

Editorial

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As ever, this issue of the journal provides wonderful examples of work in the field as well as highlighting continuing scope, and need, for further progress and development. We see the possibility of utilising different approaches to teaching and learning in Public Legal Education (PLE) and considerations to take into account when drawing on existing pedagogy and resources.

Our issue starts with an article by Latia Ward which looks at the origins of law-related education in the United States and its interpretation at state level in K-12 education, which is predominantly as a means of preventing violence. The author looks beyond this asserting that law related education is a branch of civics with a wider brief to be taught in schools (and indeed also outside of the classroom), across all states and beyond the remit of violence prevention. Ward makes a strong case for its inclusion as part of K-12 education and explores this within the context of her own experience developing programmes and reflecting upon lessons learnt and key resources.

Our second article, by Abiodun Michael Olatokun, explores the importance of access to justice with a focus on the ability of citizens to challenge public decisions. The author addresses barriers to achieving this which includes, but does not end with, the

availability of legal aid and emphasises the importance of legal capability, and the role that Public Legal Education can play in achieving this, as a means of increasing this access. We are provided with valuable insight into the limitations of Government progress or support in promoting or prescribing PLE and the shortcomings of initiatives to date, whilst also recognising potential means by which more can be done and a call for increased PLE provision.

We then move to Sean Molloy's article which explores the history of training and education of police recruits and the drivers towards change. The author draws upon his own experience of teaching police recruits addressing the challenges of doing so and proposing an alternative human rights-based approach to achieving technical legal knowledge whilst also developing critical thinking skills- both of which are considered fundamental to the role. There is a fascinating discussion here about approaches to education which will resonate, and merit further thought for many readers.

We then turn to a practice report by Jane Secker, Chris Morrison and Frances Ridout, which highlights the value of using open educational resources within our Street Law programmes. This is illustrated by a case study which reflects upon and evaluates the experiences of students involved in a Street Law project in which they adapted and developed such a resource, Copyright the Card Game. The authors explore the skills and abilities which can be gained by this and the challenges in asking students to engage in this way as well as the value of expanding Street Law into a range of perhaps

less commonly covered areas- in this case the topic of copyright. As the article notes, the Street Law community welcomes the sharing of information and resources and this article seeks to consider the possibilities for doing so by also utilising open educational practices.

We close this issue with a review of the UK and Ireland Street Law conference which took place in April 2022. This review, told from a student perspective, provides a valuable summary of Street Law activities across this jurisdiction and beyond and includes important considerations and practices for this work.

On the topic of conferences, many of our readers will have attended the European Network for Clinical Legal Education conference in Brescia in July 2022 or be planning to attend the GAJE/IJCLE/SAULCA worldwide conference in December. Undoubtedly the themes of these conferences are relevant to our work in the field of PLE. I would encourage you to consider whether your delivered or planned presentations could be translated into papers for inclusion in our next issue of the journal. We would welcome contributions including regarding best practice, pedagogy underpinning PLE and evidence of the need and impact of this work in your jurisdiction. Further details regarding the focus and scope of the journal can be found at <https://www.northumbriajournals.co.uk/index.php/ijple/about>.