



Global Alliance for Justice Education

6th Global Alliance for Justice Education Worldwide Conference
together with the 9th IJCLE Conference



Valencia, SPAIN

**11th-15th
July,
2011**

"Combating Social Injustice Through Justice Education"

International Journal of Clinical Legal Education
IJCLE

Global Alliance for Justice Education
GAJE

CONFERENCE REPORT

6th GAJE Worldwide Conference

Valencia, Spain

2011

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Preface

This report sets out the background leading up to the 6th biennial worldwide conference of the Global Alliance for Justice Education (GAJE) that was held on July 11-15, 2011, in València, Spain, an overview of the conference program, and brief descriptions of most of the conference sessions (including links to uploaded material available on the GAJE website). A day-by-day list of conference sessions is set out in the appendix. Further information about the conference and its program can be found on the website at www.gaje.org.

The conference was held in partnership with the 9th International Journal of Clinical Legal Education (IJCLE) Conference. The five prior GAJE worldwide conferences were held in Thiruvananthapuram, India, in 1999; Durban, South Africa in 2001; Krakow, Poland in 2004; Cordoba, Argentina in 2006; and Manila, Philippines in 2008. The IJCLE, which holds annual international conferences on clinical legal education, is edited and published at the School of Law at Northumbria University in England.

The conference was hosted by the Institute of Human Rights of the Faculty of Law at the University of València. Other local partners included the Legal Clinic at the University of València; the Human Rights Institute Bartolomé de las Casas at University Carlos III in Madrid, the Legal Clinic 'Dret al Dret' at the University of Barcelona, and CEDAT (Centre d'Estudis de Dret Ambiental de Tarragona) at the University Rovira i Virgili in Tarragona.

There were approximately 300 delegates representing more than 40 countries from every region of the world.

Conference planning

Planning for the conference began in September, 2009. A Site Selection Committee appointed by the GAJE Steering Committee engaged in discussions with the proponents of various proposals to host the conference, and attended a meeting organized by Prof. José Garcia Añón, vice-dean for academic development and of the Human Rights Center of the University of València which was attended by representatives of a number of other Spanish universities.

The Steering Committee chose València as the site for the conference and approved an overall plan for the conference as proposed by a consortium of four Spanish universities: Universitat de València, Universidad Carlos III de Madrid, Universitat de Barcelona, and Universitat Rovira i Virgili de Tarragona. The Steering Committee delegated the responsibility for planning the conference to two committees: A Conference Planning Committee and a Local Organizing Committee. Kevin Kerrigan was IJCLE liaison to both these Committees.

Organization and administration of the conference

The formal announcement of the conference was posted on November 19, 2010, with the overall theme of 'Combating Social Injustice through Justice Education'. Conference sessions were organized in streams, some of which followed the GAJE conference theme and others a related theme the IJCLE: 'Life, the Universe and Clinic: What questions does Clinic answer?'.

The conference was structured to facilitate interaction among participants by favouring small group sessions, interactive workshops, and other opportunities for sharing ideas, experiences, and materials. There was a small number of plenary sessions and opening and closing keynote speeches. The program included time set aside for a GAJE general meeting, and organized site visits to local justice education projects.

The program announcement invited proposals for GAJE conference sessions on the following designated streams:

1. **Legal Clinics and Human Mobility.** This stream focused on the practical and social justice aspects of migration and the role of legal clinics in destination countries for promoting rights of migrants, refugees, and asylum seekers.
2. **Legal Clinics and Socio-Economic Rights.** This stream focused on ways in which legal clinics can promote social and economic rights, such as the right to education, health, social welfare, etc.
3. **Legal Clinics and Environmental Justice.** This stream focused on social justice and environmental rights and the roles of legal clinics in promoting environmental justice.
4. **Justice Education and Academic Institutions.** This stream focused on the challenges of implementing Justice Education in traditional academic institutions (universities, research institutes, etc.), including issues such as curriculum reform, clinical scholarship, social action agendas, and innovation in clinical teaching methods.
5. **Justice Education Initiatives.** This stream encompassed all new initiatives that focus on forming the new generation of lawyers for social justice, including developing professional ethics, standards for working with vulnerable populations, street law programs, community legal education, etc.

An additional stream addressed the IJCLE conference theme: 'Life, the Universe and Clinic: What questions does Clinic answer?', and on the final day a stream was dedicated to a Street Law Workshop.

Responsibility for selecting among submitted proposals fell to a Conference Proposal Review Committee, the scheduling of sessions and streams was organized by Bruce Lasky, and the various sessions were coordinated by Lisa Bliss, with stream coordinators.

Registration and budgeting for the conference was handled by Frank Bloch, on behalf of the Conference Planning Committee, together with Antoni Llorente i Ferreres, the administrator of the Local Organizing Committee. As had been the case with prior GAJE conferences, persons registering for the conference could request a waiver or reduction of the conference fee, as well as a grant to cover travel and accommodations during the conference. A large percentage of registrations included these requests, which were reviewed and awarded by a Waivers and Grants Committee.

Local arrangements, including the selection and provision of conference facilities, the identification and designation of affordable accommodations for delegates, and arranging conference events and meals (including an opening dinner, a closing luncheon, lunch and coffee/tea breaks, and various receptions) were handled by Local Organizing Committee Chair José Garcia Añon with the assistance of the Committee's administrator, Antoni Llorente i Ferreres. Throughout the conference, the Local Organizing Committee was aided and supported by a large number of student volunteers.

This report was prepared by Simon Rice with assistance, encouragement and patience from Frank Bloch. Descriptions of conference sessions were prepared based on reports submitted by stream coordinators and session speakers, when available. Otherwise, descriptions were based on abstracts prepared by the session presenters. In a few instances only the session title is given, where neither a session report nor an abstract was available.

Conference committees and key responsibilities

GAJE Steering Committee 2008-2011

Africa: Lindi Coetzee (South Africa); Tewodros Alefe Meles (Ethiopia)

Australasia: Skye Rose (Australia); Edward Santow (Australia)

East Asia: Mao Ling (Peoples' Republic of China); Bruce Lasky (Thailand)

Eastern Europe (including Russia): Filip Czernicki (Poland); Mariana Berbec-Rostas (Romania)

South and Central America (including Mexico): Celeste Romero (Argentina); Carlos Maria Varas (Argentina)

South and Central Asia (including the Mideast): Zahra Maranlou (Iran); Sivanandan Sivakumar (India)

North America: Frank Bloch (USA); Minna Kotkin (USA)

Western Europe: Sara Chandler (UK); Diego Blázquez Martin (Spain)

At-large: Catherine Klein (USA); David McQuoid-Mason (South Africa)

Officers: Filip Czernicki, President; Celeste Romero, Secretary; Frank Bloch, Treasurer

Site Selection Committee

Mariana Berbec-Rostas (Romania) (Chair), Frank Bloch (USA), Filip Czernicki (Poland), Catherine Klein (USA), Bruce Lasky (Cambodia), David McQuoid-Mason (South Africa)

2011 Conference Planning Committee

Mariana Berbec-Rostas (Romania) (Local Organizing Committee Liaison), Diego Blázquez Martín (Spain), Frank Bloch (USA) (Finance Officer; registration and budgeting), Filip Czernicki (Poland) (Chair), Nicolas Espejo (Chile), Jeff Giddings (Australia), Catherine Klein (USA), Mao Ling (China), Zahra Maranlou (UK), Carlos Varas (Argentina)

Local Organizing Committee (from University of València, unless noted otherwise)

José Garcia-Añón (Chair), Antoni Llorente i Ferreres (General administration)

Local academic coordination

María José Añón Roig, Pilar Bonet, Pilar Fernández Artiach, Ruth Mestre i Mestre, Consuelo Ramón, Ángeles Solanes

Local team coordinators

Lola Borges Blázquez, Mar Cosín, Andrea Fontana, Jose Antonio García Saez, Andrés Gascón, Encarnación La Spina, Ángela Martínez-Rojas, Victor Merino, Raquel Vañó

Logos & illustrations

Teresa Aguilar, Gloria Cosín

Local partners coordination

Maria Carmen Barranco (Human Rights Institute Bartolomé de las Casas, Universidad Carlos III de Madrid), Antonio Madrid (Legal Clinic Dret al Dret, Universitat de Barcelona), Maria Marques (Centre d'Estudis de Dret Ambiental de Tarragona (CEDAT, Universitat Rovira i Virgili)

IJCLE liaison

Kevin Kerrigan (England)

Conference Proposal Review Committee

Catherine Klein (USA), George Mukundi Wachira (Kenya), Leah Wortham (USA) (Chair)

Waivers and Grants Committee

Anna Cody (Australia) (Chair), Sara Chandler (England), David McQuoid-Mason (South Africa)

Session scheduling

Bruce Lasky (Cambodia)

Session coordination

Lisa Radtke Bliss (USA)

Stream coordinators

Marguerite Angelari (USA), Mariana Berbec-Rostas (Hungary), Carol Boothby (England), Nigel Duncan (England), Richard Grimes (England), Kevin Kerrigan (England), Marcia Levy (USA), Raven Lidman (USA), Peggy Maisel (USA), Wendy Morrish (Cambodia), David McQuoid-Mason (South Africa), Norbani Mohamed Nazeri (Malaysia), Mary Anne Noone (Australia), Amari Omaka Chukwu, Kevwe Omoragbon (England), Ajay Pandey (India), Barbara Schatz (USA), Jane Schukoske (India), Asnida Mohd Suhaimi (Malaysia), Leah Wortham (USA)

Conference rapporteur

Simon Rice (Australia)

Student volunteers

Laura Benavent, Mercedes Castelló, Carlos Manuel Cebrián, Julia Civera, Natalia Cortell, Rubén del Mazo, Sara Ferri, Francisco Gómez, Vladimir Martínez, Gemma Molina, Fernando Morant, Darío Moreno, Guillem Murcia, Alicia Navarro, Miriam Núñez, Miguel Rovira, Ivanoff Samanta, Blanca Sánchez, Christian Tugues, Sergio Zurita

Conference report

Introduction

The session reports that follow are testament to the extraordinary project that is GAJE. Wherever one looks, there is diversity and depth: among the people who participate, the topics that are covered, the regions and cultures that are represented, the methods that are used, the challenges that are identified, the issues that are analysed, the solutions that are proposed. But what is remarkable is that this rich and complex exercise is all directed towards a single goal, shared and valued by all: education for justice.

The five conference streams gather the sessions into broadly homogenous topics – human mobility, socio-economic rights, environmental justice, the traditional academy, and innovation – but there is, of course, extensive overlap, and many topics at the margins. The ‘justice’ theme that runs through every session report is apparent in the recurring discussion of human rights and social justice, in the focus on respectful collaborative work, and in the attention paid to the needs of poor, marginalised, oppressed and disenfranchised peoples.

Participants in GAJE address these issues of justice through legal education, and the session reports canvas a wide range of methods, and opinions about methods, ranging from lecturing in the traditional curriculum to engaging in community development. Although the most prominent – and perhaps preferred – teaching method is clinical legal education, the session reports are a reminder that all forms legal education can be used to promote justice.

The issues in justice education covered by the sessions range widely, from theory to skills, students assessment to client relations, judicial training to community education, public interest lawyering to the legal curriculum. And the methods used in the sessions were similarly diverse: seminars, panels, roundtables, workshops, group work, video, role plays, problem solving and so on.

GAJE’s mission is to involve people from as many countries in the world as possible, in an alliance to achieve justice through socially relevant legal education of students, lawyers, judges, non-governmental organizations and the public. The following session reports, and the related documents on the GAJE website www.gaje.org/conferences/6th-worldwide-conference/ demonstrate GAJE’s success in achieving its mission, and are at the same time an invaluable resource for those who are committed to justice education.



Simon Rice, Conference rapporteur

Legal Clinics and Human Mobility

This stream focused on the practical and social justice aspects of migration and the role of legal clinics in destination countries for promoting rights of migrants, refugees, and asylum seekers. The stream was coordinated by Raven Lidman, and featured the following presentations:

1. Human rights and Immigration detention centres around the world: exchanges and experience, presented by José Antonio García, with co-presenters Antoni Llabres, and Ruth Mestre i Mestre.

[abstract] Migrants' detention centers are infamously known as centers where human rights are not respected. Our streetlaw project failed in many ways, but succeeded in bringing hope to NGOs and family members. We need inspiration for strategies, both legal and social, to better protect and empower interns, so we would like to invite other clinics to share their work and preoccupations with us.

[uploaded material] at www.gaje.org/abstracttruth-2/

- Short guide for a better protection of your rights

2. Redefining Human Rights Lawyering Through the Lens of Critical Theory: Role of Transnational Partnerships in our Pedagogy and Practice, presented by Sarah Paoletti, with co-presenters Davida Finger and Meetali Jain

[session minutes] The presenters led a discussion about approaches to and challenges of human rights lawyering in various contexts and countries. A case study of post-Katrina New Orleans was used to explore partnerships and transnational collaborations. Participants discussed a checklist of considerations and inquiries for clinics to address when engaged in human rights strategies and transnational collaborations.

3. Providing Effective Representation to Immigrants in Law School Clinics: Challenges, Comparisons and Collaborations presented by Stacy Caplow and Won Kidane

[abstract] Clinics that provide students with the opportunity to represent immigrants are proliferating. Students work with asylum seekers, victims of domestic violence, unaccompanied minors and detainees. Since streams of migration can be found all over the world, there are many common issues, both substantive and procedural, the students and lawyers encounter in this representation. How a nation treats migrants and immigrants in the formal processes of status determination reveals much about its character and humanity. There are also many differences in the attitudes and the rules governing this process. This panel will

explore these differences, examine similarities, and discuss the lessons that can be learning through this work. Programs both in the US and in Hong Kong will be featured, and will be used to illustrate possibilities for collaboration, cooperation cross-cultural bridge building.

4. Domestic Human Rights Fact-Finding and Reporting, presented by Gwynne Skinner and Raven Lidman

[abstract] In this presentation, we will discuss how fact-finding and reporting on domestic human rights abuses can be used to hold one's government accountable for human rights violations. We will discuss factors to consider in planning and executing human rights reports, as well as how to use such reports in domestic advocacy. We will discuss methodology in some detail. If time allows, we will plan a faux fact-finding.

[uploaded material] at www.gaje.org/abstracttruth-2/

- Report on human rights violations in a US detention center
- Gwynne Skinner 'A Clinical Model For Bringing International Human Rights Home: Human Rights Reporting On Conditions Of Immigrant Detention', 7 *Seattle J. for Soc. Just.* 649
- The Lund-London Guidelines on International Human Rights Fact-Finding Visits and Reports

Legal Clinics and Socio-Economic Rights

This stream focused on the practical and social justice aspects of migration and the role of legal clinics in destination countries for promoting rights of migrants, refugees, and asylum seekers

Substream 'Socio-Economic Rights'

This sub-stream was coordinated by Peggy Maisel and featured the following presentations:

1. Legal Clinics and Socio-Economic Rights: The Street Law Approach in Ebonyi State Nigeria, presented by Dr Amari Omaka Chuckwu

[session minutes] In his presentation, Dr Chukwu gave a detailed account of socio-economic rights in international law and under the Nigerian Constitution, and of the failure to translate these rights into action in Nigeria. Because of problems of enforceability of these rights, the Clinic empowers Nigerians to insist on social and economic programs from the government, and leads a campaign for the justiciability of socio-economic rights. Dr Chukwu described how the Ebonyi State University Law Clinic engages in Streetlaw and community outreach programs to promote socio-economic rights (health, housing, employment etc) through students informing Nigerians of their rights and empowering them to engage in self-help projects and advocacy. Participants observed that similar issues arise in, for example, South Africa, Kenya and India, and welcomed Dr Chukwu's account of the clinic students' activities.

[uploaded material] at www.gaje.org/abstract-amari/

- PowerPoint presentation

2. A Treaty to Secure the Right to Food presented by Gwynne Skinner and Raven Lidman

[abstract] In this session, we discuss the international law regarding the right to food that currently exists, and whether a treaty on the right to food is a natural progression on the right, and whether such a treaty is needed in order to secure the right to food (which the presenter believes to be the case). We will explore a current draft treaty and discuss how the treaty might be improved. We will also discuss possible strategies in securing such a treaty through the United Nations, and how those who are interested might work collaboratively on securing such a treaty.

[uploaded material] at www.gaje.org/abstract-gwynne/

- International Food Security Treaty
- International Food Security Treaty Strategy Memorandum

- Paper: End Hunger Through Law: An International Food Security Treaty *Prepared by the International Human Rights Clinic at Willamette University College of Law for the International Food Security Treaty Campaign*

Substream 'Clinics in New Regions'

This sub-stream was coordinated by Ajay Pandey and featured the following presentations:

1. Common law and civil law systems: skills and challenges for CLE, presented by Ruth Mestre i Mestre, with co-presenters Pilar Fernández Artiach; Donald Nicholson; and Jane Schukoske

[session minutes] This session explored the possible differences in the required skills to be taught in Clinical Legal Education (CLE), and the challenges to CLE, according to whether the context is a common law or civil law system.). Pilar Fernández Artiach outlined the main alleged differences between the two legal traditions: Legal materials: precedents vs. statutory law; Legal reasoning: inductive vs. deductive; Legal procedure: different roles of judges and parties; cross examination of witnesses; oral or written proceedings; The role of lawyers: when winning is everything or not; Acting in court: only lawyers or also lay representation; and Division of legal labor: among scholars, legislature, judges, and schools of law. Donald Nicholson described a case which arose in the University of Strathclyde Law Clinic, concerning employment law which showed clearly the additional advocacy skills that students in a common law system need, and Jane Schukoske raised some issues that would likely arise had the client sought help from a U.S. law school clinic. Participants discussed the case in small groups and shared the issues they would have faced with this case and approaches they would have used in their own clinics.

2. An Examination of the Challenges, Successes, and Setbacks for Clinical Legal Education in Eastern Europe, presented by Dubravka Aksamovic with co-presenter Philip Genty

[abstract] Clinical legal education in Europe dates back to the 1990's when the first clinical projects were started, mostly influenced and supported by international NGO's and U.S. law schools. During those years clinical activity was particularly intensive in Eastern European countries, and a number of them started to introduce clinical education in their legal education curricula. While some of these clinical programs succeeded and have continued to flourish, others were less successful and are no longer in operation. In this presentation we will be drawing upon

our respective backgrounds and experiences in our different legal and educational cultures to engage collaboratively in a dialogue about the reasons for the successes and failures of clinical legal education programs in Eastern European countries. We will be focusing on Croatia as a particular case study and trying to draw larger lessons and recommendations from this, as well as the experiences in other Eastern European countries.

[uploaded material] at www.gaje.org/abstractphilipgentry/

- Overcoming Cultural Blindness in International Clinical Collaboration

3. The challenges that face clinical education in Jordan, presented by Nisreen Mahasneh with co-presenter Kimberly Thomas

[abstract] Clinical legal education is essential in Jordan, given the weaknesses of the current legal education system, and law schools are beginning to explore experiential education programs. However, many challenges remain, including Bar Association restrictions on student practice, lack of expertise, training, and resources, and community acceptance and trust. This panel discusses these challenges, and ways to overcome them generally and in the specific context of Jordanian legal education. First steps include developing a public education clinic that responds to the real-life challenges with the Bar Association, the law faculties experience and structure, and the communities to be served.

4. An option for the Thai Legal Education Reform: Learning from CLE in China, presented by Panarairat Srichaiyarat with co-presenter Jianmin Chen

[abstract] The presentation will present the outcomes of an interview study conducted at 3 Chinese law schools in 2009: Peking, Tsinghua, and Renmin. The study aimed to find out the effects of Clinical Legal Education on Chinese law students to analyze whether or not law schools in Thailand should adopt CLE to their law program. This study found that many Chinese law students selected the CLE course with the purpose to gain lawyering skills. However, their CLE experience provided them opportunities to understand the difference between the law on paper and the law in reality, its effect on disadvantaged people, and the necessity of professional ethical standards,. This understanding brought about their sensitivity to the needs of disadvantaged people, motivation to work for them, social justice awareness, and also good attitude toward legal profession

[uploaded material] at www.gaje.org/abstract-panarairat/

- Seminar paper

5. Clinical Education in China: The Next Step, presented by Brian Landsberg, with co-presenters Hu Minfei, Liu Jianming, and Xu Shenjian and commentators Haijing Cao, Hao Cheng, and Yin Jianguo

[session minutes] Brian Landsberg gave a short history of clinical legal education in China and an account of the challenges that lie ahead. Liu Jianming outlined the existing curriculum requirements and their deficiencies (too many required subjects, many of which lack contemporary meaning), and described the steps that Zhejiang Gongshang University has taken to incorporate experiential methods, including clinics and simulation courses. He urged the need for curricular change in Chinese law schools. Xu Shenjian spoke about the need for integrated legal education and the growing recognition of its importance, evidenced by the 150 schools that have joined the Committee of Chinese Clinical Legal Educators (CCCLE). Yin Jianguo warned against abandoning traditional teaching methods, and opined that lectures are an efficient way to impart basic information, and are consistent with Chinese culture and tradition. Cheng Hao emphasized the importance of a sequenced integrated education method, with simulation courses before clinics. He also noted the diversity of Chinese clinics and their importance in helping graduates find employment opportunities. Participants then joined in a lively discussion. Professor Richard Roe of Georgetown University [director of their Street Law program and author of a street law book] spoke of The Tao of Learning: teach by not teaching.

[uploaded material] at www.gaje.org/abstract-brian/

- PowerPoint presentation

6. Recent Developments in Clinical Legal Education in the Middle East, presented by Mohamed Mattar, with co-presenters Fayez Mohammed, M. Migdadi, Salah Hadi, Ali Al Rufaie, and Jassem Ali Al-Salem Al-Shamsi

[abstract] The purpose of the proposed session is two-fold: first, it aims to create awareness about the clinical legal education movement in the Middle East, which is at an especially critical point in its development, given the recent and monumental developments throughout much of the region and the growing demands for social justice, accountability, and transparency. Second, and more importantly, it aims to serve as a working session to give professors from the region the opportunity to share their challenges and to problem-solve with professors from around

the world who have successfully established clinical programs under many of the same constraints and circumstances that are currently facing our colleagues in.

7. Clinical Legal Education in Spain. Analysis and Discussion on Experiences, presented by Patricia Cuenca Gómez, with co-presenters Diego Blázquez, María del Carmen Barranco, María Marqués, Pilar Bonet, and Aitana de la Varga Pastor

[session minutes] The presenters gave an overview of clinics in Spain and of problems they face (see also presentation 2 in Stream 6 *International Journal of Clinical Legal Education*). Issues addressed included the responsibility of clinicians, curricular or extra-curricular clinics, competition with Bar associations, and support from academic institutions.

Substream 'Legal Education Associations'

This sub-stream was coordinated by Marguerite Angelari and featured the following presentation:

1. Clinical Legal Associations, presented by Marguerite Angelari, with co-presenters Chen Jianmin, Ernest Ojukwu, Seeham Samaai, Filip Czernicki, Arkady Gutnikov, Nandang Sutrisno, Bruce Lasky, and Paula Galowitz

[abstract] Clinical legal associations perform a variety of functions such as developing standards for clinical legal education, training clinicians, and fundraising. This session will include representatives from existing and developing clinical legal associations in Poland, Nigeria, South Africa, Moldova, Ukraine, Russia, China, Indonesia, and Southeast Asia. The format for the panel will be a roundtable discussion. Panelists will briefly introduce their associations after which the moderator will present discussion questions: how did the formation of your association come about? What are the benefits and disadvantages of your organizational structure? What kinds of activities does your association engage in? How do you promote the establishment of new clinics and raise awareness of clinical legal education in your country or region? What challenges have you faced and how have you overcome them? What are your plans for future development of your association?

Substream 'Clinic methods'

This sub-stream was coordinated by Barbara Schatz and featured the following presentations:

1. A session on Reflection/mindfulness with presentations from

- a. Tim Casey, on Using Technology to Advance Teaching Skills & Values
- b. Michelle Leering, on Reflective Practice
- c. Richard L. Roe, on Mindful Supervision for Mindful Lawyering
- d. Ann Herriot, on A Framework for Increasing Self-Awareness and Integrating Multiple perspectives through Clinical Legal Education
- e. Timothy Casey, on Reflective Learning for Reflective Practice: An Integrative Approach

[session minutes] Michelle Leering provided a theoretical framework for analysing reflective practice, based on critical reflection on one's practice and one's self. Based on a literature review, she related clinical practice to clinical education through learning contracts, journaling and de-briefing, and emphasised the importance of reflection when expected events occur. Michelle has developed a reflective practice resource kit for clinic faculty.

Mary Ann Noone demonstrated the journal requirements for her clinic, emphasising the process and evolution of thinking rather than mere description of events, and invited participants to consider what reflective attributes should be developed in students.

Ann Herriot discussed the importance of connecting students' learning of substantive law with reflective practice, so that they are aware of their world views and biases. She discussed 'integral theory' with axes of interior/exterior and individual/collective to help students look at multiple perspectives.

Tim Casey discussed a four stage metric for developing reflective practice: (1) competence; (2) defence and choice; (3) preferences of the individual; and (4) preferences of others. Participants role played a client interview followed by multiple levels of reflection and critique.

Rick Roe engaged participants in a mindfulness exercise through the simple act of eating a single grape Rick turned minds to being in the present moment in a non-judgemental way, in touch with core values and beliefs.

[uploaded material] at www.gaje.org/abstract-timothy/

- Working Conceptualization of Reflective Practice
2. The 'New' European Clinics, a roundtable discussion with Rick Wilson, Pilar Fernández Artiach, Jack Kowalski, Filip Czernicki, Kevin Kerrigan and Stephan Hocks

[session minutes] The roundtable discussed why clinics in western Europe are the last to organise, with great resistance. Their experience of clinics in Germany, Spain and England was contrasted with the explosive expansion of clinics in Poland. Discussion addressed the Bologna process, the use of apprenticeships, the level of critique of law, and funding. There was some suggestion of a European Clinical Association.

3. A comparison of the clinical experience in Viet Nam and Nigeria, presented by Idorenyin Akabom Eyo – *Clinic and Social Justice: Operations, Contributions and Challenges of the Nigerian Law Clinics* – and Bruce Lasky and Wendy Morrish with Nadia Morales and Freeda Greely (of BABSEA) – *An Analysis and Lessons Learned of Applied Legal Research Piloting the Development of CLE in Viet Nam Project*.

[session minutes] In his presentation, Idorenyin Akabom Eyo described the widespread adoption of clinical teaching in Nigeria. The clinics provide services to poor people, for whom students use the practical skills they are learning. Students run Street Law programs as well. He noted that because of their activity with the poor, clinic students can be seen as troublemakers by the legal system. Within the clinic there are difficulties with assessment of practical the in a clinic course for credit.

Through demonstration, role play, video and presentation, the BABSEA team described a 12 month research project which investigated effective clinical teaching in Viet Nam. The various media were used to convey the active research methods that were used in the project, such as interviews, observations, questionnaires and evaluations.

Various points of comparison and difference between clinical education in Nigeria and Viet Nam were noted, such as the relative ease with which clinic can be incorporated into the curriculum in Nigeria, and the great willingness of students in Viet Nam to remain committed to the clinic.

[uploaded material] at www.gaje.org/abstract-bruce-2/

- BABSEACLE_Extracting_quotes_from_the_Student_Interviews

Substream 'Types of Clinics'

This sub-stream was coordinated by Carol Boothby and featured the following presentations:

1. Interdisciplinary Solutions to Justice Issues: Collaborating with Physicians to Address the Socio-Economic Determinants of Health,

presented by Lisa Bliss, with co-presenters Sylvia Caley, and Robert Pettignano, MD

[session minutes] In their presentation on collaborating with physicians to address the socio-economic determinants of health, the presenters described a medical-legal partnership in Atlanta, Georgia, USA in which lawyers and law students work collaboratively with medical practitioners, medical students and graduates, and students of social work and public health to serve low income families and address the socio-economic determinants of health. The presenters role played a law student and teacher working together with a physician to resolve client issues. Participants commented on the challenges and opportunities of interdisciplinary training and shared ideas about how to introduce law students to working with other professionals.

2. Freedom of Information: An essential foundation for the protection of other fundamental rights, presented by Marguerite Angelari, Mate Szabo, Tivadar Huttl, Seeham Saamai, Ramiro Álvarez Ugarte, Macarena Rodríguez, Javier Casas, Olufolahan Adeleke, Meetaali Jain

[abstract] Over 80 countries have national laws granting the public the right to request and receive information held by the state. However, the 4.5 billion citizens covered by these laws often find that getting the information they need is a long and difficult process. Frequently, requests go unanswered or are even denied without explanation. Having access to environmental impact assessments, contracts, budgets, expenditure records, and other documentation is essential for groups and individuals trying to monitor government policy, fight corruption, protect the environment, and make sure their rights are being respected. Yet few groups have experts on hand who can navigate the complex bureaucratic process of accessing this information and bringing a legal challenge if it is denied. In freedom of information (FOI) clinics, law students promote social justice through the enforcement of FOI laws. This session will include directors of FOI clinics in Hungary, Argentina, South Africa, Chile, and Peru

3. The role of Legal Clinical Methods in promoting Financial Literacy and Education, presented by Yuliya Khvatsik, with co-presenters Liubou Krasnitskaya and Katsiaryna Harbuzava

[abstract] The objectives of our presentation at the conference is to present our experience in teaching financial literacy of socially disadvantaged people in Belarus, which is based on interactive teaching methods, as well as a desire to discuss the experience with foreign and more experienced colleagues, to hear their point of view, if possible, to share our educational developments in this

field. Interactive methods will be used by us during the conference with one of our classes on financial literacy, the organization of discussion and feedback.

[uploaded material] at www.gaje.org/abstract-yuliya/

- Seminar paper
- PowerPoint presentation

4. Innovative Solutions to Challenges facing Criminal Defense Clinics, presented by Zaza Namoradze Ernest Ojukwu, Gebrehiwot Hadush Abera, Vidjia Phun, Wang Shirong, Mirwais Ayobi

[abstract] The panel will present a variety of clinical teaching models and address a range of challenges including: how to obtain student access to clients in prison how to ensure that students have a meaningful experience in externship placements when they are working with busy public defenders and how to involve students in criminal reconciliation process that may not always respect the rights of the defendant. Following presentations by panelists, attendees will have an opportunity to submit examples of challenges their own criminal defense clinics have faced. This session does not fit into any of the stated conference themes although some of the criminal defense clinics will discuss helping to secure socio economics rights. This session will promote justice education as it will highlight innovative experiential learning practices that expose students to the inequities of the criminal justice system and train them to meet the needs of the marginalized in their communities.

5. Just Enough Science to Make You Dangerous: Integrating Forensic Evidence into the Law School and Legal Clinic curriculum, presented by Susan McGraugh

[session minutes] This presentation provided an overview of the current state of forensic science education in United States law schools. After discussing the need for forensic science education in law schools, the presenter discussed the curriculum she uses to teach the class “Forensic Evidence” which she offers on a yearly basis. Several topics were mentioned, including finding an expert, cross-examination of experts and specific areas of forensics such as fire science and toxicology. The presenter advised the need to begin the course with a discussion of admissibility of forensic evidence in the courtroom, gradually layering the class in such a way that both the law on forensic science as well as the skills necessary to take advantage of that knowledge are introduced. Class exercises and assignments were also mentioned.

Participants discussed the feasibility of offering Forensic Evidence courses at their law schools, ways in which the course might be cost prohibitive, and how the use of volunteers from local universities or police departments might prove to be an alternative to hired experts. Specific mention was made of the need to educate those students who seek a career in criminal defense, as those who practice in that arena must often confront government scientists without the assistance of their own expert.

6. Marginalizing Discrimination – How Social Justice, Advocacy and LGBT Awareness on a Clinical Level Can Make Equality More of a Reality, presented by Carrie Hagan

[abstract] As more individuals identify openly as LGBT, and as more states outline the legal boundaries of an LGBT relationship, the need for awareness and services is crucial. By developing an LGBT focus within a clinical curriculum, students can promote equal social, legal and economic rights by offering LGBT individuals access to courts, and through their advocacy, shape the way the law is defined in regard to these individuals. By training clinical students, making community presentations on LGBT issues, advocating for changes in the law affecting those of LGBT status, litigation efforts and legislative action, students can make a difference for a vulnerable population that may not get assistance otherwise. This presentation will highlight issues surrounding LGBT litigation (what do you do when the law doesn't speak to an LGBT issue?), address how to identify resources (who do you network with and how do you get started?), and suggest action steps for integration into clinical programs.

7. Building local capacity to protect public health and promote social justice through online peer education, presented by Wendy Morrish, with co-presenters Bruce Lasky and Naruedol Wannarat

[abstract] Building local capacity to protect public health and promote social justice with stigmatised populations disproportionately at risk of HIV infection is difficult regardless of context. There is need for a non-colonising approach that respects local knowledge and expertise in ways that strengthen community-based initiatives to HIV prevention alongside education about human and legal rights. This paper documents an international collaborations approach to integrate sexual rights and community legal education into HIV/AIDS online outreach and prevention programmes (OPOP) by actively listening to and including the voices of key stakeholders in the community. We report on the collaboration between clinical/community legal education

initiatives, the local Thailand communities and the local clinical legal education students, research and authoring of a sexual, human and legal rights manual to be used by workers at a local grassroots community-based HIV/AIDS prevention organizations.

[uploaded material] at www.gaje.org/abstract-wendy/

- Sexual Human and Legal Rights Manual
- Mobile and online HIV/AIDS outreach and prevention on social networks
- IADIS_EDemocracy_for GAJE_website

8. Clinical Legal Education and Cultural Relativism – The Realities in the 21st century, presented by Oluyemisi Bamgbose

[abstract] ‘Ubi jus ibi remedium’ is a Latin maxim that means ‘where there is a wrong, there is a remedy’. Human rights are expected to be universal and applicable to every human being. In reality not all rights guaranteed in the International Instruments are applicable in some African societies with different culture, religion and norms. Culture shapes the identity of people generally in Africa and elsewhere thus the issue of Cultural Relativism is germane to the very existence of people of African descent. International Convention and Instruments provide for Women’s Rights generally and particularly Right to enjoy life. The experience in the Women’s Law Clinic (the clinic) of the University of Ibadan has shown the imbalance between the CLE and the realities in practice. This paper considers the cultural practices in some societies in Nigeria, the techniques of CLE adopted in the clinic and the challenges of the 21st Century.

9. Understanding Clinical Legal Education and the use of ADR in traditional matrimonial case: The University of Ibadan Women’s Law Clinic Experience, presented by Foylake Olaleye

10. Administering Legal (Pro bono) Clinic: Challenges and Prospects, presented by Ibijoke Patricia Byron

[abstract] The Women’s Law Clinic is a not for profit organization that offers free legal services and legal aid to indigent women. The experiences of the Women’s Law Clinic from inception till date. Challenges that the clinic faces will be addressed. The ways in which women are victimized in the societies they live in. Access to justice will include the cultural, societal issues of women generally. An analysis of the law clinic in comparison with other clinics will also be considered.

11. Advancing Justice Education in customary courts through participation of clinical students in judicial proceedings as friends of the court, presented by Bukola Akinbola
12. Education Reform of Law Clinic on Responding to Disasters, presented by Cheng Hao with co-presenter Prof Brian Landsberg

[session minutes] Chang Hao showed a film of the 2009 earthquake in China, described how his clinic responded and suggested how legal aspects of disasters could be taught in future.

[uploaded material] at www.gaje.org/abstract-cheng/

- Seminar paper

13. Catastrophe, clinic and social justice education in Haiti, presented by Peggy Maisel with co-presenters Roxane Dimanche and Gabrielle Paul

Peggy Maisel, Roxane Dimanche and Gabrielle Paul used PowerPoint and pictures to describe the work of a clinic in Jeremie, Haiti, which responds to the crisis of prison overcrowding and lengthy detention without trial in poor conditions. The presenters spoke about the difficulty of establishing such a clinic in a traditional curriculum and after natural disasters such as the hurricanes, cholera and the 2010 earthquake. Florida International University provides partnership and support to the Jeremie clinic.

14. Introducing a public interest focus in the legal clinic program: A case study from the Kyrgyz Republic, presented by Elida Nogoibaeva and Nurila Isaeva

[abstract] At present the Law department of American University of Central Asia is working on strengthening its clinical program by making it focused on high impact public interest law cases since very often people turn to Legal Clinic seeking for help to protect their rights against unlawful measures of authorities or individuals. Currently, Clinic has few such cases; the biggest one is on protection of residents' rights against illegal construction of children's playground that is considered as so called common land. This case has been handled by Clinic for almost 2 years. During the whole period we have done a great deal of work in protecting residents' rights and achieved remarkable results. Essential part of this case is writing a Manual on protection of rights over common property. This manual is being developed by Legal Clinic students under the supervision of the Legal Clinic Director. The idea of this manual is to provide local communities with practical recommendations on how to protect their rights over common property.

15. Advocacy outside of the courtroom: social change through policy and legislative advocacy, presented by Elizabeth Cooper

[abstract] Justice education must be broadened to include teaching our students how to achieve social change through policy and legislative advocacy, not just through the more traditional route of litigation. This session will use an array of interactive methods to help clinicians establish policy/legislation projects or clinics and to support those already running such programs – and it is designed to address the needs of clinicians globally. Specifically, we will identify the key factors to consider when developing a policy/legislative project or clinic; the essential skills students participating in policy/legislative clinics should acquire; the ways in which clinicians can teach these essential skills; and the key activities and exercises in which students could and should engage to ensure they have acquired these skills.

16. Clinical Legal Education and civil society organizations, presented by Mario Santiago Juarez
17. Reimagining Human Rights Law Clinics: lessons from Latin America, presented by Nicolás Espejo with co-presenter Prof. Arturo Carrillo

[abstract] There are experiences that provide alternative perspectives on how best to configure a human rights clinic. One of these is provided by the proliferation of public interest and human rights (PIHR) law clinics (clínicas jurídicas de interés público y derechos humanos) in several Latin American countries. The goal of the presentation is to contribute to the debate on the best ways to pursue social justice through clinical education by importing a number of relevant insights drawn from the Latin American experience of the PIHR law clinics. The presentation also advances an original perspective: That a successful trajectory of these home-grown clinics in countries like Argentina, Chile, and Colombia can be contrasted constructively with the development of their counterparts at law schools in the United States. Several of the lessons learned from this Latin American model, it will be argued, are relevant to the addressing the methodological challenges described.

[uploaded material] at www.gaje.org/abstractnicolas

- Arturo Carrillo and Nicolás Espejo , ‘Re-imagining the Human Rights Clinic’, *Maryland Journal of International Law*, Vol. 26:80, 2011

18. Rights of Intellectually challenged children, presented by Asha Bajpai

[session minutes] The presenter discussed the highly specialised nature of the law and practice relating to State care and protection of children, and ways in which students can be involved through research, documentation and the taking of statements.

Legal Clinics and Environmental Justice.

This stream focused on social justice and environmental rights and the roles of legal clinics in promoting environmental justice. It was coordinated by Dr Amari Omaka Chukwu and featured the following presentations:

1. Environmental Justice & Community Lawyering, presented by Dean Rivkin, with co-presenters Antonio Cardesa, Zuzana Adameova, Amari Omaka Chukwu, Jordi Jaria, Helen Kang, and Magdalena Peterkova

[session minutes] The used brainstorming, group discussion and PowerPoint presentations to work through a case study of a resource-rich rural community. Presenters outlined law student clinics' environmental justice campaigns in their countries. Antonio Cardesa and Jordi Jaria described Spanish clinics' projects directed towards sustainable development. Magdalena Peterkova and Zuzana Adameova discussed the role of NGOs in campaigns for environmental justice in the Czech Republic. Amari Omaka described clinic students' work for environmental justice in Nigeria (and see substream 'Socio-Economic Rights' in Stream 2 *Legal Clinics and Socio-Economic Rights*). Helen Kang led a discussion on the influence of US policy on environmental justice in the world. Dean Rivkin described a student-led campaign in the US to address the impact of mining in the Appalachian region. The session observed on the resourcefulness of law students in campaigning for environmental justice.

[uploaded material] at www.gaje.org/abstractnicolas

- Helen H. Kang, 'Pursuing Environmental Justice: Obstacles and Opportunities—Lessons from the Field', *Journal of Law & Policy* [Vol. 31:121 2009]
- Sam Evans, 'Voices From The Desecrated Places: A Journey To End Mountaintop Removal Mining', *Harvard Environmental Law Review* [Vol. 34:521, 2010]
- Environmental Justice, PowerPoint by Dr Amari Omaka

2. Promoting Awareness of Environmental Justice in Law Students, presented by Veronika Tomoszkova, with co-presenters Magdalena Peterkova and Zuzana Adameova

[abstract] Developing awareness of environmental justice issues in potential graduates motivates them to promote the respect for environmental protection in their legal practice. In the societies where the general awareness of environmental justice is low due to the political background (such as 40 years of communist regime in former Czechoslovakia) the real challenge is to influence the majority of law students in this respect obviously this cannot be

achieved by using the traditional (non-interactive) teaching methods. The law clinic provides the effective methodology which can be adapted even for the needs of a compulsory doctrinal course. In the proposed workshop we would like to share our experience with expansion of clinical methodology into the compulsory course of Environmental Law and demonstrate it on some of the activities we have made part of the class sessions.

[uploaded material] at www.gaje.org/abstract-veronika/

- Seminar paper

Justice Education and Academic Institutions.

This stream focused on the challenges of implementing Justice Education in traditional academic institutions (universities, research institutes, etc.), including issues such as curriculum reform, clinical scholarship, social action agendas, and innovation in clinical teaching methods. It was coordinated by Richard Grimes and featured the following presentations:

- 1+2. The clinic and social justice (1) and (2) – working in partnerships, presented by Natalie Gomez-Velez (‘Enhancing Legal Education’s Core Values – Social Justice Apprenticeships/Court Collaborations’) with co-presenter Sue Prince (‘Indebted to the experience: community engagement and the inspired student’)

[session minutes] Sue Prince described a program in which law students work with local schools in an English rural community, and Natalie Gomez-Velez described various collaborations with urban US courts. The presenters led a discussion on working in partnerships, identifying issues such as the sustainability of projects, managing the expectations of partners, sharing resources, conducting assessment and raising student awareness.

[uploaded material] at www.gaje.org/abstract-natalie/

- Enhancing Legal Education’s Core Values PowerPoint

[uploaded material] at www.gaje.org/abstract-sue/

- Paper: Indebted To The Experience

3. Building on Best Practices and Educating Lawyers to Be Public Citizens, presented by Nancy Cook, with co-presenters Ann Juergens and Antoinette Sedillo Lopez

[abstract] Our presentation will focus on the lawyer’s role as public citizen, which we believe is a matter of professional responsibility throughout the world. We begin with a comparison of approaches to this professional duty. We will then engage the audience in exercises designed to draw attention to the intersections of professional responsibility, community responsibility, and cultural sensitivity, and the inherent challenges in meeting those goals and responsibilities. We will demonstrate teaching methods that communicate these issues to students, and end with a discussion of “best practices” in this area.

- 4+5. Reforming the curriculum (1) and (2), presented by Richard Grimes, with co-presenters Ben Fitzpatrick, David Oppenheimer and Tirein Steinbach

[session minutes] The sessions were designed to contrast different models for social-justice focussed clinical work.

Richard Grimes presented on the York University model of problem-based learning (PBL) where rather than receiving lectures on content students work in teams – student law firms – to identify legal and related concepts in multi-disciplinary and cross-subject scenarios. Participants then role-played being students engaged in a PBL exercise. Some participants were mildly sceptical about covering the curriculum using PBL but were interested in this form of student-centred learning.

David Oppenheimer and Tirein Steinbach presented on the Student-Initiated Legal Services Projects at Berkeley Law School (Boalt Hall) and their relationship with the East Bay Community Law Center, through which most first year students participate in student-initiated pro bono projects. Participants then role-played a faculty meeting which debated and voted on a proposal to require first year students to participate in pro bono projects. The proposal was supported subject to establishing a process for research and evaluation.

Richard Grimes and Ben Fitzpatrick led a simulation of a student law firm meeting which used PBL methods to work through a housing disrepair case. Participants identified the parties and their interests, legal and other issues but stopped short of doing the research and producing an advice. Participants discussed likely learning outcomes and agreed that PBL has potential to enhance learning and an understanding of social justice issues.

[uploaded material] at www.gaje.org/abstractrichard-grimes/

- Seminar paper
- PBL Guide
- York Reflective Guide
- York Clinical Handbook

Substream ‘Mainstreaming in the Curriculum’

This sub-stream was coordinated by Leah Wortham and featured the following presentations:

1. Mainstreaming Human Rights and Justice Concerns in the Law Department Curriculum, presented by Leah Wortham, with co-presenters David McQuoid-Mason, Catherine Klein, Elida Nogoibaeva

[session minutes] The presentation was intended to promote thinking about how to integrate human rights into the curriculum, noting integration exercises for, eg, ethics and skills.

Considerations in integration include that it is not a substitute for a foundational course, it helps avoid marginalisation, it connects human rights with other areas of law, and human rights discussion is nuanced in the hands of specialists in other areas. Participants brainstormed possible human rights to be integrated. Participants worked in small groups to discuss methods for integrating human rights into the curriculum, and to anticipate and address obstacle to integration. Courses into which human rights could be integrated include criminal law and procedure, sociology of law, introduction to law, equity and trusts, contracts, corporations, and political science courses focusing on democracy. Elida Nogoibaeva described human rights integration in the curriculum of the American University of Central Asia.

[uploaded material] at www.gaje.org/abstract-leahwortham/

- Seminar paper

2+3 Teaching Justice Principles Across the Curriculum, presented by Alistair Newbern, with co-presenters Yoli Redero, Susan Kay, Sheena Shukkur; And Justice [Education] for All: Integrating and Assessing Justice Education in the 'Traditional' Law School Curriculum, presented by Susan Brooks, Susan Kay, Alistair Newbern, Sheena Shukkur Yoli Redero and Emily Zimmerman.

[session minutes] The aim of the session was to consider creative ways in which social justice principles can be incorporated into areas of legal education where such principles have historically not been recognised. The presenters gave examples. Yoli Redero and Susan Brooks described negotiation and court observation exercises that can be used in a family law course to explore issues of power dynamics and access to justice; for a criminal law class Susan Kay described on bonds to show the power of economic status in the criminal justice system, and Emily Zimmerman described exercises that put students in the shoes of prosecutors and defence counsel to consider prosecutorial discretion; Alistair Newbern described an exercise on client-centred lawyering for a Professional responsibility course, which asks students to decide 'must, should can, or must not' act in a series of scenarios; and Sheena Shukkar described her focus in judicial training on issues of patriarchal bias.

Participants divided into four groups – professional responsibility, family law, administrative/civil procedure and skills – to design a class exercise that would draw out themes of social justice. Back in plenary the participants shared their ideas and identified opportunities that arise in doctrinal classes for introducing social

justice themes, such as when issues arise concerning power, money, race and gender.

4. Addressing Bias in Legal Education for Promoting Justice, presented by Ved Kumari with co-presenter Amari Omaka.

[session minutes] The presenters introduced the importance of identifying biases in ones' personality about which one is unaware. They said that bias minimisation is crucial in decision-making in both law teaching and judging, but that there is not discussion of the skill of bias minimisation in training for law teachers or judges. Bias was defined as a preconceived opinion that prevent objective judgment, and as a natural inclination to exercise power over right an wrong.

Prof Omaka said that bias minimisation in teaching leads to increase among students of self-confidence, self-identity, knowledge development, rational thinking, globalised world view, empathetic interaction, critical thinking, values and judgment, ability to stand up for self an others, etc. Prof Oamka analysed law teaching to demonstrate the risk of bias. And proposed that bias minimisation can be achieved by teachers': allowing the free expression of opinion, teaching law as it is not as it 'should be', being open-minded, having a positive attitude to issues, recognising students' diversity, not bullying or criticising students, not closing off debate with summary statements, taking an opponents perspective in debates.

Prof Kumari demonstrated Rakesh Tiwari's psycho-analytical exercise for training judges on bias minimisation. She projected a series of random words – such as black, terrorist, rape, woman boss, America – and random pictures – such as happy children , bare-chested male actor, drug addict, woman smoking - and asked participants to write down their immediate feelings in response. Reflections on the exercise revealed that after initial discomfort sharing views the participants, and discovered, for example, regional differences in responses. The exercise was thought-provoking, and moved participants to think further about bias identification and minimisation in their teaching.

[uploaded material] at www.gaje.org/abstract-leahwortham/

- PowerPoint x 2
- Paper: Dr Amari Omaka's thoughts on bias minimisation

5. The Inclusion of Gender and the Perspective of Gender as Categories of Transversal Analysis in the Teaching of Law, presented by Fabian Enrique Salazar Cárdenas with co-presenter Jennifer Lyman.

6. Assessment of Practical Skills vis a vis Academic Law Course, presented by Daven Dass

[session minutes] The presenter's paper was co-written with Shaheda Mahomed and Riette du Plessis. It described the use of clinical method to supplement doctrinal courses with practical skills, and to use it to teach doctrine and ethics in a practice context. The client's file is the student's learning tool, and the clinician facilitates learning. The assessment issue is how to assess the acquisition of practice skills in a vital and reliable way. Participants discussed formative, summative, diagnostic, evaluative and norm based approaches, and the possibility of an oral exam.

Substream 'International Exchange and Cross-Border'

This sub-stream was coordinated by Mary Anne Noone and featured the following presentations:

1. International Cross-Cultural Collaboration Theory & Praxis, presented by Karla McKanders, with co-presenters Peggy Maisel, Karen Tokarz, Sarwan Singh, and Seehaam Sumaai

[abstract] This presentation involves an examination of how to engage in international cross-cultural collaboration in clinical legal education in circumstances where there is extreme deprivation and where Western methodologies are not the best techniques to facilitate sustainable systemic change. The first context in which the discussion will occur will be based on the participants' involvement in promoting cross-cultural education programs with the law school at the University of Swaziland and the University of Tennessee. The second context will be the work of international students with the law clinic at the University of the Western Cape, a historically black university (HBU) in South Africa. The panel will address the questions of: what are the best methodologies for teaching law students to address questions of whether the law matters in non-Western systems where you want to advocate for human rights? How does cultural context impact the work you do? How do you engage a new law generation?

[uploaded material] at www.gaje.org/abstractkarla/

- Presentation pdf
2. The Use of Virtual Law Programs to Support Access to Justice Education Initiatives, presented by Bruce Lasky, with co-presenters Simon Rice, Wendy Morrish, and Tina Cockburn (cyber-connected)

[abstract] The presentation will demonstrate the means, methods and purposes behind the use of online CLE programs whereby universities connect to civil society and other partners involved in access to justice activities. A particular focus will be on the programmatic educational activities of the Queensland University of Technology and the Australian National University Virtual Law Placement Programs with their partner Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE). The session will discuss the history of the development of these programs, including the strategic actions taken to receive faculty approval for accreditation. It will also include the challenges of setting up and maintaining such programs, as well as the lessons learned and applied in doing so. There will be a demonstrative illustration of the social justice projects worked on by the students and how this was facilitated via the virtual program.

[uploaded material] at www.gaje.org/abstract-bruce/

- Research Paper: Enabling authentic collaborative education in an online environment – the QUT Virtual Law Placement
 - QUT Virtual Law Placement outline
 - ANU Virtual Clinic course outline
3. A Study and Demonstration of Cross Border Cle Collaborative Initiatives –The BABSEA CLE Experience, presented by Bruce Lasky, with co-presenters Wendy Morrish, Nadia Morales, Rachel Bardiger, Panarairat Srichaiyarat, Asnida Mohd Suhaimi, Suzanna Abdul Hadi, Norbani Mohamed Nazeri, Helen Yandell, Ramakrishna Prasad, Simon Rice, Nandang Sutrisno, Vidjia Phun, Gwynne Skinner and Xu Xiaofeng

[abstract] The presentation will provide a study and present specific demonstrations of cross border CLE collaborative initiatives. The presentations will focus on the value, ways, means and methods that BABSEA CLE has worked with many of its CLE partners to develop a supportive network of CLE programs whereby the partners have directly worked and assisted each other in developing and strengthening their CLE programs. Partners participating are currently being identified, and some of their participation may be dependent on financial ability to attend but it is expected that participants and CLE collaborative programs will include participants from USA, Australia, Thailand, China, Viet Nam, Malaysia, Cambodia and Indonesia. There will be a specific focus on methods of working to gain accreditation of CLE programs

at universities and the development of human resource training, curriculum and other materials to assist in this process.

[uploaded material] at www.gaje.org/abstract-bruce-4/

- Helen Yandell: Volunteering with BABSEA CLE 2010

4. Engaging Students in Cross-Border Investigations of Human Rights Conditions: Challenges and Opportunities, presented by Lori Nessel, with co-presenters Maria del Carmen Barranco Aviles, Diego Blázquez Martín, Pilar Bonet, Pilar Fernández Artiach, and Ruth Mestre i Mestre

[abstract] Clinical law professors from Spain and the United States will present a comparative refugee and human rights project that they are designing as a case model for discussing the unique opportunities and challenges that are raised by cross-border clinical collaborations. As part of this multi-stage project, Spanish and American clinical students would initially study refugee and human rights laws at their respective institutions with weekly international skype calls. In the second stage, the clinic students in Spain and the US would meet together for a joint clinical human rights training session. In the final stage, a bi-national delegation would travel together to a refugee-producing third country to engage in a joint fact-finding mission and then co-author a human rights report. By using this long-term project as a case study, as well as shorter-term ongoing projects, the presenters hope to engage the group in brainstorming on best practices and to interest potential new partners.

- 5+6 Transforming Students, Transforming Selves: Teaching And Learning about Social Change; Three Models of International Comparative Clinical Cooperation presented by Marty Geer, co-presenters M.R.K. Prasad, Fatma E. Maroud, Srikrishna Deva Rao, and Raquel Aldana

[abstract] In a globalized world, it is imperative that legal educators design innovative international programs that provide students with the opportunity to engage in experiential learning through direct social justice lawyering. Such programming will promote inter-cultural legal competence, and opportunities for comparative law analysis that will promote critical thinking about justice and legal systems. Attendees will be invited to engage in an interactive discussion of program design, and the difficulties associated with establishing and running such programs, through the experience of educators who have been involved in such endeavours. Presenters will describe three innovative programs: 1) The Winter Intersession India International & Comparative Human Rights Law Practicum in New Delhi, India 2) The Inter-American

Program in Guatemala and 3) The Suffolk-Haifa Clinical Legal Exchange Program in Boston, U.S.A. and Haifa, Israel.

[uploaded material] at www.gaje.org/abstract-william/

- India poster
- PowerPoint x 2

Substream 'Ethics and Values'

This sub-stream was coordinated by Nigel Duncan and featured the following presentations:

1. Morals, values and ethics, presented by Wallace E Mlyniec

[session minutes] Wally Mlyniec used PowerPoint and video to present different perspectives on the use of values on clinical legal education. Participants then worked in groups to discuss using a variety of learning methods for introducing values to students.

2. Corruption and the limits of legal education, presented by Nigel Duncan with co-presenter Sara Chandler.

[session minutes] The presenters described the preliminary findings of their research on attitudes towards corruption, and on lawyers' roles in relation to corruption. Participants then discussed the significance of corruption for Rule of Law, and how best to prepare students for the challenges of corruption.

[uploaded material] at www.gaje.org/abstract-nigel/

- PowerPoint
- Corruption research report

3. Reflecting on ethical aspects of students' participation in legal clinics, presented by Maxim Tomoszek with co- presenter Martin Kopa

[session minutes] Using hypotheticals and small groups, the presenters led participants in exploring how the ethical aspects of students' work in the clinical environment should be addressed, and how issues should be resolved and ethical rules enforced. Views reached were that problems should be addressed at the beginning and then continuously through the semester; doing so is an important outcome of the clinic, prepares students for practice, and prevents possible issues arising; most issues are common to all clinics, but some differences arise according to type of clinic and social background of the country.

[uploaded material] at www.gaje.org/abstract-maxim-2/

- 'Antagonized Attorney' problem scenario
- Ethical hypotheticals

Justice Education Initiatives

This stream focused on the challenges of implementing Justice Education in traditional academic institutions (universities, research institutes, etc.), including issues such as curriculum reform, clinical scholarship, social action agendas, and innovation in clinical teaching methods.

Substream 'Access to justice – Delivery Systems'

This sub-stream was coordinated by Assoc. Prof. Norbani Mohamed Nazeri Asnida Mohd Suhaimi and featured the following presentations:

1. What should be the Role of Legal Clinics within State Funded Systems of Subsidized and Free Legal Aid?, presented by Zvonimir Jelinic Ph.D
2. Social Justice towards Gender Equity: Securing Gender Justice, presented by Helene Namisi

[session minutes] The presentation took the form of a brief introduction, highlighting the salient points in the paper, followed by an interactive discussion between participants and the panel on various issues raised during the presentation and the plenary session. The paper highlighted the plight of women with regard to access to justice, particularly in the developing countries, taking cognizance of the fact that women's unequal status has rendered them vulnerable to human rights violations. The National Legal Aid (and Awareness) Pilot Program is an initiative of the Government of Kenya that seeks to improve access to justice, especially among the poor, the marginalized and vulnerable in society. Despite this intervention, several problems plague the Program, making the effort to facilitate access to justice an arduous task. The paper aimed at identifying some solutions or other appropriate interventions in terms of improving women's access to justice.

Some of the salient points or issues noted during the plenary session were: the skills provided to the students will enable them assist needy clients upon their graduation. Legal aid clinics, therefore, have a broader scope; the problem with accreditation or grading of students in clinics is that it does not instil a culture of *pro bono*; supervisors at the clinics should involve practising *pro bono* lawyers, who were previously students at the clinics, to assist in supervising the students, thus acting as role models for the students; clinics should work in consortium with NGOs and groups of law firms, in order to get the specialized skills and knowledge for the different matters handled within the clinic; it is important that students in the clinics learn how to transfer their commitment to *pro bono* practice; winning the case is often enough satisfaction and motivation to take *pro bono* cases.

[uploaded material] at www.gaje.org/abstract-maxim-2/

- Seminar paper
- PowerPoint
- detailed session minutes

3. Access To Justice In European Law: Moving from Civil Procedural Law and Rules On Access To Courts Towards Substantive Social Justice. New challenges for Europe, presented by M. Elvira Mendez Pinedo

[session minutes] The presenter evaluated the effectiveness of access to justice laws in the EU in light of global trends, looking at the provision of rights and corresponding remedies, and access for different groups of people.

[uploaded material] at www.gaje.org/abstract-m-elvira/

- Seminar paper

4. A Timor Leste Perspective: Liberating Women from Post Conflict Gender Violence, presented by Jeswynn Yogaratnam

[session minutes] The presenter discussed (1) access to justice in the South Pacific with special attention on the rights of women in post-conflict countries and (2) issues of access to justice in Timor-Leste and the effectiveness of new laws against domestic violence in the context of colonial law and traditional law.

[uploaded material] at www.gaje.org/abstract-jerswynn/

- Paper: Jeswynn Yogaratnam, A Review of the 2010 Domestic Violence Law in Timor Leste

5. Legal Aid and Access of Women to Justice, presented by: Zahra Maranlou with co- presenter Maria Celeste Romero

[abstract] This session examines access to free or low-cost legal advice available to women in order to understand whether women sought any legal services or could obtain legal advice to resolve problems and where they went to get that advice. The main attention is paid to legal empowerment in order to obtain a better perspective of situations of those women seeking legal aid and also the circumstances under free legal advice is sought. The session, also, presents some of key findings of the survey study on women's perceptions of access to justice in Iran. This study is designed to focus on women's basic legal knowledge in Iran, their familiarity with the role of the courts, police, and other formal institutions, their familiarity with the legal aid agencies and perceptions of justice. It is important to note that to my knowledge this is the first

study of its kind to examine access to justice of women from legal empowerment perspective in an Islamic state.

[uploaded material] at www.gaje.org/abstractzahra/

- PowerPoint

6. Access to Human Rights: Lawyering for Drug Users and Sex Workers, presented by Tatyana Margolin with co-presenter Mariana Berbec Rostas

[abstract] To provide effective legal aid for the most marginalized populations, such as drug users, sex workers, and people living with HIV/AIDS, takes more than a law degree and a willingness to accept a pay cut. These populations have special legal needs and require creative approaches that will make legal assistance accessible and useful. Legal aid to the most marginalized must be free of judgment, provided in an environment and a place deemed safe by these groups, and at times that are convenient for the groups, though not necessarily for the lawyers. Effective legal aid is crucial to the improvement of overall well-being of these groups, and absolutely essential in increasing and improving their access to much-needed health services. In this session, we will discuss lawyering for most marginalized groups within public health sphere, their specific legal needs, ways to provide services to them, and the role that law schools can and should play in educating future lawyers for the marginalized.

Substream 'Pro Bono – Delivery Systems'

This sub-stream was coordinated by Marcia Levy and featured the following presentations:

1. Fostering an Ethic of Pro Bono (Part I): Establishing and Teaching a Lawyer's Public Citizen Responsibilities, presented by Doug Colbert (USA), with co-presenters Marianne Artusio, Dimitry Shabelnikov, Kara Irwin and Jose Garcia Añón.

[abstract] Given the uneven foundation in ethical responsibilities provided by much of legal education, it is not surprising that the profession has fallen short of its ethical duties, but in many nations vigorous efforts to engage the private bar have borne fruit. In this panel, efforts of three nations to incorporate justice education will be explored. The panel intends to discuss ways of enhancing the role of law professors in educating and instilling ethical responsibilities, as lawyers in practice confront the need for representation. The panel will present a model of design of clinical and traditional courses that incorporate lessons of public duty and pro bono service in the ordinary experience of legal education

- 2+3 Fostering an Ethic of Pro Bono (Part II): Developing a culture of pro bono within law firms, and (Part III): Focus on law firm pro bono in Spain, presented by Marcia Levy, with co-presenters Filip Czernicki, Ed Rekosh, Pilar Bonet and Jose Garcia Añón.

[abstract] As explored in Part 1 of this workshop series, lawyers have an ethical obligation to provide pro bono service. That obligation, along with the fact that most governmental and legal service organizations and/or law school clinics cannot meet the legal needs of all, demands that societies look at other models for serving the needs of the poor. Law firms can and should play a role. The first part of the workshop will examine ways to develop law firm pro bono using models from the United States, Canada, Latin America and Western Europe, and best practices in law firm pro bono. We will then focus on Spain, using a round table format for the most prestigious law firms working in Spain to share the various pro bono programs they are conducting and, ultimately, to discuss the extent of pro bono in the different countries where they operate according to the existing legal system (civil law/common law, legal aid/not legal aid). All participants will be divided in groups to discuss the essential elements of pro bono work in each system. As a result we will get: the main goals, included and excluded activities, whom they are addressed to, who is responsible for its exercise, offering free and quality of services, and whether or to what extent the pro bono work can fill the gap created by the lack of a legal aid system.

Substream 'Clinical street law in law schools'

This sub-stream was coordinated by Wendy Morrish and featured the following presentations:

1. Legal Education in Post-Soviet Countries: The Case of Belarus and Educating the Public About their Legal Rights: A Global Tour, presented by Marguerite Angelari and Siarhei Salei
2. The Days of Law as a Form of Legal Enlightenment, presented by Alena Mikhasiova Yuliya Saukina, Marina Kirichuk

[abstract] One of the most important steps in solving the problem of legal nihilism is to spread and popularize legal knowledge among the people, especially among the youth. Each legal clinic in almost each country defines these goals, but we would like to show something that differs our country from others. The Days of Law is a mobile law school for students of non-legal faculties. It is a complex of events and activities, for example: brief multimedia presentation about jurisprudence, mini press conferences divided

into workshops on different legal topics, interactive seminar on the legal issues concerning hosting faculty specific, intellectual team games What? Where? When? and Brain-Ring, The Hour of Court the moot, case studies: staging and solution of daily legal situations, consultations of specialists (mini reception room of practicing lawyers), etc. Students and lectures of hosting faculties are obligatory involved in process of organizing of the Days of Law.

3. Performance theme: the street right in activity of legal clinics of Byelorussia, presented by Khrystina Shustava and Liudmila Vasilyeva

[abstract] Main features of implementing “Street law”-type programs in Belarus will be discussed during the presentation. This will include the experience and peculiarities of the Gomel State University Street Law clinic.

4. The Learner-Centred, Due Process Model of Clinical Supervision: Insights from Street Law in the US and the Czech Republic, presented by Michal Urban with co-presenter Rick Roe.

[session minutes] In Urban and Roe’s presentation, the group engaged in discussion, considered case studies, worked in small groups, and recorded points on flip charts. Issues that were raised included the principles used in supervision of Street Law; the authority of the student in teaching; motivating students; and the need for a supervisor to reflect on their own supervision. The group concluded that in a ‘learner-centered, due process model of clinical supervision’ values must prevail; student authority must prevail; students must be accepted as independent; students must accept their responsibility, and supervisors must reflect on their practice.

[uploaded material] at www.gaje.org/abstract-michal/

- Case studies

Substream ‘Rural Issues’

This sub-stream was coordinated by Jane Schukoske and Ajay Pandey and featured the following presentations:

1. Rural Communities Criminal Justice Awareness Project, presented by Jessica Callen and Jane McLeod

[session minutes] The session described the Criminal Justice Awareness Project of KIRUCODO in Kikandwa Village, Uganda, which trains villagers on criminal justice principles and procedures. Issues raised included the overall strategy of

community empowerment, and issues of food, income generation, government programs, local dispute resolution mechanisms etc.

[uploaded material] at www.gaje.org/abstractjessica-callen/

- PowerPoint
- KIRUCODO _Evaluation
- KIRUCODO Training material
- Weekly report form

2. Global mapping of Research and Curriculum for Paralegal Related Legal Education, presented by Srikrishna Deva Rao, with co-presenters David McQuoid-Mason, and Zaza Namoradze

[session minutes] Led by the presenters, participants discussed the curriculum, pedagogy and thematic priorities of paralegal courses, and examples were given of courses in India, South Africa, Canada and Australia. The curriculum discussion looked at in-class and out-of-class learning, and emerging trends in curriculum design. A brainstorming session looked at important issues in paralegal training: e.g., definitions, activity, training needs, curriculum, materials. The presenters also introduced to the Open Society's user manual for paralegals. Participants endorsed the need for increasing paralegal training throughout the world as a means to legally empower the poor.

[uploaded material] at www.gaje.org/abstract-david-2/

- Seminar paper

3. Empowering Communities through Law School Clinics in Effecting Good Rural Governance in Developing Countries, presented by Ajay Pandey, with co-presenters Anirban Chakraborty, M.R.K. Prasad, and Jane Schukoske

[session minutes] To promote the involvement of law teachers in rural governance, the panel led a discussion of good rural governance, illustrated by examples from India: the NGO 'Institute of Rural Research and Development' (IRRAD) partners with the Jindal Global Law School to promote citizen participation in rural areas near Delhi; working in 38 villages near Goa, students at the VM Salgaocar Law School have surveyed legal need and promote the right to information; and students at West Bengal National University of Juridical Sciences – having engaged in disaster management work – now engage in legal assistance and non-formal dispute resolution, and an IRRAD program of good governance training.

International Journal of Clinical Legal Education

The stream addressed the IJCLE conference theme: 'Life, the Universe and Clinic: What questions does Clinic answer?'. It was coordinated by Kevin Kerrigan and featured the following presentations:

1. Revisionist History of the US 1870-1917, presented by Rick Wilson

[session minutes] The presenter spoke to his book chapter, and then led a discussion on the salience of this early history for clinics today, and the options of using other 'pedagogies of practice' for instruction, such as moots, practice courts, drafting etc.

2. The Centrality of Relationships in Clinical Supervision and Lawyering, presented by Beryl Blaustone, Paula Galowitz and Catherine Klein

[session minutes] The session examined why relationships with clients matter, and identified the challenges that students have in developing personal relationships with client and supervisors. The presenters proposed that reflective attention to the emotional, cultural, ethnic and personal factors in relationships leads to better lawyering choices, and to more effective supervision.

The presenters described guiding premises on relationships drawn from adult learning theory, social work, and brain science. In small groups and then in plenary the participants discussed two video presentations of interactions between a student and faculty member, looking at the relationship, and at choices the supervisor made (and didn't make) to assist the student in their relationships with a client and with the supervisor. Participants observed that: the student/teacher relationship affects teaching outcomes; the supervisor has responsibility for managing, fostering and nurturing the relationship; good communication is of critical importance in building relationships; addressing relationships (student-client and student-supervisor) must be a systematic part of the clinical experience; 'apology' has a role in lawyering relationships; being client-focused and promoting client autonomy is important; the student-supervisor should explicitly model the student-client relationship); and the relationships should be seen as partnerships.

3. Clinic and the Law Curriculum, presented by Pilar Bonet, Pilar Fernández Artiach, and Ruth Mestre i Mestre

[session minutes] The presenters described the law clinic at València University, reported on a poll of student and faculty attitudes, and noted the general lack of support for clinics in Spain (see also presentation 7 in substream 'Clinics in New Regions' in Stream 2 *Legal Clinics and Socio-Economic Rights*). They observed that teachers and students who become aware of the clinic become

excited by it, and that the faculty working in the clinic are resolved to continue despite the lack of institutional support.

4. Clinical Theory and Theoretical Clinic, presented by Lucia Madlenakova, Petra Melotikova and Tereza Skarkova

[session minutes] Using PowerPoint, the presenters gave an overview of the legal education system and legal clinics in the Czech Republic, including students' perspectives on clinics and practice-oriented courses, and teachers' perspectives on the interaction between clinic and teaching theory. In small groups the participants discussed the meaning of 'theory', and about the teaching of substantive law in clinics. Participants concluded that clinic and theory need to interconnect, and that when teaching case law the 'real person' behind the case should be kept in mind.

5. Beyond Geographical and Jurisdictional Boundaries, presented by Shaune Williams

[session minutes] The presenter used PowerPoint and the Internet to demonstrate online teaching technologies, to be used for teaching, clinical supervision and teaching substantive law.

[uploaded material] at www.gaje.org/abstract-shaune/

- PowerPoint

6. Social Justice and curriculum development: the case for problem-based learning, presented by Richard Grimes and Ben Fitzpatrick

[abstract] This presentation will look at how the methodology of problem-based learning (PBL) can affect the nature and extent of student learning in the broader context of access to justice. In a highly interactive session delegates will be invited to take part in 'student law firm' discussions centred on a case handled by the York Law School Clinic. The session will aim to demonstrate how students can use PBL to develop their own understanding of rules, skills and values whilst at the same time providing a customised, professionally appropriate and free public legal service.

[uploaded material] at www.gaje.org/abstractrichard-grimes/

- Seminar paper
- PBL Guide
- York Reflective Guide
- York Clinical Handbook

Streetlaw Workshop

The stream was coordinated by David McQuoid-Mason, and the workshop facilitators were Ed O'Brien, Richard Grimes, Ruth Mestre i Mestre and Pilar Fernández Artiach, Bruce Lasky, Wendy Morrish and David McQuoid-Mason.

[session minutes] Ed O'Brien gave a background account of Streetlaw and then demonstrated an example of using a case study: summarise the facts of a case (eg *Gideon v Wainwright*), identify the issues and arguments, invite students to give their solution, and then give the actual decision.

Rick Roe modelled and discussed a learner-centred lesson, showing how rich learning material can be drawn from students' own experiences and how moving through successively higher cognitive and expressive levels can facilitate complex learning across domains of thinking, civic action, expression and collaboration – in the lesson students list good and bad aspects of their neighbourhood and reflect on how to maintain or improve them, learning to see their community and their world in a respectful and environmentally sound way.

David McQuoid-Mason led the participants in brainstorming different interactive teaching methods, and the participants identified: brainstorming, ranking exercises, small group discussions, case studies, role-plays, question and answer, simulations, debates, hypothetical questions, moots, mock trial, quizzes, participant presentations, taking a stand, values clarification, jigsaw, each one teach one, visual aids (eg videos, photographs and cartoons), use of experts, field trips and games.

Bruce Lasky and Wendy Morrish demonstrated a lesson in community needs: using a Streetlaw CLE program to identify and understand legal and non-legal needs and referral outcomes.

Ruth Mestre i Mestre and Pilar Fernández Artiach demonstrated a lesson using the 'jigsaw' method; based on issues in a migrant detention centre they illustrated ways in which interest groups can consult with each other and fine tune arguments before making representations to a decision-making body.

Richard Grimes led a role play in which law students and teachers worked with a poor urban community, engaging in meetings and discussions to develop a successful campaign to change local housing policy, rather than resorting to litigation.

Finally, the participants divided into groups to develop lesson plans based on a template, and then presented those lessons in parallel sessions in front of one of the Workshop facilitators, who

then debriefed and led a discussion using Streetlaw to teach about law and social justice.

[uploaded material] at www.gaje.org/abstract-richard-grimes/

- Streetlaw Handbook

[uploaded material] at www.gaje.org/abstract-david/

- Workshop program
- Interactive Teaching Methods [Extract from Chapter 13 of David McQuoid-Mason and Robin Palmer *African Law Clinicians Manual* (2008), published by Open Society Justice Initiative]
- Short guide for a better protection of your rights

Plenaries

The Plenary Stream was coordinated Mariana Berbec, and featured the following presentations:

Monday

Professor Felipe González Morales, Access to Justice and Legal Clinics at the Inter-American System

Tuesday

Emeritus Professor Frank Bloch (chair), GAJE and the Global Clinical Movement: Educating Lawyers for Social Justice; remarks by N.R. Madhava Menon and George Mukundi

Presentation of the recently published book, *The Global Clinical Movement*, chaired by, of Law, Vanderbilt University Law School

[abstract] This plenary session celebrates the publication by Oxford University Press of 'The Global Clinical Movement', which covers the global reach of clinical education, the social justice mission of global clinical education, and the emergence of a global clinical movement. After Frank Bloch, who edited the book, gives an overview of the book's structure and goals, the session will be devoted to marking and assessing GAJE's role in furthering the global clinical movement. The session will feature remarks from a number of contributors to the book, focusing on how their work has benefitted from their engagement with the global clinical community, and in particular through their involvement with GAJE. While the book is not about GAJE as such, it represents the spirit behind the formation of GAJE. With almost all of the contributors being current GAJE members, it can be seen as a powerful resource for the organizations future

Wednesday

GAJE General Meeting

Thursday

Kevin Kerrigan, Inspirations, ideas, intentions: taking Conference Themes back home

Ruth Mestre i Mestre, Spanish experiences on Legal Clinics

Jose Garcia Añón: European Human Rights protection: teaching with racial profiling cases

[abstract] To teach human rights protection in Europe we may do different things and take different perspectives: to talk about in which way are rights protected (Procedure law); which norms protect human rights (International Law); which institutions guarantee the protection of human rights (Constitutional and International law); how human rights are justified, used by lawyers or judges... (Philosophy of Law)? I propose to take a case or real problem (about racial profiling) and to teach-learn through an integrated idea of Law. In this presentation I use and explain a collaborative learning method.

Friday

Judge Baltasar Garzón, The principle of Universal jurisdiction and its current situation

Professor Rick Wilson, Litigating Human Rights in a Law School Clinic: From Pinochet to Arbenz

Closing remarks: Filip Czernicki, President of GAJE and President of the Polish Legal Clinics Foundation; Kevin Kerrigan, Editor of the *International Journal of Clinical Legal Education* and Associate Dean, Northumbria University School of Law; José Garcia Añón, Chair of Local Organizing Committee and Vice Dean, University of València Faculty of Law.

Appendix: Conference Program

Monday 11 July 2011

Opening Plenary Session

Welcome Remarks

Inaugural address: Human Rights, Access to Justice and Legal Clinics at the Inter-American System. Professor Felipe González Morales, President of the Inter-American Commission on Human Rights

Morning Concurrent Sessions

- The Learner-Centered, Due Process Model of Clinical Supervision: Insights from Street Law in the US and the Czech Republic
- Developing Clinical Legal Education Program Standards: Strengthening our Practices or Stifling Innovation?
- A comparison of the clinical experience in Vietnam and Nigeria: Lessons Learned and Applied Legal Research
- Interdisciplinary Solutions to Justice Issues: Collaborating with Physicians to Address the Socio-Economic Determinants of Health
- Clinical Legal Education and civil society organizations; Reimagining Human Rights Law Clinics: Lessons from Latin America
- Environmental Justice
- Clinical Legal Education in Spain: Analysis and Discussion on experiences
- Access to Justice in European law: New Challenges for Europe ; Timor Leste: Improving Access to Justice of Women in Gender Violence
- Providing Effective Representation to Immigrants in Law School Clinics: Challenges, Comparisons and Collaborations
- Clinic and Social Justice for Children; The Need For Legal Clinic For Young Offenders: A Survey of Young Offenders Prison in Malaysia
- Mainstreaming Human Rights and Justice Concerns in the Law Department Curriculum ; Introducing a Public Interest Focus in the Legal Clinic Program: A Case Study from the Kyrgyz Republic ; Advocacy outside of the courtroom: social change through policy and legislative advocacy

Afternoon Concurrent Sessions

- Education Reform of Legal Clinic on Responding to Disasters; Clinic from Catastrophe: Justice Education in Haiti
- Developing a Disciplined Approach to Reflection: Encouraging Reflective Practice, Integrated Learning, and Sharing Promising Practices
- Clinical Legal Associations
- Social justice and curriculum development – the case for problem-based learning

- Standardized Clients and Interviewing : Assessing the Advice Interview; Assessment of Practical Skills: Practical Legal Studies at the University of Witwatersrand
- Engaging students in cross-border investigations of human rights conditions: challenges and opportunities
- Human Rights Fact-Finding in the Domestic Context
- Reflective Learning for Reflective Practice: An Integrated Approach
- A Model for Interdisciplinary Clinical Legal Education: Medical and Legal Professionals Learning and Working Together to Promote Public Health; How can lawyers cooperate with medical doctors? Comments based on the activities of The Medical Law Clinic
- Promoting Awareness of Environmental Justice in Law Students: Beyond the Legal Clinic
- Empowering Communities through Law School Clinics in Effecting Good Rural Governance in Developing Countries

Opening Reception: NGOs Gathering, Music & Wine

Tuesday 12 July 2011

Plenary Session

GAJE and the Global Clinical Movement

Presentation: the recently published book, *The Global Clinical Movement: Educating Lawyers for Social Justice*, chaired by Frank Bloch, Professor of Law Emeritus, Vanderbilt University Law School; Remarks by N.R. MadhavaMenon and George Mukundi

Morning Concurrent Sessions

- Street Law Workshop
- International Cross-Cultural Collaboration: Theory & Praxis
- Educating the Public About their Legal Rights: A Global Tour of “Street law” Clinics
- Reconstruction of professional ethics in post-communist society through legal education ; A Revisionist History of a Pedagogy of Practice in the U.S.: 1870 to 1917
- Seeing the wood for the trees – How can we help students to research unstructured real client problems? ; What is legal professionalism and can clinic teach it?
- Cradle to Grave: Teaching Justice, Ethics and Law in a Clinical LLB ; Clinical Legal Education – What it can/cannot achieve
- Street Law Workshop
- Corruption and the limits of legal education ; Morals, Values, and Ethics in Clinical Teaching

- The role of Legal Clinical Methods in Promoting Financial Literacy and Education
- The Centrality of Relationships in Clinical Supervision and Lawyering
- Postgraduate Clinical Legal Education: A Cooperative Model
- 42 Placements on – Sheffield Hallam University’s Hitchhiker’s Guide to Galactical Placements

Afternoon Session: Street Law Workshop only

Optional site visits to NGOs and social justice projects

Conference Dinner

Wednesday 13 July 2011

Plenary Session

Presentation of candidates for GAJE Steering Committee election; Discussion of various issues that will be considered at GAJE General Meeting

Morning Concurrent Sessions

- Redefining Human Rights Lawyering Through the Lens of Critical Theory: Role of Transnational Partnerships in our Pedagogy and Practice
- Teaching Through Clinics in Civil Law Systems: the Case of Italy ; Clinic and the Law curriculum : student and faculty attitudes to clinical learning
- Addressing Bias in Legal Education for Promoting Justice
- Beyond Lessons: Street Law at Young Offenders Institutions ; What Attracts Law Students to Teaching Law at Schools in Street Law Programme and How Teaching Law Changes their View of Law and Lawyers in Society?
- Towards a Pedagogy of Diversity ; What is the role of the legal clinic, and should it be influenced by the desire to achieve social justice?
- Freedom of Information: An Essential Foundation for the Protection of Other Fundamental Rights

GAJE General Meeting

Afternoon Concurrent Sessions

- Recent Developments in Clinical Legal Education in the Middle East
- Innovative Solutions to Challenges Facing Criminal Defense Clinics
- Transforming Students, Transforming Selves: Teaching and Learning about Social Change in Context. Three Models of International Comparative Clinical Cooperation
- Crossing Borders: Creating an American Law Clinic in China ; A Clean Slate: What shall I draw? Establishing a New Legal Advice Clinic in a New Law School

- Fostering an Ethic of Pro Bono: Developing a Culture of Pro Bono within Law Firms ; Fostering an Ethic of Pro Bono: Establishing and Teaching a Lawyer's Public Citizen Responsibilities
- Legal Aid and Access of Women to Justice
- Global Mapping of Research and Curriculum for Paralegal Related Legal Education
- Transforming Students, Transforming Selves: Teaching and Learning about Social Change in Context. Three Models of International Comparative Clinical Cooperation
- Community Outreach Program: The Aftercare of Juveniles from the Kajang Integrity; The Riverhouse Law Clinic: Providing Free Legal Advice and Assistance for People with HIV
- Marginalizing Discrimination : How Social Justice, Advocacy and LGBT Awareness on a Clinical Level Can Make Equality More of a Reality ; Building Local Capacity to Protect Public Health and Promote Social Justice through Online Peer Education
- And Justice [Education] for All: Integrating and Assessing Justice Education in the Traditional Law School Curriculum

Thursday 14 July 2011

Plenary Session

Inspirations, ideas, intentions: taking Conference Themes back home. Kevin Kerrigan, Northumbria University

European Human Rights Protection: teaching with racial profiling cases. José García Añón, Universitat de València

Spanish experiences on Legal Clinics. Ruth Mestre i Mestre, Universitat de València

Morning Concurrent Sessions

- What should be the role of Legal Clinics within systems of subsidized and free Legal Aid?; Social Justice Towards Gender Equity: Securing Gender Justice
- Reflecting on Ethical Aspects of Students Work in Legal Clinic
- Reforming the curriculum – Models, challenges : Social justice and curriculum development – the case for problem-based learning ; The Way to Legal Practice Education in Zhejiang Gongshang University; Clinical Education in China: The Next Step
- The Use of Virtual Law Programs to Support Access to Justice Education Initiatives
- Clinical Legal Education and Cultural Relativism: The Realities in the 21st Century; Administering Legal (Pro-Bono) Clinic: Challenges and Prospects; Understanding Clinical Legal Education and the use of ADR in

traditional matrimonial case: The University of Ibadan Women's Law Clinic Experience; Advancing Justice Education in customary courts through participation of clinical students in judicial proceedings as friends of the courts

- Common law and civil law systems: skills and challenges for CLE ; An Examination of the Challenges, Successes, and Setbacks for Clinical Legal Education in Eastern Europe
- The Days of Law as a Form of Legal Enlightenment; Performance theme: The street right in activity of legal clinics of Byelorussia
- Legal Clinics and Socio-Economic Rights- The Street Law Approach in Ebonyi State Nigeria; Mediation Clinics in Societies in Conflict: Case of El Salvador
- A Treaty to Secure the Right to Food ; Just Enough Science to Make You Dangerous: Integrating Forensic Science Into the Law School and Legal Clinic Curriculum
- Human rights and immigration detention centres around the world: exchanges and experience
- Clinical Theory v. Theoretical Clinic
- Rural Communities Criminal Justice Awareness Project

Conference Luncheon

Friday 15 July 2011

Morning Concurrent Sessions

- Access to Human Rights: Lawyering for Drug Users and Sex Workers
- Mainstreaming Human Rights and Justice Concerns in the Law Department Curriculum
- Building on Best Practices and Educating Lawyers to Be Public Citizens
- The clinic and social justice (1) – models and ideas: Enhancing Legal Education's Core Values – Social Justice Apprenticeships/Court Collaborations ; The university at the service of the person: a vision for the upcoming Strathmore University Faculty of Law ; Indebted to the experience: community engagement and the inspired student
- New clinics and new clinicians: Interactions at University of Valencia ; The Impact of Clinical Legal Education Curriculum and Delivery on Students Performance: A Case Study of the Nigerian Law School
- Clinical Legal Education in Jordan: Overcoming the Unique and Common Challenges; An Option for the Thai Legal Education Reform: Learning from CLE in China
- Delivering Clinical Legal Education Beyond Geographical and Jurisdictional Boundaries; Technology Transfer and The Challenges of implementing clinical curriculum in Nigerian Law Faculties: Lessons from the Afe Babalola University Experience
- The "New" European Law Clinics: A Roundtable Discussion

- The clinic and social justice (2) Panel Discussion
- A Study and Demonstrations of Cross Border CLE Collaborative Initiatives-The BABSEA CLE Experience

Closing Plenary Session

Litigating Human Rights in a Law School Clinic: From Pinochet to Arbenz.
Professor Rick Wilson, American University, Washington College of Law;

The principle of Universal jurisdiction and its current situation Mr. Baltasar Garzón, consultant at the International Criminal Court in The Hague (Judge in Spain's Central Criminal Court)

Closing remarks: Filip Czernicki, President of GAJE and President of the Polish Legal Clinics Foundation; Kevin Kerrigan, Editor of the International Journal of Clinical Legal Education and Associate Dean, Northumbria University School of Law; José Garcia Añón, Chair of Local Organizing Committee and Vice Dean, University of Valencia Faculty of Law

Closing Reception in the University Botanic Garden

Saturday 16 July 2011

Optional site visits to NGOs and social justice projects