



**Bingham Centre for
the Rule of Law**

**Citizenship and the
Rule of Law**

August 2015

Author and Contact Details

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EXECUTIVE SUMMARY

1. The Bingham Centre for the Rule of Law (CRL) commissioned York Consulting to provide monitoring and evaluation of the Citizenship and the Rule of Law Scheme of Work Project.
2. The programme was for secondary school students at Key Stage 3 (KS3) who were aged around 14 years old. The curriculum programme pilot was delivered in eight schools. The schools started and completed the programme between September 2014 and July 2015. The project was delivered by teachers in schools, with training from, and then observation by, the Bingham Centre Staff.
3. The method involved: various meetings with the client; background reading of course materials and other relevant literature; paper-based survey of pupils (136); e-survey of teachers (five); analysis of data provided by project manager for each school; lesson observation. The fieldwork was undertaken between November 2014 and June 2015.

KEY FINDINGS

4. The programme was delivered in a range of schools including large comprehensives, large grammar schools, those with a mixture of free school meals, and those with a mixture of performance at GCSE.
5. It was estimated that around 600 pupils participated in the programme. This varied considerably from one school with nearly 400 pupils across 15 classes to other schools where a single class of 25 pupils participated.

Teacher Perceptions

6. Teachers' key motivations for participating in the programme were around access to relevant resources for law in a context of citizenship. Teachers felt that pupils would gain a wider array of skills such as debating, logical thinking, critical thinking and forming opinions.
7. While some schools had law A-levels, and therefore law teachers, most did not. However this was not a barrier and teachers were complimentary about how the materials had enabled them to deliver the course. Although teachers valued the resources they generally felt they had to invest quite a bit of time to prepare for the lessons.
8. Schools that requested additional support from the Bingham Centre valued this input and it helped them improve their confidence and understanding to deliver the course.
9. Generally speaking teachers valued the contemporary case studies, multimedia content and PowerPoints to support the delivery of the lessons.
10. Generally speaking teachers felt that the materials were flexible enough for students with differing abilities.

Pupil perspectives

11. Pupils generally attended most of the classes and therefore completed the programme of learning.

12. Students' feedback was generally very positive particularly in relation to:
- giving students a better understanding of the justice system (97%);
 - understanding in the material that was taught in the course (86%);
 - relevance of the course to my daily life (85%).
13. Students generally agreed that the course helped them with:
- being able to see other peoples point of view even if you don't personally hold that view (73%);
 - being able to come up with your own point of view backed by evidence (67%).
14. A pupil quiz indicated that for most questions two-thirds or more of pupils selected the correct answers, indicating their understanding of the principles of law.
15. Evidence gained from observation indicated that pupils were engaged and interested in the materials and subject matter.

Challenges for scaling-up the programme

16. The key challenge for scaling-up the programme will be engaging schools early enough in the school year.
17. There are opportunities to use existing schools, and teachers, as advocates as part of promoting the programme to other schools. This could be on a formal or more informal basis.
18. A particular challenge experienced by similar programmes where materials are made available to schools is monitoring the extent to which the materials continue to be used year on year and the extent to which the materials are used as originally intended. At the scale of 20 schools this can probably be achieved through telephone and email contact with the teachers. However if the programme was to become larger this may become a more significant administrative exercise.

Future areas for consideration

19. The following areas are raised as suggestions for incorporating into the next round of delivery:
- consider using social media as a mechanism to engage teachers in dialogue and feedback alongside direct telephone discussion.
 - consider video recording a taught lesson as a basis to provide potential teachers with an idea of how delivery could be implemented;
 - develop an accessible answer sheet or condensed booklet including a glossary and lesson summary to help teachers during the course of a lesson;
 - record interviews with teachers exploring their experiences highlighting some of the points raised in this research which may be more acceptable/digestible to future teachers.

1 INTRODUCTION

- 1.1 The Bingham Centre for the Rule of Law (CRL) commissioned York Consulting to provide monitoring and evaluation of the Citizenship and the Rule of Law Scheme of Work Project. The M&E was required to measure the success of the pilot programme against national curriculum goals, ensure the project is sufficiently viable, scale up effectively and ensure the Citizenship and Rule of Law programme has sufficient credibility to become self-sustaining at the conclusion of the project.
- 1.2 The Bingham Centre for the Rule of Law received funding from The Legal Education Foundation to deliver the 18 month project.
- 1.3 The Citizenship and the Rule of Law Scheme of Work Project was designed to deliver phase 1 and part of phase 2 of a wider three phase strategy for bringing in the Citizenship and Rule of Law Programme. Phase 1 developed a pilot scheme of work for the citizenship curriculum for secondary school students at Key Stage 3 (KS3) and phase 2 prepared for the delivery of the Post-Pilot scaling up of the initial pilot. The Citizenship and Rule of Law programme aims to use the rule of law as a vehicle for understanding law, democracy, rights and responsibilities in the UK and abroad, underpinning the broader citizenship curriculum strategy of the UK government.

Evaluation Methodology

- 1.4 The method has involved the following elements:
 - various meetings with the client;
 - background reading of course materials and other relevant literature;
 - paper-based survey of pupils;
 - e-survey of teachers;
 - analysis of data provided by project manager for each school;
 - lesson observation.
- 1.5 The fieldwork was undertaken between November 2014 and June 2015.

Programme Description

- 1.6 The programme is for secondary school students at Key Stage 3 (KS3) who are aged around 14 years old. The curriculum programme pilot was delivered in eight schools. The schools started and completed the programme between September 2014 and July 2015.
- 1.7 The project was delivered by teachers in schools, with training from, and then observation by, the Bingham Centre Staff.
- 1.8 The following four key Bingham Centre staff were involved in the project: Research Fellow for the Rule of Law, Project Assistant, Bingham Centre Deputy Director and Senior Research Fellow and the Bingham Centre Director of Education and Training. Day to day management was conducted by the Research Fellow under supervision of the Bingham Centre's Deputy Director. The Centre's Director had overall supervision.

- 1.9 The curriculum programme content and format were designed by the Bingham Centre with an advisory group of teachers providing comment for the secondary school and KS3-specific design and strategic advice regarding delivery in schools.
- 1.10 The curriculum programme pilot was delivered in schools as part of a six lesson model. The model consisted of:
- **Lesson One: Thinking About Law and Justice** – provides a background on what law is and what its function is. Covering concepts of equality, fairness, liberty and justice that underpin rule of law issues. Students are encouraged to think about the meaning of these concepts within the law and the legal system and how they apply in their everyday lives at school.
 - **Lesson Two: Equality Before the Law** – covers the concept of equality before the law, broken down into receiving equal benefit of the law and being equally subject to the law. Students are encouraged to think about how these concepts are applicable in real life situations such as the work place and dispute resolution in court.
 - **Lesson Three: Clarity, Certainty and the Exercise of Power** – covers concepts of clarity, certainty and exercise of power in the context of the law. Students are encouraged to think about the use of discretion within the law, make active connections between school rules and laws at the national level and explore recent relevant situations.
 - **Lesson Four: Access to Justice and Fair Trial** – Students will explore the issues of access to justice and fair trial from different perspectives. They analyse and evaluate different situations and identify information relevant to the concepts of access to justice and fair trial. Students are encouraged to think about how the concepts of access to justice and fair trial are applicable to contexts relevant to themselves as young people living in the UK.
 - **Lesson Five: Human Rights** – Students explore what human rights are in the UK context, where they come from and how they are protected. They consider the difference between absolute and non-absolute human rights, and the circumstances in which some human rights may be limited. Students will learn to apply the rights contained in human rights treaties to relevant situations.
 - **Lesson Six: The International Legal Order** – Students explore use and limitations of international law in the examples of use of force and climate change treaties. They consider how the concepts of equality, fairness, liberty and justice apply in the context of international law.
- 1.11 Since one of the aims was to reach as many types of students as possible a strategic decision was taken to draft the materials to suit different abilities and learning styles to maximise accessibility.
- 1.12 Materials comprised 160 pages of a paper-based booklet, covering the following as well as options for delivering lessons in different ways or adapting them for different schools:
- Lesson map;
 - Materials for teachers;
 - Materials for students;
 - DVD resource with expert interviews;

- PowerPoint slides which were designed, based on early feedback, to create a skeleton structure.

1.13 During the two delivery terms for the pilot, training and support in programme delivery was offered by the Bingham centre and taken up by 2 schools.

Programme Delivery

1.14 Preliminary piloting began in May 2013 with two classes in Peterborough of high and low ability receiving the delivery of Lessons 1 and 2 from the Bingham Centre Research Fellow, and observed by the Bingham Centre Deputy Director and Senior Research Fellow.

1.15 Phase 1 began in February 2014 with Programme Development. The specific objectives were to develop and produce programme materials, observe current citizenship classes, recruit schools for the pilot and post-pilot phases, partner funding applications for video production by community groups, train teachers for delivery and conduct monitoring and evaluation with teachers.

1.16 Delivery of the six-lesson pilot commenced September 2014 and ran through to July 2015. During the autumn term support was available through the Bingham centre, teachers, students and the delivery team were engaged in monitoring and evaluation and there was ongoing recruitment of schools for Post-Project Scaling.

1.17 Preparation for Phase, 2 the Post-Project Scaling, began in February 2015. This included the retention, marketing and final recruitment of Schools for Post-Project Scaling (20 Schools) buy-in for 2015-16 academic year, revision of materials and new case studies, training of teachers, business planning and funding review, funding applications if needed and the final report.

1.18 The aim was that at the end of the 18 month funding period the Post-Pilot Scaling would be ready for delivery.

2 PROGRAMME PERFORMANCE

School Characteristics

2.1 The programme was delivered to year 9 pupils in a range of schools including large comprehensives, large grammar schools (**Table 2.1**), those with a mixture of free school meals, and those with a mixture of performance at GCSE (**Table 2.2**).

Table 2.1: School Characteristics (Type, Size, FSM)

	Count	Percent
Type		
Comprehensive	3	43%
Grammar	3	43%
Independent	1	14%
Size		
Below 500	1	14%
500 – 1000	1	14%
1001-2000	4	58%
2000+	1	14%
FSM		
0% - 9.9%	3	43%
10% – 19.9%	1	14%
20% – 29.9%	2	28%
30% – 39.9%	-	-
40% – 49.9%	1	14%

Source: Bingham Centre School Information Spreadsheet. Base: All schools (7).

Table 2.2: School Performance

Percentage GCSE (Incl English and Maths)	Count	Percent
80% - 100%	4	58%
60% - 79.9%	1	14%
40% - 59.9%	2	28%

Source: Bingham Centre School Information Spreadsheet. Base: All schools (7).

2.2 The number of students involved at each school varied with some involving one or two classes and others involving a whole year group (**Table 2.3**). The exact number of pupils is not known but it is estimated that around 600 pupils participated in the programme. This varied considerably from one school with nearly 400 pupils across 15 classes to other schools where a single class of 25 pupils participated.

Table 2.3: Number of pupils participating in each school

	Count	Percent
25 and below	2	29%
26-50	3	43%
51 –75	1	14%
76 –100	-	-
100+	1	14%

Source: Bingham Centre School Information Spreadsheet. Base: All schools (7).

2.3 A small number of schools were delivering Law A-Levels (**Table 2.4**). Due to small numbers much of the teacher data included in this report is illustrative only.

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Table 2.4: Law Experience

	Count	Percent
Law GCSE	0	0%
Law A-Level	3	43%

Source: Bingham Centre School Information Spreadsheet. Base: All schools (7).

Teacher Perceptions

- 2.4 Classroom observations were undertaken at each of the participating schools and evaluation forms were completed by four of the eight schools.

Motivation for Involvement

- 2.5 Overall a key motivation for involvement was the feeling of a lack of resources for Law as a KS3 and KS4 subject. Teachers felt that existing citizenship materials lacked information on Law and Justice and did not contain materials that could engage students and develop the required skills.
- 2.6 Teachers felt that the delivery of Citizenship and the Rule of Law would develop important skills required for pupil development including debating, logical thinking, critical thinking and forming opinions. It was also seen as a way to engage students with current affairs and promote discussion and debate.
- 2.7 Where schools were delivering A-Level law, in one case the CRL course was seen as a stepping stone toward entry into A-Level law and beyond.
- 2.8 Where teachers were law specialists themselves, teachers were partly motivated by a personal interest.
- 2.9 One school identified that CRL helped to fulfil their SMSC (spiritual, moral, social and cultural development) requirement as the course focused on the rule of law as a British value.

Delivery of Lessons

- 2.10 The course was delivered by a mixture of law specialists and non-law specialists (Table 2.5). The materials were designed to accommodate non-law specialists and as a result teachers did not feel this was a barrier to delivery.
- 2.11 In some schools the programme was delivered by one teacher throughout. In others it was delivered by a number of different teachers.

Table 2.5: Law Experience

	Count	Percent
Law teacher delivered sessions	2	25%
Non-law teacher delivered sessions	6	75%

Source: Bingham Centre School Information Spreadsheet. Base: Teachers (8).

- 2.12 Teachers were from a number of specialisms including English, Citizenship, PSHE and Politics. One teacher with an expert background in Law commented:

'I do not think Law is a prerequisite to the delivery of this course, where teachers aren't sure of answers they can direct students to doing their own research, but the materials are comprehensive enough.' (Teacher Feedback)

Case Study Example 1

In one school, session 1 and session 4 was delivered by the sixth form law teacher (who has a background in criminal law) and the other lessons were delivered by an English teacher with no background or prior knowledge of law. They felt that an English teacher would be a natural choice because of the volume of reading and information that comes with the session pack and delivery.

- 2.13 Almost all (80%) teachers who completed the survey felt the resources provided had prepared them a lot for delivering the lessons. One teacher felt the resources only prepared them somewhat. The level of knowledge about the subject beforehand was not a key influencer in how well received the materials were and two thirds of those who identified only having 'a little' knowledge of law beforehand felt the materials prepared them a lot for the course.

'The course content and staff manual is excellent. Everything is explained clearly and in detail. I used this as the back bone of the unit and developed lessons.' (Teacher Feedback)

- 2.14 Where teachers felt they required extra support, the Bingham Centre was able to provide additional training to support teachers in the delivery of the course. Two of the seven participating schools requested additional support and this was well received. The majority (80%) of surveyed teachers identified the level of support provided by the Bingham Centre for the course met the teacher needs.

- 2.15 Some teachers felt that having accessible answer sheets or a condensed booklet including the existing glossary, a lesson summary and answers to exercises would have increased their confidence in the delivery of the lesson.

- 2.16 Some teachers however identified that the preparation required for the delivery of the lesson was too much. It was felt that teachers either did not have the time to work through the detailed lesson planning or the resources to photocopy and prepare all the required materials.

'Too much preparation time, some sections could be simplified.' (Teacher Feedback)

'Perhaps simpler information for teachers to initially set up some activities, but the access to the more detailed explanations once they feel ready. I guess a quicker user guide and a more in-depth guide.' (Teacher Feedback)

'Some of the activities used the space really inefficiently, meaning we were using far too much photocopying.' (Teacher Feedback)

'Going through all the materials to identify the activities to then photocopying them was very time consuming, perhaps a workbook of activities could be supplied.' (Teacher Feedback)

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2.17 Teachers felt that the PowerPoints and case studies helped them in the delivery of the lessons (Table 2.6).

Table 2.6: PowerPoints and Case Studies

	Very Good	Good	Poor	Very Poor	Don't Know
The PowerPoints helped teachers in the delivery of the lesson	2	2	-	1	-
The multi-media content helped teachers in the delivery of the lesson	3	2	-	-	-
The contemporary case studies helped teachers in the delivery of the lesson	4	-	1	-	-

Source: YCL Teacher Survey. Base: 5.

2.18 Teachers felt the PowerPoints formed a good base for the delivery of the lessons. Some teachers identified that they took the time to merge all the lesson materials on one PowerPoint for ease of access, especially where the course is delivered by a number of different teachers.

2.19 The PowerPoint and course materials were intended to provide flexibility for teachers. One teacher identified that she intended to modify the materials in the next year to help with the delivery.

'I put all the content on to one PowerPoint so that any member of staff could deliver the lessons at any time in any part of the school. The course only provided some slides but I put all the content onto the slides....I will be adapting the course to include PowerPoints and explanations for the teachers so that a "pick up and go" lesson is available.' (Teacher feedback)

2.20 All surveyed teachers felt the multi-media content helped in the delivery of the lesson. One teacher identified that the videos were engaging and that the content was very good.

2.21 In some cases teachers felt the audio materials were too lengthy or that they confused the delivery of the lesson as the audio and video materials were sometimes separate from the main PowerPoint.

'The clips from experts and professionals worked well.' (Teacher feedback)

'Some of the video clips etc. are a little dry for all the students (e.g. audio legal aid)' (Teacher Feedback)

2.22 Teachers felt the case study materials provided a great way to deliver the material with almost all teachers identifying that the case studies helped them in the delivery of the lesson.

'Case studies made it more realistic therefore interesting.' (Teacher Feedback)

'The case studies and activities that forced the students to challenge their opinions worked well' (Teacher Feedback)

2.23 One teacher felt the materials for the case studies could have been condensed down. One teacher identified that she had not had time to read through all the case studies before the

lesson, and that because she did not have a background in law this made the delivery slightly less confident.

- 2.24 Each class did not always involve the delivery of a whole topic or ‘lesson’. In some cases teachers were able to cover partial topics and successfully deliver all ‘lessons’ over the course of the programme. Others took the decision to spread individual topics over a number of lessons resulting in covering all the content but not delivering all the lessons in the programme.
- 2.25 Some schools did not manage to get through all the lessons. A teacher in one school decided to change the order in dialogue with the Bingham Centre.

Case Study Example 2

In one school they decided to deliver the sessions out of order as they were unsure about the timescales and whether they would have the time to cover all of the resources. The teacher decided to start with lesson 4 as she felt that it would be the most interesting. The sessions were delivered during the scheduled PSHE lesson slot. They had to miss one scheduled lesson due to the school sports day.

- 2.26 One teacher reflected that they wished they had left more time in the lesson for the activities as the pupils were very engaged.

Impact on pupils

- 2.27 The course materials were intended to provide flexibility to deliver to classes of all abilities; teachers generally agreed that this worked (**Table 2.7**). Across the eight schools, the course was delivered to students in low ability classes, mixed ability classes and high ability classes.

Table 2.7: Accessibility of materials

	Very Good	Good	Poor	Very Poor	Don't Know
The resources were easy to use for students with no prior knowledge of the justice system	1	3	1	-	-
The resources were interesting for students	2	2	-	-	-

Source: YCL Teacher Survey. Base: 5.

- 2.28 It was felt that for lower ability students the materials and subject matter were able to bring out confidence in the students because the questions were based around opinions and students were less fearful of the answer being right or wrong. In low ability classes, observed lessons showed that students were able to make good contributions and remained enthusiastic and animated throughout.
- 2.29 The materials were also deemed sufficient to challenge the higher ability classes. Materials were felt to effectively stretch students and encourage pupils to ask questions and show a high level of interest. In observed lessons students demonstrated a high level of understanding, engagement and enthusiasm. One school reported that the course had sparked an interest in law and felt it would encourage pupils to take law at A-level and provides an extra option to those who are not science focused.
- 2.30 Assessing students’ understanding of the lessons was considered difficult or time consuming, by some teachers, because of the volume of paper associated with the

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exercises. It was suggested by one teacher that having a workbook of exercises would both encourage students to work through the exercises and would allow teachers to easily analyse students understanding.

2.31 Teachers felt the case studies and role play were an excellent way to develop the student's skills and understanding (**Table 2.8**). One teacher was less sure how much the PowerPoint helped, as described earlier.

Table 2.8: Aiding student understanding

	Very Good	Good	Poor	Very Poor	Don't Know
The multi-media content added to students understanding in the lesson	4	1	-	-	-
The PowerPoints added to students' understanding in the lesson	2	2	-	1	-
The contemporary case studies added to the students understanding in the lessons	4	-	1	-	-

Source: YCL Teacher Survey. Base: 5.

2.32 There was strong agreement that the programme improved students understanding of the rule of law concepts and principles (**Table 2.9**), although slightly less strong agreement that it had developed student's cross-curricular or key skills.

Table 2.9: Impact on Students

	Very Good	Good	Poor	Very Poor	Don't Know
Improved students' understanding of the rule of law concepts and principles	4	1	-	-	-
Contributed to understanding the legal aspects of the Citizenship curriculum	3	1	1	-	-
Developed students' cross-curricular/key skills including independent and critical thinking, communication, advocacy and literacy	1	3	-	1	-

Source: YCL Teacher Survey. Base: 5.

Impact on school/teachers

2.33 All surveyed teachers agreed that they would consider running the course again in the future and would recommend the course to colleagues in other schools.

'Our students really enjoyed the elements we covered and I look forwards to developing the programme to facilitate the timetable next year.' (Teacher Feedback)

'I really like it, it would be a shame for it to go.' (Teacher Feedback)

Pupil Survey

2.34 The survey consisted of responses from 136 pupils in four schools. The majority of pupils attended 5 or 6 Rule of Law classes (**Table 2.10**) as part of the programme.

2.35 Most students (90%) said that they thought the programme should continue in their school, indicating that they thought it was interesting and valuable.

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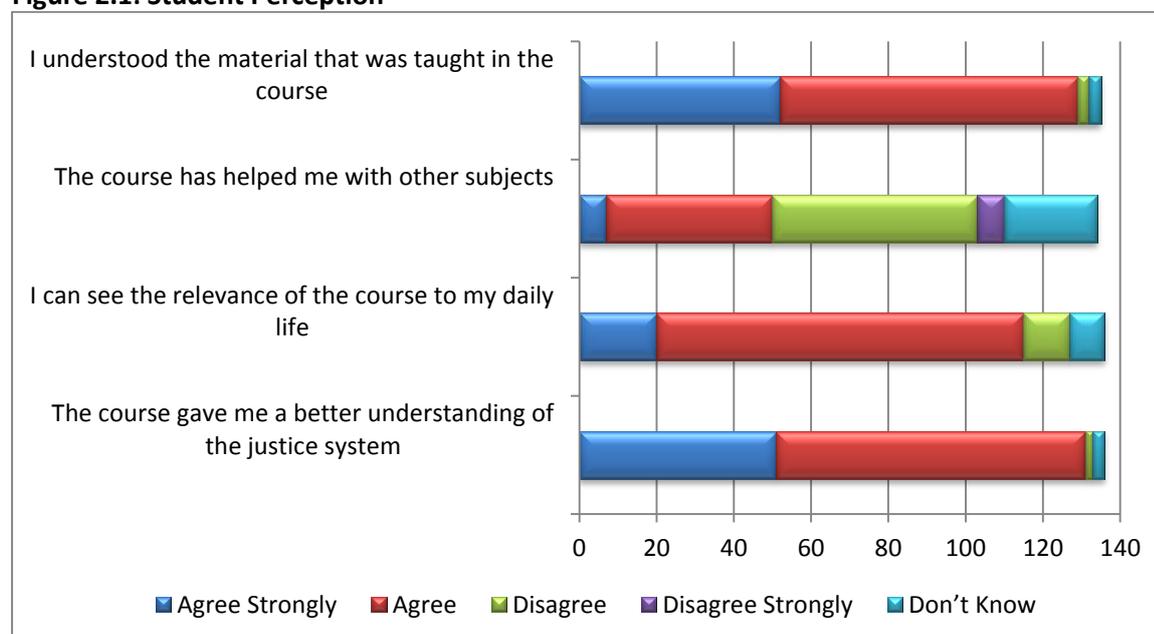
Table 2.10: Classes attended

Classes	Count	Percent
1	-	-
2	1	1%
3	4	3%
4	9	7%
5	48	36%
6	72	54%

Source: YCL Pupil Survey. Base: all (136).

2.36 Most students agreed that the course gave them a better understanding of the justice system (97%) and that they understood the material that was being taught in the course (86%) (**Figure 2.1**). Although there was a similar percentage agreeing that students could see the relevance of the course to their daily life (85%). This was slightly less intensive with only 15% agreeing strongly and 70% agreeing. Pupils were less sure that the course helped them with their other subjects (37% agreed).

Figure 2.1: Student Perception

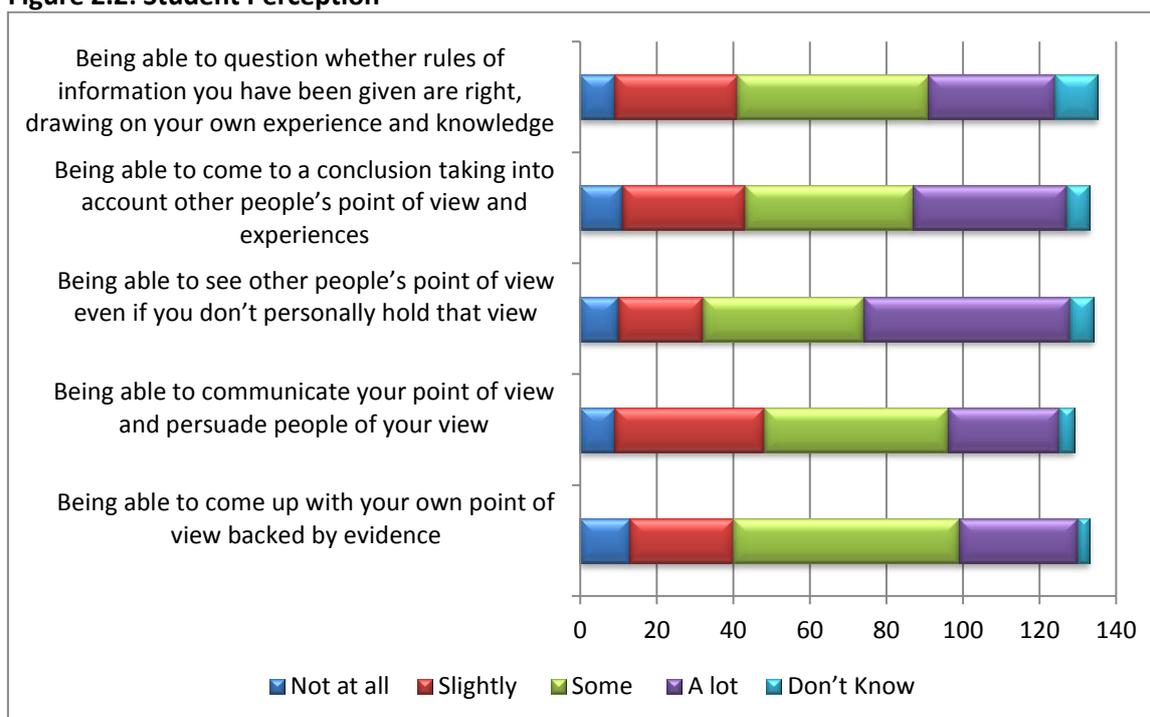


Source: YCL Pupil Survey. Base: all (136)

2.37 Students were asked to what extent the course had improved their skills in a variety of areas (**Figure 2.2**). Just under three-quarters (73%) agreed (a lot or to some extent) that the course helped them to see other people's point of view even if you don't personally hold that view. Just over two-thirds (67%) agreed that the course helped them in being able to come up with their own point of view backed by evidence. Around three-fifths of students agreed about three other statements:

- being able to communicate your point of view and persuade people of your view;
- being able to come to a conclusion taking into account other peoples point of view and experiences;
- being able to question whether all of the information you have been given are right drawing on your own experience and knowledge.

Figure 2.2: Student Perception



Source: YCL Pupil Survey. Base: all (136).

Pupil Understanding

2.38 Pupils were asked to complete a short quiz relating to the areas covered in the CRL course (Table 2.11). In some schools there was a delay between the running of the course and completion of the questionnaire which was done a term later; this may have affected levels of recollection.

2.39 On most questions students had a clear view and the majority selected the correct answer (between 67% and 92%). Although on some of the questions their answers were more mixed. For example:

- the first question under the equality heading 'equality means everyone should be treated equally whatever their characteristics' are said to be true by just over half (51%) but false (the correct answer) by just over two-fifths (44%);
- the first statement under power was 'the people with the power to make decisions should be able to make decisions they like as long as they stay within the limits of what parliament has allowed them to do' where just under three-fifths (59%) agreed that it was true (the correct answer) and a third (33%) said that it was false;
- there was a large misunderstanding around the second statement on rights (All of our human rights should be protected all the time, whatever the circumstances) and the second statement on international law (We as individuals have to obey international law), where a large majorities selected the wrong answer. This probably indicates areas that are very subtle in terms of understanding.

2.40 Anecdotal evidence from consulting a small group of non-expert adults indicated the above areas are likely areas of confusion.

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Table 2.11: Pupil Quiz	True		False		Don't Know	
	N	%	N	%	N	%
Equality						
Equality means everyone should be treated equally whatever their characteristics	65	51%	57	44%	6	5%
People need to have a similar starting point in life in order for greater equality	86	67%	27	21%	16	12%
Fairness						
In general, a situation is fair if people are treated in the same way and get the same rewards and benefits	98	77%	24	19%	6	5%
However, if you work harder than others, it is not unfair if you get extra rewards or benefits for your hard work	107	81%	21	16%	4	3%
Liberty						
Our right to liberty means that we should have the freedom to do whatever we want	21	17%	99	78%	7	6%
Our right to liberty means that we should have the freedom to do whatever we want as long as it is not against the law	117	90%	8	6%	5	4%
Justice						
Achieving justice means winning your case in court	22	17%	102	78%	6	5%
Achieving justice requires everyone to be able to have an opportunity to have their side of the story heard	118	90%	7	5%	6	5%
If you are able to pay more in order to have your side of the story put forward it is right that you have a better outcome	19	15%	96	75%	13	10%
Power						
The people with the power to make decisions should be able to make decisions they like as long as they stay within the limits of what Parliament has allowed them to do	69	59%	39	33%	10	9%
The people with the power to make decisions should be able to make whatever decisions they like because we have chosen them to make those decisions	30	26%	79	66%	8	7%
Crime						
If a judge and jury feel strongly that someone is guilty of a crime they should use whatever method they need to get a confession out of that person in order to convict the person as quickly as possible	20	17%	95	81%	3	3%
Unless an individual has special circumstances, everyone should be treated the same in a trial and have the same rights whether the judge and jury have a feeling they are guilty or not	108	92%	6	5%	4	3%
Rights						
You should have to pay for access to your rights such as voting, being able to see a doctor when you are ill, being able to go to school or being able to have a lawyer if you are taken to court	18	15%	92	78%	8	7%
All of our human rights should be protected all the time, whatever the circumstances	91	79%	21	18%	3	3%
International Law						
All countries are equal before international law. However in real life, countries that are more powerful and rich have a stronger voice internationally and are able to have their way more often	94	79%	11	9%	14	12%
We as individuals have to obey international law	94	83%	14	12%	6	5%

Source: YCL Pupil Survey. Base: all (136).

Note: correct answers indicated by bold and grey highlight

3 CONCLUSIONS AND LESSONS FOR THE FUTURE

- 3.1 Overall the Citizenship and the Rule of Law Programme has been very successful. In particular it has been received well by teachers and pupils alike. We draw conclusions around programme delivery, teacher perspectives, pupil perspectives and challenges for scaling up the programme.

Programme delivery

- 3.2 The programme has been well researched and well planned with high quality learning materials prepared and piloted with schools. Signing up schools to the programme proved to be more challenging than was originally anticipated.
- 3.3 The eight schools that participated in the programme were relatively diverse in terms of school type, school size and the level of free school meals pupils attending the school. The eight schools were relatively high performing schools although two had GCSE percentages between 40% and 59%.
- 3.4 The exact number of pupils is not known but it is estimated that around 600 pupils participated in the programme. This varied considerably from one school with nearly 400 pupils across 15 classes to other schools where single classes of 25 pupils participated.

Teacher perspectives

- 3.5 Teachers' key motivations for participating in the programme were around access to relevant resources for law in a context of citizenship. Teachers felt that pupils would gain a wider array of skills such as debating, logical thinking, critical thinking and forming opinions.
- 3.6 While some schools had law A-levels, and therefore law teachers, most did not. However this was not a barrier and teachers were complimentary about how the materials had enabled them to deliver the course.
- 3.7 Although teachers valued the resources they generally felt they had to invest quite a bit of time to prepare for the lessons.
- 3.8 Schools that requested additional support from the Bingham Centre valued this input and it helped them improve their confidence and understanding to deliver the course.
- 3.9 Generally speaking teachers valued the contemporary case studies, multimedia content and PowerPoints to support the delivery of the lessons.
- 3.10 Some schools struggled to deliver all of the courses and all of the content which suggests that a degree of expectations management is required to ensure sufficient delivery to benefit the pupils.
- 3.11 Generally speaking teachers felt that the materials were flexible enough for students with differing abilities.

Pupil perspectives

- 3.12 Pupils generally attended most of the classes and therefore completed the programme of learning.

- 3.13 Students' feedback was generally very positive particularly in relation to:
- giving students a better understanding of the justice system;
 - understanding in the material that was taught in the course;
 - relevance of the course to my daily life.
- 3.14 However students were less sure whether the course helped them with other subjects.
- 3.15 Students generally agreed that the course helped them with:
- being able to see other peoples point of view even if you don't personally hold that view;
 - being able to come up with your own point of view backed by evidence.
- 3.16 A pupil quiz indicated that for most questions two-thirds or more of pupils selected the correct answers, indicating their understanding of the principles of law. There were some questions where understanding varied.
- 3.17 Evidence gained from observation indicated that pupils were engaged and interested in the materials and subject matter.

Challenges for scaling-up the programme

- 3.18 The key challenge for scaling-up the programme will be engaging schools early enough in the school year.
- 3.19 There are opportunities to use existing schools, and teachers, as advocates as part of promoting the programme to other schools. This could be on a formal or more informal basis.
- 3.20 A particular challenge experienced by similar programmes where materials are made available to schools is monitoring the extent to which the materials continue to be used year on year and the extent to which the materials are used as originally intended. At the scale of 20 schools this can probably be achieved through telephone and email contact with the teachers. However if the programme was to become larger this may become a more significant administrative exercise.
- 3.21 The wider roll out begins in September 2015. The target had been to have 20 schools sign up in this phase. The Bingham Centre for the Rule of Law has already received more than 30 expressions of interest. The future target has now changed; the programme will no longer confine itself to 20 schools in the next phase but will aim to approach up to 500 schools directly starting from September 2015. This is in addition to the schools that have already signed up for 2015-2016 and the schools that will be approached through the Relationship with Association for Citizenship Teaching (ACT) networks described below:
- The Bingham Centre for the Rule of Law is working closely with the ACT in order to roll the materials out more widely. They have a wide reach of around 4000 teachers and citizenship teaching stakeholders on their contact list.
 - Subject to minor additions, The Bingham Centre for the Rule of Law has been awarded ACT's quality mark; this provides access to their marketing channels to promote materials to schools.

- Since November 2014, the rule of law has been a teaching requirement within the context of teaching 'British values' as part of SMSC. There is little understanding of what the rule of law is and how to teach it. Therefore, The Bingham Centre for the Rule of Law will be working with ACT to provide guidance on rule of law teaching and to entrench a rule of law teaching framework within Citizenship teaching. This provides a very wide opportunity for the materials to be marketed among schools.

Areas for consideration

3.22 The following areas are raised as suggestions for incorporating into the next round of delivery:

- consider using social media as a mechanism to engage teachers in dialogue and feedback alongside direct telephone discussion.
- consider video recording a taught lesson as a basis to provide potential teachers with an idea of how delivery could be implemented;
- develop an accessible answer sheet or condensed booklet including a glossary and lesson summary to help teachers during the course of a lesson;
- record interviews with teachers exploring their experiences highlighting some of the points raised in this research which may be more acceptable/digestible to future teachers.