

A LINE IN THE SAND:

**A survey of 500 young
people in Birmingham**

JULY 2012

brap

Spending cuts. High unemployment.
Increased poverty.

For some people the current situation is business as usual.

This group isn't affected by the current situation because even at the best of times they have difficulty benefiting from society.

You know who this group is. Some of them rioted in August 2011. Some of them

cleaned up the mess afterwards. They make up 23% of the unemployed but less than half are registered to vote. Some people call them 'Chavs'; others say they're NEET. Some of them have been unemployed for a third of their lives. They're optimistic and pessimistic; confident and uncertain. And despite all the problems they face, many are worried about the next generation.

This report is about them.

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We were not paid to carry out this survey. We did it because we're concerned about how long-term unemployment is affecting young people's life chances.

We run a number of projects that help young people deal with the problems they face. These include:

- enterprise clubs
- mentoring for those at risk of getting involved with guns and gangs
- development around citizenship and political participation

During the course of delivering these activities we were struck by the concerns young people were raising. There was the young Black man who had been stopped and searched nearly 20 times in his short life. There were the young graduates filling in applications for jobs they knew hundreds of other people were applying for. School leavers recounting the indifference of teachers to their learning and prospects.

introduction

And underlying it all, feelings of frustration and resignation.

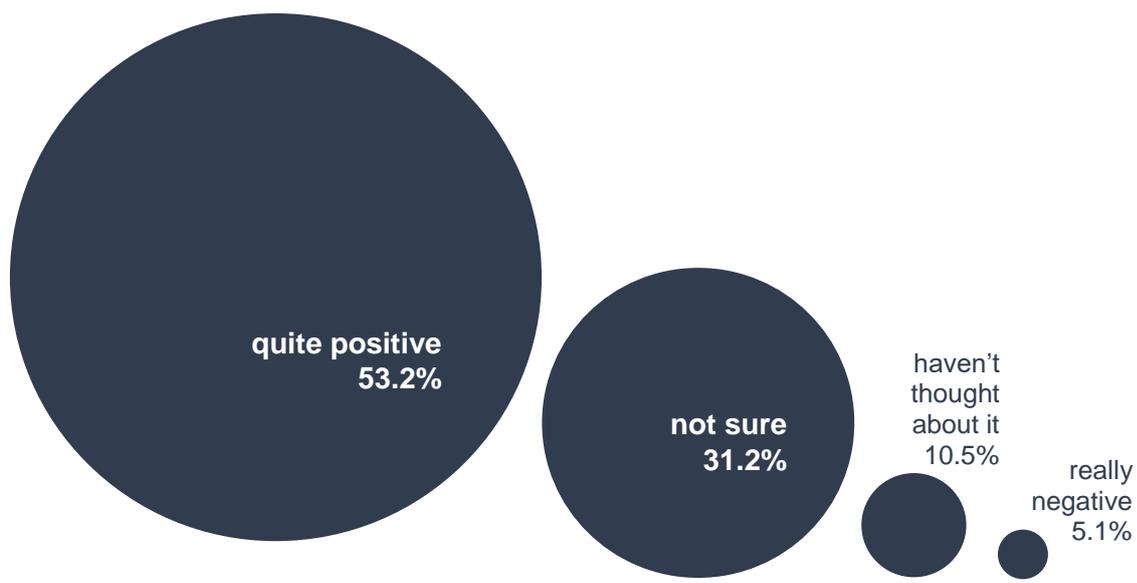
The purpose of this report, then, was like many reports before it: to explore the views of young people, to see how they feel about their future and the society they live in, and identify what can be done to help them achieve what they want to in life.

Where we think this report is different is in calling for an urgent need to draw a line in the sand. To recognise what hasn't worked and to move forward with new approaches driven by a renewed sense of social justice.

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Thanks to all the people who took part in this survey. As you can see from page 22, data for this report was collected in a variety of ways. While we would like to thank all the people who completed the online survey, we would also like to say particular thanks to our mystery shoppers, focus group participants, and one-to-one interviewees.

HOW DO YOU FEEL ABOUT THE FUTURE?



*this is about
8,100 young
people in
Birmingham*

The future. That's a scary word whatever age you are.

However, many young people in Birmingham aren't fazed by the challenge. Over half (53.2%) said they feel 'quite positive' about the future.

But this shouldn't be taken as a thumbs up for the current economic situation. People's perception of the future varies depending on their employment status. For example:

- those in **education**: quite positive, 58.8%; not sure, 26.5%; and really negative, 4.9%
- those in **employment**: quite positive, 75.0%; not sure, 21.4%; and really negative, 3.6%
- those **unemployed**: quite positive, 35.4%; not sure, 45.6%; and really negative, 7.6%

In fact, of those unemployed for more than 12 months, only 41.2% were 'quite positive' about the future: 14.7% were 'really negative'.

For many of those who are positive, being upbeat is a choice, an attitude you have to adopt to make it through these straitened times. As one participant explained:

You have to stay positive otherwise you wouldn't get out of bed in the morning. You're not going to find a job unless you're out there.

However, it is equally clear that maintaining this attitude is becoming increasingly hard for a lot of people as they see their friends and family face long-term worklessness:

Despite everything, I still feel quite positive – what worries me is all this negativity will get me down if my friends don't get jobs.

With one in four young people out of work in Birmingham, this demotivating atmosphere may be a serious concern in the future.¹

In fact, this attitude reveals something interesting about young people. Ask them about their prospects and, as we've seen, they're generally positive and optimistic. Ask them about their peers, however, and they suddenly become cautious and worried.

Here's an example:

Do you think there are good opportunities for young people?

Yes 45.9%
No 54.1%

In response to this question participants tended to be much more pessimistic about the economy, with this thoughtful response typical of those who answered in the negative:

cuts in public services are filtering through as reduced opportunities for entry level positions. Entry-level roles are now being given to those with experience. Without a first foot on the ladder, there is no way to gain experience. It's catch 22.

¹ The city's seasonally adjusted youth unemployment (18-24) rate in December 2011 was 25.2%. See Birmingham City Council (2012) *Youth Unemployment Briefing January 2012*: available at <http://tinyurl.com/crxn89b>

DO YOU THINK THERE IS ENOUGH SUPPORT AVAILABLE TO HELP YOU GET THE JOB YOU WANT?



If you work at Connexions or Jobcentre Plus, you may want to look away now.

Actually, that's not entirely true. We heard plenty of positive experiences of those organisations. Some exceptional professionals have changed people's lives through their dedication and perseverance.

Inevitably, though, some people had experiences that turned them off those institutions.

A useful way to show this might be to look at where participants said they went to for jobs and careers support:

Family and friends:	38.3%
Careers advisor:	28.1%
Jobcentre:	26.4%
There's nowhere to go:	19.1%
Teacher:	15.3%
Not sure who to go to:	14.9%

When asked why people were reluctant to use the established routes, certain themes emerged. Here are four.

Complexity

Many participants found the array of options available to them bewildering. Choosing between work, apprenticeships, vocational training, and so on is a difficult decision and many people were surprised by the number of options:

What I needed was a road map – spell it out for me: it was all so confusing and there was so much to take in.

and, with regard to Connexions:

They gave me too many options – I left confused.

Standard approaches

Many participants relayed the feeling that their contacts within Jobcentre Plus were just going through the motions:

They gave me a handbook and told me to go to the library. Everything requires so many skills I don't have – NVQ level this or IT level that.

When I went there it was just me and the machine.

Leave your dreams at the door

For other young people, it was more the feeling that no one was interested in *them* – their dreams and aspirations:

I wanted individual guidance, but the way it was all explained I wasn't going to tell them what I really wanted to do – they kept saying, 'be realistic!'

What if you want to become a model or a singer? They just laugh at you.

A common complaint was that many of the jobs on offer lacked opportunities for development: there's a difference between a career and part-time, low-status work.

Respect

A final set of grievances revolved around the interpersonal skills of some Jobcentre Plus staff. Some people had experienced rude and dismissive behaviour:

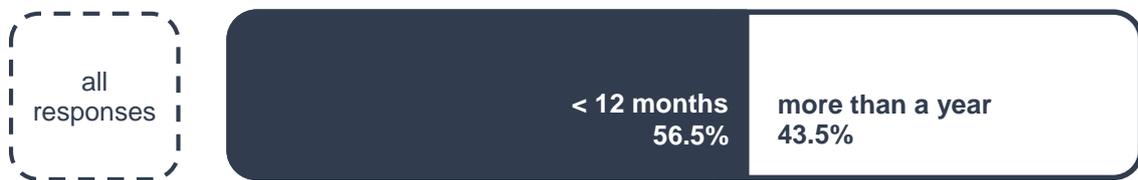
I was shouted at because I didn't hear my name get called. They think we are ignorant and treat us like scum.

Referring to this dismissiveness and the prescriptiveness of the service, some participants said that Jobcentre Plus was 'like being back at school'. This attitude was displayed in apparently minor ways too:

They treat you like children – you can't even take calls inside the centre.

As most people know, implying that young people are still children is one of the worst mistakes an organisation can make.

HOW LONG HAVE YOU BEEN UNEMPLOYED FOR?



more than a year
1.8%

Shocking, isn't it?
And the figures are even worse if you hone in on particular ethnic groups.

For example, 21.7% of Black Caribbean young people have been unemployed for between 2-3 years; 17.4% unemployed for 3-7 years; and 8.7% for over seven years.

What are the reasons for this discrepancy? A lot of research has already been conducted into the barriers facing people from excluded groups looking for work.² This isn't the place to rehearse those arguments. Instead, we asked participants what their take on the situation was, given their own experience of looking for work.

First and foremost, many participants felt they were hampered by negative perceptions of how young people are seen by society. When asked to choose a word which summed up how society saw them, words like **destructive** | **thugs** | **laid back** | **doomed** | **threatening** | **superficial** | **Grand Theft Auto** | **dangerous** appeared more often than words like **optimistic** and **the future**.

BME participants also pointed to racist stereotypes of specific ethnic communities. Somalian participants in particular talked about societal perceptions of them as 'pirates' and 'gangsters' (although they also mentioned 'positive' stereotypes of them as entrepreneurs). For one participant, the whole community was subject to suspicion:

It's in the name: 'Somali'. They've added Somali to monitoring forms so it's easier for them to know who you are

which is a point many agreed with. In the same way, participants also talked about postcode discrimination – that is, many felt employers use postcodes on application forms as a proxy for ethnicity, class, and educational attainment. As such, young people from areas like Ladywood, Small Heath, and Handsworth felt their job applications could be rejected out of hand.

It came out in focus groups that many young people – particularly those from BME backgrounds – have aspirations to set up their own business. When pressed, it became apparent that this was in large part a response to the postcode blacklisting and ethnic stereotyping they felt subjected to. The idea of creating their own business was, to their mind, a much more likely road to success.

As a result, many participants said they would prefer enterprise support to support around job searching. In addition, there was a great deal of discussion from those attending university, who found the careers advice and support to be very good, and those at college or who were looking for jobs, who found it to be not so good. As such, this group was far more likely to turn to their family and extended families for support, as well as organisations they trusted.

² For examples, go to www.brap.org.uk/povertyreduction. There is also a good overview provided by the West Midlands Regional Observatory in *The Causes and Dynamics of Worklessness* (2009), available at <http://tinyurl.com/bsnq2ok>

WHAT SKILLS DO YOU NEED SUPPORT WITH?



Employment: the great unknown.

As participants told us time and time again, it's currently difficult to obtain work experience since competition for places is so fierce. This means there are a lot of people who are a little unsure of the mysteries of the workplace.

This starts with the basics. Less than half the people surveyed felt they knew what qualities employers are looking for in potential workers:

Do you know what employers are looking for in you?

Yes	41.1%
No	22.9%
Not sure	35.9%

Incidentally, only 34.2% of young women responded positively to this question compared to 44.3% of young men.

When asked what those key qualities are, the most common responses were: (a) confidence; (b) capacity for hard work; (c) team work; (d) honesty/trustworthiness; and (e) punctuality. There's a lot of overlap, but the top things employer usually say they are looking for are in fact soft skills (eg interpersonal and communication skills); motivation; and a proven ability to learn new skills.³

Participants were unanimous in saying that schools should be doing more to develop

the skills and attributes employers are looking for when recruiting. Indeed, a common theme in focus groups was the failure of the education system to impart practical, useful life skills:

school doesn't teach you anything you really need to know about. They should be teaching us how to manage our money, how to get a mortgage, how relationships work, how to get a job.

The idea of schools teaching money management (number 3 on the list of most desired skills) was a popular one, with many participants saying they needed an education on 'how to pay bills, taxes, and mortgages'.

However, in the absence of widely available work-based placements, a number of participants expressed a need for development around 'soft skills' or the 'rules of work':

lack of social skills holds people back: it's hard to know how to behave when you've never been in a work environment.

This was sometimes expressed as people having unrealistic expectations of the workplace:

my friend didn't want to work in [a prominent fast-food chain] because they said 'no make-up, no trainers, no piercings'. Someone needs to tell her that's what happens when you get a job.

Nevertheless, it is clear that young people could benefit from more investment in the development of their human capital; that is, their interpersonal skills, competencies around communication and presentation, and familiarity with workplace etiquette.

³ There's a lot of research available. Newton et al (2005) *What employers look for when recruiting the unemployed and inactive* is a good example. Go to: <http://tinyurl.com/c8q9jvt>

I'M YOUR FAIRY GODMOTHER. WHAT ARE YOUR THREE WISHES?

**AN INVESTOR/
GRANT/ CAPITAL**

MONEY

JOB

experience

A MILLION POUNDS

A BILLION POUNDS

A THOUSAND POUNDS

SIX LOTTO NUMBERS
(2, 6, 12, 36, 38, ??)

less unrestricted capitalism

QUALIFICATIONS

A GOOD EDUCATION

CONFIDENCE

CV

a good

– house

– mansion

– a small flat

♥ HEALTH

**TO BE
ACCEPTED**

a shower

SUCCESS

STATUS

A NEW CAR

new appearance

nothing
(you get what you get and
you run with it)

world peace 

a guitar *breakfast*

Let's get down to brass tacks. What do young people want?

Firstly, it's interesting to note that when some groups talked about their goals – particularly BME participants at the younger end of our survey range (16-17) – it became clear they were actually talking about their parents' aspirations. Within some South Asian families it appears there is still a bias against arts-based subjects and vocations. This response was typical of many:

We're told there are two professions: doctors and lawyers. It's a good job I don't want to be an artist because that's never going to happen!

Many participants appeared to absorb their parents' aspirations almost without realising. Others were more conscious of being directed along particular paths:

I was always being told, 'you're too clever to do that subject'. I'm clever enough to know that that's crap.

Other participants made a joke about their lack of choice:

My mum picks my options...so I don't know why they call them options.

Ultimately, however, people's response to what they wanted in life, what their future plans are, depended on a number of factors including their age, employment status, and educational attainment. Below, we explore some of these priorities in a bit more depth.

Jobs

Perhaps unsurprisingly, most participants said their ultimate goal was to find employment. Often participants would qualify this by talking about a 'posh' or 'lucrative' job. This was particularly true for those still in education. Others talked about 'rewarding' work, working for 'good

management who value their staff', or made a distinction between a job and a career.

Money

A lot of participants talked about a desire to become rich and wealthy without necessarily connecting this with employment and work.

However, another, smaller group were quite specific in saying they did not want a great deal of money. Rather, they were after a 'decent' allowance which would allow them to participate in further education. As the data on page 17 shows, a lack of resources was the most common reason for people dropping out of education and development programmes. For some, this was an inability to fund the basics – although what constitutes the basics does differ from person to person:

Now that I'm older I would consider going back to education, but how are you supposed to live on £30? There's travel, books, hand cream...⁴

For a minority of participants, the cost of education was not earning an income. Participants falling into this group often felt 'trapped' since they couldn't devote the time needed to obtain qualifications and therefore more lucrative employment. This group were more likely to talk about 'bursaries' and 'funding', although they recognised that these would have to be quite substantive as many used their wages to support parents, siblings, or children.

⁴ The participant was referring to the £30 Educational Maintenance Allowance paid to students from lower income backgrounds staying on in education. The Allowance had been already been scrapped by the Coalition government when this comment was made (February 2012).

A good education

Responses in this category reflected two different attitudes.

The first was quite common amongst BME respondents and those still in education. For this group, sound qualifications are essential to obtaining well-paid work. A good education is seen as a key to a successful future. For this group, education was not an end in itself – very few participants at all talked about the personal value of an education – but a means to something else. Indeed, many in this category who were also in education actually classified themselves as unemployed, since education was viewed merely as a stopover to full-time work.

The second attitude was common more amongst young people in the 19-24 category and those short- and medium-term unemployed. For this group, the emphasis was on a *good* education, and not the one they had actually received. There was a widespread feeling that their schooling had prevented them from developing their true potential. Particular concerns included:

- poor teaching skills: ‘most teachers just want you to work through their lesson plan’ was a common complaint. Many participants felt teachers did little to accommodate individual learning styles and needs, assuming their pupils ‘are all robots.’ Some felt the lack of discipline in schools created a disruptive atmosphere:

The teachers have no people skills; most can’t control a classroom. There’s not a day goes by in my school without a teacher crying in the corridor.

- teacher apathy: a number of participants relayed how teachers did not seem interested in their pupils’ development and whether or not they learned. The way this was expressed often suggested the participant would welcome a more paternalistic approach from schools and colleges:

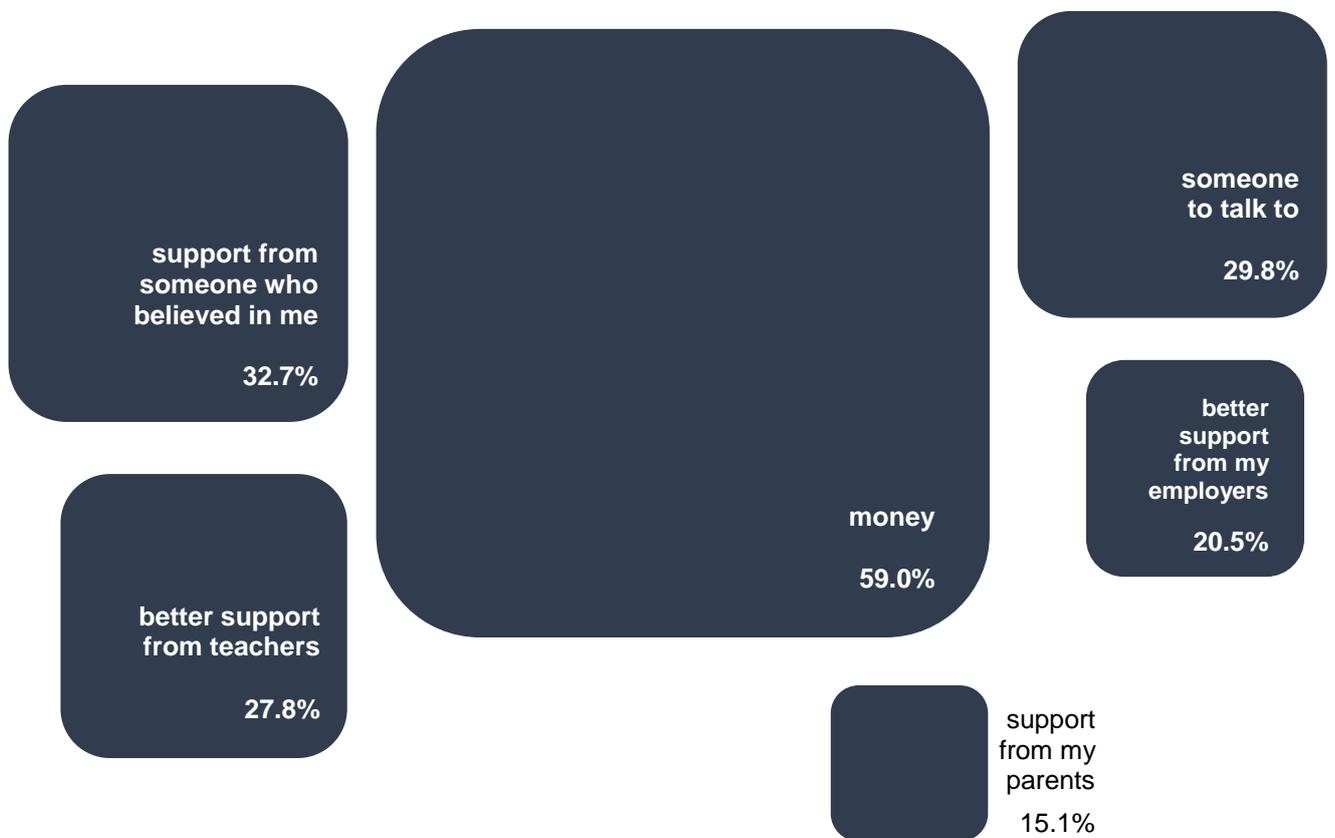
last year I only attended two lessons; and they never asked me to attend. They couldn’t be bothered

As the statistics over the page show, nearly a third of people (27.8%) say better support from teachers would have helped them stay in education/training.

- vocational training: many participants said there needed to be more emphasis on vocational training. Schools, it was argued, are too orientated towards academic courses. As such, many participants would welcome an approach that mainstreamed vocational qualifications into the pupils’ progression through the education system. At its simplest, however, this point was also about employers giving more credibility to vocational qualifications. Many felt high-status, well-paid jobs required degrees, which precluded those whose talents lay elsewhere:

There are no real opportunities for us out there. We’re 16: the only opportunities are the academic route. That’s not me so there’s nothing.

IF YOU DROPPED OUT OF EDUCATION/A COURSE/TRAINING PROGRAMME WHAT COULD HAVE HELPED YOU KEEP GOING?



the long and the short of it

That was a quick overview of the key findings. Now, what does it all boil down to?

1. It appears a lot of people have issues around confidence and self-esteem. In relation to employment, this is often the result of inexperience, a fear of the unknown. However, constantly hearing negative messages – generally about young people and specifically about themselves – can, and does, affect people's self-esteem.
2. Connected with the above point, many young people are not in contact with people who promote their self-worth. Nearly a third (32.7%) of those who dropped out of education or some other development programme say they would have continued had they had the support of someone – anyone – who believed in them.
3. The manner in which some services are delivered can make young people feel they're on a conveyor belt: just another student to be churned out by a school; just another statistic Jobcentre Plus need to find a job for. This is manifested in a number of ways. Most obviously, it's in an approach to provision which takes little account of the actual needs and aspirations of young people. This might be teachers mechanically teaching from a lesson plan or a job advisor spending a cursory 20 minutes asking about a person's aspirations before sending them for a completely unrelated, dead-end job.
4. Young people don't feel vocational qualifications are taken seriously. They are therefore less likely to choose this path post-16. Individuals who aren't academically minded and who don't choose to pursue vocational qualifications can feel their

opportunities are severely restricted and the options available to them limited.

5. Many young people from BME backgrounds feel disadvantaged in the labour market – often as the result of blunt employer discrimination at the point of recruitment. As a result, a large number are exploring self-employment as an alternative option. This has a knock-on effect on the type of support they value: enterprise and business skills rather than support around job-hunting.
6. In recent years there have been a plethora of initiatives designed to mainstream young people's views into the design and delivery of services (from Ofsted's Student Voice, to Youth Parliaments, to new duties introduced by the Equality Act 2010). However, despite this, many of the people participating in this research had never before been asked their views about the services most relevant to them. Most relished the opportunity.
7. Some young people are contributing significantly to their household's income. This can prevent them from pursuing further education.
8. Young people still in education tend to be optimistic about their prospects (59% of those in education said they were positive about the future). However, only 35% of those currently unemployed said they feel positive about the future. Optimism fades fast. Given the youth unemployment rate is about 25% in Birmingham, this needs to be addressed quickly.

We've written a lot of reports over the years, so we know the problems with making policy recommendations. Governments come and go, ideas come in and out of fashion, priorities change, budgets get slashed – the context for a recommendation can change overnight. Strangely, though, the underlying

problems remain. It's almost as if all our activity has little effect on the things we actually want to change.

In this report, then, we'd like to refrain from making our usual insightful, penetrating, and specific recommendations. Instead, we'd like to suggest some broad strategic considerations which we think are fundamental to bringing about the change we want to see. Of course, there are policy recommendations to be made within these, and we begin to sketch what they might look like.

A little less conversation

With the current drivers on public bodies to consult with the service users (such as provisions in the Equality Act) there's a temptation for schools, Jobcentres, and youth clubs, when faced with findings like these, to arrange consultation events to add to the data and further refine problems and issues.

This temptation needs to be resisted. There are over 400 young people's voices in this report, and it's not the first of its kind. There is a wealth of information, built up over years of research. As a society, we've been trying to reduce inequalities for decades now, with only limited success. More data is not the answer. Concerted action, driven by a renewed sense of social justice, is. It's time to draw a line in the sand.

Inequality is a choice

Inequality and unfairness are not acceptable costs for the way we've chosen to construct society. For many years now we've allowed opportunity and advantage to be concentrated at the top, accessible to a privileged few. It's becoming increasingly obvious this is not a sustainable situation. In Birmingham, for example, over half of children under 16 are from a BME

background.⁵ If employers are discriminating to the extent suggested by some in this report, statistics around employment and long-term worklessness will get much, much worse.

We need to recognise that there is nothing natural or inevitable about discrimination and disadvantage, and that we can achieve fairer outcomes should we decide to make it a priority. At the moment the allocation of resources and opportunity in society says a lot about what and who we value. The question is whether that reflects the kind of society – and the kind of people – we want to be.

Invest in fairness

Of course, this will require us to make some difficult choices, to think about what we're prepared to give up and what we're prepared to invest. It is clear from this report that more investment is needed in a range of areas including:

- experience: young people need exposure to the workplace. We should be working with organisations to ensure they can provide productive volunteer and internship places, in a safe environment with access to a mentor. Young people without tonnes of experience should be given the facilities to produce living or video CVs so their personalities and life experiences can be brought to the fore. These should be promoted to employers as viable and useful résumés
- discrimination: BME young people face class- and ethnicity-based discrimination. However, it's the combination of this with anti-youth prejudice that makes it so challenging to respond to: it almost gives racism an acceptable face. Young people

need the skills to identify discrimination and address it appropriately when it occurs

- confidence: many participants came from families where long-term worklessness is the norm. They had rarely had development on their skills. Investment is needed in providing positive, constructive feedback, which will give young people a belief in their strengths and the confidence to tackle their weaknesses. Young people also need the skills to cope with the inevitable setbacks they'll experience whilst looking for work
- human capital: the need for support around interpersonal and communication skills, and developing a knowledge of workplace etiquette and practice is obvious. It is important, however, not to forget specific competencies BME young people might need, such as understanding more about how they present themselves in ways that might combat employers' stereotypical views

All of this may require resources to be allocated differently to how they have been in the past – and it may require more resources to be released – but if we are serious about making a dent in the barriers holding people back, this is surely a conversation worth having.

Equality is about action

Often, when faced with statistics demonstrating poor educational attainment or disparities in employment rates, we look to see what's 'wrong' with young people – what it is we need to fix. Undoubtedly this approach has its place (we've done it above). But let's not forget the need to put *ourselves* under the microscope – to examine our attitudes as employers, public services providers, producers of media, and a range of other roles. As a society, so resigned are we to prejudice, that we forget the difference our actions can make to the day-to-day promotion of equality. Yet it is

⁵ Simpson, L (2007) *Population forecasts for Birmingham, with an ethnic group dimension*: University of Manchester

precisely the culmination of all these millions of actions that will create a society that either values or marginalises young people. Understanding what we can do then, practically, when we interact with young people – whether we're employers, teachers, or someone else – is central to turning things round. It may sound simple but we have to understand what fairness looks like before we can implement it.

If equality is about action, then, what actions should we take, based on this report? There are many: here's one. At some point we need employers to take a leap of faith. We need teachers to take a leap of faith. Because it's clear that young people need support to build their confidence and self-esteem. And considering nearly a third of young people dropped out of education and training because they didn't have the support of someone who believed in them, while it may be risky, it definitely seems a risk worth taking.

I contacted the Jobcentre last Tuesday to put in a JSA claim and they asked a series of questions over the phone. It was quick as they filled out the forms for you at their end, but I didn't feel comfortable giving out my details over the phone

I told them I was interested in hair and beauty – I know there are a load of opportunities to become an apprentice with training via [a local hairdressers]; but they didn't know about these and sent me on a waitressing course

On my last appointment the advisor that I signed on with was really nice. He called out my name rather politely 'Miss so-and-so.' And as I sat down before we even started he asked how I was, how my week had been and what I was doing for the weekend. It was nice to have that interaction and interest



the numbers

We need to start with a confession. We didn't actually engage 500 young people. We talked to 452. We hope that's ok.

Respondents were aged 16-25, although a handful of participants in the focus groups and online survey were 15.

Here's how the responses are broken down:

Online survey

- 352 responses to an online survey. The survey ran from January to April 2012

Focus groups

- we held a number of focus groups. Some were generic, with participants from a range of backgrounds. Others were specific, focusing on, for example, young Somalian men; young women; and secondary school pupils

Mystery shoppers and one-to-one interviews

- over the last 12 months we've interviewed 23 young people on a variety of topics. Some of them agreed to 'mystery shop' Jobcentre Plus and other council services and report back on their impressions and experiences

The breakdown of responses to the online survey is as follows:

Age

under 16	0.8%
16-18	47.4%
19-25	51.8%

Ethnicity

Black Caribbean	30.3%
Black African	26.1%
White British	20.3%
Mixed Heritage	10.5%
Asian Pakistani	4.8%
Asian Indian	3.2%
Asian Bangladeshi	2.4%
Yemini	0.8%
Japanese	0.4%
Vietnamese	0.4%
White Irish	0.4%
White Gypsy or Traveller	0.4%

12 people did not state their ethnicity.

Gender

Female	34.6%
Male	65.4%

about brap

We're a think fair tank, inspiring and leading change to make public, private and voluntary sector organisations fit for the needs of a more diverse society.

brap offers tailored, progressive and common sense approaches to equalities training, consultancy and community engagement issues.

We run a number of projects aimed at improving young people's life chances. Here's a flavour.

Guns and gangs

Our most recent project, 'Back on Track', puts young people at risk of getting involved with gangs in touch with a team of mentors who provide support on issues such as self-esteem, anger management, job hunting techniques, application and interview skills, and so on. The programme draws upon a field of expert mentors to provide support tailored to an individual's needs. So far, we've engaged over 20 people.

Poverty reduction

brap delivers a number of projects which create a fairer, more mobile society. For

example, through the provision of business support, leadership training, and specialist enterprise clubs, we have helped hundreds of people from marginalised backgrounds establish and run their own social enterprises. Providing specialist support on fundraising, over the last few months, we have helped a handful of organisations raise about £1.5 million, creating over 10 full-time posts.

Bringing equality to life

Over the last few years we've engaged with over 850 young people across 25 different agencies, delivering innovative learning and development sessions. These sessions have explored issues such as racism, combating religious and cultural intolerance, conflict resolution, and individual and collective rights and entitlements.

We've also run a series of workshops exploring themes such as citizenship, stereotypes and discrimination, while also looking for more unconventional means of engagement such as holding a screening of the critically acclaimed film *Kidulthood* with a discussion event afterwards.

For more information, go to our website: www.brap.org.uk.

July 2012

brap is transforming the way we think and do equality. We support organisations, communities, and cities with meaningful approaches to learning, change, research, and engagement. We are a partner and friend to anyone who believes in the rights and potential of all human beings.

brap

making equality work for **everyone**

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