**Comenius University / International Journal of Clinical Legal Education Conference**

**ENCLE - IJCLE 2019 Improving the Future: Using Clinical Legal Education to Educate Lawyers for a Just Society**

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| Title | Professor |
| Lead Presenter First Name | Paula |
| Lead Presenter Last Name | Galowitz |
| Organisation of Lead Presenter | New York University School of Law |
| Name/s and details of other presenters | Professor Catherine Klein, The Catholic University of America,  Professor Ulrich Stege, International University College of Turin |
| Title of Proposal | The Role of Risk Taking in Justice Education |
| Summary of Proposal | We will explore the role of risk-taking in justice education to support the creation of a generation of actors ready to implement systemic, institutional, and social change. We will discuss some of the theoretical perspectives and foundational roots of risk-taking for social change, as well as issues relating to Power and Privilege.   We will discuss how these theories can contribute to fresh applications in our programs, exploring a variety of tools and specifically designed clinical experiences. Colleagues attending this session will reflect together on the role of risk-taking in their teaching. We will work together in the session to share approaches to incorporating these lessons to increase the transformative aspects of learning for our students and ourselves. |
| Abstract Proposal | Within the present atmosphere of raising nationalism, individualism, accepted discrimination, limitation of democratic freedoms, and other signs of systematic injustices in many of our societies, the courage to take a risk to stand up for justice is sometimes required.   This session directly relates to the conference theme of using clinical education to educate lawyers for a just society. In this session, we will explore the role of risk-taking in justice education in order to support the creation of a generation of actors ready to act to implement systemic, institutional, social, and cultural change. Part of the session will include discussion of some of the theoretical perspectives and foundational roots of risk-taking for social change. In addition, it will also raise issues related to Power and Privilege, which have important impacts on how and why a person acts and is ready to take certain risks.   We will then discuss how theories about risk-taking can contribute to fresh applications in our programs. We will explore a variety of tools that we can use in our teaching, including intentional use of role models, personal stories and identity, and methods supporting courage. We will discuss specifically designed clinical experiences that can support these teaching goals. Colleagues attending this session will reflect on the lessons we have learned from our cross- discipline investigations into this topic. We will all suggest approaches to incorporate these lessons to increase the transformative aspects of learning for our students and ourselves.  The format of the session will be highly interactive. Discussions will take place both in small and large groups. Each colleague in the session should leave the room with a deeper understanding of the role of risk-taking in justice education and of how to incorporate some of those elements in our clinics in these difficult times.   The three presenters (Catherine Klein, Ulrich Stege and Paula Galowitz) have been deeply involved in clinical education for many years and have presented at numerous clinical conferences, including IJCLE, ENCLE and GAJE.  Please note: The presenters are requesting 90 minutes for this session, or 60 minutes if 90 is not possible. |