

Editorial

Spring has sprung- PLE is blooming!

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This Spring issue of the journal, is first and foremost a celebration of innovative and diverse programmes designed to extend the reach of public legal education (PLE) and via different means. We begin with a paper by Dr Freda Grealy, Steve Collender, John Lunney and Rory O'Boyle who examine how Massive Open Online Courses can be designed to align with PLE objectives and increase access to legal education to a wider audience. In their paper, Briony Johnston and Shaun McCarthy, also examine the potential value of online resources with reference to their own project, 'Know the Law', which provides international students with online access to legal information.

Expanding the reach of our work is also a key message in the paper by Sarah Saunders who illustrates how Street Law projects can be successfully extended into different arenas- in this case in the Employment Tribunal- with the support of, and in collaboration with, the judiciary. Collaboration is also at the heart of Rachael Kirkup's paper as she explores the benefits and challenges of partnering with others to deliver PLE projects.

The benefits and challenges of PLE in other jurisdictions also feature in our final two papers with Kyoko Isoyama exploring the current position and challenges of Law Related Education in Japan and Hana Draslarova contributing important evidence of the benefit to students on a Street Law programme in Prague.

For PLE to continue to bloom and thrive, it is important that we continue to share our experiences, ideas and best practice. With that in mind, the annual UK and Ireland Street Law Best Practice Conference will take place at Queen Mary University of London on 9th and 10th September 2019. Please let us know of any other upcoming events in the field of PLE.

Education, Empowerment and Access to All - Public Legal Education and Massive Open Online Courses at the Law Society of Ireland

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Abstract

Since 2014, the Diploma Centre at the Law Society of Ireland ('the Society') has implemented a programme of MOOCs; 'Massive Open Online Courses' in key areas of practice. This article outlines the provision of Public Legal Education at the Society and how MOOCs align with the mission to widen access to legal education and the legal profession. Of interest to others who may be developing MOOCs, we discuss the instructional design process and feedback from MOOC participants. MOOCs are very much on trend and have received a mixed reception but, subject to course design, they can provide substantial educational benefit and operate as an effective means to widen access to education.

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1. Introduction

The annual Massive Open Online Course (MOOC) presented by the Diploma Centre² embraces the Law Society of Ireland ('the Society')'s public interest mission to provide access to legal education and the legal profession. The Society's strategic objectives³ were recently updated to specifically reference "our tradition of engaged citizenship and civic responsibility by promoting legal awareness and encouraging social diversity within the profession..." To date, the Diploma Centre's MOOCs have attracted in excess of 12,000 registrants from over 70 countries. The core aim for the MOOCs is to design and deliver a course that fits with the Law Society's mission to widen access to legal education, i.e. a course that is easily accessible and free for everyone.

The core structure of our MOOCs has stayed broadly similar since they first launched in 2014. Our approach is to deliver an education programme over five weeks consisting of a weekly module release. The main learning resources consist of the weekly release of a set of video recordings on the weekly topic supplemented by further reading and discussion forum threads. From an educational design point of view, the modules are structured to encourage peer-to-peer learning, fostering online engagement on the course forum as a means to enhancing the learning experience and

² The Diploma Centre, as part of the Education Department at the Law Society of Ireland, has provided continuing professional legal education for over twenty years, offering a diverse range of postgraduate courses which are available both onsite and online. These courses are open to solicitors, trainees, and barristers, with a number of courses welcoming suitably qualified non-legal professionals.

³ Awaiting publication, Law Society of Ireland.

encourage the development of a community of practice. Course delivery emphasises a hands-on practical learning approach, with clear learning outcomes outlined for each module and a comprehensive video introduction curated by the team at the outset of each week. Later in the week, there is an opportunity for real time engagement with an expert through an online Question & Answer session. Each weekly module is then bookended by a self-assessed multiple-choice quiz (MCQ).

In terms of the demographic profile of our participants over 50 per cent are educated to postgraduate level or above, with a further 32 per cent holding undergraduate degrees. Students from a legal background accounted for 37 per cent of the total participants of MOOC courses between 2016 and 2018. Although participants are predominantly based in Ireland, the percentage of international students has increased each year to a record high of 13 per cent in 2018⁴.

MOOCs provide individuals and businesses with a greater understanding of the law, and also provide educational value while highlighting a commitment to embrace technology and provide public legal education online. This article explores the positive opportunity MOOCs provide for a professional representative and educational body such as the Law Society of Ireland to open up legal education and to welcome the public; thus increasing overall knowledge and understanding of the law.

⁴ Appendix A: MOOC demographic profile 2016 – 2018:

2. What is Public Legal Education?

Public Legal Education (PLE) covers a wide range of activities aimed at empowering participants and increasing their confidence and capability to deal with law-related issues⁵. PLE is provided worldwide in many different guises and by a myriad of organisations, from state and private organisations to volunteer entities and universities. In many countries, such as the UK, Canada, and the USA, PLE is closely aligned to access to justice and encouraging the public to increase their confidence and empower them to deal with law-related issues. In this process, the increasing legal literacy levels contribute to enhancing access to justice more generally⁶.

The breadth of PLE initiatives globally and the various modalities employed make it somewhat amorphous and difficult to define. One important factor to emphasise particularly, bearing in mind that the Society is a member organisation for solicitors, is that PLE is fundamentally about education and information and not the provision of legal advice⁷. A working definition of PLE was used by the authors of the report of the PLEAS Taskforce⁸;

⁵ Solicitor General's Committee on Public Legal Education, 'A Ten Year Vision for Public Legal Education' (LawWorks, 31 October 2018), <<https://www.lawworks.org.uk/sites/default/files/files/10YearVisionForPLE-web.pdf>>

⁶ Richard Grimes, 'Evaluating legal literacy programmes – aims, challenges, models and a call to action' (2018) 2(1) International Journal of Public Legal Education 28.

⁷ For a fuller discussion of the distinction between legal advice, legal information and legal self-help see: Ashley Falk, Michelle Korpan & Noah Wernikowski, 'Legal Information, Legal Advice & Access to Justice' (University of Saskatchewan Dean's Forum, 1 March 2017) <<https://law.usask.ca/documents/research/deans-forum/Paper%201%20-%20Legal%20Information,%20Legal%20Advice%20Access%20to%20Justice%20.pdf>>

⁸ Public Legal Education and Support (PLEAS), 'Developing capable citizens: the role of public legal education' (*Law for Life*, July 2007) <<https://lawforlife.org.uk/wp-content/uploads/2013/05/pleas-task-force-report-14.pdf>> accessed 12 December 2018

PLE provides people with awareness, knowledge and understanding of rights and legal issues, together with the confidence and skills they need to deal with disputes and gain access to justice. Equally important, it helps people recognise when they may need support, what sort of advice is available, and how to go about getting it. PLE has a further key role in helping citizens to better understand everyday life issues, making better decisions and anticipating and avoiding problems.

As the Law Society of Canada outlines, some organisations call this work “community legal education (CLE), law-related education (LRE), legal literacy, legal capability, or legal empowerment.” They observe that “[the] terms ‘education’ and ‘information’ are also used interchangeably!”⁹; however Grimes¹⁰ differentiates between these two headings and notes that despite a wide range of activities, PLE can generally be grouped into two categories;

- i. The provision of information, and
- ii. More formal education interface such as one off presentations or structured courses and programmes.

Furthermore, terms such as ‘Street Law’ to connote community legal education are also prominent forms of PLE, as are seminars and clinics in the community. Many law

⁹ Lois Gander, ‘Defining PLE’ (*Public Legal Education Canada*, 2015) <<http://www.plecanada.org/what-is-ple/defining-ple>> accessed 12 December 2018

¹⁰ Richard Grimes, ‘Evaluating legal literacy programmes – aims, challenges, models and a call to action’ (2018) 2(1) *International Journal of Public Legal Education* 28

students are involved in these worthy initiatives offering experiential learning opportunities, which teach valuable skills and develop them as lawyers.

Significant supports exist for PLE initiatives from Bar Associations, Regulators, and Law Societies but unlike the Law Society of Ireland, few, if any, of these organisations actually fund and offer these initiatives directly¹¹. The American Bar Association in the USA has a Public Education Division, that offers law-related resources and programs to educators, students, journalists, legal professionals, opinion leaders, and the public to promote understanding of law and its vital role in our society.¹² The Canadian Bar Association is very forthright in its support of PLE, as this note from its website attests;

*In every province in Canada, organizations have been set up to provide essential legal information to members of the public. These non-profit and non-governmental groups believe that Canadians cannot fully exercise their rights unless they know about and understand the laws and the justice system that affects them. Providing easy access to information on the law is fundamental to a fair justice system.*¹³

The Solicitors Regulatory Association in the UK is likewise supportive and has published a number of resources and reports¹⁴. Most notable in the UK is the 2018

¹¹ Encouraged by the response to MOOCs at the Law Society of Ireland, the Law Society of Scotland ran their first MOOC in 2017. They collaborated with a large local firm who specialised in shipping law and indicate that they plan to launch another MOOC. See further: <http://www.journalonline.co.uk/Magazine/62-12/1024127.aspx#.XDyuSc_7Rok> accessed 12 January 2019

¹² https://www.americanbar.org/groups/public_education/

¹³ The Canadian Bar Association, 'Public legal education and information in Canada' (*The Canadian Bar Association*, 2018) <<http://www.cba.org/For-The-Public/Public-Legal-Education-and-Information-in-Canada>> accessed 21 December 2018

¹⁴ The Law Society, 'Public legal education' (*The Law Society*, 2018) <<https://www.lawsociety.org.uk/support-services/public-legal-education>> accessed 21 December 2018

announcement by Solicitor General Robert Buckland QC MP of a ten-year vision for PLE which listed seven goals.¹⁵

3. Public Legal Education at the Law Society of Ireland

The Law Society of Ireland is the educational, representative, and regulatory body for the approximate 18,000 members of the solicitors profession in Ireland.¹⁶ The provision of legal information to the public has historically been provided by the Law Society of Ireland in tandem with its three pillar functions. Currently the Society's website¹⁷ is the main repository for information for the public and has its own dedicated section for this purpose. While the Society cannot provide legal advice, there is a helpful 'Legal Guides' section where the public can access information on a range of legal areas such as employment law, dispute resolution, and legal aid.

In 2013, the Society moved beyond merely providing information to the public and offered for the first time a more formal PLE course designed for the community. This was offered through a Street Law programme developed by the Diploma Centre, where trainee solicitors were placed in local schools to teach transition year students¹⁸ about law. At the heart of Street Law is a social justice ethos promoted through the use of learner-centred teaching methodologies and pedagogy. Initially, the main objective for our PLE project was simply to provide law-related education in the

¹⁵ Robert Buckland QC MP & Attorney General's Office, 'Our vision for legal education' (*Government UK*, 31 October 2018) <<https://www.gov.uk/government/news/our-vision-for-legal-education>> accessed 31 October 2018

¹⁶ Approximately 11,000 of our 18,000 members hold practicing certificates

¹⁷ <https://www.lawsociety.ie/Public/>

¹⁸ In Ireland, the transition year (TY) is a one-year programme offered between the Junior and Senior cycle at secondary school – see <<https://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Transition-Year-/>>

community and to encourage and support an ethos of public service amongst trainee solicitors. We also recognised the potential educational benefits to trainee and practicing solicitors who delivered PLE.

Our list of programmes has also expanded in addition to our Street Law schools programme;

- Street Law Prison¹⁹, collaborating with organisations such as Solas²⁰ and working with detainees in Wheatfield, Mountjoy Prison, Oberstown and the Dochas Centre.
- Solicitors of the Future²¹, an innovative work experience programme for school students which provides students with an introduction to the solicitor's profession
- Certificate in Public Legal Education²², which aims to develop the skills of solicitors to run an effective PLE programme in their own communities
- Working with community service organisations such as Public Interest Law Alliance (PILA) and Future Voices²³ to assist a group of youths in making a submission to the Law Reform Commission on proposed cyber-bullying legislation.

¹⁹ <https://www.lawsociety.ie/Public/Public-Legal-Education/streetlaw-prison/>

²⁰ <http://solas.ie/>

²¹ <https://www.lawsociety.ie/futuresolicitors>

²² <https://www.lawsociety.ie/Public/Public-Legal-Education/certificate-in-public-legal-education/>

²³ <http://futurevoices.ie/>

In addition, our Street Law Orientation model run in collaboration with Professor Richard Roe and fellows of the Georgetown Street Law clinic²⁴ has become a launch pad for other educational institutions to develop their own PLE Street Law programmes. Each year, we facilitate institutions interested in launching their own programmes in attending at this weekend training, which has supported new Street Law programmes at Law Society of Scotland, Letterkenny IT, Open University, Middlesex University, University of Birmingham, National University of Ireland, Galway and the University of Limerick.

4. How MOOCs fit within PLE

MOOCs have developed as a stream of the open education movement generally and feature common traits including being open, participatory, distributed, and supporting lifelong learning. Given that they are open to all, MOOCs have contributed to a democratisation of education; they have the advantage to providers of scalability and extending reach globally. Online learning can still be regarded as problematic and the quality of learning offered may be suspect if the proper learning supports are not in place²⁵. More recent research advises educators to “harness the enormous

²⁴ Sean Arthurs, Melinda Cooperman, Jessica Gallagher, Freda Greal, John Lunney, Rob Marrs, & Richard Roe, 'From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend' (2017) 24(2) *International Journal of Clinical Legal Education*, 118-241

²⁵ Five factors found within landmark study of three MOOCs: (1) problem-centric learning with clear exposition, (2) instructor accessibility and passion, (3) active learning, (4) peer interaction, and (5) using helpful course resources. Hew, K. F. (2014) 'Promoting engagement in online courses: What strategies can we learn from three highly rated MOOCs', *British Journal of Education Technology*, 47(2), pp. 320-341. doi: 10.1111/bjet.12235

opportunities that MOOCs might afford for providing access to knowledge and education, whilst equally addressing problematic issues like high dropout rates and sustainable cost models”²⁶.

Buoyed by the enthusiastic reception for Street Law and mindful of the public’s increased demand and interest in understanding the law and the solicitor profession, we piloted the inaugural MOOC in 2014 in ‘Aviation Leasing and Finance’, an industry which has a significant presence in the jurisdiction.

The Society as an institution has always had a strong sense of corporate social responsibility (CSR) represented by a vision for responsible and sustainable business practice through the adoption and implementation of best practice in CSR²⁷. The Society strives, in partnership with members, trainee solicitors, and employees, to work in a responsible and ethical way, to lead by example, to be a champion of CSR among the profession, and to continuously improve activities and processes.

The PLE initiatives have significant institutional support amongst staff and management. The National Plan on CSR in Ireland 2017-2020²⁸, also identifies “Community” as one of its four core dimensions (workplace, marketplace, environment and community). In relation to this core pillar of community, the PLE

²⁶ Olaf Zawacki-Richter, Aras Bozkurt, Uthman Alturki & Ahmed Aldraiweesh, ‘What Research Says About MOOCs – An Explorative Content Analysis’ (2018) 19(1) *International Review of Research in Open and Distributed Learning* 252. 10.19173/irrodl.v19i1.3356

²⁷ Law Society of Ireland, ‘Corporate Social Responsibility Statement’ (*Law Society of Ireland*, 2018)

²⁸ Department of Enterprise and Innovation, ‘Towards Responsible Business, Irelands National Plan on Corporate Social Responsibility 2017 -2020’ <<https://dbei.gov.ie/en/Publications/Publication-files/Towards-Responsible-Business-Ireland%E2%80%99s-National-Plan-CSR-2017-2020.pdf>> accessed 21 February 2019

project aligns with the dual objectives of provision and promotion of legal information and community engagement. We are mindful of the privilege of our position and keen to instil in future generations of the profession the positive contribution that they can make to the community with their legal training. We are keen to support the public interest in encouraging wider access to legal education and to the legal profession, and our PLE programmes deliver on both counts. Significantly the most recent version of the Law Society of Ireland Future Strategy Statement includes a goal that the Society specifically promotes '[E]ngaged citizenship and civic responsibility by promoting legal awareness'. The Society has identified the potential of MOOCs to align with this strategy by raising legal literacy levels and engaging the public in free legal education²⁹.

The success of our MOOC series is reflected in the upward trajectory in participant numbers – from a student count of 900 on the inaugural offering in 2014 to over 3,200 in 2017, and a cumulative total of 10,000 students over the five year period since 2014. The goal of MOOCs at the Society was to widen the provision of public legal education and in the process extend our reach by introducing our educational offerings on a larger scale to potential Diploma Centre students both nationally and internationally. This digital initiative opened up the Law Society to a large audience of legal and non-legal professionals alike and demonstrated the commitment of the organisation to the public interest and increasing access to justice and an understanding of the law. The

²⁹ Approximately 11,000 of our 18,000 members hold practicing certificates. Confusing use of certificates, diplomas.

themes of the annual MOOCs at the Society are aligned to topical subject matter areas likely to have widespread appeal for lawyers and non-lawyers alike and cover areas of practice including technology law, data protection, finance, employment law and media, arts and entertainment law. It is made clear that the subject of our MOOCs is the law as it applies in Ireland, but where appropriate with EU and international dimensions fully explored. The importance of the topic and its applicability across learning domains and countries creates a unique space for lawyer and non-lawyer engagement (as peers) and aligns with the Society's mission to widen access to legal education and to the legal profession.

The MOOC has consistently appealed to students outside of the legal sphere. MOOCs are easily accessible and the ability for students to direct their own learning in a self-paced manner suits the schedule of the busy professional or full-time student. In 2018, 50 per cent of students identified their highest education level attained as within the non-legal sphere. Similarly, 41 percent of students on the 2017 Employment Law MOOC were from non-legal backgrounds.

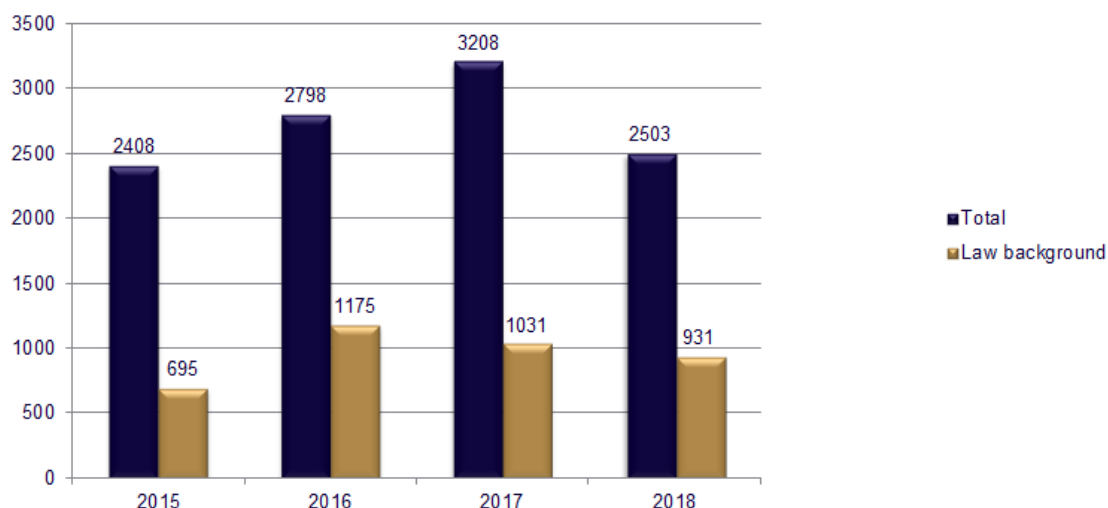


Figure 2: Student background by year (2015 – 2018)

The intrinsic role of the MOOC as a knowledge provider has also been noted in our survey responses. 93 per cent of students on the final evaluation survey of the 2018 Sports Law MOOC noted that their primary motivating factor for undertaking the course was to enhance their knowledge of the topic. Attending the course was purely to gain knowledge, so accreditation was not their primary interest. The Law Society recognises that imparting legal knowledge is fundamentally a public good, and the MOOC is utilised as an effective resource to impart this knowledge for free. However, the purpose of our approach is to go beyond merely providing information and stating what the law is in a particular area, and to provide examples of law in action and how the law can be applied. A deeper understanding is encouraged by exposing students to the law in applied situations and affording an opportunity to problematise and deepen the learning, turning the information into knowledge, and maximising the educational benefit.

Our 2017 MOOC, for example, explored current employment law issues relevant to a variety of topics concerning law, business, and human resources in the digital age. These included social media in the workplace; equality law in Ireland; anatomy of an unfair dismissal; dispute resolution mechanisms; industrial relations in Ireland; and employment consequences for Ireland post-Brexit. We also drew on speakers from a myriad of other professions outside of the legal sphere, in keeping with our ethos of openness and collaboration with other sectors. By taking a multifaceted approach which emphasises different modalities, the MOOCs have been tailored to provide a meaningful learning experience that goes beyond the mere descriptive or the provision of information and are of educational benefit.

Development of the MOOC programme has also allowed us to expand outwards to public education initiatives in other jurisdictions. In 2017, the Diploma Centre was part of an international group awarded a grant by the European Commission for the provision of a training course on the EU Victims' Impact Directive using our MOOC infrastructure. The course utilised the same format as the MOOC and attracted interest from the Gardaí³⁰, Victims Support Groups, civil liberty advocates, and related professions in Ireland and abroad.

In summary, the primary objectives and motivators for the Law Society of Ireland in the design and delivery of MOOCs is to provide a course that:

³⁰ Gardaí is the name for the Irish Policing Authority.

1. Aligns with the public interest and corporate social responsibility ethos of the Society to serve the community
2. Fits within the Society mission to widen access to legal education and to the profession
3. Provides individuals and businesses with a greater understanding of the law
4. Enhances the positive reputation of the profession and the professional body of the Society
5. Highlights the Society's commitment to embrace technology and online learning and upskills team members
6. Creates a positive online experience for students to incentivise uptake of further diploma offerings

5. Designing a MOOC with a PLE focus

One of the key challenges in distance education is preventing student drop off. Research from 2013 indicates that typically fewer than 7 per cent of students complete MOOC programs³¹. HarvardX and MITx have gone further, reporting in January 2017 that only 5.5 per cent of people who enrol in one of their open online courses earn a certificate³². Many students undertake MOOCs as a means of adding to their

³¹ Times Higher Education, 'MOOC completion rates "below 7%"' (*Times Higher Education*, 2013)

³² Massachusetts Institute of Technology, 'Study of MOOCs offers insights into online learner engagement and behavior', (*MIT Office of Digital Learning*, 2017) <<https://blog.edx.org/study-moocs-offers-insights-online-learner-engagement-behavior>> accessed 29 August 2018

professional knowledge and skills and future employability. They are keen to receive an official document confirming their successful completion of the course, which is why the certificate is provided as an optional purchase under a 'freemium' model common to other MOOC providers³³.

Our MOOCs have consistently bettered these dropout rates, with completion levels of 12.6 per cent and 11 per cent most recently on the 2017 and 2018 courses, respectively. The courses follow best practice by implementing a variety of learner-centric activities such as videos, discussion forums, learning resources, weekly quizzes, and social media tasks. The experience is intended to engage the learner with tasks and activities provided so that participants have a chance to apply the learning objectives each week and are incentivised to earn a weekly badge for successful completion of these tasks and for posting to the discussion forum. The practices employed on MOOC offerings by the Diploma Centre were a huge driver in unlocking the potential for development of online learning on our standard suite of courses.

We have utilised the ADDIE (analysis, design, development, implementation, evaluation)³⁴ model of instructional design to structure the development of these MOOCs. In addition to the sequential model of ADDIE as the principle development framework, we have retained the flexibility to adopt and adapt ideas from other

³³ Porter, S. (2015) 'The economics of MOOCs: A sustainable future?', *The Bottom Line*, 28(1/2), pp. 52-62. doi: 10.1108/BL-12-2014-0035

³⁴ Rebecca A. Croxton and Anthony S. Chow, 'Using Addie and systems thinking as the framework for developing a MOOC: a case study' (2015) 16(4) *Quarterly Review of Distance Education* 83; Norazah Nordin, Mohamed Amin Embi, & Helmi Norman, 'Towards Envisioning the Future of Learning in Malaysia: Development of a Malaysia MOOC: Based on the Iterative ADDIE Instructional Design Framework' in *Envisioning the Future of Online Learning* (Springer 2016) 269-279

instructional design models. The key outcome of our analysis phase, as noted previously, was the fundamental importance of the topic choice. From a public legal education perspective, our goal was to create a unique online space where lawyer and non-lawyer could engage as peers. This necessity creates the requirement that the selected area of law has applicability across learning domains and countries.

The MOOC was hosted on Moodle, our existing learning management system (LMS), rather than investment in an external platform as other MOOC providers such as FutureLearn and Coursera. We recognised that by creating our own bespoke learning environment for the MOOC, we placed ourselves in a position to make continuous improvements to our LMS, which in turn would impact positively on the online learning environment for our standard diploma and certificate offerings. Furthermore, this mode of delivery was a means of achieving cost effectiveness in offering a free course to the public and provides continuity to our other offerings.

At the design stage, our approach was to remove obstacles and to ensure the course was easily accessible via an intuitive course interface design. A common criticism of MOOCs is that they are “well packaged; [but] their instructional design quality is low”³⁵. Feedback from previous MOOCs and our profile of online learners was incorporated into the design stage when working with our e-learning solutions partner Enovation³⁶. This helped us to orient the learning environment around user

³⁵ Anoush Margaryan, Manuela Bianco & Allison Littlejohn, ‘Instructional quality of massive open online courses (MOOCs)’ (2015) 80 *Computers & Education* 77. doi: 10.1016/j.compedu.2014.08.005

³⁶ <https://enovation.ie/>

experience; developing an interface that would be user-friendly, engaging and appealing to users of all technical levels. Factors to consider were:

- High dropout rates;
- Risk of student isolation;
- The need to cater for mixed profile of participants; and
- Varying student motivations for taking part.

Best practice suggests prioritising user experience at the core of course design decisions. Our standard online system has been adapted to the needs of our typical student profile, the 'busy, time poor professional' who requires a system which enables them to learn on-the-go. However, our MOOCs have attracted interested persons of all ages, from younger students in their twenties to retirees in their seventies, and therefore appealing to students across the age spectrum and from a broad range of demographics was a key concern.

A welcoming, friendly tone is adopted in course communications with guidance and support provided by the Diploma team, who personalise the experience and act as essential points of contact to bridge the gap between students and the weekly presenters. The provision of a weekly opportunity for real time engagement with subject matter experts aims to overcome the criticism often levelled at MOOCs of lack of instructor accessibility³⁷. A low level of instructor accessibility is likely to exacerbate

³⁷ Joe Warren, Scott Rixner, John Greiner & Stephen Wong, 'Facilitating human interaction in an online programming course' in *Proc. SIGCSE 2014* (ACM Press 2014) 665 – 670

student feelings of isolation, whereas a high level of accessibility is shown to encourage student engagement³⁸. Since the 2017 MOOC, we have incorporated a weekly lunchtime 'question & answer' session filmed on location at the offices of legal experts contributing to the course, whereby students could tune in and engage in discussion with the experts via a live video chat.

At development stage each year, the creation of video recordings is the dominant aspect in our considerations. From a practical perspective, the work of Guo et al³⁹ on the effect of video production on student engagement has proved a significant resource. The authors of this empirical study, which was ground-breaking in terms of its scale (data measured from 6.9 million video-watching sessions across four MOOC courses), produced a set of video production recommendations⁴⁰ that now provide educators with a template of best practice, which we have utilised as a framework for developing the video content on our MOOCs.

Readers may also be interested to learn that following on from the goal of the MOOC to provide public legal education and widen access to legal information, expert practitioners have been willing to contribute on a pro bono basis to the course. During pre-production, we take the time to discuss with our contributors how best to set up

³⁸ Khe Foon Hew, 'Promoting engagement in online courses: What strategies can we learn from three highly rated MOOCs' (2014) 47(2) *British Journal of Education Technology* 320-341. doi: 10.1111/bjet.12235

³⁹ Philip J. Guo, Juho Kim & Rob Rubin, 'How video production affects student engagement: An empirical study of MOOC videos' in *Proceedings Of The First ACM Conference On Learning@Scale Conference 2014* (ACM Press 2014) 41-50
Juho Kim, Philip J Guo, Daniel T Seaton, Piotr Mitros, Krzysztof Z Gajos, Robert C Miller, 'Understanding in – video dropouts and interaction peaks in online lecture videos' in *Proceedings Of The First ACM Conference On Learning@Scale Conference 2014* (ACM Press 2014) 31-40

⁴⁰ *Ibid*, *supra* n. 16, p 42.

their presentations and suggest methods for effectively engaging students, before commencing work with a video production team to record and edit the presentations. Different modalities are used to impart lecture content, e.g. some videos take the form of an informative straight-to-camera featurette with a solo participant, while others involve multiple interviewees talking together in a relaxed, informal style.

In order to successfully complete the course, students are required to have actively engaged with the discussion forum by posting at least three times to any of the forums over the duration of the course. Integrating the discussion forum requirement with the assessment is an effective means to both increase the volume of conversation online and the quality of comments offered by participating students. As Nagel and Kotzé⁴¹ have found, “[w]hen students engage in online activities and take responsibility for the quality of interaction, they can have a superior learning experience”⁴².

This space is also unique in creating the opportunity for meaningful engagement between the public and legal experts as peers. The use of discussion forums on online courses has also been proven to correlate with higher student retention rates and higher grades upon completion⁴³. Online socialisation has become an important component in the success of our MOOCs, with participants encouraged to interact on

⁴¹ Lynette Nagel & Theuns G. Kotzé, ‘Supersizing e-learning: What a CoI survey reveals about teaching presence in a large online class’ (2009) 13(1) *Internet and Higher Education*. doi:10.1016/j.iheduc.2009.12.001

⁴² *Ibid*, p.50

⁴³ Derrick Coatzee, Armando Fox, Marti A. Hearst, & Björn Hartmann, ‘Should your MOOC forum use a reputation system?’ in *Proc. CSCW 2014 ACM* (2014) 1176 – 1187

the discussion forums with fellow students. In the evaluation survey for the 2018 course, 91 per cent of students rated the discussion forum favourably in their assessment of the course. A dedicated thread was also available for students to post any technical queries and a member of the course team was assigned to monitor and respond promptly to such issues.

Our evaluations suggest that when designed and managed properly, MOOCS have the capability to offer effective learning through practical student engagement. Many students noted in the survey responses that they come back for the MOOC year on year. For some, it started as their first foray into legal education, and the provision of an annual free learning resource has enriched their understanding of the law, as well as encouraged them to partake in further legal education and register for a Diploma or Certificate course.

We contend that our MOOC experience showcases the potential of online courses as a means of developing public legal education initiatives. While our MOOCs have been led by seasoned professionals, we propose that there may be an opportunity for educational institutions to develop programmes in collaboration with law students. As the literature now looks at SPOCS (small private online course) ⁴⁴ in addition to MOOCs, we pose the question of whether involving law students in the provision of a bespoke online law courses could potentially benefit the law students in acquiring

⁴⁴ Armando Fox, "From MOOCs to SPOCs". *Commun. ACM*, 56(12) (2013) pp.38-40.

Kaplan, Andreas M., and Michael Haenlein. "Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster." *Business Horizons* 59.4 (2016): 441-450.

the type of transferable skills required by law graduates? Involving law students in the development and delivery of such courses could potentially provide them with a framework to gain inter disciplinary experience, project management skills and the ability to understand and employ technology skills which have all been identified as essential for the future practice of law ⁴⁵. This would be an interesting area for future research.

6. Conclusion

The overall PLE programmes have a long-term impact in shaping and empowering the education, skills and values of the public and those of the profession who deliver the programmes. Our provision of MOOCs plays a part in this, equipping professionals in the sector with improved legal capability and the ability to make better choices concerning the legal issues they face daily. The Solicitor General's Committee on PLE⁴⁶ in the UK identifies the goal of scaling PLE through delivery by the legal community. Our experience is testament to the positive impact that this can have on a legal education institution and on legal professionals. The MOOC series has generally portrayed the legal community in a positive fashion and broken down barriers between the public and the profession through the creation of a free space for interaction and engagement as peers.

⁴⁵ Michael. Legg, "New Skills for New Lawyers: Responding to Technology and Practice Developments." (2018).

⁴⁶ Robert Buckland QC MP & Attorney General's Office, 'Our vision for legal education' (*Government UK*, 31 October 2018) <https://www.gov.uk/government/news/our-vision-for-legal-education> accessed 31 October 2018

The profile of the Society as a flagship for online learning and public legal education has also been enhanced; as evidenced by increased student numbers on our diploma courses and the uptake from international learners. Prior to 2014, there were no students outside of Ireland registered on certificate and diploma courses, whereas 148 students based outside of Ireland have undertaken a diploma or certificate course since the first MOOC launch. Technically, we have improved the user experience by enhancing our online tools and producing higher quality learning content through more efficient use of the team's resources, leading to a more energised team and furthering possibilities for subsequent courses.

Our ultimate goal was to increase the provision of public legal education on a wider scale and introduce students to our enhanced online learning system. As part of our findings, the experience affirmed a strong interest and uptake internationally for online learning. We have seen the benefits of peer interaction on an unprecedented scale, and gained experience in producing effective and engaging learning content at low cost. Subject to course design, this can provide substantial educational benefit and operate as an effective means to widen access, market courses through 'testers', and promote a providers brand for high quality online courses. This digital initiative has opened up the Law Society to a large audience of legal and non-legal professionals alike and demonstrated the commitment of the organisation to public interest and increasing access to justice and an understanding of the law.

Appendix A: MOOC demographic profile 2016 – 2018:

	Gender	
	Male	Female
2016 Total Registered %	64%	36%
2016 Total Completed %	51%	47%
2017 Total Registered %	29%	71%
2017 Total Completed %	37%	63%
2018 Total Registered %	55%	45%
2018 Total Completed %	50%	50%

	Age					
	20-29	30-39	40-49	50-59	60-69	Over 70
2016 Total Registered %	23%	38%	25%	11%	3%	0%
2016 Total Completed %	22%	39%	22%	11%	6%	
2017 Total Registered %	24%	37%	25%	12%	2%	0%
2017 Total Completed %	24%	39%	23%	12%	2%	
2018 Total Registered %	25%	33%	25%	12%	3%	0%
2018 Total Completed %	24%	29%	23%	14%	3%	0%

	Location	
	International	National
2016 Total Registered %	4%	96%
2016 Total Completed %	6%	94%
2017 Total Registered %	10%	90%
2017 Total Completed %	3%	97%
2018 Total Registered %	13%	87%
2018 Total Completed %	5%	95%

	Education				
	Secondary school	Undergrad cert/diploma	Undergrad degree	Postgrad	Ph D
2016 Total Registered %	6%	10%	31%	50%	3%
2016 Total Completed %	4%	9%	34%	52%	1%
2017 Total Registered %	5%	10%	33%	50%	2%
2017 Total Completed %	4%	8%	31%	56%	1%
2018 Total Registered %	6%	10%	34%	48%	2%
2018 Total Completed %	5%	8%	34%	52%	1%

**Street Law in the 21st Century:
Assessing the Impact of the 'Know the Law' Pilot Project**

Briony Johnston and Shaun McCarthy¹

ABSTRACT

Street Law has long been identified as a means by which the community is empowered with relevant and topical information regarding their legal rights, remedies and responsibilities. However, in more recent times, traditional forms of delivery such as in-person legal education seminars may not adequately meet the desires and needs of people who are hoping to access legal information faster and more conveniently than ever before. This article examines a pilot project designed by the University of Newcastle Legal Centre to ensure outreach keeps pace with modern expectations of legal service delivery through the development of the 'Know the Law' mobile cache device ('the site'). Released in early 2016, the site is designed to provide international students with a single platform through which they can access information regarding legal issues considered most relevant to them, such as tenancy, driving and employment. Website analytics have been obtained regarding the number

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of 'hits' on the site, together with a survey of international students who have been exposed to the legal information therein. This article includes key findings in relation to the development, distribution and effectiveness of this pilot project.

I. INTRODUCTION

The University of Newcastle Legal Centre (UNLC) is a Community Legal Centre (CLC) with a focus on equal access to justice, particularly servicing disadvantaged and marginalised persons. It is staffed by CLC lawyers together with a large number of volunteer law students. The UNLC has a long-standing commitment to its local community through the provision of free legal advice. It offers both drop-in legal advice clinics at the NeW Space building in the centre of Newcastle City² and outreach clinics. These include the flagship Law on the Beach advice clinics held over summer and legal information sessions delivered to community groups. Tailored seminars are conducted by the Centre to newly arrived international students together with health carer groups in order to front-end the provision of legal information to persons who may need legal assistance in the future. The Centre's forms of outreach may be viewed as 'street law' in the traditional sense, providing a 'vehicle through which the public can be made more aware of their rights and responsibilities.'³

² Located in Hunter Street Newcastle, New South Wales, Australia.

³ Richard Grimes, David McQuoid-Mason, Ed O'Brien and Judy Zimmer, 'Street Law and Social Justice Education' in Frank Bloch (ed), *The Global Clinical Movement* (Oxford University Press, 2011) 225, 225.

Since 2010 penultimate and final year law students have been involved in delivering legal information seminars to international students, who often have little knowledge about the Australian legal system and their rights under domestic law. One of the main challenges faced by international students is that legal issues, particularly surrounding tenancy, can strike before they have commenced studying or know where to go for legal help. It was this experience at the Centre's advice clinics that led to the UNLC embracing modern technology and expanding its commitment to international students, assisting to make their transition to study as seamless as possible.

With the assistance of University of Newcastle Student Services and Amenities Fee (SSAF) funding, the UNLC developed the pilot 'Know the Law' site to provide international students with a single electronic platform through which they are able to reference legal information and find contact details for relevant referral agencies. This pilot project has allowed the UNLC to interact with, and better provide assistance to, international students before they arrive on campus, helping to circumvent any legal troubles before they arise. The site allows students to conveniently access the link at any time and immediately find information relating to issues that have been tracked by the UNLC at its free legal advice clinics as those most likely to affect international students: Managing Credit & Debt; Driving in NSW; Working in NSW; Moving to NSW; Police Powers & Fines; and Tenancy. The link to the site is available at the University of Newcastle website: <http://knowthelaw.newcastle.edu.au>.

Part II of the paper provides an outline of the concept of Street Law while Part III will discuss various Street Law programs throughout the world. Part IV then considers how electronic forms of outreach have been increasingly used to provide legal assistance and information to target populations. Part V examines the development of the pilot project in detail. Part VI addresses the effectiveness of the site through an analysis of website analytics and qualitative survey responses provided by international students. Finally, Part VII details the conclusions formed as a result of the pilot project.

II. STREET LAW – WHAT IS IT?

Street Law has been described as ‘a legal literacy program designed to enable law students and others to make people aware of their legal rights and where to obtain assistance . . . Street law helps people to understand how the law works and how it can protect them.’⁴ McQuoid-Mason has defined it as ‘a clinical law program which trains law students to provide lay people with information about the law and how it can be used in daily life.’⁵ Further, Street Law aims to ‘focus on the specific and often unmet legal needs of the community and can support otherwise “hard-to-reach” groups’⁶ on the presumption that ‘raising public awareness and understanding of the law and legal system should arm and empower people to tackle legal problems and

⁴ David McQuoid-Mason, ‘Street Law as a Clinical Program’ (2008) 17(1) *Griffith Law Review* 27, 27.

⁵ *Ibid* 27.

⁶ Grimes, above n 3, 229.

contribute to addressing existing inequalities.’⁷ The provision of legal information not only promotes ‘a clearer understanding of rights and responsibilities,’⁸ it also facilitates active citizenship due to the fact that ‘[i]f the public are better informed, they may more effectively access entitlements and comply with obligations.’⁹ Grimes goes on to outline the extensive benefits of Street Law initiatives:

The Street Law approach to learning has several advantages. It gives students the opportunity to become actively involved in their learning. It supports study elsewhere in the law curriculum at the ‘academic’ and ‘vocational’ stages – reinforcing learning through application and reflection. It directly addresses lawyering and transferable skills, notably research, problem solving, communication, drafting and team work. It increases awareness of rights and responsibilities for both students and targeted community groups. It forges links between the law school and the wider community. It can provide an opportunity for academics, practitioners, students and members of the local community to work in partnership to increase the understanding of law and the legal process. It can generate wider community involvement through the identification of projects for further work – a practical manifestation of community empowerment.¹⁰

⁷ Rebecca Grimes, ‘Conference Report – The Ed O’Brien Street Law and Legal Literacy International Best Practices Conference, Durban, South Africa, April 2016’ (2016) 23 *International Journal of Clinical Legal Education* 137, 141.

⁸ Richard Grimes, ‘Legal Literacy, Community Empowerment and Law Schools Some Lessons from a Working Model in the UK’ (2004) 12(3) *Legal Education Digest* 6, 7.

⁹ *Ibid* 7.

¹⁰ *Ibid* 6-7. See also Patricia Grande Montana, ‘Lessons from the Carnegie and Best Practice Reports: A Look at the Street Law Program as a Model for Teaching Professional Skills’ (2009) 17(3) *Legal Education Digest* 28, 31.

Several Street Law programs have been successfully developed in Australia. For example, Melbourne Law School has offered 'Street Law' as an elective subject to their Juris Doctor students since 2012.¹¹ As their website states, the course is a 'community legal education initiative that aims to provide legal education to a non-legal audience.'¹² Participating students 'visit partner high schools in and around Melbourne to deliver lessons on legal topics of interest and relevance to young people.'¹³ Similarly, Griffith University also offers a course in 'Street Law', which takes the form of a community outreach clinic whereby students 'engage in the process of developing materials on law-related subjects which are tailored to meet the interests of a particular community audience, in this instance secondary school students.'¹⁴

Outside of the tertiary context, Canberra Community Law has enacted a 'Street Law' program that provides 'a free and confidential outreach legal service for people who are experiencing or are at risk of homelessness. Street Law provides legal advice and casework assistance and connects clients with other legal services.'¹⁵ This initiative is also available in Western Australia through the Street Law Centre.¹⁶ The Centre provides 'free, confidential legal information, advice and case work to the homeless

¹¹ The University of Melbourne, *Street Law* <<http://law.unimelb.edu.au/students/jd/enrichment/pili/subjects/street-law>>.

¹² *Ibid.*

¹³ *Ibid.*

¹⁴ Griffith University, *Street Law: Community Legal Education Clinic* <<https://degrees.griffith.edu.au/Course/Overview?CourseCode=5176LAW>>.

¹⁵ Canberra Community Law, *Street Law* (2017) <<http://www.canberracommunitylaw.org.au/street-law.html>>.

¹⁶ Street Law Centre WA Inc, *Home* <<http://streetlawcentre.org.au/>>.

or those at risk of homelessness’, and ‘seeks to address systemic legal issues through its law reform and advocacy campaign.’¹⁷

III. INTERNATIONAL STREET LAW

‘Street Law’ originated in the United States in 1972 at Georgetown University Law Centre in Washington DC.¹⁸ The main aim of Street Law Inc. is not only to ‘educate students and communities about law, democracy and human rights’ but also to train others in the purpose and principles of Street Law.¹⁹ The programs are designed to ‘teach young people in schools, communities, and corrections sites about the law, while providing law students with a unique, powerful professional development opportunity.’²⁰ Currently, the Georgetown Street Law Program includes three streams: ‘Street Law: Criminal Justice and Human Rights; Street Law: Mock Trial Advocacy; and Street Law: Corrections and Community.’²¹ Stanford Law School has also adopted a Street Law program, where ‘participants volunteer their time to team-teach youth once a week for 10 weeks . . . Lessons cover such topics as search and seizure laws, Miranda rights, attorney-client relationship, sentencing hearings, racial profiling and violence prevention.’²² This initiative clearly benefits the incarcerated and at-risk youth who are included in the program. However, it also offers law

¹⁷ Ibid.

¹⁸ Street Law Inc., *About Us* <http://streetlaw.org/en/about/who_we_are>. See also McQuoid-Mason, above n 4, 29.

¹⁹ Ibid.

²⁰ Street Law Inc., *Law School Programs* <http://streetlaw.org/en/programs/Program/2/Law_School_Programs>.

²¹ Georgetown Law, *Georgetown Street Law Program* <<https://www.law.georgetown.edu/academics/academic-programs/clinical-programs/our-clinics/street-law-program/>>.

²² Stanford Law School, *Street Law* <<https://law.stanford.edu/street-law/#slsnav-contact-information>>.

students 'an opportunity to put their legal knowledge to practical use' and 'have the chance to experience the rewards of teaching in an environment that allows them to gain a greater understanding of the legal needs and social concerns of youth.'²³

South Africa is also widely recognised as a strong proponent of Street Law following its introduction of a pilot project at the University of Natal in Durban 1986, now known as the University of KwaZulu-Natal.²⁴ Their focus goes beyond mere provision of legal information and involves a distinct human rights aspect, as '[s]treet law workshops blend legal substance with innovative teaching strategies aimed at not only increasing understanding but also intending to develop the values and attitudes needed in citizens living in a democratic country.'²⁵ Students are responsible for designing lesson plans that are subsequently delivered to the target group, and are taught the importance of 'interactive teaching methods including mock trials that involve large numbers of participants.'²⁶ Care is taken to ensure participating law students are 'properly trained so that they can go out to schools and community groups, and teach effectively and confidently.'²⁷ The curriculum outcomes of the optional Street Law course run at the University highlight the extensive benefits that accompany participation within this form of community outreach. These include increased understanding of the law, improved writing and communication skills,

²³ Ibid.

²⁴ McQuoid-Mason, above n 4, 29.

²⁵ Street Law South Africa, *About Us* <<http://www.streetlaw.org.za/index.php/about-us/about-us>>.

²⁶ McQuoid-Mason, above n 4, 27.

²⁷ Ibid 35.

experience with advocacy and significant opportunities for personal development.²⁸

Three streams are offered within the clinical law program at the University of KwaZulu-Natal, providing students with a choice of: 'family law; HIV/AIDS and the law; or social justice.'²⁹

The United Kingdom has also embraced the concept of Street Law, with Richard Grimes first introducing a pilot at the University of Derby in 1997.³⁰ More recently, the Law Society of Scotland was nominated for its program at the European Association Awards for Best Training Initiative.³¹ This Street Law pilot project is relatively new, commencing in 2014/2015,³² and 'provides highly-participatory, law-focused education to school pupils over a period of 6-8 weeks whilst also contributing to the professional development of Scots Law students.'³³ This development is extensive, as the 'law students themselves design and deliver classes about the law and legal process which also cover the knowledge and skills that school pupils can use to recognise, prevent and in some cases, resolve legal problems.'³⁴ Further initiatives are also undertaken by the University of Birmingham, where the Birmingham Pro Bono Group present Street Law sessions to secondary school students, local charities and unrepresented litigants through the Birmingham Employment Tribunal Streetlaw

²⁸ Ibid 36.

²⁹ Ibid 43.

³⁰ Grimes, above n 8, 8.

³¹ The Journal of the Law Society of Scotland, '*Street Law*' in *Running for European Training Initiative Award* (11 January 2017) <<http://www.journalonline.co.uk/News/1022751.aspx#.WLDj8LFh3Jx>>.

³² Law Society of Scotland, *Street Law* (2017) <<http://www.lawscot.org.uk/education-and-careers/schools/street-law/>>.

³³ Ibid.

³⁴ Ibid.

project.³⁵ Finally, Kings College London have created KCL StreetLaw.³⁶ This pro bono society is populated by student volunteers who 'aim to educate members of the community, who would otherwise not have access to legal knowledge, with a basic overview of the law.'³⁷ As in the programs discussed above, the legal information is targeted to issues that are of particular relevance within a community group. Students are responsible for researching the selected legal information and then presenting 'the information to the community in a way that helps them better understand the law and how it affects them.'³⁸ The community cohorts are broad, with workshops being 'run for various focus groups throughout London, ranging from under-privileged schools to small businesses, from LGBT youth groups to ethnic minority centres.'³⁹

Similarly, the Law Society of Ireland has developed a Street Law clinic in conjunction with Georgetown University Law Centre.⁴⁰ Volunteer trainee solicitors attend an intensive workshop to prepare them for their interactions with secondary school students, who in turn benefit from the program in that it allows them 'to see how the law affects their daily lives and promotes lifelong civic engagement.'⁴¹

³⁵ University of Birmingham, *Streetlaw* (2016) <<https://www.birmingham.ac.uk/schools/law/life/pro-bono/streetlaw.aspx>>.

³⁶ King's College London, *StreetLaw* (2018) <<https://www.kcl.ac.uk/law/professional-skills/kings-legal-clinic/StreetLaw.aspx>>.

³⁷ *Ibid.*

³⁸ *Ibid.*

³⁹ *Ibid.*

⁴⁰ Law Society of Ireland, *Street Law* (2017) <<https://www.lawsociety.ie/Public/Transition-year-programmes/Street-Law/>>.

⁴¹ *Ibid.*

IV. THE RISE OF ELECTRONIC OUTREACH

Interestingly, with respect to Street Law in South Africa, McQuoid-Mason has identified that 'lectures are the least effective means of teaching people.'⁴² As such, interactivity is a vital consideration when designing a Street Law program, or any form of legal outreach for that matter. This has resulted in a variety of techniques being adopted to better convey legal information to the selected community groups. Community Legal Centres (CLCs) throughout Australia are increasingly utilising technology to connect with and help educate their client base.⁴³ As the National Association of Community Legal Centres explains:

CLCs have been swift in developing mobile and web based applications (or apps) to engage with the community, provide people with access to information to resolve their legal issues, and to tell prospective clients about the services the CLC offers. Apps are a particularly cost-effective way to directly access specific groups and communities who may otherwise not be aware of, or seek out, a CLC and its services. Mobile phones are the most common and accessible source of information and communication for many disadvantaged and hard to reach groups, such as young people. As an information source, they also have the great advantage of almost always being with the client!⁴⁴

⁴² McQuoid-Mason, above n 4, 27.

⁴³ National Association of Community Legal Centres, *Working Smarter: Community Legal Centres Using Innovation and Technology* (2015) <http://www.naclc.org.au/resources/NACLC_TECH_WEB2.pdf>.

⁴⁴ Ibid 2. See also Anusha Goonetilleke and Alexandra Wolhuter, 'Law within Reach: QPLICH Takes Rural, Regional and Remote Initiative' (2013) 33(7) *The Proctor* 22 for a brief discussion regarding how technology is being used to provide legal assistance to rural, regional and remote communities.

Colleagues from the University of Newcastle Law School and Australian National University have created 'Bernie', an App that is designed to help prevent domestic violence reoffending by individuals who are subject to Apprehended Domestic Violence Orders (ADVOs).⁴⁵ This significant form of electronic outreach plays a vital role in supporting defendants' understanding of information relating to the orders, and reinforcing behavioural expectations that accompany ADVOs.⁴⁶ Similar to the 'Know the Law' site, Bernie provides 'legal and psycho-educational resources' as well as 'contact numbers for counselling, legal advice, and financial and housing assistance.'⁴⁷

On an international level, there has been a marked rise in the use of technology, and mobile applications in particular, when providing legal information to a client base or facilitating easier exchanges between law firms and clients. In the United States and Canada, this is especially evident in the field of Personal Injury law, where 'Apps Legal' has created mobile applications for over 400 law firms.⁴⁸ A quick online search reveals entire articles dedicated to the best apps for legal help,⁴⁹ that range from

⁴⁵ The University of Newcastle, *AVO App 'Bernie' to Help Address Domestic Violence Reoffending* (28 November 2017) <<https://www.newcastle.edu.au/newsroom/featured-news/avo-app-bernie-to-help-address-domestic-violence-reoffending>>. See also Hunter Research Foundation Centre, *App to Reduce Domestic Violence Order Breaches* (9 October 2017) <<http://www.hrf.com.au/news-events/latest-news/app-to-reduce-domestic-violence-order-breaches>>; Lisa Allan, 'Hunter to Trial New App to Help Protect Domestic Violence Victims', *Newcastle Herald* (online), 28 November 2017 <<http://www.theherald.com.au/story/5085433/hunter-to-trial-new-app-to-protect-domestic-violence-victims/>>.

⁴⁶ Allan, above n 45.

⁴⁷ The University of Newcastle, above n 45.

⁴⁸ Apps Legal, *Our Clients* <<http://www.appslegal.com/>>.

⁴⁹ Joe Dysart, *20 Apps to Help Provide Easier Access to Legal Help* (April 2015) ABA Journal <http://www.abajournal.com/magazine/article/20_apps_providing_easier_access_to_legal_help>.

general legal questions,⁵⁰ road accidents,⁵¹ immigration,⁵² employment,⁵³ contracts⁵⁴ and police powers.⁵⁵

V. THE DEVELOPMENT OF THE PILOT PROJECT

This pilot project aimed to achieve the goals of providing international students with relevant information and directing them to other resources for further guidance. It has been designed to be accessible either by computer or via mobile phone. The site is now available in both English and Mandarin, allowing it to reach an even wider pool of international students.

The concept of Street Law underpins the UNLC's decision to deliver detailed and relevant legal information to international students and satisfy their potentially unmet legal needs through the provision of the mobile site. While the site is not Street Law in the traditional sense, it draws on the same principles.

Since 2010 penultimate and final year students, under the supervision of UNLC staff, have delivered legal information seminars to international students. The involvement of law students in this process is a key principle of Street Law⁵⁶ but is not within the

⁵⁰ Google Play, *Ask a Lawyer: Legal Help* <<https://play.google.com/store/apps/details?id=com.absmallbusinessmarketing.askalawyer&hl=en>>; Bernie Sez <<https://www.berniesez.com/>>.

⁵¹ The Stellute Law Firm, *Smart Driver App* <<http://www.stellutelaw.com/stelluteapp/app/index.html>>.

⁵² CitizenshipWorks, *About Us* <<https://www.citizenshipworks.org/>>.

⁵³ United States Department of Labor, *DOL-Timesheet* <<https://www.dol.gov/general/apps/timesheet>>.

⁵⁴ Shake by Legal Shield, *Product* <<http://www.shakelaw.com/product/>>.

⁵⁵ New York Civil Liberties Union, *Stop and Frisk Watch App* <<https://www.nyclu.org/en/stop-and-frisk-watch-app>>.

⁵⁶ Grimes, above n 7, 146: 'As well as the public benefit, it was also clearly shown that law students can be closely involved in preparing and delivering presentations / workshops and in doing so can gain considerably in terms of their own education, appreciating both substance and context. Knowledge, skills and wider ethical considerations can all be effectively studied through involvement in PLE [public legal education] in general and Street Law in particular. For all (the law student and the wider public) to realise that law involves not just individual rights and responsibilities but choices and values is, it is

direct scope of this paper. The content provided for the site is tailored to meet the particular issues that international students most frequently seek to discuss at the free legal advice clinics run by the UNLC being tenancy, employment and driving. Seminars can then be structured accordingly to contain the most relevant legal information for international students, empowering this particular demographic within the community. The pilot project has subsequently drawn on these experiences of international students who are being exposed to the Australian legal system for the first time.

As with any form of legal outreach, Street Law is not without difficulty. This is mainly due to the fact that '[d]iscussions with the community do not just happen.'⁵⁷ With regard to international students, there is a need to act with both 'sensitivity and . . . genuine respect for cultural and social diversity.'⁵⁸ Initially the Newcastle Street Law model involved legal information being delivered during in-person seminars, providing content that is considered to be most relevant for this particular cohort. It can be very difficult for international students to anticipate the significant legal issues which may arise until they have already faced them. Thus, while the in-person legal seminars play a vital role in increasing student knowledge and confidence, the sessions were often criticised by international students as being delivered too late. As some students had already settled in New South Wales, they reported having

suggested, an important lesson.' See also Asnida Mohd Suhaimi and Nur Farzana Mohd Zulkifli, 'Street Law Based CLE: A Student-Impact-Assessment' (2012) 18 *International Journal of Clinical Legal Education* 218, 221.

⁵⁷ Grimes, above n 3, 227.

⁵⁸ *Ibid* 227.

previously experienced some of the legal issues discussed at seminars, particularly surrounding tenancy and employment.

The pilot project is designed to combat the concerns raised about early access to legal information, as the site now enables international students to access relevant legal sources online well before they arrive in Australia. The site aims to prevent legal problems arising before they affect international students. Further, it provides information regarding what students should do in certain situations, for example when interacting with police, and directs them where to go if they require additional information or personalised legal advice. This is in line with traditional principles of Street Law, as the site does 'not solve legal problems for their target communities.'⁵⁹ Rather, it provides relevant information and links to further sources, including the names and contact details of helpful organisations. 'Know the Law' is not a substitute for seeking legal advice, and a disclaimer to this effect features prominently on the site.

Interactivity is another key component in the success of Street Law programs.⁶⁰ As Grimes et al state, '[t]he more you engage the audience the more likely they are to take on board what it is you are trying to get across.'⁶¹ The site is interactive and user-friendly, providing 'a flexible and appropriate tool through which wider social justice issues can be addressed.'⁶² Its flexibility, portability and convenience ensures

⁵⁹ McQuoid-Mason, above n 4, 44.

⁶⁰ Ibid 31.

⁶¹ Grimes, above n 3, 232.

⁶² Ibid 238.

international students are able to easily access useful information from their devices anywhere, anytime. This provides a clear advantage over more traditional forms of Street Law, as students can use the site whenever and wherever it suits them.

VI. THE EFFECTIVENESS OF THE SITE

A. Marketing

The site is promoted through several means. These include: an announcement circulated to all University staff; an email to incoming international students and a subsequent email to all international students at the University of Newcastle; the publication of Facebook messages; the circulation of marketing postcards to Student Hubs on campus, the UNLC and offices across campus; information on the Faculty of Business and Law webpage, the Newcastle Law School webpage and the UNLC webpage; the provision of information to student associations; and a presentation during orientation to newly arrived international students.

The effectiveness of the pilot project has been measured by two main sources: analytics relating to the site; and qualitative survey responses provided by international students after being shown the pilot project.

B. Website Analytics

The UNLC used Google Analytics to track the use of the site. Data obtained covered the period from when the site was launched in early 2016 through to 30 June 2018.

The following terminology is used by Google Analytics⁶³ to explain the relevant data:

Sessions: A session is the period of time a user is actively engaged with your website, app, etc. All usage data (Screen Views, Events, Ecommerce, etc) is associated with a session.

Users: Users that have had at least one session within the selected date range. Includes both new and returning users.

Pageviews: Pageviews is the total number of pages viewed. Repeated views of a single page are counted.

Pages / Session: Pages / Session (Average Page Depth) is the average number of pages viewed during a session. Repeated views of a single page are counted.

Avg. Session Duration: The average length of a Session.

Bounce Rate: Bounce Rate is the percentage of single-page visits (ie visits in which the person left your site from the entrance page without interacting with the page).

% New Sessions: An estimate of the percentage of first time visits.

In the relevant period, there were a total of 1643 sessions, which peaked in January 2016 (376 sessions). A higher number of sessions was also evident in June 2016 (119 sessions) and November 2016 (169 sessions), most likely preceding the start of semester 2 in July 2016 and the arrival of new students ready to study in 2017 respectively. There was also high traffic on the site in October 2017, with 111 sessions recorded. There were 1004 total users, 1643 sessions and 5019 page views. The pages

⁶³ For more information, see Google Analytics Solutions, *Analytics* <<https://www.google.com/analytics/analytics/features/>>.

per session were calculated at 3.05 with an average session duration of 3 minutes and 57 seconds. 91.3% of the audience were estimated to be new visitors, with 8.7% thought to be returning. The bounce rate was recorded as 54.60%. The site was only available in English for the majority of this time, as the Mandarin translation had not yet been activated. It is hoped that this new translated version of the site will have a two-fold effect: increase the number of users, sessions and average session durations; and decrease the current bounce rate.

C. Survey Responses

As highlighted by McQuoid-Mason, '[s]treet law programs should be continually evaluated regarding their impact on the target communities and the students in order to improve them,' and questionnaires following the initiative 'can give an indication of how successful they were at transferring knowledge and skills.'⁶⁴ At the conclusion of the 2017 in-person legal information seminar to newly arrived international students, attendees were shown the site and then asked to complete a short anonymous survey.⁶⁵ A small sample of students in attendance completed the survey and the results were as follows:

⁶⁴ McQuoid-Mason, above n 4, 46-47.

⁶⁵ University of Newcastle Human Research Ethics Committee Approval H-2017-0048.

Question 1 – Before being shown the ‘Know the Law’ site, my knowledge of the laws in New South

Wales was:

Very Good	Good	Average	Little Knowledge	No Knowledge
		22%	78%	

Question 2 – After being shown the ‘Know the Law’ site, my knowledge of the laws in New South

Wales has:

Increased Significantly	Increased	Stayed the Same	Decreased	No Opinion
	89%	11%		

Question 3 – I think the content included in the ‘Know the Law’ site is:

Very Useful	Useful	Some Useful Content	Little Useful Content	No Useful Content
67%	22%	11%		

Question 4 – I think the ‘Know the Law’ site is:

Very Easy to Use	Easy to Use	Fairly Easy to Use	A Little Hard to Use	Very Hard to Use
11%	89%			

Two further questions were asked of the students who completed the survey, and the following qualitative comments were offered in response:

Question 5 – What did you like most about the ‘Know the Law’ site?

‘Easy to access, the laws that are very practical to us – rent, online shopping, work, driving.’

‘It will raise awareness to us, international students, regarding the laws that are in power, it will be helpful to us.’

‘Being able to provide information comprehensively.’

Question 6 – Are there areas in which the ‘Know the Law’ site could be improved?

‘It will be helpful if information about accommodation be given early to international students.’

‘Sample incidents will help understand the points raised.’

D. Further Development of the Site

Throughout 2017, the legal content for the site was periodically updated to reflect changes in the law. Recently, a major development within the site has been undertaken by Information Technology (IT) Services in the Resource Division of the University of Newcastle. IT Services has implemented an Artificial Intelligence (AI) chatbot aspect within the 'Know the Law' site, which enables users to ask questions about legal matters. Users are greeted with the following introduction when first arriving at the site: 'Hi! I am The Know The Law chatbot. I can talk about any of the following topics: managing credit and debt, driving in NSW, working in NSW, moving to NSW, police powers and fines in NSW, tenancy in NSW. Would you like to talk about any of these?' The user is then able to type in their specific question or topic of choice and subsequently directed to relevant content within the site. There is an option to turn off the chatbot function if visitors would prefer to browse the content for themselves. IT Services are hoping to further refine this feature to enhance the AI capabilities of the site, making it even more user-friendly and accurate in the content provided.

The chatbot has proved popular with users. From 1 July 2017 to 1 June 2018, the chatbot has been asked questions relating to each of the six topic areas within the site. From the data gathered, it appears that visitors to the site had the most questions regarding Police Powers & Fines in NSW, with 19 separate entries to the chatbot. These were mainly related to being arrested and the search powers of police officers.

Traffic fines were also a key area of concern. Users were also seeking information about Working in NSW, with 18 questions being entered. They covered issues such as pay, giving notice, tax, workplace harassment or discrimination, entitlements and superannuation. Driving in NSW was the third most popular topic, with the questions relating to licence requirements, drink driving, and what to do if you have been involved in a car accident. Users were also seeking information regarding Tenancy in NSW, and were mostly concerned with rent, how to terminate a lease, and the conditions that come with leasing a property. Finally, the chatbot was asked questions about Moving to NSW, including student insurance and visa conditions, and Managing Credit & Debt, which related to either loans or what to do if they were in debt.

In 2018, law students are working on adding additional legal content to the site. Further topics include family law and consumer claims, covering issues such as scams and seeking redress for defective products. In light of the qualitative response above, examples of typical legal scenarios will also be provided to assist users. Other content areas that are being considered for inclusion on the site include: domestic violence; sexual harassment; car accidents, with respect to both property damage and personal injury; and financial literacy.

VII. CONCLUSIONS

The traditional principles of Street Law provided the impetus for the development of the 'Know the Law' site, which has enabled the expansion of the provision of legal

information and outreach to cohorts of international students. The site intends to assist these students with any transitions they may face when coming to study and live in New South Wales. They are able to access legal information in a convenient and efficient way, anywhere and anytime from their computer or mobile device. International students speak positively of the site, as observed in their quantitative and qualitative responses above. The intent of the site – to provide information about typical legal matters that international students may encounter following their arrival in Australia – has clearly been achieved through this pilot project.

Streetlaw – assisting access to justice in the Employment Tribunal

A practice report

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Introduction

If you have not yet read the judgment of Lord Reed in the Supreme Court decision of *Unison v The Lord Chancellor*¹, please allow yourself a little time over the coming weeks to enjoy a clear and evidence-based statement on access to justice in the employment tribunals of England and Wales. The case was brought by Unison, the UK public workers union, and challenged the introduction in July 2013 of the requirement to pay a fee to lodge an employment tribunal claim. Having reviewed some of the key common law authorities and quoting from the Magna Carta and *Donoghue v Stevenson* no less, Lord Reed concluded that the fee regime was unlawful “because it has the effect of preventing access to justice”.² This landmark decision in July 2017 brought an immediate end to the fee regime. Time will tell whether the UK

¹ *R (on the application of Unison) (Appellant) v The Lord Chancellor (Respondent) [2017] UKSC 51 (Supreme Court)*.

² *Ibid* paragraph 119.

Government will attempt another fee scheme in the future, but there are other more pressing issues occupying Whitehall at the moment.

The four-year fee regime and the Unison challenge brought access to justice in employment tribunals very much into the public eye. Other barriers to access were also widely discussed and reported, including the lack of legal aid and legal representation for claimants in employment law matters. A number of law clinics and pro bono schemes operate to give guidance and advice to the public, in addition to the essential work of ACAS (the Advisory, Conciliation and Arbitration Service). The purpose of this paper is to share with you my experience of a university student Streetlaw project at the Cardiff Employment Tribunal providing guidance to unrepresented claimants about tribunal practice and procedure.

The concept of Streetlaw is familiar to readers of this Journal as a form of public legal education aimed at helping members of the public to understand their rights. It is also frequently referred to as “legal literacy”, the importance of which Richard Grimes explains in a previous edition of this Journal.³ The key aim of our Streetlaw project is to educate potential claimants about what to expect in the run up to their employment tribunal hearing and what happens on the day. As I shall explain, however, there are a number of secondary aims and several other beneficial outcomes.

³ Richard Grimes, 'Advancing legal education for all - the role of a journal' (2017) 1 International Journal of Public Legal Education 82.

The Project

In 2017, Cardiff University joined forces with BPP Bristol, Swansea University and the University of South Wales (“USW”) to provide Streetlaw at the Cardiff Employment Tribunal. The purpose was to give a monthly guidance session at the tribunal which unrepresented parties could attend to find out about employment tribunal procedure and what to expect at their hearing. Small groups of students prepare a presentation and deliver it each month on a rota basis. The employment judiciary and tribunal staff advertise the sessions through various channels to encourage members of the public to take up the opportunity. A classic public legal education project – in Michal Urban’s words “citizenship education”.⁴

The law school pro bono unit at BPP Birmingham had trialled the project at the Birmingham employment tribunals and wanted to expand it to allow their Bristol based students to participate. Cardiff employment judiciary expressed a keen interest, having noted the increasing number of unrepresented claimants appearing before them, and so the ball started rolling. Because of the commitment required, BPP wanted to share the project with other law schools, hence approaches to Cardiff, Swansea and USW. We therefore immediately had the advantages of an idea that was proving successful in another area, and the combined experience of four established student pro bono units, to get the scheme off the ground in Cardiff.

⁴ Michal Urban, 'Why there is a need for Street Law programmes?' (2017) 1 International Journal of Public Legal Education 100.

This Streetlaw project is indebted to BPP for generously supplying the presentation materials, allowing us to adapt them for the Cardiff project, and for the introductory training session which they provided to all participating students and tutors at Cardiff. In the build up to the first year of the scheme (2017/18), there was a lot of discussion between the four project tutors as to design, presentation content and logistics of delivery. Whilst email traffic was useful, a few strategically timed conference calls between the collaborating universities' tutors and members of the tribunal judiciary helped to clarify issues and move the plans forward. An early decision was made to combine the Birmingham bi-monthly presentation model into one monthly session that dealt with both the build up to a hearing and the hearing itself. This was based on the fact that the volume of cases heard at Cardiff was lower than Birmingham and therefore a smaller number of attendees was expected, and also the supposition that claimants may not be prepared to spend time and money travelling twice to the tribunal for two separate presentations.

Each law school recruited six students for the project, with the idea that teams of three would deliver the monthly sessions at the tribunal. At Cardiff the students applied through our usual pro bono application process, providing a CV and the reasons why they were interested in Streetlaw. As it was the first year of the project at Cardiff, and there were a number of unknowns at this stage, the selection team chose six undergraduate students who had expressed an interest in an extra-curricular employment law scheme and were a mix of 2nd, 3rd and 4th year students. We felt that

each team needed some students with the maturity and confidence that came with having completed a work placement year, or spending a year abroad as part of a law and languages degree. Other institutions formed teams of students from their postgraduate Legal Practice Courses.

With the combined universities' October training done and a schedule of monthly presentations at the employment tribunal agreed with the employment judiciary for November through to May, the next landmark was a run-through of the draft presentation at the employment tribunal before an employment judge. In the meantime, it was up to each law school to design and run the Streetlaw project with their chosen students.

Design – the tutor's role

I was keen to employ a problem-based learning approach similar to ones that I had previously used for other pro bono student schemes. These had been based on my research into problem-based learning and problem solving (particularly the work of Exley and Dennick⁵ and Savin-Baden⁶). Drawing on my experience and research and applying it in a rather different context, I planned a series of sessions with the students. I began with a tutor-led session, but progressively handed over responsibility to the student teams. I was keen to make the transition from teaching to facilitating, and from hands-on to soft-touch, to allow the students to develop their

⁵ Kate Exley and Reg Dennick, *Small group teaching*. (Routledge Falmer 2004).

⁶ Maggi Savin-Baden, *Problem-based learning in higher education: untold stories*. (Society for research in higher education and Open University press 2000).

skills and confidence during the process. This was one of the aims of Streetlaw. In planning the sessions, I needed to take into account the students' academic and personal commitments, as the whole project was extra-curricular. The consensus was to meet on Wednesday afternoons, as there was no teaching and it fitted with the employment tribunal practice and presentations, which were to be on Wednesdays.

The first internal training session following the BPP general training afternoon was an opportunity for an ice-breaker, during which each student introduced themselves and explained why they had chosen Streetlaw. This helped the team to get to know each other as well as to give me an insight into their experience and motivation. It also revealed that one of the students was a Welsh speaker and we planned to use this at the presentation if the need arose. With the ultimate aim being the public presentations, I felt it important at the outset to get the students talking – if any would be put off by this it was better to find out at the start, and suggest transferring to an alternative pro bono project. We discussed and reflected on the previous week's training. Then the students picked a couple of slides each to study and present.

Following each short presentation, students provided brief peer review and I gave a little constructive feedback. At this stage it was important to instil confidence and encouragement, and I therefore emphasised the better skills that the students had shown and invited them all to emulate those. These included eye contact with the audience, speaking clearly and slowly, and showing interest in what they were saying. We also discussed the underlying employment law and procedure and, as an

employment law tutor, I was able to help the students understand the context in which the presentation was set. Some of the students were already coming up with suggestions for amendment and improvement of the presentation slides and we planned to discuss this at the next training session. In the meantime, the students agreed which slides they would each practise to be ready to present at the run-through in the tribunal the following week.

The next Wednesday session was an opportunity for the students to practise presenting in front of each other and me, before doing it in front of the employment judge later that week. The students were engaged and had practised their part of the presentation – some had written notes or bullet point prompts to help them remember what to say. I was fine with this approach as the subject matter was new to all of the students and it was early days in terms of preparing and practising for the public presentations.

Attending the tribunal for the run-through was a great experience for the students. Working in close partnership with the employment judiciary is an important element of this Streetlaw project. Arriving at the tribunal to be welcomed with a bag search and body scan was an eye-opener for the students and to be shown around an actual tribunal hearing room and meet an employment judge made the whole project come alive. Exposing students to “law in the real world” is the underlying concept of all of our pro bono schemes at Cardiff. The run-through was a shared experience with the collaborating law schools and an opportunity for tutors and students to share ideas

and reflect on each other's practices. The feedback from the judge on the content and delivery of the presentation was invaluable in ensuring that the law and procedure were up to date and relevant to the practice at the Cardiff Employment Tribunal, knowing that there are some procedural and practical variations at different venues.

At the next training session back at the University, we reflected on the run-through at the tribunal and the employment judge's feedback. The judge suggested reducing the content of some of the slides to make them more "public friendly", and preferred those parts of the presentation that addressed the audience as "you". The students also had other ideas about altering slides, simplifying some concepts, improving their own speaker notes and generally engaging fully with the task at hand. They showed a competence and confidence which allowed me to start stepping back from a tutor-led approach. I was able to invite them to plan the next few practice sessions in the lead up to their first public presentation. I handed over to the students responsibility for splitting the team between the two allocated presentations, and liaising with each other about updates to slides and delivery. Facebook and WhatsApp make this sort of communication exercise very easy for students.

There is a sense of freedom when leading an extra-curricular activity such as this. I did not feel hide-bound to have a tutor-led and assessment-driven approach. However, I did have a sound pedagogical basis with clear aims and objectives and learning outcomes that became more visible and greater in number as the project progressed. The next few sessions were therefore very much student-led. I booked a

training room at the same time each week and left the students to organise their activities. They let me know when they needed my input, and every so often I attended part of their sessions to help out with employment law queries, affirm proposed changes to slides, listen to part of the presentation and give feedback on delivery skills. This also gave me an opportunity to update the students on the logistics of the public presentations and the feedback from the other law school groups who had delivered monthly presentations ahead of Cardiff.

Whilst the students can be left alone to find a way of working, develop teamwork skills, give each other peer review feedback, and enjoy the freedom of this type of project, the input of a tutor is important for the smooth running of the project and to ensure that the aims and objectives are properly achieved. Being a specialist in the field of employment law and having contacts with the judiciary and ACAS was a definite advantage. As Urban acknowledges⁷, these programmes need to be co-run by university academic staff to ensure that they continue and are sustainable. I agree, and would emphasise the need to be there in the background overseeing the project, being a quality check at certain key stages and ultimately to ensure delivery of the learning outcomes. The benefit of feed forward into the following year cannot be underestimated either, as I shall explain below in relation to Year 2 of Streetlaw. It is

⁷ Michal Urban, 'Why there is a need for Street Law programmes?' (2017) 1 International Journal of Public Legal Education 101.

also essential that the students do not misinform the public as, if acted on, this could lead to unwelcome legal implications.

Our allocated public presentation dates were consecutive ones in February and March 2018. On the day of the first public presentation, I met the February student team for their final rehearsal. I was pleased to see that they were well-practised, both individually and together, so the presentation was coherent, and clear. The three students had split the presentation into two halves, each of three parts. They alternated the delivery between them to keep it fresh and interesting. Through practice and feedback, their presentation skills had improved over the months to produce an engaging submission. My feedback at this stage was encouragement, confidence and a reminder to consciously slow their speech down, as we are all inclined to speed up a little when faced with an audience.

It was no surprise that the ET presentation went well. A pleasing number of members of the public attended and engaged with questions. The students managed questions by answering those that sought clarity on something they had said, and directing others to the ACAS representative also present to assist. The latter was invaluable in fielding a number of questions beyond the guidance that the students had given, and their input to an exercise like this is essential. I acted as chair in relation to some of the questions asked, directing them to the students to the extent that they were within the scope of their guidance, or to ACAS if beyond that and leaning towards advice.

The public's response

The students start their presentation by explaining that the aim of Streetlaw is to demystify the law to members of the public. We wanted to know if this had been achieved and asked the attendees to complete a short feedback ticket before leaving the presentation. All were very positive – for example, “It was a thorough and informative presentation, thank you”, “Excellent presentation on the process, well done to the students” and “Answered all questions very well and clearly”. This was a welcome reward for the February student team, and we brought it to the next training session to show and encourage the March team. The February team also reported back on their experience and gave the March team some tips to help them with their presentation. This continued the element of group work and peer review that formed a significant part of the Streetlaw project.

The March team organised a few more practices amongst themselves, and we had a dress rehearsal on the afternoon of the presentation. As with the February team, by this stage praise and encouragement were the order of the day, and the team were well ready for their public appearance. It was equally competent and well received by the attendees – for example, “Helped relieve some of the concerns I had”, “The students helped to make it a less daunting experience and helped to see the room set up”, and “Gave me an opportunity to ask questions about the process and give a better insight into the hearing day itself”. So a job well done, with the attendees again endorsing the students' public legal education project.

The student perspective

The premise that undergraduate students with little or no knowledge of employment law or tribunal procedure give guidance to members of the public facing an employment tribunal process may seem a strange one, but these are keen law students with a hunger for real world experiences, wanting to impress, and able to view the employment law material at the outset as the lay person may see it. Through the project, the students developed their knowledge and understanding of employment law and procedure, but the newness of it helped them to present it to the public in an accessible way. It was a new skill to add to the armoury of students whose experience was previously limited to discussing and presenting to fellow law students and law tutors.

At the end of the project, the students were asked to undertake a reflection on their involvement, in line with students completing all of our pro bono schemes. Being the first year of the Streetlaw project, I did not know what to expect but felt that it was a necessary step to assist with reviewing the project, checking whether the learning outcomes had been achieved, and improving it for the following year. Here are some of the students' comments:

What did you particularly enjoy about it?

“It felt like you were actually helping people who were in genuine need of support in a time of confusion and stress” – one of the fundamental concepts of public legal education. “It allowed me to learn about an area of law which was not an optional module and it also allowed me to improve my presentation skills in a friendly environment” – advantages and skill development for students. “I enjoyed the flexibility around it” – enabled by its extra-curricular nature.

Would you suggest any changes for future students?

“Going to the employment tribunal to watch a real procedure would have been helpful. We talked about going as a group but never did” – the students were encouraged to view a live case but, being an extra-curricular activity, they found it difficult to set aside further time for this. “Little and often is the best – read through the lecture slides regularly so you become familiar with them” – this was practical training advice for the following year’s students.

Have you used your experience of the project in application forms, interviews etc., and if so how, and with what success?

“Yes. All employers I have discussed Streetlaw with have taken a genuine interest in the project and have so far managed to secure a paralegal role with [named firm]. I think the reason they took interest is because unlike academic study, you are learning how the process works in the real world. It’s also a great opportunity to practise your

presentation skills” – a great endorsement for the employability benefits of participating in the Streetlaw project. “Yes, it has provided me with relevant legal work experience and lots of transferable skills so I have included it on my CV and applications forms” – again, the students are improving their employability. I also provided several references for students’ applications for work experience or further study.

Do you have any other comments about the experience?

“It’s a flexible pro bono project which is not too time consuming, something which was useful for me as I had a busy timetable in the first semester”. “The whole experience was relaxed and enjoyable from the beginning”. “The experience is definitely worthwhile. Not only is it a great CV booster and a chance to refine your presentational skills but it is also a chance to really help someone in what might be the most stressful process they will go through” – an accurate summary of the value of the Streetlaw project as both an educational tool and a public legal education project.

In thinking about Streetlaw and composing these comments the students went through the process of reflection. We are all aware of the importance of self-reflection and there are several useful texts available to help students (and tutors) to reflect on their work in general and specific projects. Key texts I recommend to students are

Schon⁸ and Boud, Keogh and Walker⁹ which are suitable for dipping into to develop a sense of the reflective process.

Judicial support

Strong support and involvement from the employment judiciary is an essential component of Streetlaw in the Employment Tribunal. The local judiciary were a driving force in initiating the project, and supporting it throughout. Happily, they were also pleased with the outcomes – “I just wanted to thank everyone for their enthusiasm and support for the Streetlaw scheme – it has been a very useful addition to the range of ways we can signpost support/advice to litigants in person...I hope that the colleges/universities will want to continue with the scheme next academic year”. [Employment Judge at Cardiff Employment Tribunal]. This was confirmation that the employment judiciary agreed that Streetlaw was a success for citizenship education.

Year 2

With ringing endorsements from the people who attended and the employment judiciary about this public legal education initiative, all stakeholders were keen to take Streetlaw into its second year. Despite changes in project leadership at a couple of the law schools, we were able to feed forward the experiences and reflections of Year 1 to adopt a much more efficient approach to setting up and running Year 2. The structure

⁸ Donald A Schon, *The Reflective Practitioner: How Professionals Think In Action* (Routledge 2016).

⁹ David Boud, Rosemary Keogh and David Walker, *Reflection: turning experience into learning* (Taylor and Francis 2013).

was in place and the links between stakeholders established, so planning time was markedly reduced. This was good from my point of view as an academic, with increasing pressures on workload and accountability being felt across universities.

Each law school selected students for the project and we all came together in Cardiff again for the initial training from BPP. This was followed by training and practice sessions within each participating law school and a run-through again kindly hosted by the employment judiciary at Cardiff Employment Tribunal. As with the second year of any course or project, there is less wasted time, a better focus, more efficient use of materials and overall a smoother delivery. I was able to cut by half the number of hours the project took me, comparing Year 2 with Year 1, with no drop in the effectiveness of Streetlaw for students or public.

There were some new challenges, however, for the second year. The main one was that the students who had expressed an interest in Streetlaw were just starting their second year at Cardiff, and were not the confident final year students who had formed the majority in Year 1. I therefore planned a softer start to the project, but with a view to moving from tutor-led sessions to facilitation of student only sessions as soon as felt appropriate to ensure the learning outcomes were achieved.

At the first training session, I orchestrated a soft ice-breaker, to allow each student a voice. This worked well and allowed us to progress to a group discussion about the skills and benefits the students expected to gain from being involved in Streetlaw. I had the benefit of knowing the outcomes achieved in Year 1, but was interested to

know what the Year 2 students expected at the outset. Later, I say how these expectations were realised and surpassed, which was rewarding.

The following week, we watched and listened to part of the presentation that the Year 1 students had recorded, to give the Year 2 students an idea of what the project entailed. It was useful to have the benefit of Year 1's materials and recording. I followed this by asking each student in turn to stand and talk about their home town or similar for two minutes. The purpose was to encourage confidence and team building, whilst checking the initial level of presentation skills. This was followed by a gentle discussion on the skill of presenting, with the students contributing their views on good and bad aspects and areas for improvement. I was pleased that all six students in the group felt able to stand in front of their peers and speak – a good start – and we learnt about six different towns across five different countries!

Something else new for Year 2 was my request that the students took responsibility for producing minutes of each of our sessions. It is another way of giving ownership of the project to the students, as well as them learning a new skill of minute taking and distribution. The students took it in turns to produce and circulate a brief minutes of each of our sessions. This was useful week-to-week to map progress, and also a handy record for the students at the end of the project when they were writing their reflections. I encouraged students to keep a file of these minutes and the project materials, to help them with their reflection, and indeed their CV or application forms at a later date.

The project progressed along the lines of Year 1 from then on and the students gained in confidence as they gradually took over the sessions – working on the presentation, making amendments and improvements, splitting it up between them and practising and giving feedback to each other. I was able to withdraw to merely keeping a watching brief from time to time. In Year 2, Cardiff had one presentation at the tribunal and this worked in our favour as the six students could split it between them, rather than having a third each (over two presentations) as in Year 1. It probably suited the less experienced group of Year 2 students, allowing them a taste of public presentation without giving them too much exposure. Consequently, the public Streetlaw session at the tribunal went well and was well received – “Confidence giving”, “Clear presentation – all questions answered”, and “Supportive”. It therefore achieved its public legal education aims.

Year 2 student reflection

With the public presentation complete, and recordings of part 1 and part 2 of the presentation made back at the University, the students were invited to reflect on the Streetlaw project. Here are some of their responses:

What did you particularly enjoy about it?

“Learning about a different area of law was very worthwhile and I was surprised to find the extent to which I enjoyed the giving of the presentation itself”. “I particularly enjoyed learning how to present orally. Before this project, I had never done public

speaking". "I enjoyed working as part of a group". "I enjoyed being able to present information that can genuinely help or make a difference to someone's case".

What skills and benefits have you gained from the project?

The students referred to a number of important skills here – communication skills, confidence, time management, presenting, public speaking, working independently and as part of a group, professionalism. Some of these the students had anticipated in the first training session, but others were unexpected and welcome. All mentioned the gaining of confidence, which was something that this group of students was lacking and therefore had more to gain from the project in this respect.

Would you suggest any changes for future students?

There was nothing of substance to feed forward here. A typical response was - "I do not have any changes to suggest to future students as the project was very enjoyable and ran smoothly".

Have you used or do you intend to use your experience of the project in application forms, interviews etc., and if so how, and with what success?

"I have already used the project as an example for legal experience in a mini-pupillage application. I have also included the project on my CV and all the skills gained from it". "I intend to use it in application forms and interviews for vacation schemes and training contracts. I would use this experience to highlight team work and communication skills". "I feel this project has enhanced my employability prospects

as I have built on my existing skills, and learnt new skills which are valuable to employers". "I feel it would help set me apart from other candidates. Additionally it showcases a lot of different skills". All evidence of a worthwhile project from the students' perspective.

Do you have any other comments about Streetlaw?

"It massively improved my confidence". "It was a great opportunity to be able to practise in front of a judge at the ET and then to deliver the presentation to unrepresented claimants". "It was a very valuable and worthwhile experience". "It has been very enjoyable and hugely worthwhile". The students recognised the value not only to themselves, but also in terms of enhancing the legal literacy of members of the public facing the tribunal process.

Expected consequences

The collaborating law schools and the local employment judiciary had set out with several aims and outcomes in mind. After 2 years of the project, I have looked back and reflected on what we achieved. The main expected consequences are first considered.

An important outcome shared by the University and the students themselves is that the students develop skills, and their confidence, and furthermore their employability.

As Nick Touati remarks, undertaking pro bono work and participating in extra-curricular activities give students "skills and experience that will be valued by

employers far beyond the legal industry.”¹⁰ The student reflections above show that this outcome was certainly achieved through this extra-curricular activity which gave them a feel of pro bono, public presentation skills, confidence and self-esteem, and an opportunity to reflect. It truly was experiential learning in Streetlaw style.

As a public legal education project, it was also an essential outcome that Streetlaw delivered on legal literacy. The attendees’ feedback shows that this was successful – giving unrepresented claimants an opportunity to gain information about the employment tribunal procedure and process, ask questions, and meet ACAS conciliation officers, all in a real tribunal hearing room. It helped to de-mystify employment law and procedure, which was a key aim of our Streetlaw project.

As an academic, I enjoyed the opportunity to test a variety of teaching and learning styles through an extra-curricular activity that did not have the strict boundaries of assessment or examination. There was a common general approach across Year 1 and Year 2 of the project, but some alterations due to the different make-up of the student teams and the added efficiency that Year 2 brought. The students’ reflections indicate that they welcomed the approach and the flexibility.

For ACAS it was an opportunity to provide information about the services ACAS provides and links to other employment law guidance. To strengthen my links with ACAS was an anticipated outcome, as early on in the planning process the employment judiciary brought ACAS on board and arranged for them to attend each

¹⁰ Nick Touati, 'Opportunities on the horizon for law students' (2016) 160/25 Solicitors Journal 15.

presentation. This turned out much better than expected, as ACAS provided one or two experienced conciliation officers for each presentation, and they were invaluable in giving guidance to the attendees on employment tribunal matters beyond the scope of the students' presentation. ACAS also played a role in advertising the sessions and informing unrepresented claimants who approached them for advice about the sessions.

A driving force for the employment judiciary was to educate prospective unrepresented claimants before they came to their hearing. This was achieved, helping the judges by having more informed and better prepared claimants before them. This has the knock-on effect of saving the tribunal's time and the ultimate goal of improving access to justice. In addition, my links with the employment judiciary were strengthened resulting in offers by the judges to come and talk to students at the University, and inviting students to observe proceedings at the tribunal and talk to them there. The input and encouragement of the judiciary went beyond our expectation as I mention below.

Unexpected outcomes

In reflecting on our Streetlaw project, I also identified a number of unexpected outcomes, the principal of which are mentioned below.

We had an existing relationship with LawWorks, the solicitors' pro bono group, and they contacted us in Year 1 with an invitation for students to attend a talk on the fundamentals of employment law. This was a great opportunity for our Streetlaw

students to improve their employment law knowledge and they, and a number of our other law clinic students, signed up for the talk. As it was held at the offices of Eversheds Sutherland, it was an unexpected treat for the students to see inside a solicitors' office (and sample their buffet offering!).

The bond with Law Works was strengthened in Year 2 of the project, as I offered to provide an Introduction to Employment Law talk for the students, and opened it up to all local pro bono clinic volunteers. It was well attended, and served not only as a context for my Streetlaw students, but also those from the other institutions and several other clinic volunteers wanting to find out about employment law. So it was a further opportunity for legal literacy, beyond the Streetlaw project.

The students' rehearsal at the tribunal in front of an employment judge was offered in the planning stage as, for their part, the judiciary wanted to make sure that the content and delivery would be appropriate for a presentation to unrepresented claimants in a tribunal room. Our students not only met an employment judge at the rehearsal, however, as on the day of their presentation one of our teams was greeted by the Regional Judge in person, who took the time to speak to them and thank them for taking part. The students were impressed with this and felt it added value to the whole experience. Some of them shared their enthusiasm with friends and fellow students on social media, which helped to raise the profile of the project.

I have already mentioned the freedom I welcome as an academic in this project, and the experience is all the more fulfilling for the challenges it throws up – for example,

being outside the traditional classroom environment, collaboration with other law schools, and testing different methods of teaching and learning. The added bonus of participation in pro bono, strengthening links with practice, and improving my own understanding of employment law and practice, also deserve a mention.

Final conclusion

In conclusion, I recommend Streetlaw to you, for all the reasons I have discussed in this paper. Employment law and the employment tribunal are the context for this Streetlaw project, but the possibilities are endless. I encourage you to explore the creation of a Streetlaw project in your academic field. For my part, bring on Year 3 of Streetlaw in the Employment Tribunal!

Acknowledgments

I wish to acknowledge and thank those without whom this project would not exist nor be a success. The employment judiciary at Cardiff Employment Tribunal for initiating and encouraging the idea and supporting it throughout. BPP Law School for providing materials and experience from a sister project and for giving the initial training. The law schools of BPP Bristol, Swansea University and University of South Wales for participating and collaborating in a supportive and constructive way to make Streetlaw a success. The conciliation officers from ACAS Cardiff who attend and support all of the public presentations. The staff at Cardiff Employment Tribunal

for enabling the logistics and smooth running of Streetlaw. LawWorks for providing and supporting training on employment law. Last, but by no means least, the students and staff at Cardiff University who engage in and support Streetlaw.

**Collaborative public legal education:
a case of ‘many hands make light work’, or ‘too many cooks’?!**

Rachael Kirkup, Streetlaw Supervising Solicitor, BPP University Law School

Abstract: the following opinion piece offers views on the benefits and challenges of collaborating with other individuals or entities to deliver public legal education, and some practical tips to consider when embarking on such a venture.

BPP University Law School’s Pro Bono Centre (“BPP”) is entering its 15th year of running Streetlaw, a free public legal education (“PLE”) project delivered by law student volunteers. The project works with a range of people in the UK including schoolchildren, prisoners and ex-offenders, people affected by homelessness, and mental health charities. In the 2017/18 academic year, over 450 BPP law student volunteers delivered over 350 hours of PLE to over 3500 members of the public, in and around the seven cities in the UK in which BPP operates.

To deliver PLE on this scale, BPP has often looked outside of the university for external support for its projects. We have collaborated with other professionals, universities, organisations and charities in a number of ways, including co-delivering discrete PLE events (e.g. a nationwide campaign to engage law students and legal professionals in

teaching young people about social media and the law, in collaboration with Young Citizens¹), and ongoing projects (e.g. delivering PLE about Tribunal procedures to litigants in person running Employment Tribunal claims, in collaboration with local universities, Tribunals and ACAS).

Many of our PLE collaborations have been and continue to be successful. However, there have been times where the projects have encountered stumbling blocks, perhaps because we, or our collaborators, have been slow to recognise problems, or too polite to voice our concerns about them.

The BPP team recently met to exchange views about the various collaborative PLE projects in which team members have been involved. The outcome of that meeting is this article: a summary of the main benefits and challenges of collaborative PLE as the BPP team perceives them, and a list of 5 practical tips for anybody considering launching a collaborative PLE project. We found little in the existing literature on collaborative PLE projects; however, we have been able to draw support for our views and extrapolate lessons from scholarship emanating from the chiropractic, medical and business fields.

¹ <http://www.cleo-uk.org/product/national-pro-bono-week-volunteer-bring-law-life-local-school/> [accessed 26 11 18]

The definition of collaboration

For the purposes of this article we have adopted the definition of collaboration favoured by Mattessich and Monsey (1992)²: a “mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals”. This relationship includes the sharing of responsibility, accountability, resources and rewards.

Benefits of collaborative PLE

So, do many hands make light work? *True* collaboration, done well, can lead to a PLE project that is wider in scope, and higher in quality, than might have been achieved on one’s own. You may have a fantastic idea for a topic, and/or a target audience, but lack the know-how, contacts, and/or resources to bring that idea to life. This is where collaboration can really add value.

Drummond and McKeever (2015)³ report that 75% of university law clinics they surveyed had formal collaborative arrangements with solicitors, barristers, advice agencies and legal charities, and that the main value such collaborations brought (from the perspective of the universities) was supervision, expertise, capacity, and support. In a PLE context, externals may be able to provide the expertise that you/your

² Mattessich PW, Monsey BR. 53 St. Paul MN: Amherst H. Wilder Foundation; 1992. Collaboration – What Makes It Work: A Review of Research Literature on Factors Influencing Successful Collaboration. Wilder Research Center. Available at: <https://eric.ed.gov/?id=ED390758> [accessed 14 12 18]

³ Drummond, O. and McKeever, G. (2015) *Access to Justice through University Law Clinics* (Ulster: Ulster University Law School). Available at: https://www.ulster.ac.uk/_data/assets/pdf_file/0003/132654/Access-to-Justice-through-Uni-Law-Clinics-November-2015.pdf [accessed 14 11 2018]

institution are lacking – whether that is regarding the legal content of your workshops, or knowledge about how to deliver that content to a specific audience. At BPP, for example, since 2016 a mental capacity specialist external to the university has provided the legal content and training to equip law student volunteers with the confidence and competency to deliver PLE workshops to dementia carer groups, focussed on their legal rights and responsibilities under mental health legislation (the ‘With Law In Mind’ project). Over 300 carers in the Greater Manchester area have now benefited from these workshops. BPP has also benefitted from numerous barristers from Carmelite Chambers dedicating their free time to check the legal content of our criminal law Streetlaw workshops, including sessions on Knife Crime and Secondary Liability. Certainly, collaborations of this kind can help support the goals of the Government’s recently launched 10 Year Vision and Goals for Public Legal Education⁴ (“the 10 Year Vision”), which include ensuring that the legal content of PLE is accurate and of high quality.

If not their legal expertise, other potential collaborators may be able to share contacts; staff and student resource; physical space and equipment; or - our personal favourite – money to buy the tea and cakes for your PLE events (which, joking aside, can often put many Streetlaw audiences at ease)!

⁴ ‘A Ten Year Vision for Public Legal Education’ prepared by the Solicitor General’s Committee on Public Legal education, found at: <https://www.lawworks.org.uk/about-us/news/public-legal-education-new-vision-statement> [accessed 15 11 2018]

The result of this pooling of knowledge, resources and costs can mean much needed information is delivered to a wider audience (in line with the 10 Year Vision's aim of scaling up PLE delivery by the legal community). It can expose your law students to professionals who are willing to provide career advice, demonstrate good practice and show a career-long commitment to *pro bono* work, as well as providing students with new experiences which can develop knowledge and skills relevant to their chosen discipline, including communication, teamwork and client empathy.

Green and Johnson (2015)⁵ cite many of the benefits referred to above in their review of inter-professional collaboration in the healthcare sector, as well as the 'reflected' benefit of associating with others who are successful.

Challenges of collaborative PLE

There are, of course, potential barriers to successful collaboration – the dreaded 'too many cooks' spoiling the proverbial 'broth'. Green and Johnson (2015) comment that conflict of some degree is inevitable during collaborative projects, because in all likelihood there will be some differences in culture, attitude, value and customs between different institutions. Frustrations can rise where individuals feel that there is an unequal distribution of tasks or effort, the group lack a shared vision, or there are clashing agendas of institutions. There is also the much derided 'trial by committee' – getting everyone's comments on the minutiae of a draft document or

⁵ Green BN, Johnson CD. Interprofessional collaboration in research, education, and clinical practice: working together for a better future. *J Chiropr Educ.* 2015;29(1):1-10. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4360764/> [accessed 13 12 2018]

email can slow progress and foster an atmosphere of distrust. A negative atmosphere can be exacerbated if individuals sense they/their institutions are viewed as having a 'lower status' than their fellow collaborators, or territorialism exists (because collaborators may be rivals in other respects e.g. competing for funding, staff or students).

At their worst, joint PLE projects can leave you feeling exhausted, overworked and undervalued, and concerned that your own and your institution's reputation will be marred by inconsistent quality in project delivery. To make sure you reap the benefits that a collaborative PLE project can afford, and to avoid the pitfalls, we set out below BPP's top 5 tips for keeping your collaborative PLE project on track.

1. Agree a set of shared goals and values at the outset

Mattessich and Monsey (1992) identify a shared vision, with clearly agreed upon objectives, as a key factor influencing the success of collaboration. Vangen and Huxham (2003)⁶ argue that the differing resources that provide potential for collaborative advantage are, in fact, often a result of differences in organisational purpose. Therefore, organisations having different reasons for wanting to collaborate is not just a likelihood, but to be expected. For example, Drummond and McKeever (2015) report contributing to their organisation's corporate social responsibilities as a

⁶ Vangen S, Huxham C. Nurturing collaborative relations: building trust in interorganisational collaboration. *J Appl Behav Sci.* 2003; 39:5 – 31. Available at: https://www.researchgate.net/publication/239536801_Nurturing_Collaborative_Relations_Building_Trust_in_Interorganizational_Collaboration [accessed 11 12 2018]

key driver for private corporations collaborating with university law clinics; the universities themselves may be more focussed on raising their institutions' and students' profile within the legal market, and improving graduate outcomes.

Institutional and individual agendas may be different, but it does not mean they are incompatible. It is important that all collaborators are as honest as they can be about what they/their institutions are prepared to invest in the alliance (e.g. finance; human resource) and what they hope to gain from it. Such honesty can help with trust building, and allows parties to consider if the differing aims can be accommodated. If they cannot, ask yourselves if you should be pursuing this particular collaboration.

Your agreed set of objectives and values should ideally be committed to paper, and can be revisited at pre-agreed times, or whenever you feel the project is going in a direction you did not agree to or expect. An example of this is the Key Objectives document drawn up for the Law Ambassador Programme which runs at BPP Leeds. This is a two-year programme which matches sixth form students with a local law firm and BPP students, providing them with a range of legal experiences including office tours, court visits and mock trial challenges. It seeks to improve young people's legal knowledge and skills, raise their career aspirations, and create positive perceptions of the legal profession. Specific objectives for each collaborator differ: for the law firms, a significant motivator is the provision of an accessible way for staff to contribute to their corporate social responsibility agenda, whilst refining their mentoring skills for translation back into the workplace. BPP is drawn to the

opportunities for its own students to enhance their employability skills (e.g. public speaking) and to network with / learn from legal professionals. BPP also had a particular interest in launching a project which could potentially track recipients of PLE across a period of time and thus provide the opportunity to measure the impact of PLE on its audience (in line with the 10 Year Vision's goal (number 1) of supporting PLE with a robust evidence base). The collaborators are all, however, united by two overarching objectives: to use their legal expertise to make a valuable contribution to their local community, and to promote inclusivity in the legal profession. As the project sees its first Law Ambassador cohort graduate, and enters into its annual review period, the Key Objectives document has proven pivotal in shaping ongoing improvements with the project (e.g. changes to pre- and post-programme participant questionnaire design; the introduction of one-to-one email mentoring opportunities for lawyers) and thus securing future commitment from all collaborators.

2. Tell each other about the relevant skills, knowledge, interests, resources and timetables you/your institutions have

Clearly delineated roles and responsibilities have also been identified as crucial to successful collaboration (Mattessich and Monsey, 1992). Such discussions should take place at one of your earliest meetings – arguably even before you agree to embark on the collaborative project. Someone might have particular expertise in relation to a legal topic, in training people to deliver effective presentations, or working with the target audience (e.g. an ex-school teacher or prison officer). Another person may have

useful contacts externally (e.g. potential venues for delivery) or internally (e.g. marketing teams; outreach and widening participation teams with established contacts in the community; lecturers in drama, technology or business faculties, whose students could contribute to content development). Others might lack experience in, for example, networking, but be looking for the opportunity to develop these skills.

It pays to be conscious that each person/institution will have different pressure points in their work calendar – for universities, this might be induction weeks, exam periods or inspections from regulatory bodies; for external professionals, this might be the end of the financial year, or conferences they regularly host or attend. Equally, you are all entitled to your ‘down time’ and don’t expect or want to be contacted about the project during those periods. Discuss these issues openly and early on, so you can plan the PLE project timetable (and scale) around this, and share the workload accordingly. You can then agree a list of tasks and deadlines and (being mindful of general workload allocation) match those tasks to the relevant person(s) – and importantly, let them get on with it; they can report back on their progress at regular catch ups. Try to share those dreary but unavoidable tasks evenly (e.g. endless photocopying!), so people remain passionate about their involvement in the project, and feel their contribution is valued.

Open discussions in this regard – and having a key person at each institution answerable for the project – have aided the smooth running of the Streetlaw in the

Cardiff Employment Tribunal project since 2017. BPP is one of four universities collaborating on this project. The PLE workshops on Tribunal procedures run on a monthly basis from November to May each year, to align with the academic year. At the outset of this collaboration, major tasks were divided up between the four participating universities according to internal expertise and resource e.g. a staff member with employment law experience developed the workshop and training content; others utilised their contacts to lead on marketing strategy; and another institution with the most central and suitable conference facilities hosted the student training. All student volunteers attend the same training and use the same presenting materials to ensure consistency and quality across the board. Valuable insight was also provided early on by Birmingham University, who germinated the idea of PLE workshops about Tribunal procedure at their local Civil Justice Centre in 2015⁷. An all-party conference call now takes place each August to reflect on the previous year and plan for the year ahead (although bi-monthly catch ups may be needed in the fledgling year of such a project). Application, training and workshop dates are agreed with a Tribunal Judge on this call, with universities assigned to monthly presenting slots according to their teaching and exam timetables. Whilst each university is responsible for their assigned workshops, feedback (e.g. on audience attendance or questions raised) is filtered back to all collaborators after each workshop, via an email group.

⁷ See further: <https://www.birmingham.ac.uk/schools/law/life/pro-bono/aboutus.aspx>

3. Aim for “small wins” to start with

Mattessich and Monsey (1992) also identify the presence of mutual trust and respect as pivotal to the likely success of a collaborative project. However, trust takes time to build. Trust between collaborators with no shared history may be based on reputation in the market alone, and therefore will require a ‘leap of faith’ from the parties to initiate the collaboration in the first place. For this reason, Vangen and Huxham (2003) make the case for setting realistic, modest outcomes at the beginning of new collaborative projects, which can, once met, reinforce trusting attitudes, heighten enthusiasm and set the groundwork for more ambitious collaboration.

Low risk initiatives might include running a one-off PLE event or a pilot that is limited in scope with regards to, for example, the number of student volunteers, target venues or topics involved. By way of example, BPP’s Employment Tribunal PLE project (limited in scope to a single venue and topic (Tribunal procedures); and initially for a 12 week pilot) is entering its fourth year of successful collaboration with local universities, the Tribunals and ACAS in London. This successful ‘blueprint’ has then been used to expand the project to the Cardiff and Manchester Tribunals. By contrast, another collaborative PLE project initiated in Leeds with local universities and offering entirely bespoke workshops to a variety of community groups, has recently closed. Hindsight has shined a light on the overly ambitious nature of this bespoke offering, which led to difficulties in meeting audience expectations, and overreliance on one particular lawyer’s expertise (immigration law) and good nature!

4. Embrace online technology

Open and frequent communication has been recognised as essential to successful collaboration (Mattessich and Monsey, 1992), but so are efficient working practices. No-one wants to return to their desk to a trail of emails debating whether you should serve garibaldiis or bourbon biscuits at your PLE project's launch event! Software and web-based platforms are available (often, without charge) to share ideas and information in a communal space, which can arrive separately to your main inbox. We mention a few here by way of example, but recommend you investigate what is right for your budget and your PLE project's specific needs.

Consider using a messaging platform for project specific communications (e.g. Slack). These platforms can often integrate other features / platforms mentioned in the remainder of this section (and can be accessed via a smartphone).

You may be a regular user of telephone and video conferencing, but do explore all the features of any facilities you have access to (e.g. Skype) – many have the ability to share files and screens, to support working on project content as a group in real time. Online polls can be used to establish best availability for progress meetings and PLE workshops (e.g. Doodle; Sign Up); event platforms can be used to centralise the organisation of student training dates (e.g. Eventbrite); and presentation editors allow staff, students and external supporters to collaborate remotely on shared documents such as your workshop materials (e.g. Google Slides). Virtual noticeboards (e.g. Trello) provide a visual journey for your project's timeline, and can be used to supervise

students' research. Tasks can be assigned to individuals, deadlines set and progress monitored.

Whichever platforms you ultimately adopt, remember you are likely to be sharing information and potentially personal data (e.g. student contact details) outside of your organisation. Be mindful, therefore, of your obligations under the General Data Protection Regulation⁸. Beyond password protecting documents, it would be wise to seek guidance from your internal legal team about best practice with regards to sharing project information externally via e-mail or web-based platforms. Collaborators less familiar with new forms of technology (Prensky's (2001)⁹ so-called "digital immigrants") may also appreciate receiving training and / or support from any willing "digital natives" amongst the group (those born into the digital world and who have been comfortable interacting with it since childhood). The (now closed) collaborative PLE project in Leeds suffered early setbacks in this regard, as a lack of confidence with document sharing and communication platforms amongst some collaborators led to inconsistent adoption of these tools within the group (thus undermining the tools' intended benefits).

⁸ <https://gdpr-info.eu/> [accessed 15 11 2018]

⁹ Prensky, M (2001). Digital Natives, Digital Immigrants Part 1. On the Horizon. 9. 1-6. Available at: <https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf> [accessed 13 5 19]

5. Reflect, adapt, and be prepared to make difficult decisions

Revisit your shared objectives and values at appropriate and pre-agreed points in time. When exactly you do this may be dictated by the timeline of your PLE project (e.g. one-off event, term or academic year long). Evaluate the extent to which the values have been adhered to and the objectives met. Identify what worked well, what could be done better, and be honest about whether these reflections (or any recent or anticipated change in circumstances e.g. changes in personnel or resources available) mean that the PLE project should continue in its current guise, or at all.

Green and Johnson (2015) tell us that it is important to know when it is time to stop. As Professor Morten Hansen says, “the goal of collaboration is not collaboration but better results”¹⁰ – and you need to regularly assess whether those results have been achieved and/or remain achievable. Closing a PLE project does not equate to failure: you will have added value to your students’ and audience members’ lives for the duration of the collaborative project, and fostered professional relationships (which may beget further collaboration). One of the biggest lessons we have learnt working in *pro bono*, is that there are more people to help - and more ways to help them - than we possibly can, so it’s important to recognise that even our collective resources are finite, and we should all direct them to where they can deliver the best value for all relevant stakeholders.

¹⁰ Harvard Business Review IdeaCast: ‘The Right Way to Collaborate (If you Must)’:
<https://hbr.org/2010/03/the-right-way-to-collaborate-i.html> [accessed 26 11 18]

Future collaborative PLE projects: looking beyond the legal sphere for potential collaborators

Whilst running *pro bono* projects at BPP, it has become evident to us that many clients and audience members experience a clustering of problems. Whilst law students may traditionally study and be assessed on legal issues in discrete subject areas, real life rarely presents legal (and associated) problems in such neat packages. For example, a person on sick leave from work due to bullying and harassment may find themselves experiencing mental health issues as well as facing financial hardship (with a knock-on effect on their employment, housing situation, personal relationships, and so forth). In 2017 Citizens' Advice reported that 82% of clients surveyed reported legal problems making them feel more stressed, depressed or anxious, and 60% felt their physical health worsened as a result¹¹.

Given this reality, Curran (2017)¹² is critical of traditional courses which teach law in isolation from social contexts. The author is a keen advocate of inter-disciplinary collaboration and supervises a legal service within a community health setting at the ANU School of Law, Australia. Recognising a synergy between skills teaching in a number of disciplines (e.g. problem solving; relationship-building; interviewing;

¹¹ Citizens Advice: Modelling our value to society in 2016/17, Technical Annex: The difference we make: Our impact in 2016/17. Available at: <https://www.citizensadvice.org.uk/about-us/difference-we-make/impact-of-citizens-advice-service/all-our-impact/> [accessed 26 11 2018]

^{12, 11} Curran, L (2017): 'Reflections on Practice and Recent Research to Enable Future Practitioners to Learn About Working Collaboratively Across Disciplines to Better Help the Community', *Journal of Commonwealth Law and Legal Education*, vol. 12, no. 1, pp. 46-64. Available at: https://www.researchgate.net/publication/321878476_Reflections_on_Practice_and_Recent_Research_to_Enable_Future_Practitioners_to_Learn_About_Working_Collaboratively_Across_Disciplines_to_Better_Help_the_Community_Vol_12_No_1_Autumn_2017_Journal_of_C [accessed 13 12 2018]

communication), she has introduced joint learning at an undergraduate level across a variety of courses, including nursing, psychology and law. She encourages law students to emerge from their traditional silos to consider the broader health, social and economic dimensions of their clients' legal problems. She argues that better client outcomes can be achieved when professionals have a deepened understanding of the contextual and interconnected causes and solutions of clients' issues, and a heightened appreciation of other professionals' roles in solving a person's problems (so they can, for example, refer clients to appropriate sources of help). In one longitudinal study, Curran (2017)¹³ reports that 91% of clients of a law clinic in a health setting indicated that they would not have seen a lawyer about their legal problem, had they not been referred by a health professional.

Bliss et al. (2012)¹⁴ have also run a successful interdisciplinary clinic at Georgia State University College of Law since 2006, providing law, social work and medical students with opportunities to learn together through joint classes (e.g. exploring each discipline's rules, ethics and beliefs) and attending rounds in both law clinics and hospitals. Bliss et al. comment that the opportunity to learn with (and from) students from other disciplines has better prepared law students for practice in a myriad of ways, including enhancing their problem solving, reflective and collaborative skills,

¹⁴ Bliss, L & Caley, S & Pettignano, R. (2012). A Model for Interdisciplinary Clinical Education: Medical and Legal Professionals Learning and Working Together to Promote Public Health. *International Journal of Clinical Legal Education*. 2012. 149. 10.19164/ijcle.v18i0.4.

developing a wider community of professionals, and broadening their understanding of social justice issues. The authors also report an increase in medics' recognition of socio-economic factors that can affect people's health and potentially engage legal issues (e.g. a lack of adequate heating exacerbating a child's asthma condition). Over time, this has led to a growth in referrals to the student law clinic, and thus positive outcomes for patients.

Bliss et al.'s findings chime with those of Galowitz (2014)¹⁵, who also cites improved student problem-solving, reflective and collaborative skills as some of the observed benefits of law and medical student participation in the Medical-Legal Advocacy Clinic at New York University School of Law (ultimately leading to better, more creative responses being provided to clients' various problems, as those problems are considered from a more diverse range of viewpoints).

Interdisciplinary collaboration naturally bring forth some challenges, with Lerner and Taliti (2006)¹⁶ drawing attention to the differences in language, customs and values of the different professions creating anxiety amongst some students (particularly early on in a course), albeit ultimately providing a learning opportunity and mirror for reflection for those students. There are also logistical difficulties in scheduling

¹⁵ Galowitz, P. (2014). The Opportunities and Challenges of an Interdisciplinary Clinic. *International Journal of Clinical Legal Education*. 18. 165. 10.19164/ijcle.v18i0.5 [accessed 15 5 19]. Available at: <http://www.northumbriajournals.co.uk/index.php/ijcle/issue/view/6>

¹⁶ Lerner, A & Talati, E (2006). Teaching Law And Educating Lawyers: Closing The Gap Through Multidisciplinary Experiential Learning. *International Journal of Clinical Legal Education*. 10. 96 [accessed 20 5 19]. Available at: <http://www.northumbriajournals.co.uk/index.php/ijcle/article/view/80/83>

timetables across different schools / professions. Our top 5 tips can hopefully go some way towards preparing you for such eventualities.

Universities in the UK have generally been slower to recognise and act upon the potential value of partnerships between health and legal services. However, UCL Laws (2017)¹⁷ have recently taken heed of research which posits a positive correlation between unresolved socio-legal problems and ill health (particularly mental wellbeing), and which suggests that people vulnerable to social exclusion are not only more likely to develop such problems, but are also less likely to access relevant support. Their report advocates for the co-location of advice services to increase access for those unable or unwilling to seek advice (e.g. elderly; disabled) and to reduce potential stigma associated with advice receipt (and indeed, they have operated an integrated Legal Advice Clinic from a health and wellbeing centre in east London since January 2016). It is possible that similar initiatives will spring up around the UK in the next decade, in light of the Ministry of Justice's (2019)¹⁸ recent review of legal aid reforms. The report floats the idea of embedding legal services into other services (such as GP surgeries) to create a 'one stop shop', with the aim of better addressing

¹⁷ UCL Centre for Access to Justice, Health Justice Partnerships in Social Prescribing International Workshop, Background Materials and Full Event Report, November 2017 accessed 15 5 19]. Available at: https://www.ucl.ac.uk/access-to-justice/sites/access-to-justice/files/hjp_workshop_background_materials_and_event_report_2.pdf

¹⁸ Ministry of Justice, Post-Implementation Review of Part 1 of the **Legal Aid, Sentencing and Punishment of Offenders Act 2012** (p.104), February 2019 [accessed 15 5 19]. Available at: <https://www.gov.uk/government/publications/post-implementation-review-of-part-1-of-laspo>

issues (such as housing and benefits) which could exacerbate individuals' mental health problems.

In light of the above findings, we encourage you to consider whether there is scope for you to look for potential PLE collaborators within other Schools in your universities, and outside of the legal sphere altogether. BPP staff are currently developing links with colleagues in our Health School and Business School with a view to launching community education packages co-delivered by students from a variety of disciplines, including psychology, nursing and accounting. Part of the educational package is likely to involve law students and students from other disciplines educating each other on the role of their respective professions in identifying and resolving (potentially interconnected) client problems.

Law students delivering PLE workshops to women's support groups about Female Genital Mutilation ("FGM") could, for example, benefit from input from staff and students from healthcare, education and social care fields, in order to gain an understanding of the role of multiple agencies in supporting FGM survivors, and tackling the underlying causes of this criminal activity. The potential benefits of a Knife Crime workshop for youth offenders could be greatly increased if it moved beyond the legal consequences of being caught in possession of a knife, and medical students spoke of the devastating impact of a knife wound on a victim, and addressed myths about "safe" areas of the body to stab someone. Impending updates to the Relationship and Sex Education national curriculum (due to come into force in

September 2020)¹⁹ include the introduction of topics such as mental wellbeing and digital resilience; the laws relating to sexting, revenge porn and sexual consent; cyberbullying; and keeping personal information private in an online environment. This surely provides opportunity for collaboration amongst law, health and technology-minded students and professionals, in order to deliver relevant relationship and sex education workshops to school aged children. These and other potential multi-disciplinary collaborations would fit well with the 10 Year Vision's goal (number 7) for PLE to be understood as beneficial, and utilised by/embedded in other sectors that do not traditionally deliver PLE (e.g. health, banks, insurance, housing).

Evaluation of the first 12 months of BPP Schools' joint initiative is planned, and we look forward to hearing about progress made by similar initiatives, such as Portsmouth University's establishment of a multidisciplinary service practice in a community setting, between the Schools of Law and Nursing (with ambitions to eventually incorporate the Schools of Pharmacy, Dentistry and Social Work). Curran et al. (2018)²⁰ report that the first stage of the pilot at Portsmouth University will involve students from a variety of disciplines working in community settings (e.g.

¹⁹ <https://www.gov.uk/government/news/new-relationships-and-health-education-in-schools> [accessed 15 11 2018]

²⁰ Curran C, Ryder I and Strevens, C (2018): Educating future practitioners through an Interdisciplinary Student Clinic: *International Journal of Clinical Legal Education*, Vol 25, No 2, pp 4 – 34. Available at: <http://www.northumbriajournals.co.uk/index.php/ijcle/article/view/693> [accessed 14 12 2018]

community centres and care homes) to provide educational workshops on topics such as Powers of Attorney, accommodation rights, and access to benefits by the elderly.

Closing comments

Ultimately, as Green and Johnson (2015) acknowledge, building a successful collaboration cannot be reduced to a set formula. It is a somewhat organic process which requires constant nurturing. You may find some of the suggestions in this article trite, but we hope they serve as a useful jumping off point to shape initial conversations with your potential PLE collaborators. They may have equal applicability to collaborations on other *pro bono* projects (e.g. clinics), and, indeed, working on internal projects with your own colleagues. We wish you the best of luck with your collaborative PLE projects – may many hands make light work!

LAW RELATED EDUCATION IN JAPAN
– DEVELOPMENTS AND CHALLENGES¹

Kyoko ISOYAMA²

I. INTRODUCTION

The purpose of this paper is to discuss the current state of and challenges facing Law-Related Education (LRE) in Japan. What follows defines the concept of LRE, the particular characteristics of LRE in Japan, curriculum developments in Japan and elsewhere (especially the United States of America (USA)) and, specifically, the subject of justice studies in elementary and junior high schools.

LRE in Japan has been heavily influenced by developments in the USA. Both have been affected, in a positive sense, by public legal education luminaries notably the American Dr. Isidore Starr and Yuji EGUCHI in Japan³.

Social studies in Japan was established after World War II and focused on constitutional education aimed at promoting democracy. However, this resulted in a limited understanding of the relationship between the state and individuals, given then existing hierarchical structures. LRE in Japan is an attempt to re-position legal

¹ A version of this paper was originally published by the United Nations Asia And Far East Institute for the Prevention of Crime and the Treatment of Offenders, as *Resource Material Series*. No. 105, 2018, 116-126, and is reproduced here with the publisher's approval.

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³ Yuji EGUCHI. (1993). Shakaikaniokeru 'Hokyoiku'no Juyousei: Americashakaikaniokeru 'Hokyoiku'no Kentowotoshite. Nihonshakaikakyouikugakkai. *Shakaikakyouikukenkyu*. No. 68. pp. 1-17. (江口勇治「社会科における『法教育』の重要性—アメリカ社会科における『法教育』の検討を通して—」日本社会科教育学会『社会科教育研究』No. 68, 1993年, pp. 1-17.)

citizenship as a concept that includes horizontal relationships between society and the citizen and between citizen and citizen⁴.

II. THE IDEA OF LRE

A. Definition of LRE

According to the relevant legislation in the USA LRE is defined as “education to equip non-lawyers with the knowledge and skills pertaining to the law, the legal process, and the legal system, and fundamental principles and values on which these are based.”⁵

Since then, LRE in the USA has been actively positioned as one of the educational subjects to be addressed throughout the country as a whole. The U.S. Department of Education promotes the concept nationwide.

According to applicable regulations, LRE helps students “respond effectively to the law and legal issues in our complex and changing society.”⁶ The above definition has three components. First, the target is the non-lawyer, including children. It differs from formal law-school education, which is targeted to those seeking to become lawyers themselves. Secondly, it addresses legal rules themselves, and the legal

⁴ Kyoko ISOYAMA. (2006). Shakaikaniokeru Hokyokuno Hokousei. Nihonshakaikakyoikugakkaishuppanproject, ed. *Shinjidaiwo Hiraku Shakaikano Chosen*. Daiichigakushusha. p. 238. (磯山恭子「社会科における法教育の方向性」日本社会科教育学会出版プロジェクト編『新時代を拓く社会科の挑戦』2006年, p. 238.)

⁵ Public Law 95-561. (1978). *Law-Related Education Act of 1978*.

⁶ American Bar Association Division for Public Education. *Law-Related Education Network*. (https://www.americanbar.org/groups/public_education/resources/law_related_education_network.html)(visit; 2018.1.5).

process including the operation of the legal system itself. It also has regard to the fundamental principles and values on which law and the legal system are based. LRE in the USA deals with the law in its broadest sense, not being limited to the substantive rules of civil and criminal law, but addresses dynamic, active and working laws, processes, and values. Thirdly, it fosters 'knowledge and skills' that can be used in a practical sense. In addition to gaining knowledge, it is important to encourage skills acquisition and attitude formation to empower citizens to take a more active role in society.

From the late 1960s to the latter half of the 1970s, in the USA, with the backdrop of civil rights struggles, there was a growing awareness that it was important to engage in LRE to promote active citizens but also to address perceived problems of discrimination, corruption and juvenile delinquency.⁷ With such impactful events as the Watergate scandal and widespread social problems, a diverse and concrete approach to citizenship including civil rights (and duties) and multicultural education was actively discussed. In addition, LRE was aimed at recognizing the meaning and value of justice. Moreover, the acquisition of knowledge and skills was seen as important, providing tools to help citizens to identify and possibly solve legal and related problems. Secondly, and specifically, LRE was also intended to address and

⁷ Report of the American Bar Association Special Committee on Youth Education for Citizenship. (1975). *Law-Related Education in America: Guidelines for the Future*. American Bar Association. pp. 3-4.

prevent juvenile delinquency. Crime and anti-social behavior increased significantly during the latter half of the 1960s, and was seen as a major and growing problem.⁸

B. LRE - Goals, subject matter and methods

One of the principal goals of LRE is therefore to develop legal literacy. This concept rests on two main ideas⁹. First, LRE should be recognized as an integral part of each person's basic education for becoming a knowledgeable and responsible citizen. Secondly, promoting the 'legal literacy' of citizens safeguards our democratic institutions.

According to *LRE: A Crucial Component of American Education* presented by the American Bar Association Special Committee on Youth Education for Citizenship, "legal literacy is an essential prerequisite if one is to function effectively as a citizen in private and public affairs."¹⁰

Legal literacy is also concerned with the idea that law is not static – it changes to reflect the needs and realities in wider society. As well as covering what the law actually says, a greater awareness of the role law plays can lead to more developed reasoning and analytical skills along with ethical awareness. In addition, appreciating how the law functions and the processes associated with it can help with the understanding of the purpose of law in its operational context.

⁸ *Ibid.* p. 3.

⁹ Study Group on Law-Related Education. (1978). *Final Report of the U. S. Office of Education*. U. S. Government Printing Office. (ED175 737). p. xi.

¹⁰ *Ibid.* p. 51.

Charlotte C. Anderson states that the following are characteristic outcomes of LRE¹¹.

- ① Perceiving law as promotive, facilitative, comprehensible, and alterable
- ② Perceiving people as having potential to control and contribute to the social order
- ③ Perceiving right and wrong as issues all citizens can and should address
- ④ Perceiving the dilemmas inherent in social issues
- ⑤ Producing reflective decision-makers and problem solvers who make grounded commitments
- ⑥ Giving reasoned explanations about commitments made and positions taken
- ⑦ Being socially responsible conflict managers
- ⑧ Being critically responsive to legitimate authority
- ⑨ Being knowledgeable about law, the legal system and related issues
- ⑩ Being empathetic, socially responsible and considerate of others
- ⑪ Being able to make mature judgements in dealing with ethical and moral problems

¹¹ Anderson, Charlotte C. (1980). Promoting Responsible Citizenship Through Elementary Law-Related Education. *Social Education*. Vol. 44-5. p. 384.

Anderson states that “the major goal of LRE is to move children away from negative characteristics and toward characteristics more in keeping with the demands of democratic stewardship.”¹² She also states that “LRE is congruent with good social studies in general and is a means of fostering the goals of citizenship education.”¹³

According to the Study Group report on LRE, the likely coverage for an effective LRE programme will include some or all of the following:¹⁴.

- ① legal principles and the values on which they are based
- ② the Bill of Rights and other constitutional laws
- ③ the role and limits of law in a democratic society
- ④ conflict and dispute resolution
- ⑤ the role of law in avoiding conflict and disputes
- ⑥ development and administration of rules
- ⑦ the administration of the criminal and civil justice systems, and their strengths and weaknesses
- ⑧ informal laws
- ⑨ authority, freedom, enforcement, and punishment

¹² *Ibid.* p. 383.

¹³ *Ibid.*

¹⁴ Study Group on Law-Related Education, *op.cit.* pp. 1-3.

- ⑩ law as a vehicle to illuminate and resolve social and political issues
- ⑪ areas of law that affect the daily lives of citizens
- ⑫ international relations, anthropology, and economics

As can be seen from the above points the content of LRE is not therefore limited in the narrow sense to substantive rules found in statutory or case law but rather covers wider-reaching content such as principles of democracy, dispute resolution, legal process, custom and practice and the daily impact of law and the legal system.

The educational methods of LRE lend themselves to inquiry and problem-based learning and other experiential approaches to study¹⁵. LRE encompasses many educational strategies and teaching methods such as moot court simulation and mock trials. The LRE curriculum, as detailed below, provides rich educational material and lends itself to class participation and interactive study methods.

III. THE DIVERSITY OF THE LRE CURRICULUM

A. Features of LRE Curricular

According to the booklet *Youth for Justice; Making a Difference*¹⁶ published by the American Bar Association, a specific LRE curriculum was developed during the 1990s

¹⁵ *Ibid.*

¹⁶ American Bar Association. *Youth for Justice; Making a Difference*.

supported financially by the Office of Juvenile Justice and Delinquency Prevention, part of the US Department of Justice.

The focus is to ensure that the “Youth for Justice is a unique national initiative that uses the power of active learning about the law to build upon the vitality of young people and to address the risks of being young in America today.”¹⁷ This initiative builds on the overall aims of LRE as outlined above, including developing a greater sense of citizenship among youth with a view to tackling juvenile delinquency.

B. Types of LRE curriculum

A number of bodies, principally in the USA, have developed LRE curricula. These include:

1. *Foundations of Democracy*¹⁸

The Center for Civic Education developed its *Foundations of Democracy* also during the 1990s and has revised the curriculum many times. This can be described as a ‘legal values’ model. The knowledge component is aimed at recognizing the system of constitutional democracy and the basic principle and values this is based on. *Foundations of Democracy* targets the K-12 grade. *Foundations of Democracy* teaches four concepts: ‘Authority’, which focuses on making law in society; ‘Privacy’, which

¹⁷ *Ibid.* p. 5.

¹⁸ Center for Civic Education. (1998). *Foundations of Democracy; Upper Elementary, Middle School, High School*.

focuses on individual freedom; 'Responsibility', which focuses on how to assign and accept responsibility; and 'Justice', which focuses on applying law in society.

2. *Street Law*¹⁹

Building on the pioneering work at Georgetown University's School of Law in the 1970s, Street Law Inc., a nonprofit group based in Washington DC, further developed what is now an internationally recognized model of LRE known, now globally, as *Street Law*.

Whilst there is no one recommended curriculum the many *Street Law* programmes, that exist across the civil and common law worlds and in both the northern and southern hemispheres, cover a wide range of subjects and issues. The common denominator is the focus on teaching and learning the law through interactive classes that deal with the law as it affects everyday life. Much of this focuses on young people, often in schools, but there are also many examples of *Street Law* sessions that work with others including in prisons and community centres and often involving 'training or trainers' initiatives. Another common feature of *Street Law* programmes is that the sessions are often designed and delivered by law students under the supervision of professionally qualified lawyers. In this way the law students learn, as well as the community groups involved, by having to research and present the relevant subject matter.

¹⁹ National Institute for Citizen Education in the Law. (2005). *Street Law; A Course in Practical Law, Seventh Edition*. West Publishing Company.

3. *Project Citizen*²⁰

Again, in the 1990s, the Center for Civic Education developed *Project Citizen*. This can be best described as ‘community activities’ model. The goals of *Project Citizen* are to enable students to express their opinions, to decide which institution of the government should deal with certain problems, and to influence government policy decisions. This initiative has six steps. Specifically, these are ‘clarifying the policy problems of the community’, ‘choosing the research theme’, ‘gathering information on the research theme’, ‘creating the portfolio’, ‘presenting the portfolio’, ‘evaluating the learning experience’, and ‘the class portfolio’. While learning about legal participation, *Project Citizen* has the distinctive feature of requiring actual participation in the community as a citizen.

4. *I'm the People*²¹

The American Bar Association’s initiative, Youth Education for Citizenship, has developed a programme known as *I'm the People*. This sees an integration of all the other models described above. The curriculum is aimed at recognizing a constitutional democracy, essential concepts such as law, power, justice, freedom, and equality, pursuing rights and responsibilities under the law, resolving conflict and discussing and analyzing public policy. The skills acquisition component is aimed at developing

²⁰ Center for Civic Education and the National Conference of State Legislatures. (2008). *Project Citizen*.

²¹ American Bar Association Division for Public Education. (1995). *Making Rules & Laws*. American Bar Association Division for Public Education. (1995). *Resolving Conflict*. American Bar Association Division for Public Education. (1996). *Serving the Community*. American Bar Association Division for Public Education. (1996). *Influencing Public Policy*.

critical thinking and the ability to gather and analyse material and to participate effectively in debates and discussions. The programme looks at: 'Making Rules & Laws', 'Resolving Conflicts', 'Service in the Community', and 'Influencing Public Policy'.

IV. LRE IN JAPAN

A. Reasons for Introducing LRE in Japan

As we have seen it is important for citizens to improve their legal literacy, as it is a necessary component of citizenship. Developing of legal literacy for citizens in Japan is significant from three viewpoints: the social, the institutional and the educational.

Social background includes a concept known as the 'legalized society'. A legalized society is one established on the basis of a legal relationships. According to Shigeaki Tanaka, a representative researcher on legalization theory in Japan, two factors have contributed to the progress of a legalized society in Japan²². The first is the rapid urbanization and progress of industrialization that has taken place since the latter half of the 1960s. The second concerns international considerations including global trading arrangements and the presence of multinational corporations.

The idea here is that where a legalized society has developed, not only can we build clearer legal relations but also have a more effective dispute resolution system. In

²² Shigeaki TANAKA. (1996). *Gendaishakaito Saiban: Minjisoshono Ichito Yakuwari*. Kobundo. p. 1. (田中成明『現代社会と裁判—民事訴訟の位置と役割—』弘文堂, 1996年, p. 1.)

order to do this, it is extremely important for every citizen to develop their legal literacy as a condition of citizenship. Specifically, each citizen is required to acquire the awareness and ability to participate in and make informed choices about legal matters.

Institutional considerations include the relatively recent introduction of the lay judge (*saiban-in*) system in Japan. The establishment of the Justice System Reform Council in July 1999 provided the opportunity to introduce lay judges and in June 2001, the Council finalized this system. In May 2009, this development was launched to give ordinary citizens a direct role in the criminal judicial process. Changes in institutional provision can be considered as one of the developments of the legalized society. In such a society, not only lawyers, but also citizens are required to take up active legal citizenship. The Justice System Reform Council has also expressly recognized the importance of LRE²³.

Educationally there have been developments around LRE in Japan too. In January 2008, the *Report on Improvements of Courses of Study at Kindergarten, Elementary School, Junior High School, High School and Special School, etc.* was issued by the Central Council for Education.²⁴ This states that LRE has an important role to play in school

²³ Shihouseidokaikakushingikai. (2001). *Shihouseidokaikakusingikai Ikensho: 21seikino Nihonwo Sasaeru Shihouseido*. pp. 102-103. (司法制度改革審議会『司法制度改革審議会意見書—21世紀の日本を支える司法制度—』2001年6月, pp. 102-103.)

²⁴ Chuoukyouikushingikai. (2008). *Yochien, Shogakko, Chugakko, Kotogakkoyobi Tokubetsushien gakkono Gakushushidoyoryono Kaizennitsuite(Toshin)*. (Report on improvements of Courses of Study at kindergarten, elementary school, junior high school, junior high school, high school and special school etc.). (中央教育審

education. Specifically, with an early understanding of socio-economic systems such as the role of law and justice, a more sustainable society can be developed through active citizenship.

LRE in schools in Japan is addressed through a cross-curricular approach. For example, social studies classes focus, at least in part, on developing citizenship. Home economics looks at appreciating family life and the role of work. Moral education is taught based on respecting commitments, abiding by laws and other rules, developing personal responsibility, and understanding the meaning of justice for all. Particular attention is also given to solving problems.

B. LRE in Social Studies²⁵

1. LRE in Elementary Social Studies

In *The 2008 Elementary Social Studies Course of Study*, LRE, was positioned clearly within the curriculum. In grade 3 and grade 4, students are expected to learn about: securing drinking water, electricity, gas and waste necessary for the lives of local people and the prevention of disasters and accidents in communities, we deal with important laws and rules in conducting local social life. In grade 5, laws and rules are covered including the importance of protecting public health and the environment from pollution and the state of nature in Japan. In grade 6, the Constitution of Japan

議会「幼稚園，小学校，中学校，高等学校及び特別支援学校の学習指導要領等の改善について（答申）」
2008年1月。）

²⁵ Educational contents and learning items in “Social Studies Course of Study” are distributed into numbers and katakana for each grade.

is focused on along with the main events in the history of the country. The relationship between the National Assembly and the Cabinet, the courts' powers, and the judicial participation of the people are also addressed.²⁶

The 2017 Elementary Social Studies Course of Study saw a revision of the curriculum with improvements to existing content and new sections on political work in Japan, cultural assets and International Law.²⁷

2. LRE in Lower Secondary Social Studies

Similar, but more in-depth, content can be found at secondary school level in *The 2017 Secondary Social Studies Course of Study*.²⁸ This now includes views and perspectives in society, work and the market economy, respect for human beings and the Constitution, democratic politics and political participation, world peace and human welfare. Typical keywords of LRE in Lower Secondary Social Studies are 'Rule building', 'Conflict and agreement, efficiency and fairness', 'Mutual respect of human rights', 'Participation in the judicial system' and 'Participation in society/social participation'.

²⁶ Monbukagakusho. (2008). *Shokakko Gakushusidoyoryo Kaisetsu Shakaihen*. (文部科学省『小学校学習指導要領解説社会編』2008年6月。)

²⁷ Monbukagakusho. (2017). *Shokakko Gakushusidoyoryo Kaisetsu Shakaihen*. (文部科学省『小学校学習指導要領解説社会編』2017年6月。)

²⁸ Monbukagakusho. (2017). *Chukakko Gakushusidoyoryo Kaisetsu Shakaihen*. (文部科学省『中学校学習指導要領解説社会編』2017年6月。)

C. LRE and the Ministry of Justice

An LRE Promotion Council, established in May 2005, has been conducting an ongoing range of activities²⁹. According to the *Guidelines for the Promotion of LRE*³⁰, the purpose of the Council is to promote learning opportunities on justice and law in schools in Japan by ensuring LRE features in school education, by promoting cooperation between educators and lawyers, through the preparation of teaching materials for LRE on the lay judge system and by encouraging other activities, such as research into LRE.

The activities of the LRE Promotion Council can be divided into 5 phases –the first from May 2005 to April 2007, the second from July 2007 to February 2010, the third from April 2010 to February 2014, the fourth from March 2014 to February 2016, and the fifth from March 2016 onward.

The goal of the first and second phases was to develop teaching materials. In the 1st phase, the LRE Promotion Council created teaching materials for junior high school. In the second phase, the LRE Promotion Council dealt with LRE materials in Private Law and improvements in LRE in elementary school. The goal of the third phase

²⁹ Homusho. *Hokyoikusuisinkyougikai*. (法務省「法教育推進協議会」 (http://www.moj.go.jp/shingi1/kanbou_houkyo_kyougikai_index.html) (visit; 2018. 1. 5))

³⁰ Homusho. (2005). *Hokyoikusuisinkyougikaikaisaiyouryou*. (法務省「法教育推進協議会開催要領」2005年5月 (<http://www.moj.go.jp/KANBOU/HOUKYO/kyougikai/gaiyou01-01.pdf>) (visit; 2018. 1. 5))

though to the current phase is to improve teaching materials and disseminate them. In the third phase, the LRE Promotion Council discussed ways to disseminate LRE, including holding a LRE writing contest. In the fourth phase, the Council discussed ways to disseminate and provide information on LRE. In the fifth phase, the LRE Promotion Council dealt with (and is still developing) audiovisual teaching materials for LRE.

V. JUSTICE STUDIES IN ELEMENTARY AND JUNIOR HIGH SCHOOL

A. An LRE Programme for Junior High School

1. Development of the First LRE³¹

The Ministry of Justice launched the LRE Study Group, organized the LRE Teaching Materials Preparation Subcommittee, and developed the LRE Unit in Lower Secondary Social Studies. In March 2005, *the First LRE* was published. It contains the LRE Study Group Report and 4 LRE Units with teaching materials and appendices.

In 2013, the Ministry of Justice reviewed the practices of LRE in junior high schools in Japan³². Of the 5,000 schools surveyed, 1,072, 21.4% returned valid responses³³.

According to the survey, 80.1% of responding schools used at least one of the 4 LRE

³¹ Hokyoiukenkyukai. (2005). *Hajimeteno Hokyoiuku: Wagakuniniokeru Hokyoiuno Fukyu · Hattenwo Mezashite*. (First LRE). Gyosei. (法教育研究会『はじめての法教育—我が国における法教育の普及・発展を目指して—』ぎょうせい, 2005年3月。)

³² Homusho. (2013). 'Chugakkoniokeru Houkyoiuno Jissenjyokyonikansuru Chosakenkyu' *Hokokusho*. (法務省『中学校における法教育の実践状況に関する調査研究』報告書』, 2013年11月。)

³³ *ibid.* p. 1.

units³⁴ and rated the content of the unit significant in terms of subject matter and student learning.³⁵ The programme has since developed further although we await detailed evaluation.

2. Establishment of LRE in Japan

According to *the First LRE*, LRE in Japan is defined as “Education for the public who are not legal experts to understand the law, the justice system, the values underlying these, and to acquire legal thinking”³⁶. The goals of LRE in Japan are to understand the basic principles of the constitution and law, to develop the abilities necessary to participate in the management of a free and fair society, to understand that the law is part of everyday life, to act according to law consciously in daily life and to foster the ability to use the law actively and constructively.

The content of *The First LRE* was organized into four units: ‘Rule making’, ‘Private law and consumer protection’, ‘The significance of the constitution’, and ‘Justice’. ‘Rule making’ means the necessity and manner of rule creation. ‘Private law and consumer protection’ covers the relationship between individuals and individuals with law. ‘The significance of the constitution’ means the relationship between individuals and the state. ‘Justice’ here means dispute resolution under the law.

³⁴ Rule making, Private law and consumer protection, The significance of the Constitution and Justice.

³⁵ *ibid.* p. 45.

³⁶ Hokyokukenkyukai. (2005). *Hajimeteno Hokyoku: Wagakuniniokeru Hokyokuno Fukyu •Hattenwo Mezashite.* (First LRE). Gyosei. p. 2. (法教育研究会『はじめての法教育—我が国における法教育の普及・発展を目指して—』ぎょうせい, 2005年3月, p. 2.)

3. The Idea of Justice Studies for Lower Secondary School

The aims of justice studies here is that students understand that, first, justice is a means of preserving law and order by protecting rights, upholding legal responsibilities and dealing with rule violations; secondly, that in a trial no party should be given preferential treatment and procedures, including judgments, should be consistent and fairly conducted and arrived at. The goals of justice studies for Lower Secondary School are to: increase interest in the trial process while comparing it with other dispute resolution methods; recognize legal problems and to analyse and evaluate the causes and points of conflict; to make judgments based on the evidence; and, to encourage students to think about and decide how to deal with laws and rule violations on a case-by-case basis.

B. LRE Programme for Elementary School

1. Development of *Whose rule? Considering LRE*³⁷

The LRE Promotion Council summarizes the following three ways to develop teaching materials for LRE in elementary schools in its report, *Creation of LRE*

³⁷ Hokyokusuishinkyogikai. (2014). *Rulewa Darenomono: Minnade Kangaeru Hokyoku*. (Whose rule? Considering LRE). Homusho. (法教育推進協議会『ルールは誰のもの？—みんなで考える法教育—』法務省 2014年3月。)

*Teaching Materials for Elementary School Students*³⁸. First, in the elementary school, there is a possibility to devise various classes based on the philosophy of LRE – promoting active citizenship in the context of everyday life. Secondly, learning can be enhanced by incorporating educational methods such as role-play on familiar issues. Thirdly, practical examples are used, based on commonly occurring situations, where students have to think about not only the nature of the issue concerned but how to address and possibly resolve the problems arising.

In March 2014, *Whose rule? Considering LRE* was published. The content is in four LRE sections: ‘Resolving a quarrel between friends’, ‘To promise and to defend’ for 3rd and 4th grades; ‘Living in an information society: as a receiver and sender’ for 5th grade; and ‘Conflict resolution: participation in judicial judgment, making rules’ for 6th grade.

2. The Idea of Justice Studies for Elementary School

The goals of justice studies for elementary school are to increase interest in the lay judge system and develop understanding of the significance of citizen's judicial participation; accurately grasping and evaluating facts and expressing ideas based on practical and realistic case studies from familiar situations in school life; understanding the significance of thinking actively and finding solutions, in order to

³⁸ Hokyokusuisshinkyogikai. (2009). *Shogakkowo Taishotoshita Hokyokukyozaireino Sakuseinitsuite*. (Creation of LRE Teaching Materials for Elementary School Students). Homusho. (法教育推進協議会『小学校を対象とした法教育教材例の作成について』法務省, 2009年8月。)

solve problems; and, thinking about the significance of the rules in social life by creating rules to solve problems.

The contents of justice studies for elementary school is based on 3 themes: 'The structure of the court, the role of people involved in the trial'; 'Resolution of disputes concerning everyone's interests'; and 'What is the truth?'

VI. THE CHALLENGES OF LRE

LRE in Japan, as a matter of public education, is overseen by a variety of agencies and organizations including the Ministry of Justice, the Ministry of Education, Culture, Sports, Science and Technology, the Japanese Federation of and individual Bar Associations, the Japanese Federation of and individual Shoho-Shoshi Lawyers Associations, and the Supreme Court. However, there still remain a number of challenges to be addressed and cooperation to be developed between lawyers and educators. These challenges include, the need for greater planning and coordination of existing and future projects, effective liaison between lawyers and educators research into the impact and value of LRE, the monitoring of the quality of LRE teachers and, the improvement of training for those involved in the design and implementation of LRE.³⁹

³⁹ Kyoko ISOYAMA. (2018). Practice of Law-Related Education to Develop Legal Literacy. The United Nations Asia And Far East Institute for the Prevention of Crime and the Treatment of Offender. *Resource Material Series*. No. 105. p. 133.

VII. CONCLUSION

This paper has attempted to show the current situation of LRE in Japan and the challenges associated with it. Whilst there have been many significant and far-reaching developments there is still much to be done.

The survey of LRE in Social Studies shows that many teachers indicate that they are now involved in legal literacy education.⁴⁰ It is hoped that this will be a springboard to future sustainable growth in LRE in Japan – so essential not only to make active citizenship more of a reality but to promote respect for human rights in general and to build a more peaceful and democratic nation and society.

⁴⁰ Homusho. (2013). *op. cit.*. p. 12.

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Street Law as a unique learning method: What do students themselves actually find to be its benefits? Answers from the Czech Republic

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Abstract:

Street Law is believed to be a unique learning method. But do Street Law university students actually acknowledge the benefits Street Law is supposed to bring them? Has a Street Law course influenced them for their future? And how? This paper focuses on the benefits of Street Law for university students based on the empirical research conducted among the graduates of the Street Law course at Charles University in Prague, Faculty of Law, during which law students teach law in secondary schools. To find out whether Street Law actually provided the graduates with benefits, which are often stated in the literature as well as during the courses, all of the Street Law graduates were approached with a questionnaire. The paper focuses on the results – it shows which particular skills Street Law graduates feel have improved, whether they feel it has helped them to improve their legal knowledge or influenced their values. It also focuses on the opportunities Street Law skills can provide in legal practice and whether Street Law somehow influenced the teaching careers of its graduates. Although the research is not on a large scale, it creates an interesting picture about the

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impact of this untraditional type of education from the perspective of one of the target groups. In general Street Law graduates in the Czech Republic confirmed that they find Street Law to be a strong educational tool for faculties of law to produce better lawyers.

1. Introduction

Can Street Law produce better future lawyers? We (people involved in conducting Street Law) believe Street Law to be a very beneficial experience for the students.² But do the students³ actually feel the same? Has Street Law influenced them for their future? And if it has, how?

While many texts focus on the positive impact of Street Law on society,⁴ this paper will exclusively consider the impact of the Street Law course on the university students and the benefits Street Law brings them based on empirical research. Since its beginning in 2009⁵ almost 300 students have undertaken the basic Street Law course at Charles University in Prague, Faculty of Law.⁶ The aim of the research was to find

² For example see: ARTHURS, S., COOPERMAN, M., GALLAGHER, J., GREALY, F., LUNNEY, J., MARRS, B. & ROE, R: *From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend*. International Journal of Clinical Legal Education, 2017, 24 (2), 123-126. Available online: <http://www.northumbriajournals.co.uk/index.php/ijcle/article/view/599/1017> or GRIMES, R., McQUOID-MASON, D., O'BRIEN, E. and J. ZIMMER: *Street Law and Social Justice Education*. In: FS Bloch (ed.), *The global clinical movement: educating lawyers for social justice*. 2011, Oxford University Press, 225-240.

³ When I refer to students, I mean the university students of the faculty of law, unless specified otherwise.

⁴ Street Law benefits for the society are stressed in literature very often. For example see: GRIMES, R., McQUOID-MASON, D., O'BRIEN, E. and J. ZIMMER: *Street Law and Social Justice Education*. In: FS Bloch (ed.), *The global clinical movement: educating lawyers for social justice*. 2011, Oxford University Press, 225-240.

⁵ Prague Street Law program including the basic Street Law course owes a lot to its founder dr. Michal Urban, who established the basic course and has been conducting it since then. He is also in charge of the follow-up Street Law activities.

⁶ Next to the Street Law course there are other Street Law activities in Prague, both as a part of curriculum and as extracurricular activities. However, this text strictly focuses on the basic Street Law course as such, which also served as a foundation for the follow-up courses and activities.

out whether the Street Law graduates in Prague consider that they have achieved the positive outcomes of Street Law which are often stated in the literature and will be further analysed below. Therefore the Street Law graduates were approached with an anonymous questionnaire, which should confirm whether and how much do students feel Street Law had influenced them and this paper will focus on the results of the research. The impact of Street Law as a form of clinical legal education will be approached from the perspective of the target group. Although the research is not a large scale research it intends to create an interesting picture about the impact of this untraditional type of educational activity. Moreover, this article should serve as an example of impact research of Street Law in civil law country, as many texts concerned with the impact of Street Law are from common law countries.⁷

The overall question was whether Street Law can actually produce better lawyers, or whether it serves just as an enjoyable elective module which is suitable for those who would like to teach in the future.⁸ The aim of the research was to find out, how the students feel in relation to three main questions:

⁷ For example See: PINDER, K. A.: *Street Law: Twenty-Five Years and counting*. Journal of Law & Education, 1998, 27 (2), 211-233.; or MOHD SUHAIMI, A., MOHD ZULKIFLI, N. F.: *Street Law Based CLE: A Student-Impact-Assessment*. International Journal of Clinical Legal Education, 2012, 18, 218-226. Available online: <http://www.northumbriajournals.co.uk/index.php/ijcle/article/view/7/7>; or GRANDE MONTANA, P.: *Lessons from the Carnegie and Best Practices reports: A Look at St. John 's University School of Law 's Street Law Program Model for Teaching Professional Skills*. Thomas M Cooley J Pract Clin Law, 2009, 11 (1), 97-126.

⁸ Lawyers can teach law on many levels including PhD students involved in teaching seminars or being a full time teacher at high school. However, the most common are part time teachers – professional lawyers (e.g. judges or attorneys), who enjoy teaching at high schools or universities at part-time basis.

1. What benefits (skills, knowledge and values) have they gained by passing the Street Law module?
2. Have they actually used skills and knowledge from Street Law in legal practice?
3. How did Street Law influence their future teaching careers?

In the following paragraphs first the Street Law course is described shortly, then the research details are provided and finally the data outcomes are presented.

2. Street Law course in Prague

Street Law, during which mainly law students teach law to non-lawyers, is a well-known and established unique learning method. However, as Street Law programmes take different forms all over the world it is important to at least briefly introduce the Street Law course in Prague to set up the general background for the research results.

In Prague the basic Street Law course (which will further only be called the Street Law course) is a one term elective module.⁹ At first, students undertake intense training focused on how to teach law to non-lawyers, presentation skills, lesson planning etc. Following that they deliver at least ten law lessons to secondary school students, usually in pairs, and reflect upon their experience with the Street Law course teacher

⁹ It is important to realise that the law degree in the Czech Republic is a 5 year undergraduate master programme. Students can undertake a Street Law elective course at any stage of their studies, although this varied during the years.

and other peers.¹⁰ They are rewarded with 7 credits – but the question is, what else do they gain? The course was first offered in 2009 and the module has been open twice in each academic year since then. From the academic year 2009/2010 until the academic year 2017/2018, 288 students have passed the course.

3. Research objectives and research data

The aim of the research was to find out how the graduates assess the impact of Street Law on them. How do they reflect on their Street Law experience regarding the outcomes of the course? Which skills do they feel to have taken from Street Law? And how often have they used them? Did Street Law course influence their future activities or even careers? What do the students identify as important aspects of the Street Law? And last but not least, how did it impact on their involvement in teaching activities?

All of the 288 graduates were approached with an anonymous questionnaire, which aimed to find out whether and how much do students feel Street Law had influenced them. Overall there was 103 replies; that means the research results are based on answers from 36% of all Prague Street Law graduates.¹¹

¹⁰ For closer examination including the goals of Prague Street Law programme see: URBAN, M.: *How to Discover Students' Talents and Turn Them into Teaching*. International Journal of Clinical Legal Education, 2011, 16, 144-153. Available online: <http://www.northumbriajournals.co.uk/index.php/ijcle/article/view/51/55> or KRUPOVÁ, T., ZIMA, M.: *Street Law and Legal Clinics as Civic Projects: Situation in the Czech Republic*. Oñati Socio-legal Series, 2017, 7 (8), 1647-1660. Available online: <http://ssrn.com/abstract=3075162>

¹¹ I recognise that the response rate is not very high; however in absolute numbers we still gained data from 103 individuals, which could make the answers interesting for readers.

Questions were often choice formulated, however it was interesting to find out that when students were given an optional chance to an open answer, they used them very often and these answers are to be found very interesting and valuable.

What does a typical respondent and his or her Street Law experience look like based on the questionnaire? There was almost the same number of female or male respondents (51:49%).¹² She or he was teaching in schools in Prague (91%) and in pairs (68%, with the rest either teaching on their own or in groups of 3). Replies across all the years were gained and reply rate varied from 23% (academic year 2010/2011) up to 53% (academic year 2013/2014) from each year.

It is important to realise, that the findings, which will be further presented, can be only partially generalised. In general the replies were mostly positive; however chances are that those who enjoyed Street Law were more likely to fill in the questionnaire, so the data cannot be taken as absolute.

4. What did the Street Law experience give to the students? Skills, knowledge and values from the point of view of students

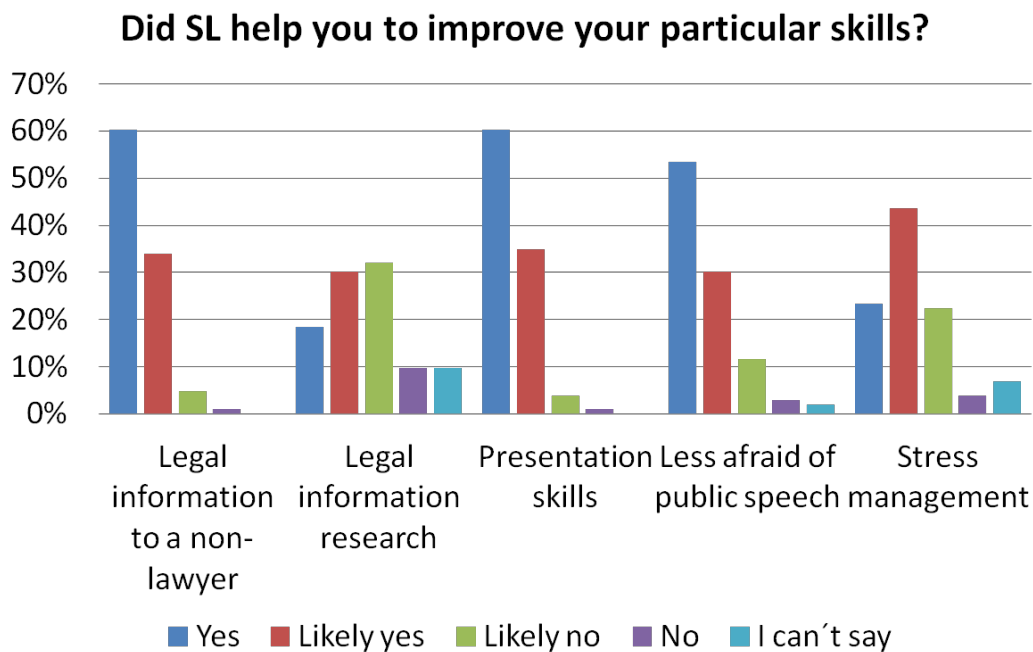
During our classes the Street Law students are trained in formulating student oriented goals with distinction to knowledge, skills and values. The same structure was followed by the research when students were asked subsequently about their opinion on particular skills, knowledge and values they find they have gained or developed

¹² That is interesting as in the Czech educational system there are mostly women teaching.

by passing the Street Law course. These questions were formulated based on the research of benefits, which were often claimed in the literature. Furthermore, respondents could themselves formulate what other benefits they see in passing Street Law. Separately, they were asked about the teaching skills gained.

4.1. Lawyering and general skills

As Street Law is primarily a skills oriented module, we will start with skills as well. Based on the literature the following skills were identified and tested: 1) ability to transfer legal information to a non-lawyer, 2) ability to look up/research particular legal information, 3) presentation skills, 4) ability to be less afraid of public speech, 5) stress management.



Graph n. 1: This graph reflects the results of the student point of view on the improvement of tested skills by passing the Street Law course.

As the graph n. 1 reflects, Street Law graduates highly appreciate that Street Law improved their ability to transfer legal information to a non-lawyer (60% yes, 34% likely yes). Another highly appreciated area were the presentation skills (60%, 35%), for development which there is usually not so much scope to develop in other, more traditional modules.

On the contrary, when the Street Law graduates were asked whether Street Law has helped them to improve their skills to research particular legal information (see in graph n. 1 under “Legal information research”), for which Street Law is usually highly appreciated, the numbers were much lower compared to other areas (18% yes, 30% likely yes). Although it is still almost 50% of the graduates who believe that Street Law has (or likely has) helped them to improve their research skill, the results are worse than in other areas. This is quite concerning and the reasons for this should be more closely examined. One of the possible explanations could be, that students are often covering the “secondary school” topics and they are usually using their notes and books from the subjects covered in the faculty of law to prepare them and accordingly to them this is not to be considered as finding particular new legal information. Another possible explanation might be based on the fact that within the Prague Street Law course there is currently no lesson in particular focusing on research skills, as much more space is given to the teaching skills. The results of the research should serve as an opportunity to reflect on this fact and add at least one research skill activity as a compulsory part of the course, so the students could prepare better lessons. Last

but not least, this aspect of Street Law could be less appreciated also because of the fact that civil law legal research differs from common law and most of the prior papers this research draw on were from common law countries. Despite the results of the questionnaire I believe that Street Law has a potential to improve students' research skills, which are important lawyering skills. However, we do not fully take an advantage of such a potential.

It can be summarised that the hypothesis that Street Law serves as an efficient tool to develop lawyering skills was confirmed. In general, Prague Street Law can be considered to be highly beneficial for the law student as for developing lawyering skills. However development of particular lawyering skills (transferring legal information to a non-lawyer or presentation skills) by Street Law is much more appreciated than others (e.g. legal information research) and attention should be paid to that when also designing the changes to the curriculum of the course to the future. As the law school is sometimes criticised for not focusing on development of legal skills enough, especially by its students, Street Law might serve as a good tool to balance that.

4.2. Teaching skills

As described above, Street Law can actually provide future lawyers with important skills, which every future lawyer can benefit from. Coming from the unique character of the course, next to the benefits for lawyers, students were separately asked about benefits from the point of teaching techniques they learn in the module, which could

be seen as second important aspect of Street Law in Prague. However, it is important to acknowledge that those teaching skills are not solely for law teachers, but are more universal. As Street Law is known for its unique teaching method¹³ which is fully respected by Street Law in Prague, it was not surprising that the numbers were very positive. 95% stated that it helped them to learn how to teach in an interactive way (65% yes, 30% likely yes). Moreover, it helped them to learn how to plan their own lesson (74% yes, 21% likely yes) and how to communicate with secondary school students (67% yes, 29% likely yes). These results fully reflect the structure and content of the Street Law course as well as the unique goals and characteristics of Street Law in general concerned with the interactive and learners based approach.¹⁴

However, it is important to realise that even though students stated it helped them, not all of the lessons are high quality even after the intense training. From our experience many students come to the classes expecting to prepare lectures for their school students and they are surprised by the range of activities they can use within their classes (problems solving, group work, simulations as well as mock trials). While some students adopt these techniques quite quickly and are able to come up with an amazing range of law based activities, it is sometimes very hard to explain to others

¹³ ARBETMAN, L.: *Street Law, Inc.: Context, History and Future*. International Journal of Public Legal Education, 2018, 2 (1), 5. Available online: <http://www.northumbriajournals.co.uk/index.php/ijple/article/view/705/1097>

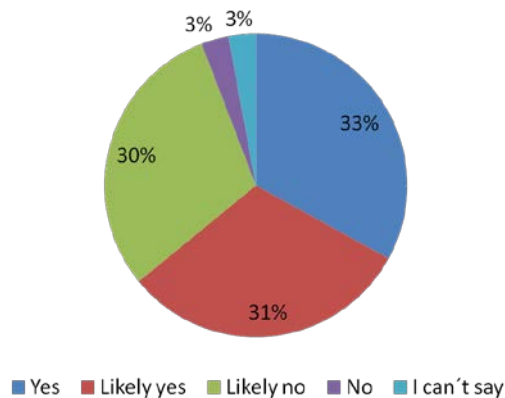
¹⁴ For a Street Lawyer it might be hard to imagine Street Law lessons to be lecture based only. However, it is not law that would make the interactive teaching inseparable from Street Law.

that they could try to avoid the lecture style delivery to be used throughout or through most of their lessons.

4.3. Knowledge

Street Law is believed to be a powerful tool to deepen and extend the legal knowledge of law students. However, the number of respondents stating that Street law did not or did likely not help to develop their knowledge was surprisingly high (33%).

Did SL help you to extend your legal knowledge?



Graph n. 2: This graph reflects the results of the student point of view on extending their legal knowledge by Street Law.

There are two possible explanations for that result. Either Street Law does not have such a high potential to extend and deepen legal knowledge despite the theory. Or the emphasis on the legal knowledge is not sufficiently stressed during the classes, so students do not focus on deepening their knowledge, or do not realise that they did.

Moreover, it could be connected with the results on finding out particular legal information discussed above.

Meanwhile, more than 60% of students still stated that Street Law did help to extend their legal knowledge (33% yes, 31% likely yes). Those students were asked for a concrete description on how did they deepen their legal knowledge and their answers can be summarised in two main categories, labelled as “class preparation” and “questions from their students”. Most of the respondents stated that during the class preparation they really needed to learn the topic properly and understand it to be able to transfer the legal knowledge to their school students/audience. Structuring the topic for non-lawyers and preparing concrete examples helped them to gain better knowledge and a more complex overview on the topic. The second most often stated reason were questions from their school students, which served as motivation for future learning either prior to the lessons, or following them. Students were more motivated to learn the topic properly to be able to answer the questions of their school students. Often they also needed to find out the right answer after the class as they were not able to answer it and promised to provide their school students with the right solution during the next lesson.

Another interesting and rather controversial topic raised by the questionnaire results was the fact, that present rules allow students to take the course from their first year. Especially while taking the course during the first year of their studies, they often face the situation when they need to conduct classes on topics they have not themselves

studied at university yet. Even though students have a possibility to choose and are recommended to focus on topics they have already covered, it is not always possible. There can be arguments found for as well as against this setting.

Students usually teach in pairs, which should ensure the possibility to double check every lesson. The positive benefits of Street Law should be outlined to any student who is interested in Street Law. Younger students tend to have more time to join university offered opportunities, as later on they can get busy with extracurricular activities such as working part time in a law firm and there might be no space for Street Law at all. So is it better for a student to pass a Street Law course as a first year student or better not at all? Also, it was mostly students of the lower years who stated that Street Law helped them to extend their legal knowledge. However, even experienced lawyers often need to find out completely new information at times, so learning how to do that in early stage of studies might be useful.

However, there are a lot of arguments against Street Law being open for first year students. It might be argued that it is too hard for first year students to deliver a good lesson. Their research skills and legal knowledge might have not reached the lowest acceptable level to be vested with the responsibility of delivering a law lesson on their own. Considering the fact that it is not possible to supervise every single lesson, this situation could be dangerous for both, secondary school students, who might be delivered lower quality lesson, as well as Street Law students, who do not get a chance

to realise whether the information they are delivering (and possibly learning themselves as well) is right or not.

As there is a high risk of harm, it seems better to postpone the possibility of signing up for the subject at least until passing the first year of the studies and such entrance barriers should be introduced in the future.

In conclusion, considering the legal knowledge development the data proved that Street Law has a potential to deepen and extend the legal knowledge of the law students and serve as an effective teaching method. However, as quite a large number of respondents did not value this aspect of Street Law, bigger focus and stress should be put on that during the classes in the future.

4.4. Values

"It is necessary to keep explaining to the public how law works and why it is important."

"I realised how big is the distance between law and non-lawyers." ¹⁵

Does Street Law have a potential to influence students perspective on law – the subject of their studies? Respondents were asked, whether Street Law influenced the way they perceive the law and it's functioning. Despite the broad sense of the question, 44% of the respondents have been influenced by Street Law in that way (14% yes, 28% likely yes).

¹⁵ Examples of the answers of the respondents.

Answers of the 38 respondents on the question how did Street Law change their point of view on law, were of special interest. Students often reflected on the relationship between law and non-lawyers which they learnt to focus on during their teaching practice. As future lawyers they will very often either directly communicate with non-lawyers, or influence the non-lawyers by their professional conduct (e.g. writing a legal act), therefore it is of high importance to give the law students a chance to perceive the law from a non-lawyers point of view. The reflection was about how the law is not understandable, how important it is, how unfair it is not to have enough information or what the responsibility of lawyers means. It reflects the important social justice aspect of law, for which there is not always enough space in the “black-letter” lessons.

Another group of answers focused around approaching law as a system – Street Law helped the students to value the importance of the system, understand the basics of functioning of law and its meaning in much broader context than the regular subjects enabled them. Usually, students are studying particular subjects, but the overall overview of law as a system and its complexity can be easily gained during practice and Street Law offers this kind of experience.

In conclusion, the extra value of the Street Law course is that students can reflect on law as a system, its social function, professional responsibility of lawyers and the relationship between law and non-lawyers. It might be argued that this could be one of the most important benefits of Street Law as such.

4.5. Other benefits

Apart from predefined answers – hypothesis based on our experience and literature on Street Law – students were given a chance to further formulate what other benefits they feel they have gained from Street Law. 45% of respondents took the chance to answer and the most interesting and the most frequent answers are briefly summed up here.

Students appreciated the chance to meet with other students and create mini teams. It reflects the fact that the study environment at Charles University is very anonymous, as there are more than 600 students in each year and there are no study groups and unless you make a great effort you do not make study partners. Based on that it could be argued that Street Law has a high potential to develop team work skills, which are very important for lawyers as well, as they will often be part of a legal team (may it be in a law firm or a judicial senate). The fact that several students mentioned it on their own, although they were not explicitly asked about that in the questionnaire, might support that hypothesis.

Students also liked the chance to increase others legal literacy and have a contact with non-lawyers. Many of them stated that they liked the possibility to try out teaching.¹⁶

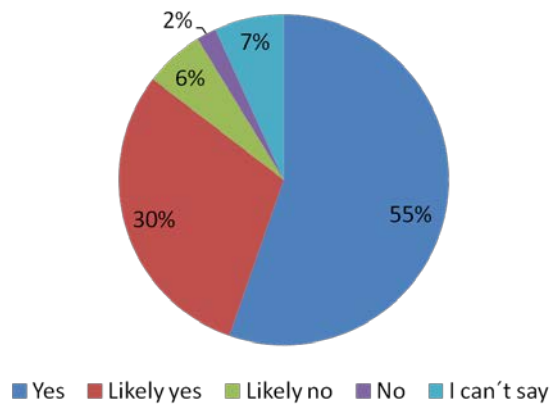
¹⁶ The impact in that direction is further assessed in paragraph 6.

5. Street Law benefits and legal practice

After students replied to questions about the benefits they see in Street Law, we were interested in whether they consider that Street Law was actually beneficial for legal practice (contrary to the fact that at least at Charles University Street Law is often viewed mainly as didactical course by external viewers). First, they were asked whether they find Street Law beneficial for future legal practice. The results were surprisingly high (55% yes, 30% likely yes). That goes against a very often statement Street Law has to face – that it is good for future teaching, but has no real consequences for “the real lawyers”.¹⁷ However, only 20% of the respondents have actually used Street Law skills in practice, another 20% have likely used them, so there is quite a large difference between the potential and the actual influence of the legal practice by Street Law.

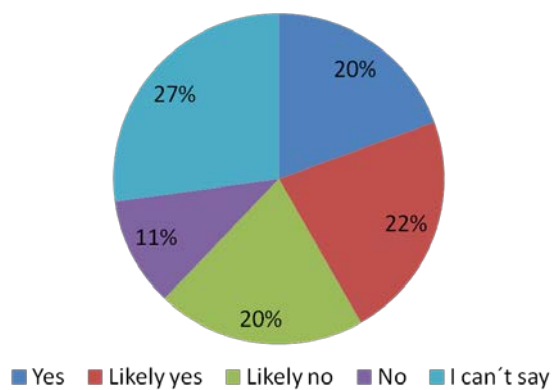
¹⁷ Such “attacks” are not exclusive for the Czech Street Law programme, but other programmes often face similar problems. See: PINDER, K. A.: *Street Law: Twenty-Five Years and counting*. Journal of Law & Education, 1998, 27 (2), 225.

Do you find SL beneficial for practice of law?



Graph n. 3.: Potential use of Street Law benefits in legal practice.

Have you used SL skills and knowledge in practice?



Graph n. 4.: Real use of Street Law benefits in legal practice.

And what were the situations respondents identified as examples of real use of Street Law skills in legal practice? The most frequent declared use of Street Law skills in practice was the communication of law to non-lawyers, especially clients in an

attorney's office, which is to be considered as highly important. Students come to the law school and are trained in using precise language and technical terms. However, as important as it is to use the precise terms to talk and think about the law, as important it is to have a skill to "translate" the law into an everyday language. If law students are going to pursue a legal career, most of them will at some point (and a lot of them very often) need to communicate the law to non-lawyers, may it be for the attorney to discuss the case with his client, or the judge to communicate with the parties, or the legislator to explain the impact of the novel legislation to non-lawyers. Street Law teaches its students to constantly think about and reflect on whether the information they present is going to be understood by the other party. I believe that even if this was the only thing students would take from Street Law, it would still make it suitable for every law student.¹⁸

6. Teaching in future – future in teaching?

A hidden benefit of Street Law may be its influence on future lawyers teaching law. As *Michal Urban* put it in 2011, when the Prague Street Law programme was only 2 years old, one of the ambitions of Street Law programme in Prague has been the involvement of law students and lawyers in teaching law.¹⁹ And this ambition has proved to be fulfilled. If we accept the statement that it is better to have lawyers to

¹⁸ Students may of course learn that skill somewhere else as well, but Street Law is proven to be effective in that way.

¹⁹ URBAN, M.: *How to Discover Students' Talents and Turn Them into Teaching*. International Journal of Clinical Legal Education, 2011, 16, 144-153. Available online: <http://www.northumbriajournals.co.uk/index.php/ijcle/article/view/51/55>

teach law and it is better to have lawyers trained in teaching law, then based on the research Street Law has a highly positive influence on teaching.

Very often Street Law serves as an option to try out teaching.²⁰ The question is, whether after passing the course students continue with teaching or not and whether they feel it was the Street Law course that had an influence on that.

44% continued with teaching after passing Street Law, while 56% of students did not continue, although quite a few of them stated that they would like to continue and they are thinking about it and planning it in the future, or they regret that there was not such an option during their years.²¹ Those, who somehow did continue (44%), are analysed further. Street Law graduates can either continue with Street Law on faculty level (35%), or continue on their own (27%). 17% continued both, within and outside the faculty model.

Since the beginnings of Street Law in Prague many follow-up options have developed and 35% of respondents took advantage of that. Basically, you can either take another Street Law course (either an advanced Street Law course, which is much more demanding, or quite a light Consumer law oriented Street Law course). Another

²⁰ Students were asked about their motivations to sign up and the most frequent answers were “possibility to try out teaching” and “extraordinary elective module”.

²¹ Public legal education is recently slowly getting more popular in the Czech Republic. For example the Czech Bar Association started its project “Advocates to Schools”, where it is supporting its members to give legal lectures in the schools.

option open to Street Law graduates is to join a Street Law team as an extracurricular activity delivering different legal workshops to the public.²²

27% of respondents continued with teaching outside of the law school. Very often they stated that they continued teaching in secondary schools (either on regular basis or with occasional project lessons). Furthermore, some PhD students or participants of civic society project appeared within the respondents.

Secondary schools, law schools (where didactical training is not always an inherent part of PhD studies) and civic society projects are important and the more qualified lawyers-teachers there are, the better. Street Law then proved to be an effective strategy, how to provide more such trained persons into the system. Although it is not to be designed as a direct benefit exclusively for the students, it is definitely a benefit for the society to have more trained teachers-lawyers actively taking part in teaching law. 44% did somehow continue with teaching. 38% of respondents are still teaching in the present at least occasionally; in absolute numbers, that is 39 trained law teachers Prague Street Law has provided to the community, who are teaching at the moment at

²² There are workshops run by Street Law course students for other schools, prisoners, elderly people, children homes to name but a few. For further details see: URBAN, M. *Why there is a need for Street Law programmes?* International Journal of Public Legal Education, 2017, 1 (1), 98-103. Available online: <http://www.northumbriajournals.co.uk/index.php/ijple/article/view/643/1053> or URBAN, M., DRASLAROVÁ, H.: *Street Law for Czech and Slovak Young Roma Musicians*. International Journal of Clinical Legal Education, 2016, 23 (3), 148-171. Available online: <http://www.northumbriajournals.co.uk/index.php/ijcle/article/view/534/924>

least occasionally.²³ Moreover, 86% (33) of those stated that it was Street Law that influenced them.

7. Summary

Answers from 103 Prague Street Law graduates helped us to reflect on the past 9 years of the basic Street Law course at Charles University in Prague. It helped to confirm that the Street Law course can be very beneficial for students. In general, from all the answers those answered with a negative point of view were by only one student, which is surprisingly little. The positive reflection of the graduates was confirmed given that 88% indicated they would sign up again, with an additional 9% likely signing up again.

The research proved that Street Law graduates feel that Street Law helps to develop key skills for lawyers, among which communication of legal information to a non-lawyer proved to be one of the most important, followed by presentation skills. The important realisation is that those benefits make it suitable for every regular law student, not only those who are interested in teaching in future. Therefore even though Street Law is often considered to be a secondary activity, it has proven to be suitable and useful for law students in general, as important lawyering skills are strengthened through it.

²³ The Prague Street Law programme is further running educational activities for full time high school teachers, where they can deepen their legal knowledge as well as train their teaching skills. Those courses aim primarily at those non-lawyers who are teaching law on regular bases.

A positive externality to be stressed is that Street Law serves as a platform to produce trained law teachers, who then often continue in increasing legal literacy of non-lawyers even after passing the course (38% of Street Law graduates are still teaching at least occasionally).

However, some “not so satisfying results” are important for a reflection of the present Street Law course. For now, 3 main changes should be introduced in order to improve the impact of Street Law on its students and hopefully this might serve as an inspiration for those who might be facing similar problems. First of all, the course must include a legal research workshop. Second of all, larger stress needs to be put on extending legal knowledge by Street Law by both explaining this and checking on their progress. The third change should be based on introducing entrance barriers based on the study year.

However, in general the data was mostly positive and it proved Street Law to be beneficial for its students. I hope this research would also serve as a support for those, who are thinking about establishing a Street Law clinic at their law school, as it proves that it is a valuable teaching tool.

If we return to the question from the beginning of this article, whether Street Law can produce better lawyers, the answer based on this research is definitely a “YES”.