Keep Talking:
Impact and Recommendations

Staffordshire University and Expert Citizens

Keep Talking

Overview of the Keep Talking project

Keep Talking was a UKRI Enhancing Partnerships for Place-Based Engagement funded project, led by Staffordshire University and Expert Citizens between December 2019 and 31st August 2020.

The original aims of Keep Talking were to understand how universities and community partners can develop sustainable structures for people to engage in long term, place-based research, with a specific focus on working with community researchers. Staffordshire University partnered with Expert Citizens CIC, an organisation that supports people with lived experience of homelessness, substance misuse, domestic violence and poverty. While both organisations had experience of working with people with lived experience as community researchers, we were keen to explore issues of sustained support for community researchers, capacity building and increasing our impact and reach through partnership working. We outlined the following research questions:

- What do community researchers need to sustain involvement?

- Where should community research teams 'sit' to best meet needs of communities?

- What support can universities offer community organisations to engage publics with meaningful, locally relevant research?

Keep Talking built on a previous participatory research project, Get Talking Hardship, led by Staffordshire University and commissioned by Voices and Stoke-on-Trent's Hardship Commission. We were keen for the learning from this project to support the Hardship Commission in their aim to extend Get Talking Hardship through continued engagement with the community research team. We therefore had an additional question specific to our place:

- What learning can the Hardship Commission take to embed community research into their long-term strategy for tackling Hardship in Stoke-on-Trent?

We worked with two existing community research teams, members of the Get Talking Hardship community research team and members of Expert Citizens CIC, as partners to address these questions. This partnership and the participatory and collaborative process of the research were as important in achieving the aims as the research findings themselves.

The staff leading the project from both organisations are keen advocates of full and active participation of people with lived experience in all aspects of research and project delivery, and therefore the community research team were invited to be partners in the Keep Talking project. To facilitate this, we paid community researchers for their time, shared ownership of our findings and co-authored documents and research outputs. Both Expert Citizens, Staffordshire University and the community researchers involved are all named in documents and publications. Our main community partners, Expert Citizens CIC, were also keen for the project to produce useful and accessible resources, being of benefit to other community organisations and not just higher education institutions and academics. To reflect this and the creative approaches to Get Talking, creative consultation tools were used to both gather data from the groups and share findings later in the project.

Our main participants for the project were, therefore, a team of 17 Keep Talking community researchers. 10 had experience of Get Talking Hardship and six had experience of participatory research as a member of Expert Citizens. One member joined the group directly after being introduced by an existing community researcher. In addition, we also interviewed four representatives of community organisations to understand how universities can support community partners with place-based research and thirteen people to understand their motivations for getting involved and remaining involved in Get Talking Hardship.

Many members of the group were reluctant to leave demographic data due them feeling this has been misused in the past by other organisations or authorities. We collected demographic data from 13 members of the group. Most community researchers were female, and all were between the ages of 26 and 65, with most people falling into the 26 to 49 categories. Four people had a disability. Most members of the group were white, one was Black and two were Indian. All community researchers lived in Stoke-on-Trent or Staffordshire Moorlands and 3 were employed full time and two part time. Two were self-employed, two were unemployed and two were students.

We arranged fortnightly research meetings with both groups in the first instance. In addition to our Keep Talking meetings, the Get Talking Hardship community researchers also met to plan a parallel, unfunded pilot project, Get Talking Debt. This was small project, planned to be a continuation of Get Talking Hardship, designed to be a testing bed for our emerging findings from Keep Talking. Staff from both Expert Citizens and Staffordshire University attended the research meeting to help us get to know each of the groups and understand their differing perspectives. We planned to bring the groups together from March onwards, although the group only met once before the Covid-19 lockdown in March. Our face to face meetings were informal, included creative activities and included lunch, snacks and hot drinks. From our previous experience of working with the group, and others, we understood the importance of engaging them through informal activities and creative engagement techniques.

Following the first national lockdown due to Covid-19 in March 2020, we continued to deliver Keep Talking remotely. The details of the changes we made to this are outlined in Appendix i. We made use of WhatsApp, piloted MS Teams meetings and changed the focus of the research away from the initial research questions to creative expression and recording lockdown experiences, emphasising wellbeing and cohesion of the group.

Keep Talking produced a suite of accessible and creative outputs (see appendix iii), including:

- Get Talking About Community Research: A comic outlining what it means to be a community researcher.

- Individual case studies.

- Purpose, Process, People - A report on the motivations for community researchers to engage, and sustain their involvement with, community research.

- More than Findings and Funding - coproduced guide to creating the right environment for community based participatory research.

- Keep Talking About… A five-episode podcast.

- A 'Bake and Bring' Making a Difference with Community Researchers Webinar.

- An ethics policy briefing paper and accompanying illustrated video.

- Keep Talking Creativity: A book of poetry and photography.

- A Lockdown Cookbook.

- A Partnership Statement signed by Staffordshire University and Expert Citizens in support of place-based research.

Our research addressed the core research questions identified in section 1. This section highlights key findings, although further detail is outlined in later sections of this report.

What do community researchers need to sustain involvement?

We completed a special project within Keep Talking, and produced Purpose, Process, People, a report on the motivations of community researchers to engage and sustain engagement with community research. This indicates that sustained engagement is supported by having an impact, clear communication, having a purpose and flexibility. We also explored and addressed several other areas to support engagement, including the ethical procedures for community-based research and having a clear way to articulate the community researcher role. The role of 'community connector', in our case the project assistant, was considered vital to the ability of the team to support the needs (both research and pastoral) of the group.

Where should community research teams 'sit' to best meet needs of communities?

We established that sustainable participatory research is a three-way collaboration between universities, community organisations and community researchers. The partnership statement between Expert Citizens and Staffordshire University has provided a strong foundation for this model to be tested in Stoke-on-Trent.

What support can universities offer community organisations to engage publics with meaningful, locally relevant research?

Our More than Findings coproduced guide outlines principles and actions universities and community organisations can take to support meaningful, place-based research. Our interviews that fed into this guide also provide insight into the needs of community partners. Key findings include a need for genuine collaboration, coproduction and partnership, valuing the distinct strengths of all partners, training opportunities and investing in relationships.

What learning can the Hardship Commission take to embed community research into their long-term strategy for tackling Hardship in Stoke-on-Trent?

Keep Talking resources provide useful insight into the needs of community researchers for the Hardship Commission's continued engagement with the team. The need for community researchers to be fully supported and funded for their contribution was raised and agreed with the Hardship Commission. Although a distinct model for the Hardship Commission was not developed, Expert Citizens and Staffordshire University have built support for the Hardship Commission into their partnership agreement. This approach provides a more sustainable and far reaching model for placed based research in Stoke-on-Trent and provides opportunities for connections between the work of the Hardship Commission and other community led, place-based research in the city (see recommendations section).

The main aims and aspirations of Staffordshire University and Expert Citizens have been exceeded. We have identified impact at a number of levels.

Community researchers' cohesion and wellbeing

Survey participants indicated that Keep Talking's greatest achievement was sustaining a team of community researchers by being flexible in our approach and responsive to their wellbeing needs during the pandemic. The end of project survey indicated that participants felt the greatest impact of Keep Talking to date had been on the community researchers. Keep Talking has provided support and helped them make new friends, especially across the Get Talking Hardship and Expert Citizens teams. This support and friendship, combined with a deliberate shift away from the research questions to a focus on creativity and the team's wellbeing, was especially important during lockdown, built empathy for others and for some provided hope and supported their mental health and wellbeing. Our flexible approach to how community researchers engaged helped the whole team contribute in their own way and at their own pace.

Although we expected the research process to build the capacity of the group, the increased focus on the needs and wellbeing of the community research team during lockdown, the invitation to them to engage in their own creative ways and the partnership between Staffordshire University and Expert Citizens have resulted in a strengthened community research team.

Community researchers' skills and knowledge

The project assistant had previously been a community researcher with Get Talking Hardship, which had been her first contact with a university. She has told us that her experience of Keep Talking has improved her communication and interpersonal skills and extended her networks. Being in the role of project assistant has also highlighted the need to show gratitude to community researchers in a range of different ways and to involve them in each stage of the process.

Some members of the community research team were also involved in special projects as associate researchers, such as interviewing previous Get Talking members about their motivations for being involved in community research. This helped to improve remote interviewing skills, writing and relational skills. Two community researchers have also secured positions as peer researcher with the Young Foundation, after Young Foundation representatives attended the Bake and Bring Webinar. Another has gained full time employment with Expert Citizens as a Volunteer Coordinator and will play an important role in supporting the community researchers as we move into our new partnership together. Further impact on the community researchers is included in Appendix ii.

Enhanced understanding of work with community researchers with lived experience

Keep Talking has given the project team insight into ways in which universities can support community researchers by working in partnership with others. Some of this learning was captured in our More than Findings document which was coproduced with the community research team.

The community research team feel other universities can learn from Keep Talking, specifically how to engage with communities, the value of a three way relationship between universities, community organisations and community researchers for place based research, using creative engagement techniques, and the need to involve people most affected by research in the process of research. Some of this learning was shared with other researchers and community organisations through:

- A series of accessible resources for other community-based organisations and universities which support work with community researchers.

- A chapter in Kara, H. and Khoo, S. (2020) *Researching in the age of Covid-19. Volume 2: Care and Resilience*. Policy Press.

- A 'Bake and Bring' webinar and other external conferences and webinars.

Feedback following the Bake and Bring webinar indicated that 88% of participants gained new knowledge about working with community researchers and 77% felt more confident about working with communities after the session. Participants noted the value of hearing stories from the community researchers during the session and found the groups top tips helpful,

"[I have realised] a project that myself and a colleague have in planning should go ahead, and that we can be even bolder in our community involvement." Bake and Bring Webinar participant.

The suite of resources were also welcomed by representatives from the Hardship Commission as demonstrated in this excerpt from an email to the community research team,

"Together these resources represent a testimony to the community you've developed together including practical recommendations for others to follow your example, touching and informative podcasts, brilliant creativity with words and images to get across important messages and suggestions, as well as some much needed pointers for the considerations of ethics committees when working with community researchers".

Increased capacity for place-based research

We have extended the reach and potential of our partnership with Expert Citizens by establishing a formal partnership statement. Staffordshire University and Expert Citizens have agreed how we will work together to support place-based research in Stoke-on-Trent, which includes supporting the work of the Hardship Commission and other research, by sharing support for the community research team in addition to pooling resources to access external funding for specific areas of inquiry.

Influencing organisational strategy and practice

Keep Talking has influenced strategy and practice for both Staffordshire University and Expert Citizens. Learning from Keep Talking has influenced Staffordshire University's approach to civic engagement and the development of their civic university agreement. The Keep Talking community research team will also play a vital role in supporting the development of our civic university agreement as part of a university wide advisory network, to be launched in November 2020.

The value of Keep Talking to the development of our Civic University strategy and our ability to engage communities in meaningful conversations has been recognised by strategic leaders at Staffordshire University.

"This isn't just a quick fix, this isn't just going out, talking to a few people and saying what would you like the university to do for us, this has to be a continuous and ongoing conversation. So being able to 'keep talking' in a structured way to help shape and define what the priorities are for a place and the contribution a university can make to those is fundamental." Strategic Leader, Staffordshire University

We worked with community researchers to understand their needs in terms of a leadership programme for community researchers. However, based on the findings from these discussions the existing Get Talking course was deemed adequate for the community researcher element. However, as part of our implementation of the Civic University Agreement during 2020-21 we will explore the viability of a 'community connector' programme, that incorporates our Staffordshire University Civic Fellows and builds on our learning about the vital role of the project assistant as 'connector', in Keep Talking.

In addition, Expert Citizen's have broadened their definition of 'lived experience' to include the members of the Get Talking Hardship community research team. Community researchers will therefore be able to become Expert Citizen members, gaining access to support and development opportunities. This move is in recognition of the diversity of the group and their collective experience of hardship, racism, ableism and mental ill-health.

Implications for policy and practice

"Humility is not a word we talk about [in HE], but I certainly think that is a lesson that the sector is learning, it needs to be fully acknowledging the expertise of its local communities." Strategic leader, Staffordshire University.

Our findings and evaluation have policy implications for both work with community researchers and university-community partnerships more broadly. Our More than Findings guide was coproduced with the community research team and informed by three community-based organisations. This document compiles our finding about what works in engaging community researchers and identifies five guiding principles for **creating the right environment** for community researcher led place-based research including:

- Valuing the experience of others.
- Inclusion, including an acute awareness of physical access, language, technological access and emotional access.
- Active participation, including the need for mutual benefit, collective decision making and co-ownership.
- Transparency and authenticity.
- Flexibility.

It also provides a series of practical actions that can support the work, including:

- Invest in relationships.
- Acknowledge and address impact and power.
- Address issues of access and inclusion, including payment, refreshments, the use of accessible language, technological access, emotional safety and recruitment with lived experience in mind.
- Providing adequate time for full participation.
- Help others navigate university procedures.
- Incorporate the role of 'connector(s)'.

We also produced a report, Purpose, Purpose, People, outlining the **motivations** of people to get involved and stay involved in place-based research by interviewing community researchers involved in the previous Get Talking Hardship project. Key learning from this report includes:

- **People are motivated by to join community research teams by**: a common interest in the subject area and its timeliness in the local context; the use of creative methods; being involved as significant contributors to the research; personal development including free to access training and qualifications, understanding the role of the community researcher and being able to articulate this to others.

- **People remain involved in community research teams when:** they can see they are making a difference and actions result from the research; communications are regular and clear but not overwhelming, when recruitment is people centred, not topic focused; they are involved in cocreating the research; times and the ability to 'dip in and out' were flexible, there are clear points of contact

After in depth conversations with the community research team and community partners, we developed **policy brief** for university ethics committees outlining the importance of adopting a flexible approach to support research active staff engage with communities in research and, in particular, encourage participatory research practices. This was shared with Staffordshire University Committee, with an illustrated video, as an example of how more interactive approaches can establish the informal and equitable relationships needed in participatory research. Once agreed internally, the policy brief can be shared with other universities.

In addition, our research and evaluation highlighted the importance of adopting **creative methods**, determined by the community researchers themselves, into our research and support for the group. This

creativity not only provided a useful means of gathering research data both during face to face sessions and remotely but also supported people's mental health and gave some members of the group hope during a particularly difficult period of their lives,

"Doing [creative things] has helped to show me that things can change, and they can grow. We are going to move forwards and that aren't going to be like this forever. We'll be moving into a new normal and not being stuck inside for the rest of our lives. […] Doing creative things has been a nice reminder that things can be nice and that things will get better, without having to think about what sort of things might be happening tomorrow." Community Researcher.

Expert Citizens also reflected on the value of **shared project ownership** and for community partners to be regarded and treated as equal partners,

"We came up with the destination together, even though we had to reset that destination because of Covid. But we did that together. Yeah, and I think for us, actually working in that way, it has been really quite empowering actually [be]cause very often [when] we get invited into to do stuff decisions have already been made."

Overcoming challenges

Keep Talking experienced several challenges which have provided useful learning for future work with community researchers. Adapting our programme to **remote working** was challenging as it highlighted the inequalities in access to IT hardware, software and bandwidth. Communication directly with each member of the group and adopting individualised approaches to engagement went someway to address this but in turn detracted from the team approach underpinning Keep Talking.

Early on in the project we experienced some challenges of **language and assumptions**. Despite the fact the Get Talking Hardship community researchers were community members themselves, there was still some expectation that they would be more 'academic' than the Expert Citizens because of their association with Staffordshire University. There was also an assumption that the research outputs would be have a strong academic focus. There was a period of time required to understand the differences in language used by each group and we worked directly with each group separately to understand the appropriateness of language used. It was here that we reflected on the use some of the terms used in Keep Talking. For example, we were challenged on our use of 'deprived communities' in the title of our original project bid and have subsequently removed it from any of our project reports. We were also challenged about using *"big, long wording when they could have just said it in lay man terms what we could all understand"*, despite the fact that we had tried for many years to ensure our language clear, concise and to the point.

An illustration from our ethics video, made in response to community researcher feedback about the current approach being challenging for communities to engage with. Artist: Pete Woodbridge

Our work with the Hardship Commission, **Get Talking Debt**, was suspended due to health concerns over community researchers conducting interviews face to face and emotional concerns of them conducting interviews about debt and hardship remotely. However, the initial challenges of suspending this work presented an opportunity to extend the reach of the community research team and develop a sustainable approach to work. It gave the community researchers, Staffordshire University and Expert Citizens an opportunity to develop a partnership agreement that commits to using mainstream resources to support the Community Research team while seeking additional funding for specific project in partnership with others, such as the Hardship Commission. We identified the ethical obligation for any work with community researchers to be fully funded and supported. Community researchers must be reimbursed for their time and expenses in order to feel valued as equal partners. We also identified a need for ongoing pastoral support and continued contact with the group to sustain engagement. Our partnership model developed between Expert Citizens and Staffordshire University enables us to offer this ongoing pastoral support and continual contact with the team both during and between larger, externally funded projects.

Recommendations for ethical and sustainable work with community researchers

Many of our findings, but especially our More than Findings Guide, outlines some of the principles and actions required for sustaining long term, three-way partnerships between universities, community organisations and community researchers. Our learning for the project indicates the main factors for this are:

- Make community participation a strategic mission for all partners.
- Invest in relationships with and between partners.
- Taking time to get know each other and plan projects together.
- Ensure the project is fully co-owned, even if there is a lead organisation. This includes discussing who owns the research data, who is credited in the documentation and acknowledging and address issues of power.
- Ensure full coproduction throughout the process.
- Value the experience and strengths of all partners, and work to these to build the bid and deliver the work.
- Put inclusion at the heart of the work, and fully consider how to make the project fully inclusive in terms of physical, emotional and technological access, language and payment for all partners.
- Approach to partnership as an opportunity to learn, be flexible about what you expect to be delivered and how to deliver it and be open to being challenged.
- Provide support to navigate university procedures and make these easier to navigate wherever possible.
- Having a 'connector' role can be of great benefit to making communities feel welcomed and safe, helping them to understand university procedures and community resources and support positive wellbeing and cohesion.

In addition, Keep Talking has also demonstrated the value of:

- Recruiting complementary roles in universities and community organisations to aid communication and build mutually beneficial relationships.
- Value the experiences of community researchers as equal partners.
- Paying community researchers for their time and offering flexible ways of doing this.
- Ensuring research outputs and any resources produced as part of the research process are accessible and co-produced.
- Remaining flexible and responsive in both aims and methodology.

Appendix i. Coronavirus outbreak impact

Keep Talking was delivered in two phases. Phase 1 was a research phase between December and the end of March, and phase 2 was a dissemination phase in April and May 2020. Coronavirus had a significant impact on the delivery and methodology of Keep Talking, especially phase two, although it did not limit the outputs or impact of the project in any significant way.

We decided to cease face to face sessions with community researchers and suspend the Get Talking Debt research a week before the national lockdown on 23rd March. However, we felt an ethical obligation not to pause the research entirely because many of the community researchers had budgeted for the income they would receive from the project. We therefore adapted the methodology of our research project, while maintaining our participatory principles. We also extended the project by three months to ensure we were able to support the group through the period of lockdown and to allow us time to reprioritise our focus for the research. We also hoped the group would be able to meet face to face again before the end of the project.

Two members withdrew, finding the project too much to manage with the added challenges of Covid-19. The majority of those remaining asked to stay in touch by telephone and a small number preferred group video calls. Although we initially planned to continue with data collection, the preferred method of contact, telephone calls, were time consuming and emotionally draining, impacting on project staff capacity, and video calls highlighted the inequalities in the group in terms of access to IT hardware, software and bandwidth, and digital confidence. In addition, Covid-19 was dominating everyone's energy, community researchers and project staff were feeling anxious and some were isolated or struggling with addiction recovery during lockdown. MS Teams meetings were stressful for some members and therefore a decision was made to cease data collection and focus on the wellbeing and cohesion of the group.

We therefore focused our attention on how we communicated together as a team and ways of continuing to engage the community research team in discussions about community. We made use of an app that all community researchers said they had access to, WhatsApp, and only used video calls for social meetings. WhatsApp became a great source of support for the group,

"A sense of camaraderie has developed. We all got thrown in going into lockdown but we were all throwing thing out in the WhatsApp group, and trying to sense when people weren't doing well. There was a sense of wanting to make sure everyone is doing well… throwing out the odd nice word when you can tell someone is struggling." Community researcher.

We also set creative tasks and gave the group licence to record their experiences of lockdown in which ever creative ways they wished. We set up a private Facebook group to house photographs, recipes and poems. This creative approach focusing on the wellbeing of the group supported people's mental health, made them feel more connected to each other and gave them hope. It also provided us with creative outputs that we would otherwise not have, including a poetry and photography book and a lockdown Cookbook, compiled from the recipes shared on WhatsApp.

Due to social distancing restrictions we did not host a conference or dissemination event. Instead we considered how our findings could be presented and worked with artists and podcasters to disseminate our findings in engaging and creative ways. We also produced a chapter on the adoption of creative methods during the pandemic and the impact this had on the group and research, published in the rapid response ebook Kara, H and Khoo, S. (2020) *Researching in the Age of Covid-19. Volume 2: Care and Resilience.* Policy Press.

Appendix ii. Community Researcher perspectives

Motivations for joining

Most of the community researchers were already known to either Staffordshire University through Get Talking Hardship or to Expert Citizens. We had had informal conversations with some members of the Get Talking Hardship team about the EPPE funding during the application process and so there was enthusiasm for the project before funding was awarded. One additional person joined the group and was introduced by an existing member of the community research team. She was keen to gain experience of working on community projects and saw Keep Talking a good fit with her university studies and voluntary work supporting communities. In addition to our evaluation with participants, Keep Talking developed a special research project, specifically exploring the motivations of community researcher to get involved and remain involved with community research. The report, Purpose, People, Process provides an insight into community researchers reasons for joining and remaining involved in participatory, place-based research. See section 5 for more information.

Participant experience

It is impossible to remove the community researchers' experiences of Keep Talking from the impact of Covid-19. Our project evolved to support their needs during an unprecedentedly difficult time and, in doing so, achieved the main aims of the project of growing a sustainable team. The participant feedback, therefore, reflects this shift in focus, although some formative feedback from before the lockdown period can also be included here.

Prior to the impact of Covid-19, there were several areas of concern for the group that we explored as part of our core research questions. For example, during the very early stages when we were gaining ethical consent from the groups, the community researchers discussed the challenges of the existing consent procedure. We went on to spend two sessions exploring a range of ethical challenges, from the university procedure to the emotional impact of community-based research on sensitive topics. The group commented that this exploration, with identified solutions, felt like a positive step, were keen to work with an artist to develop a video that would make the information sharing element of the ethical procedure easier. There were some challenges from the team during this time, leading to a shift in our practice where possible including language used and car parking on campus for the community researcher team. Although we secured free parking for the team, for people with disabilities, having to meet in different spaces brought challenges in knowing where the nearest accessible parking was, causing undue stress and anxiety. Although we were unable to change the rooms, we were able to point out the nearest accessible spaces for future meeting.

Our decision to continue with the project through first wave of the pandemic and our flexibility for participants to 'dip in and out' of the process was welcomed by the community research team. The community research team commented how Keep Talking had helped them through the lockdown period. Our approach made them feel connected to the project and each other, they built friendships despite been physically distanced and the project supported their mental health and wellbeing. They enjoyed creative ways of engaging, in particular the podcasts, which were seen by many as an excellent way of staying connected with each other and the wider community. These received positive feedback on the WhatsApp group and numerous social media shares. Each community researcher developed their own approach to recording lockdown. Photographs of daily walks were opportunities to reflect on progress over time and poetry became a source of enjoyment for many in the group, and also a means of expression for the authors.

Community researchers have also stated that Keep Talking has helped build confidence and self-esteem, gain new knowledge about our city, try and develop new creative skills and understand the experiences of others, increasing empathy. They have been able to apply their new skills in *"work[ing] with people in more positive ways"* and *"wanting to hear other sides of the story"*. They have also noted that they have increased their understanding of the power of communities and have become more open minded to their own power to create change.

Appendix iii: Links to Keep Talking resources

1. **Keep Talking About… Podcast (Expert Citizens link):** A podcast hosted on Anchor, shared through Spotify, Apple Music and TuneIn exploring issues of isolation, disability, creativity, friendship and community and family. Keep Talking about… | Podcast on Spotify

2. **Staffordshire University News: Community Researchers 'Keep Talking' in lockdown Podcast:** https://www.staffs.ac.uk/news/2020/08/community-researchers-keep-talking-in-lockdown-podcast

3. **Get Talking about Community Research Comic:** An illustrated comic designed following community researchers request for easily accessible resources to understand the role. Keep Talking community researchers and project team are represented in the illustrations : https://issuu.com/nicstaffs/docs/get_talking_about_communit y_reseach_comic_final

4. **More than Findings and Funding:** a coproduced guide for community organisations and universities working together to create the right environment for community research: https://issuu.com/nicstaffs/docs/more_than_findings_final

5. **Purpose, Process, People:** Community researchers' motivations for sustained engagement in place-based research: https://issuu.com/nicstaffs/docs/more_than_findings_final

6. **Keep Talking Creativity:** a collection of photography and poetry created by Keep Talking community researchers during lockdown: https://issuu.com/nicstaffs/docs/keep_talking_creativity

7. **Keep Talking Lockdown Cookbook:** A selection of recipes shared by community researchers during lockdown: https://issuu.com/nicstaffs/docs/lockdown_cookbook_final

8. **Messy research chapter:** Gratton, N., Fox, R. and Elder, T. (2020) Keep Talking: Messy Research in Times of Lockdown. In Kara, H. and Khoo, S. (Eds.) Researching in the Age of Covid-19. Vol. 2: Care and Resilience. Available at: https://policy.bristoluniversitypress.co.uk/researching-in-the-age-of-covid-2

Community Research

Community Research
is what we are,
without judgement
without prejudice,
we like to reach far,
search for the souls,
disenchanted by life,
to offer them hope,
diminish their strife,
we like to hear voices,
your point of view,
at community meals
we reached quite a few.
But what to do?
How to do it?
with Covid-19.
Keep Talking,
we're working on,
as part of a team,
still intent on helping by
video screen,
blog, podcast, or poems,
by lengthy phone calls,
we still hope and aim
to reach out to you all.

Poem by a community researcher included in Keep Talking Creativity.