

Editorial

“I’m so glad that I live in a world where there are Octobers.”¹

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The opening quote is from my favourite childhood book and it seems very fitting today because, far more so than January, autumn has long since felt to me like the start of the new year, a time for new beginnings and full of endless possibility. It is therefore with considerable excitement for this new beginning that I introduce the first issue of the International Journal of Public Legal Education. Welcome to this journal which is the creation of like-minded people wishing to celebrate and promote work in this field.

Public legal education (PLE) is the umbrella term we have adopted to cover the many activities carried out worldwide aimed at educating members of the public in relation to legal rights and responsibilities. In different jurisdictions, we appreciate that the term PLE is less well recognised. For example, in the US, these activities fall within the wider remit of law-related education and might also be badged as community legal education or as part of the civic learning movement. In Australia, they might more readily be recognised as community legal services and in other jurisdictions

¹ L.M. Montgomery, *Anne of Green Gables*

simply as legal literacy. Whatever the term of art, in this journal we would like to harness, examine and support this valuable work.

There are also a wide variety of activities undertaken under this banner. A significant part of PLE is of course Street Law and this issue, and I am sure future editions of the journal, will deservedly explore these programmes however our brief is wider and we would welcome contributions regarding any programmes which share similar aims and ideals. For example, your work may utilise interactive methods commonly associated with Street Law or the production of information leaflets or use of technology. PLE activities can involve law students, practitioners, NGOs or others and can be aimed at school pupils or adults within different learning environments. We welcome all incarnations of PLE and would like this journal to embrace a broad remit.

In this inaugural issue, we have a paper by Sean Arthurs, Melinda Cooperman, Jessica Gallagher, Freda Grealy, John Lunney, Rob Marrs and Richard Roe. This is a follow up to their superb article in the July edition of the [International Journal of Clinical Legal Education](#) which evaluates how effectively their unique Street Law orientation programme achieves its aims of building belief, capacity and community. We also have a fitting tribute by May O'Brien to the work of her late husband, Ed O'Brien, who many will know as the co-founder of Street Law in the US. In her article, May also credits the achievements of others in this field. Finally, we have contributions from some of our editorial board describing what role Street Law or PLE has in their own

jurisdictions. We hope that this serves as an introduction to the journal and an illustration of our hopes about the role and importance it could play.

As well as sharing best practice, we wish to examine programmes across jurisdictions, consider the underlying pedagogy and importantly include rigorous research to provide evidence of impact for the stakeholders involved. I hope it can provide a forum for creating a network of colleagues and support our activities such as conferences and workshops- please do let us know of anything happening in your area. We hope this journal will be successful long term and will become a valuable resource which is accessible for all. To achieve this we need your support and we would welcome submissions from you all for our next issue which will be published in Spring 2018. Our next issue will have a particular focus on different models of PLE however all submissions are welcomed.

I hope that you enjoy this issue and look forward to your contributions.

New Beginnings

May Yoneyama O'Brien

First and foremost, I would like to commend International Journal for Public Legal Education (IJPLE) co-founder Richard Grimes (and the rest of the editorial board), for the vision to create the first academic journal to provide an international platform for public legal education ("PLE"). Included in the PLE universe are programs that have been called law-related, legal literacy, civic or citizenship education or Street Law, all terms practitioners seem to use interchangeably. This inaugural issue and those that follow will hopefully document best practices from some of the original leaders of the PLE, Street Law, legal literacy and law related education movement and also be a clearinghouse where educators can share some exciting new teaching methodologies, trends and research ideas and evaluate what works. My own hope is that it also will become a community-building institution where educators can learn from each other. At its core, this journal can serve to advance the reach of the public legal education programs worldwide while furthering access to justice, democracy and human rights.

Here begins the task of documenting and evaluating the impact of law related education programs like Street Law. Since PLE programs are so extensive and as boundless as their settings – from its origins in high schools, the courts and correctional institutions to Street Law for farmers in Kathmandu, I leave it to contributors to this journal to document, research or discover how educators, trainers and coaches have developed and imagined their courses and to distill the best practices culled from their particular programs, which are remarkably distinct, experimental, or even one-off. Perhaps this journal will begin to evaluate these disparate and widespread programs and project what lies ahead to expand and sustain public legal education programs, such as Street Law, into the future. In this preface, I would like to talk a little about Street Law and why public legal education is needed in America. Then, I would like to identify two examples where those who have experienced PLE have gone on to have significant impact and become influential leaders in the field. Finally, I would like to end with a personal remembrance of co-founder of Street Law, Ed O’Brien.

I. Street Law and Unmet Legal Needs of the Public

I come from the perspective of Street Law, which has become an ubiquitous moniker to cover all sorts of programs to educate the public about the law and how the law affects them. Street Law had its origins at Georgetown University Law Center in 1972 when my husband Ed O’Brien and a bunch of other law

students were invited by Professor Jason Newman to launch a pioneering program in some of the poorest neighborhoods in Washington, D.C. whereby law students were tasked with teaching “every day law” to high school students. Since that propitious beginning, the Street Law model has grown into a vast array of programs spanning the world from Dublin to Chang Mai and has inadvertently spear-headed a social movement.¹

Through its innovative interactive methodologies, Street Law has rarely strayed from its roots of empowering students to embrace their rights by participating in exercises that illustrate practical aspects of the law and how the legal system might affect them personally. Part of the original features of Ed’s program was its emphasis on classroom debates examining current cases in the local or national news to bring it back home to students. Moreover, students learned that they have rights, that they can choose to exercise their rights under law and witness the process of balancing the protection of rights with real time justice or of advancing those rights through advocacy or public policy. While arming students with knowledge of the law, the court system, the workings of the institutions of government and the skills to interact with the legal process, they are encouraged to become full participants in civil society.

¹ Richard Grimes, David McQuoid-Mason, Edward L. O’Brien & Judy Zimmer, *Street Law and Social Justice Education*, in *The Global Clinical Movement: Educating Lawyers for Social Justice* 225-40 (Frank S. Bloch ed., Oxford University Press, 2011).

In America, we need only to turn on the evening news to understand why the most basic of these programs need to be part of the core curriculum of every school and law related educational setting – since we apparently seem to be experiencing a dearth of knowledge about basic democratic values and institutions at all levels of society. In the United States, according to *The 2017 Justice Gap Report*, access to justice is not generally available to 86 per cent of low-income Americans, who on average receive limited or no legal representation in civil matters.² Moreover, about 40-60 percent of middle income Americans have unmet legal needs.³ If more citizens understood that they are protected under law and have unmet needs, perhaps we might find a more compassionate world and a fairer justice system; public legal education programs could help ameliorate this challenge.

Educators should take note of one potential new technology breakthrough that might be successful in addressing this need. Microsoft in partnership with the Legal Services Corporation and Pro Bono Net recently announced it is developing an online voice-activated portal to address the basic legal needs of the public. Microsoft is expected to launch the portal in 2018 in the pilot states of Alaska and

² Legal Services Corporation, *The Justice Gap: Measuring the Unmet Civil Legal Needs of Low-income Americans* (Washington, DC, 2017).

³ Roy Stuckey et al., *Best Practices for Legal Education; A Vision and A Road Map* 18 (2007), quoting Deborah Rhode, *Pro Bono in Principle and in Practice* 20 (2005).

Hawaii.⁴ Providing education about the law online like Amazon’s Alexa could possibly impact the evolution law related education and may deconstruct some notions of how legal services are delivered.

There is more to come, and, surely, we will watch it unfold in the IJPLE.

* * * *

II. PLE Impacts – Two Examples

Notwithstanding Ed’s many long-standing friends and colleagues who have contributed mightily to Street Law, whom Ed might like to highlight here, I chose two individuals who represent much of what Ed might be proud to point to as examples of how a program like Street Law can make a difference in the world. How we measure PLE impacts remains to be seen, but these two extraordinary leaders, in the face of enormous challenges, have made a difference in the areas of public legal education, democracy and human rights.

South Africa: Human Rights Commissioner Mohamed Shafie Ameerma

How did a kid from Limpopo, one of the poorest provinces in South Africa, grow up and win the prestigious Robert G. Storey International Award for Leadership

⁴ Richard Acello, *Easy Access: Legal Services Corp., Microsoft plan voice-response portals for legal advice*, ABAJ (September 1, 2017).

in June 2017 in America? The award is given to a leader who exemplifies Dean Storey's *"dedication to peace, justice, and the rule of law in the international community."*⁵

That kid who loved constitutional law was a student in Street Law's first international program in South Africa over 30 years ago. His name is Mohamed Shafie Ameermia. Today he is a human rights advocate serving as a Commissioner in the South African Human Rights Commission. After studying law at Wits University, he has had a storied career in municipal and regional government. He has stated that *"his biggest challenge was to make the Constitution and the Bill of Rights a living reality in South Africa and make legal services accessible and real for the poor and vulnerable members of society."*⁶

Commissioner Ameermia has used all the enforcement tools provided him under law to take an activist role in pursuing human rights abuses in South Africa. In spelling out his vision for his access to justice portfolio for the South African Human Rights Commission, the Commissioner set forth the goals he hopes to achieve during his tenure:

⁵ *Storey Award*, The Center for American and International Law, Southwestern Institute for International and Comparative Law, www.cailaw.org. Dean Storey served as Executive Trial Counsel at the Nuremberg Trials, Dean of SMU School of Law in Texas, and President of the American Bar Association.

⁶ Anton van Zyl, *International recognition for former town secretary*, Limpopo Mirror (May 21, 2017), <https://www.limpopomirror.co.za/articles/news/42208/2017-05-21/International-recognition-for-the-former-town-secretary>.

Through the access to justice program, the equality courts must be made to effectively work in ensuring that all . . . rights enshrined in the Constitution are not only protected, but that they are promoted and advanced to ensure that access to justice in the interest of the poor, marginalized, the downtrodden, the destitute and the weak and disabled are advanced and championed, so that we can achieve the egalitarian and noble ideals we set out for ourselves in the Constitution become a living reality.

In sum, my vision as a Commissioner on the South African Human Rights Commission, is to translate the Bill of Rights into practical action. I realize this is an enormous task, but I am of the view this it is necessary for:

Without Rights there cannot be freedom

Without freedom there cannot be development

Without development there cannot be transformation.⁷

As the keynote speaker at 2016 Ed O'Brien International Street Law Conference in Durban, South Africa,⁸ Commissioner Ameerma urged participants to advocate for human rights education as an underlying objective of the 2030 United Nations

⁷ Profile: Mohamed Shafie Ameerma, South African Human Rights Commission, sahrc.org.za.

⁸ The 2016 Ed O'Brien International Street and Legal Literacy Best Practices Conference was organized to celebrate the 30th anniversary for the very first international Street Law program at the University of KwaZulu-Natal (formerly the University of Natal) in 1986 and convened by the Dean of the Law School, David McQuoid-Mason, a life-long friend and collaborator of Ed's and one of leaders of the Street Law Global movement along with Richard Grimes of the UK.

Sustainable Development Goals, which *inter alia* seek to improve peace through access to justice by building effective, accountable and inclusive institutions.⁹ He also stated a wish to see the Street Law programs started over 30 years ago in law schools throughout South Africa be revived or expanded – suggesting that public legal education is needed more than ever to teach high school youth how the law can affect and can empower their every day lives. Such programs could serve as measures or effective indicators for achieving the SDG objectives.

Ed O'Brien always taught that one person can make a difference. In a remarkable coincidence, Ed and I ran into Mohamed at the airport in Marrakesh at the World Human Rights Forum in November 2014. He was one of 5,000 people from 94 countries attending. We were both looking for the driver assigned to take us to our hotel and, since he appeared to be a fellow attendee, we invited him to join us. It was then he pointed to Ed and exclaimed, *"I know you! You were my teacher at the first ever Street Law program in South Africa!"* After almost thirty years, Ed laughed and thought this must be destiny! Two years later, Mohamed accepted Street Law Global's invitation to speak at the first Street Law best practices conference

⁹ For example, U.N. Sustainable Development Goal 16 – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. *Independent national human rights institutions play an important role in ensuring that States deliver on their human rights obligations and that no one is left behind.* . . . United Nations, Economic and Social Council, Progress towards the Sustainable Development Goals; Report of the Secretary-General, U.N. doc. E/2017/66 (May 11, 2017).

honoring Ed's memory in Durban and brought his entire S.A. Human Rights Commission staff.

This is not to say that every Street Law student will be so accomplished or so honored as Commissioner Ameermia, but in small ways and big, Street Law can have a positive impact on youth as active participants in their communities.

Islamic World: Radwan Masmoudi

In 2004, Ed O'Brien and his Street Law colleagues started working with the Center for the Study of Islam and Democracy,¹⁰ headed by Dr. Radwan Masmoudi. With funding from the U.S. State Department's Democracy and Rule of Law program, they used the *Democracy for All* text originally drafted with David McQuoid Mason's South Africa Street Law program, and produced a new book *Islam and Democracy: Toward Effective Citizenship* (2005), notably published in Arabic.¹¹ The authors, including eight Arab scholars from Morocco, Jordan, Algeria and Egypt, used excerpts from the *Qur'an*, to clarify how Islamic principles correspond with basic forms of democracy. This book has been successfully introduced in a number of countries including Morocco, Tunisia, Jordan, Egypt, Algeria, Bahrain,

¹⁰ "The Center for the Study of Islam & Democracy (CSID) is a non-profit organization, based in Washington DC, dedicated to studying Islamic and democratic political thought and merging them into a modern Islamic democratic discourse. . . ." csidonline.org.

¹¹ Radwan Masmoudi, Edward L. O'Brien, B. Chorak, Mary Larkin & Aly Abuzaakuk, *Islam and Democracy* (Washington, D.C., 2006) self-published by Street Law Inc. and Center for Study of Islam and Democracy.

Iran, Iraq, Saudi Arabia, and Turkey, reaching thousands of participants, and continues in ongoing workshops.¹²

CSID has noted that *“Building democratic institutions and traditions is not easy and will take time, patience, hard work, and perseverance. However, we were extremely happy and delighted to find hundreds, if not thousands, of scholars and leaders – across the Arab and Muslim world – who share this desire for freedom, democracy, and human dignity.”*¹³

CSID has also published a number of newsletters including *Muslim Democrat* and *Democracy Watch* in English and Arabic.

CSID continues to offer educational programs throughout the year on Islam and democracy and most recently in July 2017 offered a series of workshops for youth, civil society and religious leaders, part of its *“Hand in Hand”* program to combat extremism and terrorism.¹⁴

It is not surprising that Tunisia has become a model for democracy in the Arab World, as Mrs. Meherzia Labidi, a member of the Tunisian Parliament related in a talk to CSID this year. She noted that Tunisia is *“a state where it was possible not*

¹² From 2006 to 2009, CSID had trained over 3,000 participants in various Arab countries, with the goal of training students to become trainers CSID Workshop in Bahrain: Islam and Democracy – Towards an Effective Citizenship, CSID Feb. 11, 2009), csidonline.org. (*“Dr. Masmoudi confirms that democracy, though feared by Arab governments, is pursued by Arab citizens. The workshop aims at promoting freedom of thought and expression and ensuring that differences in opinion are respected in the Arab society.”*)

¹³ Center for the Study of Islam and Democracy, *Introduction, Workshops on Islam & Democracy* (May 24, 2006), csidonline.org.

¹⁴ Summer University, July 2017, csidonline.org.

*only to develop oneself socially and economically and to dream of a modern democratic state, but to really make it possible. . . . We want to build a democracy where diversity, human rights are respected, where the alternation to power is not done through coup d'état but through elections. We insist on building a democratic republic based on citizenship, supremacy of the law, and sovereignty of the people, while reconciling Islam, democracy, and modernity, once and for all. . . . Tunisia is ripe for success and will continue down this path.”*¹⁵

* * * *

Commissioner Ameermia and Dr. Masmoudi are exemplary leaders in this movement. Ed often pointed out that it is the people who staff Street Law and related programs – the passionate educators, the human rights and democracy advocates, who are the strong leaders that make Street Law effective.

It is thanks to the vision of these committed activists, including judges, lawyers, legal and human rights educators, lawmakers, paralegals, social studies teachers, parents, students and significant supporters, who have played key roles in

¹⁵ Mrs. Meherzia Labidi, Member of the Tunisian Parliament and Member of the Executive Committee of the Muslim Democratic Nahdha Party in Tunisia, *Tunisia: A Model for Democracy in the Arab World*, Address before the Center for the Study of Islam and Democracy (February 2, 2017).

advancing the direction and the expansion of Street Law programs worldwide, that Street Law has experienced its success, and it is to strong leaders like them who will hopefully guide and sustain its future.

* * * *

III. Remembering Ed O'Brien

Aside from his warmth, friendly personality, and his endearing personal charms, Ed O'Brien had integrity and enormous wisdom. Nonetheless, what I admired most in Ed was that he had moral courage. He was a lifelong admirer of Robert F. Kennedy and often pointed me to one of RFK's famous quotes. These are words Ed lived by and epitomize his belief that even one person can make a difference by standing up against injustice....and the ripple effect that can have. RFK said:

Few men are willing to brave the disapproval of their fellows, the censure of their colleagues, the wrath of their society.

Moral courage is a rarer commodity than bravery in battle or great intelligence. Yet it is the one essential, vital quality for those who seek to change the world that yields most painfully to change.

*Each time . . . a man stands up for an ideal, or acts to improve the lot of others, or strikes out against . . . injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.*¹⁶

Street Law started as a ripple and is now a social movement. Street Law has become ubiquitous.

Ed was a tireless champion of human rights and democracy education. Of importance to him, was the U.N. mandate found in the Universal Declaration of Human Rights calling on all nations to “*strive by teaching and education*” to respect human rights and freedoms.¹⁷

Ed’s colleagues Nancy Flowers and Kristi Rudelius-Palmer¹⁸ pointed out that:

“Ed was a strategic, passionate, human rights learner and educator, who dedicated his life to empower youth and adults to practice the core principles of equality, non-discrimination, and justice for all. . . . Ed’s own words best capture his understanding of the essential role of human rights in the education of the children of the world:”

¹⁶ Robert F. Kennedy, Day of Reaffirmation of Academic and Human Freedom speech, at the National Union of South African Students, University of Cape Town, South Africa (June 6, 1966).

¹⁷ UN General Assembly, “Preamble,” *Universal Declaration of Human Rights*, G.A. Res. 217 (III) A, U.N. Doc. A/RES/217(III) (Dec. 10, 1948).

¹⁸ Nancy Flowers & Kristi Rudelius-Palmer, *Remembering Ed O’Brien (1945-1915)*, Human Rights Educators USA (July 16, 2015), hreusa.org.

*I have learned that to teach law or democracy without teaching human rights is vastly inadequate. Human rights are a value system and a foundation on which law and democracy rests. Young people must be taught ethical behavior, and human rights are a set of ethical standards the world has agreed upon.*¹⁹

Ed was always on a mission. DC Statehood, marriage equality, voting rights, better benefits for adjuncts, or just helping friends, colleagues and students. Essentially, his life was dedicated to the sustaining of Street Law programs worldwide, and he was willing to mentor, empower and nurture anyone who might be part of the next generation of leaders. I am sure he would be delighted that his legacy will be sustained in this important journal. *Viva IJPLE!*

To provide a context for this journal issue, I want to include two of Ed's last efforts to provide a history of Street Law, one focused on the beginnings of the international effort to take Street Law to a global audience beginning in South Africa and the second a short unfinished history of the program from its origins at

¹⁹ Edward O'Brien, *Why Am I a Human Rights Educator?* in University of Minnesota Human Rights Resource Center, *Towards a Just Society; the Personal Journeys of Human Rights Educators* 111,112 (Abraham Magendzo K. et al. eds., 2015).

Georgetown Law Center's clinical programs,²⁰ to its separate institutional identity as Street Law, Inc. Law related education or Street Law pedagogy can start from there.

²⁰ The Georgetown Street Law Program, directed by Rick Rowe, is housed in Georgetown Law's clinical program, the oldest and most pre-eminent clinical legal education program in the U.S., where it has been ranked #1 in "Best Clinical Training Programs, Ranked in 2017, part of Best Law Schools," in *Best Grad Schools: Law 2018* issue, U.S. News & World Report, usnews.com

Is it possible to go from Zero to 60?

An evaluation of one effort to build Belief, Capacity, and Community in Street Law

Instructors in One Weekend

| | |
|--|----|
| I. Introduction..... | 21 |
| II. A review of Street Law | 23 |
| III. Paper A: <i>“From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend”</i> | 25 |
| IV. Building Belief, Capacity and Community in the Orientation Weekend..... | 26 |
| A) Building Belief: Learner-Centered Education | 26 |
| B) Building Capacity: Teacher Preparation..... | 30 |
| C) Building Community | 33 |
| V. Methods..... | 37 |
| VI. Evaluation: Does this Work? | 38 |
| A) Part I | 38 |
| B) Part II..... | 41 |
| C) Part III | 43 |
| D) Part IV | 45 |
| E) Thematic Results | 51 |
| VII. Limitations and Future Research..... | 54 |
| VIII. Conclusion..... | 55 |
| IV. Appendices | 57 |

Is it possible to go from Zero to 60?

An evaluation of one effort to build Belief, Capacity, and Community in Street Law

Instructors in One Weekend

Seán Arthurs, Melinda Cooperman, Jessica Gallagher, Dr Freda Grealy, John Lunney,

Rob Marrs & Richard Roe¹

Abstract

“From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend”,² offered guidance in how to prepare law students to teach Street Law through an annotated step-by-step outline of a unique weekend orientation program developed and field-tested by the seminal Georgetown Street Law program and delivered in partnership with the Law Societies of Ireland and Scotland. Although this seminal paper provided scholars and practitioners with invaluable resources, recommendations, and insights, readers left this original paper with a critical unanswered question: Does this orientation program actually work?

¹ Seán Arthurs was a Clinical Teaching Fellow with the Street Law Clinic at Georgetown University Law Center from 2011-2013 and an adjunct professor with the Clinic in 2014. He has presented, written, and trained on learner centered education with diverse audiences in a variety of contexts around the globe. Melinda Cooperman is an attorney at the Children’s Law Center (CLC) in Washington, D.C., where she represents children in abuse and neglect cases as a guardian ad litem, and works as a consultant in the field of law related education. Prior to joining CLC, Melinda taught at the Street Law Clinic at Georgetown University Law Center and ran the Marshall-Brennan Constitutional Literacy Project at American University’s Washington College of Law. Jessica Gallagher was the 2014-2016 Clinical Teaching Fellow with the Street Law Clinic at GULC. She earned her J.D. from Lewis & Clark Law School in 2012 and is a member of the North Carolina Bar. Dr. Freda Grealy is a solicitor and Head of the Diploma Centre at the Law Society of Ireland. She introduced Street Law to the Law Society in 2013 and leads a number of their Street Law Programmes. John Lunney is a solicitor and course manager at the Diploma Centre of the Law Society of Ireland and also leads their Street Law programme. Rob Marrs is Head of Education at the Law Society of Scotland and leads on implementation of Street Law. Richard L. Roe is Professor of Law and Director of the Georgetown Street Law Program; he has taught Street Law at Georgetown since 1980 and has facilitated a form of this training dozens of times at Georgetown and around the globe.

² Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241

In the present paper, we strongly answer that question in the affirmative. We briefly revisit our original paper as context and then present, share, and discuss both quantitative and qualitative data gathered to evaluate how effectively the orientation program accomplished its stated goals of building belief, capacity, and community in Street Law instructors in one weekend. The results derived from the data collected in both Ireland and Scotland evidence a series of powerful outcomes that support the orientation program's efficacy and impact. We hope that the transformative change in attitudes and student growth measured over the course of the weekend will act as a catalyst to practitioners seeking to prepare the next generation of Street Lawyers and launch the next wave of Street Law programs.

I. Introduction

In *"From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend,"* we presented and described our Street Law training program in a manner that would enable practitioners around the globe to review our approach, understand why it works, and adopt any potentially helpful aspects.³ We introduced readers to Street Law and the Street Law methodology and explained how our teaching methodology and three-day orientation are grounded in research and exemplify best practices in teaching and learning at the intersection of civic education, learner-centered education, intensive teacher preparation, and community building. We provided practitioners with a step-by-step description of each of the weekend training activities and explained how these activities play out in practice. We also demonstrated that central to our orientation program is a consistent commitment to ensuring that each session in our program aligns with the steps of the broader Street Law learning trajectory and reinforces our core goals of building *belief, capacity, and community* amongst the participant in our orientation.

We closed *"From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend,"* with suggestions for further research, and included a preview of this paper, where we will explore the impact and efficacy of the Street Law Orientation program and positively answer the question "Does it work?"⁴ Although we as authors are dedicated proponents of the Street Law methodology and can share a host of stories and anecdotal evidence around the powerful impact Street Law can have on both participants and trainees, we are also very aware of the importance of empirical proof of concept, especially when trying to gather support for a novel program.

³ *Id.*

⁴ Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

As educators and program developers, we recognize that formal assessment and evaluation are essential aspects of measuring program success and critical to determining whether our program achieves its stated objectives. Furthermore, the feedback gathered through both qualitative and quantitative measures helps inform both how to revise our present model and how to improve future efforts. Accordingly, and with the goal of moving beyond anecdotal evidence and trainee enthusiasm, we designed and administered the first quantitative and qualitative evaluations of the Street Law Orientation weekend during the 2015 trainings in Dublin and Edinburgh. We implemented a pre- and post-test model that all trainees completed before the Orientation weekend and immediately upon completion of the weekend. The results of this evaluation indicate that the Orientation weekend was markedly successful in changing trainee attitudes around their belief in learner-centered education, their capacity to deliver these lessons, and the value of community in the classroom.

This paper takes the results of our evaluation and answers the question “Does it work?” and is written as a companion paper to “*From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend.*”⁵ Our goals in this companion paper are threefold: (1) to present the data we collected over the course of our orientations in Dublin, Ireland, and Edinburgh, Scotland; (2) to provide an in-depth discussion of our results; and (3) to address practical considerations around length and scope of the Orientation weekend. Consistent with our training objectives, our evaluation of quantitative and qualitative data focused on measuring the growth in participants’ *belief* in the Street Law methodology, *capacity* to utilize that methodology to teach learner-centered law related lessons to their students, and belief in the importance the role *community* plays in Street Law programs.

We will first provide a review of the Street Law methodology, an overview of Paper A, “*From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend,*”⁶ and a description of the three-day Street Law Orientation detailed by that paper. Then, we will explain the methods we used to measure the growth in participant’s *belief, capacity, and community*, and provide a detailed analysis of the results and feedback cycles. Finally, we will conclude and discuss the limitations of our data and offer recommendations for future study. At the outset, this paper purposely draws heavily on its predecessor so that readers without background knowledge of the Street Law program or Orientation can engage with this program as a stand-alone paper.

⁵ *Id.*

⁶ Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

II. A review of Street Law

Street Law, where law students or lawyers teach about the law in local school, correctional, and community settings, is the fastest growing and most popular type of legal clinic in the world.⁷ One reason for this is that Street Law is an accessible and low-cost model that can be employed in almost any setting, with any population, and on any legal subject. Street Law does not require law student participants to follow local practice rules and does not threaten the income or livelihoods of local lawyers. In emphasizing legal education that is experiential in nature, the Street Law model appeals to law schools responding to the legal profession's demand for lawyers who can contribute quickly and learn on their feet. At the same time, Street Law helps satisfy the voracious desire of lay people to understand their rights and responsibilities in a world full of increasingly complex and obtuse legal systems, and satisfies that demand with a unique pedagogical approach that values the student, her voice, and her background.

The Street Law program that originated at Georgetown University Law Center in 1972 as a "course in practical law"⁸ for high school students taught by law students for academic credit⁹ has become far more than that today. Street Law programs now exist at more than 50 law schools in the United States, dozens of international law schools, and in a variety of community and non-profit partnerships.¹⁰ From the outset, Street Law's appeal has been derived just as much from its relevant law-related content—"the law useful in people's daily lives, the legal processes, Constitutional principles and values on which these are based"¹¹—as from the activity based, participatory teaching methodology it employs. Over forty plus years, Street Law programs have steadily improved this

⁷ Although Street Law began as a legal clinic at Georgetown in 1972, changes in the American Bar Association's definition of "legal clinic" led to its transformation into an experiential "practicum" at Georgetown starting in Fall 2016. The program operation and methodology described here has not changed. In many law schools around the world, it functions as clinical legal education. It is also conducted outside of law schools as an experiential or educational program.

⁸ Newman, J., O'Brien, E.L., Arbetman, L.P., Cameron, L., McClymont, M., & McMahon, E. (1977). *Street Law: A Course in Practical Law*. St. Paul, MN: West Publishing Company.

⁹ Roe, R. (2012). Law School-High School. In S.E. Redfield (Ed.), *The Education Pipeline to the Professions: Programs That Work to Increase Diversity* (pp. 135-144). Durham, NC: Carolina Academic Press.

¹⁰ Robust international Street Law programs include those in South Africa (www.streetlaw.org.za), the Czech Republic (i.e., <http://streetlaw.eu>), the United Kingdom (i.e., <http://www.birmingham.ac.uk/schools/law/life/pro-bono/streetlaw.aspx>), Hong Kong (i.e., <https://disabilityrights.law.hku.hk/street-law/>), and Australia (i.e., www.streetlaw.org.au). Additionally, there are myriad examples of local bar associations, community organizations, state-related law organizations, regional global associations, private corporations, and even a dedicated non-profit, Street Law, Inc., providing community legal education around the world on a range of topics under the umbrella term, "street law," or related terms such as community legal education, justice education, and democracy education. Street Law, Inc. offers one compilation of global programs through their website. Street Law, Inc. (n.d.). *Program Locations*. Retrieved from http://www.streetlaw.org/en/program_map.

¹¹ Newman, J., O'Brien, E.L., Arbetman, L.P., Cameron, L., McClymont, M., & McMahon, E. (1977). *Street Law: A Course in Practical Law*. St. Paul, MN: West Publishing Company.

learner-centered, democratic model of teaching and learning and its interactive and experiential methodology to not only teach about the law but also to create an experience of justice in the classroom.

Street Law accomplishes this by introducing learners to the law and legal systems while remaining grounded in the best practices in civic education that research shows help learners develop their cognitive, expressive, academic, and critical thinking abilities through the exploration of a variety of civic and law-related situations. Regardless of program or country, it has become known for its distinctive emphasis on learner-centeredness and corresponding de-emphasis on direct instruction. Street Law instruction is largely non-directive. It emphasizes the cognitive, expressive, and reflective work of the learners themselves. Essentially, the teacher serves not as a lecturer but as the facilitator who guides students through the components of each lesson.¹² The students do the talking and thinking; and they do the primary cognitive expressive work to create substantive meaning and connections to the law and legal theories. Using rich, thoughtfully structured lessons, this methodology draws from both the hands-on model of clinical legal education as well as the best practices for effective teaching and learning, as discussed *infra*. This student-centered approach is well suited both for the new instructors¹³ and for the learners they teach,¹⁴ from elementary and high school students¹⁵ to adults.

Street Law programs are also characterized by the diversity of teaching and learning methods. Specific methods include case studies, role plays, hypotheticals, problems, mock trials, hearings and legislative activities, negotiations, small group discussions, news articles, video clips, guest participants, field trips, projects, and simulations. The wide range of topics includes current events and issues, negotiations and dispute resolution, human rights, criminal law and procedure, family, housing, liability, and many others. Embracing such a broad range of teaching methods and covering topics that are both ubiquitous and distinct to every community enables Street Law to have a wide-ranging effect because Street Law audiences are often very diverse. By drawing upon established best practices in civic education that promote increased tolerance, respect, and understanding of others, an appreciation for the importance of democratic debate, and a practical grounding in the complexities of implementing justice and human rights

¹² For more on this approach of guided participation, see, e.g., Mascolo, M. F. (2009). Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation. *Pedagogy and the Human Sciences*, 1(1), 3-27.

¹³ Roe, R. (2012). Law School-High School. In S.E. Redfield (Ed.), *The Education Pipeline to the Professions: Programs That Work to Increase Diversity* (pp. 135-144). Durham, NC: Carolina Academic Press.

¹⁴ American Bar Association. (2003). *Essentials of Law-Related Education*. Chicago, IL.

¹⁵ Arthurs, S. (2015). Street Law: Creating Tomorrow's Citizens Today. *Lewis & Clark Law Review*, 19(4), 925-961.

in real world settings, Street Law creates an environment for learners to truly experience and compare how the law and legal systems differ throughout communities across the world.

III. Paper A: “From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend”

As we discussed in Paper A, “From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend,” there is an increased need for Street Law training that equips law students and new lawyers with the tools they need to successfully introduce and support the Street Law model in school, correctional, and community settings, as interest in Street Law grows across the globe.¹⁶ These trainings must be meaningful and substantive for the law students, developed in a collaborative way that embeds skills and knowledge in Street Law practitioners and faculty, and be responsive to the local context where host institutions often face significant time and resource constraints. Paper A described one training approach that has been repeatedly successful in developing law student instructors who *believe* in the potential of Street Law’s unique learner-centered methodology, are *capable* of designing and executing lessons exemplifying this approach, and who are committed to building and valuing *community* in their classrooms.¹⁷

Over the last four years, past and present staff from the Street Law Program at Georgetown University Law Center, in collaboration with their Irish and Scottish colleagues, have conducted seven in-person, weekend-long Orientation programs in Dublin with the Law Society of Ireland and in Edinburgh with the Law Society of Scotland. Although the context and audience differed, the Orientations remained essentially identical in both sites. Between Friday evening’s introductions and Sunday afternoon’s demonstration teaching sessions, the Street Law facilitators help build belief in the Street Law methodology, instructional capacity in the future Street Law teachers, and community among the young lawyers and law students who attend the Orientation.

Paper A described the first step in the Street Law process—how to teach the law students, new lawyers, or trainees to be Street Law instructors,¹⁸ with particular reference to the

¹⁶ Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

¹⁷ *Id.*

¹⁸ The Street Law program model in law schools involves a combination of training in the methodology and content of the course as well as highly supportive supervision of the law student instructors. These instructors typically receive academic credit, attend a multi-day orientation and weekly seminars, are given regular, supportive

weekend Orientations conducted for the recently qualified lawyers and lawyers-in-training in the Law Societies of Ireland and Scotland in 2013, 2014 and 2015.¹⁹ One of the most powerful qualities of the learner-centered Street Law methodology is that it can be applied in multiple different settings, including in different legal settings, and with different groups of people. We recognize this can lead to some confusion in terms. In Paper A, for the purpose of ease of reading, we referred to the experienced Street Law faculty/trainers from Georgetown and the host sites as facilitators.²⁰ The facilitators are the ones who design and lead the weekend training sessions. We referred to the main audience of this weekend training, whether lawyers, law students, or community leaders as trainees. These trainees are the people who will be going into the schools or communities to lead interactive lessons. We referred to the ultimate consumers of these Street Law lessons, typically secondary school students or community members seeking to know more about the law, as students.²¹ Again for ease of reading, and to remain consistent, we will utilize the same terminology.

IV. Building Belief, Capacity and Community in the Orientation Weekend

The goal of our Orientation program is that by the end of the weekend our trainees will develop (1) *belief* in the learner centered educational methodology, (2) the *capacity* to design engaging and stimulating lesson plans that tie concretely to legal substance, and (3) an understanding of the importance of *community*—both amongst the trainees themselves and the high school students in their classrooms.

A) Building Belief: Learner-Centered Education

supervision through observations, feedback and consultations with faculty, engage in reflection through journals, lesson planning analysis, and portfolio assessment, and receive substantial administrative support for their placements in the school, corrections and community settings.

¹⁹ Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

²⁰ *Id.*

²¹ In Ireland, the trainees are at the start of their Professional Practice Course I (PPCI) at the Law Society and for most of them this is the beginning of their 2 year traineeship. The students are in their fourth year of secondary school, which is referred to as transition year (TY). In Scotland, the trainees are generally undergraduate LLB students (although occasionally are postgraduate students undertaking the vocational Diploma in Professional Legal Practice). The students are pupils in secondary school typically aged between 14 years old and 16 years old. A full explanation of the routes to qualification as a solicitor in both jurisdictions can be found in Section 7 of the Fair Access to the Legal Profession report. Marrs, R., & Meighan, D. (2014). Fair Access to the Legal Profession. The Law Society of Scotland. Retrieved from <https://www.lawscot.org.uk/media/295065/fair-access-for-publication-300114.pdf>.

Developing trainees' *belief* in the power and potency of learner-centered education is one of the three key goals of the Street Law Orientation weekend, because the heart of any Street Law lesson is the opportunity for students and trainees to think critically about the law, the societal context that gave rise to our legal system, and their own role within this legal system. Our goal is that trainees leave Orientation believing in the Street Law teaching methodology so that they will dedicate the time necessary to design innovative, engaging lesson plans for their high school students.

Learner-centered education rests on the premise that students need to be actively involved in their own learning and that students construct knowledge, develop deeper conceptual understanding, and are better able to transfer their learning to new situations when they are authentically involved in the learning process.²² Learner-centered education is often contrasted with the more traditional top-down, teacher-centered approach known as instructionism that views students as empty vessels to be filled and teachers as the imparters and transmitters of everything students need to know.²³ With learner-centered education, students' prior knowledge is valued and the teacher's role is to help students build bridges between their current understandings and the new subject matter.²⁴

Learner-centered classrooms are characterized by classroom activities that value student voice and participation.²⁵ Students in learner-centered environments are in control of the learning process and become creators of meaning.²⁶ As students actively integrate new information, experiences, relationships and perspectives into their preexisting structures and values, students develop new cognitive structures and build more complex understandings of both the present academic task and the different ways they can engage

²² Sawyer, R. K. (Ed.). (2005). *The Cambridge handbook of the learning sciences*. Cambridge University Press; Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, 93(3), 223-231; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press.

²³ Sawyer, R. K. (Ed.). (2005). *The Cambridge handbook of the learning sciences*. Cambridge University Press; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press.

²⁴ Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Toshalis, E., & Nakkula, M. J. (2012). Motivation, engagement, and student voice. *The Education Digest*, 78(1), 29.

²⁵ Mostrom, A. M., & Blumberg, P. (2012). Does learning-centered teaching promote grade improvement? *Innovative Higher Education*, 37(5), 397-405; Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, 1997(74), 5-12; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press.

²⁶ Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Toshalis, E., & Nakkula, M. J. (2012). Motivation, engagement, and student voice. *The Education Digest*, 78(1), 29; Mostrom, A. M., & Blumberg, P. (2012). Does learning-centered teaching promote grade improvement? *Innovative Higher Education*, 37(5), 397-405.

with challenging and unfamiliar topics.²⁷ Students are encouraged to use their reasoning skills, creativity, and strategic thinking abilities to approach and resolve problems that both have more than one right answer and more than one pathway to a final conclusion.²⁸ Group deliberation and group problem solving are hallmarks of effective learner-centered education as students learn from their peers and from the interaction between their own ideas and the ideas of their classmates.²⁹ The teacher is positioned as a co-creator of knowledge and a facilitator of student learning rather than a gatekeeper of information.³⁰ Through this process of independent discovery, discourse, dialogue, and reflection, students become meaning-makers and gain a sense of agency over their own learning.³¹ This process of wrestling with new ideas and engaging in cognitive conflict, accompanied by student demonstrations of their learning and reflection on the learning process helps students become better critical thinkers and develop enhanced analytical and higher order thinking skills.³²

The Street Law Orientation weekend is heavily learner-centered itself because in order to build and deliver lessons that will help students accomplish these tasks, trainees must first experience for themselves the effectiveness of the methodology. Through the process of firsthand engagement followed by debrief, reflection, and critique, trainees come to appreciate the powerful transformative power of learner-centered education and can

²⁷ Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Cheang, K. I. (2009). Effect of Learner-Centered Teaching on Motivation and Learning Strategies in a Third-Year Pharmacotherapy course. *American journal of pharmaceutical education*, 73(3), 42; Crumly, C.

(2014). *Pedagogies for Student-Centered Learning: Online and On-Ground*. Augsburg Fortress Publishers.

²⁸ Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, 1997(74), 5-12; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press.

²⁹ Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, 1997(74), 5-12; Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, 93(3), 223-231.

³⁰ Crumly, C. (2014). *Pedagogies for Student-Centered Learning: Online and On-Ground*. Augsburg Fortress Publishers; Cheang, K. I. (2009). Effect of learner-centered teaching on motivation and learning strategies in a third-year pharmacotherapy course. *American journal of pharmaceutical education*, 73(3), 42.

³¹ Toshalis, E., & Nakkula, M. J. (2012). Motivation, engagement, and student voice. *The Education Digest*, 78(1), 29; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Mitra, D. L. (2004). The Significance of Students: Can Increasing “Student Voice” in Schools Lead to Gains in Youth Development? *Teachers College Record*, 106(4), 651-688. doi:10.1111/j.1467-9620.2004.00354.x.

³² Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, 93(3), 223-231; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, 1997(74), 5-12; Toshalis, E., & Nakkula, M. J. (2012). Motivation, engagement, and student voice. *The Education Digest*, 78(1), 29; Magnussen, L., Ishida, D., & Itano, J. (2000, November). The Impact of the Use of Inquiry-Based Learning as a Teaching Methodology on the Development of Critical Thinking. *Journal of Nursing Education*, 39(8), 360-364.

then draw on their own experience to inform their understandings around the efficacy of this approach in promoting student engagement, motivation, and learning. This experiential approach enables trainees to develop their own belief in the potential of learner-centered education.

Over the course of the weekend, trainees are introduced to a variety of novel and creative scenarios and hypotheticals of increasing complexity, each requiring them to work collaboratively and construct meaning in a new learning framework. The diversity of interactive activities and the fun nature of these activities is intentional as research indicates that the “more unusual the learning action, the better it is remembered.”³³ In addition to the novelty and fun component of these activities, the emphasis on trainee voice, choice, and challenge leads to consistently high levels of engagement and motivation throughout the weekend.

In ‘Who Gets the Heart?’, for example, trainees work in small groups to select one of five deserving and needy candidates for the sole available heart transplant. Each candidate profile contains factors that trainees can interpret differently as counseling in favor (or against) each candidate’s application. As trainees weigh and evaluate the merits of each candidate in their small groups, the different values and importance each trainee assigns to these factors becomes evident. Trainees share their opinions, present arguments in support of different candidates and must eventually reconcile their divergent priorities and perspectives and decide on a final candidate. As with each of the weekend’s activities, trainees are authentically in charge of the decision-making process (including determining how they will reach a final decision, whether through voting or required consensus, for example) and are prompted to share their group’s reasoning and arguments with the broader group.

The cognitive conflict that inheres to this process of actively assimilating new and diverse opinions into present knowledge structures in order to achieve group consensus requires trainees to examine and reflect on their own belief systems and values. A group decision requires compromise, consideration of peer perspectives, and an opportunity to present and defend one’s opinions while accommodating the opinions of others. Through this process, trainees develop awareness around competing belief and value systems as well as a heightened sense of their own agency and the power of their individual voices in impacting a final decision.

³³ Lowenstein, G. (1994) The Psychology of Curiosity; A Review and Reinterpretation *Psychological Bulletin* 116(1):75 – 98.

B) Building Capacity: Teacher Preparation

In addition to developing trainees' beliefs in the merits of learner-centered education, the Street Law Orientation weekend also seeks to develop in trainees the *capacity* to design and deliver learner-centered lessons, because belief alone is not enough. Trainees must have the ability to design lessons on their own that stimulate high cognitive critical thinking skills, in order to carry the heart of Street Law into their classrooms. Developing and implementing engaging lesson plans is a skillset that is developed throughout the semester as trainees flex their muscles to create innovative lessons and the ability to reflect on and improve those first iterations. By first experiencing the weekend Orientation as learners themselves, the trainees come to understand the theory and pedagogy in order to then design and conduct their own high quality lessons.

We recognize that a comprehensive teacher preparation program involves years of study and practice. To help us meet the challenge of preparing the trainees to be successful teachers in just one weekend, we rely on four core best practices in teacher preparation to help us position the trainees to succeed in their field placements.

First, the Street Law facilitators model the methods, practices, and activities that trainees will later employ with their own students. Research on teacher preparation and development demonstrates that teachers first learn about effective teaching by observing how effective teachers teach.³⁴ Through observation of successful learner-centered techniques and pedagogical practices, new teachers gain an appreciation for what is possible and are more likely to replicate these techniques and practices in their own classrooms.³⁵ Additionally, through participation in lessons and activities as learners, novice teachers gain an understanding for how these lessons play out in practice and what to expect as their own students experience similar lessons.³⁶ Consistent modeling of learner-centered teaching techniques combined with first-hand involvement in learner-

³⁴ Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and teacher education*, 22(8), 1020-1041; Stigler, J. W., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. New York, NY: Free Press; Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi delta kappan*, 92(6), 81-92; Grossman, P. (2011). Framework for teaching practice: A brief history of an idea. *Teachers College Record*, 113(12), 2836-2843.

³⁵ Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi delta kappan*, 92(6), 81-92; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn. Washington, DC: National Academy Press; Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102.

³⁶ Grossman, P. (2011). Framework for teaching practice: A brief history of an idea. *Teachers College Record*, 113(12), 2836-2843; Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn. Washington, DC: National Academy Press.

centered activities helps create in students both the desire and capacity to utilize these approaches in their own classrooms.³⁷

Second, we deliberately guide the trainees in reflection and processing sessions in order to help them develop the capacity to integrate successful teaching techniques and methods into their own practices.³⁸ The best teachers often make teaching seem effortless and it is only through reflection and deliberate inquiry that the intentionality of their efforts and the connection between their teaching moves and the resultant student learning can be made visible.³⁹ Through a process of surfacing and reflecting on pedagogical intent and execution, new teachers develop the capacity and awareness to later incorporate similar (or better) methods into their own teaching.⁴⁰

The third best practice of teacher preparation we rely on during the Orientation centers on the collaborative nature of teacher learning and development.⁴¹ The benefits of sharing a learning experience around new methods, pedagogy, or content-specific instruction and then collectively discussing and reflecting on that experience are multiple and significant. This collaborative process generates a diversity of ideas, observations, and perspectives that help new teachers understand both the theoretical rationale and practical implications from multiple angles.⁴² The group approach to lesson study and

³⁷ Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Tabak, I., & Radinsky, J. (2015). Educators' coaches, peers, and practices: Revisiting how teachers learn. *Journal of the Learning Sciences*, 24(3), 343–346; Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102.

³⁸ Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. *Teaching as the learning profession: Handbook of policy and practice*, 3-22; Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102; Lieberman, Ann. (1995). Practices that support teacher development. *Phi delta kappan* 76(8), 591.

³⁹ Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102; Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945; Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382.

⁴⁰ Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Tabak, I., & Radinsky, J. (2015). Educators' coaches, peers, and practices: Revisiting how teachers learn. *Journal of the Learning Sciences*, 24(3), 343–346; Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102.

⁴¹ Easton, Lois Brown. (2008). From professional development to professional learning. *Phi delta kappan* 89(10), 755-761; Bush, Robert N. (1977). We know how to train teachers: Why not do so! *Journal of Teacher Education* 28(6), 5-9; Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record*, 111(9), 2055-2100; Papay, J. P., Taylor, E. S., Tyler, J. H., & Laski, M. (2016). *Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data* (No. w21986). National Bureau of Economic Research.

⁴² Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi delta kappan*, 92(6), 81-92; Easton, Lois Brown. (2008). From professional development to professional learning. *Phi delta kappan* 89(10), 755-761.

the development of new skills and knowledge also creates communities of practice where the art and science of teaching is valued as both challenging and a continual improvement process.⁴³ Working in teams to engage with problems of practice and skill development is safer and more welcoming as critique and critical analysis are depersonalized and each member participates in order to elevate the collective learning.⁴⁴ The experience of contributing to collective improvement and problem solving in groups helps aspiring teachers realize the advantages of group work and understand how to structure effective groups within their own classrooms.⁴⁵

Finally, we provide the trainees the opportunity to practice their teaching by designing and implementing their own lessons. Without question, the design and implementation of one's own lessons is the single most important component of teacher training.⁴⁶ Teachers, like students, learn through doing.⁴⁷ When teachers move from merely thinking about teaching or learning about theory into the process of preparing and delivering a lesson, they are challenged to think about how an idea would work in practice and the myriad different skills, techniques, and pedagogical moves required to execute that idea

⁴³ Papay, J. P., Taylor, E. S., Tyler, J. H., & Laski, M. (2016). *Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data* (No. w21986). National Bureau of Economic Research; Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi delta kappan*, 92(6), 81-92; Bush, Robert N. (1977). We know how to train teachers: Why not do so! *Journal of Teacher Education* 28(6), 5-9.

⁴⁴ Bush, Robert N. (1977). We know how to train teachers: Why not do so! *Journal of Teacher Education* 28(6), 5-9; Easton, Lois Brown. (2008). From professional development to professional learning. *Phi delta kappan* 89(10), 755-761; Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record*, 111(9), 2055-2100.

⁴⁵ Berry, B., Daughtrey, A., & Wieder, A. (2010). Preparing to Lead an Effective Classroom: The Role of Teacher Training and Professional Development Programs. *Center For Teaching Quality*; Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.

⁴⁶ Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945; Grossman, P., & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45(1), 184-205; Grossman, P. (2011). Framework for teaching practice: A brief history of an idea. *Teachers College Record*, 113(12), 2836-2843; Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. *Teaching as the learning profession: Handbook of policy and practice*, 1, 3-22; Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382.

⁴⁷ Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn. Washington, DC: National Academy Press; Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and teacher education*, 22(8), 1020-1041; Mascolo, M. F. (2009). Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation. *Pedagogy and the Human Sciences*, 1(1), 3-27.

in a classroom.⁴⁸ Actually implementing and delivering that lesson then allows teachers to rehearse and apply those skills and provides immediate feedback and accountability on both what went well and what can be improved for the next iteration.⁴⁹ Through this practice-based approach, teachers construct their own new knowledge frames and develop an informed vision and understanding of what teaching entails that is both grounded in authentic work and adapted to fit their own teaching style and context.⁵⁰

C) Building Community

The final theme of the Street Law Orientation weekend focuses on the importance of building *community* in the classroom, between facilitators and trainees, and within the trainee group. Building this community is a central objective of the Orientation weekend and the Street Law approach is grounded in a well-documented body of research around best practices in teaching and learning broadly and in teacher training specifically. We define what we mean by community, discuss the benefits of community, and explain how community is created before turning to the specifics of the Street Law approach.

Within the education space, a community can be defined as a collection of individual learners with shared practices, beliefs, and understandings who collectively participate in the pursuit of a common goal.⁵¹ A welcoming community, or positive learning environment, is characterized by mutual interdependence, meaningful caring and supportive relationships, and the creation of a safe space where individuals feel valued and heard.⁵² Members of this group, classroom, or school community understand both

⁴⁸ Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945; Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382; Easton, Lois Brown. (2008). From professional development to professional learning. *Phi delta kappan* 89(10), 755-761.

⁴⁹ Easton, Lois Brown. (2008). From professional development to professional learning. *Phi delta kappan* 89(10), 755-761; Grossman, P. (2011). Framework for teaching practice: A brief history of an idea. *Teachers College Record*, 113(12), 2836-2843.

⁵⁰ Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102; Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382; Korthagen, F. A., & Kessels, J. P. (1999). Linking theory and practice: Changing the pedagogy of teacher education. *Educational researcher*, 28(4), 4-17.

⁵¹ Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Educational psychologist*, 32(3), 137-151; Barab, S. A., & Duffy, T. (2000). From practice fields to communities of practice. *Theoretical foundations of learning environments*, 1(1), 25-55.

⁵² Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Educational psychologist*, 32(3), 137-151; Flanagan, C., Stoppa, T., Syvertsen, A.K., & Stout, M. (2010). Schools and Social Trust. In L. Sherrod, J. Torney-Purta, & C. Flanagan (Eds.), *Handbook of Research on Civic Engagement in Youth* (307-330). Hoboken, NJ: John Wiley & Sons, Inc.

why the community exists and the purpose of this community.⁵³ Community formation occurs when individuals share an experience that creates and reinforces a group identity and provides feelings of connectedness and belonging to members of this learning community.⁵⁴

Establishing and supporting a positive learning community or climate leads to significant and interconnected pro-social academic, behavioral, and social outcomes. Students who experience positive learning environments perform better academically, are more open to learning, and are more likely to trust the knowledge and information shared by the teacher.⁵⁵ Students who feel cared for and emotionally supported in their learning communities are more motivated, engaged, and enthusiastic.⁵⁶ These students put forth more effort, participate more frequently, and attend and persist in the learning process to a greater degree than students who don't share a sense of community.⁵⁷ The relationships and peer and teacher support that characterize supportive and safe learning communities create a sense of belonging that leads to less intragroup competitiveness,

⁵³ Lave, J., and Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press; Barab, S. A., MaKinster, J., & Scheckler, R. (2004). Characterizing system dualities: Building online community. *Designing for virtual communities in the service of learning*, 53-90.

⁵⁴ Barab, S. A., & Duffy, T. (2000). From practice fields to communities of practice. *Theoretical foundations of learning environments*, 1(1), 25-55; Flanagan, C., Stoppa, T., Syvertsen, A.K., & Stout, M. (2010). Schools and Social Trust. In L. Sherrod, J. Torney-Purta, & C. Flanagan (Eds.), *Handbook of Research on Civic Engagement in Youth* (307-330). Hoboken, NJ: John Wiley & Sons, Inc.

⁵⁵ Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2016). A Research Synthesis of the Associations Between Socioeconomic Background, Inequality, School Climate, and Academic Achievement. *Review of Educational Research*, 0034654316669821; Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of educational psychology*, 95(1), 148; Bryk, A., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York, NY: Russell Sage Foundation; Raider-Roth, M. (2005). *Trusting What You Know: The High Stakes of Classroom Relationships*. Indianapolis, IN: Jossey-Bass; Olson, Kirke (2014). *The Invisible Classroom: Relationships, Neuroscience, & Mindfulness in School*. New York, NY: W.W. Norton & Company, Ltd.

⁵⁶ Tschannen-Moran, M. (2014). The interconnectivity of trust in schools. In Van Maele, D., Van Houtte, M., & Forsyth, P.B. (Eds.) *Trust and school life* (pp. 57-83). New York, NY: Springer; Urdan, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of school psychology*, 44(5), 331- 349.

⁵⁷ Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and Instruction*, 42, 95-103; Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of educational psychology*, 95(1), 148; Urdan, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of school psychology*, 44(5), 331- 349; Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of school health*, 74(7), 262-273.

heightened cooperation, increased willingness to take risks, and a more positive attitude towards school and learning.⁵⁸

The value and importance of creating a positive and safe learning community also applies to the process of educating the individuals who bear primary responsibility for shaping this climate—teachers. Teachers who participate in positive learning communities during their teacher training also exhibit the impactful academic, behavioral, and social outcomes outlined above.⁵⁹ Additionally, teacher training models that intentionally create communities, or cohorts, of novice teachers produce more confident and effective teachers who are more likely to seek and share resources, more likely to feel a sense of collective responsibility, and more likely to continue to grow and develop as teachers even beyond the initial shared experience.⁶⁰ Significantly, the benefits of a teacher training model that encourages and promotes community don't end with the teacher training process. Teachers who learn in communities gain an appreciation for both the importance of learning communities and the steps needed to create these communities, a mindset and skillset that later translate into their own practices and the communities they will build in their own classrooms.⁶¹

Community does not happen by accident. Building a positive learning community involves intentionality around structure, relationships, and pedagogy. To form a community, there must first be a shared experience and a common purpose that give rise

⁵⁸ Gillen-O'Neel, C., & Fuligni, A. (2013). A longitudinal study of school belonging and academic motivation across high school. *Child development, 84*(2), 678-692; Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of educational psychology, 95*(1), 148; Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of school health, 74*(7), 262-273; Tschannen-Moran, M. (2014). The interconnectivity of trust in schools. In Van Maele, D., Van Houtte, M., & Forsyth, P.B. (Eds.) *Trust and school life* (pp. 57-83). New York, NY: Springer; Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of educational psychology, 89*(3), 411.

⁵⁹ Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education, 17*(8), 925-948; Wenger, E., & Lave, J. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

⁶⁰ Wenger, E., & Lave, J. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press; Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education, 17*(8), 925-948; Hadar, L., & Brody, D. (2010). From isolation to symphonic harmony: Building a professional development community among teacher educators. *Teaching and Teacher Education, 26*(8), 1641-1651; Berry, B., Daughtrey, A., & Wieder, A. (2010). Preparing to Lead an Effective Classroom: The Role of Teacher Training and Professional Development Programs. *Center For Teaching Quality*.

⁶¹ Catalano, R. F., Oesterle, S., Fleming, C. B., & Hawkins, J. D. (2004). The importance of bonding to school for healthy development: Findings from the Social Development Research Group. *Journal of School Health, 74*(7), 252-261; Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education, 17*(8), 925-948.

to a group identity.⁶² Supportive and caring relationships are formed by respecting individual differences, demonstrating and practicing genuine care for the wellbeing of others, and allowing for the sharing of individual opinions and experiences.⁶³ Giving students the opportunity to get to know one another, to share about their own backgrounds, and to listen to the views and viewpoints of others are techniques that help build the trust and safe space elements of community.⁶⁴ Specific pedagogical practices that help build community include giving students autonomy and decision-making authority, structured problem-solving tasks that require cooperative and small group work, and providing multiple opportunities for interaction, discussion, and sharing.⁶⁵

Over the course of the Street Law Orientation weekend, relationships are intentionally cultivated as trainees move through different groups and interact with each other over the course of the weekend. Each interactive activity throughout the Orientation is designed to give trainees the chance to discuss and make decisions and the opportunity to explain their views, both within their small groups and within the larger group. Trainees problem solve in teams and divergent views are encouraged and supported. A slideshow of pictures showing trainees talking, laughing, and interacting during the day's activities are shown at the beginning of the following day. Trainees work in pairs to design their practice teaching lesson and the feedback and support trainees receive during the ensuing peer debrief are intentionally structured to build confidence and highlight the positive elements of each practice lesson. The shared experience of coming together to spend a long weekend talking, learning, and interacting around a common

⁶² Barab, S. A., & Duffy, T. (2000). From practice fields to communities of practice. *Theoretical foundations of learning environments*, 1(1), 25-55.

⁶³ Flanagan, C., Stoppa, T., Syvertsen, A.K., & Stout, M. (2010). Schools and Social Trust. In L. Sherrod, J. Torney-Purta, & C. Flanagan (Eds.), *Handbook of Research on Civic Engagement in Youth* (307-330). Hoboken, NJ: John Wiley & Sons, Inc.; Arbaugh, J. B., & Garrison, D. R. (2007). Researching the community of inquiry framework: Review, issues and future directions. *The Internet and Higher Education*, 10, 157-172; Paloff, R., & Pratt, K. (2001). *Building learning communities in cyberspace: Effective strategies for the online classroom*. San Francisco: Jossey-Bass; Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of school health*, 74(7), 262-273; Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of educational psychology*, 89(3), 411

⁶⁴ Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of school health*, 74(7), 262-273; Hadar, L., & Brody, D. (2010). From isolation to symphonic harmony: Building a professional development community among teacher educators. *Teaching and Teacher Education*, 26(8), 1641-1651; Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the classroom assessment scoring system-secondary. *School Psychology Review*, 42(1), 76.

⁶⁵ Catalano, R. F., Oesterle, S., Fleming, C. B., & Hawkins, J. D. (2004). The importance of bonding to school for healthy development: Findings from the Social Development Research Group. *Journal of School Health*, 74(7), 252-261; Goodenow, C. (1993). Classroom belonging among early adolescent students' relationships to motivation and achievement. *The Journal of Early Adolescence*, 13(1), 21-43; Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and Instruction*, 42, 95-103.

purpose, forges a group identity and sense of belonging to a cohesive and supportive community of Street Law teachers marked by a sense of cooperation and connectedness. The closing Quaker reflection is the biggest testament to the community built during the Street Law Orientation weekend, however. Many trainees explicitly commented on the sense of trust, belonging, and connectedness they now feel as part of this group, and in both Ireland and Scotland, at least one trainee mentioned how they didn't think it was possible to build such a tight community in such a short time . . . but were proven wrong.

V. Methods

Accordingly having defined the three stated aims of the training weekends, we designed and developed testing instruments to measure trainee growth over the course of the Orientation weekend in the three core areas of Belief, Capacity, and Community. Testing was by way of a pre- and post-test design, characterized as an experimental design, where two measurements are made of the same experimental unit—in our case, groups of trainees undertaking Street Law orientation training. The first measurement takes place prior to the administration of an intervention (the orientation training) and there is a distance in time between the collection of the post-test data from the pre-test⁶⁶.

Data Collection

Trainees in both Scotland and Ireland were asked to anonymously complete a pre-test, prior to the orientation weekend and a near-identical post-test in the week following their orientation weekend. Copies of these testing instruments can be found in the Appendices I and II.

In Scotland, as the trainees are not students of the LSS, they were asked to complete the pre-test on arrival at the LSS in advance of the opening session of their orientation. The questionnaire was distributed in paper format, with LSS staff subsequently entering the data into Survey Monkey. The post-test was also completed onsite at the LSS; with students asked to complete the post-test in paper format at a final debrief with LSS staff, following the conclusion of formal orientation activities. Again this data was subsequently entered into Survey Monkey by Law Society staff. The response rate was 90% of trainees who attended.

In Ireland, trainees are students at the Law Society and the pre-test was distributed electronically via Survey Monkey in the week preceding the Orientation. Students received the test via email and were simultaneously allowed to prioritize options for

⁶⁶ Bonate, P.L (2000). Analysis of pretest-posttest designs. CRC Press.

school placements. The follow up post-test survey was distributed in the week following the Orientation, with students encouraged to complete the test to facilitate research into the training weekend to enable future improvements. There were 40 trainees participating in the Orientation weekend; 33 trainees (82.5%) completed the pre-test and 31(77.5%) trainees completed the post-test.

Data Analysis

The trainee submissions from both Scotland and Ireland were independently compiled and scored to evaluate whether the training was successful in meeting the stated aims of building belief, community, and capacity in each site. The full results are displayed in the attached charts.⁶⁷ In the following sections, we take the reader through excerpts of the results from each of the four different sections of the pre and post-test. These results illustrate clear, and nearly identical, trends in both Scotland and Ireland that we believe reflect a strong endorsement of the Street Law methodology and the merits of the orientation weekend program. We highlight several measurements that reflect a seismic shift in attitudes amongst trainees and discuss how the results specifically support each of the stated aims.

After this sequential discussion of results as set forth in the pre- and post-tests, we next share a comparative *thematic* analysis of the results. We coded our questions to correspond to one of our three theme objectives—belief, capacity, and community—and discuss the change of trainee attitudes within each theme and between the Irish and Scottish participant groups.

VI. Evaluation: Does this Work?

A) Part I

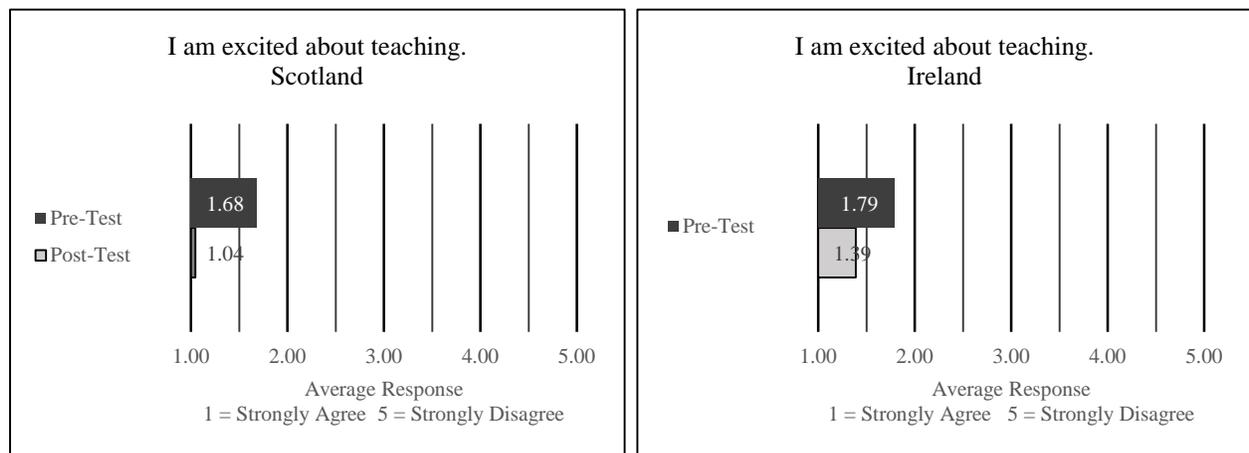
In Part I, trainees were presented with six statements used to measure trainee attitudes around their excitement to teach, beliefs around different pedagogical methods, and the importance of personal connections in the classroom. A Likert Scale, which is a survey question that offers a scaled range of ore coded responses, was used. Trainees were asked to indicate their levels of agreement or disagreement by circling one of five pre-coded responses with the use of a neutral point neither agreeing nor disagreeing.

⁶⁷ See Appendices III and IV.

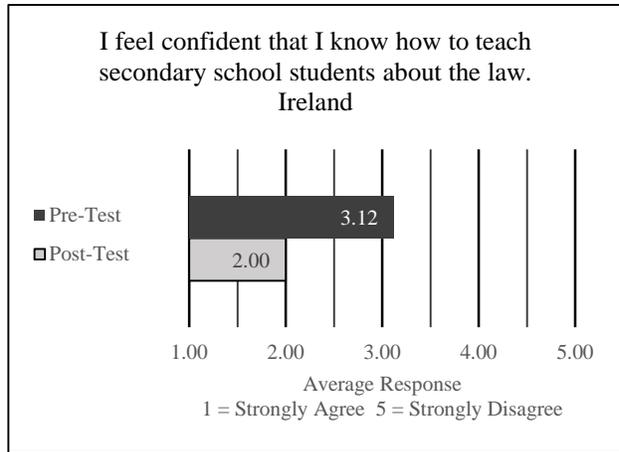
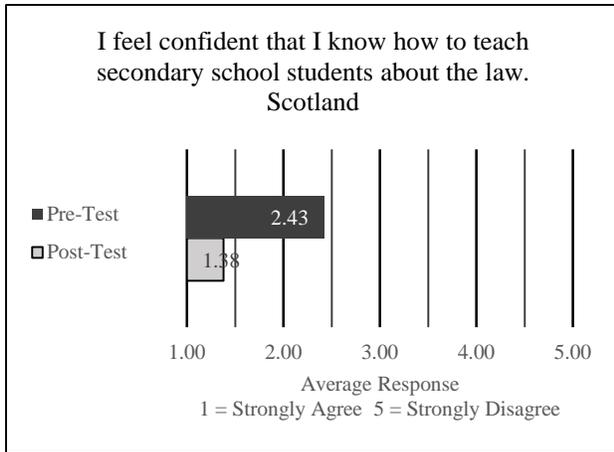
Results Discussion

A cursory glance at quantitative data from the pre- and post-test results in this section evidences a demonstrable shift in attitudes amongst trainees. We highlight in the following charts some of the notable transformations.

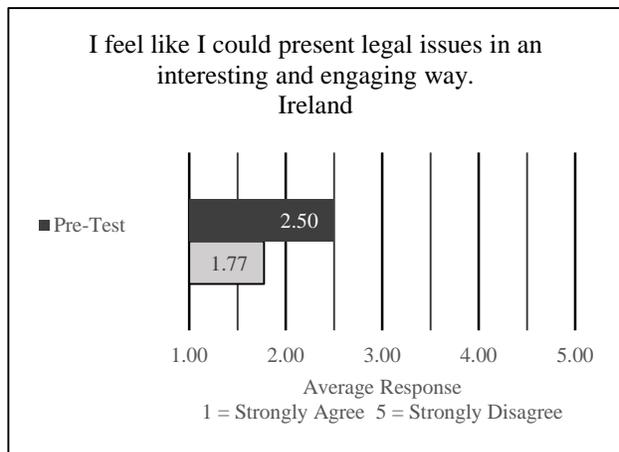
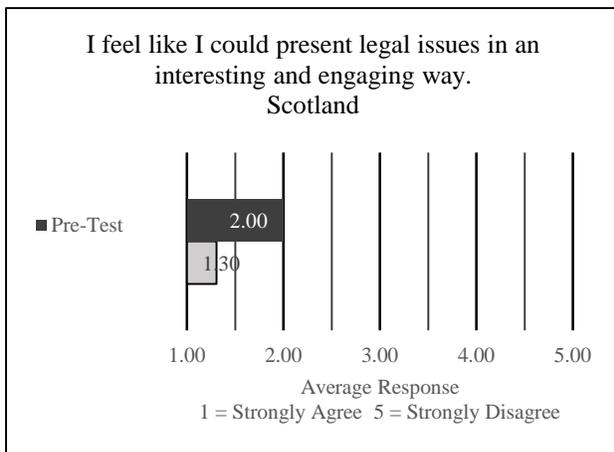
The responses to the opening question, *“I am excited about teaching”*, strikingly reflect this change. Trainee enthusiasm towards teaching increased significantly in both Ireland and Scotland. At the beginning of the weekend, the average response to *“I am excited about teaching”* for Scottish trainees was 1.68. By the end of the weekend almost all, 95.96%, of the Scottish trainees strongly agreed to being excited about teaching with an average response of 1.04, a 37.86% increase in enthusiasm. The Irish response pre-training averaged to 1.79. After the training, the average response regarding enthusiasm was 1.39, with 45.45% of Irish trainees strongly agreeing that they were excited about teaching. These responses represented a 22.42% increase in enthusiasm among the Irish trainees.



Juxtaposing this question with *“I feel confident that I know how to teach secondary school students about the law”* also reveals a significant increase in the trainees’ confidence in their ability to teach law. The Scottish trainees had a 43.20% increase in confidence and the Irish trainees had a 35.92% increase.



Another significant question in this section related to whether trainees could present legal issues in an interesting way. This issue goes to the heart of Street Law methodology and the importance placed on connecting with students to create engagement in the classroom. Prior to the training, Scottish trainees' average response was 2.00, or Agree. This response shifted 34.78% to an average response of 1.30, with 69.57% of responders answering Strongly Agree. The Scottish post-test saw 100% of trainees in the agree fields, with a noticeable shift to Strongly Agree from an original position of Agree. Pre-training, the Irish trainees' average response to whether they could "present legal issues in an interesting and engaging way" was 2.5, halfway between Agree and Neutral. After training, the average response dropped to 1.77, between Agree and Strongly Agree, a change of 29.03%.



This section is indicative of the interconnection between the goals of developing trainee belief in the potential of learner-centered education and building teaching capacity in trainees and enabling them to design and deliver learner - centered lessons. Pre-test data suggests that to volunteer for this project, trainees have a certain base level of confidence

in their own ability. The question for facilitators is how can this confidence and belief be fostered? We propose that the increased enthusiasm and confidence of trainees in the post test results is a result of their exposure to learner-centered methodology through an Orientation process that is itself heavily learner-centered.⁶⁸ Through their direct engagement with learner-centered pedagogy, trainees come to their own understanding of its transformative potential. Simultaneously, the movement in questions 3-6 indicates a new understanding among trainees of how to engage students in the classroom. They have gained in confidence, having developed their ability to design and teach a lesson, and are motivated by the potential of an engaging learner-centered lesson.

B) Part II

Part II of the testing instrument offered students 10 statements to review and asked them to circle the statements they believed to be accurate. These statements generated quantitative data focused on trainees' confidence in designing and executing interactive, learner-centered lessons involving legal issues. The charts in the Appendix show the full results of section II of the Scottish and Irish evaluations.⁶⁹

Results Discussion

Linking directly to the aim of building trainee belief in the power of learner-centered education, the most transformational change in this section was the understanding of what learner-centered education is. In both Orientation locations trainees had very little understanding of this concept prior to their training. In Scotland, only 4.26% of trainees thought they understood the concept prior to their training, compared against 95.65% of trainees during our post-test phase. Similarly in Ireland, at the start of the weekend, only 15.15% of trainees thought they knew the meaning of learner-centered education. At the end of the weekend, this had risen to 83.87% of trainees.

The statement "*I know the difference between lower and higher level thinking*" saw a similar growth trend in positive responses off a low level of understanding in the pre-test questionnaire.

This trend suggests positive movement towards our goal of building capacity in trainees. A fundamental component of Street Law is to teach in a learner-centered manner which models to students an experience of justice and equality in the classroom. In order to teach students in a learner-centered way, trainees must understand the difference

⁶⁸ Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 145-152. Page 145 -152

⁶⁹ See Appendix III.

between lower- and higher-level thinking. It is encouraging to see trainees building understanding of these pivotal concepts over the course of the Orientation weekend as a first step to implementing them in their future teaching placement. Further significant movement came in response to the statement *“I would be comfortable reaching out to 5 or more Law Society peers for resources and ideas”*. The percentage rose in both locations (in Scotland from 63.83% to 86.96% and in Ireland from 66.67% to 96.77%).

From these replies, we see evidence of a burgeoning community within the group. This is reinforced by the growth in positive responses to the statement *“I know how to create a welcoming and safe learning environment in a school classroom”*. Both these replies evidence support for the dual aspect of building community, both within the group of trainees and in the classroom.⁷⁰ We can infer from these results that they will take the community building elements of the training weekend that they have recognized and use them to create a positive and welcoming environment in their future classrooms.

Another indicator to highlight is the growth in positive response to the statement *“Teaching secondary school students aligns with many skills from the practice of law”*. Street Law programs and other civic education programs that place law students in schools and community settings to teach law have a concrete place in the growing field of experiential and clinical legal education throughout the world. From a faculty standpoint, we often tout the benefits of these programs and regularly connect the skills students gain to Marjorie Shultz’s and Sheldon Zedeck’s *“26 Lawyering Effectiveness Factors.”*⁷¹ The positive growth within the trainee responses shows that trainees instinctively make the connection between their work as teachers and the skills they need to succeed as lawyers.

It should be noted that there was a negative finding in this section. In response to the statement *“Lecture is a more effective teaching method than discussion”*, there was an increase in trainees in Scotland (1 pre - 5 post) and Ireland (1 pre – 4 post) who in post-test chose that lecture is a more effective teaching method than discussion. We surmise that this incongruous finding is a result of the fact that unlike the other statements offered, this statement was framed with a negative response matching to the stated goals of the weekend and that a number of students do not take sufficient time to consider the questions and mark what they believe to be a positive finding. This issue will be discussed further in section VII *“Limitations and Future Research”*.

⁷⁰ Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 161-168.

⁷¹ Schultz, M.M., & Zedeck, S. (2009). Predicting Lawyer Effectiveness: A New Assessment for Use in Law School Admission Decisions. CELS 2009 4th Annual Conference on Empirical Legal Studies Paper.

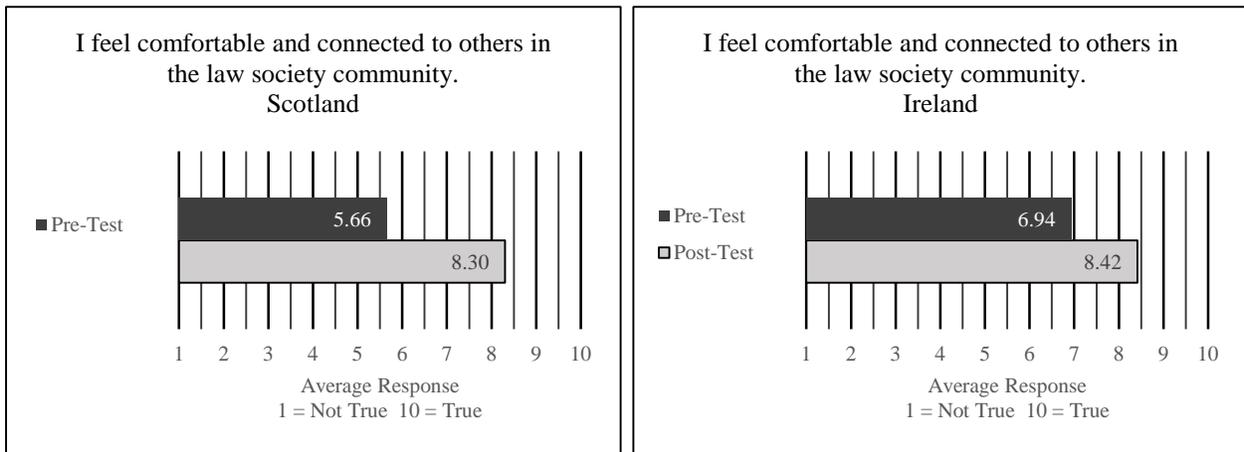
C) Part III

Part III of the testing instrument asked trainees to circle a number from 1 to 10 to indicate their connection to the Law Society community, perspective on the legal profession, and whether they planned to teach law as they had been taught.

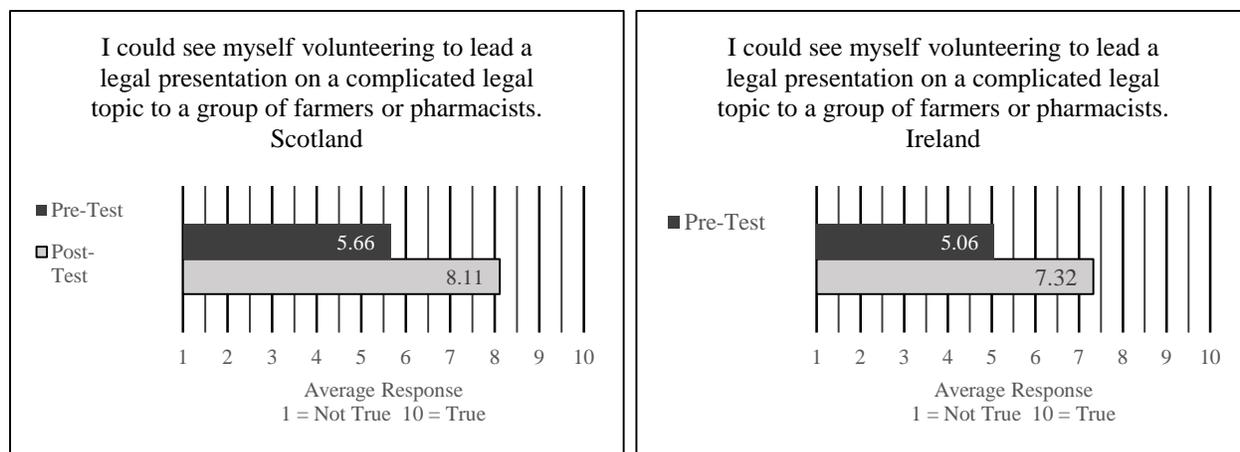
Results Discussion

As in Part I and Part II, we saw positive movement between the quantitative results from pre-test and post-test in Part III of the survey.

The first statement, *“I feel comfortable and connected to others in the Law Society Community”*, directly addressed the stated goal of building community. The responses in the chart below clearly demonstrated that the training contributed to building community amongst the trainee groups. Prior to the weekend, the average response was 5.66 in Scotland and 6.94 in Ireland. This changed, after the weekend, to 8.30 and 8.42, respectively. This supports the anecdotal evidence of facilitators from both Law Societies who have witnessed the strong friendships that have developed, team work involved, and strong camaraderie amongst previous Street Law cohorts.



The second statement – *“I could see myself volunteering to lead a presentation on a complicated legal topic to a group of farmers or pharmacists”* – saw positive movement that suggested success in building belief and capacity. Prior to the weekend, the average response was 5.66 in Scotland and 5.06 in Ireland. This changed after the weekend to 8.14 and 7.32, respectively.



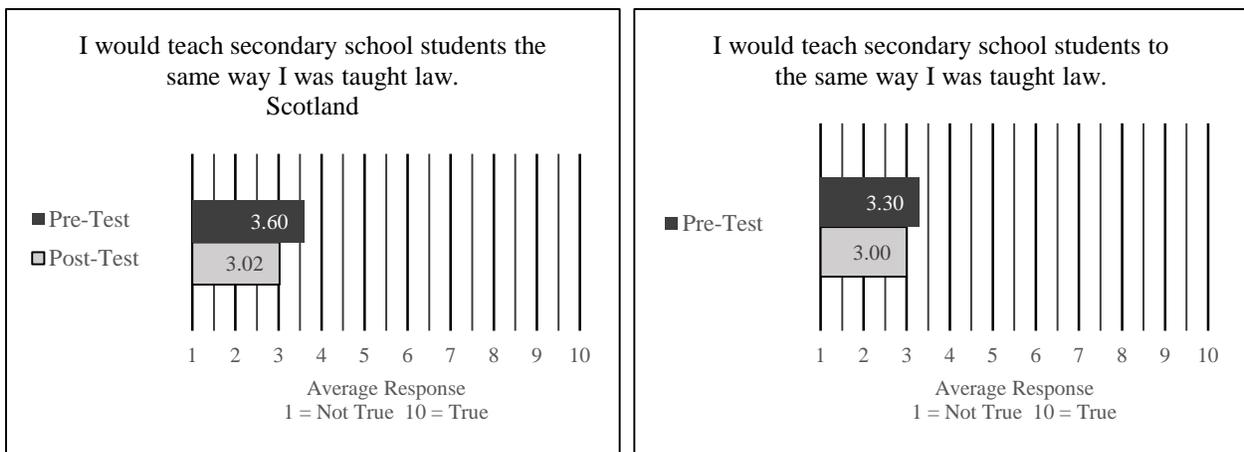
These responses have been supported by examples of volunteering by previous Street Law trainees in Ireland. The Street Law Clinic is moving into its fifth year and each year, veteran Street Lawyers are invited back to the Law Society to facilitate a number of programs. One example of this would be the Prison Law Program.⁷² Between autumn 2016 and spring 2017, eleven former Street Law trainees (some of whom are now practicing solicitors) collaborated with Law Society staff in the induction of new trainees for the Prison Law strand of the Street Law clinic. Further, these former Street Law trainees accompany the neophyte Street Lawyers at each of the prison program sessions; further cementing a sense of community between different cohorts of Street Law trainees. In addition, whilst traditionally the Street Law program takes place during the first block of classes at the Law Society of Ireland (“LSI”) Professional Practice I, increasingly Street Law trainees are proactive in terms of making contact to get involved in projects during their second block onsite in their Professional Practice II. As an example, in 2017 eight trainees were involved in an initiative with local schools. The LSI has also developed a “solicitors of the future program” and is on the cusp of launching an initiative for “solicitors in the community”.⁷³ Once again, a number of trainees who have been through the Street Law Program have returned to be involved. This collaborative approach ensures sustainability and credibility for the program and supports the Street Law aims of capacity building, inclusion, and community.

⁷² The Law Society of Ireland facilitates a Prison Law Program with detainees in Wheatfield Prison in partnership with the charity Solas and their Compass Program for prisoners. Solas HomePage (n.d.). Retrieved July 10, 2017, from <http://www1.solas.ie/>

⁷³ Details of the Solicitors of the Future Program can be found at <https://www.lawsociety.ie/Public/Transition-year-programmes/Solicitors-of-the-Future/> and the Solicitors in the community at <https://www.lawsociety.ie/globalassets/documents/education/diplomas/streetlaw/solicitors-in-the-community-street-law-programme.pdf> both retrieved August 03 2017.

The chart below illustrates responses to the third question which sought to ascertain whether trainees would “*teach secondary school students the same way I was taught*”. This statement was written to test whether Street Law is significantly different than the way in which law is taught in both Ireland and Scotland. Reverse scoring⁷⁴ was used to show this negative movement in order to parallel the other graphs in the section. We determine that the low bar of pre-test results to this question suggests that trainees aspire to teach in a different manner to the way they were educated. The negative movement in trainee responses further demonstrates that trainees see value in the Street Law methodology and recognize the differences it has with the traditional, teacher-directed method of teaching law.

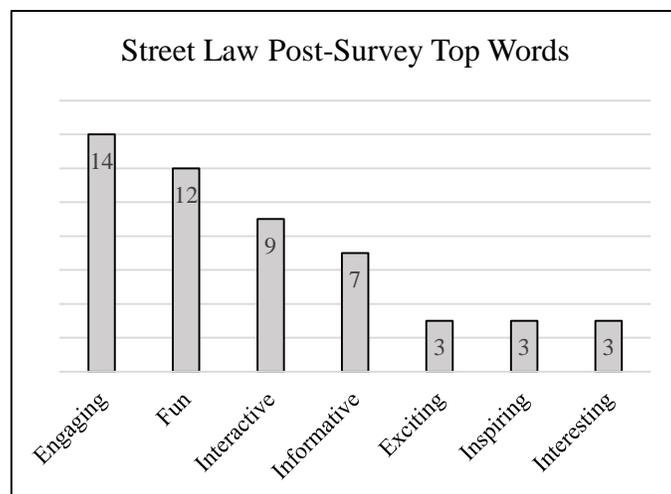
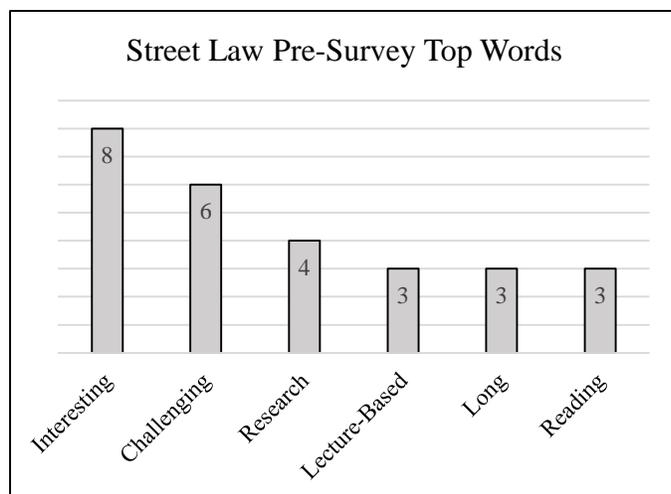
It should again be noted that approximately three students in each jurisdiction indicated in post-testing that they would teach secondary school students in the same way that they were taught. Again, this finding is contrary to the overall findings of our testing and arises in a question that was framed with a negative response correlating to the research aims. This exposes a potential limitation of quantitative data gathering in a pre-test and post-test design and will be discussed further in the “limitations and future research” section below.



D) Part IV

Part IV of the testing instrument consisted of a short answer section. We asked four questions, set forth below, that were designed to explore trainees’ existing views on the

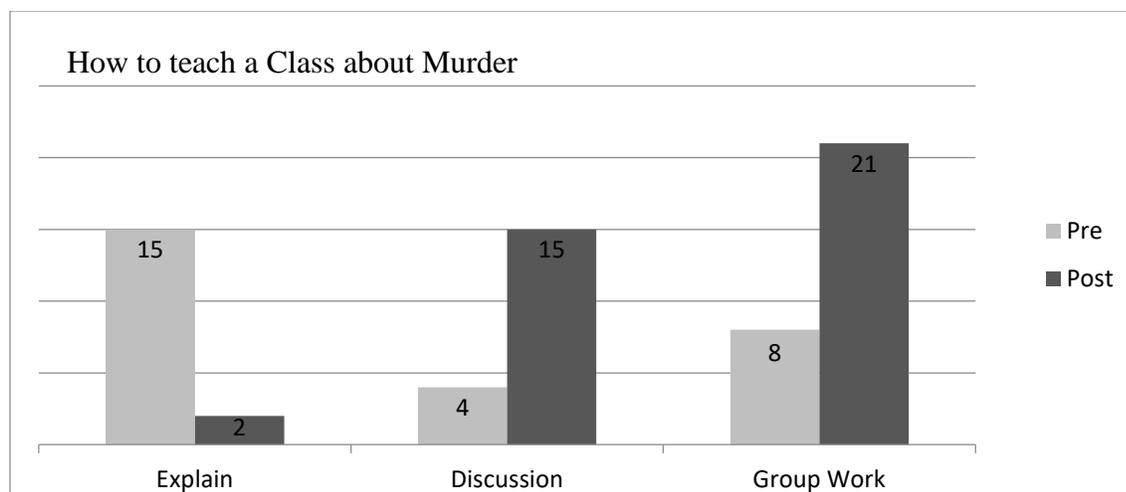
⁷⁴ See Appendix III.



In Question 2, trainees responded to a query about how they would teach a class about different classes of murder. The responses provide further evidence of the increased capacity of students to teach in a learner-centered manner and reflect the opportunity trainees had at Orientation to practice their teaching by designing and implementing their own learner-centered lessons⁷⁶, the most important component of teacher training.⁷⁷ In the pre-test, trainee responses largely focused on top-down instruction whereby the instructor would lecture or explain the relevant law; in post-test responses, trainees demonstrated a strong preference for interactive lessons that engage students on factual cases and are led by the student voice. This shift in preferred pedagogy from top-down instruction is evidenced in the chart below, which compares the citation of three terms (explain, discussion, and group work) in the Irish pre-test and post-test. These results are an indicator of how trainees moved away from lecture style pedagogy with its emphasis on explanation to a learner centered classroom with its emphasis on collaborative group work and discussion.

⁷⁶ Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 226-229.

⁷⁷ Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945; Grossman, P., & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45(1), 184-205; Grossman, P. (2011). Framework for teaching practice: A brief history of an idea. *Teachers College Record*, 113(12), 2836-2843; Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. *Teaching as the learning profession: Handbook of policy and practice*, 1, 3-22; Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382



Question 3 took the stated goal of community and looked at whether the Orientation weekend could help build a connection between the trainees and the organizing institution, by asking trainees about their most valuable connection with the Law Society to date.

Pre-test responses identified trainee skills modules and the social element of their time in the Law Society, such as meeting new people, as key connections to date, with some students even leaving this question blank. An immediate positive connection with the host institutions and a true validation of the weekend from the local perspective was that 100% of trainees identified the Street Law training weekend as their most valuable connection in the post-test. While we recognize the potential recency bias in this outcome⁷⁸, nonetheless the responses illuminate an oft-overlooked benefit of Street Law trainings hosted by professional legal bodies or institutions; it helps establish strong relationships between members and their legal bodies, as well as establishing relationships within these bodies. The value of this collegiality is difficult to quantify at such an early stage in their careers although many law schools globally are considering how to encourage civility, collegiality and political fraternity⁷⁹ in their cohorts⁸⁰. Jonathan Smasby, Executive Director for the Texas Center for Legal Ethics, who noted that there are many lawyers who would ‘like to do the right thing but don’t know what the right thing

⁷⁸ Dickey, D., & Pearson, C. (2005). Recency effect in college student course evaluations. *Practical Assessment, Research and Evaluation*, 10(6), 1-10.

⁷⁹ Kronman, A. (1993) *The Lost Lawyer: Failing ideals of the legal profession*. 93-101. Harvard University Press.

⁸⁰ Linder, D., & Levit N. (2014) *The Good Lawyer: Seeking Quality in the Practice of Law*. Oxford University Press. (99-127).

is'⁸¹. Many have written about falling standards of civility and behavior in the legal professions globally. Carter notes that by "making the principal ethic merely one of victory" lawyers cede the field to those with the least concern that "we are, all of us, not lone drivers but fellow passengers"⁸². Street Law trainings offer a unique channel for reaching young legal professionals and forming positive early connections. This connection can assist with the development of a positive professional identity.

Anecdotally, we would suggest that this connection continues and can be supported by trainees returning in subsequent years and remaining involved in different capacities with the program.⁸³ This would be an interesting research question to revisit in a longitudinal study as we surmise that this strong connection will remain when their trainees have graduated to the professional ranks.

The final short answer question focused on what trainees believed to be the main goals of legal education for the public. There was a large degree of overlap in trainee responses to this question as they consistently recognized in pre- and post-test ideas such as "accessible" and "to create understanding" as goals of legal education. The major change in the post-test responses was the impact of Street Law in the increased reference to making legal education both relevant and engaging, concepts which had not been present at pre-test.

E) Thematic Results

Parts I, II, and III of the pre/ post-tests were also coded to indicate how they related to the themes of Belief, Capacity, and Community.⁸⁴ Each question was evaluated as to whether it spoke to Belief, Capacity, or Community. Those results were then combined by theme and analyzed for percent change pre to post-test. The coding of the questions allowed us to measure the percent change of each theme from before the training to after the training more clearly. By coding the questions and measuring percent change we were also able to compare changes in Ireland and Scotland to one another, despite the difference in the median numeric values of each question. We were excited to see that the numeric results backed our experience that all three themes increased over the course of the training.

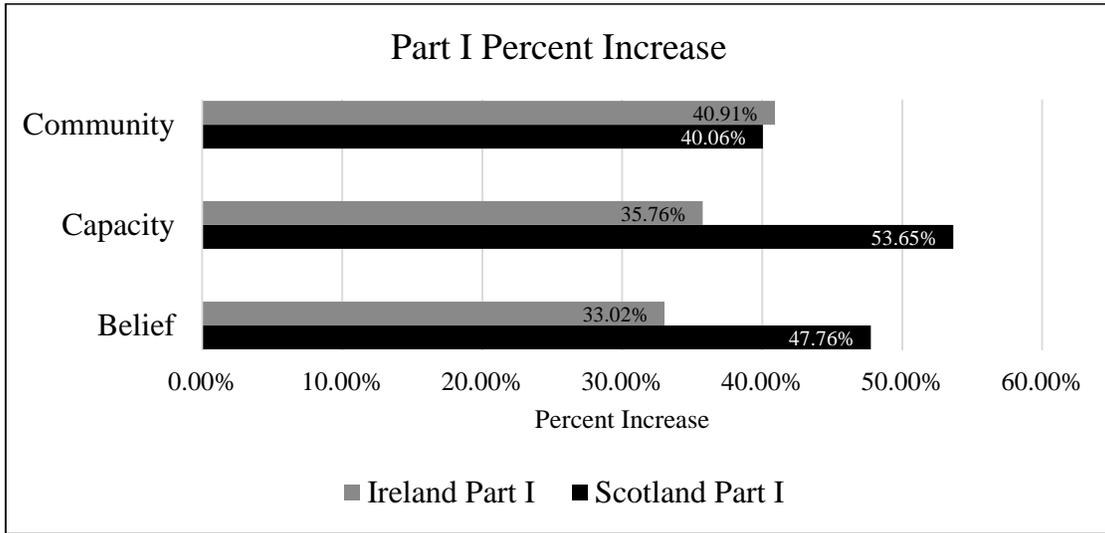
⁸¹ Filisko, G.M. (2013) "You're out of order! Dealing with the costs of incivility in the legal profession. American Bar Association Journal January 2013 (33-37).

⁸² Carter, SL (1998). *Civility, Manners, Morals, and the etiquette of modern democracy*. Yale University Press (286).

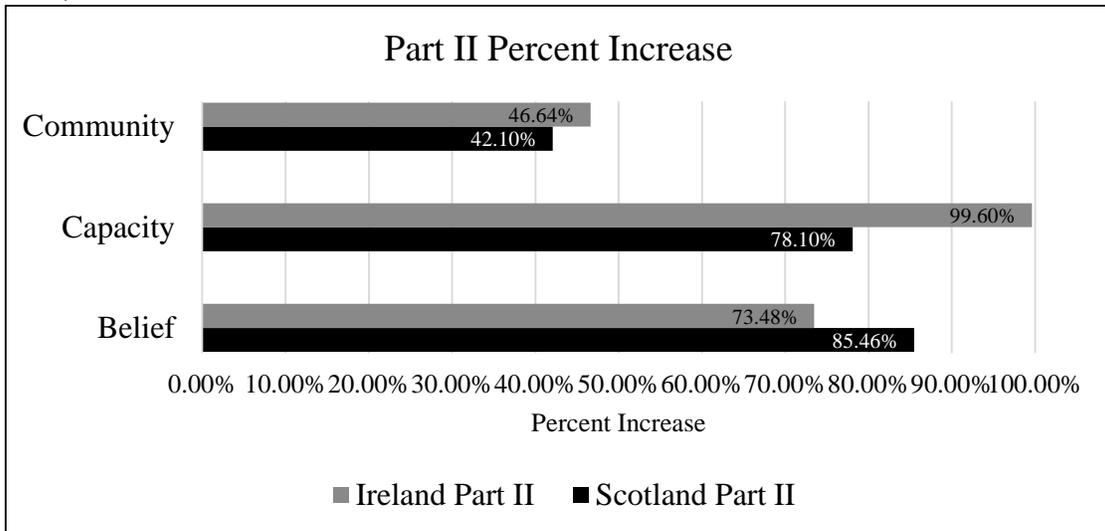
⁸³ Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 226-229.

⁸⁴ See Appendix V for coding of questions and statements.

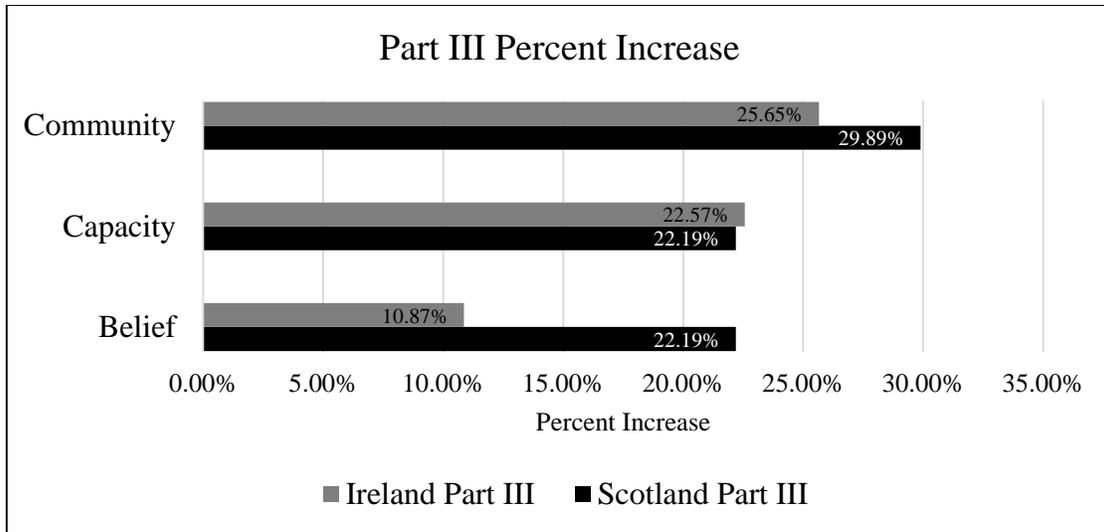
In Part I, Scotland and Ireland trainees both showed increases in Belief, Capacity, and Community.



In Part II, Scotland and Ireland trainees also showed increases in all three themes.



Lastly, Part III again showed increases in all three themes for trainees in both Scotland and Ireland.



Analysis of the results shows empirically that all three themes were increased over the training. Moreover, the attainment of the stated themes can be summarized in the following quote from a trainee on their Orientation experience: “I was not expecting to have my eyes opened to an entirely different method of teaching, one which I had never personally experienced before. The training weekend completely altered both my perspective on what way the Street Law model works and also my expectations for the six-week program ahead”.

VII. Limitations and Future Research

This study aimed to provide an evaluation of the Street Law Orientation weekend during 2015 trainings in Dublin and Edinburgh. Specifically, the testing measured the immediate impact of the training weekend in meeting three stated objectives of building belief, capacity and community.

We acknowledge some inherent limitations within this study. First, the pre-test and post-test framework, where participants completed their post-test immediately after completing their orientation training, has the potential to result in recency bias⁸⁵ which sees responses to recent events weighted more positively. While open-ended questioning can be utilized to overcome potential issues around recency bias, we would suggest that researchers undertaking a similar study would conduct further testing to establish if trainee responses post-Orientation remain consistent through their teaching placement. Data could be gathered following trainees' completion of their Street Law program using the same pre-test and post-test instrument at sufficient remove from the Orientation weekend. Alternatively a more qualitative approach could be adopted through the use of structured interviews or focus group and a longitudinal study to establish student perceptions of the success of the facilitators in achieving the aims of Street Law Orientation.

Within the paper we have also highlighted a number of incongruous results. We determined that these arose from the tendency of respondents to agree with questions. These respondents are known as "yea-sayers".⁸⁶ A suggested recommendation to this potential limitation of closed questioning in survey questionnaires is to frame questions in the negative.⁸⁷ Our use of negatively phrased questions indicated that a small number of trainees (three or four) in each location displayed "yea-saying" tendencies. The addition of the open-ended questions at Part IV is a further method of overcoming this limitation. A further recommendation for more comprehensive and nuanced evaluation in future iterations would be the use of an independent third party evaluation.

While this study had a narrow focus, we also propose a number of areas of future research to provide further evidence that Street Law works. These potential areas of research include;

⁸⁵ Dickey, D., & Pearson, C. (2005). Recency effect in college student course evaluations. *Practical Assessment, Research and Evaluation*, 10(6), 1-10.

⁸⁶ Mitchell, R.C., & Carson, R.T. (1989) Using surveys to value public goods the contingent valuation method. Resources for the Future.

⁸⁷ Boynton, P. M., & Greenhalgh, T. (2004). Selecting, designing, and developing your questionnaire. *Bmj*, 328(7451), 1312-1315.

- To what extent their Street Law experience helped develop trainees legal skills
- The impact of Street Law on trainees' professional identity and commitment to pro bono work
- Discovering the impact a Street Law program facilitated by trainees has on the critical thinking skills, active citizenship, and educational aspirations of the secondary school students taking the program
- Making the law accessible - how Street Law programs advance and compliment the goals of Law Societies / public bodies/ universities

VIII. Conclusion

There is a reason why Street Law programs are the fastest-growing and most popular legal education programs in the world. Street Law programs are relatively easy to implement, offer young lawyers and law students the chance to work within their communities while gaining invaluable practical and legal skills, and are unique in both the scale and scope of their outreach to the general public. Despite the prevalence of these programs across the globe, however, the research and literature base around Street Law remains scant. In our initial paper, *From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend*, we presented the research and methodology behind the critical initial training of Street Law trainees.⁸⁸ We also explained how we facilitate this initial training and included a step-by-step guide for interested practitioners. The question left unanswered in our initial paper was whether these trainings are effective. In this paper, we set forth both the qualitative and quantitative data that permits us to answer this question with a definitive yes.

The universal spirit of collaboration and cooperation in Street Law has been evident in the experiences of the Law Societies of Scotland and Ireland in launching their own successful Street Law initiatives in collaboration with the Georgetown Street Law program. We all believe deeply in the transformative power of the Street Law methodology and want to help make the law more relevant, more accessible, and more understandable to as many people as possible. This paper, read in conjunction with the companion paper *From Zero to Sixty: Building Belief, Capacity, and Community in Street Law*

⁸⁸ Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

*Instructors in One Weekend*⁸⁹, provides both a practical annotated step-by-step guide to our successful weekend orientation program and evidence of the powerful outcomes that can result. We hope that this data can help inspire and support practitioners interested in starting or improving their own Street Law programs.

All three of the partners involved here – the Georgetown Street Law program, the Law Society of Ireland, and the Law Society of Scotland – are true learning organizations and would welcome further inquiry as well as visits during orientation weekends.⁹⁰ We are very cognizant that while we have described one successful orientation approach, we have by no means described the only approach that can work. Practitioners will need to take into account their own site, resource, and context-specific factors, as well as their own preferences and capacities in developing their own programming. Indeed, we are constantly refining and iterating on our own model and hope that practitioners will share their insights and experiences with us.

⁸⁹ Arthurs, S., Cooperman, M., Gallagher, J., Greal, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

⁹⁰ Representatives from the following institutions have attended the most recent orientation weekends held at the Law Society of Ireland – University of Ulster Jordanstown, Northumbria University, NUI Galway, CEPLER-University of Birmingham, Middlesex University, Letterkenny IT, Trinity College Dublin.

IV. Appendices

Appendix I: Pre-Test

Appendix II: Post-Test

Appendix III: Law Society of Scotland Pre and Post Test Results

Appendix IV: Law Society of Ireland Pre and Post Test Results

Appendix V: Coding of Questions and Statements

Appendix I: Pre-Test

Autumn 2015 Street Law: What I know now

Instructions: This is not a test. This is a tool for us to get a sense of what you now know and how you think about certain topics. This is anonymous so please answer honestly- it will help us make the training better!

Part I: Circle a number from 1 to 5 to indicate how much you agree or disagree

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | | | |
|---|----------------|-------|---------|----------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | | | |
| 1. I am excited about teaching | | | | 1 | 2 | 3 | 4 | 5 |
| 2. I feel confident that I know how to teach secondary school students about the law. | | | | 1 | 2 | 3 | 4 | 5 |
| 3. I think using discussion in classrooms is an essential tool for learning | | | | 1 | 2 | 3 | 4 | 5 |
| 4. I feel like I could present legal issues in an interesting and engaging way | | | | 1 | 2 | 3 | 4 | 5 |
| 5. One of the most effective things a teacher can do is make personal connections with his/her students | | | | 1 | 2 | 3 | 4 | 5 |
| 6. A good Street Law lesson will impact most Students in the same way, no matter what school or class | | | | 1 | 2 | 3 | 4 | 5 |

Part II: Please circle the statements you think are accurate now

I know how to create a welcoming and safe learning environment in a school classroom

I know the difference between lower level thinking and higher level thinking

1 2 3 4 5 6 7 8 9 10

Part IV: Short Response

1. Based on your experience/situation, list 3 words describing your educational experience of law to date:

2. If you had to go into a secondary school classroom tomorrow and teach the class about the different types of murder, how do you think you would do it? Please explain briefly.

3. What has been your most valuable experience or connection with the Law Society so far?

4. Two main goals of law education for the public should be:

Appendix II: Post-Test

Autumn 2015 Street Law: What I know now

Instructions: This is not a test. This is a tool for us to get a sense of what you now know and how you think about certain topics. This is anonymous so please answer honestly- it will help us make the training better!

Part I: Circle a number from 1 to 5 to indicate how much you agree or disagree

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | | | |
|---|----------------|-------|---------|----------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | | | |
| 1. I am excited about teaching | | | | 1 | 2 | 3 | 4 | 5 |
| 2. I feel confident that I know how to teach secondary school students about the law. | | | | 1 | 2 | 3 | 4 | 5 |
| 3. I think using discussion in classrooms is an essential tool for learning | | | | 1 | 2 | 3 | 4 | 5 |
| 4. I feel like I could present legal issues in an interesting and engaging way | | | | 1 | 2 | 3 | 4 | 5 |
| 5. One of the most effective things a teacher can do is make personal connections with his/her students | | | | 1 | 2 | 3 | 4 | 5 |
| 6. A good Street Law lesson will impact most students in the same way, no matter what school or class | | | | 1 | 2 | 3 | 4 | 5 |

Part II: Please circle the statements you think are accurate now

I know how to create a welcoming and safe learning environment in a school classroom

I know the difference between lower level thinking and higher level thinking

I feel like I could work with a partner to create an interactive legal education session

I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me

I know what learner centered education is

I am looking forward to teaching the secondary school/transition year students

I would be comfortable reaching out to 5 or more law society peers for resources and ideas

Lecture is a more effective teaching method than discussion

Teaching secondary school students aligns with many skills from the practice of law

Working in a small group is a productive use of time

Part III: Circle a number from 1-10 depending on how true you think the statement is

1. I feel comfortable and connected to others in the law society community

| | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|----|------|
| Not True | | | | | | | | | | True |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

2. I could see myself volunteering to lead a legal presentation on a complicated legal topic to a group of farmers or pharmacists

| | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|----|------|
| Not True | | | | | | | | | | True |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

3. I would teach secondary school students the same way I was taught law

| | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|----|------|
| Not True | | | | | | | | | | True |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

4. I have an understanding of the positive role solicitors/lawyers can play in the community

| | | | | | | | | | | |
|----------|--|--|--|--|--|--|--|--|--|------|
| Not True | | | | | | | | | | True |
|----------|--|--|--|--|--|--|--|--|--|------|

1 2 3 4 5 6 7 8 9 10

Part IV: Short Response

1. List 3 words describing your educational experience with law from Street Law orientation weekend:

2. If you had to go into a secondary school classroom tomorrow and teach the class about the different types of murder, how do you think you would do it? Please explain briefly.

3. What has been your most valuable experience or connection with the Law Society so far?

4. Two main goals of law education for the public should be:

Appendix III: Law Society of Scotland Pre and Post Test Results

Pre-Test - Circle a number from 1 to 5 to indicate how much you agree or disagree

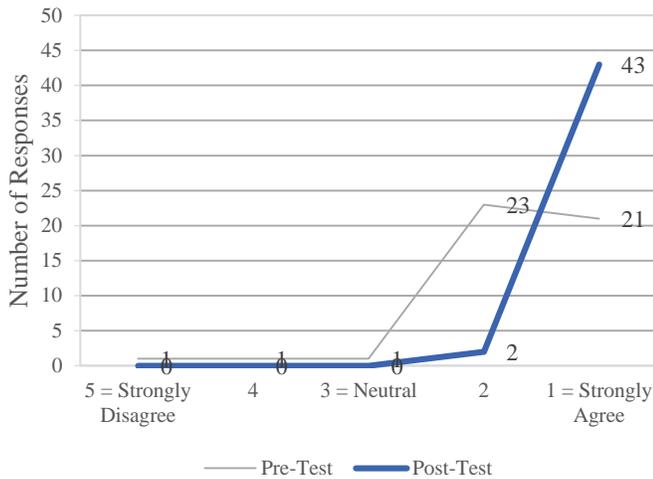
| Pre-Test | Strongly Agree (1) | Agree (2) | Neutral (3) | Disagree (4) | Strongly Disagree (5) | Total | Weighted Average |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|-------|------------------|
| I am excited about teaching. | 48.94% 23 | 44.68% 21 | 2.13% 1 | 2.13% 1 | 2.13% 1 | 47 | 1.64 |
| I feel confident that I know how to teach secondary school students about the law. | 14.89% 7 | 34.04% 16 | 44.68% 21 | 6.38% 3 | 0.00% 0 | 47 | 2.43 |
| I think using discussions in classrooms is an essential tool for learning. | 72.34% 34 | 19.15% 9 | 4.26% 2 | 2.13% 1 | 2.13% 1 | 47 | 1.43 |
| I feel like I could present legal issues in an interesting and engaging way. | 21.28% 10 | 59.57% 28 | 17.02% 8 | 2.13% 1 | 0.00% 0 | 47 | 2.00 |
| One of the most effective things a teacher can do is make personal connections with his/her students. | 44.68% 21 | 36.17% 17 | 17.02% 8 | 2.13% 1 | 0.00% 0 | 47 | 1.77 |
| A good Street Law lesson will impact most students in the same way, no matter what school or class. | 29.79% 14 | 38.30% 18 | 17.02% 8 | 12.77% 6 | 2.13% 1 | 47 | 2.19 |

Post-Test - Please circle the statements you think are accurate now

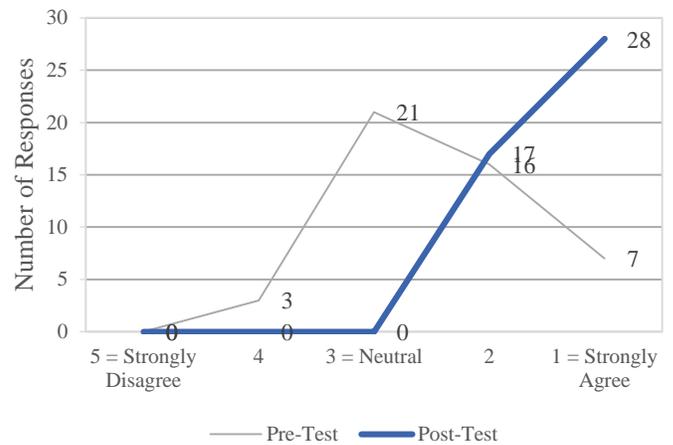
| Post-Test | Strongly Agree (1) | Agree (2) | Neutral (3) | Disagree (4) | Strongly Disagree (5) | Total | Weighted Average |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|-------|------------------|
| I am excited about teaching. | 95.56% 43 | 4.44% 2 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 45 | 1.04 |
| I feel confident that I know how to teach secondary school students about the law. | 62.22% 28 | 37.78% 17 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 45 | 1.38 |
| I think using discussions in classrooms is an essential tool for learning. | 93.48% 43 | 6.52% 3 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 46 | 1.07 |

| | | | | | | | |
|---|--------------|--------------|-------------|------------|------------|----|------|
| I feel like I could present legal issues in an interesting and engaging way. | 69.57% 32 | 30.43% 14 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 46 | 1.30 |
| One of the most effective things a teacher can do is make personal connections with his/her students. | 76.09% 35 | 21.74% 10 | 2.17% 1 | 0.00% 0 | 0.00% 0 | 46 | 1.26 |
| A good Street Law lesson will impact most students in the same way, no matter what school or class. | 60.87% 28 | 21.74% 10 | 10.87% 5 | 2.17% 1 | 4.35% 2 | 46 | 1.67 |

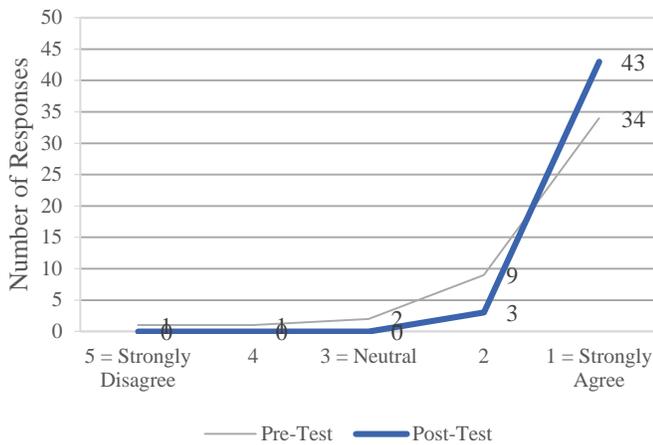
I am excited about teaching.



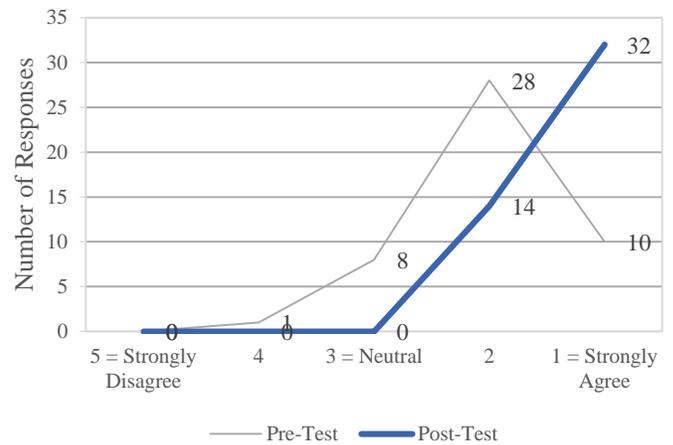
I feel confident that I know how to teach secondary school students about the law.



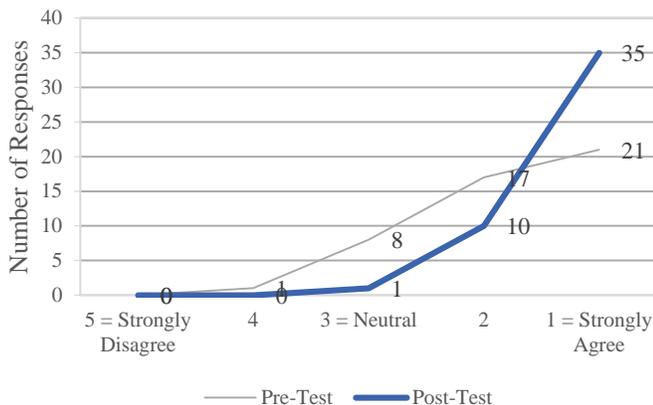
I think using discussions in classrooms is an essential tool for learning.



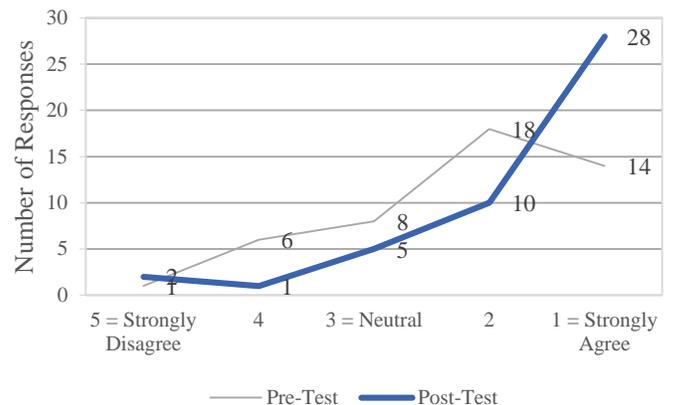
I feel like I could present legal issues in an interesting and engaging way.



One of the most effective things a teacher can do is make personal connections with his/her students.



A good Street Law lesson will impact most students in the same way, no matter what school or class.



Pre-Test. Please choose the statements you think are accurate now.

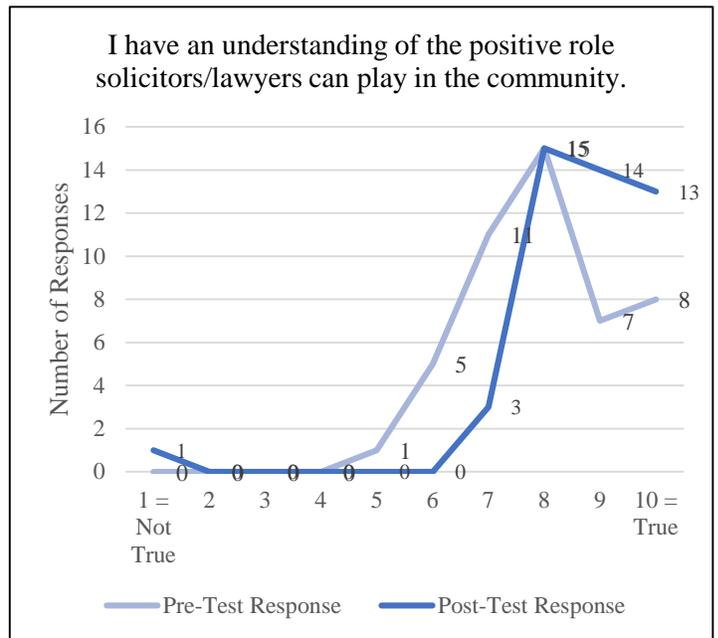
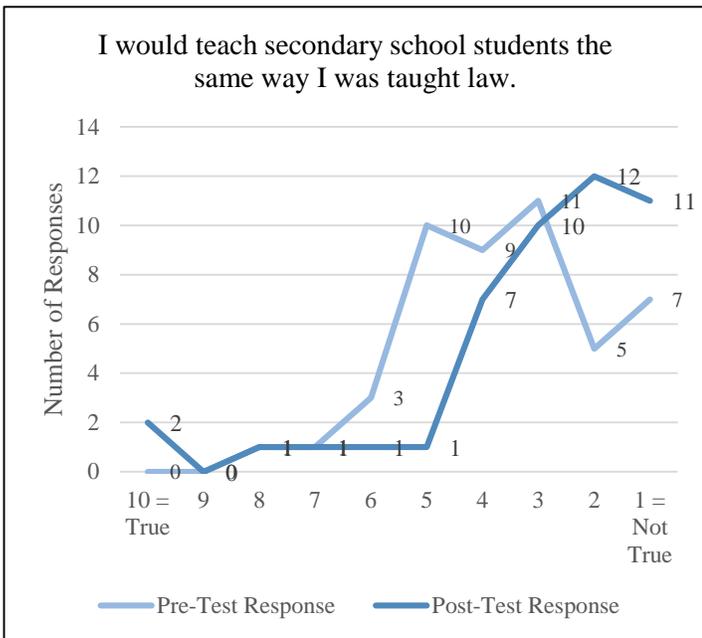
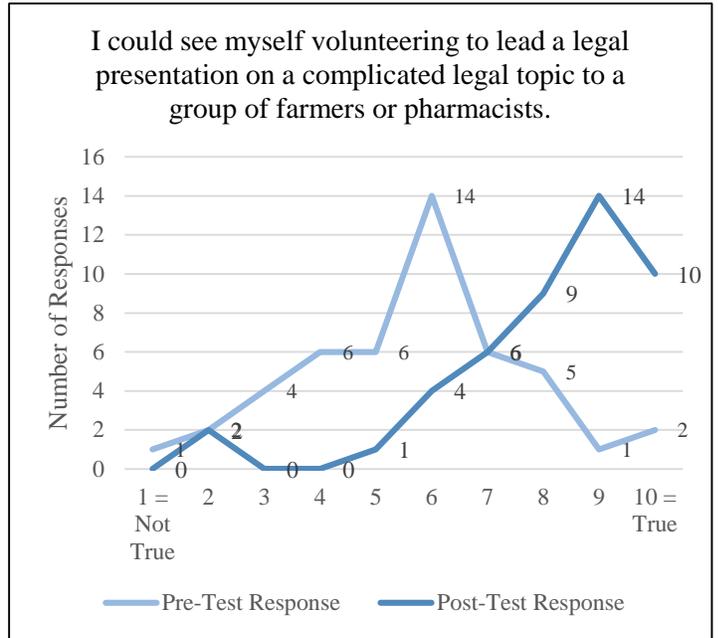
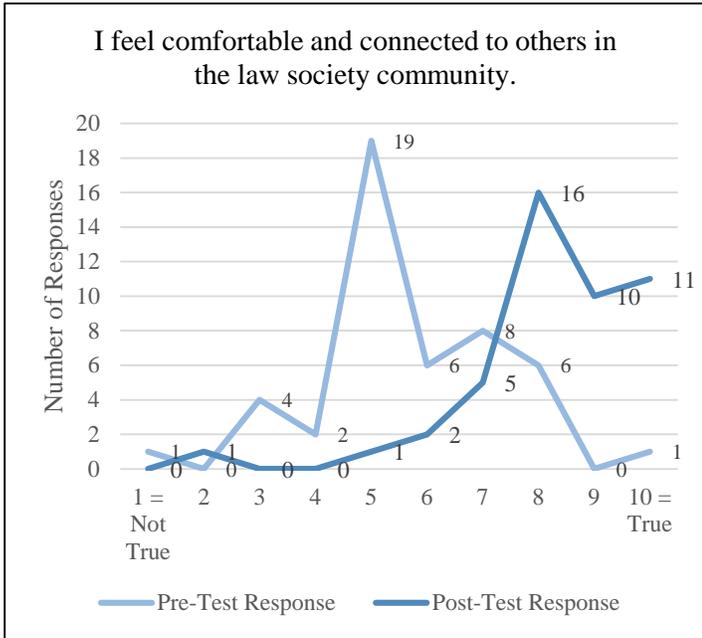
| Answer Choices | Response Number | Response Percentage of Total (47) |
|---|------------------------|--|
| I know how to create a welcoming and safe learning environment in a school classroom | 21 | 44.68% |
| I know the difference between lower level thinking and higher level thinking. | 8 | 17.02% |
| I feel like I could work with a partner to create an interactive legal education session. | 40 | 85.11% |
| I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me. | 11 | 23.40% |
| I know what learner-centered education is. | 2 | 4.26% |
| I am looking forward to teaching the secondary school/transition year students. | 45 | 95.74% |
| I would be comfortable reaching out to 5 or more law society peers for resources and ideas. | 30 | 63.83% |
| Lecture is a more effective teaching method than discussion. | 1 | 2.13% |
| Teaching secondary school students aligns with many skills from the practice of law. | 27 | 57.45% |
| Working in a small group is a productive use of time. | 33 | 70.21% |

Post-Test. Please choose the statements you think are accurate now.

| Answer Choices | Response Number | Response Percentage of Total (46) |
|---|------------------------|--|
| I know how to create a welcoming and safe learning environment in a school classroom. | 45 | 97.83% |
| I know the difference between lower level thinking and higher level thinking. | 35 | 76.09% |

| | | |
|---|----|--------|
| I feel like I could work with a partner to create an interactive legal education session. | 44 | 95.65% |
| I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me. | 41 | 89.13% |
| I know what learner-centered education is. | 44 | 95.65% |
| I am looking forward to teaching the secondary school/transition year students. | 45 | 97.83% |
| I would be comfortable reaching out to 5 or more law society peers for resources and ideas. | 40 | 86.96% |
| Lecture is a more effective teaching method than discussion. | 5 | 10.87% |
| Teaching secondary school students aligns with many skills from the practice of law. | 39 | 84.78% |
| Working in a small group is a productive use of time. | 42 | 91.30% |

Circle a number from 1-10 depending on how true you think the statement is (1=not true, 10=true)



words including 'amazing', 'belief', 'beneficial', 'broadens perspectives', 'confidence', 'educational', 'enlightening', 'exciting'.

Appendix IV. Law Society of Ireland Pre and Post Test Results

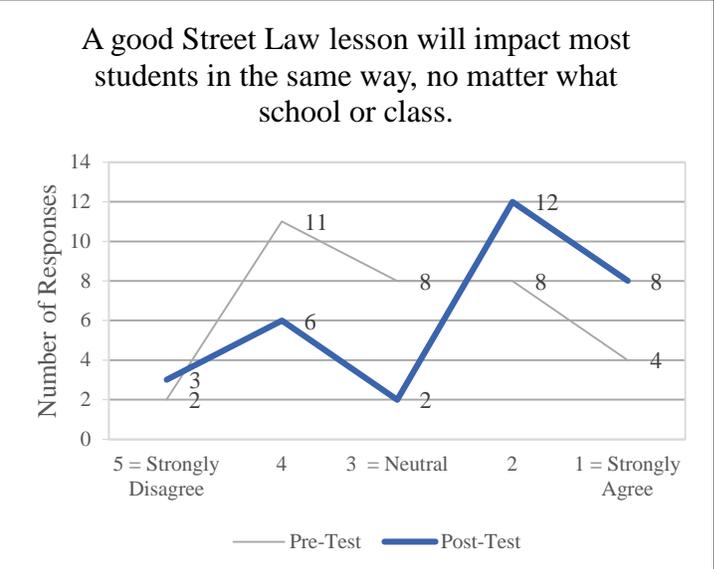
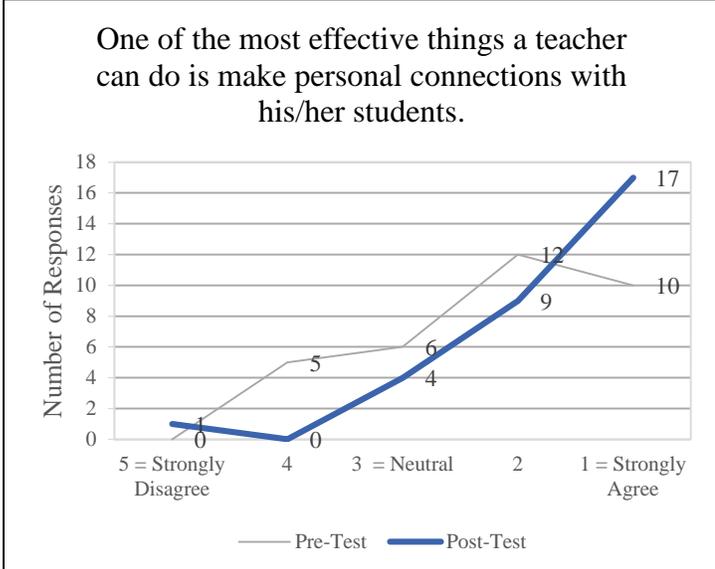
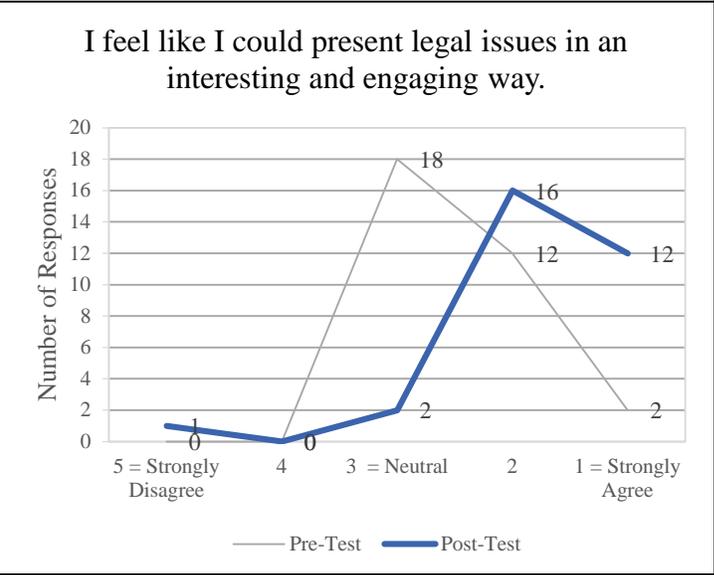
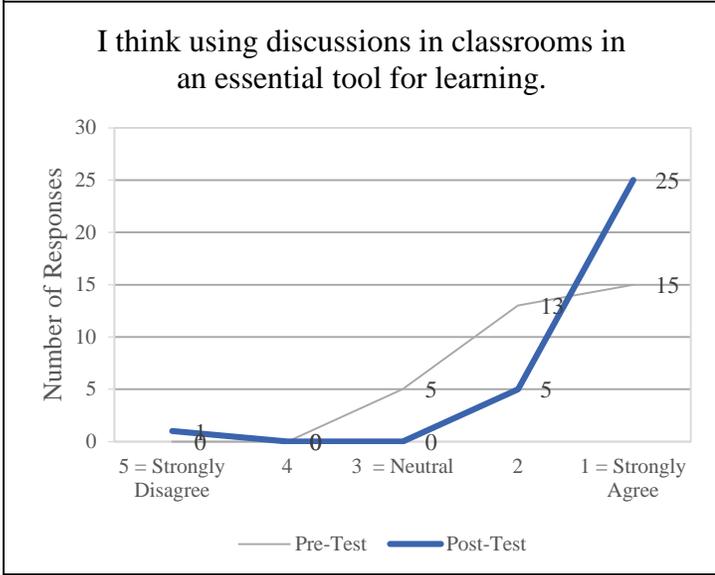
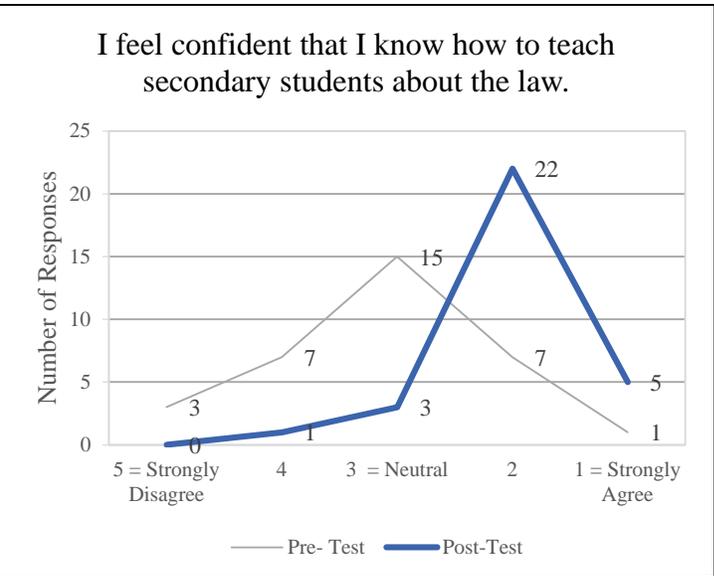
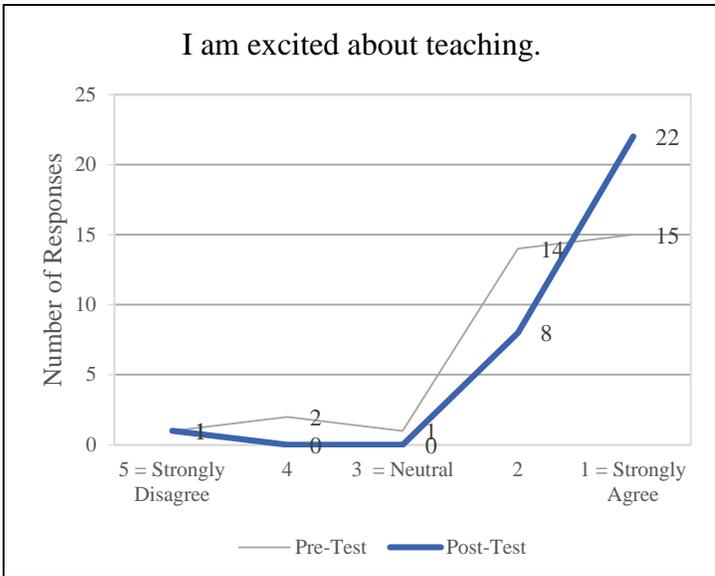
Pre-Test. Circle a number from 1 to 5 to indicate how much you agree or disagree.

| Pre-Test | Strongly Agree (1) | Agree (2) | Neutral (3) | Disagree (4) | Strongly Disagree (5) | Total | Weighted Average |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|-------|------------------|
| I am excited about teaching. | 45.45% 15 | 42.42% 14 | 3.03% 1 | 6.06% 2 | 3.03% 1 | 33 | 1.79 |
| I feel confident that I know how to teach secondary school students about the law. | 3.03% 1 | 21.21% 7 | 45.45% 15 | 21.21% 7 | 9.09% 3 | 33 | 3.12 |
| I think using discussions in classrooms is an essential tool for learning. | 45.45% 15 | 39.39% 13 | 15.15% 5 | 0.00% 0 | 0.00% 0 | 33 | 1.70 |
| I feel like I could present legal issues in an interesting and engaging way. | 6.25% 2 | 37.50% 12 | 56.25% 18 | 0.00% 0 | 0.00% 0 | 32 | 2.50 |
| One of the most effective things a teacher can do is make personal connections with his/her students. | 30.30% 10 | 36.36% 12 | 18.18% 6 | 15.15% 5 | 0.00% 0 | 33 | 2.18 |
| A good Street Law lesson will impact most students in the same way, no matter what school or class. | 12.12% 4 | 24.24% 8 | 24.24% 8 | 33.33% 11 | 6.06% 2 | 33 | 2.97 |

Post-Test. Please circle the statements you think are accurate now.

| Post-Test | Strongly Agree (1) | Agree (2) | Neutral (3) | Disagree (4) | Strongly Disagree (5) | Total | Weighted Average |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|-------|------------------|
| I am excited about teaching. | 70.97% 22 | 25.81% 8 | 0.00% 0 | 0.00% 0 | 3.23% 1 | 31 | 1.39 |
| I feel confident that I know how to teach secondary school students about the law. | 16.13% 5 | 70.97% 22 | 9.68% 3 | 3.23% 1 | 0.00% 0 | 31 | 2.00 |

| | | | | | | | |
|---|--------------|--------------|-------------|-------------|------------|----|------|
| I think using discussions in classrooms is an essential tool for learning. | 80.65% 25 | 16.13% 5 | 0.00% 0 | 0.00% 0 | 3.23% 1 | 31 | 1.29 |
| I feel like I could present legal issues in an interesting and engaging way. | 38.71% 12 | 51.61% 16 | 6.45% 2 | 0.00% 0 | 3.23% 1 | 31 | 1.77 |
| One of the most effective things a teacher can do is make personal connections with his/her students. | 54.84% 17 | 29.03% 9 | 12.90% 4 | 0.00% 0 | 3.23% 1 | 31 | 1.68 |
| A good Street Law lesson will impact most students in the same way, no matter what school or class. | 25.81% 8 | 38.71% 12 | 6.45% 2 | 19.35% 6 | 9.68% 3 | 31 | 2.48 |



Pre-Test. Please choose the statements you think are accurate now.

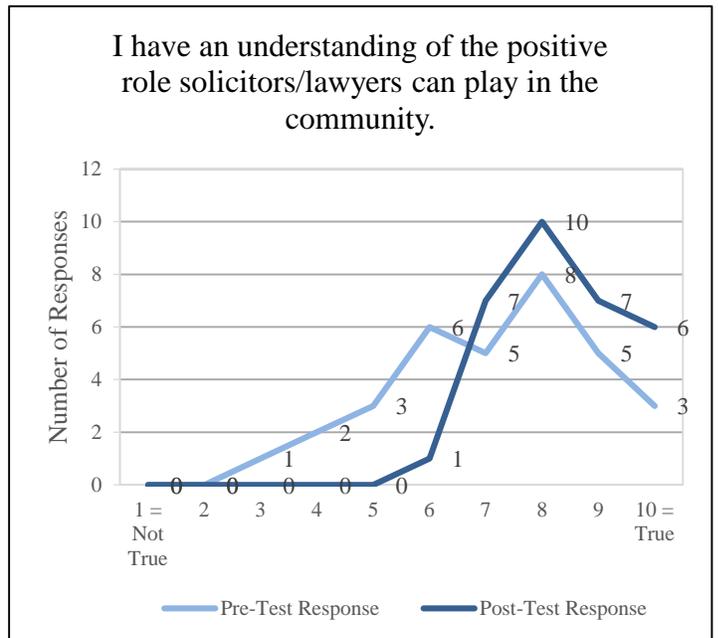
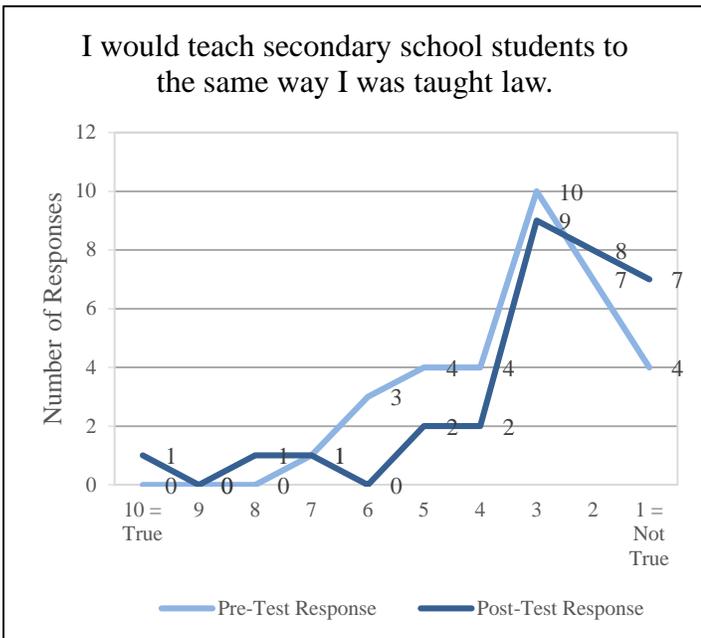
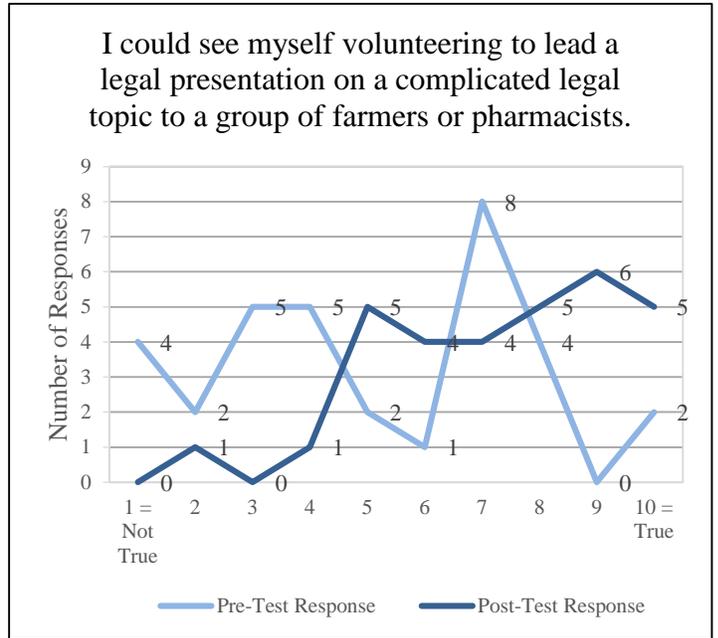
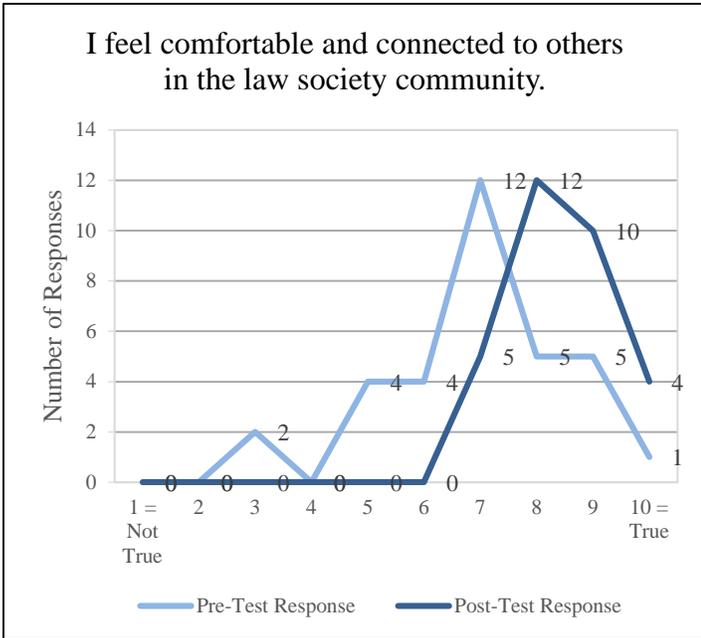
| Answer Choices | Response Number | Response Percentage of Total (33) |
|---|------------------------|--|
| I know how to create a welcoming and safe learning environment in a school classroom | 6 | 18.18% |
| I know the difference between lower level thinking and higher level thinking. | 5 | 15.15% |
| I feel like I could work with a partner to create an interactive legal education session. | 30 | 90.91% |
| I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me. | 8 | 24.24% |
| I know what learner-centered education is. | 5 | 15.15% |
| I am looking forward to teaching the secondary school/transition year students. | 27 | 81.82% |
| I would be comfortable reaching out to 5 or more law society peers for resources and ideas. | 22 | 66.67% |
| Lecture is a more effective teaching method than discussion. | 1 | 3.03% |
| Teaching secondary school students aligns with many skills from the practice of law. | 14 | 42.42% |
| Working in a small group is a productive use of time. | 26 | 78.79% |

Post-Test. Please choose the statements you think are accurate now.

| Answer Choices | Response Number | Response Percentage of Total (31) |
|---|------------------------|--|
| I know how to create a welcoming and safe learning environment in a school classroom. | 28 | 90.32% |
| I know the difference between lower level thinking and higher level thinking. | 22 | 70.97% |

| | | |
|---|----|---------|
| I feel like I could work with a partner to create an interactive legal education session. | 31 | 100.00% |
| I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me. | 25 | 80.65% |
| I know what learner-centered education is. | 26 | 83.87% |
| I am looking forward to teaching the secondary school/transition year students. | 30 | 96.77% |
| I would be comfortable reaching out to 5 or more law society peers for resources and ideas. | 29 | 93.55% |
| Lecture is a more effective teaching method than discussion. | 4 | 12.90% |
| Teaching secondary school students aligns with many skills from the practice of law. | 19 | 61.29% |
| Working in a small group is a productive use of time. | 28 | 90.32% |

Circle a number from 1-10 depending on how true you think the statement is (1=not true, 10=true)



Appendix V. Coding of Questions and Statements

| | Belief | Capacity | Community |
|---|--------|----------|-----------|
| I am excited about teaching. | X | X | |
| I feel confident that I know how to teach secondary school students about the law. | X | X | |
| I think using discussion in classrooms is an essential tool for learning. | X | | |
| I feel like I could present legal issues in an interesting and engaging way. | | X | |
| One of the most effective things a teacher can do is make personal connections with his/her students. | X | | X |
| A good Street Law lesson will impact most students in the same way, no matter what school or class. | X | X | |

| | | | |
|---|---|---|---|
| I know how to create a welcoming and safe learning environment in a school classroom. | | X | X |
| I know the difference between lower level thinking and higher level thinking. | | X | |
| I feel like I could work with a partner to create an interactive legal education session. | | X | X |
| I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me. | X | X | |
| I know what learner-centered education is. | X | X | |

| | | | |
|---|---|---|---|
| I am looking forward to teaching the secondary school/transition year students. | X | X | |
| I would be comfortable reaching out to 5 or more law society peers for resources and ideas. | | X | X |
| Lecture is a more effective teaching method than discussion. | X | X | |
| Teaching secondary school students aligns with many skills from the practice of law. | X | | X |
| Working in a small group is a productive use of time. | X | | X |

| | | | |
|---|---|---|---|
| I feel comfortable and connected to others in the law society community. | | | X |
| I could see myself volunteering to lead a legal presentation on a complicated legal topic to a group of farmers or pharmacists. | X | X | X |
| I would teach secondary school students in the same way I was taught law. | X | X | |
| I have an understanding of the positive role solicitors/lawyers can play in the community. | X | X | X |

| | | | |
|---|---|---|---|
| Based on your experience/situation, list 3 words describing your educational experience of law to date. | X | X | X |
|---|---|---|---|

| | | | |
|---|----------|----------|----------|
| <p>If you had to go into a secondary school classroom tomorrow and teach the class about the different types of murder, how do you think you would do it? Please explain briefly.</p> | | <p>X</p> | |
| <p>What has been your most valuable experience or connection with the Law Society so far?</p> | | | <p>X</p> |
| <p>Two main goals of law education for the public should be:</p> | <p>X</p> | <p>X</p> | |

Advancing legal education for all – the role of a journal

Richard Grimes

Editorial Board member, International Journal of Public Legal Education

Promoting legal literacy is nothing new. There have been many initiatives, stretching back to the mid 1970s at least, to improve the public's understanding of their rights (and responsibilities).¹

If I can generalise it is with few, if any, exceptions now universally accepted that access to justice is a basic human right². To achieve this it is not only necessary for a person to be able to obtain legal advice and be heard by an independent set of courts and tribunals when required, but an awareness of law as it affects people in their day to day lives is also needed. Recognising when one has a legal problem and then appreciating what can be done about it are fundamental tenets of access to justice.

There have been a number of attempts in recent years to focus attention on the need for and value of public legal education (PLE) encompassing both governmental and other stakeholder investigations and projects.³ This development has centred on an

¹ For example the (then) pioneering and (still) highly influential work of the Georgetown Law School, Washington DC, Street Law team under the direction of Richard Roe and of Street Law Inc, which evolved from this earlier initiative. For an account of this and other street Law programmes see: R. Grimes, E. O'Brien, D. McQuoid-Mason and J. Zimmer *Street Law and Social Justice Education*, in *The Global Clinical Movement: Educating Lawyers for Social Justice*, F. Bloch (ed.), OUP, 2010.

² This has many iterations, national and international. See for example Articles 6 – 11 of the *Universal Declaration of Human Rights*, United Nations, 1948, which contain a set of rights all of which affect aspects of access to justice from equality before the law to the right to a fair trial. For a detailed discussion of access to justice more generally see: D. Rhodes D., *Access to justice*, New York, OUP, 2004.

³ See for example: L. Cader, *Evaluation of Public Legal Education and Information*, Research and Statistics Division, Department of Justice, Canada, 2002

access to justice agenda but has also seen the importance of PLE in terms of self-help and constructive forms of dispute resolution. Even if one is slow to be persuaded of the importance of these principles the cost of having a legally-ignorant public is, in itself, problematic particularly so far as the cost to the individual and the public purse of unresolved legal disputes.⁴

If legal literacy is so important how can this concept be defined and then programmes designed, delivered and evaluated? When termed together law and education immediately suggest the involvement of educators. The potential of involving legal education providers (schools, colleges and universities) has long been identified as one way in which to deliver PLE. As will be seen in this inaugural issue of the IJPLE there are many impressive, impactful and sustainable examples of PLE involving law schools and the wider community.

There are, of course, many ways in which legal awareness can be promoted and supported. This might consist of education classes (one-off to deal with particular issues or a short course perhaps leading to a qualification), promotional posters, reference materials, and, of course, in this day and age electronically generated resources (including interactive chat-lines and blogs).

PLEAS Task Force, *Developing capable citizens: the role of public legal education*, Russell Press, 2007.

⁴ For an analysis of the cost of unresolved legal disputes (presumably based, at least in part, on ignorance of rights and responsibilities, see P. Pleasance et al, *Causes of Action: Civil Law and Social Justice*, Second Edition, LSRC Research Paper No. 14, The Stationary Office, 2006; and for an impression of what public attitudes are of using the law see: H. Genn, *Paths to Justice: What people do and think about going to law*. Hart Publishing, 1999.

What however has been missing up until now has been a conduit through which accessible but robust discussion around PLE can take place. As an editorial board we maintain that whilst there have been many articles appearing in a range of academic journals on PLE issues, up until now none of these have focused explicitly on PLE and that there was a consequential gap in the market.

The IJPLE therefore is an attempt to provide an outlet for serious debate on the need for, value of and 'best practice' surrounding PLE.

If we are serious as lawyers, academics, activists and members of the wider public, in improving access to justice we need to focus, at least in part, on the need to improve levels of legal literacy. We expect our children and future adult citizens to be able to read, write and add up (even subtract, divide and multiply!) and why not be able to know when a legal problem is present and what to do if it is?

Schools, in different parts of the world, often incorporate legal awareness in the curriculum in the form of 'civics' classes or, in the case of the UK, a citizenship component. In our view this is to be encouraged but, where it does exist, does it maximise the learning opportunity and is it enough? Experience suggests that legal awareness is most effectively raised when there is an operational context – when the need for an understanding of rights and responsibilities has relevance and meaning through everyday experience. Research is much needed in this context and on the effectiveness more generally of different approaches to PLE.

This journal will focus on giving a voice for PLE – to allow for an exchange of ideas, experiences and research findings.

Each issue will focus on identified themes. We intend to invite guest editors, with expertise in these specific subject areas, to contribute to each issue giving direction and meaning to content. In this first issue May O'Brien provides important background on the need for PLE and places, in context the pioneering work of her late husband Ed who contributed so much in his work on Street Law – one of the most significant forms of PLE established to date.

We very much hope that as well as meeting the required standard of any credible academic journal that the contributions appearing in it stimulate debate in both a theoretical and practical way. We are acutely conscious of the need for empirical research to test the hypothesis that PLE is a 'good thing' and that resources expended on PLE are indeed well spent. We particularly encourage academics and practitioners in the relatively early stages of their careers to submit material for possible publication. The future relies on their input. We also urge colleagues from across the globe to contribute. Whilst there may be many differences between us in terms of custom, culture, politics and religion access to justice is a global consideration albeit affected by context.

We strongly believe that a more legally literate population is a potentially fairer one and that a greater appreciation of what we might expect from and owe to the wider

world impacts on the nature of the society we live in. Goodness knows we could all do with improvements on that score.

So What Is Street Law Anyway – A U.S. Perspective

Margaret E. Fisher¹

Introduction

This article briefly explores the current problems surrounding young people's knowledge, skills and engagement in the civic life of the democracy in the United States and the contributions that public legal education or civic learning² can make to improving youth engagement as members of a democracy. The article will acknowledge the contribution made by the law-related education movement of the 1950s. More specifically, the article will explore the history of a law school based program - Street Law -- that describes the most important way that law schools in the United States contribute to civic learning. Finally, the article will reveal the actual source of the term "Street Law" and the ongoing impact that Street Law has on the young people and the law students who teach it.

1. The Problem in the U.S.

In recent years, study after study has shown that most young people in the United States have poor knowledge of, and are disconnected from, the basics of our democracy. For example, in 2014 only 23% of 8th graders (13 year olds) in the United States tested

¹ Margaret E. Fisher is a Distinguished Practitioner in Residence, Seattle University School of Law, Seattle WA, USA.

² I will use the term "civic learning," instead of public-legal education, which is the more common term in Washington State and in many other states in the U.S.

"proficient" on the Nation's Report Card civics exam³. In 2016, only one third of Americans could name the three branches of government and another one third could not even name one branch of government.⁴ This is not important as a test of rote memorization. However, if there is no basic understanding of the role of the branches of government in the lives of Americans, there is no way for citizens to access government and government is no longer in the hands of the people.

There is also less tolerance as the checks and balances work out issues in public life. This leads to more strident objections and incivility as uninformed persons react to the branches of government playing out their roles. For instance, the federal judge who ruled that the President of the United States' first travel ban of 2017 was unconstitutional, received 47,000 pieces of mail; 1,000 of which were death threats.⁵ This reflects a great ignorance of the role of the judicial branch in deciding whether government actions comply with the U.S. Constitution and laws.

³ The National Assessment of Educational Progress's National Report Card, https://www.nationsreportcard.gov/hgc_2014/ (2014).

⁴ Kathleen Hall Jamieson, *Americans' Knowledge of the Branches of Government Is Declining*, Annenberg Public Policy Center of the University of Pennsylvania, (September 13, 2016), <http://www.annenbergpublicpolicycenter.org/americans-knowledge-of-the-branches-of-government-is-declining/>

⁵ Senior U.S. District Judge James L. Robart, Address at U.S. District Court for the Western District of Washington (July 12, 2017).

2. Importance of Civic Learning

We know that quality civic learning is the most important factor in determining whether young people will actively participate in their communities as adults. A democracy thrives when its citizens vote, show up for jury duty, engage in public life, join neighborhood groups, are aware of current civic issues, identify and listen to viewpoints other than their own, attend local government meetings, or voice their concerns to lawmakers.

3. Street Law: The History

The first national movement for improving civic learning in the United States began in the 1950s in reaction to U.S. Senator Joe McCarthy's rabid anti-communism movement to impose orthodoxy of thought, eliminate critical examination of issues, and maintain rote learning methods of learning and teaching.

In 1952, in reaction to McCarthyism, Dr. Isidore Starr led a movement that introduced the study of controversy in the examination of the U.S. Constitution and Bill of Rights. As important as the content, he insisted is the interactive methods for teaching. This law-related movement had many spin-offs, including Street Law⁶.

⁶ Isidore Starr, *Leading a Revolution in Civics*, TVW, 2015, <https://vimeo.com/146685644>. Dr. Starr served on the board of the National Street Law Institute in its early years.

Street Law involves law students teaching practical law classes, using interactive methods, to high school students, prisoners, mentally ill individuals and others.

The program was launched in 1972 at the Georgetown University Law Center. Jason Newman, attorney for the New World Foundation in Washington, DC, obtained funding to offer a first-ever non-advocacy clinic at Georgetown University Law Center. One component of this non-advocacy clinic was the teaching of a practical law class to the inner-city youth of Washington DC.

Jason Newman approached Vincent Reed, Deputy Director of the DC Public Schools, with the proposal. On hearing him out, Vincent Reed responded, “Oh, you mean ‘Street Law’.” The term was coined.

In organizing his first class, Professor Newman asked for volunteers to work on Street Law. Ed O’Brien, Johnny Barnes, Stephen Glick, and David Wilmot stepped forward. These four law students and Professor Newman worked nights to create the lessons for the first Street Law program.

That first year, the law students taught in teams in two high schools, in four the next year, and by the third year, the program was in all of the DC high schools. At the same time, Professor Newman successfully approached the D.C. City Council to fund a corrections Street Law clinic⁷. This clinic involved law students teaching inmates of the D.C. jail and

⁷ Interview by Margaret Fisher with Professor Jason Newman, Director and Professor of the D.C. Project that included Street Law and Harrison Institute, Georgetown University Law Center (August 19, 2017).

prisons. A later development was including the criminally insane at St. Elizabeth's Hospital.

Upon graduation from law school, Ed O'Brien requested continuing to work on Street Law. He was able to raise funds from the Robert F. Kennedy Foundation for his position and that of Ed McMahon. This resulted in the creation of the National Street Law Institute⁸.

Efforts were then made to expand to other law schools. With help from the Robert Kennedy Foundation, the University of Minnesota Law School was the first law school to join. Other Law Schools came on board⁹, although the idea of clinical education, much less Street Law, was quite controversial with many deans and law faculty.

4. Impact of Street Law

Anecdotally, law school professors who teach Street Law know that students who have no prior success in school become greatly engaged in class. Students' impressive performances in the culminating mock trials inspire them to raise their expectations for their own lives. Students learn basic law and how to discuss controversial issues in a civil manner. They learn how to avoid legal problems and how to stand up for themselves

⁸ Later the name was changed to the Institute for Citizen Education in the Law and later to the current Street Law, Inc. In 1983, the Georgetown University Law Center created a separate faculty position for the director of the Georgetown Street Law Clinic and this led to the eventual separation of National Street Law Institute and the Street Law Clinic.

⁹ See directory of registered Law School Street Law programs, http://streetlaw.org/en/Page/858/Directory_of_Registered_Law_SchoolBased_Street_Law_Programs.

when they have been wronged. They also learn which government bodies to approach with a problem.

A study¹⁰ of the Georgetown University Law Center's Street Law program had these main findings of the impact of Street Law on the law students from their perspective as lawyers three to fifteen years after graduating: (1) they had very fond and vivid memories of their experience with Street Law, many describing it as their finest thing they did in law school; (2) it exposed them to the realities of life faced by people they would not otherwise have interacted with; (3) it helped them be more understanding and compassionate with clients; (4) it helped them explain the law in practical terms to clients and others; and (5) it gave them confidence in speaking publicly.

As someone who has taught Street Law at Georgetown for five years and more than 35 years at the Seattle University School of Law, I can attest to these same impacts on my students and law students. Former law students report that Street Law has helped them take on training roles in law firms, propelled them into volunteering with mock trial and other programs, and for some, caused them to switch their careers and become teachers.

¹⁰ Birnbaum, Marcia, *A Case Study of the Georgetown University Law Center Street Law Program*, 2000 (unpublished).

The Genesis of Street Law in South Africa

Professor David Jan McQuoid Mason

Professor of Law, Director of the Centre for Socio-Legal Studies, University of KwaZulu-Natal, Durban and President of the Commonwealth Legal Education Association

In 1984, while Dean of the Faculty of Law at the University of Natal, during a visitor's programme sponsored by the United States Information Service (USIS), I met Ed O'Brien of Georgetown University Law Faculty, Washington DC, a co-founder of the American Street Law programme. I invited him to South Africa in 1985 and his trip was paid for by USIS. It was an inauspicious time as President PW Botha declared a State of Emergency the day Ed arrived in the country to conduct non-racial Street Law workshops with me. He and I brainstormed a curriculum with a multi-racial group of high school teachers and pupils and then persuaded the President of the Association of Law Societies, Graham Cox, with assistance from the Attorneys Fidelity Fund, to provide financial backing for a pilot Street Law programme for South Africa - the first such programme outside of the United States.

In 1986 a pilot Street Law programme under Mandla Mchunu was set up at the University of Natal (Durban) to operate in five schools - according to the apartheid context: two African and two white schools and one Indian school. The programme was a success and soon expanded to 16 other universities with financial assistance

from the Attorneys Fidelity Fund. The Fund continued to sponsor the programme until South Africa's transition towards democracy in the early 1990s, when funding ceased.

After the release of Nelson Mandela in 1990, the South African Street Law programme decided to introduce South Africans to the Universal Declaration of Human Rights. With assistance from an American civic education school teacher, Eleanor Greene, and field-testing by the 16 Street Law Coordinators, Ed and I produced a workbook, together with an instructor's manual, in the South African street-law format, entitled *Human Rights for All*. I was the general editor and coordinator of the project which was done in partnership with Lawyers for Human Rights (of which I was Durban chairperson at the time) and Street Law Inc. (then the National Institute of Citizen Education under the Law (NICEL)). An American version of the book was subsequently published in 1996.

In 1992, with assistance from the United States Agency for International Development (USAID), the Centre for Socio-Legal Studies (CSLS) in partnership with NICEL decided that it was necessary to introduce South Africans to the principles of democracy in preparation for the country's first democratic elections. The local Street Law team met with the 26 NGOs involved in voter education in KwaZulu-Natal and they agreed to work together to produce a workbook on democracy. The NGO contribution was to help design the curriculum for the programme and to field-test the materials in their constituencies. Over a period of a year the CSLS coordinated the process and student text on democracy was produced, together with an instructor's

manual, entitled *Democracy for All*. There was consultation with, and field-testing by, the 26 NGOs and 16 Street Law Coordinators throughout the process. The writing team consisted of two Americans (Ed O'Brien and Mary Curd Larkin of NICEL and three South Africans (Mandla Mchunu of CSLS, Karthy Govender and myself – I also acted as editor – all of us from the then University of Natal, (now the University of KwaZulu-Natal)). One spin-off from the book was the development by Chuck Scott and the Centre for Socio-Legal Studies of the *Democracy Challenge Game* which required players to identify and define 13 different signposts of democracy using interactive techniques in a board game involving quizzes and debates. The game was field-tested in over 500 high schools in South Africa and has been translated into Swahili. It has also been adapted to embrace the Convention of the Rights of the Child in Nigeria. A new edition of *Democracy for all* is being published this year.

In 1997 I began assisting, together with Ed, Mary Curd Larkin and Bebs Chorak of Street Law Inc. and the Ford Foundation and Open Society Institute, to develop Street Law programmes and materials and provide workshop training in Eastern and Central Europe, Central Asia and the former Soviet Union. The countries involved in the project were Albania, Belarus, Croatia, the Czech Republic, Estonia, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Macedonia, Moldova, Mongolia, Romania, Russia, Slovakia, Ukraine and Uzbekistan. The programme was aimed at assisting the countries to develop cadres of school teachers, law students and law teachers who could teach and develop indigenous curricula and materials on Street Law, human rights and democracy for inclusion in the formal school curriculum. My experience

in dealing with the transition from apartheid to democracy in South Africa resonated strongly with the countries that were undergoing the transition from communism and dictatorship to democracy. By the end of 2001 Street Law, human rights and democracy materials had been published by Belarus, Croatia, the Czech Republic, Estonia, Kazakhstan, Kyrgyzstan, Latvia, Macedonia, Moldova, Mongolia, Russia, Slovakia, Ukraine and Uzbekistan. In addition *Human Rights for All* and *Democracy for All* were translated into Croatian, Mongolian and Russian. *Democracy for All* was also translated into French for use in Haiti by Civitas International, and later adapted into Arabic by Street Law Inc.

The Street Law books, *Human Rights for All* and *Democracy for All* have also been used in Street Law, human rights and democracy workshops in Egypt, Haiti, Lesotho, Zimbabwe, Zambia, Namibia, Mozambique, Tanzania, Uganda, Ghana, Nigeria, Morocco, Ethiopia, India and Bangladesh. In addition they have been used in British Commonwealth Secretariat human rights workshops in Tanzania, Lesotho, Uganda, Mozambique and in an annual African Human Rights Education camps in different parts of Africa. Street-law programmes in one form or another exist in Kenya, Uganda, Nigeria and Ghana.

The support given to the initial founding of the South African Street Law programme by the Attorneys Fidelity Fund, and the subsequent funding of the South African *Democracy for All* Street Law programme for the decade since 1992, primarily by the USAID, has paid handsome dividends. In 2003 Street Law South Africa (Street Law SA) was established as a not-for-profit company and has been accredited by the Sector

Education and Training Authority (SETA) as a service provider. Lindi Coetzee, the current Street Law National Coordinator, is applying to the South African Qualifications Authority (SAQA) for approval of a Street Law unit standard. These steps are being taken to ensure that Street Law SA becomes more self-sustaining and less dependent on donor funding.

The South African Street Law programme has produced valuable tools for the teaching of law, human rights and democracy to civil society, particularly school children, university students, school teachers, prison officials and police officers, as well as community groups. Aspects of it have been successfully replicated in a number of developing countries ranging from Africa, Asia and the Caribbean to Eastern and Central Europe, Central Asia and the former Soviet Union, as well as the United States itself.

The consolidated South African *Street Law Learner's and Educator's Manuals* (2015) published by Juta & Co. Ltd., are now in their third edition, and the Street Law SA materials and learning methodologies remain a valuable resource that could be mainstreamed into the South African school curricula in line with the country's international obligations.

Why there is a need for Street Law programmes?

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Winston Churchill famously noted that democracy is the worst form of government, except for all those other forms that have been tried from time to time.¹ He was talking about constitutional liberal democracy in Fareed Zakaria's terms,² combining classical liberalism with the rule of law, and he had no illusions about its weaknesses. After all, he was a witness to fall of many of those European democracies under the pressures of Nazism, fascism or communism in 1930s and 1940s. However imperfect system this kind of democracy may be, it is the system that most European countries currently have, for better or worse, and all the alternatives to it we are currently observing across the world, be it in China, Russia, Hungary or Turkey present no tempting substitute. On the contrary, these more or less illiberal democracies evoke pleasantly positive feeling towards our version of democracy, even with all its flaws.

What makes constitutional liberal democracy worth preserving? It, at least in theory, more than any other system, believes in the people and their potential to govern themselves. It has faith that citizens are in the end good, possess the power to grow

¹ See <https://www.winstonchurchill.org/resources/quotes/the-worst-form-of-government>.

² Zakaria, Fareed. *The Future of Freedom: Illiberal Democracy at Home and Abroad*. W.W. Norton & Company, 2003.

and learn from mistakes³ and, with sufficient systemic support, are able to handle their liberty and use it for the benefit of themselves and wider society.⁴ It invests in institutions that fight for rule of law and protection of human rights, especially against the ruling political power. Time and again we experience how difficult it is to put these principles in practice. As we all are experiencing, it is challenging to find reasonable consensus and refrain from using physical or psychological dominance even in families, not to mention larger diverse communities or whole societies. Moreover, the natural disadvantage of democracy, as Václav Havel put it, is that it binds the hands of those who take it seriously while allowing those who do not take it seriously to do almost anything they want.⁵

Despite the power of democratic institutions, be it courts, local and national parliaments, public administration or schools, no constitutional liberal democracy can be notably stronger than its citizens. Since it places so much trust into its members, it would be terribly short-sighted not to care about the depth and extent of initial and life-long education. Legally, there are clear checkpoints which we pass and on which we receive proofs of our growing maturity: an ID, right to sexual relations and marriage and right to vote to name but a few. Typically at the age of 18-21 we become, legally at least, fully-developed citizens, who possess the whole catalogue of rights

³ Psychologist Carol Dweck considers our ability to grow and learn from mistakes one of the key elements of human development. See Dweck, Carol. *Mindset: Changing the Way You Think to Fulfill Your Potential*. Little, Brown Book Group Limited, 2017.

⁴ Not everybody believes that people are able to “handle themselves”, not to mention to govern the matters of their community together. For a thought-provoking literary capture of this view, see a chapter “The Grand Inquisitor” in Fyodor Dostoevsky’s novel *The brothers Karamazov*. Dostoevsky, Fyodor. *The brothers Karamazov: a novel in four parts with epilogue*. New York: Farrar, Straus and Giroux, 2002.

⁵ Havel, Václav. *Conspirators*, 1971.

and duties.⁶ Typically, we perceive ourselves and are perceived by others as “completed”, fully ready for our role, even “job” as responsible citizens.

Yes, a job, because to be that kind of a citizen democracies truly need, individuals and communities need to take responsibility and carry out duties as well as assume rights – i.e. to enter into a long-term, often difficult and only sometimes rewarding relationship with the democratic system. We generally understand that to perform any task properly, we need to prepare for it: go to school, study at home, and perhaps take exams. There is one clear exception to that, though. Although we do not expect a carpenter to master woodwork by himself, nor a pilot to leave ground without proper training, we still tend to believe that people generally naturally grow into their role of citizens.

It is clearly a myth that we develop simply organically and the growing support for populists in Europe and beyond is a clear proof of it. We all need guidance and mentors: parents educate their children, more experienced members of a sport team coach newcomers and new employees learn from more senior ones. Likewise we need to have overt citizenship education. An essential part of this, especially due to constantly rising number of laws and complexity of the world, is public legal education, aimed at increasing legal literacy.⁷

⁶ There are only minor exceptions such as the right to be elected a member of an upper chamber of a parliament, which is typically higher than for the lower chamber.

⁷ Apart from legal literacy, quality citizenship education should also increase political literacy, media literacy, information literacy and financial literacy.

One ever powerful way of delivering public legal education is through Street Law. Street Law programmes now exist around the globe, inspired by the original Georgetown Law Center initiative in Washington, D.C. in the early 1970s,⁸ and are one way to increase legal literacy of the public, to help them resist manipulation of different kinds and empower them in relation to the law and the legal system as it affects their everyday lives.⁹ One of these Street Law programmes operates at Charles University, Faculty of Law in Prague, Czech Republic, and may serve as one concrete example of a positive contribution to the cultivation of public legal literacy.¹⁰

Found in 2009, it is already a well-established programme. It originally started as a simple elective course for 15 law students but over the years it expanded into a programme of six interlinked accredited courses, which have already sent around 300 future lawyers to teach at public schools, and following activities of the Street Law alumni. Street Law activities are run by a team of about 15 alumni of the basic course, consisting of current law school students, young lawyers in practice and academics employed by the university.¹¹ The original aim, to increase legal literacy of upper-

⁸ Grimes, Richard, McQuoid-Mason, David, O'Brien, Ed, Zimmer, Judy. *Street Law and Social Justice Education*. in Bloch, Frank (ed.). *The global clinical movement: educating lawyers for social justice*. Oxford University Press, 2011.

⁹ See Zariski, Archie. *What is legal literacy?* Available here: http://www.athabascau.ca/syllabi/lgst/docs/LGST249_sample.pdf.

¹⁰ I have chosen it as an example for this text not because I consider it the best in the world, but because I am the most familiar with it, since I have been running it from the very first steps. The fact that it does not belong to large, well-established programmes running for decades may serve as an advantage, since on one hand there is still much to improve, but on the other hand its activities expanded quite promptly, which might be inspiring for those who are thinking about starting Street Law programme at their universities.

¹¹ The head of the programme is a senior assistant and there is one assistant and one Ph.D. student. The fact that the programme is co-run by academic staff employed by the university is essential for continuity and sustainability of the programme. Many Street Law programmes, including a previous one at Charles University, were opened by an NGO and/or student unions, which for various reasons could not support them longer than couple of years, after which the programmes ceased to exist.

secondary school students has, over the years, been expanded and now involves number of socially-challenged groups – the elderly, members of the Roma minority and prisoners. Our view is that everyone may need and certainly deserves improved legal awareness and alumni certainly benefit from the experience of working with different groups and in challenging environments. The team offers mock trials for groups of non-lawyers, publishes teaching materials and builds public databases of tested lesson plans.¹² It trains school teachers, helps school classes to attend real court hearings and runs a mock trial competition among Czech secondary schools.¹³

In its ninth season and now running a record number of projects, the Charles University Street Law team continues to develop its work and still faces numerous challenges. The first and foremost is to keep the team large enough to manage all the work, but yet still friendly and cooperative, keeping the ‘student spirit’, since it runs on a voluntary basis and wants its members to feel welcome in the team. Apart from the team members, who are all doing Street Law for at least couple of years, there are also newcomers joining an extended Street Law team.¹⁴ Both these groups require attention of the head of the team and need to feel that they learn something new and contribute to Street Law aims. Similarly, the programme struggles to find balance between concentrating on working with non-lawyers and investing time and energy

¹² See <http://streetlaw.livepreview.cz/lekce>.

¹³ For more insight into our Street Law programme, see our webpage <http://www.streetlaw.eu/>. Although it is mostly in Czech, there is a short English version, too.

¹⁴ Apart from 15 older members, who form the Street Law team, there are some 10-15 younger members, who graduated from the basic Street Law course and are helping with follow-up activities. To recruit more Street Lawyers allows us to do more for the community, but inevitably changes the atmosphere and manageability of the team.

into development of the Street Law team. Which target group is the true priority, non-lawyers, or young lawyers doing Street Law? The answer to this question differs not only among Street Law programmes, but also within teams. Both alternatives are praiseworthy, but to reach true symbioses is not as easy as one might think. Either way, as long as the Street Law programme helps increasing legal literacy, it is a win/win situation for all.

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.”¹

Sarah Morse²

Northumbria University, UK

In recent years, in England and Wales, we have seen an increasing number of challenges to access to justice. Most notably, was the passing of the Legal Aid, Sentencing and Punishment of Offenders Act 2012 which significantly restricted the availability of legal aid to individuals across all areas of law including family, housing and employment as well as contributing to the closure of legal advice centres due to the resulting loss of income³. We have also experienced a large number of court closures⁴ and the introduction of fees in the Employment Tribunal- a forum that was previously free for those wishing to pursue a claim based upon the infringement of their employment rights.⁵ All of these measures, to name only a few, have impacted

¹ Kofi Annan, United Nations Press Release SG/SM/6268 23 June 1997

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³ Owen Bowcott, (2013) The Guardian available at <https://www.theguardian.com/law/2013/mar/11/legal-aid-cuts-shelter-offices> (Accessed: 25 September 2017)

⁴ Following Her Majesty’s Courts Service’s Court Estate Reform Programme (2010-2014) and Her Majesty’s Courts and Tribunals Service’s Estates Reform Project (2015-) which have resulted in 243 courts or tribunals being closed or scheduled for closure over this period -

<http://researchbriefings.files.parliament.uk/documents/CBP-7346/CBP-7346.pdf>

⁵ In July 2013 the Employment Tribunals and Employment Appeal Tribunal Fees Order 2013 (SI 2013/1893) introduced fees in the Employment Tribunal meaning that Claimants seeking to protect their employment and anti-discrimination rights were now required to pay fees in order to pursue a claim when previously this would have been free. In the first year following their introduction, there was a 78% reduction in claims (Review of the introduction of fees in the Employment Tribunals, Consultation on proposals for reform document (2017) accessed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/587649/Review-of-introduction-of-fees-in-employment-tribunals.pdf) (accessed:25 September 2017). A significant reduction in claims continued before the fees were revoked in late July 2017 following the Supreme Court decision in R (on the application of UNISON) (Appellant) v Lord Chancellor (Respondent) [2017] UKSC 51. In this case the

upon the ability of individuals to access legal advice and the court system and has resulted in the creation of “advice deserts”⁶. For many, the process is increasingly unaffordable and “there are knowledge, skills and confidence gaps in the population”⁷ in relation to even the most basic legal information regarding rights and responsibilities “which are barriers to achieving legal capability”⁸.

More and more there is a significant level of unmet need in our society with no foreseeable prospect of improvement. It would be impossible for Universities or other education providers to fill this gap (and indeed many would agree that it is not appropriate in any event to try to do so) however there is certainly an important role that they can play to the benefit of their students and community alike.

Many universities in the UK offer pro bono advice and assistance to individuals⁹ via legal clinics. A report from LawWorks showed a 21% growth in pro bono legal clinics in their network and a 24% increase in enquiries to those clinics in the period April 2015-16¹⁰. Such clinics are a valuable resource to the community as well as affording students real experiences in which they can learn legal practice first hand.

Supreme Court concluded that the fees were unlawful (and indirectly discriminatory) and did effectively prevent access to justice.

⁶ Monidipa Fouzder (2016), The Law Society Gazette available at <https://www.lawgazette.co.uk/news/legal-aid-cuts-creating-new-advice-deserts/5054789.article> (Accessed: 25 September 2017).

⁷ Balmer, N.J., Buck, A., Patel, A, Denwir, C, Pleasence, P. (2010) ‘Knowledge, capability and the experience of rights problems’ Legal Services Research Centre/Plenet. Available online at: <http://lawforlife.org.uk/wp-content/uploads/2010/05/knowledge-capability-and-the-experience-of-rights-problems-lsrc-may-2010-255.pdf> (accessed:25 September 2017).

⁸ Ibid n.7

⁹ As well as individuals, many clinics offer advice to small businesses, social enterprises and charities.

¹⁰ 36% of clinics in the network are Law School clinics- LawWorks Clinic Network Report April 2015- March 2016 available at <https://www.lawworks.org.uk/solicitors-and-volunteers/resources/lawworks-clinics-network-report-april-2015-march-2016> (Accessed 25 September 2017).

In this jurisdiction, we have also seen a rise in public legal education (PLE) programmes, such as Streetlaw, being delivered by law students, academics and legal practitioners. These, grassroots level, programmes aim to educate individuals about legal rights and responsibilities. Programmes are targeted schools, prisons, charities and other community-based organisations. As with other forms of experiential learning, PLE provides an opportunity for students to develop their practical skills (such as communication and problem solving skills) whilst involved in authentic experiences. The primary objective of PLE is however to educate the public in order to “empower” individuals to achieve solutions¹¹ and promote “compl[iance] with obligations- in three words this is designed to encourage active citizenship”.¹² There are many excellent examples of effective PLE programmes in the UK and worldwide and we hope that this journal will harness and promote these activities. There is also credible evidence (anecdotally and, to a lesser extent, empirically) to suggest that those without access to legal advice or information are less likely to pursue legal action and enforce their rights and that such ignorance costs the state a considerable sum¹³. A recent example in practice can be drawn again from the introduction of Employment Tribunal fees. Far fewer Claimants applied for Help with Fees (a full or partial exemption to pay these fees) than was anticipated which was attributed in part

¹¹ McQuoid-Mason, D. (2008) ‘Street Law as a Clinical Program’, *Griffith Law Review*, 17:1, 27-51.

¹² Grimes, R. (2003) ‘Legal Literacy, community empowerment and law school- some lessons from a working model in the UK’, *The Law Teacher*, 37:3. 273-284.

¹³ Pleasence, P., Balmer, N., Patel, A. and Denwir, C (2009) Civil Justice in England and Wales 2009, Report of the 2006-9 English and Welsh Civil and Social Justice Survey. Available online at: <http://webarchive.nationalarchives.gov.uk/20110216140603/http://src.org.uk/publications/2010CSJSAnnualReport.pdf> (Accessed: 25 September 2017).

to a lack of awareness about the availability or eligibility requirements of the scheme. The correlation between education, awareness and action has also been found in other disciplines such as healthcare and nutrition. If indeed ‘knowledge is power’ the value and impact of providing education through PLE programmes is limitless however, in my view, this requires a greater evidence base.

There is some impetus to this in England and Wales as in the last 18 months we have seen an increasing focus on PLE from other interested parties. Notably, in a series of recommendations in the Civil Courts Structure Review: Final Report published in July 2016, Lord Justice Briggs called for “continued improvement in the provision in public legal education... following the lead given by the courts and voluntary agencies in California and British Columbia, as a joint activity by HMTCS and the voluntary agencies”.¹⁴ Also, in July 2017, Solicitor General Robert Buckland QC MP launched a new PLE panel to “enable public legal education to flourish and to encourage initiatives which improve legal capability”.¹⁵ Personally, and in our role as editors of this new journal, we await with interest further developments resulting from this.

Those of us involved in PLE are strong advocates. I hope that by sharing best practice and providing evidence of impact this journal will contribute positively to the empowerment story.

¹⁴ Available at <https://www.judiciary.gov.uk/wp-content/uploads/2016/07/civil-courts-structure-review-final-report-jul-16-final-1.pdf> (Accessed: 25 September 2017).

¹⁵ Attorney General’s Office (2017) available at <https://www.gov.uk/government/news/new-panel-launched-to-drive-legal-education> (Accessed: 25 September 2017).