

Street Law and Public Legal Education

A collection of best practices from around the world in honour of Ed O'Brien



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Edited by David McQuoid-Mason



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Contents

Foreword – Commissioner Adv. Mohamed Shafie Ameerma	vii
Acknowledgements – David McQuoid-Mason	ix
Ed O’Brien	xi
1. Part ONE: Introduction	1
1.1 Ed O’Brien Conference – Rebecca Grimes	2
1.2 Street Law Inc. – Lee Arbetman	9
1.3 Street Law South Africa – David McQuoid-Mason	18
2. Part TWO: Street Law Teaching Methods	27
2.1 Rationale – David McQuoid-Mason	28
2.2 Elements of a good Street Law lesson – David McQuoid-Mason	30
2.3 Street Law lesson plans – David McQuoid-Mason	31
2.4 Interactive teaching methods – David McQuoid-Mason	32
3. Part THREE: Iconic United States Street Law Lessons and How Some Were Adapted for South Africa and Developing Countries – David McQuoid-Mason	67
3.1 United States: The ‘ring game’	68
3.2 South Africa: ‘The pen game’	69
3.3 United States: The Shipwrecked Sailors	73
3.4 United States: Lesson plan for ‘the Shipwrecked Sailors’	74
3.5 South Africa: The case of the Shipwrecked Sailors	76
3.6 South Africa: Lesson plan for the case of the Shipwrecked Sailors	78
3.7 United States: ‘Listing your daily activities’	81
3.8 United States: Lesson plan for ‘listing your daily activities’	82
3.9 South Africa: Did the law touch you today?	83
3.10 South Africa: Lesson plan for ‘did the law touch you today?’	83
4. Part FOUR: Mock Trials	85
4.1 Introduction – David McQuoid-Mason	86
4.2 Learning outcomes for a Street Law-type mock trial – David McQuoid-Mason	87
4.3 Preparations for a Street Law-type mock trial – David McQuoid-Mason	88
4.4 Adversarial mock trials – David McQuoid-Mason	89
4.5 Inquisitorial mock trials – David McQuoid-Mason	104

5	Part FIVE: Model lessons from around the world.	141
5.1	Australia – Jeff Giddings	146
5.2	Azerbaijan – Ulviyya Mikayilova, Lamiya Sharafkanova and Vitaly Radsky	157
5.3	Bangladesh – Arpeeta Mizan	164
5.4	Bosnia and Herzegovina – Rolf Gollob	175
5.5	Czech Republic – Lucia Madlenakova	181
5.6	Ghana – Harrison Belley	188
5.7	Greece – Angeliki Aroni	195
5.8	Indonesia – Rosa Tedjabuwana, Hesti Septianita and Leni Widi Mulyani	203
5.9	Ireland – John Lunney and Sean Arthurs	207
5.10	Italy – Rebecca Spitzmiller	220
5.11	Jamaica – Chris Malcolm	236
5.12	Jamaica – Ramona Biholar	242
5.13	Myanmar – Bruce A. Lasky, Wendy Morrish and Stephen A. Rosenbaum	251
5.14	Myanmar – Bebs Chorak	271
5.15	Nigeria – Chigoziri Ojiaka	278
5.16	Senegal – Boubacar Tall	290
5.17	Slovenia – Dejan Kokol	295
5.18	South Africa – Coline Bruintjies	300
5.19	South Africa – David McQuoid-Mason	316
5.20	South Sudan – Nancy Flowers	319
5.21	Spain – A Gascón-Cuenca	326
5.22	Thailand – Rainer Adam, Pimrapa Dusadeeisariyakul and Ben Fourniotis	335
5.23	Turkey – Seda Gayretli Aydin	340
5.24	United Kingdom - Ted Huddleston	349
5.25	United Kingdom – Richard Grimes	354
5.26	United States of America – Margaret Fisher	369
5.27	United States of America – Judy Zimmer and Mary C. Larkin	383
	Index	387

defined area behind a clothesline for hanging letters by pegs. On the other end, paper letters of the Greek alphabet are spread out on a table. This game includes four tasks:

Task 1: On the instructor's signal, each team sends its first player to the table to retrieve a letter and return to hang it in their part of the line. That player then tags the next runner on his/her team, who goes to the table to retrieve another letter until the team has created any Greek word with their letters.

Task 2: The teams have to create a four-letter word.

Task 3: The teams have to create a five-letter word.

Task 4: The teams have to create a word with as many points as possible using the letters of the alphabet. Each alphabet letter has a certain point value, like in Scrabble. At a certain stage, some students realise that a useful technique is first to think of the word and then to run to collect certain letters. This proves to be valuable, especially in the last challenge as they realise that certain letters give their words more point value.

The activities above relate to all five basic elements of education for democratic citizenship, as they are active (emphasising learning by doing); task-based; collaborative (employing group work and cooperative learning); interactive (using discussion, as the groups need to talk out the best technique to solve the challenge); encouraging of critical thinking (making students think for themselves about the challenge); and participative (as everyone needs to contribute in order for the challenge to be effectively dealt with).⁵⁰

'The bus' also gives the instructor and teams an opportunity to discuss and raise awareness on the issue of responsibility concerning the safety of participants involved in the activity.

Indonesia

Rosa Tedjabuwana, Lecturer in Law, Universitas Pasundan, Bandung; Hesti Septianita, Lecturer in Law, Universitas Pasundan, Bandung; and Leni Widi Mulyani, Lecturer in Law, Universitas Pasundan, Bandung

5.8.1 The Indonesia Street Law Experience

Indonesia is a developing country with a population of approximately 237 million⁵¹. Its large population, spread out over about 17,000 islands, consist of hundreds of diverse ethnic groups. About 58 per cent of the population lives on Java,⁵² the most populous island of the archipelago. Even though the literacy rate is about 95 per cent,⁵³ the high literacy rate and access to justice do not apply to many people who live outside of Java.

Universities, as the academic arm of society, assist the government when it comes to transferring knowledge to communities through their *Tri Dharma* (Three Service) mission: Education, Research, and Community Service. Universities send their students to villages near their university campuses to do community service for a specified time depending on the major subjects undertaken by them. The form of community service, however, is mostly about helping people to improve their quality of health, basic education, and the appearance of the village. Rarely, do the students engage in a programme of legal education. If they do, the legal educational activity is mostly conducted in a conservative fashion, in a didactic method of teaching, where a student lectures a group of people and the people only listen.

The Street Law programme was first introduced to Indonesia in 2007 when David McQuoid-Mason came to the University of Pasundan, Faculty of Law, Bandung, under the auspices of the Tifa Foundation. The university adopted the Street Law programme as part of a legal education initiative focusing on women, children, and workers, as well as anti-corruption issues. In 2012, Street Law officially became a compulsory course at University of Pasundan Law School for undergraduate students in their seventh semester. Through this programme, students are prepared to provide legal education in communities through active, interactive, informative and experiential learning. At the end of the programme, students have to submit reports on their Street Law activities. Since the establishment of the programme, the university clinic has conducted Street Law lessons in high schools, and for women's groups, migrant workers (in collaboration with the Community Outreach Programme

⁵¹ 'QS World University Rankings' *QS Top Universities*, available at <http://www.topuniversities.com/university-rankings> (accessed on 21 July 2018).

⁵² 'Fifty years needed to bring population growth to zero' *Waspada Online* (19 March 2011), available at <http://www.waspada.co.id> (accessed on 21 July 2018).

⁵³ 'Census 2010' *Statistics Indonesia* (August 2010), available at <http://www.bps.go.id> (accessed on 22 July 2018).

(COP) of the University of Malaya, Malaysia), street children, sex-workers, and several youth, community and anti-corruption movements. In 2015, the clinic introduced issues of a corruption-free and fair judicial system into the Street Law programme, by including such topics as judicial ethics, due process of law, and the concept of contempt of court. Many of these topics were taught to the students by judges, advocates, prosecutors, and legal practitioners. In addition, the students were sent to observe proceedings in the courts, to provide judicial education to community members at the courts, and to evaluate the ethical standards applied by the law enforcement authorities.

The Street Law programme has influenced many communities and organisations to also provide legal education to communities. For instance, Street Law was taught to a student forum in a secondary school that was established in 2013 in Bandung. This programme was approved by the Ministry of Law and Human Rights and the Ministry of Education. The programme is not only beneficial to the students of the University of Pasundan, but also to students from some universities in Indonesia and neighbouring countries. Students and some of the law teachers of these universities have come to learn about Street Law at the University of Pasundan through the Street Law training of trainers programmes, and hopefully, this will enable them to carry out Street Law programmes in their communities.

5.8.2 Street Law Best Practices Lesson Plan

1. **Topic : Contempt of court**
2. **Outcomes:**
 - 2.1 Learners will be able to explain the meaning of contempt of court.
 - 2.2 Learners will be able to describe various types of conduct categorised as contempt of court.
 - 2.3 Learners will be able to recognise various types of conduct categorised as contempt of court.
 - 2.4 Learners will appreciate the need to respect the court trial process.
 - 2.5 Learners will appreciate that contempt of court undermines the court process.

3. Procedure

3.1 Focuser (3–5 minutes)

- 3.1.1 Divide learners into four or five groups – the number depends on how many learners are involved – and ensure that each group does not consist of more than five or six persons – again, it depends on the number of participants.
 - 3.1.2 Ask learners in each group to form a line, and the first player comes up with a message and whispers it in the ear of the second person in the line. The second player repeats the message to the third player, and so on. When the last player is reached, they shout the message they heard to the entire group. The first person then checks the original message with the final version.
 - 3.1.3 Make up any words/sentences but it is better if the message is related to the topic, such as: ‘Misbehaving in court is wrong.’
 - 3.1.4 Make sure the message is received by all participants.
 - 3.1.5 Give a prize to the group where the last person repeats the message that is closest to what the first person whispered (optional).
- 3.2 Ask learners what they know about contempt of court and whether it is right or wrong (3–5 minutes).
 - 3.3 Give the learners flip chart paper and marker – a pair for each group of learners. (1 minute).
 - 3.4 Ask the learners in their groups to discuss what they know or have experienced about contempt of court and to make a group drawing of it (10 minutes).
 - 3.5 Ask each group to present their drawings, while other groups comment on each in turn (10 minutes).
 - 3.6 The educator comments on the drawings (3 minutes).
 - 3.7 Give each learner a Card A (containing a type of contempt of court) randomly (1 minute).
 - 3.8 Give each learner a Card B (containing an act of contempt of court) to the learners randomly (1 minute).
 - 3.9 Ask each learner to match the A and B cards in their hands. If their cards don’t match, they can exchange cards amongst themselves (within their group) to find the matching ones (5–10 minutes).

- 3.10 Hand out the case of 'Murder of a Judge at Surabaya Court of Religious Affairs in 2005' (1 minute).
- 3.11 Allow the groups to study and discuss the case (5–10 minutes).
- 3.12 Ask the learners to determine whether the case is a case of contempt of court? Allow them to explain the answer (5 minutes).
- 3.13 Ask the learners whether they think that the act committed in the case was justifiable (5 minutes).
- 3.14 Ask the learners why it is important that people have to respect the court (5 minutes).

4. Resources: Handout of the section in the Criminal Code dealing with Contempt of Court

5. Checking Questions: Question and answer about contempt of court

- 1) What is contempt of court?
- 2) Show learners pictures of possible acts of contempt of court, and ask them:
Which pictures show an act of contempt of court? Why?
- 3) Do you against contempt of court?
- 4) Why should we prevent or avoid contempt of court?
- 5) Is there any penalty for contempt of court?

5.9 Ireland

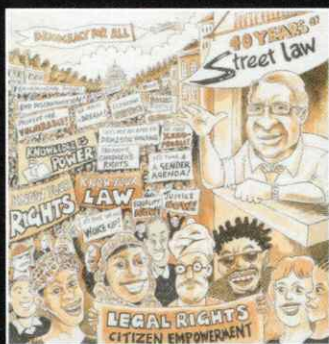
John Lunney Solicitor and Course Leader, Law Society of Ireland
and Dr Seán Arthurs Experiential Learning and Civic Education
Trainer

Dead Bodies and Live Minds: How investigating a Real Murder can inspire curiosity in the High School Classroom

The Street Law programme at the Law Society of Ireland (Law Society) began in October 2013 after a visit by Freda Grealy of the Law Society to the seminal Street Law Clinic at Georgetown Law School. What began in 2013 as an experiment, a weekend course offered to trainees who might be interested in teaching about the law, has quickly become one of the featured and most celebrated offerings at the Law Society.

Street Law and Public Legal Education

A collection of best practices from around the world in honour of Ed O'Brien



This book is in honour of Ed O'Brien, one of the pioneers of Street Law and public legal education in the United States and elsewhere, and contains a selection of contributions from legal literacy educators from 22 countries: Azerbaijan, Australia, Bangladesh, Bosnia and Herzegovina, the Czech Republic, Ghana, Greece, Indonesia, Ireland, Italy, Jamaica, Myanmar, Nigeria, Senegal, Slovenia, South Africa, South Sudan, Spain, Thailand, Turkey, the United Kingdom and the United States. Some countries have more than one contribution where they appear to be of particular interest.

The book begins with general sections on the background to the book, the genesis of the Street Law and other public legal education programmes in the United States and South Africa and their influence on other countries, as well as interactive teaching methods, before the contributions by individual countries are included. The country contributions usually begin with a brief introduction to the country and the context within which the Street Law, community outreach or legal literacy program was or will be introduced, during which presenters (a) identify the problems the program was aiming to solve; (b) the objectives of the program; (c) the target audience of the program; (d) the methodology used; (e) the challenges faced or to be faced in implementing the program; and (f) the results of the program in terms of its impact or how it will be evaluated if it is not yet operative. Thereafter, an example of a best practice lesson or lessons from the country is given.

It is hoped, as stated in the 'Foreword' by South African Human Rights Commissioner, Mohamed Shafie Ameerma, that:

The book can play an important role in promoting human rights across the world... [T]his Street law public legal education international best practices compendium has the potential to become a cornerstone for global human rights education programs to complement existing works on the topic. It can make a major contribution towards ensuring that the ethos and values of hard-fought fundamental rights and freedoms, internationally and nationally, are forever cherished, advanced and respected.

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