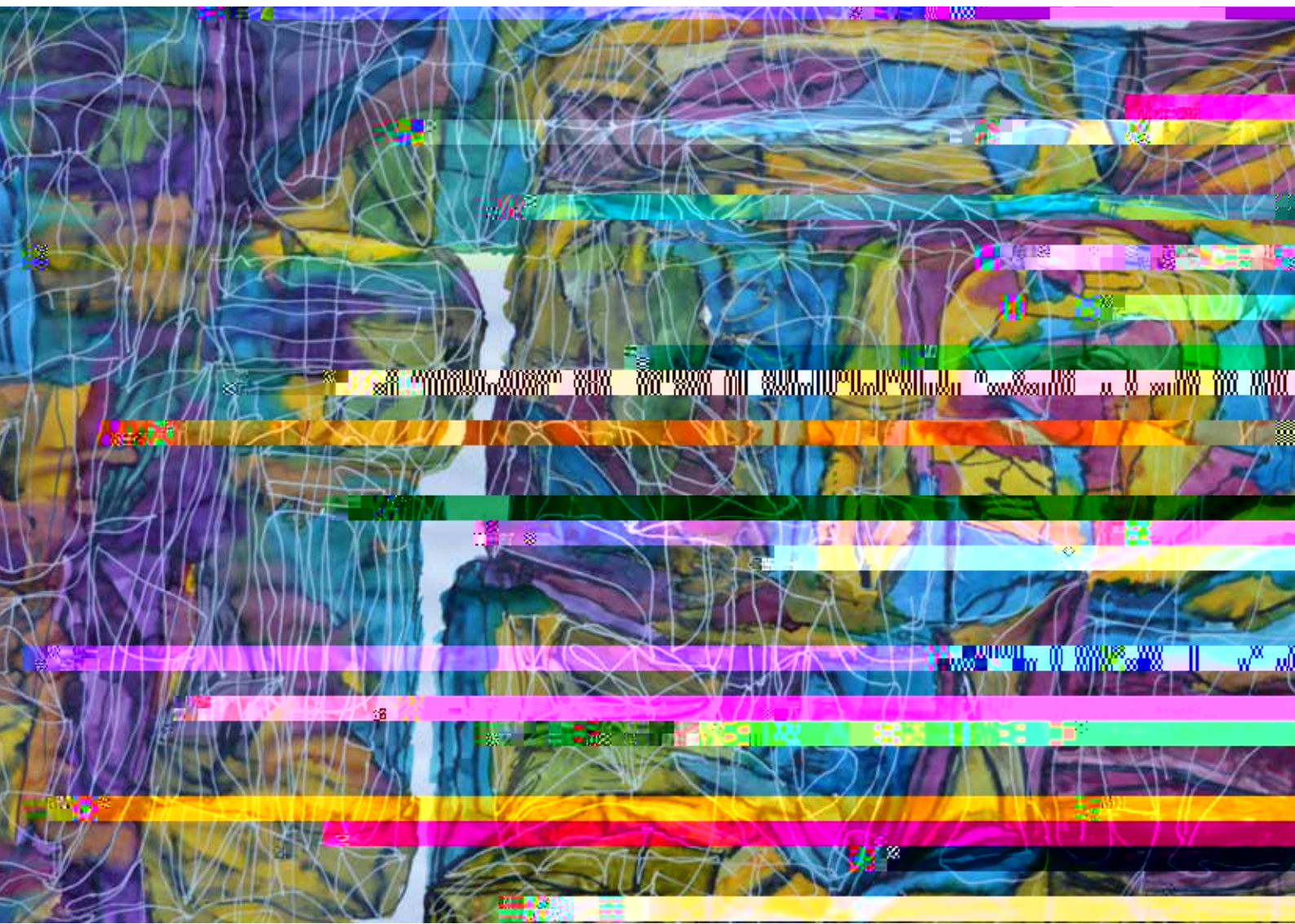




University of Brighton

Community

University
Partnership
Programme



Learning to make a difference 3

Learning to make a difference 3

Foreword

This is the third edition of case studies of the University of Brighton's social engagement activities, reflecting the continuing links with our local neighbourhoods and communities across the university's campuses.

Many of these partnerships, involving staff and students in a wide range of projects, are supported by the university's Community University Partnership Programme (CUPP). The projects highlighted here represent only a fraction of this work. In the last year CUPP provided information, advice and support to 350 community and public organisations interested in co-working with the University of Brighton. It also funded nine partnership projects between the university and local communities through the 'seed fund programme' and 'Hastings Exchange' seed fund.

The University of Brighton's approach to community-university engagement aims to mobilise and combine university knowledge and community experience to address social disadvantage and build sustainable communities. It significantly extends the membership of the university community in ways that add colour and richness to existing teaching and research programmes, as well as providing tangible benefits to our local community partners.

The case studies demonstrate both the variety and complementary nature of our approach. They include a diversity of methods and a wide variety of activities, whether involving community organisations in research; experiential learning that connects students and local communities or empowering individuals who get engaged with the university for the first time. They are

concerned with storytelling and using digital media as mechanisms for improving health and tackling social exclusion of young people; improving access to public transport with people with learning disabilities; an economic and social audit of third sector activity; as well as international links with universities undertaking similar work in Canada and Ethiopia.

I hope that students, staff, alumni and community partners will take inspiration from the case studies. The work is not without its challenges but these stories demonstrate what is possible with active collaboration and a commitment to learning from each other to make a difference.

David Wolf, Director, Community University Partnership Programme

The Brighton Waste House

The Brighton Waste House: a 'living laboratory' for ecological architectural design

Now fully completed, the Brighton Waste House is Europe's first permanent public building made almost entirely from material thrown away or not wanted. It investigates strategies for constructing a contemporary, low energy, permanent building using over 85% 'waste' material drawn from household and construction sites.

The Brighton Waste House aims to prove that undervalued so-called waste material has potential to become a valuable resource and therefore prove 'that there is no such thing as waste, just stuff in the wrong place!'. It also aims to demonstrate that a contemporary, innovative, low energy building can be constructed almost entirely by young people studying construction trades, architecture and design. To this end, over 360 design and construction students worked on the project which was initially fabricated in the workshops of City College Brighton and Hove, and then assembled and completed by students and apprentices between May 2013 and April 2014.

Materials that have gone into the house include old vinyl banners that you might see tied to street lamps during festivals, thrown-away bricks, ply sheets and off-cut timber from other construction projects, as well as "rubbish" including rolls



of wallpaper, denim jeans, 4,000 DVDs and 4,000 video cassettes. These are being slotted into wall cavities to help with insulation in the house, and will be monitored by a PhD student from the College of Life, Health and Physical Sciences to see how efficient their insulation qualities are.

Old toothbrushes are also being used in the wall cavities, including over 20,000 of them that have only been used once by business class and first class passengers flying from Gatwick.

Ten tonnes of chalk destined

for landfill create a rammed chalk wall, with the help from a compressor and pneumatic rammer. Rammed chalk can contribute to the overall energy efficiency of buildings. The density, thickness and thermal conductivity of rammed chalk make it a particularly suitable material for storing passive solar energy as well as that given off by occupants of the building. Warmth takes almost twelve hours to work its way through a wall 35 cm thick.

The Waste House engaged the community by working with City College Brighton and Hove, and providing The Mears Group, allowing students and

apprentices a chance to work on a live construction project. During construction over 750 pupils from over 35 local primary, secondary and tertiary colleges visited the Brighton Waste House site. They also worked with deaf students from Hamilton Lodge, as well as a number of students with learning and behavioural difficulties.

A Volunteer Summer School Camp in 2013 saw over 50 students complete the most challenging part of the construction process. Twenty-five of the volunteers were City College students and Twenty-five were architecture students, with many of those from the Interior Architecture course. This was perhaps the most profitable time as far as skills and learning exchange amongst students, apprentices and the one or two professional trades' people working with us. Some of the design students became so adept at their new trade that they ran small teams of volunteer carpenters on site; teams that included City College Carpentry students. It was during this time that Mears promoted five City College students to Apprentices because of their work on our project. A number of our students received Achievement Awards from Mears.

It is now being used by colleagues delivering the MA in Sustainable Design whose work will involve completing and updating the 'live' research project that is The Brighton Waste House. This innovative building is also the open public community hub for The College of Arts and Humanities. Therefore

many of the schools that visited the construction site will now take part in creative workshops, seminars and events held at the Waste House, hosted or curated by artists, makers, designers, scientists, building contractors, or whoever wants to be involved in testing ideas around sustainable design.

The Waste House has the support of Brighton's Green MP, Dr. Caroline Lucas, and is closely linked with the City Council, alongside construction and cultural organisations. Its university location is fitting since University of Brighton was

d cas)on isfi trts% ions.in che C2 è

Taking Account

Taking Account 3 is the economic and social audit of the third sector in Brighton and Hove conducted by Community Works and supported by the University of Brighton

Community Works provides community groups and voluntary organisations in Brighton and Hove with the support they need to make as big a difference as possible to local lives and issues. The economic and social audit is conducted every five years and the current strategy was completed in 2013. The research updates the core data held on the third sector, collates further evidence of its impact and promotes a greater understanding of its work and development needs.

The key findings have been calculated using data gathered through a survey of third sector organisations operating within Brighton and Hove; 224 respondents completed the survey. Using simple scaling, we have been able to make estimates for the whole of the third sector in Brighton and Hove. The data is in simple and accessible tables.

To take just one example of the audit approach: the survey found that volunteers donate 110,400 hours per week to third sector organisations in Brighton and Hove or 5,740,800 hours per year. If volunteers were paid the Living Wage for their work then their donated time would be worth £845,000 weekly or £44,000,000 annually.

A series of case studies evidencing value for money and

the return on investment in the third sector are detailed in the report. Further sections explore:

The Monitoring, Evaluation and Impact Partnership: Making Data Work for Communities

An ongoing partnership, between Community Works and the University of Brighton, that seeks

In Learning to Make a Difference 2; we reported on a CUPP seed fund project called the Community Research and Evaluation Gateway and how that project had led to the development of a workshop called 'Monitoring, Evaluation and Impact (MEI): Making the most of your data', which first ran in December 2014. In this edition we report on how that first workshop has grown into a series, supported by a blog, an annual (MEI) symposium, a 'Call to Action' and the development of influential partnerships.

The 'Monitoring, Evaluation and Impact' (MEI) partnership formed in June 2014 in response to an identified need for support that CUPP received from local VCS infrastructure organisation Community Works and responded to by academics Mary Darking and Carl Walker. Between 2014 and 2015 the partnership engaged in a programme of research and knowledge exchange, consulting



It's very difficult for the voluntary sector to have this conversation alone, to actually have a range of academics on our side feels really, really helpful because we need to push back a little on monitoring, evaluation and impact and the data burden issue we have is massive.

Community Partner



In our view, what has been so engaging for groups is that academic partners have stepped up to the table as equals and with a willingness to listen and learn from the groups themselves. People value and respond to this.

The success of this project led to two further CUPP facilitated pieces of public consultation. Collaborating with CUPP and the City's Fairness Commission, an innovative 'coding for fairness' even t tv

StreetGames Project: Empowering Young People: Doorstep Health, Delivered the Doorstep Way

devoted to empowering young people through accessible sports sessions and the University of Brighton

Following a successful introduction through the Hastings Exchange, we sought CUPP funding to support a series of meetings to allow time to develop a potential collaboration.

StreetGames have a number of inspirational case studies to document the positive social and behavioural benefits of their sessions. However at the time they did not have anything focusing specifically on a link between attendances at their sessions with improvement in health.

The initial aim of the project was to identify aspects of the health research strategy of StreetGames that could complement the knowledge and experience of staff at the University of Brighton. The funding enabled us to bring together the StreetGames Strategic Lead for Sport and Health with local partners to achieve this aim.



It was soon clear that there were a number of different projects and areas that we could develop, and an important part of our meetings supported by CUPP would be to

work out the most beneficial area to focus on.

A series of incredibly positive and productive meetings with members of the StreetGames team enabled us to develop a PhD studentship proposal to submit to a competitive external funding body. Although we did not receive funding in this round, the high impact potential of the application was noted, along with constructive feedback advising that we collect more preliminary data.

This encouraged us to pursue a smaller project with some of the Hastings StreetGames volunteers: an incredible group of young people with diverse backgrounds, great energy and an infectious enthusiasm for getting involved.

At the Hastings campus we hosted a Royal Society of Public Health course, designed to give participants an understanding of health and wellbeing, and to engage participants in thinking about their own attitudes to health. This course provides an invaluable experience for attendees. Our next step is to work with the volunteers to develop a peer-to-peer teaching

activity that communicates the key factors of the RSPH course. This forms a key successful output of the project and has brought in other individuals in addition to those involved in the initial partnership.

volunteers to find out more

Getting Out and About – Learning Disabled People’s Experiences of using Buses

A research partnership that enabled Grace Eyre and University of Brighton to collaborate and

Transport is key to facilitating a range of activities including education, employment and socialising. However, the use of public transport is known to be a barrier to engaging in such activities. The School of Applied Social Science supported pilot research to explore adults with learning disabilities’ experiences of using local buses.

Dee MacDonald, Research Fellow, partnered with Grace Eyre, a Sussex organisation supporting people with learning disabilities to make independent choices. A participant, Becky Ellis, was recruited and supported to make a film about her bus use, within which she identifies the benefits of being able to travel, along with the challenges she encounters.

An aspect of the pilot was to understand the perspective of a person who wants to use buses independently but lacks confidence. We recruited and interviewed a Grace Eyre service user and Becky and Dee used the film as a means of encouraging them to share their thoughts and experiences. Findings

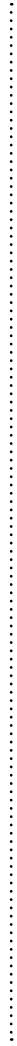
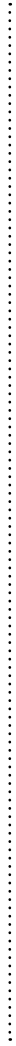


indicate that use of public transport for learning disabled people is related to issues of confidence (often dictated by past experiences), independence / interdependence, accessibility and choice.

The research links to similar work being carried out in Canada by McMaster University. They have produced a film involving a group of adults with learning disabilities reflecting on their

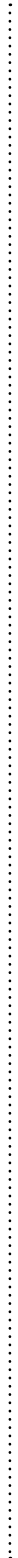
lives and interactions with their local community. Similar to our work, benefits and challenges are identified. Becky and Dee visited Canada where Becky presented her film to relevant organisations and participated in workshops, discussing issues raised.

The trip to Canada enabled links



Moving Stories

Moving Stories is a Digital Storytelling (DST) Partnership for Secondary School Migrant Childr



The Place-Maker Space

Launched during 2016, the Place-Maker Space is a physical room centrally located at the former Preston Barracks in Brighton

The Place-Maker Space is intended to generate collaborative debate and creative interaction between universities, the public and private sector and communities. It will be used by university academics, students, graduate groups, planning officials, private companies and community members. As a physical extension of the Community 21 digital website (www.community21.org) it also forms part of a broader 'Maker-Space' movement which has seen the development of communal craft and technology workshops which help form social bonds and develop new skills within communities.

Our work on the Community 21 digital platform has demonstrated the role 'making' can have in engaging different groups and communities through the fabrication of tools, objects and products. The Place-Maker Space provides the physical space and relevant software to enable groups to come together to make neighbourhood planning a more democratic process. As such the university plays a significant role in engaging local communities and helping them to participate in shaping their locality in a way that is both creative and informed.

The space, and broader Community 21 research, explores questions about what role might digital and physical making methods and spaces perform in

the engagement of communities in forming collaborative visions for the future of their neighbourhood.

Examples of the methods already used through Community 21 include:

- Working with 'hard-to-reach' communities to make neighbourhood planning a more democratic process. The university plays a significant role in engaging local communities and helping them to participate in shaping their locality in a way that is both creative and informed.

Working with 'hard-to-reach' communities to make neighbourhood planning a more democratic process. The university plays a significant role in engaging local communities and helping them to participate in shaping their locality in a way that is both creative and informed.

Ethiopia collaborates on: University of G

Whilst in Gondar, Cath also visited a project for HIV+ women who have been rejected by their families, where they learn traditional crafts so that they have skills when they return to their villages and also an 'orphanage' project for street children that is in line with UK emphasis upon family/small group homes. In addition, a visit to a volunteer run only project for street dwelling elders and disabled people was inspirational and shows the

How Student-Community Education can Develop Students as Active Citizens

For my third year dissertation I decided to look at students' participation on the School of Applied Social Science Community Engagement module and whether this engagement had an impact on the values, attitudes and behaviours of students, making them more active and aware of issues occurring in the world around them.

Through my connections with the Community University Partnership Programme (CUPP) I was able to work closely with the module tutors to help gain a better understanding of students' opinions of the module and also how it might be improved for future years.

Student-community engagement has always been a great interest of mine, especially as I myself have been heavily involved in voluntary/community work throughout school and through the Community Engagement module I took in my second year of university. Furthermore,

my own engagement led to me becoming an employed Community Organiser for the Students Union which is founded on grass-roots movements, listening to local people without an agenda and supporting people to come together to act for the common good.

Through this experiential and collaborative style of working I became aware of how getting involved in my local community really broadened my understanding of both local and global issues and enhanced my appreciation of working together to solve issues from the bottom up. This led me to question the future values of students in a university environment increasingly dictated by the market and employability and the progressive detachment of students from their local communities.

These ideas from my work in the field inspired my research, which adopted workshops, focus groups and interviews with

students in years 2 and 3 where their community engagement experiences were discussed over a period of 6 months. I was able to clearly identify how students' motivations were commonly tied to employability but also how community engagement changed students' perspectives and created positive student-community interaction. The most positive outcome expressed by the students was the feeling of having a role and responsibility in an organisation which often many had not experienced before. This suggests the importance of community engagement as it gives students a hands on experience in a real life setting and realisation both of how such organisations can encourage social change but also of the barriers involved. This style of experiential learning can create sustainable and progressive values in students to think outside the box and learn in different environments beyond the lecture hall.

One lesson that I took from

my research was the importance of managing students' expectations of community engagement. Clearly some thought that they would change the world in a couple of weeks, but when faced with reality many were shocked at not fulfilling these expectations. I was also able to relate these outcomes to my work in the community, as for any community development to be successful relationships must be built and sustained over time and mutuality must be built on both sides.

I thoroughly enjoyed working with CUPP on this project and feel inspired to have worked alongside people so experienced in the field. I look forward to continuing work in the community as a career to promote positive change in communities far and wide.

Hattie Clark BA (Hons) Environment and Media Studies graduate



This publication is available
in alternative formats on
r