

Editorial

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In this issue we have contributors from across the world who have considered the role of clinical legal education in respect of a number of crucial areas, including climate change and access to justice. We delve into how clinics are responding with innovative ways of ensuring that students not only understand and are able to deal with these areas, but are also equipped with the necessary skills and knowledge for the world of work.

Firstly, Mary Anne Noone's Oration considers how Australian clinical legal education responds to the various innovations and disruptions occurring in the legal area. She explores the innovations which are occurring in the legal sector and the impact of these on access to justice and the use by government of automated tools to make decisions. She goes on to examine what these innovations mean for clinical legal education and legal education in general. In particular, how can clinicians and legal education equip students to take on legal roles in the 21st century? She argues that Australian clinical legal education can, and does, provide the skills and knowledge that are required of a legal worker in the 21st century and graduates are prepared for the unpredictable nature of the work.

The exploration of the skills and knowledge needed to be a lawyer was the basis of Rachel Dunn's doctoral research. In this article she shares the 'how' and provides an insight into the Diamond, an innovative data collection tool that can be used to foster a discussion on what legal practice entails and the skills and knowledge that can be developed in clinic. She illustrates how it can be used as a research method and as a teaching aid, providing us with a practical guide on how Diamond ranking can be used and how to approach the analysis of the results. Illustrating its diverse uses, she explores a research project located in secure accommodation for young people, measuring the changes in attitudes following a creative intervention.

Creative interventions are desperately needed at a planetary level and Richard Owen's article looks at how rebellious lawyering methods can provide a template for clinics to further sustainability objectives. He reflects on what lessons can be learnt from the different international approaches and the extent to which sustainability is embedded in clinics. He considers how clinics can respond to sustainably development legislation; highlighting lessons from Wales and that it takes time for sustainability legislation to be embedded across different policy areas.

Last year over 50 university clinics took part in the Global Day of Action for Climate Justice in order to consider the role that clinics can play. This year, on 17th November 2020, the theme is the Rights of Nature and offers the opportunity for clinics across the world to come together to consider this concept. For further information please see the facebook page:

<https://www.facebook.com/secondstudentlawclinicdayofaction2020>

Ngozi Chinwa Ole and Onyekachi Eni's article examines the opportunities and challenges that the Paris Agreement 2015 provides the Network of University Legal Aid Institutions (NULAI) Nigeria. It is argued that by establishing climate change-focused law clinics and an adoption of a top-down strategy this would help overcome the problem of low awareness of climate change policies amongst law faculties, including clinicians.

Those wanting to respond to the challenge to create a new clinic would benefit from the insights in Louise Crowley's article. Although focusing on a different practice area, in exploring the design and assessment approaches adopted in the delivery of a Family Law Clinic module in the University College Cork Louise brings many critical considerations in to focus. By requiring students to contribute to public knowledge and engagement, the module was designed in order to broaden student learning and empower them to develop a sense of community experience of justice. Through an investigation of student reflections and student interviews, the article shows the impact of the Clinic in providing an innovative space for students to explore the law in practice and to understand access to justice challenges.

Also exploring the challenges of change, Renáta Kálmán guides us through the transformation of the Hungarian Higher Education system and the current situation of their clinical legal education. The types of clinics within Hungary are considered and the obstacles that the law faculties and teachers face are highlighted. It is argued

that clinical legal education can greatly contribute to the accomplishment of the educational requirements defined by the New Decree of the Minister for Higher Education and universities must introduce new, teaching methods which are more practice orientated.

Finally, as we continue to face the unprecedented challenge of teaching during the COVID-19 outbreak, next month's very timely special issue with guest editors Hugh Mcfaul and Francine Ryan will focus upon clinical responses and debate the opportunities, challenges and solutions.