

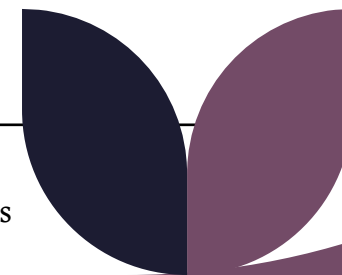


ACCESS-TO-JUSTICE EDUCATION IN CANADA:

Challenges and Potential for Reflective Practice

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WHY MAP ACCESS-TO-JUSTICE EDUCATION?

- Over 3 years, **48% of people** 18+ will face one or more serious legal issues (2018 CFCJ study).
- **87% of people** who experience a serious legal issue will try to resolve it outside the formal justice system (2021 Statistics Canada report).
- Our project—BC ACE Education Initiative



OUR RESEARCH: PATHWAYS

Objectives

- **How** do law schools teach A2J concepts and principles?
- **Which** A2J pathways dominate?
- **Where** do A2J pathways appear in the curriculum?
- **What** are the **gaps** and opportunities?

Scope

- **24 Canadian law faculties** (common and civil law programs)
- **Course** descriptions, curriculum programs, syllabi (where available)
- **Clinics** and experiential learning programs
- Student and faculty-led **initiatives**
- Terms: Sept 2024-Mar 2026

OUR RESEARCH: COMPETENCIES (IN PROGRESS)

Objective

- Inventory of **core professional competencies** for A2J lawyering

Scope

- Western Canada Competency Profile (2024)
- National and select international (Commonwealth) law societies/regulators (or equivalent)
- Doctrinal research on A2J and person-centred justice
- Consultation*

PATHWAYS TO A2J EDUCATION



PATHWAYS: A LOOK AT THE NUMBERS



24
law
faculties

300+
courses

126+
clinical /
experiential
learning
opportunities

176+
faculty or
student
initiatives

PATHWAYS IN ACTION: LAW SCHOOL



PRELIMINARY FINDINGS

1. A2J education is present in **every law school**
2. **Range of coverage**
3. Few schools offer a **dedicated** A2J learning pathway
4. Student competency depends largely on **electives** or choice programs
5. Limited scaffolding for **reflective practice** and resilience training
6. Opportunities to learn from **community partners** with lived experience
7. Fragmented **assessment** approaches
8. Limited focus on lawyer **wellness** or resilience training

OPPORTUNITIES

- Competency-based **micro-credentials** in people-centred, barrier-shifting topics.
- Pedagogical learning strategies that mirror **everyday legal problems**, highlight tensions, and challenge students to identify systemic responses to A2J barriers.
- **Interdisciplinary** collaborations outside the law faculty and school.
- A2J-friendly **law practice design**.
- **Reflective assessment** opportunities that measure growth in A2J practice development.
- **Wellbeing** and resilience training.

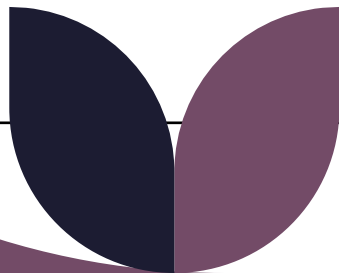
How should we **define** the scope of A2J to ensure it is inclusive and agile?

How should we teach A2J concepts, principles, and practice in law school?

WHAT'S NEXT?

- Final Report
- Modular-type A2J course
- Shared resources
- Phase 2—*coming soon!*

Your next step? Tell us what you think!



THANK YOU

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