. It is the third report to be produced as part of one of two longitudinal studies accompanying the development of Manchester Metropolitan University's (MMU) development of a new campus on Birley Fields, in Hulme, Manchester. The longitudinal study aims to explore and understand the experiences of local residents and workers as well as university staff of the processes of moving to and developing the Birley Fields campus and its impact over time. The report contributes to the first strand of the study: to monitor the process of change in order to provide a record of the development; better understand the initiative; inform decisions concerning the development; and promote awareness of achievements. Sources of information included documents and reports, interviews and conversations with key personnel involved in the development and with staff and students who are working in Hulme and Moss Side and with residents, attendance at and observations of events and activities, and web sites. This compendium of activities will provide a good basis for looking at changes in engaged activities over time, and their impact on the working of the University, as the Birley Fields campus develops.

### **Key Issues**

- (i) The Birley Fields development is taking place at a time of a national growth in interest in universities and public and community engagement. Universities and the communities they serve both have assets that can contribute to engaged practices and thus effective university-community engagement will be reflected as much in change in universities as change within communities.
- (ii) Institutional level processes provide an enabling (or disabling) context for engaged activities which have the potential to extend to all aspects of work within the University. In particular, MMU's Beacon for Public Engagement Project has provided an important focus for engaged work in Hulme during this time period.
- (iii) During this period the wide range of engaged activities has included public access to knowledge; public access to facilities and resources; University access to Hulme facilities; student professional placements and project work; staff projects; and volunteering (University staff and students) in Hulme.
- (iv) Many different community projects have collaborated on diverse activities with staff working in different parts of the University and the work is highly valued.
- (v) Most activities have been initiated from within the University and further work has been generated both within and outside the University. A minority of work was initiated externally and or co-created.
- (vi) Attention should be paid as to how to avoid continuous cycles of one-off projects that put strain on community resources in favour of support for long term strategic relationships with Hulme-based projects, agencies and communities of interest.

- (vii) The public and community engagement has been supported by the University's Public Engagement Strategy. The need for widespread staff development in relation to public engagement, identified in the Public Engagement Strategy has been confirmed.
- (viii) There are some signs of change within the University in terms of recognition of public and community engagement work and a limited number of promotions have been made on the strength of this kind of activity. Explicit mention of Public Engagement responsibilities is now part of the recruitment of Heads of Department. More visibility of the commitment to public and community engagement will be needed if this is to attract staff and students to join the University.
- (ix) There are signs of a changing University culture. The Faculty of Science and Engineering has made progress in embedding public and community engagement. Other Faculties host extensive engaged work but this is not flagged as public and community engagement. It would be useful if all Faculties made their commitment and support explicit.
- (x) The University has top level strategic support for public and community engagement and there is considerable grass roots activity: the major challenge now is for understanding, commitment and activity to spread throughout the institution.
- (xi) There is little in the way of local people being involved in governance within the University: what involvement there is, is not visible and is largely linked to the Birley Fields campus developments, which are beginning to demonstrate positive examples of engaged decision making. These examples inspired the University to develop its statements of commitment to the social good collaboratively.
- (xii) The Beacons Manager in the RED office has supported many of the engagement activities and has acted as an important conduit into the University. Serious consideration needs to be given to how best to continue this function once the Bacon project finishes, and to continue to convey information to local projects and people about the University and the possibilities for collaboration.
- (xiii) As the campus developments move forward, it would be useful to adopt some of the activities of the Beacon project including information sharing and ideas generation, with a focus on Hulme and Moss Side (without losing sight of the fact that public and community engagement extends beyond these boundaries).
- (xiv) More information could be provided to local people about activities within the University and more could be done to open University facilities to local people, perhaps linking with other local strategic developments such as the Age Friendly City. Serious consideration should be given to facilitating support of a partnership with the University of the Third Age and the reinstatement of the Community Exchange project.
- (xv) There has been a comprehensive range of engaged activity between the University and Hulme and Moss Side. Monitoring should continue with a particular focus on how these activities lead to changes within the University.
- (xvi) Recognition for and celebration of engaged activities should continue and be spread more widely throughout the University and the local community.

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## **Introduction**

This report is the third to be produced as part of one of two longitudinal studies accompanying the development of Manchester Metropolitan University's (MMU) development of a new campus on Birley Fields, in Hulme, Manchester. The longitudinal study aims to explore and understand the experiences of local residents and workers as well as university staff of the processes of moving to and developing the Birley Fields campus and its impact over time. This report addresses the various MMU-community engagement activities that have taken place in Hulme, either directly or indirectly linked to the Birley Fields development.

The report contributes to the first strand of the study: to monitor the process of change in order to provide a record of the development; better understand the initiative; inform decisions concerning the development; and promote awareness of achievements. This phase was designed to contribute to new understandings of people-place initiatives and of university-community engagement.

Sources of information underpinning this report are documents and reports, academic papers, interviews and conversations with key personnel involved in the development and with staff and students who are working in Hulme and Moss Side and with residents, observations of events and activities, social networking site discussion threads, archive film and press cuttings. This report concerns the period December 2008 – June 2010.

### ***The Birley Fields Development***

A reduction in the number of Faculty sites within MMU has been part of successive Strategic Plans. The most recent plan includes the consolidation of the MMU estate from 7 to 2 centres (MMU 2007). In pursuit of this objective, during 2007 and 2008 proposals were made to close the Elizabeth Gaskell Campus and relocate the Faculty of Health, Psychology and Social Care to an expanded campus with the Institute of Education at Didsbury. However, the proposals met with some opposition from local residents who were concerned about the increase in the number of students, the height of the new building proposed and general issues such as increased traffic and parking. A number of public meetings were held at which local opposition to the plans were voiced. Both faculties concerned had drawn up detailed requirements about the design and usage of the new spaces, building on a process of wide consultation with staff affected by the move. These plans were changed in early 2009 when the Vice Chancellor made a decision to pursue the possibility of moving to a designated brownfield site close to the All Saints campus, at Birley Fields in Hulme (Brooks, 2009), with the political support of the City Council. The two major advantages of developing a campus at Birley Fields were (i) to aid the achievement of university site consolidation; and (ii) to contribute to the continuing regeneration of the area which had begun in 1992 and was reiterated in 2006 (MCC, 2006).

Thus the Birley Fields development includes the relocation of the Faculty of Health, Psychology and Social Care and the Institute of Education from the

existing Elizabeth Gaskell and Didsbury campuses. The relocation will include the building of new teaching and research accommodation, as well as student residences. The plans include commercial and public space. The planned development is different from but commensurate with the objectives of Manchester City Council's (MCC) Birley Fields strategic review (MCC, 2006), which included a Development and Land Use Strategy for the undeveloped brownfield land. As part of the background framing MMU's proposals, MCC noted the ongoing need to develop the site as part of the long term regeneration of Hulme in particular and the city in general:

*{...}parts of the new development have been slow to market and remain empty or underoccupied with remaining plots of land lying vacant. Taken together, the unoccupied sites and buildings in this area do not create a positive image of Hulme at this prominent and high profile gateway to the city. (MCC, 2009a:2.2)*

The Birley Fields Development Plan was approved by the City Council in June 2009, pending consultation with the community and amendments derived from the consultation.

The plan is for the new campus to be built by 2014. The process of development has begun, although at the time of writing (April 2010) planning approval is still to be obtained and no construction has started.

It is worth noting that the major part of MMU is already located within the Hulme boundary, and although MMU and its predecessor Manchester Polytechnic have always contributed to the City in multiple ways, its penetration into its neighbourhood base has not been an explicit strategic priority until now.

### ***Longitudinal Study***

There are ambitious plans for the development of the new campus to be groundbreaking, not just in terms of the buildings to be erected, but also in terms of the sustainability of the project, the processes of engagement to be employed throughout the development and the permeability of the new campus to the public once it is completed. Two longitudinal studies have been designed to: *provide a detailed, multidimensional case study of community engagement for universities in the 21st Century University.*

The Research Institute for Health and Social Change at MMU has been commissioned to explore the experiences, over time, of local residents and workers as well as university staff and to examine the development as a case study of university-community engagement<sup>1</sup>. In the first instance resources were secured for one year to explore activities to date, during the planning stages, and to prioritise an external rather than internal (to MMU) focus.

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<sup>1</sup> The second longitudinal study, overseen by the Education and Social Research Institute has a focus on education and learning.

## University-community engagement

Universities have been encouraged by the funding body, HEFCE, to increase their capability to work with business and the wider community, leading to economic and social impact, since 1999. Their recent strategic plan (HEFCE, 2006: 37) sets out the vision:

*We want to focus more on our support for HE to contribute to wider social agendas. This includes its contribution to civic life and developing civilising values; social, community and environmental support and regeneration; cultural, intellectual and moral enrichment; and participation as a nation and as individuals in global development, communication and problem-solving.*

This interest has accelerated as research councils and government (via the assessment of research quality, the forthcoming Research Excellence Framework) now require assessments of the social and economic impact of research to be made. Indeed, the resurgence of interest in the evolving nature of universities was reflected in the Wellings review of intellectual property and the contributions of research activity to society, in terms of economic, social, cultural and community benefits (Wellings, 2008).

It is clear that interest in the engaged university has been gaining momentum over the last decade (Percy, Zimpher and Brukardt, 2006; Watson, 2007) and community engagement practice is one part of a wider university-public engagement agenda. HEFCE defines public engagement thus:

*'Public engagement' involves specialists in higher education listening to, developing their understanding of, and interacting with non-specialists. The 'public' includes individuals and groups who do not currently have a formal relationship with an HEI through teaching, research and knowledge. (HEFCE, 2007).*

A large national project designed to support a culture change in favour of public engagement in universities has been established - the Beacons for Public Engagement. One of the funded projects is partnership between the University of Manchester, MMU, Salford University, the Museum of Science and Industry and Manchester: Knowledge Capital (the Manchester Beacon) and this has contributed to a supportive context for engaged activities in relation to Hulme over this time period. The Beacons project is funded by HEFCE, Research Councils UK and the Wellcome Trust (see [www.manchesterbeacon.org](http://www.manchesterbeacon.org) and [www.publicengagement.ac.uk](http://www.publicengagement.ac.uk)).

The National Coordinating Centre for Public Engagement, which coordinates the Beacons for Public Engagement projects across the country, explains the differences between public engagement, community engagement, civic engagement and business engagement. Extract 1 outlines these different forms of engagement.

**Extract 1: Different kinds of University engagement**

<http://www.publicengagement.ac.uk/what-public-engagement/community-engagement> Retrieved 5.6.10

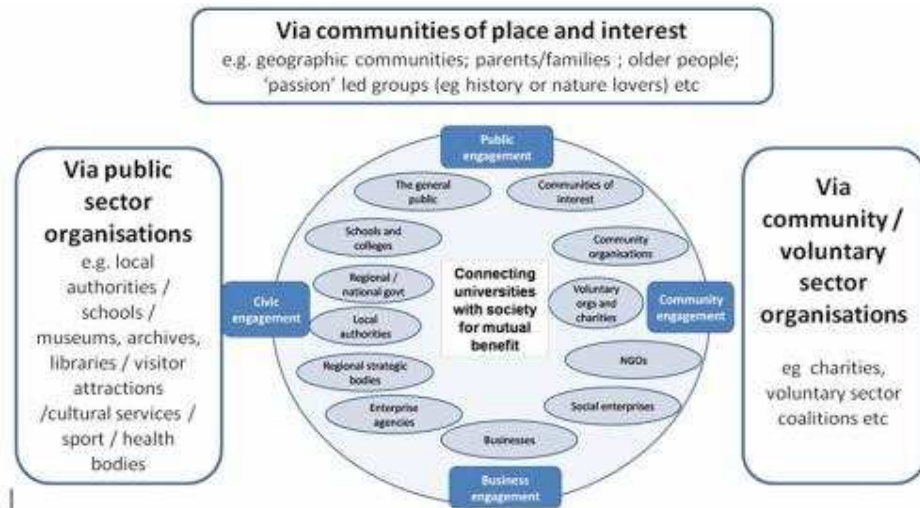
**Public engagement:** covers all subject areas and incorporates various initiatives to engage the public with research and academic activity - perhaps through 'dialogue', or through 'science cafe' style events (as well as the more traditional lecture-style formats, exhibitions and events)...

**Community engagement:** focuses on working with communities. Often has 'intermediaries' to connect university expertise to community need...through strategic projects ... or brokerage-style activity ...The approach is informed by a long tradition of community development. It also connects to the US tradition of 'service' and the 'engaged university' (eg Boyer's 'The Scholarship of Engagement').

**Civic Engagement:** focuses on partnerships between universities and regional strategic bodies and public services, often fuelled by regeneration funding ...Civic engagement often includes attempts to link university research to policy development, either at a regional or national level..

**Business Engagement:** now a long established feature in the HE landscape, informed by a variety of traditions and models including 'Knowledge Transfer', 'Knowledge Exchange', Commercialisation and Technology Transfer. It does extend to include interaction with public and third sectors, not just business, and so 'bleeds' into other areas. Connects to science and innovation policy,

Whilst public engagement sees universities and research institutes working directly with different publics or groups, community and civic engagement usually involve them working with the public through strategic partnerships with 'intermediaries', e.g. with a local museum or community organisations. These different 'routes' to the public are illustrated in the diagram below.



For description of the diagram see: <http://www.publicengagement.ac.uk/what-public-engagement/routes> retrieved 5.6.10

The National Coordinating Centre (NCC, 2010) outlines the kinds of engaged activity embraced by the Beacons projects, which include:

- Presenting to the public (eg public lectures or talks)
- Co-produced research, with the public helping to shape the research question, design and/or delivery
- Seeking public input into your research
- Writing for the non-specialist public
- Judging external competitions
- Media work aimed at a non-specialist audience (press, TV, radio, podcasts)
- Taking part in a public event/debate
- Working with museums / galleries / science centres and other cultural venues
- Attendance at fairs /exhibitions to which members of the public are invited
- Seeking to influence public policy
- Students working with the public as part of their course (eg applying research skills in a community context)
- Providing 'lifelong learning' opportunities (eg short courses or study days)
- Volunteering on behalf of the university
- Advisory processes - providing advice to members of the public or external organisations
- Facilitating the use of university facilities by the public
- Working with teachers/schools

Hart, Northmore and Gerhardt (2008:21) suggest that university-public engagement activities (of which community engagement is a part) reflect one of seven dimensions:

- public access to facilities;
- public access to knowledge;
- student engagement;
- staff engagement;
- widening participation;
- encouraging economic regeneration;
- institutional relationships and partnership building.

Some of these dimensions reflect University level activities and some, staff or project level activities. They are all about different ways in which core university activities (and in the case of the first dimension, resources) can be carried out and deployed in an engaged way. A familiar way of conceptualising engaged activity is in terms of engaged scholarship, often defined as scholarship that “*connect[s] the rich resources of the university to our most pressing social, civic and ethical problems*” (Boyer, 1996:11). Boyer proposes three kinds of engaged scholarship:

- community based research (such as community based, participatory research and practice based research);
- service learning (such as community based learning, practice based learning and service based learning); and
- community service (such as community service, volunteering, academic professional practice).

All of these ways of categorising university- public or community engagement start with the university and look to see how practices might change in favour of community engagement. There are few, if any, accounts of how communities (in all their complexity) might relate differently to universities. Thus the issue of university-community engagement is always presented in a one sided way: universities have the skills, resources and assets to offer to communities. We have argued elsewhere (Kagan and Duggan, 2010) for an asset approach to thinking about the communities in Hulme as part of the Birley Fields development. An asset approach, applied more generally to university-community engagement would consider that not only do universities have skills, resources, knowledge and other assets to bring to communities, but also that communities have skills, knowledge, resources and a other assets to bring to the work of universities. Effective university community engagement would, therefore, be reflected as much in change within universities as change within communities.

Just as the Beacons project is aiming to change the culture of institutions to further engaged activities, Kagan and Duggan (2009:105) propose a number of institutional level practices influenced by and contributing to high quality engaged activity (see Appendix 1). The features of an enabling institutional context are:

- Presence of institutional engagement strategy;
- Mechanisms for monitoring and review;
- Institutional support for expansion of resources for engagement;
- Organisational learning and opportunities for celebration;
- Effective organisational systems;
- Support for transdisciplinary and cross-sectoral working;
- Recognition and reward for staff and staff development opportunities;
- Active gateway to and from the University enabling networking and publicity;
- Explicit engagement mission statement and understanding of types of engagement throughout the organisation; and
- Community involvement in governance.

These university level characteristics are also reflected in the National Coordinating Centre's checklist of areas that are critical to the implementation of public engagement in universities, summarised in Extract 2.

These institutional level processes provide an enabling (or disabling) context for engaged activities. However, we would also expect day to day activities to change as engaged activity increases. Engaged teaching and learning would embrace community involvement in curriculum design and delivery; engaged research would be underpinned by long term collaborative community partnerships; engaged third stream activity would show successful income generation for the university as well as for community organisations, as well as capacity building and lifelong learning opportunities for local residents, consultancy for organisational development with community organisations, and commissioned research resulting from a greater understanding of university expertise.

**Extract 2: Checklist of areas critical to the implementation of public engagement in universities.** <http://www.publicengagement.ac.uk/what-public-engagement/engagement-strategy> retrieved 20.6.10

**MISSION** Create a shared understanding of the purpose, value, meaning and role of public engagement to staff and students and embed this in your strategy and mission, with leaders actively promoting this commitment.

**REWARD** Recognise and reward staff involvement within recruitment, career promotion, professional development and training, workload plans and performance reviews.

**SUPPORT** Co-ordinate the delivery to maximise efficiency, target support, improve quality, foster innovation, join up thinking and monitor involvement and impact.

**STUDENTS** Proactively include and involve students in shaping the mission and in the delivery of the strategy.

**PUBLIC** Involve the public in the governance of the institution and through regular community dialogue and activity.

**CELEBRATE** Communicate widely to encourage and share effective practice and to celebrate success, within the institution and the wider world.

We will go on to illustrate the university-community engagement activities that have taken place between people and places in Hulme and MMU between December 2008 and June 2010. We will almost certainly miss some of the activities, but will be able to give a sense of the broad base of engaged activities taking place. We will include some of the work of the Manchester Beacon, insofar as it has involved Hulme, but note that this activity extends beyond Hulme<sup>2</sup>. Indeed, the public and community engagement activities of the University also extends far beyond Hulme, but it is those local activities that we will focus on here.

## **MMU-Hulme Engagement Activities**

A complex array of different kinds of linked activities have taken place. Whilst they have been categorised, below, it is important to note that some activities fit more than one category.

### ***Public Engagement Fellows***

MMU committed £60,000 from Institutional Higher Education Innovation Funding (HEIF) to support targeted public engagement activity. The scheme was designed to support “*innovative public engagement ideas that will open up a genuine two-way exchange of knowledge and expertise with the wider community*”. Twelve projects were shortlisted and synopses were posted on the MMU website.

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<sup>2</sup> see [www.manchesterbeacon.org](http://www.manchesterbeacon.org) for information across the Manchester Beacons project

The public were invited to vote for those projects they wanted to be supported. Over a two week period in December 2008 more than 2000 people voted for six projects, all with strong connections to Hulme or Moss Side (see <http://www.mmu.ac.uk/community/modern/fellowship.php> for details of the projects). The projects chosen varied in their forms of engagement and will be referred to below, as different types of engagement are discussed. An important point to emphasise here is that MMU invited members of the public – not necessarily with any prior connection to MMU (although, of course there will have been limitations as to how the public heard about the process) - to contribute to decision making about how resources in the University were to be deployed. According to the Beacon's manager, across all the 6 Fellowships in Public Engagement, over 570 local people from 65 different community organisations have been involved, working alongside 74 members of MMU staff and students (Memo to research team, April, 2010).

Engagement will often include more than one type of activity or benefit, although there is usually a primary focus for the work: we will discuss projects in terms of their primary focus.

### **Public access to knowledge**

A number of activities emphasise public access to knowledge. This is expertise held in the University that is unlocked for members of the public. These activities have either taken place in Hulme or involved Hulme organisations.

### **Hulme Walks**

Dr Steve Millington from the Department of Geographical Sciences offered his expertise of the local area by conducting ten walks around Hulme between December 2009 and November 2010. These were open to the public and were attended by approximately 15 people each. In addition, members of senior staff from the University went on the walks and local people were able to talk to them about the University's plans. Extract 3 summarises the walks from MMYOU, the in house newsletter.

**Extract 3: Hulme Walks** (<http://www.mmu.ac.uk/about/publications/mmyou/120.pdf> from MMYOU issue 120 March 2010)

*As the University prepares the groundwork for the Hulme campus, a series of walks around the neighbourhood have been organised by Dr Steve Millington whose specialty is human geography. The area is arguably Britain's only inner city district to have been demolished three times in the course of a generation – during the Manchester Blitz of 1940 and the housing clearances and mass redevelopment in the 1960s, and by the demolition of the 'Crescents' housing experiment and regeneration in the 1990s. The social history walks are a fascinating journey, accompanied by Steve's insights into the legacy of the Industrial Revolution, the construction of the Mancunian Way, the struggle to maintain a sense of community and the planned MMU campus on Birley Fields.*



## Malaria Migrations

Professor Joanna Verran from the School of Biology, Chemistry and Health Sciences, built on previous public engagement activity, through which she shares her expertise in and promoted public understanding of microbiology. *Malaria Migrations* involved knowledge exchange with Hulme-based musicians and artists, the *Single Cell Collective*, that resulted in a mixed media performance, integrating activities, performance and aimed at raising public awareness of malaria. The work was in conjunction with the Society for Applied Microbiology and took place on World Malaria Day (see video at [www.youtube.com/watch?v=dSc83O4WYy8](http://www.youtube.com/watch?v=dSc83O4WYy8)) .

In addition to a public performance on World Malaria day, there was a linked discussion of a book through the MMU-led *Bad Bugs Book Club*, another innovative public engagement activity.

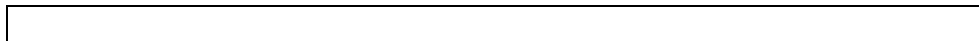
*“The aim of the Bad Bugs Book Club is to get people interested in science, specifically microbiology, by reading books (novels) in which infectious disease forms some part of the story. We also try to associate books, where possible, with some other activity or event, to widen interest, and to broaden impact,”* ([http://www.science.mmu.ac.uk/bchs/biology/research/microbiology/education\\_and\\_communication/bad\\_bugs\\_book\\_club.asp](http://www.science.mmu.ac.uk/bchs/biology/research/microbiology/education_and_communication/bad_bugs_book_club.asp))

The book discussed on World Malaria Day was *The Calcutta Chromosome* by Amitav Ghosh, a fiction revolving around the work of Ronald Rob who made the discovery that mosquitoes transmitted the malaria parasite.

Extract 4 is an edited account of the activities (Verran, 2010). The photographs of the event capture the diversity of involvement and can be found at:  
<http://www.flickr.com/photos/singlecellcollective/sets/72157623944016852/>

The activity also involved students who were working on linked projects. They had opportunities to present their work which they appreciated and considered a unique learning experience.

*One of the research students involved in World Malaria Day told me how privileged she felt being able to participate in these public engagement events. Contemporaries she knows at other universities do not get these kinds of opportunities.* (Researcher 2, Field Diary. Vitae, public engagement and research training day, July 2010)



**Extract 4: Malaria Migrations (Verran, 2010)** [http://www.sci-eng.mmu.ac.uk/bchs/biology/research/microbiology/docs/bbbc/calcutta\\_meeting.pdf](http://www.sci-eng.mmu.ac.uk/bchs/biology/research/microbiology/docs/bbbc/calcutta_meeting.pdf) retrieved 28.8.10

We held the bookclub meeting on April 25th, 2010, World Malaria Day, as part of a larger public engagement event, funded by the Society for Applied Microbiology. [The project]... combined interests of microbiologists and musicians/artists (Single Cell Collective) to produce an afternoon of performance, activities and information aimed at raising awareness of malaria. The Manchester Beacon for Public Engagement helped facilitate the event. We entitled the project 'what malaria means to Manchester', provocatively considering global dimensions of a disease that is not endemic in this country, but that could affect families and friends abroad, travellers, and residents in the future.

The event itself was preceded by a 'conversation' a few weeks earlier. The Collective brought some questions about malaria, its history, pathogenesis, epidemiology, control – and about reasons for its continued existence, future potential and relationship with humanity. These points were discussed with scientists, and the proceedings were recorded, providing initial ideas for the artists to research and create their performances. ...

Over 80 people attended 'Malaria Migrations' at Nexus art café in the Northern Quarter of Manchester.... Each [musical performance] had been inspired by the previous conversations, entailing considerable research and time. All music was accompanied by visuals that enhanced the message of the music. Songs encompassed the beauty of the landscape for pioneers to other countries (and the disease within), the death of Byron from malaria, the pulsing of drums and dramatic film illustrating the effects of high fever, and of medicine, including lyrics by Alphonse Laveran. The poet, Davey Mallone provided eloquent reflections and poems about his experience of malaria. The final musical pieces were from Caulbearers, and from Tanante, a drum collective who lost a member to malaria while he was in Africa working on new rhythms and patterns... the whole event cannot failed to have raised awareness of the global problem of malaria. ...

## Inspiring Leaders

*Inspiring Leaders* is a seven day leadership programme offered by MISPA (the Manchester Institute for Sport and Physical Activity) aiming to bring together people from the voluntary and community sector and stimulate ideas and creativity through sharing and developing leadership skills. The programme was developed as part of an earlier community engagement project (see Kagan and Duggan, 2009) and has been run successfully in a number of areas.

The Manchester Beacon commissioned MISPA to deliver a bespoke culturally sensitive *Inspiring Leaders* programme following a need expressed in community-led consultation with local groups. An initial evening was held in Hulme as part of the Beacon Summit in December 2009 to explore the interest in the course, and after an enthusiastic reponse, a course was delivered in early 2010. It was well received and all participants felt they got a lot out of it (see <http://leadchange.co.uk/completedcourses.aspx>).

A short film was made of participants' experiences and this can be found at <http://www.manchesterbeacon.org/members/151/showcase:78>.

The *Inspiring Leaders* course is an activity wherein expertise in the University enables and facilitates the leadership development skills within the community. Such capacity building has been nationally recognised as important (for example, IPPR, 2009; Wells, et al., 2010) and as such the skills and knowledge of the university are released for the benefit of the community. It is clear from the MISPA website that feedback from previous courses has influenced the development of the course: thus not only does the university have an impact on the community but feedback from the community has an impact on the University. The Beacon-funded *Inspiring Leaders* course also provided an opportunity for the leaders on the programme to talk to, and challenge a senior MMU manager about the Hulme development. It is hoped that ongoing work with the participants and MMU will be sustained in some form or another.

## **Comixed**

Comixed was developed by the Manchester Beacon as a deliberative dialogue methodology designed to shape and share knowledge collaboratively through live events, conversations, social media and artistic expression. Comixed was designed to co-produce and share knowledge through networks by 'reinterpreting' and 'remixing' interdisciplinary academic knowledge with public perspectives around 21<sup>st</sup> Century societal challenges.

The first Comixed involved staff from MMU, other Universities and members of the public who met together at the Zion Centre during the Manchester Science Festival, to discuss the Research Councils UK designated cross-cutting research challenges of our time, including:

- Implications of synthetic biology
- Tackling Climate Change
- Opportunities of the digital economy
- The ageing time bomb
- Global threats to food security.

During the events social media and audio technology were used to track the conversations (see [www.comixed.org](http://www.comixed.org)).

Extract 5 shows a photograph of Comixed in action.

**Extract 5: Comixed** (Photo supplied by S.Gray)



The Beacons Manager summed up some of the key characteristics of these events and how they had wider impact beyond the University and Hulme.

*It was an attempt to bring people together to equalise the knowledge again so it was dealt with all the research councils cross-cutting challenges... [There were about 40 people involved]. [Academics] were asked to provide a very short provocation that went on the website and then we through the Beacon network got people interacting with them. [there was a lively] discussion about climate change, being based in Hulme!... but the interesting thing about it was it really did take away –strip- the veneer back from academia...although it was only academics delivering the provocation*

*... [it was also] interesting because I got a call about a week afterwards from the ESRC asking about public attitudes to nano technology at this event. Because we use social technology and blogging and all this stuff to capture it all they were able to go to that website and take the whole discussion to a Royal Society event where they found out that in 15 minutes of a discussion in Hulme about Nano technology they reached the same conclusions as [another organisation] had in six months. (Interview, Beacons Manager, May 2010)*

## **Public Access to Facilities and Resources**

In addition to access to knowledge and expertise as illustrated above, some of the engaged activities in Hulme have involved access to other MMU facilities and resources.

## **Sponsorship of Cultural Events**

In the past (2008) MMU, '*warming the crowd with hot Vimto and mince pies*' contributed to the Hulme Winter Festival ([http://www.manchester.gov.uk/news/article/4265/join\\_the\\_friendship\\_fun\\_at\\_hulme\\_winter\\_festival](http://www.manchester.gov.uk/news/article/4265/join_the_friendship_fun_at_hulme_winter_festival) retrieved 6.7.10)

In the summer of 2010, the University was one of 11 corporate sponsors of the 2010 Moss Side Carnival, a major cultural event for Hulme and Moss Side ([http://www.manchestercarnival.co.uk/html/sponsors\\_and\\_funders.html](http://www.manchestercarnival.co.uk/html/sponsors_and_funders.html) retrieved 13.10.10). MMU contributed a float in the procession and images of this are captured on some YouTube videos (see for example <http://www.youtube.com/watch?v=Hv9lCaoJWP8> or [http://www.youtube.com/watch?v=NGwM\\_vm1Vbk&feature=related](http://www.youtube.com/watch?v=NGwM_vm1Vbk&feature=related)). We (RIHSC researchers) only knew of this by seeing the float at the Carnival, and a search of the MMU website gives no information about it. IN the future t here may be opportunities for engaging more MMU staff in this kind of activity.

## **Collecting Thoughts**

The Special Collections, based in MMU Central Library are arts and crafts collections (<http://www.specialcollections.mmu.ac.uk/>). They are widely used by the Faculty of Art and Design, and different exhibitions are prepared drawing on the collections. The Collecting Thoughts project was a collaboration between The MMU Special Collections, Manchester School of Art and the Zion Arts Centre and involved MMU staff taking objects from personal collections out to the community. (One of the obstacles to the project's aims was the issue of bringing groups into the MMU Special Collections – see Collecting Thoughts, 2010). The project was one of five cultural awards supported by the Manchester Beacon. The Cultural Awards were typified by co-created activity stimulated by an initial workshop where needs and perspectives from university and community were expressed. The aim of the project was to introduce community and school groups associated with the Zion Arts Centre to the Manchester School of Art and by association forge greater links between the university and the community. The activities included handling and drawing sessions with actual artefacts, facilitated by academics and students from the Manchester School of Art. The Zion Arts Centre summarised the project on their website and this is presented in Extract 6.

The evaluator of the project reported on the powerful impact of being able to actually handle objects:

*The use of objects in drawing sessions in the Beacon's project allowed the participants to engage in a visual, tactile and intimate way. In fact, it was this aspect of the sessions which elicited the greatest response from participants. (Collecting Thoughts, 2010)*

**Extract 6: Collecting Thoughts** (<http://www.zionarts.com/education/mmu-beacons-special-collections/> retrieved May 2010)

*We are working on a new project with MMU part of the Beacons Public Engagement agenda (where the university reaches out to the community in which it is based). Their Special Collections department (see link) <http://www.specialcollections.mmu.ac.uk/> is a resource with lots of interesting collections of objects and things such as children's + artist books, vintage posters, oddities, ceramic, glass and metal objects as well as the Northwest film archive. The Special collections are currently mainly used by Arts students but the resource is open to the general public to access. MMU contacted Zion to introduce them to community groups in Hulme, raising awareness of this fantastic resource and inviting them to the Collections to see the artworks, talk to the MMU staff and artists and take part in handling sessions.*

*The idea is to introduce people to the notion of collecting and to think about the meanings and stories found in objects. The items both from the University and people's personal objects spark discussions about stories, people's histories, memories and ideas.*

*The project is a starting point to discuss more widely how local people interact with the University, question our relationship with it and inform how this might develop in the future. It's a great opportunity for local people to develop closer links with MMU and you never know it could lead to a Hulme collection!*

Once the project was complete, the Special Collections staff recognised the potential of taking artefacts to people in communities:

*We have learned that to engage the community you sometimes have to take the museum out to that community, and that object handling sessions beyond the walls of the museum can take place that still permit the preciousness and significance of an item to be imparted and appreciated. (Collecting Thoughts, 2010).*

Community groups that participated in the project included Venture Arts, Hulme Local History group, St Philip's Primary School and North Hulme Adventure Playground.

## Moving Memories

Another part of the Library Service, the North West Film Archive, was made available to people living in Hulme and Moss Side through their *Moving Memories* project, which was, itself, one of the six Beacons Fellow projects, supported by funding from the Higher Education Innovation Fund from HEFCE, as outlined above.

Marion Hewitt, Archive Director from the North West Film Archive at Manchester Metropolitan University and Karen Gabay of Troubadour Cultural Heritage Foundation with the co-operation of BBC North West Regional Television, got together to share ideas about how they could find a way for more people to access footage in the North West Film Archive that was particularly relevant to local people in Hulme and Moss Side.

The project's aim was to inspire storytelling by reconnecting archive BBC footage of Hulme and Moss Side with those communities portrayed in the film. Through this process, new perspectives across the generations would be stimulated. Following workshops with community groups, school children, faith groups, businesses and so on a new film was made combining existing footage with commentaries from local people.

The film was launched in Afewe (the community pub, formerly the Grants Arms) in Hulme: subsequently it was shown at other venues throughout the City and viewed not only by local people but also by academics. A shortened version of the film was broadcast on the BBC's *Inside Out* programme and the project was shortlisted for a Times Higher Award for 'Outstanding Contribution to the Local Community' in 2010. Extract 7 summarises the rationale for the project.

### **Extract 7: Moving Memories.**

[http://www2.newsbbc.co.uk/local/manchester/hi/people\\_and\\_places/history/newsid\\_8475000/8475536.stm](http://www2.newsbbc.co.uk/local/manchester/hi/people_and_places/history/newsid_8475000/8475536.stm) retrieved 27.7.10  
(see website for short extract of the film)

**A film recalling memories of life in Moss Side and Hulme in the sixties and seventies is helping to keep the area's rich cultural history alive.** Beyond Manchester, the image of the area is still tarnished by its associations with gun crime, drugs and the 1981 riots. However, while it's not without its problems, it remains an area with a fascinating cultural tradition. In post-war Britain, this inner city district became home to thousands of migrants, mainly from the West Indies and Asia, who brought with them the colourful sights, sounds and cuisine from 'back home.' Since then, Moss Side and Hulme have undergone significant change with the slum clearances in the 1960s followed by the rise and fall of the notorious Hulme Crescents.

To give the younger generation a flavour of this history, the North West Film Archive has been working with the Troubadour Foundation and the Manchester Centre for Regional History using BBC footage and personal photographs to create a short film recording the area's recent history.

A case study, produced as part of the Beacon's internal evaluation, suggested that important learning came from this project regarding the use of university resources.

*Universities have content such as archive material that can be given a powerful context by local people. Communicating the importance of archiving the history of peoples' everyday lives to the community is key. (Duggan, 2009).*

### **The Manchester Conference for Black Parents, Children and Young People**

MMU academics Peter Hick and Diane Watt from the Institute of Education were encouraged to work on a conference about black children in schools by a community activist who had seen the opportunity to develop Public Engagement projects via the Public Engagement Fellows. Thus this was a community driven project. It was collaborative throughout, with a steering group including members of the public, and utilised University resources to address an important social issue.

*... through informal research and conversations, it seems that there has been a few conferences run by BME groups out in Hulme and Moss Side about the challenges of the education system in the past . ... this took place in a university building on a Saturday....[and] it was driven by [community-based BME organisers] who have been generous in acting as unofficial outreach workers for the Beacon from the start (Interview, Beacons Manager, May 2010)*

During Black History Month in October 2009, MMU hosted a major event aimed at bringing together a wide range of teachers, academics and policy makers in engaging with parents, young people and community groups from black and minority ethnic communities. The project steering group included representatives from the Louise Da-Cocodia Trust, the Ahmed Iqbal Ullah Education Trust, the Education & Social Research Institute, and the Centre for Urban Education. Extract 8 shows the poster advertising the event.

Not only did the conference enable community access of University facilities, but by the way it evolved collaboratively it could be said to have been a co-created event.

Notwithstanding the above examples, public access to University facilities has not been as extensive as it might have been. Whilst there appears to be a desire at the top amongst some senior managers to open university facilities more widely, operational difficulties can present themselves. The kinds of barriers preventing greater access that have been identified include: early closure of buildings; perceived and actual physical barriers to access (such as to the Special Collections); room hire charges that make it difficult for community groups to afford; restrictions on public liability insurance.



**Extract 8: Poster for Manchester Conference for Black Parents, Children and Young People**

**Manchester Conference for Black Parents  
Children and Young People**

**Saturday 17th October 2009**  
9.30 - 4.30 (Registration 9.00 am)

Manchester Metropolitan University  
Geoffrey Manton Building

Free attendance    Places limited

In the 21st century it is still the case that pupils from some black and minority ethnic communities face a disproportionately high rate of permanent exclusion from school, and are likely to achieve disproportionately low educational outcomes. There is an urgent need to mobilise parental support for collaboration with teachers in addressing these issues. The Manchester Conference for Black Parents, Children and Young People aims to do this.

**Conference Speakers**  
*Dr Richard Majors*  
*Professor Heidi Mirza*  
*Professor Gus John*  
Plus workshops from local community organisations

Check our website: [www.ldet.org.uk](http://www.ldet.org.uk)  
To book a place please use booking form overleaf

The London Education Trust  
Manchester Metropolitan University  
Ahmed Iqbal Ullah Education Trust  
TELL IT LIKE IT IS FOR MUMS

The one thing that enables access is having a clear partnership with university academics in the activity: rooms can then be booked, for example.

Some staff have expressed an interest in opening up facilities and classes to older people who have established networks in Manchester through the Valuing Older People initiative that are particularly interested in lifelong learning. Indeed, the Beacons Manager, identified this as an issue and highlighted the potential of a partnership with the University for the Third Age and MMU.

*I went to see the Valuing Older People (VOP) network and they talked to me about the University of the Third Age (U3A) and their partnership at Lancaster University and that's something I'm going to look at in more detail. ...Essentially Lancaster University allow members of the local U3A group access to University lectures and have reported benefits such as an increase in student satisfaction and retention. It strikes me that if you can open up access in this way then you have truly created an integrated university-community partnership. ... I don't know what the policy is in terms of*

*opening up teaching and learning in this institution and what its like there, but I mean certainly from Lancaster they were saying 'it increases students' satisfaction. On the first week the older people go up and thank the teacher at the end and the next week the students go up and thank the teacher'. ... Retention rates are increased ... they get round that public liability issue by having that official relationship with the University of the Third Age. (Interview Beacons Manager, May 2010)*

A partnership between MMU and U3A would also fit with the City Council's determination to be recognised as an *Age Friendly City*.

The Community Exchange project explicitly sought ways of linking the needs of community based organisations with university activities and resources. In particular it facilitated links between students and staff from across the University in order to find ways that coursework requirements and existing research or enterprise activity might meet the needs of the community group. The Community Exchange was replaced after nearly 20 successful years by CoMMUni, now Volunteering MM,U with a focus on volunteering over and above course requirements. If the University is serious about enhancing public access to resources and facilities as part of public and community engagement, serious consideration should be given to reinstating the Community Exchange.

### ***University access to Hulme Facilities***

Not only has the University opened access to its facilities, but through some of the activities, the University has been able to access local facilities.

### **Exhibitions**

The Zion Centre has offered good exhibition space wherein university work can be exhibited. This has included work initiated by staff as well as by students (for example, *Lost Hulme*; launch of *Inspiring Leaders*; *Comixed*).

### **ArcSpace**

ArcSpace is a local hub for creative and cultural activity. The University rented some space during 2009 that was used not only by the Beacons Manager but also by others from the University, including for example, community psychology researchers and students. Martyn Amos, one of the MMU Public Engagement Fellows directing the MetHODS project was closely affiliated with ArcSpace. He became a Director of the project and acted as a conduit for other activities linked to ArcSpace. The Beacons manager highlighted the advantages of this link for other work in the University.

*[this] Fellowship project is actually one activity but as a result of getting involved in Beacon and coming to networking things... {Martyn} is a director on that social enterprise ArcSpace. He gives some of his time and they push a lot of partnership opportunities our way ... they run these eco technology courses[and] do all kinds of skill sharing initiatives, things like that ... they're a community group that are organised. They've got vision, they are established.*

*They have been supported in all kinds of ways by the university but they are leading on their direction. That's an interesting model I think of how an academic, just by going every week and representing and being there, can add value, facilitate links –[ for instance] we have been recycling computers to [the community] through our ICTS department and are looking at ways of embedding the recycling of equipment to local community groups in the University's waste management strategy. (Interview, Beacons Manager, May 2010)*

Extract 9 summarises the project.

**Extract 9: Manchester MethODS: Hulme Open Design Studio: *Martyn Amos***

<http://www.mmu.ac.uk/community/modern/fellowship.php> retrieved 4.4.10



The ubiquity of mobile phones and services such as Facebook means that people are increasingly fascinated by computing technologies.

Learning to *write* simple software will allow people to take their computing skills to the 'next level'. Manchester MethODS will demystify computers, and show, using workshops, how easy it is to *create* (rather than simply *use*) interesting and useful software.

I have *strong confirmed support* from ArcSpace Manchester, a community cluster based in Hulme that will offer an ideal foundational partnership.

Apart from the obvious skills benefits, participants will be encouraged to view software development as an inherently *creative* process. The word 'Open' is key; in the spirit of other community projects, we will use open-source software, but, in a more general sense, the project will be *open to all*.

Main objectives:

1. Build sustainable connections with community groups
2. Empower local people
3. Lay foundations for a proposal to support future expansion

### **Other community facilities**

Many Hulme based projects have provided the base for other projects involving staff or students as described elsewhere in the report. In addition, the Hulme based community pub, Afwe, hosted a showing of the *Moving Memories* film and Hulme Community Garden Centre provided the venue for one part of the *Hulme Sweet Hulme* project.

We have seen, above, that the University has had access to community facilities and resources. Public access of University facilities and resources includes the use of university premises and also specialist collections and expertise. Students are another university resource and community based learning makes an important contribution to not only the local community, but also to students and staff.

### ***Student engagement: community based learning***

Students from a number of different courses, across the university, have worked on projects focusing on Hulme, or linked with projects in Hulme, as part of their degree programmes. This has included formal, professional practice placements (often referred to in the literature as service learning), work for independent dissertations, and work for projects within taught units of study. Each of these types of project enrich student learning through community engagement and at the same time make a contribution to the life of the locality. A comprehensive audit of all the student activity in Hulme and Moss Side has not been undertaken, but here we will give some examples of the diverse activities undertaken.

Exposure to this community based learning has included students of architectural design, history, community psychology, youth and community work and social change. Students have been based with an organisation, worked in collaboration with local people, and/or exhibited their work locally. We have seen, above, that both undergraduate and postgraduate students have also been involved in other engagement activities, such as *Malaria Migrations*, *Web Angels*, *Hulme Sweet Hulme*.

### **Professional Placement (service based learning)**

An example of a professional placement is that of a youth and community student who worked with the Zion Centre for one of her placements. Extract 10 presents the Zion Centre's account of this from their website.

**Extract 10: Professional Youth and Community placement with the Zion Arts Centre.** (<http://www.zionarts.com/education/mmu-youth--community-placement> retrieved May 2010)

*This term Zion is hosting [student] on a 60 day placement through Manchester Metropolitan University. She is obtaining a BA Honours in Youth and Community Work and has a background in performing arts. An important part of her course is a community audit which she is working towards through the new upcoming youth forum. She is also involved in various workshops at the Zion and is particularly working closely with Zion's tenants ODD Theatre Company. As a youth and community worker [student] is eager on influencing the young people she is working with thorough the arts. [Student] is enjoying her time at the Zion Arts Centre and feels that she is gaining a lot of knowledge and help through the staff.*

**Areas of work:**

*Facilitating Extended School workshops  
Working alongside our Community Engagement Officers  
Working with a variety of young people from in residential care, primary and secondary, young people with special needs  
Supporting Zion's All in One Saturday sessions with Crystalize  
Shadowing in the Education department – youth project management  
Marketing + Promoting creative projects such as Open Day*

### **Project work as part of a taught programme**

Student project work, as part of a taught programme, can be illustrated by the *Sharing the City* programme in the School of Architecture, run by Helen Aston and Stefan White. One of the design projects undertaken by a Year 6 student included collaboration with local communities: this was for a Prototype recycling Centre for Hulme. Extract 11 summarises the design, which formed part of a public exhibition in the centre of Manchester.

Other *Sharing the City* projects took place across the City, and additional resources for the work were successfully bid for as part of the Manchester City Council *Generations Together* Government-funded intergenerational programme. This illustrates how engaged student-based projects can contribute to increasing resources not just for community based organisations, but also for the university. The project contributed to a City Centre exhibition at Noise Lab, open to the general public.

**Extract 11: Sharing the City: Prototype Recycling Centre, Hulme**  
(<http://projects.msa.ac.uk/?s=18> retrieved June 2010)

*The scheme is located in the Southern Gateway area of Manchester, neighbouring the elevated section of the Mancunian Way express road. It is situated between Hulme and the City Centre, and so will serve as an interaction point for local people from a variety of backgrounds. Waste is collected from the local area and transformed into building materials to be used to reclaim derelict sites across Manchester. Waste is also used to power and heat the building and neighbourhood. Processing occurs from the top down: waste materials enter on the fifth floor, processed as they travel downwards, then stored in the basement before dispatch. At ground level, the building incorporates interactive community workshops. The architectonic concept incorporates re-use of the existing concrete frame on site, strengthened with steel. The structure is then wrapped to create dynamic spaces, a reference to Manchester's textile industry and the hand-made nature of materials produced.*

[www.wrap.org.uk](http://www.wrap.org.uk)

Another example of project work undertaken by two history students, was a photographic history project of Hulme, *Lost Hulme*. Extract 12 explains the project which resulted in a public exhibition at the Zion Centre which was well attended and stimulated local people adding to the collection. One of MMU's Deputy Vice Chancellors opened the exhibition launch for which approximately 40 people registered in advance and many more attended.

**Extract 12: Lost Hulme** (<http://www.mmu.ac.uk/about/publications/mmyou/120.pdf>)  
From MMYOU issue 120, March 2010)

*History students [student names] collected more than 100 photographs dating from the 1880s to the 1980s for an exhibition that tells the story of 'lost' Hulme.*

*Drawing on collections from the city's institutions, libraries, archives and private collections, the focal point of the exhibition is the long and significant history that culminates in the making of modern Manchester, the world's first industrial city. Officially opened at the Zion Arts Centre in Hulme by Deputy VC Professor Gerry Kelleher in February, photographic highlights include a shot of The Three Legs of Man public house on Stretford Road in the 1880s, Hulme Hippodrome, Paulden's around 1910 and, most recently, the Crescents housing 'experiment' in 1972 when they were opened.*

*Undergraduate researcher [student name], who was brought up in neighbouring Chorlton, said: "Hulme is an important and much misunderstood community. As historians we have a duty to show the past, and the mistakes of demolition and development, so that people can learn lessons for the future."*

*Lost Hulme was arranged through the Department of History with support by the IDEA team (HLSS) and the Visual Resources Centre (AD). The exhibition was retained at the Zion Arts Centre for an additional week due to public interest*

Community Psychology students undertook collaborative projects with local community organisations. One pair of students, based at ArcSpace in Hulme, carried out observations of the use of open space in Hulme at different times of the day and week over a two month period. Usage patterns were mapped onto aerial maps of the area. This project contributed to an international collaboration between MMU's Research institute for Health and Social Change (RIHSC) and Dr Bernardo Jimenez from the University of Guadalajara in Mexico, who is also working on the use and development of open space in the city. This international collaboration has led to collaborative symposia presentations between MMU and University of Guadalajara in Puebla, Mexico (June 2010) and Leipzig, Germany (July 2010).

Two groups of community psychology students worked with Venture Arts in Hulme. One group explored ways in which Venture Arts might involve project users in the management of the project. The other examined how the Venture ARTS model might be applied to working with people with intellectual impairments in Malaysia. These projects built on long standing collaborations between the community psychology team and Venture Arts.

A number of Social Change students have worked with projects in Hulme and Moss Side. Eight students worked with the DASH (Drug Advice and Sexual Health) project, supporting people with drug problems. A further group of 6 students undertook a non-professional placement with the Afro-Caribbean Mental Health Project. Other organisations that hosted social change students during the academic year 2009-10 included the Aquarius Community Centre, the Manchester Foyer, Manchester Refugee Support Network, City South Manchester Housing Trust and various primary schools.

### ***Staff Engagement***

Many of the examples above are also examples of staff engagement as students work alongside staff. Some other examples of staff engagement are given here. (Further examples linked to the MMU Public Engagement Fellows, discussed above, are Hulme Sweet Hulme and Manchester MethODS and Web Angels.)

### **Moss Side Stories**

Linnie Blake from the Department of English worked with students and other creative writers and young people from Hulme and Moss Side attending Manchester Academy on various autobiographical creative projects. Extract 13 summarises the project from an article in City Life.

The project's homepage presents some illustrations of the project in action (<http://www.moss-side-stories.mmu.ac.uk/> retrieved 25.8.10). The project culminated in an exhibition at Manchester's Link Gallery and an anthology is in press. Following the project Linnie has been elected as a Parent Governor at the Academy.

## Hulme Sweet Hulme

Lynne Settington, a lecturer in embroidery from the Faculty of Art and Design worked, alongside students, and many different groups in Hulme around the themes of *places called home* and *maps*. She worked with textiles and embroidery to enable local people, including refugees and asylum seekers, to not only explore the concepts of place and home, but also to gain new skills. A public exhibition was held in the Zion Centre. The project developed into a partnership with the Hulme Community Garden Centre and a living wall, in the form of a map was created. Extract 14 illustrates this project.

**Extract 13: Moss Side Stories** (Katy Murr: [www.citylife.co.uk](http://www.citylife.co.uk) 03 July 2009 )

MOSS SIDE may often be talked about as a dangerous place. Perhaps, however, this isn't so.

Pupils from Manchester Academy are exhibiting their stories of finding a home in Moss Side, and finding a place often far safer than the world they moved from. As of July 7, Manchester Metropolitan University (MMU) will host the pupils' stories.

The pupils, having been brought up around the world, challenge frequently-held perceptions of Moss Side as a place to drive your car through fast, doors locked, and heck, even if you get a speeding ticket, at least you're 'safe'.

One pupil talks about the fighting in her home country of Somalia, mentioning how her mother died in an explosion. She also talks about the 'very sweet cakes' her mother used to bake. These anecdotes of sharp perceptions create tell of Moss Side as a place where, as another student remarks, 'I am enjoying life.'

### **Multitude of art forms**

At Manchester Academy students come from across the world, including Afghanistan, Eritrea and Somalia. They also speak 63 languages. Nigh on impossible, then, to not discover something new at this exhibition.

A multitude of art forms and modes of expressions join up to make this exhibition: poetry, prose, photography, paintings and video monologues. As for what made this possible? It's part of an on-going project. Following a public vote in December, Manchester Academy won one of MMU's new Public Engagement Fellowships.



#### **Extract 14: Hulme Sweet Hulme**

The invitation to the public exhibition summarised the essence of the project. (<http://www.artdes.mmu.ac.uk/profile/lsettington/projectdetails/326>. retrieved 25.8.10)

Lynn says: "working with groups based in Hulme, South Manchester and centres around maps, old and new as well as places once called home. Hulme itself has been through many changes and the map theme seemed apposite to draw in a range of viewpoints."

The partners in *Hulme, Sweet Hulme* are Manchester Metropolitan University, Hulme Library (English for Speakers of Other Language classes), Hulme Community Garden Centre, North Hulme Adventure Playground, ARC SPACE Manchester, local schools including Rolls Crescent, St. Wilfred's, St. Phillips, Community centres including Aquarius, Zion Arts Centre, Zion Resource Centre, Action for Sustainable Living



Creating the living wall (<http://www.mmu.ac.uk/news/news-items/1102/> retrieved 4.4.10)

Feedback from a project leader supporting English as Second Language Courses: "*It was a wonderful opportunity for our students whose journeys have brought them from Afghanistan, India, Iraq, Iran, Poland, Pakistan, and other countries to Hulme. They relished the opportunity to talk about their countries and learnt new skills, produced some beautiful work and are looking forward to seeing it in the exhibition.*"

### **Making our Futures**

A different kind of collaboration around art is supported by David Haley from MIRIAD in the school of Art and Design. MIRIAD is working with the Central Academy of Fine Art in Beijing, and have invited the Hulme based community research group, the Urban Research Collective to participate in the project. Extract 15 presents the summary of the project posted on the Urban Research Collective website.

In addition to specific projects involving staff in research or teaching activities, several members of MMU staff helped with the official Birley Fields

consultation and have made themselves available for discussions and debates about the development with local people.

**Extract 15: Making our futures: Art of sustainable living**

<http://urbanresearchcollective.wordpress.com/news> retrieved 4.4.10

*Urban Research Collective have been invited to take part in the first phase of **MAKING OUR FUTURES: THE ART OF SUSTAINABLE LIVING**, a research project between **MIRIAD** and Beijing's **Central Academy of Fine Art** (CAFA), devised by **David Haley** and **Dr. Tongyu Zhou**. The project builds on MIRIAD's links with CAFA, and is looking to develop a research network pulling in support from local partners including Manchester City Council's Head of Environmental Strategy, Richard Sharland and Urban Research Collective. This mirrors similar collaborations being set up in Beijing.*

Involvement in the consultation included senior staff who have listened to what local people have to say about the development during the Hulme Walks.

*I think they [members of the University Executive] are very responsive. The senior team have made themselves incredibly available through activity such as these walks that we have been doing led by one of our academics Steve Millington. ... When they [MMU executive] come they engage with local people .. [Local people] think its great so you know we've gone out and walked with them over the site and we've walked with them through the history of the area and being prepared to listen to the history of the area and they've seen us doing it. ... I think that has been great for just demonstrating that we are interested in the community, prepared to listen to its history and prepared to talk to anyone that's on the walk. (Senior Manager, MMU)*

The involvement of staff and students in Hulme also includes voluntary work.

### **Volunteering**

Volunteering is one of the forms of university-community engagement and there are some examples of both staff and students undertaking voluntary work with organisations in Hulme during the time period. Examples include:

Eleven students and four staff volunteered with Hulme Community Garden Centre; six students volunteered at the Hulme Winter Festival; Student volunteers worked with staff on the Web Angels Hulme Sweet Hulme, Moss Side Stories projects as well as the Malaria Migrations project, outlined above. Students have also participated as volunteers and ambassadors at the Moss Side Carnival and CoMMUni<sup>3</sup>, the student volunteering brokerage in MMU, has a number of ongoing links with organisations in Hulme and Moss Side and provide assistance to students in a number of projects, including a funded grant project with North Hulme Adventure Playground and Webster Primary School.

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<sup>3</sup> now called 'Volunteering MMU'

## **Web Angels**

Guy Lancaster from the Faculty of Humanities and Social Sciences worked with student volunteers and CoMMUni to assist community groups in developing websites. Extract 16 presents the project.

It is clear that there has been a wide range of engaged activities between MMU and the people of Hulme. For a university to be truly engaged, it is not enough to be able to demonstrate the public good that is done by and within the University: it is also necessary to show how the work and working of the University has changed as a result of its engaged activity and relationships with the external world.

## **Birley Fields Development and its Impact on the Working of the University**

We have seen, above, and in Working papers 1 and 2 (Kagan and Duggan, 2010 a,b) that the University has approached the Birley Fields Development in new ways and this, in turn has influenced how the development has proceeded. Notwithstanding its limitations, the attempts made to go beyond a superficial consultation have meant that many more people have had the opportunity to comment on the development than might otherwise have been the case.

Invited meetings of specific stakeholders and open meetings of University staff have contributed to information about the development being communicated. What is less clear is, with a few notable exceptions such as the position of the car park, how comments and feedback from these different consultative processes have been taken on board. Communication about this has been less comprehensive<sup>4</sup>.

Senior staff have attended a wide range of community based events and made themselves available to individuals and groups for further discussion and debate. One senior manager took part in a local radio discussion alongside one of the environmental activists from Hulme who is vocal in his opposition to the Birley Fields development. This enabled wider exposure of MMU's plans and a demonstration that the University is willing to discuss and debate the issues publicly.

There are, too, some examples of changes at University level in how business is conducted, in the direction of greater engagement.

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<sup>4</sup>A revised Masterplan is due to go for planning approval at the end of 2010/early 2011. Outside the time frame of this report, between October and December 2010, a further round of internal and external information and consultation sessions took place, which in large part filled the information gap. During these meetings information was shared about the changes made from the original Masterplan in response to, amongst other considerations, changing economic conditions as well as public concerns. A number of changes can be linked directly or indirectly to concerns expressed by local residents and other stakeholders, as well as University staff, demonstrating a commitment to responsiveness..

**Extract 16 : Web Angels**

(<http://www.mmu.ac.uk/community/modern/fellowship.php> retrieved 25.8.10)



This project will provide a user-maintainable web presence to community groups in Crewe, Hulme and East Manchester that will enable them to market their activities and communicate with funders, volunteers, client and stakeholder groups.

The programme will be delivered through co-ordinated volunteering opportunities for students from the Department of Information and Communication's BSc. Web Development Programme.

CoMMUni will offer a volunteer induction training package to BSc. Web Development students whilst activities will be co-ordinated by Guy Lancaster, who brings to the project 20 years working as an IT solutions developer.

Lasting benefits will include:

delivering and updating a web presence of 20 community groups that will allow them to communicate with funders, volunteers and client groups. Use will be made of conventional website technology and user-maintainable Web 2.0 technology such as blogs and wikis;

providing 'live' work experience placements for 20 students via the creation of client-led resources and enhancing their employability profile

The project website (<http://www.hlss.mmu.ac.uk/idea/webangels/>) summarises the unique aspects of the project.

A key element is the dual evaluation of the programme. Students will use CoMMUni's Volunteer's Record of Achievement Log to reflect on and review their volunteering experience. Community groups will be encouraged to reflect on further developing these resources, in ways that allow them to manage these resources themselves.

## **University Mission and Community Engagement**

The University's strategic Plan 2007-2020 (<http://www.mmu.ac.uk/about/strategic-plan>) makes no mention of public or community engagement. The nearest it gets is mention of an ambition to contribute to the economic and social development of the Region:

*A University of and for the region.... a University whose expertise, research and other resources support the social and economic development of the region.*

In 2008, however, in support of this statement, A Public Engagement Strategy was developed and Extract 17 summarises its goals

**Extract 17: MMU's Public Engagement Strategy: Executive Summary**  
([http://www.mmu.ac.uk/policy/pdf/policy\\_ref\\_public\\_engagement\\_strategy.pdf](http://www.mmu.ac.uk/policy/pdf/policy_ref_public_engagement_strategy.pdf)).

*The Public Engagement Strategy (PES) proposes a new direction within the university which will complement and contribute to both Research and Academic Enterprise/Knowledge Exchange activity, by offering both staff and students reward and recognition for engagement in activities which define what it means to be a university in the 21st century, making public interactions and social considerations a core part of the role of any member of staff or student in any discipline. Specifically the University's Public Engagement Strategy will be to:*

- Stimulate a wider understanding of Higher Education by enthusing the public about current issues, the creative process, and the aspirations and outcomes of research.
- Enable researchers to build the capacity and capability to participate in high quality, effective engagement with the public, and to consider societal implications and public attitudes, alongside others, in the conduct and use of research.
- Create effective communication channels between MMU and the Public about new innovative developments, achievements, projects, research and their impacts on the economy and society.
- Promote the presence of our students in the city as a positive force for good, fully unlocking and making transparent the benefits that students bring to our towns and cities, and preparing them for global citizenship.
- Further the teaching, learning and research practice of our students by their engagement and dialogue with the public and other stakeholder groups.
- Encourage the development of global citizens and professionals with a sense of civic and societal responsibility.
- Develop a close understanding and relationship with the City and Region.
- Open out the knowledge resource of the university to the public in new and innovative ways.
- Engage in the co- creation of knowledge and the generation of new ideas in collaboration with external partners.
- Encourage opportunities for academics and students to be exposed to and share diverse perspectives.
- Increase the university's participation in local democracy.
- Undertake a role in supporting and empowering local communities.

As part of the implementation of this strategy, in 2009 Human Resources requested that all staff 's annual PDR (Professional Development Review) discussions included explicit mention of relevant public engagement work. There was, however, no training given to managers undertaking PDRs.

### **Recognition and Promotion**

There are few opportunities for promotion within the University. There is a Scheme for the appointment of Professors (Research, Academic Enterprise or Learning & Teaching) Professorial Research Fellows, Readers, Senior Research Fellows and Senior Enterprise Fellows. Community engagement appears as a route to promotion under the Academic Enterprise pathway where the guidelines state:

*The term 'academic enterprise will be construed broadly and will, in particular, be taken to include community engagement i.e. activity that generates social as well as economic benefit'.*

The other major vehicle for the recognition for public and community engagement is via the Progression into the Contribution Zone procedure, available to those who have been on the maximum point of their scale for at least a year. As the guidance notes for scheme state:

*The University Scheme for progression into the contribution zone is designed to reward contribution which on a sustained basis significantly exceeds that normally expected in the role.*

[www.mmu.ac.uk/humanresources/form/CPA\\_scheme\\_\(Revised\\_2009\).pdf](http://www.mmu.ac.uk/humanresources/form/CPA_scheme_(Revised_2009).pdf)  
retrieved 5.11.10)

Some staff who have undertaken community engagement work have been rewarded through this process.

Whilst the HR section puts on 'contribution zone' training for managers, more could be done to inform staff about ways in which their community and public engagement work can be recognised and rewarded. For those staff whose work is substantially based in public and community engagement (for example staff supporting professional training courses, such as education, youth and community work, health and social care professions, business and management) there are particular difficulties in being able to identify work that exceeds that normally expected in the role, and it would be useful if more consideration and guidance of this were given.

### **Recruitment**

As the Public Engagement Strategy became embedded and the importance of the community engagement agenda became clear through the Birley Fields development, the knock on implications for standard university processes, such as appointment of staff and student recruitment become visible. A Senior Manager with a central role in steering the Birley Fields development

drew attention to how this kind of embedded activity will contribute to a cultural shift taking place in the University.

*I hope its culture changing. [It has the] potential to be ground breaking in terms of a really significant culture change within the institution. Because of work in the Beacon, new statements are going into the recruitment packs for staff and for students. There is something about having a community campus and those disciplines [health, social care and education] that can go into the promotion material that goes out. You apply for a job, you receive this pack and there are our statements 'MMU commits to ...[ those Welling statements we were talking g about] and so that we begin to start to attract the sort of staff that believe in work like that and want to stand up for work like that. I hope that we'll get to a state where it will say '...and we expect from our staff that they will give a certain number of hours of their time to working in this way with external audiences', and the same with the students ...'we expect from our students that they will give a proportion of their time back to the area that they're situated in when they study'. [In that way the Birley Fields building] begins to change the way we work. (Interview, Senior Manager, May 2010)*

As we understand it, a strategic decision has been made to encourage Heads of Department, who are then in a position to influence other staff, to have public and community engagement as part a requirement for appointment. Information sent from the university to applicants for Head of Department posts now includes mention of public engagement. In a Head of Department post advertised at the time of writing (14.11.10) one of the activities listed under responsibilities in the job specification was:

*Promoting public engagement as a key element of community involvement. (Job description, advertised Head of Department, 14.11.10)*

The front page of the MMU website, acting as a portal for prospective, current and past students, as well as external stakeholders, contains a Community (MMU for everyone) button on the top navigation bar. There is no explicit statement of values and commitments to community and public engagement on either the MMU front page or on the Community page. The aspiration for MMU's commitment to community and public engagement to act as a magnet for interested staff and students, as expressed in the above quote, seems to be some way off.

### ***Culture Change within MMU***

It is impossible to disentangle the engagement activities with Hulme from wider public and community engagement activities that have been taking place over the same period, stimulated in particular by the Beacons for Public Engagement project. However, in some parts of the University, public and community engagement has been advanced particularly energetically. The Faculty of Science and Engineering, for example, have begun to embed public and community engagement. This has been done with the support of the Beacons manager who describes the changes:

*[some staff in] the science faculty at the moment ... are taking community engagement lessons into research. [One of the Beacons Fellows]has got EPSRC project which is about bringing together three different disciplines in science and engineering, that is actually about relationship building, so its about bringing people together. He's using some of the techniques that I can see he's learned through public engagement activities such as auditing people's skills, looking at skill swapping, mapping those kind of things. ... they have informal coffee mornings every week, they have little nibbles sessions you know and all those things I would say are kind of the sort of glue that will bind [ the activity in the future]. There's now a Science Communication and Engagement group in Science and Engineering, looking specifically at things like the Manchester Science Festival and how to get more people involved in that. (Interview Beacons Manager, May 2010)*

Now more people are getting involved, staff are encountering some of the same barriers to expansion as have been found by other University-community engagement initiatives (e.g. Kagan and Dugan, 2009). The Beacons Manager summed it up:

*But what's interesting is they're now coming up with the same barriers that I have...[such as] reward and recognition, workload. There is an opportunity now, I think we are at the point now where there is strategic buy in, there is grass roots stuff going on. ... [in between] I would like to think that there's a bit more quality and a little bit more cooperation, a bit more expansiveness in terms of thought about these kind of concepts. (Interview, Beacons Manager, May 2010).*

Whilst some progress, however, has been made within the University with regard to recognition (see above), full backing at all levels within the University to further community engagement is not always strong. One of the University's senior managers, closely involved in the Beacons project, described how the difficulties in connecting up strategic top-down and grass roots bottom up activity were shared across Universities – this middle management layer is sometimes referred to as the 'permafrost layer'.

*We had a little [Beacons] away day about that - they called it the frozen centre. Something great coming up from the bottom, really good now coming down from the top, absolutely permafrost in between. The permafrost layer was identified as a real issue. ...if the top believes it, if they are prepared to put statements into recruitment packages and things and all the rest of it then they must commit to staff development at all levels, so that becoming a Head you'd have to go through some compulsory training about this kind of the sort of university we were what we expected from our staff and the sort of questions you should be asking in PDR's all of that needs training you can't just imagine that its implicit. ...So we had invited along our senior people from HR to that meeting to listen to that and really get the fact that it is a staff development issue, a 'starter' and a workload issue. (MMU Senior Manager, Interview May 2010)*

The priority for addressing this issue has been to target Heads of Department at the point of recruitment (as described above).

Whilst it is important to recognise that some parts of the University have always undertaken a lot of engaged work, it seems as if there is the beginning of a cultural shift in favour of greater public and community engagement. One



view, expressed by a senior manager, is that it is through the linking up of lots of small scale changes in relationships (i.e. the grass roots activities) that cultural change will come about.

*What is actually there is engaging lots and lots of people-based interactions. ... It is about lots of people from the university being out there talking to lots of people in the community; lots of people in the community coming into the university and talking to lots of people in the university. The sum of all those very much micro interactions leads to something which is quite different at the macro level. You can't design it at the macro level [it is small activities] that generates lots of stuff happening. MMU Senior Manager Interview, March, 2010)*

One example of increasing engagement would be increased public involvement in governance at different levels within the university.

### **Public Involvement in Governance**

There has been involvement of local people in decision making around Birley Fields and a good working partnership has been developed between MMU, corporate partners such as Manchester South Housing Trust, Manchester Corridor Manchester, Job Centre Plus, the City Council, (press officers, regeneration officers and its Ward Coordinators), as well as elected members. After the initial consultation and Masterplanning process a number of impact groups have been established to take the development forward. These include the following groups:

- Communications and Public Engagement;
- Community Employment and Training
- Education Impact;
- Environmental Advisory Group;
- Health Impact.

The work of these groups involves, and can thereby be influenced by external members. All the groups involve institutional partners as above. The Environmental Advisory Group includes local residents who are environmental experts and activists and members of relevant community groups and enterprises. As part of the Education Impact group's work, the Dean of the Faculty of Education has established a task group of Heads of schools in Moss Side and Hulme, and the group includes senior managers from the local 6<sup>th</sup> form college and a primary school. The medical director of the local Primary Care Trust, covering Hulme and Moss Side is represented by the R and D manager on the Health Impact Group. Various economic development agencies (Job Centre Plus, Greater Manchester Employment Coalition) are represented on the Employment and Training Group.

The selections of the Public Engagement Fellows' projects discussed throughout the report, provide an example of active external involvement in decision making about the use to which university resources should be put.

Their involvement was secured through a public on-line voting system: those projects that received the most votes were the ones to get funded.

### ***University Contribution to the Social Good***

Early in 2010, MMU was one of 26 universities taking part in a pilot scheme to develop and disseminate actual statements of HE's benefits to its chosen audiences, in response to the Wellings Review, which challenged universities to clarify how their research activities contributed to the wider good for society (HEFCE, 2009a,b; Wellings, 2008). The focus of the pilot was on social, community, cultural and environmental benefits. The pilot required HEIs to:

- Develop and publish their own statement of benefits for their chosen audiences;
- Submit case studies of success/good practice illustrating policies and procedures which were effective in maximising benefit;
- Produce an evaluation return on the experience of conducting the above.

The Higher Education Funding Council has published a brochure combining the different university statements around six themes (HEFCE, 2010:3):

- Developing people to make a contribution to society
- Innovating, informing and inspiring: opening up university knowledge, expertise and resources
- Engaging communities and working in partnership: helping community problem solving
- Informing public policy and the professions: helping communities engage with public policy, support civil society and deliver responsive public services
- Stimulating local economic and social development
- Building international connections: being anchors in the local that reach out to the global.

In the past, an internal working group would have been charged with developing this statement. However, in the event, the process became one of consultation and involvement of external stakeholders, in particular those bodies who were working closely with MMU over the Birley Fields Development.

Extract 18 summarises the process from the perspective of the Senior MMU manager responsible for producing the statement. The experience of working more collaboratively with the Birley Fields development inspired a different way of working to produce these public engagement statements.

The final list of public benefits statements produced by MMU are shown in Extract 19. At the time of writing the MMU statements are available from the MMU Community website, but have not been distributed widely either internally or externally.

**Extract 18: Consultation and involvement in the development of University statements in response to the Wellings Review. (Interview Senior Development Manager, May, 2010)**

*We had to publish a series of what HEFCE called 'statements of commitment' - this university will... We arrived at those with our academics and then we took them out to the community and said 'does this make any sense to you: if you are new or are at university doing that would you think that was a good thing or a bad thing?' We got some really, really good feedback on that, you know they really punch right through to 'did you mean to say this', 'doesn't that presuppose that you know everything and we know nothing?' They really did punch holes backwards and forwards, and we changed the statements quite dramatically. [Birley Fields] has changed the way we do things and we are very self-conscious of the way we do things now.*

*We got an online tool called survey monkey, and we put the statements on it and said this is the statement; do you agree with this statement; disagree with this statement; or do you think it should disappear altogether so they agreed and disagreed or whatever and on a scoring scale and we were able to see you know on each one of the statements what percentage agreement was. And there was a box [for suggestions of how to better phrase the item]. The scores were very very high on some and very very low on others, it was really interesting. We changed quite considerably, the statements as a result.*

*...The survey was quite targeted, we sent it out to all the people we had been working with in Hulme all our known networks if you like, [including for example] the public service people who work in Hulme, the garden centre or the housing trust ,... Heads of projects- you know people that work at the Zion Centre ... people that work in discreet little networks with us. ...Then we sent it to everyone in the community group[in MMU] and people in the university then we sent it to the development agency, we sent it to HEFCE we sent it to people in the city council; we sent it to our American friends from when we went out there [looking at the Engaged University]. [they reminded us] the University cannot do everything by itself. We can only work in partnership with others and find our role within that partnership. ... [they reminded us, too] to focus on the individual from birth through to death [and ask] will your statements deal with the issues that face people from birth to death. ... will they have some kind of strategic focus on a life journey?*

**Extract 19: MMU's Public Benefits Statement 2010 (Submitted to HEFCE)**

MMU is:

- Working with people in Manchester to identify and address civic, social and environmental challenges.
- Exchanging knowledge, developing two-way communications that broaden opportunities for university and community to interact.
- Stimulating a new mutual understanding between university and community. Listening to and learning from the knowledge and experiences of external partners.
- Inspiring students to be a force for positive change. Encouraging the development of world class professionals with a sense of civic, social and environmental pride and responsibility.
- Valuing, encouraging and embedding effective public and community engagement – providing opportunities and support for staff and students to get involved.
- Measuring impact, directing resources to activities that make a real difference.
- Maximising economic and social benefits of the University for the City and Region

For further information contact: [community@mmu.ac.uk](mailto:community@mmu.ac.uk)

### **Celebration**

The work between MMU and Hulme has been celebrated in a number of ways. The Beacons Fellow projects held a celebratory event in November 2009. Individual projects have held exhibitions and posted material onto websites. The publicly accessible MMU Community website (<http://www.mmu.ac.uk/birleyfields/community.php>) displays news items of relevance. A Birley Fields newsletter has been published and has been made available in hard copy and posted on MMU's website. There have been three newsletters, the last was published in October 2009<sup>5</sup>. Information about events and successes are posted on All Staff emails. It is not clear, how members of the local communities find out about what happens inside MMU or between MMU and Hulme, except by looking at the university's website. Some of the Ward newsletters for Hulme (*Life in Hulme*) and less so for *Life in Moss Side*, have included information about the Birley Fields development and about some of the activities, such as the Hulme Walks. These are not comprehensive, however, and there is still an information gap for local people about university activities.

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<sup>5</sup> A fourth was published in November 2010, outside the time period of this report

## Conclusion

During the time period December 2008 to June 2010 there has been a complex array of MMU-Hulme engaged activity. When we look back at the engaged university frameworks introduced at the start of this report, we can see the scope of engaged activities during this period. Figure 1 presents the two frameworks offered by NCC (2010) alongside those offered by Hart et al., (2008); Boyer, 1996; Kagan and Duggan (2009) as a checklist summarises progress in MMU-Hulme engagement.

**Figure 1: Checklists of university-community engagement and their application to achievement with respect to MMU-Hulme activities.**

<b>NCC 2010</b>		<b>Hart et al., 2008</b>	
Presenting to the public (eg public lectures or talks)	√	public access to facilities;	√
Co-produced research, with the public helping to shape the research question, design and/or delivery	?	public access to knowledge;	√
Seeking public input into your research	?	student engagement;	√
Writing for the non-specialist public	√	staff engagement;	√
Judging external competitions	?	widening participation;	
Media work aimed at a non-specialist audience (press, TV, radio, podcasts)	√	encouraging economic regeneration;	
Taking part in a public event/debate	√	institutional relationships and partnership building.	√
Working with museums / galleries / science centres and other cultural venues	√	<b>Kagan and Duggan, 2009</b>	
Attendance at fairs /exhibitions to which members of the public are invited	√	Presence of institutional engagement strategy;	√
Seeking to influence public policy	?	Mechanisms for monitoring and review;	√
Students working with the public as part of their course (eg applying research skills in a community context)	√	Institutional support for expansion of resources for engagement;	√
Providing 'lifelong learning' opportunities (eg short courses or study days)	√	Organisational learning and opportunities for celebration;	√
Volunteering on behalf of the university	√	Effective organisational systems;	
Advisory processes - providing advice to members of the public or external organisations	√	Support for transdisciplinary and cross-sectoral working;	
Facilitating the use of university facilities by the public	√	Recognition and reward for staff and staff development opportunities;	√
Working with teachers/schools	√	Active gateway to and from the University enabling networking and publicity;	√
<b>Boyer, 1996</b>		Explicit engagement mission statement and understanding of types of engagement throughout the organisation;	
community based research	√	Community involvement in governance.	√
service learning	√		
community service	√		

*Key: No tick = absence of information. Smaller ticks indicate partial achievement*

The strong core of activity has been the Public Engagement Fellowship projects which were developed just as the Birley Fields development was initiated. The project linked into the activities of the *Manchester Beacon for Public Engagement*. This provided the opportunity for prioritising funded collaborative activity as well as for public involvement in decision making about how the resources should be spent. The links with the Beacon also ensured that the staff resources – primarily those of the Beacons Manager and to a lesser extent other members of the Corporate Development Office, were also focused on Hulme. The result of this was that the RED office was able to act as a hub to receive requests from outside the University as well as to stimulate interest within the University. The Beacons manager described some of these opportunities:

*[External people that] have been making requests of us are the council and the ward coordinators. ... for instance on the 22<sup>nd</sup> May it's Silver Surfers week and they are doing a Valuing Older People event in Hulme, for Hulme and Moss Side older people...as part of that event they've requested that they show Moving Memories, the film. ...One of the things they want is students support with IT, as older people are keen on learning IT skills: there's a lot of older people who have got a computer packed away but they just need a bit of mentoring support. ... the other people who make requests on quite a regular basis now are some of the social housing trusts. [One] wrote to me last on Monday about starting this seminar series on 'regeneration' in conjunction with their tenants. They've got their tenants board and one of the tenants will chair those seminars but they want to bring in the academic expertise. [So] some of the sorts of stakeholders (for want of a better term) are discovering some of the possibilities that are in the university. I get requests as well through the community website a lot for different things. For instance I've just had another request to support a Fashion Show. They are doing a Fashion Show at the Town Hall they want some help with that. [There's] not huge volumes of stuff but things do come in from the community website. ... another example is about a month ago a homeless charity wanted a new website developing [so] I helped them make contact with the [relevant Public Engagement Fellow]. (Interview Beacons Manager, May 2010)*

Serious consideration should be given to how such a hub will be resourced once the Beacons project comes to an end. This role is not without its tensions. One tension has been the key role the staff in the RED office have played in catalysing informal partnerships and links but also implementing the formal consultation process. Managing the two types of relationships (informal networker and formal ambassador) is not easy and credit should go to the staff who have managed this.

From 1985 the Research Exchange (later known as the Community Exchange) served as a channel through which community groups could make contact with student and staff work within the University for approximately 20 years. It was replaced by a CoMMUni which focussed only on volunteering, not core university business. What the Beacons project has demonstrated is the continuing need for a bridge between community projects and staff and student work (of which volunteering is only a part). It might be timely to

consider reviving the Community Exchange and integrate with the student volunteering project.

Other activities have been forged through staff and/or student contacts. It is clear that some local projects have longstanding relationships with MMU students and staff. However it is also clear that most of the activities have been University led. That is, staff and students have sought collaboration or a field base with projects in Hulme and there is still some way to go before there is a critical mass of projects that are community or externally driven, or truly co-created, resulting in new kinds of activities and core business for MMU.

Student presence and project work in Hulme is also strong and care will be needed that projects and/or organisations do not get saturated beyond their ability to continue their mainstream activities with student involvement.

The Beacons project has acted as a catalyst for sharing information about public engagement within and between the partnering organisations. Many different academics have benefited from these information sharing activities. Similar sharing and networking opportunities with a focus on Hulme might be useful. This could usefully take the form of regular newsletters with both external and internal contributions, and distributed both internally and externally. This would stimulate the spread of ideas and possibly encourage more external projects and groups to make requests of the University. If the Borley Fields development is to lead to enhanced community-University activities then it will be important to build on what is already happening (without losing sight that for the University, community engagement extends beyond Hulme!)

The need for more extensive staff development and support within the University has been raised. However, care will be needed not to over emphasise the University deciding what it wants to do and simply finding a base in Hulme. Some resources could usefully be allocated to helping local residents and groups understand what the University has to offer and how they might make more demands of and use these resources. A strong drive from outside is needed to stimulate further change inside the University and build on the micro-interactions and projects that have already begun taking place.

University activity taking place in Hulme has been strong, with a number of different facilities and projects being used to undertake and disseminated staff and student work. However, the degree of activity involving external groups using University facilities has been limited and whilst recognising that internal activities must take priority, this is an area of sharing of resources that could be developed even before the Birley Fields buildings are erected.

As the University's relationships with local residents, businesses and public and third sector organisations continue to develop, activity should be monitored with a particular emphasis on enhancing the wellbeing and quality of life of external partners, but also the evolving shifts in culture and core business within the University, ensuring community and public engagement is

fully embedded and the vision for innovation in community engagement via Birley Fields is realised.

The challenges for the future will be to extend the reach of activities both within and outside the University, continue to support activities, and monitor the impact they have in order to ensure a change in University culture and the growth of co-created engagement activities, beyond those driven by University interests.



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## Appendices

## Appendix 1: Timeline of activities

Date	Activity
December 2008	2,500 people vote for 6 Public Engagement \Fellowship projects: focus on Hulme and Moss Side and all in partnership with local projects and people
February 2009	Birley Fields Newsletter Issue 1 (joint MMU MCC)
April 2009	Roger Tym and Partners Impact Assessment Report (commissioned MMU and MCC)
June 2009	Strategic development Framework/Masterplan published
June 17 <sup>th</sup> 2009	Invited meeting for staff and students living in the area
June 17 <sup>th</sup> 2009	Premier of Moving Memories: Tales of Moss Side and Hulme, Afwe Pub (NW Film Archive PE Fellow)
June 24 <sup>th</sup> 2009	Report to MCC Executive for approval: revised framework for Birley Fields, centred around the creation of a new MMU campus. Approval pending community consultation
June 25 <sup>th</sup> 2009	Website on line: including Masterplan, consultation questionnaire, FAQs, further reports added over time
June 29 <sup>th</sup> 2009	Invited community stakeholder meeting
June-July 2009	Internal MMU briefing meetings held Didsbury, Elizabeth Gaskell, All Saints, Crewe
July 1-Sept 26 <sup>th</sup>	12 week community consultation: 40 events with MMU staff and Birley Fields Master Plan exhibition supported by posters, leaflets, information boards
July 1- Sept 26 <sup>th</sup>	Consultation questionnaire: 13000 information leaflets and questionnaires distributed to households and public services and other venues. 835 questionnaires returned (213 internet and 612 written responses)
July 2009	Birley Fields Newsletter Issue 2 (joint MMU MCC)
July 16 <sup>th</sup>	Consultation with students at Manchester Academy (n=16)
July 16 <sup>th</sup> -18 <sup>th</sup>	Hulme Sweet Hulme Exhibition, Zion Centre (Art and Design PE Fellow)
July 22 <sup>nd</sup>	Consultation event attended by representatives of BME communities, Moss Side Leisure Centre
July 22 <sup>nd</sup>	Drop in session for Business owners, Zion Centre
September 7 <sup>th</sup>	Consultation with Hulme Alliance (n=22)

September 12th	Communities for Change event (Institute of Education and Homes For Change, Hulme)
September 14th	Consultation Moss Side Residents' Association (n = 45)
September 16th	Consultation Homes for Change/Work for Change (n=25)
September 22 <sup>nd</sup>	Environmental sustainability workshop
September 24 <sup>th</sup>	Consultation Loreto College
October 2009	Birley Fields Newsletter Issue 3 (joint MMU MCC)
October 2009	Community consultation statement (Drivers Jonas)
September 2009	Longitudinal research studies on education and quality of life commissioned for first year.
November 2009	Beacons Fellows Celebration Event PE fellows and community partners
December 8 <sup>th</sup> 2009	Architects appointed
February 12 - 28th	Lost Hulme Exhibition Zion Centre (Dept History students)
February - May 2010	Hulme Walking Tours
March 13-April 1 <sup>st</sup>	Lost Hulme Exhibition Central Library
March 25 <sup>th</sup> 2010	Web bulletin: Confirmation of funding for Birley Fields project
Early 2010	Wide consultation and involvement in preparing MMU statements linked to the Welling review

## Appendix 2: Quality Assurance Domains: University-community engagement (Kagan and Duggan, 2009: 106)

Project level	Institutional context
<b>Project Impact</b>	
<p><b>Quality of Life</b>            This domain is project-specific. It addresses the impact that each project makes on quality of life and the social good.            Includes:            Progress towards aims and objectives; assessed indicators of change; Policy impact            Dissemination            Impacts clear, including unintended impacts            Stakeholder perspectives and reflections on relationships            Conflict resolution</p>	<p>Mission and values embrace community engagement.</p> <p>Gateway to the University, publicity and marketing</p>
<p><b>Benefit to HEI and engaged academic practice</b>            This domain is project specific and makes explicit what has changed within HEI as a result of project: curriculum developments; teaching and learning; research; Third Stream activities; public involvement</p>	<p>Public engagement strategy aligned with other operational strategies            Clear typology of different kinds of engagement activity congruent with mission and values</p> <p>Recognition and reward</p>
<p><b>Appropriateness and efficacy of activities</b>            What worked, how and why?            What might have been done differently? Gaps in expertise and understanding            Individual and organisational learning</p>	<p>Mechanisms for organisational learning</p>
<p><b>Sustainability of change, activities and relationships</b>            Added value            Leverage of resources            Continuation of relationships            Broadening of access to University for community groups or to community groups for University            Broadening the academic base</p>	<p>Involvement and governance            (Involvement of community partners in governance at all levels in University and in relation to all activities)</p>
<p><b>Nature of partnership</b>            Number of groups involved and diversity across the sectors            History of partnership            New opportunities arising for this partnership            Nature of the innovation – research; teaching and learning; specific project            Reciprocity, trust and shared values</p>	<p>Monitoring and review mechanisms in place</p>
<b>Organisational processes</b>	
<p><b>Project Management</b>            Planning and project design            Resource procurement            Governance arrangements (reciprocal involvement of university and            Effective monitoring systems in place ensuring accountability            Appropriate reporting            Financial monitoring            Mechanisms for organisational learning (University and Community)            Personnel support and development            Dissemination</p>	<p>Good practice guidelines in place</p> <p>Mechanisms for organisational learning in place            Effective organisational systems e.g. financial and academic accountability</p>
<p><b>Knowledge and skills</b>            Adequacy and relevance of interdisciplinary knowledge and skill base</p>	<p>Support and commitment to trans-disciplinary and cross sectoral activity</p>

<p>Skills for project management (planning and evaluation – general) and delivery (project specific)          Generation and utilisation of appropriate skills          Skills development</p>	<p>Staff development and training          Active networking across HEIs</p>
<p><b>Resources</b>          Adequacy of financial and human resources          Mechanisms for resource enhancement          Physical resources          Reciprocal use of resources between University and community</p>	<p>Support for resource procurement            Mechanisms for recognition and reward</p>
<p><b>Relevance and Accessibility</b>          Appropriate partnerships formed          Values – visibility and clarity, restricted or open access to project          Access broadened to both University and Community          University information available to community clear          Points of contact to both university and community groups clear          Shared dissemination          Publicity</p>	<p>Gateway or portal for community projects to contact University properly resourced: effective sign posting and intelligence held about expertise within University and in relation to community interests</p>
<p><b>Evaluation</b>          Clarity of internal and external drivers linked to project          Formative and summative evaluation planned from the outset          Approach to evaluation clear and properly executed          Relevant participation and dissemination of evaluation findings</p>	<p>Celebration of achievements</p>

### Appendix 3: Draft typology of wider benefits of HE to society after (HEFCE 2009b: Guidance for preparing institutional statements linked to the Wellings review.)

<u>Activity</u>	<u>Purpose</u>	<u>Example</u>
<u>Supporting society to debate</u> and use critical methods of problem-solving (including use of HE knowledge, evidence and methods) to come to resolution on matters of importance to local communities, the wider public or society in general	Purpose: With a view to supporting societies that respect diversity in all its forms and are functioning (solve the problems that matter) and harmonious (make difficult decisions but maintain respect).	Public dialogues, public discussion spaces, café scientifique. Supporting fora or events of the public, local/national politicians, civil society bodies, faith organisation etc to come together and debate, use evidence and rational problem-solving techniques, to resolve matters of importance to their societies. The role of the academic as a commentator or public intellectual to inform public debates, including through the media. Giving access to HE knowledge assets, expertise or methods to inform or support debates (for example, helping community groups with evaluation or research techniques to help them with evidence to inform
<u>Opening up the knowledge</u> , assets and expertise of HE to wider access of local communities, wider public or society	With a view to supporting societies that appreciate and interrogate knowledge; are creative; preserve and understand their heritage; and live long and well	Making HE spaces into public spaces with a view to society having a greater stake in and use of these knowledge assets The cultural contribution - inviting the public into HE museums, galleries; opening up theatre and performing arts including rare works; supporting festivals and offering lectures and other means to help the public critically engage with culture and knowledge; with a view to inspiring and engaging people and maintaining the country's intellectual and cultural heritage for the long term. Also engagement with science, science centres and work with communities and schools. Offering sporting facilities and professional and expert support for the development of physical health and wellbeing in our society; also community medicine, law and other professional and practice areas and facilities.
<u>Catalysing or stimulating</u> economic or social development	With a view to supporting societies that create common wealth in all its forms.	Making a difference in the social and economic development of the HE's 'place', widely conceived (locally to globally) Regeneration projects. Science cities. Development of the knowledge and expertise of local professionals and professions. Participation in and expert support for city, regional and local partnerships. Support for local public services. Development of knowledge and expertise of civil society or community bodies or groups to contribute to change. Supporting open innovation models and public space functions bringing together businesses, local public services and third and community sectors.



<u>Supporting public policy</u>	With a view to supporting societies that make good decisions on what matters most to all; and effective in how they achieve those matters	Participating in public-policy making at all levels and in all forms. Advice to government, select committees etc. Public intellectual role and work in the media to inform public debate and discussion on policy. Supporting public engagement in public policy; supporting the citizen; and supporting civil society and civil society bodies. Helping to improve public services through public engagement (such as citizen's juries).
<u>HE-community research and development</u>	With a view to supporting societies that are comfortable to engage with HE knowledge and expertise and have ideas and will to develop themselves.	Community-based research projects. Using community insights in research.
<u>Inspiring and stimulating the public</u>	With a view to supporting societies that are engaged by thinking and creation, absorb this into their lives generally; and transmit this to subsequent generations.	Public intellectuals. Provocations. Public lectures and talks. Academic and HE presence at festivals of ideas, fairs or exhibitions. The role of the HE designer, artist, creator or innovator. Supporting creative writing and artistic development in communities, as well as access to rare or historic works and their significant and meaning (in history, heritage and culture). Accessible literature and dissemination of research and scholarly findings. Lifelong learning and inspiring love of learning and opening up the possibilities of new knowledge.
<u>Student community-based projects and volunteering.</u>	With a view to supporting societies that develop individuals to play effective public and community roles; and transmit those values over time and generations	Community-based research projects. Knowledge-based and accredited volunteering schemes. Work with schools and young people, such as through youth groups and mentoring.





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