

## SHAPING THE FUTURE: PROFESSOR ELAINE HALL'S IMPACT ON CLINICAL LEGAL EDUCATION AND INNOVATIONS IN TEACHING

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It is only fitting that I begin this editorial by extending our best wishes to the journal's founder, Professor Elaine Hall, as she embarks on her retirement. Elaine delivered her heartfelt goodbyes at the recent IJCLE/ENCLE conference held at the University of Law in Amsterdam, where colleagues and friends gathered to celebrate her significant contribution to clinical legal education. As the driving force behind this journal, Elaine has left a lasting mark on the field, inspiring clinicians and scholars with her vision, leadership, and passion. We wish her the very best in her well-deserved retirement, and are confident that her influence will continue to resonate for years to come, especially as she remains connected in her role as Professor Emeritus at Northumbria University.

In honour of her retirement, we have gathered reflections from some colleagues and clinicians who have had the privilege of working closely with Elaine and witnessing firsthand the difference she has made. Their heartfelt words capture the essence of her influence and lasting legacy.

From Richard Grimes, Visiting Professor, Charles University, Prague and Honorary Professor, University of Dundee

"In the early years of experiential learning in law (in the UK at least) there was a flurry of work done, including developing specific clinical models and publishing books and articles. Much of this took a descriptive form showing what could be done and how. It was necessary, in part to make the case for clinical legal education (CLE) in a sometimes sceptical and occasional hostile academic world and, in part, to provide ideas and support for others who might be interested in learning by doing (and reflecting on that doing).

But...if the argument in favour of clinic was made and in a period of 25 years or so clinic had become mainstream, what was then needed was a more in-depth, theoretical and sophisticated approach to matters 'clinical'. Enter Elaine Hall! Her academic prowess (interestingly from a non-Law background), her personal commitment and her communicative ability brought the next stage of CLE. It was as timely as it was necessary and of the requisite quality.

Many of us (me included) have benefitted from this more robust examination of such pedagogy – thinking beyond just the what and how. Some of us (me too) have had the privilege of working with Elaine, including on our belated doctoral efforts as well as at conferences and associated research and scholarship.

Like me, Elaine, you may have joined the ranks of the 'retired,' but I doubt you'll be putting your feet up!

Thank you from a dear and appreciative colleague and friend."

From Rachel Dunn, Course Director, Leeds Beckett University

"Elaine has helped shape my career in so many ways. When supervising my PhD, she was inspiring, enthusiastic and compassionate, something I try to emulate now with my own students. Her passion for legal education, and academia generally, has helped to shape our field and her contributions will be felt for many years to come.

Best of luck in your retirement, Elaine, and thank you for all you have done for me and helping me become a successful academic!"

From Chris Ashford, Professor and Director of Research and Innovation, Northumbria University

"It has been my privilege to work with Elaine in the range of roles whether that's in the Law School at Northumbria, The Law Teacher, or through the Association of Law Teachers. Elaine is a constant source of inspiration, energy, and kindness. She has fired people's imaginations and modelled ways of behaving that nurture and celebrate. These behaviours are then replicated by others. Her influence has been significant and long-lasting. Put simply, Elaine is the very best of us."

From Ulrich Stege, Clinical Program Director,  
International University College of Turin

“It is with great gratitude and pleasure that I remember Elaine Hall's contribution to the European CLE community. She has always set new accents at jointly organised conferences and workshops. With her analytical view (from inside and outside) and her positive energy, she has helped the clinicians, legal clinics and the CLE movement in Europe to develop further pedagogically, among other things, and to be more aware of whether goals are being reached and what added value is being achieved.”

In this spirit of reflection and innovation, we now turn to the articles featured in this edition. Each piece reflects the values Elaine promoted, exploring important aspects of clinical legal education and offering valuable insights.

We begin with Rebecca Samaras, Richard Grimes and Scott Walsh's article “The place of restorative justice and experiential andragogy in the curriculum.” This article discusses three key points: first, students, especially in disciplines like Law, are often passive learners in content-heavy curriculum delivered primarily through lectures and assessed by way of exams. Second, it shares insights from a new course on restorative justice (RJ) at a UK university, highlighting its broader relevance for legal education. Lastly, the article critiques traditional dispute resolution systems for neglecting long-term consequences and presents RJ as a constructive alternative. The course emphasised experiential learning, requiring students to apply legal knowledge,

engage in conflict resolution, and reflect on their experiences, which yielded positive outcomes.

Next we have Jeanette Ashton's article "Streetlaw at Sussex One Year On: Where did we come from, how far did we get and where are we going?" This article discusses the introduction of a StreetLaw programme into the curriculum at the University of Sussex, framed within the broader clinical legal education movement and a focus on employability in UK law degrees. Based on a research study, it examines the programme's value in both community and educational settings from the perspectives of participating law students and organisational partners. Key themes include fostering community relationships, promoting access to justice, developing professional skills, and embedding learning in real-world contexts. The author also reflects on the challenges and opportunities involved in leading and developing the project, with an emphasis on the role of reflective practice in clinical legal education.

Another important contribution to the field comes Burton Ong's article which examines the intersection of clinical legal education and pro bono legal services within Singapore's legal system, highlighting their mutual benefits for access to justice. It discusses the establishment of a nationwide network of community-based legal clinics that connect volunteer lawyers with individuals seeking legal assistance. The integration of law students into these clinics through structured clinical education programs not only enhances their practical skills but also strengthens the clinics' impact on the community. By analysing empirical data from the author's volunteer

experience, the article offers recommendations for aligning the pro bono efforts of Community Legal Clinics with clinical legal education initiatives in law schools, fostering positive outcomes for both.

In our Practice Report section, we have Taysa Schioccet, Natalia Martinuzzi Castilho and Maria Luiza G. Muller's piece "The Challenges of Human Rights Advocacy on social media in the context of legal clinics." The piece explores how social media has become a crucial tool for advocacy strategies used by legal clinics, especially in promoting human rights education. Focusing on the experience of the Human Rights Clinic at Paraná's Federal University (CDH/UFPR), the piece identifies and discusses the challenges of using social media for human rights education.

In our From the Field section, we have Susan Felstiner, Davida Finger, Michelle Greenberg-Kobrin, and Mariia Tsypiashchuk's piece "Empowering Ukraine's First Legal Responders: Ukrainian-US Collaboration and Clinics". The piece discusses how U.S. law clinic professors collaborated with the Association of Legal Clinics of Ukraine during the Russian war against Ukraine to support Ukrainian law students and professors. This partnership, involving several U.S. and Ukrainian law schools, focused on providing online skills training to help students adapt to the legal challenges of practicing law during wartime. The initiative aimed to ensure the continuation of legal education and equip students with the skills needed to navigate the complexities of lawyering in a conflict setting.

Finally, the 21st IJCLE Conference, held in collaboration with ENCLE, took place from July 22 to 24 this year. Hosted by Amsterdam Law School, the conference centered on the theme "Clinical Legal Education: The Creation of Knowledge Through Transformative Experience" and was attended by 210 legal educators, scholars, and practitioners from around the globe to discuss the future of clinical legal education. Over three days, participants engaged in thought-provoking plenaries and parallel sessions that explored innovative teaching methods and the intersection of law and social justice. The depth of discussions, the innovative approaches shared, and the global collaboration showcased made this an inspiring event for all involved. A special thank you to Amsterdam Law School and ENCLE for hosting such a fantastic event. We now look forward to the IJCLE's next conference in Melbourne in November 2025!