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Editorial

A Season of Growth: Collaboration, Inclusion, and Transformation in Clinical Legal Education

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Welcome to the summer edition of the *International Journal of Clinical Legal Education*. This edition showcases a wide-ranging collection of perspectives, practices, and research that reflect the ongoing dynamism of our field. Contributors from across the globe offer insights into the evolving nature of clinical legal education—exploring everything from pedagogical innovation and professional identity formation to community engagement and the integration of work-based learning. We hope this collection inspires reflection, sparks meaningful discussion, and supports the continued growth of clinical legal education in all its forms.

We begin the edition with an article by Caroline Hood ‘*Law firms as learning environments: are Higher Apprenticeships in law an emerging face of clinical legal education in England?*’ This article examines the transformative potential of Higher Apprenticeships in Law in England, particularly through the lens of clinical legal education and the use of the legal workplace as a dynamic learning environment. Drawing from experience within Northumbria University’s Student Law Office, it explores how solicitor apprenticeships offer a unique opportunity to extend clinical pedagogy into a fully qualifying law programme. The apprenticeship model presents both challenges and opportunities, especially in designing a curriculum that supports a diverse cohort with varying levels of legal experience while maintaining a student-centred approach. By integrating practical experience with academic support and encouraging reflective learning, the programme aims to foster professional maturity and deeper engagement with the law. The article highlights the value of collaboration between legal educators and practitioners, suggesting that legal clinicians are well-placed to embed apprenticeships into clinical legal education, ultimately enriching both student learning and connections with the profession.

From workplace learning environments in England, we shift focus to a broader interrogation of the political and interdisciplinary dimensions of clinical legal education in Canada. The second article examines the critical role of interdisciplinary law clinics in the current neoliberal context. The article is entitled “*Collective advocacy in the age of neoliberalism: Getting political in an interdisciplinary law clinic,*” by Emmanuelle Bernheim, Dahlia Namian, Sara Lambert, Anne Thibault and Patricia Fortin-Boileau and offers an insightful exploration into the role of legal and interdisciplinary clinics amid the challenges posed by neoliberal policies that have constrained social, health, and legal services. Drawing on a case study of the Outaouais Interdisciplinary Social Law Clinic, the article highlights how collective advocacy and community engagement serve not only to defend the rights of marginalised populations but also to profoundly reshape students’ understanding of justice. Through semi-structured interviews with clinic students, the study reveals how participation in advocacy efforts fosters a deeper awareness of social inequalities and the political nature of legal work. The findings highlight the critical

importance of incorporating political and structural dimensions into legal education to prepare future professionals committed to social justice and systemic change.

Continuing the theme of clinical legal education adapting to new global realities, the third article turns our attention to professional readiness in the context of India's evolving legal practice. Yashomati-Ghosh and Anirban Chakraborty from India International University of Legal Education and Research, Goa provide a timely analysis of the challenges and opportunities in an increasing global legal market in their article entitled "*Preparing Lawyers for Global Legal Practice – A Road Map for Introducing Mandatory Continuing Legal Education in India.*" The article addresses the evolving landscape of legal practice driven by globalization, where Indian lawyers face both opportunities and challenges in operating beyond national boundaries. It examines the legal and regulatory framework surrounding the right to practice law in India, including recent developments like the Bar Council of India's rules on foreign lawyers and the proposed amendments to the Advocates Act. Central to the discussion is the author's argument for the introduction of a mandatory Continuing Legal Education system in India, aimed at equipping Indian lawyers with the knowledge, skills, and professional competence required to engage effectively in global legal practice. The paper provides a thoughtful roadmap for designing a Continuing Legal Education curriculum that can prepare lawyers to meet the demands of an increasingly interconnected legal environment, ensuring they remain confident, competent, and competitive on the international stage.

We then return to the student experience with Anil Balan's article, '*Bridging the Gap: Law Students as Agents of Public Legal Education and Community Empowerment.*' This piece explores the civic mission of legal education by highlighting how student-led Public Legal Education (PLE) initiatives such as Street Law and outreach in prisons can significantly enhance legal literacy while deepening students' own professional and ethical development. Advocating for a capabilities-based approach, the article shifts the conversation from legal information delivery to legal empowerment, arguing that students can act as powerful conduits between law schools and communities. Balan also addresses the need for rigorous evaluation of PLE programmes, recommending models like the Logic Model, Participatory Evaluation and Outcomes-Based Evaluation to ensure inclusion and effectiveness. This article offers a powerful reminder of legal education's role in supporting social justice and public empowerment.

Taken together, these articles offer a diverse reflection on how clinical legal education continues to evolve in response to changing professional, social, and political landscapes. From apprenticeships and interdisciplinary clinics to global legal training and community empowerment, each contribution sheds light on innovative and inclusive approaches to legal education. Collectively, they reaffirm the importance of legal educators engaging not only with doctrinal teaching and skill development but also with the wider civic and ethical responsibilities of legal training in the modern day.

Fostering Connection: Upcoming Conferences and Publication Opportunities

As we look ahead, two significant gatherings in clinical legal education are on the horizon. First, the 11th ENCLE Conference, co-hosted with the Global Alliance for Justice Education (GAJE) and the Polish Legal Clinics Foundation (FUPP), will take place from 22 to 27 July 2025 at Lazarski University in Warsaw. Featuring a "Train the Trainer" programme on 22 and 27 July and a General Conference from 23 to 26 July, the event will offer interactive plenaries, workshops, and site visits focused on justice education in an increasingly complex global landscape.

Second, the IJCLE Conference will be held from 19 to 21 November 2025 at Monash University Faculty of Law. Coinciding with the 50th anniversary of Monash Law Clinics, this conference represents a major milestone. Hosted with the support of Northumbria University and led by conveners Dr Jacqueline Weinberg and Professor Jeff Giddings, the event will feature a dynamic programme of workshops, panel discussions, and networking opportunities. With leading clinicians from Australia and beyond

sharing their expertise, it will serve as a vital platform for innovation, collaboration, and the exchange of best practices in clinical legal education.

We look forward to seeing both new and familiar faces at these events. We warmly encourage attendees and presenters to consider developing their work for submission to the *International Journal of Clinical Legal Education*, contributing to ongoing global conversations and advancing the field through scholarship.