

Attitudes to the challenges facing Britain

Public research for Engage Britain

Research materials appendix

Ipsos MORI was commissioned by Engage Britain to conduct a series of workshops and discussion groups with the general public. The purpose was to explore public understanding of the challenges facing Britain today and learn more about how these challenges are discussed. These were held in five locations across Great Britain: Liverpool, Falkirk, Swansea, Peterborough and London. Minor changes were made to the discussion guide after the first 'live pilot' workshop in Liverpool. The full report is [available here](#).

Different policy themes were explored in each location, as outlined in the table below.

Health and care	Poverty and struggling families	Immigration
Liverpool (workshop)	Liverpool (workshop)	London (focus group)
Swansea (workshop)	Swansea (workshop)	Peterborough (focus group)
Falkirk (workshop)	Falkirk (workshop)	Falkirk (only section 3 of discussion guide)
	Peterborough (only section 7 of discussion guide)	

During fieldwork, discussion guides were adapted to reflect the conversations from earlier workshops, building on the language and framing used by participants throughout the research. This enabled us to explore and test different wording of the key questions Engage Britain was interested in. The overall flow of the discussion guides remained the same.

This document includes:

- Tracked version of workshop discussion guide, **page 2**
- Tracked version of focus group discussion guide, **page 10**
- Focus group worksheet on immigration, **page 17**
- Health and care stimulus, **page 18**
- Poverty/struggling families stimulus, **page 22**

Engage Britain – workshop guide

Overview

Three evening workshops will be held across England, Scotland and Wales on behalf of Engage Britain – a new research organisation focused on tackling the UK's most complicated and divisive challenges. Each workshop will run from 6.30-9.30pm (three hours in total with a fifteen-minute break) and bring together 16 members of the public, recruited to reflect the local area. We are also conducting four focus groups on immigration in England, covered by a separate discussion guide.

Date	Location
10-Sep-19	Liverpool
17-Sep-19	Swansea
08-Oct-19	Falkirk

The table below sets out the suggested structure for the session. The full discussion guide follows below.

Time	Section	Discussion topic
6.15-6.30pm	Arrival and registration	
6.30-6.35pm	Introductions and warm up	Plenary: Welcome
6.35-6.40pm		At tables: Warm up and introductions
6.40-7.00pm		At tables: Identifying key challenges
7.00-7.15pm	Health and care	At tables: Introducing health and care
7.15-7.45pm		At tables: Exploring the challenges facing health and care
7.45-7.55pm		Plenary: Feedback on health and care discussions
8.55-8.10pm	Break	
8.10-8.25pm	Families living in poverty	At tables: Introducing discussion on poverty
8.25-8.55pm		At tables: Exploring challenges / opportunities for families in poverty
8.55-9.05pm		Plenary: Feedback on families in poverty discussions
9.05-9.20pm	Engage Britain	At tables: Engage Britain
9.20-9.30pm	Wrap-up and thank you	

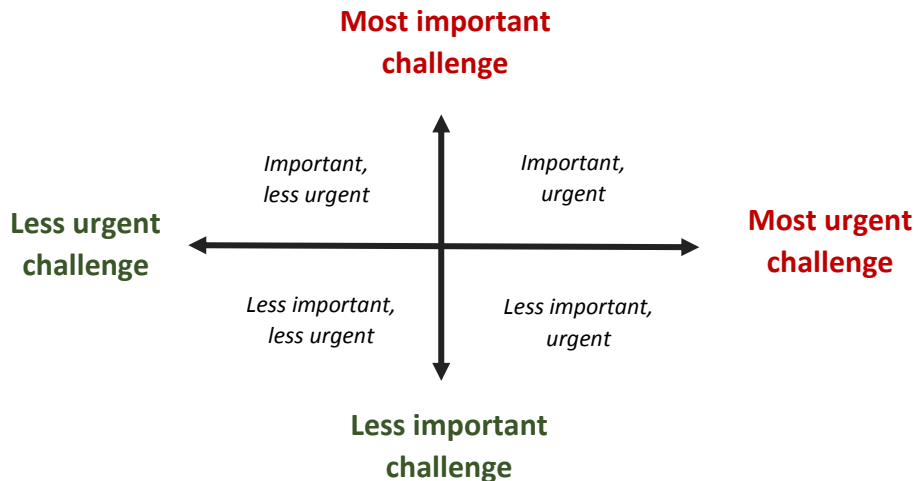
Key:

- Bold lower case = key questions
- Non-bold lower case = follow up questions and prompts
- *Italicised lower case* = section summary / aim
- CAPITALISED = instructions for moderators

Discussion guide

Time	Section, questions, prompts
6.15-6.30pm	Arrival and registration incl. consent forms for filming. Each participant is allocated a table.
6.30- 6.35pm (5 min)	1. Plenary: Welcome <i>This section of the workshop will introduce the two Ipsos MORI moderators, the videographer - Rachel Knights (and how we will be filming the session), and any observers from Engage Britain. We will also explain the purpose and structure of the workshop.</i> Welcome from lead moderator – introduce staff and their roles. Chair to outline the purpose of the evening and make it clear how much we value their time and contributions. Key points to emphasise are: ▪ We'll be having an important discussion about the big challenges facing Britain today ▪ It will be a real opportunity for participants to shape how these challenges are discussed by Engage Britain – a new research organisation ▪ Explain how this workshop feeds into the rest of the project (3 workshops across Great Britain in each of England, Scotland and Wales, and extra focus groups) ▪ Facilitators on your table will deliberately challenge the ideas you present ▪ Explain how the day is structured ▪ Set ground rules (MRS code of conduct, confidentiality, note takers, no right/wrong answers, etc.) Explain that the workshop will be an informal discussion, everyone's opinion is valid, there are no right or wrong answers, we're interested in finding out a range of views / experiences and want to hear from everyone. ▪ Housekeeping – mobiles, toilets, fire exits, breaks, etc.
6.35-6.40pm (5 min)	2. At tables: Warm up and introductions <i>This section of the workshop will introduce participants to each other on their tables and start a broad discussion about the key challenges facing Britain today.</i> REITERATE GROUND RULES, PERMISSION TO RECORD, REASSURE PARTICIPANTS ABOUT CONFIDENTIALITY, HOW THEIR DATA WILL BE USED. PARTICIPANT INTRODUCTIONS: First let's get to know everyone. Working in pairs, I'd like you to talk to your neighbour for a minute or so and find out a bit about them – their first name, where they are from and what they think is going well in the country today – and then introduce them to the rest of the group. ALLOW PARTICIPANTS 2 MINUTES TO DISCUSS. TABLE INTRODUCTIONS.

	GETNLE PROBING IF NEEDED: What makes you say that? - How does that make you feel? - Has this always been the case? Is it a recent development?
6.40 – 7.00pm (20 min) (10 min)	3. At tables: Identifying key challenges <i>This session will identify the key challenges facing the UK at the moment and rank these in importance.</i> I want to move on to think about the challenges facing the country at the moment. What do you think are the most important challenges that need to be tackled to make Britain a better place to live? Again, stay in the same pairs, write down 3-5 ideas on your post-it notes and remember you don't necessarily have to agree with each other. HAVE QUESTION ON FLIPCHART: What do you think are the most important challenges that need to be tackled to make Britain a better place to live? ALLOW PARTICIPANTS C.3-5 MINUTES TO DISCUSS. THEN MODERATOR TO GO AROUND PAIRS AND ASK THEM WHAT THEY HAVE BEEN DISCUSSING. WRITE ANSWERS ON FLIPCHART GROUPING AND THEMING AS YOU GO BUT <u>DO NOT COLLECT THEIR POST-IT NOTES.</u> PROBE AS GOING AROUND PAIRS: What makes you say that? - How does that make you feel? - Has this always been the case? Is it a recent development? - How urgent is this challenge? - Has anyone else said this? - Who disagrees? Why? IF BREXIT COMES UP: Lots of people have mentioned Brexit. What makes you say this is going well/less well? - What are the tensions behind Brexit? What is driving these? - Is this something you're hearing lots about? From where? - How do these tensions play out between your friends/families? - Do you talk about this with your friends? - Does this have an impact on your day to day life? Clearly, there's plenty of other challenges facing Britain too. Why do you think [INSERT TOPIC] has come up a lot? MODERATOR TO REPEAT THIS QUESTION AS NECESSARY WITH DIFFERENT TOPICS. - Does this surprise anyone? Do you all agree? - Is this something you're hearing lots about?
(10 min)	

	- Does this have an impact on your day to day life? Thanks for all your discussions so far. What I'd like you to do now is place your post-it notes on the wall. MODERATOR TO GIVE PARTICIPANTS A FEW MINUTES TO GET UP AND PLACE THEIR POST-ITS ON THE WALL. SCALE TO LOOK LIKE THIS WITH THE HANDOUT PLACED ON THE WALL BEFORE THE GROUP STARTS:  MODERATOR PROBES ON ANY PATTERNS. What makes you say that? What makes [TOPIC] a more urgent challenge than [TOPIC]? IN PLENARY: QUICK FEEDBACK FROM BOTH TABLES.
7 – 7.15pm (15 min) (10 mins)	4. At tables: Introducing health and care <i>In this section, participants explore what health and care means to them and the difference between the two. It will also help identify what challenges participants think face health and care in the UK both now and in the future.</i> Now we want to speak about a few of the challenges facing the country and the issues surrounding them in more detail. Let's start by speaking about health and care in Britain and specifically what is the right way to fund health and care for people when they get older. What does health and care mean to you? What springs to mind? - Beyond the NHS – what else comes to mind? - What does it look like in practice? - What might it include? What wouldn't it include?

(5 min)	What is the difference between health and care? - What do you think 'care' means? - How is this different to 'health'? What does social care mean to you? - When have you heard this phrase before? - What does social care include? What doesn't it include? What challenges do you think face the funding of health and care in the UK? - Now? - In the future? Who do you think should be responsible for <u>your</u> health and care? - How about financially?
7.15-7.45pm (30 min) (5 min) (15 min – c.5 min for discussion on each example) (10 min)	5. At tables: Exploring the challenges facing health and care <i>In this section, participants discuss a number of case study examples, exploring what health and care looks like in the UK today, and grapple with some of the potential challenges/injustices.</i> We are now going to talk about several examples of people who need health and care support for different reasons. Take a few minutes to read through the card and think about the challenges these people might be facing, the impact this could have on them, and how it makes you feel. We're then going to come back together and I'll ask you to feedback on your example. MODERATOR DIVIDES GROUP INTO PAIRS/ GROUPS OF 3 AND GIVES EACH GROUP ONE CASE STUDY EXAMPLE. GIVE GROUPS A FEW MINUTES TO READ AND DISCUSS THE EXAMPLE BEFORE ASKING EACH GROUP TO FEEDBACK. What was your example about? - What challenges might they be facing? - How does this make you feel? - How common do you think this scenario is? - Who should pay for their health and care? How fair is this? - How does this differ from the other examples? What is the same? One of the things we've been talking about is how to fund health and care for people when they get older. How can we make sure decisions about funding for health and care are fair? - What decisions need to be made? How do these make you feel? - Who should be making these decisions? Beyond funding, what else do you think we should be thinking about when it comes to the future of health and care?

	WAIT FOR SPONTANEOUS RESPONSES THEN PROBE: - Prioritising health vs care? Preventative care? - How might the health and care system become more efficient? PROBE: waste in hospitals? adopting best practice?
7.45-7.55pm (10 min)	6. Plenary: Feedback on health and care discussions <i>Feedback from tables summarising how participants have described health and care and the challenges/injustices they have identified when making decisions about people's health.</i> AT TABLES: What do you think about the feedback from the other table? - Anything surprising? Or familiar? - In what ways have your views changed, if at all?
7.55-8.10pm	BREAK (including filming vox pops)
8.10- 8.25pm (15 min)	7. At tables: Introducing discussion on poverty/families struggling to get by/struggling to afford the basics <i>Note: During fieldwork, we adapted this section to reflect the conversations from earlier workshops. In Liverpool/Swansea we tested the word 'poverty', 'families struggling to get by' in Peterborough and 'struggling to afford the basics' in Falkirk.</i> Welcome back from the break. We are now going to talk about another possible challenging facing the country. First, we'd like to talk about how we can provide better opportunities for families living in poverty (/struggling to get by /struggling to afford the basics) in the UK, What does the statement "how can we provide better opportunities for families struggling to get by" mean to you? - Does it make sense? - How would you describe it to others? What does it mean to struggle to afford the basics in the UK? - How is struggling to afford the basics a problem in the UK? - Has it increased or decreased in recent years in the UK? - How does this affect society? - How is this different across Britain? What does poverty look like in the UK? - How is poverty a problem in the UK? - Has it increased or decreased in recent years in the UK? - What does it mean to be in poverty/ poor in the UK today? - How does this affect society? - How is this different across Britain?
(10 min)	
(5 min)	

	How would you describe a family living in poverty (/struggling to get by /struggling to afford the basics) in the UK today? - What do they do day-to-day? - Is poverty a problem for some families? What type of opportunities could we provide to families living in poverty (/struggling to get by /struggling to afford the basics) in Britain? - What makes you say that? - What would this look like? - Who would provide these opportunities?
8.25 – 8.55pm (30 min)	At tables: Exploring challenges / opportunities for families in poverty /struggling to get by /struggling to afford the basics <i>In this section, participants discuss a number of case study examples to explore what it might look like for families living in poverty /struggling to get by /struggling to afford the basics in the UK today, and grapple with some of the potential challenges/ injustices. This section will also help to understand how participants describe 'opportunity' and further explore the language they use around poverty.</i>
(5 min)	We're now going to look at several examples. Take a few minutes to read through the card and think about the challenges these people might be facing, the impact this could have on them and how it makes you feel. We're then going to come back together and I'll ask you to feedback on your example.
(15 min – c.5 min for discussion on each example)	MODERATOR DIVIDES GROUP INTO PAIRS/ GROUPS OF 3 AND GIVES EACH GROUP ONE CASE STUDY EXAMPLE. GIVE GROUPS A FEW MINUTES TO READ AND DISCUSS THE EXAMPLE BEFORE ASKING EACH GROUP TO FEEDBACK. What was your example about? - Would you consider them to be living in poverty/ struggling to get by /struggling to afford the basics? PROBE: in comparison to the other families? - What might the impact be? On: the family described? Society? - How common do you think this scenario is? - How does this differ from the other examples? What is the same? - What kind of opportunities might help this family? PROBE: would this help all the families? What solutions might help all families described?
(10 min)	How do you feel about the word 'poverty' / the phrase struggling to get by/ struggling to afford the basics? Is this the right word/phrase? - How might a family experiencing poverty/ struggling to get by /struggling to afford the basics feel about it? Would they describe themselves as living in poverty / struggling to get by /struggling to afford the basics? - Who would use this language?

	- What other words might you use instead? Why might this be better?
8.55-9.05pm (10 mins)	8. Plenary: Feedback on families in poverty/ struggling to get by /struggling to afford the basics discussions <i>Feedback from tables summarising views on the case studies, and the language being used around 'opportunity' and 'poverty'.</i>
9.05- 9.20pm (15 min) (5 min) (10 min)	9. At tables: Engage Britain's mission <i>This section explores participant views on Engage Britain and its possible focus.</i> What do you think about the feedback from the other table? - Anything surprising? Or familiar? - In what ways have your views changed, if at all? As we have discussed throughout this session, there are a number of people who have concerns about the way in which we do politics today. What would you like to see more of in British politics? What would you like to see less of? IF THE BELOW ARE NOT ADDRESSED IN THE DISCUSSION, PROMPT THEM. - What is the role for people like you? People that you know? Your community? Should you be involved? How? - Should people be consulted more? In what kind of ways? - What might stop people from getting involved? - Is there anything that could make it easier for people to play a role? What might encourage people?
9.20-9.30pm (10 min)	10. At tables: Wrap-up and thank you We have covered a lot of topics today – thank you for participating in the discussion and sharing your opinions. We appreciate your time. We'd like to do one last thing before you go. If you take two Post-It notes and write down two things, one per Post-It: - One thing you would like to change about Britain today, if you could - One thing you want to make sure remains a constant/the same This could be on any of the things we've discussed, or things we haven't covered this evening. When you've written these down, we'd like you to go up to the flipcharts on the walls and add your Post-Its to the lists. Before we go, what final questions do you have about the topics we've discussed this evening? THANK YOU IN PLENARY FROM THE LEAD MODERATOR AND JULIAN FROM ENGAGE BRITAIN. ADMINISTER INCENTIVES AT TABLES. CHANCE FOR ANY FINAL VOX POPS.

Engage Britain – Immigration guide

Overview

We will be hosting four focus groups across two evenings in London and Peterborough on behalf of Engage Britain – a new research organisation focused on tackling the UK's most complicated and divisive challenges. In these groups, we will be discussing immigration in the UK. London and Peterborough were selected as locations which have experienced higher than average levels of immigration compared to the rest of the UK.

Each evening will consist of the first group running from 6:00-7:30pm (90 minutes in total), followed by a 30-minute break, before the second group runs between 8:00-9:30pm. The groups will bring together 8 members of the public, recruited to reflect the local area. We are also conducting three workshops across Britain focusing on healthcare and poverty, covered by a separate discussion guide.

Date	Location
24-Sep-19	London
01-Oct-19	Peterborough

The table below sets out the suggested structure for the session (with timings for each group).

Time	Section	Discussion topic
5.45-6.00pm 7.15-7.30pm	Arrival and registration	
6.00- 6.10pm 8.00-8.10pm	Introductions and warm up	Welcome and introductions
6.10 – 6.30pm 8.10 - 8.30pm		Identifying key challenges
6.30 – 6.45pm 8.30 – 8.45pm	Immigration policy	Introducing topic of immigration
6.45-7.10pm 8.45-9.10pm		Immigration in more detail
7.10- 7.20pm 9.10-9.20pm	Engage Britain	Engage Britain
7.20-7.30pm 9.20-9.30pm	Wrap-up and thank you	

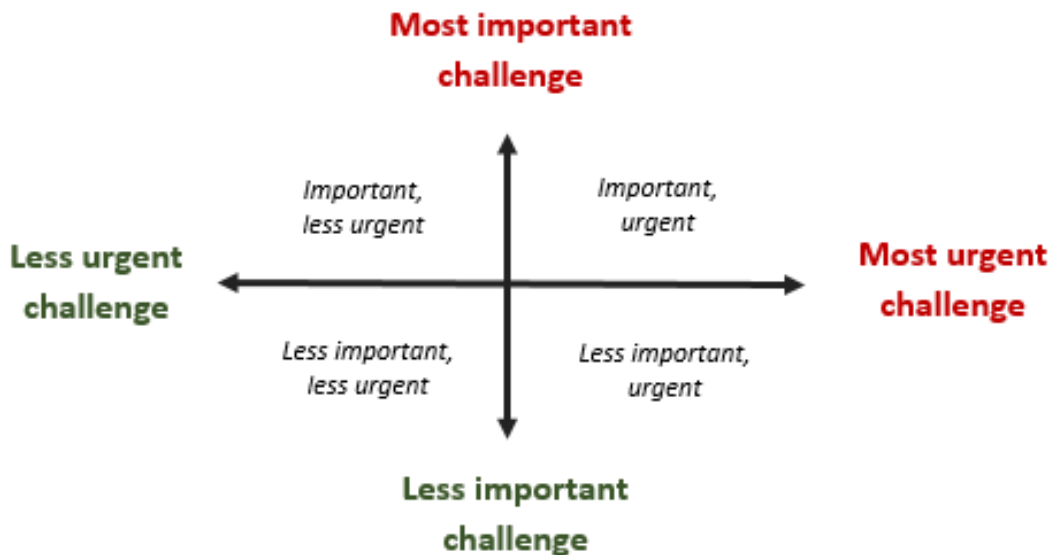
Key:

- Bold lower case = key questions
- Non-bold lower case = follow up questions and prompts
- *Italicised lower case* = section summary / aim
- *CAPITALISED* = instructions for moderators

Discussion guide

Time	Section, questions, prompts
5.45-6.00pm 7.15-7.30pm	Arrival and registration
6.00- 6.10pm 8.00-8.10pm (10 min)	1. Welcome and introductions <i>This section of the workshop will introduce the Ipsos MORI moderator, note taker and any observers from Engage Britain. We will also explain the purpose and structure of the focus group, before introducing participants to each other through an ice breaker.</i> INTRODUCE SELF, ENGAGE BRITAIN AND IPSOS MORI: Explain the research is part of a project for Engage Britain - a new research organisation focused on tackling the UK's most complicated and divisive challenges. EXPLAIN ROLE OF IPSOS MORI: independent researchers aiming to help you share your views, ensuring we hear from everyone in the group. ▪ We'll be having an important discussion about the big challenges facing Britain today ▪ Clarify length of the group (90 minutes) and finishing time ▪ It will be a real opportunity for participants to shape how these challenges are discussed by Engage Britain – a new research organisation ▪ Explain how this discussion feeds into the rest of the project (4 focus groups about immigration and 3 workshops across Great Britain in each of England, Scotland and Wales) ▪ Moderator will deliberately challenge the ideas you present ▪ Set ground rules (MRS code of conduct, confidentiality, note takers, no right/wrong answers, etc.) Explain that the group will be an informal discussion, everyone's opinion is valid, there are no right or wrong answers, we're interested in finding out a range of views / experiences and want to hear from everyone. ▪ Get permission to record digitally – transcribe for quotes, no detail attribution ▪ Housekeeping – mobiles, toilets, fire exits, breaks, etc. PARTICIPANT INTRODUCTIONS: First let's get to know everyone. Working in pairs, I'd like you to talk to your neighbour for a minute or so and find out a bit about them – their first name, where they are from and what they think is going well in the country today – and then introduce them to the rest of the group. ALLOW PARTICIPANTS 3-5 MINUTES TO DISCUSS. TABLE INTRODUCTIONS. GENTLE PROBING IF NEEDED: What makes you say that? – How does that make you feel? – Has this always been the case? Is it a recent development?

6.10 – 6.30pm 8.10-8.30pm (20 min)	2. Identifying key challenges <i>This session will identify the key challenges facing the UK at the moment and rank these in importance.</i>
(10 min)	I want to move on to think about the challenges facing the country at the moment. What do you think are the most important challenges that need to be tackled to make Britain a better place to live? Again, stay in the same pairs, write down 3-5 ideas on your post-it notes and remember you don't necessarily have to agree with each other. HAVE QUESTION ON FLIPCHART: What do you think are the most important challenges that need to be tackled to make Britain a better place to live? ALLOW PARTICIPANTS C.3-5 MINUTES TO DISCUSS. THEN MODERATOR TO GO AROUND PAIRS AND ASK THEM WHAT THEY HAVE BEEN DISCUSSING. WRITE ANSWERS ON FLIPCHART GROUPING AND THEMING AS YOU GO BUT DO NOT COLLECT THEIR POST-IT NOTES. IF IMMIGRATION COMES UP TRY TO MOVE THE CONVERSATION ON. PROBE AS GOING AROUND PAIRS: What makes you say that? - How does that make you feel? - Has this always been the case? Is it a recent development? - How urgent is this challenge? - Has anyone else said this? - Who disagrees? Why? IF BREXIT COMES UP: Lots of people have mentioned Brexit. What makes you say this is going well/less well? - What are the tensions behind Brexit? What is driving these? - Is this something you're hearing lots about? From where? - How do these tensions play out between your friends/families? - Do you talk about this with your friends? - Does this have an impact on your day to day life?
(10 min)	Clearly, there's plenty of other challenges facing Britain too. Why do you think [INSERT TOPIC] has come up a lot? MODERATOR TO REPEAT THIS QUESTION AS NECESSARY WITH DIFFERENT TOPICS. - Does this surprise anyone? Do you all agree? - Is this something you're hearing lots about? - Does this have an impact on your day to day life? Thanks for all your discussions so far. What I'd like you to do now is to get up and place your post-it notes on the wall. As you do so try and rank the challenges between which is

	most urgent/important. MODERATOR TO GIVE PARTICIPANTS A FEW MINUTES TO GET UP AND PLACE THEIR POST-ITS ON THE WALL. SCALE TO LOOK LIKE THIS WITH THE HANDOUT PLACED ON THE WALL BEFORE THE GROUP STARTS:  MODERATOR PROBES ON ANY PATTERNS. What makes you say that? What makes [TOPIC] a more urgent challenge than [TOPIC]?
6.45-7.10pm 8.45-9.10pm (25 min) (5 mins)	3. Immigration priorities <i>In this section, participants are asked to consider and rank their priorities when thinking about immigration policy.</i> <i>Note: This section of the discussion guide was used in focus groups in London and Peterborough and formed a section of the workshop in Falkirk.</i> Now I want to zoom in and speak about immigration in more detail. To start, I'm going to pass around a sheet which we'd like you to fill out on your own. It includes some of the big challenges facing the country in relation to immigration. HAND OUT SHEET WITH QUESTIONS LISTED. GIVE PARTICIPANTS 3 MINUTES TO READ THE STATEMENTS AND ASK THEM TO RANK THE CHALLENGES FROM THE MOST IMPORTANT TO LEAST IMPORTANT CHALLENGES THAT NEED TO BE TACKLED TO MAKE BRITAIN A BETTER PLACE TO LIVE.

(8 mins)	NOTE: The first challenge in this list was tweaked between groups. Both versions are shown below. - How can we best control who enters the country/How can we make sure we are always able to control who enters the country? - What more can we do to offer a safe home for refugees fleeing persecution and violence? - How should we ensure that immigration leads to less pressure on housing and public services? - How can we make sure that immigrants with the skills we need can come to Britain? - How should we make sure that immigrants in the UK can always afford the basics like housing, food and heating? - How do we make sure that immigrants who are committed to British values and culture are generally able to come to the UK? Ok, let's have a look at what you think. Who wants to tell us which challenge they chose as the most important?
(8 mins)	- What makes you say that? - Did anyone else choose this? Why? - What stands out to you about that question? - What does the question mean to you? - Why is this more important than the rest? - Does this surprise anyone? - Does anyone disagree this? Why? Did anyone have anything different? What was it? REPEAT PROBES ABOVE AS NECESSARY
(4 mins)	Who wants to share what challenges they decided were not so important? - What makes you say that? - Did anyone else select this? Why? - What stands out to you about that question? - What makes this challenge less important than the rest? - Does this surprise anyone? - Does anyone disagree with this? Why? Did anyone else have anything different? What was it? REPEAT PROBES ABOVE AS NECESSARY IF A CHALLENGE HAS NOT BEEN MENTIONED YET MODERATOR TO PROBE: Nobody has mentioned [INSERT CHALLENGE] yet – where did you put this on the scale? - Why do you think nobody mentioned this? Now we've discussed these questions as a group, some of you might have changed your minds about how important you think each question is. I want you to take a few minutes individually and repeat the exercise above, placing the questions according to how

	important they are to consider when thinking about how the country creates its immigration policy going forward. Don't worry if you haven't changed your mind. GIVE PARTICIPANTS 2 MIN TO RE-READ THE STATEMENTS AND PLACE THEM ON THE SCALE. Has anyone changed their mind? - What did you switch? Why? - What's made your views stay the same?
6.30 – 6.45pm 8.30 – 8.45pm (15 min) (5 mins) (10 min)	4. Immigration in more detail <i>In this section, participants explore what immigration means to them.</i> <i>Note: This section of the discussion guide was only used in the London focus group.</i> Now I want to speak about immigration as a specific challenge facing the country and the issues surrounding it in more detail. I want to think about what the UK's immigration rules should be in the future. What does immigration mean to you? What springs to mind? - What makes you say that? - Why is immigration a challenge facing the UK? - How is this different across the country? - What's the difference between immigration and migration? - Who are immigrants? Why are they migrating? Would you describe the UK as open or closed to people from other countries? - What makes you say that? - Who is it open to and who is it closed to? - Has this changed? Is the country more open than it used to be? - Do you think the country should more open? Why do you say this? - PROBE: Should we prioritise people who live here for services and jobs? What challenges do you think the country faces in relation to immigration? - Now? - In the future?
7.10- 7.20pm 9.10-9.20pm (10 min)	5. Engage Britain <i>This section explores participant views on Engage Britain's mission.</i> As we have discussed throughout this session, there are a number of people who have concerns about the way in which we do politics today. What would you like to see more of in British politics? What would you like to see less of? IF THE BELOW ARE NOT ADDRESSED IN THE DISCUSSION, PROMPT THEM.

	- What is the role for people like you? People that you know? Your community? Should you be involved? How? - Should people be consulted more? In what kind of ways? - What might stop people from getting involved? - Is there anything that could make it easier for people to play a role? What might encourage people? - PROBE IF BREXIT NOT RAISED: None of you have spoken about Brexit. Why is this?
7.20-7.30pm 9.20-9.30pm (10 min)	6. At tables: Wrap-up and thank you We have covered a lot today – thank you for participating in the discussion and sharing your opinions. We appreciate your time. We’d like to do one last thing before you go. If you take two Post-It notes and write down two things, one per Post-It: - One thing you would like to change about Britain today, if you could - One thing you want to make sure remains a constant/the same This could be on any of the things we’ve discussed, or things we haven’t covered this evening. When you’ve written these down, we’d like you to go up to the flipcharts on the walls and add your Post-Its to the lists. Before we go, what final questions do you have about the topics we’ve discussed this evening? THANK YOU AND ADMINISTER INCENTIVES.

Immigration guide worksheet

Name: _____

What are the most important challenges that need to be tackled to make Britain a better place to live?

Take 3 minutes to read through the challenges and then give each a score from 1 to 6 where number 1 is the most important challenge and number 6 is the least important challenge that needs to be tackled to make Britain a better place to live.

NOTE: The first challenge in this list was tweaked between groups. Both versions are shown below.

Challenge	Scores 1 = most important 6 = least important
How can we best control who enters the country/How can we make sure we are always able to control who enters the country?	
What more can we do to offer a safe home for refugees fleeing persecution and violence?	
How can we ensure that immigration leads to less pressure on housing and public services?	
How can we make sure that immigrants with the skills we need can come to Britain?	
How should we make sure that immigrants in the UK can always afford the basics like housing, food and heating?	
How can we make sure that immigrants who are committed to British values are generally able to come to the UK?	

Stimulus – Health and care



Joan

Joan is 76 years old and has lived alone since her husband died 10-years ago. She lives in the same home she bought with him in the 1950s. She has one daughter who tries to visit regularly but is juggling this with a full-time job.

She has recently been diagnosed with dementia. The doctors have said her condition will only deteriorate, meaning she will need increased support and may need to move into a home. Joan would have to pay for the cost of her care out of money she had been saving to pass on to her grandchildren.

Stimulus – Health and care



Phil

Phil is a 52-year-old bus driver who is married with three kids. He has smoked since his early twenties, despite trying to quit several times. Typically, he gets through a packet of cigarettes every couple of days.

He has recently been diagnosed with lung cancer. The doctors have advised he has an operation to remove the problem before it starts to spread. He is keen to have the surgery but the hospital has delayed his appointment as they have a backlog of operations.

Stimulus – Health and care



Ajay

Ajay is in his early twenties and has struggled with his mental health since his Dad unexpectedly died three years ago. His friends have tried to support him but are worried things are getting worse as he now finds it hard to leave the house.

When he was studying, he had regular sessions with a University counsellor which seemed to help. But since graduating he hasn't been able to afford these sessions on his own and there is a long waiting list for local NHS support.

Stimulus – Health and care



Margaret

Margaret is 89 years old and still lives in her council house. Although she is physically well, she struggles to get out of the house and relies on carers to help her with daily activities like washing and getting dressed.

As she doesn't own her home or have many savings, her care is paid for by the local authority. They have told her they would also pay for her to live in a nursing home, but she doesn't want to move.

Stimulus – Poverty/Struggling families



Sharon's family

Sharon is a single-mother with two children who attend the local primary school. In the daytime, she works as a dinner lady at the school before going onto work a shift at a supermarket. Her parents pick the children up from school and care for them until she finishes work.

Despite working two jobs, her landlord has just increased her rent and she is worried about whether she will earn enough to cover the cost of living. She sometimes goes to a local food bank at the end of the month and often goes without dinner if she can't make ends meet.

Stimulus – Poverty/Struggling families



Chris and Julie's family

Chris was a taxi driver and supported his family financially, until an accident left him unable to work. His wife, Julie, tried to find work but found it hard to balance this between caring for Chris and their three children.

With both unemployed, they have been getting further into debt to pay their bills as they didn't have many savings before the accident. They are worried about paying off their debts and having enough to get by.

Stimulus – Poverty/Struggling families



Note: Pete/Kate were switched between workshops, in the sentence "... often spends her/his days drinking to cope with the stress."

Pete and Kate's family

Pete and Kate are a young couple with a new-born baby. Both were unemployed when they found out they were having a baby. They applied for a flat from the council but were put on a waiting list. They are currently homeless and living in a hostel and receiving benefits while they search for work.

Pete is struggling to find a job with few businesses employing in the town. (Pete/Kate) often spends her/his days drinking to cope with the stress. The situation is causing them to argue a lot and the hostel is already threatening to evict them.