

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!

THE PLACE OF RESTORATIVE JUSTICE AND EXPERIENTIAL ANDRAGOGY IN THE CURRICULUM

Rebecca Samaras (University of Dundee)¹, Richard Grimes (Visiting Professor Charles University, Prague and Honorary Professor University of Dundee),² and Scott Walsh (Restorative Justice Practitioner)³

Introduction

This paper is centred on three fundamental and overlapping points. First and foremost, students in many disciplines, notably Law are, more often than not and regardless of jurisdiction, largely passive participants in their learning, frequently being the recipients of content-driven curricula delivered primarily through lectures and assessed at end of study periods through written and/or oral examinations.

Secondly, although based on a specific case study – the creation and delivery of a new course/module at a leading UK University – we believe that what has resulted from the innovation involved has significant lessons for (legal) education elsewhere and as such we are keen to share our own experience in the hope of informing and inspiring others.

Finally, and with specific reference to the subject matter concerned, most dispute resolution systems in general and criminal ‘justice’ processes in particular take little account of longer-term consequences of adjudications and outcomes for all concerned.

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This claim is explored as we discuss the course/module itself below. The purpose of this paper is to describe and analyse how a more constructive approach to legal education can take place, exemplified by this study of restorative justice (RJ) and forms of experiential and reflective learning and the impact of this.

Context

The developments addressed in this paper took place at a law school with a strong reputation for the quality of its research and teaching. The university in question is a member of the prestigiously perceived Russell Group.⁴ That said the bulk of educational delivery to students at undergraduate level is delivered through lectures and seminars as it is for the taught masters' programmes.

The university we are speaking of here has, along with many others in the UK and further afield⁵ over the past few years, become increasingly interested in a clinical approach to study with several courses at undergraduate level being developed using either simulation (a human rights clinic) or placements in other organisations).⁶

Following discussions within the law school and recognising student interest (as well as andragogic value) in clinically-styled studies, a set of proposals for new experiential offerings were brought to the Academic Board – the body responsible, amongst other things, for approving curricula content.

⁴ For details of membership of this group of UK universities see: www.russellgroup.ac.uk, accessed 20 May 2023.

⁵ See for example: R. Grimes and J. Sandbach, *Law School Pro bono and Clinic Report*, Lexis Nexis, 2020.

⁶ <https://taxaid.org.uk/>, accessed 15 June 2023.

One was for a course entitled *Restorative justice: principles and practice*. Using a student-centred approach to learning the course proposal was based on the rationale that law students need to see the full workings of the law rather than simply what happens before courts and tribunals. Whilst any lawyer worth their salt must, of course, know the applicable framework and relevant rules in particular cases, it is important to realise that against this background there are many ways of addressing conflicts and problems, some of which may be more constructive than the 'win/lose' or even 'lose/lose' consequences of formal litigation. Given this, it is unsurprising perhaps to see that many aspects of the criminal and civil justice systems, certainly across the constituent parts of the UK, now consider aspects of dispute resolution that work alongside, or as an alternative to, court and other litigious processes. Indeed, there are now requirements in various parts of the UK making such problem-solving approaches to dispute resolution (as contrasted with purely adjudicative proceedings) a recommended or even, perhaps somewhat inappropriately (given the underlying ethos of such approaches as negotiation, conciliation and mediation) a mandatory component of related proceedings.⁷ ADR, as it is popularly termed also includes arbitration although this is perhaps more in the nature of handed down decision-making rather than a process in which the interested parties aim to reach acceptable

⁷ The extent to which ADR forms part of formal dispute processes is complex. The starting position in England and Wales, as provided for in the Civil Procedure Rules 1998 (as amended), is that ADR is recommended to litigating parties although a degree of compulsion is to be found in some pre-action protocols and there has been considerable (and still developing) case law on the consequences, particularly in terms of costs awarded against those unreasonably refusing to engage with ADR, for example see: *Lomax v Lomax* [2019] EWCA Civ 1467.

(to them) outcomes through guided dialogue. Many advocates of ADR favour a restorative approach to problem-solving where the focus is on behaviour rather than offence, on victim rather than offender and on constructive outcomes rather than retribution and punishment.⁸

In this context we use the term restorative justice (RJ) to mean a process where the central issue is problem-address with a view to resolution.⁹ This typically, though not exclusively, involves those who have suffered in some way (criminally or otherwise) at the hands of others and those responsible for that suffering, be they part of criminal proceedings or not. Much has also been written on the restorative approach as a philosophy (even a theology) rather than simply a device.¹⁰ This was explored at various points in our RJ course.

It should also be said that whilst the proposal for a course in RJ was seen to be a useful addition to the undergraduate portfolio, in terms of offering students the chance to study dispute resolution (and the applicable law and processes within which it may operate) in an experiential way, this proposal can also be seen in a wider setting. In the jurisdiction concerned (Scotland) there have been developments at a governmental level to promote RJ¹¹ and a toolkit to support RJ in practice had already

⁸ See for example: R. Mnookin, *Alternative Dispute Resolution*, Harvard Law School, John M. Olin Center for Law, Economics and Business Discussion Paper Series, available at: www.researchgate.net/publication/30504345_Alternative_Dispute_Resolution, accessed 18 May 2023.

⁹ See for example: G. Johnstone, *Restorative Justice: ideas, values, debates*, Routledge, 2011, 1-8.

¹⁰ *Ibid*, 154-159 and 160-162.

¹¹ See: www.gov.scot/publications/restorative-justice-action-plan/, accessed 17 May 2023.

been developed.¹² Were this course proposal to be accepted then it could sit alongside and hopefully compliment these wider developments.

Allowing inexperienced students to facilitate actual RJ meetings was, we felt, inappropriate at least at this very early stage of development. That said we had in our minds two longer-term possibilities – a course in advanced RJ where students would, as a pre-requisite, have taken part in the simulated iteration and could then, under supervision, become more active as RJ facilitators, at least to a closely monitored extent and possibly a training facility for those currently outside the university who wished to undergo RJ induction and development. Both ideas could build capacity for RJ facilitators as well as raise awareness of the scope and value of RJ – in line with the government's own Action Plan.¹³

As anyone who has proposed new curricular content will know, there are procedures to be followed and proverbial hoops to jump through to get the necessary academic accreditation. These invariably (and reasonably in our view) include having a clear rationale for the development, set learning outcomes in terms of what the students are expected to achieve in the course, robust assessment regimes and criteria to measure student performance, a logical and sustainable delivery mode, appropriate risk

¹² R. Hamad, J. Shapland, S. Kirkwood, C. Bisset & E. Edginton, *Designing and Implementing Restorative Justice in Scotland*, University of Edinburgh, 2020 and available at: [www.sps.ed.ac.uk/sites/default/files/assets/pdf/Restorative Justice Toolkit 121020-min.pdf](http://www.sps.ed.ac.uk/sites/default/files/assets/pdf/Restorative%20Justice%20Toolkit%20121020-min.pdf), accessed 20 May 2023.

¹³ Scottish government Action Plan, op cit, fn 11.

assessment processes and adequate resourcing. Space does not permit us to set out the course outline here, but this is available on request.¹⁴

Following detailed discussion at Academic Board and with relatively minor tweaks, to fit in with institutional delivery and assessment rules and procedures, the RJ course proposal was approved and scheduled to begin in the second semester (January 2023). Finally, by way of introduction whilst there is much researched about and written on restorative justice in theory and practice and a large and increasing scholarship on clinical legal education, there is very little published on the learning and teaching of restorative justice at degree-level study. In an interesting article discussing teaching RJ in a graduate school setting the authors, a mix of students and academics, look at what they describe as the 4 pillars of RJ: prioritizing relationships, practicing self-reflection, cultivating dialogue that unearths social systems of oppression, and utilizing strategies for creative and experiential engagement.¹⁵ In this paper we strongly support that assertion but would add that when integrated in a law degree RJ provides a unique opportunity for students to study law and policy in a holistic way by locating RJ as a tool of dispute address, if not necessarily resolution. In addition, as evidenced in much of the rest of this paper, in a legal education context students can be encouraged to consider a wide-reaching legal framework within which the issues or problems sit and in conducting the necessary research students

¹⁴ See: fn 1.

¹⁵ L. Pointer, C. Dutreuil, B. Livelli, C. Londono, C. Pledl, P. Rodriguez, P. Showalter and R. "Page" Tompkins, *Teaching restorative justice* Contemporary Justice Review, 2023 and available at: www.tandfonline.com/doi/abs/10.1080/10282580.2023.2181286?journalCode=gcjr20.

must identify and apply rules and principles that come from and compliment their other subject studies.

Let us now look at the design, delivery and evaluation of the particular RJ course in question.

Planning

With accreditation granted the course was advertised. We had immediate take up with demand significantly exceeding supply. This we suggest, indicates the extent of student enthusiasm not only for the study topic but the mode of study itself – experiential. This suggestion was later amply evidenced by the content of students’ assessed reflective journals and end of course evaluation.

The university has its own procedures for allocating places where courses are over-subscribed and we ended up with 34 students enrolled. In order to facilitate student learning we wanted to use a small group structure where students would be allocated to their own team (we used the term ‘student law firm’) to replicate a working environment such as they might experience post-graduation and perhaps for actual RJ practitioners. This also is reflected in one of the specific course learning outcomes. We opted for 6 firms of between 5 and 6 students each. We had used this type of format before in other settings and this number of students seems to produce the maximum opportunity for engagement and accountability (peer and student/tutor). Such ideal

numbers are also broadly supported by published works.¹⁶ The inclusion of a specific team-working component supported our view that such a vehicle would allow for peer support and learning, enabling students to build on their and each other's knowledge and skills promoting and supporting what has been referred to as the 'scaffolding' or incremental building of learning.¹⁷

We designed the programme so that all students could work on realistic RJ scenarios from the initial legal, factual and conceptual research stages including self and group study and through various consultative sessions with relevant stakeholders to (possibly) collective RJ meetings or conferences. These would be played out with one firm acting as RJ facilitators and another firm acting as the relevant stakeholders – victim, offender and other, for example police, schools, social worker, family members and/or affected community groups. In this way students would get the experience of being RJ 'experts' and also see it from the side of other participants. By the end of these initial cases each student firm would have facilitated one case, acted as stakeholders in another and would have witnessed the conferences involving all of the firms.

For assessment purposes we had to ensure a degree of equivalence so that students were being asked to do something and were being assessed in a way that was consistent and fair to all. We therefore decided to get them to do a second case, this time using professional actors. Each firm would be given the same scenario (although

¹⁶ See for example: S. A. Wheelan, *Group Size, Group Development, and Group Productivity*. *Small Group Research*, 40(2), 247–262, 2009

¹⁷ For a discussion of teamwork see: D. Jackson, R. Sibson & L. Riebe, *Undergraduate perceptions of the development of team-working skills*, *Education and Training* 56 (1), 2014. On scaffolding see: K.S. Taber, *Scaffolding learning: Principles for effective teaching and the design of classroom resources*, Nova Science, 2018.

different from the ones they had encountered earlier) with them again having to conduct the initial research, plan and carry out the necessary consultations and facilitate the conference that we had designed as the concluding part of the final case study. Not only did this approach address the need for equivalence but it also gave the students the chance to apply theory to practice a second time using the learning cycle concept outlined above with a clear demonstration of reflection in practice.¹⁸

Given that the course was, at least in the first run, based on simulated RJ cases, the next challenge was designing those scenarios. We needed 7 – one for each of the 6 firms to process their first RJ case and a seventh to allow for the second, assessed, case study.

We will not recount the detail of all 7 cases here but they are again available on request. In the well-established clinical legal education tradition, as far as we are concerned, colleagues are free to adopt or adapt these case studies for their own learning and teaching purposes.¹⁹

The final thing to note in terms of planning was that we left the students playing the roles of the stakeholders in the first 6 case studies to make up their own scripts so that they had to think through what stakeholders in the various cases might be likely to think and say and to add a degree of unpredictability to the proceedings – as may well

¹⁸ Kolb's learning cycle although in part criticised for its suggestion that the process is necessarily circular, provides a clear visual image of what application and reflection can look like – D. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall, 1984. More detailed discussions on reflection, particularly on tools to aid reflection can be found in: J. Moon, *A Handbook of Reflective and Experiential Learning*, Routledge, 2004.

¹⁹ There are a number of resource banks with freely accessible materials developed by those interested in CLE, for example in the context of the UK at: www.cleo-uk.org, accessed 18 July 2023.

happen in real life – which, as is reported below, actually transpired. In case study 7 we provided scripts for the actors so we could control the process to result in consistency and intended outcomes.

Delivery

The course was front-loaded with an intensive one-day session lasting 6 hours. In this time the students were exposed, through a set of semi-interactive presentations, to an outlining of the nature of RJ in terms of theory and practice in the wider context of dispute resolution, including the basics in terms of philosophy of punishment. The students were then allocated to their firms which was done using a simple numbering system where the students in turn would be given a number, 1-6. All of the students with the same number were then asked to form teams. We ended up with 4 teams of 6 and 2 of five. This resulted in groups where not all of the students knew each other with a mix of year 3 and 4 students which is what we intended to aid the possibility of group mentoring. One of the learning outcomes was to develop their team working skills and one way of doing this is to have teams of those who do not necessarily know each other personally. Building such collaborative and employability-focused attributes we suggest is a positive outcome for students to attain and in any event provides rich opportunities for reflection even if the conclusion of that might to do things different and better next time!²⁰

²⁰ Indeed, when it came to assessing student performance on this module credit was, within the confines of set learning outcomes, given to those who could identify what went well and not so well and in the event of the latter what might be done were the experience to be re-enacted. Knowing ones' failings and why they were such

In their newly adopted firms, they were asked to discuss the rationale given for certain approaches to punishment and they were asked to identify how this might be seen differently using an approach that looked at longer-term consequences and what such an approach might look like in practice. In this way the students had to show the extent of their familiarity with traditional forms of adjudication in civil and criminal cases and their awareness, even appreciation, of various alternatives – revisiting in some instances what they had studied elsewhere.²¹

The presentation then moved on to look at statistics in civil and criminal cases in terms of how many cases were settled outside of court proceedings and the impact of punishment in criminal cases in so far as reconviction rates and societal cost were concerned.²² We then compared this with research findings in RJ cases leading to the conclusions for example that in most instances reconviction rates were no worse where RJ had been used compared with other forms of disposal²³ including imprisonment and in some cases (particularly violent crime)²⁴ reconviction rates were

is, in our view, a clear indication of understanding – see: K. B. Laksov and C. McGrath, *Failure as a catalyst for learning: towards deliberate reflection in academic development*. International Journal for Academic Development, 25 (1), 2020, 1.

²¹ For a discussion of this approach of examining previously studies subjects in a new context (albeit in a medical one here – so often a starting point for legal educators) see: R.M. Harden, *What is a Spiral Curriculum?*, Medical Teacher, 21(2), 2009.

²² For example the cost of unresolved legal problems in the UK alone has been estimated at over £3 billion a year – see: P. Pleasance, H. Genn, N. J. Balmer, A. Buck and A. O’Grady, *Causes of Action: First Findings of the LSRC Periodic Survey*, *Journal of Law and Society*, 30(1), 2003, 11.

²³ For a study of the relative effectiveness of RJ in terms of reconviction rates see: A. Wilcox and C. Hoyle, *The National Evaluation Of The Youth Justice Board’s Restorative Justice Projects*, Centre for Criminological Research University of Oxford, Youth Justice Board, 2004; and, J. Shapland, A. Atkinson, H. Atkinson, J. Dignan, L. Edwards, J. Hibbert, M. Howes, J. Johnstone, G. Robinson and A. Sorsby, *Does restorative justice affect reconviction?*, Ministry of Justice (UK), 2008.

²⁴ In relation to the use of restorative justice in cases of violent crime see: A. Vogt and Y. Dandurand *Restorative Justice in Matters Involving Serious Crimes* Restorative Justice Note # 4, International Centre for Criminal Law Reform and Criminal Justice Policy, 2018.

considerably less where RJ was used. We also looked at the cost of RJ and compared this with the financial implications of taking court proceedings. Unsurprisingly RJ was a much cheaper option in almost all cases.²⁵ In addition we referred to user satisfaction rates – for ‘victims’ and ‘offenders’²⁶ and saw that reported satisfaction levels for ‘victims’ who had taken part in RJ were consistently high.²⁷

In the induction the students, again in their firms, were then asked to select a contemporary problem that they thought could be suitable for an RJ approach. Once the problem or issue had been selected, they had to suggest possible stakeholders. They then were asked to research and identify the legal framework relating to the problem topic. For many this involved looking at areas of law that they have not studied before and act out a snapshot of what they imagined might happen in that process.

As is often the case when students are given a little rein in design and delivery they came up with a variety of plausible scenarios and showed, even at this formative stage of the course, both initiative and understanding of how RJ can be used as a constructive response to pressing problems. The scenarios included domestic abuse,

²⁵ For a discussion on the relative cost of RJ and other forms of intervention see: L. Sherman and H. Strang, *Restorative justice: the evidence*, The Smith Institute, 2007.

²⁶ Inverted commas used here as not all participants were technically (or at least not convicted) offenders and not all of those affected by the complained of behaviour saw themselves as victims.

²⁷ See: H. Strang, L. Sherman, E. Mayo-Wilson, D. Woods and B. Ariel, *Restorative justice conferencing (RJC) using face-to-face meetings of offenders and victims: Effects on offender recidivism and victim satisfaction. A systematic review*, Campbell Systematic Reviews, 9(1), 2013, 1.

anti-social behaviour, school disputes and parental problems – interesting not dissimilar to the case studies we had pre-designed.

The induction day concluded with a brief presentation by one of the authors of the Scottish RJ toolkit, a researcher at the university, who reinforced much of the coverage of the previous hours and gave the whole session much-needed local and jurisdictional context.²⁸

The day ended with much positive feedback and with many students staying behind to ask further questions and make relevant comments.

Interestingly, most courses of a similar credit-weighting at the university in question require around 20 hours of contact time between tutors and students and then considerable additional periods of student self-study.²⁹ Through using the intensive induction approach we had covered a good 6 hours of this by the end of the day. The rest would be delivered in further discussion workshops and in participating in subsequent case studies.³⁰

We then moved on to the case studies themselves and each firm, in their own time, worked on their allocated case from initial research through stakeholder meetings to possible outcomes, reporting back regularly to us for feedback and discussion. Some cases reached resolution and others did not which provided ample opportunity for everyone to see how RJ processes may or may not work. In these exercises we relied

²⁸ Op cit. fn 12

²⁹ Typically, at the university in question, up to 3 times the amount of lecture/seminar staff-student contact.

³⁰ If anyone would like copies of the PowerPoint presentation used in the induction day please contact us – see: fn 1.

heavily on one of us authors who has direct experience, over a considerable period, as an RJ practitioner. The rationale for this was simple – 2 of us authors were relatively well-read on RJ theory and practice and we both have considerable experience in using experiential learning approaches, particularly through live-client clinics. Using a ‘non-academic’ but subject practitioner we thought would pose a highly complementary contrast. His experience of higher education was just as a mature student taking a law degree somewhat later in life. We anticipated (as pleasingly evidenced in the evaluation) that this juxtaposition of ‘academic’ and ‘practitioner’ would not only provide perspectives in terms of planning and delivery but would also give the students food for thought and interest, especially as the practitioner amongst us has had vast experience in doing RJ in a variety of contexts and whose route to RJ began initially in a prison cell!

As the case studies progressed, we saw twists and turns (some designed and others arising due to the unscripted nature of the stakeholder roles in cases 1-6) and the practical experience of our RJ practitioner author proved invaluable particularly as a reality check.

With their first cases completed we issued student firms with instructions for the final case study (number 7) which each group would handle and be assessed on. The actors used here were unknown to the students – adding much needed reality to the

simulation.³¹ As previously mentioned, the conference had pre-planned outcomes and actors were briefed to this end.

By the day of the final conference itself all the student firms had reached a point where they had reported on the applicable law and procedure, had carried out risk and other suitability assessments and had met with the stakeholders either in person or online and in some cases a number of times (as each firm was free to conduct preparations as they thought fit and which would be discussed post-conference and recorded in the assessed reflective assessment). Each firm was to carry out the final conference. With all stakeholders in attendance, it was up to the firm as facilitators and the case victim as to who they wanted to participate and up to the stakeholders whether they did so or not.

In Case 7 the alleged offenders were not mentioned as stakeholders. On the given facts they were unidentified. This was a deliberate part of the case design so students could see that RJ can take place without offenders being involved and the outcomes from any RJ process could include a community-led response, to address situations, regardless of offender participation, apology or other outcome.

In order to manage time and to give all students the chance to participate we ran the conference over a 4-hour period. All student firms were expected to take part (as they had done in the first set of cases) but on the day one firm was randomly selected to start the conference with relevant stakeholder actors present and other students

³¹ For a discussion on the use of simulation in legal education and on the importance of ensuring simulation appears 'real' see: C. Strevens, R. Grimes and E. Phillips *Legal Education: Simulation in theory and practice*, Ashgate Publications, 2014,

observing. The firm were allowed 15 minutes to conduct the conference after which the non-participating firm members in the cohort were able to interrupt if they thought the proceedings could be conducted any more effectively. The rub however was that if the action was stopped the firm intervening had to take over the conference. Initially people seemed (perhaps understandably) reluctant to do so but this was soon not the case and student firms wanted to 'have their go'. There is an element of competition in the best of us! This method of conducting simulations has been referred to elsewhere as Forum Theatre.³²

From a design point of view, had no interruptions occurred, we would have invited firm by firm to conduct their own conference which is why we allowed such a generous allocation of time – half a day.

The final twist, given that no alleged offenders were initially involved, was to stop the proceedings at the point where an agreement on what action, if any, the stakeholders proposed to take in addressing the case problem (hate crime). The students (and existing actors) were then told that one of the offenders had been found carrying out similar behaviour (and potentially committing criminal offences) elsewhere and had admitted being involved in this case. We then had a further actor enter the room to play the part of that offender. A firm was then randomly selected to conduct a preparatory meeting with the offender that led (again pre-planned and in that actor's script) to a further conference in what might be more traditionally seen as a RJ hearing.

³² A. Boal, *Theater of the Oppressed*, New York: Theatre Communications Group, 1993

In this instance apologies were eventually volunteered by the offender, who was visibly shocked at the impact his actions had had on the individual victim in the case. A discussion followed with feedback being given by all concerned. Again, the students seemed to be highly engaged in the process.

The assessment

Let us now move on to the evaluative stage in terms of student performance in the context of the assessed tasks and the extent of learning outcome attainment. As this was an academic course the students needed to submit assignments and these were to be marked and graded with feedback being given according to university rules and conventions.

We also wished, as course designers and deliverers, to reflect ourselves on what went well and what might be improved and further developed in the future. In addition, as this paper hopefully demonstrates, we wanted to share this developmental opportunity with colleagues across Law and related academic disciplines and to locate our experience within established and growing scholarship on experiential learning.

So far as student performance was concerned this was assessed through two pieces of submitted work, neither of which related to the quality of the student's efforts in actually conducting their cases. We were not interested in their competency as RJ practitioners. That was not a learning outcome nor, we thought, a fair criterion to use given the students' relative inexperience in such matters. We wanted, as the learning outcomes confirm, to focus on the students' understanding of the applicable law and

of the restorative approach to problem solving and dispute resolution, along with team-working capability and reflective capacity. If the students struggled in their actual conduct of casework but could analyse why that was and what they might do to improve in the future, they were likely to get good marks.

The first piece of assessed work was an analysis of case study 7. How did the RJ process work out and what was to be drawn from that in terms of the suitability of RJ as a form of dispute resolution and harm amelioration? This required students to focus on the one case they had all worked on and required reflection on the process involved.

The second assessed submission was a generic reflective journal – looking at the course and RJ as a whole. This document was intended to show what each student had done as part of their firm's work, collectively and independently, how they had planned and prepared for this, their views on what had gone well, their observations as to what may have not and their own assessment of what might be done differently and better next time. They could cross-refer to any specific case study to provide examples of the points they wished to make. The students were somewhat uncomfortable with this form of assessment as it differed considerably from what they were used to elsewhere on their degree programme and as such many felt (as expressed in numerous questions and comments in drop-in sessions and online) out of their comfort zones. Although it was explained, at length and frequently, that this was not 'rocket science' but a simple process of thinking through and recording their impressions of what happened and why and what was to be learnt from that, the

students required considerable reassurance and were given a reflective guide and sample reflections within a spectrum of very good and not so good.³³ The interesting thing is that in the main the students did exceptionally well with a string of top-class marks being warranted in light of the high quality of their thoughtful submissions. It is perhaps unsurprising that students did feel unease as reflection is not commonplace in most educational settings from school to university. Their concerns also show the understandable, if regrettable, focus these days on academic results and the competitiveness that that brings.

Both pieces of assessed work were, following institutional assessment criteria, in the main, very well done in terms of attracting top end grades. Perhaps as importantly many students commented on their perceived value of the course in terms of developing their substantive knowledge across arrange of legal subjects (some newly encountered and others previously studied) and giving them a relatively unique (in the sense of their study experiences so far) opportunity to apply theory to practice. Many also added how much they has enjoyed the refreshingly collaborative nature of the course.

Whilst the assessment was primarily summative in purpose (such are university requirements) detailed feedback was given in each case. Formative feedback (that is not linked as such to the award of marks or grades but focused on enhancing

³³ See: J. Moon, op cit, fn 20. A set of tools for reflection are available at: www.cemp.ac.uk/people/jennymoon.php, accessed 20 May 2023.

learning)³⁴ had been extensively provided throughout the course in the form of comments at drop-in sessions, responses to email queries and in feedback given on various online submissions such as research reports or commentaries on the outcome of stakeholder meetings. We also used the university's e-learning platform to provide supporting announcements and study resources.

We then attempted to evaluate the course from a teaching and learning perspective. The university, as part of its standard mechanisms for quality assurance, asks students to complete a survey part way through any course and at the end. Whilst most feedback from the students was positive at the half-way point some expressed noticeable concern, first about the fact that the course was very different in terms of delivery from other courses they were used to (for example no fixed and repeated weekly delivery sessions) and secondly, about the (then) pending and very different assessment regime. The majority who responded however considered the course to be interesting and valuable, if challenging. The feedback from the same cohort at the end of the course was interestingly and almost exclusively positive (as echoed by many of their assignment comments) with the vast majority of students saying it made a refreshing change to the way in which other courses were taught. Some went as far as to say that the reflective component had given them a new and useful set of tools with which to analyse and appraise what they had been doing and what they might do

³⁴ For an interesting discussion on the role of formative assessment and the management of the resource demands implicit in it see: M. Higgins, F. Grant and P. Thompson, *Formative Assessment: Balancing Educational Effectiveness and Resource Efficiency*, *Journal for Education in the Built Environment*, 5(2), 2015, 4.

career-wise in the future and how they might use the skills acquired in the workplace. It was as if the innovatory nature of delivery unsettled the students but when they had completed the various tasks set, they saw the value. There are limited experiential study opportunities offered at the university at undergraduate level and relatively few students have a chance to take those options that are. We suspect that this situation is commonplace elsewhere.

Interestingly, perhaps in addition to the students acknowledging in their reflective submissions that they found the restorative justice course both stimulating and valuable, some went further. In a somewhat frank and perhaps surprising set of confessions a significant number of students said that they had selected this course because they expected it to be 'easier' than more traditional courses, which are largely assessed through a combination of essays and written examinations. In this feedback some expressed surprise at how rigorous and time-consuming the hands-on elective of RJ was.

We think, on completing these courses, the students appreciated that it was not necessarily that they were easier or harder, or more or less time-consuming – but that they were different. For the students, adjusting to the methods used in teaching and learning experientially that made them 'appear' harder or at least so different as to be particularly concerning. Most of us, after all, find change challenging from time to time.

From our perspective as tutors, we were pleased with the way the course had panned out and were impressed with the level of motivation and consequential engagement

of the students. Whilst we were satisfied overall with the course in that it appears to have achieved the outcomes we set, we want to, ourselves, reflect on the use of the journal as an assessment vehicle. It had taken considerable time to respond to student enquiries and to mark. We are now considering whether there could be more effective assessment means perhaps including an oral examination (*viva voce*).³⁵

We also sought feedback from other colleagues, formerly through the external examiner for the subject³⁶ and from guest speakers. Their feedback was also entirely positive.

So, what does this add to the existing scholarship in the field of experiential learning?

We suggest there are several aspects from the development we have described above that are instructive. Much has been written, especially in the past decade or so, on the value of experiential learning in general and of clinical legal education in particular.³⁷

The requirement in hands-on study to research, analyse, apply and reflect on problems and other issues, often with multifaceted legal subject aspects, is the hallmark of many a clinic.³⁸ This approach not only provides the opportunity for

³⁵ See: R. Grimes and J. Gibbons, *Assessing experiential learning – us, them and the others*, International Journal of Clinical Legal Education, 23 (1), 2016, 107.

³⁶ For those unfamiliar with the UK system universities, as part of their overall quality assurance processes, appoint academics in other institutions and in relevant subject fields, for example Law, to oversee standards. The external examiner looks at a range of issues including a sample of assessments, internal marking outcomes and assessment methods. They then comment if concerns exist, whether procedures have been fairly and consistently followed and if the overall standard is comparable with other higher education providers in that subject area. Many see external examiners as a critical friend.

³⁷ A glance at the number of peer-reviewed articles now appearing in such journals as The Clinical Law Review, the International Journal of Clinical Legal Education and through conference papers delivered at meetings of clinical teachers and students such as the UK's clinic network CLEO (www.cleo-uk.org), its Europe-wide companion body ENCLE (www.encle.org) and the Global Alliance for Justice Education (GAJE – www.gaje.org)

³⁸ See for example the descriptions given of the nature and extent of clinic work in: D. Nicolson, J. Newman and R. Grimes, *How to set up and run a legal clinic: principles and practice*, Edward Elgar Publishing, 2023, in particular Chapter 4.

students to apply theory to practice but can also allow for encounters with what has been termed elsewhere as the 'spiral curriculum'.³⁹ This concept sees students studying a topic at one stage of their legal education only to encounter it again, at a later point, in the same or subsequent semester of year. The idea here is to revisit rules and principles a number of times allowing for enhanced understanding or, at the very least, a reminder of what may have been learnt before. This can be contrasted with much of more traditional legal education where legal subjects tend to be taught, studied and evaluated in topic boxes that, once completed, are seldom encountered again until perhaps they are needed, perhaps in the context of a law office or other employment setting. In our RJ module students were required, by virtue of the devised scenarios, to research and define a range of possibly applicable legal subject matters in order to have a framework within which to effectively engage as RJ facilitators. They all did this with 2 scenarios and were able to observe 5 others. Whilst RJ practitioners in real life may not examine the applicable law in such detail (nor indeed be lawyers at all) we required our students to do that so that they could appreciate the possible legal and other implications arising in the case studies in line with set learning outcomes.

Then there is the assessment of learning. Experiential approaches, given their likely use of practical application and reflective structures, do lend themselves to innovation in terms of assessing individual and possibly group work.⁴⁰ Whilst more conventional

³⁹ Op cit, fn. 23.

⁴⁰ Op cit. fn 29. A useful guide can also be found at: www.mcgill.ca/tls/files/tls/guidelines_-_assessment_of_experiential_learning_1.pdf accessed 1 September 2023.

forms of assessment can be used such as essays and end of module examinations, assessment in such hands-on courses, as the RJ one being discussed here, fit well with reflective forms of assessment – notably portfolios and journals.⁴¹ The summative requirements of most courses, including this RJ one, can be carried out using reflective devices but the nature of that reflection builds on the formative work preceding and sitting alongside the grade or mark-awarding processes. In our module students received significant amounts of formative assessment in the form of oral and online feedback to their various discussions, performances and submissions. Yes, this has resource implications for teaching staff but can be done in a relatively time and cost-effective way through feedback being given in group settings and not just to individuals.⁴²

Motivation was mentioned above. We maintain (as have others⁴³) that a module designed and delivered to facilitate student engagement through individual and group interactivity is likely, simply through the requirement to engage, to promote interest and impact on motivation. Whilst it does not necessarily follow, more motivated students are likely to work harder and/or more effectively and in doing so

⁴¹ For an interesting article on linking portfolios to reflection see: L. Fernsten and J. Fernsten, *Portfolio assessment and reflection: enhancing learning through effective practice*, *Reflective Practice: International and Multidisciplinary Perspectives*, 6(2), 2005, 303.

⁴² For guidance on group assessment see: T. Mellor, *Group work assessment: some key considerations in developing good practice*, *Planet* 25(1), 2012, 16.

⁴³ See for example: A. C. Burns and J. W. Gentry, *Motivating Students to Engage in Experiential Learning: A Tension-To-Learn Theory*. *Simulation & Gaming*, 29(2), 1998, 133.

are likely to see their efforts reflected in grades and marks. Research elsewhere supports this somewhat obvious conclusion.⁴⁴

Whilst students may see the clinical approach as a very attractive and interesting form of study the resource implications of 'going clinical' can be significant, depending on the nature and extent of the clinical work concerned. It is not difficult however to integrate a more experiential approach to learning and teaching in established courses with limited resource implications, if at all. The use of the 'flipped classroom' for example can be a relatively straightforward way of getting students to assume a level of responsibility for their study by front-loading the course in question, or parts of it, with tasks the students are expected to do before perhaps more conventional forms of instruction, such as a lecture, are used.⁴⁵

Perhaps the most significant implication of the course we are discussing here however is in something far less tangible and potentially controversial. The established hierarchy of teacher and learner relies heavily on teacher-led instruction. Indeed, in some jurisdictions it is even considered disrespectful for students to question of otherwise discuss issues with those instructing them.⁴⁶ Altering the relationship of

⁴⁴ Relatively little exists by way of empirical evidence (anecdotal abounds) of the actual extent of learning impact of experiential education. By the same token little exists to show the effect of more traditional forms. See however: J.S. Coker, E. Heiser, L. Taylor, and C. Book, *Impacts of Experiential Learning Depth and Breadth on Student Outcomes*. *Journal of Experiential Education*, 40(1), 2017, 5; and L. Donnelly, *Measuring The Impact Of Clinic Participation on Law Graduates: a Small Case Study*, *International Journal of Clinical Legal Education*, 29 (2), 2022, 112.

⁴⁵ For more on the flipped classroom see: J. Nouri, *The flipped classroom: for active, effective and increased learning – especially for low achievers*, *International Journal of Educational Technology in Higher Education*, 13, 2016, 33.

⁴⁶ Personal experience of one of the authors doing curriculum development work in Myanmar recently revealed the strong cultural and structural constraints on staff and students when considering changes to the form of curriculum delivery.

teacher and learner to more of a collaborative one where the teacher performs more of a facilitative, if still instructive, role may be, for many, a hard step to take and asking students to play a more direct role in their own learning can be similarly challenging.⁴⁷

In our RJ module we witnessed considerable unease with both the form and content of the course, particularly in the first few weeks, where students were expected to take considerable initiative in doing the groundwork necessary for case preparation and with the uncertainty and sometimes conflicting results following their various stakeholder meetings. However, armed with this experience and supported by ample feedback from us and from their peers and (later) actors and as evidenced by students' feedback at the end of the module the rationale for and approach to this form of study was clearly appreciated.

The reflective assessment components also required the students to express their views on what was both expected and experienced in the module in terms of the value of RJ as a problem-addressing and possibly solving approach – one promoting constructive approaches to lawyering rather than fostering the image of lawyers as 'hired guns'. Despite the increasing emphasis on ADR in many legal systems, for example in the Civil Procedure Rules operating in England and Wales⁴⁸ much of the content of law courses still has a litigation and courtroom focus with lawyers being portrayed in this role, rather than as has been described elsewhere as 'neutral

⁴⁷ For a discussion of the potential facilitative role of the teacher see: V. Goodyear & D. Dudley, 'I'm a Facilitator of Learning!' *Understanding What Teachers and Students Do Within Student-Centered Physical Education Models*, *Quest*, 67(3), 2015, 274.

⁴⁸ See fn 7.

partisans' who are there to help the client get the best possible outcome – rather than to 'win' at all costs.⁴⁹

We also think it is worth saying that student demand for interactive and cross subject study is clear, as evidenced by the oversubscription to the RJ module at this one university and from widespread anecdotal reports elsewhere at conferences and other meetings. It is perhaps unsurprising that students do expect more from their education, especially if you take the cost that students (or others) pay for their studies. All that said evidence abounds of the value of experiential learning more generally, so it is little wonder demand is high. Various studies also suggest that the offering of experiential courses can impact on both recruitment and retention rates – a concern for many higher education providers.⁵⁰ We should also not forget, in England and Wales at least, as in many other parts of the world, students pay heavily for the privilege of their education and as consumers surely have a right to receive what they value providing is has relevant educational content and value?

Finally, what else of note do we consider came out of this RJ module? The clinical movement in the UK and globally has, as noted earlier in this article, a well-established tradition of developing and sharing resources.⁵¹ We have therefore gone to some trouble to refer, in the body of this paper to the RJ course materials, the nuts and bolts of the module and the detail of the case studies. Limited only by whatever

⁴⁹ For further discussion on concept and ethical dimension of this see: D. Nicolson and J. Webb, *Justifying neutral partisanship, Professional Legal Ethics: critical interrogations*, Oxford University Press, 2000.

⁵⁰ See for example: G. Prussia and W.L. Weis, *Experiential Learning Effects on Retention: Results from a Required MBA Course*, *Journal of College Retention Research Theory and Practice*, 5(4), 2003, 397.

⁵¹ See fn 19, 30 and 37.

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Conclusion

Without wishing to be in any way self-congratulatory we were delighted at the overall outcome of the RJ course. It has tested the students' legal knowledge through their applied research. It provided an opportunity for the students to engage in an active way in conflict resolution (even if, in any particular case, matters were not necessarily conclusively resolved). It required the students to think about how RJ sits alongside and/or as an alternative to formal legal processes. Students had to function in a team setting (even if some struggled, but hopefully reflected on why). It also provided a rich source of material, particularly by reference to published research findings, on the potential impact a restorative approach to justice can have and on the value of learning by doing and reflecting on that doing.

We look forward to running the course again, maybe with a tweak or two on the way.

STREETLAW AT SUSSEX ONE YEAR ON: WHERE DID WE COME FROM, HOW FAR DID WE GET AND WHERE ARE WE GOING?

Jeanette Ashton, University of Sussex ¹

Abstract

Against the backdrop of the broader clinical legal education movement and the employability agenda in the context of a UK law degree, this article reflects on the experience of introducing a Street law (“StreetLaw”) programme into the curriculum at the University of Sussex. Drawing on the findings of a small-scale research study, this article explores the value of StreetLaw in community and educational settings from the perspectives of the undergraduate students participating, and the organisational partners. Themes include building community relationships; ‘giving back’; access to justice; professional skills development, and embedding learning in a real-world context. Alongside this, in step with the widespread recognition of the importance of reflective practice for students in clinical legal education, the author reflects on the challenges and opportunities of developing and leading the project.

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Introduction

Clinical Legal Education (“CLE”) has become a widely established component of Law Schools in the United Kingdom². This aligns with the social justice ethos of many Law Schools, particularly given the rise in number of self-represented litigants or litigants in person (“LiPs”) over the last decade in the post *Legal Aid, Sentencing & Punishment of Offenders Act 2012* (“LASPO”) landscape. Recent work by the Law Society of England and Wales has highlighted the increase in “legal aid deserts” in the areas of housing, community care, education, immigration and welfare benefits.³ Playing a part in plugging the access to justice gap, the Law School typically provides legal advice for citizens in the local community who cannot afford to pay for legal services on a range of areas including family law, housing, employment, areas from which legal aid has for the most part been withdrawn.⁴ Alongside this is the perhaps less altruistic but arguably equally important aim of providing real world learning opportunities for law students, widely used as a recruitment tool at open days and in marketing.⁵ Law Schools often follow the model of one-off term-time appointments, where a pair of students, supervised by a practitioner, interview a client and provide initial advice with a follow up letter providing more detail and where applicable,

² See e.g. Bloch, F.S. (ed.), *The Global Clinical Movement: Educating Lawyers for Social Justice* (New York: Oxford University Press, 2001), Carney, D., Dignan, F., Grimes, R., Kelly, G., & Parker, R. (2014), *LawWorks Law Schools Pro Bono and Clinic Report*, (2014, LexisNexis UK).

³ [Legal aid deserts | The Law Society](#) (accessed on 10.06.24).

⁴ These Law School clinics, including Sussex Law School, often sit within the [LawWorks | The Solicitors Pro Bono Group](#) network (accessed on 10.06.24).

⁵ See for example [Sussex Clinical Legal Education: Law Department: University of Sussex](#) (accessed on 10.06.24).

signposting to resources and other services. Sussex Law School (“Sussex”) also has an Environmental Justice and Performing Arts clinic, which are research focused, with students working on briefs from local and national organisations.

StreetLaw sits within CLE in its widest sense, but is perhaps better understood as contributing to Public Legal Education (“PLE”), which Grimes usefully summarises as providing the individual and/or community organisation with:

“an awareness of the law and the legal process, an ability to use that awareness in addressing problems or issues and to realise when help may be needed or where to go for assistance.”⁶

StreetLaw at Sussex was introduced in the 2023 academic year following a pilot the previous year, kickstarted by a Connector project, a funded programme providing students with the opportunity to work on a range of activities across the university with faculty and academic development staff.⁷ Perdue and Wallace et al note the reluctance of many law schools to recognise StreetLaw programmes as worthy of being credit-bearing, and make a convincing case for why StreetLaw should sit within the curriculum, rather than being co-curricular.⁸ Many of the themes they identify resonate with the Sussex experience and will be explored below. At Sussex, the Head

⁶ Grimes, R. *Public Legal Education: The Role of Law Schools in Building a More Legally Literate Society*, (Taylor & Francis Group, 2021) p3.

⁷ [About the Connector Programme: University of Sussex](#) (accessed 10.06.24).

⁸ Perdue, B. & Wallace, A., Preparing Lawyers for Practice: Developing Cultural Competency, Communication Skills, and Content Knowledge through Street Law programmes, *Journal of Legal Education*, Vol 70, 1, Fall 2020.

of the Law School, who had led the initial Connector project, was an advocate for StreetLaw being assimilated into the final year CLE module (“the module”) i.e. credit-bearing. Any reservations were on my part, with concerns primarily as to whether StreetLaw would fit with the pedagogical approach of the module as a whole.

This article provides a brief overview of the historical background to StreetLaw and proceeds to explore the pedagogical context; the experience of establishing StreetLaw at Sussex; the findings of the research study to gain the perspectives of participating students and community partners, and some personal reflections, concluding with thoughts on moving forward alongside thinking points for those thinking of developing StreetLaw at their institution.

Background and History: the Origins of StreetLaw

The concept of StreetLaw was developed in the 1970s at Georgetown University, Washington DC (“Georgetown”), in response to an awareness of the need to help the wider public to become more familiar with the law as a whole and their rights in particular. As Ridout and Thomas note, this was set against the backdrop of the civil rights movement, where racial discrimination, such as that enshrined in the so-called “Jim Crow” laws came sharply into focus.⁹ A group of law students at Georgetown designed a programme of activities and lessons on the law for local high school

⁹ Ridout, F. & Thomas, L. *Street Law Theory and Practice*, (Hart Publishing, 2023) p19.

students, and this is thought to be the origin of StreetLaw as offered by law schools today.¹⁰ Following the success and growing popularity of this initial programme and wider recognition of the broader contribution to PLE, Grimes notes the follow on development of the NGO Street Law, Inc., which, as he notes, is a useful source of information and resources for anyone wanting to find out more about the history and current projects, many global as well as in the USA.¹¹

Impressively, as Ridout and Thomas note, Street Law Inc., incorporated in 1996, has worked in 45 countries, 50 USA states and inspired at least 200 Street Law programmes across the world. This includes the programme established in South Africa during the apartheid period, where the importance of understanding and having the tools to challenge discriminatory laws was sharply in focus.¹² As others have written extensively on the history and development of StreetLaw, it is not necessary to extend that discussion here.¹³ However, the potential impact of the knowledge of the importance of the StreetLaw movement on anyone setting up a programme at their law school is discussed in the reflective section towards the end of this article.

¹⁰ [Georgetown Street Law Program | Georgetown Law](#) (accessed 12/06/24).

¹¹ Supra, note 6, Grimes, R., p36, and [Street Law - Education. Empowerment. Justice.](#) (accessed 12/06/24).

¹² Supra, note 9, Ridout, F., & Thomas, L., p20.

¹³ For an in-depth discussion see Grimes, R., McQuoid-Mason, D., O'Brien, E., & Zimmer, J., 'Street Law and Social Justice Education' in Bloch, F. (ed) *The Global Clinical Movement* (New York, Oxford University Press), 2011, 225.

Context and Challenges of Developing StreetLaw at Sussex Law School

At Sussex, the origins of the programme came from the local community. The Law School was asked whether we had an education rights related clinic and would be able to work in the Whitehawk area of Brighton and Hove, which is Brighton and Hove's most deprived area.¹⁴ Unsurprisingly, the educational achievement disparity between children growing up in Whitehawk and those in the rest of the city is stark. Whitehawk children are also twice as likely to be excluded from school and three times more likely to be placed in non-mainstream educational settings such as pupil referral units.¹⁵ At the time we did not have capacity or the necessary expertise to establish an education clinic, though this is something we are piloting going forward. However, we realised that StreetLaw could potentially have a role working with the children in the community through the Crew Club, an independent youth and community charity supporting young people and their families in Whitehawk.¹⁶ What we did and how this developed will be discussed below, but it is very much in keeping with the ethos of StreetLaw that this was led by the community interest and need.¹⁷

¹⁴ [Index of Multiple Deprivation \(IMD\) | CDRC Data](#) (accessed 13/06/24).

¹⁵ [About the campaign – Class Divide](#) (accessed 13/06/24).

¹⁶ [The Crew Club](#) (accessed 02/07/24). For a fascinating insight into the history of the Whitehawk area and the education inequalities experienced told through the lens of one family, see [Podcast – Class Divide](#) (accessed 02/07/24).

¹⁷ *Supra*, note 9, Ridout, F., & Thomas, L., p24.

We worked with four organisations in the first year and all of the relationships developed somewhat organically, building on existing relationships with the wider university. Drawing on insights from the Director of CLE at Lancaster University Law School, who established the StreetLaw programme there, our work fell broadly into two categories: community settings for Semester 1 and education settings for Semester 2.¹⁸ I had thought that having education settings first would be preferable for Sussex, to give the students a chance to develop their design and delivery skills in environments they were more familiar with. However, logistics meant this was not possible, and this proved to be fortuitous as will be explored in the research findings below, with the students finding one of the education settings in particular more challenging.

A challenge ahead of the year, and one which will hopefully lessen as StreetLaw within our CLE module becomes more established, was student recruitment. Students at Sussex can select CLE as one of their final year options and within that they select a first, second and third choice from the range of clinics. Going forward, more work needs to be done at the selection stage to articulate the skills development benefits of working with the StreetLaw clinic. Pinder, drawing on feedback from former students, reflects on their recognition of how participation in the programme has assisted them in their legal roles.¹⁹ In their article on the CLOCK Legal Companion (CLC) scheme, another experiential learning opportunity, where students provide assistance to

¹⁸ [Kathryn Saban - Lancaster University](#) (accessed 14/06/24).

¹⁹ Pinder, KA., (1998), Street Law: Twenty-Five Years and Counting, *Journal of Law and Education*, 226.

Litigants in Person in court settings, Ashton and Waters find that, despite the absence of the traditional clinic model of students interviewing clients with a supervising practitioner, the skills developed map onto those highlighted in the Legal Education and Training Review (LETR) published in 2013, which made recommendations for law schools to embed practice-skills within the legal education curriculum.²⁰ Similarly, the 2023 QAA Subject Benchmark Statement for Law, which sets out what can be expected of a law graduate, includes a number of transferable employability skills, all of which are essential for effective StreetLaw delivery and could be highlighted in the recruitment stage.²¹

As explored below, students recognised the benefits in terms of skills development as they reflected on their StreetLaw experience, but this clinic was a harder ‘sell’ when students were selecting their clinic choice. Firstly, this was the first year as part of the CLE module and secondly it was something of an unknown, particularly when compared with our long-established traditional clinics such as Family and Employment. Only one out of the five students in the first cohort selected StreetLaw as their first choice, however, at the end of the year, all were happy with the outcome, particularly as the year ended with a ‘Highly Commended’ recognition for ‘Best Contribution by a Team of Students’ at the prestigious national LawWorks and

²⁰ Webb, J., Ching, J., Maharg, P. and Sherr, A., *Legal Education and Training Review (LETR), Setting Standards: The Future of Legal Services Education and Training Regulation in England and Wales* (London: Legal Education and Training Review, 2013). Available at <http://www.lettr.org.uk/the-report/index.html> (accessed on 14.06.24.)

²¹ [Subject Benchmark Statement: Law \(qaa.ac.uk\)](#) (accessed 14.06.24).

Attorney General Student pro bono awards and a trip to the House of Lords!²² Fortunately, given the Head of Law's support for StreetLaw and the shared delivery of the wider CLE module, this was able run with a small number, and numbers for the subsequent year are higher. However, financial constraints could mean that running StreetLaw with only a small number of students at least initially, despite the advantages of this from a practical perspective, would not be feasible at some institutions. Perhaps this will change as it 'beds in' at Sussex, but StreetLaw has required greater financial and time investment than other modules, for example funding students and faculty to attend the UK and Ireland Street Law conference ahead of the academic year. This gives students the opportunity to start forming connections with each other as a team, to participate in StreetLaw style activities, which informs their own design and delivery, and, hearing from a range of inspiring speakers, helps them to feel part of a wider PLE community.²³

²² [LawWorks and Attorney General Student Pro Bono Awards | LawWorks](#) (accessed 14.06.24).

²³ Sussex students from the pilot had the opportunity to review the conference: Nwosu, R. et al UK and Ireland Street Law conference 2022, (2022) *International Journal of Clinical Legal Education*, Vol 6, No.1.

Pedagogical Context

Experiential Learning and Reflective Practice

StreetLaw, along with more traditional clinic work, is set within the pedagogical context of experiential learning and reflective practice. Moon states “a person learns when she retains an idea in such a manner that she can use it to guide new learning”.²⁴ Dewey’s key role in developing the educational movement towards experiential learning through reflective practice has been well documented and this forms the basis for much of the thinking around CLE.²⁵ Drawing on Dewey’s work in developing his own model, Kolb states “When learning is conceived as a holistic adaptive process, it provides conceptual bridges across life situations such as school and work, portraying learning as a continuous, lifelong process.”²⁶ The assessment for the module at Sussex is a reflective portfolio, with students required to reflect on their experience and learning of their particular clinic, situated in the context of access to justice and grounded in the literature of reflective practice. The student focus groups took place prior to students preparing for the assessment, although they were encouraged to make notes on their experiences shortly after the various delivery sessions, which they would then be able to draw on when writing their portfolio. Their thoughts on the benefits of ‘learning by doing’ came through strongly in the focus

²⁴ Moon, JA., *A Handbook of Reflective and Experiential Learning, Theory and Practice* (Routledge,2013) p71.

²⁵ Dewey, J. *Experience and Education*, Kappa Delta Pi, 1938.

²⁶ Kolb, D. *Experiential Learning: Experience as the Source of Learning and Development* (New Jersey, PTR Prentice-Hall, 1984), p.33.

groups with one student reflecting on a session introducing law through topical news stories “I felt it kind of jogged my memory of some stuff that I did in first year. We were discussing contract law and it was helpful for me as well as teaching them.”

Maranville makes a strong case for integrating experiential learning into the law curriculum, arguing that it sustains law students’ original motivation for studying law, enriching learning by placing it in context. Her thoughts on a decline in student engagement seem even more pertinent in the current UK Higher Education space post Covid-19 that “Many law students are so bored by the second year that their attendance, preparation and participation decline precipitously; by graduation they have lost much of the passion for justice and the enthusiasm for helping other people that were their strongest initial motivations for wanting to become lawyers.”²⁷ The Sussex StreetLaw team all felt that their experience had been something different from the normal teaching and learning experience, that in delivering sessions to young people in the community without a background in legal education, they were able to move beyond “regurgitating typical black letter law” and “fancy legal jargon” and situate the law within the young people’s lives. They had in effect moved from “spectator to participant in legal education.”²⁸

²⁷Maranville, D. “Infusing Passion and Context into the Traditional Curriculum through Experiential Learning” (2001) 51(1) *Journal of Legal Education* 51.

²⁸ Maharg, P., *Transforming Legal Education: Learning and Teaching Law in the early Twenty-first Century* (Aldershot, Ashgate, 2007) p.156

Skills Development and Employability

Whilst the debates prior to the introduction of the Solicitors Qualifying Exam (“SQE”) as to what might be lost from an overly practice driven law degree may have somewhat subsided following its introduction, the employability agenda across HE continues.²⁹ Indeed, with the introduction of the Skills and Post-16 Education Act, 2022, it may be that potential degree students become more focused on the employability related opportunities as they consider university choices. There is a wealth of literature on the importance of including employability skills in HE³⁰, alongside academic criticism that the balance has tipped too far in this direction.³¹ In the legal education space, Nicholson argues that employability enhancement is an expected feature of a law degree and that, as in any other consumer market, failure to deliver on this aspect is likely to put the institution at a competitive disadvantage “prospective students may well vote with their feet if providers choose not to focus on this aspect at all, or do not do so effectively.”³² At Sussex, embedding employability into the curriculum is a strategic priority, set within the ‘Sussex 2025 World Readiness

²⁹ For a critique of the employability and professional practice agenda see Guth, J. and Ashford, C. “The Legal Education and Training review: regulating socio-legal and liberal legal education?” (2014) 48(1) *Law Teacher* 5

³⁰ Tibby, M and Norton, S (2020) *Essential frameworks for enhancing student success: embedding employability A guide to the Advance HE Framework (Advance HE)* [Embedding employability in higher education | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/advance-he-framework-embedding-employability) (accessed 02/07/24)

³¹ Rooney, S. and Rawlinson, M. (2016) ‘Narrowing Participation? Contesting the Dominant Discourse of Employability in Contemporary Higher Education’ 36 *Journal of the National Institute for Career Education and Counselling* 20 <https://doi.org/10.20856>

³² Nicholson, A. “The value of a law degree – part 4: a perspective from employers” (2022) 56(2) *Law Teacher* 2 p173.

and Employability Strategy'.³³ Whilst the embedding versus co-curricular question is not the focus of this piece, research indicates that lower-income and working-class students are less likely to engage in extra-curricular activities and this may be due to paid work and responsibilities outside university including caring responsibilities.³⁴ This was evidenced in the student focus group, with the two domestic students, the others being from our Canadian cohort, stating that they had been unable to take up co-curricular opportunities due to their work and childcare responsibilities. Having StreetLaw embedded within the curriculum made it more “accessible” and “integrated....with hours already set out for you.”

Whilst employability as an offer to students has no single definition, a common thread in the literature is enabling students to gain skills and attributes which will put them in a good position to gain employment in their chosen field.³⁵ When asked about any

³³ Huns, E (2022) 'Employability Blog Series: Driving change through strategy – a case study from the University of Sussex' (*Higher Education Policy Institute*, 6 May 2022) <www.hepi.ac.uk/2022/05/06/employability-blog-series-driving-change-through-strategy-a-case-study-from-the-university-of-sussex/#:~:text=The%20Sussex%20World%20Readiness%20and%20Employability%20Strategy%20has,Strategic%20objective%201%3A%20Embedding%20employability%20into%20the%20curriculum> (accessed 08/07/24)

³⁴ Bathmaker, AM, Ingram, N and Waller, R (2013) 'Higher education, social class and the mobilisation of capitals: recognising and playing the game' *British Journal of Sociology of Education* Vol. 34, No. 5/6, 723-743 <https://doi.org/10.1080/01425692.2013.816041>, Purcell, K, Elias, P, Atfield, G, Beale, H, Ellison, R and Luchinskaya, D (2013) *Transitions into Employment, Further Study and Other Outcomes: The Futuretrack Stage 4 Report* (Warwick: Institute for Employment Research) [Futuretrack Stage 4 : Transitions into employment , further study and other outcomes ,](https://www.futuretrack.ac.uk/~/media/FutureTrack/Reports/Transitions%20into%20employment%2C%20further%20study%20and%20other%20outcomes%20stage%204%20report.pdf) Hordósy, R and Clark, T (2018) 'Beyond the compulsory: A critical exploration of the experiences of extracurricular activity and employability in a northern red brick university', *Research in Post-compulsory Education*, 23 (3): 414-435 <https://doi.org/10.1080/13596748.2018.1490094>

³⁵ Rigg, D., "Embedding employability in assessment: searching for the balance between academic learning and skills development in law: a case study" (2013) 47(3) *Law Teacher* 404, p406.

perceived benefits of participating, the StreetLaw students without prompting, were able to articulate the transferable skills they felt they had developed throughout the year, including “collaborative working”; “thinking on your feet”; “responsibility” and, perhaps surprisingly, “creativity”, “We get to make something ourselves, not just have something presented to us by professors”.

Delivery at Sussex: who we worked with and what we did

Community groups

The first of these was young people supported by the charity Friends, Families and Travellers (“FFT”).³⁶ The traveller community is one of the most marginalised groups in the UK³⁷ and the relationship developed through Sussex University’s work in relation to a national pledge to support the inclusion of GTRSB (Gypsies, Travellers, Roma, Showmen and Boaters) students in higher education.³⁸ At a roundtable discussion with FFT, we wanted to try something different, to work with the young people in their own space and to find out what they are interested in. The StreetLaw team undertook training including the culture and way of life of the community and

³⁶ Friends, Families and Travellers gypsy-traveller.org (accessed 02/07/24). For a fascinating insight into a project outside the UK, see Urban, M. and Draslarova, H. “Street Law for Czech and Slovak Young Roma Musicians” (2016) *International Journal of Clinical Legal Education*, Vol 23 (3).

³⁷ See e.g. [EHRC Developing a national barometer of prejudice and discrimination in Britain \(equalityhumanrights.com\)](http://equalityhumanrights.com) which found that this community faced a greater level of discrimination than other protected characteristics groups (accessed 08/07/24).

³⁸ [GTRSB \(Gypsies, Travellers, Roma, Showmen & Boaters\) Pledge: Race equality: Equality, Diversity and Inclusion: University of Sussex](http://GTRSB (Gypsies, Travellers, Roma, Showmen & Boaters) Pledge: Race equality: Equality, Diversity and Inclusion: University of Sussex) (accessed 02/07/24).

the inequalities faced. We were aware that this is a community on the edges of Brighton and Hove, with visitors often perceived with trepidation. Again, our priority was to work with the young people, to hear what they wanted to discuss and/or learn about and tailor our sessions on that basis.

We were mindful that the young people in the community often leave traditional education earlier than those outside, that they were choosing to be there and that it was a privilege to be invited into their space. We prepared interactive activities such as 'build the law' with Lego and draw the law. Unsurprisingly, the builds and images were negative, for example prison cells and hostile interactions with the police, especially as a round of site evictions had taken place shortly before we arrived. We opened up discussions and then asked about interests, gradually introducing areas of law they had not considered and might help with their future aspirations.

We developed a series of sessions, including expected topics such as rights with the police and discrimination law, but also how to start a business, including health and safety considerations and marketing. The Jaffa Cake activity was very popular, and the group were astonished to find that their biscuit versus cake arguments were similar to those put forward in the court! Our work culminated in a mock trial, again tailored to the young people. We were also privileged to be invited to join the young people at a bespoke GTRSB outreach session at Lewes Crown Court. One of the highlights of the visit was hearing from June Warwick, first known qualified criminal

barrister from a traveller background, who shared her experiences of growing up in the traveller community and what inspired her to pursue a legal career.³⁹

The second community group was young people at the Crew Club (“CC”), an independent charity supporting young people and their families, with a range of activities including sports; parents’ groups; crafting; music activities, and youth clubs. Our first visit was to the evening youth group. The club lead spoke to the team about the community, club history, and ethos. We spent time getting to know the young people, finding out what areas of law might be of interest. Supported by training from a School of Education colleague ⁴⁰, the students designed and delivered interactive sessions on rights at work, shopping, and law relating to social media. Particularly given that most of the young people had been at school all day, the sessions had to be fun and engaging. For our final session the CC requested a mock trial and we developed this with the young people, who enjoyed playing the parts and dressing up in gowns and wigs, with a member of the CC team on trial, which they very much enjoyed!

³⁹ [Rose Court Chambers](#) (accessed 03/07/24).

⁴⁰ [Emily Danvers Profile | University of Sussex](#) (accessed 08/07/24).

Education settings

The first of these was Sutton District Training (“SDT”) ⁴¹. SDT provides vocational training for young people and adults for whom a traditional academic pathway is not suitable. Operational for over 25 years, SDT supports young people in South London and surrounding areas. We worked with the Brighton hub, delivering sessions on the STEPS programme, a small, supportive programme for students with additional needs, with a focus on developing skills for adulthood. Alongside helping students develop essential employability skills and build confidence, the programme provides insights and taster sessions for a variety of vocational roles such as hairdressing and travel, and facilitates work experience with local employers. ⁴²

Following conversations with the programme leaders, we designed an “Introduction to Law” session. Unlike the community settings, we had access to the standard classroom audio-visual equipment, and opened the sessions with a series of visuals from current news stories, asking students to identify any areas of law which might be applicable. The StreetLaw team spent time identifying stories which they felt would be recognisable and interesting for the students, with the aim of building confidence for the rest of the session. News stories included the then topical stories of Lewis Hamilton’s move to Ferrari ⁴³, the ‘deep fakes’ circulating of Taylor Swift ⁴⁴, the case

⁴¹ [Varndean College](#) and [Sutton And District Training | Specialised Vocational Training | \(suttondistrict.co.uk\)](#) (accessed 02/07/24).

⁴² [STEPS | Sutton and District \(suttondistrict.co.uk\)](#) (accessed 03/07/24).

⁴³ [Lewis Hamilton will make shock move from Mercedes to Ferrari - BBC Sport](#) (accessed 03/07/2024).

⁴⁴ [Taylor Swift deepfakes spark calls in Congress for new legislation - BBC News](#) (accessed 03/07/24).

of Abdul Ezedi, perpetrator of an acid attack on his former partner who had been granted asylum in the UK ⁴⁵, and, whilst not then in the news, the fun row between Colin and Cuthbert, Marks and Spencer and Aldi's respective caterpillar cakes.⁴⁶ The SDT students were able to identify applicable areas of law including contract; intellectual property; criminal; social media, and immigration. This then led to discussions on various legal issues, with all students contributing.

Whilst, for logistical reasons, we had not been able to carry out an initial scoping session with the students, we had designed a series of interactive activities on areas of law which we thought would be of interest to the students at SDT following input from the programme leaders. These were rights at work, rights in shops and online, and online safety, consisting of an introductory activity where students were invited to share an experience related to the area, followed by short quizzes and input on the law. Aligned with the StreetLaw ethos of empowerment and working with communities, the topics were offered as a menu for students to choose from, giving them choice over their learning. We finished the sessions with an insight into the variety of legal roles available, with the aim of breaking down some of the barriers in thinking of working in the law as something inaccessible for students 'like them'.

⁴⁵ [Clapham chemical attack: Immigration row over refugee granted asylum despite sex crimes | The Independent](#) (accessed 03/07/2024).

⁴⁶ [The case of the caterpillar cakes: why legal protection for a shape is so hard to come by \(theconversation.com\)](#) (accessed 03/07/24).

The second education setting was Varndean College, an FE provider, with students primarily from 16 to 18 years old. Whereas we had worked with all the other organisations in the pilot prior to StreetLaw's introduction into the CLE module, this was the first time working with Varndean. As with SDT we were unable to have a scoping session and instead liaised with the college about what was required. This was our most traditional delivery and one which, as discussed below, the StreetLaw team found in some ways the most challenging, despite it being the delivery most closely aligned to their own educational experience. Working with two A-level law groups we had been asked to deliver input on the right to protest, covered in the syllabus for their Human Rights module and to provide some insight into the undergraduate university experience in law and more generally.

The StreetLaw team designed an interactive opening activity, using visuals to highlight high profile protests including "Just Stop Oil"⁴⁷ and the Sarah Everard vigil⁴⁸, moving on to explore in small groups experiences the students' experiences of protests, either protesting themselves or being inconvenienced by a protest, what they felt they would protest about, and where they felt the parameters of lawful and unlawful protest should be. The StreetLaw team then delivered input on the applicable European Convention on Human Rights provision, domestic legislation and common law, focusing on the key cases as set out on the A-Level syllabus. This was followed by a scenario modelled on one of their upcoming exam questions, where

⁴⁷ [Take action! – Just Stop Oil](#) (accessed 03/07/24).

⁴⁸ [Sarah Everard: Met Police breached rights of vigil organisers - BBC News](#) (accessed 03/07/24).

they worked in groups with the StreetLaw team to identify the applicable legal issues and apply the relevant law. The session culminated in a Q and A session about their experiences as law students at Sussex, student life more generally, and what they wished they had known on Day 1 of their degrees. This was a particularly enjoyable conclusion to the delivery, with the Varndean students sharing their aspirations for study and beyond.

Research Findings

Methodology

Following ethics approval, in order to gather the data for this empirical research study, a purposive sampling approach was utilised, consisting of separate focus groups with the StreetLaw module students and both community partners, i.e. CC and FFT.⁴⁹ The student focus groups took place at the end of each semester, when the delivery experience was relatively fresh. Acknowledging the potential for power imbalance given that I would be facilitating the focus groups, I stressed that participation was entirely optional and their grades and future work on the module would not be impacted in any way. All five of the StreetLaw students decided to participate in both focus groups. This was for a combination of reasons, the relationship we and they had

⁴⁹Denscombe, M. *The Good Research Guide for small-scale social research projects* (Oxford, Oxford University Press, 2007), *The Oxford Handbook of Empirical Legal Research*, eds Cane and Kritzer (Oxford University Press 2010). Feedback was provided by the education setting leads, with permission to share, but this was not within a focus group, primarily due to the pressures of imminent exams.

built as a team; wanting to assist me with my study; because they wanted to contribute to the development of StreetLaw for future cohorts; because they had enjoyed StreetLaw and wanted to share their experiences with me and each other in this dedicated space, and because they felt this would help with their reflective assessment.

The focus groups were semi-structured, with questions for the students on their drivers for selecting the StreetLaw CLE option, particularly in its inaugural year; whether they had any prior experience of working in the community which informed that decision; their expectations for the module; their experience of the work including the challenges; any differences between the community and education settings delivery, and any impact on their skills development, for example professional skills such as team-work, presentation, organisation and skills linking with their academic work, for example legal research.

The community partners' focus groups took place separately, with two FFT leads and two CC leads participating separately. Again, these were semi-structured, with discussion including why they had decided to partner with StreetLaw; whether this was a new connection with the university/Law School or whether they had worked with us before, such as through a widening participation programme; their expectations of working with StreetLaw; their experiences including any challenges and aspects which could be improved upon for in future iterations; their thoughts on

the participants' experiences, and whether this had helped build links with the university.

Given that that the number of participants in the study was small, nine in total, its limitations should be acknowledged and whether the experiences of the participants are representative more widely would need to be the subject of further research. It would be interesting, for example, to explore projects involving larger cohorts and if there is any difference in experience where the Law School has initiated the partnership or the approach has come from the community. Nevertheless, the themes which emerged will hopefully be of interest to those running similar projects or thinking about setting up a StreetLaw programme.

Building community relationships

The opportunity to work within the local community was a key theme for both the UK and Canadian students, with the latter feeling that through StreetLaw they had learnt much more about the UK. One of the UK students, a first-generation student, felt a particular connection with the young people we worked with, stating:

“Although I had “big dreams” of what I wanted to achieve in life, it wasn’t long until some of these things began to seem out of reach and inaccessible to someone “like

me". To be able to work with community groups, youth clubs and other similar provisions close to the area I myself grew up in, has been an amazing opportunity"

Discussing the work with FFT, the students reflected on the preconceptions that the UK students had of the traveller community, which one described as "growing up in the UK, you are kind of instilled with a prejudice against the traveller community".

They spoke about how they felt prior to going onto the traveller site for our first delivery session "it was kind of scary because you hear all this stuff about what happens on them." For this student in particular, the experience was transformative "And then, you actually go. And they're just kids". They went on to think about the potential impact they could have in the future in challenging prejudice "If I hear other people say stuff about that community, I can actually say that's not true."

The potential wider impact of this small StreetLaw project was echoed in the focus group with the FFT leads. One reflected on the impact on the young people, who can form a view of law based on the negative interactions the community may have had. They said this work "has kind of broken down a stereotype", and that the young people were surprised about the range of law in their lives.

The students acknowledged the emotional impact of listening to the lived experience of discrimination of the young people on the traveller site. Reflecting on the difference between learning about this in the FFT training session prior to delivery and their encounters with the young people, one said "There were times when I would hear things that were really upsetting", but that they had learnt "how to carry myself in

that situation” and “try to use those emotions to trigger something positive and show them that there could be ways that they could make changes”.⁵⁰ They all felt that working with StreetLaw had helped them to see the potential for law as a positive force to effect societal change, rather than as something simply to be studied for their degree.

Building community relationships was also highlighted by the CC leads. One noted that the local universities, here Sussex and the University of Brighton, don’t often come out into the community, stating “what really attracted me was that you were willing to come and speak to the young people first...rather than have a kind of template.” They praised the approach of the team: “the students came at this with so much gusto and enthusiasm. That's what you need....to start up a conversation with genuine interest in the young people and their lives”.

Helping people and public legal education

This was another theme which came through in the student focus groups. They spoke about “helping people through sessions catered to their needs”, one felt that they had played a part in demonstrating that that “law, access to justice and legal education can and should be accessible to all” and that StreetLaw had made them

⁵⁰ For an interesting discussion of the emotional aspects of working with the law see Feenan, D. ‘Law and Compassion’ (2017) Vol 13 (2) International Journal of Law in Context 121.

aware of the disconnect between legal education and the legal profession and many communities, particularly with funding cuts to legal aid and charitable services in recent years. Reflecting on the negative perceptions of the law in the community settings, one spoke about their own experience as a person of colour. They stated “it was quite difficult to dream big but when I saw someone who looks like me working in law I thought, oh, there’s opportunity for people like me”. They connected this with their work on StreetLaw, that they could in some way help these young people to “rewrite the narrative”, so that they “can be part of forming a new narrative for their community.”

A CC manager spoke about the initial wariness of the youth club group when told StreetLaw were coming in, with one asking if this was connected with the police. They spoke about the learning experience for the young people “it was nice to be able to talk about law and things they could get into trouble with, that they could be open and ask questions.”

The SDT lead spoke about how the sessions had helped to enable their students to make connections with everyday life and the law which they had not explored before, stating “Our students enjoyed the content of the talk and how friendly/down to earth the session was. You certainly made it very accessible to all.”

The students discussed the potential downsides of being in the first cohort of the StreetLaw module, but felt on the whole that this was a positive experience and that they had felt we were “in it together”, being first was “exciting”, that this module was

different from the rest of their degree and that they felt they were building StreetLaw with me, that it was genuinely co-created.⁵¹ They wondered if this would be the same for future cohorts as they felt that as the programme 'beds in', there would likely be duplication of successful sessions which they had delivered. One spoke of feeling part of something bigger than the year, saying:

"I'm hoping one day I can look back on my education and my time with the StreetLaw clinic and see success and progress and feel a sense of pride that I was involved right at the beginning."

Professional Skills Development and Employability

One of the CC leads spoke about the benefits for the StreetLaw students in terms of professional skills development. They spoke about the need for them to be flexible in their thinking, comfortable in the unknown and to be able to work with young people with different learning styles. This was echoed in the student focus groups. They were able to articulate the transferable skills they had developed including presentation skills, written and oral communication, teamwork and research. One spoke about their reticence in coming forward for presentations, but that being part of StreetLaw had given them the confidence to do this saying "I've learnt a lot, what presentation

⁵¹ For an interesting discussion of the value of co-creation, see Dollinger, M. & Lodge, J. (2020) 'Understanding value in the student experience through student-staff partnerships', *Higher Education Research & Development*, 39:5, 940-952, <https://doi.org/10.1080/07294360.2019.1695751> (accessed 08/07/24).

looks like in front of different groups of people” and that “we can be open and share our own experiences”. Another said the work had “actually made me proud of myself”.

Without prompting, the students were able to link these skills to their future career paths. One stated they had had to do a presentation to the partners at a law firm as part of an interview, and that StreetLaw had helped to prepare them for that. Speaking about the need to be able to adapt the session plan to the circumstances when for example the young people were becoming less engaged, they spoke about “contingency skills” “knowing how to react on the fly and thinking on your feet” and made connections with professional legal skills, “you’re dealing with a witness and they say something unexpected, you need to be able to think quickly”.

Embedding learning

The students were asked if they felt participating in StreetLaw had helped to embed some of the learning from the rest of their degree. Their feeling was that whilst much of the content they had studied was not relevant for StreetLaw, some was, and that where they were delivering sessions on legal content, whether they had studied it or not, they had to ensure their research was thorough and their delivery and activities were accurate, “we needed to get the law right”. The session all but one found the most challenging was the Varndean session. Here, whilst one liked the more familiar structure, the others felt more pressure, noting that the students had to be there, unlike

the FFT and CC sessions, and to some extent the SDT sessions, and that they had the responsibility of delivering part of the A-Level syllabus, even though they knew that the class teacher was doing a follow up consolidation session the following week. One said “This is stuff they get examined on, so if we taught it wrong, they could fail and that could have a big impact on their lives.” A concluding thought was that whilst sometimes there would be a correlation with a particular area they had studied, such as the contract law point mentioned above, working with StreetLaw had given them an increased awareness of how important law actually is in people’s lives.

My reflections

As noted above, the assessment for the CLE module is a reflective portfolio, with students asked to draw on the key literature and utilise one of the models to guide their reflective process on their clinic. In the whole CLE module cohort lectures, they are introduced to the well-established models for reflection, with most adopting the Kolb⁵² or Gibbs model.⁵³ Whilst thinking about this article, I realised that, whilst I was able to support my students with this assessment, the first time they had had this type of assessment, whilst I do think about what went well and what did not, I approach this from an actions-focused perspective, and gloss over some of the stages of reflection. Drawing on the Gibbs model, I lean into ‘Evaluation’ and ‘Conclusion’,

⁵² *Supra*, Kolb., note 26, at 50

⁵³ Gibbs, G., *Learning by Doing: A Guide to Teaching and Learning Methods* (Oxford, Further Education Unit, 1988).

without engaging fully with the holistic cycle of reflection. Thus, in the spirit of 'walking the walk' as well as 'talking the talk', I offer the following reflections on my experience of the first year of StreetLaw at Sussex.

The year started with myself, our Senior Clinic Coordinator, and some of the students attending the StreetLaw conference. Hearing from a range of speakers and taking part in interactive StreetLaw style activities was inspiring and, as well as being an opportunity to get know some of the students, we came away with ideas and activities we could use for our sessions. Despite the supportive and welcoming environment, it was however somewhat daunting hearing the stories of the impact of StreetLaw around the world from key academic clinicians in this space. I felt the pressure of the students looking to me as 'leader' of this new module, what would we achieve and how much impact would we have? Imposter syndrome in academia is well documented, but, coming from practice and on an education track pathway, this was not something I had personally felt prior to undertaking StreetLaw. Achieving national recognition at the LawWorks pro bono awards, Highly Commended in the 'Best Contribution by a Team of Students' category⁵⁴ has, perhaps surprisingly, not alleviated this feeling. What if this was a one-off, will the incoming cohort have higher expectations this year?

Another personal reflection is on the team dynamic and my place within that. As Employability lead for Sussex Law School, I have long been an advocate for co-

⁵⁴ *Supra*, note.22.

creation and participatory design, with input and influence from students beyond the standard module evaluations and surveys.⁵⁵ As well as highlighting teamwork and collaboration in the focus groups, the students provided insightful reflections in their portfolios, working through their perceptions of their role in the team and how they navigated challenges inherent in collaborative work, such as a team member not completing their part of the work in the agreed timeframe. My overarching message for the year was that I would guide and support them, but that I wanted them to feel that this was their project. Striking the right balance between empowering them and overwhelming them with too much responsibility was challenging and something I will be working on for future cohorts. As StreetLaw lead, I had developed the connections and built on relationships with the organisations we worked with and naturally felt a sense of responsibility and accountability. As well as supporting with the planning of the sessions, I came to all but one, when teaching commitments meant that I was unable to join. This session was a follow-on session and I was confident that the team would be able to 'manage' without me. They did manage, and interestingly, one reflected in a focus group that, whilst they appreciated me "stepping in" when there was a lull in engagement, for this session, without me there, although they had felt anxious prior, they felt "proud" that they had achieved this by themselves.

⁵⁵ See Ashton, J. [LPS 2021 Employability showcase: making a difference through co-creation | Learning Matters \(sussex.ac.uk\)](https://www.sussex.ac.uk/learning-matters/2021-employability-showcase-making-a-difference-through-co-creation/) and Ashton, J. & Duncan, K. [They told us what they want, so now what?: Reflections on the participatory design of a Business Law and Practice module – part 1 | Learning Matters \(sussex.ac.uk\)](https://www.sussex.ac.uk/learning-matters/they-told-us-what-they-want-so-now-what-reflections-on-the-participatory-design-of-a-business-law-and-practice-module-part-1/) (accessed 04/07/24).

Considerations for introducing StreetLaw

- i. Whilst having a credit-bearing law clinic within in the UK law school is becoming an increasingly standard feature of the 'offer' to prospective students⁵⁶, anyone thinking of introducing StreetLaw and/or any form of PLE may have to work to convince department heads that this is just as valuable as the live client work⁵⁷. Consider running a co-curricular pilot project and accompanying research study to identify the value to students and wider community relationship building;
- ii. When developing a StreetLaw programme, reach out to colleagues in departments focusing on teaching and learning, such as the 'School of Education' to see if they can provide input on teaching and learning theory and practice. You may have many years of teaching experience but the students probably have not. Having such support was invaluable at Sussex, and, whilst this was only one of the seminar sessions for the module, the students drew on this input throughout the year when planning their delivery;
- iii. Think about collaborative work spaces for the students to work together. Particularly in final year, students are likely to have different timetables and commitments outside of university, meaning that in-person

⁵⁶ [LawWorks Law Schools Report 2020_0.pdf](#), though numbers are likely to have increased since publication of this report (accessed 04/07/24).

⁵⁷ *Supra* note 8, Perdue, B. and Wallace, A. p.123.

preparation is not always possible. For the incoming CLE module cohort, an additional hour outside of the taught sessions is being timetabled, and we hope that this will help students to work together;

- iv. When considering which organisations to work with, consider reaching out to wider networks within the university, who may have connections who would be interested in working with StreetLaw, such as a widening participation team;
- v. When planning the year, build in sufficient planning time, alongside space for reflection on a session to utilise for future planning.⁵⁸ Students may expect and/or want to be out in the community weekly, but this is unlikely to be sustainable;
- vi. Finally, support but do not be afraid to step back.

Concluding thoughts and moving forward

Whilst as discussed above, there were certainly challenges in the first year of StreetLaw at Sussex, the experience for the participating students, the community and myself has been overwhelmingly positive. I am looking forward to implementing the learning from this year to ensure that the programme is both beneficial for future cohorts and sustainable for Sussex Law School. Building on this year, we are working

⁵⁸ For practical planning resources and guidance see *supra*, note 9, Ridout, F., & Thomas, L.,

with the partner organisations to plan future work, including the education rights clinic mentioned above, a young person's rights hub, extending the number of sessions, and potentially embedding the work within other programmes the organisations are running.

StreetLaw provides students with a unique opportunity for experiential learning within the CLE framework, alongside assisting them to become reflective practitioners, which will hopefully help them to navigate their professional lives after graduating. Working in the wider community enables students to feel more connected with the 'real-world', and can reinvigorate their interest in the law, taking it from something to study and pass assessments in, to something with tangible impact on individuals and communities. It would be interesting to research the impact of working on such projects as the students progress through their careers and whether they are more likely to champion access to justice and pro bono work than those who have not participated in such a module.⁵⁹

The benefits of participating in StreetLaw from the perspectives of legal education and employability can also be viewed in conjunction with the requirements for law graduates as per the QAA Subject Benchmark for Law 2023 which identifies a number of transferable skills which the students were able to identify and articulate

⁵⁹ See e.g. McKeown, P., 'Pro Bono: What's in it for law students? The students' perspective', *International Journal of Clinical Legal Education*, Vol 24, No 2 (2017) pp 43-80 which explores students' motivations for participating in pro bono work and considers whether this is likely to instil a public service ethos which they will carry forward.

themselves, including employability skills; effective verbal and non-verbal communication; presenting legal information and argument in a comprehensible way, and working collaboratively. For students wishing to qualify as solicitors in England and Wales, skills developed through this work should assist them with Stage 2 of the Solicitors Qualifying Exam, which has an emphasis on practical legal skills.⁶⁰

From a personal perspective, my experience of StreetLaw is undoubtedly a career highlight. I have felt more connected with the students, wider university networks and the local community. I would like to conclude this piece with the thoughts of one of the FFT managers, reflecting on the potential impact of the work with the traveller community on the StreetLaw team, who they saw as future policy-makers “they're potentially going to be in high positions. And that's how you have an impact on institutional changes.”

⁶⁰ [How the SOE works | SOE | Solicitors Regulation Authority \(sra.org.uk\)](#) (accessed 04/07/24).

COMMUNITY LEGAL CLINICS AND CLINICAL LEGAL EDUCATION IN SINGAPORE

Burton Ong (National University of Singapore)¹

Abstract

A common thread underlying many clinical legal education initiatives – to support access-to-justice imperatives – is interwoven with broader policy initiatives within a legal system to develop its *pro bono* legal service channels for the benefit of the wider community. The former can make meaningful contributions towards the pursuit of the latter, while the flourishing of the latter can create valuable opportunities for the growth of the former. One of the major reforms made to Singapore’s legal system in the last decade was the establishment of a nation-wide network of community-based legal clinics, connecting volunteer lawyers with laypersons seeking legal advice and assistance navigating the country’s legal system. The work of such legal clinics can potentially benefit tremendously from engaging the assistance of law students through structured clinical legal education programmes, thereby enabling these lawyers-in-training to develop their practical and professional skills by applying what they have learnt in the classroom to real-world “clients” under the supervision of qualified legal practitioners. This article explores the potential for a closer alignment

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between the *pro bono* activities of Community Legal Clinics and the development of clinical legal education initiatives within Singapore's law schools, analyzing empirical data from the author's experience volunteering at a legal clinic alongside undergraduate law students to formulate recommendations that may generate desired outcomes on both fronts.

Introduction

More than ten years have passed since major reforms were made to Singapore's legal education landscape to require undergraduate law students within the jurisdiction to perform at least 20 hours of *pro bono* work as part of their degree requirements, with the Singapore Institute of Legal Education commencing its *Pro Bono Programme for Law Students* in 2013.² This has led to the emergence of new university-based programmes, both within the formal curriculum and extra-curricular offerings of the Singapore's law schools, that have given this generation of law students various formal opportunities to apply what they have learnt in the classroom to real-world legal issues before graduation in various settings, allowing them to interact with members of the public under the close supervision of qualified legal practitioners in law clinic

² <https://www.sile.edu.sg/pro-bono-programme>. The 2012 Report of 4th Committee on the Supply of Lawyers recommended that Singapore law schools should "actively incorporate *pro bono* activities as part of their curriculum", either through the implementation of more structured programmes (in partnership with the Ministry of Law or the Law Society of Singapore, for example) or through focused modules such as law clinics. See <https://www.mlaw.gov.sg/files/news/press-releases/2013/05/4th%20Committee%20Report.pdf> at [4.33], with reference made to the practice of top overseas law schools, such as Harvard Law School and Stanford Law School, which have incorporated *pro bono* activities as part of their curricula a way to "instil in students a fundamental commitment to a lifetime engagement with public service and *pro bono* activities" "a good way of inculcating an ethos within the legal profession of contributing to society". See Report at [4.23] and [4.31].

settings.³ A handful of legal clinic elective modules are now available to law students in Singapore, making it possible for them to earn academic credits for their contributions to Faculty-led *pro bono* legal activities.⁴

During the same period described above, national plans were set in motion to reform the Singapore legal profession to require lawyers from the Singapore Bar to engage in *pro bono* work that would make the law more accessible to those segments of the community who would not otherwise have the means to engage legal professionals to act on their behalf.⁵ This is an ongoing process which has required the different stakeholders within the Singapore legal system to adjust to the dynamic conditions of the local legal profession as well as other related policy initiatives to engage volunteer lawyers to contribute more of their time to *pro bono* legal services. One major initiative was the Law Society of Singapore's Memorandum of Understanding with the mayors of the five regional districts to establish the *Community Legal Pro Bono Services Network*, signed on 12 September 2014, to set up a network of Community Legal Clinics at Community Development Councils via Community Centres and

³ Law clinics exemplify the main characteristics associated with clinical legal education, with students taking on "responsibility for legal or law-related work ... in collaboration with supervisor" in a structured setting which gives them the opportunity to receive feedback and learn from their practical experiences. See Bleasdale et al in Chapter 1 of Thomas L and Johnson N (eds), *The Clinical Legal Education Handbook* (University of London Press, 2020) at p8.

⁴ These include litigation-based and corporate-advisory based legal clinics offered to students by the Faculty of Law at the National University of Singapore. See <https://law.nus.edu.sg/cpbcle/our-activities/clinical-legal-education/>.

⁵ 2013 Report of the Committee to Study Community Legal Services Initiatives, Annex B, accessible from <https://www.mlaw.gov.sg/news/press-releases/mandatory-reporting-for-legal-pro-bono-work-done/> (last accessed 1 July 2023). The 2013 Report proposed mandatory reporting of the *pro bono* work contributions of all Singapore lawyers holding a practising certificate, which subsequently led to the introduction of the *Legal Profession (Mandatory Reporting of Specified Pro Bono Services) Rules 2015* (S 96 of 2015).

Residents' Committees across the island. Similar efforts to set up Community Legal Clinics have been pursued by other private sector organisations, charities and religious institutions with the help of volunteer lawyers from their respective memberships.

These developments to Singapore's legal system all flow from the same headspring of policy reforms to Singapore's legal profession: to nudge the legal community, starting from would-be lawyers while they are university students, towards playing a bigger role in helping laypersons navigate Singapore's legal system. This article seeks to explore the possibility of a closer nexus between these two facets of Singapore's legal landscape, making the case for greater coordination between the *pro bono* activities of Community Legal Clinics and the development of clinical legal education opportunities within Singapore's law schools. How can the quality of one be enhanced by closer engagement with the other, given the natural synergies between them? How can better outcomes be achieved in both spheres by facilitating the integration of clinical legal education programmes into the public services delivered by Community Legal Clinics?

The first section of this article will provide an overview of the different forms in which Community Legal Clinics have operated within Singapore, over the last decade, and give a birds-eye view of the current landscape of *pro bono* work done in such settings.

The second section of this article will provide a ground-level perspective of the *pro bono* work done at a particular Community Legal Clinic in Singapore to highlight its suitability for hosting the participation of law students in a supporting clinical legal

education programme. Aggregated data collected over a number of years will be analysed to illustrate the nature of the *pro bono* legal services delivered by volunteer lawyers in such settings. The third section of this article will explore the legal and practical challenges encountered by volunteer lawyers engaged in the *pro bono* activities of Community Legal Clinics, highlighting the need to overcome these obstacles to make them more conducive for the establishment of integrated clinical legal education programmes. The fourth section of this article will explain how a closer alignment between the development clinical legal education programmes and Community Legal Clinics in Singapore can generate mutually beneficial outcomes for all stakeholders concerned. The last section concludes with three broad recommendations.

Community Legal Clinics in Singapore

While there is no comprehensive definition for what should be regarded as a “Community Legal Clinic” (CLC) within the Singaporean context, one would expect the following features or characteristics to be present in every CLC: firstly, it should be staffed by legal professionals who meet with clinic-attendees (not “clients”, bearing in mind that the orthodox a lawyer-client relationship would not arise⁶ in most CLC settings) in short consultation sessions; secondly, the purpose of each legal

⁶ This is because of the practical and regulatory constraints on the nature of the interactions taking place during each legal consultation session. Volunteer lawyers doing *pro bono* work at CLCs are unlikely to act for the members of the public they interact with in their legal consultation sessions but may facilitate referrals to various other legal aid schemes. See discussion on Section 47 of the *Legal Profession (Professional Conduct) Rules 2015*, below at Section IV.

consultation session is to help the attendee better understand any legal issue for which they are seeking to be advised upon (perhaps explaining why the term “legal counselling” is sometimes used in such settings); thirdly, these CLC consultation sessions are provided on a *pro bono* basis by volunteer lawyers on a regular basis; fourthly, CLCs are set up to serve, and to some extent provide assistance to, particular communities (whether geographically defined or otherwise), especially vulnerable or disadvantaged laypersons; fifthly, there is an accompanying framework of administrative and organisational support to facilitate these sessions.

It is worth distinguishing between the *pro bono* legal work done by CLCs and the various legal aid schemes in Singapore which assign a volunteer lawyer to an eligible person requiring legal representation in relation to specific types of legal issues.⁷ The vast majority of volunteer lawyers at CLCs may provide guidance or information on legal matters to attendees, but typically *do not act for* them in any professional capacity. In contrast, a more recent variant of the CLC model – the Northeast Community Law Centre⁸ – was launched in January 2023 to provide free on-site legal *assistance* to vulnerable members of the community in a heartland neighbourhood location, with four more centres still in the pipeline.

⁷ See Annex A below.

⁸ Set up in a refurbished container office in the carpark of the Tian De Temple, this centre is run by Pro Bono SG to provide free legal assistance to members of the public and is staffed with two full-time lawyers. Pro Bono SG chairman Gregory Vijayendran has described this initiative as “a monumental and weighty step forward on our mission of enabling access to justice” because “by being in the heartland, we will be where our clients are. Physical proximity to pro bono services significantly enhances access to justice for the most socially and virtually excluded”. <https://www.straitstimes.com/singapore/first-community-law-centre-opens-in-hougang>.

The main organiser of CLCs in Singapore today is Pro Bono SG (PBSG), a registered charity which began its operations as a department within the Law Society of Singapore.⁹ In 2007, the first pilot project CLCs were set up by the Law Society in the North West and South East Districts, following a Parliamentary speech by the Deputy Prime Minister to “set up, on a trial basis, legal clinics which will not be providing full-fledged legal aid, but rather basic legal advice and information, where members of the public can go to as first-stops to get basic information.”¹⁰ In 2014, the Law Society went on to establish two more legal clinics were in the South West and Central Singapore Districts. In 2021, a youth-oriented legal clinic was set up to target younger members of the public, with consultations taking place virtually over an online communication service platform; younger lawyers volunteer at this clinic to give guidance on legal issues of greater significance to this demographic. Today, PBSG is directly responsible for running seven legal clinics, one clinic for each of the five Community District Councils in Singapore, a Youth & Community Legal Clinic and a Video Conference Legal Clinic. Each legal clinic session runs for between 2 and 2.5 hours, with weekly sessions and provide legal information relating to “personal matters only; no business investment or commercial matters”.¹¹

⁹ *Community Legal Clinics*. (n.d.). Law Gazette. Retrieved from <https://v1.lawgazette.com.sg/2016-03/1528.htm>

¹⁰ Speech by DPM Prof S Jayakumar during Committee of Supply Debate, 2 Mar 2007. (2007, March 2). Ministry of Law. <https://www.mlaw.gov.sg/news/parliamentary-speeches/speech-by-dpm-prof-s-jayakumar-during-committee-of-supply-debate-2-mar-2007/> at [5].

¹¹ See <https://www.probono.sg/legal-clinics-in-singapore/#Community-Clubs-and-Centres-Anchor>. An informal survey conducted by my research assistants indicated that each CLC sees about 9 cases per week.

Following a Memorandum of Understanding between the Law Society of Singapore, the Office of the Mayors (of the five districts of Singapore) and the People's Association on 12 September 2014, further CLCs were set up across Singapore through a network of partnerships with grassroots organisations (the "Community Pro Bono Services Network"). PBSG supplies these "Network Clinics" with resource materials and guides, while leaving the running of these clinics to local organisations such as Community Clubs and Residents' Committees. Today, there are currently 36 Network Clinics¹² which offer legal consultation sessions to registered persons once a month, with priority typically given to local residents of the geographical district in which the CLC is run.

Other organisations which operate CLCs focus on legal issues that are most relevant to their stakeholders or pay specific attention to particular demographic groups. The Association of Women for Action and Research (AWARE) and the Singapore Council of Women's Organisations (SCWO), for instance, offers legal consultation sessions to women only. The Institute of Estate Agents (IEA) facilitates the IEA-R.S. Solomon LLC Free Legal Clinic which is available to IEA members only.¹³ The Migrant Workers' Legal Clinic extends its pro bono services to foreign workers holding Work Permits and Special Work Passes. The Singapore Armed Forces Reservist Association

¹² These are facilitated by grassroots organisations in Braddell Heights, Bukit Batok East, Cheng San, Chua Chu Kang, Ci Yuan, Eunos, Geylang West, Henderson, Aljunied-Hougang, Jalan Kayu, Jurong Spring, Kallang, Kampong Kembangan-Chai Chee, Kebun Bahru, Kreta Ayer, Marine Parade, Pasir Ris East, Pasir Ris Elias, Pek Kio, Pioneer, Potong Pasir, Punggol West, Queenstown, Radin Mas, Rivervale, Siglap, Tampines Central, Tampines Changkat, Tampines North, Tanjong Pagar, Teck Ghee, Telok Blangah, Ulu Pandan, Whampoa, Yio Chu Kang and Zhenghua.

¹³ <https://iea.sg/for-members/free-legal-clinic/>.

(SAFRA) organises quarterly legal clinics for SAFRA members only. Similar eligibility membership-based criteria are applied to CLCs organised by the Singapore Association for the Deaf and the Tamils Representative Council. Some CLC organisers use means-testing based on income and other criteria as part of their registration criteria to determine whether or not someone is eligible for their *pro bono* services.¹⁴ Most CLCs conduct their legal consultation sessions in the English language, though some offer Chinese dialect and Mandarin options,¹⁵ as well as in Tamil¹⁶ and Bahasa¹⁷. This brief survey of the CLC landscape in Singapore suggests that this mode of delivering *pro bono* legal services to the wider community has proliferated significantly over the last decade or so. The success of the collaboration between the Law Society of Singapore and the Community Development Councils led to a renewal of the Memorandum of Understanding in 2017 to continue operating the Community Legal Pro Bono Services Network, which had helped more than 7, 600 people since it commenced operations in 2014.¹⁸ At the same time, a second Memorandum of Understanding was also signed in 2017 between these parties and the three Singapore law schools to facilitate, with the Senior Minister of State for Law describing it “as a

¹⁴ These include the CLCs organised by the Catholic Lawyers’ Guild and the Singapore Indian Development Association (SINDA), both of which confine their services to legal issues pertaining to personal (rather than business or commercial) matters.

¹⁵ According to PBSG’s website, these include clinics organised by the Boscombe Life Church (BLC Community Services Ltd), Bless Community Services and Potter’s Place Community Services Society.

¹⁶ SINDA offers consultation sessions in both English and Tamil.

¹⁷ Various mosques organise CLCs focusing on Syariah law matters, including the Al-Iman Mosque, Darul Arqam, Darul Ghufuran Mosque, Malabar Mosque and Sultan Mosque.

¹⁸ <https://www.mlaw.gov.sg/news/speeches/speech-by-ms-indranee-rajah--senior-minister-of-state-for-minist/> at [6]. The Senior Minister of State for Law, Ms Indranee Rajah, reported on 28 September 2017 that more than 146 law firms and 2052 lawyers had volunteered at the Community Legal Clinics

partnership for more law students to provide paralegal support at the Community Legal Clinics”, while encouraging students to recognise “[p]ro bono work ... [as] a valuable opportunity to pick up the skills and knowledge beyond what you can learn within the classroom.”¹⁹

At present, the direct involvement of law students in contributing to the *pro bono* work of CLCs is exemplified by the weekly legal clinic run by the Pro Bono Centre at the Singapore Management University’s Yong Pung How School of Law, which offers legal consultation sessions to the members of the public by appointment. Similarly, the NUS Law Centre for Pro Bono and Clinical Legal Education was set up in October 2017 by the National University of Singapore’s Faculty of Law, creating a “focal point under which both the *pro bono* and legal education programmes will be further developed” as well as “opportunities for NUS law students to learn their craft and advance the law, while supporting the community they live and work in.”²⁰ However, it should be noted that the current *status quo* comprises a large proportion of the law students participating in *pro bono* activities as *ad hoc* volunteers in a variety of non-CLC settings, rather than being enrolled in structured clinical programmes that earn them academic credit for their law degrees.

***Pro bono* work at a Community Legal Clinic**

¹⁹ Ibid at [11]-[12].

²⁰ <https://www.mlaw.gov.sg/news/speeches/speech-by-ms-indranee-rajah--s-c/> at [15].

CLCs are natural settings for clinical legal education programmes to operate within if the volunteer lawyers involved are prepared to take on the supervisory functions of clinical legal instructors. Participating in the *pro bono* activities of CLCs can expose law students to a broad range of legal issues connected to the substantive areas of law that are part of their core curriculum, while giving them opportunities to interact with a broad cross-section of the public who make use of CLCs.

This section aims to illustrate how the *pro bono* work of CLCs can provide a conducive learning environment for law students in which they get exposure to the real-world applications of substantive law as well as the framework of accompanying practical skills they need to exercise when dealing with “clients”. Between 2013 and 2018, I had the opportunity to volunteer at a CLC in my neighbourhood. It was run by the Community Centre (CC) of constituency X, with the administrative support of CC staff members, grassroot leaders and other non-legally-trained volunteers. The demographic profile of constituency X was very diverse, with significant proportions of its residents living in both public and private housing, ranging from rental flats to private dwellings and landed properties. The CLC was conducted once a month, with two volunteer lawyers meeting three to six registered attendees in one evening; each legal clinic session was conducted in a private space within the CC. During this period, we were regularly assisted by volunteer law students from the National University of Singapore, whose contributions to the running of the clinic included:

- Conducting pre-consultation interviews with the attendees, recording down in written form key factual details surrounding the relevant legal issues for which advice was sought;
- Presenting a summary of the case to the volunteer lawyers at the start of each consultation session;
- Assisting with online legal research, including locating digital resources relevant to the subject matter of the consultation session;
- Managing printed legal resource materials (i.e. pamphlets, guides, brochures) issued by various legal organisations in Singapore, and distributing them to attendees where appropriate.

Before each legal consultation session, the registered attendees completed registration forms on which key details of the legal issues they faced were recorded. Attendees did not have to disclose their income levels and were not subjected to means-testing, nor were they restricted to raising only personal legal issues for discussion with us. They were also required to sign against the following declaration printed on each registration form:

DISCLAIMER OF LIABILITY

I agree that the free legal counselling which I am about to receive is provided as a community service by the lawyer and is based on information given by me and believed by your Counsellors to be accurate and up-to-date.

I shall not hold the lawyer in any way liable whatsoever for any information or advice given to me. I confirm that I have not appointed any lawyer to act for me.

The main objective behind this disclaimer notice is to protect the volunteer lawyers from negligence liability against CLC attendees, though its efficacy would necessarily depend on whether or not it satisfies the statutory reasonableness test, an untested issue.²¹

A. Empirical Data from volunteering at a Community Legal Clinic (2013-2018)

Data from the completed registration forms over the six-year period was anonymously extracted and analysed for this article with a view to capturing the demographic profile of the laypersons who made use of the CLC's legal consultation sessions, as well as to identify patterns of usage and the types of legal problems that the volunteer lawyers had to address.²²

(i) Legal clinic attendees and "repeat visitors"

Figure 1 summarises the number of legal clinic sessions that were conducted between 2013 and 2018, as well as the number of consultation sessions carried out in each year. The right-most column indicates the number of occasions when the attendee at a legal consultation session was a "repeat visitor", meaning that they had spoken to us at least on one prior occasion that year.

²¹ See Sections 2(2) and 2(3) of the *Unfair Contract Terms Act 1977* (2020 Rev Ed).

²² My thanks to the organisers of the CLC in Constituency X for giving me access to, and allowing me to use, this data for the purposes of academic research and analysis.

Year	Total Clinic Sessions	Total Consultation Sessions (including Repeat Visitors)	Repeat Visits (excluding Initial visit)
2013	11	48	3
2014	10	38	10
2015	10	38	7
2016	9	38	4
2017	10	52	6
2018	9	44	4
Total	59	258	34

Figure 1: Total legal clinic sessions and legal consultation sessions (by year)

The number of “repeat visitors” is not negligible and was relatively stable over the years. These are individuals with persistent legal issues who return to the CLC to seek advice on how to proceed with ongoing legal matters, such as accident claims, civil disputes and other drawn-out proceedings. Figure 2 provides a graphical representation of this phenomenon, which illustrates how some attendees are reliant on the guidance they receive from the CLC, possibly because of their familiarity with the volunteer lawyers (who were the only two providing *pro bono* legal services to this

CLC during the entire time period). Over the six-year period analysed, there were 19 individuals who made repeat visits to the CLC, out of total cohort of 224 unique individuals who registered for these sessions during this time period, a proportion of about 8.5% as illustrated in Figure 3 below.

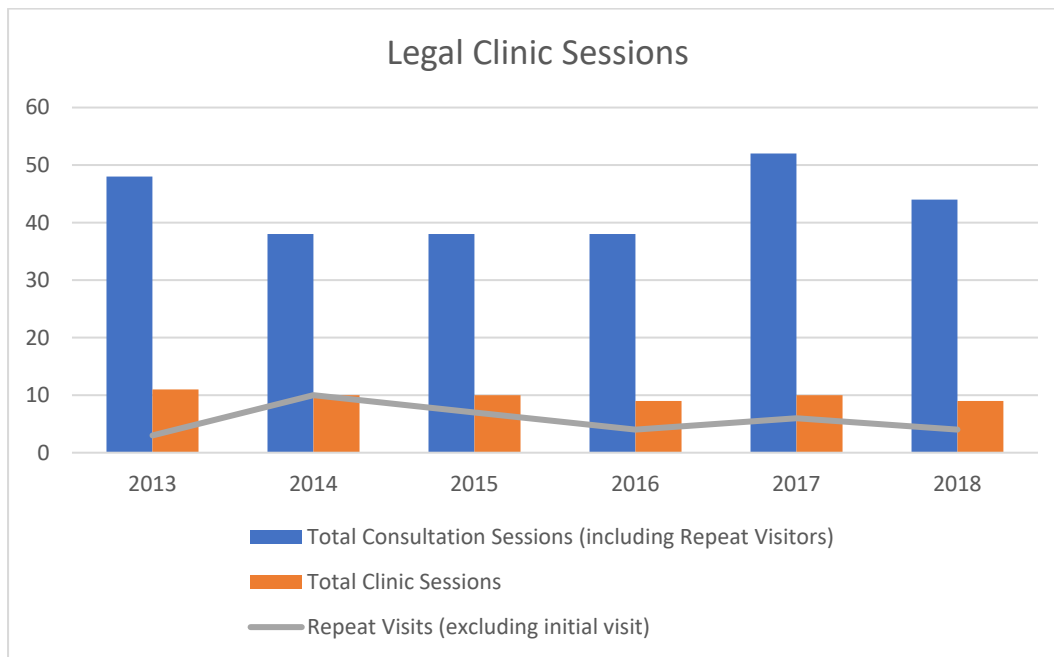


Figure 2: Total legal clinic sessions and legal consultation sessions (bar graph, by year)

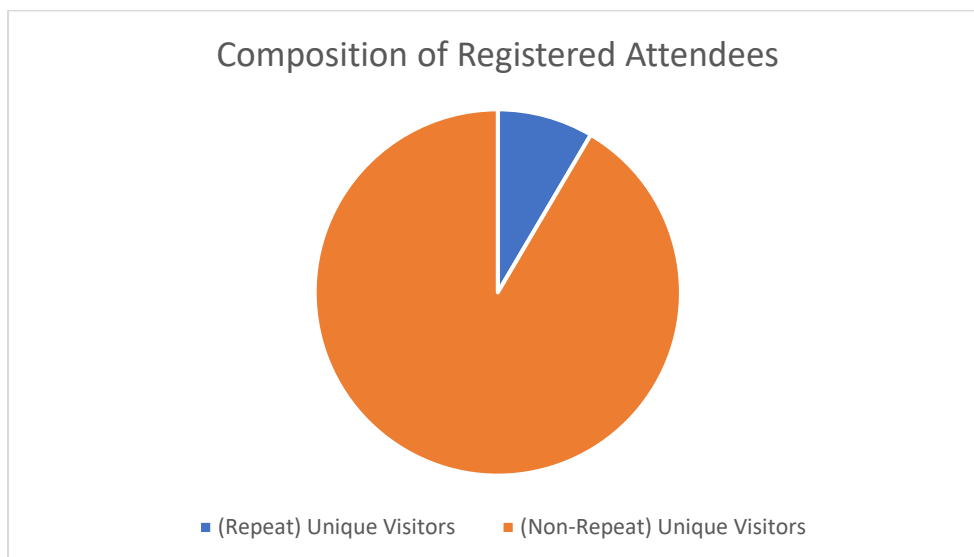


Figure 3: Numbers of unique visitors compared (Collectively, between 2013-2018)

The phenomenon of “repeat visitors” may indicate the favourable perceptions of these attendees towards the legal consultation sessions they had previously attended. These individuals could have sought out professional legal representation from elsewhere to handle their legal affairs after their initial CLC session but chose to return for follow-up consultations at the CLC instead. Alternatively, these repeat visits might be motivated by economic considerations given that the legal counselling services provided at the CLC are free of charge. The law students who interacted with these “repeat visitors” were given a glimpse of the real-life trajectory of the legal issues encountered by these members of the public and the practical impact of the consultations they had with the volunteer lawyers.

(ii) Profile of Attendees

The demographic profiles of the CLC attendees over the period studied were broadly consistent in some respects, but quite divergent in others. In terms of nationality, the vast majority were Singaporean or Permanent Residents, with only a handful of foreigners registering for the CLC during this period, as shown in Figures 4 and 5 below. In terms of languages spoken, while the majority were conversant in English, there was a substantial number of attendees who had to communicate in Mandarin or one of the Chinese dialects, as shown in Figure 6. This created a language barrier for the volunteer lawyers who were not proficient in these languages, who had to rely on multi-lingual grassroots volunteers and student volunteers to provide *ad hoc* translation services when the attendee was not accompanied by a translator.

Year	Singaporean	PR	Foreigners
2013	41	7	0
2014	36	1	1
2015	36	2	0
2016	35	3	0
2017	47	3	2
2018	42	1	1
Sum total	237	17	4

Figure 4: Nationalities of attendees (by year)

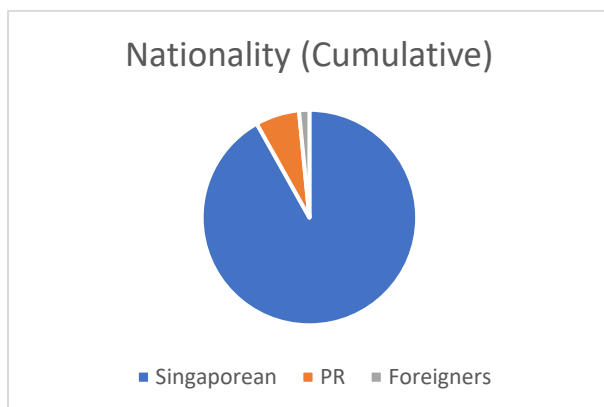


Figure 5: Nationalities of attendees (Collectively, between 2013-2018)

Languages Spoken*	2013	2014	2015	2016	2017	2018	Total
English	38	26	25	27	36	26	178
Chinese	14	11	9	11	14	17	76

Malay	2	0	0	0	0	0	2
Tamil	0	0	0	0	0	0	0
Hindi	0	0	0	0	0	0	0
Chinese Dialects (Incl. Hokkien, Cantonese, Teochew, etc)	2	2	4	0	2	1	11

Figure 6: Languages spoken by attendees (by year)

Greater variations were observed in three other aspects of the attendees’ profiles. Firstly, in terms of their age, there were representatives from all age groups, with some degree of concentration amongst the middle-aged, as shown in Figures 7 and 8. Secondly, in terms of their occupation, there was a mix of employed professionals, homemakers and retirees, as shown in Figures 9 and 10. Thirdly, in terms of their housing, while the majority of attendees lived in public housing, there were also significant numbers of private housing residents who registered for the legal consultation sessions at the CLC, as shown in Figures 11 and 12. Private property owners who registered for these legal consultation sessions instead of engaging their own legal counsel were possibly in the “asset-rich but cash-poor” class, or perhaps seeking preliminary views (or second opinions) on the legal merits of their case before deciding how to proceed with their respect legal matters.

Age Range	2013	2014	2015	2016	2017	2018
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Under 30	2	2	2	2	2	2
30-39	5	2	6	7	4	3
40-49	16	5	10	9	18	4
50-59	14	15	9	7	8	15
60-69	4	8	4	8	8	9
70-79	4	5	3	3	7	9
80-89	2	1	3	1	3	2
Unspecified	1	0	1	1	2	0
Total	48	38	38	38	52	44

Figure 7: Age of CLC attendees (by year)

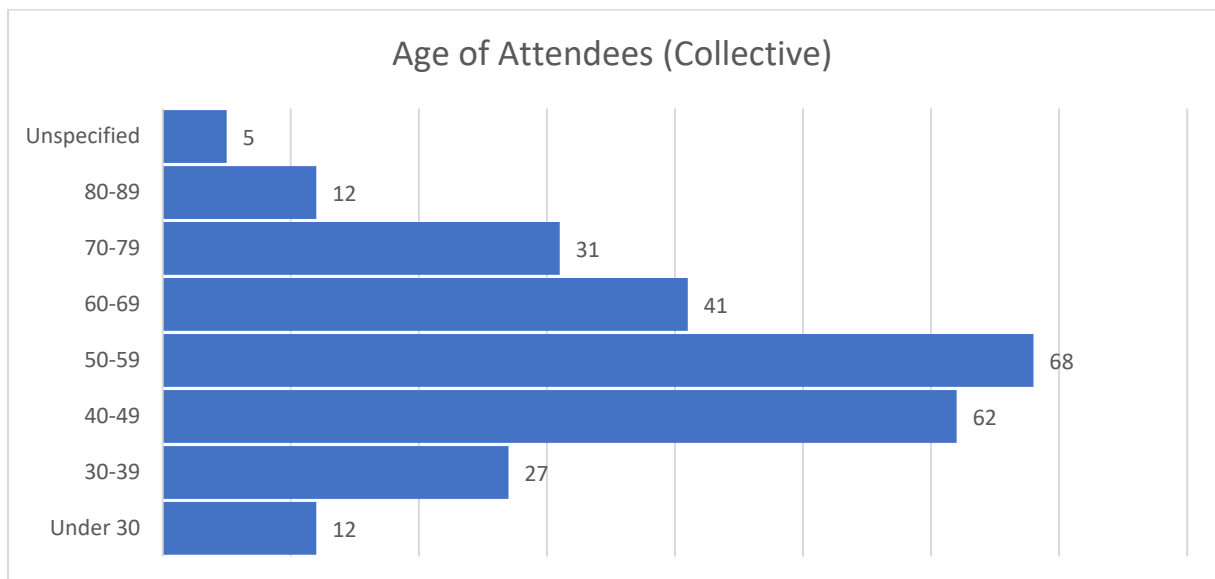


Figure 8: Age of CLC attendees (collectively, between 2013-2018)

Occupation	2013	2014	2015	2016	2017	2018

PMET ²³	16	7	13	13	13	7
Homemaker/Unemployed	15	13	11	11	12	13
Civil Servant	6	2	1	2	4	2
Retiree	4	8	9	6	11	12
Employee	3	5	1	3	4	6
Self-employed	2	2	1	3	6	1
Student	1	0	0	0	0	0
Directors	0	0	0	0	2	0
Hawker	0	0	1	0	0	0
Part-timer	1	1	1	0	0	3

Figure 9: Occupations of CLC attendees (by year)

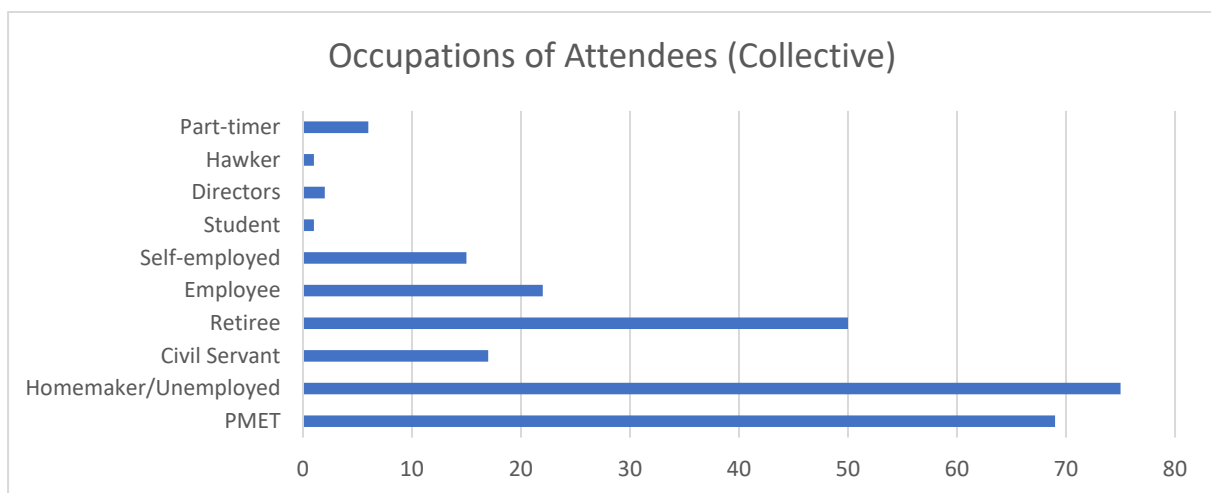


Figure 10: Occupations of CLC attendees (Collectively, between 2013-2018)

²³ Professionals, Managers, Executives and Technicians.

	2013	2014	2015	2016	2017	2018	Total
Housing Development Board flats	36	29	35	28	41	36	205
Condominium	6	6	2	4	5	2	25
Landed Property	5	3	1	6	6	4	25
Overseas*	0	0	0	0	0	1	1
Invalid Data*	1	0	0	0	0	1	2

Figure 11: Housing types of CLC attendees (by year)

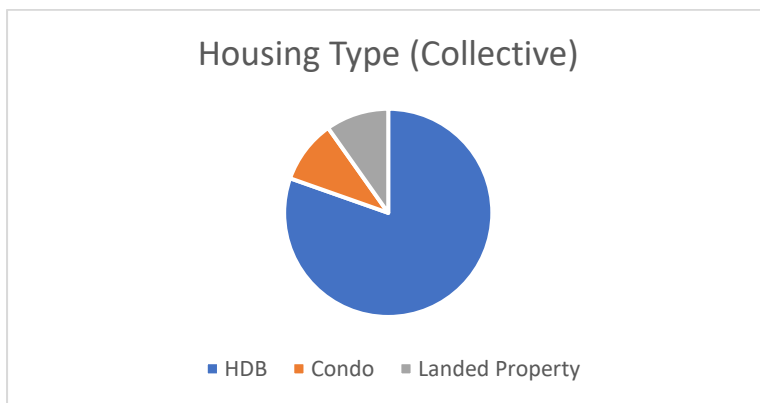


Figure 12: Housing types of CLC attendees (Collectively, between 2013-2018)

(iii) Types of Legal Issues Encountered

While there is a common perception that the majority of attendees at CLCs seek advice on matters relating to criminal law or family law, an analysis of the records from

Constituency X reveals otherwise. The most frequently raised type of legal issue raised for consultation had to do with contract law matters. This spanned employment-contract related disputes, goods and services contracts, tenancy contracts and so forth. Attendees facing such issues sought guidance during the legal consultation sessions in the interpretation of their contractual terms, as well as information on the consequences of a breach of their contracts. Another trend observed at this CLC during this time period was the prevalence of property-related legal issues, where rising prices in the housing market also gave rise to family conflicts related to the occupation and ownership of family homes. Figures 13 and 14 capture this data below.

Another factor which influenced the type of legal issues raised by CLC attendees was the organisational links between those providing administrative support for the clinic and the grassroots volunteers running the constituency’s “Meet-the-People Session” (MPS) with the elected Member of Parliament (MP) at a nearby location. When the MP’s constituents sought help for problems that could not be resolved by sending letters to government agencies, but required legal advice or guidance, the MPS volunteers would arrange for these constituents to attend the CLC instead.

Issues	2013	2014	2015	2016	2017	2018	Total
Contract	11	8	11	15	13	8	66
Wills and probates	7	11	9	9	12	5	53
Family	10	5	9	3	6	9	42

Property	3	4	7	5	3	5	27
Criminal	4	4	1	1	5	4	19
Civil	3	3	0	4	6	3	19
Mental Capacity Act	0	1	0	0	5	5	11
Civil Procedure	0	4	1	0	3	2	10
Employment	6	1	1	0	1	1	10
Neighbour Disputes	2	2	1	1	1	2	9
HDB	2	0	0	0	1	2	5
Private Insolvency	1	1	0	1	0	1	4
Immigration/Citizenship	1	0	0	0	2	1	4
Moneylending	0	0	0	0	0	2	2
Intellectual Property	0	1	1	0	0	0	2
Invalid Data	2	0	0	0	0	0	2
CPF	1	0	0	0	0	0	1
Legal Profession Act	0	1	0	0	0	0	1
Company Law	0	0	1	0	0	0	1
Maintenance of Parents Act	0	0	0	1	0	0	1
Trusts	0	0	0	1	0	0	1
PDPA	0	0	0	0	1	0	1

Figure 13: Types of Legal Issues raised for discussion by CLC attendees (by year)

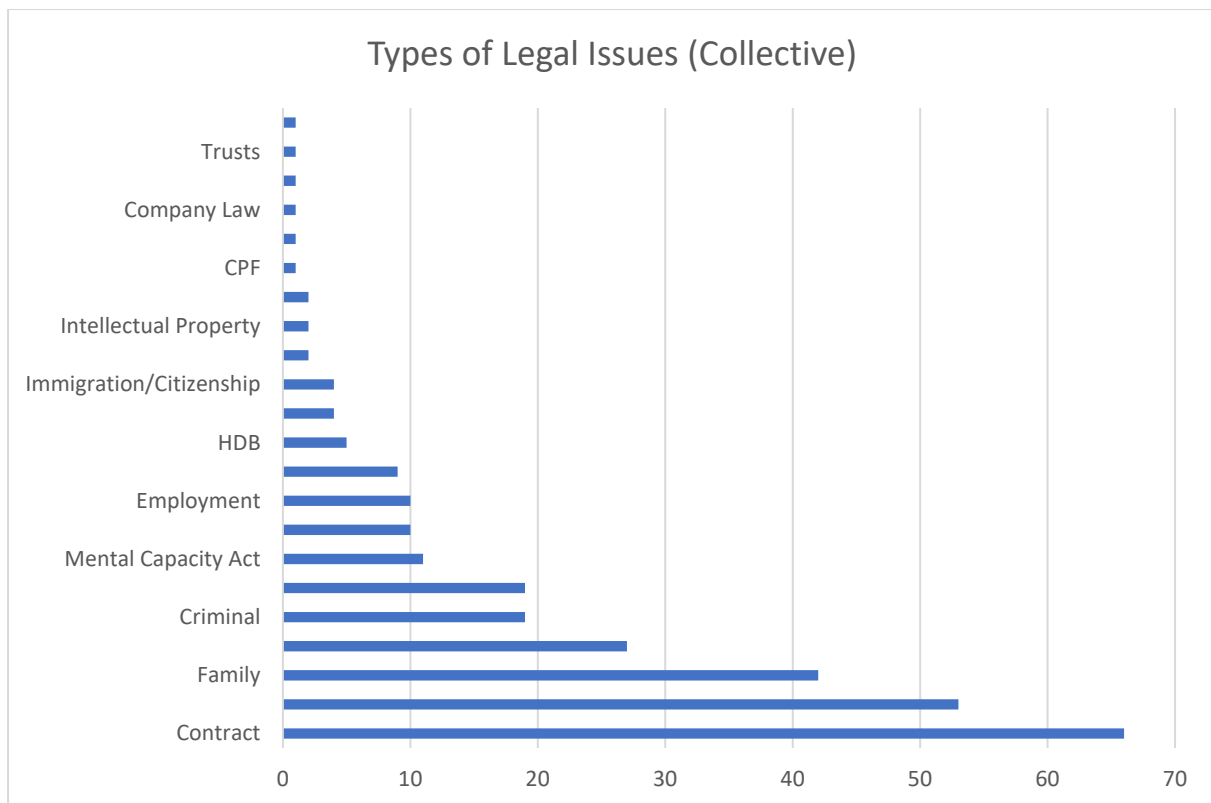


Figure 14: Type of Legal Issues raised for discussion by CLC attendees (Collectively, between 2013-2018).

With contract law and criminal law as foundational subjects in the first-year core curriculum of all of Singapore’s law schools, the data suggests that many of the legal issues encountered in the course of the *pro bono* work of CLCs would be at least familiar to the average Singapore law student. This would strengthen the view that there is a clearly suitable environment for clinical legal education programmes to take root if law schools were minded to collaborate more closely with the organisations running CLCs and their volunteer lawyers. However, the nature of the interactions between CLC attendees and volunteer lawyers is likely to be more superficial than other settings where *pro bono* legal services are provided, possibly limiting the depth of the learning opportunities that law students assisting at CLCs might have as

compared to other clinical legal education opportunities involving a smaller number of longer-term clients. Unfortunately, Singapore's legal and professional regulatory framework create challenges for volunteer lawyers to do more than just providing general information or legal advice to CLC attendees. This will be explained further below.

Regulatory constraints on lawyers engaged in *pro bono* legal work at Community Legal Clinics

While there are no specific legal frameworks that govern the activities carried out at CLCs, the operation of statutes that regulate the Singapore legal profession, as well as the rules of the professional body that apply to legal practitioners, introduce significant limits on which lawyers may volunteer and what kinds of *pro bono* legal work they can engage in at these clinics.

Under the *Legal Profession Act*²⁴ (LPA) only lawyers who have been admitted to the rolls of the Supreme Court of Singapore and have been issued practising certificates are permitted to “practise as... or do any act as an advocate or solicitor”²⁵, which includes providing representation to any party in legal proceedings and preparing certain types of legal documents. Section 33 prohibits unauthorised persons from acting as an advocate or solicitor unless they can prove that their actions were not

²⁴ *Legal Profession Act 1966* (2020 Rev Ed)(“LPA”).

²⁵ See Sections 32(1) and 32(2) of the LPA. Unauthorised persons are prohibited from acting as advocates and solicitors under Section 33(1) of the LPA, which encompasses suing out “any writ, summons or process”, commencing or defending “any action suit or other proceedings ... in any of the court in Singapore” or preparing “any document or instrument relating to any proceeding in the courts in Singapore”.

done for or in expectation of “any fee, gain or reward”. Specific acts prohibited by this provision include sending a “letter or notice threatening legal proceedings other than a letter or notice that the matter will be handed to a solicitor for legal proceedings”²⁶ and negotiating “in any way for the settlement of... any claim arising out of personal injury or death founded upon a legal right or otherwise”.²⁷ Many of the types of legal issues raised by CLC attendees would entail such actions, which qualified volunteer lawyers are, in theory, permitted to assist with but – for the reasons described below – in practice are not able or willing to provide.

Volunteer lawyers with practising certificates are bound by professional rules which make it practically difficult for them to take on CLC attendees as fee-paying clients, even if these attendees want to engage them. Professional conduct and publicity rules²⁸ issued under the LPA restrict their ability to act for CLC attendees beyond their verbal consultation sessions. Rule 47(1) states that “[a] legal practitioner may give free legal advice to any person at or through any facility established with a view to providing legal assistance to members of the public” but Rules 47(2) and 47(3) restrict the lawyer’s ability to disclose information pertaining to their legal practice, prohibiting the distribution of business cards and any law firm publicity material to CLC attendees. More specifically, Rule 47(3)(b) states that “a legal practitioner must

²⁶ Section 33(2)(d) LPA.

²⁷ Section 33(2)(e) LPA.

²⁸ *Legal Profession (Professional Conduct) Rules 2015* (Cap 161, S706/2015). The guiding principle in Rule 37 is that the legal practitioner “must not engage in publicity, or procure any work or engagement for himself or herself, the law practice in which he or she practises or any other person, in circumstances which affect the dignity and standing of the legal profession.”

not in the course of giving free legal advice... act for any person to whom the legal practitioner has given such free legal advice, unless the legal practitioner acts for that person in a *pro bono* capacity." Even if the matter was relatively straightforward and these lawyers were prepared to accept very modest fees to cover their costs, and even if the CLC attendees were prepared to pay such fees, the legal framework disallows such engagements.

Volunteer lawyers without practising certificates, but who are qualified solicitors under the LPA, such as in-house counsel and teaching faculty have a special dispensation to engage in *pro bono* work under the *Legal Profession (Pro Bono Legal Services) Rules 2013*.²⁹ These "non-practising solicitors" are exempted from the Section 33 LPA prohibition to the extent that they provided "permitted *pro bono* legal services", which is defined as any legal service that a solicitor can perform under the LPA apart from making appearances before the courts and tribunals, and "which are not provided for or in expectation of any fee, gain or reward." However, this exemption from Section 33 LPA only applies to the provision of permitted *pro bono* services in any of the following circumstances:³⁰

- The services are provided under schemes "administered by" the Law Society, the State Courts or the Family Justice Courts;
- The services are "provided directly to, or for the benefit of" any registered or exempt charities under the *Charities Act*;

²⁹ (Cap 161, S658/2013).

³⁰ Rule 3(a)-(d), *Legal Profession (Pro Bono Legal Services) Rules 2013*.

- The services are “provided directly to, or for the benefit of” any institution of public character;³¹
- The services are “provided directly to, or for the benefit of” any voluntary welfare organisation that is a member of the National Council of Social Services.

The scope of this exemption for “non-practising solicitors” volunteering at CLCs could be more generous. While it covers CLCs “administered” by the Law Society and the courts, it does not apply to CLCs facilitated by other organisations in the same way except to the extent that the *pro bono* services are “provided directly to, or for the benefit of” the identified institutions. The real beneficiaries of *pro bono* work done at CLCs are the individual members of the public who attend these clinics, rather than the institutions organising them or providing administrative support. A less restrictive definition of the places where this group of volunteer lawyers can do *pro bono* work would make it easier for them to contribute to a broader range of CLCs. This would in turn create more opportunities for the development of clinical legal education programmes within grassroots-level CLCs if, for example, more Singapore law academics could serve as clinical legal instructors that are not “administered by” the Law Society or the courts.

³¹ Institutions of Public Character (IPCs) are a special status conferred upon charities for a periods of time. In addition to the income tax and property tax benefits enjoyed by registered charities, IPCs are authorised to issue tax deduction receipts for qualifying donations received but are required to conduct activities that exclusively benefit the local community and are not confined to sectional interests or groups of persons based on race, belief or religion (unless this requirement is waived by the Minister of Culture, Community and Youth).

As a practical matter, both groups of volunteer lawyers may not be prepared to go beyond the provision of verbal advice or general legal information to CLC attendees because they are unwilling or unable to take on the latter as “clients”. The first group of volunteer lawyers are unlikely to take on cases from CLC attendees without the ability to collect any fees even where the latter are interested engaging their services; that would financially prejudice their law practices. The second group of volunteer lawyers are limited to doing *pro bono* legal work within the strict confines of the exemption defined above and do not have professional liability insurance to protect themselves. Liability-conscious lawyers are likely to be particularly wary of exposing themselves to potential civil liability that might arise if their interactions with CLC attendees evolved into a lawyer-client relationship, given the possibility that an implied retainer could very well arise between them or affected third party family members.³²

These *status quo* limitations on the nature of the *pro bono* work that can take place at CLCs diminishes the attractiveness of these settings as platforms for clinical legal education. If volunteer lawyers are discouraged from, or unable to, go beyond “legal counselling” or “advice” functions and do not follow up with document-drafting or client-representation activities, then volunteer law students will only be exposed to a very small slice of the work done by legal professionals and will not get the chance to assist with cases in a more meaningful way.

³² See Leong, Loke and Ong, ‘The Conceptual Basis of the Solicitor’s Liability to a Third Party related to the Client: reconstructing the *White v Jones* principle in Singapore’ (2016) 32 *Journal of Professional Negligence* 30-47

Based on my experience volunteering at constituency X, examples of scenarios where the constraints described above may frustrate the efforts of volunteer lawyers at CLCs to do “more” to help in cases they encounter from legal consultation sessions are summarised below.

- Attendee A wants to prepare a simple will and grant Lasting Power of Attorney to their spouse. Can, or should, the volunteer lawyer assist with these tasks beyond telling the attendee to look up the Law Society’s directory of lawyers and approach another lawyer to take instructions? Can the volunteer lawyer and the other volunteers in the clinic, who have already spent time with A to understand their surrounding factual circumstances, produce draft text for A or help A complete the relevant online forms?
- Attendee B wants to file a divorce petition. Can, or should, the volunteer lawyer prepare a written statement summarising the relevant facts which B can use as a litigant in person, or should they simply be given information on the relevant substantive and procedural aspects of Singapore’s Family Law system?
- Attendee C has received a letter of demand which they believe is unmeritorious. If C lacks the ability to communicate his position clearly in

writing, can or should the volunteer lawyer – who has already spent some time figuring out the facts surrounding C’s situation – draft a couple of paragraphs of text in plain language for C to use as part of their correspondence with the other side?

Opportunities to enhance the *pro bono* work of Community Legal Clinics through Clinical Legal Education Programmes

Despite the challenges discussed above, there are plenty of advantages associated with the participation of volunteer law students in the *pro bono* work of CLCs, particularly if this involvement is formalised through the systematic integration of clinical legal education programmes.

Firstly, the addition of these law student volunteers to the manpower team could substantially alleviate the time constraints surrounding each legal consultation session. If adequately trained, these volunteers would be well-placed to conduct pre-consultation interviews with CLC attendees before they meet with volunteer lawyers. If appropriate, facts are extracted from these interviews by discerning law student volunteers, then less time needs to be spent diagnosing the legal problems with the volunteer lawyers and more time can be spent exploring possible solutions. This could enable the organisers of CLCs to make these *pro bono* legal services available to more attendees.

Secondly, having law student volunteers with a wider range of language skills could be a valuable asset to the work of CLCs. Language barriers between volunteer lawyers

and attendees are a frequent occurrence, particularly when the latter are from minority communities (including the elderly and foreigners). Many laypersons seeking legal advice are unable to communicate, or uncomfortable communicating, in English and are not accompanied by trusted individuals who can provide them with accurate translations. This can be remedied by identifying the languages spoken by the attendees at the pre-registration stage and arranging for student volunteers with the appropriate language skills to be present at the relevant legal consultation session. Thirdly, volunteer law students can contribute substantively to the legal consultation sessions to the extent that they may be more familiar with the current state of the law, unlike the volunteer lawyers they are assisting who may not have kept up with the latest developments. Law students may also have sharper research skills that enable them to find the information necessary to facilitate a resolution of the case being reviewed by a less technologically-savvy volunteer lawyer.

These different contributions can be packaged together within a clinical legal education programme which provides law students a structured framework within which they can provide facilitative support to the *pro bono* work of CLC sessions, drawing upon their legal knowledge and skillsets in the process. The growth of the CLC eco-system in Singapore in the last decade opens up the possibility of significantly increasing the number clinic-based learning opportunities for interested law students in Singapore, building on the existing programmes currently run in our law schools.

At the National University of Singapore (NUS), formally structured clinical education modules are implemented through faculty-led legal clinics with high staff-student ratios. NUS has collaborated with the Singapore government's Legal Aid Bureau (LAB) since 2008 through a formalised arrangement where specifically appointed faculty members are authorised to supervise law students enrolled in an elective module, which enables them to earn academic credits for working on LAB cases under the staff member's close supervision. The curriculum of this clinical legal education collaboration between NUS and LAB is primarily skills-focused, with law students take part in client meetings, draft attendance notes, affidavits and submissions, and attend court hearings; in the course of their work, they would be exposed to the less privileged segments of society while being "exposed... to the possibilities of doing community-based lawyering... beyond the glamour of high-end litigation and international corporate deals".³³

Unlike the NUS-model for clinical legal education, which is centred around individual clients and cases, the approach taken at the Singapore Management University's Yong Pung How School of Law (SMU) is to operate its own in-house legal clinic, run by the SMU Pro Bono Centre since 2013 and staffed by a roster of external volunteer lawyers, where law students can volunteer to be paired with attending volunteer lawyers to assist with "taking instructions from the client, providing research, performing note-

³³ See Lim Lei Theng, *NUS Law @ LAB – Clinical Legal Education in Singapore*, Law Gazette (October 2018) <https://lawgazette.com.sg/news/updates/nus-law-lab/>.

taking, and so forth.”³⁴ In preparation for their service at this school-based clinic, students receive training in “particular legal skills such as fact investigation, client interviewing, negotiation, mediation, problem solving counselling, ethics and professional values”, and have access to a comprehensive student manual covering the different aspects of the clinic’s *pro bono* work.³⁵

Both of these clinical legal education models are viable starting points for tailoring a more ambitious programme which integrates this pedagogical approach into the operations of the wider national network of CLCs across Singapore. In the last decade, hundreds of law students have already contributed their time to, and benefited from volunteering at, many of the CLCs listed in Annex A below. The way forward would be to build on these experiences and bring the institutional relationship between the organisers of CLCs and the law schools to the next level, where suitable volunteer lawyers at CLCs are concurrently appointed as clinical instructors to execute clinical legal education programmes on behalf of the law schools at these legal clinics. This will require volunteer lawyers at CLCs to take active supervisory roles over the contributions of law students to the *pro bono* work of CLCs: the latter are not just there to shadow the former, but should also receive “hands-on training” that involves the practical application of their legal knowledge and skills to the legal problems of those who attend these legal clinics. This sort of mentorship relationship reinforces on of the

³⁴ See Koman and Whalen-Bridge, “Clinical Legal Education in Singapore”, in Sarker (ed), *Clinical Education in Asia: Accessing Justice for the Underprivileged*, Palgrave Macmillan New York, Chapter 8 at page 145.

³⁵ *Ibid* at pages 145-146.

most cherished features of the legal profession, where current commercial realities facing law firms make “formal structured mentoring... challenging to implement”.³⁶ Making it possible for law students to earn academic credits for their contributions to the *pro bono* work of CLCs would thus alter the nature of the law students’ participation in these clinics, with the focus shifting away from altruistic volunteerism to a model of service-based learning.³⁷ Learning objectives can be pre-defined by the volunteer lawyer cum clinical instructor and strategies for their achievement may be consciously pursued to ensure that enrolled students actually achieve desired milestones over the prescribed duration of the module.

The *pro bono* activities of CLCs become more sustainable with the support of an integrated clinical legal education programme. Enrolled students commit themselves to contributing to the legal clinic over a clearly specified period of time, providing CLC organisers and volunteer lawyers with more manpower certainty, which could then lead to an increase in the number of legal consultation sessions being made available each time the clinic is open. Furthermore, law students who have earned their stripes from complete such a programme, and who go on to become qualified lawyers further down the road, may well be recruited to serve as volunteer lawyers at other CLCs later in future.

³⁶ Aurill Kam, *Mentoring*, Law Gazette (August 2021) <https://lawgazette.com.sg/feature/mentoring/>

³⁷ Service-learning, which incorporates elements of community service and community engagement, has been implemented at the pre-University level across Singapore’s schools since the 2000s. See Chua, Cheng Chye, *Rethinking Community-Service Education in Singapore Schools*, (2010). Social Space. 94-97.

Concluding thoughts and recommendations

This article has sought to explain some of the more obvious synergies that can be reaped by integrating clinical legal education programmes into the *pro bono* activities of CLCs. All the relevant stakeholders stand to benefit from such cooperative arrangements. Volunteer lawyers and CLC organisers can benefit from the time-saving efficiencies arising from the students' supporting contributions to the legal consultation sessions. CLC attendees can benefit from the students' help in succinctly presenting their cases to the volunteer lawyers. Students can benefit from their exposure to a broad range of community law issues and opportunities to exercise client interaction skills that are relevant to their future professional careers. Organisations responsible for running CLCs and law schools just need appropriate encouragement and incentives to realise these benefits.

Any attempt to develop clinical legal education programmes to support the *pro bono* activities of CLCs must be bolstered by concurrent efforts to enhance the operational success of CLCs. The higher the quality of the *pro bono* legal services offered to clinic attendees by volunteer lawyers, the more conducive the learning environment for law students who participate in such clinics. A way forward is suggested in the following three recommendations.

Firstly, statutory reforms to the *Legal Profession Act* and its subsidiary legislation should be made to reform the scope of the *pro bono* work that volunteer lawyers can do at CLCs, clarifying, for example, the settings in which volunteer lawyers can give legal advice to individual members of the public and carving out the possibility of fair

remuneration for such services. Liability-conscious members of the legal profession are also likely to greatly appreciate some form of limited legal immunity when making *pro bono* contributions to CLCs.

Secondly, the Law Society of Singapore could introduce more detailed ethical guidelines to explain how the *Legal Professional Conduct* rules ought to be applied within the specific context of CLCs, providing, in particular, more concrete guidance on the extent to which volunteer lawyers may give assistance to attendees beyond simply giving them verbal advice or pointing them in the direction of other professional legal advisors. Guidelines should also be available to very sizeable population of non-practising qualified lawyers who might want to contribute to the *pro bono* work of CLCs.

Thirdly, PBSG should develop a comprehensive clinical legal education programme in partnership with the local tertiary educational institutions, building on the existing programmes that have already been established at their law schools, that enable law students to fulfil their academic credit requirements while making valuable contributions to the *pro bono* work of Singapore’s Community Legal Clinics.

Annex A

Scheme	Agency/ Organisation	Eligibility Criteria	Allocation of lawyer
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<p>Legal Aid Bureau (LAB)³⁸</p>	<p>Ministry of Law</p>	<ul style="list-style-type: none"> • Singapore Citizen or Permanent Resident • Average Per Capita Gross Monthly Household Income (PCHI) ≤ \$950 for the last 12 months prior to the application • The Annual Value of applicant’s place of residence owned by the applicant ≤ \$13,000 • Savings and non-CPF investments ≤ \$10,000 (if applicant is younger than 60 years old) • Savings and non-CPF investments ≤ \$40,000 (if applicant is aged 60 and above) 	<p>Legal aid recipients are assigned either an in-house LAB lawyer (known as a Legal Officer) or a private practitioner (known as an Assigned Solicitor).³⁹</p>
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³⁸ *Taking the Means Test - Taking the Merits Test.* (n.d.). Legal Aid Bureau. Retrieved from <https://lab.mlaw.gov.sg/legal-services/taking-the-means-test/>

³⁹ *After Aid is Granted.* (n.d.). Legal Aid Bureau. Retrieved from <https://lab.mlaw.gov.sg/legal-services/after-aid-is-granted/>

		<ul style="list-style-type: none"> • Applicant must not own any other property besides his/her place of residence 	
<p>Family Justice Support Scheme (FJSS)⁴⁰</p>	<p>Pro Bono SG</p>	<p>Foreign spouses with Singaporean children (pro bono legal representation)</p> <ul style="list-style-type: none"> • Monthly per capita income ≤ \$950 • Single place of residence, annual value ≤ \$13,000 • Savings and non-CPF investments ≤ \$10,000 (\$40,000 for elderly applicant aged 60 and above) <p>Singaporeans/Permanent Residents (referral to FJSS Panel Lawyers, representation at reduced charges)</p>	<p>Eligible applicants are assisted by lawyers from a panel of approximately 60 family lawyers either on a pro bono basis or at discounted rates.⁴¹</p>

⁴⁰ *Legal Representation*. (n.d.). Pro Bono SG. Retrieved from <https://www.probono.sg/get-legal-help/legal-representation/>

⁴¹ *Foreign spouses, sandwich class get legal aid in new scheme*. (2022, October 19). The Straits Times. Retrieved from <https://www.straitstimes.com/singapore/foreign-spouses-sandwich-class-get-legal-aid-in-new-scheme>

		<ul style="list-style-type: none"> • Rejected by LAB due to marginal means (letter provided) • Monthly per capita income \leq \$1,400 • Single place of residence, annual value \leq \$21,000 • Savings and non-CPF investments \leq \$12,000 (\$12,001-\$14,000: subject to Committee approval if exceptional circumstances exist) 	
Criminal Legal Aid Scheme (CLAS) ⁴²	Pro Bono SG	<ul style="list-style-type: none"> • Residing in Singapore (locals / foreigners); • Annual disposable income and disposable capital < S\$10,000. 	Lawyers are assigned to eligible applicants to represent the

⁴² Criminal Legal Aid Scheme. (n.d.). Law Society Pro Bono Services. Retrieved from <https://www.lawsocprobono.org/Pages/Criminal-Legal-Aid-Scheme.aspx>

		<ul style="list-style-type: none"> • Charged in Court for offence(s) under statutes covered by CLAS (most common offences are covered) <p><i>Note: With effect from 1 December 2022, all Singaporean/Permanent Residents (“SGPR”) seeking to apply for criminal legal aid may do so through the Public Defender’s Office (see below). CLAS will no longer be accepting any new applications for criminal legal aid from all SGPR applicants, but will continue to accept new applications for criminal legal aid from Foreign Applicants (based in Singapore) who meet the requirements stipulated.</i>⁴³</p>	<p>latter in court proceedings.⁴⁴</p>
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⁴³ Home. (n.d.). YouTube. Retrieved from <https://forms.office.com/Pages/ResponsePage.aspx?id=2SIByMB8W06hRKsXHMIqYjaiKTZQ7t1MhWjY6SxQC9pUNTQ4TVc1WEIIVFpBODBMTFZUNjY5V0FCTyQIQCN0PWcu>

⁴⁴ Seek help for a criminal case. (n.d.). Singapore Courts. Retrieved from <https://www.judiciary.gov.sg/legal-help-support/criminal-case>

<p>Primary Justice Project (PJP)⁴⁵</p>	<p>Community Justice Centre</p>	<p>Criminal matters</p> <ul style="list-style-type: none"> • Annual disposable income of not more than S\$12,000. • Plea bargain only (i.e. pleading guilty) at \$1,000 fixed fee up to 3 hours <p>Fixed fee; legal advice and amicable settlement of disputes</p> <ul style="list-style-type: none"> • Case involves: <ul style="list-style-type: none"> ○ (i) Settlement of matrimonial ancillary matters ○ (ii) Monetary claims below S\$60,000 ○ (iii) Harassment and Neighbour disputes. 	<p>Eligible applicants are assigned to lawyers who provide basic legal advice and facilitate the settlement of disputes.⁴⁶</p>
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⁴⁵ *Primary Justice Project*. (n.d.). Community Justice Centre. Retrieved from <https://cjc.org.sg/services/legal-services/primary-justice-project/>

⁴⁶ *Primary Justice Project*. (n.d.). Community Justice Centre. Retrieved from <https://cjc.org.sg/services/legal-services/primary-justice-project/>

		<ul style="list-style-type: none"> • 1st appt: \$300 legal fees + \$100 admin fee; 2nd appt: \$1,500 (\$300/hr capped at 5hrs) 	
<p>Public Defender's Office (PDO)⁴⁷</p>	<p>Ministry of Law</p>	<ul style="list-style-type: none"> • Singapore Citizen or Permanent Resident; • Applicant must not own more than one property, and the annual value of the property \leq \$13,000 • Average monthly per capita household income (PCHI) \leq \$1,500 • Savings and investment \leq \$10,000 (if applicant is below 60 years old) 	<p>Eligible accused persons will be assigned to a Public Defender or referred to Pro Bono SG who will then assign a volunteer private lawyer to the accused person.⁴⁸</p>

⁴⁷ *Qualifying for help.* (n.d.). Public Defender's Office. Retrieved from <https://pdo.mlaw.gov.sg/criminal-defence-aid/qualifying-for-help/>

⁴⁸ *Scope of Assistance.* (n.d.). Public Defender's Office. Retrieved from <https://pdo.mlaw.gov.sg/criminal-defence-aid/scope-of-assistance/>

		<ul style="list-style-type: none">• Savings and investment \leq \$40,000 (if applicant is 60 years old and below)	
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THE CHALLENGES OF HUMAN RIGHTS ADVOCACY ON SOCIAL MEDIA IN THE CONTEXT OF LEGAL CLINICS¹

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ABSTRACT

The consolidation of social media as a medium of information and social mobilisation reinforces the importance of using this resource to base *advocacy* strategies undertaken by legal clinics, especially those regarding human rights education aimed at elucidating concrete issues that are dear to democracy. This research intends to identify, describe, and discuss the main challenges related to communication on human rights by legal clinics, based on the experience developed at the Paraná's Federal University Human Rights Clinic (CDH/UFPR). If, in theory, *Instagram* had proved to be the most pertinent tool for disseminating research — even considering the digital exclusion of a significant quantity of Brazilians — the experience revealed the first major challenge to be the incongruity between the parameters governing the

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¹ Research conducted as part of the project "Impacts of the COVID-19 Pandemic on the Access to Legal Abortion for girls and women who are users of the Unified Health System (SUS): diagnostic assessment and strategies for action from the perspective of sexual and reproductive rights," led by Professor Taysa Schiocchet, UFPR, and funded by Coordination for the Advancement of Higher Education Personnel, CAPES, Ministry of Education, Notice n. 12/2021.

algorithmics functioning in the app and the academic and scientific nature of the clinic's content. By subverting and re-signifying a space governed by market interests — that impose themselves every day as a communication hub — we sought to promote the dissemination of evidence-based scientific knowledge to our channel's community of followers. In which we paid special attention to the adaptation of legal and technical language to a more accessible approach while still preserving the quality of the information being disseminated; the efforts to ensure knowledge transit and theoretical alignment in a team made up of researchers from different areas; the need to involve third parties in collaborating on the joint production of publications; and, finally, obstacles related to the scarcity of financial resources and project management.

Keywords: digital advocacy; legal clinics; human rights; social media.

I. INTRODUCTION

Legal clinics are a global movement of law teaching that aims to promote practical experiences during professional training as well as to address critics on the disconnection between legal education and social reality. In Brazil, these clinics represent an innovative practice and operate mainly in the field of human rights, focusing on promoting social impact.

By producing information and knowledge to popularize and raise awareness of human rights — thus evaluating the practical realization of these rights within the

scope of public authorities and society — many legal clinics apply the so-called *advocacy* practices.² In Brazil, the term encompasses³ various activities aimed at directing and influencing the political environment — such as public policies, budget planning and social programs, as well as the opinion and involvement of society in an issue or cause — "through a set of well-planned and organized actions carried out by a group of committed individuals or organizations working together in an articulated manner."⁴

However, according to Brelàz,⁵ this concept has a broader range in US literature, being used to name various actions and strategies that envision to make a cause relevant by mobilizing public opinion, in which interference in public policies is just one of the means by which advocacy is carried out. In the author's terms, "it ends up becoming a reduced word that serves, in a way, to give a more 'legitimate and legal' character to the act of influencing public policies."⁶

² Castilho, Natalia M; Schiocchet, Taysa. Atuação das clínicas jurídicas em litigância estratégica internacional: contribuições à difusão normativa e à mobilização dos órgãos interamericanos de direitos humanos. In: Daniel Wunder Hachem; Luisa Fernanda García López; Felipe Klein Gussoli. (Org.). Corte Americana de direitos humanos e seus impactos na América Latina. 1 ed. Curitiba: Íthala, 2020. Available at: <[sumario_20210831193920_12.pdf](#)>.

³ Reis, Toni; Cazal, Simón (Org.). Manual de advocacy, litigância estratégica, controle social e accountability LGBTI+. Curitiba: IBDSEX, 2021, p. 90.

⁴ Reis, Toni; Cazal, Simón (Org.). Manual de advocacy, litigância estratégica, controle social e accountability LGBTI+. Curitiba: IBDSEX, 2021, p. 91.

⁵ Brelàz, Gabriela. Advocacy e lobby das Organizações da Sociedade Civil. Revista de Direito do Terceiro Setor - RDTs. Belo Horizonte, year 9, n. 18, p. 41-77, jul./dec. 2015, p. 68.

⁶ Brelàz, Gabriela. Advocacy e lobby das Organizações da Sociedade Civil. Revista de Direito do Terceiro Setor - RDTs. Belo Horizonte, year 9, n. 18, p. 41-77, Jul./Dec. 2015.

Therefore, this research details the experience of digital advocacy — as defined in Brazilian literature — promoted by the Human Rights Clinic of Paraná’s Federal University (Clínica de Direitos Humanos da UFPR - CDH/UFPR) between July and November of 2021. During the period of social isolation due to the COVID-19 pandemic, the Clinic articulated its activities for the promotion and defense of human rights through and for the virtual space, thus increasing the production of content circulating on social media, since the dissemination of evidence-based scientific knowledge produced by public universities is of collective interest.

Considering the preeminence of social media and of the internet in general, both of which are presently incorporated into the daily lives of a large part of the population,⁷ we ascertained the need for *advocacy* strategies undertaken by legal clinics to be guided by this very resource. The use of digital media to carry out actions — especially those such as campaigns; educational and awareness-raising actions; and the production of technical notes and *advocacy* actions that engage with public authorities (Legislative, Executive and Judicial) — has the potential to promote some advances⁸ in the field of human rights education, which itself focuses on elucidating concrete issues that are dear to democracy.

⁷ According to a study released by the platform “Cupom Válido” in 2021 based on data collected by the agencies Hootsuite and WeAreSocial, Brazil is the third largest country in terms of social media users in the world with 150 million users, which represents 70.3% of the nation’s population.

⁸ Shirky, C. *Here Comes Everybody: The Power of Organizing Without Organizations*, Penguin Press, 2008; Lucchi, N. Internet Content Governance and Human Rights, 16, *Vanderbilt Journal of Entertainment and Technology Law*, 809, 2020. Available at: <https://scholarship.law.vanderbilt.edu/jetlaw/vol16/iss4/3>.

The CDH/UFPR⁹ is an interdisciplinary research group linked to the National Council for Scientific and Technological Development (Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPQ) and based at UFPR. The group includes undergraduate and postgraduate researchers from different areas of knowledge, carrying out teaching, research, and extension activities.¹⁰ Its central theme is human rights and new rights, with research focused on bioethics and biotechnologies as well as sexual and reproductive rights from a gender perspective.¹¹

⁹ Coordinated by Professor Dr. Taysa Schiocchet, the group carries out integrated teaching, research, and extension activities in transdisciplinary human rights issues. In this field, its work is guided by three main research axes: 1) the delimiting themes of the line of research 2) the theoretical framework, and 3) the methodological proposal adopted.

¹⁰ Higher education curricula in Brazil must develop three elemental areas: a) teaching, by giving a certain number of classes, variable for each field of study; b) researching, through opportunities such as study groups, programs help students start a research project etc. and c) extension (or attending the community), when students must dedicate some hours developing activities to benefit society in general, dealing with social, juridical and political issues and providing strategies to try respond them. These are mandatory academic activities within undergraduate and graduate programs that involve interaction between the university and society. They are offered by all higher education courses, whether public or private. These extension practices have four main objectives: a) to produce social impacts contributing to regional, economic, social, environmental, cultural development, and the enhancement of public policies; b) to foster dialogical interaction with the community and between faculty and students; c) to build interdisciplinary actions and interprofessional alliances; d) to relate to research and teaching activities, and finally, e) to generate theoretical, methodological, and humanistic impacts on student education. See more at: Klein, C. F.; Roe, R. ; Rahman, M. ; Jain, D. ; Naik, A. ; Castilho, N. M.; Schiocchet, T. ; Agwu, S. K. ; Moyd, O. ; Sukrow, B. ; Konig, C. . Teaching about justice by teaching with justice: global perspectives on Clinical Legal Education and Rebellious Lawyering. *Journal of Law and Policy*, v. 68, p. 141-182, 2022. <https://journals.library.wustl.edu/lawpolicy/article/id/8623/>.

¹¹ Based on biopolitics and the Foucauldian concept of Biopower, the Clinic adopts the perspective of Haraway (1995); Butler (2003) and Nussbaum (2000) on gender, as we can see at: Foucault, M. *História da sexualidade*, 9. ed., Rio de Janeiro: Graal, 2007, p. 50. Butler, J. *Problemas de gênero: feminismo e subversão da identidade*. Trad. Renato Aguiar. Rio de Janeiro: Civilização Brasileira, 2003, p. 23. Haraway, D. *Saberes Localizados: a questão da ciência para o feminino e o privilégio da perspectiva parcial*. *Cadernos Pagu*, 5, 1995, p. 15. Nussbaum, M. *Women and Human Development: The Capabilities Approach*. Cambridge University Press, 2000, p. 61. According to this theoretical framework, gender is understood as a relational and dynamic category of analysis that mobilizes and reorders arguments in the field of anthropology, political science, and political and moral philosophy, complexifying and problematizing the way one interprets and analyzes the legal phenomenon and its implications for human life and society.

The group's purpose is to develop theoretical, institutional, and social analyses of law from the perspective of biopolitics, working under the methodologies of theoretical and empirical research in law, and aiming towards human rights awareness and the social dissemination of knowledge.

It is of note that, among all of the different strategies employed by legal clinics, strategic litigation and advocacy in human rights are the highlights of the CDH/UFPR's practices. The group has intensified its communication-related activities in the last decade, partnering with different actors: civil society (feminist collectives, for example), universities (researchers and research groups), and the government (the Brazilian Ministry of Justice and Education). The Clinic has produced events, teaching materials related to the popularization of research results (short animated videos, documentaries, rights guides), content for social media and media materials in general, as well as other methods of raising awareness through art.

The target audience included legal, health and education professionals, the academic community, public managers, people, and groups directly affected by the phenomena studied, and society in general, according to the objective of each product. This action model aims to broaden the scientific, social, and pedagogical impact of the projects developed within the public university.

Among the main activities already carried out by the Clinic in the field of communication strategies, it is worth mentioning: (i) the production and dissemination of guides aimed at educating young people on sexual and reproductive

rights;¹² and (ii) the holding of public film screenings – “Cinejus Project”¹³ internally and externally followed by debates that addressed gender and human rights issues. In the context of social media, the group stands out for the (iii) publication of a series of videos entitled “Speak to Me Properly” (“Fala Direito Comigo”)¹⁴ - on YouTube, which addresses sexual and reproductive rights in an accessible manner, seeking to inform women and girls about gender autonomy and equality. Additionally, the Clinic also released (iv) the documentary “Beyond the Law - Legal Abortion in Brazil” (“Além da Lei - Aborto Legal no Brasil”), in 2018¹⁵ - which recreates the stories of three women who were victims of sexual violence and their search for legal abortion, based on the work and resources of the CDH. The short film also exposes the views of doctors, jurists, and activists on sexual violence in Brazil, in addition to exhibiting statistical data on the subject.

With funding from the Ministry of Health's Research Program for the Unified Health System (Programa para Pesquisa no Sistema Único de Saúde - PPSUS), the CDH

¹² Schiocchet, T. *Fala Direito Comigo: educação em direitos humanos para o exercício de direitos sexuais e reprodutivos para jovens e mulheres*. 1. ed. Rio de Janeiro: Multifoco, 2018a. v. 1. p84. Schiocchet, T. *Fala Direito Comigo, Profissional: educação em direitos humanos para o exercício de direitos sexuais e reprodutivos*. 1. ed. Rio de Janeiro: Multifoco, 2018b. v. 1. p58.

¹³ Curitiba recebe exibição gratuita do filme “Chega de fiu-fiu”. *Jornal Brasil de Fato*, Curitiba [online], Paraná, 23 Nov. 2018, Available at: <<https://www.brasildefatopr.com.br/2018/11/23/curitiba-recebe-exibicao-gratuita-do-filme-chega-de-fiu-fiu>>.

¹⁴ Clínica De Direitos Humanos Da Ufpr. Playlist Série Fala direito comigo, Curitiba-PR, 2016. 8 videos (3 min). Available at: <<https://www.youtube.com/playlist?list=PLScYiMR0056DOeRkuT03VF1yM0iUtateg>>.

¹⁵ *Além Da Lei: o aborto legal no Brasil*. Direction: M. Krueel. Production: K. Emerich. Script: T.Schiochet, M. Krueel, K. Emerich, da Cunha, A.S. Bordin, M.. pH7 Filmes e Clínica de Direitos Humanos da Universidade Federal do Paraná (CDH UFPR). Porto Alegre-RS, 2018, (19 min). Available at: <https://www.youtube.com/watch?v=zILCVdz9q_g&t=926s&ab_channel=Ci%C3%ADnicadeDireitosHumanosdaUFPR>.

intensified its digital advocacy activities on human rights in 2021 — with a project focused on the exercise of sexual and reproductive rights — given the relevance of digital media use during the pandemic. During this period, the communication axis of the project was prioritized and new challenges arose. The group allocated part of the funding received to pay for a Scientific Initiation scholarship for a student from UFPR's Public Relations course, who was mainly dedicated to producing and preparing posts for Instagram.

The team also included law students who were also undergraduate researchers. The group worked to articulate with the different areas of knowledge necessary to produce synthetic, accessible, and informative scientific communication materials. We emphasize that the knowledge, interests, and skills of the students involved, in addition to their legal knowledge, were fundamental to guarantee the quality of the content produced.

Expertise in the field of communication was essential to guide the use of straightforward language without undermining the content; prioritize the development of visually attractive elements; and also to manage social media while having community engagement and a wide audience reach in view. Such expertise was shared by *Prattica*, the school agency of UFPR's Public Relations course, which evaluated the strategies used in the project and provided examples of publications with the potential to boost the technical quality of the work produced.

All the CDH's activities took place remotely during the pandemic, including collecting research topics for publication with the other members of the Clinic; organizing and synthesizing information; elaborating a coherent visual identity; and the internal articulation of its members. The team communicated via instant messaging and videoconferencing applications and utilized shared task management platforms which were key to the team's integration and organization during the process.

Digital *advocacy* has numerous potentialities, such as the possibility of facilitating dialogue independent of any formal structures between different social actors and the agency, thus ensuring visibility to the marginalized, bringing about innovations in the field of monitoring, and providing assistance in cases of human rights violations.¹⁶ In view of this, this research aimed to identify, describe, and discuss the main challenges faced by a legal clinic in communicating human rights through social media, based on a practice developed at the Human Rights Clinic of UFPR (CDH/UFPR). We hope that our work can be of use to other legal clinics that intend to practice advocacy in the digital environment.

¹⁶ Dutt, M; Rasul, N. Conscientização Digital: uma análise das oportunidades e dos riscos enfrentados pelos ativistas de direitos humanos na Era Digital. SUR - Revista Internacional de Direitos Humanos, v. 20, p. 441-451, Jun./Dez. de 2014. Available at: <<https://sur.conectas.org/conscientizacao-digital/>>.

II. THEORETICAL FRAMEWORK

Cavallaro and García¹⁷ state that the expansion of the roster of prerogatives understood as human rights, considering the contemporary practical trends in the area, imposes the need for more training, especially for legal professionals. Among several consequences of this phenomenon pointed out by the authors, include that legal and political practice in the field of strategies for confronting human rights violations must involve actions that focus not only on filing lawsuits but also on raising awareness and sensitizing society and public authorities to the issues in question.

As we have already developed in a previous study¹⁸, legal clinics have expanded and streamlined legal action strategies, becoming important actors in a legal practice that also mobilizes communication techniques and the production of social and political persuasion through advocacy and strategic litigation¹⁹. Such practices developed into

¹⁷ Cavallaro, J.L; García, F.E. ¿Cómo establecer una Clínica de Derechos Humanos? Lecciones de los Prejuicios y Errores Colectivos en las Américas. *Justicia Constitucional*, v. 6, p. 124, Nov. 2011.

¹⁸ Castilho, N.M; Schiocchet, T. Atuação das clínicas jurídicas em litigância estratégica internacional: contribuições à difusão normativa e à mobilização dos órgãos interamericanos de direitos humanos. In: Daniel Wunder Hachem; Luisa Fernanda García López; Felipe Klein Gussoli. (Org.). *Corte Americana de derechos humanos e seus impactos na América Latina*. 1 ed. Curitiba: Íthala, 2020. Available at: < [sumario_20210831193920_12.pdf](#) >.

¹⁹ "Strategic litigation therefore refers to a paradigmatic case (individual or collective) from which the mere resolution of the case is transcended, that is, the content of the judicial decision itself and its consequences for the parties. They are causes from which wider discussions are provoked, capable of forming precedents, generating legislative or even public policy changes. This type of action can also increase the publicity of the issue involved, usually in a cheaper way than using advertising campaigns, in the case of international courts and tribunals, create external political pressure around a certain demand, test and clarify the content of existing laws, and demand government accountability, establishing parameters within which governments must operate." See more at: Castilho, N.M; Schiocchet, T. Atuação das clínicas jurídicas em litigância estratégica internacional: contribuições à difusão normativa e à mobilização dos órgãos interamericanos de direitos humanos. In: Daniel Wunder

planned actions to raise awareness of human rights, among which advocacy is an important instrument for political change.

There are several definitions of the concept of advocacy in Brazilian literature which illustrate that there is no established consensus. The guides produced in Brazil generally define advocacy as an activity that aims to generate changes in public policies through strategies that are dissimilar to those of activism, which is based on the clash and confrontation of ideas, and lobbying, which is based on direct contact with decision-makers without necessarily going public.²⁰ It also differs from awareness-raising as it claims to encourage the target audience to act directly — and actively — in public policy formulation processes.²¹

In view of this, we adopted a wider conception of advocacy as an activity that identifies, adopts, and promotes a cause²² emphasizing the role of this practice in bringing the unmet demands of minorities to public attention.²³ Thus, advocacy aims not only to interfere in decision-making but also to increase the power of people and groups, especially those who are marginalized²⁴ providing them the necessary tools to

Hachem; Luisa Fernanda García López; Felipe Klein Gussoli. (Org.). Corte Americana de direitos humanos e seus impactos na América Latina. 1 ed. Curitiba: Íthala, 2020, p. 421.

²⁰ Morgado, R.P; Gozetto, A.C.O. Guia para a Construção de Estratégias de Advocacy: como influenciar políticas públicas. Piracicaba, SP: Imaflora, 2019.

²¹ Pathfinder International (2011). Assessing the Political Environment for Advocacy. Available at: < <https://www.pathfinder.org/publication-series/straight-to-the-point-advocacy> >.

²² Brelàz, G. Advocacy e lobby das Organizações da Sociedade Civil. Revista de Direito do Terceiro Setor - RDTS. Belo Horizonte, year 9, n. 18, p. 41-77, Jul./Dec. 2015, p. 46.

²³ Brelàz, G. Advocacy e lobby das Organizações da Sociedade Civil. Revista de Direito do Terceiro Setor - RDTS. Belo Horizonte, year 9, n. 18, p. 41-77, Jul./Dec. 2015, p. 46.

²⁴ Reis, T. Casal, S. (Org.). Manual de advocacy, litigância estratégica, controle social e accountability LGBTI+. Curitiba: Ibdsex, 2021.

pressure institutions to improve their own quality of life by forming alliances and networks. In short, advocacy not only raises awareness of human rights but also has the potential to encourage people and groups to exercise citizenship and thus strengthen the democratic system.

Therefore, when talking about public mobilization today it is essential to consider the consolidation of social media as centralizers of information spreading.²⁵ Although the digital environment is considered a democratic platform given its potential to amplify the voices of minority groups, it is also a space for ambiguous power disputes. It is simultaneously a place for empowering minorities and for hate speech; it gives visibility to ignored problems while spreading untrue information that favors obscure purposes with little or no filtering.²⁶ Connectivity and new forms of sociability and political articulation, mediated by the technology of social media, challenge the potential for promoting — and putting into practice — human rights. This scenario is especially evident in Brazil, given the social and political impact of such media²⁷. In this case, by promoting the constant reiteration of ethical-political values on social media, digital advocacy in human rights can be an important tool for confronting

²⁵ Nekmat, E. Gower, K.K. Gozenbach, W.J. Flanagin, A.J. Source effects in the micro-mobilization of collective action via social media. *Information, Communication & Society*, v. 18, n. 9, p. 1076–1091, Mars, 2015.

²⁶ Bucci, Eugênio. *A Superindústria do Imaginário: Como o capital transformou o olhar em trabalho e se apropriou de tudo que é visível*. 1. ed. Belo Horizonte: Autêntica, 2021, p. 25.

²⁷ The impact of spreading fake news associated with the massive use of instant messaging apps for communication and daily interaction by the Brazilian population was discussed in journalist Patrícia Campos Melo's paper, "*A máquina do ódio: notas de uma repórter sobre fake news e violência digital*", published in 2020 by Companhia das Letras.

violations that occur in this environment, which will in turn become more detectable and debatable.²⁸

Although the pandemic has intensified the importance of digital advocacy — especially considering the consolidation of social media in the dispute of ideas in the political scenario — it is also essential to highlight the limitations and challenges faced in the use of this strategy.

One such restriction is digital exclusion, which affected 46 million Brazilians in 2021,²⁹ even though data indicates internet usage in 8 out of every 10 households in Brazil.³⁰

Another problem raised is the distance, as identified by Cavallaro,³¹ between human rights professionals and grassroots movements — which could be accentuated by digital advocacy, a practice not necessarily built with the involvement of those directly interested in the defended causes. Finally, the possibility of spreading clicktivism or slacktivism, digital activism with no concrete impacts on reality, is also highlighted.³²

²⁸ Morato, R.d.S. De Miranda, M.H.G. “A educação em direitos humanos e as redes sociais digitais: um diálogo necessário”. *Revista Interdisciplinar de Direitos Humanos*, v. 5, n. 2, p. 275–86, December 2017.

²⁹ Rede Brasil Atual. Sem internet: exclusão digital atinge 46% dos brasileiros, aponta pesquisa. *Rede Brasil Atual*, 7 de junho de 2021. Available at: < <https://www.redebrasilatual.com.br/blogs/planeta-azul/2021/06/exclusao-digital-pesquisa/> >.

³⁰ IBGE, Diretoria de Pesquisas, Coordenação de Trabalho e Rendimento. *Pesquisa Nacional por Amostra de Domicílios Contínua*. 2019.

³¹ *Ibid.*

³² The bibliography consulted indicated the use of the term "clicktivism" or "slacktivism" to designate the type of digital communication that does not go beyond mere awareness, drawing the public's attention to the intended causes without generating mobilization for action. See: Santos, J. O. *Advocacy e o papel das Organizações de Direitos Humanos no Legislativo Brasileiro: As campanhas da Rede Justiça Criminal*. Instituto Superior de Ciências Sociais e Políticas, 22 Mars 2021. However, other texts point out that "couch activism" is not necessarily immune from impacts in reality: some studies indicate, for example, that these people are more likely to donate money to social campaigns, etc. See Dutt, M. Rasul, N. *Conscientização Digital: uma análise das oportunidades e dos riscos enfrentados pelos*

It is therefore essential to emphasize that the practice of digital advocacy does not seek, at any level, to exhaust or replace social mobilization and human rights education strategies carried out outside the digital environment. On the contrary, the literature points out that "the success of human rights campaigns stems from a balance between online awareness and offline action to cause a significant social impact."³³ Indeed, advocacy on social media has often aimed at leading the public to physical and collective action, as was the case with the global movements “#BlackLivesMatter” and “#MeToo”, as well as in Brazil with “Marcha das Vadias”, “Jornadas de Junho” and “#EleNão”.

Consequently, the digital advocacy carried out by CDH/UFPR worked towards contrasting the prevalent misinformation in this environment with scientific information. To achieve this, the Clinic shared posts whose themes originated from the social demands and research carried out by public universities. CDH/UFPR offered evidence-based information, striving to promote human rights education through the conscious reiteration of democratic values, as well as encouraging social participation in the formulation of public policies. In addition to the literature on advocacy, the Clinic consulted pragmatic and procedural literature related to the use

ativistas de direitos humanos na Era Digital. SUR - Revista Internacional de Direitos Humanos, v. 20, p. 441-451, Jun./Dez. de 2014. Available at: <<https://sur.conectas.org/conscientizacao-digital/>>.

³³ Dutt, M, Rasul, N. Conscientização Digital: uma análise das oportunidades e dos riscos enfrentados pelos ativistas de direitos humanos na Era Digital. SUR - Revista Internacional de Direitos Humanos, v. 20, p, 448, pp. 441-451, Jun./Dez. de 2014. Available at: <<https://sur.conectas.org/conscientizacao-digital/>>.

of metrics and social media, especially from guides indicated by *Prattica*, to better improve the activities carried out.

In this context, algorithms are responsible for the personalized display of information in this environment, where it exists in excess. In addition to the criteria that seek to favor user experience — such as favoring content with more frequent interactions — there are many other algorithmic parameters aligned with marketing and individualizing motives. We emphasize that these criteria are unilaterally imposed by the companies, with users having the sole option of accepting the terms of use when joining the community, bearing in mind that only a few companies own most of the platforms currently used³⁴ — for example, the Meta Group.

Given the significant sale and promotion of products and services through digital platforms, it is possible to notice the prioritization of the commercial use of such channels, a fact that directly interferes with the distribution of content. In this sense, it is clear that there is no transparency regarding the criteria used by platforms for selecting publications that will be delivered to users. In addition, these users are faced with constant changes, mainly with the creation of new tools (for example, reels and shared posts on Instagram).

Digital marketing is the field with the greatest contribution to offer successful engagement strategies; however, its proposals are often in contrast to the potential of

³⁴ Bucci, E. *A Superindústria do Imaginário: Como o capital transformou o olhar em trabalho e se apropriou de tudo que é visível*. 1. ed. Belo Horizonte: Autêntica, 2021, p. 17.

digital advocacy³⁵. Digital marketing is related to the mobilization of emotions and senses that stimulate the public's desire to purchase products, whereas advocacy strategies aim to capture attention for political and social engagement in a cause or a platform defending and/or expanding human rights.

Moreover, the dynamics of social media tend to favor content published by individuals over organizations.³⁶ Besides, considering that user engagement is crucial in posts delivery, the more effective the calls to action made by personalist profiles, the greater the impact of collectively produced content:

*'Results suggest mechanisms that are pivotal in contemporary micro-mobilization efforts and demonstrate that highly personal calls to action are most effective, and that at least via social media distant social networks and organizational sources are roughly equivalent in their capacity to motivate participation.'*³⁷

We also emphasize that the sponsorship of publications, the objective of which is to increase the reach offered by the platforms, is unfeasible for most legal clinics, given the resource constraints faced by them. This limits them to exclusively organic (unpaid) user engagement with the content posted on the app.

³⁵ Klein, G.H. H, D. De Rolt, C.R. "Digital Advocacy: convergência de comunicação pública e marketing digital nas plataformas Web 2.0". CEP, v. 88, p. 001, November 2017.

³⁶ Nekmat, E. Gower, K.K, Gonzenbach, W.J. Flanagan, A.J. Source effects in the micro-mobilization of collective action via social media. Information, Communication & Society, v. 18, n. 9, p. 1076–1091, Mars, 2015.

³⁷ Ibid, p. 1078.

Thus, for digital advocacy to gain visibility in a saturated media environment, it is necessary to incorporate strategies used by the agents who succeed in this space: certain companies, platform providers, influencers, and content producers in general.³⁸ In summary, the performance of legal clinics on social media needs to consider the metrics of the apps that indicate the quantity of connections — and consequently access to the disseminate information. However, at the same time, we must not lose sight of the particularities of its content, which is scientific in nature, collectively constructed, and of public interest.

III. RESULTS AND DISCUSSION

The work of the Human Rights Clinic of Paraná's Federal University on social media aimed to share the themes, methodologies, and results of research carried out at the public university, contributing to the democratization of knowledge and, above all, to human rights education. The results presented comprise the analysis of activities between June and November 2021 on Instagram.

Despite the funding that the CDH/UFPR projects have received since 2011 — which enabled the communication and advocacy activities, including the scholarship dedicated to social media management — the insufficient financial resources to carry out the project meant that the CDH had to improvise or even carry out the activities

³⁸ Hutchinson, J. Micro-platformization for digital activism on social media. *Information, Communication & Society*, v. 24, n.1, p. 35-51, 2021.

in a somewhat amateurish manner. This may have compromised the technical quality of the work, (This might have affected the technical caliber of the content, particularly when compared to professionally published material on social media. It could have specifically impacted the creation of images intended to effectively convey scientific findings and captivate the audience's attention. As a result, it might have limited its effectiveness in reaching a wider audience). Although our team was small and diverse, we succeeded in organizing and publishing a series of 35 posts over 27 weeks.

The themes of the posts included: (i) violence against women, especially of a sexual nature; (ii) sexual and reproductive rights, such as the right to legal abortions and sex education; (iii) guidance on accessing health services and reporting procedures in the event of violations of rights; (iv) information on the work of the CDH at UFPR; (v) publicizing academic events and researcher recruitment procedures; and (vi) recommendations of literature and media materials related to the themes of the posts. We also used the Instagram profile created for CDH/UFPR to widely disseminate legal clinics as a methodology for teaching law, and in order to do so we published, for example, an online class on legal research methodology taught by Professor Taysa Schiocchet. Other advocacy materials published include the disclosure of the request to join as *amicus curiae* in the Claim of Non-compliance with a Fundamental Precept (ADPF) No. 442, carried out as part of a specific campaign aimed at exercising the right to legal abortion, and the documentary “Além da Lei - Aborto Legal no Brasil” (2020)- “Beyond the Law - Legal Abortion in Brazil”.

Although Instagram initially seemed to be the most pertinent tool for disseminating research carried out at public universities, its actual use revealed, as the first major challenge, the incompatibility between the app's algorithm and the academic and scientific nature of our content. In addition, the technological sophistication that drives the professionalization of activities in this area resulted in challenges related to our team management.

Since these platforms' operational criteria is based on a marketing and personalistic logic, adapting the activities carried out by the Clinic was key to achieving favorable metrics that would lead to an increase in the profile's connections. Based on the concepts of subversion and re-signification of a space governed by private interests — an increasingly dominant trait in digital communication — our team focused on the dissemination of collectively constructed scientific knowledge. This stands in stark opposition to the algorithmic tendency to favor personalist profiles, characterized by seemingly improvised, and frequent publications that are aimed at a specific target audience or delimited by a *persona*.³⁹

In addition to the challenges previously mentioned, among which we highlight developing publications with quality (i.e., informative and efficient communication)

³⁹ Here, it is important to distinguish "persona" from target audience. When it comes to *advocacy*, a significant part of the literature focuses on "target audience"; however, most of the material produced on media management refers to "persona", a term coined by programmer and software designer Alan Cooper. These are two different concepts, since the meaning of "*persona*" is narrower: it refers to the personification of a hypothetical customer, with specific characteristics to whom the sale of a certain product is aimed, while target audience refers to a group of people potentially interested in a certain subject. Cooper, A. *About Face: The Essentials of User Interface Design: Essentials of Window Interface Design*. John Wiley & Sons, 1a ed., 1995, p.115.

in a short production time, we emphasize the finesse in transmitting — and often translating — technical legal language to the general public in order to maintain the quality of the information. In other words, since the posts that most often appear in social media feeds are those with the most interactions among users, our publications needed to meet the demand for engagement to achieve social impact.

Given the need for the involvement of third parties in both engaging and the joint production of publications, the team developed an electronic form to survey possible topics for posts. The form was distributed among the members of the Clinic so that they could write short texts containing questions and reflections pertaining to their area of research, while also associating them with recent news, events, and commemorative dates. The responses were analyzed by the communications team who, with the collaboration of each researcher and their proposed content, created artwork with images and icons in order to reorganize the information in the texts into posts with more accessible language.

Organizing our online endeavors enabled seamless collaboration across various cities, facilitated by the use of real-time project management tools like Trello and WhatsApp. These tools enhance our ability to conduct work activities with increased agility. However, mastering these tools and having exclusively virtual contact with the team presented new challenges to overcome during the activities.

We held several meetings to discuss the content and themes of the posts, since the team was made up of researchers from different areas, which meant that ensuring

theoretical alignment and knowledge transit between team members was vital. The Clinic's activities were carried out by academics from different areas (law, public relations, and medicine) and levels (undergraduate, master's and doctorate), coordinated by the leader of CDH/UFPR. The entire process happened online, which required organization and rigorous execution of a phased plan, as well as the use of digital tools to optimize our work. There were challenges related to managing the execution of the project, since it consisted of several simultaneous and sequential stages.

The experience allowed a critical analysis of how digital tools work. These tools are often incorporated into everyday professional life without further questioning regarding the need — and viability — of immediate and automatic submission to the parameters established by big techs.⁴⁰ In this context, occupying the digital space with evidence-based information can be a challenge if we take into consideration the communication between academia and society. Consequently, we reflected upon the

⁴⁰ "Young companies, only a few decades old, had reached a price higher than the GDP of any country except China and the United States. And their shares kept growing. In August 2020, when the Covid-19 pandemic was still claiming lives, with 750,000 deaths on the planet (more than 100,000 of them in Brazil), Apple's price was climbing the charts, surpassing the two trillion barrier in a fulminant rise. In a span of 21 weeks, the best-rated of the big techs doubled its market value. According to *The New York Times*, in the first seven months of 2020, the five biggest big techs, i.e. Apple, Amazon, Alphabet (Google), Microsoft, and Facebook, rose by 37% while all the other companies in the S&P 500 (the five hundred largest companies with shares traded on Nasdaq - National Association of Securities Dealers Automated Quotations - or the New York Stock Exchange, NYSE) suffered an average 2% decline in their share prices." Bucci, E. *A Superindústria do Imaginário: Como o capital transformou o olhar em trabalho e se apropriou de tudo que é visível*. 1. ed. Belo Horizonte: Autêntica, 2021, p. 17.

interests involved in producing content for digital platforms — in other words, which kind of information can be updated and renewed continuously.

We observed that the increase in interactions with the page's profile was not exponential, solely reaching restricted proportions compatible with the strategies employed. We also noticed that, over time, the reach of the posts stagnated, which led us to believe that in addition to the influence of "luck" or "chance" factors on the growth of Instagram pages, there are limitations imposed by the app's algorithm, whose parameters for recognizing relevant information often do not match those of scientific productions. Besides, the growing professionalization of digital communication strategies makes the battle for attention in this space increasingly complex.

We also found that the challenging nature of the creation of posts,⁴¹ which required the team's exchange of knowledge was fundamental in contributing to the participants' legal training.

Throughout our activities, introspection regarding the challenges faced caused a strategic shift in our advocacy approach across social media platforms. This shift was prompted by a reassessment of our target audience. Initially, the CDH|UFPR's role in social media mirrored that of individuals, civil society organizations, and commercial

⁴¹ The main tool used to assemble the posts was *Canva*, which can be accessed at <<https://www.canva.com/>>. Through "*Canva For Education*", the application's professional package is available free of charge to students, upon registration with their institutional email address.

entities, predominantly focused on engagement geared towards product or service sales. Our digital presence emulated, somewhat mechanically, the prevalent paradigm of establishing an online footprint. However, this approach encountered hurdles stemming from both our team's lack of technical expertise in digital marketing and the intricate dynamics of social media algorithms. Subsequently, we redefined these challenges by subjecting the Clinic's digital presence to critical scrutiny, thereby gaining a clearer understanding of our capabilities and actual scope on social media platforms as an academic institution. Relying on the algorithmic metrics available, we gauged that the Clinic's content failed to resonate with our initially delineated audience: girls and women confronting violations of sexual and reproductive rights. Evidently, this audience segment wasn't engaging with our Instagram profile.

Our observations revealed that the Clinic predominantly engaged with the academic community—comprising faculty, researchers, students, and individuals interested in research outcomes. Consequently, we pivoted towards generating fewer, more technical publications, supplementing these with shared content from civil society organizations or our own archive. This strategic adjustment was anchored in scientific dissemination objectives and fostering dialogue with other clinics, research collectives, and decision-makers. The Clinic sought to augment the visibility and significance of these thematic concerns within the university milieu and among stakeholders closely associated with academic disciplines, particularly law and health, where these issues remain peripheral.

Despite the recalibration of our target audience and the revised digital strategy on social media, we acknowledged that, according with prevailing literature on legal clinics, measuring social impact remains an intricate challenge, even in the digital landscape equipped with metrics analysis through algorithms (such as likes, saves, shares, etc.). Our analysis of this scenario illuminated that digital advocacy operates synergistically with other strategies—traditional advocacy, litigation, and scientific dissemination. The evaluation of its impacts necessitates a comprehensive assessment encompassing all adopted strategies.

IV. FINAL CONSIDERATIONS

This research presents a theoretical and reflective exercise on the challenges faced in *advocacy* through social media, an experiment carried out by students participating in the Human Rights Clinic at UFPR. Based on their experience, we identified, described, and discussed the main challenges related to the practice of digital *advocacy* by legal clinics.

These challenges were mostly of technical, operational, organizational, and financial order, mainly related to the dynamics of social media. In our experience, the criteria that give visibility to posts are often at odds with the academic and scientific nature of the information of legal clinics, which is of collective construction and public interest. In addition, the professionalization of the digital space created technical and financial challenges. Since knowledge of good practices on social media is foreign to

legal clinics, the need to hire professional services arose. The scarcity of resources for such made it infeasible to invest money in boosting publications, leading to the need to put out information in an organic and amateur way. We also faced challenges in aligning the theory of multidisciplinary teams and encouraging the involvement of third parties, especially academics, to collaborate with the objectives of scientific dissemination.

Despite this, we believe that the information published on CDH/UFPR's Instagram profile met the objectives of bringing content researched at the public university to the digital space in a concise and accessible way, of promoting scientific events, and of spreading information on the clinical methodology of teaching law. Therefore, we reiterate that digital advocacy cannot be an isolated activity that ends in itself. The visibility of the Clinic's social networks further contributes, for example, to the reach of the group's range of activities, such as training courses for professionals, to be produced and made available by the UFPR's Human Rights Clinic through projects already underway.

On the other hand, the limitations imposed by the scarcity of financial resources and the very dynamics of social media apps, as well as the professionalization of social media management, not only restricted the reach of publications but also generated an unavoidable demand to be always up to date in this particular medium. As a result, it is necessary to examine the effective impact of digital advocacy by legal clinics, bearing in mind that social interest and quality of information are not necessarily

related to the reach achieved in social media. Thus, when carrying out human rights advocacy in the digital scope, legal clinics must understand their limitations and assess the real viability of this practice, considering the obstacles listed above.

Through a comprehensive analysis of the social impacts within the context of this research, it becomes evident that digital presence stands as a significant facet in conjunction with complementary strategies. This significance lies in its ability to confer heightened visibility, authority, and legitimacy amid other research institutes, legal clinics, and civil society organizations operating within related domains. This fosters the establishment of partnerships to facilitate gatherings, forums, and strategic litigation efforts, alongside underexplored digital collaborations. Such alliances reinforce the exchange of knowledge among these diverse institutions and broaden the outreach to affected individuals, fostering larger and more diverse engagements, such as mobilizing a greater number and variety of events. Moreover, it enriches the discourse by integrating contributions from external organizations into the University sphere, thereby elevating the complexity of debates.

ACKNOWLEDGEMENTS

The author(s) would like to thank the Academic Publishing Advisory Center (Centro de Assessoria de Publicação Acadêmica, CAPA – <http://www.capa.ufpr.br>) of the Federal University of Paraná (UFPR) for assistance with English language translation and developmental editing.

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EMPOWERING UKRAINE'S FIRST LEGAL RESPONDERS: UKRAINIAN-US COLLABORATION AND CLINICS

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Abstract:

At the onset of the full-scale Russian war of aggression against Ukraine, U.S. law clinic professors worked alongside the leadership of the Association of Legal Clinics of Ukraine. The mutual objective was to support Ukrainian law professors and facilitate the continued legal education of their students, particularly the acquisition of skills typically taught in law clinics. Ultimately, the online partnership that developed focused on skills training and included seven Ukrainian law schools, faculty from over six U.S. law schools and one private law firm, and USAID Justice for All Activity in

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Ukraine. The overall goals of this collaboration were to support the teaching and skills training for Ukrainian students as they pivoted their work to grapple with accessing an entirely new set of skills to navigate lawyering during the war.

I. Introduction

This article describes a partnership between US and Ukrainian law faculties that developed after the Russian full-scale invasion of Ukraine. The partnership goals were to assist Ukrainian law schools and clinics with challenges that arose from the widespread war. The article describes the partnership formation, the development of a workshop series, and the needs assessment that determined the workshop subject matter, course content, and teaching methods. It then appraises the efficacy of the series and the experience from the perspective of faculty and students and reflects on lessons learned that may be useful for other international collaborations. As one project can lead to another, the article describes events that followed the workshop series and concludes with ideas for future collaborations.

II. Response to the Full-Scale Invasion

When the Russian war of aggression against Ukraine escalated on February 24, 2022, life in Ukraine changed drastically and rapidly. The impact on Ukrainian law schools was palpable. Schools in newly occupied territory and near the frontline had to close

their doors as professors, administrators, and students focused on their safety, many moving to safer areas. Schools had to change their curricula and methods of instruction to both meet the needs of their students studying during the war and create curricular and practice opportunities that were responsive to the war. Some schools lacked capacity as professors and administrators, as well as some students, joined the armed forces and territorial defense force. Institutional operational challenges materialized, such as conducting regular and extracurricular training, managing legal clinics and working with clients in wartime, and the exponential growth in the number of cases. Importantly, the war brought new legal challenges that Ukrainian clinics had largely not focused on previously.

The full-scale invasion and Russian atrocities deeply affected a number of US clinical professors, many of whom have dedicated their careers to fighting injustice. Professor Davida Finger², leaning on her experience responding to the devastation of Hurricane Katrina, realized that a coordinated response by US legal clinicians would be more helpful than individual overtures of assistance. She convened a group of US legal clinicians by messaging through the national Law Clinic listserv. After a number of planning meetings, a core group of US clinicians interested in supporting Ukrainian clinic colleagues emerged. From there, Professor Leah Wortham³ shared contacts

² Prof. Davida Finger is the Clinic Professor & Director of the Law Clinic & Gillis Long Poverty Law Center at Loyola University New Orleans College of Law.

³ Prof. Leah Wortham is Professor Emerita at Catholic University of America Columbus School of Law and Director of the International Business and Trade Summer Law Program, Kraków, Poland.

from her prior work in Eastern Europe. Those relationships proved to be critical for the collaborative work that would emerge.

Through those relationships, the U.S. clinicians reached out to Prof. Mariia Tsypiashchuk⁴, a board member of the Association of Legal Clinics of Ukraine, asking how US clinicians could assist. Ukrainian and US clinicians developed a plan for a series of workshops to support teaching methods and practical skills training for Ukrainian students, who were grappling with gaining an entirely new set of skills to navigate lawyering during and after the war. US clinicians relied on the Association of Legal Clinics of Ukraine to determine the substantive subject matter and skills training that would be most beneficial.

III. The Needs Assessment of Ukrainian Law Clinics and the Survey of US Law Clinics to Match the Needs

To determine the substantive subject matter and skills training for the workshop series, during May and June of 2022, the Association of Legal Clinics of Ukraine conducted a needs assessment of Ukrainian law clinics. At the same time, a similar survey was shared among the US law clinics to match possible responses and to cover the needs.

⁴ Prof. Mariia Tsypiashchuk is a Law Professor at the National University of Ostroh Academy.

Besides statistical data on the contacts and number of students and staff, the Association of Legal Clinics of Ukraine survey asked legal clinics in Ukraine questions such as:

What are the most critical problems (if any) that your legal clinic currently has?

What are the most critical needs (if any) that your legal clinic currently has?

These questions suggested lists of possible responses and provided space to indicate additional information. Ukrainian legal clinics were also asked about possible ways of cooperation with foreign law schools that might be of interest and requested that the respondents explain the expertise and resources of their legal clinics.

The US legal clinics were asked about their specialization and operation formats, expertise, and the kind of cooperation with Ukrainian legal clinics in which they were interested. In total, 33 Ukrainian law clinics and 14 American law schools took part in the surveys.⁵

Key findings of the Ukrainian legal clinics' needs assessment survey included:

- Twenty-two legal clinics in Ukraine noted that due to the security situation, they were limited in their ability to receive clients and conduct legal education activities;

⁵ More information about the surveys is available from the authors upon request.

- Fifteen legal clinics reported that many students had to flee, both within Ukraine and abroad, and were unable to work in the law clinic as before,
- Nine legal clinics indicated that faculty had to flee;
- One-third of legal clinics had to completely cease their activities; and
- Many legal clinics noted damage to their facility, including those in Irpin, Severodonetsk, Kherson, Berdiansk, Mykolaiv, Mariupol, and Sloviansk. For example, as a result of the shelling, the premises of the legal clinic were destroyed, access to clinical space was limited, equipment was damaged, and so on. Additionally, legal clinics were located in areas that are or have been temporarily occupied.

Among the most pressing needs of Ukrainian legal clinics were the following:

- Twenty-six legal clinics identified the need for placement of students and teachers in international (abroad) university programs. Fourteen legal clinics identified this need as urgent;
- Twenty-three legal clinics identified the need for access to legal databases, such as LexisNexis, Hein Online, and League Law. Seventeen legal clinics identified this need as urgent;

- Twenty-four legal clinics identified the need for training in digital technologies for operating a legal clinic remotely. Ten legal clinics identified this need as urgent;
- Twenty-two legal clinics identified the need for financial support for teachers; all twenty-two legal clinics identified this need as urgent;
- Twenty-two legal clinics identified the need for enhanced training of law faculty in certain areas of law; ten legal clinics identified this need as urgent;
- Twenty-two legal clinics identified the need for skills training for students and teachers (e.g. legal analysis, writing and argumentation, working with clients who have experienced trauma, and maintaining the psychological stability of counselors and staff). Seven legal clinics identified this need as urgent.
- Twenty-two legal clinics identified the need for involvement of more staff in the work of the legal clinic; six legal clinics identified this need as urgent;
- Twenty legal clinics identified the need for obtaining specialization in certain fields of law (for example, international humanitarian law, international human rights law, international criminal law, investigation

of the crime of genocide, and recovery of reparations); eight legal clinics identified this need as urgent;

- Seventeen legal clinics identified the need for enhanced training of students and teachers in certain areas of law; eight legal clinics identified this need as urgent;
- Seventeen legal clinics identified the need for technical support; five legal clinics identified this need as urgent; and
- Fourteen legal clinics identified the need for the introduction of a legal clinic in the regular curriculum of the university; six legal clinics identified this need as urgent.

Among the interests of the legal clinics and/or their law faculty, the survey showed the following results:

- Twenty-four legal clinics expressed interest in participation in the study of the legal needs of displaced Ukrainians;
- Nineteen legal clinics expressed interest in participating in legal counseling of Ukrainians together with foreign colleagues;
- Twenty-four legal clinics expressed both students and teacher interest in the study of international humanitarian law;

- Twenty-two legal clinics indicated that their students and teachers would like to study international criminal law;
- Nineteen legal clinics expressed interest in training their students and teachers in proving the crime of genocide;
- Twenty-two legal clinics expressed interest in training their students and teachers in the procedure of collecting reparations;
- Twenty-one legal clinics expressed interest in their teachers conducting mixed courses for students of the legal clinic together with professors and experts from other countries;
- Twenty-four legal clinics identified that their students and teachers would like to conduct joint research projects with foreign colleagues; and
- Twenty-three legal clinics identified that their students would like to do an internship or internship abroad.

The Ukrainian professors involved in the survey and initial planning of workshops included Nataliia Mazaraki from the State University of Trade and Economics, Nataliia Bondarchuk from the Legal Clinic of the Polissia National University, Liudmyla Rudenko from the Legal Clinic of Sumy State University, and Mariia Tsypiashchuk from the National University of Ostroh Academy.

In summary, the survey revealed that Ukrainian professors would value sessions that would teach students skills such as communication, negotiation, interviewing, case management, conflict resolution, fact development, and case briefing. Ukrainian students were surveyed as well, and the students responded with deep interest in further development of their practical skills. The survey clearly demonstrated that Ukrainian clinics and their students were pivoting from domestic-focused work to work that was in reaction to the war. The Ukrainian clinics were hoping to be able to respond to the effects of Russian aggression, including documenting human rights abuses, supporting victims of sex crimes and human trafficking, deportation of children and adults, kidnapping, and aiding in the prosecution of international war crimes. They also wanted to focus on the skills necessary to work with clients who have experienced trauma, and self-care for lawyers as they encounter their own and vicarious trauma.

At the same time, American law clinics were ready to provide assistance and cooperation to meet the needs of Ukrainian law clinics, including:

- support in strengthening the skills component of legal education, including all of the areas identified by Ukrainian professors and students above;
- training and research in
 - international humanitarian law,

- international human rights law,
- international criminal law,
- collection and preservation of evidence of war crimes, crimes against humanity, and genocide; and
- recovery of compensation and reparations;
- advice on operating a legal clinic remotely; and
- information on technological solutions.

IV. Seminar Pedagogy

With the results of the needs assessment, the US and Ukrainian clinicians determined the workshop series content. They divided the content into two semesters, with the fall semester workshops focused on skills training for Ukrainian students, and the second semester focused on the methodology of teaching international criminal law for Ukrainian professors. They divided the first semester's content into six workshop sessions. The second semester included four workshop sessions.

Finding a time that worked over the time difference was challenging. Ukraine is ten hours ahead of the US west coast and seven hours ahead of the US east coast. The Ukrainian law students, however, proved to be both quite eager to learn and quite

flexible, even under very trying circumstances.⁶ Workshop sessions were held in the evening in Ukraine, which was morning in the US.

The workshop session planners thought carefully through the challenges presented in teaching via translation. There were several aspects to choosing the appropriate pedagogy: questions of language, translation, cultural intelligence and competencies, together with an understanding of time being of the essence and efficiencies in delivering the skills.

These issues, which often arise in teaching across borders, languages, and cultures, are heightened in the experiential teaching model. The planners were committed to moving past a frontal lecture style and utilizing the best methodologies of virtual clinical teaching - interactive exercises, simulation casework, small group discussions, back-and-forth conversations, and other techniques. Many of the methodologies developed and practiced while teaching virtually during the COVID pandemic were pressed back into service for the virtual workshops.

The planners were also well aware of the pragmatic, psychological, and emotional challenges the students were confronting each day. A good portion of the students and the professors were displaced from their homes and communities. Many had parents, partners, or other loved ones who were on the front lines. Some had lost family and friends in the war. Most were living at a distance from family and friends

⁶ Students attended class and participated even at times where there was bombing, blackouts, intermittent access to power, in bomb shelters, etc.

who had previously been close to them. There were times when the students attended from bomb shelters, were without electricity due to bombing or were otherwise not in a normal, calm, and stable optimal learning environment. Further, many of the Ukrainian law students and professors were experiencing various levels of primary and secondary trauma in addition to all that they were trying to carry as law students, citizens, and family members.

With all of this in mind, the planners deliberated as to the most effective session length, structure, teaching methodologies, and translation. They decided to honor the students' and professors' commitment to attending the sessions by making each workshop session one and a half hours long. This length seemed long enough to make the session meaningful for students but not longer than they might be reasonably able to attend. The planners also decided to split each session's teaching between two or three presenters as a way to keep the material engaging at a time when they expected that students might not have extended attention spans. This division also made the sessions accessible for students who might be able to join for a portion of a session but might have limited power or freedom to attend for the entire session.

The planners decided to focus each session on one general topic, with each of the co-teachers focusing on one aspect of the larger topic. Once the topics and dates were decided, US clinicians reached out to subject matter expert colleagues across the country and in the U.K. to present.

The presenters of each session coordinated in advance of their session, with some parallel teaching, others sharing case studies, and each building on the work of the other. Different sessions explored different teaching methodologies. Presenters had good success utilizing discussions, games, hypotheticals, and open-ended questions.

Some techniques that worked well in US-based virtual classrooms fell short during the sessions. For example, in online US classes, clinicians commonly send students into small group breakout rooms for discussion, and then the small groups report on their discussion to the whole class. When presenters divided Ukrainian students into breakout room discussion groups, however, the students often returned to the whole class without having fully understood or completed the work in the breakout rooms. The presenters were limited in their ability to meaningfully intervene in the breakout rooms to facilitate discussion because neither the live simultaneous translation nor the closed caption simultaneous translation was available in breakout rooms.

Given the nature of the precise legal work being taught and to ensure that all types of learning styles were accommodated, the planners had to ensure that the translation was precise and efficient, and spoke to the students' cultural backgrounds. Translation needed to occur across several modalities: professor lectures, student questions, professor responses, visual presentations, slides, case studies, and other teaching materials prepared to enhance student learning.

To accommodate these needs, the planners desired both simultaneous English-Ukrainian and Ukrainian-English interpretation. For the first session, Profs. Michelle Greenberg-Kobrin and Davida Finger hired an interpreter to ensure that they would be able to teach and answer questions in real-time, despite the language barrier. After the success of the first session, USAID Justice for All Activity in Ukraine supported the simultaneous interpretation of the Zoom sessions. USAID Justice for All Activity Legal Advisors Artem Shaipov and Ashot Agaian were instrumental in facilitating the sessions and ensuring effective communication between American and Ukrainian participants.

Closed captioning simultaneous translation on the Zoom platform was also utilized. This is essentially a translated caption service, which the Zoom platform offers in several languages. Some languages, like Ukrainian, are offered both in Ukrainian-English and vice-versa; other languages only provide a translation from English into the other speakers' language. Between the "belt and suspenders" approach of both oral and written simultaneous translation, the planners felt more confident that both the text and the context of teaching would be conveyed in both directions.

Written materials, such as slides and case studies, were dealt with a little bit differently. Sometimes materials were translated directly by Mariia Tsypiashchuk. Other times, written materials were prepared and modified in English, then translated by a US-trained Ukrainian lawyer, and then by Professor Tsypiashchuk. This allowed

for a conversation around the cultural impact of the case study or slides, and adjustments as necessary.

It is important to note that in addition to the skills objectives of each session, the workshop series also sought to generate awareness and support in the American legal clinical community about Ukraine’s system of legal education and the challenges it faces due to unprovoked Russia’s war against Ukraine and violations of international rules-based order. The series also sought to facilitate further international collaboration to provide support, training, and assistance to Ukrainian law schools’ clinical programs.

The following is a list of workshop dates, topics, presenters, and skills objectives:

Session One: Thursday, August 4, 2022

Topic	1. Basic principles of communication skills for lawyers, and 2. Information Gathering
Presenters:	Paul Holland, Associate Dean for Experiential Learning and Associate Professor of Law, Seattle School of Law

	Serge Martinez, University of New Mexico, Professor of Law, Economic Justice Clinic, Associate Dean of Experiential Learning, University of New Mexico School of Law
Skills Objectives	<ul style="list-style-type: none"> ● Introduce the interpersonal aspect of client relationships ● Promote client-mindedness and story-mindedness ● Develop approaches for beginning the client relationship and fact gathering during the first interview

Session Two: Thursday, August 25, 2022

Topic	<ol style="list-style-type: none"> 1. Problem Solving and Collaboration: Building Blocks of Thoughtful Legal Practice, and 2. Managing and Resolving Conflict: A Path Forward
Presenters:	Michelle Greenberg-Kobrin, Clinical Professor of Law and Director of the Filmmakers Legal Clinic, Cardozo Law School

	<p>Davida Finger, Clinic Professor & Director of the Law Clinic & Gillis Long Poverty Law Center at Loyola University New Orleans College of Law</p> <p>Poverty Law Center from Loyola University New Orleans College of Law</p>
<p>Skills Objectives</p>	<ul style="list-style-type: none"> ● Introduce, practice, and deepen legal collaboration skills, legal problem-solving skills, and conflict-resolution skills.

Session Three: Thursday, September 8, 2022

<p>Topic</p>	<ol style="list-style-type: none"> 1. Trauma-Informed Lawyering, 2. Interviewing, and 3. Trauma-Informed Interviewing
<p>Presenters</p>	<p>Susan Felstiner, Clinical Professor of Law, Small Business Legal Clinic of Lewis and Clark Law School.</p>

	<p>Leslie Salzman, Clinic Professor & Director, Clinical Professor of Law, Co-Director, Cardozo Bet Tzedek Legal Services, Benjamin N. Cardozo School of Law</p>
<p>Skills Objectives</p>	<ul style="list-style-type: none"> • Develop a trauma-informed approach to creating effective attorney-client relationships. • Deepen interviewing skills learned in prior sessions. • Implement trauma-informed interviewing techniques.

Session Four: Thursday, September 22, 2022

<p>Topic</p>	<ol style="list-style-type: none"> 1. Compiling, Assessing, and Determining the Importance of Facts: Building the Architecture of Your Case and 2. Highlighting Which Facts are Important and Why: Important Considerations in Making Your Case
<p>Presenters</p>	<p>Elizabeth Goldman, Clinical Professor of Law, Director, Securities Arbitration Clinic, Benjamin N. Cardozo School of Law.</p>

	<p>Serge Martinez, University of New Mexico, Professor of Law, Economic Justice Clinic, Associate Dean of Experiential Learning, University of New Mexico School of Law</p>
<p>Skills Objectives</p>	<p>Skills Objectives:</p> <ul style="list-style-type: none"> • Develop a strategic approach to collecting and assessing facts to enhance effective attorney-representation. • Deepen understandings of how to build an effective case. <ul style="list-style-type: none"> • Implement techniques to weigh and assess facts presented in relationship to goals of representation.

Session Five: Thursday, October 6, 2022

<p>Topic</p>	<ol style="list-style-type: none"> 1. EQ and Resilience, and 2. Managing yourself while working with trauma
<p>Presenters</p>	<p>Susan Felstiner, Clinical Professor, Lewis and Clark Law School</p>

	<p>Marcia Levy, Associate Professor/Director, Legal Residency Program, UNH Franklin Pierce School of Law</p> <p>Olivia Bushell, Senior Pro Bono Coordinator Attorney, Skadden, Arps, Slate, Meagher & Flom LLP</p>
<p>Skills Objectives</p>	<ul style="list-style-type: none"> • Identify ways to recognize emotions and the sources of emotions; • Develop and apply tools to control and direct emotions; • Examine how personal biases, trauma and impulsive behavior can interfere with ethical cooperation among clinic colleagues and representation of clinic clients.

Session Six Thursday, October 20, 2022

<p>Topic</p>	<p>Managing Clients, Matters, Colleagues and Time</p>
<p>Presenters</p>	<p>Michelle Greenberg-Kobrin, Clinical Professor of Law and Director of the Filmmakers Legal Clinic, Cardozo Law School.</p>

	<p>Paul Holland, Associate Dean for Experiential Learning and Associate Professor of Law, Seattle School of Law</p>
<p>Skills Objectives</p>	<ul style="list-style-type: none"> • Identify ways to manage clients, develop and apply tools to communicate effectively with clients. • Examine how lawyers balance and prioritize time to represent clients professionally. • Learn skills to manage conflict well with clients and those across the table.

Seven Ukrainian law schools participated over the course of the workshops, including two law schools that had relocated from eastern Ukraine to the western part of the country and had resumed classes remotely. Participating law schools included Sumy State University, Polissia National University, Poltava University of Economics and Trade, Vasyl' Stus National Donetsk University (which has been in Vinnytsia since 2015), National University of Ostroh Academy, Uzhhorod National University and State University of Trade and Economics. Students were both undergraduate and

master's level. Attendance ranged from 28 to 104 students. Due to air raid alerts and interruptions in connectivity caused by Russian missile strikes on the electrical infrastructure, some sessions had more students than others. The sessions were videotaped to allow students who could not attend the live presentations to watch them later.

Students were encouraged to post their names using the English rather than the Ukrainian alphabet and to keep their cameras on. While most students complied with the first request, many students kept their video off, which could have been due to unstable internet, participating from an air raid shelter, being in a room shared with family members engaged in evening activities, not wanting to be video recorded or various other reasons.

V. Efficacy of the Seminar Series

The planners sought feedback immediately after the sessions and later surveyed presenters and students to determine the efficacy of the workshop series.

Presenters were asked to reflect on:

- Types of materials they prepared for their Zoom workshop (e.g. lecture, slides, case studies, simulation exercises, discussion questions, etc.);
- How many hours they prepared;
- Challenges and opportunities of teaching in translation;

- Student engagement;
- Thoughts on the core benefits of the collaboration;
- Ideas about future collaborations; and
- Their willingness to present in the future.

Most of the presenters prepared for approximately four hours for their workshop. Typically, presenters were working in areas of deep expertise, as the workshop was crafted to match presenters with topics in which they had demonstrated interest and expertise.

Presenters were impressed by the deep appreciation for education and the determination to learn shown by Ukrainian students. The students realize their future role in leading the country and its legal system during and after the war, and the importance of education to prepare them for that role. Even though the sessions were held at the end of their day, and the students were situated in difficult and often traumatic environments, the students arrived early to the Zoom room and actively participated in the workshops.

Presenters were surveyed following the completion of the course. The presenters all prepared a lecture plus at least one other pedagogical tool.

- Seventy percent of the faculty prepared PowerPoint presentation, which was translated into Ukrainian.
- Forty-two percent prepared a case study or simulation exercise, which was also translated and then either utilized in the larger group or in breakout sessions.
- Thirty percent prepared discussion question, which were translated and then either utilized in the larger group or in breakout sessions.
- Fourteen percent prepared a learning game or other type of interactive learning tool.

When asked to reflect on the challenges of teaching in translation, approximately sixty percent reflected that it was fairly challenging. The other forty percent found it slightly challenging. The faculty commented that the translators were excellent, and the combination of the simultaneous translation and the closed captioning were very effective for the portion of the seminar where everyone was in the large zoom room. The challenges, which had not been anticipated, were primarily related to the use of breakout rooms where translation was not available.

The faculty found the students very engaged, or somewhat engaged, depending on the timing of the seminar as it related to the situation in the country at the time.

Faculty reflections included the following:

- The value of providing an opportunity to students in a war zone to focus on their professional development and set aside the circumstances around them;
- The value of transmitting and/or reinforcing substantive knowledge and providing solid lessons on key lawyering concepts;
- The ability to collaborate with scholars and students in harms' way;
- The ability to demonstrate support and concern;
- Encouraging the development of clinical/experiential opportunities and use of clinical pedagogy across borders;
- Creating connections between clinicians and developing relationships with fellow collaborators and fellow presenters;
- The exchange of ideas and perspectives, the opportunity to learn from each other and learn how to join our respective resources and skills to support and meet needs;
- The opportunity to explore different ways to present material virtually to large audiences; and
- The value in shared experiences as a way to create bridges. Varied perspectives, backgrounds and lived experiences make for a richer learning experience for all.

Immediately after the workshops, students were asked to share their thoughts. Here are some of them:

“The experience we gained at soft skills training is very valuable. Now, in the era of the 21st century, when everything is developing rapidly, we - lawyers, have to keep up with the times. Since soft skills are aimed at comprehensive problem-solving, lawyers must possess these skills. We also developed our communication skills at the trainings. We express our gratitude to all lecturers who shared their experience and information with us, answered our questions and helped us figure out what was unclear. After all, it is important to adopt views of foreign colleagues on different areas of law, exchange experience and implement the acquired knowledge in everyday life.”

(Anna Boleiko, Legal Clinic of the Polissia University).

“First of all, I am grateful for the opportunity to listen to interesting and meaningful workshops, as well as for the opportunity to practice my English. These classes were as comprehensive and useful as possible. The speakers managed to focus on those topics that will definitely come in handy on the way to the legal profession.

I was actually very interested to hear about how legal clinics work in America, because it's a little different from our legal clinic model. The topic of interviewing and consulting clients was no less informative. Because a trusting relationship with the client and the ability to ask the "proper" questions are practically half of the lawyer's work done.

The topic that I was incredibly interested in was "Emotional Intelligence". We discussed individual protective factors and how to be resourceful and control one's emotions. I think this is extremely important because work should bring pleasure and not become a burden in our lives.

Once again, I want to thank each of the speakers for taking the time to answer every question and share their experiences. I look forward to such meetings in the near future." (Daiana Lehshuk, 'Pro bono' Legal Clinic of the National University of Ostroh Academy)

Later, a survey was conducted which asked the students and Ukrainian legal clinical professors who participated in workshops to reflect on their experience. Responses were collected from twelve students and six professors. The survey asked participants to rate each topic on a scale of 1 to 5, 5 being the highest. The survey revealed:

- 17 of 18 respondents rated the enthusiasm of the speakers a 5;
- 13 to 15 rated the practicality, quality, and presentation of the material a '5';
- 11 felt that the material was completely new to them (rating '5');
- the majority of respondents were satisfied with the sessions duration (12 respondents rated '5', 4 respondents put '4' and 1 put '3');
- the majority of respondents were satisfied with the quality of the translation (4 did not use and 11 rated the translation maximum).

The skills the respondents felt they have developed the most were:

- trauma-informed lawyering (14 rated '5' and 4 - rated '4');
- emotional intelligence, conflict resolution, communication skills, time management, and delegation, and case briefing (11 to 13 respondents rated these skills '5').
- Separately the positive effect on developing psychological and empathic attitudes was mentioned.

Among the top-rated and valued workshop sessions, the participants named:

- Trauma-informed lawyering,

- Basic principles of communication skills for lawyers,
- Problem Solving and collaboration and conflict management/conflict resolution, and
- EQ and Resilience, and managing yourself while working with trauma.

Six respondents indicated that the session on time management, matter management, and delegation was the least useful or practical because they felt they already had some good knowledge and skills related to this. At the same time, participants mentioned that the speaker presented the topic in an interesting and interactive manner.

About half of the respondents explained that there were no 'not useful' workshops and they liked each of them a lot.

Answering the question "What was the greatest value of this cooperation?" almost every respondent pointed to the unique opportunity to share experiences and listen to and discuss different points of view, including discussions around practical legal matters, networking, and academic mobility. Some of them indicated that they are very interested in internships or study programs in the US.

Other survey findings relate to the future steps and lessons learned discussed below.

In addition to the post-workshop feedback and online survey, separate focus groups with Ukrainian legal clinical students and teachers were conducted. Each focus group had five participants.

Overall, those discussions detailed the online survey findings. However, participants in the focus groups were more open to explaining what they liked the most and what they expected from future cooperation. Law clinic professors stressed that in addition to their topical interest, the workshops were useful in terms of methodological approaches and brought many ideas on how to upgrade their own work in law clinics with their students, clients and other target groups. For instance, one of the participants said: "... I concluded that the main problem in our educational institutions is that we give a lot of material, but forget that the center should be the person and her or his needs". Another participant shared that "the courage of colleagues inspired me to improvise at trainings."

Both teachers and students pointed out that:

- they liked the interactive manner of the workshops and especially - building teaching on real-life cases and examples;
- the series of workshops was a unique opportunity to practice their English language skills. The workshops motivated them to learn English better and not use interpretation next time - despite, they said - interpretation was excellent.
- the number of workshops (6) and their duration (1.5 hours) were optimal (although one or two students said that some short breaks and more games or interactive exercises would make the workshops even more dynamic and productive.

VI. Lessons Learned

We believe that this experience presents several important learning moments for the clinical community, in particular as it relates to the clinical community's ability to assist and offer support during cross-border crisis situations. Following here are recommendations to improve future cooperative efforts.

1. Leverage Relationships

Our collaboration had a head start from the relationships that Prof Leah Wortham developed through her work with Ukrainian colleagues since 1997. Prof. Wortham was able to direct US clinicians to leaders of the Association of Law Clinics of Ukraine. Because those leaders knew and trusted Prof. Worthman, they trusted and readily accepted the overtures of the US clinicians.

Relationships between US colleagues also contributed to the collaboration's success. We were colleagues from across the country. Some of us had not met or worked with the others before. We relied on relationship networks, colleagues who knew colleagues who knew other colleagues, to fill the presenter roles. The relationships built and strengthened during these collaborations will facilitate future collaborations both in the US and abroad.

2. Don't Allow the Perfect to Be the Enemy of the Good

Faculty in both countries dove into the partnership without knowing the depth or breadth of the work to be done. Our compass was our desire to use our expertise to support Ukraine. Although we believe the seminar could, of course, have benefited from a longer and deeper planning process, our Ukrainian colleges were eager to get started, we were eager to begin to offer the requested support as quickly as possible, and neither party knew when facts on the ground might change to render such a program unworkable.

We put together the seminar series in a short amount of time. The presenters didn't know the culture of Ukrainian legal education or what to expect from the student audience. The Ukrainian professors did not know how their students would respond to ways of teaching that were more common in the United States law school system.

We built support as we went. We did not have any formal funding at the beginning. Profs. Finger and Greenberg Kobrin generously funded the interpretation of the first session. The success of that session led to support from USAID for the simultaneous translation of future sessions. After we identified the topics of most interest to our Ukrainian colleagues and their students, we reached out to clinical colleagues in the United States with requests to present. They readily accepted our invitations. We are grateful for their generous donations of time and effort.

3. Seek Mutual Benefit

Collaborations are most successful when all partners are committed to and benefit from the work. In this case, the ongoing Russian aggression kept all parties motivated and committed to the project. Both US and Ukrainian colleagues felt that this project was a way they could contribute to the war effort and make an impact now and in the future. The students, realizing the importance of their future role, were eager to learn. Presenters and students alike gained knowledge during the sessions. Presenters gain a deeper understanding of the subject matter by preparing their presentation and

teaching to students from a different culture of education. Ukrainian professors and students gained insight into US skills education common in US legal clinics.

4. Leverage Technology

Two years into the pandemic, video conferencing was part of our daily lives. Many of us had taught classes where we had never met our students in person. Everyone was comfortable with video conferencing. Our comfort with video conferencing allowed us to frequently meet across continents and time zones. Being able to see each other and recognize each other's voices, we got to know each other better. Sharing information and links through chat sessions strengthened our planning progress such that we were able to put together the workshops in a short amount of time. We also had experience and comfort teaching via video conferencing and had each developed techniques for engaging with students online. Students had experience and comfort with attending online classes. Zoom's capacity for simultaneous interpretation and translated close captioning maintained the flow of workshop presentations and discussions.

5. Allow Time for Connecting

Looking back, perhaps we went too fast. Spending time at the beginning of the workshop series for icebreakers and introductions would have helped build connections and community among presenters and participants. The students, being from different law schools, did not all know each other. They did not know the other professors or the USAID facilitators. This, in addition to the stress and anxiety of the country being under attack, may have made the students wary of turning on their cameras and participating in discussions. Spending some time at the beginning of the series introducing the students to each other and the facilitators may have helped the students feel more comfortable turning on their cameras and participating in discussions. In the feedback form, Ukrainian students recommended providing more options for exchanging contacts and more time engaging students in the conversation. They also suggested that lines of communication be established with the presenters and that a prize in a learning game be a meeting with the presenter.

6. Use Real Cases

The Ukrainian students recommended that presenters present more real cases and analyses of the theoretical material in their examples. They desired more examples from the presenters' work, discussions of more issues that arise in practice, and examples of how to apply the skills in practice.

7. Use More Visuals

The Ukrainian students suggested more visuals in the presentations, including diagrams and infographics. Given the language and cultural differences, using visuals in lieu of text makes sense.

8. Additional Student Recommendations

Additional student recommendations included broader coverage of topics, providing a general description of the legal aid system in the US, and involving more specialists from other fields. A different schedule for the workshops was suggested, such as holding them more often during the week. They liked the presentation format and suggested creating a bank of workshops available on demand. They even suggested adding homework! They also suggested more advertising and encouragement of students to attend from their Ukrainian law clinic faculty.

VII. Next Steps

The relationships developed during this partnership paved the way for future collaborations that have already begun. The partnership completed the second workshop series on methodologies for teaching international criminal law in the winter of 2023. The AALS Clinical Legal Education Section and USAID generously

sponsored the attendance of a delegation of Ukrainian clinical faculty to the 2023 AALS Clinical Conference, where further relationships and collaborations developed.

Building on those relationships, school-to-school collaborations, are a possible next step. Student-to-student collaborations are in the works to allow students the opportunity to develop relationships. Four Ukrainian students, two each from Uzhhorod National University and Kyiv Polytechnic Institute participated in Lewis and Clark Law School's Small Business Legal Clinic 2023 Summer Session under the supervision of Professor Susan Felstiner.

The feedback survey, follow-up focus groups, and another round of discussion among Ukrainian law clinic students and professors showed that they are very much interested in knowing better how US law clinics are organized, how they operate, how the students are selected, whether law clinics are always a part of the curriculum, if US law clinics use digital technologies and/or AI to manage work and cases, communicate and work with a client, and other operational aspects. Thus, organizing joint presentations, such as a 'law clinic fair' might be an option that could provide a platform for the clinics to present themselves, and for US and Ukrainian law clinics to promote networking and further cooperation ties.

In addition to becoming familiar with the US law clinic system, Ukrainian legal clinic students and faculty would like to continue participating in skills and substantive law training with US and other foreign colleagues. They specifically indicated an interest in topics such as emotional intelligence and the psychological aspects of working with traumatized clients, military personnel and veterans; acquiring other professional lawyering skills, professional ethics, and applying alternative dispute resolution - like mediation, negotiation, etc. Regarding the substantive law areas, interests include the national system of criminal law and justice, combating domestic violence, gender equality and non-discrimination, and the various aspects of international law related to armed conflict such as International Humanitarian Law, International Human Rights Law, International Criminal Law, prosecuting war crimes, reparations and others.

Different possible formats were mentioned as desired, such as guest lectures and/or similar series of online workshops. Additional cooperation among Ukrainian and US law clinic professors could include the possibility for Ukrainian law clinic professors to attend some online classes of US colleagues to observe methodologies and approaches of teaching and training within the legal clinic, joint classes, sharing syllabi, and even possible study visits for Ukrainian law clinical staff and students. In turn, US law clinic professors are interested in observing Ukrainian law clinic professors' methodologies and approaches to teaching and training within their legal clinics.

A specific focus shared by students and some professors was to pursue greater connections among Ukrainian and US law clinic students. Some ideas for this include creating a common communication channel, periodic informal meetings within the framework of group work and student meetings (once every three months) for joint discussions and exchange of contact information, more events for students, some joint campaigns, friendly competitions (friendly moots, counseling, etc.) and, probably, engaging students in research projects.

VIII. Conclusion

While the original goals of this collaboration were to empower the next generation of Ukrainian first legal responders with legal skills, the planners and presenters also benefited. Strong relationships were built that will continue far into the future. US and Ukrainian presenters and participants learned about each other's system of legal education and legal culture. Feedback from participants and presenters provided recommendations for improvement and indicated a strong desire for future collaborations. Technology allowed for overcoming language and cultural barriers. This collaboration is one model that generated innovative ideas for future work together teaching legal skills in times of war and, hopefully soon, in times of peace.