

THE BIRMINGHAM LAW SCHOOL PRO BONO GROUP: A CASE STUDY
OF SOCIAL JUSTICE IN LEGAL EDUCATION
BY BHARAT MALKANI AND LINDEN THOMAS

Introduction

In this Chapter, the experiences of students who volunteer with the Birmingham Law School Pro Bono Group are used to highlight some of the benefits and pitfalls of using an extra-curricular activity to both (a) introduce law students to issues of social justice that might otherwise pass them by during their studies, and (b) contribute to the provision of social justice in the local community. Our findings are based on responses by current and former Pro Bono Group student volunteers to an online survey, and can be summarized as follows: Students have a variety of motivations for volunteering with the Pro Bono Group but regardless of motivations, a majority of volunteers recognize the importance of social justice in legal education and a significant proportion think that Birmingham Law School should do more to introduce students to such issues. In their view, the current curriculum does not offer enough opportunities for them to learn about the social justice aspect of the law. Our survey also reveals that students are particularly affected by the sight of actual vulnerable individuals, and they understand not just the impact of government cuts to legal aid, but also the power that lawyers have to help the vulnerable. Having said this, extra-curricular activities are plagued with limitations, and in order to better satisfy student demand for exposure to social justice, and in order to more adequately help fill the justice gap left by government cuts, it is imperative that social justice as a topic is incorporated into the wider taught curriculum. Although our findings are specific to experiences at the University of Birmingham, it is hoped that they will be of broader interest and use to similar projects in other law schools.

An outline of our methodology, and an overview of the Pro Bono Group in general, is provided first. This is followed by a consideration of the relationship between the law, legal education, and social justice, as understood by both the students who responded to our survey, and by the academic community. Following this, the Chapter uses the responses to the survey to show that although students are primarily concerned with improving their prospects for employment, they nonetheless appreciate the opportunity to learn about social justice. However, in order to more effectively teach students about social justice, and in order to more

adequately address the needs of the local community, it is imperative to ensure that pro bono projects are embedded in the law school curriculum.

Methodology

Between 10th December 2014 and 12th January 2015 we invited current and former student Pro Bono Group volunteers to respond to an online survey consisting of 27 questions.¹ The questions focused on: (a) the relationship between social justice, legal education, and the Pro Bono Group; (b) students' motivations for volunteering with the Group; and (c) the extent to which Birmingham Law School does, and should, promote the study of social justice through the Pro Bono Group or other means.² Participants had the option to remain anonymous. Of the 473 people who were asked to respond to the survey, 115 responses were received, and these responses form the basis of our findings. While these responses only provide anecdotal evidence about the relationship between the law, legal education, and social justice, they nonetheless highlight several issues that educators in other institutions might find to be of interest.

An Overview of the Birmingham Law School Pro Bono Group

The Birmingham Law School Pro Bono Group is an extra-curricular project set up in 2008 which, as explained on our website, “enables students to get involved in a range of activities that benefit some of the most vulnerable people in the local community. Participation in the Group also allows students to develop their knowledge of how the law operates in the real world and helps them improve their legal research, public speaking and client care skills.”³ The Group currently consists of 180 second and final year law students⁴ volunteering over nine different projects, including the Birmingham Free Legal Advice Group (Birmingham FLAG); StreetLaw; the SIFA Fireside Project; and the Criminal Appeals Assistance Unit (CAAU).⁵ Birmingham FLAG is a traditional student law clinic in which students interview clients under the supervision of a qualified lawyer, before researching and drafting a substantive one-off letter of advice for the client. Not all FLAG cases are of a social justice nature, with some clients seeking advice on starting up a business, for example.⁶ The StreetLaw Project follows the US-model,⁷ enabling students to give presentations to local schools, third sector organisations and community groups on a variety of legal topics relevant to the particular audience. The SIFA Fireside Project sees students giving advice under supervision at a drop-in clinic to SIFA Fireside's service users, who are homeless and/or have drug and alcohol addictions. Students involved in the CAAU conduct research and

casework on behalf of individuals who claim to have been wrongfully convicted of a criminal offence. In this sense, SIFA Fireside and the CAAU are perhaps the most social justice-orientated projects currently offered.

Since participation in the Group is, at present, an exclusively extra-curricular activity, a large proportion of supervision is carried out by external volunteers and students are not formally assessed.⁸ This means that there is little opportunity to ensure that students are learning about the relationship between social justice and the law in a structured way. A key issue, then, is whether students actually understand the connection between social justice and the law.

The Relationship between Law, Legal Education, and Social Justice

There is no singular definition of “social justice”, but in broad terms it can be described as: “Justice in terms of the distribution of wealth, opportunities and privileges within a society”.⁹ Poverty and welfare, human rights, access to resources, and access to justice can all be considered, inter alia, matters of social justice. However, it is not self-evident that social justice is connected to the law, and for some, such issues are social, environmental, political and/or economic matters, rather than legal ones.¹⁰ This scope for ambiguity is compounded by the fact that law students are not necessarily exposed to the relationship between social justice and the law: the greater resources of commercially-orientated law firms enables them to make a greater impression on students than their social welfare law comparators,¹¹ as they have the means to sponsor university events and attend careers fairs on campuses; and the compulsory modules for a Qualifying Law Degree are not explicitly concerned with issues of individual rights and equal distribution of wealth and opportunities.¹² Even those students who have an interest in social justice might be deterred from taking this interest further because cuts to legal aid, particularly since 2012,¹³ have reduced career opportunities in this field,¹⁴ and it is arguable that tuition fees have compelled some students to consider more financially-lucrative careers.¹⁵

Given the potential for social justice to pass law students by during their degrees, we asked respondents to explain what they understood by the term social justice, and its relationship with the law and legal education. The responses largely correlate to the definition given above, and the following are examples of typical responses, in which the students demonstrated an awareness of the complex relationship between law, social justice, and economic and political equality:

A system of [v]alues, which enable access to, and enjoyment of fundamental rights regardless of all/any differences. Social justice is made up of many aspects of life including law, politics, education, social, economical ... Law is a means by which social justice can be achieved.

The view that everyone deserves equal economic, political and social rights and opportunities. The just division of rights to cater to societal needs. The rights include legal rights and access to justice. And the fair and just division is ensured by law and therefore the legal system...

A total of 77 out of the 114 respondents¹⁶ used derivatives of “equality” and/or “fairness” in their answers and most of the remaining answers alluded to these concepts, even where they were not mentioned expressly. For example: “Everyone should be entitled to the same rights and have the same chances, e.g., access to legal aid.” Several of the responses either expressly stated or alluded to social justice involving an element of responsibility on the part of those who “have” to assist those in society who “have not.” One student suggested that “it is an obligation on those whose rights are met easily to represent and fight for those whose rights are violated or ignored.” Others went further, suggesting that those who have had the “privilege of a legal education ought to provide some form of pro bono service to those who cannot afford traditional legal representation...” The role to be played by pro bono in achieving social justice was addressed in several answers.

It should be noted that not all of the responses accorded with orthodox definitions of social justice. Five respondents defined social justice as a means by which society distributes justice itself, such as: “...when a group of peers resolves a challenge, disagreement or dilemma by themselves (i.e., without a 3rd party mediator, arbitrator, etc) to the satisfaction of the group (or maybe a majority), one can say that social justice has been achieved.”

We also asked participants for their understanding of the role of social justice in legal education. An impressive 92% of respondents either agreed or strongly agreed with the statement: “Universities and law schools in general have a duty to instil social justice values in students, and to make them aware of how to use the law for social good.” Just 2% disagreed with this proposition.¹⁷ This view correlates with a significant body of literature that emphasises the importance of social justice in legal education. Frank Bloch and Mary Anne Noone have argued that the law school pro bono movement was born out of a recognition in the USA in the 1960s and 1970s that “the liberal claim that the justice system ensured ‘equality before the law’ was flawed”, as many found themselves unable to access legal advice and representation due to lack of money.¹⁸ It was in response to this that the first law clinics were established to provide legal advice and offer access to justice to

the poor. The founders of these clinics did so either “as a matter of professional and public service, or as activists for social change”.¹⁹ The intrinsic link between social justice and pro bono clinics was thereby established from the outset.²⁰ The educational benefits of pro bono clinics has also been recognized, with Deborah Rhode asserting that providing pro bono assistance “to clients of limited means exposes both students and faculty to the urgency of unmet needs and to the capacities and constraints of law in addressing social problems.”²¹

Some consider that the pursuance of social justice and the provision of a public service ought to be the primary objective of pro bono clinics, rather the educational benefits identified by Rhode. For example, the University of Strathclyde’s pro bono clinic is orientated so as to “ensure social justice both directly through meeting the unmet legal needs of the community and indirectly through encouraging a new generation of lawyers motivated by the same goals, with educational development being a by-product of ensuring a quality service to clients rather than a direct goal”.²² However, in many other law schools, participation in pro bono projects is primarily used to increase understanding of doctrinal law and develop practical legal skills,²³ and there is now a substantial body of literature written by clinicians and academics on the pedagogical benefits of participation in pro bono.²⁴

With this tension between the purposes of pro bono clinics in mind, we asked students what they thought the primary aim of the Pro Bono Group is. Participants were asked to choose from four options. Five respondents said that they thought the Group was primarily about helping students develop their legal skills; six respondents thought the Group was primarily about helping students to improve their employability; 19 stated that it was primarily about providing free legal help to the most vulnerable in the community; and 85 respondents stated that they thought the Group was equally about helping students develop their legal skills and improve their employability, and providing assistance to the most vulnerable in the community. This, of course, mirrors the objectives set out on our website and shared with students before they apply to join the Group and so is unsurprising. However, when we went on to question students about their own motivations for volunteering we discovered that their objectives did not entirely mirror those of the Group.

Student Motivations

In a study of Northumbria Law School’s pro bono clinic, Paul McKeown found that students tend to volunteer with such projects for self-interested reasons, citing skills development and enhanced employability as benefits derived.²⁵ His findings echo the results of two similar surveys conducted in the USA.²⁶ We asked students about

their motivations for volunteering, and we gave students a list of nine possible reasons for volunteering. Three were centred on concerns with social justice, with options including statements such as “Because I have an interest in social justice.”²⁷ Four were centred on improving one’s own education and employability, what we can term “personal enhancement” reasons, such as “In order to enhance my CV and make me more employable.”²⁸ The eighth option was: “Because I, or someone I know, has benefitted from free legal advice in the past.” We also offered a ninth option of “other” as we were aware that we might not have exhaustively identified all the possible motivations that students might have.²⁹ We asked students to rank these reasons in the order that was most applicable to them. The design of the survey meant that students were able to stipulate more than one reason as their primary reason, and so on.

Of the 115 responses, 84 students listed at least one of the three social justice-orientated reasons as their primary reason for volunteering, whereas 113 students listed at least one of the four “personal enhancement” reasons as their driving motivation. This higher number may be because there was one more “personal enhancement” reason to choose from. However, it may also suggest that more students volunteer for self-interested than for benevolent reasons.

Several students identified both social justice and personal enhancement as primary motivating factors in their decision to join the Group. For example, eight students listed both “Because I have an interest in social justice” and “In order to enhance my CV” as their joint primary motivation and twelve students listed both “To help me with my studies” and “To help people in the local community” as their primary reasons. The statements that were most commonly listed together as joint first motivating factors were: “To help people in the local community” with “To develop the practical legal skills that I need for my career”; and “In order to enhance my CV and make me more employable” with “To develop practical legal skills I need for my career”. Each of these pairings was listed as joint first a total of 19 times. It would therefore appear that whether students primarily wish to help others or to boost their CV, developing practical legal skills is often a motivating factor of equal weight. Although this evidence is largely anecdotal, it seems clear that there is no predominant reason why students tend to volunteer. A desire to do some good seems to come in equal measure to self-interest.

Student experiences

Although the Pro Bono Group is designed to offer students the experience of learning about and contributing to the provision of social justice, and although many students join the Group precisely for these reasons, it does not follow that the Group actually realises its aims. We therefore asked students about their experiences of

volunteering. We asked whether they think Birmingham Law School does enough to introduce students to issues of social justice; whether participation enhanced their understanding of social justice; whether participation sufficiently enabled them to contribute to society; and whether participation had any impact on their career plans.

i. The extent to which Birmingham Law School exposes students to social justice issues
 Participants were asked whether they agreed with the statement ‘Birmingham Law School does not do enough to introduce students to the social justice issues that are addressed by the Pro Bono Group’. Table 1³⁰ below details students’ responses to this question.

Table 1: Birmingham Law School does not do enough to introduce students to the social justice issues that are addressed by the Pro Bono Group

% of students who strongly agreed or agreed with the statement	% of students who were neutral in relation to the statement	% of students who disagreed or strongly disagreed with the statement
44%	24%	32%

With 44% percent of the 84 students who responded to this question believing that the School does not do enough, in contrast to just 32% believing the current provision is adequate,³¹ it is clear that a significant proportion of Pro Bono Group members have a desire for greater exposure to and understanding of the topic of social justice. Of course, our research does not reveal whether this is also reflective of the attitudes of Birmingham Law School students more broadly, as students outside of the Pro Bono Group were not surveyed. It would be reasonable to assume that those students who have volunteered for the Pro Bono Group have a greater interest in social justice than those who do not. However, further research would be necessary to confirm this assumption.

This finding does not necessarily mean that the Pro Bono Group is, or should be, a vehicle for instilling an understanding of social justice in law students. However, as we explore below, the experiences of student volunteers suggest that pro bono initiatives can serve a particularly useful role in introducing students to aspects of social justice.

ii. Experience of the Teaching of Social Justice through the Pro Bono Group

Most students who responded to the questionnaire stated that, in their view, participation with the Pro Bono Group improved their academic understanding of social justice. Of the 94 respondents who answered the question of whether participation with the Group had improved their understanding of social justice,³² 28 said that participation has improved their understanding “considerably”, and 59 said that their understanding has been improved “moderately.” Just seven respondents said that participation has “not at all” improved their understanding of social justice. Similarly, 72 out of the 115 respondents said that the “Pro Bono Group fills a gap in the curriculum in Birmingham Law School because it provides students with an insight into social justice”, with just 12 students disagreeing with this statement. We then asked students to give reasons for these answers. From their responses, it seems that one educational benefit of volunteering with the Pro Bono Group lies in the opportunity to actually witness vulnerable people struggling to access justice, and this is a key benefit of the Pro Bono Group over and above classroom-led teaching. One respondent, for example, said: “Social justice is covered in the school, but in the abstract. The pro bono group allows students to see this in practice.” Another respondent opined: “I had an idea of social justice from an academic point of view before participating with Pro Bono group. Taking part developed my practical understanding considerably and complemented my academic understanding.” Similarly, another respondent stated: “Actually speaking to some of the most vulnerable people in society and seeing their needs first-hand enabled me to greater understand social justice.” Another respondent also highlighted the educational benefits of seeing the law in action: “Having been interested in the idea of social justice, I had briefly read up on the topic, therefore, I felt I had a general grasp of the notion. However, it is quite easy to focus on the letter of the law as oppose to the impact of the law when you spend three years studying it. Therefore, I felt the Pro Bono project encouraged me to think about the more ‘human aspect of the law’.”

Some students actually dismissed the academic education offered by the Pro Bono Group, but still noted the educational benefits of seeing the law in practice: “It didn’t improve my understanding of social justice as a concept, but it helped me see how Law could really benefit people.” These responses endorse the assertions made by many clinical legal education practitioners and scholars over the years that undertaking pro bono work whilst at law school fosters a greater understanding of social justice and, indeed, social injustice.³³ As John Kramer, a former Dean of an American law school, is quoted as saying, “pro bono work can help sensitize many individuals to ‘worlds they usually ignore’”.³⁴

Clinical academics and practitioners have also argued for the invaluable education that participation in pro bono can offer in instilling ethical and professional responsibility in participants.³⁵ Again, this was supported by responses to our survey, which indicated that students are not only affected by the sight of vulnerable people benefitting from free legal assistance, they are also influenced by the experience of seeing lawyers using their skills to benefit those in need. For example, one student wrote: “As social justice is not covered as a core module in the first 2 years of the LL.B, the Pro Bono Group provides an insight as to how lawyers are able to give back to the community in an ethical way.”

This is not say that the Pro Bono Group is a perfect vehicle for delivering an education on social justice, though. One respondent remarked that:

I think that there is a gap in the curriculum in terms of encouraging law students to understand and work toward achieving social justice. However, I don't necessarily think that all the pro bono activities project that. While most have social justice as their underlying theme, whilst I was volunteering, the link between certain pro bono projects and social justice (i.e.: casework) was not easily understood. For the pro bono group to fully fill a missing social justice gap from the law school's teachings, the pro bono group would need to somehow introduce students to the concept of social justice and to underline that the ultimate purpose of such an initiative is to further the goals of the social justice movement.

Another respondent stated: “I don't think I gained much of an understand[ing]. Final year options such as youth crime and criminology were more useful.” There were many other comments that pointed out that in some cases, participation in a particular case did not involve any aspect of social justice at all, and that it largely depended on the luck of the draw which legal problem a student ended up dealing with.

iii. Student experience of contributing to social justice

Since participation with the Pro Bono Group, particularly FLAG, does not guarantee that students will advise on a case with a social justice element to it, it is perhaps inevitable that some students felt that they did not get to contribute to the provision of social justice in the local community. Table 2 shows how students found that participation with the Pro Bono Group primarily helped them develop their employability by improving their CV and practical legal skills, rather than helping them actually contribute to the provision of social justice:

Table 2: Which of the following did participation with the Pro Bono Group help you with the most?³⁶

It helped develop my employability by improving my CV and practical legal skills	It improved my academic ability by enhancing my educational experience	It helped me contribute to the provision of social justice
67%	34%	37%

Notwithstanding that only 37% of students felt that participation in the Group helped them to contribute to the provision of social justice, as we highlighted earlier in this chapter, we know that 44% feel the School does not currently do enough to introduce students to social justice issues. Indeed, of the eight students who ranked “social justice” as the least relevant factor in their decision to join the Pro Bono Group, four of them still thought that the Pro Bono Group should do more to promote social justice. If even those students who were not at all concerned about social justice observed that the Group could do more, then we can surmise that the Group should do more to ensure that students get to experience social justice in action and the both the Group and the School should do more to educate students as to the links between social justice and the law.

Having said, this, our findings did not completely align with McKeown’s survey of Northumbria students.³⁷ McKeown found that participation with pro bono does not necessarily increase students’ desire to continue such work after graduation,³⁸ whereas 43% of our respondents stated that participation in the Pro Bono Group made them more interested in pursuing a career in social justice. Although 56% of students we surveyed said that participation had no bearing on their career preferences, it is notable that just 1% of students said that participation deterred them from pursuing a career in social justice.

Conclusions

It is clear from the responses to our survey, that there is no predominant motivating factor as to why students participate in pro bono. It would seem that a desire to pursue social justice is broadly matched, or indeed slightly exceeded, by a desire to improve employability and develop legal skills and knowledge. It is also evident that these two objectives are not necessarily mutually exclusive: students wish to participate in the Pro Bono Group both for their own benefit and in order to benefit others, thereby mirroring the dual objectives of the Group.

We did not conduct this survey because we propose to let students dictate the strategy for our clinic without regard to external forces such as societal need or our own understanding and experience of the

educational advantages and skills development that participation in pro bono can offer. We conducted the survey because there is very little literature to date on why students involve themselves in pro bono and therefore whether the outcomes realise students' original objectives and, if not, how they think their needs can better be served. In undertaking this study, we discovered that our Pro Bono Group volunteers understand the educational benefits of pro bono and that these are largely realised. However, many students are motivated by a desire to further social justice, but do not necessarily find themselves attuned to the social justice elements that are implicit in our current offering. We can tentatively conclude that Pro Bono Group participants think that law schools should teach them about social justice, and whilst they do get some exposure to social justice in both theory and practice, there is still more that can be done. Indeed, one student stated "I don't think social justice is nearly made explicit enough in the running of the pro bono group."

When asked what they think Birmingham Law School could do to introduce students to issues of social justice, just eight respondents said that the School does not need to do anything more. 60 suggested that the School should offer a compulsory module in the first year that introduces students to issues of social justice, but which will not count towards their final degree classification. Just 29 students thought that the law clinic and other pro bono activities should be made into compulsory modules, although 58 thought that it would be good to offer these activities as optional final year modules.

In response to the overwhelming feedback that social justice ought to be a more explicit element of the Pro Bono Group and that Birmingham Law School does not currently do enough to educate students in this area, we propose to take the following two steps. First, as an immediate response, we will introduce a series of voluntary workshops for Pro Bono Group members. These will explore the theoretical underpinnings of social justice and the impact that the work of the Pro Bono Group can and does have on the local community. External speakers working in the field of social welfare law will be invited to speak to students about their experiences of social justice and its links to the law. Our decision to make the workshops voluntary reflects the revelation by our survey that students self-select those activities which best realise their motivations. Those who become involved because they already have an interest in social justice, and those who do not yet know a great deal about social justice but are keen to know more, will have access to a means to develop their understanding, whilst those students who are participating purely to develop their CV, will not be obliged to commit more time than already demanded by the project that they are working on.

Secondly, we will look to incorporate elements of social justice into the Law School's curriculum. We will seek to ensure the inclusion of an overview of the concept of social justice in a pre-existing compulsory

module, which introduces first year students to law and legal study during their first semester. This will make certain that all undergraduate students receive at least a basic introduction to the concept and its relationship to the law. We are also in the process of developing credit-bearing third year clinical modules. Those students who select these modules will be given an opportunity to explore the idea of social justice to a greater degree and to reflect on its links to the law and to pro bono. Furthermore, the degree of understanding that students can achieve of social justice and its relationship to the law is inevitably subject to certain limitations where it is restricted to theoretical classroom-based teaching experience only.

We hope that in adopting a comprehensive approach which offers an opportunity to experience the interaction between theory and practice first-hand all Birmingham Law School graduates will have some degree of familiarity with social justice and those with a particular interest in the area will have ample opportunity to develop their understanding. It would perhaps be interesting to conduct our survey again in a few years' time in order to establish whether students' understanding of social justice and their motivations for volunteering with the Pro Bono Group change as a result of our altered practices.

¹ We used the Bristol Online Survey tool to carry out a web-based survey (<https://www.onlinesurveys.ac.uk/>). The questionnaire is set out in Appendix A.

² Ethical approval for this study was granted by the University of Birmingham's Humanities & Social Sciences Ethical Review Committee on 10 November 2014.

³ See <http://www.birmingham.ac.uk/schools/law/life/pro-bono/index.aspx>

⁴ Figures for academic year 2014-15. Students submit a written application, and are selected on the basis of their enthusiasm for and commitment to pro bono. Second and final year students include those on the traditional three-year LLB programme; the four-year joint honours programmes of Law with French, Law with German, and Law with Business, and the two-year LLB for Graduates programme.

⁵ See <http://www.birmingham.ac.uk/schools/law/life/pro-bono/index.aspx>

⁶ In 2014-15 FLAG advised on 33 cases of which nine were not areas of law typically equated with social justice. These included: civil litigation; property; and company law.

⁷ For an insight into the social justice and educational benefits of StreetLaw, as experienced in different countries around the globe, see Richard Grimes, David McQuoid-Mason, Ed O'Brien and Judy Zimmer, 'Street Law and Social Justice Education' in Frank S. Bloch (ed), *The Global Clinical Movement Educating Lawyers for Social Justice* (OUP 2011)

⁸ Our external volunteers are solicitors and barristers from the Birmingham offices of Mills & Reeve LLP, No5 Chambers and Shakespeare Martineau LLP.

⁹ <http://www.oxforddictionaries.com/definition/english/social-justice?q=social+justice> See also the definition giving in David Miller, *Social Justice* (OUP 1976) 22

¹⁰ See for example Elizabeth A. Segal, 'Welfare reform: The Need for Social Empathy' in Ira C. Colby, Catherine N. Dulmus, and Karen M. Sowers (eds), *Social Work and Social Policy: Advancing the Principles of Economic and Social Justice* (John Wiley & Sons 2012); Hawal Shamon and Hermann Dulmer, 'Raising the Question on 'Who Should Get What?' Again: On the Importance of Ideal and Existential Standards' [2014] Soc Just Res 340; and Robin Attfield 'Ecological Issues of Justice' [2009] Journal of Global Ethics, 5:2, 147

¹¹ Such as, law centres and high street family, immigration or housing specialists who are more likely to encounter legal issues with a social justice element on a regular basis.

¹² For details about the Qualifying Law Degree (QLD) and its requirements, see the Solicitors Regulation Authority's Academic Stage Handbook, Appendix 4: <http://www.sra.org.uk/students/academic-stage.page>. Some of the modules for a

QLD, particularly Public Law and Criminal Law, expose students to concepts of individual rights, equality, and non-discrimination, but none are expressly focused on social justice. See: Andrew Sanders, 'Poor Thinking, Poor Outcome?: The Future of the Law Degree after the Legal Education and Training Review and the Case for Socio-Legalism' in Hilary Sommerlad, Sonia Harris-Short, Steven Vaughan and Richard Young (eds), *The Futures of Legal Education and the Legal Profession* (Hart Publishing 2014) for a critique of the emphasis placed on law for corporations and the wealthy in QLD subjects. It should be noted that some law schools do offer explicit programmes that focus on social justice. See, for example, the opportunities offered by the School of Law and Social Justice at the University of Liverpool.

¹³ Legal Aid, Sentencing, and Punishment of Offenders Act 2012

¹⁴ 'Legal Aid Cuts: What It Means for Students', *The Student Lawyer*, 21st December, 2013, available at <http://thestudentlawyer.com/2013/12/21/legal-aid-cuts-what-it-means-for-students/>

¹⁵ Clive Stafford-Smith, 'The Dull Compulsion of Student Debt', *The Guardian*, 11th November, 2010, available at <http://www.theguardian.com/commentisfree/cifamerica/2010/nov/11/tuition-fees-student-finance>

¹⁶ One participant declined to answer this question

¹⁷ The other 6% remained neutral on this statement

¹⁸ Frank S. Bloch and Mary Anne Noone, 'Legal Aid and Origins of Clinical Legal Education' in Frank S. Bloch (ed), *The Global Clinical Movement Educating Lawyers for Social Justice* (OUP 2011) 153

¹⁹ Frank S. Bloch and Mary Anne Noone, 'Legal Aid and Origins of Clinical Legal Education' in Frank S. Bloch (ed), *The Global Clinical Movement Educating Lawyers for Social Justice* (OUP 2011) 156

²⁰ See generally: Edward Santow and George Mujundi Wachira 'The Global Alliance for Justice Education', in Frank S. Bloch (ed), *The Global Clinical Movement Educating Lawyers for Social Justice* (OUP 2011); Shuvro Prosun Sarker, 'Empowering the Underprivileged: The Social Justice Mission for Clinical Legal Education in India' (2013) 19 IJCLE; Ibijoke Patricia Byron, 'The Relationship Between Social Justice and Clinical Legal Education: A Case Study of the Women's Law Clinic, Faculty of Law, University of Ibadan, Nigeria' (2014) 20(2) IJCLE; and Becky L. Jacobs, 'Cultivating Purposeful Curiosity in a Clinical Setting: Extrapolating From Case to Social Justice', (2015) 21(2) *Clinical Law Review*

²¹ Deborah L. Rhode, 'Pro Bono in Principle and in Practice' Stanford Public Law and Legal Theory Working Paper Series, 53

²² Donald Nicholson, '“Education, education, education”: Legal, moral and clinical' (2008) 42(2) *The Law Teacher* 168

²³ Or described another way, education and employability. For example, The University of York Law School's website states 'The Clinic aims to deliver the highest possible standard of service, while maintaining its primary focus on educational opportunities' (<https://www.york.ac.uk/law/clinic/>)

²⁴ For example: Carolyn Grose, 'Beyond Skills Training, Revisited: The Clinical Education Spiral' (2013) 19(2) *Clinical Law Review*; Jonny Hall and Kevin Kerrigan, 'Clinic and the Wider Law Curriculum' (2011) 15 IJCLE; William L Berman, 'Why not an International Clinical Legal Education Exchange Programme? It is worth the SCHLEP' (2014) 21(1) *Clinical Law Review* Lydia Bleasdale-Hill and Paul Wragg, 'Models of Clinic and their Value to Students, Universities and the Community in the post-2012 Fees Era', (2013) 19 IJCLE

²⁵ Paul McKeown, 'Law Student Attitudes Towards Pro Bono and Voluntary Work: The Experience at Northumbria University', (2015) 22(1) IJCLE 22

²⁶ Deborah L. Rhode, 'Pro Bono in Principle and in Practice' Stanford Public Law and Legal Theory Working Paper Series 103 and Robert Granfield 'Institutionalizing Public Service in Law School: Results on Impact of Mandatory Pro Bono Programs' *Buffalo Law Review* (2007) 54(5) 1379

²⁷ The other social justice options were: "To help people in the local community"; and "I was concerned that recent cuts to legal aid would leave many people without access to legal advice".

²⁸ The other personal enhancement reasons were: "To develop the practical legal skills that I need for my career"; "Because I thought participation would help me with my studies and enhance my educational experience"; and "To network with the professional volunteers".

²⁹ Eleven of the 19 students who listed "other" as one of their primary reasons for volunteering provided further details. Of these reasons, two can in fact be attributed to personal enhancement; five were social-justice orientated; and four were genuinely original reasons such as seeing the Group as an opportunity to meet and socialise with peers in the Law School.

³⁰ Percentages have been rounded to the nearest whole number

³¹ Or perhaps excessive. The question does not allow for greater analysis on this point.

³² It may be that those who did not respond were current volunteers who, at the time of the survey, had not yet participated in any pro bono activities.

³³ See for example the work of members of the Global Alliance for Justice Education to advance justice education as summarised in Edward Santow and George Mujundi Wachira 'The Global Alliance for Justice Education', in Frank S. Bloch (ed), *The Global Clinical Movement Educating Lawyers for Social Justice* (OUP 2011)

³⁴ Deborah L. Rhode, 'Pro Bono in Principle and in Practice' Stanford Public Law and Legal Theory Working Paper Series 53 citing former Dean of Tulane Law School Dean John Kramer

³⁵ Nigel Duncan and Susan L Kay, 'Addressing Lawyer Competence, Ethics and Professionalism' in Frank S. Bloch (ed), *The Global Clinical Movement Educating Lawyers for Social Justice* (OUP 2011)

³⁶ Of course, this adds up to more than 100%. Unfortunately, students did not seem to understand the question, and several students put both "helped improve my employability" and "helped me contribute to the provision of social justice" as their primary answer, even though the question specifically asked students to state one over the other. 99 students answered this question.

³⁷ Paul McKeown, 'Law Student Attitudes Towards Pro Bono and Voluntary Work: The Experience at Northumbria University', (2015) 22(1) IJCLE 22

³⁸ Paul McKeown, 'Law Student Attitudes Towards Pro Bono and Voluntary Work: The Experience at Northumbria University', (2015) 22(1) IJCLE 2