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MANUAL ON STREET LAW-TYPE TEACHING CLINICS AT LAW FACULTIES

**PREPARED FOR
CENTRAL AND EASTERN EUROPE, RUSSIA,
THE SOUTH CAUCASUS, CENTRAL ASIA
AND MONGOLIA**

F e l i s a T i b b i t t s

COLPI Paper No. 3

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MAY 2001



STREET LAW

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Printed in Hungary May 2001

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CHAPTER 1. USING THIS MANUAL

Street law-type teaching clinics are a fascinating variant on the clinics that are now spreading in law schools in Central and Eastern Europe, Russia, the Caucasus, Central Asia and Mongolia. Unlike traditional law school classes where the emphasis is on memorization of the law, clinical programs such as street law are designed to give students the opportunity to develop and practice key skills related to being a lawyer. In many ways, such clinics are similar to the apprenticeship programs that are already in place in some Central and East European countries. However, clinics such as street law are highly attentive to the preparation and supervision of law student work.

The start-up manual for street law-type teaching clinics was developed by the Constitutional and Legal Policy Institute (COLPI) to further assist the initiation of street law-type clinics. This manual was developed in collaboration with a collection of "street law experts" from the U.S., South Africa, Poland, Russia, Hungary and other countries. Specialists from Street Law, Inc. in Washington DC (USA) have given special attention to this project, and will assist in the dissemination of this manual. Case study input was gathered from on-site visits by Monika Platek (Polish Association of Legal Education -PSEP) and COLPI; contributions to COLPI's listserv on street law-type clinics; and a questionnaire that was completed by participants in the "Street Law-Type Clinics in Law Schools" that was sponsored by COLPI and carried out by the PSEP in Warsaw in December 2000. We are extremely grateful for the advice and input from all these individuals and organizations, who have helped to make this manual rich in illustration from the region.

The manual was written for law faculty and other individuals interested to initiate a program. This manual will be less useful for those who have already initiated a program, although there may be portions of the text - particularly chapters dealing with sustaining and evaluating programs - that might be useful for street law veterans. We have collected and integrated numerous examples from Central and Eastern Europe, Russia, Central Asia and surrounding areas so as to better illustrate the ways in which street law-type teaching programs can be carried out in various cultural, political and socio-economic contexts. We recognize that street law-type clinics embody a simple principle, but can be realized in many different ways. We have avoided the presentation of any formulas but, rather, have tried to focus on what might be considered best practices. This is a dynamic and growing area within the larger region, however, and we recognize that even within a few years there are likely to be new and interesting "success stories" to be told.

The chapters of the manual are organized around the kinds of areas most likely to be of interest to program administrators. These areas include:

- the general clinical movement in the region (including street law as a kind of clinic);
- the goals and structures of street law-type teaching clinics in law schools;
- establishing community partners;
- the preparation of law students for teaching (including use of interactive methods);
- developing a law school syllabus and lessons plans for learners;
- organizational issues to attend to; and
- using student assessment and program evaluation to document and improve the clinic.

We have also included resources and contact information in Chapter 10, as there are many organizations and individuals who can share their experiences.

Each of the chapters presents key issues that an administrator or professor will face in building a street law-type program. This text integrates examples from the region and is followed by selective articles and handouts that further illustrate the topic. Some chapters include "cautions!" to make the reader aware of specific problems that other clinic supervisors have come across in setting up a program. We hope that this combination of practical guidelines, detailed examples, and cautionary notes will help you to lay a solid foundation in conceptualizing and planning for a street law-type clinic.

The many clinic examples reveal the vibrancy of the street law movement within the region, and the strong belief of program leaders that such programs contribute to the development of civil society. A clinical street law program empowers law professors, law students and learners to understand and critically examine the basis of the law, which promotes the rule of law and respect for human rights at the grassroots level.

This manual is COLPI's contribution not only to the law schools of the region who are interested or involved in setting up street law-type clinics, but also to the series of publications that Street Law, Inc. has developed in order to promote law-related education in general. Street Law, Inc. is a not-for-profit corporation located in Washington, DC. It works throughout the United States and in over 30 other countries to spread the teaching of law, human rights and democracy. It has been working with the Open Society Street Law Network Program and COLPI since 1997.

Street Law, Inc. offers manuals in the following areas:

- *Introduction to Street Law*
- *Teacher Training Manual*
- *Lesson Development for Street Law Classes*
- *The Mock Trial Manual (Inquisitorial)*

Contact Mary Larkin, Director of International Programs at < MLarkin@streetlaw.org> for more information.

COLPI has been promoting and supporting clinical legal education and services in law schools since 1997. Projects have been supported that have introduced clinics into the curriculum of law schools in many CEE countries. These programs include teaching basic legal education to members of the public or the provision of free legal aid to the most vulnerable groups in society. To find out more about COLPI programming, please visit their website at <http://www.osi.hu/colpi>. To inquire about street law-type clinic support, write Zaza Namoradze < namoradz@osi.hu> .

COLPI wishes you much success with your new, or ongoing, program.

CHAPTER 2. ORIGINS OF STREET LAW-TYPE TEACHING CLINICS

Like many other good ideas, the inspiration for the original street law clinic came from some young people. Four Georgetown University law students, including Ed O'Brien, initiated a class called "Street Law" in which they taught law-related education in disadvantaged Washington, DC secondary schools. "Street law" is a term used in the United States to denote law that is practical for "people on the street" in everyday life. Their goal was to create a practical law course that provided information on how to avoid legal problems and what to do when such problems arose. The next year, "Street Law" was offered as an accredited course at the university, and opened up to other law students.

In the year 2000, street law-type clinics were offered in approximately 40 law schools in the U.S. and over 30 law schools in other countries, including many in Central and Eastern Europe and the former Soviet Union. Street law-type clinics or programs are now offered in law schools in Russia, Poland, Bulgaria, Hungary, Lithuania, Latvia, Kazakhstan, Kyrgystan, Ukraine, Albania and Belarus and more are under development as this manual is being prepared. In some instances, the term "street law" has been translated into law-related education courses, programs and non-governmental organization (NGO) titles such as "We, Us, and the Law" (Kyrgystan), Living Law (St. Petersburg, Russia), Everyday Law (Perm, Russia) and Law in Everyday Practice (Warsaw, Poland).

Central to all these teaching programs is the use of interactive, or participatory, instructional methods. In this approach, the use of lectures is minimal. Instead, learners participate in discussions, debates, simulations, mock trials and other activities in order to foster both content knowledge and skill development. Such methods of instruction are not only highly engaging and "democratic" in nature, but allow learners to better understand the law through organized experiences. Some of the skills developed through use of interactive methods include developing and defending a position on an issue, making clear and concise presentations, applying critical thinking skills and problem-solving.

The "classic street law model" involving a law school has the following characteristics:

- (a) a law school sponsors and supervises the program;
- (b) law students receive credit, get paid for their participation or participate on a voluntary basis without payment;
- (c) the law students are prepared to teach a course in practical law to learners who are not pursuing a law degree;
- (d) law students work in community settings such as secondary schools, prisons, juvenile justice settings, homeless shelters and other institutions dealing with populations who can benefit from increased knowledge of the law;
- (e) the street law classes make use of resource people, such as practicing lawyers, judges or police officers;

In the 1980s, the Georgetown program made an important leap overseas through University of Natal Professor David McQuoid-Mason, who saw the applicability of the model to his South African law school. At that time, McQuoid-Mason was working with anti-apartheid groups and saw the street law model as a mechanism for training paralegals and progressive law students for work in majority communities oppressed by the apartheid regime. This iteration of the street law model resulted in the addition of democracy and human rights-related curriculum and resource materials. The South African program also directly involved work with community groups. Part of this model was exported back to the U.S., where an adapted version of "Human Rights For All" was developed for an American audience. The original program at University of Natal has been duplicated in over a dozen law schools in South Africa, and imitated in several countries in Africa.

The introduction of street law-type clinics in Central and Eastern Europe has several origins. Street Law, Inc. established a program in Hungary in the early 1990s. Law school professors from the region traveled to the U.S. and South Africa for fellowships and related conferences and became interested in developing street law-type programs in their own countries. Programs at the St. Petersburg Law School in Russia and Warsaw University in Poland were initiated by Victor Pronkin and Monika Platek, respectively, and their programs have become regional resource centres for the OSI Street Law Network. They received advice from experienced Street Law professors like Ed O'Brien, Richard Roe and David McQuoid-Mason and received financial support from the National Endowment for Democracy and the Ford and Soros Foundations.

One of the participants in a groundbreaking international street law conference that took place in Durban, South Africa in 1996 was Zaza Namoradze, now Deputy Director of COLPI. Zaza, a law school graduate himself, felt that this model could be well applied in Central and Eastern Europe. Since 1997, COLPI has been supporting the initiation of such law clinics through regional introductory meetings, study visits to experienced street law-type programs in St. Petersburg and Warsaw, technical assistance and, with local Soros Foundations, the provision of funds to initiate programming at law schools. Much of COLPI's street law-related work has been done in cooperation with the Open Society Institute's Street Law Network Program.

At the time this manual was being developed, more than 20 law schools in 12 countries have implemented street law-type programs. Such programs are being carried out not only in secondary and elementary schools, but also in other venues such as prisons, refugee centers, and schools for the physically and mentally handicapped. While all involve law students, some are administered exclusively by law schools, and others by non-governmental organizations affiliated with law schools. In some cases, teachers are co-teaching with law students. In other cases, secondary teachers are being trained to teach law-related education lessons on their own. In many countries, law students are cooperating in the implementation of law-related education for young people, but are not part of any formal program at a law school. Some law school programs cooperate not only with secondary schools, but also elementary schools, or directly with Ministries of Education. There are many variations of the original street law model in Central and Eastern Europe, which make it a diverse and dynamic movement - one that is difficult to capture in a single manual.

MONGOLIA: ALTERNATIVE STREET LAW-TYPE MODEL

In Mongolia, organizers wanted to promote law-related education in secondary schools in rural areas, but law schools were concentrated in the larger cities. To solve this problem, each school region developed a community team composed of a criminal lawyer, a civil lawyer, a police officer and a judge. This team assists teachers directly or helps to find the appropriate practitioner, upon request.

CHAPTER 3. KEY ISSUES FOR LAW SCHOOL TEACHING PROGRAMS

There are several organizational and administrative issues that need to be anticipated when initiating a street law-type clinic in a law school. These were developed for the *Project Director's Manual* edited by Margaret Armancas-Fisher and Grayfred B. Gray for Street Law, Inc.¹ and the Street Law, Inc. article *A Guide to Developing Street Law Programs in Law Schools*, and are adapted here.

- Rationale. (Chapter 4)
 1. What are the rationales for having a program at the law school?
 2. How will you present these convincingly to key administrators in the law school?

- Administrative structure of the program. (Chapter 5)
 - Academic administration.
 1. Whose approval at the law school is required? Dean's? Committee's? Faculty's?
 2. Will an NGO be established, or is there one already existing, to work with the law school?
 3. Who will direct the program at the law school? Who will teach the seminar?
 4. What happens when the clinic is not accredited as a course at the university?
 5. What will the course be called, and what will be the main subject matter?
 6. How long will the course last?
 7. How will law students be recruited? How many law students altogether and from what years?

Program administration.

1. Will law students teach individually, in teams, or in partnership with cooperating teachers or other adults?
2. For how many hours will the law students receive instruction or participate in seminars in the law school, and how many hours will they teach in community settings?
3. What kind of equipment and resources will law students require?

¹ Armancas-Fisher, M. and Gray, G.M. (eds.), 1990., *A Manual for Teaching Law Students to Teach Law*. Washington, DC: Street Law, Inc.

- Partnerships with the community. (Chapter 6)
 1. What community settings are most closely related to the goals of the program?
 2. What are some of the practical elements involved with working with community partners?
 3. How can a program relationship be established with a secondary school?
 4. How can a program relationship be established with other institutions in the community?
 5. How can a program identify and recruit partners to participate in teaching?
 6. How should the work of practitioners be organized?

- Syllabi and lesson development. (Chapter 7)
 1. What will be the structure of the law student seminar?
 2. What opportunities will law students have to practice teaching methodology before entering the classroom?
 3. What will be the law-related content of both the law school seminar and the curriculum developed for community learners? How will law students review legal content?
 4. What teaching materials need to be developed?
 5. How will lessons be created and then revised?
 6. How will lessons relate to subjects in the secondary schools?

- Supervision and evaluation. (Chapter 8)
 1. How will the law students' teaching be supervised and evaluated?
 2. How will law students be graded in the seminar?
 3. Will learners, such as secondary students, receive a grade? On what basis, and who will give this?
 4. How will the faculty and the overall results of the program be evaluated and documented?

- Funding and Sustainability. (Chapter 9)
 1. What are the start-up issues for a street law-type clinic?
 2. What do directors need to be concerned about at the beginning of the academic year?
 3. What are the daily issues involved with clinic management?
 4. What are the end-of-the-year issues for a clinic?
 5. How can one plan for maintenance and sustainability over the long run?

CHAPTER 4. RATIONALES FOR STREET LAW-TYPE TEACHING CLINICS

In this chapter, we highlight the different groups that stand to gain from involvement in a street law-type teaching clinic. You might want to select some key goals and use these to build program identity, and present the clinic to law school administrators and potential community partners. Regardless of the specific rationales you publicize, numerous benefits will become apparent with a well-run street law-type clinic, especially if you organize research and evaluation in order to help document the results.

Law students.

The primary beneficiaries of the street law-type teaching clinic are the law students themselves. In contrast to standard law school courses, where students must memorize the law, students in clinics such as these need to not only learn the law, but demonstrate it in a "real life" situation. Most law clinics adopt the approach that law students must know and apply the law working with "real clients." The street law-type clinic is different, because law students are not providing legal aid, but helping members of the public know and understand the law related to everyday life.

Law students have commented that the teaching clinics are among the hardest, and most rewarding, that they take in their law school career. The kinds of benefits that law students have enjoyed are:

- greater familiarity with the content of the law and application of the law (in order to teach the law, you must truly understand the law);
- experience in working as part of a team;
- firsthand knowledge of case preparation and criminal procedures, through organization of mock trials;
- ability to connect the law with current policy questions and issues;
- skills in locating legal resources, including non-textbook information;
- experience in communicating legal concepts clearly to the lay person;
- practice in presentation skills and interactive pedagogical methods;
- ability to ask and answer questions spontaneously;
- learning responsibility, planning and improvisation;

- experience in working with large groups of people;
- building solidarity with and sensitivity towards non-lawyers in society, especially vulnerable groups;
- better understanding of community problems;
- preparation for careers in law-related fields that require presentation skills, such as university teaching and public education;
- self confidence and personal satisfaction through participation in an important social project.

These skills and knowledge are highly relevant for careers as lawyers, or in related fields such as university teaching or administration. Some experienced law students also remain in the program as instructors and administrators for the street law-type clinic, thus giving a small number even greater responsibilities and opportunities for professional development.

Law professors and law schools that have initiated street law-type teaching programs have found numerous rewards from starting such a program. In some cases, street law-type programs complement other clinical legal education programs offered at the law school. Other times, the street law-type program is the first or only program of a clinical nature. The kinds of benefits accrued to law schools and participating professors are:

- Clinical programs better prepare students to practice law, for example, to explain legal concepts to clients as practicing lawyers must do;
- Law professors working in street law-type clinics have the opportunity to deepen their understanding of the teaching and learning processes;
- In the cases where programs are evaluated, law professors and law schools can demonstrate their effectiveness;
- Law professors and students have the chance to work with different sections of the population;
- Street law-type teaching clinics win community support for law schools and universities and often serve as recruitment vehicles of future law students;
- Law schools have the opportunity to develop relationships with other organizations in the community;
- Clinical programs help fulfill the social function of the legal profession;
- Law professors and law students learn how the community perceives the law and how it affects people's daily lives.

Community members stand to benefit enormously from well-run street law-type clinics. Directors of such clinics in this region are aware that they are operating in post-totalitarian environments where there remain negative attitudes about the law as well as a lack of information about existing laws, the state structure, human rights, and the rights and responsibilities of individual citizens. Also, there is often little respect for lawyers and judges.

Many teaching clinics place law students in secondary schools. Law students offer credibility to the law classes in the schools, introduce new methods of teaching, and heighten the role of the youth in teaching others. A goal of public education is to increase the effectiveness of young citizens, and in street law-type programs, pupils learn practical knowledge about the law, the role of public officials and their own role in shaping their country's political future.

Street law-type teaching programs have placed law students in secondary schools, in teacher trainings, in prison settings, in agencies educating homeless people, in refugee camps and with mental hospital staff. Such community-based organizations benefit from the prestige itself of being associated with a law school. Theoretically, there is no limit to the places where law students might share basic knowledge and understanding of the law - just the limits imposed by time and resources.

Law-related education programs carried out by law students help people to understand the areas of law that affect their lives, and to use the law as their ally. Such programs help the public learn how to solve problems and to take a stand when necessary. Even in situations where the rule of law is still being established, law-related education can help people understand the intent and process of the law, and the ways in which it can be improved. The program allows all students, young and old, to think critically about justice and real problems in society. Moreover, the use of participatory instructional methods is highly motivational. Furthermore, secondary school teachers associated with the program become acquainted with these interactive methods of teaching - often for the first time.

Although the benefits will vary according to the target group and the specific street law-type program, one can say with some confidence that the learners gain:

- knowledge and understanding of basic law and human rights, and in legal areas likely to be highly relevant to their everyday lives;
- positive contact with the law;

- direct connection with future lawyers and other resource persons involved in the teaching program;
- exposure to participatory methods which, for some, are new and interesting ways to learn.

The participatory methods are the heart of the program, as they may have the largest impact on the law students and those they teach. In former non-democratic societies, methods of teaching tend to be lecture-oriented with the teacher as the sole authority in the classroom. Street law-type programs call for students to use participatory, democratic methods of teaching, affecting teachers and students alike.

Some programs are deliberately set up in order to reduce juvenile delinquency, and there is some evidence that Street Law in the U.S. has an impact on reducing the factors related to delinquency. However, there has been no research conducted on such impacts in the region.

A deep ethic underlying the clinic and affecting all those involved, is respect for individual rights and responsibilities. Law-related education empowers the public to seek legal remedies, to believe in their personal efficacy, and to have increased sensitivity to justice and human rights.

CHAPTER 5. ADMINISTRATIVE STRUCTURES OF STREET LAW-TYPE TEACHING CLINICS

There is no universal model for a clinic. Part of what is so interesting about street law-type teaching programs the world over is the variety of structures that one can find. In some law schools, a clinical program is established and one or more faculty members teach a street law-type program as an **accredited course**. One can find this model in the region in Russia, Latvia, Poland (Cracow) and Ukraine. In Latvia, the program is based both at the University of Latvia (which prepares law students) and the Police Academy. Legal clinics can be a structural branch of a law school, but separated from it by its own internal requirements, with its own teaching staff, service personnel, equipment, and so forth. This is the case with the Tirana University in Albania and the Plovdiv Law School in Bulgaria, where the street law-type clinic operates under the "clinic umbrella."

Another variant is that the clinic is a completely separate legal entity, or NGO, which "serves" the law school (and perhaps several others).¹ This is the case with the PSEP program in Poland (Warsaw). In some cases, the NGO status of a street law-type clinic may make it easier to conduct fund raising from international sources. In these instances, law schools can still make in-kind contributions in terms of meeting space and faculty time. In Kyrgyzstan, the street law program is a common project of both an NGO and the Academy of the Internal Ministry. In other places, NGOs dedicated to the idea of street law-type models of learning are more distant from the law schools. In the Czech and Slovak Republics, NGOs train both law students and secondary teachers in law-related education, and law students volunteer in the classroom.

In other law schools, sometimes until accreditation can be secured, law professors may work "voluntarily" with law students who receive **compensation** for their services from community groups and learners. This model is taking place in Kazakhstan. Sometimes, law professors and students may simply contract out their teaching services to secondary schools and other groups for a fee. Since these are usually at teacher salary rates, the amounts are rather low. Some pro-

¹ A.V. Baikov et al. (1999). *Legal Clinics: An Experiment in the Practical Training of Lawyers: A Textbook*. Saint Petersburg: Ravena, p. 6.

grams have found ways to compensate law students for their work by arranging honorariums for them based on lessons they wrote that were eventually published in a grant-supported manual.

A final model is where the street law program is a purely **voluntary effort** on all sides. In this case, organizers must search hard to find alternative extrinsic motivators for law students to participate in the program. Some of these include recognition from the community and professional experience that can be used to help locate jobs in the future.

Regardless of the clinic model, the high enthusiasm of law professors and students are requisite for success. This chapter will further elaborate on administrative and procedural options for street law-type teaching clinics and programming.

A . A c a d e m i c A d m i n i s t r a t i o n .

1. Whose approval at the law school is required? Dean's? Committee's? Faculty's?

The ideal for any street law-type teaching program is that the course is accredited by the law school. The amount of credit naturally reflects the length of the course. Awarding credit almost automatically guarantees sustainability for the program.

In the ELTE program in Hungary (Budapest) each semester students receive two credits for their theoretical work - lesson writing and piloting - and two credits for their practical work - teaching in schools. In the Warsaw University course supported by PSEP, students receive between 12 and 15 credits, including both theory and practice, like in Hungary. In Bulgaria (Plovdiv), the street law-type clinic is offered as an optional, 60-hour course. In places like the Czech and Slovak Republics, this is not yet the case.

It should be noted that often the credits offered are not adequate given the high workload of teachers and students. There are cases, as mentioned before, where accreditation is not technically offered by a law school, but there are still sanctioned avenues for students and faculty to participate in street law-type teaching activities.

Support from the rectors of the law schools is critical, and can come not only in terms of political support, but also resource support. Law school administrators - including not only the rector, but also department heads and other influential staff people - control use of teaching space, meeting rooms, rooms to administer a pro-

gram, accreditation and faculty salaries. Official support from both law professors and administrators can help solve many organizational problems. They can help gather teaching materials; help with finances; help build the prestige of the program; allow schoolchildren to visit the campus; and help with the printing or publishing of materials. In other words, one cannot overstate the importance of having support from the rector and key administrators, especially at the beginning of a program.

Caution! University and law school administrators can misunderstand the value and importance of street law-type teaching approaches. They may also be attached to traditional forms of instruction. In these instances, you will need to develop "existence proof" models using law students voluntarily in community settings. Also, if one is thinking nationally, it may be wise to approach a less prestigious university to initiate this innovative program, and then try to "sell" it to other universities once it is successful.

At the December 2000 conference in Warsaw, a representative from the Cracow Law School suggested that program promoters hold a seminar or conference that demonstrates street law to law professors and administrators, municipal education departments, the Ministry of Education, school teachers, and other community partners. The seminar should demonstrate law topics and how law students would work in the schools. Such a seminar will build knowledge about and commitment to the program.

IDEAS FOR PRESENTING STREET LAW-TYPE TEACHING CLINICS TO LAW SCHOOL ADMINISTRATORS

- Hold an awareness raising event with law students, and invite law school administrators, secondary school teachers, community partners and guests from abroad.²
- Organize a pilot group of law students, and document the work in schools with the assistance of a researcher. Present this research to the Dean and then ask how he or she can help.
- Survey law students or hold a meeting and ask them about the kind of teaching methodology they would like to see at the law school; use this to support the street law-type teaching clinic.

² Detailed suggestions for organizing such awareness-building events can be found in the Street Law, Inc. publication *Teacher Training Manual*.

- Begin by approaching the Head of the Department and introduce the clinic as a faculty subject. Then show this to the Dean.
- Involve highly influential faculty from the outset, so that it will be easier to scale up later.
- If they exist, use official channels for students to introduce an optional course.
- Tips for approaching the Dean in a personal meeting: go as a team of two, be positive about the law school, show how the university will benefit from the program, use other country examples prudently, be enthusiastic but serious, where appropriate refer to funding available.

2. Will an NGO be established, or is there one already existing, to work with the law school?

Street law-type programming sometimes works through an existing NGO (if not institutionalized at law school and focusing on teacher training - must then work its way into the university - as with Czech and Slovak Republics) or newly established NGO (some of these within university, others less closely aligned). NGO status can facilitate fund raising and allow for the program to be cultivated in several universities and law schools (e.g., PSEP). Within the region, it is striking that at present nearly all the existing teaching clinics have some kind of NGO-related support.

In Central and Eastern Europe, there are numerous examples where a motivated law school professor, with the consent of key administrators, has established a small non-governmental organization (NGO) that works closely with the law school but is not officially a part of it. Two well-known examples are PSEP (Warsaw) and ELTE (Budapest). Such an NGO would handle the administration, recruitment and fund-raising for the program.

In Belarus (Grodna), Association VIT successfully lobbied to have Street Law offered as a non-compulsory university subject; the same is true of Poznan, Poland. In Slovakia, where three NGOs are involved in promoting this kind of law-related education, there is no university subject (yet) but many university and law students are involved as volunteers. In the Czech Republic, the law students that served as volunteer resources for secondary teachers have taken the lead in lobbying their law schools to implement street law-type clinics.

In most cases, the model of the street law-type program is a pure function of opportunities presented by law school administrators, by available resources, the resource skills of individual SL faculty members, and the demand of community groups. It is not unusual for street law-type programs to undergo structural and administrative transformation over the course of their lives.

NGOs that have some success in working with their initial university sometimes move on to assist other universities and community groups in setting up law-related education and clinics. At the St. Petersburg Law School, the Living Law program works almost like an NGO and is now involved in supporting street law teaching clinics in over a dozen universities in Russia, and have relationships with different Police Academies and the pre-service training of pedagogical students. NGOs tend to be particularly savvy about networking, and local organizations such as pedagogical training institutes or Ministries of Education can become formal partners in the street law endeavor.

3. Who will direct the program at the law school? Who will teach the seminar?

In most law schools, there is one key faculty member responsible for teaching and administering the program. This faculty member is often the one who has initiated the program, at least in the case of "young" street law-type programs. A fully developed program may separate out key tasks to different personnel. For example, the dean of the law department may exercise general supervision and control of the clinic. A qualified faculty or staff appointed by the dean could be responsible for direct supervision of students. The same has happened in Poland through PSEP. Instructors for the law school seminar could be full-time faculty or part-time instructors retained for the course.

When the law students are being prepared in pedagogical methods, professors or master teachers from pedagogical high schools can also become involved, although it is essential that they understand how to work in interactive methods. In Budapest, secondary school teachers assist the clinic director in the law school seminar and the supervision of law students. Once the teaching clinic is underway, it may be possible to involve law students with experience in the program in training and supervising law students new to the program. At the University of Natal in South Africa, senior law students are used as Legal Studies Skills Tutors.

Some law school professors have found it useful to involve the Rector of the university. The Rector may recognize that the clinic can assist in the internal transfor-

mation of the university into a more democratic and progressive learning institution. Obviously, the involvement of the Rector will bring substantial political support to the program.

Once you have determined the administrative structure for your street law-type clinic, you should develop a way to share this information with law students and outside supporters. A simple write-up might include:

- names, titles, and phone numbers of staff
- location of the clinic offices
- hours of operation
- types of services provided
- academic/institutional affiliations³

4. What happens when the clinic is not accredited as a course at the university?

Ideally, the street law-type teaching clinic will be offered as a credited course within the university. However, this may not be possible initially; the program may first need to "prove" itself. In that case, the clinic can be offered as an optional, volunteer opportunity for law students, under the direction of a dedicated law professor or as part of an active law student association. Under this model, law students may be paid or they make work as volunteers. The pay may come from the schools, who pay for the services of the law students to offer classes, or the pay may come through an NGO from an outside grant. If you do offer pay to law students (even if it is only small honorariums), be sure that these amounts are at levels that can be maintained in the future, without the support of outside grants. Otherwise, you risk the sustainability of the program once the project money is gone.

Many times, law students are interested to participate in such clinics because the work is so motivating and rewarding, and because it can enhance their long-term ability to find work in the highly competitive legal sector. You will have to discover the scenario that works best for your own university, but do not be discouraged if the course is not initially offered for credit. Regardless of the model offered, be sure to document the impact of the program on the law students, as well as the community learners. This information will help you to "sell" the program and to make adjustments in the program so that it can be more effective.

³ Baikov, et al, p. 19.

5. What will be the title of the course, and what will be the legal content?

"Street law" is a term not readily understandable outside of English-speaking countries. Law schools in Europe and Asia have developed alternative titles, such as "Law in Everyday Life," "Law for Everyone," "Popular Law," and "Practical Law." The clinic titles try to convey the idea that the clinic is intended to teach the public about practical law that affects their personal lives. Within individual countries, the meaning of the title must be clear and not require additional explanation.

You will also need to develop a description of the course, including its goals, seminar length and meeting times. The course syllabus might also be distributed along with this.

ST. PETERSBURG LAW SCHOOL, RUSSIA: COURSE DESCRIPTION FOR "LIVING LAW"

The work in the Living Law clinic is conducted in several ways:

- 1) Students participate in weekly seminars about psychological and pedagogical aspects of teaching. They learn about interactive methods, oral presentation, legal research skills, and so on. All sessions are interactive. A part of the session is prepared by students in cooperation with clinic trainers. During these sessions, students have a chance to share their ideas and difficulties about the teaching process. Lawyers, psychologists, judges, representatives from Parliament and other specialists are often invited to those sessions.
- 2) Students teach Living Law classes and organize different kinds of extracurricular activities for high school students, such as mock trials, human rights conferences, Public Forums, excursions to Parliament and to the courts, meetings with police officers, judges, lawyers, etc. To prepare their lessons, students use different teaching materials from the Clinic library.
- 3) Students elaborate new teaching materials for high school students. Law students create lessons based on their own ideas. Also, law students create assessments (exams, quizzes and group projects), homework assignments, and they evaluate students' work. All materials that were elaborated by law students are collected in topic folders in order for next year's law students to be able to use it.

Source: Alissa Fomina, Living Law, contribution to COLPI-Street Law Clinic listserv, 25 September, 2000.

6. How long will the course last?

Street law-type clinics have a range of lengths. When the clinics begin, they typically last for one or two semesters. In some cases, after a few years of successful programming, the courses have been extended to two years. The rationale for this is that a significant period of time in the first year is spent learning about lesson preparation and teaching methods. Once law students have become more familiar with working in the classroom, they find it much easier to prepare and teach lessons.

7. How will law students be recruited? How many law students altogether and from what years?

There is some debate about what year is most appropriate for involving law students in street law-type clinics. In the region of Central and Eastern Europe, law school programs last for either four or five years. Most law schools with street law-type programs involve third, fourth or fifth year students only, since these students will already have completed the basic law classes that they will be applying in a teaching setting. In St. Petersburg's Living Law program, however, work begins already with first year students.

Some law schools have different ways of selecting students for the seminar. Sometimes, it is on a "first come, first serve" basis; that is, the first 10 or 15 students who register for the course are accepted. If there is a high demand, law schools can have a lottery system (Georgetown University, USA), or they can decide to have a selection process that looks at the earlier coursework and grades of student registrants. They can also meet with students and screen them individually, in order to determine the level of serious interest of the student and the likelihood that they will be effective instructors in a classroom setting. If such a selection procedure is undertaken, the clinic director will have to consider who will review the applicants and make the final decision, and what criteria will be used.

In Kyrgyzstan, law students compete to participate in course by writing a paper, then being interviewed. In Hungary, prospective students are interviewed, and a high emphasis is placed on how motivated the students are to participate. In general, clinics have found this initial student attitude to be key to their successful participation in the program.

The philosophy of the Legal Initiatives Center in Perm, Russia is to accept all interested law students who subscribe to the principles of teaching and working described in the Statutes of the clinics. Up to 56 law students have participated in a course. In Perm, students work in teams of 3-4, and the total number of secondary schools is increased as necessary. In Latvia, law students who participate in the course sign "ethical code" contracts that relate to the implementation of lessons and their work in the schools. If norms or values are violated, there are clear punitive consequences.

In case there is an under-subscription or over-subscription of students for the seminar, the law professor will have to think ahead of time about the minimum and maximum number of students that would be acceptable for running the course. Across all clinics, the ideal ratio is one teacher to 6-12 students, although up to 25 law students or more can be handled, if experienced teaching assistants are used.

Caution! Some programs may find that they have a problem motivating law students to participate in the program. Some of the incentives that have worked for others in the region are:

- Extra credits for the high workload required in street law-type clinics.
- The possibility to participate in international trainings or overseas conferences.
- Payment for classes (made by the schools) or compensation for local travel costs (made by the law school).
- Assistance in applying for international fellowships or study abroad.
- Participation in high profile and successful events such as city-wide mock trial competitions.

Generally speaking, the successful law student will be one who is intrinsically motivated to participate in the street law-type clinic. Program leaders have also recognized that 'word of mouth' will help promote the program among law students. In order to help ensure the best possible experience for the students, the course design should have sufficient training and support for the students, while allowing them to take real responsibility and to be creative in their teaching. It is essential that in the law seminar model a democratic philosophy is promoted through the interactive methods.

B. Program Administration.

1. Will law students teach individually, in teams, or in partnership with cooperating teachers or other adults?

Three models of teaching street law-type teaching programs are used: (a) teaching by law students, (b) teaching by school teachers, with law students used as resources in the classroom, and (c) teaching by teams of law students and school teachers.

In most of the programs, law students work in teams of two or more in delivering lessons in community settings. Team teaching can be a useful way of improving the quality of teaching in a community setting and increase the number of students eligible to participate. Pairing students maximizes the strengths and minimizes the weakness of the student instructors. There are strong possibilities of professional development, as student instructors must work as a team and negotiate their roles and perspectives.⁴

In the Hungary program, law students pair up with secondary school teachers to deliver the lessons. The teachers are also actively involved in giving feedback to the law students about the lesson, and participate voluntarily in the law school seminar. In the Czech Republic, law students pair up with NGO staff people (many of whom are psychologists).

In Russia (Perm), teams of 3-4 law students focus on a specific area of law, and deliver up to six lessons in four different schools over the course of the year. The focus of the lessons is either criminal law, civil law, labor law or theory of law. Having to present the same lesson on several occasions enables the student to perfect their teaching skills and knowledge of the branch of law, and to also to improve the theoretical content and methods of the lesson. Critics of this approach say that law students never have the opportunity to develop a close relationship with the high school students, which may minimize the impact of the program.

There are clinics where law students teach on their own. In these cases, instructors have more control of their classes, there is less need for compromise and less friction. Less time is required for solo teaching, since there is no need to meet and negotiate what to do in the lesson. One programmatic problem with this approach is that the law student may have very inadequate teaching skills. In this instance, he or she might be better off if teamed with another student instructor.

⁴Fisher and Gray, p. 4.1.2.1 -1.

2. How many hours will the law students receive instruction or participate in seminars in the law school, and how many hours will they teach in community settings?

Law school instructors will need to decide how long the clinic should be. With a two-semester course, the knowledge and skill level of the student instructor and the impact on the students taught will probably be higher than for one-semester courses. More sophisticated teaching can occur, and more written products can be required. Secondary pupils in the U.S. have found law student instructors to be much more confident and competent in the second semester.⁵ A disadvantage of the two-semester option is that fewer law students may be interested or able to enroll.

One-semester courses may attract more law students because they obtain credit from the law school more easily. However, the schedule will be quite tight if the course includes a mock trial.

Most law schools in the region offer street law-type courses as a full year course, but some last only one semester while others may run for two years. At least two law schools have adopted an optional multi-year teaching program so that experienced street-law students can continue in the program as teaching assistants. This approach grooms the best law student teachers as future leaders in the field.

Before law students begin to teach, it is important that they receive a certain amount of training. This includes training on both what they will teach, and the interactive methods they will use in their teaching. At least eight to ten hours of training, and perhaps some observation in the schools or community setting are recommended before teaching begins. Students can be trained for three to four weeks, or during an intensive pre-course workshop before they begin teaching in schools. It is recommended that the students begin teaching with proven lessons in order for the law student to experience initial success in the classroom or community setting.

Typically, law students teach two to three hours per week in a school or community setting. There have been cases where learners come to the campus to receive instruction. Sometimes this teaching takes place over the course of an entire year, with law students visiting classrooms once or more per week, or once or twice per month. Other times, law students are trained in the fall semester and spend more extensive time in the schools during the spring semester.

⁵ Fisher and Gray, p. 4.1.1.2.-1.

If it is inconvenient for law students to travel to the schools or community settings, classes tend to take place for longer periods of time, less frequently. A major consideration is the continuity of law student teaching in community settings, taking into account both secondary and law school calendars (which are not necessarily compatible). These are the practical issues that a street law-type program administrator will have to address, in conjunction with schools and other community sites.

Caution! If a fall teaching schedule is anticipated for law students in the secondary schools, it may be necessary to prepare law students to teach in a summer school or intensive workshop beforehand.

3. What kind of equipment and resources will law students require?

Street law-type teaching classes require more equipment and resources than traditional classrooms because of the interactive methods used. Flipcharts, markers, blue tack and tape are standard. Law students may want to use overhead projectors and transparencies for pupil instruction. Often, handouts for pupils are also used, and these would need to be photocopied either at the law school or in secondary school or community setting. Law students may want to bring with them criminal and civil code-books as resources. All these kinds of resources need to be acquired ahead of time.

GENERAL ADMINISTRATIVE GUIDELINES FOR STREET LAW-TYPE TEACHING CLINICS

Several principles have emerged from the establishment of street law-type teaching clinics, and some of these apply also to other kinds of clinics.

- (1) A student should work only under the supervision of the instructor who has received training on how to conduct street law clinics, and this supervision must be carried out effectively.⁶
- (2) The law school instructor should observe and critique the teaching of the students three or more times during the period of teaching.
- (3) Only students from upper level courses, who have mastered the fundamentals of law, should be allowed to participate in the clinic. If necessary, law students should receive additional training or materials on practical law relevant for the community setting in which they will be teaching.
- (4) A syllabus or course outline needs to be developed by the law professor. A guide to writing interactive lessons and teaching methodology needs to be provided to or developed for law students.
- (5) Law students should prepare lessons plans in advance of teaching a lesson, which emphasize use of interactive methods.
- (6) Law students assigned as teachers to a high school or community setting should collaborate with the teacher or staff person. As much as possible, teach the same students at least one to two hours per week over a minimum 12-week period.
- (7) It is important to invite in as community resources people with practical experience - such as judges, lawyers, prosecutors, representatives of government agencies, and politicians - who can participate in lesson activities.
- (8) There needs to be constant preparation and critiquing of personnel for work in the clinics, through the use of seminars, conferences, 'round tables' and other means.

⁶Taken in part from Baikov et al., p. 10.

CHAPTER 6. PARTNERSHIPS WITH THE COMMUNITY

The success of a street law-type teaching clinic is highly dependent upon the experiences that law students have working in schools or other community settings such as prisons. These partners must be carefully selected and prepared. When a clinic is just beginning, successful partnerships will help in the recruitment process for new partners. Ideally, you will want your clinic to have "lifelong" partnerships in various community settings, although you must also be prepared for certain relationships to not work out.

1. What community settings are most closely related to the goals of the program?

The first question you will have to answer is what kind of community setting you will want law students to teach in. Secondary schools? Schools for the handicapped? Prisons or rehabilitation centers? Shelters? Trade unions? Work with other special populations, such as women, the Roma? The kinds of community settings you select should relate to the goals of your program. Different community settings will expose law students to different local populations, problems and related legal areas. You might want your law students to become more familiar with the plight of people living in shelters, or with the conditions of prisons. You might want to influence the overall approach to law-related education in secondary schools in your country, and to be able to recruit new students to matriculate at your law school.

The Mongolia program decided that it was a high priority to service vulnerable populations in rural areas where no law schools existed. These law students trained police, lawyers and secondary school teachers in rural areas who, in turn, either organized law-related education in classrooms or served as visiting experts. Also in Mongolia, training programs were organized for rural lawyers (where no law schools exist) to assist secondary school teachers and to work with local institutions in promoting youth development.

In a Russian law school, it was decided that it was a priority to involve law students in the clinic who were themselves from the more impoverished areas of the country, where residents had less access to law-related education. In this case, the law school understood that by cultivating the social consciousness of such law students, they would return home and continue to make lasting contributions to law-related educa-

tion in their communities. In all cases, the program must decide what its highest priority goals are, and to try to reach these goals as practically and creatively as possible.

You can always begin in one setting, and spread to another, especially as the clinic expands in numbers. You may decide that it would be especially beneficial for law students to be exposed to prison or juvenile justice populations, and thus offer a second year of prison or juvenile justice teaching clinic for law students who have already taught in a secondary school for one year. Once you have determined what type of institutional partner you want, you will need to estimate the specific number of classrooms that you will need in order to match the number of law students in the program. This calculation must take into account when students are teaching in teams of two or three, of course, or whether they will be paired individually with teachers.

2. What are some of the practical elements involved with working with community partners?

Once you have determined which kind of partners you want to pursue, you will have to answer another set of practical questions. Will law students (and supervisors) be able to travel easily to these places? Will there be sufficient demand for law school students to teach over the course of a semester or year? Will the same students be present each time the law student teaches or will there always be new pupils? What are the regulations affecting law students and community persons teaching in these environments?

What do you need to know about your partner in order to move forward with the program, and where can you find it out? What are the practical ways that you will be able to work together? Will your partner already know something about the law school, or will you be starting from the beginning? Answers to these questions should help you to identify which specific institutions you want to cultivate a relationship with, and to prepare you for the next step.

3. How can a program relationship be established with a secondary school?

Often schools learn about street law-type teaching clinics through introductory seminars and short workshops designed especially to interest them in the program. In such workshops, law students demonstrate the interactive teaching methods, and the goals of the program are shown in action for school administrators and teachers. Short workshops offered on a semi-regular basis not only advertise a program to prospective school and community participants, but also provide a useful profes-

sional development experience for the teachers. Sometimes the recruitment of teachers has been aided by advertising through the teachers' professional association, which is a primary communication organ for educators in many countries.

A new program is greatly assisted by having highly cooperative and enthusiastic teacher partners. If clinics can be selective about the teachers they work with, it is recommended that they work with those who are interested in interactive methods, have a good relationship with their pupils, and are knowledgeable yet ready to learn. In Slovakia, teachers were recommended by regional pedagogical centers, who also provided release time for them to attend trainings. In these training courses, teachers were paired with law students, and the organizers were aware that the teachers had a higher need to learn legal content, whereas law students needed more experience in using participatory methods of instruction.

In some law schools, such as in Moldova and Kazakhstan, the clinical program established a relationship with the Ministry of Education and municipal educational authorities, and received their support before approaching specific schools. Law-related education was not a regular part of the curriculum in Moldova, so this formal support helped to pave the way for teachers and their classes to become involved in the program.

In at least two countries, Bulgaria and Latvia, law students must recruit their own secondary school partners. Often, they end up teaching in their former schools, and this is reported to be a pleasant experience.

When setting up a partnership with a school, it is crucial to meet with the relevant teachers, department chairs and headmasters. Beforehand, be sure to collect all the information you can about the leadership and culture of the school, as well as any regulations or programs that will affect your ability to offer a street law-type course. In your first meeting, you should explain the goals of the program. Once the relationship has been established, you can discuss practical issues such as how the law school lessons will fit in with the existing program; the frequency, length and timing of the lessons; pupil outcomes; the role of the teacher; and the evaluation of the law students. A centralized schedule of visits should be developed and shared with the schools or other community setting. You should discuss lesson topics with the school administrator in case there are issues that should not be raised due to a school or community policy. In some countries where street law-type programs are operating, law schools have organized agreements with Ministries of Education in order to facilitate work in the schools.

Street law program coordinators typically establish a personal relationship with a community partner and then negotiate orally the conditions for cooperation. However, the program might encourage law student instructors and cooperating teachers to sign a contract for each seminar in order to give law students some concrete exposure to contractual responsibilities. This will also make it clear that the law students will receive the necessary support from teachers in the classroom. The contract could be written in "non-legalese" language, and list the mutual responsibilities of both the law student and the cooperating teacher in carrying out the law-related education program.

Relatively little is known about the role of secondary school teachers in CEE classrooms where law students are teaching law-related education lessons. In other regions, teachers are usually present in the classroom. They may co-teach with the law student, or they can observe and assist in the classroom management as necessary. Teachers may want to use law-related education materials provided by the street law-type clinic on days when law students are not present. Teachers can also be encouraged to link other lessons with those taught by the law student. These are issues to take up with the teachers in order to build cohesion into the lessons that secondary school pupils experience with their teacher and law students. Holding in-service training programs for cooperating teachers is a practical way to improve their knowledge and skills, and is likely to improve the support by teachers for law student instructors. Sometimes it is also possible for teachers to participate in professional development organized by foreign organizations and local NGOs. In the Hungary program, secondary school educators co-teach with law students, following their participation in a 2-3-day training workshop; often these workshops involve specialists from abroad, which lends prestige to the program.

Many of the street law-type NGOs and law schools in the region are directly involved with the training of teachers. In fact, one source of potential sustainability is to develop lesson plans that can be used both by law students and secondary teachers - with or without the benefit of a law student in the classroom. In Kyrgyzstan, the subject is already obligatory. In the Vladimir region of Russia, the clinic works directly with the Pedagogical Centre in helping trainers to introduce interactive teaching methods at all levels of education. In places like Albania, Slovakia, the Czech Republic, Hungary, Kazakhstan, and Mongolia, it is possible that the law-related education lessons that are being developed as part of a street law-type clinic or NGO will be approved by the Ministry of Education as a pupil textbook or teacher manual. This could result in an even greater spread of street law-type approaches within a country. However, there is also the risk that without proper training and preparation, these programs will not be carried out successfully.

Caution! There are many ways that teachers and educational administrators can become unsupportive of a partnership with a street law-type clinic. They may not realize initially that law students will actually be teaching classes in the schools. They may prefer a traditional lecture approach. Teachers may feel territorial about sharing their classroom with a law student or afraid of the legal content.

Several suggestions were proposed by the participants of the 2000 Warsaw conference:

PREPARING FOR POTENTIAL TEACHER RESISTANCE

- Gain the official support of the headmaster, district educational administration and/or Ministry of Education
- Have the Rector of the university invite local headmasters to a reception, and have the street law type-clinic director make a presentation with law students.
- Train law students and secondary school teachers together.
- Have the law students initially work as "resource persons" for the teacher.
- Invite teachers to attend the weekly law school street law-type seminar.
- Build support for the program among parents by inviting them to seminars.

4. How can a program relationship be established with other institutions in the community?

Across the spectrum of street law-type teaching clinics in the region, you will find law students working not only in regular secondary schools, but with many kinds of vulnerable populations. In some cases, these are vulnerable adolescents who are mentally or physically handicapped, in boarding schools away from home, or in some juvenile justice setting. In other cases, adult populations such as prisoners, women domestic victims of abuse, minority populations, the Roma, or homeless people are exposed to law-related education. There is still another segment of the population that can be targeted for street law-type education - police officers, lawyers or NGOs who can themselves become involved in delivering the program to different community groups.

Different kinds of adaptations can be made for specialized target groups. One obvious area is legal content. The same exercise used for working with secondary pupils can be used with special populations, but it needs to be established which legal areas touch their lives daily. What knowledge and skills do each of these popula-

tions need in order to understand and use the law effectively? Also, what barriers do these groups, especially vulnerable populations, may have in terms of making use of the law? For example, a group that has been discriminated against for some time, or for whom the laws are not just, will need extra assistance in becoming empowered to approach the law. Populations, such as prisoners, who have a strong dislike for the law, will need some time before they are ready to enter into genuine discussions about the basis and purpose of the law.

PSEP has been involved for many years in work with prisons, and they have documented the ways in which lessons and questions have been tailored to work with inmates.

POLAND: PSEP AND LEGAL EDUCATION OF INMATES

In class we discuss if there is some kind of law that the state should guarantee. Why do we need law at all? What kind of law do we want? What are human rights about, that so many people pay lip service to? How can the Constitution and legislation provide for basic human needs? How can one participate in public life effectively? But also how about solving conflicts without use of force? How to arrange for an apartment and registration after one has been discharged from prison? How to solve family problems without excessive use of raised voice and fist? How should one deal with the police and what are the rules of contact between the office and the citizen?

Source: Monika Platek, "Reduction of Violence in Prisons Through Legal Education of Inmates", PSEP, 2000, p. 4.

In the PSEP prison program, the main goal is to show inmates that law is not necessarily their enemy, but can be used for their benefit. The lessons teach them about "the secrets of the law that can be useful" and how to minimize the urge to solve problems using violence. Professor Platek reports that "for four months, once a week, for an hour, they are regular, respected people in a group of other people who are also respected. And in this junction, although combating violence is not our purpose, violence disappears."¹

¹ Ibid., p. 7.

Certain community groups may require special delivery models. Instructors at Nowgorod State University in Russia found that when working with handicapped students it worked best when the same team of law students taught for the whole year. Also, since some pupils had trouble reading, more visual aids were used than for regular secondary pupils. Another Russian law school works with handicapped children, juvenile delinquents and boarding school pupils, provides a total of 8-10 lessons for each group.

Warsaw has a special legal programme that focuses on women victims of domestic abuse. The course is run by experienced PSEP members who have several years experience working in high schools, prisons and centers for young offenders. The programme covers areas of special interest to the women - legal aid for victims of domestic abuse, family law and penal law. However, other areas of law, such as civil and administrative law, were also presented so that "participants feel that they are part of society, and not just 'people with a problem.'" Local authorities, police officers and even a priest were invited in for the lessons, in order to speak about the application of the law to their work and related public policy issues.

Language and literacy issues are sometimes important considerations when working with prison, refugee or minority populations. Special care must be taken to translate all necessary materials, or to develop instruction techniques that take into account low levels of literacy. The guidelines "How to Adapt Lessons" was developed to assist in the adaptation from lessons from abroad, but many of the questions apply to any new lesson (original or adapted) developed for a special population. These are attached at the end of this chapter.

5. How can a program identify and recruit practitioners to participate in the teaching?

Once you have found your institutional partners, you should consider people in the community who can assist you. Savvy clinic administrators quickly realize that there are numerous community resources that a street law-type program can bring to bear on their own programming. Practicing lawyers, police, judges, government officials, human rights activists, social workers and teacher trainers can be brought into street law-type law school courses as resources for law students, and also into the community settings where teaching will be taking place. In this way, a street law-type program opens up a two-way avenue between the law school and the community. These kinds of experts can be quite motivated to con-

tribute small amounts of their time to a clinic such as street law, especially when they realize that it is helping to contribute to a positive engagement with the law. Their reasons for contributing their time will be different - some more altruistic than others - and it will be important to develop recruitment strategies related to the more likely motivations.

6. How should the work of practitioners be organized?

Several tips have been offered for working with practitioners or law students who can serve as resources - or "resource persons" - in a lesson. First, be sure to select resource people who will be good communicators and present a realistic, accurate and fair view of the law and legal system. It is important that their views be seen as impartial and credible, so that learners can have open discussions on topics from multiple perspectives. Make a presentation to potential resource persons about your program, sign a contract with them to present in a class, and collect details about the times they are available.

Second, meet or communicate with resource people ahead of time about the goals for the specific class, the context in which the class is to be offered, and the participatory methods to be used. Also, the resource people should know the exact time and location of the class.

Third, law students should incorporate the resource person's participation into the class as much as possible. For example, in order for the resource person not just to be a lecturer, the law student might assign the resource person a role in a mock hearing, a critic of a role-play, and so on.

Fourth, the class should be prepared for the resource person. For example, pupils might be assigned to develop questions prior to the class. The teacher or law student should debrief with the class after a resource person has participated, to discuss their reactions and what they learned. It is also good to have the class write thank-you letters to the resource person, indicating what they learned in the presentation.

Fifth, keep an updated list of effective resource people, based on feedback from law students about the work of resource people in the classroom. If possible, involve resource people in directly recruiting others from within their profession.

EFFECTIVE USE OF COMMUNITY PEOPLE AND/OR LAW STUDENTS IN SECONDARY STREET LAW CLASSES

We know that youth conform to and learn societal norms as a result of bonds established at school, at home, and in the community. This bonding takes place when youth have relevant, interactive experiences with caring adults who support societal norms. Youth assess their own chances of success in society partially by the number of adults they know that have achieved legitimate success within these norms. Through carefully structured, interactive lessons, Street Law secondary classes can provide students with these positive experiences and ties with community adults and/or law students.

To build positive support for the use of community people and/or law students, take steps to ensure a positive classroom experience for everyone involved: the secondary students, educators, law students and community people.

Secondary students in a Street Law class should expect to learn important academic skills, gain new information and develop attitudes that promote law-abiding behavior. A good facilitator can bring new expertise and perspective to the classroom, but a poor presentation can be a waste of time for everyone. Typically, ineffective presentations are those that are overly technical, focus on purely legal topics and are delivered in a lecture format. Your class presenter must be equipped with the knowledge and the planning needed for a highly productive lesson for your students.

The effectiveness of the lesson will be substantially increased with training, a focus on outcomes, and good planning. Go over the attached list of suggestions with your community person or law student to help them prepare. Know your visitor's qualifications and expertise, and design a lesson with him or her that you feel will be beneficial to your class, building on the knowledge, skills and interests they already have. Always inform your students of upcoming visitors, so they will be well prepared.

Time-consuming as all of this preparation may sound, it will be a great investment in what will surely be a great asset to your class.

SUGGESTIONS FOR THE LAW STUDENT OR COMMUNITY PERSON

- 1. Review the outcomes and lesson plans with the teacher prior to the lesson.**
- 2. Coordinate your roles for the classroom session with the teacher. You and the teacher should co-teach the class. The teacher should make introductions and state outcomes for the class, raise clarifying questions, or issues that have been neglected, help focus a rambling discussion, step in if problems occur, participate in a role play, etc.**
- 3. Assume the students will be unfamiliar with your subject area, but be prepared, as they may know a great deal from personal experience. Build on what students do know.**
- 4. Make references to what happens in the real world, especially situations that relate to young people.**
- 5. Do not lecture.**
- 6. Be enthusiastic and lively, keep eye contact and use humor.**
- 7. Be objective about the legal system; point out its strong points, acknowledge its flaws, and suggest how it might be improved.**
- 8. Be certain that both sides of controversial issues are brought out either by the students, yourself or the teacher.**
- 9. Frequently ask students if they have questions about what has been covered. Don't use jargon or overly technical language.**
- 10. Admit when you don't know an answer and indicate you'll get back to the class with an answer.**
- 11. Personalize the topic by mentioning things that happened to you, but don't let tangents or long personal stories take too much time.**
- 12. Do not forget your class or be late!**
- 13. Know that your involvement can leave lasting impressions, so you should attempt to make it as positive an experience as possible.**
- 14. Have a good time and enjoy the class.**

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CHAPTER 7. DEVELOPMENT OF SYLLABUS AND LESSONS

This chapter is devoted to practical issues concerning the development of a law seminar syllabus and preparation of law students for teaching, as well as to lesson development for learners. In addition to the chapter text, numerous samples and guides are attached to the end.

1. What will be the structure of the law school seminar?

Many law schools in the region offer a street law-type teaching course as a full year course. This is because such a course involves the elements of both preparing the law students to teach in community settings, and the actual teaching in these settings. In the Georgetown Law School program, each week throughout the year, law school students prepare, teach and are debriefed on lessons taught in secondary schools. In Central and Eastern Europe, a common model is that law students spend the first semester preparing to teach in the community, and the second semester, law students present their lessons in these settings. This model more easily allows for curriculum and lesson development, and it may be that once such curriculum are more firmly established, a model similar to that used by Georgetown Law School may be adopted for the region. The Georgetown syllabus is included at the end of this chapter.

HUNGARY: ELTE LAW SEMINAR

The schedule was that the Street Law clinic course took place at the law school on Monday afternoons, and then Tuesdays and Thursdays were practice teaching - in the pedagogical high school in the fall term and in secondary and vocational high schools in the spring term. The university course was supposed to last from 2 p.m. to 4 p.m., but in practice it lasted until 5 p.m. or 6 p.m. The main purpose of the Monday sessions was to debrief on the previous week's teaching in the schools (1/2 hour) and to read and try out a new lesson for that week (1 1/2 hours). All law students teach the same lesson in their schools in the same week. These are always observed by a supervisor.

There are 32 lessons in the current curriculum. These lessons are taught by law student pairs in 90-minute teaching blocks. In the first semester, director Agnes Kover wrote all 20 lessons. During the second semester, student teams wrote lessons. Each team wrote two or three new lessons, and this resulted in 12 newly tested lessons at the end of the semester. The law students could choose the topics they wanted to write about.

Source: author notes from site visit to ELTE program, June, 2000.

Once you have determined the overall structure for the law school course, you will need to develop a syllabus. Law school professors who have organized successful teaching clinics have included the following elements in their seminars¹:

- clear goals of the program for law students, community learners, and the law school;
- an emphasis on learner-centered teaching, with use of case studies, role-plays, simulations, discussion of controversial issues, work in small groups, and use of resource people;
- demonstrations by the professor and/or pedagogical specialists, peer teaching by the law students, and sometimes review of videos of law students teaching or reading of materials concerning teaching methodology;
- an overview of educational administrative matters, including communications with cooperating teachers, holidays, law school exam periods, assessment and grading, relationships with teachers and administrators, and use of school resources;
- the content and teaching of practical law;
- time in the seminars for law students to discuss practical problems they face in the classrooms;
- opportunities for cooperating teachers to participate in the law school seminar; The more appropriate sessions may be those addressing teaching methodology, characteristics of local schools and their students, and how to prepare students for a mock trial.

¹ Fisher and Gray, 5.1.1.—2

2. What opportunities will law students have to practice teaching methodology before entering the classroom?

Experienced law professors agree that their law school seminars must include teaching methods as a core part of their substance. Law schools in the region have managed this in different ways. In the ELTE program in Hungary, the law professor models and explains teaching methods (with the assistance of former students) during the first semester, and this is then complemented by practice teaching at a local teacher training institute. A key trainer from this institute attends the law school seminars and assists the law professor in supervising and supporting the law students once they enter the secondary school classrooms in the spring.

In Ukraine (Kiev), intensive one-day trainings have been organized on conflict resolution, communication and child psychology. In Slovakia and Hungary, psychologists are used to help law students address classroom management issues or law student-teacher problems.

TIPS FOR PREPARING LAW STUDENTS TO TEACH

What do they need?

- knowledge of interactive methods
- good theoretical knowledge of general and topical law
- knowledge of the learning group (and adolescent psychology, if appropriate)
- clear lesson plans
- ability to lead a lesson within a timeframe
- substitute teachers when they are unable to teach their class
- a dignified appearance
- an enthusiastic attitude
- audiovisual aids and teaching materials (such as flipcharts)

How do we achieve this?

- start-up trainings for law students about methodology
- have law students do simulated lessons in the law school seminar
- invite experts, such as lawyers, pedagogical experts, teachers and psychologists, to the law school seminar
- observe secondary school classrooms beforehand or co-teach with an educator

- law students should get to know the learning group beforehand (e.g., mentally ill)
- invite senior law students to have an open discussion about practical problems they encountered
- organize de-briefing sessions with law students so they can discuss their problems; if they are shy to do this, have students anonymously complete surveys concerning their problems and discuss this in the next seminar meeting
- organize regular meetings between law students and cooperating teachers to discuss classroom management issues
- there should be a library/resource center where law students can prepare their lessons
- make sure that all necessary teaching materials are ready beforehand
- experts should be available to review law student lessons

Throughout the region, law students have anywhere between three weeks and six months before they begin teaching in a community setting. In programs that last one year or longer, law students usually have one semester to practice teaching within the law seminar. In older programs, where the lessons are "tried and tested" and law students are not involved in writing or modifying, law students tend to get into the community setting earlier. However, there are exceptions to all of these tendencies.

What is essential is that law students feel equipped to lead lessons, otherwise they will feel overwhelmed once they enter the classroom. The law school training should prepare students not only for using interactive methods, but also for dealing with large classrooms of students and limited space. To this end, observations of the learning environment before presenting lessons will be very useful for preparing the students.

It is unlikely that an effective street law-type teaching clinic can be organized for law students until the key professors are themselves familiar with the philosophy and methodology of using interactive methods. The kinds of methods used by professors include case study, mock trial, simulation, role-play, brainstorming and others. These methods are presented in detail in Street Law, Inc. publications such as *Teacher Training Manual* and *The Mock Trial Manual*. Law professors who feel the need to know more about how to teach their law seminars using these methods might consult with local teachers who are already using these and/or look for input from professors in other law schools in the region who have mastered this teaching approach. The Hungary program actually integrated the use of pedagogical training faculty into

the law school seminars and the training and supervision of law students. In some cases, new street law-type clinics have also had the advantage of having access to specialists from well-established programs in the U.S. and South Africa.

Law students will continue to get useful feedback on their teaching through supervision and de-briefing sessions organized as part of the law school seminar. In Donetsk, Ukraine, "double de-briefs" organized after the lesson included the cooperating teacher who has observed the law student. Law student de-briefs might include reflection on the success of their role, as well as how well the learners achieved lesson goals.

It is impossible to overstate the importance of law faculty becoming personally familiar and comfortable with these interactive methods. All those affiliated with street law-type programs, including experienced professors, should receive regular professional development through conferences, workshops and guest speakers. Without a concerted effort to employ such methods, seminars (and lessons taught in the secondary schools) are destined to be either lecture-oriented or poorly run. Both undermine the goal to promote not only the spread of legal knowledge and the ability to apply it, but also an attitude that empowers the public to understand and critically examine the basis of the law. Respect for the law and an empowered citizenry are seen as central to democratic development.

In addition to a key law school professor, one or more colleagues can contribute significantly to carrying out the program. Often, these other colleagues can act as guest lectures. In the early years of a street law-type teaching program, these colleagues can also assist in the review of materials used to teach law students and the target audiences in other settings. In all cases, these faculty must be hand-picked, as they need not only "buy" the idea of a street law-type program, but must also accept the methodology that is used.

One of the benefits of running a street law-type law program over many years is that experienced law students can eventually assist the key law professor in the operation of the clinic. In some cases, graduating law students have stayed on as part-time employees of the law school or sponsoring street law-type NGO, and have assisted the key professor in the law school course and the work in community settings. In several law schools, experienced law students are used with less experienced law students on a voluntary basis. There are many ways that the experiences of street law-type law students and even students from other clinics can be folded back into the clinics to enrich the learning environment.

3. What will be the law-related content of both the law school seminar and the lessons developed for community learners? How will law students review legal content?

The legal topics incorporated in a street law-type teaching clinic usually include a mixture of basic civil and criminal law. These are complemented with family, consumer, constitutional, human rights or juvenile law - areas considered to be important or practical for the learners. It is essential to include the teaching of human rights with law, so that students can evaluate whether the laws are in compliance with standards of human rights and democracy. Regardless of the area of law, cases and teaching methods are chosen so as to be of maximum interest and relevance to the learning population.

Conversations with teachers, students and staff in other community settings can help identify issues and legal areas of interest. Also, newspaper articles can provide topics of local interest that can be linked with areas of law and used as case studies.

Once a list of legal topics for the lessons has been identified, it should be organized in a logical order, and a target number of lessons developed for each legal area (for example, two lessons on family law). You should ensure that there are a sufficient number of lessons for your community setting, taking into account the length of the law school course and other factors such as school breaks and exams.

For the participating law student, legal content is usually reviewed and summarized within the law school seminar, but emphasis is usually placed on the illustration or application of these laws for everyday use. Since law students involved in street law-type clinics have already studied the fundamentals of law earlier in their university career, the law seminar should provide a review of legal content with an emphasis on practical application. Lessons and resources developed for use by law students in the program (and which often can be adapted for use by teachers) typically include an explanation of the relevant legal content. Law professors and other specialists can contribute to the legal content by writing background summaries or providing real-life cases from their experiences. This should be organized in concert with the lesson writing, described below.

SAMPLE LESSON OUTLINES FOR PUPILS

1. The meaning of law and its aims
 - objectives, functions, implementation, restrictions
 - analyzing a concrete law

2. How does a government act in a democracy?
 - Constitution and rights
 - drafting a constitution
 - changing a constitution

3. The powers and their functions
 - transparency and the right to information
 - limits to access to information

4. How to control the abuse of power
 - separation of powers; rights and rules of multi-party system
 - public information - limitations
 - fair procedures
 - special investigation commissions

5. Human rights
 - meaning of human rights
 - limits to human rights
 - human rights connections and conflicts with the law

6. Types of laws
 - criminal law
 - civil law
 - consumer law
 - family law
 - labor law

Source: participant of the OSI/Street Law Network Program, 2000.

4. What teaching materials need to be developed (for law students, teachers, learners)?

One of the challenges to a new teaching clinic is organizing in parallel the development of the law school syllabus and the lessons for the secondary classroom or alternative setting. There are no short-cuts for this work. The law students will need a set of lessons to be using in the classroom; and the law school seminar will require organized learning experiences that will prepare law students to teach and debrief their experiences. This effort is highly demanding, but will become easier with experience and after the first sets of lessons have been developed.

In the early stage of a clinic, it is recommended that a resource focusing on classroom management and the use of interactive methods be developed, since this is the area that is most unknown for the law students. Since the actual collection of lessons that will be used in the classroom will evolve over several years, it may be sufficient to photocopy these for law students, without formalizing them in a publication. This approach will also help to convey the message to law students that you expect them to improve upon and add to the set of lessons.

Most programs in the region eventually end up developing a teaching manual that can be used by both law students and teachers in secondary school classes. Such a manual includes lessons, and supportive information about interactive methods and legal content. Handouts or pupil textbooks are used with learners. In cases where the clinic intends to promote use of a law-related education teaching manual as part of a national law-related or civic education program, pupil textbooks are then developed. These are the plans for places such as the Czech Republic and Hungary. Clinics that are anticipating publishing manuals that will be broadly distributed to teachers will need to be aware of language issues. For example, in Kyrgystan, materials will need to be prepared not only in Kyrgyz, but also Russian, Uzbek and Kazakh.

Of course, the development of any manual naturally leads to the question of how to get this published. At the 2000 Warsaw conference, several clinics mentioned that a lack of materials was an ongoing challenge for their programs. Clinic budgets must anticipate these costs. One creative solution was in Kazakhstan, where the teacher manual has been published on CD-ROM; however, teachers must have the technical skills and equipment to be able to use such technology.

5. How will lessons be created and then revised?

Law schools have organized the development of lesson plans for use by law students in schools or other settings in different ways. In the first year or two of a new street law-type clinic, the responsibility of developing the first draft of lessons often rests with the law school professor. However, even if this is the case, law student use of the lessons in the classroom or community setting will result in important suggestions for revisions and modifications of these original lessons, and the additions of others. In Donetsk, law students improved the lesson by using it several times, as they moved through two-month blocks in each school setting. Lessons typically begin with a general idea and evolve into a whole lesson plan. Different people can become involved at different stages of its development.

In some programs, law students are encouraged to develop new lessons as part of the normal law school seminar. In this case, law students need to become familiar with the content and process for developing lessons. In Ukraine, law students are encouraged to work directly with secondary school teachers in preparing lessons.

LEGAL INITIATIVES CENTER, PERM: CONDUCTING LESSONS

At the Legal Initiatives Center in Perm, Russia, students work in teams of 3-4. Administrators say that this approach brings many positive results. The division of labor in writing lessons is that one student is responsible for developing the content, one for collecting relevant materials, one for focusing on methodologies, and one for developing handouts for students. The actual conducting of the lesson can also be a shared responsibility. The use of different law students during the lesson can contribute to the sustained interest of secondary students. Law students can also take on special roles, such as observing the lesson and giving feedback to the other students. It is important for all law students to have the opportunity to teach, of course.

Source: Anton Kalinin, Personal correspondence with author, 14 January, 2001

In other programs that have a focus on secondary schools, teaching materials for the schools (including teachers and pupils) have been developed by teachers in cooperation with the law professor, legal specialists or law students. In the Slovak program, where leadership comes from several NGOs, various community experts

developed the scenarios. All these materials often begin as scenarios with related activities that are refined according to real classroom experience.

When law students are involved in developing or modifying lessons, the law professor has an important role to play in ensuring that this is an active learning process for the student. Law professors will have different approaches to this process - some more "hands off" and others more directive. "Preach and teach" is discouraged. However, it is recommended that the professor review the lesson before it is used in a community or classroom, and on several occasions if the lesson is revised. In the Warsaw program, the director has 3-4 meetings with law student teams who are writing lessons before these are photocopied and shared with other law students in the seminar.

Street Law, Inc. has developed a manual for developing street law lessons, which can be used not only by teachers but also professors and law students in street law-type clinics.² It is essential that law students understand from the outset that the learning outcomes for their students will include knowledge, skill and attitudinal objectives, and that this diverse set of objectives is the underlying rationale for the participatory methods used in the lessons.

Due to cultural differences and different classroom traditions, the ways that lesson plans look in writing may differ from country to country. However, regardless of these differences in appearances, all street law-type lessons will share the following common features:³

- The lessons will include language, legal content and examples taken from real life that will be relevant to the learner.
- The lessons will use interactive teaching methods.
- The lessons will ask students to examine all sides of the issue and avoid right/wrong answers.
- The lessons will contain sufficient supportive information and materials.
- The curriculum will encourage the use of community resource people.
- When teaching in secondary schools or developing materials for use by secondary teachers, school staff should be involved in the design and implementation of the lessons.

² Contact Street Law, Inc. to receive a copy of *Lesson Development for Street Law Classes*.

³ Street Law, Inc., "Guidelines for Preparing Curriculum", 2000, pp. 5-6.

If the lessons will be included in a manual that will eventually be distributed for use by secondary school teachers, it may be worthwhile to invest time in collecting systematic feedback from secondary teachers and students about the draft lessons. This field testing can be organized through the use of questionnaires, through the observations of law student lessons by the supervising professor, and by feedback provided by law students teaching the lesson. Sample procedures for collecting this kind of feedback is included at the end of this chapter are included in Street Law, Inc. *Lesson Development for Street Law Classes* guide.

6. How will lessons relate to subjects in the secondary schools?

If local secondary schools are the key partner for the law school program, then it is worth exploring at an early stage the places in the school program where the street law-type lessons are likely to be included. Will they be part of the civics subject? An existing legal education class? Will the classes be offered as an optional course, or in the weekly optional hours? The topics and timing of the lessons taught by law students should be related as much as possible to the teachers' and schools' program. Clinic coordinators might discuss with the cooperating teachers if and how the teachers might reinforce or supplement the law-related education classes offered by the law students. For example, the teachers might use supplemental materials in related classes or bring in resource speakers.

In Kazakhstan, where a massive national effort is underway to train secondary teachers in street law-type methods, they found that pupils were eager to participate in the lessons. There was already a subject in the 9th Form program called Fundamentals of State and Law.

The course material is a compilation of normative acts from various branches of law. No adequate attention is paid to important issues such as human rights, civil society, lawful behavior, rule of law, and democracy. The course material is difficult and too abstract. Consequently, the subject itself leaves pupils indifferent...The teaching is done using traditional methods, which is not always appropriate for achieving the desired goal of active citizenship and lawful behavior. (Street Law Kazakhstan, "On Teaching the 'Human Rights for All' Block of the Street Law Program at secondary schools of the Republic of Kazakhstan," 2000, p. 1)

In some countries, law related-education lessons have already been developed either by another law school or by a team organized by the Open Society Street Law Network Program. It is important that law school personnel beginning street law-

type teaching programs contact others who may have worked in this field in their country, so that they can learn from their experience and coordinate efforts. Readers are encouraged to contact Street Law, Inc., the OSI Foundation in their country, or COLPI to ascertain if this has occurred. If it has, a new law school wishing to join the program may be able to receive permission to use some or all of the already developed curriculum materials.

In many programs, the resources developed at the law schools for use by law students are requested by secondary teachers who do not have the opportunity to have law students present in their class. In the long run, street law-type clinics may have to address the larger issue of how to support law-related education nationally, perhaps by initiating a teacher training program. This means that a program that is working closely with secondary schools at an early stage may reflect on how the lesson might relate to school-based and national required and optional subjects.

Clinics can also consider involving law students in special events for pupils outside the classroom. Examples are a lengthy mock trial, a field trip to a court, or a civic action project in the community. Sometimes law students who are not able to teach in a classroom may be able to organize, plan and implement a special event in coordination with the schools.

As a final thought for this chapter, we leave you with some ideas about how trainings for law students and teachers may require different emphasis.

METHODOLOGICAL DIFFERENCES IN TRAINING TEACHERS VERSUS LAW STUDENTS

Law students need...

Practical legal content

Methodology

Classroom management skills

Introduction to communication training (public speaking, leading a discussion, how to involve everyone)

How to be attentive to group dynamics

Working with small groups

Teachers need...

- Legal content (and resources they can consult if necessary)
- Specialized street law methodology, such as case study method and mock Trials
- How to identify and use resource people, including law students
- How to evaluate pupils

ELEMENTS OF AN EFFECTIVE LAW SCHOOL SEMINAR

According to Street Law, Inc.'s *Manual for Teaching Law Students to Teach Law*, a law school street law program needs to have the following elements in order to enable law students to be able to teach effective law-related classes in the community.

- The law school seminar must itself reflect all the necessary elements of an effective law-related education class. The seminar should model instructional methods that foster an active, student-centered class - for example, through role plays and other exercises. The seminar should promote the development of professional skills, knowledge and attitudes required for the law students to be effective teachers.
- The seminar will ensure that the law students know the substance of the practical law they will teach and related ethical and policy issues.
- There will be adequate instructional materials for both the law school seminar and the community-based classes.
- Law school faculty and administrators will have an effective working relationship with the administrators and teachers of the schools where law-related education will be offered by the law students.
- The program will regularly include an evaluation of the performances of those involved with the program: law student instructors, students being taught, cooperating teachers, law professors, and program administrators.

Any successful program will reflect adequate planning by both the law school and the settings where law students will be teaching.⁴

⁴Ibid., p. 2.1-2.

STREET LAW: HIGH SCHOOLS CLINIC, GEORGETOWN UNIVERSITY, USA

Thursdays, 3:30-5:30 P.M.

Room 210

Syllabus, Fall 2000

Professor Rick Roe

Clinical Fellow Carla Cartwright

202.662.9615

DATE	TOPIC	ASSIGNMENT DUE
August 29 August 31	<p>Tuesday Orientation (1-6): Class introductions. Goals of the clinic for law students and high school students, lesson planning, model lessons and planning workshop.</p> <p>Wednesday Orientation (1-6): Discussion of assessment, self-evaluation, classroom management, introduction to teaching Small Claims Court, model lesson, planning workshop.</p> <p>Thursday Orientation (1-6): Administrative matters, demonstration teaching sign-up, discussion of cooperating teacher relationships.</p>	<p>Read Clinic Handbook and "Criminal Law and Juvenile Justice" in Street Law textbook, pages 60-120. From Course Materials, skim <u>Clinic Goals (I)</u>, <u>Teaching Theory (II)</u>, <u>Teaching Methods (III)</u>, <u>Evaluation (IV)</u>.</p>
Week of September 4	<p>Practice Teaching Call cooperating teacher. Visit school site and class. Tentatively begin teaching by week's end.</p>	<p>Prepare practice lesson, following guidelines in practice teaching memo. Review <u>Teaching Theory (II)</u>, <u>Teaching Methods (III)</u>.</p>
September 7	<p>Panel of former Street Law teachers. Preparing to teach: Handout on timing for unit planning.</p> <p>Introduction to Criminal Law. Review major concepts in criminal law, elements of a crime, defenses, etc. Model Criminal Law Lesson.</p>	<p>Skim "Intro. to Law and the Legal System" in <u>Street Law</u> textbook, and corresponding pages in <u>Teacher's Manual</u>. From Course Materials, read <u>Small Claims (V)</u>. Skim <u>Intro. To Law and Legal System of DC (VI)</u>- for your reference).</p> <p>Read <u>Criminal Law (VII)</u> in Course Materials. Finish skimming "Criminal Law and Juvenile Justice" in <u>Street Law</u> Textbook, and the corresponding pages in the <u>Teacher's Manual</u>.</p>
September 14	<p>Criminal Law Demonstration Teaching Evaluation discussion.</p>	<p>Read Evaluation (IV) in the Course Materials. Other reading TBA by law students doing the demonstration teachings.</p>

September 21 (Class goes until 6:30 because of the reception.)	Criminal Law Demonstration Teaching. Rounds. Mentor Reception tentatively scheduled.	Readings TBA by law students doing the demonstration teaching.
September 28	Introduction to Criminal Procedure. More on Evaluation.	Review <u>Evaluation</u> (IV) in Course Materials, and Criminal Law in both Course Materials and in the <u>Street Law</u> textbook.
October 5	Criminal Procedure: Demonstration Teaching. Rounds.	September monthly reports and journals due. (Turn in before seminar). Readings TBA by law students doing the demonstration teaching.
October 12	Criminal Procedure: Demonstration Teaching. -Examples of strong lesson plans from this year:	Readings TBA by law students doing demonstration teachings.
October 19 (Meet at 4:15. If possible, stay until 6:00. Room TBA)	Introduction to the Domestic Violence mini-unit curriculum (to be incorporated into your Criminal Law/Procedure unit sometime between the end of October and mid-November).	To be handed out.
October 26	Introduction to "Individual Rights." Model Lesson Plan.	Read Individual Rights (VIII) section of Course Materials, and skim "Individual Rights" in the Street Law textbook, and the corresponding pages in the Teacher's Manual.
November 2	Two Demonstration Teachings on "Individual Rights."	Readings TBA by law students doing demonstration teachings. October monthly reports and journals due (Turn in before seminar).
November 9	Individual Rights: Due Process.	Reading TBA.
November 16	Cheryl Addy Mock Trial	Read Cheryl Addy Mock Trial Materials (to be handed out ahead of time).
November 23	No Seminar: Happy Thanksgiving!!	By November 25, you should have completed at least one peer observation and written a journal entry about the experience (include in monthly report).
November 30	Introduction to Family Law. Ideas and model lesson.	Skim <u>Family Law</u> (IX) materials in Course Materials and Family Law chapter in <u>Street Law</u> textbook.
December 7	End of the semester: Rounds Celebration!!!	November monthly report and journal due (Turn in before seminar).

**CURRICULUM OF THE LIVING LAW CLINICS OPTIONAL COURSE
2000/2001 EDUCATIONAL YEAR
ST. PETERSBURG, RUSSIA**

Lesson 1. The concept. Goals. Structure and rules of Living Law clinics.

- Concept of the Living Law clinics, Goals of the Living Law clinics, Structure of the Living Law clinics, Activities of the Living Law clinics. Rules of the Clinics, Statutes of the Living Law clinics. Writing Contracts to be signed with the law students.
- Knowledge and skills needed for a lawyer and a teacher teaching practical law
- Lesson 2. The contents, Philosophy, and Methodologies of the Living Law course
- The contents, philosophy and methodologies of the Living Law course. The notion of the interactive teaching methodologies. The learning pyramid. The main characteristics of the Street Law program, Street Law materials. Other materials to teach in high schools.

Lesson 3. The elements of a good lesson

Motivation. Expected results. Teachers' input. Interactive activities. Summarizing.

Lesson 4. Interactive teaching methodologies.

Brain storming. Rules and phases of brain storming. Working in groups. How to make groups. Group models. Work in small groups in a classroom. Role plays and business plays in the classroom. Each One Teach One. Energizing Discussion. Types of discussion. Discussion in the form of a symposium. Debates. Civil forum. Discussion in the form of TV talk show. Organization and moderating discussion. P.R.E.S formula. Take position. Controversial issues. Mind walk Role plays. Scenarios, Stop Action. Case studies. Puzzles. Introduction. Writing on current affairs in the lesson. Text analyses. Implementation of sociological questionnaires.

Lesson 5. Pedagogical psychology

Psychology of minors. Lesson adaptation to different age groups. The role of the teacher in the class room. Motivation.

Lesson 6. Public speaking skills

Public speaking skills. Explanation strategies. Language. Atmosphere in the classroom. Discipline in the class room. How to formulate questions. Communication skills.

Lesson 7. Lesson planing

The structure of the lesson. Preparation for a lesson. Presentation of the Living Law program. Demonstration lesson.

Lesson 8. Development of a lesson

Selection of materials, cases, possible questions. Where to look for materials. How to select the proper ones. Selection of appropriate teaching methodologies.

Lesson 9. Resources and materials for the lesson.

Arrangement of the class-room for lesson. Implementation of teaching techniques. Resource persons and experts to be invited. Hand-out materials.

Lesson 10. Evaluation

Test lesson. Tests. Questionnaires.

Lesson 11. Curriculum. Standards. Diary.

Organization and preparation for a mock trial. Preparation of the case for the mock trial. Division of roles. Inviting experts. Preparation of materials. Procedure. Evaluation.

Lesson 12. Organization of an extracurricular activity

Preparation of the conference on Human rights. Preparation of the activities of the club - development of the program. Identification of methods. Business plays. Role play. How to make deals. Elections. Preparation for a competition. Organization and excursion to the court, register office, law firm etc. Debates. Organization and implementation of a social program at school.

Organization and assistance to school children to work on newspaper.
Compiling legal documents.

Inviting experts to school lesson.

Development of itemized lessons like: " Island", " Flood", " Draw a picture", " Action" , " Demonstration for all" , " Human rights and Police" , " Registration with the police and freedom of movement" ., " Consumers' rights", " No vehicles in the park".

Methodological guidelines for students.

Brief description of the course.

The Living Law clinic is an optional practical law course at the St. Petersburg Law School. The Living Law course includes teaching of basic legal knowledge (criminal law, civil law, family law, consumers law, human rights and juvenile law), pedagogical skills and methods by which the legal material could be taught at school. The goal and main objectives of the Living Law clinics is to give students a new fascinating way of improving their legal knowledge and skills needed to become a good lawyer.

While teaching the basics of law to high school students the law school students:

- Improves their academic knowledge
- Acquire lawyering skills like: legal knowledge, communication, public speaking, writing legal documents, evaluation, research work, questioning, relation between the lawyer and the client, analytical skills, organization skills, etc.
- Disseminate knowledge on Human right and democratic values
- Acquire up to date technologies
- Define the sphere of professional interest
- Become socially sensitive and attentive to the problems of other people.

The Living Law course is based on the Living Law Educational Methodological Complex which includes such legal subjects as introduction to law, administrative law, criminal law, criminal procedure, civil law, civil procedure, labor law, housing law, human rights law some basics on teaching methodologies and practical pedagogy and psychology.

The volume and structure of the course correspond to the system of the active legislation while its content and consistency is determined by the program. The course

consists of several parts: the students attend a special seminar, conduct lessons in schools under the supervision of a teacher, organize extracurricular events and conducts living law lessons for 8- to 11 grade pupils either independently or co-teaching with the assistant teacher or teach in group with other law students. The students also develop methodological materials and take part in law related seminars, conferences, national and international projects.

The program is for 110 hours: 90 hours - seminar course, 20 hours - practical activities. Additionally students have hours for independent research work.

STREET LAW CLINIC, LAW FACULTY, LATVIA UNIVERSITY Programme, 2000-1

"Street Law" Methodology

Each of the methods described below, which students will master during the study course "*Street Law Methodology*" will be related to a concrete subject of a lesson (see Attachment Nr.2) taught by the law students to high school students. Thus the law students will learn not only preparing for a lesson and using methodology, but they will also master the actual delivery of a lesson, joining the subject of a lesson and its methodology.

It is expected that in the first term of the study year, during the first four sessions of the "*Street Law methodology*" the students will acquire the most important skills for teaching Street Law to high school students. After the initial four sessions, the law students will start teaching in high schools once a week, and will continue learning new methods during the "*Street Law Methodology*" sessions, as well as participate in seminars, which they will prepare and hold for their colleagues. In the second term the students will continue teaching in high schools and will participate in weekly seminars at the Faculty.

Subject Nr. 1

**The concept and objective of the study course "Street Law Methodology"
The basic principles of teaching methods**

Subject Nr. 2

The designing and structuring of a study lesson

The defining of an opinion - *it is a teaching method, which teaches to answer questions exactly and to the point, which is a useful skill when discussing controversial issues.*

Small group work - tips for teachers on how to organise the work of small groups, starting with how to divide students into groups, how to maintain order in the classroom, and ensure the involvement of all students in the activities.

Subject Nr. 3

Defining and asking questions - *for the teacher to make sure that the students have an adequate understanding of the learning material, and by asking questions motivate the students learn more, the teacher-to-be has to learn how to ask questions properly. These skills will be learned during the session on "Defining and asking questions".*

The range of values - *a method that can be used during lessons when students discuss controversial issues (e.g. for or against the death penalty, for or against euthanasia) - the teacher provides four prepared opinions on a concrete issue, the students choose one of those opinions and provide reasoning for that. The aim is to master the skills of defining and presenting one's opinion, developing the skill of persuasion, being tolerant towards the opinions of the colleagues.*

Subject Nr.4.

Brainstorming - *a method which stimulates the imagination and creative work, as well as helps to find solutions for unclear issues and problems.*

Student-to-Student teaching - *the students master the new material in the course of independent study, working in groups. The teacher assigns a particular issue/question to each group and then asks to share the knowledge with the colleagues.*

After the 4th session, law students start their teaching in schools. In the future, as already mentioned, the work is carried out on twice-weekly basis: one seminar at the Faculty, during which the students present their own study lessons to the colleagues, discussing and evaluating them, as well as one session on methodology, continuing the study course.

Subject Nr. 5

Seminar - students carry out a self-prepared lesson for their colleagues, working in twos (further in the text - seminar)

Discussions - to have a successful discussion in the classroom, with several participants, the teacher has to have specific skills: how to select a suitable issue, how to set the rules of the discussion, to settle disputes and arrive at decisions. The aim of the session is to help the teachers to master those skills.

Subject Nr.6

Seminar; The meeting of legislators - the method which allows students act as Saeima MPs (or elected members of local governments), preparing bills and adopting laws.

Subject Nr. 7

Seminar; Role-playing - to get students motivated to learn something new, it is useful to use the method of role-playing, e.g. teaching consumer rights, the teacher can prepare a "case" and ask several students act it out, while the others observe it and analyse, performing the role of the judge. The method is very useful when teaching about the work of the judge, the lawyer/attorney and the prosecutor. In that case, the students are divided in threes - one lawyer, one prosecutor and one judge, all receive a briefing on the case and work to reach a fair decision on the case.

Subject Nr. 8

Seminar; Negotiations - not all conflicts are taken to the court and not all conflicts (e.g. small everyday arguments) have to; therefore it is useful to master the skills that are necessary to solve conflicts and achieve an agreement through negotiation. For discussion to develop successfully, it is important to set rules, which have to be observed during the negotiation.

Subject Nr.9

Seminar; Problem-solving - the method offers a system of problem-solving, which can be used to teach students the skills that are needed to deal with problematic issues.

Subject Nr.10

Seminar; Mediation - a method in conflict resolution; in searching for a workable way to resolve a conflict, the students learn how to identify the problem, formulate and defend their opinion, search for a solution which is acceptable for both sides. All those skills are valuable and relevant for the students who want to be active participants in the life of the society and influence it.

Subject Nr.11

Seminar; The roundtable discussion - *the session offers advice on how to involve all students, every one of them. The method is useful in small group work, when questions are asked and answers and reports provided on the work completed.*

Subject Nr.12

Seminar; Teaching on controversial issues - *there are issues that cause controversy in the society and which do not have a straight solution. The teacher masters the skills needed to structure and manage a lesson on such an issue.*

Subject Nr. 13

Seminar; Mock Trial One - *the teachers learn how to conduct a mock trial with students: how to explain what a trial is, what the court procedures are, what the roles of the participants are, what their duties, rights and liabilities are. Since four astro-nomic hours are needed to master this session, the session is divided into four sec-tions: 1) The case is studied and roles assigned, 2) Participants of the process design their strategies, 3) Consultations with the teacher on the strategies developed, 4) The mock trial is simulated.*

Subject Nr. 14

**Seminar
Mock Trial Two**

Subject Nr. 15

**Seminar
Mock Trial Three**

Subject Nr. 16

**Seminar
Mock Trial Four**

5572

Attachment Nr.2 - Street Law Clinic, Latvia University

Subjects of Lessons

1. WHAT IS THE LAW?

- Introductions
- Introduction: "Why Street Law"
- The branches of law
- The importance of law for the society/law and morality

2. WHAT ARE LAWS?

- The power of laws in time and space
- The creation of laws
- The hierarchy of laws and legal acts

3. THE JURIDICAL LIABILITY

- Types of liability
- Age of liability

4. CONSTITUTIONAL LAW

4.1. What is the Constitution?

- The concept of Constitution
- Why do we need a Constitution?
- Satversme (the Latvian Constitution)
- What are constitutional rights?
- Integration?
- Citizenship?

4.2. Elections, their procedures and system

- How can I influence societal processes?

4.3. The institution of legislation

- Saeima (the Latvian Parliament)

5. HUMAN RIGHTS

5.1. What are human rights, how did the concept originate?

- The links between human rights and other branches of the law

5.2. International human rights documents

- The guarantees of human rights in Latvian legislation

5.3. What are violations of human rights?/Human rights protection mechanisms

- Problems and solutions

6. THE PROFESSION OF THE LAWYER AND CONFLICT RESOLUTION

- 6.1. The profession of the lawyer/when and how a lawyer can help me?
- 6.2. Conflict resolution
- 6.3. The courts
- 6.4. A mock trial simulation

7. Law enforcement institutions

- 7.1. The police
- 7.2. The Prosecutor's Office

8. CRIMINAL OFFENCE

- 8.1. What is a criminal offence?
- 8.2. Who are participants of a criminal offence act?
- 8.3. The victim of a criminal offence (the casualty)
 - Extorting money in schools
 - What is a rape?
- 8.4. Drugs

9. CRIMINAL LIABILITY AND PENALTY

- 9.1. The basis of criminal liability and circumstances mitigating the liability
- 9.2. Criminal penalty
Conditional sentencing, sentencing
- 9.3. The execution of the penalty, alternative penalties

10. WHY PEOPLE ARE DETAINED FOR A CRIMINAL OFFENCE?

11. ADMINISTRATIVE OFFENCE

- 11.1. The introduction into administrative law
 - The concept
 - The administrative process
- 11.2. The concept of the administrative offence and sources of administrative law
- 11.3. The types of administrative offences

12. ADMINISTRATIVE LIABILITY AND PENALTY

- 12.1. The concept of administrative liability. The separation of administrative liability from other types of liability.
- 12.2. The conditions for administrative liability:
 - Age
 - Mental health

- Guilt
 - An unlawful act
 - Conditions of non-liability
13. AN INTRODUCTION INTO THE COMMON LAW
- The concept
 - Inheritance law
14. CONSUMER LAW
- The warranty
 - The rights and duties of customers and sellers
 - Complaints
 - Results
15. FAMILY LAW
- 15.1. Marriage
- The concluding of a marriage
 - Material relations
 - The divorce
- 15.2. The relationship between parents and children
- The power of the parents and its termination
 - Custody court
 - Adoption, the trustees, step-parents
- 15.3. Topical issues
- Single parents
 - Parent-less children
 - Single-sex families
 - "Common" marriage
16. IF YOU ARE LOOKING FOR A JOB: EMPLOYMENT LAW
- The employment contract
 - The guarantees of the law
 - The role and functions of labour unions
17. MY SHELTER: HOUSING LAW
- The rights and duties of tenants and house-owners

ELEMENTS OF LESSON DESIGN

I. FOCUS AND REVIEW:

To spark the students' interest in the lesson and open a brief discussion, focus on a question or a statement. Try to relate to the students' previous experiences/learning. Give reasons why the lesson is important. An activity can also be used.

II. STATEMENT OF STUDENT OUTCOMES AND PROCEDURES:

Let learners know exactly what is expected of them. Student outcomes should answer the question, "What do I want students to do or know as a result of this lesson?" For example, students will be able to:

- 1) describe how appeals reach the Supreme Court
- 2) take a position and defend it.

III. TEACHER INPUT:

Briefly describe the procedures you will use to move the students towards the outcomes. Check for understanding and adjust. Give necessary background information/foundation for the activity.

IV. INTERACTIVE STRATEGY:

This is the heart of your lesson. Be particularly careful to give clear and concise instructions, especially for small group work. Monitor the students, keep them on task, and carefully structure each part of the lesson so you will have enough time to accomplish your lesson plan. The interactive lesson may require guided practice to help students succeed, followed by independent work. Good cooperative learning strategies have these elements:

- **positive interdependence:** students need each other to complete the task
- **face to face interaction:** learn by sharing and encouraging
- **individual accountability:** everyone has a role and must produce
- **interpersonal skills:** coordinate efforts and communicate
- **group processing:** assess working relationships

V. DEBRIEF:

Have students summarize major concepts and discuss where the information/skills can be used in other situations. This is the evaluative portion of the lesson. What did your students learn? Return to your student outcomes and ask them if they can.....

Street Law 2001

ADAPTING LESSONS FOR DIFFERENT LEARNERS

Felisa Tibbitts and Ellie Keen, Human Rights Education Associates (HREA), 1999

Lessons and texts are constantly being modified and adapted for use in different settings. A Romanian civics textbook for the secondary school level might inform work on a human rights textbook in Armenia. Law-related education materials developed for use with youth might be adapted for use in refugee centers.

Good materials get passed on in conferences, in suitcases, in magazines and, these days, over the Internet. They travel across countries, across language groups, and across target audiences. Adapting them in ways that will allow you to reach new kinds of learners, and achieve the goals that you have in mind, requires considerable skill, sensitivity and knowledge of the learner's environment.

In order to assist you in this process, we have compiled the following lists of questions. We invite you to add to this list, based on your own experience.

READING ABILITY

1. What are the reading levels of the learners?

Does language need to be simplified?

Does the text need to be shorter, or eliminated altogether?

Would any other educational aids be of assistance, either in order to clarify points, or in order to introduce additional information (e.g., drawings, photographs, personal recollections, newspaper cuttings, etc.)?

WRITING ABILITY

2. What are the writing abilities of the learners?

Do certain writing exercises need to be simplified, shortened or eliminated?

Or, conversely, can the writing exercises be extended?

Will the learners be willing to do a writing exercise in the first place?

BACKGROUND KNOWLEDGE

3. What background knowledge does the learner bring to the lesson?

Do basic concepts and definitions need to be introduced or explained?

Is there a warm-up exercise that you can do in order to find out what the learners already know and think?

Should a glossary of terms be included in the Annex to the course materials?

BACKGROUND ATTITUDES

4. What fixed conceptions, attitudes or even prejudices are the learners likely to bring to the topic?

What misunderstandings are likely to arise, and how can you prevent this?

Are there issues that need to be handled with care or particular sensitivity, especially for certain members of the group?

How will highly emotional issues be handled in the learning situation?

Can the lesson be developed so that various points of view are presented?

MOTIVATING LEARNERS

5. What are the issues of greatest concern and interest to the learners?

Can these be addressed first, and then used to bring in other law- and human rights-related topics?

Can you find ways of directly relating the content of the lesson to the learners' own experiences or personal interests?

EDUCATIONAL ENVIRONMENT IN GENERAL

6. How do the learners feel about being in "an educational setting" in the first place?

Are the learners generally motivated, or is it the reverse - does the course setting have negative connotations for the learner?

If the latter, can you make the lesson more informal and "less school-like"?

ACTIVE METHODS

7. Will educators and learners feel comfortable using active methods?

Does the rationale for these methods need to be explained openly?

Do the lessons contain explicit instructions about how to implement the methodologies (while at the same time leaving some discretion to the educator)?

Is it realistic to expect that educators will be willing to share authority in the classroom with learners? Is there trust?

OTHER ISSUES

8. This is not a question, but a caution. Educators should be prepared to deal with a range of "non-educational" issues that will come up when teaching in non-traditional settings. Learners may speak about personal concerns that fall outside the boundaries of the formal course. You can help educators anticipate ways to address such concerns, through listening, personal action, or referrals.

LAW EDUCATION PROGRAMS REPRESENTING BEST PRACTICES

"WHAT IS GOOD?"

- **Lessons focus on essential knowledge and skills. Appropriate knowledge includes: civil, criminal, administrative and constitutional themes; practical information about the law and public policy; and concepts underlying a constitutional democracy. Skills include critical thinking, decision-making, problem solving, communication, cooperation, and participation. Legal and policy issues should be analyzed in depth.**

- **Selected issues and materials present multiple points of view or perspectives.** Materials are selected so that they provide a balanced view of the judicial system and other aspects of the political system. Controversial issues should be discussed often, as it motivates student interest and broadens understanding and tolerance.
- **A sufficient quantity of instruction is provided.** While "sufficient quantity" is not a precisely defined term, it is important that students have ample opportunities to practice skills and gain confidence in defending their points of view, making presentations, etc.
- **Interactive teaching strategies, particularly strategies that foster true student-to-student interaction are the heart of the lesson.** Other characteristics of good instruction are: sharing outcomes with students, drawing on students' existing knowledge, giving students appropriate time to answer questions and involving as many students as possible in all aspects of the class.
- **Opportunities for students to interact with community persons are offered often.** The community person is well prepared and integrated into the interactive lesson. The content presented by the community person is part of the course content and he clarifies the law and procedures that directly arise from the lesson.
- **Administrators are actively involved in providing classroom teachers the support they need.** Teachers should feel that the school director and education officials support their endeavors. The administrators must be able to address questions raised by family members, other teachers, or the community about the Street Law program. Involvement of administrators can also serve to reduce the gap between school policies, rules, and ideas about justice that may be generated in the class.
- **Networks to support teacher innovation are available through joint planning sessions, training sessions and social events.** Strengthen teachers' commitments to use interactive methods and practical legal information. The involvement of more than one teacher from a site in training helps to enhance the Street Law program.

Street Law 2001

CHAPTER 8. SUPERVISION AND EVALUATION WITHIN THE PROGRAM

Evaluation can be either formative or summative. Summative evaluations of a law student would be constituted by the final grade for the course. Formative evaluations, which would be conducted during the course of the clinic and help students and professors analyze the effectiveness of the teaching in community settings. If ongoing feedback is provided to the law student teacher, the opportunity for improvement is much greater.

When setting up a new street law-type teaching clinic, it is easy to overlook the evaluation components - especially for the secondary pupils or law professor running the program. However, evaluation of the professors and the program are particularly important at the beginning of a new program, when many new things are being tried for the first time. A well-done program evaluation can be critical for providing information that will help the clinic director to revise and improve the operation of the clinic.

In this chapter, we provide rationales and examples for ways that supervision, evaluation and grading can be incorporated into different aspects of the program. Often these suggested evaluation methods can be quite different than those traditionally practiced in countries. One can say that these methods are as equally innovative as the teaching methodologies and program philosophy that are being introduced.

1. How will the law students' teaching be supervised and evaluated?

Though the law professor or supervisor may oversee the law students for purposes of evaluating and giving grades, the principle purpose of observing the student teach is to communicate tips and support for the law students. In other words, supervision and evaluation during the course is intended to foster the growth and development of the teaching practice of the law student. Elements of these ongoing evaluations could contribute to the final grade given to the law student at the end of the course. It is important that a relationship of trust and respect is in place between the professor and student, and that there is sufficient time after the lesson for communicating feedback.

In setting up a supervisory scheme, the clinic director might consider the following questions:

- (1) Who should perform the role of supervision? The clinical director? Other professors? An experienced law student? Another teacher? The law student herself or himself?

In the ELTE program in Budapest, each lesson taught by the law students is evaluated both by the secondary school teacher and the law student himself. Whenever possible, the high school teacher expert assisting in the program reviews the results with the law student, by literally sitting together and reading the notes. Pupils also periodically evaluate the lessons.

In Belarus, supervising professors complete a questionnaire at the end of each lesson that assesses the law students ability to transmit correct legal knowledge and skills.

Pupils are also involved in evaluating the lessons given by the law students.

- (2) What are the elements of a successful supervision, and can these be clearly explained and implemented?

Some possible process elements include: assessment notes taken by the observer - such as the law school supervisor, fellow student or secondary school teacher; a discussion on both sides about what took place in the lesson; suggestions for improvement, agreed upon by both sides; and with the necessary support being provided.

The Legal Initiatives Center in Perm uses a "double-debrief" model for student self-evaluation within the training period at the law school. After a team of law students have lead a lesson for their peers, all the students get together and ask themselves: how do you feel the lesson went overall? What went well? What went wrong? How would you change the lesson? At Perm, they have found that this method of evaluation is extremely useful because it allows for both the law student teachers and the law student participants to compare their views.

- (3) How often will supervision and debriefings take place?

In Belarus, all lessons are supervised and questionnaires completed by supervising professors. The content of these questionnaires contribute to the weekly de-briefs during the seminar about how the lessons went in the schools. The main goals are to improve the lesson itself, as well as the law students' ability to present it.

- (4) Is there a mechanism for taking information learned by the supervisor and feeding this into the law school seminar?

One example would be if the supervisor realized that several law students had difficulty leading open-ended discussions with secondary pupils. This element might then be brought up in a seminar and an exercise developed to help law students do this better.

2. How will law students be graded in the seminar?

Supervision is clearly intended to assist law students in successfully teaching in community settings. Feedback is intended to be formative and constructive, so that students can improve their efforts. When street law-type clinics are accredited courses in the university, law students must also receive a grade. The award of grades is not necessarily a negative factor, since they give feedback to law students and can underscore the status of the course in the curriculum.

Clinic directors agree that the criteria for grading law students should be clearly presented at the beginning of the seminar. In the Georgetown University (USA) street law-type clinic, there is a sophisticated system for student assessment. Law students are graded on the following basis:

- quality participation in a range of activities (seminar) including the law school seminar;
- model lesson demonstration and teaching in the seminar (planning and preparation);
- written materials produced, such as lesson plans and journal writings;
- a performance evaluation of the law student teaching in a community setting (field component).

When administering grades, the Georgetown law professor decides how much weight to give to each particular component of the grade, and considers how much a law student has improved over the course of the seminar. The Slovakian program also places a high emphasis on the effort and progress of the law students, particularly in cases where students are initially less communicative or gifted. In some programs, such as PSEP, there are no letter or number marks, only pass/fail grading. In Cracow, where the clinic is not an official course and is carried out on a voluntary basis, students are not graded but only assessed informally. In the Belarus and Kyrgyz clinics, law student grades are administered on the basis of a knowledge-based exam.

Other law schools have developed more or less complex formulas for the assignment of grades to law students. In the St. Petersburg program, where law students receive credit, grades are based on self-assessment and monitored teaching. In the ELTE program, law professors grade the law students every half year. The grade is based on a set of inputs, including their teaching in the secondary school, written lessons, participation in the law school seminar, appropriate use of teaching methodology, and a portfolio (or sampling over time) of their work. The ELTE law professor gives her students excellent marks; she says that Street Law students work at least twice as hard as law students in other courses, and they deserve it. In Kazakhstan, observations of law students are recorded in logbooks by the supervisor. During the law school seminar, students evaluate themselves and each other on how well their lessons are prepared. Secondary school teachers also complete questionnaires about law student lessons after each one. At the end of the year when grades are due, the law professors considers all these inputs in administering the mark.

Some law schools have added elements like the writing of a paper/journal, or assessment of the field component only towards the end of the clinic program (once law students have had experience teaching in a community setting). Law professors agree that as much as possible, assessment of the law students' work should be designed so as to give clear and constructive feedback to the law student about areas that they have strengths in, and other areas that they might focus on improving.

Although law professors are responsible for administering the grade for the law students work, they might solicit input from the public organization where the law student has taught. The South African model of student assessment incorporates this element.

**UNIVERSITY OF NATAL,SOUTH AFRICA:
LAW STUDENT ASSESSMENT**

Students have to write an exam at the end of the first semester. The examination is practical, and includes such things as preparing lesson plans or questions and arguments derived from a mock trial package.

Students have to teach 25 lessons in high schools during the year. At the end of the year, they must submit brief reports from their schools for each lesson taught by them. The reports must be signed and stamped by the relevant teachers. The reports must be handed in together with the lesson plans for

each lesson taught, as well as reflective comments on how each lesson went. The school reports, reflective comments and lesson plans are bound together in a Street Law journal. If the teachers are not present during the lessons, the students get the learners to evaluate them and the teacher uses this as feedback on the report.

Finally, students have to produce a full-scale mock trial package which can be used by future Street Law students.

Source: David McQuoid-Mason, "Street Law in South Africa," questionnaire completed for Warsaw conference, 2000. practitioner, upon request.

3. Will learners, such as secondary pupils, receive a grade? On what basis, and who will give this?

The assessment of secondary school pupils is usually left to the discretion of the cooperating secondary school teacher, and in some countries this can be quite prescribed. However in some cases, these teachers decide not to grade the pupils, or to give all pupils undifferentiated credit for participating in the course. This is more likely to be the case if the lessons are offered during the weekly open hours, or as an experimental optional course. In Belarus, teachers assess pupils on the basis of how they participated during the lesson. In Ukraine, pupils are graded throughout the year on the basis of their participation levels and evidence of good knowledge. At the end of the year, there are "Olympiad" competitions for street law where winners can earn certificates of honor. The Perm program has taken the position that no marks should be given to secondary pupils; this agreement has been made between the law school and secondary school administrators. The rationale is not to discourage secondary pupils from openly expressing themselves and their rights. Instead, other motivations are used to encourage pupils to apply themselves seriously in the classroom.

However, it might be worthwhile to consider appropriate assessment techniques at an early stage in the program, in order to prepare later for the possible introduction of assessments. There are two reasons for this: First, it will be in the interest of the street law-type clinic to have some influence over the kinds of assessment that are applied to secondary pupils who receive lessons from the law students. If interac-

tive methods are used but only traditional content is assessed, some other benefits of the program may be lost.

Second, there are countries where the teaching materials of the street law-type clinic will be shared with secondary school teachers who will be teaching the lessons independently. In these instances, the course may well be taught as civics or as a full semester law-related education class where teachers are required to administer grades. Teachers and their students will benefit from having clear suggestions for how to administer grades in courses that rely heavily on interactive methods, and where pupil goals include the development of skills, such as critical reasoning and communication. Examples of how marks may be administered in secondary school classrooms are included in this chapter.

In the Georgetown University clinic, law students must include pupil assessment in their lesson plans. These are usually performance evaluations, when secondary pupils have the opportunity to demonstrate what knowledge and skills they have learned. The program also uses tests, quizzes and project-based work.

4. How will the faculty and the overall results of the program be evaluated and documented?

At the University of Natal, all lecturers are supposed to be evaluated once a year for all courses. The Table below presents this questionnaire. At Georgetown University, a similar form is used. Such questionnaires are returned to professors only after grades have been administered to students.

UNIVERSITY OF NATAL, SOUTH AFRICA: EVALUATION FORM FOR LECTURERS

Students rate the lecturers for each question using a scale of 1 to 5, with 5= excellent, 4= good, 3= average, 2= poor and 1= not applicable.

1. The lecturer makes clear what the purpose of the lecture is.
2. The lecturer is clear and understandable in making explanations.
3. The lecturer makes good use of examples and illustrations.
4. The lecturer is always well prepared for class.
5. The lecturer encourages class participation.

6. The lecturer is enthusiastic and communicates effectively.
7. The lecturer makes effective use of visual aids (e.g., overhead transparencies)
8. The lecturer makes effective use of his or her voice.
9. The lecturer summarizes the main points of the lecture effectively.
10. The course materials provided were helpful and instructive.
11. The assessments/assignments/tests were a fair reflection of the way in which the course was taught.
12. Feedback on written work was given to students in a timely manner.

In many clinic programs, students routinely complete end-of-course evaluations. These course evaluations ask students to rate the quality of various course components, and to comment on areas of success as well as areas that could be improved. At PSEP, students fill out surveys indicating what they liked and didn't like about the course, how it could be improved, how well the professor worked with them, and the quality of the course materials.

COMPONENTS OF A POTENTIAL STREET LAW-TYPE COURSE EVALUATION

To be completed by law students at the end of the course

- Preparation for using interactive teaching methods (appropriate? sufficient?)
- Supervision of teaching in community setting/organization (sufficient? helpful?)
- Opportunities to give and receive feedback on teaching experiences (sufficient? helpful?)
- Quality of overall interaction with law professor (low to high?)
- Quality of overall interaction with other law students (low to high?)
- Quality of overall interaction with cooperating teacher (low to high?)
- Reading materials (sufficient? relevant? right amount?)
- Overall organization of the seminar (effective?)
- Logistical issues concerning teaching in community organization (strengths? areas for improvement?)
- Overall success in teaching in community setting (low to high?)
- Comment on benefits of participating in the program (legal knowledge, communication skills, working as part of a team, linking law with public issues?)

Such evaluations can be used not only to improve the street law-type clinic but to produce evidence of its effectiveness according to the goals of the program. These results, as well as those collected from community settings, can help to "sell" the program on an ongoing basis to funders, law school administrators and other clients or contributors to the clinic.

ELTE PROGRAM, BUDAPEST HUNGARY
SAMPLE END-OF-COURSE QUESTIONNAIRE FOR PUPILS

1. Can you list the basic civil rights that were dealt with during the Street Law program? (please list at least 8)
2. What is the difference between freedom of speech, freedom of thought and freedom of conscience? Can you write some examples?
3. Why do you think the Hungarian Constitutional Court found the personal registration number to be against the Hungarian Constitution?
4. Please list at least four rights of a person who is arrested.
5. What kind of norms do you know (social, legal)?
6. Can you specify some differences between the criminal norms and the civil norms? [note to reader: looking for the distinction between sanctions and restitution]
7. Do you know in what cases a citizen can complain to the Ombudsman? To the International Human Rights Court?
8. In this course, what were your favorite topics?
9. Did you have a topic that you would like to see more detailed or treated longer? Please list these.
10. Have you found anything to be boring? If so, which topics were these?
11. Would you recommend this program for the next semester student?

Living Law Clinic, St. Petersburg, Russia Feedback Questionnaire

Please evaluate the performance by circling the numbers from 1-to 4 in the evaluation form.

1. Organization of the seminar work

	Bad	Could be better	Good	Excellent
1.Preparation of the materials	1	2	3	4
2.Usefulness of the materials	1	2	3	4
3. Organization of the work	1	2	3	4
4.Trainers' input	1	2	3	4

2. Teaching and getting new information

	Useless	Partly useful	Useful	Very useful
Learning through practice	1	2	3	4
New information	1	2	3	4

3. Comments

1. What was the most interesting for you?

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.....

2. What was the most difficult for you?

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3. What would you suggest for the further development of the Living Law program?
What legal issues are you interested in?

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.....
.....

4. How shall you make use of the gained knowledge?

.....
.....
.....
.....

5. What would you suggest to the seminar organizers.

.....
.....
.....
.....

CHAPTER 9. FUNDING AND SUSTAINABILITY OF THE PROGRAM

1. What are the start-up issues for a street law-type teaching clinic?

The start-up issues for a street law-type teaching clinic are very straightforward. These are some of the areas identified in Fisher and Gray's Program Directors Manual.¹

- Starting size. It can be helpful to start small in order to experiment and then grow to a size that can be maintained as the norm.
- Texts and materials for law student instructors and community-based students. What will you use in the first year of the program? What materials have to be developed? There may be other NGOs in your country that have developed law-related education teaching materials that could be adapted for use in your program. A clinic may work on the basis of photocopied handouts and lessons for the first few years, until these are finalized.
- Advisory Boards. A clinic might want to organize a small, supportive group from within and outside the law school in order to advise on program direction, and help promote the program within the law school and community.
- Budgets. Budgets will need to be developed for each program year. Possible line items include faculty salary, student stipends, stipends for guest speakers, photocopying, phone and postage, local transportation costs (law students and supervisors), meeting room rental, equipment rental or purchase (e.g., video camera and monitor) and other administrative costs. A sample budget is attached at the end of this chapter.
- Funding. Especially at the outset of a program, it is necessary to have a key source of support. Law school in-kind support might include covering faculty salary (especially if the clinic is accredited), meeting rooms, and administrative support. Possible external funding sources are COLPI, OSI and ABA/CEELI. There are not many funders supporting such programs, and

¹ Ibid., (7.1.-1-2, etc.).

often such support lasts for only a few years. After this, funders hope that programs will be self-sustaining through law student tuition fees or payments from Ministries of Education or community groups. It may be unavoidable that law school professors have to be concerned with fundraising even as the law school seminar is underway.

2. What do clinic directors need to be concerned about at the beginning of the academic year?

There is another list of things to do that clinic directors typically need to develop at the beginning of an academic year.

- Calendar of the program. Clinic directors need to take care to organize the teaching schedule of law students so that the schedule takes into account exam periods at the law school, as well as holidays in secondary schools or other teaching settings. You need to ensure that you are also on the program for the community organization you are working with.
- Rooms for the seminar. The ideal seminar room will have moveable furniture, electrical outlets, audio-visual equipment, and will be large enough for demonstration lessons to take place.
- Recruitment and selection of law students. Once the clinic is underway, law students will hear about the program from "word of mouth." However, the program will still need to advertise through normal channels at the law school, and explain how the seminar will meet degree requirements and help prepare law students for their future profession. Some initiators hold open meetings with interested law students to generate interest.
- Contacts with community-based directors, including school administrators and teachers. These contacts ideally take place in the Spring before the Fall semester begins, as school personnel can be difficult to reach over the summer.
- Instructional equipment. A key support for the program will be access to photocopying machines so that materials can be duplicated. Other audio-visual aids for the practice teaching of the law students can be very helpful.

- Speaker list. Such a list should be developed at the outset of a program, but then added to over the course of a year. Law students can add narrative about the resource persons on the list, including suggestions for successful ways of using specific people.
- Syllabus and teaching materials. Depending upon the traditions of specific law schools, a detailed syllabus may be developed that outlines the goals for the seminar; the organization of activities, and grading criteria for law students. Any teaching or reading materials that students will need for the seminar might be duplicated ahead of time.
- Creating teaching teams. Often, law students are paired together in order to teach in a classroom. This pairing takes some careful thought. Law school professors could decide this randomly, leave students to decide with whom they would like to pair, or make this decision after getting to know the strengths and weaknesses of individual law students in the seminar. Some of the criteria that law professors might consider are: pairing law students of different gender and ethnic backgrounds, so that the team has a wider perspective from which to teach; compatible teaching styles; compatible class schedules; and complementary strengths in terms of communication skills and content knowledge.

3. What are the daily issues involved with clinic management?

Law professors already involved with street law-type clinics will not need to be reminded of the daily chores related to maintaining a seminar program. We present these briefly here: attendance and assignments, record keeping, grading, communication, public relations and publicity, dealing with conflicts between law school students and teachers, and monitoring of law student teaching.

4. What are the end-of-year issues for a clinic?

In addition to grading law students, law professors will ideally find ways to recognize and celebrate the work of the law students as well as the cooperating teachers. Special certificates can be given to participants, and a social gathering can be organized. Reports can be prepared and sent to key supporters, such as the Advisory Board, law faculty and administrators, funders and other supporters. An end-of-course celebra-

tion might be linked with a publicity event, by inviting outside supporters in and organizing a few presentations by law students (e.g., mock trial), cooperating teachers and students. This event would enhance public relations for the program.

5. How can one plan for maintenance and sustainability over the long run?

A few short points about maintenance issues can be quickly made. First, clinic directors need to maintain positive relationships with key administrators and personnel at the law school, including not only the rector, but also other professors who might become involved with or otherwise support the clinic and university admissions and placement personnel. One way to help administrators understand the value of having a teaching clinic in the university is to bring in outside speakers or to offer special workshops for all law students, such as "How to use case discussions" (as they did in the Hungarian ELTE program). University admissions personnel may see a street law-type clinic as a method of getting secondary school students and others to know about the law school.

Second, it is important to continually feed positive information about the program to outside agencies, such as cooperating schools, funders, resource people, and others who are already involved - or could potentially become involved - in the clinic. This may include outreach to professional groups at their regular meetings. Clinic directors should consider working directly with any public relations office at the university (if there is one) and to learn how to work with the media and press. Among other things, the social benefits of the program should be highlighted, including the concrete contributions of the clinic to human rights understanding, civil society and the rule of law. In Slovakia, a short film on the street law program was developed for public relations purposes, and it may be aired on television. In Russia (Nowgorod), television, press conferences and newspaper articles were deliberately used to raise the prestige of the program so that parents would ask that their school introduce it.

Third, clinic directors should think through how best to use law student graduates or alumni of the programs. Seminar graduates can become involved in the training of new students to the program, and can work as teaching assistants to the professor. Law school alumni who have gone on to law practice can remain actively supportive of the program by serving as resource persons and assisting with public relations and fundraising. They can also assist in spreading the program to additional schools and community settings wherever they live.

Finally, successful teaching clinics in law schools might consider ways in which they can help seed similar programs in other law schools in the region or country. Successful street law-type NGOs often work with different universities and can foster a network of cooperating law schools and community partners in a region or country. Even with existing partners, the clinic may find creative ways to extend the activities of law students. For example, mock trial competitions might be added, legal Olympiads, clubs of young lawyers, debate programs and student government.

In order to maintain and, if desirable, expand a street law-type clinic, program directors need to be attentive to several areas. It is essential to maintain political support for the clinic, especially in situations where there is a new dean or rector. Such support is more likely to be forthcoming if the clinic director is able to demonstrate:

- the interest of students;
- the interest and positive feedback of community groups;
- research that shows the program is meeting its goals;
- the ability to find outside resources to support the program; and
- other areas that are likely to enhance the reputation of the law school.

All the areas requiring attention are, in some way, interrelated to each other. Outside support is more likely to come if the street law-type program is able to demonstrate that it is providing a high quality service when meeting the needs of the law school and community members. Documentation, therefore, is an essential component of a successful teaching clinic. Promoters of street law-type clinics in the region have also pushed strongly for such programs to monitor their own success and demonstrate areas of improvement. Such accountability should be not only in terms of numbers of participating law students, numbers of lessons taught, the realization of a final curriculum, and the grades administered to law students. These all give some indication of the success of a street law-type teaching program. However, in addition to these indicators, it is essential that law school students, as well as their pupils, provide reliable feedback on the implementation of the street law classes. This chapter contains some examples of how such feedback can be collected, although many other kinds of data collection can be imagined.

In addition to maintaining a supportive relationship with the dean or rector of the law school, a successful teaching clinic will need to maintain positive relationships with community groups. Moreover, the clinic would benefit from the challenge of working in new environments, including those environments with different personnel. It is often the case that a street law-type program will begin in one setting, such

as a secondary school or prison, and then expand to others. Although this can be challenging for a program, it can be a healthy challenge - once the initial program is well in place. Developing new iterations of street law-type teaching programs will challenge all involved to think about aspects of the law that will be most relevant for the new target population, develop new lessons, find new resources within the community to bring to bear on the program, and so on.

In reality, law students can only travel so far in giving their lessons. Successful street law programs will quickly find that the demand for their services has outstripped their capacity. Secondary schools or prisons may simply be too far away. There may not be enough students to service all the classroom teachers who have requested law students, or the SL administrator may decide that he or she cannot monitor a program that has more than a certain number of participating law students. These are decisions that have to be made along the road of many programs. In some cases, they are solved by establishing "spin-off" programs that involve law students graduated from the initial street-law type program in activities external to the law school, for example, volunteering to teach on weekends, and so on. In other cases, key law professors have worked with Ministries of Education or teacher training institutes to enhance their ability to teach law-related education classes, without involving law students directly.

In terms of financial resources, two strategies seem to have worked best in Central and Eastern Europe. The first is to get as much direct, in-kind support as possible from the law school itself. This scenario does not guarantee the longevity of a program but obviously assists in relieving the burden to find outside support at a time when a program is building its internal capacity.

The second strategy is to diversify resources supporting the program. For example, the law school might donate space and some faculty time. An accredited course can be supported partly through student tuition. Networking with other local groups that share your program goals might lead to a mutually beneficial cooperation. Outside donors can assist in the initiation of new programming or exemplary programming still in its early years of development (for example, when materials are still being developed and produced). Finally, a "fee for services" can be charged for discrete trainings or consultancies that take place as an adjunct to the program. This has sometimes worked out when street law-type clinics have been called upon to assist Ministries of Education in the development of law-related education curriculum or in-service teacher training. Another idea that builds on this strategy is to try and tap into international and EU funding available in the area of citizenship education.

Successful street law-type teaching clinics tend to be well networked both nationally and internationally. International partners and supporters could include Street Law, Inc., the National Endowment for Democracy, the Ford Foundation, Open Society Institute (New York), COLPI, American Federation of Teachers, ABA/CEELI, and CIVITAS International.

SAMPLE BUDGET ITEMS FOR STREET LAW-TYPE CLINIC

- A. Personnel
 - Program director - salary
 - Program coordinator - salary
 - Accountant - salary
 - Misc. consultants
 - Student stipends
 - Domestic travel

- B. Office costs
 - Room rental
 - Furniture
 - Equipment (computer, video)
 - Telephone/fax
 - Photocopying
 - Internet connection
 - Office supplies

- C. Seminars and events
 - Trainer fees
 - Training materials
 - Room rental
 - Food
 - Supplies
 - Domestic travel costs

- D. Handbook development
 - Resource materials
 - Translation fees
 - Honorariums for writers, editors, artists
 - Printing costs

CLINICAL LEGAL EDUCATION PROGRAM: COLPI PROPOSAL GUIDELINES

Written by: Proposal period: Proposal length: Due Date: Submitted by: Submitted to:
--

The proposal is basically your action plan/program plan with a few additional paragraphs and a budget. Think of the proposal as your attempt to convince us (both the local OSI/Soros Foundation and COLPI) that the program is needed in your country and that you have a well-thought out project that will respond to that need.

Points to cover in the proposal:

I. Background

- a. Need. Why is a clinical program needed in your country?
- b. Context. Describe the situation in the legal education and free legal aid, including other similar programs that have operated or are still operating.

II. Goals and Objectives

- a. Goal. State the main goal (broad)
- b. Objectives. State the objectives that must be met in order to accomplish that goal (more specific than the goal). These points should be stated in a few short sentences.

III. Program Plan

- a. Steps. What will you do?
- b. People and organizations involved. Describe who will be involved, the qualifications/experience of each, and their specific responsibilities within the project. Describe any cooperation with other programs that might work together with your program, and what the roles will be.
- c. Timeline. When will you do each task?

IV. Evaluation

- a. Outcomes. Describe anticipated outcomes for the project.
- b. Evaluation plan. How will you know if you have been successful?
- c. Data collection. List possible evaluation methods and at what stage you anticipate they will be used.

V. Long-Term View

- a. Tenure. How long do you think that this program will be needed in your country?
- b. Sustainability. What steps can you take to ensure that the program will continue beyond the three-year period for which there is OSI/Soros funding.

VI. Budget

Please attach a budget.

CHAPTER 10. ADDITIONAL RESOURCES AND CONTACT INFORMATION

In addition to the information contained in this manual, there are other sources available to support the work of street law-type teaching clinics. Some of these are text-based resources and some of these are human resources. Many are an e-mail or web search away.

You can contact Street Law, Inc. or COLPI for the following kinds of information:

- general advice about materials or resources that can support your program
- information about law-related teaching materials available in over 20 languages
- contact information for street law-type teaching clinics that are located close to you.

Bebs Chorak
Street Law, Inc.
918 16th Street, NW
Suite 602
Washington, DC 20006-2902 USA
(tel) 1-202-293-0088
(fax) 1-202-293-0089
(e-mail): bchorak@streetlaw.org.

Katalin Ivancso
COLPI
Nador u. 11
H-1051 Budapest
HUNGARY
(tel) 36-1-327-3102
(fax) 36-1-327-3103
(e-mail) ivancsok@osi.hu

There are several core materials that have been developed for street law-type teaching clinics. Several developed by Street Law, Inc. especially for NIS and CEE have been referenced in this manual. They include *Introduction to Street Law*, *Teacher Training Manual*, *Lesson Development for Street Law Classes*, and *The Mock Trial Manual (Inquisitorial)*. Some of these are available free of charge. In addition, there are classic Street Law textbooks: *Street Law: A Course in Practical Law* (6th ed., 1999), *Democracy for All* (1994), *Human Rights for All* (1995), *Street Law in Juvenile Court Alternative Programs* (1996). Through the OSI Network Regional Street Law Program, law-related education materials for secondary schools have been developed for 20 countries. Contact Street Law, Inc. for information about these materials.

Several law schools have already distinguished themselves through their street law-type teaching clinics. The St. Petersburg Law School, the Polish Association for Legal Education (PSEP), Kazakh State University and the ELTE Program in Budapest

are actively training, host visiting study groups and have developed materials that are available for others to use. The contact information for these key, regional resource centers are below.

Larissa Fomina
Living Law Program
Prince Oldenburgsky Law School
34, Maly Pr. V.O.
199178 St. Petersburg RUSSIA
(tel) 7-812-323-7823, 323-9070
(fax) 7-812-328-71-44
(email) admin@lawinst.spb.ru
(web) <http://www.law.spb.ru>;
<http://www.lawclinic.spb.ru>

Monika Platek
Polish Association for Legal Education
PSEP
Krakowskie Przedmiescie 12/10
00-325 Warsaw POLAND
(tel) 48-22-827-78-78
(fax) 48-22-828-46-98
(email) psep@warman.com.pl

Aizhan Mukhtarova
Kazakh State University
Satpaeva 9/A apt 31
Almaty 480072 KAZAKHSTAN
(tel) 8-327-42-33-33
(fax) 8-327-2-53-04-22
(email) strlaw@strlaw.samal.kz

Agnes Kover
Legal Clinic and Street Law Foundation
ELTE, Budapest University
P.O. Box 360
Budapest H-1461 HUNGARY
(tel/fax) 36-1-266-2021
(email) kovera@jogklinika.datanet.hu
(web) <http://www.jogklinika.hu>

An alternative way to identify additional law-related education materials, is to search on the Web. As these materials can literally change overnight, you may want to conduct your own Internet search, in addition to exploring the websites listed below. These organizational websites are presented in alphabetical order. Most of these are included because they have developed training materials that may be appropriate for teaching clinics. In some cases, websites are included because they contain vast amounts of original legal and human rights information that can be used as the basis of lesson plans.

American Bar Association (Washington, DC)

<http://www.aba.org>

The ABA website includes programming (including in CEE), resources and publications.

Center for Social and Legal Studies (Durban)

<http://qqq.csls.org.za>

This website overviews the street law activities in South Africa, including programming, materials and publications, activities and ways to obtain further information.

Citizenship Foundation (London)

<http://www.citfou.org.uk>

This website includes programming, curricular materials and a publications list. Resources for the secondary school level are oriented towards law-related education.

Constitutional and Legal Policy Institute (COLPI) (Budapest)

<http://www.osi.hu/colpi>

The COLPI website overviews projects, internet-based legal research and publications (both Russian and English). A series of working papers covers legal reform topics for the region, such as juvenile justice, working with the police and anti-corruption.

Council of Europe (Strasbourg)

<http://www.coe.fr>

The Council's extensive website has original text materials on legal and human rights conventions, texts and treaties.

Human Rights Education Associates (HREA) (Cambridge and Amsterdam)

<http://www.hrea.org>

The HREA website contains an Electronic Resource Centre, with full-text lessons, materials and training guides for the human rights field. On-line tutorials and listservs are also available.

International Helsinki Federation for Human Rights (Vienna)

<http://www.ihf-hr.org>

The IHF webpage includes human rights reports, publications, projects and information about member countries.

Public Interest Law Initiative (PILI) (New York)

<http://www.pili.org>

The PILI website (in Russian, English and Chinese) offers rich resources for clinical legal education, including a library of full-text materials and annotated bibliography, and links to other useful organizations and sites.

Street Law, Inc. (Washington, DC)

<http://www.streetlaw.org>

The Street Law, Inc. website overviews street law programming, resources, and publications. Sample lessons and interactive web-based lessons have been developed for some texts on the website.

St. Petersburg Law School (St. Petersburg)

<http://www.lawclinic.spb.ru>

The St. Petersburg Law School website (in Russian) was created for the all-Russian legal clinic network and offers rich resources on clinical legal education, including a library (with full-text materials), news, listserv, forum for NIS legal clinics, and contact information for Russian legal clinics.

Human Rights Education Associates (HREA)

HREA is an apolitical, non-profit organisation working internationally to support efforts aimed at introducing human rights concepts and values into educational curricula and teaching practices. HREA works with individuals, non-governmental organisations, inter-governmental organisations and governments interested in implementing human rights education programmes. Queries to HREA should be addressed to:

Felisa Tibbitts, Executive Director
Human Rights Education Associates (HREA) – U.S. Office
P.O. Box 382396
Cambridge, MA 02238-2396 USA
(tel) + 1 617 625 0278 (fax) + 1 617 249 0278
(e-mail) info@hrea.org (web) <http://www.hrea.org>

Street Law Inc.

Street Law Inc. is an international NGO dedicated to educating young people about law, human rights and democracy. It began thirty years ago where law students at Georgetown University law students in Washington, D.C. have taught law in their local high schools, prisons and to people in the community. Today, it assists law professors, educators and others establish Street Law programs in over 40 countries. Contact clearinghouse@streetlaw.org or see the website www.streetlaw.org.

Constitutional and Legal Policy Institute (COLPI)

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1051 Budapest, Hungary
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