ACCESS TO JUSTICE LEGAL APPS CHALLENGE MODULES

○ **MODULE 1: What is Access to Justice?**
Introduces students to the concept of access to justice by defining a legal problem and exploring barriers that prevent people from getting help for their legal problems.

○ **MODULE 2: Access to Justice & Technology**
Students brainstorm ideas for their own apps to address access to justice after learning about the benefits and risks of using technology to address access to justice needs.

○ **MODULE 3: Access to Justice App Design**
Students learn about how to apply a "human-centered" design approach to their own access to justice apps.

○ **MODULE 4: Legal App & Poster Presentation**
Students develop persuasive speaking skills while they prepare posters and presentations outlining their app design.

○ **MODULE 5: Pitching Access to Justice Apps**
Each student group pitches their app idea to the class with a goal of persuading the class that their app technology will help users address access to justice issues.

ACCESS TO JUSTICE APP DESIGN

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Module 3 Introduction: Access to Justice App Design

Module 3 will instruct students on how to design their own access to justice app. Specifically, this Module will walk students through the various elements of using a "human-centered" design approach, which is a design strategy that focuses on the "needs, values and aspirations of the people who are the target audience of the [app]."[1] By taking this design approach, students will create apps that are specifically tailored to meet the needs of their community and solve pressing access to justice issues.

Learning Objectives
- To introduce students to the necessary considerations for designing access to justice apps
- To provide students with the opportunity to design their own access to justice app in small teams

Materials
- Designing Legal App Worksheet
- Legal Challenge Cards – Legal Problems and Access to Justice Barriers (optional)

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[1] Margaret D Hagan, "A Human-Centered Design Approach to Access to Justice" (2018) 6(2) Ind J L & Soc Equality at 202.

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Module 3: Lesson Plan

Total Time: 1 hour 10 minutes

Part 1: Counting Game Warm-up   **5 minutes**

- Begin with a warm-up to get people thinking about teamwork, patience, and listening. In the counting game, the goal is to have the entire group count to the number of people in the group (eg. A group of 20 must count to 20). Each participant says one number, and the count resets if anyone says the same number or speaks over each other.

Part 2: Legal App Design   **20 minutes**

1. **Identifying a legal problem**
   - Students must choose a legal problem that they want their access to justice app to solve.

   Q. Thinking back to Module 2, can anyone remember some legal problems that access to justice apps currently address?
   - Discrimination based on gender identity and expression (*JusticeTrans*); heating code violations (*HeatSeek*); unauthorized police surveillance, encounters and searches (*Mobile Justice*); and parking tickets (*DoNotPay*).

2. **Researching a chosen legal problem OR using legal challenge cards**
   - Students must research their chosen legal problem to ensure they adequately understand the issue they are trying to address.
   - When researching, it is important for students to remember that not all websites are reliable and accurate.
   - See list of recommended online sources on page 10—students can of course use other sources as well, but should be cautious about their accuracy.

   OR
   - If students do not have time to do research outside of class, you can instead use the legal challenge cards from Appendix 2. Each group can choose one card and design an app in response to the legal problem on the card.
   - These cards can also be used to help focus research for students unsure of where to start.

3. **Identifying a target audience**

   Q. Why is it important for you to identify a target audience for your access to justice app?
   - Knowing who the app is intended for will allow students to tailor the apps design so that it meets the needs of their target audience (*see footnote #9 on page 10*).
   - E.g. *HeatSeek* (*see page 11*).

4. **Overview of the proposed app**
   - Students must articulate the basic purpose of their app: what is their reason for creating it? (*see footnote #12 on page 11*).

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Q. Why is an app's purpose important?
- It provides clarity and direction
- Students can regularly look back at their purpose statement to ensure that they are not losing focus throughout the design process (*see footnote #14 on page 11*).
- Students must also consider what functions their app will perform.

Q. Thinking back to Module 2, what functions can access to justice apps perform? (*see page 11*)
- Provide legal information; resolve a legal problem; prepare legal documents; collect data used for legal evidence; connect people with a lawyer or a court.

Q. What types of technology do apps use to perform these functions?
- *DoNotPay*: artificial intelligence (*see footnote #14 on page 11*).
- *Mobile Justice*: video and audio technology (*see footnote #15 on page 11*).

5. **Identifying the apps outcomes**
   - These are the benefits that the user will receive from using the app.

   Q. What are short-term outcomes?
   - The more immediate consequences of using the app.
   - E.g. *HeatSeek's* short-term outcome is to provide tenants with the technology to quickly and easily document the temperature in their home (*see footnote #18 page 12*).

   Q. What are long-term outcomes?
   - The bigger picture that is typically achieved by the short-term outcome.
   - E.g. *HeatSeek's* long-term outcome is to make NYC a safer, warmer place to live (*see footnote #19 page 12*).
   - Long-term outcomes tend to be broader and point to the social change that the app wishes to create.

6. **Marketing legal apps**

   Q. Why is marketing an important component of your apps design?
   - If people don't know your app exists, they won't use it and it won't have its intended effect. (*see pages 12-13*).

   Q. What is the first step to market your app?
   - Naming your app—app names should be short and easy to remember.
   - They should signal the app's basic purpose and functions to the target audience.

   Q. How else can you spread the word and promote your app?
   - Promote the app in physical spaces where the target audience is likely to see or hear about it.
   - Promote the app online where it is likely to be seen by the intended audience.

7. **Evaluation & Redesign**
   - Apps should be regularly evaluated and updated accordingly to ensure that they best serve their target audiences' needs.

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Part 3: Worksheet Activity   **40 minutes**

Designing legal app worksheet
- Students will spend the rest of the class applying what they've learned and designing their own access to justice app.
- In groups of two or three, students will complete the Module 3 worksheet.
- Students may want to do online research outside of class hours to complete this worksheet.

Part 4: Conclusion & Debrief   **5 minutes**

- Ask students for their feedback on how the design process went.
- Are there any missing pieces of information or resources that would make their work easier?

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Module 3: Activity Materials
Worksheet Instructions

This worksheet will walk students through designing their own access to justice app. Students should complete this worksheet in groups of two or three.

Given that students will be required to do some online research, they may also want to work on this assignment outside of regular class hours.

Alternatively, to keep the module contained in one session, you can use the pre-made legal challenge cards in Appendix 2. These cards provide basic information about a range of legal problems. Students can choose one of these to address instead of doing outside research.

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Team name: _____ Date: _____

Team members: _____

Designing Legal App Worksheet[1]

A. Description of Problem and Target Users

- What A2J problem are you going to try to solve?

- How do you know it is a problem? (Please do some online research to support your answer).

- Who are your target users - who specifically experiences this problem?

B. Overview of Proposed App

- What is the basic purpose of the app?

- What kind of functions will the app perform? (e.g. give information/educate, help resolve a problem, help prepare documents, connect people with a lawyer or a court)

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[1] Worksheet based on University of Colorado Boulder Engineering, "Defining the Problem Worksheet", online (pdf): *Teaching Engineering* <https://www.teachengineering.org/content/cub_/activities/cub_creative/cub_creative_activity1_worksheet_v3_tedl_dwc.pdf>.

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C. Outcomes

- What short-term outcomes are expected?

- What long-term outcomes are expected?

D. Getting the Word Out

- What is your app's name? How does it relate to or signal to users the app's basic purpose and the functions it performs?

- How will your target users know that this app exists (online advertisement is fine but also think of other ways that are focused on your target users).

ACCESS TO JUSTICE APP DESIGN

Appendix 1: Legal App Design Background Information

Below are some of the key things to consider when designing an access to justice app.

It is important to note that students do not have to follow the chronological order outlined below—everyone brainstorms differently and that is okay. For example, most students will likely start by choosing a legal issue that they would like their app to address. However, some students might start by considering the target population they would like their app to serve, and then identify a legal issue that the chosen population experiences. Regardless of the order they choose, the elements below will guide students through an effective legal app design process.

1. Identifying a legal problem

To begin, students should identify a legal issue that they want to try and solve. This will require stepping back and thinking about the bigger picture: what legal needs are students going to try and meet through their app?

If students have trouble identifying a legal issue, it may be helpful for them to think about some of the legal problems that came up throughout this Mini-Course so far, or things they've heard about in the news, on TV, or anywhere else.

Specifically, students should think back to Modules One and Two of this Mini-Course and consider the common legal problems that people regularly experience. For example, students previously learned that the most common legal problems that Canadians report experiencing relate to consumer law (e.g. not getting what was paid for, defective products, consumer contract disputes), legal problems related to debt, and employment disputes.[1]

Additionally, some students may find it easier to start off by thinking about a specific community that they would like their app to serve (we will discuss this more in step #3). For example, the legal app *JusticeTrans* that was discussed in Module 2 was created specifically to serve the transgender community, as transgender people regularly experience rights violations related to their gender identity and expression.[2]

2. Researching a chosen legal problem

Students should spend some time researching their chosen legal issue to better understand the problem they are trying to solve with their app. To guide their research, students may want to write some brief notes on the following:

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[1] Canadian Forum on Civil Justice, "The Cost of Civil Justice in Canada: What do we know, what don't we know, what should we know" (Presentation delivered at the Law and Society Association Annual Meeting, Mexico, 22 June 2017) at 8, online: *Canadian Forum on Civil Justice* <http://cfcj-fcjc.org/sites/default/files//docs/Law%20and%20Society%20-%20What%20we%20Know%2C%20Don%27t%20know%20and%20Should%20know%20about%20the%20Cost%20of%20Justice%20in%20Canada.pdf>.

[2] JusticeTrans, online: *JusticeTrans* <www.justicetrans.org>.

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- Is the chosen problem really a legal issue? How do they know?
- How common is this legal problem?
- Who does this legal problem impact?
- What are the negative consequences caused by this legal problem?
- Are there any services or resources currently being offered to solve this problem?
- Are there any access to justice apps that already exist that address this legal problem?

If students discover that their chosen legal problem is already being addressed by a variety of apps, they may want to consider a different legal issue or design their app so that it does not overlap with any of the services that are currently being offered.

A. Finding credible legal information online

Some online sources are more reliable than others. Students must therefore be critical of the websites that they collect their information from. For example, open-source platforms such as Wikipedia are not always reliable because anyone can edit content without any regulation of the information's accuracy. Students should therefore avoid using Wikipedia for their research.

Government websites and public legal education organizations are good places for students to start looking into their chosen legal problem. Below are just a few examples of some reliable sources that students may find helpful:

- The Government of Canada Department of Justice website[3]
- The Ontario Justice Education Network (OJEN) website[4]
- The Community Legal Education Ontario (CLEO) website[5]
- The Canadian Forum on Civil Justice (CFCJ) website[6]
- The Canadian Bar Association Access to Justice Report: Reaching Equal Justice[7]

3. Identifying a target audience

Once they have a better understanding of their legal problem, it is crucial for students to identify a target audience so that they can tailor their app's design to meet their demographics' needs. It is important to note here that an app is only successful if people need to use it and also want to use it.[8] When students identify their target audience, they are better able to make design decisions that "would motivate [users] to use [their] app" and therefore ensure its success amongst their target audience.[9]

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[3] Government of Canada Department of Justice, online: *Department of Justice* <www.justice.gc.ca/eng/>.

[4] Ontario Justice Education Network, online: *Ontario Justice Education Network* <www.ojen.ca>.

[5] Community Legal Education Ontario, online: *Community Legal Education Ontario* <www.cleo.on.ca>.

[6] Canadian Forum on Civil Justice, online: *Canadian Forum on Civil Justice* <www.cfcj-fcjc.org>.

[7] Canadian Bar Association (CBA), "Reaching Equal Justice Report", Report of the CBA Access to Justice Committee (2013), online: *Canadian Bar Association* <http://www.cba.org/CBAMediaLibrary/cba_na/images/Equal%20Justice%20-%20Microsite/PDFs/EqualJusticeFinalReport-eng.pdf>.

[8] Max Paterson, "Legal App Design: 3 Things to Lock Down before Starting an Automation App" (12 June 2019), online: *JDSupra* <www.jdsupra.com/legalnews/legal-app-design-3-things-to-lock-down-53788/>.

[9] *Ibid*.

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For example, the access to justice app *HeatSeek* that we discussed in Module 2 was designed to help low-income tenants who are the victims of heating code violations.[10] By identifying this target population, *HeatSeek* develop an effective app to collect renter's temperature data without tenants having to manually record this information themselves.[11] *HeatSeek* was therefore developed with the users' needs and ease of use in mind.

4. Overview of Proposed App

Now that students have identified and researched their chosen legal problem, and have identified their target audience, they should begin to think about the basic concept of their app.

A. *What is the basic purpose of the app?*

Students must identify a clear and concise purpose for their app. The purpose is simply the reason for doing something.[12] For example, the app *DoNotPay* was designed with the purpose of helping ordinary drivers challenge their parking tickets.[13]

For this Module, students should ask themselves why they want to create the app that they have chosen to design and write down their answer in one or two short sentences. This short purpose statement will anchor students throughout the rest of the design process; they should regularly refer back to their purpose statement and ask themselves "am I still heading in the right direction, or does my purpose need to be re-adjusted?"[14] Regardless of whether their purpose stays the same or evolves throughout the design process, the purpose statement will guide students' progress along the way.

B. *What kind of functions will the app perform?*

This is where students will begin to think more specifically about how their app will work to achieve their purpose. For example, students' apps may provide legal information, resolve a legal problem, prepare legal documents, collect data used for legal evidence, or connect people with a lawyer or a court. Students' apps may perform one or a variety of these functions.

Related to the above, students may also want to consider what type of technology their app will use to perform their chosen functions. For example, their app may use artificial intelligence to walk people through their legal problems and provide tailored advice like the app *DoNotPay*.[15] Or, their app may use video and audio technology to record and store data that can then be used as legal evidence like the app *Mobile Justice*.[16]

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[10] HeatSeek, online: <heatseek.org/how-it-works-2> [HeatSeek].

[11] *Ibid*.

[12] Matthew Emmanuel Pineda, "The difference between purpose, goals, and objectives" (9 September 2017), online: *Profolus* <www.profolus.com/topics/difference-between-purpose-goals-objectives/>.

[13] Vice News, "The Robot That Can Get You Out Of Parking Tickets (3 November 2016), online: *Youtube* <www.youtube.com/watch?v=4ywSt641A58> [DoNotPay].

[14] Paterson, *supra* note 8.

[15] DoNotPay, *supra* note 13.

[16] Mobile Justice, online: *Mobile Justice California* <www.mobilejusticeca.org>.

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To help choose the kind of technology that their apps will use, students may want to consider the variety of apps that they currently use in everyday life and the types of technology that those apps offer. It is possible that the functions of these non-legal apps could be re-purposed for an access to justice function.

Students should be realistic about the functionality of their app design; although they do not have to map out the technical details of their app, they should design something that is technologically feasible to create.

5. Identifying the app's outcomes

Students must consider the tangible outcomes of their access to justice app—both short and long-term.[17] Students may also think of their outcomes as their app's goals, i.e. what benefit will users walk away with after using the app?[18]

A. Short-term outcomes

Short-term outcomes are the more immediate consequences of using an access to justice app. For example, *HeatSeek's* short-term outcome is to provide tenants with technology that allows them to "quickly and easily document the temperature in [their] home".[19]

B. Long-term outcomes

Long-term outcomes are generally the consequences of the short-term outcomes, or what the app is intending to ultimately achieve. For example, *HeatSeek* ultimately strives to "make the city a safer, warmer place to live for all New Yorkers".[20] As you may tell, the long-term outcome or goal is much broader than the short-term outcome and speaks directly to the social change that the app wishes to create.

6. Marketing legal apps

If people do not know what an app does or that it exists, then the app will likely not be successful. It is therefore important for students to consider how they are going to spread the word about their app and encourage people to use it.

A. Naming the app

Students must name their access to justice app. When doing so, they should choose a name that is short, easy to remember, and that paints a picture of what the app is all about. Doing so will make the app memorable and signal the app's basic purpose and functions to the target audience.

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[17] Paterson, *supra* note 8.
[18] *Ibid*.
[19] *Ibid*.
[20] HeatSeek, *supra* note 10.

B. *Spreading the word*

Students should consider how they are going to spread the word about their access to justice app to their target demographic. One useful way to do this is to market the app in places where the target demographic is likely to see or hear about it. For example, if a student's app is intended to provide the Muslim community with legal information regarding their right to religious freedom, they may want to consider promoting their app at local Mosques or Islamic community centres.

Another useful place for students to promote their access to justice app is online. For example, if a student's app is intended to help low-income renters fight illegal evictions, they could promote their app on online websites or platforms where people search for apartment rentals, such as Facebook or Kijiji.

C. *Tailored marketing materials*

The marketing materials for students' apps should be designed to meet the target demographics needs. For example, if a student's app is intended to help refugees claim asylum in Canada, the promotional materials for the app should be available in a variety of languages other than just English.

Regardless of where and how students choose to market their apps, the promotion should be simple to understand, tailored for the target demographic, and placed where the intended user is likely to see or hear about it.

7. Evaluation & Redesign

Although this won't be an element of the students' final project, it is important that they recognize that access to justice apps are "part of a continuous cycle of evolution" and must regularly be updated to best meet users' needs.[21] Responsible access to justice apps should request user feedback and incorporate that feedback into improved versions of the software. This is the best way to ensure that an app is having its desired impact and appropriately serving the community as intended.

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[21] Paterson, *supra* note 8.

ACCESS TO JUSTICE APP DESIGN

Appendix 2: Legal Challenge Cards

Students will remember some of the most common legal problems and barriers to accessing justice that Canadians face from earlier modules. Those legal challenges are collected here on Legal Challenge Cards.

The **Legal Problems** cards can help students decide on a legal problem for their app to address.

The **Access to Justice Barriers** cards can help students identify useful functions for their apps to perform. Helpful features will help users overcome barriers.

If students do not have time to do independent research, or need a prompt to get them started, let them choose a legal problem and barrier from the following cards.

The information below was collected from earlier modules as well as sites recommended to students to conduct their own research:
- The Government of Canada Department of Justice website[22]
- The Ontario Justice Education Network (OJEN) website[23]
- The Community Legal Education Ontario (CLEO) website[24]
- The Canadian Forum on Civil Justice (CFCJ) website[25]
- The Canadian Bar Association Access to Justice Report: Reaching Equal Justice[26]

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[22] Government of Canada Department of Justice, online: <www.justice.gc.ca/eng/>; Ab Currie, "The Legal Problems of Everyday Life: The Nature, Extent, and Consequences of Justiciable Problems Experienced by Canadians", Government of Canada Department of Justice, online: *Department of Justice* <https://www.justice.gc.ca/eng/rp-pr/csj-sjc/jsp-sjp/rr07_la1-rr07_aj1/rr07_la1.pdf>.

[23] Ontario Justice Education Network, online: *Ontario Justice Education Network* <www.ojen.ca>; "Steps to Justice: Criminal Law", online: *Ontario Justice Education Network* <https://ojen.ca/en/resource/steps-to-justice-criminal-law>.

[24] Community Legal Education Ontario, online: <www.cleo.on.ca>; "What are the most common family law issues?", online: <https://www.cleo.on.ca/en/publications/introfam/common-family-law-issues>.

[25] Canadian Forum on Civil Justice, online: *Canadian Forum on Civil Justice* <www.cfcj-fcjc.org>; Trevor CW Farrow et al, "Everyday Legal Problems and the Cost of Justice in Canada: Overview Report" (2016), online: *Canadian Forum on Civil Justice* <https://www.cfcj-fcjc.org/sites/default/files/Everyday%20Legal%20Problems%20and%20the%20Cost%20of%20Justice%20in%20Canada%20-%20Overview%20Report.pdf>.

[26] Canadian Bar Association (CBA), "Reaching Equal Justice Report", Report of the CBA Access to Justice Committee (2013), online: *Canadian Bar Association* <http://www.cba.org/CBAMediaLibrary/cba_na/images/Equal%20Justice%20-%20Microsite/PDFs/EqualJusticeFinalReport-eng.pdf>.

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Legal Challenge Cards

Legal Problems

Consumer

Consumer issues come up when you have a problem with a purchase. For example:

- Your new laptop doesn't work
- There is a safety recall because your car has defective seatbelts
- You pay someone to renovate your house, but they do not do the job right

Legal Challenge Cards

Legal Problems

Debt

Debt issues come up when you owe someone money. For example:

- Your cell phone bill is not correct, and you want to dispute it
- A collections agency comes after you for an unpaid ticket or toll fee
- You owe money on your credit card

Legal Challenge Cards

Legal Problems

Employment I

Employment issues come up at work. For example:

- Your employer owes you wages for time you worked
- Equipment at work is unsafe
- You were unfairly disciplined or fired
- You're claiming employment insurance

Legal Challenge Cards

Legal Problems

Employment II

Employment issues come up at work. For example:

- You are dealing with harassment or bullying at work
- You were denied benefits
- You are an independent contractor, such as a rideshare service driver

Legal Challenge Cards

Legal Problems

Privacy

Privacy issues come up with the use or authorization of your data or personality. For example:

- Appropriating someone's likeness in a "Deep Fake" video
- Sharing someone's image without consent

Legal Challenge Cards

Legal Problems

Police Action I

Police Action includes interactions you may have with the police. For example:

- You were unfairly stopped or arrested with no reason given
- You were physically assaulted
- There were physical or verbal threats made against you

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Legal Challenge Cards
Legal Problems

Police Action II
Police Action includes interactions you may have with the police. For example:
- You were stopped because of racial profiling
- You were asked for your ID card when the police were not investigating an offence ("Carding")

Legal Challenge Cards
Legal Problems

Medical Treatment
Medical treatment refers to medical care you receive. For example:
- You have a medical procedure that you do not consent to
- A surgery is done incorrectly
- Seeking medical assistance in dying (MAiD) when terminally ill

Legal Challenge Cards
Legal Problems

Housing
Housing issues come up in relation to your house or apartment. For example:
- Your apartment needs repairs
- You are being evicted
- You argue with your neighbour about the boundaries of your properties
- You want to hold a rent strike

Legal Challenge Cards
Legal Problems

Personal Injury
Personal injury comes up when you are hurt and someone may be at fault. For example:
- Falling on an icy walkway
- You are hurt in a car accident
- You are hurt as a result of a crime
- Medical treatment goes wrong

Legal Challenge Cards
Legal Problems

Immigration
Immigration issues come up when coming to Canada to live or work. For example:
- Permanent residency or citizenship
- Sponsoring family members to come to Canada
- Applying for refugee status
- Applying for a student visa to study

Legal Challenge Cards
Legal Problems

Family
Family issues come up most often when a relationship breaks down. For example:
- Seeking child support
- Going through a divorce
- Taking out a restraining order against an abusive partner
- Dividing property after a divorce

ACCESS TO JUSTICE APP DESIGN

Legal Challenge Cards

Legal Problems

Legal Action

Legal Action comes up when you are involved in a criminal or civil legal matter. For example:

- You receive a letter saying you violated copyright laws for illegal downloads
- Filing paperwork for a lawsuit
- You have court dates

Legal Challenge Cards

Legal Problems

Disability

Disability issues are human rights issues for people with disabilities. For example:

- Pension (Canada, Provincial, Private)
- Discrimination
- Worker's compensation
- Transportation
- Assistive devices, such as wheelchairs

Legal Challenge Cards

Legal Problems

Discrimination

Discrimination can come up in any situation, but most often has legal consequences in work, employment, and accommodations contexts. For example:

- Discrimination based on Race, Age, Disability, Gender, Religion, Sexual orientation, Gender Identity

Legal Challenge Cards

Legal Problems

Criminal Law I

Criminal Law issues come up in relation to crimes. For example:

- You are driving while impaired
- Cannabis legalization and regulation
- You are the victim of a crime and need support to recover
- Sentencing someone who has been found guilty of a crime

Legal Challenge Cards

Legal Problems

Criminal Law II

Criminal Law issues come up in relation to crimes. For example:

- Getting a peace bond for protection against someone who is likely to commit a crime against you
- Conditions when released on bail
- Protocol for appearing in court

Legal Challenge Cards

Legal Problems

Criminal Law III

Criminal Law issues come up in relation to crimes. For example:

- Human trafficking
- Reviewing a criminal conviction
- Conditions in prison
- Testifying as a witness in a criminal trial

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Legal Challenge Cards

Access to Justice Barriers

Knowledge
People do not always know if their problems are legal or not, or where to go within the justice system.

Legal Challenge Cards

Access to Justice Barriers

Cost
Lawyer, court, and mediator fees can add up. Not everyone qualifies for Legal Aid to subsidize their costs.

Legal Challenge Cards

Access to Justice Barriers

Geographic Location
There may or may not be legal services available in the community.

Legal Challenge Cards

Access to Justice Barriers

Communication Barriers
Accessing legal services in your language.

Legal Challenge Cards

Access to Justice Barriers

Physical Ability
Whether legal services are physically accessible, such as through a wheelchair ramp or elevator.

Legal Challenge Cards

Access to Justice Barriers

Mental Ability
Someone may or may not have the cognitive abilities to complete lengthy paperwork most legal processes require.

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Legal Challenge Cards

Access to Justice Barriers

Number of Children

Childcare expenses and responsibilities may limit someone from seeing a lawyer during normal working hours.

Legal Challenge Cards

Access to Justice Barriers

Long Wait Times

Legal issues can take a very long time to resolve—in some cases, many years.

Legal Challenge Cards

Access to Justice Barriers

Complicated Legal Processes

Legal processes often require large amounts of complicated paperwork.

Legal Challenge Cards

Access to Justice Barriers

Negative Experiences

Previous bad experiences with lawyers, police, or the justice system might discourage people from reaching out for legal help.

Legal Challenge Cards

Access to Justice Barriers

Loss of Motivation

Not believing the legal system can do anything to resolve a legal problem.

Legal Challenge Cards

Access to Justice Barriers

Problem "Too Small"

Many consumer issues are annoying, but may not justify the expenses of hiring a lawyer.