



# LITTLE HULTON BIG LOCAL

Community-led Research Project

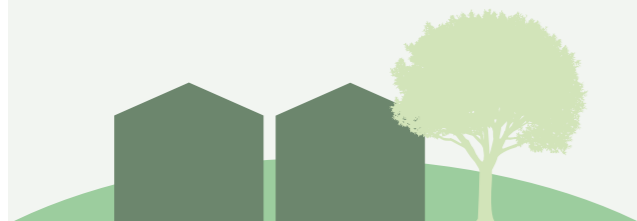
Peel Park, Little Hulton

May-July 2018



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## 1. INTRODUCTION

In early 2018 Little Hulton Big Local commissioned a community research project employing and training local people.

The research project ran for ten weeks from May to July recruiting nine local people who worked for ten hours a week. It was delivered by The Broughton Trust.

The object of the exercise was twofold.

To raise the skill and engagement level of local residents in a topic of local importance

and

to generate evidence to influence investment in, and the future direction of, Peel Park.

Peel Park is a major community asset which has played a significant role in Little Hulton's history, as a centre for both recreation and relaxation. It now finds itself in the twin dilemmas of many public open spaces, under-investment and under-management.

## 2. PROJECT BRIEF

**Aim:** to inform proposals for Peel Park, Little Hulton, by

- assessing its current use
- collecting the views of sections of the community including current users, neighbours, and interest groups
- appraising the policy and plans of other stakeholders such as Salford Council
- considering other examples of modern park development and community stewardship
- proposing options based on these findings to inform and influence investment decisions of Big Local and other stakeholders.

**Approach:** Researchers worked in flexible teams to a set of targeted and time constrained tasks which they had helped plan. The project responded to additional requests from key partners as the need arose. Participants completed two assignments and produced a portfolio of group and personal work to achieve a Level 3 award in Research Skills.

It did this by:

- engaging local people to identify issues that matter to the community and increase local peoples' awareness and interest in these issues.

- reaching residents who are not normally involved in discussions and decisions about issues that affect them.
- auditing and evaluating assets, policies and plans that impact on the development of open space and community resources in Little Hulton.
- developing local peoples' skills and confidence and developing progression routes for further involvement in Asset Development in Little Hulton, through Big Local.
- influencing the allocation of Big Local resources and public sector investment decisions in the area, to meet the real needs of local people.

**Methods:** The research model is based on a range of techniques including participative appraisal, structured 1: 1 interviewing, questionnaires, recorded group discussions and a range of desk research.

The trainer supported researchers to identify individual research topics. The researchers were accountable to the trainer who signed off their research proposals.

For each topic chosen by the researchers, a scoping exercise was completed and draft engagement techniques designed. A timetable was agreed for the delivery of each stage of the research. The team met on 2 half days a week at the Big Local Hub or Peel Park Pavilion. They undertook 5 hours of research each week with a mix of individual, pair and group research using different research techniques. Researchers presented to each other and build up their skills to do a presentation to a Task Group and Partnership Group at the end of the project.

## Outputs:

- Research report produced and distributed to Big Local, project partners and stakeholders
- Researchers delivered a presentation on their research findings.
- Researchers' views were recorded creating a visual and aural record of their experiences.

## Progression Routes:

- Opportunities to join further Task Groups within Big Local.
- Volunteering and paid opportunities developed through or unearthed by the project will be shared with the research team.

## Qualification:

- All researchers are entered for a Level 3 Open College Accreditation.
- This will involve maintaining a weekly log of activities and submitting 2 x 800 minimum word assignments on Research techniques and Project findings.



## WHAT HAVE YOU GAINED FROM THE PROJECT PERSONALLY?

"I have more knowledge of the area I live in and I know how to do research."

"I improved language, communication and creative skills."

"Built self-esteem and confidence."

"Have a clear idea about Capital Projects and Risk Management."

"Learned to write assignments. Not done one before."

### 3. SUMMARY OF JOINT RESEARCH FINDINGS (FOR FULL ANALYSIS SEE APPENDIX 3)

This survey was based upon a questionnaire devised by the team through several drafts and trials. On reflection there are aspects that the team might have done differently. The questionnaire was too long and maintaining attention of the interviewee was sometimes difficult. One reason why interviews took longer than anticipated, lies in the style and philosophy of this form of community research. It is not market research with a pre-determined number of closed questions which the researcher is paid to get answered in a fixed time period. It is very much an open dialogue; an invitation to speak and express views. In full flow people do not stick to the script and the interviewer's cues. This may lead to some recording inconsistencies, particularly with multiple option questions and the freedom of the interviewer to answer or not.

Notwithstanding these reservations the invitation to speak demonstrates a number of points:

- Some people value the Park and use it regularly
- Many people perceive it as deficient in a number of areas
- Many people have ideas about how it should be improved
- Some people feel that community empowerment will help it improve

In identifying what should be done to improve the Park and make it more attractive to users there is a hierarchy of proffered actions which start with safety and housekeeping issues. Addressing the negatives associated with safety issues, including litter, vandalism, anti-social behaviour features higher than the desire for flower beds, borders and other staples of traditional park life. Respondents identify a desire for the park to be an active place with organised events and a place supported by accessible toilets, refreshments and family-friendly facilities.

The role of the Pavilion seems central to the attainment of this aspiration since this could offer the anchor services necessary to underpin it. In parallel, user involvement in both the maintenance and management of the park as a community facility, seems the only likely sustainable way to halt its deterioration and promote its development. The negative view of the park held by many is easily substantiated in comparing it to neighbouring parks of similar size, and much photographic evidence generated by the research team bears this out. This community-led research can only present the data it has collected and leave the interpretation to those with the power to influence a strategy for the restitution of the park which involves a serious consideration of the community's role in its stewardship.

For Individual Research Findings See section 4.2.

### 4. THE RESEARCH IN PRACTICE

The project had three phases.

#### Week 1-2:

Critical observation of Peel Park and neighbouring Parks

Recorded discussions with 90 residents on the meaning of a 'community hub'

Desk research into the origin and purpose of public parks, the common problems facing them and a range of responses to these problems

#### Weeks 3-6:

The design and application of a detailed questionnaire on perceptions of Peel Park and its future potential. Over 260 interviews were conducted by the team.

#### Weeks 7-10:

Individual projects on topics related to the transformation of public parks as community assets including:

How do Community-led, capital projects get started? What examples we can learn from? (Entela Isufi)

How can a community vision be funded? (Janet Jones)

Why is play important and what opportunities are there in Peel Park to develop high quality play opportunities for children aged up to 14? (Anthony Gritto)

Do teenagers need parks? What makes a park teenager friendly? (Laura Kelly)

How can public Parks improve well-being and what could we do in Peel Park? (Louise Heslop)

What can public park do to support 'growing and greening' projects (Alison Gilchrist)

What are the ways in which a community can help to manage public parks and what can we do in Little Hulton? (Alan Cavanagh)

How can Public Parks improve social cohesion and who can we learn from? (Anthony Kollie)

This period also involved visits from outside specialists Vincent Nash (SCC), Liz Green (SCC) and Claire Drury (RHS) and visits to projects in Rochdale, Littleborough, Bradford and elsewhere in Salford.



Peel Park



Victoria Park

#### WHAT HAS BEEN THE BEST AND WORST EXPERIENCE FOR YOU ON THE PROJECT?

"Gaining confidence and meeting new people. Knowing what the community want."

"Reading the assessment feedback and knowing my information and photographs were of interest."

"Working as a team. Working in twos. Speaking to the public (I'm usually anxious about stuff like this)."

"Seeing just how Peel Park had been left to rot and hearing people bad mouth it."

"Trying to interview residents about the 'Community Hub'."

"Not getting heard in class meetings because other people voiced their opinions too much."

## 4.1 FINDINGS

### Phase 1: Preliminary Research

There is an observable gap between the condition and use of Peel Park and neighbouring parks.

Many residents are unsure what a 'community hub' is but the idea still generates interest.

Public parks, nationally and internationally, have had to adapt to changing pressures both of finance and public need, and increasingly lean towards the community for their maintenance and development.

### Phase 2: Joint Research Topic

Over 260 interviews were conducted. Two thirds of the interviewees had used the Park in the last 12 months but under half used the Park more than once a month.

Of those not using the Park the main reasons cited were safety, cleanliness and distance.

A third or more respondents rated the overall impression, facilities and safety of the Park, as poor.

The main uses of the Park were for play and dog walking.

Over half the respondents felt the Park was not well used.

The main suggestions for making the Park more appealing focused on safety, better facilities and cleanliness.

Almost half the sample travelled to other Parks, in and outside of Salford.

Two thirds did not know what the Pavilion was used for. Of those who thought they did most thought it was used for community/family groups, for toilets and for a café.

Asked what the Pavilion should offer the top six answers accounting for two thirds of responses were; toilet, café, activities for elderly, activities for children, youth club and sports activities.

Over a quarter of respondents felt that the community should take a bigger role in managing the Park and claimed they would positively support it. A further quarter suggested 'maybe'.

### Phase 3: Individual Research Topics

Some of the recommendations stemming from individual research, including visits, interviews and desk research are given below.

#### On creating a Vision (Janet Jones)

*Agreement on a Vision for Peel Park and the Pavilion.*

*Creation of an overall development plan for Peel Park that includes the grounds and the Pavilion.*

*Agreement on the costs of maintaining and development of the Vision.*

*Clear leadership from the community and clear accountability to the community.*

#### On developing and funding the Vision (Entela Isufi)

*A formal constituted group, consisting of local residents with various skills and attributes who are willing, able and committed to driving the Park forward is a necessity.*

*A sustainable business plan is needed to support applications for funding and attract private investment.*

*A strategy beneficial to all parties is needed; for example; a constituted group manages the park/pavilion, working in partnership with the SCC and RHS, with investment via The Big Local and SCC, and the transfer of the Pavilion by SCC so that grants can be sought for its development.*

#### On Play (Anthony Gritto)

*Plan for indoor play as well as outdoor play across the seasons.*

*Plan for organised outdoor play as well as swings and traditional playground activities.*

*Look at each part of the Park which can be used for play or adventure activities such as the woods, or an area for skateboarding.*

*Get parents and community involved as leaders. Keep children involved in making decisions.*

#### On Teenagers (Laura Kelly)

*Consult with teenagers and get them involved with any developments of Peel Park.*

*Encourage them to help keep their park clean and tidy and feeling safe.*

*Make sure any building improvements includes wifi and access to computers.*

*Join the Friends of the Park team.*

#### On Well-being (Louise Heslop)

*Make sure the Park feels safe.*

*Have areas for quietness and areas for socialising.*

*Organise events and activities for all ages.*

*Encourage physical activities such as community runs.*

#### On Greening and Growing (Alison Gresty)

*Identify parts of the Park that can be 'adopted' by groups/residents/schools for growing projects.*

*Have 'wildlife' sanctuaries and wild flowers in parts.*

*Partner with organisations such as Incredible Edible Salford to encourage healthy eating.*

#### On Community Ownership (Alan Cavanagh)

*Create a Trust based in the Pavilion to look after the Park in the longer term as a community asset.*

*Develop the Pavilion as an activities and resource base for activities in the Park run by the Trust.*

*Use the Big Local Network to help create a strong 'Friends of the Park group' and fund it to set up and organise events to attract more people to the park.*

*All parties, the Council, Big Local, RHS, Friends group and residents sit down and create a five-year plan for the Park so that if money is invested, it can be managed and maintained.*

#### On Social Cohesion (Anthony Kollie)

*More integrated and family orientated activities in the Peel Park.*

*Strategic Multi-agency events (schools, local trust, council, youth clubs, local entities etc.)*

*Introduction of empowerment workshops for all ages.*

## 5. CONCLUSION

These recommendations overlap to varying degrees and are ambitious. They are all based on what has proved possible elsewhere. Public funding is in crisis and traditional forms of park maintenance and development are threatened. Yet the Park remains a significant community asset. Without management it may become a perceived threat, a no-go area. Community involvement and ownership is a common feature of approaches which have transformed declining parks. There is a need for a strategic approach to community management through partnerships or trusts which create an infrastructure to attract future funding by demonstrating a positive impact on the community's health, well-being and social cohesion.



## APPENDIX 1 ACKNOWLEDGEMENTS

Thanks are due to many individuals and organisations who have shared information, given their time and co-operated fully to allow the team to understand the bigger picture and to access individuals, whether residents or employees, for consultation. Particular thanks are offered to Alison and Sue, at the Big Local Hub on Little Hulton Precinct and Vinnie Nash, Neighbourhood Manager, Little Hulton One Stop Shop. Liz Green of Salford Council and Claire Drury of the RHS who gave up valuable time to brief the team on strategic issues and service delivery in Little Hulton. Steve Skinner, Big Local consultant to LHBL, arranged a number of visits to projects in Rochdale, Littlebrough, and Bradford.

### WHAT HAS BEEN THE PROJECT'S WEAKNESS? WHAT WOULD YOU CHANGE?

"Lack of communication between the council and the project."

"Not enough time. We had to rush towards the end."

"I am not convinced the report will impact on the outcome."

"Lack of collaboration between the different interests in Peel Park."

"Keep questionnaires shorter."

"Involve more local residents, organise activities, get things done."

"More recognition for the great job done."

"More one to ones with tutor to help with assignment."

## APPENDIX 2 THE TEAM



Alan Cavanagh



Alison Gresty



Anthony Gritto



Louise Heslop



Entela Isufi



Janet Jones



Laura Kelly



Anthony Kollie



Jayne Nickeas

## APPENDIX 3

### LITTLE HULTON BIG LOCAL PEEL PARK SURVEY SUMMARY

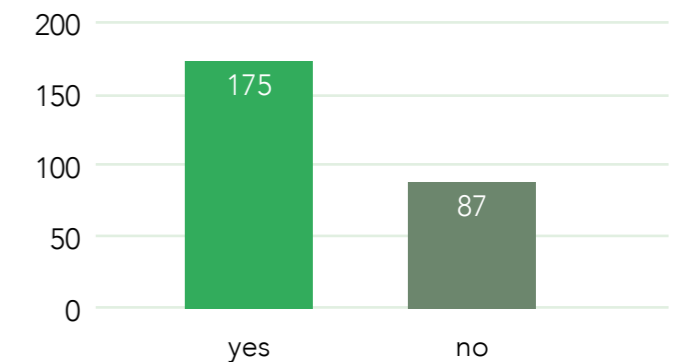
In May/June 2018 a team of 9 community researchers, all living in the Big Local catchment, conducted over 260 conversations with residents on their perceptions of Peel Park and its future development.

The total number of interviews conducted was 263. Every effort was made to reach a broad range of residents. Variations in totals for each question relate to multiple choices, open-questions generating different levels of response, and personal choice by interviewee. People asked for their opinions did not always stick to the questions and some felt they had had their say half way through what turned out to be a lengthy conversation.



## SECTION ONE: PERCEPTIONS OF THE PARK

### 1. HAVE YOU VISITED PEEL PARK IN THE LAST 12 MONTHS?



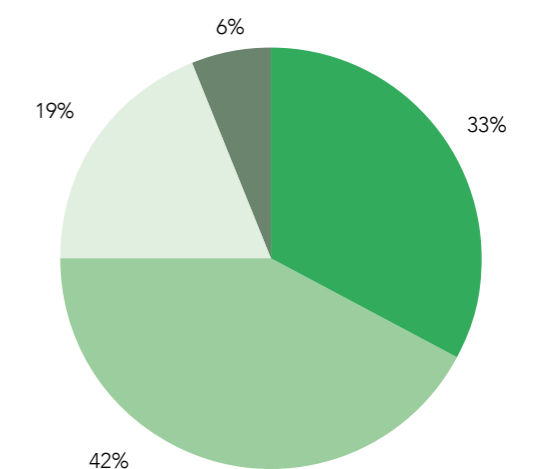
### 2. IF 'NO' WHY NOT? (MULTIPLE OPTIONS)

Not clean/rubbish	12	Too busy	2
Not safe	10	No Children	1
Too far	9	New to area	1
Disability	4	Don't go to Parks	1
Poor equipment	4	Don't know /	
Not much to do	4	no response	
Go somewhere else	4		

### 3. OVERALL IMPRESSION OF PEEL PARK

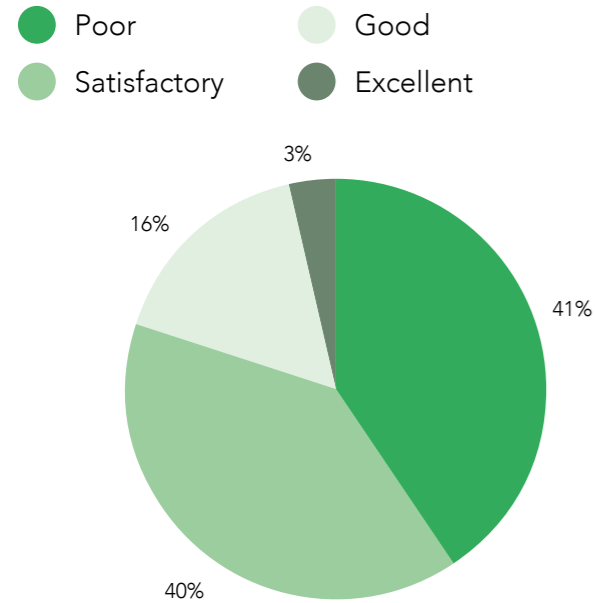
1. Poor	73
2. Satisfactory	94
3. Good	42
4. Excellent	13

● Poor      ● Good  
● Satisfactory      ● Excellent



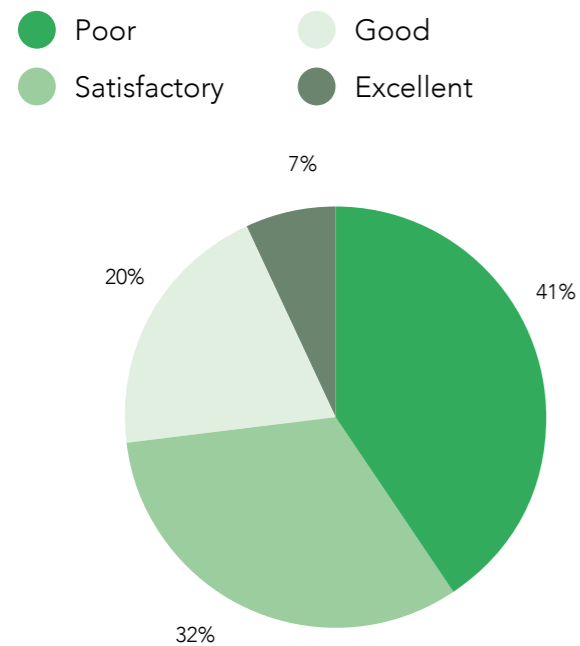
#### 4. RATING OF FACILITIES IN PEEL PARK

1. Poor	84
2. Satisfactory	82
3. Good	34
4. Excellent	7



#### 5. RATING FOR SAFETY

1. Poor	79
2. Satisfactory	62
3. Good	39
4. Excellent	13

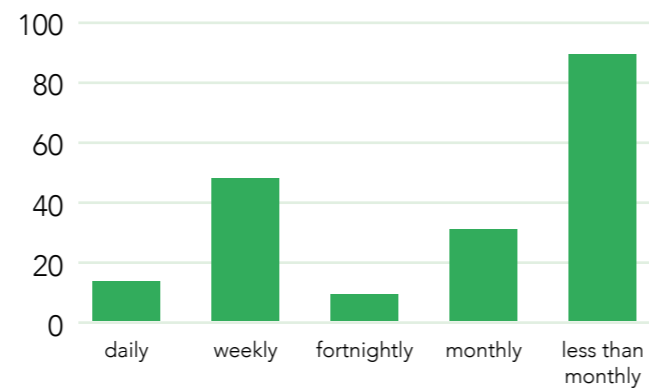


#### SECTION TWO: USING THE PARK

The team was asked to find out who uses the Park and what for. Also how could Peel Park be made more attractive to present and potential users? What could it aspire to be like?

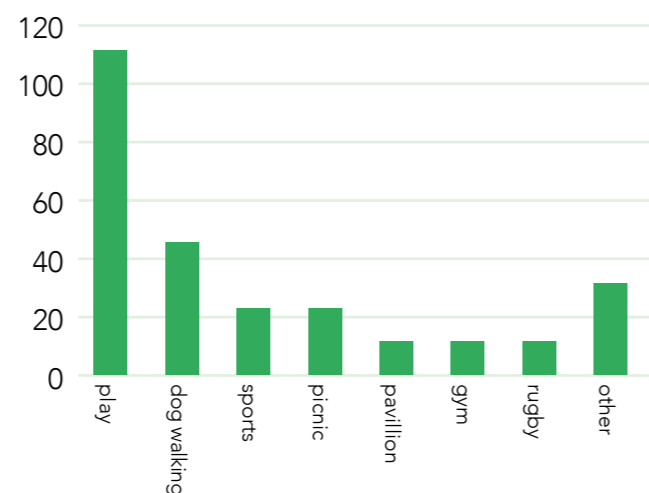
#### 6. HOW OFTEN YOU USE PEEL PARK? (N. 204)

Daily	18
Weekly	49
Fortnightly	12
Monthly	34
Less than monthly	91



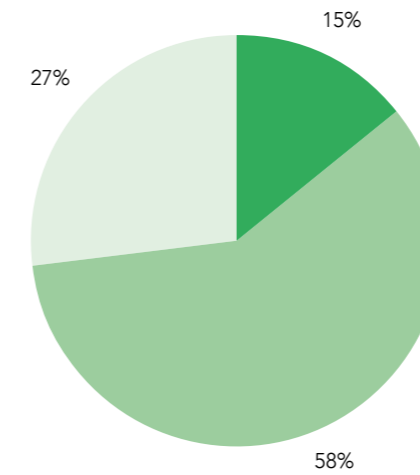
#### 7. WHAT DO YOU USE IT FOR? (INCLUDES MULTIPLE ANSWERS)

Play	111
Dog Walking	45
Sports	26
Picnic	24
Pavilion	12
Gym	12
Rugby	12
Other (including cut through)	34



#### 8. DO YOU THINK THE PARK IS WELL USED?

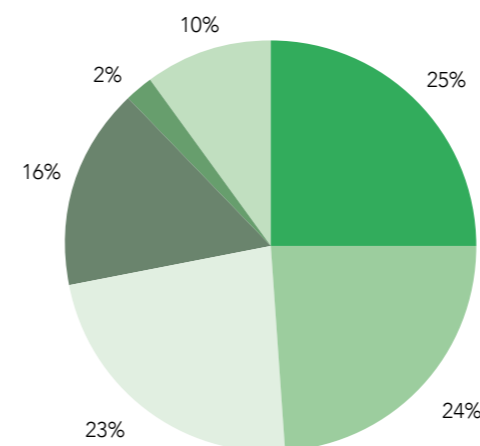
yes no unsure



#### 9. WHAT WOULD MAKE IT MORE APPEALING? (INCLUDES MULTIPLE ANSWERS)

Safer	130
Better Facilities	124
Cleaner	120
More modern	83
Greener	55
Other	13

safer more modern  
better facilities other  
cleaner greener



#### 10. DO YOU HAVE A FAVOURITE PARK IN TRAVELLING DISTANCE

Yes	126
No	131

#### 11. WHERE?

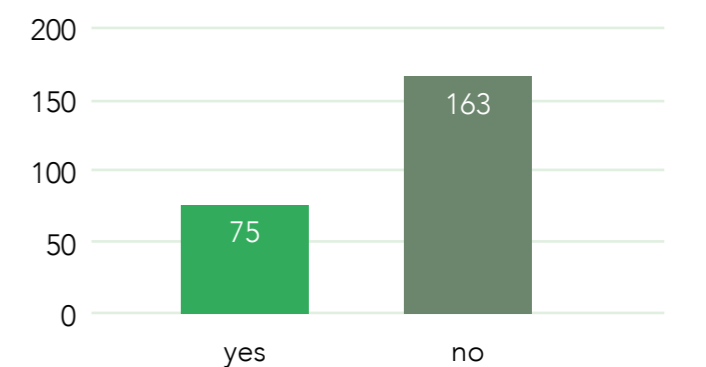
Parr Fold	38
Victoria	35
Heaton	12
St Mary's	4
Black Leach	3
Moss Bank	2
Alexandra	
Moses Gate	
Peel (Salford)	
Clifton	
Haigh Hall	
Boothsbank	

#### SECTION THREE: THE PAVILION

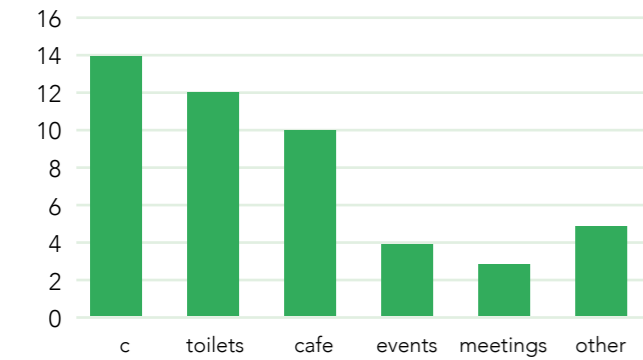
The team was asked to gauge residents' awareness of the current use of the Pavilion and their view of its potential as a community asset.

#### 12. DO YOU KNOW WHAT THE PAVILION USED FOR?

Yes	75
No	163

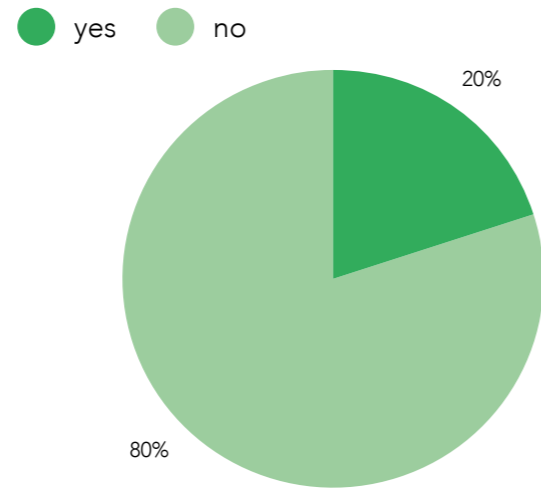


### 13. WHAT DO YOU THINK IT IS USED FOR?



C. Community Groups

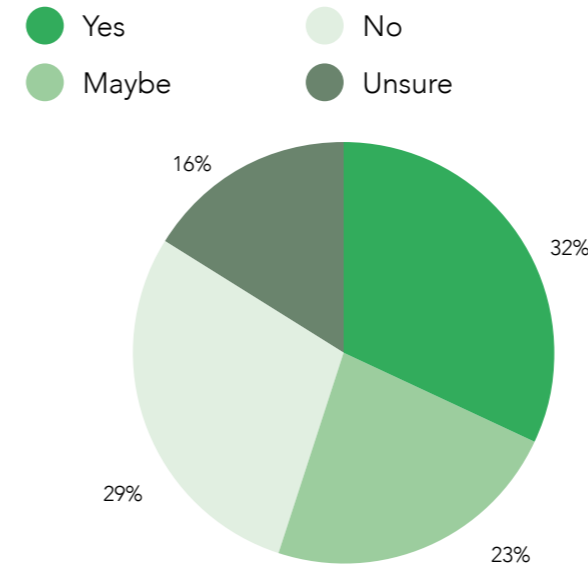
### 14. HAVE YOU EVER BEEN IN THE PAVILION? (N. 210)



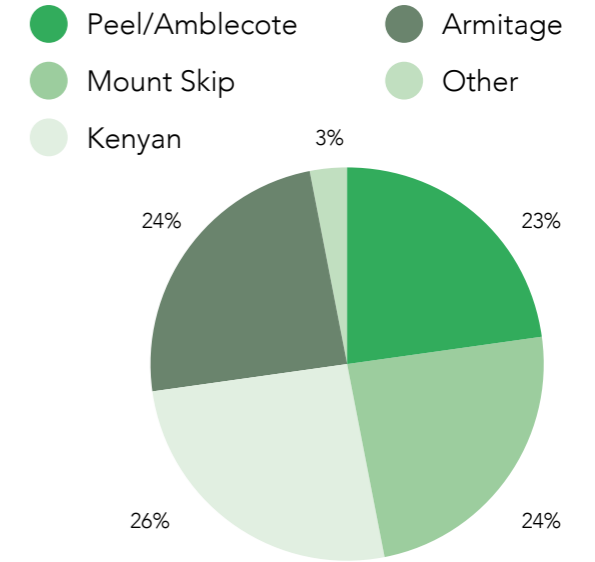
### 17. WOULD YOU SUPPORT COMMUNITY MANAGEMENT OF PEEL PARK? (N. 228)

Yes	73
Maybe	5
No	67
Unsure	36

A number of 'no' respondents felt it was the Council's job to maintain and manage the Park. The 'unsure' included the 'don't knows' and the 'don't cares'.

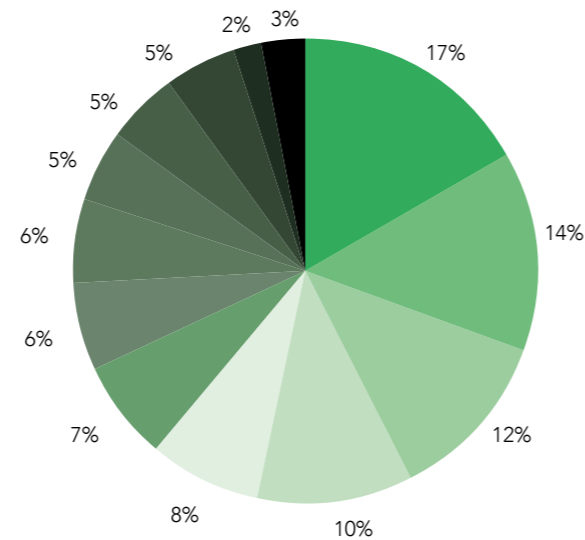


### 19. RESIDENCE OF INTERVIEWEES (N. 263)



### 15. WHAT SHOULD THE PAVILION OFFER? (MULTIPLE OPTIONS)

- toilet
- cafe
- support for elderly
- childrens activities
- youth club
- sports activities
- cab/1:1 support
- changing rooms
- adult learning
- gardening club
- other local groups
- CLLrs surgery
- other



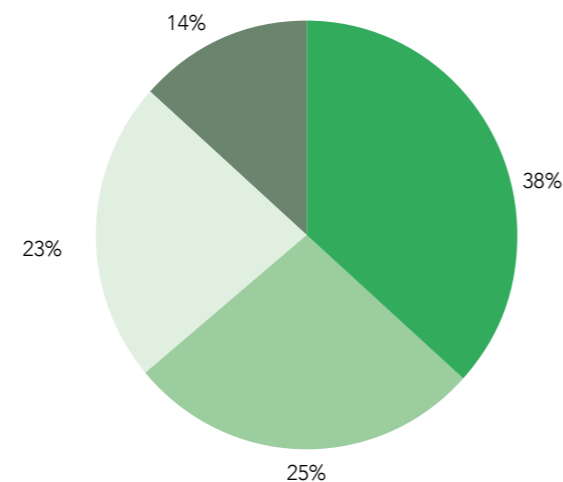
### SECTION FOUR: THE FUTURE OF THE PARK

The Council identifies attractive and safe parks with active community participation, such as through 'Friends of' groups. This extends not just to maintenance of the amenity but also to the management of the asset for community benefit.

### 16. SHOULD THE COMMUNITY TAKE RESPONSIBILITY FOR PEEL PARK? (N. 206)

Yes	78
Maybe	52
No	4
Unsure	28

- Yes
- Maybe
- No
- Unsure

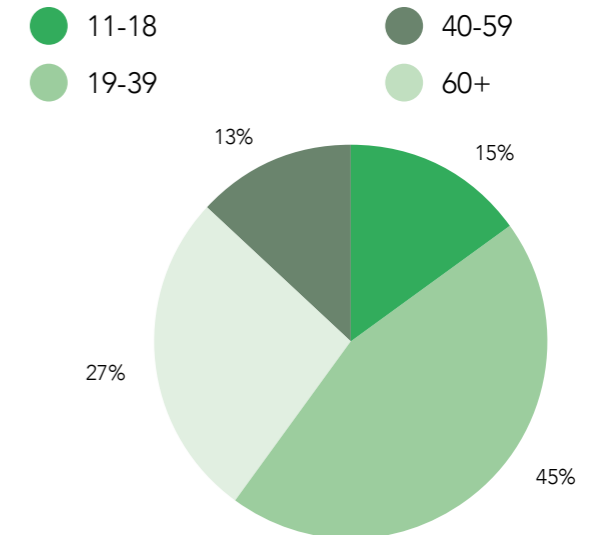


### SECTION FIVE: THE SAMPLE

The research team of undertook to get a representative sample of views from residents in the Big Local area. This was discussed and a strategy was agreed on. The small number of 'other' interviewees not living in the area is mainly accounted for by people working in it but who live outside or who were visiting, including people who used to live here. Interview spots included shops, school gates, neighbourhood, precinct, and pubs. The personal profile was left to interviewees to choose whether/how to respond.

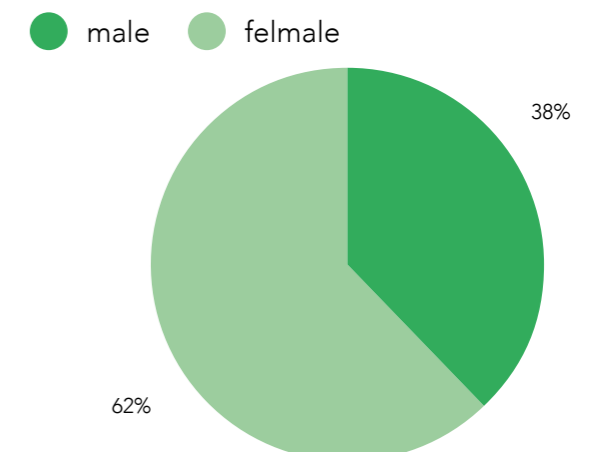


### 20. RESPONDENT PROFILE BY AGE (N.211)



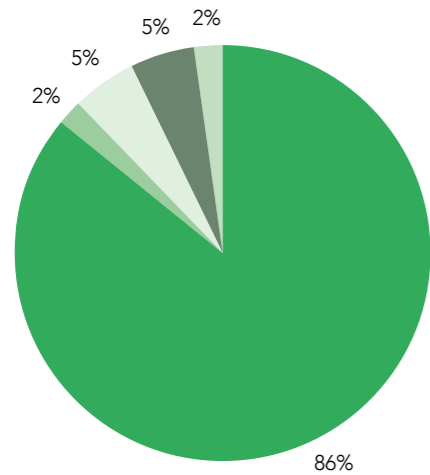
There is a bias towards younger adult residents (19-39) possibly reflecting the age profile of the team.

### 21. HOW WOULD YOU DESCRIBE YOUR GENDER (N. 212)



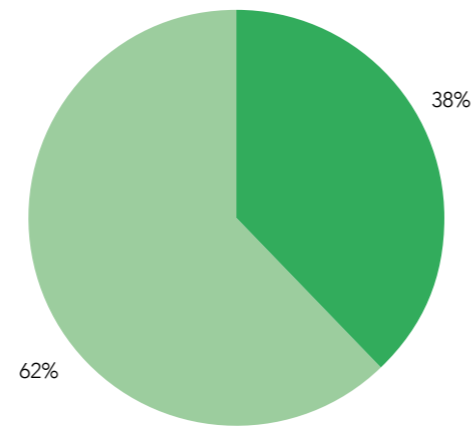
**22. HOW WOULD YOU DESCRIBE YOUR ETHNICITY (N.213)**

- white/british
- white other
- black african
- indian/pakistani
- other



**23. DO YOU HAVE A DISABILITY? (N. 199)**

- yes
- no



The large % of respondents identifying with a disability is in keeping with the known numbers of adults with disabilities in the area, compounded by mainly day-time interviewing on working days and in locations where there is access to key services, such as the Precinct.

**SECTION SIX: INTERPRETING THE DATA**

This survey was based upon a questionnaire devised by the team going through several drafts and trials. In practice there are aspects that the team might do differently if doing the exercise again. A common reflection is that the questionnaire was too long and maintaining attention was sometimes difficult. One reason why interviews took longer than anticipated lies in the style and philosophy of this form of community research. It is not market research with a pre-determined number of closed questions which the researcher is paid to get answered in a fixed time period. It is very much an open dialogue; an invitation to speak and express views. In full flow people do not stick to the script and the interviewer's cues. This may lead to some recording inconsistencies, particularly with multiple option questions and the freedom of the interviewer to answer or not.

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Many people have ideas about how it should be improved

Some people feel that community empowerment will help it improve

In identifying what should be done to improve the Park and make it more attractive to users there is a hierarchy of proffered actions which start with safety and housekeeping issues. Addressing the negatives associated with safety issues, including litter, vandalism, anti-social behaviour features higher than the desire for flower beds, borders and other staples of traditional park life. However respondents identify a desire for the park to be an active place with organised events and a place supported by accessible toilets, refreshments and family-friendly facilities.

The role of the Pavilion seems central to the attainment of this aspiration since it could offer the anchor services necessary to underpin it. In parallel, user involvement in both the maintenance and management of the park as a community facility, seems the only likely sustainable way to halt its deterioration and promote its development. The negative view of the park held by many is easily substantiated in comparing it to neighbouring parks of similar size, and much photographic evidence generated by the research team bears this out. However this community-led research can only present the data it has collected and lead the interpretation to those with the power to influence a strategy for the restitution of the park which involves a serious consideration of the community's role in its stewardship.





## APPENDIX 4

### Community-led and Community-based research: An example from Little Hulton Big Local

Dave Morgan

**1. The two are not the same.** Many organisations parachute in to do community-based research, whether commissioned from within the community or from outside. Community-based research may or may not give researchers a role in determining the questions behind and within the research. It may or may not train and employ local people to undertake the research. The researchers may or may not 'own' the findings and influence any recommendations. A University, for example, could select an area for a research project because it meets a set of criteria; recruit and train a team of students to undertake the interviewing/observation/recording; and pay them by results ie on each satisfactory recording completed, without them having any say in design, analysis or reporting. The results could contribute to a national/international research project while having no impact on the area observed. This will still be called community-based research. Community-led research tries to do it differently. It may lose some 'academic rigour', but leaves participant, both researcher and researched, with some legacy of skill, knowledge or understanding of value to them individually and collectively, which may extend beyond the immediate research topic.

**2. Community-led research:** The Community-led research model used in LH has been tested and adapted in a range of circumstances across Greater Manchester over 15 years. Initially it emphasised participative appraisal methods of data collection ie the use of non-threatening techniques, often visual and practical, designed to overcome issues of confidence, literacy and questionnaire fatigue. This has largely given way to the notion of peer-to-peer conversations built on questionnaires designed by the researchers who are drawn entirely from within the targeted community. This has been complemented by giving researchers the opportunity for individual short projects focusing on a particular aspect of the issue under scrutiny. It also encourages researchers to organise visits and conduct interviews with key influencers and decision makers such as councillors.

The learning outcomes of these methods vary with the individual researcher. The research outcomes reflect a consensus and an aggregation of perspectives informing the research focus, in this case the future of Peel Park.

**3. Learning outcomes:** Through open recruitment from within the community (no qualification/age/gender/ethnic barriers) a research team generally has a range of experience and qualification. The only appointment criteria is passion for the area and willingness to work outside the comfort zone. In selecting from a wide range of applicants (based on short CV, expression of interest and group discussion) there is an objective to create a balanced and representative team. Team size is limited by budget and by practical issues, but twelve is probably a maximum.

In this case the learning outcomes are built around an Open Learning Level 3 Research Skills module which expects learners to demonstrate/evidence understanding of the need for SMART planning, ethical delivery and objective evaluation in the delivery of any research project. To demonstrate this researchers are asked to write two short assignments of up to 1000 words (usually exceeded); one on the principles of community research as applied to a number of pieces of preliminary work carried out in the first few weeks (critical observation and comparison, initial interviews/recorded conversations, desk research)' and one on the findings of an individual (or paired) piece of research leading on from a joint team exercise involving a good cross-section of the community.



Learning in this formative process is a unique experience for each person. The graduate and the unqualified learn together and each has to move outside their comfort zone. Writing a focused assignment is a major task for all researchers and has to be supported on a 1:1 basis. Those with HE experience and those with a limited formal education need support in different ways.

By the end of ten weeks (based on a commitment of 10 hrs per week) the researchers will have seen with new eyes and listened with new ears by:

- Increasing their observational skills in walking their patch and visiting other areas
- Working as a team (and sub-teams) and experiencing the stages of group development
- Engaging in structured and planned conversations with a representative cross section of other residents by designing, carrying out and analysing questionnaires
- Interviewing key local players (councillors/officers/community leaders)
- Writing two fairly formal assignments
- Co-producing a report based on their joint and individual research exercises (although authored by the Project leader)
- Undertaking structured reflective practice to identify what they have learned/what has changed for them

**4. What works?** Everyone has a different 'lightbulb' moment, the point where 'the penny drops'. This is probably as important as any skill learned, or knowledge gained. It is what stays with the learner. It is unpredictable and personal. However an appreciable common gain is the seeing of the community in a different and more positive light and a growth in confidence to participate and challenge the status quo. Does this confidence remain? Some members have real and deep issues with confidence which a ten-week project will not resolve but the actual achievement of so much over a relatively short time is a great boost. Members do not leave their personal histories or family commitments behind on this kind of project, but at least for a number of hours per week they are not (or certainly less) defined by them.

Providing a range of challenging experiences which all commit to participating in, is a key to shaping successful outcomes for each person. Everyone has a chance to shine. Everyone has a moment when they are challenged. A high percentage (I guess 75%) of participants stay involved in community action after the experience.

### 5. Lessons:

What would I do differently if I was to do it again?

- Not take it for granted that we (commissioners and contractors) shared the same objectives/priorities. It took a few weeks to iron out the Park/Pavilion issue.
- Talk to the Council/RHS before the project started to understand their perspective and intentions. It was a bit of a shock to learn of their plans formulated quite independently of the research work
- Not try to deliver the programme in ten weeks. It was very 'driven' by the completion date. 'Reflective practice' was limited to one short session. We had little chance to share each person's individual project findings.
- Revisit some long forgotten group development activities to inject a bit of fun into proceedings and accelerate the group formation process. The team was just opening up as we finished.
- Try to organise visits a little earlier so that more use could be made of them and the group dynamic fostered by them could be harnessed.

However even if these changes were made, other things would be less than perfect. Issues unfolded and the group dealt with them, which is how it should be. I toy with the idea of using a programme/app to analyse the database generated from team research. This would allow for more multi-variate analysis. However this would influence questionnaire design, (which is a team outcome) and analysis, which in the current model is two dimensional (ie it covers the walls) but visible and shared by all.



*"There is an observable gap between the condition and use of Peel Park and neighbouring parks."*

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*"Of those not using the Park the main reasons cited were safety, cleanliness and distance."*

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*"Asked what the Pavilion should offer the top six answers accounting for two thirds of responses were; toilet, café, activities for elderly, activities for children, youth club and sports activities."*



**For further information please contact Alison Jones at**

Little Hulton Big Local Development Manager  
Community Hub 22 Hulton District Centre  
Little Hulton M28 0AU

Telephone: 0161 790 7072

Email: [alison.jones@salfordcvs.co.uk](mailto:alison.jones@salfordcvs.co.uk)

**broughton  
trust**

Or

The Broughton Trust  
The Humphrey Booth Centre,  
Heath Avenue, Salford M7 1NY

Telephone: 0161 831 9807

Email: [office@thebroughtontrust.org.uk](mailto:office@thebroughtontrust.org.uk)