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**Education Implications
from the English and Welsh Civil and
Social Justice Survey**

**ILAG Conference Antwerp
June 2007**

Overview of Presentation

- 1. Context**
 - **Public legal education**
 - **English and Welsh Civil and Social Justice Survey (CSJS)**
- 2. Research findings with education implications from the 2004 CSJS**
- 3. First findings from the continuous CSJS 2006 - education and knowledge-related questions**
- 4. Conclusions and challenges**

Policy Context

Increasing concern in the UK whether citizens equipped with sufficient **'legal capability'**

Public Legal Education and Support Task Force

Independent body set up to develop proposals for how to **promote and improve public legal education**

***'Public legal education provides people with awareness, knowledge and understanding of rights and legal issues, together with the confidence and skills they need to deal with disputes and gain access to justice.'* (www.pleas.org.uk)**

Development of **national strategy**

Focus of Presentation

- **Do citizens know how to deal with legal issues?**
 - **Is there a problem?**
 - **How big is the problem?**
- **Are there **socio-demographic groups** who seem more likely to have knowledge and skills gaps?**
- **Are there **types of problems** where gaps are particularly prevalent?**
- **What **impact** does a **lack of 'legal capability'** have?**

The English and Welsh Civil and Social Justice Survey

- **Large scale** survey of adults' experience of and response to **civil justice problems**, throughout England and Wales
- Developed following the groundbreaking **Paths to Justice** studies (Genn 1999, Genn and Paterson 2001)
- Ran in 2001 and 2004, now conducted on a continuous basis
- **Over 5000 adults** interviewed in their homes for 2004 survey
- For the continuous survey, **3249 respondents** interviewed in 2006
- Interviews average **50 minutes** if problems identified
- Problems experienced over **3-year period**

Civil Justice Problems

Not abstract legal problems, problems of everyday life

Discrimination

Consumer

Employment

Neighbours

Owned Housing

Rented Housing

Homelessness

Money/Debt

Welfare Benefits

Divorce

Relationship Breakdown

Domestic Violence

Children

Personal Injury

Clinical Negligence

Mental Health

Immigration

Unfair Police Treatment

Survey Questions

Screen Section (all problems)

Problem identification

Basic response

- **whether assistance sought**
- **why no assistance sought**
- **specific advice sought**
- **detailed impact**

Demographic information

Main section (one problem)

In depth

Awareness of advisers

New knowledge questions

Does Public Legal Education Matter?

Everyday problems

33% of adults in the 2004 CSJS had at least one problem

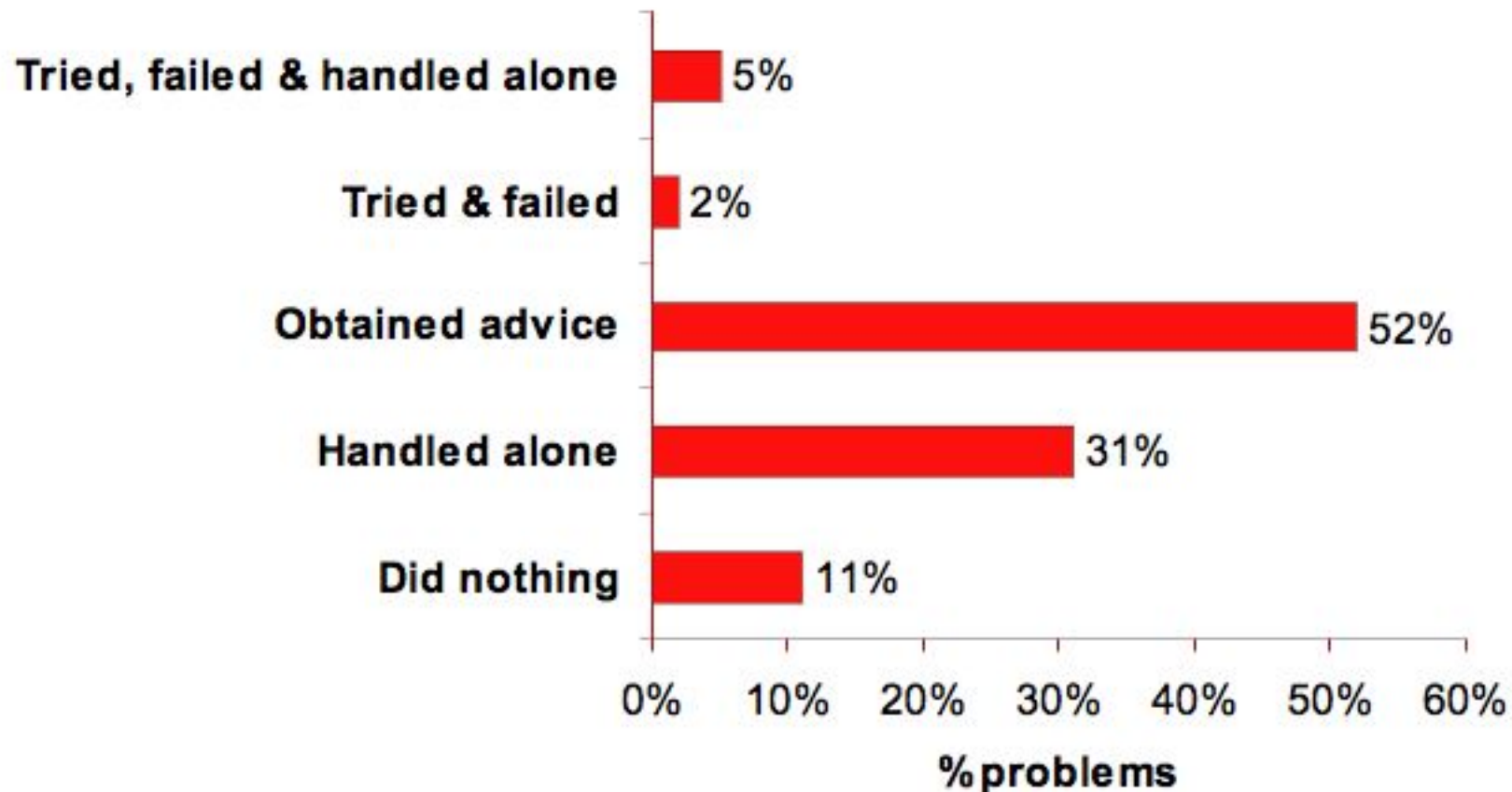
Socially excluded particularly vulnerable to civil justice problems

- **Ill-health and disability:** **38%**
- **Unemployed:** **55%**
- **High density accommodation:** **41%**
- **Lone parents:** **57%**
- **Victims of crime** **47%**

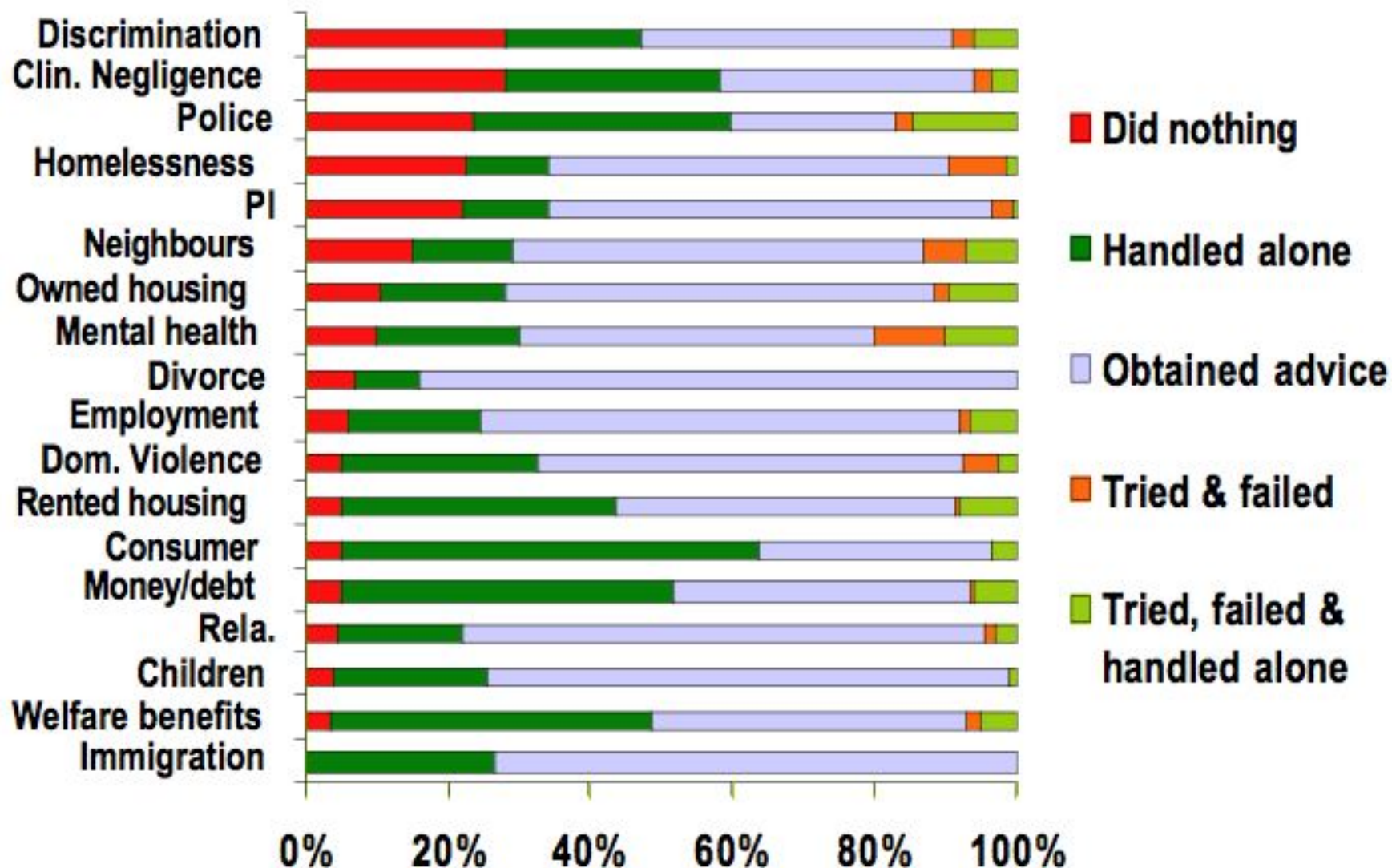
Does Public Legal Education Matter?

- **Problems have an **additive effect**: The experience of a problem increases probability of a further problem**
- **Impact of problems can be severe:**
 - **16% of problems led to physical ill-health**
 - **A further 18% led to stress related ill-health**
 - **17% led to loss of confidence**
 - **16% to loss of employment or income**
 - **8% to violence**
 - **6% to loss of a home**
 - **4% to relationship breakdown**
 - **Often had severe difficulties carrying on living normally**

Education Implications: Problem Resolution Strategies



Advice-seeking Strategy and Problem Types



Advice-seeking Strategy and Socio-demographics

Doing nothing about a problem

- **No educational qualifications at all**

Trying and failing to get advice

- **Living in flats, publicly renting**
- **Without motorised transport**
- **Single respondents, cohabitees with children, lone parents**
- **Young and elderly**
- **Low income**

Handling alone after failing to get advice

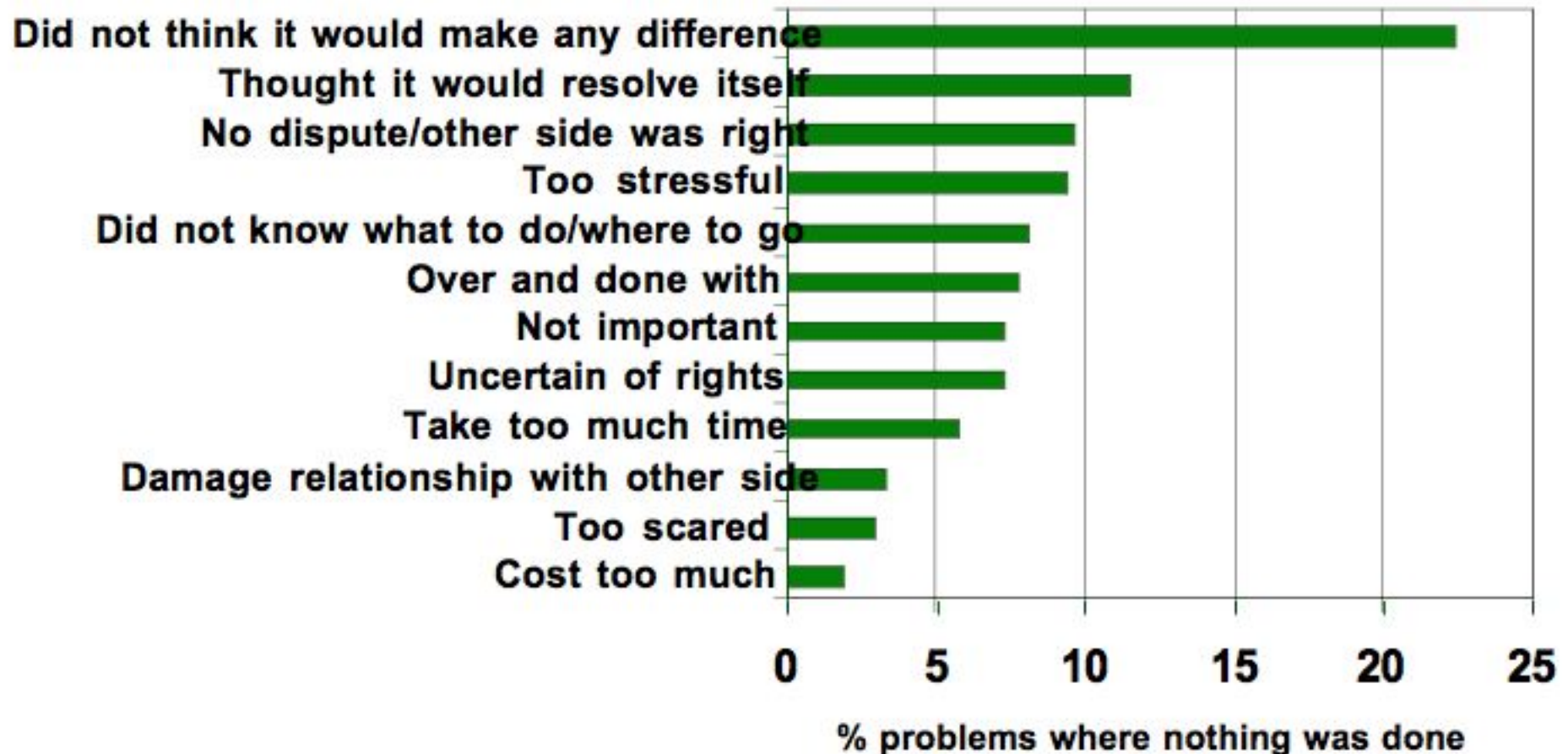
- **Publicly renting**
- **Young**
- **Asian**

Advice-seeking Strategy and Socio-demographics

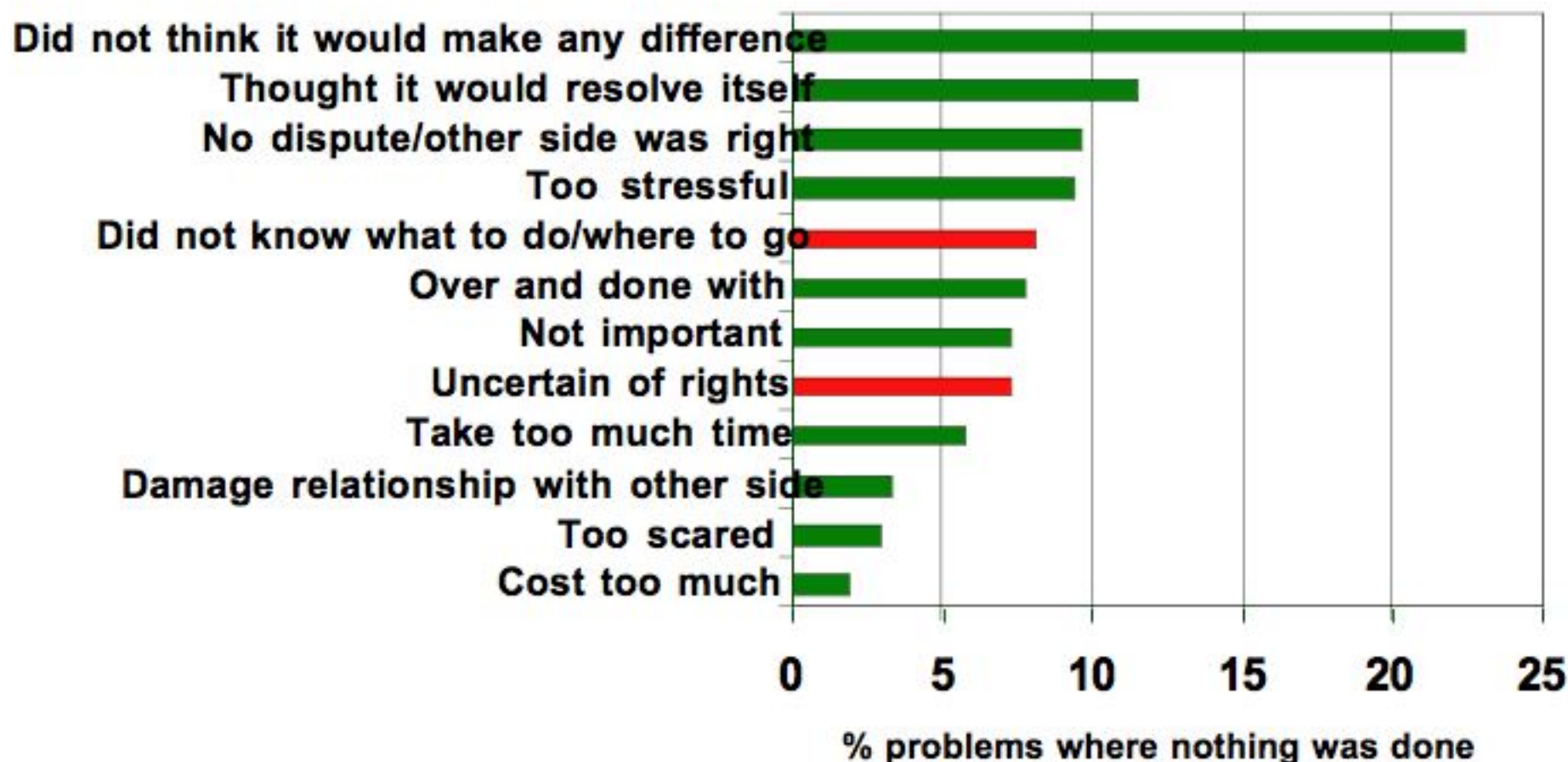
Handling problems alone from the outset

- **Higher degrees**
- **High income**
- **Black**
- **Respondents not publicly renting**
- **Without long-term illness or disability**

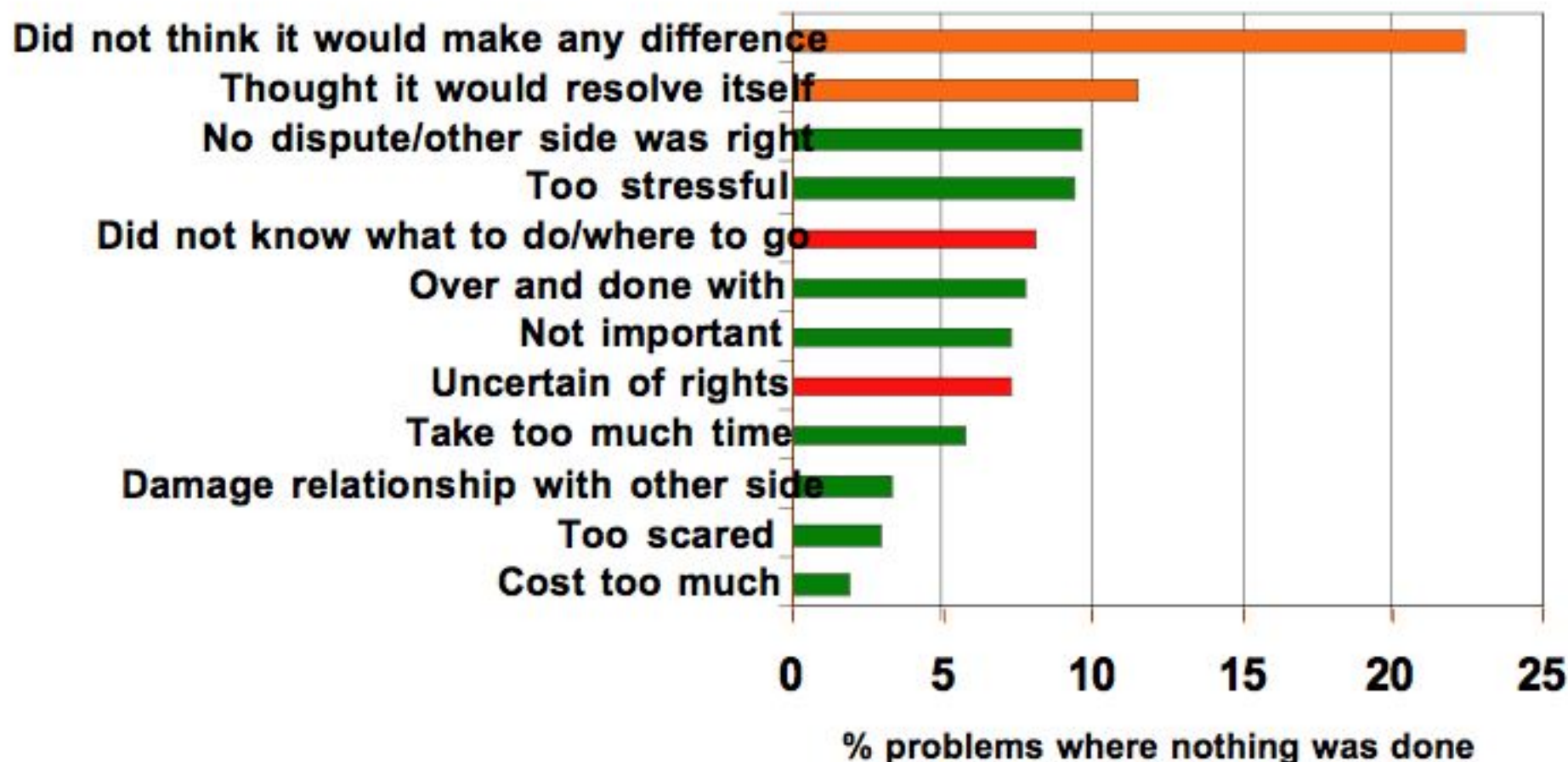
Education Implications: Reasons for 'Doing Nothing'



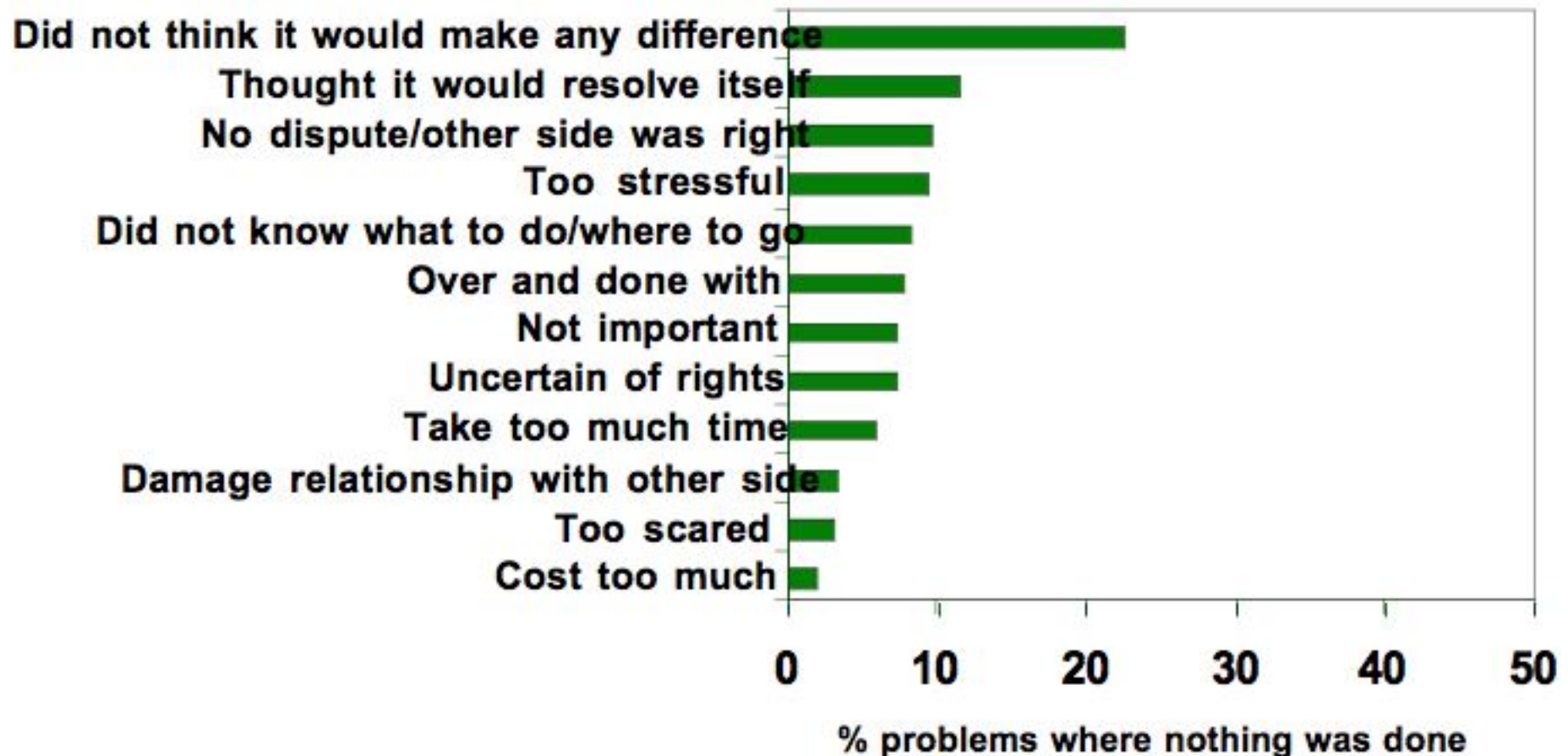
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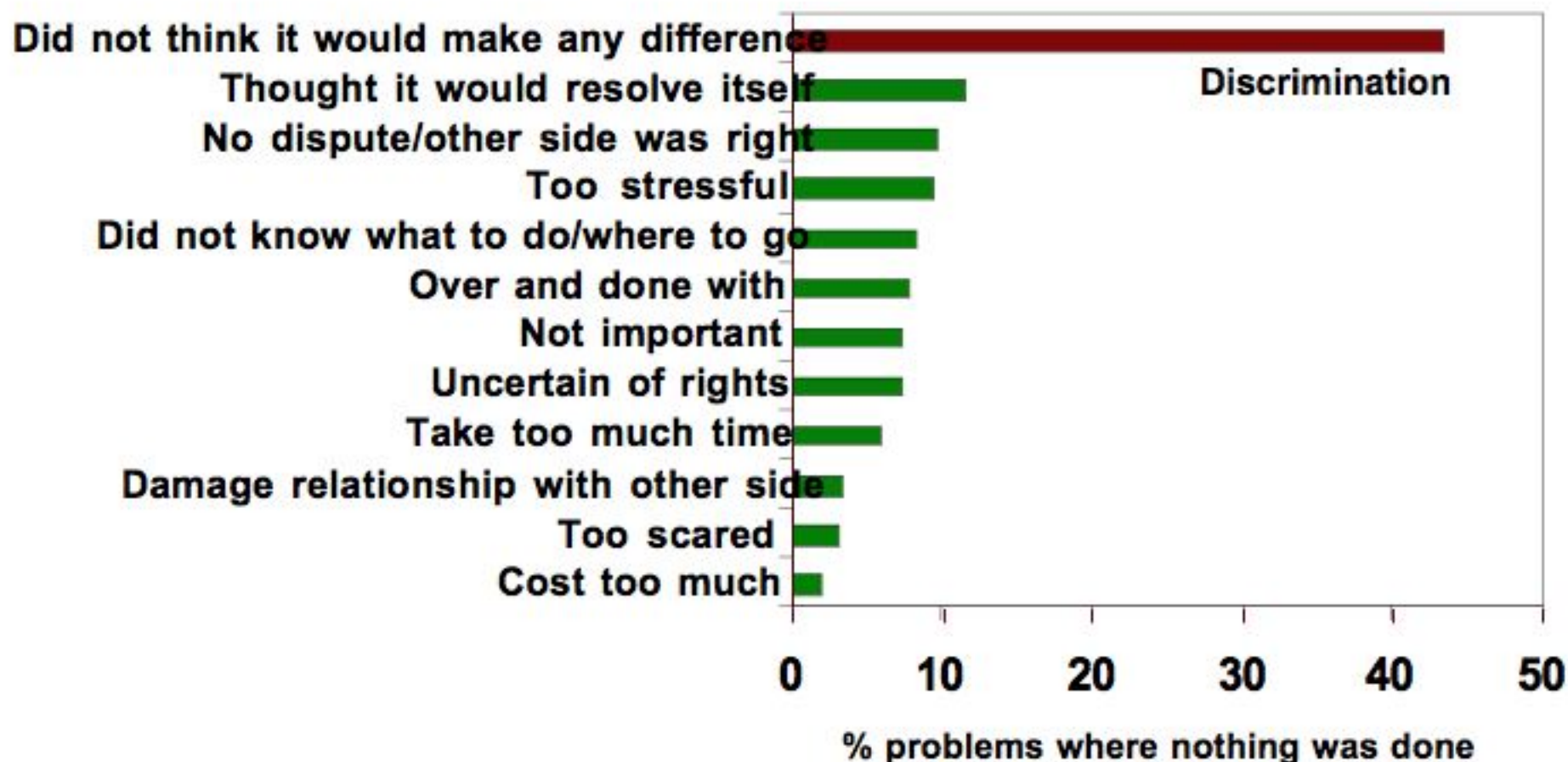
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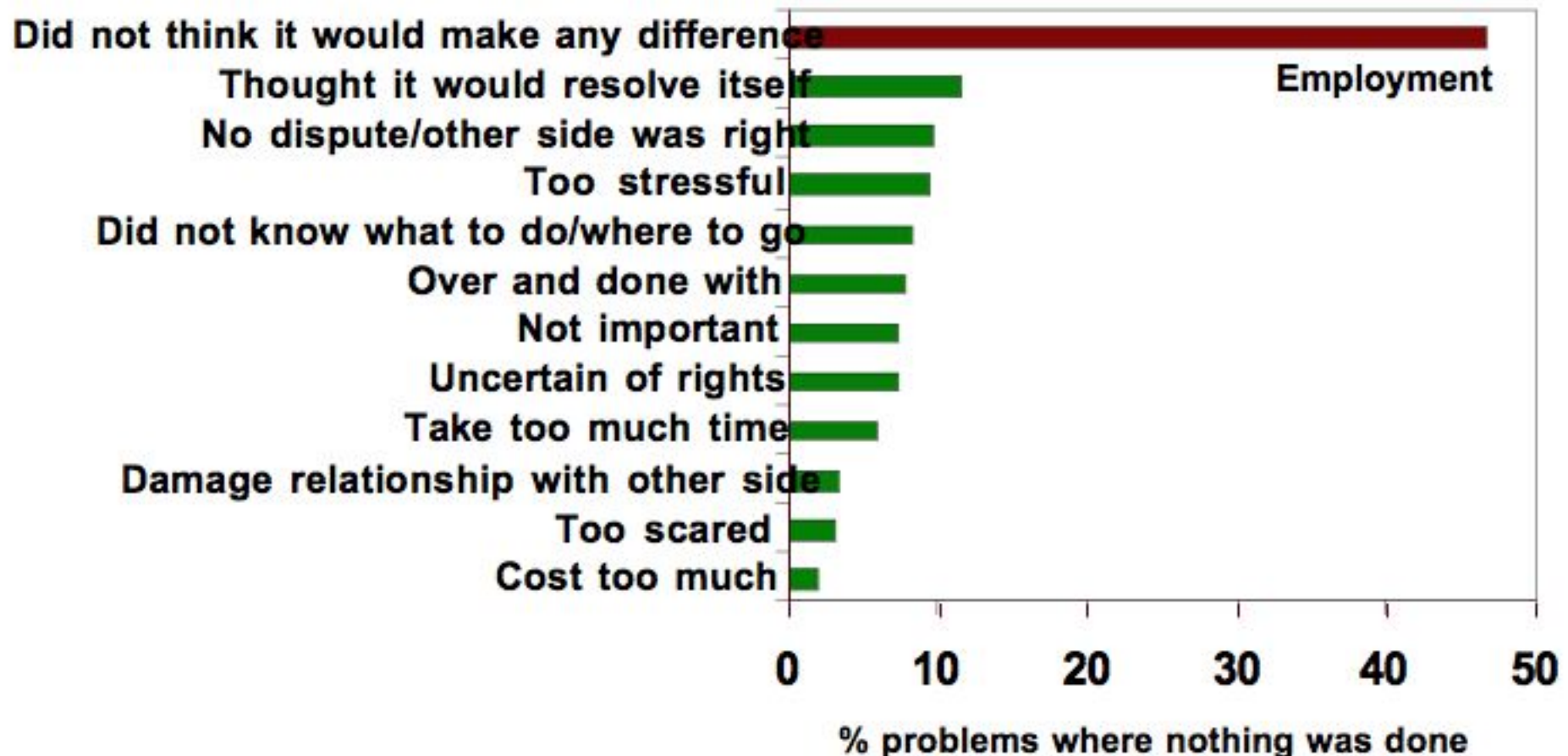
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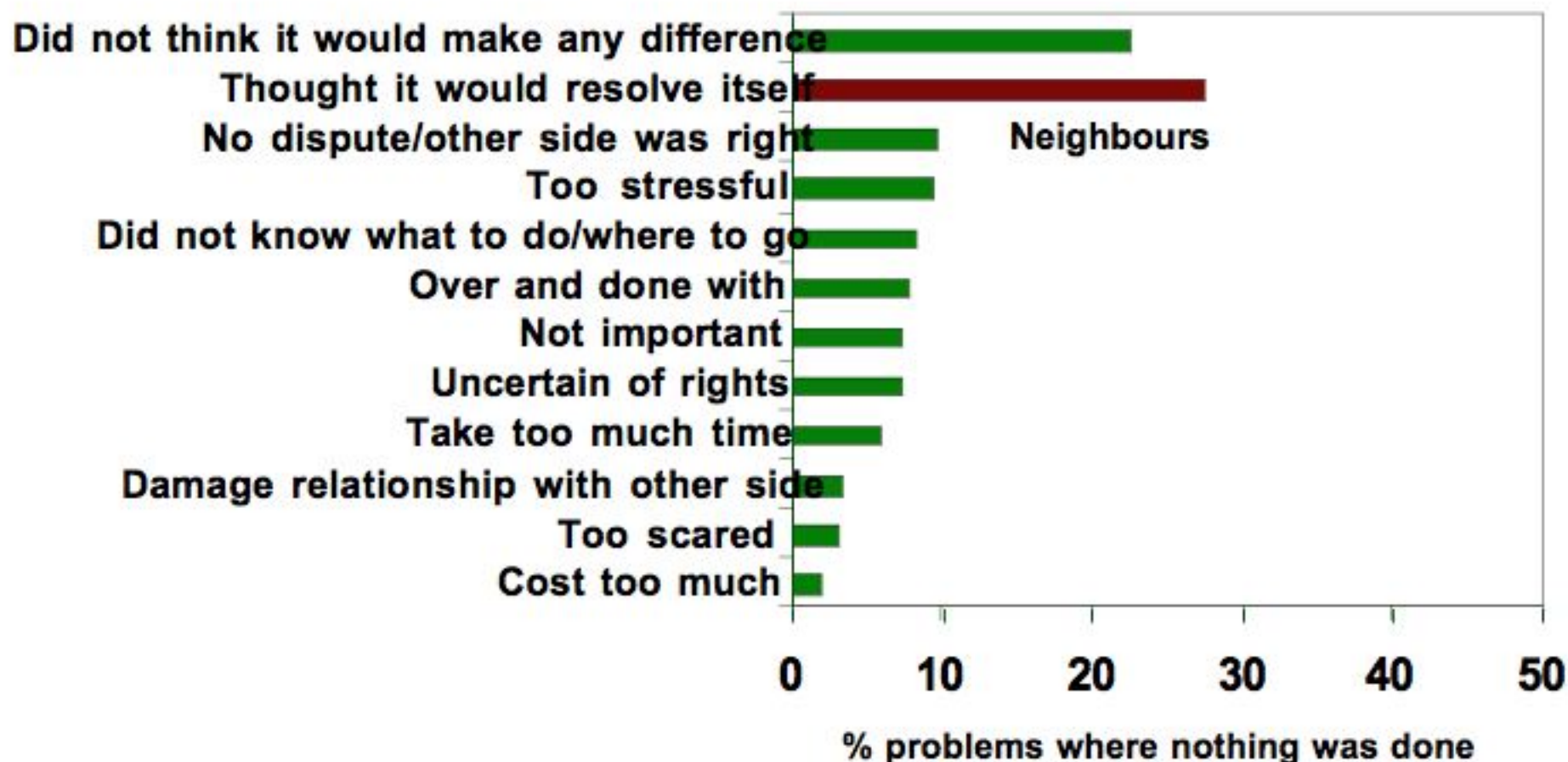
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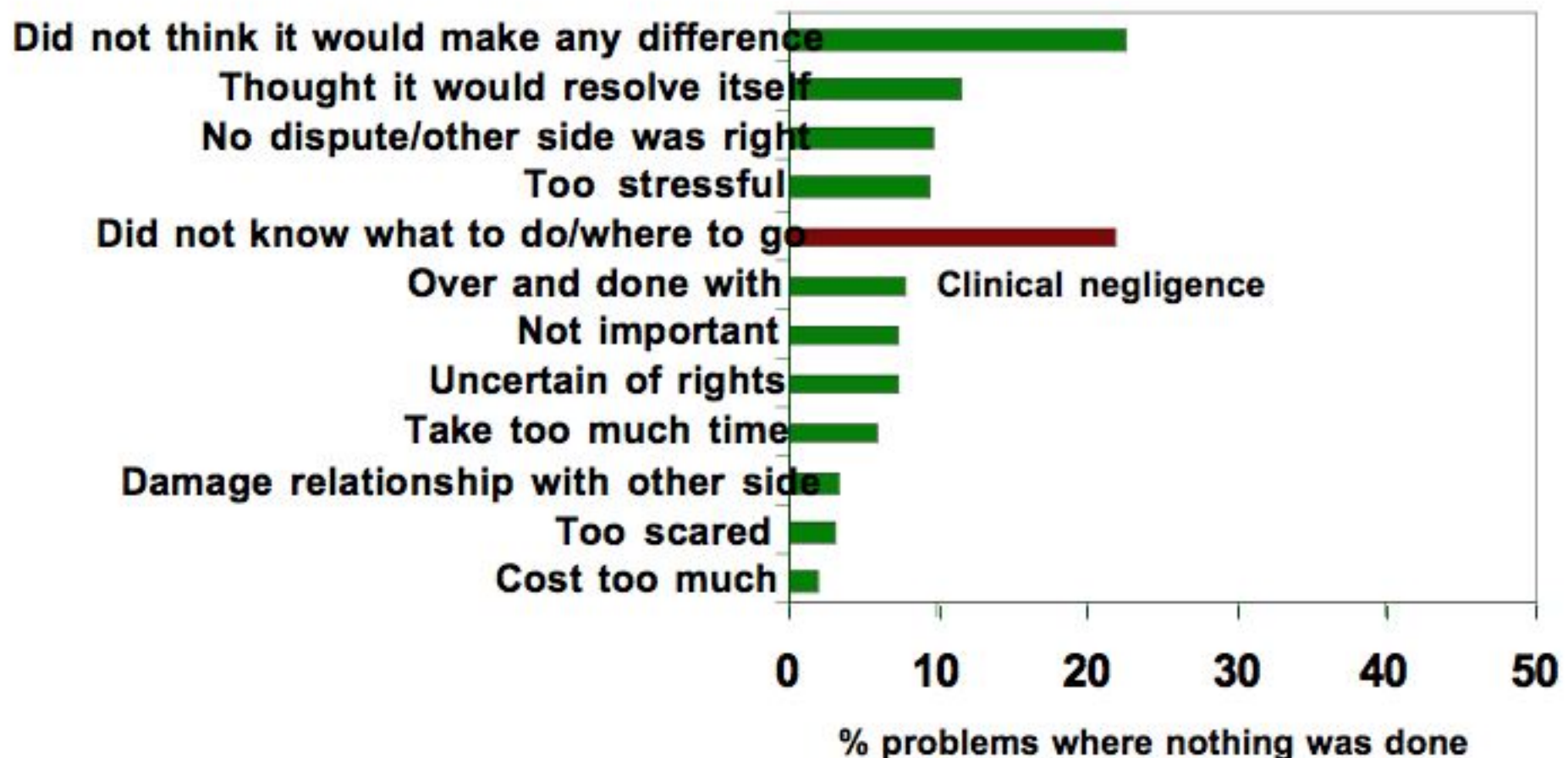
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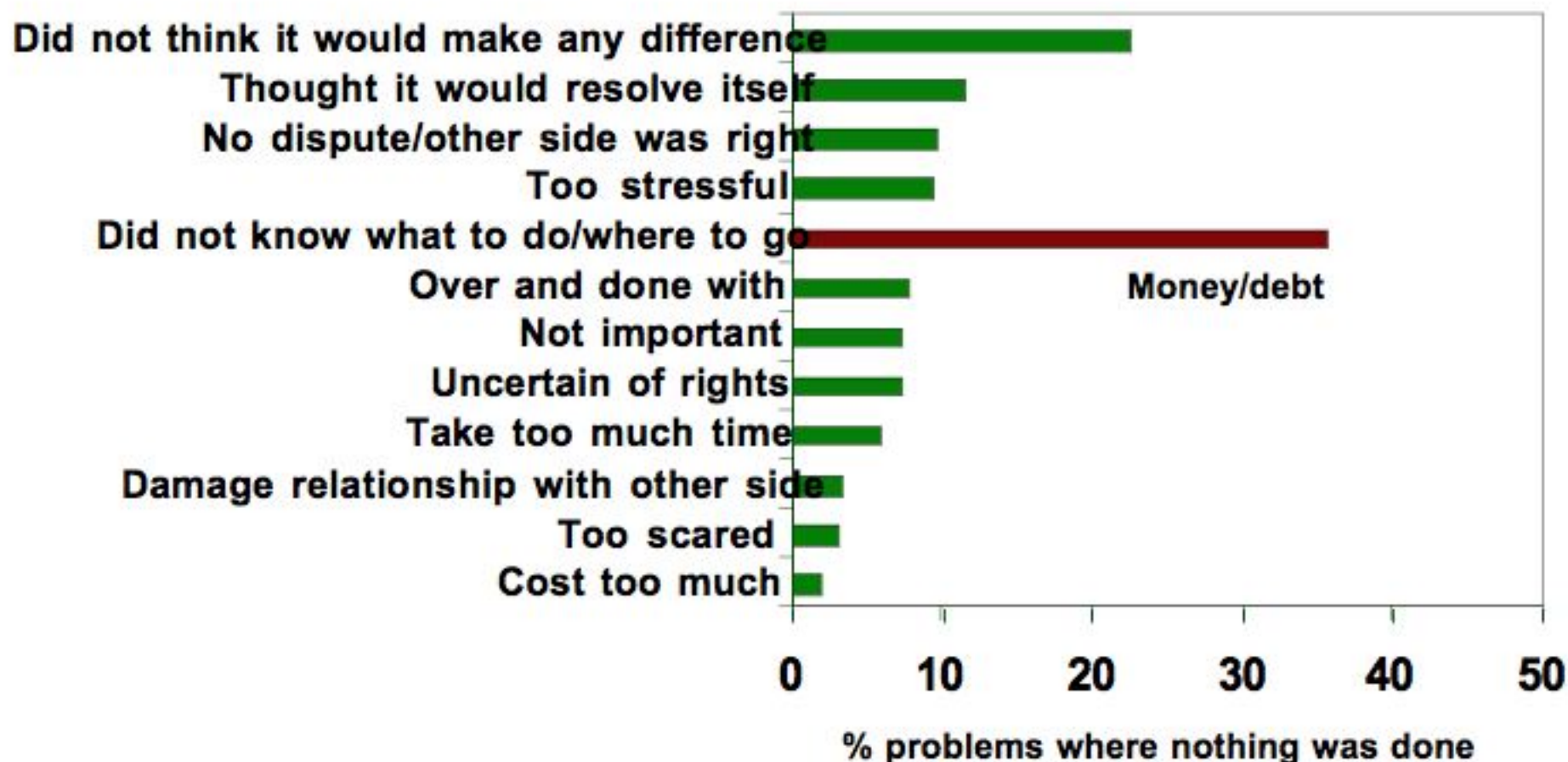
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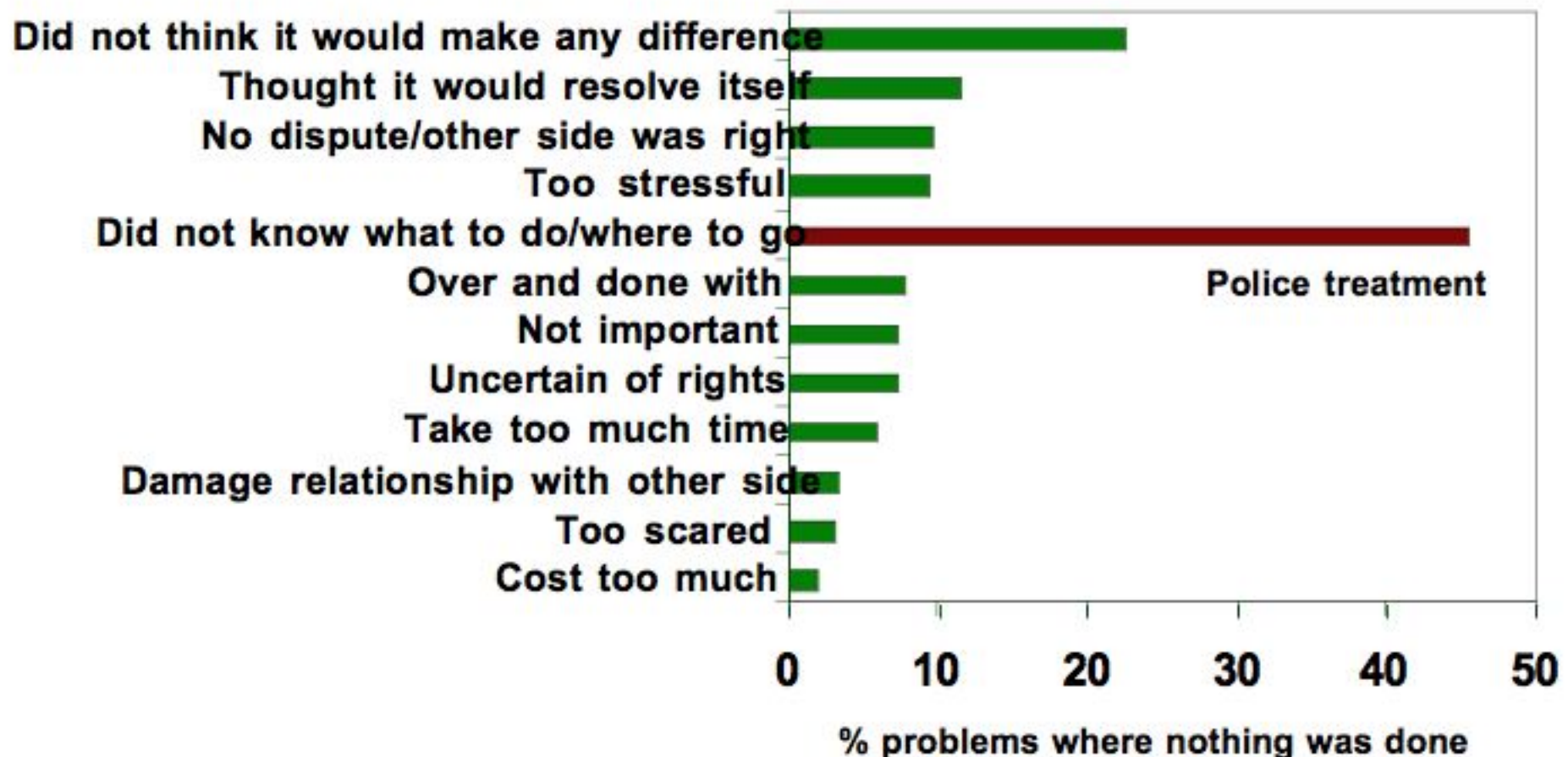
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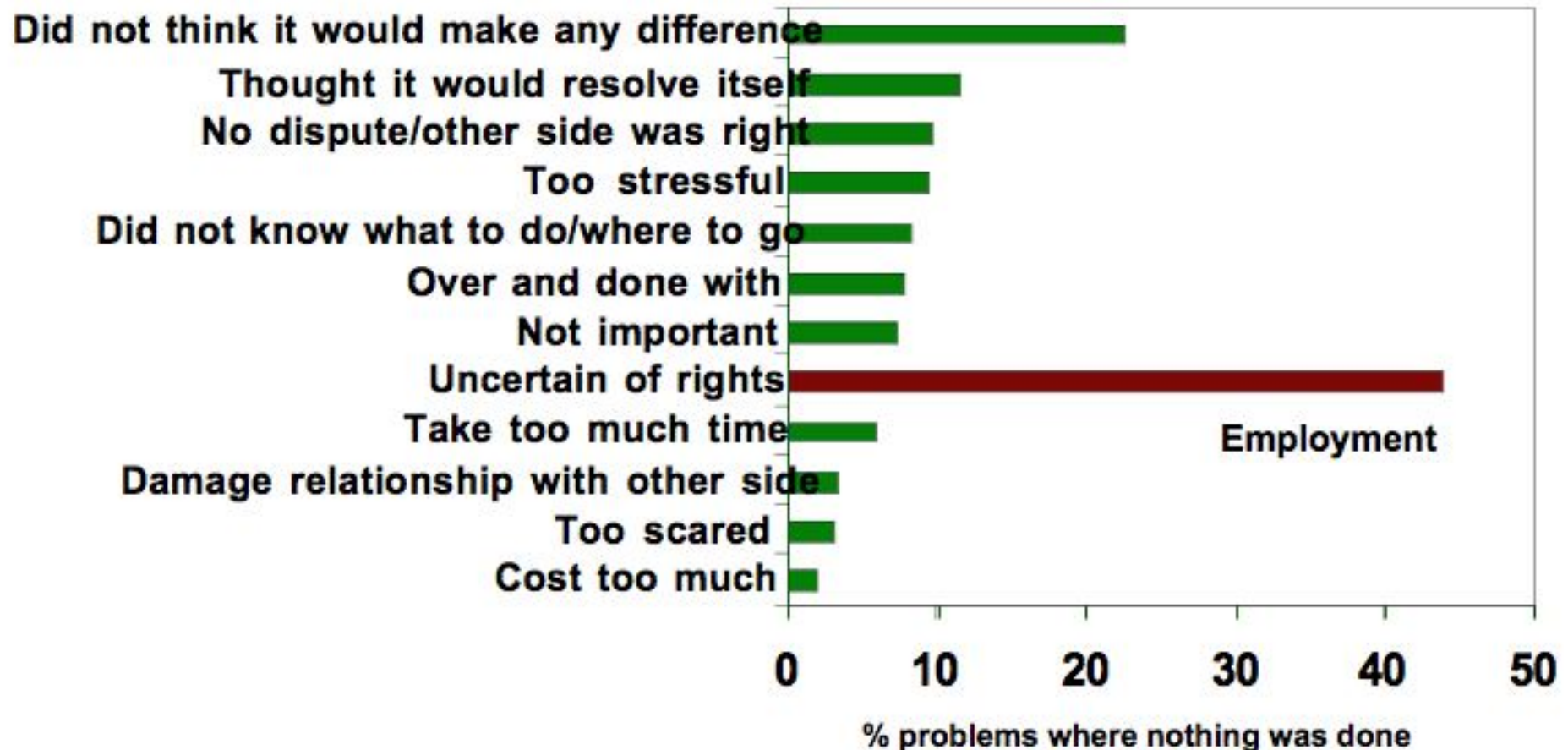
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Education Implication: Persistence of Strategy

- **Strategies are persistent: respondents adopt the same strategy for subsequent problems**
- **Experience** seems to play an important part in individuals' selections of problem resolution strategies
- **Potential of education strategies to break entrenched behaviour patterns**

Education Implication: Awareness and Geography

Awareness of local mainstream advice

46% of those with a CAB within 2 miles of their home were unaware of it

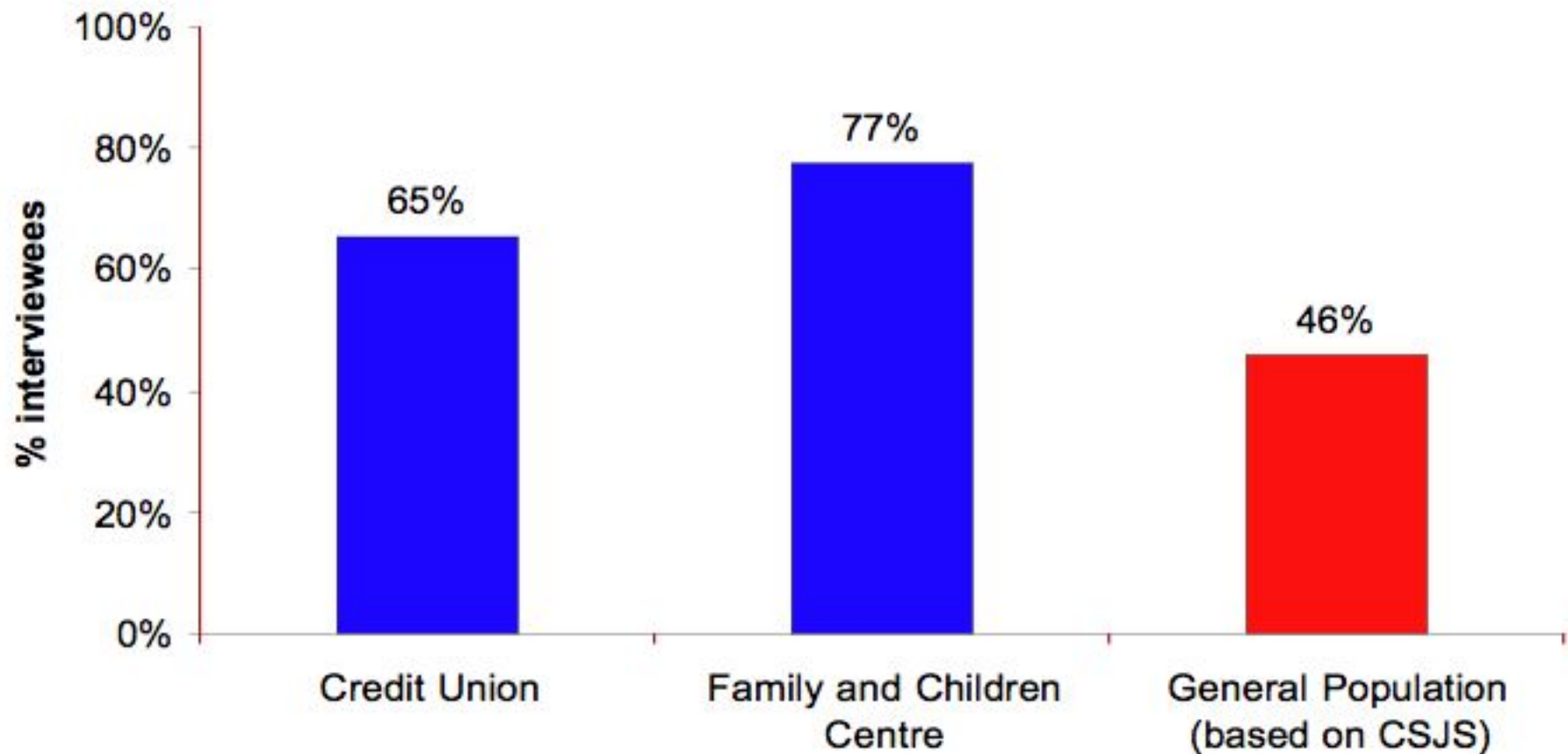
43% were unaware that a solicitor was within 2 miles

83% of those with a Law Centre within 2 miles were unaware of it

Almost 28% failed to identify any of the organisations within 2 miles

Less Awareness Among 'Hard-to-reach' and Vulnerable Groups

Lack of awareness of a CAB within 2 miles of home
Money Advice Outreach Evaluation Survey



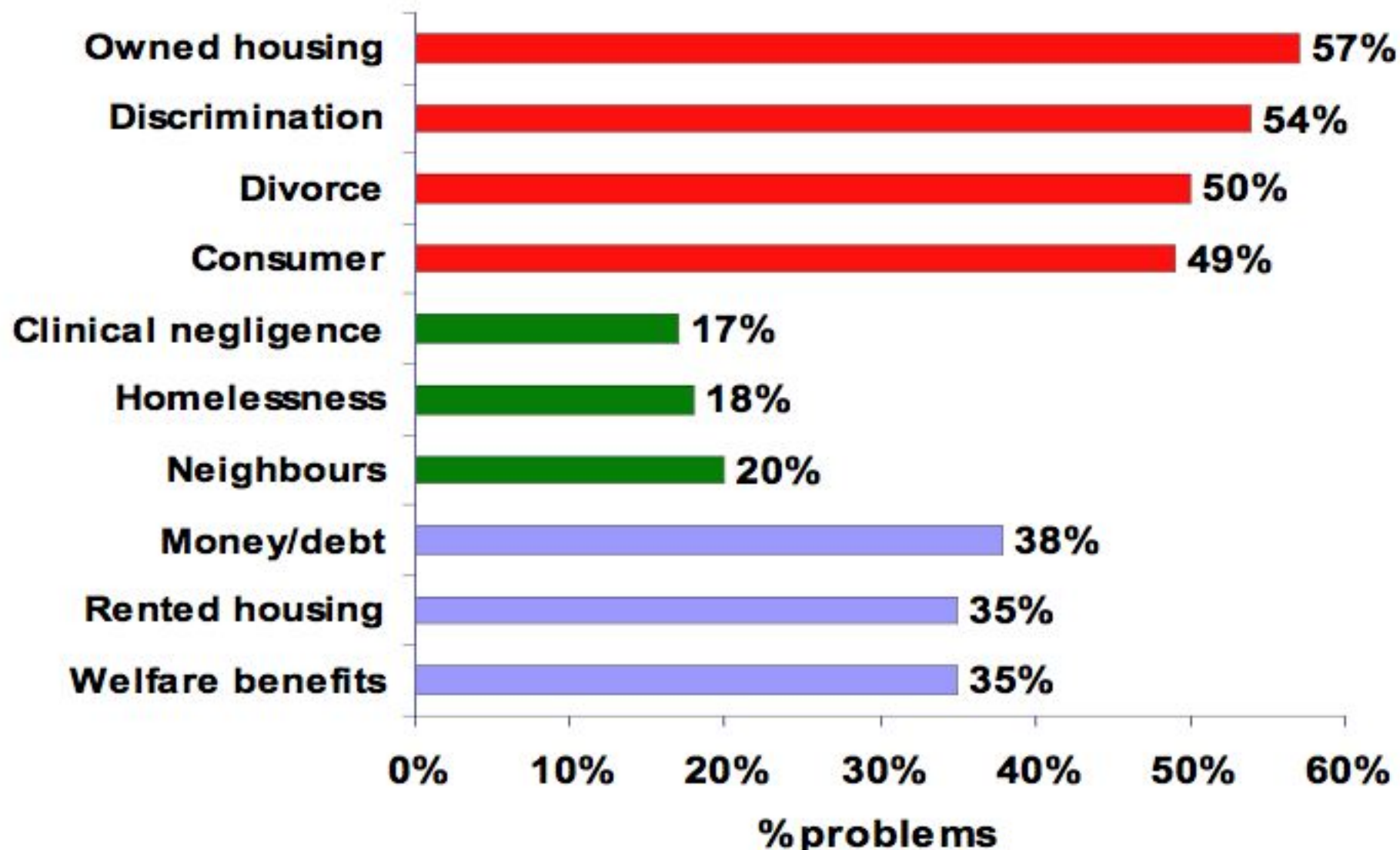
The Continuous English and Welsh Civil and Social Justice Survey

- 1. At the time of the problem, did you know what your legal rights were relating to this problem?**
- 2. At the time of the problem, did you know what formal processes (such as court proceedings and tribunals) are sometimes used to deal with these sorts of problems?**
- 3. Did you know how to use these processes?**
- 4. Is there anything you wish you had known at the time you experienced the problem that would have helped you deal with it?**

First Results from the Continuous English and Welsh Civil and Social Justice Survey

- **62% of respondents said they did not know what their legal rights were relating to their problem.**
- **69% reported that they did not know what formal processes were used to deal with their sorts of problems.**
 - **Of the 31% who said they did know what formal processes were used, 71% said they knew how to use these processes.**

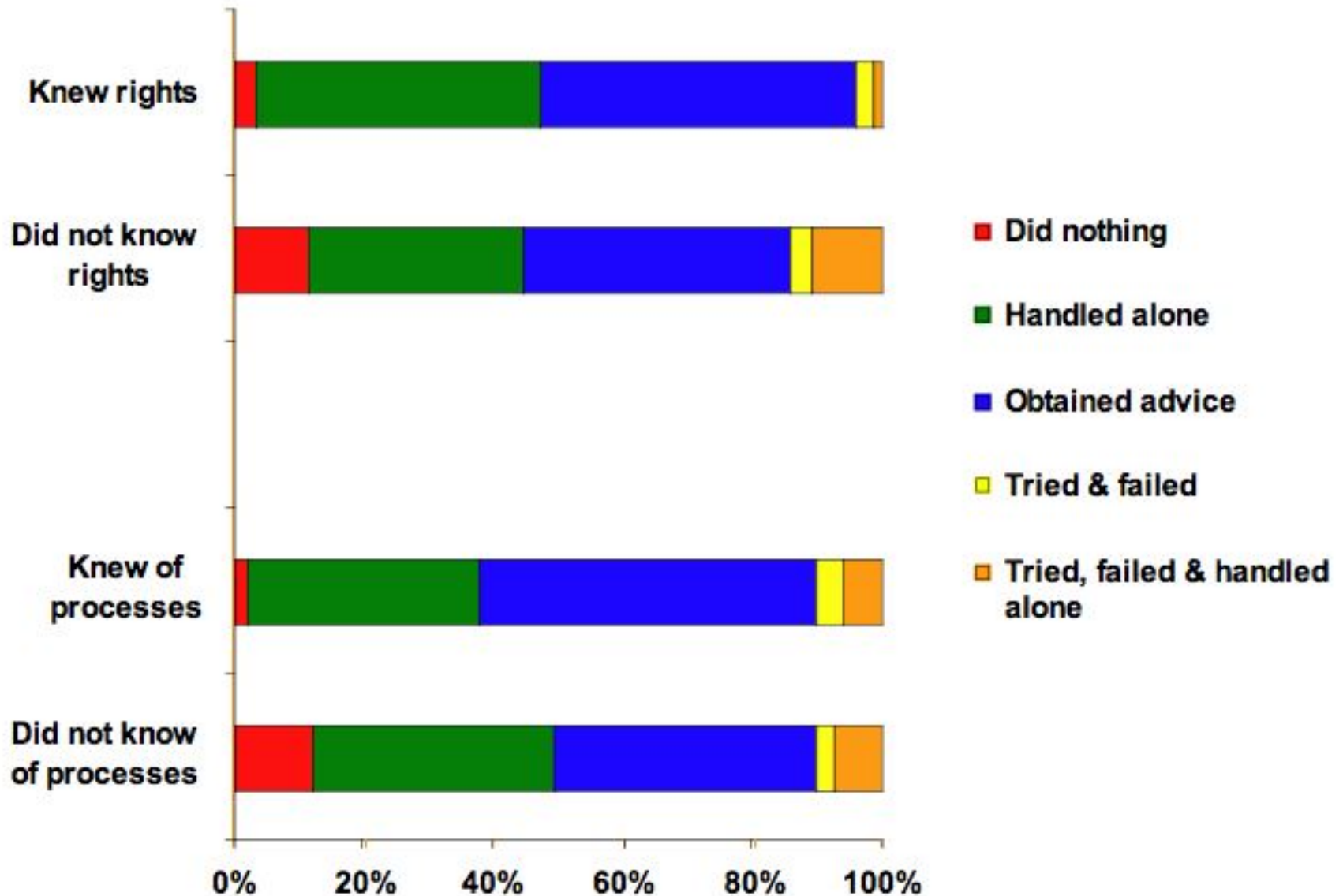
Knowledge of Rights by Problem Type



Knowledge of Rights by Socio-demographics

- Respondents with **higher incomes** were significantly more likely to report knowing their legal rights and of formal processes relating to their problem.
- Those with **degrees** were more likely to report knowing their legal rights and far more likely to report knowing of formal processes than those without or limited qualifications.
- **House-owners**, those with **mortgages**, **renting privately** and **living rent-free** more likely to suggest they knew their rights and of formal processes than those publicly renting.
- **Men** were slightly more likely to report they knew their rights and of processes compared to women.

Knowledge by Problem Resolution Strategy



Knowledge and Negative Consequences of Problems

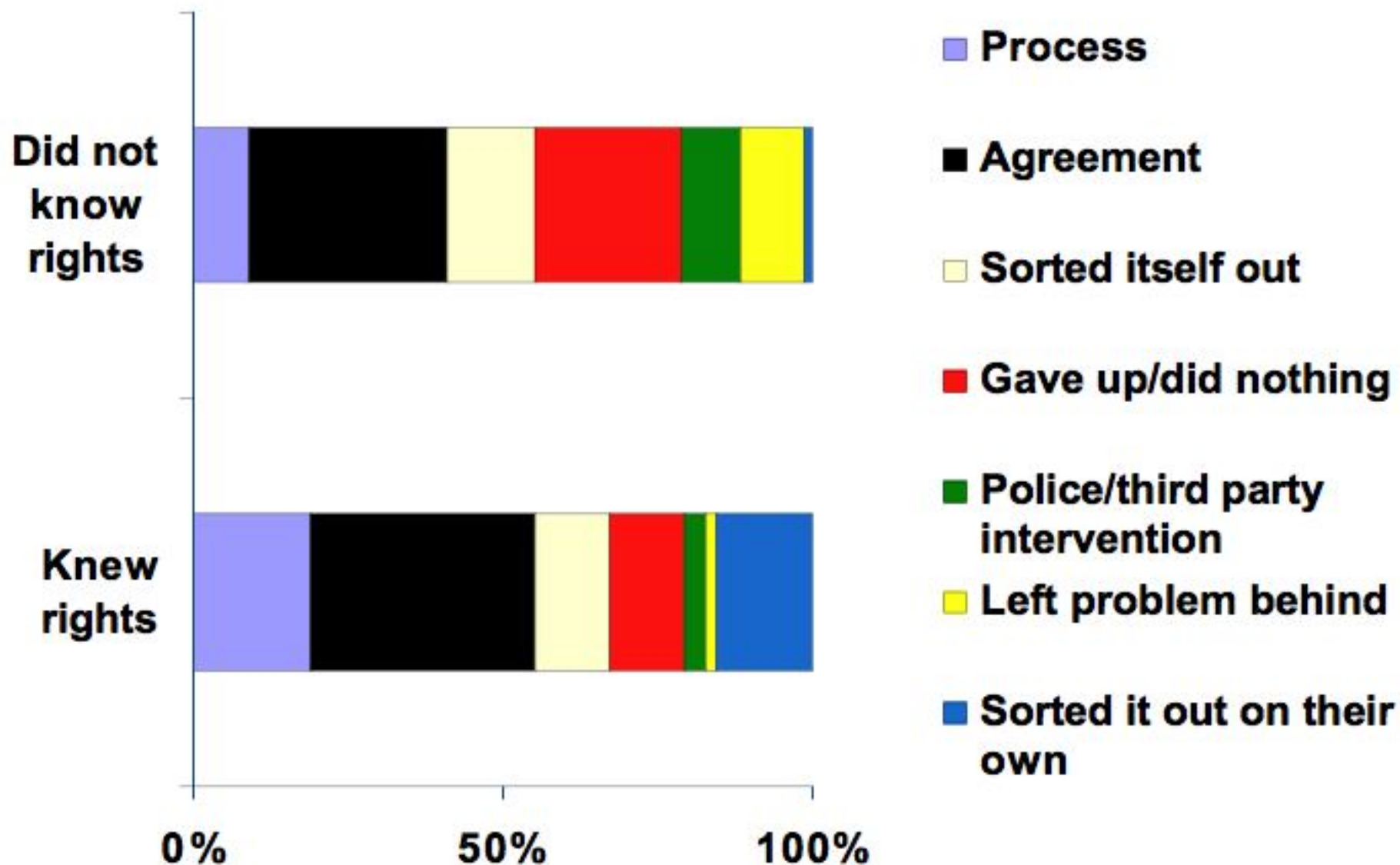
Respondents who felt they **did not know their rights experienced more adverse consequences, as a result of their civil justice problem:**

55% vs. 43%

Particularly:

- **loss of confidence**
- **loss of income**

Knowledge of Rights by Problem Outcome



Knowledge and Meeting Objectives

Conclusions

- **Knowledge, skills, confidence gaps**
 - Not randomly distributed across the population
 - Not randomly distributed across problem types
- **Targeting** of public legal education initiatives
- **New findings on self-reported lack of knowledge**
- **Useful baseline results**
- **Significant negative impact of knowledge gaps on**
 - Success in dealing with problems
 - Meeting objectives
 - Satisfactory outcomes
 - Consequences of problems
- **Makes the case for public legal education**

Challenges

- How do you **define** public legal education and how do you **measure** improvements to it? What is an **adequate level** of 'legal capability'?
- Where does **citizenship education** end and public legal education begin?
- **Behavioural change** difficult to achieve?
- To what extent can the **most vulnerable** be reached through education initiatives?
- Does putting money into education initiatives produce better **outcomes** for people than investing public funds into a range of different advice services, including outreach advice?