



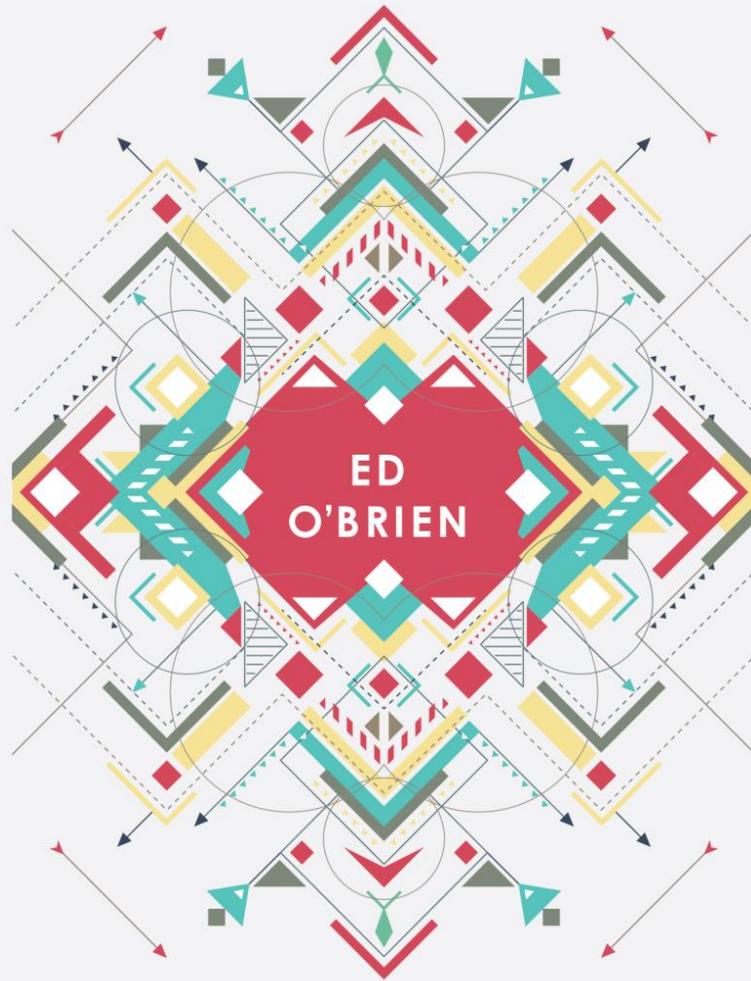
2016

— **ED O'BRIEN** —
STREET LAW & LEGAL LITERACY
INTERNATIONAL BEST PRACTICES
CONFERENCE

**PROGRAMME &
ABSTRACTS OF CONFERENCE PAPERS**

DURBAN
SOUTH AFRICA
1-3 APRIL 2016

INSPIRING GREATNESS



ED O'BRIEN
STREET LAW & LEGAL LITERACY
INTERNATIONAL BEST PRACTICES
CONFERENCE
2016



UNIVERSITY OF
KWAZULU-NATAL™
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INSPIRING GREATNESS



Ed O'Brien (right) receiving the Street Law South Africa Award for Outstanding Service in the Promotion of Human Rights Education and Legal Literacy in South Africa, December 2012.

About Edward Lee O'Brien

Edward Lee O'Brien, co-founder of Street Law, Inc. and a pioneer of law-related education, died on Thursday, 2 July 2015, in New York City at the age of 69. Serving as Executive Director of Street Law Inc. for almost four decades, Ed brought Street Law's democracy, human rights and legal education programmes to high school classrooms, prisons, courts, police departments and communities worldwide – using innovative interactive teaching methodologies.

Ed's vision took Street Law international in 1985. The first country was South Africa, where he established an enduring partnership and friendship with David McQuoid-Mason, the then Dean of the University of Natal Law School. Afterwards, Ed was involved in establishing programmes in Latin America, East and West Africa, Eastern Europe, Russia and the Middle East. He was a great advocate of social justice in the human rights and democracy education programmes that were developed in South Africa, and the University of KwaZulu-Natal (then the University of Natal) awarded him an Honorary Doctorate of Law for his world-wide contribution to social justice and legal education. In December 2012 he received the Street Law South Africa Award for Outstanding Service in the Promotion of Human Rights Education and Legal Literacy in South Africa.

The University of KwaZulu-Natal is again honouring Ed by holding the Ed O'Brien International Street Law and Legal Literacy Best Practices Conference in Durban. The conference will be preceded by Ed's favourite pastime in South Africa – visiting the Hluhluwe-Imfolozi Game Reserve. We are very pleased that many of Ed's clinical law friends, colleagues and admirers are here today to attend this conference in his honour.

Street Law in South Africa – the Odyssey begins

David McQuoid-Mason

I established one of the first university legal-aid clinics in South Africa in August 1973 at the then University of Natal, Durban (now the University of KwaZulu-Natal). Subsequently I considered introducing a programme of public legal education that would enable members of the public to enforce their legal rights and avoid conflicts with the law. In 1984, while being Dean of the Faculty of Law at the University of Natal, during a visitor's programme sponsored by the United States Information Service (USIS), I met Ed O'Brien of Georgetown University Law Faculty, Washington DC, a co-founder of the American Street Law programme. I invited him to South Africa in 1985 and his trip was paid for by USIS. It was an inauspicious time as President PW Botha declared a State of Emergency the day Ed arrived in the country to conduct non-racial Street Law workshops with me. Together we brainstormed a curriculum with a multi-racial group of high school teachers and pupils and then persuaded the President of the Association of Law Societies, Graham Cox, with assistance from the Attorneys Fidelity Fund, to provide financial backing for a pilot Street Law programme for South Africa – the first programme of this nature outside the USA.

In 1986 a pilot Street Law programme under Mandla Mchunu was set up at the University of Natal (Durban) to operate in five schools – according to the apartheid context: two African, two white schools and one Indian school. The programme was a success and soon expanded to 16 other universities with financial assistance from the Attorneys Fidelity Fund. The Fund continued to sponsor the programme until South Africa's transition towards democracy in the early 1990s, when funding ceased. I produced a series of five user-friendly cartoon-illustrated books for school children together with accompanying teacher's manuals. Initially I acted as National Coordinator of the programme and was responsible for training the Street Law Coordinators at the different universities. Mandla was subsequently appointed as the National Street Law director at the Centre for Socio-Legal Studies (CSLS), University of Natal, which had been established in 1987. Seven years later Mandla went on to manage South Africa's first democratic election for the Independent Electoral Commission in 1994.

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

NICEL). An American version of the book was subsequently published in 1996.

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

Over a period of a year the CSLS coordinated the process and I was general editor of the book that was produced, *Democracy for All*, which came with an instructor's manual. There was consultation with, and field-testing by, the 26 NGOs and 16 Street Law Coordinators throughout the process. I worked as a writer and editor with a writing team consisting of two Americans (Ed O'Brien and Mary Curd Larkin of NICEL) and three South Africans (Mandla Mchunu of CSLS, Karthy Govender and myself, of the then University of Natal). One spin-off from the book was the development by Chuck Scott and the CSLS of the *Democracy Challenge Game* which requires players to identify and define 13 different signposts of democracy using interactive techniques in a board game involving quizzes and debates. The game was field-tested in over 500 high schools in South Africa and has been translated into Swahili. It has also been adapted to embrace the Convention of the Rights of the Child in Nigeria.



Ed O'Brien(second from right), with David McQuoid-Mason (centre), Mandla Mchunu (third from left) and the South African Street Law Coordinators in 1990 during the nation-wide testing of the manuscript for *Human Rights for All* (1991).

In 1997 I began assisting, together with Ed, Mary Curd Larkin and Bebs Chorak of Street Law Inc. and the Ford Foundation and Open Society Institute, to develop Street Law programmes and materials and provide workshop training in Eastern and Central Europe, Central Asia and the former Soviet Union.

The countries involved in the project were Albania, Belarus, Croatia, the Czech Republic, Estonia, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Macedonia, Moldova, Mongolia, Romania, Russia, Slovakia, Ukraine and Uzbekistan. The programme was aimed at assisting the countries to develop cadres of school teachers, law students and law teachers who could teach and develop indigenous curricula and materials on Street Law, human rights and democracy for inclusion in the formal school curriculum.

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



Ed O'Brien (third from the left back row), David McQuoid-Mason (front row seated) and Mandla Mchunu (fourth from the left back row) with the production team for *Democracy for All* (1993).

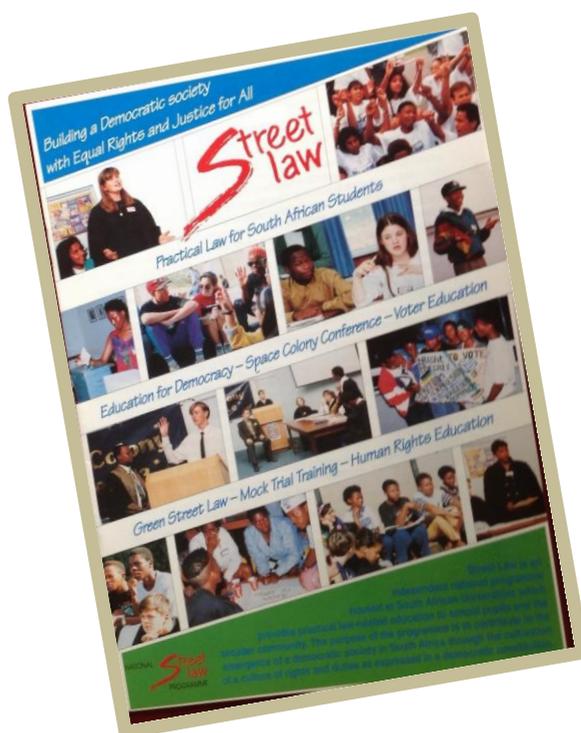
The Street Law books, *Human Rights for All* and *Democracy for All* have also been used in Street Law, human rights and democracy workshops in Bangladesh, Egypt, Ethiopia, Ghana, Haiti, India, Lesotho, Morocco, Mozambique, Namibia, Nigeria, Tanzania, Uganda, Zambia and Zimbabwe. In addition they have been used in British Commonwealth Secretariat human rights workshops in Lesotho, Mozambique,

Tanzania, Uganda and in an annual African Human Rights Education camps in different parts of Africa. Street-law programmes in one form or another exist in Ghana, Kenya, Nigeria and Uganda.

The support given to the initial founding of the South African Street Law programme by the Attorneys Fidelity Fund, and the subsequent funding of the South African *Democracy for All Street Law* programme for the decade since 1992, primarily by USAID, has paid handsome dividends. In 2003 Street Law South Africa (Street Law SA) was established as a not-for-profit company and has been accredited by the Sector Education and Training Authority (SETA) as a service provider. Lindi Coetzee, the current Street Law National Coordinator, is applying to the South African Qualifications Authority (SAQA) for approval of a Street Law unit standard. These steps are being taken to ensure that Street Law SA becomes more self-sustaining and less dependent on donor funding.

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

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



Welcome and Acknowledgments

It gives me great pleasure to welcome you all to the Ed O'Brien Street Law and Legal Literacy International Best Practices Conference in Durban, South Africa, hosted by the School of Law, University of KwaZulu-Natal (UKZN) and Street Law South Africa. It is a particular pleasure for me to welcome you on this occasion as the UKZN (then the University of Natal) was where the first international Street Law programme was established 30 years ago in 1986, with the assistance of Ed O'Brien, then Executive Director, of Street Law Inc. (then the National Institute of Citizen Education in the Law (NICEL)).

The conference brings together law teachers, law clinicians and educators involved in Street Law and legal literacy programmes from 18 countries, including South Africa, who will present 29 best practice lessons to honour Ed. The conference will comprise a series of workshops during which best practice lessons will be presented to enable participants to share their experiences with colleagues from other countries. A selection of the best practice lessons from different parts of the world will be published in a book which will also be available electronically.

We are particularly pleased that May Gwynne O'Brien, Ed O'Brien's widow, will be with us for the duration of the conference. We are also honoured that Mandla Mchunu, the first Street Law teacher, and subsequently National Director of Street Law South Africa, found time in his busy schedule to join us for the opening of the conference, as did Commissioner Mahomed Ameerma of the South African Human Rights Commission, who was one of the first and most enthusiastic Street Law students at the University of the Witwatersrand.

I would like to thank Dr Albert van Jaarsveld, Vice-Chancellor at UKZN; Professor John Mubangizi, Deputy Vice-Chancellor and Head of the College of Law and Management Studies at UKZN; and Professor Managay Reddi, Dean of the School of Law at UKZN for agreeing to host and support the conference. I would also like to thank the members of the Organising Committee: Professor Reddi, Ms Caroline Narsiah, Ms Hazel Langa, Mr Lloyd Lotz, Mr Lesala Mofokeng, Ms Razia Amod and especially Ms Melanie Reddy, for their assistance in organising the conference. Our thanks are also due to members of Students of Law for Social Justice and the Black Lawyers Association Student Organisation for helping out during the conference.

Finally, I would like to thank our generous sponsors – the University of KwaZulu-Natal, Juta and Co (Pty) Ltd, LexisNexis and Street Law South Africa, who made it possible for us to make the conference fee very affordable.

I invite those of you from outside South Africa not only to enjoy the conference, but also to explore Durban and the cultural villages, beaches, mountains and game parks of the Zulu Kingdom of KwaZulu-Natal.

David McQuoid-Mason
 Chairperson of the Ed O'Brien Street Law Conference Organizing Committee,
 Chairperson, Street Law South Africa
 Centre for Socio-Legal Studies
 University of KwaZulu-Natal, Durban

CONFERENCE PROGRAMME

FRIDAY, 1 APRIL 2016

[08h30 Transport leaves from Beach Hotels for UKZN Innovation Centre, Rick Turner Road]

09h00 to 09h45 - REGISTRATION AND TEA

Venue: Innovation Centre, UKZN

09h45 to 10h05

WELCOME

Chair: Professor Managay Reddi, Dean of Law, University of KwaZulu-Natal (South Africa)

Dr Albert van Jaarsveld, Vice-Chancellor and Principal, University of KwaZulu-Natal

Professor John Mubangizi, Deputy Vice-Chancellor and Head of the College of Law and Management Studies, University of KwaZulu-Natal

10h05 to 10h35

TRIBUTES TO ED O'BRIEN

Chair: David McQuoid-Mason, Chairperson, Street Law South Africa, Centre for Socio-Legal Studies, University of KwaZulu-Natal (South Africa)

Commissioner Mahomed Ameerma, South African Human Rights Commission (South Africa)

Mandla Mchunu, Executive Chairman of the Africore Group, Former Director, Centre for Socio-Legal Studies, UKZN (South Africa)

Margaret Fisher, Seattle University School of Law (USA)

10h35 to 11h00 - TEA BREAK

11h00 to 13h00

SESSION 1: STREET LAW CURRICULUM DEVELOPMENT

Chair: David McQuoid-Mason, University of KwaZulu-Natal (South Africa)

11h00 – 11h30

1. Presenter: Margaret Fisher, Seattle University School of Law (USA)

Title: *Youth Court – Youth delivering Justice through Restorative Justice Peer Courts (Child Justice)*

11h30 – 12h00

2. Presenter: Mohamed Y Mattar, Qatar University College of Law (Qatar)

Title: *Utilizing the 'Street Law' mechanism in raising awareness about the true principles of Islamic Law*

12h00 –12h30

3. Presenters: Marc Welgemoed and Desiree David, Nelson Mandela Metropolitan University (South Africa)

Title: *The incorporation on Street law into the Legal Practice-module at the Nelson Mandela Metropolitan University*

12h30 –13h00

4. Presenter: Robin Palmer, University of Canterbury (New Zealand)

Title: *Integrating law clinic outreach programmes and student intern and externships in the context of a research university: The University of Canterbury model*

13h00 to 14h00 - LUNCH, Innovation Centre Dining Room

14h00 to 15h30**SESSION 2: STREET LAW CURRICULUM DEVELOPMENT (continued)**

Chair: Lindsay Ernst, University of Hong Kong (Hong Kong, China)

14h00 – 14h30

5. Presenters: Richard L Roe and Jessica Gallagher, Georgetown University Law Centre (USA)

Title: *Tapping into learners' imagination through experiential interactive methods*

14h30 – 15h00

6. Presenter: John Lunney, The Law Society of Ireland (Ireland)

Title: *Dead bodies and live minds – the Michael Morton story: Street Law students as detectives*

15h00 – 15h30

7. Presenter: Richard Grimes, University of York (United Kingdom)

Title: *Developing an evidence base for measuring the outcomes of Street Law lessons*

15h30 to 16h00 - TEA BREAK

16h00 to 17h30**SESSION 3: BUILDING CAPACITY FOR STREET LAW PROGRAMMES**

Chair: Jeff Giddings, Griffith University (Australia)

16h00 – 16h30

8. Presenters: Bruce Lasky and Wendy Morrish, Bridges across Borders South East Asia Community Legal Education Initiative (BABSEACLE) (Thailand)

Title: *Street Law and interactive teaching methods – the South East Asia model*

16h30 – 17h00

9. Presenter: Rebecca Grimes, Northumbria University (United Kingdom)

Title: *Training the trainers – a lesson for capacity building for Street Law instructors*

17h00 – 17h30

10. Presenter: Anthony Wambugu Munene, Mount Kenya University (Kenya)

Title: *Establishing and sustaining an access to justice clinic at the Mount Kenya University School of Law*

18h00 to 20h00**WELCOME COCKTAIL PARTY**

Hosted by the Street Law SA and School of Law, University of KwaZulu-Natal
Venue: Innovation Centre Dining Room

WELCOME

Professor Managay Reddi, Dean of Law, University of KwaZulu-Natal

[20h15 Transport leaves for Beach Hotels]

SATURDAY, 2 APRIL 2016*[08h30 Transport leaves from Beach Hotels for Howard College]***09h00 to 09h45 - REGISTRATION AND TEA**

Venue: Howard College Building, UKZN

09h45 – 10h00**PLENARY: Reflections on Day 1**

Venue: HC1

10h00 to 11h30**SESSION 4: YOUTH-BASED STREET LAW PROGRAMMES****Chair:** Margaret Fisher, Seattle University School of Law (USA)**10h00 – 10h30****11. Presenter:** Coline Bruintjies, South African Constitutional Literacy and Service Initiative (CLASI) (South Africa)**Title:** *Facilitating constitution-based workshops using moot court and other creative methods***10h30 – 11h00****12. Presenter:** Arthur Nsereko Junior, School of Law, Makerere University (Uganda)**Title:** *Student platform: Empowered to take the lead on social justice***11h00 to 11h30****SESSION 5: USING STREET LAW AS A PATHWAY TO LAW SCHOOL****13. Presenter:** Emily S Quinlan, Saddleback College, California (USA)**Title:** *Using Street Law to create pathways to law school from community colleges***11h30 to 12h00 - TEA BREAK, Howard College Courtyard****12h00 to 13h30****SESSION 6: STREET LAW AND DEMOCRACY EDUCATION****Chair:** Bruce Lasky, BABSEACLE (Thailand)**12h00 – 12h30****14. Presenter:** David McQuoid-Mason, University of KwaZulu-Natal (South Africa)

Title: *The genesis of the Democracy for All Street Law programme*

12h30 – 13h00

15. Presenter: Jeff Giddings, Griffith University (Australia)

Title: *Democratic participation and making your vote count*

13h00 – 13h30

16. Presenter: Lucia Madlenakova, Palacky University (Czech Republic)

Title: *Democratic Banana Republic*

13h30 to 14h30 - LUNCH, Howard College Courtyard

14h30 to 16h00 (Venue: HC1)

SESSION 7: STREET LAW AND HUMAN RIGHTS EDUCATION

STREAM A: Street Law and general human rights education

Chair: Chigoziri Ojiaka (Nigeria)

14h30 – 15h00

17. Presenter: Arpeeta Shams Mizan, North South University (Bangladesh)

Title: *Challenges of Street Law in developing countries: Lessons from Bangladesh on promoting human rights and legal literacy amongst common citizens*

15h00 – 15h30

18. Presenter: Lloyd Lotz, University of KwaZulu-Natal (South Africa)

Title: *Human rights education in the curriculum of the University of KwaZulu-Natal Street Law programme*

15h30 – 16h00

19. Presenters: Ufuk Aydin, Kivilcim Turani and Ezgi Basak Demirayak, Anadolu University (Turkey)

Title: *How to start the first ever law clinic promoting human rights in a state university: Lessons from Turkey*

16h00 – 16h30

20. Presenters: Irem Aki and Zeynep Ispir, Ankara University (Turkey)

Title: *Legal clinics within the framework of human rights at Ankara University Faculty of Law*

15h00 to 16h30 (Venue: HC2)**STREAM B: Street Law and the protection of the rights of vulnerable groups**

Chair: Lindi Coetzee, Nelson Mandela Metropolitan University (South Africa)

15h00 – 15h30

21. Presenters: Lindsay Ernst, University of Hong Kong (Hong Kong, China)

Title: *Engaging persons with intellectual disabilities: Transforming communities through Street Law*

15h30 – 16h00

22. Presenters: Anjali Thanvi, Rohan Cherian Thomas, Deepankar Sharma and Ashutosh Acharya, National Law University, Jodhpur (India)

Title: *The elderly paradox – the role of the Legal Aid and Awareness Committee of the National Law University, Jodhpur*

16h00 – 16h30

23. Presenter: Muhammad Imran Ali, University of Pretoria (South Africa)

Title: *The role of Street Law in combating child sexual abuse in South Africa*

16h30 to 17h00 TEA BREAK, Howard College Courtyard

[17h00 Transport leaves for Beach Hotels]

19h00 to 22h00**WELCOME DINNER**

Sponsored by Juta & Co. Ltd

Venue: Blue Waters Hotel, Durban Beachfront

SUNDAY, 3 APRIL 2016**[08h30 Transport leaves from Beach Hotels for Howard College]****09h00 to 09h45 - REGISTRATION AND TEA**

Venue: Howard College Building, UKZN

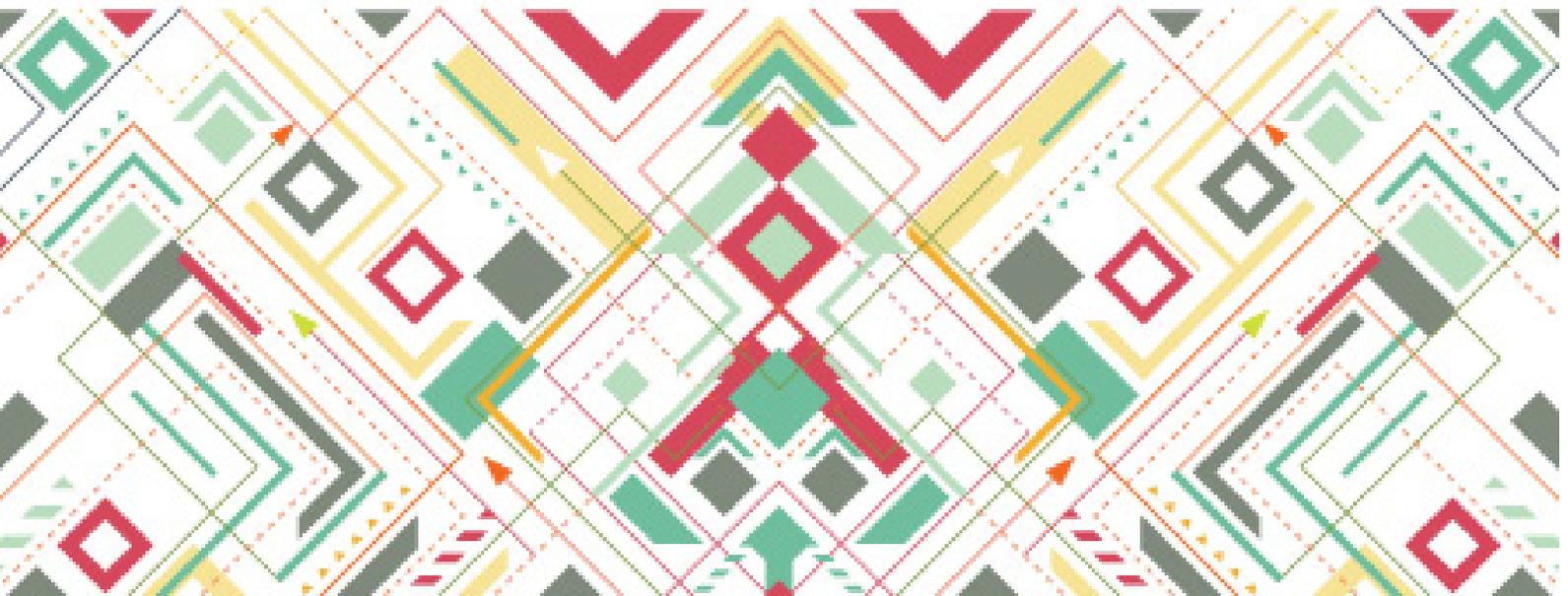
09h45 – 10h00**PLENARY: Reflections on Day 2**

Venue: HC1

10h00 to 11h30 (Venue: HC1)**SESSION 8: STREET LAW AND HUMAN RIGHTS EDUCATION (continued)****Chair:** Christopher Malcolm, University of the West Indies (Jamaica)**10h00 – 10h30****24. Presenter:** Chigoziri Ojiaka, Imo State University (Nigeria)**Title:** *Gender-based violence outreach programme: Best practices***10h30 – 11h00****25. Presenter:** Lindi Coetzee, Nelson Mandela Metropolitan University (South Africa)**Title:** *The 'Crimes against Women and Children' Street Law programme***11h00 – 11h30****26. Presenter:** Jason Nathu, Hugh Wooding Law School (Trinidad and Tobago)**Title:** *Promoting human rights through 'Street Law' in Trinidad and Tobago***11h30 to 12h00 – TEA BREAK, Howard College Courtyard**

12h00 to 13h30 (Venue: HC1)**SESSION 9: USING STREET LAW TO TEACH ABOUT COMMERCIAL AND LABOUR LAW****Chair:** Richard Grimes, University of York (United Kingdom)**12h00 – 12h30****27. Presenter:** Patrick Cahill, Queen Mary College, University of London (United Kingdom)**Title:** *Teach Tech Law: An entrepreneurship Street Law programme in East London, UK***12h30 – 13h00****28. Presenter:** Christopher Malcolm, Mona Law Institutes, University of the West Indies (Jamaica)**Title:** *Taking law to the streets: Fostering a new form of engagement in support of economic development through community-centred legal education***13h00 – 13h30****29. Presenter:** Linden Thomas, University of Birmingham (United Kingdom)**Title:** *The Employment Tribunal procedure in England and Wales: Developing a Street Law programme to assist litigants in person in the wake of cuts to legal aid***13h30 to 14h00****THE WAY FORWARD****Chair:** David McQuoid-Mason, University of KwaZulu-Natal (South Africa)**14h00 to 15h00 - LUNCH, Howard College Courtyard****[15h15 Transport leaves for Beachfront Hotels]**

ABSTRACTS OF CONFERENCE PAPERS



SESSION 1
STREET LAW CURRICULUM DEVELOPMENT

- 1. Presenter:** Margaret Fisher
Seattle University School of Law (USA)

Title: *Youth delivering justice through restorative justice peer courts*

Youth courts (or teen courts) in the USA are a rapidly expanding juvenile justice programme in which youth, in collaboration with adults, sentence their peers for actual offences and other misconduct. In 1994, there were 94 youth courts in the USA and by 2015, there were more than 16 000. Youth courts are all voluntary processes, in which young people admit to their misconduct and take responsibility. In turn, they have a hearing at which time they are sentenced by their peers to any of a variety of options, including community service, jury duties in future youth courts, writing essays after interviewing police, writing apologies to the victims, and other creative sentencing.

All youth courts are governed by restorative justice goals in sentencing the defendants. This means that peer jurors consider how to hold defendants accountable. Do the defendants understand who was harmed or who could have been harmed by their actions? Youth prosecutors explore with the defendant their attitudes toward what happened; what efforts they have made to make up for the harm caused; their own ideas of how to make up for the harm; and the consequences for not completing their youth court disposition. Secondly, they explore who the defendants are. Unlike most questioning in a traditional court case, youth defence attorneys explore what the defendants' outside interests are; how they do in school; what personal challenges they may face; and what personal talents or skills they may have. Thirdly, the youth courts explore creative ways to engage the youth with the community to make the community safer.

This paper addresses youth courts that hear the wide variety of youth misconduct – juvenile offences, traffic and school rule violations. The presenter has written the award-winning national Youth Court Volunteer Manual for the American Bar Association (ABA) as well as several other national youth court publications for the ABA and the US Department of Justice; provided technical assistance throughout the USA to many youth courts; leads the state of Washington's efforts to implement and strengthen youth courts; and directs a youth court in Seattle with the help of law students at the Seattle University School of Law.

Street Law programmes provide youth with active learning experiences that permit them to explore their rights and responsibilities under the law; confront and resolve disputes; and discuss and analyse public issues. It is through these undertakings that youth develop the lifelong skills all citizens need: to think critically; to gather, interpret

and act appropriately on information; and to participate effectively in a law-based society. Youth court does the same thing in a very real setting. Street Law, Inc. has itself developed resources for youth court, specifically its Youth Court: Educational Workshop with lessons for defendants and volunteers in youth court. In addition, it includes a youth court page in its latest 9th edition of the national Street Law textbook.

2. Presenter: Mohamed Y Mattar
Qatar University College of Law (Qatar)

Title: *Utilizing the 'Street Law' mechanism in raising awareness about the true principles of Islamic Law*

Today in the name of Islam many atrocities are committed and those who are responsible rely on a text, whether a Quranic legislation or a tradition of the Prophet, that is interpreted or misinterpreted to allow killing innocents who are not following the Islamic religion, and destruction of property regardless of its historical or cultural value.

Textual interpretation of Islamic Law must be subject to a review in light of the general objectives of the Islamic religion which call for tolerance, peace, respect of others and the sanctity of human life and human dignity. These guiding principles should be emphasised in our education and teaching especially among the youth in Moslem and non-Moslem countries.

As the first Clinical Professor of Law in the Arab region I believe that through law clinics a Street Law programme should be devoted to this important topic that reflects a dilemma and a crisis in the Moslem world. I intend to design such a programme with the help of the Street Law scholars who will be attending this Conference and by drawing on their experience and expertise. So it is a process in progress.

On Tuesday 9 December 2014 in Doha, Qatar, a new human rights instrument was born when the GCC countries adopted a 'Human Rights Declaration'. While the GCC Declaration follows many of the provisions of the Universal Declaration of Human Rights and the Arab Charter on Human Rights, it addresses for the first time contemporary issues that I would like to incorporate in my Street Law programme, namely insulting divine religions (article 7), combating terrorism (article 40), applying international humanitarian rules to armed conflicts (article 41), eliminating hate and extremism that may circumvent the fundamental basis of the society (article 8) and criminalising human trafficking (article 3).

Students will be asked to answer the fundamental question: when is Jihad an act of Islamic doctrine and when does it become an act of terrorism, extremism and human trafficking? A Street Law course will be developed reconciling rules of Islamic

Law with principles of human rights and introducing interpretation of the Quranic verses that are subject to debate or dispute and may lead to or cause exploitation of the young and the vulnerable.

This is an idea that is in its inception, but it has its roots in what is called 'Islamic Dawah' (also known as Qawafel) or preaching through inviting others, whether Moslems or non-Moslems, to understand Islam. It is also the functional equivalent of the concept of a missionary in Christianity.

The Quran sets the standard for a Street Law programme on raising awareness about the true principles of Islamic Law: 'Invite (all) to the way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious, for thy Lord knoweth best, who have strayed from His path, and who receive guidance' (chapter 16).

3. Presenters: Marc Welgemoed and Desiree David
Nelson Mandela Metropolitan University (South Africa)

Title: *The incorporation of Street law into the Legal Practice-module at the Nelson Mandela Metropolitan University*

The Legal Practice-module, taught at the Law Faculty of the Nelson Mandela Metropolitan University (NMMU) is a one-of-a-kind legal course in South Africa in that Street Law forms an integral part of the course. Students must complete and pass Street Law as a subject in order to be awarded the credit for Legal Practice. Why is this so and how did it originate? In short, the Nelson Mandela Metropolitan University Law Clinic experienced problems with the large number of students who had to be accommodated every year. Two supervisors had to supervise approximately 110 students per week, which raised concerns about adequate clinical legal education for the students, as well as for professional and efficient access to justice for indigent members of society.

Legal Practice is a compulsory module at NMMU and therefore the number of students registering for the subject could not be limited in any way. The incorporation of Street Law into the module, however, solved the problem of the supervisor–student ratio and contributed towards certain other benefits for both the students and the public. The students, who register for Legal Practice, are divided into two groups. The first group completes practical sessions at the NMMU Law Clinic during the first semester, while the second group participates in the Street Law programme. During the second semester, this changes: Group 1 participates in Street Law, while Group 2 works at the Law Clinic. In this way, student numbers at the Law Clinic are limited. Moreover, students are exposed to more than one way of community engagement and sharing of their legal knowledge.

4. Presenter: Robin Palmer
University of Canterbury (New Zealand)

Title: *Integrating law clinic outreach programmes and student intern and externships in the context of a research university: The University of Canterbury model*

This presentation discusses the clinical law and internship/externship model developed in the School of Law, University of Canterbury, New Zealand, from 2014 to 2015. A brief background overview is given, followed by a description of the implementation methodology.

The concept of Clinical Legal Education (including Street Law clinics) was virtually non-existent in New Zealand until 2013. In 2013, an elective Clinical Legal Studies course was commenced at the University of Waikato in Hamilton, followed by a Clinical Legal Studies course piloted at the University of Canterbury in Christchurch in 2014, and implemented in 2015.

The model implemented at Canterbury University consists of a one-semester law clinic course with outreach components, with the unique feature of offering students who successfully complete the Clinical Law course the opportunity to register as specialised interns with the Clinical Legal Studies Programme to further the initiatives started in the Clinical Law course in the semester immediately following. In 2015, these specialised internship areas built on one of the specialised internal options of the Clinical Law course: the Criminal Cases Review Clinic; the Law Reform Clinic, or the *Generate* Pasifika Schools project.

Students who worked on the Specialised Criminal Cases Review Clinic investigated actual miscarriages of justice (similar to the Innocence Projects); Law Reform students learnt the methodology of law reform advocacy and practice, and applied their skills to actual attempts to change the law (or official policies), and the *Generate* schools project used law students to engage in schools with predominantly Pacific islander pupils to teach rights-based law (similar to traditional Street Law clinics, but on a smaller scale).

A core requirement of the internship in the Clinical Legal Studies Programme is the keeping of a journal. This culminates in the submission of a detailed self-reflection journal reflecting on knowledge and skills gained, and value-changes experienced during the clinical law and internship experience, and the submission of a substantial (7 000-word) research assignment – usually with an empirical component, with a focus on access to justice – on an approved and related legal topic.

SESSION 2
STREET LAW CURRICULUM DEVELOPMENT (continued)

5. Presenters: Richard L Roe and Jessica Gallagher
Georgetown University Law Centre (USA)

Title: *Tapping into learners' imagination through experiential interactive methods*

The Street Law approach exemplifies the provision of knowledge and skills to the public and is frequently a component of legal clinics globally. Street Law has become far more than a course about law, however. Street Law clinics utilise learner-centred, due-process models of teaching and learning that create an experience of justice using interactive and experiential methodology. Learners develop their cognitive, expressive, academic and critical thinking abilities as they explore more deeply ordinary civic and law related situations. Through Street Law, they also come to understand rule of law principles and the values on which they are based. Street Law programmes (a) help students learn what the law is and also what the law should be, and (b) use students' inherent interest in law to develop literacy, high-level cognitive and expressive skills, problem-solving, motivation, self-esteem, organisation, and other important interpersonal skills.

The Street Law Clinic model combines training in the methodology and content with supportive supervision. Law student instructors typically receive academic credit; attend a multi-day orientation and weekly seminars; receive regular supervision through observations, feedback and consultations with faculty; engage in reflection through journals, lesson planning analysis and portfolio assessment; and receive substantial administrative support.

Since the Street Law programme began at Georgetown Law Center in 1972, it has spread to over 50 US law schools and dozens of law schools globally.

In this session, we will conduct a series of interactive lessons to show how curriculum can be designed to tap into learners' imagination. Students not only learn in greater depth about the law affecting our daily lives, but also develop high-level cognitive and expressive skills. The session will feature recent lessons about criminal justice based on the podcast, 'Serial'.

6. Presenter: John Lunney
The Law Society of Ireland (Ireland)

Title: *Dead bodies and live minds – the Michael Morton story: Street Law students as detectives*

This one-hour 30-minute lesson taps into students' interest in investigative crime, using a real life murder case (the case of Michael Morton) to inspire curiosity and enhance critical thinking in adolescents.

During the lesson students begin by assuming the role of detectives to solve a murder. The student goal is to decide if the lead suspect should be arrested. Through a gradual process of discovery and investigation, the evidence in the trial is uncovered. Only after scrutiny of this evidence and the students reaching their decision is the factual nature of the case revealed in the form of a 'twist'. This heightens student interest, aiding the level of classroom engagement fostered by the learner-centred methodology used in the class.

Following this revelation, students must switch from the perspective of the investigator to that of a citizen. They are asked to analyse the workings of the criminal justice system in this case, before considering any implications on a macro-level. In this manner the lesson develops students' understanding and critical insight into the concept of prosecutorial misconduct. They can also identify possible motivating factors for this behaviour, and discuss solutions to prevent its recurrence in future cases.

The use of group work and the requirement to advocate their position allows students to simultaneously practice social skills, reasoning and using their critical thinking skills. Critical reading and problem-solving skills are also developed through the investigative nature of the class. The lesson additionally acts as an introduction to the criminal justice system, and can be used by educators as a stand-alone lesson, or as a gateway to further advanced discussion on a number of topics.¹

¹ Note : *This lesson plan was developed by Sean Arthurs of the Street Law Clinic at Georgetown University Law Center

7. Presenter: Richard Grimes
University of York (United Kingdom)

Title: *Developing an evidence base for measuring the outcomes of Street Law lessons*

It is generally (and understandably) assumed that improving public understanding of the law and legal system is a 'good thing'. It should provide people with more of an informed choice about what to do if they encounter legal issues. It might give those concerned the tools and confidence to address some of these problems themselves through self-help and it may address, at least to some degree, inequalities that otherwise exist. Overall, improving levels of legal literacy could enhance access to justice more generally.

There is a wealth of anecdotal material suggesting that all of the above is highly relevant, but there is little by way of empirical evidence to substantiate such claims.

This paper will look at the need for and means of developing such an evidence base. The paper will be presented in the format of an interactive 'lesson' in which delegates will assume the roles of either student presenters or a target audience. Each set of participants will act out a given scenario in which they must identify what it is they are expected to gain from the planned session and whether those outcomes are in fact achieved.

A template will be provided so that those who take part (and others) can replicate and, as necessary, adapt the model for use in the field.

SESSION 3
BUILDING CAPACITY FOR STREET LAW PROGRAMMES

8. Presenters: Bruce Lasky and Wendy Morrish
Bridges across Borders, South East Asia (BABSEACLE) (Thailand)

Title: *Street Law and interactive teaching methods – the South East Asia model*

The presentation and paper will focus on the historical development of community legal education (Street Law) programmes throughout Asia, and the means, methods and strategies utilised to first ensure their implementation and then their sustainability. This approach will be discussed in the context of how Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE), a not-for-profit, access-to-justice, legal education organisation, has assisted a variety of

institutions and organisations throughout the Asia region to achieve this goal for more than a decade.

Various unique and common approaches will be highlighted that are contextualised to both the Asia region and to the local environment. Identifying core foundation factors that BABSEA CLE sees as keys to successful programme building and sustainability will be illustrated, as well as ways to achieve better and best practices. The focus will be on ways and means to monitor and evaluate these programmes and demonstrate their impact. Challenges faced in developing these programmes will be addressed with demonstrative examples of successful ways in which these challenges have often been overcome. Participants will be provided with samples of replicable programme 'take-aways' which they may be able to apply in their home countries and institutions.

9. Presenter: Rebecca Grimes
Northumbria University (United Kingdom)

Title: *Training the trainers – a lesson for capacity building for Street Law instructors*

This interactive presentation will look at the role Street Law can play in assisting those whose focus it is to provide services to others.

First, the considerations behind 'lesson' design will be examined. To what extent does the preparation of a 'training of trainers' session differ from any other Street Law event, for example, to school pupils or prison inmates? With these considerations in mind, delegates will create the content of the lesson based on an established template.

Secondly, using a concrete (but anonymised) example taken from practice, delegates will be asked to act out aspects of the delivery of the lesson. Some delegates will act as the presenters and others as the target audience.

All participants will then be asked to evaluate the presentation with a view to identifying the strengths and weaknesses apparent.

This presentation is intended to address key issues in Street Law implementation – given a particular type of audience – and provide a working example of how it can be delivered and its worth assessed in the field. The materials provided should give delegates a model to work with and adapt as may be relevant.

10. Presenter: Anthony Wambugu Munene
Mount Kenya University (Kenya)

Title: *Establishing and sustaining an access to justice clinic at the Mount Kenya University School of Law*

The Mount Kenya University School of Law is a fairly young law school in Kenya, having been established in 2009. The school is in the process of reviewing its curriculum to be in line with the vision of the university, which is 'to be a centre of excellence in training, research and innovation in science and technology in Africa'. As such the school has identified a niche area in training which is to train lawyers who have a bias in law and development.

In transitional states such as Kenya, access to justice is a critical pillar of the development transformation process. Indeed this is a major theme of the Constitution of Kenya, 2010. It is therefore hoped to start an examined course styled 'The Access to Justice Clinic' as a driver of the access to justice agenda of the transformation process in Kenya. This course seeks to serve the purpose of producing lawyers who have a sense of community service with specific reference to legal aid in all its forms such as advisory services and legal representation. This course will also serve as a starting point for the introduction of clinical legal education throughout the LLB programme. This paper will set out the intended programme, its purposes, learning outcomes and assessment methods.

SESSION 4 YOUTH-BASED STREET LAW PROGRAMMES

11. Presenter: Coline Bruintjies
South African Constitutional Literacy and Service Initiative (CLASI) (South Africa)

Title: *Using law students as 'teaching fellows' to promote the South African Constitution*

Our organisation, the Constitutional Literacy and Service Initiative (CLASI), recruits and trains law students to facilitate workshops, teacher trainings, classes, public debates and moot competitions about the Constitution in under-resourced schools and community centres. In high schools these workshops take place either during the Life Orientation period, as a part of the democracy and human rights component of this subject, or after school as an extra-curricular activity. We also run holiday workshops where learners from different schools are brought together to explore the Constitution in context through different mediums, including creative

expression and working with history and memory, and engaging in intergenerational dialogue.

As CLASI we take a participatory and interactive approach to our workshops. Law students, or Teaching Fellows as we call them, facilitate discussions with participants as opposed to simply conveying information. What we hope is that these interactions will lead to conversations that will help to restore agency and human dignity to people who have long been silenced. We aim to build bridges across differences and, where there is conflict, to promote its non-violent resolution. CLASI aims to create a safe space where communities of learners and adults can debate important issues with mutual respect and dignity. We acknowledge that the promises of the Constitution are not a reality for many of the people we work with, and aim to help people to explore how we can use the Constitution to help us to move towards the kind of society that we aspire to.

In this paper we will examine a few of our lesson plans and moot problems related to constitutional law, democracy and human rights. We will look at how the lessons are structured to encourage dialogue and invoke a response from participants, and also explore the interactive learning activities that we use.

12. Presenter: Arthur Nsereko Junior
School of Law, Makerere University (Uganda)

Title: *Student platform: Empowered to take the lead on social justice*

The Public Interest Law Clinic (PILAC) was established in January 2012 at Makerere University School of Law as a legal clinic. Although Makerere University has the oldest law school in Uganda, its curriculum for training lawyers lacked a module on Clinical Legal Education (CLE) and a law clinic to provide a practical hands-on experience for learners. More pronounced is the irony in the School's location, that is, the affluent and elite on University hill are surrounded by the indigent and vulnerable slum-dwellers on all sides.

To address the divide and promote social justice, PILAC was founded in line with the University's strategic pillar of outreach and community development. The founders, having the law student and the surrounding community in mind, envisioned building a cadre of lawyers alive to the social justice needs of the vulnerable in the neighbourhood. A lot had to be done to change the old-school mentality that did not appreciate public interest lawyering, the involvement of students in legal clinics, and affording undergraduate students a 'hands on' practical approach of instruction. The struggle is still on to get the Law Council to accredit the Clinic as a legal aid service provider. More challengingly, the Clinic had to first deal with the negative publicity the University had had in its neighbourhood a result of the frequent students' strikes that would spill over into the community and affect the community's livelihood.

The students were tasked and empowered to rebuild their image during the Community Law Programme. They have been allowed a platform to take lead on the programme while the advisers are on the side lines. The students themselves have been the Clinic's mouthpiece in the student community promoting the Clinic's interventions. Sharing her experience with the Clinic, one alumnus remarked: 'Growth was not just encouraged, it was inevitable.'

SESSION 5 USING STREET LAW AS A PATHWAY TO LAW SCHOOL

13. Presenter: Emily S Quinlan
Saddleback College, California (USA)

Title: *Using Street Law to create pathways to law school from community colleges*

Saddleback College is one of 24 select community colleges in California to be included in a ground-breaking initiative that creates a pathway to six of California's most prestigious undergraduate institutions and their affiliated law schools. The Community College Pathway to Law School 2+2+3 Initiative (CCPLSI) is an unprecedented opportunity for all students' advancement in the legal profession, but particularly for diverse populations who have been traditionally underrepresented in the legal profession.

Each of the 24 participating community colleges is required to offer a 'Street Law-based' course as part of the required seven-course core curriculum. This conference presentation will include an overview of the programme and a planned lesson from Saddleback College's BUS 116 Personal Law/Street Law course addressing tort liability under California law. Specifically, how criminal conduct can also result in civil liability and individual exposure to a civil judgment, exclusive of criminal penalties.

The Pathway to Law School 2+2+3 programme will prepare community college students for successful transfer to a four-year university and admission to law school. Programme benefits include financial aid counselling, academic advising, Pre-Law advising, LSAT prep information, exposure to the legal profession, participation in the Saddleback Pre-law Club, legal internships, service-based learning, and other law-related events and opportunities designed to increase the interest and eligibility of community college students who may be interested in attending law school.

The initiative is supported by the State Bar of California, Council on Access and Fairness (COAF), The Regents of the University of California, and California LAW, Inc. There are established agreements with 24 community colleges and six law schools

and their respective undergraduate institutions who have signed on to this 10-year pilot project, including University of Southern California; University of San Francisco; University of California, Davis; University of California, Irvine; Santa Clara University; and Loyola Marymount University.

SESSION 6 STREET LAW AND DEMOCRACY EDUCATION

14. Presenter: David McQuoid-Mason
University of KwaZulu-Natal (South Africa)

Title: *The genesis of the Democracy for All Street Law programme*

In 1993, after a political settlement was reached in South Africa, non-government organisations (NGOs) were preparing voters with voter education for the country's first democratic elections. The presenter called together the 26 NGOs doing voter education in KwaZulu-Natal and pointed out that it was necessary to explain to voters what democracy is about and how it works. The NGOs agreed but said that they did not have the time because their main emphasis was on the mechanics of the voting system. However, they agreed to my request to work with Street Law if we took the lead on producing a democracy education manual. The presenter established a team of South African and US Street Law experts who together wrote the text for *Democracy for All*. This process involved consultations with the NGOs and Street Law Coordinators throughout the process.

At the beginning of 1994, Street Law South Africa and Street Law, Inc. published the *Democracy for All* manuals for learners and educators in time for the run-up to South Africa's first democratic elections in April of that year. *Democracy for All* lists 13 signposts for democracy: (1) citizen participation; (2) equality; (3) political tolerance; (4) accountability; (5) transparency; (6) regular free and fair elections; (7) economic freedom; (8) control of abuse of power; (9) bill of rights; (10) accepting the results of elections; (11) human rights; (12) multi-party system; and (13) the rule of law – all of which could be found in the Interim South African Constitution. At the same time we produced a *Democracy Challenge* board game which was a mixture of Monopoly and Trivial Pursuit involving collecting the 13 signposts of democracy.

The *Democracy for All* manuals have proved to be a great success locally and internationally. They have been adopted for use in several countries around the world, and translated into a number of languages (French, Romanian, Mongolian, Arabic, etc.). The presentation will end with a brief interactive extract from the 'Road to Democracy' exercise in the manual.

15. Presenter: Jeff Giddings
Griffith University (Australia)

Title: *Democratic participation and making your vote count*

Australia has a system of compulsory voting in elections. If you do not vote, you can be fined. Enrolling to vote is also compulsory. 2015 marks the centenary of the state of Queensland introducing compulsory voting in state elections and the federal parliament introduced a similar system in 1924.

This paper addresses a great Street Law lesson on the democratic participation and the importance of voting presented by students involved in the Griffith Street Law program. It considers issues related to the importance of legal literacy and the value of Street Law programs in promoting active participation in democratic institutions. Griffith Street Law involves students making presentations to schools and community groups as part of a for-credit law elective course. The course, established in 2010, was the first of its kind established by an Australian law school. Workshops are used to provide students with opportunities to try out and discuss their presentation ideas and this cross-fertilisation process is recognised by the students as particularly important. The run-throughs are viewed as a particularly important contributor to the presentation development process.

As part of each annual offering of the course, students complete two surveys and these surveys have yielded valuable insights relating to student motivation to participate, expectations of the course and its connections with other aspects of their law studies. The paper will address the student survey responses and consider how Street Law fits with other models of clinical legal education. It will highlight the benefits the students see themselves deriving from their participation in the course.

16. Presenter: Lucia Madlenakova
Palacky University (Czech Republic)

Title: *Democratic Banana Republic*

This lesson relates to constitutional law. It is for students to understand democratic principles of free competition among political parties, democratic and participative decision-making, and the role of representatives in government. The lesson is conducted by dividing all of the participants into different groups, each of which will represent particular interests. Because I want the lesson to be universal for any country in the world, the groups of students represent various types of animals. This is done so the exercise is not bound by the political system in any particular country.

The groups together have to make a decision on how the country will be governed so that all the animals can live in peace and the interests of each group will be

satisfied. This lesson can be taught in classes of 100 students, but no less than 20. It can be taught in 45 minutes, but a 90 or 120 minutes class works better. What is needed for teaching the class are 'country descriptions' for each group of animals; sheets of paper and pens for each group, blackboard or flipchart and something to write on them – chalk or markers.

SESSION 7

STREET LAW AND HUMAN RIGHTS EDUCATION

17. Presenter: Arpeeta Shams Mizan
North South University (Bangladesh)

Title: *Challenges of Street Law in developing countries: Lessons from Bangladesh on promoting human rights and legal literacy amongst common citizens*

This paper provides a comparative analysis of Street Law as a human rights advocacy strategy, and its benefits to clinical legal education and community lawyering in two developing countries, pursuant to a clinical study undertaken by the author during her graduate studies at Harvard Law School. The paper points out areas of challenges common to the Bangladesh and South Africa, as two countries that face resource constraints and weak socio-economic infrastructures. It scrutinizes the factors behind the challenges and their nature; and the difference between the strategies adopted to deal with challenges by the countries. The final evaluation of the comparative impact created by Street Law is done by using case studies from the two countries.

The paper highlights the fact that although Street Law as a model of clinical legal education follows almost a similar structure in both countries, the Bangladeshi Street Law programme '*Protidiner Ain*' faces additional challenges and impediments largely due to the archaic structure of legal education in Bangladesh. The absence of *pro bono* lawyering as a condition of the bar membership, unlike in most provinces in South Africa, also feeds into the process by discouraging law students and potential human rights activists who opt for paid internships in other organisations and renowned law firms. Due to the absence of clinical legal education as a standard pedagogical method in Bangladesh, one fundamental challenge the paper addresses in detail is how Street Lawyering can be sustained when the student-volunteers working as Street Lawyers graduate and new students come in. Often a vacuum is created in Bangladesh because the process has to begin from the scratch with the new volunteer pool. The paper focuses on the period 2002 to 2014 to draw a comparison between how Street Law as conducted at the University of KwaZulu-Natal, South Africa and ELCOP (Empowerment through Law of the Common People), Bangladesh.

Lastly, the paper explores new avenues for overcoming the challenges faced by 'Protidiner Ain' so that Street Law in Bangladesh can develop to its fullest potential. The recommendations and guidelines offered will hopefully contribute to the development of human rights pedagogy in Bangladesh - given the limited discourse on clinical legal education in the country.

18. Presenter: Lloyd Lotz
University of KwaZulu-Natal (South Africa)

Title: *Human rights education in the curriculum of the University of KwaZulu-Natal Street Law programme*

The Street Law programme is designed to make people aware of their legal rights and where to obtain assistance. It also makes them understand how laws work and how the present legal system can protect them. Street Law also tells people about the laws that affect them in their everyday life and seeks to explain what the law expects people to do in certain situations. The Street Law programme requires participation of law students who must be properly trained so that they can go to schools and community groups and teach effectively and confidently.

The School of Law, University of KwaZulu-Natal, Howard College campus has conducted a Street Law LLB course since 1987. The course focuses on the substantive content of certain aspects of the law, (e.g. introduction to law, criminal law, consumer law, family law, socio-economic rights, employment law, human rights and democracy, and HIV/AIDS and the law), and the teaching methodologies that assist law students to effectively communicate the law to ordinary people – particularly high school children.

Human rights education is not simply about conveying knowledge but is also about education to ensure understanding and knowledge, changes of attitude, and the development of the skills to do something with the knowledge. This paper will focus on, and deal with, human rights education in the curriculum of the Street Law programme. It will also draw on the presenter's experiences of teaching human rights education to law students.

19. Presenter: Ufuk Aydin, Kivilcim Turani and Ezgi Basak Demirayak
Anadolu University (Turkey)

Title: *How to start the first ever law clinic promoting human rights in a state university: Lessons from Turkey*

Anadolu University Law Faculty started legal clinics as a project, in 2011. Since then Street Law and live client programmes have been developed and many elective courses have been introduced, such as gender and law, consumer law and legal writing. In addition a legislative clinic course is planned to be introduced as a local

project to help inmate children. Anadolu University has hosted many national and two international conferences and in 2015 it hosted GAJE Conference in order to encourage law clinics in Turkey.

While the Anadolu clinical programme was developing faculty members visited and participated in workshops at South African live client clinics, such as those at Wits University and the University of KwaZulu-Natal (UKZN), and the Street Law programme at the University of KwaZulu-Natal. Since Anadolu University Law Faculty is a young faculty it has many opportunities, but it also faces certain challenges. From the beginning the clinical law project human rights education was seen as a significant tool not only to change law students but also to change society. Through human rights education, duty bearers and rights holders can not only gain an understanding of their respective human rights responsibilities, but also understand and apply principles that are central to effective implementation of human rights. Law clinics, as a part of legal education, contribute to human rights education because the clinical law students gain an understanding of their human rights responsibilities. Clinic students are also able to understand and evaluate how human rights concepts work in practice, and develop their skills, by working with marginalised groups in society who suffer from different kinds of human rights violations. Anadolu University wishes to encourage the wide-spread development of legal clinics throughout Turkey.

20. Presenters: Irem Aki and Zeynep Ispir
Ankara University (Turkey)

Title: *Legal clinics within the framework of human rights at Ankara University Faculty of Law*

Protecting human rights should be the main objective for lawyers. In the Ankara University legal clinics, we are trying to encourage a direct relationship between human rights and our professional life as legal actors. For this purpose, beginning with the first year Introduction to Law course, we focus on virtues, values and ethics in legal education, as tools for understanding the concept of human rights and its philosophical foundations. This process becomes more comprehensive especially during the 2nd and 3rd years' classes and the Philosophy of Law lectures, in preparation for the 4th year's students work in legal clinics.

'Dealing with care' (attention+care) a concept developed by Prof. Dr Gülriz Uygur - the coordinator of our legal clinics- is the main motto for our clinic studies. With this motto, we put emphasis on the ethical dimension of human rights which is directly connected with us as human beings when we are working. This urges us to go beyond teaching and discussing legal documents. Therefore, students who participate in the different legal clinics during their last year of legal education are

aware that they contribute to human rights protection in all the problems they deal with in the clinics.

At Ankara University Faculty of Law there are a number of clinics. There are legal clinics on prisons, domestic violence, gender, workers, refugees, sexual abuse, intellectual property, the disabled and individual applications to the Constitutional Court. In each clinic lectures not only include legal texts about the topic (e.g. legal texts about domestic violence or refugees), but also concepts such as human rights, ethical awareness, justice and equality. We also collaborate with relevant ministries, bars, public institutions and relevant non-governmental organizations that deal with each clinic's specialty.

21. Presenter: Lindsay Ernst
University of Hong Kong (China)

Title: *Engaging persons with intellectual disabilities: Transforming communities through Street Law*

This paper and accompanying best practice lesson will focus specifically on the Street Law sessions.

The presenter introduced Street Law to the University of Hong Kong, (UHK) and to Hong Kong generally, in February 2014. After engaging 45 students and pro bono lawyers in the first initial Street Law training with the support of Professor Rick Roe and the Georgetown Law Centre Street Law Program, the presenter led the trainees in a semester-long programme conducting a legal needs assessment, developing an interactive curriculum and leading a series of Street Law sessions aimed at empowering asylum seekers in Hong Kong.

In January 2015 the presenter launched Street Law, in collaboration with Chosen Power, a Hong Kong-based members' organization for people with intellectual disabilities. Under the presenter's direct supervision, a team of 3 Masters of Law students and a team of 11 LLB students developed and implemented a Street Law curriculum aimed at educating persons with intellectual disabilities about their rights to political participation, employment, to live in the community and their right upon arrest. The curriculum incorporated CRPD standards within the Hong Kong context and strengthened Chosen Power's advocacy work both at the domestic and international levels.

Based on the positive feedback and successful results of the initial Street Law training as well as subsequent inquiries from a variety of community-based groups, the presenter created a formal course at HKU, 'Human Rights in Practice'. The course aims to meet community demands for capacity-building in human rights, expand experiential-learning opportunities for law students, and to engage students more

deeply in the methodology and vision of Street Law as a means for advancing and supporting the international human rights regime.

22. Presenters: Anjali Thanvi, Rohan Cherian Thomas, Deepankar Sharma and Ashutosh Acharya
National Law University, Jodhpur (India)

Title: *The elderly paradox – the role of the Legal Aid and Awareness Committee of the National Law University, Jodhpur*

We owe much to our elders – our identity, knowledge and the very being itself is their gift to us. Their guidance helps us manage our way through many roads of life. Yet, there is a substantial lack of empathy in their day-to-day care, the causes of which lie in multifarious factors. One would imagine mere gratitude would suffice on the part of the young, but this ideal is not realized.

India's elderly will constitute 20% and globally 21.1% of its population by 2050 according to the report jointly brought out by UNFPA and Help Age International. The government machinery provides for maintenance under the Code of Criminal Procedure, 1973 and various personal laws enact similar provisions. There is even a comprehensive national policy for older persons brought out in 1999, which has led to several welfare schemes for the elderly.

It is the implementation of these structures and mechanisms that poses problems. India's social psyche has undergone a sea-change with the advent of liberalization and globalization in the 90s. Capitalism has led to the growth of a large middle-class, hungry for resources. Affected by this change are traditional extended families, which have broken into nuclear entities. The elderly lose in this race, becoming a burden and liability on society.

Old-age homes in cities run by philanthropists or religious institutions give relief to some. Even in these places, as the authors have witnessed, children of the inmates have to be stopped at the gates, lest they force their aged parents to part with their property. There is a severe lack of legal awareness among the populace, which is enhanced by a rising socio-legal disconnect. The Legal Aid and Awareness Committee of National Law University Jodhpur has been working on this issue, which is not just domestic, and through this paper will identify methods used in overcoming them.

23. Presenter: Muhammad Imran Ali
University of Pretoria (South Africa)

Title: *The role of Street Law in combating child sexual abuse in South Africa*

Child sexual abuse is a serious problem in almost all developing countries. The most effective mechanism in a civilized society to protect children against sexual crimes is in part the criminal justice system of a country. In recent years, as the issue of child abuse increasingly became a topic of national concern, South Africa passed laws, such as the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007 and the Children's Act 38 of 2005.

The original legislation dealing with child sexual abuse was the Sexual Offences Act 23 of 1957 which introduced a number of offences relating, *inter alia*, to children such as carnal intercourse, sexually immoral and indecent acts as well as other conduct relating to them. In order to improve the Sexual Offences Act a number of new provisions have been made in the Criminal Law (Sexual Offences and Related Matters) Amendment Act. These laws will not be effectively implemented, however, unless and until the general public becomes aware of these laws.

Street Law is an effective way of educating the general public in order to assist in combating child sexual abuse. The objective of this paper is to illustrate how to educate the general public and to provide them a practical understanding about the laws relating and protecting children against sexual crimes in South Africa. This will be done using the case study method and visual materials, which it is hoped will contribute towards reducing the prevalence of child sexual abuse in South Africa.

24. Presenter: Chigoziri Ojiaka
Imo State University (Nigeria)

Title: *Gender-based violence outreach programme: Best practices*

Law has been recognised as a tool for social change in the midst of numerous world problems. Access to justice and effective justice systems are required for effective social re-engineering. The need for ethical lawyers with adequate skills to solve society's problems cannot be over-emphasised. Law graduates in Nigeria are usually not able to handle real life cases after law school because they lack the practical skills to do so. Clinical legal education has come to remedy the incompetence of law students through University law clinics.

Access to Justice and legal aid are a major challenge to addressing human rights abuses in most communities in Nigeria including university communities. Law clinics seek to create awareness about law, human rights and other infringements of rights. They also handle cases arising in the communities while using Street Law and

outreach programs to sensitize and educate the public on legal rights and their abuse.

In organising outreach programs, there is a need for best practices and lessons from practitioners in the field. This paper will explore the objectives of a gender-based human rights outreach programme carried out by clinicians of the Imo State University, Owerri, Law Clinic. The lessons learned and the outcomes and challenges in carrying out the outreach programmes will be discussed. There is a need, however, for a harmonized methodology and manual for outreach programmes.

25. Presenter: Lindi Coetzee

Nelson Mandela Metropolitan University (South Africa)

Title: *Crimes against women and children: Street Law programme*

Street Law is designed to introduce the law and human rights to people of all levels of education, providing a practical understanding of the law, the legal system and the Constitution to all persons within South Africa.

Violence against women is perhaps the most widespread and socially tolerated of human rights violations, cutting across borders, race, class, ethnicity and religion. The impact of gender-based violence (GBV) is devastating. Individual women who are victims of such violence often experience life-long emotional distress, mental health problems and poor reproductive health, as well as being at higher risk of acquiring HIV and becoming intensive long-term users of health services. The cost to women, their children, families and communities is a significant obstacle to reducing poverty, achieving gender equality and ensuring a peaceful transition for post-conflict societies. Gender-based violence in Africa is a complex issue that has as its root the structural inequalities between men and women that result in the persistence of power differentials between the sexes.

South Africa has the highest number and rate of reported rape and indecent assault in the SADC region. A policy brief published by the Medical Research Council in 2004 concluded that: 'A woman is killed by her intimate partner in South Africa every six hours. This is the highest rate (8.8 per 100 000 female population aged 14 years or more) that has ever been reported in research anywhere in the world'.

Effective collection, handling and preservation of evidence in domestic violence cases is critical. The concept 'chain of evidence' refers to the process of collecting, handling and preserving of evidence until its presentation in court, as part of the investigation process. The value of evidence cannot be underestimated as the nature of the evidence can make or break a case. It is therefore important that evidence is correctly and properly collected, handled and preserved to establish a strong link between an individual and the alleged wrongful act or omission. The multi-disciplinary team involved from the moment that the crime is reported to the

conclusion of a case plays a crucial role in the successful prosecution of wrongdoers.

Street Law has developed a multi-disciplinary training programme that is presented to all role-players involved, from the reporting of the crime to conclusion of the criminal case. The participants include the police, prosecutors, district medical officers, nurses and NGOs. Two training manuals have been developed to accompany the training, viz. *Crimes against Women and Children: A Medico-legal Guide* and *Forensic Medicine and Medical Law*. The training programme is designed to equip role-players with the required knowledge, skills and expertise to effectively participate in the chain of evidence collection, and to contribute to an increase in the conviction rate of sexual offenders.

26. Presenter: Jason Nathu

Hugh Wooding Law School (Trinidad and Tobago)

Title: *Promoting human rights through Street Law in Trinidad and Tobago*

The notion of human rights is often viewed as a very academic concept. While there are many groups and individuals that work to promote the advancement of human rights in the society, very often (and especially in small societies such as the various Caribbean jurisdictions), this well-intentioned group becomes perceived by the public as out-of-touch, inaccessible or out-of-reach or even elitist.

Among law students, the concept of 'human rights' triggers a notion that a career in the area can only be achieved by working for an international organization and having a 'foreign experience' by being posted somewhere else. The Hugh Wooding Law School in Trinidad and Tobago has attempted to dispel this myth through the creation of the Human Rights Law Clinic in 2004.

The main objective of the Clinic is for students to learn important lawyering values, skills and attitudes through the medium of human rights education and advocacy. We do not teach substantive human rights law, but rather train participating students to educate the public on human rights issues, and equip them to promote respect for fundamental human rights and freedoms, and to promote social justice.

Students of the Human Rights Law Clinic go out into primary and secondary schools throughout Trinidad and Tobago, to plant seeds in younger minds about rights and freedoms, and themselves become catalysts of change through advocacy and education.

The students break-down complex legal concepts and present them in a format for the average person, in articles published with the title 'Law Made Simple' in a daily newspaper. The students also complete practical community-based group projects with a human rights and educational aim. In this way, we are able to test our

students' intellectual skills (e.g. writing, critical thinking, public speaking), personal qualities (e.g. time management, leadership, creativity) and professional conduct (e.g. ethics, teamwork, interpersonal skills) in keeping with the mission statement of the Council of Legal Education:

To facilitate the development of competent legal practitioners for the region who, appreciating their responsibilities as members of an honourable profession and recognizing the needs of their socio-economic environment, are inspired in the pursuit of excellence, the maintenance of high ethical standards, the promotion of social justice and the strengthening of the rule of law.

SESSION 9

USING STREET LAW TO TEACH ABOUT COMMERCIAL AND LABOUR LAW

27. Presenter: Patrick Cahill

Queen Mary College, University of London (United Kingdom)

Title: *Teach Tech Law: An entrepreneurship Street Law programme in East London, UK*

Through Teach Tech Law postgraduate law students at Queen Mary University of London provide classes to St Paul's Way School pupils in Tower Hamlets, East London. Students provide classes to pupils on law and entrepreneurship. Classes centre on pupils developing business ideas which relate to technology or enterprise. An example may include a mobile phone application, a local computer store or a new business concept.

These business ideas are then be used as case studies over five classes for students to design and facilitate workshops which discuss and highlight some of the following legal issues:

- a) What is a company: What is a company and do businesses require one?
- b) Intellectual property: What is IP and how can students protect their ideas?
- c) Negotiation with others: The importance of what makes a good negotiation
- d) Employment law: Self-employment and employing others
- e) Data protection: The storage and sharing of data

The students also host the pupils for a 'pitch-it' day at Cooley LLP, a large technology law firm. The students participate in a question and answer session with junior lawyers, present their business idea, network with lawyers and staff, and participate in a career presentation or other career-focused activity.

The paper will explore:

- (i) The aims and objectives of the programme and rationale for commercial Street Law in East London;

- (ii) The challenges in establishing the programme;
- (iii) The structure of the programme for students and for pupils;
- (iv) An overview of the classes that students attended to prepare them for teaching; and
- (v) The outcomes of the street law programme, concentrating on student and pupil experience and reflection.

28. Presenter: Christopher Malcolm

Mona Law Institutes, University of the West Indies (Jamaica)

Title: *Taking law to the streets: Fostering a new form of engagement in support of economic development through community-centred legal education*

The traditional approach to legal education in Jamaica and the wider Caribbean region can be considered elitist. It has not meaningfully engaged with the average Joe or made space for him to better understand how the law affects his daily life; how it affects his capacity personal growth and development; or its implications for more general and sustaining national growth and development. Joe is more often than not unable to demystify the law; unable to effectively appreciate the legal transactions that he enters into; unable also to recognise when or the extent to which he requires legal support; oftentimes engages such support from an unnecessarily so position of absolute weakness; and then retains a lawyer who does not understand how best to help him.

This presentation will speak to a Street Law initiative that has begun in Jamaica. Here, the focus is decidedly developmental and geared towards engaging persons like Joe concerning the fundamentals of contract and commercial law as well as other areas of need. As with any other Street Law initiative, Joe will be exposed to interactive teaching and learning methods. Joe will thereafter be better able to understand the imperatives of sustainable economic development, including how this is impacted by the law and what he does.

Under the Jamaica initiative, Joe will follow a curriculum that will include ongoing participation from academia. This will be done through the Mona Law Institutes Unit, Faculty of Law, University of the West Indies, active student participation, and best practice clinical role-play and other such activities. In the final analysis, this presentation will underscore that an ambitious initiative has already begun, that there is the courage to take it forward, and that the Street Law method is the bedrock on which it is being built.

29. Presenter: Linden Thomas
University of Birmingham (United Kingdom)

Title: *The Employment Tribunal procedure in England and Wales: Developing a Street Law programme to assist litigants in person in the wake of cuts to legal aid*

In 2013 many areas of law were removed from the scope of the provision of legal aid in the UK. The legal aid budget was cut by approximately £350 million and thousands were left without access to legal advice and representation in areas such as family law, immigration, welfare benefits and employment law. There has since been a significant increase in the number of litigants in person (LiPs) representing themselves in legal proceedings. Court and Tribunal systems are therefore becoming clogged; Judges are struggling to manage; and Hearings take far longer than expected.

In response to these developments, Birmingham Law School launched a Street Law initiative in November 2015, in conjunction with the Birmingham Employment Tribunal, which is aimed at assisting LiPs. The programme deals with an overview of the Employment Tribunal procedure and what Lips can expect in a Final Hearing.

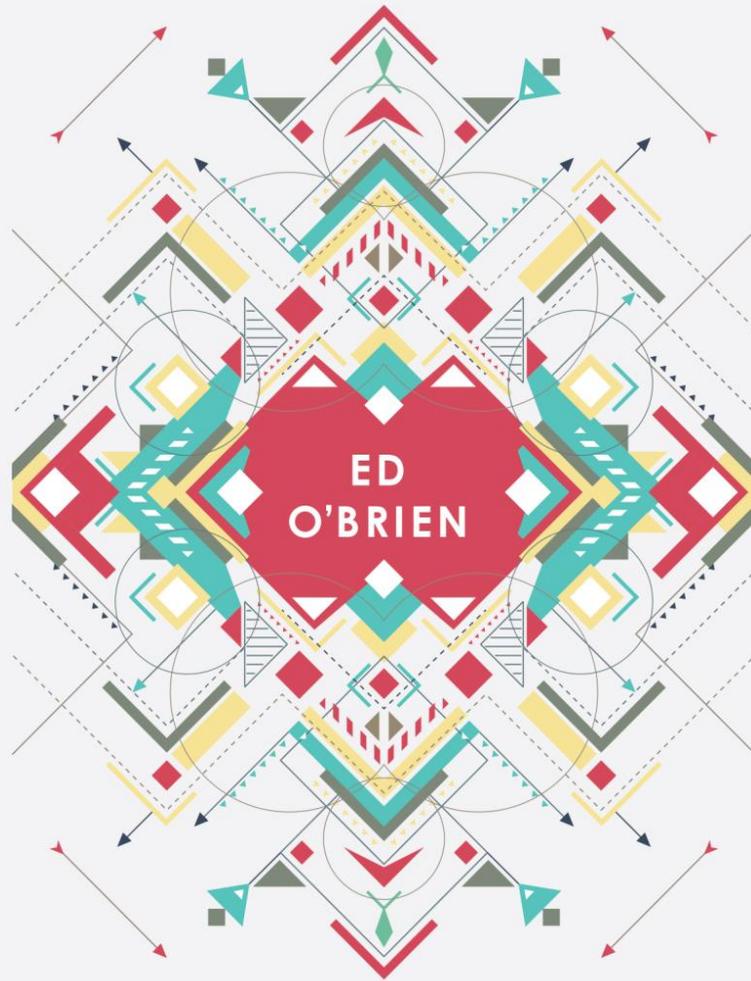
The session on the Employment Tribunal procedure provides an overview of the practical stages of the Employment Tribunal process from the time that a Response has been received up to the Hearing. It offers guidance on issues such as (a) how the Tribunal manages cases; (b) what to expect at a Preliminary Hearing; (c) compiling a bundle of documents; and (d) preparing a witness statement. The session on what to expect at a Final Hearing covers e.g. (a) who sits where in the Tribunal room; (b) what order will the parties speak in; (c) what to expect from cross-examination; and (d) what happens after the Hearing.

These sessions aim to place what can feel like complex and daunting procedures into context for those navigating their way through the tribunal process without representation. Both sessions were designed by University of Birmingham Law Students, working in conjunction with the Law School's supervising solicitor and the Regional Employment Judge.

This project embodies how Street Law can be used to inform and empower those who find themselves in a vulnerable and daunting situation. It has the support of the Regional Employment Judge and was given approval as a pilot scheme by the national President of the Employment Tribunals. If successful, the Employment Tribunal may look to roll the programme out nationally. Birmingham Law School is also keen to explore whether this model could be adapted to assist LiPs in other areas of law, such as family law.

The conference organizers wish to thank the following sponsors for their generous support:





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