

# It's Your Place - Tell Us What You Think!

## Bradford Integration Engagement Report Findings

Prepared by: The Social Kinetic  
For: Bradford Council and The Partnership



14<sup>th</sup> August 2018

**The Social Kinetic**

The design thinking and engagement people

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# Chapter 1

What did we do, how did we do it  
and what was the response?

# Purpose of the research

## How do we build happier, stronger communities with more opportunity for everyone in the district?

The Social Kinetic was commissioned by The Council to engage the 'communities of Bradford District' to identify strategies/ideas which in their view will get to the heart of some of the most persistent integration challenges and *build happier, stronger communities with more opportunity for everyone*.

Specifically, to test a list of 7 ideas and initiatives on behalf of The Partnership and identify a shortlist which 'local communities' believe will work. In addition to that SK aimed to find out what other ideas and recommendations the local communities have.

### The objectives:

- To understand what good integration looks like for communities.
- To include a shortlist of those ideas/initiatives which have the most support and could potentially deliver the widest or biggest benefit in the Stronger Communities Strategy for Bradford to submit to MHCLG at the end of August 2018.
- To ensure that despite the short time frame, a representative cross section of the communities within the district were meaningfully engaged and involved.

**This report is a summary of our findings. We want to thank the wonderful people of Bradford and the local teams we have worked with to make this such a success.**

**Note:** This project was commissioned by Bradford and District Metropolitan Council to support The Partnership. A democratic body made up of community leaders across the District.

# At pace and in partnership

From sign off for the shortlist on the 29th of June, the first community engagement event was on the 17th of July. We had to work at **pace**.

The tight timelines, the ambition and the available budget, meant that SK had to design a research/engagement programme which would:

- **Engage** as broad a group as possible both through qualitative and quantitative research
- Allow us to have some **geographic spread**
- Give us a **mix of opportunities** to engage with people informally and in more detail, in groups where people would feel comfortable to talk openly about **their experiences, views and recommendations**.

To achieve this SK worked in partnership with Bradford's Safer Stronger Communities team and youth volunteers to plan 3 engagement events, set them up, recruit participants and deliver the research.

**This was an incredibly successful partnership which ensured collectively we:**

- Could **deliver**
- Could benefit from **local knowledge** and **relationships**
- Could recruit **research participants** at very short notice from local communities
- Take more people with us on the **journey** and embed **local learning**

We can't praise the Bradford Safer Stronger team, youth workers and the incredible youth volunteers enough for being such great partners to work with. We could not have delivered this without them. They were professional and a joy to work with. The outcome of this work is so much richer as a result.

**We were 'Team Bradford'**

## Team Bradford

### Ian Day: Assistant Director for Neighbourhood and Customer Services

*Commissioned the research work and led the project on behalf of the Council.*

### Rt Rev Dr Toby Howarth, Bishop of Bradford

*Interim Chair of The Partnership and overseeing project progress with key stakeholders*

### The Safer Stronger Communities Team, Youth Service Team and additional Council staff

*Led by Mahmood Mohammed the team supported project set up ahead of and during the events, supported research, promoted public and stakeholder attendance and recruited participants and volunteers. **With special thanks to:** Nazaket Ali, Anjum Munir, Mark Waite, Wahid Rashid, Alice Bentley, Sofia Bashir and Michelle Taylor*

### The Youth Volunteers

*Youth volunteers supported the events through a variety of roles, including promotion, supporting the public to fill in online surveys and supporting the researchers as runners. Their work ensured the smooth running of the research days. **With thanks to:** Emily, Sofia, Joe, Pete, Hannah, Isaaq, Iman, Yasmin, Ahmed, Amaan, Sami, Samina, Mark, Sab and Imran.*

## The Social Kinetic

- Supported the Council to define the project scope
- Supported the development of The Partnership's Guiding Principles and shortlisting ideas to test
- Led on core messages, stakeholder communication and media relations
- Designed the research tools and methodology in reference to the specific needs of the district
- Coordinated the set up of the research days
- Managed and delivered the research
- Analysed the data and produced the findings.





“

“In four weeks we **designed** and **delivered engagement** which resulted in conversations with more than **631** of the wonderful people of **Bradford District**”

”

# The overview of what we did. Four stage approach:

**Delivered in partnership with Bradford Council – a minimum of 631+ people were engaged**, with many others who spoke to the research team but did not leave their details.



## 1. AGREEING THE PURPOSE AND LONGLIST

A) Literature review and data from a British Future Report informed the approach and content.

### **Purpose and long list of ideas**

B) SK worked with the Council to agree: project purpose and longlist of ideas and issues to test with the public.

C) The research methodology and draft narrative was agreed.



## 2. SHORTLISTING OF IDEAS

A) SK met Council staff /stakeholders- individually and collectively to understand local issues.

B) Developed a set of Guiding Principles with stakeholders including Bishop Toby Howarth to support shortlisting.

C) Shortlisted ideas for research and testing with the Steering Group.



## 3. COMMUNITY RESEARCH AND ENGAGEMENT

**3x community research days in: the city centre, Keighley and Shipley**

### **Mixed methodologies included:**

1. **Idea boards** for facilitated and non-facilitated feedback/shortlisting
2. **Focus groups**
3. Open ended boards to explore broader views on integration
4. **Online surveys** (taken out into the community)
5. **Vox Pops**
6. **One-to-one** recorded interviews



## 4. ANALYSIS AND SHARING THE FINDINGS

1. **Open ended feedback to establish 'criteria'** (what was important to the public) to measure ideas and wider feedback.
2. **Analyse feedback on ideas, shortlisting and new ideas** – measured against 'criteria' informed by research.
3. Mapped by idea and audience.
4. Presented the findings.
5. Made recommendations.



# Defining the scope of the project

## Co-creating the purpose and vision for the project

Using the findings of the British Future report commissioned by the Council, the findings from the literature research, conversations with MHCLG and the knowledge of Council staff (such as area coordinators, directors, the Chief Executive and ward officers) we were able to co-design the project purpose. SK worked with Ian Day, Assistant Director for Neighbourhood and Customer Services, who led the project on behalf of the Council. SK designed the research methodology which was signed off by The Partnership Steering Group. Input to language and testing was also received from members of The Steering Group.

## Guiding Principles

SK supported The Partnership in developing the project values and Guiding Principles. These were shortlisted through a series of meetings and a workshop. The purpose of the principles was to have a tool to guide decision making. These also took into account the Council defined 'Four Pillars of Integration' which has shaped much of the existing work in Bradford. A longlist of ideas was developed from data collated by British Future and their recommendations. This was then analysed through a series of ideation/hypothesis generation sessions with Council staff and external stakeholders, representing different sections of the community and the integration agenda.

## Shortlisting

The longlist was then put to The Partnership Steering Group in a meeting led by Interim Chair Bishop Toby Howarth and workshopped by The Social Kinetic. The group distilled the ideas/issues and shortlisted them based on priority issues for the district.

## Preparing the ideas for research

The language used for each idea on the shortlist was then reworked by SK, Bishop Toby and Ian Day to ensure that it was simple and relevant.

# The 7 shortlisted ideas for testing

## The 7 ideas for testing

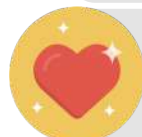
We engaged the communities in shortlisting the ideas and making their own recommendations. We asked people: 'how can we build stronger, happier communities with more opportunities for everyone in the district?' These 7 ideas for testing with the public were first shortlisted and agreed by The Partnership.



**Employment Opportunities:** Finding ways around things that might stop people applying for or getting jobs, so everyone has the chance to find work and do well at work



**English Language and Life:** Giving everyone the chance to learn English and adapt to day to day life in the district



**Hope for the Future:** Helping people feel they have a future in the district so they feel good about living here



**Building Respect and Friendships:** Between people of all ages, ethnicities, genders and faiths



**Dealing With Hate Crime and Intolerance:** and the things that make people afraid of or angry with each other



**Sharing Spaces and Places:** Creating spaces where everyone from the local area can mix- work, play and socialise together



**Linking Up Schools:** Helping young people to mix with other young people who have different backgrounds to them

# The approach

The community research days were designed to ensure people felt welcome, relaxed and at ease to participate.

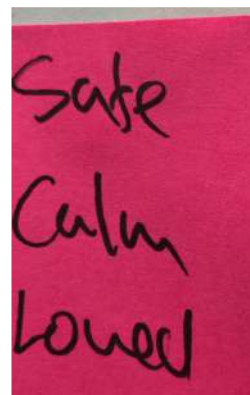
Refreshments and food were provided throughout the day. There were things for children to play with and colour and a face painter too. **People could engage for 5 minutes or 2 hours. It was up to them.**

**The purpose of each day was to understand:**

1. **What does good integration mean** to the community?
2. What were their **views of the 7 shortlisted ideas** and how would the public rank them in order of importance?
3. What **other ideas the public had** and how to make the ideas a reality – what would make these things possible?
4. **What would make the shortlisted ideas work** and make a difference?



**Typically people engaged for between 45 minutes and 1.5 hours – often longer**



## Focus groups and idea workshops x 15

This is the list of audiences we engaged in focus groups and idea workshops

<b>17<sup>th</sup> July City Park</b>	Open Ended Research: Muslim women
	Open Ended Research: Central, Eastern European and Roma community
	Open Ended Research: Black African/Black Caribbean/Black British community
	Idea Testing Workshop: Shared spaces and places: spending time with people different to yourself
	Idea Testing Workshop: Exploring Schools Linking
<b>23<sup>rd</sup> July Keighley</b>	Open Ended Research: Low income White British community
	Open Ended Research: Muslim men
	Idea Testing Workshop: Exploring issues surrounding hate crime and intolerance
	Idea Testing Workshop: How do we overcome the barriers to learning English and adapting to life in Britain?
	Idea Testing Workshop: Employment opportunities and accessible employment for everyone (with the public)
<b>26<sup>th</sup> July Shipley</b>	Open Ended Research: Refugee and Asylum Seekers
	Open Ended Research: White British men and women with a mid to high income
	Idea Testing Workshop: Employment opportunities and accessible employment with the employment sector
	Idea Testing Workshop: How do we help people see their future in our district and want to build their lives in Bradford?
	Idea Testing Workshop: Intergeneration work to bridge gaps: Is it important for us to build relationships? How? Should we make that happen?

The people of Bradford district were incredibly keen to engage. They were open, **honest** and **thoughtful**



# The people told us what ‘they thought in droves..’

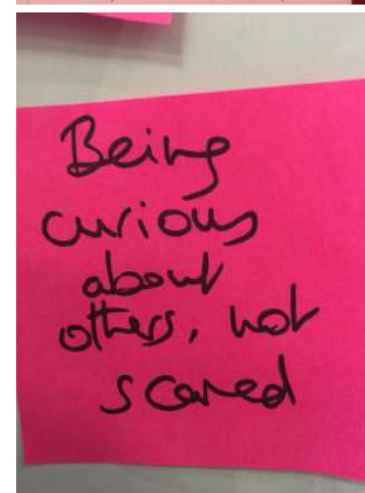
We engaged more than 630 people, very few were reluctant to speak to us. Across different generations, ethnicities and backgrounds we received a really positive response to ‘being engaged’. Even sceptics who felt consultations often ignored the public response said there was value in contributing. People wanted to be heard, they felt valued and enthused.

Even as seasoned researchers, and even with data at our disposal there will always be things you cannot entirely prepare for, and that is what the public bring.

Where people would usually give 10 minutes, at each site in the district they gave us an hour and often more. That is special. We were ready to listen, but were surprised by how much the people in the area had to say, how excited they were to be listened to, and how little many of them had been approached before.

**What began as a primarily ‘ideas shortlisting exercise’ became a much wider community engagement exercise.**

**The findings in this report are based on what the public had to say, and what SK as impartial researchers have seen and deduced too.**



“

“People were really keen to share their responses and feedback: lots of time, effort and love was received by us”

”



# The people of Bradford district had a lot to say – they wanted to be heard.



We have spoken to people with **no hope**, we have met people with **big ideas** and **willingness** to help, and we have also seen the **normalisation of issues** such as **child grooming**, **shop lifting** and **gangs**. We spoke to young people who **asked us directly for help** because they are lost and do not know what to do. Many had challenges with their mental health.

**Their views are all represented here in this document, and can now be heard.**

There is no doubt that Bradford has its challenges, what is also clear is that it has **a wealth of 'social energy'**, **want** and **willingness** to make Bradford District full of **happier, stronger communities** with more **opportunity for everyone**.



# Chapter 2

This is the world of Bradford  
through the eyes of local people.

What they like, don't like and  
what they wish for.

**We spoke to multiple communities and would like to highlight the differences we saw.**

Not every finding is associated with the integration agenda and some findings just represent human needs that need to be addressed.

**The important thing is not to act on every finding but use them as a tool for discussion and wider consideration to identify the priorities and biggest opportunity for action.**

# 1. The open questions

## People's **thoughts** about Bradford and the district...

### We asked them:

What do you think of the local district?

What gets in the way of a strong, happy district where everyone has the same opportunities?

What are your three wishes and hopes for the district and your communities?

In a district full of hope positivity and success what would you like to...see, feel and experience, do, hear?



# What's working – the things people liked

These are the assets you can build on



Access to the **countryside**



**Good food**



**Low** living costs



**Diversity** and multi-**culturalism**



**Family** living in the area



**Familiarity** with the district



**Architecture**



**Festivals/events**



**Sports**



Potential of the **local youth**



**Groups** (Formal and Informal) working on different societal issues

# What's working – the things people liked

What was different or stood out for some



**Community spirit** in Bradford and Keighley (**not so much in Shipley**)



**Activities** and things to do (**Central and Eastern European and Roma community**)



Culture of **campaigning** in the district (**Muslim community**)



**Opportunity to make friends** from other communities (**young people**)



**Youth clubs** (**young people**)



**Mixed opinion** on tightly linked local community  
(**based primarily on where you live**)



# What's not working – the things people would like to see change and improve

## **JOBS**

- **Lack of jobs/good quality jobs (public)**
- Unconscious bias (with some mention of institutional racism)
- Challenge recruiting good talent with the right skills and attitude (employers)

## **ECONOMIC INSECURITY**

- Inequality
- Poverty
- Low skilled/low wage economy
- Poor education quality/skills. For example: Teachers

## **BIASED MEDIA REPRESENTATION**

- **Lack of positive stories in the media**

## **NOT ENOUGH OPPORTUNITIES FOR YOUNG PEOPLE**

- **Jobs, education, things to do**

# What's not working – the things people would like to see change and improve

## LEADERSHIP AND DIVERSITY

- Poor local leadership in official roles
- Not enough diversity in council leadership and across public life which impacts the perception of biased decision making (for some)

## THE ENVIRONMENT

- **Dirt, crime, litter, violence, anti-social behaviour, drugs, street drinking, bad driving, traffic**
- Areas of neglect/buildings being knocked down and standing empty
- Homelessness/begging

## SEGREGATION

- **Lack of mixing in schools**
- Geographic segregation
- General lack of mixing across various aspects of life

## IDENTITY

- Fear of losing identity

# What's not working – the things people would like to see change and improve

SERVICES	FEAR, CRIME AND SAFETY*	LACK OF PRIDE IN THE DISTRICT
<ul style="list-style-type: none"><li>• Cuts to services</li><li>• Poor quality housing</li><li>• <b>Ineffective policing</b></li><li>• Difficult and inconvenient transport system</li></ul>	<ul style="list-style-type: none"><li>• Fear of 'others'-mix of perception, hearsay and actual experience</li><li>• Hate crime and racism: intimidation, bullying, spitting, stereotyping, discrimination, prejudice</li><li>• Abuse and exploitation (including a normalisation of CSE which in some cases is not even hidden)</li><li>• Intimidation by groups of young men/gangs</li><li>• Lawlessness and vigilante justice</li><li>• Fear that the good things will soon disappear: desperate need to hold onto what is good</li></ul>	<ul style="list-style-type: none"><li>• Perception amongst outsiders about 'someone from Bradford'</li><li>• <b>Shops shutting down; sense of abandonment</b></li><li>• Poor expectations from life/Low aspirations (for some)</li></ul>

# What are people saying?

““

The street wardens are pretty useless. I was sat on a bench and these kids were spitting so I reported it. The wardens said there was nothing they could do. But an old lady got a fixed penalty notice for feeding the birds! The kids they call the police muppets and they don't do anything about it. The priorities are all wrong

““

*All the litter in Bradford annoys me. We did a litter pick. Yesterday I cleaned up the park and today there is litter all over it again.*

*Young girl, aged 9*

““

*We need more of a buzz in Keighley. Everyone seems down.*

““

*If Poundland is shutting down here things must be bad*

““

*Police don't seem to care. Maybe they are after bigger fish. They're not after these petty dealers, or something, but it's so open now and society is unfortunately accepting drugs as a normal thing. Specifically in the Asian community.*

““

*Grooming gangs, that is the least thing I like. And I worry about my girls growing up. It is something that I have known and seen by someone whose daughter has been through it... so yeah first hand experience. It's horrible you just don't want your kids to fall out on it.*

““

*It's a shithole. Everywhere you go there's homeless people and drug users, its not safe to go anywhere*

## Any key differences by area

### SHIPLEY

The most **aspirational** of the neighbourhoods but not as much evident community cohesion. **Lack of public toilets** is hindering people's lives in a big way. They were closed due to anti-social behaviour.

### KEIGHLEY

Poverty, **hopelessness**, doom, **crying out for help**. Lawlessness and **vigilante justice**: police not doing enough on open shop-lifting. Disabled access was a big ask

### BRADFORD

**Crime, drugs, litter and bad driving** are some of the biggest issues.

## Differences by age & gender

- Overall, young people were seen to be an audience that needed a lot of attention and help (across communities). We saw young people actively asking for more opportunities, aspirations, hope, skills, learning and development and education. We also saw young people declaring themselves as vulnerable and asking for help with reading, writing, mental health challenges and bullying
- Boys and men came up as an audience that needs attention
- There was also a recognition that the elderly did not have enough to do

*\*Young people actively asked for more youth pursuits and youth clubs. The youth clubs that exist are perceived very positively by the community and recognised for their good work*

The big things people  
were proactively  
asking for.





# Some of the big things people were asking for unprompted.

## Safe, crime free and clean environment

- A chance to live without fear and violence
- More policing
- Retain green spaces

## Connection, relationships and understanding

- The chance to build deep, human connections genuine, authentic and in a safe way
- Shared purpose and goals
- Opportunities for people to come together
- More cultural awareness

## Hope, aspiration and joy

### Good News

Better media coverage  
Positive stories

### Status, recognition and belonging for Bradford

### No segregation more mixing

### Where to start

## Good quality jobs

Opportunities for all

## More for young people

Spaces, places, opportunities and things to do

## Help and support

Life coaching and mentoring

## Diversity in local leadership

## Better utilisation of resources and money

## Better services

## Empowerment

To be heard and to influence

## Responsibility

For communities and individuals to 'reflect' and own problems

## What did we as researchers see?

- Some good
- Some worrying
- Some things to think about





### Some good things we saw...

- Local people with tonnes of **social will/energy** who want to help out and engage in the community
- The potential to leverage the UNESCO City of Film status: skills/jobs. Use **art and culture and film** to create understanding and tell the stories
- An opportunity to promote where the success lies in Bradford, currently there is a **lack of knowledge and information about this**
- Potential to **leverage existing and new community assets and resources** (organisations, groups and people) well. For example, we saw multiple groups that could benefit from knowing each other: connecting, sharing resources and joining up. We also saw local talent that could be used
- The potential for **Community Ambassadors** – volunteers and role models. The first step to do this would be an asset map



### Some things that worried us...

1. Many stories of how **Bradford was great once upon a time** but is **now in huge need**: perception of disinvestment, trust and broken promises. On the integration issue, there is a general perception that things have become worse
2. Internalised **general acceptance** by many people that **bad things happen in Bradford**: resulting in low aspiration, feeling stuck and unsupported. There is a sense of not knowing where to start to make things better. However, there is a strong desire amongst all to make a difference for their children
3. Across all the stories we heard, one of the **biggest priorities and the missing link was understanding**: across faiths, cultures, ages, at work, at school and in the community. Lack of understanding affects inclusivity, opportunity, confidence, progress and ability to get things done
4. Some **communities strongly feel that they have been here before** and have been asked the same questions on community integration: sense of fatigue and resentment
5. There is no distinct identity for Bradford. This means it's easy to divorce yourself from the problems and believe it's someone else's issue



### Some things to think about...

1. Could you look at fundamentals like **language, jobs, housing, education**, along with with the creative ideas on **integration**? Disadvantage and a sense of continued deprivation breeds a culture of blaming, frustration and anger - setting communities at each other. Therefore, we would strongly recommend looking at basic human needs (employment, prosperity, hope) as well as wider ideas on integration
2. Could you deploy **creative thinking and imagination** on how to **solve problems**? For example: working with charities to help with public loos, crowdsourcing societal issues
3. Could you **learn from other cities** who have worked on the integration agenda? Example: Toronto, London
4. Could you **assess the impact of cuts on support services** - what they do, value add - how can you replace what's lost and still needed?
5. Could you (The Council) demonstrate a **real will and openness to listen/involve people of Bradford**? People need to feel involved and feel that they have a real say in the policies and decisions that will shape Bradford. There is a deficit of trust in political and community leadership. Could we look at community empowerment/'citizens juries'?

## 2. What we heard from different communities

We spoke to multiple communities and would like to highlight the differences we saw, the drivers for each community and list the groups we spoke to.

Whilst we have arranged the people by the listing we used, people did not always identify themselves that way.

**It's important not to stereotype and design ideas around what might seem obvious groupings. Start with the people.**





# Differences by community

## MUSLIM COMMUNITY

- Strong sense of community and religious identity
- **The desire to be a good Muslim impacts multiple choices in their life: school, neighbourhood as it is driven by food, prayer and community**
- Concerns around Islamophobia, stereotyping and media portrayal (grooming, drugs, terrorism)
- **For women who wear the hijab, there was a stereotyped perception that they are oppressed, lack agency and cannot speak English**
- Fear of cultural erosion especially from older people
- Belief amongst some that integration is always expected to be one sided as opposed to from both sides: need for reciprocity

One of the biggest unmet needs that we saw was the need for coaching/mentoring/discussions within the community on negotiating cultural boundaries. For example: having a soft drink in the pub

“

*Why is it us always showing them our culture and never the other way around...we are always welcoming them in to the mosques...even at work, the pressure is on us to integrate...white people need to encourage each other to come to our events.*

”

“

*I want to live near a halal meat shop and mosque...I want to stay close to my family and community...*

”

# Differences by community

## WHITE BRITISH

- Concerns amongst some on Islam being a way of life → connotes that things happen a certain way and raises the question 'why don't you want to live like us?'
- **On the other hand, there was a struggle to articulate their own culture: limited narrative on what is their own identity and values. It was interesting that this dilution of culture amongst the white community was picked up by the Muslim community as well**
- Stereotypical link between Muslim community with grooming and drugs (especially amongst the low income white community)
- A lack of sympathy when they are the victims of crime (especially racial abuse)
- There was a normalisation of far right groups like EDL and lack of recognition they are extremists (amongst some)

**The poorer white community needs attention because it feels vulnerable and threatened by other communities (especially the Muslim community)**

“

*I don't like the Burka. It's intimidating. Why do people come to live in this country if they want to change it?*

”

“

*My culture is dead.*

”

# Differences by community

## ASYLUM SEEKERS/REFUGEES

- **Basic needs are not met: housing, employment, education, health**
- No agency or visibility on what is going to happen to their life. They believe the state lacks empathy towards them and their state of affairs
- **Employment barrier due to high cost of GCSE/IELTS English exam certification (£158) that employers ask for**
- Need their experience and skills to be recognised, more part time jobs, training and access to the voluntary sector

Looking after their basic needs and helping them with the high cost of the IELTS/GCSE English exam would be the 2 most important priorities for this group

“

Those working in the system, I think once upon a time, were probably just as human as the rest of us. But this city is almost like one of those games, it's like one of those movies where you get the ringmaster at the top who is controlling things. Sadly, we hear these stories, day in, day out, from people who have been made homeless, people who have come here as refugees. They've escaped war and famine and they've crossed continents to get their families to safety, but everyone is just seen as numbers, it's just a numbers thing.

”

# Differences by community

## CARIBBEAN

- Minority within a minority: do not feel they are catered for or representing themselves well enough
- This group was frustrated and sceptical about engaging and nothing coming out of it
- **Perception that because they can speak English they do not get sufficient investment**

Diversity in leadership and public sector, and impact assessments on projects were their 2 biggest asks

“

*We've done this all before.  
We don't want this to just be  
another tick box exercise*

”

“

*I feel like there is some political  
gatekeeper somewhere who  
does not allow our voice to get  
heard*

”

# Differences by community

## CENTRAL AND EASTERN EUROPEAN AND ROMA

- **Generally very happy to be living in the Bradford District – they like the low cost of living and friendly people**
- They aspire for good jobs and a good quality of life. Currently they end up doing low skilled jobs such as working at a car wash or nail spas
- Speaking English for them and their families are seen as big requirements
- Housing: poor quality housing from private landlords

**Good quality housing, well paying jobs and English language skills are the biggest needs of this group**

“

*In certain areas there are schools where, a high percentage of people are Roma and there's very poor attendance, so what they've done, they've employed a Roma worker and he's chasing them up. He's just basically chasing them up around the school and they end up at home just because they don't understand that attendance, it's crucial, it's very important. It's because of the different in their experience from their own country.”*

”

# What are people saying?

“

We've got some white neighbours, as we all do. They're about five doors away. The son, he often plays in our garden with my nephews and stuff. My dad said one day. He goes, 'Look, there's a white kid in our garden.' I said, 'Well, yes, I know, dad. Why are you saying it like that, for?' 'Yes, he's always there. Every other day, he's there.' I said I didn't know. I'm here attending social integration meetings and my own dad is sitting there being like that. I said, 'He doesn't mind. They're still humans,' you know. It's because when they came in the '70s... there was a lot of racism ... So, some of them are still stuck in that mentality.

“

Everyone thinks all Muslims are drug dealers or involved with grooming. It is really important for communities to look within and acknowledge that much like every white person is not EDL neither are all Muslims drug dealers or groomers.

“

I know of younger Asian and white people who used to be friends and mix at schools, but once they left school the Asian community forbade them from mixing with them...so they just haven't seen each other for years



Currently, there is a climate of mistrust and fear between certain communities. There is also a danger of a 'single story'. This creates no shared responsibility.

In order to build trust could we look at:

1. Building rational understanding: knowledge
2. Emotional empathy: stories and humanising people
3. Delinking negative experiences to ethnicity



# 3. It's not just the what it's the how:

## Evaluating 7 ideas

What did the communities of Bradford District think of:



Employment Opportunities



Dealing With Hate Crime and Intolerance



English Language and Life



Sharing Spaces and Places



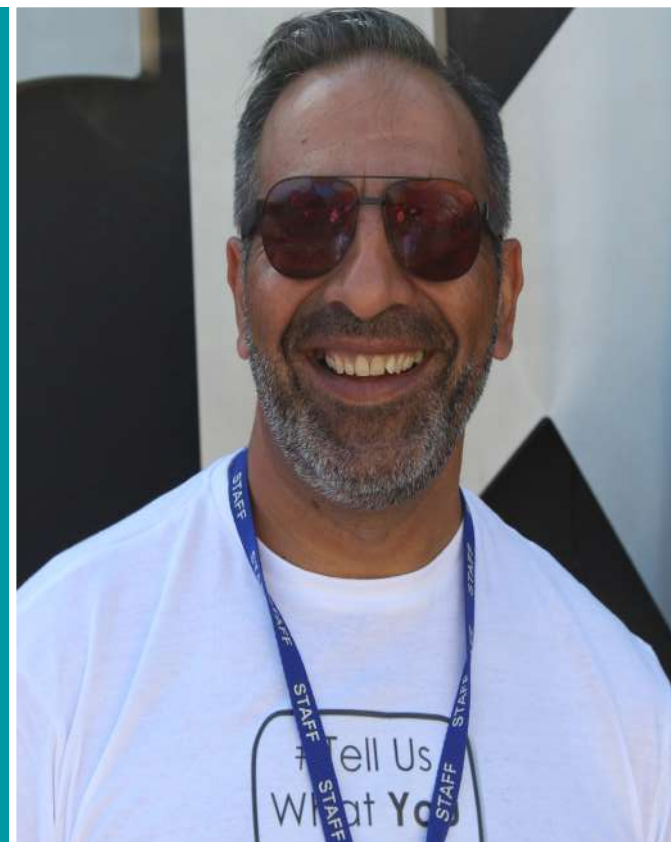
Hope for the Future



Linking Up Schools



Building Respect and Friendships



# Guiding Principles

- Does this support one or more of the four pillars?
  1. Equality of opportunity for all sectors of society
  2. Civic pride in Bradford and a feeling of belonging to the city, the region and the UK/active participation in the economic and community life of Bradford
  3. Good community relations between people of different backgrounds
  4. The ability to live in safety and free from crime
- Does it address the known priority challenges for Bradford?
- Is this 'desirable' wanted or needed? (backed by evidence)
- Community Impact: Is it sustainable and scalable?
- Will it assist mutual trust and respect: will the project be respectful in a way that fosters understanding between diverse views, values, and interests?
- Does it allow us to test and learn?

**\*The Guiding Principles were developed by The Partnership and used to shortlist the 7 ideas for testing**

“

*We need  
change that  
will deliver a  
lasting impact*

”



**As we analysed all the data, we used the community's perspective to identify the criteria that should be considered while evaluating ideas on integration.**

We have used these criteria (shown on the next page) to evaluate the shortlisted **7 ideas**

# Key 'ingredients' from the community's perspective that need to be kept in mind when choosing and developing ideas for action

From the analysis of the responses, we drew out the key 'ingredients' for a happier, stronger Bradford District from the community's perspective. These were then used to analyse the response to the 7 ideas. They were:

1. **Safe:** Does it create a safe place or feeling of safety? i.e. non-judged, non-threatened
2. **Proud and part of:** Will it make people more proud of themselves, their identity, and where they live? Will it build ownership?
3. **Optimistic:** Will this help people as individuals and communities feel optimistic and good about their future in Bradford?
4. **Connected and respected:** Will it build mutual understanding, connections, respect and empathy? (between people and between organisations)
5. **Equal:** Does this give people the equal opportunity to live the life they want to live? (Basic ++ - must equally support survival and growth)

**These key components are largely reflected in The Partnership Guiding Principles used to shortlist the ideas.**

## **Make sure they also create:**

- Joy
- Opportunities for young people

## **And that they are:**

- Easy to know about, to get involved with & benefit from

# The hierarchy of the 7 ideas we tested

## People want:

1. Employment
2. Hope for the future

**These  
were the  
priorities  
that stood  
out for  
everyone**

## Via:

3. Building respect and friendships and shared spaces and places
4. English language and life
5. Schools linking

## Avoid:

6. Hate crime and intolerance

When the seven ideas were analysed, 1 and 2 were the clear priorities.

The rest were all perceived to be connected.

‘Building respect and friendship’ and ‘spaces and places’ were interconnected with the recommendations overlapping.

What was reassuring was that everyone responded well to the ideas. There were none they would rule out and people felt they were all important.

# The 7 ideas map the transformation people want to see

What I want to avoid?



Hate Crime

Chaos, dirt, violence, fear, insecurity, anxiety, inequality in society

What are the stepping stones?



School linking/mixing at a young age



Shared spaces and respect and friendships



English language and life



Building understanding and connection

What would an ideal integrated society look like?



Employment and regeneration of Bradford



Hope for the area

- Connected
- Valuable
- Equal
- Agency

## Responding to the 7 shortlisted ideas





# Context

**This section covers the public response to and ranking of the ideas shortlist, as well as the public response to what they would like to see happen within each idea.**

What's important to note is: people responded differently to each idea. We did quantitative ranking but also spoke to hundreds of people in significant detail (qualitatively).

The recommendations and asks within each of the 7 shortlisted ideas have come from the public (some we have enhanced). The analysis reflects what people told us and each focus area is set out according to their recommendations and asks. Some are creative and some are very practical. They are what the public believe to be important.

## Choosing and testing the best ideas

In the following slides you will see a whole host of ideas.

**The key now is to:** reflect and choose the best ideas and design what they would look like in practice; how will they be structured/run? Who will do what and when? How will you know its working and making a meaningful difference?



# Employment Opportunities



Finding ways around what might stop people applying for and getting jobs so everyone has the chance to find work and do well at work



# Summary

**This was viewed as the number one priority, particularly for young people. Everything flows from having properly paid jobs with good and equal opportunities to progress. Employers say they have a lot of jobs available – they need the right people with the right skills and most importantly attitude to fill their vacancies and help them prosper.**

Employment was seen as the route out of poverty and the key to regenerating Bradford, giving individuals and their loved ones security and a future. The ask is for: aspiration, education, help to find, get and keep jobs and progress/do well at work.

*If I'm OK and not fighting for survival. If I have a job and a future then I will be more open to others...*



# Why is this important?

## As an individual

- It's my human right (to work)
- It gives me self-respect, security, confidence and a sense of life purpose
- I can live the life I want to live and provide for my family
- I think it would reduce poverty and crime
- It would make Bradford a more vibrant place to live
- It would give our young people opportunity and hope
- We mix and learn about differences at work and build friendships – creating cohesion and understanding

## As an employer

- I live and work in the local area and want to see it do well
- My business will be able to grow if I can find and keep the right people
- I will see greater potential in my own business if I and others are thriving
- The more I succeed, others will be attracted to Bradford too



# Why is this important?

To help people every step of the way

## What's important

- Skills, aspiration, attitude and confidence building
- Expand people's thinking and access to a bigger variety of jobs and roles
- Practical and vocational support with a paid pathway that works for both staff and cost-pressured employers
- Flexibility and understanding, especially for those with religious/cultural needs, disabilities, children or mental health issues
- Support for companies to undertake training and manage the costs

## Start here



## Creating opportunity

Help employers to understand how to recruit the right people, train and support them in to work. Make it affordable to run a business and pay people properly. Attract 'business' to Bradford District.



# What were the specific asks and differences?

## By group

- **Young people** were seen to be the group **needing most help**
- BUT don't forget about the long-term unemployed adults: often overlooked due to focus on young people
- **Parents** (mostly women) returning to work: would benefit from (free) **top up skills** development and **flexibility/financial support** e.g. childcare
- **Muslim community: need flexibility and understanding** e.g. compassionate leave for funerals of extended family (collectivistic culture), or culture of avoiding eye contact as sign of respect to elders or handshakes with opposite sex
- **Central and Eastern European and Roma** communities were **struggling to get beyond basic, poorly paid work** due to language barriers and discrimination
- **Employers were particularly focused on people's attitude and getting the right people for the jobs that they have available.** They were struggling with cash-flow and profitability due to top-down pressures such as regulatory requirements and increasing business costs. This affects their decision-making when looking for people, employing them and dealing with them in the workplace.
- Refugees told us that Job Centres aren't helpful and don't recognise their skills

## By area

- **Shipley:**  
Particularly mentioned closure of Job Centres and the lack of good quality jobs
- **Keighley:**  
Tackling discrimination, offering work experience and building confidence
- **Bradford city:**  
Getting good jobs, properly paid

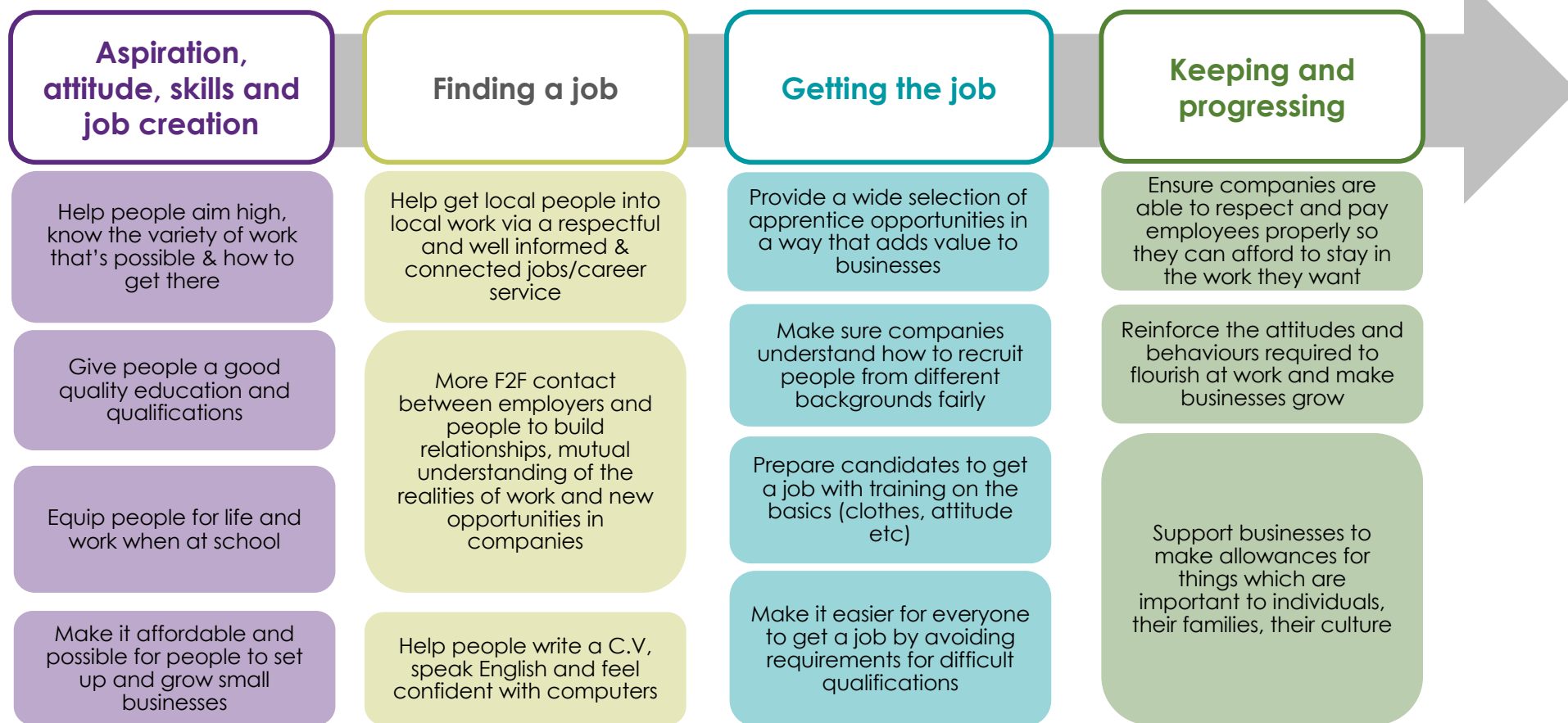




# How to make it happen?

Education, building understanding and supporting equal opportunity are the keys to employment prosperity

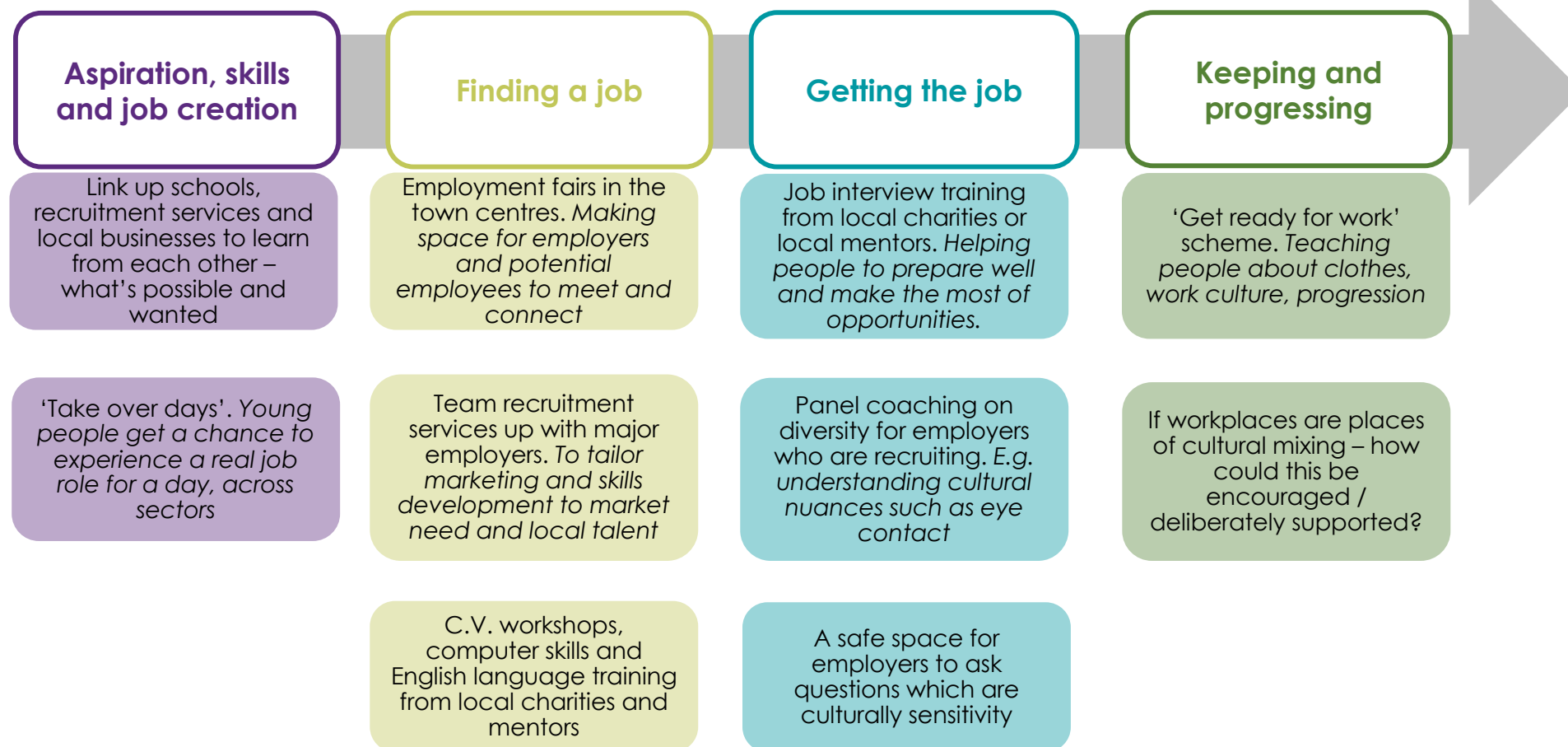
*Use local assets to teach and build opportunity – employers and local people*





# Ideas from local people

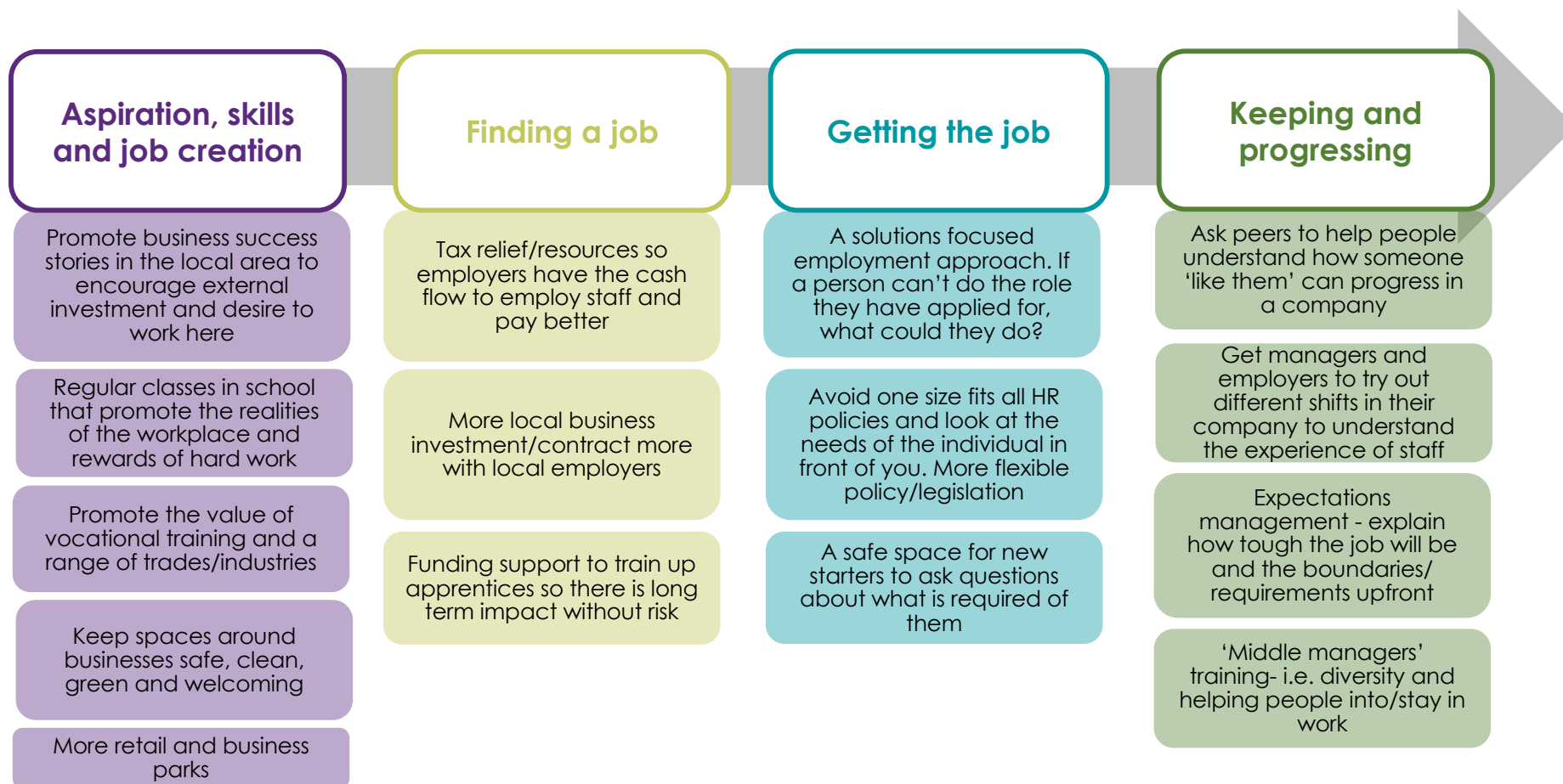
*Use local assets to teach and build opportunity – employers and peers*





# Ideas from employers

*Use local assets to teach and build opportunity – employers and peers*



# Hope for the Future

How to help people feel they have a future in the district and feel good about living here





# Summary

Like employment, there was a view that where there is hope, everything else will flow. People want hope, joy, aspiration and opportunity. Bradford, feels left behind and without hope. With hope comes belief in the potential and momentum for change. Hope will help people feel inspired to try and optimistic about staying and building their future locally.

The 4 corner stones of hope are: 1. Employment and a thriving economy 2. Education with great schools where children mix and connect 3. A crime free and well kept environment, homes and thriving town centres and 4. Pride in Bradford

## Hope for the future has 2 components:

- Hope for you and your life
- Hope for the local area

If people want to stay in a district they feel proud of, they will invest in it: building connections, being a good citizen, being a part of the success of the area.

This is important for everyone, especially the parents/young people



# Why is this important?

**When people think of hope, this is the future/the things they imagine they will:**

## **See**

- Communities getting along and being respectful of each other, thriving communities, shops and busy town centres
- Equal opportunities for everyone
- Young people and entrepreneurs thriving
- People choosing to move to Bradford and build a life
- A chance to be genuinely heard and not spoken down to

## **Feel and be**

- Inspired and motivated with a sense a purpose not hopelessness
- Free and safe: more confident in their own identity
- Welcome and welcoming
- Supported, cared for and loved
- Reliant on others

## **Do**

- Plan a future with confidence and make good decisions
- Be good parents and be able to provide for their families
- Have more time for others and more empathy

## **Hear**

- Good things about people, the future, business, relationships in communities and young people doing well
- Music and people laughing



# How to make it happen

## The 4 corner stones of hope

### 1. EMPLOYMENT

- **More good quality, well paying jobs**
- Prospering economy
- More new businesses
- **Existing business to stay and not leave the district**
- Successful home grown business (for some)
- Vocational training, volunteering, apprenticeship opportunities

### 2. ENVIRONMENT

- **Tighter law enforcement**, especially with gangs of men
- **Good news!: Stories of people coming together, positivity, hope, friendship**
- Cleaning up the cities (*litter, drugs, violence, crime*)
- Refurbishing and using the derelict buildings
- **Using public spaces well (parks, entertainment venues, community hubs)**
- Promoting the town centre (*heart of the city*) for example: encouraging high street brands. And making it safer
- More community centres
- Good quality homes to rent/buy
- Better transport links

### 3. EDUCATION

- Great schools with skilled teachers and facilities
- The chance for 'rich and poor' schools to come together more and share learning
- The chance to learn from others (*older-younger, different ethnicities*)
- **Show people where to start:** this could be on getting a job, wanting to volunteer, wanting to help and make a difference. You can do this via an 'Ask Bradford app' or '5 things you can do to...' lists

### 4. GIVING BRADFORD STATUS AND BUILDING BELONGING (PRIDE)

- For those new to the district: A welcome to Bradford note/email
- **Helping those not from the district to admire Bradford. For example:** concerts/talks from Bradford heroes such as Zayn Malik
- More positive role models
- **Use art, culture, food** to make this happen. For example: promoting Bradford's curry capital of the UK Status



# English Language and Life



Giving everyone the chance to learn English and adapt to day life in and around the district



## Summary

Language and local know how gives people confidence, hope and the ability to connect with others and get on with day to day life. If you don't speak English you won't go far from home and you are unlikely to go far in life. People need learning to be easy, affordable and very local – within their communities. Being able to speak English gives people confidence and social connection so they can mix, find work, connect, understand each other and avoid isolation.

Practical connections and know how is equally important – from navigating services, to finding jobs, schools, how to travel, shop and do the basics -so people can get on with day to day life and settle in to a new life.

Being able to speak English gives people hope and more chance of employment.





# Why is it important

## SOCIAL CONNECTION:

A fundamental human need to connect with others. A platform for shared understanding

- It helps me meet new people and connect with neighbours
- Without it, I feel disconnected, isolated and despondent. I might get drawn into crime or exploitation
- As a result, we all understand each other better, feel more connected as communities and are less likely to judge each other

## PRACTICAL CONNECTION:

Access to resources, services and rights

- It gives me crucial know-how and access to support me getting on in life e.g. services, finances, training
- It helps me navigate emergencies
- It prevents exploitation by e.g. private landlords and employers
- I need it to get a job and keep getting better jobs
- All of this gives me hope and makes me feel more in control of my life

“

*How can we get on if we don't speak the same language?*

”



# Why is it important

## Headline differences and considerations

- **Communities are geographically and socially segregated, offering both comfort to new arrivals (if they are able to live with others from their country) and a lack of opportunities to integrate**
- School allocation in the district is not seen to be supporting integration into UK life currently
- **Women (especially from Asian communities) are particularly lacking in confidence to travel to English language classes** – making the need for local ESOL more important for this group
- **Language lessons were very important to ethnic groups traditionally from non-English speaking countries**, and groups that are struggling to get a foothold in UK life, such as refugees and asylum seekers. They were less important to the Caribbean community and to White British mid to high income communities
- **Refugees were particularly struggling to integrate into Bradford life.** Some were experiencing social isolation, poor quality housing or homelessness and joblessness. **They can struggle to pay the £158 required for GCSE level certification in English** that is usually listed as a requirement by employers, acting as an additional barrier to work
- **Asian women from broken marriages, and low income white communities were also viewed as being vulnerable groups who needed better language and literacy skills.** They are isolated and trapped by a lack of awareness of their rights.

“

*These people are not integrated, they're just left to be isolated and live their life as they do.*

*(Refugee group, Shipley)*

”



# How to make it happen

## Some extra asks

COST	ENVIRONMENT	ACCESS	UNDERSTANDING AND CONFIDENCE
<ul style="list-style-type: none"><li>• Make learning free or very cheap</li><li>• Reduce the cost of exams for qualifications or give grants</li><li>• Incentivise employers to teach and support those who need to learn or improve their English language</li></ul>	<ul style="list-style-type: none"><li>• Provide learning in a friendly environment because I might lack confidence to come</li><li>• If I can get a job or take up hobbies alongside English people this will help</li></ul>	<ul style="list-style-type: none"><li>• Make learning flexible - I'm likely to have multiple jobs and a family to juggle. I might be struggling with time and motivation</li><li>• Offer a crèche if you can or make the lessons child-friendly</li></ul>	<ul style="list-style-type: none"><li>• Reach out to ensure a mix of people with different mother tongues – so that our shared language is English</li><li>• Peers from my community that I trust give me confidence to get involved and can help me navigate an unfamiliar world</li></ul>

- **Create more opportunities to mix and learn from each other's cultures e.g. Central and Eastern European and Roma put on very exciting celebrations!**
- **Celebrate the people in our different communities and their unique talents e.g. a local Eastern European singer who is well known**
- **Find places to come together with shared interests**



# Ideas from local people

## LEARN ENGLISH

**Peer teachers:** begin as voluntary but with potential to progress to a paid role. WIN-WIN – providing a ladder into skilled employment for new arrivals

**Youth teachers:** Young people do work experience as English Language mentors via outdoor community service WIN-WIN builds intergenerational connection and employment opportunities for YP

**After school English** language classes for parents (while kids are in after-school clubs or kids and parents together)

## BOTH!

**Common interests:** Target and organise English language classes to specific groups e.g. mum and baby groups. *To encourage friendships to grow around similar interests*

**Informative English language lessons** co-designed with recent arrivals to be useful and relevant to everyday life

*What apps and tech already exist that people could be using to help them every day. E.g. Google Translate and language learning apps too.*

## INTEGRATE INTO ENGLISH LIFE

**Community Ambassadors:** Advocates/coaches to support or represent, help navigate e.g. with council. As well as work together and network across other communities. BUT be careful about nominating spokesmen as personalities – it needs to be more of a forum.

**Induction packs** given out at English language sessions 'Welcome to Bradford District – your rights and facilities'

# Dealing with Hate Crime and Intolerance



And the things that make people  
afraid of or angry with each  
other





## Summary

Everywhere we went people talked about the need to clean up the streets and address crime in all forms. They saw it as fundamental to building the foundations of hope and a successful future for the district. They talked about their experience of general: lawlessness, street crime, drugs, robbery, bullying and shoplifting which went unchecked. Hate crime and racism was experienced both ways. People felt unsafe and insecure and talked about the absence of things being done and police not responding.

It makes them fearful and insecure. The view was that you cannot build a future where hate and crime exist. Worryingly it was becoming normal to talk about child grooming and modern slavery. There was recognition that young people didn't have a enough to do or a future to aspire to which was leading them into crime.

The overwhelming majority wanted to help and see it change, to build relationships, understanding and peace.

“

*Being positive and hopeful is infectious and will change the culture of the district*

”



# Why is it important?

**A big priority was dealing with crime in general, lawlessness, street crime and robbery. Hate crime and racism was experienced by almost all. The overwhelming majority wanted to build relationships, understanding and peace.**

- You cannot build a future where hate exists
- I see it increasing, it's becoming normal to talk about grooming and child trafficking – that can't be right. We will start to think it's OK and it will get much worse and lead more young people in to crime
- If we feel insecure because of crime, then I focus more on me, I get isolated and become prejudiced
- Sometimes I think I'm not welcome by the way people look at me which makes me avoid certain places – *but I could be wrong*
- If we don't make it better, we will never build relationships and friendships and eventually more people will become angry and aggressive towards each other
- People will move away and we will miss out on opportunities to work and prosper together

“

*The moment people hear Bradford they think you are poor, a criminal...they say oh you are from Bradford!*

”



# People talked a lot about crime

**From men in balaclavas attacking young Asian girls after school for their bracelets to elderly white ladies being sworn at in the street.**

They believe racism is born largely of ignorance. They see and experience physical acts of crime, verbal abuse and feelings of fear on all sides.

**Our recommendation would be to explore this further with those closest to these issues.**

**Note:** Crime was spoken about by almost everyone. Addressing it was one of the biggest asks. Hate crime and intolerance was spoken about but not as much. This was also the hardest focus group to recruit people to participate in.

“

If I feel insecure because of crime, then I focus more on me, I get isolated and become prejudice

Sometimes I think I'm not welcome by the way people look at me which makes me avoid certain places – *but I could be wrong*

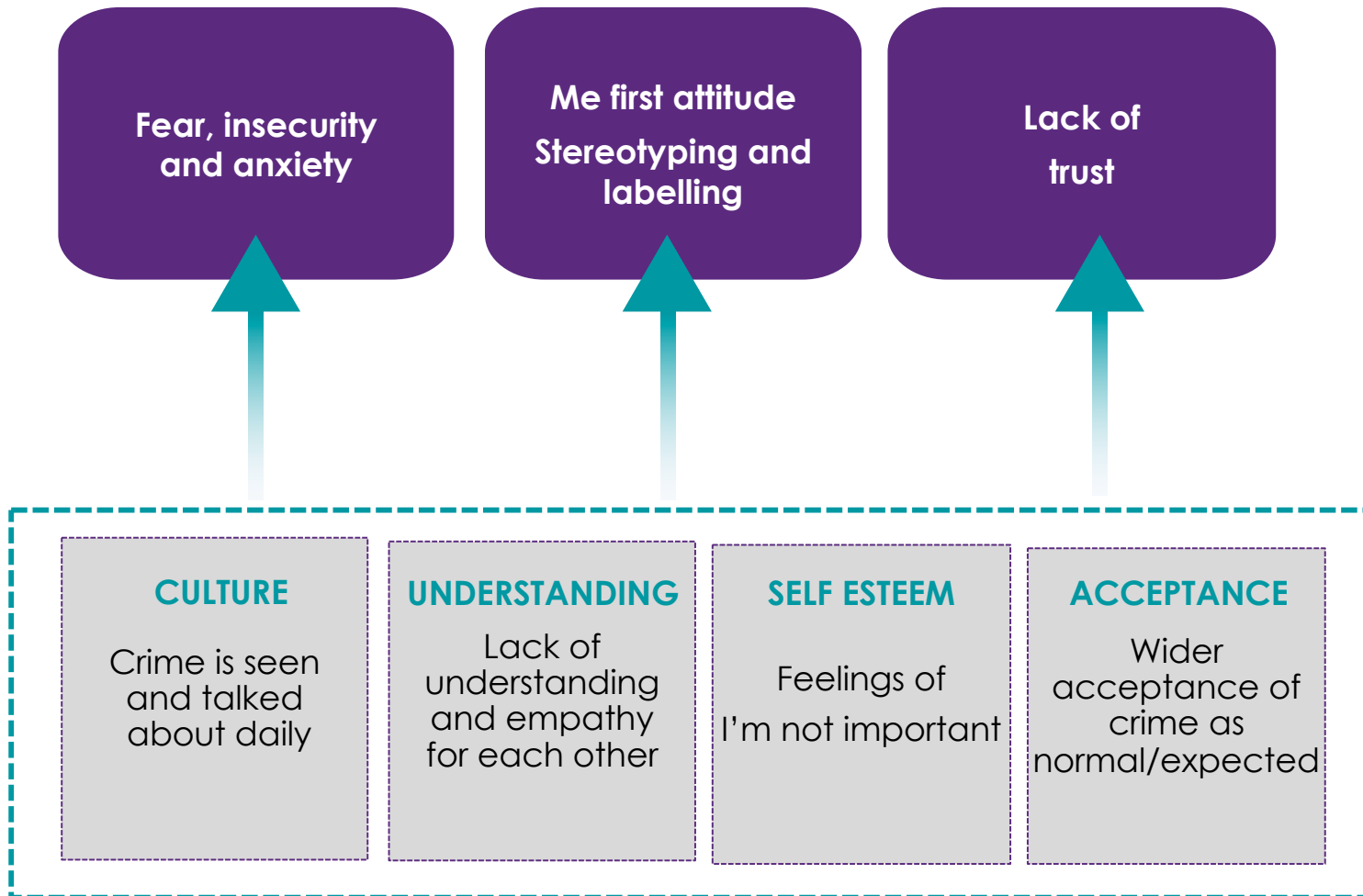
If we don't make it better, we will never build relationships and friendships and eventually more people will become angry and aggressive towards each other.

People will move away and we will miss out on opportunities to work and prosper together...

”



# The drivers



“

*There are no police here, they don't come when they are called. Nothing get's done, they just let it happen.*

”

“

*I think it's often a cry for help. People have no hope and a sense of worthlessness. They don't want to be criminals or bullies. It's where they end up...they need help.*

”



# How to make it better

Addressing crime in general, building relationships and connections between communities, police/local services and voluntary groups. Preventing and dealing with crime when it happens.





# How to make it better

## Deal with crime

**Do something about the crime and use of drugs in my area so I feel safe and people can flourish**

- Prevent
- Mediate
- Punish
- Support – both victim and criminals

## Safe and inviting spaces and places

- Give me spaces and places I can have open conversations with people
- Encourage everyone to say 'It's not OK' to disrespect anyone and to do something when they see it
- Give me a good and nice reason to talk to other people

## Curiosity, understanding and empathy

- Build my curiosity - so that I'm interested in other people and they are interested in me
- Help me understand other people and help them understand me and my life
- Give us things to do together to make things better for everyone

## Relationships and connection

- Help me to work with people who are different to me
- Help me have fun with people who are different to me
- Help mums and families of different backgrounds mix
- Make it OK and safe for me to do or say something
- Build accelerated serendipity : for example, flowers on your car window

## Security: mediation, punishment support

- When something happens – help me and the people who did something wrong. Get us together so we can understand why and so we don't have to be afraid of each other in future
- Punish people who commit crimes in a way that's fair and right
- Make sure I know what to do if I see something bad happening or someone saying something they shouldn't

## HOPE AND A POSITIVE NARRATIVE

- I want to read good things about our communities working together and getting on.
- I want to hear about good things happening now and in the future.
- I want to read about crime rates going down and things being done



# Ideas from the community

## Deal with crime

Join up/connect services in contact with the community to address crime and build understanding – NHS, social care, police, education – one common approach

Local community Think Tank/network who work together across the big challenges

**It's not ok campaign:** where communities check each other on difficult matters

## Safe and inviting spaces and places

Make more use of the places people go – schools, town centres and streets. Create connections, performances, give young people a platform, share cultures, create safe spaces.

Create play events in parks and spaces that bring families together

**Use places people go to, with the people they trust and talk to:** Barbers, delis, take aways, nail bars to educate, have discussions, build creative opportunities – the arts, food etc.

## Curiosity, understanding and empathy

### #IAm campaign

Inspired from the Museum of Londoners: My name. My story. My identity. My interests. My dream. – to build curiosity and understanding – at school, at work and in the community.

## Relationships and connection

A talking bench where I can sit and chat with people who are interested in me and can maybe give me advice, point me in the right direction.

## Security: mediation, punishment support

Have volunteers at schools to protect young people and discourage grooming

### Educate ex offenders...

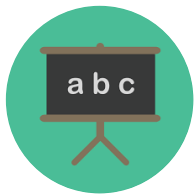
Parenting classes for those with troubled teenagers

# Linking Up Schools



Helping young people to mix with other young people who have a different background to them





## Summary

There was no doubt that people thought mixing and integration at school was important. The public liked Schools Linking. They thought it was essential and a great initiative. What they also said was that it needed to go deeper and build longer and lasting relationships and connections. It needed to extend to parents and teachers who needed the same support too.

There was also a view that in the past integration in schools was better and there was more mixing. There was an ask for equal focus on primary and secondary schools and thinking beyond school to every day life.

“

*I just think we are completely doing our children a disservice by not allowing them to meet children from other backgrounds*

”



# What people said about Schools Linking

- **'Start early'**: we have a great opportunity to teach our children understanding before bias creeps in
- Their memories and ongoing friendships will build an integrated future for Bradford
- The understanding they gain might shield against racism (including from their parents!)
- It gives our children the opportunities to mix that we don't have access to – we don't know many families from other backgrounds
- It will broaden our kids' horizons and their pride in the district
- It could create common alternative identities e.g. **'Bradfordians'**
- It's great preparation for secondary school, work and life in a multi-cultural city

“

*I know younger Asians and white people who used to be friends when they were younger in school. But the older the kids grow, the more they grow apart. And gravitate to their own communities.*

”



# Considerations

These were the things people thought needed to be thought about or in the mix when designing ideas

- **What about the parents?** Perhaps the influence at home is too strong for mixing to have a real effect. How could the parents be involved?
- Sustainability: **what changes at secondary school?** We heard tales of friendships dissolving and mono-ethnicity groups re-emerging
- **Beyond school.** There are other places than school where kids can link up. And what about children that don't go to school?
- **Unease at 'forced socialisation' or 'social engineering'**
- How could **bullying, fear, racism, bad influences** get in the way? How to protect children?
- The reach is limited in its current form – what about schools that can't afford to contribute funds?
- **Is this just about ethnicity? What about mixing across schools for children with disability? Low – high income? How to manage access for children with disabilities travelling to schools without facilities?**

“

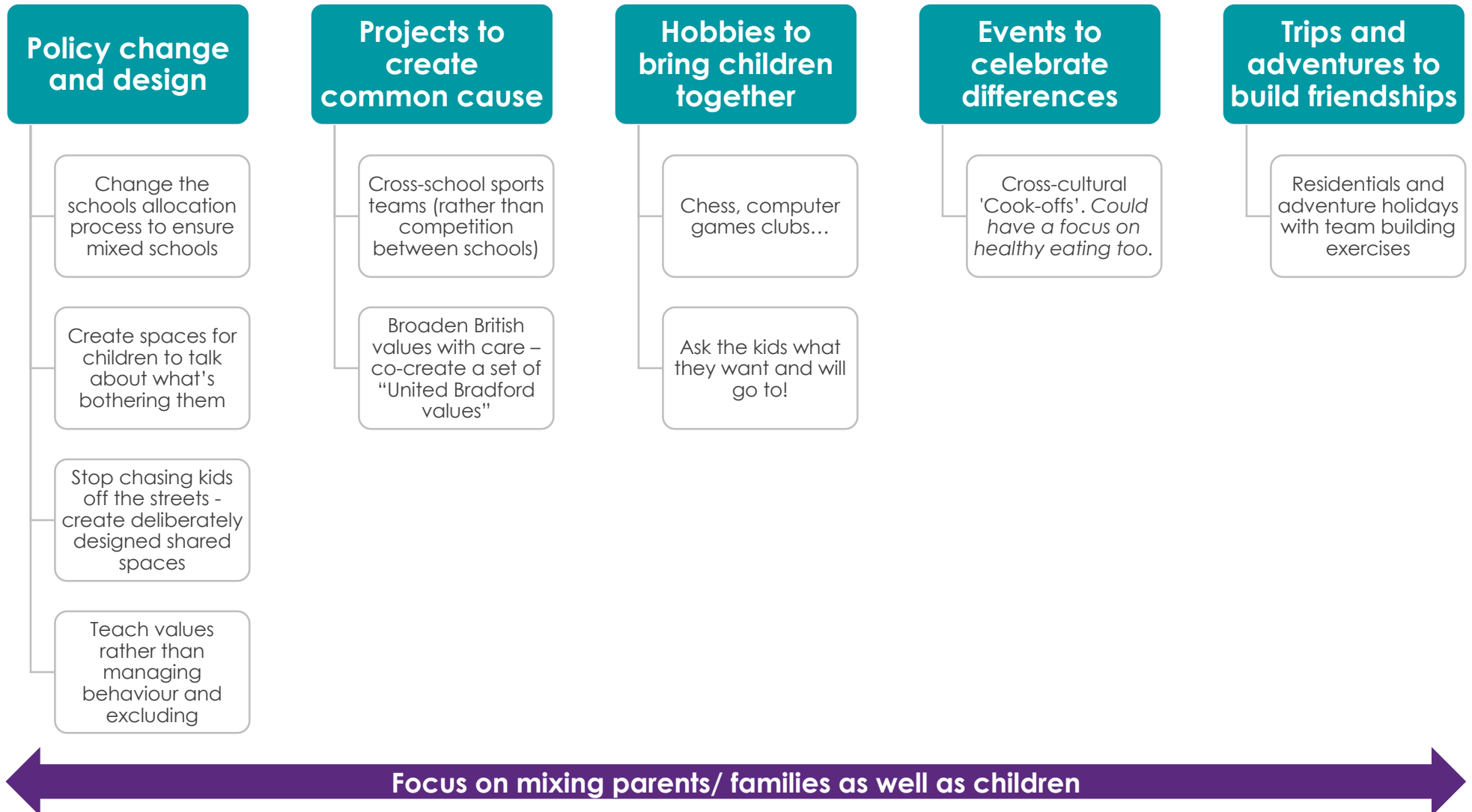
*Kids, kind of, think, 'He's nine and I'm nine and he likes football and I like football. He likes pizza but I don't really like pizza.' It's normal conversations. They're just believing, well, that person is just normal. They're just like me but they just go to a different school. I would not underestimate what that is going to do in five years' time, ten years' time, fifteen years' time*

”



# How to make it happen

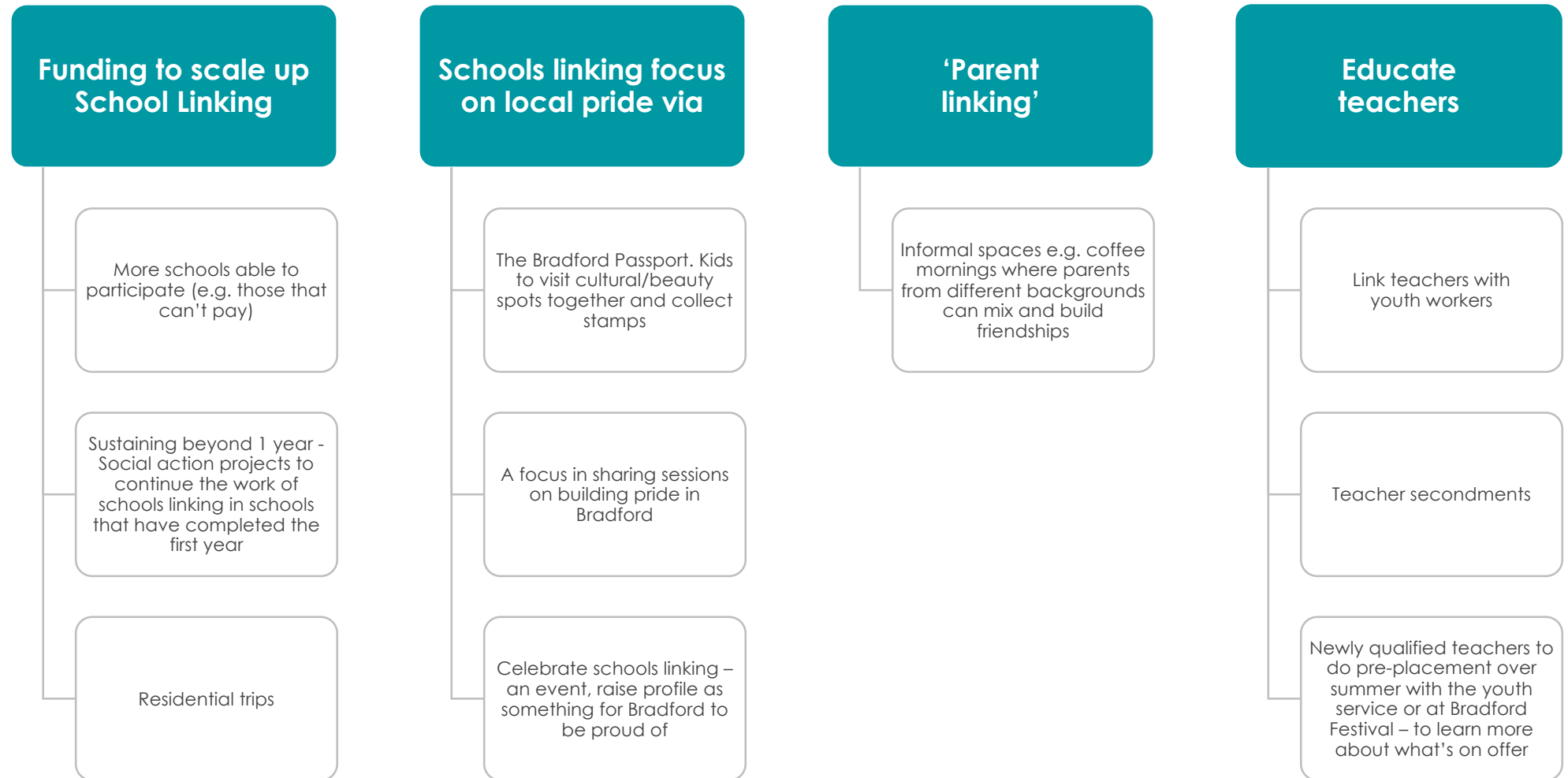
## Ideas from local people: Beyond Schools Linking from locals





# How to make it happen

## Ideas from the public: Scaling up Schools Linking



# Shared Spaces and Places



Creating spaces where everyone from the local area can mix -work, play and socialize together



# Summary

**People had a lot to say about their spaces and places. For them its not just what and where they are that is important, but how people behave and make each other feel when they are there. Whether it's a physical or online space – people wanted more safe, cared for and well designed places for people to come together.**

They want their spaces to have purpose. Whether a park, a shopping centre, public toilets, an allotment a sports centre, a social media platform or at work.

Shared spaces and places give people a chance to see other people as people, connect, interact with others in an authentic and human way, help break down prejudice, signalling positivity and hope, building understanding and giving people joy and a reason to smile.



# What is it important?

**We heard from multiple people that there are not enough shared spaces and places for people to come together. The ones that are there are often misused and dirty. (Parks, streets, toilets etc.)**

A shared space and place that is dirty, threatening and not welcoming is intimidating and impacts the sense of hope and pride in the district. Keeping these basics clean and running well is important.

While shared spaces and places are important for everyone, older people were thought to need them much more as they often shape and influence perceptions in the household.

**Any shared space or place needs to be examined from 3 vectors:**

1. Physical spaces and places (including online): clean and safe, well designed, right tools and infrastructure (For example: library with no toilet)
2. Its purpose and what you do within it: the vision, experience and benefit
3. How it makes you feel welcoming, ownership, accessible, for me, joy

If this idea is executed well it was seen to be a really powerful tool to activate across most other ideas: employment, hate crime and intolerance etc.



# Building Respect and Friendships



Between people of all ages,  
ethnicities, genders and faiths



## Summary

Everyone wanted to connect and see more respect and friendships blossoming across the district – in the community, in schools and at work. They did not believe this was an issue just across faiths and ethnicities but also across ages, genders, class etc. They believe that a sense of community and belonging comes from good relationships.

Having strong relationships and friendships helps people feel safe and confident and breaks down barriers. People can flourish with personal and informal support.

A lot of people said they wanted to connect with others but were not sure how and where to start. Spaces and places played an important role.

“

*People who  
get on with  
each other  
can achieve  
anything*

”

# What is it important?

Building respect and friendships helps people:

1. Feel safe (physically and psychologically)
2. Feel confident
3. Believe they will not be held back in any way just because of who they are
4. Understand that there are bad apples in every community
5. Break down the barrier of us vs. them → builds joint ownership
6. Feel a sense of community and belonging
7. Check themselves on hate crime and intolerance

This again needs to happen across all aspects of life : work, community, school

*We need to raise awareness of cultural differences and that [people's] beliefs are not a personal attack*

**We noticed that lots of the ideas needed to build respect and friendship needed a shared space and place – so we have grouped them.**



# How to make it happen?

## Media, events and communication

- **Debates:** These could be organised or happen in a more informal way
- **Docu-story** - Bradford and district – the story, the people, the places. Use as a vehicle to build understanding, relationships and create debate
- **Positive stories in the media:** Stories of people coming together, positivity, hope, friendship
- **Community Events/Festivals where people can access them:** These could be:
  1. Events that promote a sense of joy such as carnivals, village fetes
  2. Vehicles to experience another culture and one's shared history through food, art
  3. Events that showcase what people have in common with each other
  4. Bradford's West Side Story – a musical version with Poet John Agard (who is on the curriculum) could bring the community together and leverage music representing the diversity of Bradford and vibrant multi cultural interpretation
  5. Busking\*Performance on the street: The Big Busk giving local talent a platform and bringing life to communities

## Fostering vulnerability and connection

- **I feel your pain:** Bringing people together from different backgrounds in times of adversity. For example: mixed pain management groups
- **Welcome to my neighbourhood:** Given there is residential segregation, many people never visit 'no go zones' as they feel unsafe and unwelcome. Could we look at creating safe spaces within these areas? Example: Muslim Women cooking food in a white working class estate and sharing stories of hope, vulnerability, friendship and loss
- **Living Library:** A half or full day exercise that allows you to interact with someone and get them to share their life with you. It's a chance to ask questions you have always wanted to ask and share stories
- **A reason to knock on someone's door:** permission to start the conversation

## Shared purpose and goals

- **Gaming:** Games bring people together for a common goal and purpose, irrespective of their background. Could we look at creating an online game on regenerating Bradford? Could we use principles of gamification (rewards, mini wins) across other ideas?
- **Joining up spaces and places:** They currently seem to be several spaces and places working to bring people together in some shape or form. Could we look at joining them up?
- Hobby/Interest groups

## Learning together

- **Skill and knowledge sharing between different people (age, faith, ethnicity):** It would be helpful to assess what are the needs of each group that the other group could help fulfil, and cater to it accordingly. For example: older people could help younger people prepare for an interview, help them with life coaching, teach them the basics about their rights and public life (how do councils work, taxis work). Younger people on the other hand could visit old age homes, help older people with computer skills etc.
- **Hello/Namaste/Salaam campaign:** Giving communities a chance to learn greetings and a few important words from other communities



# How to make it happen?

Building Respect and Friendship

Shared Spaces and Places

## Schools

- **Citizenship courses in schools:** To instil the right attitudes and behaviours from a young age
- **Coffee mornings in schools:** This can be organised in the mornings when kids are getting dropped off at school

## Debunking myths

- **Addressing misconceptions that communities have of each other through initiatives.** For example: young people involved in litter clean ups so that other people can see they are not lazy or Muslim men distributing food to poor white homeless people
- **Key hole campaign:** We often are looking at people's lives through key holes. What is the whole picture?
- **Killer Facts:** Could we use killer facts to debunk certain myths? **Delinking negative experiences to ethnicity**

## Utilising local community resources

- **Multi faceted Community Hubs:** Promote social entrepreneurs to utilise the energy of the community.
- **Intergenerational heritage projects:** Young people interviewing their elders and recording their stories
- **Programmes that are not funded:** Could we look at using community advocates/champions to spearhead certain projects such as evening walks, community clean ups, interest/hobby groups that can be sustained even without funding? These could be coffee mornings, gardening clubs, fighting causes together, gaming, sports etc.

# Chapter 3

What should you do next?

# Recommended next steps and things to consider...

- What feeds integration
- There are 6 things that need urgent fixing
- Shortlisted ideas that you could take forward (based on the common things we kept hearing)
- Where do you start?
- What do you need to do?

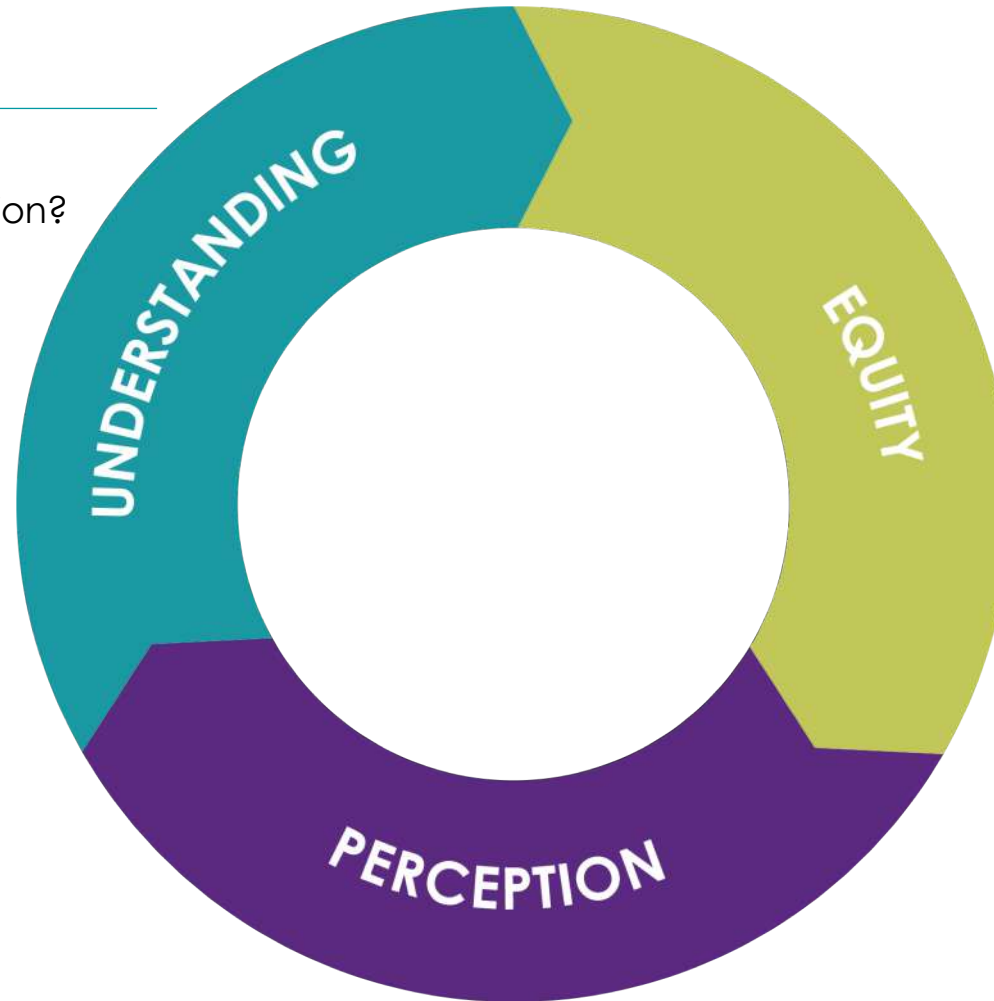




# What feeds integration?

---

My experience of others?  
Meaningful human connection?  
Empathy for each other?



---

Am I okay?  
&  
Am I getting my  
fair share?  
(resources + effort)

What I hear about others?  
What I think I see?

# These were the key asks that people wanted you to prioritise and fix now...

- 1. Cleaning up Bradford:**  
Litter, violence, crime, gangs, tighter law enforcement. This will help address many of the concerns around safety, pride and hope
- 2. Build hope and aspiration:**  
People want hope, joy, aspiration and opportunity
- 3. Addressing segregation –**  
Residential, in schools, at work, in the community. It needs urgent attention
- 4. Jobs:**  
Helping create better quality jobs and get people into work
- 5. More for young people:**  
Skill development, jobs, entertainment, mentoring, safe places and spaces etc.
- 6. Building shared understanding:**  
Across ethnicities, genders, ages, abilities etc.

# So where could you start, what could you do next?

Now you have the insight, what do you do next to ensure you make a real difference for the people of Bradford district?

There is an expectation and a huge amount of goodwill and social energy to tap in to – ‘to make it different this time’.

The issues Bradford is facing are long standing for so many other communities too – it takes more than a good idea to make change happen. **It takes the right ideas, delivered with the right partners in the right way – with energy, authenticity and shared purpose. You need to take everyone with you. It won't be perfect first time and you'll need to test, learn and listen along the way.**

Step one would be to develop a communications strategy and go back to the communities with the findings and discuss the next steps

# Choose and design the best solutions

## The insight and research has helped us to:

1. Empathise with the communities, understand what they want, need and expect and given us some insight in to what life feels like for them.
2. Defined what is most important and the problems you most need to solve to make the biggest difference
3. Ideate. Come up with shortlisted ideas for you to consider

## The next step is to reflect and choose the very best ideas and design what they will look like in practice:

How will they be structured, run? Who will do what and when? What will make it deliver the biggest impact? How will you know its working and making a meaningful difference? Which groups/stakeholders will we need to involve?

In order to do that we recommend doing a quick round of building prototypes and testing before the actual roll out of the ideas



# How could you do it?

## Asset Mapping

We would recommend starting with an asset mapping exercise, plotting the shortlisted ideas across.

It would be good to understand which partners/stakeholders/spaces you can use to test, refine and deliver the best ideas.

Who and what do you have to work with?

## Prototyping

We would then recommend taking each of the shortlisted ideas to the right stakeholders and convert them into quick prototypes.

This could be in the form of paper concepts, storyboards, games, drawings, role plays, models, short pilots

So you can consider how they would work in practice

## Testing

Take these prototypes and quickly test them with the right audiences. This would determine if these solutions are the right ones, what is missing and what needs to change in order to make it better, more relevant

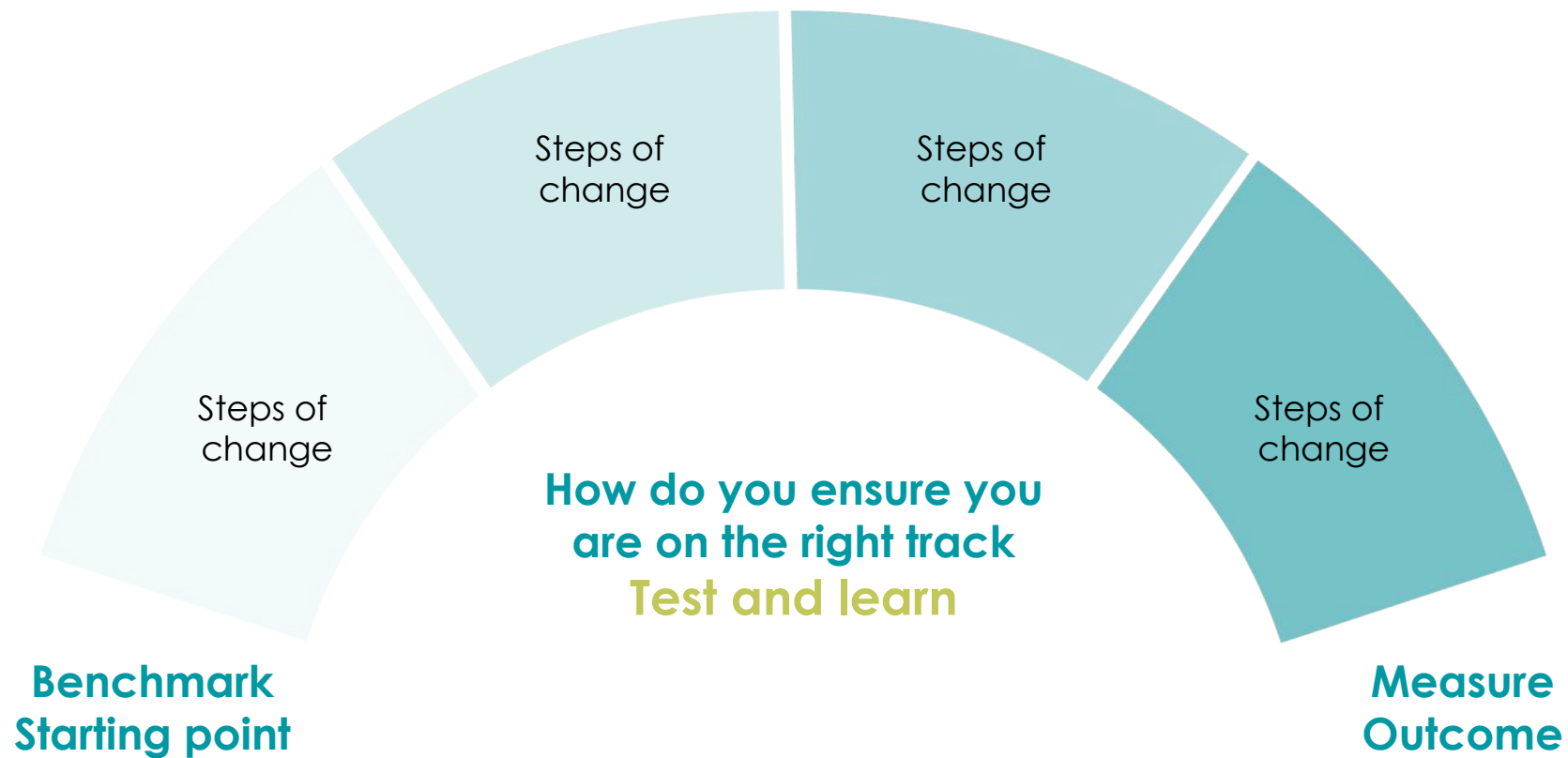
So you can learn what really works

## Through this process we will be able to:

1. Understand and tap into your existing resources
2. Make your ideas come alive so that we might quickly get feedback, test assumptions and rapidly iterate
3. Harness early learnings and adapt/change course accordingly
4. Understand which are the ideas that have most potential and are most relevant
5. Develop a roadmap and roll out plan

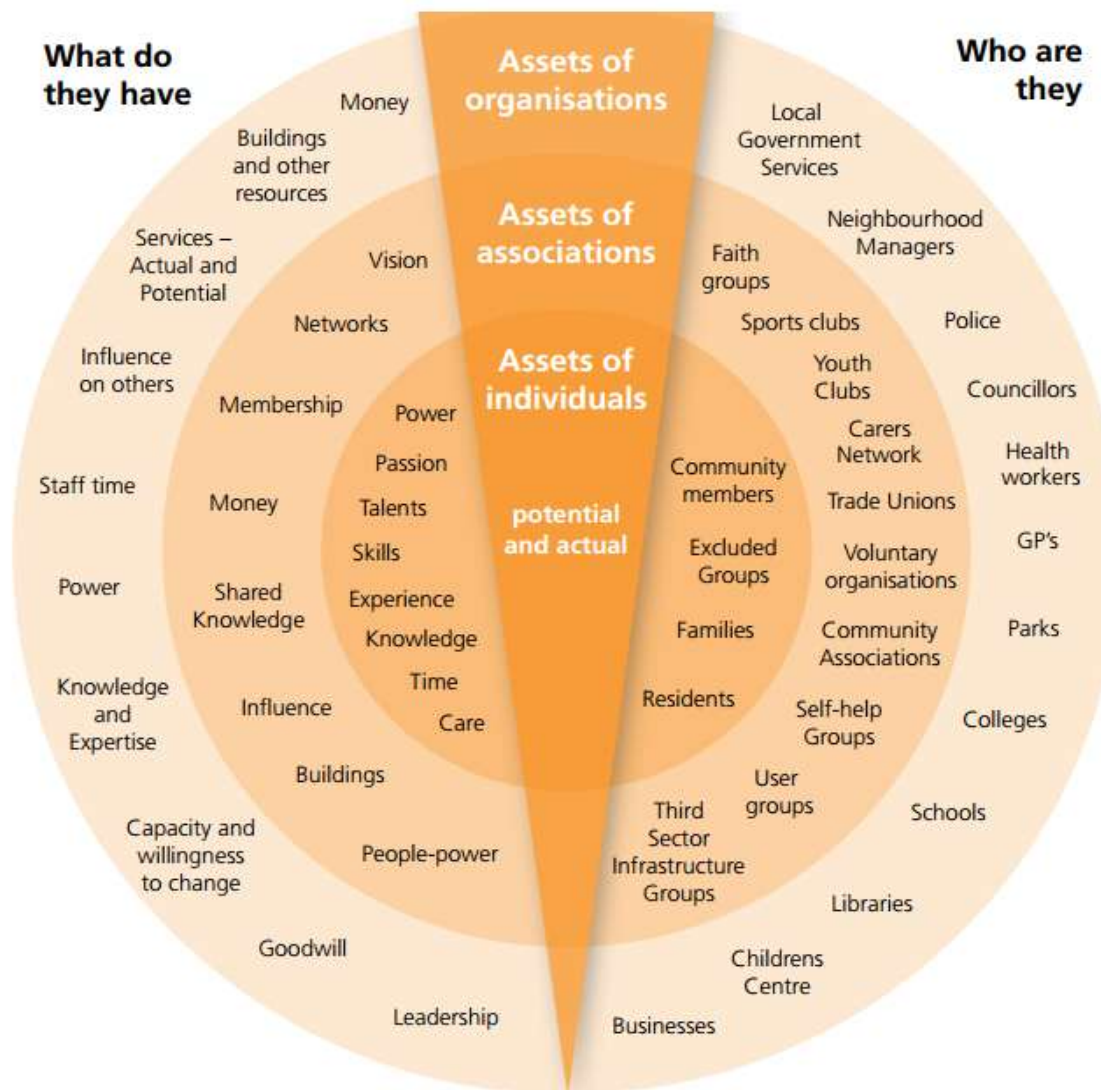
# How do you measure success?

Define your outcome measures, establish the benchmark/starting point and how you measure key milestones to ensure you are on track, test and learn and focus on success.



# How can you map your assets?

This gives you some ideas of the things you can consider



## 2. Close some gaps. Research next steps

There are two areas where we would recommend further research. Both are groups that are both a priority and groups we did not focus on in detail for this exercise. Young men came up consistently as a key group, as did those harder to reach and more closely associated or impacted by hate crime and intolerance. We would recommend a doing two very focused pieces of work with these groups within a tight timeframe so that you can add this in to the mix.

1. **Young men and in particular young people living on estates.** There is a need to understand how best to help them to thrive and break the cycle of low achievement, unemployment and crime – which is impacting so many of them. This could be done in partnership with the Bradford Team. We would recommend 3-5 ethnographic studies, 3 cultural safaris, 3 focus groups and 10 depth interviews.
2. **Harder to reach groups and individuals who are more closely associated with hate crime and intolerance because they have: suffered, are offenders or have stronger views.** Recruitment would require careful management.

We would recommend 2 or 3 ethnographic studies if we could gain support and 10-12 depth interviews. We would recommend building the approach around the people you recruit and their willingness to participate. Aim to capture some small group work if that is possible. If not, careful 1:1 interviews would be key.



**Here are some topline thoughts from The Social Kinetic on what you can explore next.**

We are mindful that this is a journey, and these are very much for discussion...



# Some other ideas that could help

## 1. Understand what you've got and join it up

- **Map community resources, talent and assets** so as to use them to their best capacity
- **Join up** services, spaces, groups, communities

These can then be used to address multiple needs of the community through community ambassadors and multi purpose community hubs. Some examples of how this could help:

- **English Language training** using community ambassadors
- **Ready to work and doing well at work scheme:** where advice can be given on CV writing, personal presentation and progression from mentors in the community
- **Skill sharing and transfer** (across ages, ethnicities, faiths)
- **Life coaching, mentoring and training** on both tangible and intangible needs

**And much much more...**

We believe leveraging these local assets will help build **self sustained projects** where not everything will require funding.

It will also help people feel that they are making a **positive contribution to society through their own talents/energy: sense of agency and hope**

# Some other ideas that could help

**2. Using Bradford's inherent strengths of arts, film, food, poetry, architecture to build pride and help people come together. Some of the ways to do this:**

**Bradford's West Side story** – a musical version with Poet John Agard (who is on the curriculum) could bring the community together and leverage music representing the diversity of Bradford and vibrant multi cultural interpretation

Busking\*Performance on the street : **The Big Busk** giving local talent a platform and brining life to communities

**Bringing back Bradford heroes** like Zayn Malik : Use them to build hope and aspiration

**Docu-story:** Bradford and district – the story, the people, the places. Use as a vehicle to build understanding, relationships and create debate.

**Use places people go with people they trust and talk to:** Barbers, deli's, take aways, nail bars to educate, have discussions through arts, film and food

**3. Show people where to start : this could be on getting a job, wanting to volunteer, wanting to help and make a difference, wanting to report crime. Some of the ways to do this:**

Lists on multiple topics starting with '**5 things you can do to...**'

An **Ask Bradford app** : provides information and knowledge across multiple aspects of life

# Some other ideas that could help

## 4. Help people understand different cultures, build cultural awareness in a safe, authentic, deep and human way:

### Some of the ways to do this:

- **Living Library:** A half or full day exercise that allow you to interact with someone and get them to share their life with you. The chance to ask questions you have always wanted to ask and share stories
- **Welcome to my hood:** Given there is residential segregation, many people never visit 'no go zones' as they feel unsafe and unwelcome. Could we look at creating safe spaces within these areas? Example: Muslim Women cooking food in a white working class estate and sharing stories of hope, vulnerability, friendship and loss
- **Residentials**

## 5. Helping link:

- **Parents through school linking**
- **Businesses and schools** → How can we encourage schools to do more to get their students ready for work? In addition, how do we create more jobs?

## 6. Addressing perceptions and debunking myths through the:

**I Am campaign:** Inspired from the Museum of Londoners this campaign celebrates being confident in various parts of your identity and not just diversity

**Key hole campaign:** We often are looking at people's lives through key holes. What is the whole picture?

# Some other ideas that could help

## 7. New set of United Bradford values:

Could we look at developing a new set of Bradford values that the cornerstones of how communities in Bradford would like to live with each other

## 8. A media and communication campaign on:

- **Its not okay:** where communities check each other on difficult matters
- **Good news!:** Stories of people coming together, positivity, hope, friendship
- **Killer Facts:** Could we use killer facts to debunk certain myths?
- **A reason to knock on someone's door:** permission to start the conversation
- **Delinking negative experiences to ethnicity**

# Be bold and ambitious.

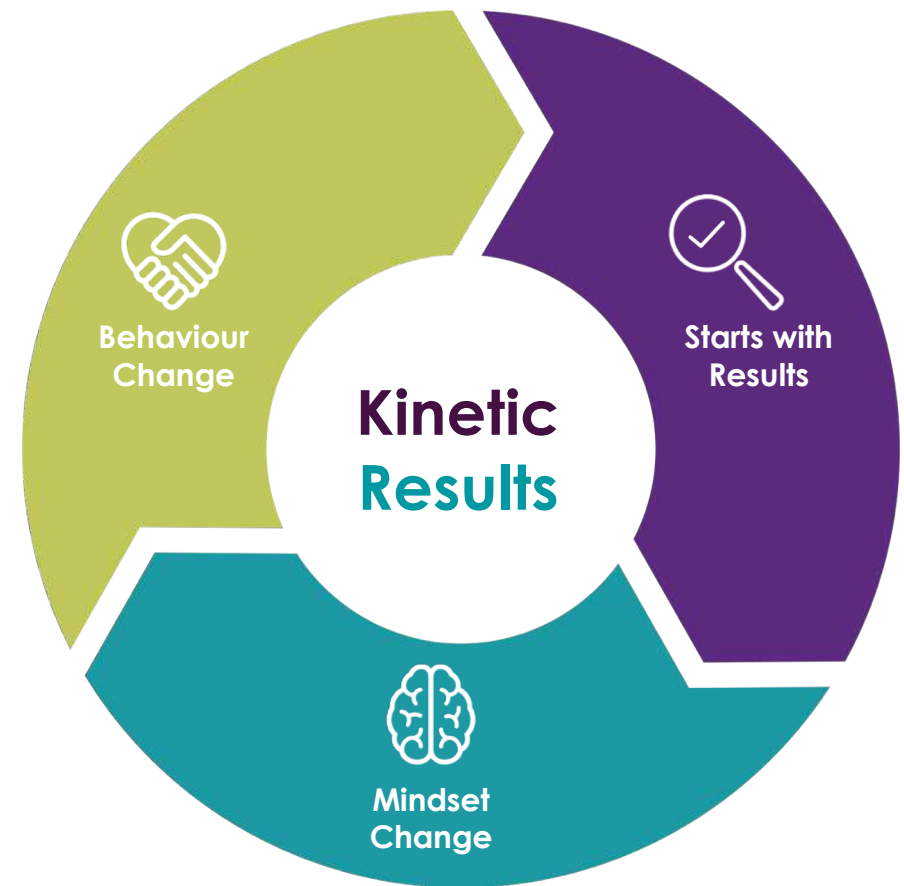
Take international world class learning and tackle the issue of crime and/or getting young people in to work across the district.

Make a measurable difference in 100 days – so people can see change and build hope and momentum.

## Kinetic Results

Brings together the **people and organisations**, who are closest to the challenge, to **collaborate and achieve** the seemingly impossible, within **100 days**.

**Embeds and spreads that change** for the long-term, by **empowering leaders and wider communities** with **insight, agency and voice** to reach the tipping point of lasting change.





**Engagement, collaboration and communications** | We have done some of this with you already. We just need to close the gaps.

**Team coaching, insight and data** | We could bring together the key players across Bradford to do this .

# The Social Kinetic

## Design thinking and engagement people

We are the team who have worked with you to deliver this research and insight.

We help ambitious clients **design solutions** to societies most wicked problems and the complex challenges faced by leaders, teams and organisations in a changing, connected world, **with dazzling results**.

**We also help them deliver and lead change through design**, collaboration, experimentation and innovation. **Building a culture of innovation and design thinking** with coaching, training and 'Let's Crack It' Design Workshops.

**The result are bigger and better:** outcomes, services, morale and productivity, bottom lines, access to new markets, reputations, collaboration and ambition.

**Social Design  
& engagement**

**2 Week  
Sprint**

**Ambitious  
change**

**Design  
culture**

### We specialise in social and systemic issues

Such as social Integration, crime, health, housing, homelessness, education and infrastructure. Often multi stakeholder and multi issue – these could be longstanding wicked challenges.

We unleash the collective ideas, knowledge and social energy within communities.



# Appendix

## The approach, methodologies and data

How do we build happier, stronger communities with more opportunity for everyone in the district?



# A. The approach

## What did we do and how?

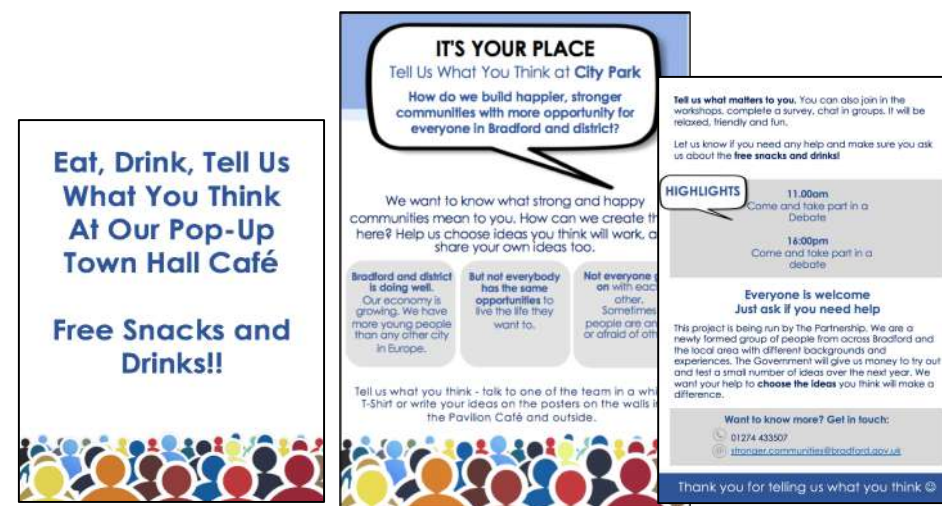
### Three community based 'Tell Us What You Think' engagement events – 10am-7pm

We held three community research days in separate well populated locations across the district to ensure a large cross-section of the district would be engaged. Locations were chosen based on accessibility and to ensure we reached a broad cross-section of society.

1. City Park, Bradford - 17th July 2018
2. The Airedale Shopping Centre, Keighley - 23rd July 2018
3. The Library, Shipley – 26th July 2018

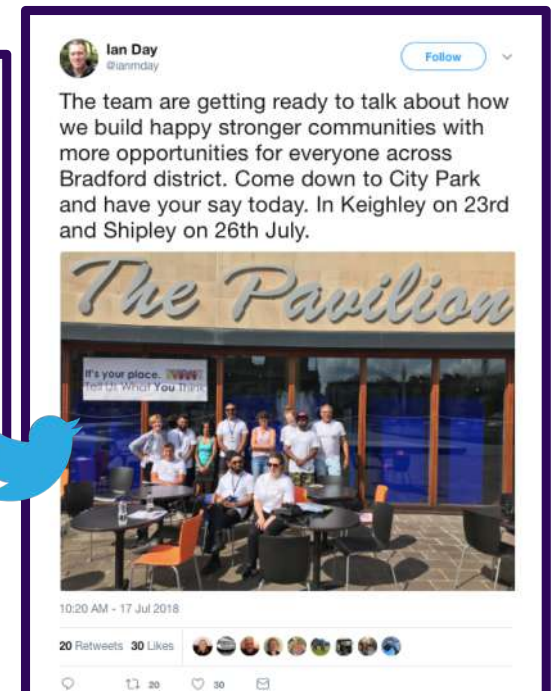
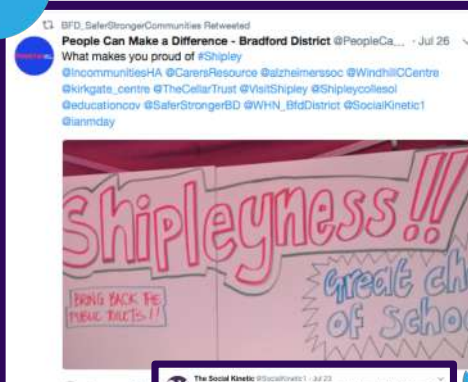
Events were promoted through: social media, media, local stakeholders and flyering.

**A longlist of community leaders and volunteers** were targeted and asked to bring people to the events. Where people may have found it difficult to attend, incentives and support were offered.





# Promotion (continued)



# The SK team

## Handpicked for this important work

The Social Kinetic handpicked a team of research, design thinking and engagement experts who have extensive experience of working with dispersed, vulnerable and disengaged communities.



Claire Cater is CEO of The Social Kinetic and has worked with National and local Governments, local large international bodies and communities to design strategies, services and solutions. She has led the National Apology to Child Migrants, created the worlds largest social movement and specialises in achieving large scale social change to big challenges. Claire was strategic lead on this project and led on facilitation.

**Claire Cater:** Strategic Lead



Bryony Waite is a Senior Associate at The Social Kinetic and acted as project manager and supported the research and communications. Bryony's ability to run large-scale projects within tight deadlines stems from her background as a BBC and LBC journalist.

**Bryony Waite:** Project Manager



Shagun was the research lead on this project, designing, testing and facilitating the work carried out in the community. Shagun is an internationally renowned design thinker, ethnographer and strategist who has worked on complex subjects and with a range of communities and stakeholders across UK, Asia, Africa and Europe.

**Shagun Seth:** Research Lead

# The SK team

Handpicked for this important work



Becky was involved in this project as specialist in participatory research and a seasoned analyst. Her work regularly focuses on supporting positive human change and a fairer, healthier society. She has co-led the embedded research programme in Bromley By Bow.

**Becky Seale:** Researcher and analyst



Nigel is an educational specialist, communication expert and an experienced researcher. He was involved in the set up and facilitation of the community research days.

**Nigel Allyson-Ryan:** Researcher / Youth engagement



Greg has worked with The Social Kinetic as a communications and research expert for a number of years. He worked on the promotion of the event to local media outlets and led the open-ended research with the public.

**Greg Moulds:** Comms & media

## B. Methodologies and tools

We used a series of tools to engage the public so if they were available for 5 minutes, or an hour, we were still able to get rich insight from everyone.

### Keeping it relevant

Throughout the design of each we reviewed and tested the language to take into account geo and socio-political issues in the area.

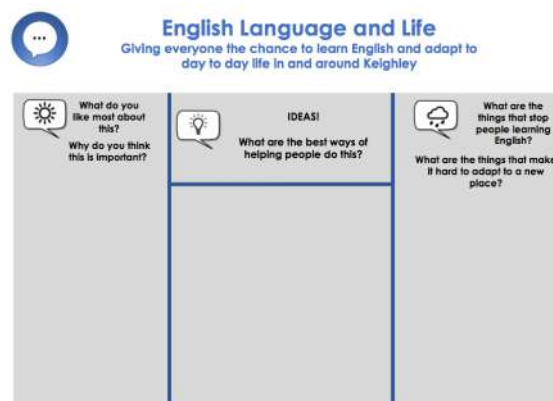
This included how place names were used to engage people in each location, and the avoidance of words such as 'integration' which are viewed negatively by some communities.

Language use and our research approach was reviewed after each event so we could take forward the learnings. The following tools were used at each of the community engagement events.

### 1. IDEA BOARDS TO EXPLORE EACH OF THE 7 IDEAS TO BE TESTED

Idea Boards were used to engage the public in each of the 7 ideas to be shortlisted. They could either work alone and input their ideas or facilitators worked alongside them, having discussions and listening to what they had to say. These discussions often led to 1:1 interviews.

People spent a long time with us. They had a lot to say. Some worked with friends and discussed in small groups too.





# Methodologies and tools

## 2. OPEN ENDED DISCUSSION BOARDS

**For facilitated and non-facilitated feedback. They asked the questions:**

- Where do you live? Put yourself on the map.
- What do you think of the local district?
- What gets in the way of a strong, happy district where everyone has the same opportunities?
- What are your three wishes and hopes for the district and your communities?
- In a district full of hope positivity and success what would you like to...see, feel and experience, do, hear?



“

It's great you are doing this. I have so many ideas!

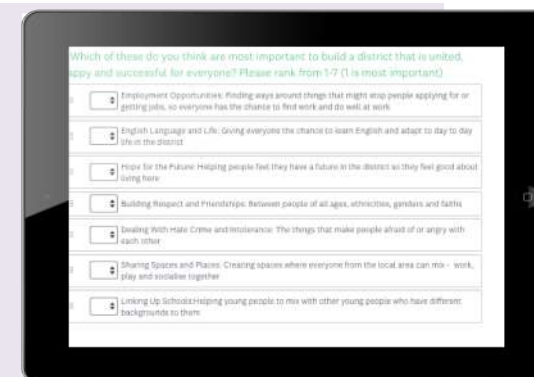
Young Carer

”

# Methodologies and tools

## 3. ONLINE SURVEY

For people short on time, we created bespoke place-based online surveys which volunteers took out into the community. Another was developed for young people and was filled in at a series of evening youth clubs. People were asked to rank the shortlisted ideas, explain why they made their choices and share additional views. At each event the youth volunteers went out into the community engaging people on tablets and collecting their input.



## 4. RECORDED INTERVIEWS

Short vox pops and long in-depth one-to-one interviews were recorded during and after the community research days in person and over the phone. This allowed for flexible questioning and wider exploration of the issues.



## 5. RANKING BOARD

The public were given the chance to rank all 7 ideas for testing on giant boards, online surveys and during focus groups. Supported by the team, they were able to share what they believed the priorities were for the district. These provide a clear indication of where the public would like to see change.



# Methodologies and tools

## 6. Focus Groups x 15 5 at each of the 3 events

We wanted to capture the views of specific audience groups. These groups were designed to make participants feel comfortable and relaxed enough to share their experiences, views and ideas openly.

SK had to limit the number of groups to 15 to fit the time and budget constraints.

Each focus group included a demographic mix of individuals including by: age, gender and socio-economic groupings.

Each had a specific area of testing (see next page). We designed the questions and stimulus for each group.

In addition, focus groups were asked to comment on and rank the 7 shortlisted ideas.

### Reaching people locally

Where we could not meet people on location we held one-to-one interviews or went off-site to conduct research with pre-existing community groups (in particular with the asylum seeker/refugee group).

### Being responsive was key

We often found additional individuals on the day who were keen to participate in focus groups.



**Focus groups were timed for one hour – the level of enthusiasm to speak meant many overran to two hours**

# A typical research day

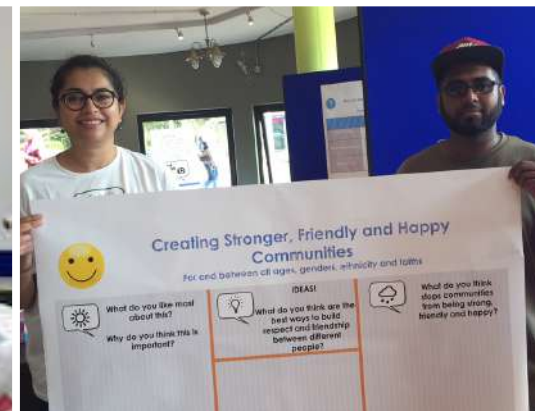
**Each event started at 10am which meant early starts all round for Team Bradford.**

Every day started with set up, group briefings and preparation of the rooms and spaces for the public, - cutting up materials, fixing up boards, hanging our giant banners from rooftops, setting up gazebos, putting out the toys and colouring materials and setting up the technology.

Front of mind was creating a democratic, safe space that was accessible for all, including people with disabilities or lack of English language skills.

The toys and face-painter which formed queues of children and adults alike made it a great place to stop and chat and share views. Each day we were blessed with amazing sunshine, which brought the crowds.

We always had people on hand to help the public and runners to support the team.



**People were incredibly keen to input into the future of the district and share their ideas and views**





If you would like to find out more about the research or the work we do at The Social Kinetic please get in touch.

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