Democs (DEliberative Meeting Of CitizenS) was a series of resources for 16+/adults produced by the new economics foundation (nef) to promote discussion about contemporary complex issues. The materials contained guidance and the information and structure need to develop ideas on difficult issues. Just like a Bed of Roses was a year-long project to adapt the existing Democs discussion-based learning materials for use in secondary schools at Key Stages 3 and 4.

<table>
<thead>
<tr>
<th>PROJECT AIMS/OBJECTIVES</th>
<th>ENGAGEMENT OUTPUTS</th>
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<tbody>
<tr>
<td>• To share the evaluation for a one year project to adapt Democs for use with young people, primarily for use in schools at Key Stages 3 and 4</td>
<td>• 30 schools involved to trial Democs kits</td>
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<tr>
<td>• To present learning from the project in an accessible format that teachers, science communicators, and others can use to help them facilitate Democs</td>
<td>• 1,189 participants took part</td>
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<tr>
<td>• To share information on the new GCSE Science curriculum</td>
<td>• 226 sessions were held</td>
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<tr>
<td>• To give general guidance on discussion-based learning tools and their use in the classroom, particularly in connection with the introduction of the new GCSE Science curriculum</td>
<td>• 20 teachers sent detailed feedback</td>
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**EVALUATION QUESTIONS**

1. How suitable are the Democs materials for use with young people
   i. Did they seem engaged with the materials?
   ii. Did student’s ideas and understandings appear to grow pre and post activity?
   iii. Did the activity encourage dialogue amongst the students about the topics?

2. Did the facilitation training for educators offer appropriate methods and skills that were appropriate for teachers’ needs?

**EVALUATION TECHNIQUES USED**

• Observation of 5 Democs class sessions; a facilitation training day
• Video-taped observation and transcription of 1 Democs class session
• Student and teacher feedback after the Democs sessions
• Analysis of pre and post Concept Maps completed by students
• Analysis of pre and post policy voting of classes
• Focus group with participants of the training day
• Interviews with selected facilitators and lead teachers.

**THE EVALUATOR’S KEY FINDINGS/RECOMMENDATIONS**

• The information and ideas of the kits for Year 9 and Year 10 students is accessible and suitable.
• The activity structure and materials encouraged student discussion.
• Ideally the activity should take place over two class periods.
• For the activity to be done in one class period (one hour), it requires some editing or streamlining of the material.
• Teachers need facilitation training to most effectively implement Democs to understand the structure and format, and to learn how to facilitate and not over control student discussions.
• The content and format fits well with upcoming new GSCE science curriculum.