



**Global Alliance for Justice Education
9th Worldwide Conference**



**“Breaking Down Walls: The Transformative Power of Justice Education”
 (“Derribando muros: el poder transformador de la educación en la
justicia”)**

Puebla and Tlaxcala, Mexico 5-12 December 2017

Conference Report

Table of Contents

Preface	2
Introduction	5
Plenary Sessions	5
Opening Plenary Session	6
Opening Plenary topic: Setting the Scene in Mexico: Indigenous Cultures, Pluralism and Challenges for Clinics	7
Day 2 Plenary Sessions: How Do We Teach Disability Issues and Work With Disability?	8
Day 4 Plenary Session: What Role Do Legal Clinics Have in Disaster Response?	10
Conference Sessions	10
STREAM 1: How Social Justice Education Advances Human Rights and Social Change	11
STREAM 2: Resources and Methodologies for Justice Education	17
STREAM 3: How Can A Law Clinic Be Sustainable?	24
STREAM 4: Overcoming “Walls” And Barriers to Promotion of Human Rights, Social Justice, and Legal Education Reform	27
STREAM 5: Regional, Transnational, and International Collaboration	30
STREAM 6: Pro Bono and Legal Clinics	32
STREAM 7: New Initiatives and Innovations in Justice Education	34
STREAM 8: Public Interest Law Initiatives Meet Clinical Legal Education Programs	38
GAJE General Meeting Report	41
Training-of-Trainers (TOT) workshop on practical aspects for implementing justice education, including clinical teaching methods	45

Preface

GAJE's 9th worldwide conference took place in Mexico from the 5th through the 12th of December 2017 on the campuses of Instituto Tecnológico de Estudios Superiores de Monterrey in Puebla and Universidad Autónoma of Tlaxcala in Tlaxcala.

The conference consisted of two parts:

1. A General Conference with plenaries and concurrent sessions on various themes and topics (5-9 December in Puebla) and
2. A Training-of-Trainers (TOT) workshop on practical aspects for implementing justice education, including clinical teaching methods (11-12 December in Tlaxcala).

The main goal of GAJE worldwide conference is to provide law teachers, law students, legal practitioners, jurists and social activists from around the world the opportunity to acquire new ideas, models, and skills for the use of education to promote social justice. The General Conference sessions addressed the central theme of the conference—*Breaking Down Walls: The Transformative Power of Justice Education*. In a range of plenary, small-group, and workshop sessions, delegates explored topics in eight streams with the following themes:

- STREAM 1: How Social Justice Education Advances Human Rights and Social Change
- STREAM 2: Resources and Methodologies for Justice Education
- STREAM 3: How Can A Law Clinic Be Sustainable?
- STREAM 4: Overcoming “Walls” And Barriers to Promotion of Human Rights, Social Justice, and Legal Education Reform
- STREAM 5: Regional, Transnational, and International Collaboration
- STREAM 6: Pro Bono and Legal Clinics
- STREAM 7: New Initiatives and Innovations in Justice Education
- STREAM 8: Public Interest Law Initiatives Meet Clinical Legal Education Programs

The conference was attended by a approximately 250 delegates representing 48 countries from across the globe, with approximately 110 of the delegates attending both the General Conference and the Training-of-Trainers Workshop.

The planning and execution of the conference was made possible by the following persons:

GAJE Steering Committee 2015-2017

1. Mariana Berbec-Rosta; President
2. Odinakaonye Lagi; Secretary
3. Timothy Casey; Treasurer
4. Lisa Bliss
5. Anna Cody
6. Filip Czernicki

7. Jose Garcia Anon
8. Jeff Giddings
9. Marzia Barbera
10. Catherine Klein
11. Bruce Lasky
12. Nisreen Mahasneh
13. David McQuoid-Mason
14. Ajay Pandey
15. Frank Bloch
16. Wendy Morrish
17. Dr. Panarairat Srichaiyarat
18. Celeste Romero
19. Christopher Mbazira
20. Tomoszek Maxim
21. Uli Parulian Sihombing
22. Alejandro Posadas

Conference Planning Committee:

- Anna Cody (Chair)
- Guadalupe Barrena
- Lisa Bliss
- Frank Bloch
- Timothy Casey
- Jose Garcia Anon
- Catherine Klein
- Odinkaonye Lagi
- Ulrich Stege

GAJE Conference Program Committee (task: overall coordination of the GAJE Conference Program):

- Ulrich Stege (head)
- Guadalupe Barrena
- Anna Cody

Sub-Committee on Proposals Review (task: preparing the general Conference theme and Conference Streams and the Call for Paper. Reviewing of all proposals, including sending out acceptance letters etc.):

- Ulrich Stege
- Marzia Barbera
- José García Añón
- David Mcquoid-Mason

Sub-Committee on Stream Coordination (task: establishing a list of all 90 minute concurrent sessions per Conference Stream, getting in contact with lead presenters about mergers etc.):

- Frank Bloch
- Susan Brooks
- Sylvia B Caley
- Pilar Fernández
- Luba Krasnitskaya
- Odinaoonye Lagi
- Ulrich Stege

Sub-Committee on Program Scheduling (task: scheduling of the GAJE Conference Program):

- Freda Grealy
- Ulrich Stege

Local Organizing Committee:

- Guadalupe Barrena
- Mafer Pinkus

Waiver and Grants Committee:

- Anna Cody
- Denise Wasley

Conference Registrar (keeping the website/database/contact to participants etc.):

- Frank Bloch

Conference Report

- Odinaoonye Lagi

Introduction

The conference kicked off on 4th December, 2017 with arrival of delegates, registration and information evening reception @ Library Auditorium (Auditorio de la biblioteca). Every day of the conference commenced with Registration desk open 7:30am @ Student Center (Centro estudiantil); Morning Café 8:00am @ Student center (Centro estudiantil); Mindfulness (optional) 8:15am @ Highschool garden (Jardin de Prepa); and Opening plenary session 9:00am @ Library Auditorium (Auditorio de la biblioteca). The conference sessions were run as concurrent sessions from 11:00am until 5:30pm. The conference hosted 3 major dinners including the opening dinner, cultural dinner and closing dinner.

In addition, on 7th December between the hours of 14:00 - 18:00 field trips to local Justice Education series were organized.

One of the field trips was to a local migrant refugee. This included approximately 40 GAJE participants who went to a refuge. They met with the team of workers at the refuge and learnt about reasons why many people are travelling through Mexico on their way to the USA. They also visited the rail tracks which were adjacent to the refuge and saw how the private railway company has constructed concrete blocks which make it very difficult to get on and off trains. It was a very informative and disturbing field trip.

On Friday the 8th the conference held GAJE general membership meeting. The meeting reviewed GAJE activities in between the 8th and 9th conferences, voted to amend the GAJE By-Laws and voted in new steering committee (Board) members to occupy vacant regional positions.

Plenary Sessions

The conference had a total of 3 plenary sessions as follows:

Opening Plenary Session

The Opening plenary was led by a remark from Guadalupe Barrena, the chairperson for the local organizing committee. She welcomed all delegates to the conference and expressed gratitude for all who contributed to Mexico ability to host the conference.

The Director of Law Faculty welcomed all participants to conference, stating that the power to transform was meaningful for the university Instituto Tecnológico de Estudios Superiores de Monterrey. He said that due to the changes in the society, research in the variable of contemporary education is in line with the education model of trying to migrate into a new manner that reinforces the demand to society, and the need to obtain new ideas to enforce social justice. He extended best wishes for the meeting to be a success and meaningful platform for transformative education.

Mr. Martinis on behalf of President of Human Right Commission, welcomed all participants to Puebla the distinguished city of education. He reiterated that from their reflection in the Human Right Commission, they were glad to be able to exchange ideas with participants.

Director of Human Right Programme Dr Luis de la Barrera, stated that it was an honour to see people from every country, with different cultures, gestures and languages talking a common language because we are here because of our human conditions which is the basis of the human assistance. We gather this whole diversity of individuals with common idea of justice and human rights, the idea of fighting a common war to improve the condition of human being and how we can modify and mitigate with our actions. In this conference we talk about the teaching for innovations of justice education, how to defend those that does not have any body. There is a need to push the idea to include the juridic clinic, where students can understand the procedures and provide services for people. The clinic teaching of law in Mexico was born years ago and now there are over 20 clinics, but it's very important that all lawyers have idea on law clinic, we would launch a proposal to reform our education where superior institutions teaching law should have clinics providing legal services for free, and this will be required for social services. Welcomed all to Puebla and encouraged participants to explore the city.

Student Clinician Mariana from National University Mexico shared her amazing clinic experience which afforded her the opportunity to learn a lot more than afforded by the traditional methods. The difference with clinic is crystallizing the ideas, working at the clinic was challenging at first, but its interdisciplinary areas such as working with persons with disability created opportunity to understand how to treat persons with disability. Work in area of social works was focused on how to understand the society, how to diagnose the society, how interventions can have an impact and how half treatment like a doctor can have an impact. Clinical teaching can have a legal framework; at first not having knowledge but working together with different profession we could develop common understanding. What is the common factor joining us together? The realization that working with people with psychological conditions there were lots of constraints because of society bias, however people should not be judged like that because there is more to

social illness that causes the physical characteristics especially with regards to issues around disabled persons. Especially as these issues are not very visible to the society but there is need for an inclusive society.

Anna Cody, Chair of the conference organizing committee, expressed appreciation for everyone that contributed to making this conference possible, especially members of the organizing committees. Why we are here and for what? We are here to learn, moment of reflection, to share our justice mission and learn from each other. According to Paulo Freire understanding and reflection is a critical pedagogy in education and how we teach is very important. In order to learn we need to learn how to promote justice, the power of our work and how to think critically. We have a wide diversity in this conference, some Indigenous, some with disability. And we have in common our commitment to improve justice which will help the challenges we face in this world together, poverty, the concept of 'fake news' and information, migration and the situation of refugees, violence against women, situation of indigenous persons, natural disasters and more disasters to come due to climate change. But we have a moment of hope, to build ourselves, sharing what we know rather than what divides us. A feminist from North America (Audre Lorde) said when we talk we are afraid of not been listened to but when we are in silent we are still afraid so it is better to talk.

Opening Plenary topic: Setting the Scene in Mexico: Indigenous Cultures, Pluralism and Challenges for Clinics

The discussions of this session focused on the spiral pedagogy for inclusion of indigenous people. Discussions looked at different dimensions; political dimension on how we are building in different spaces, not just having spaces of teaching in university but for multiple spaces of inclusion and not just horizontal dimension. Extracting from the indigenous knowledge of the Chapa region, its first principle is to touch the soul, to make the head and hair smart, thinking and making things to the head, then direction of the heart. How do we achieve this based on experience, how to create experience and reach someone's heart, to reach the communities and students.

Reaching vulnerable groups in defending electoral rights in Mexico, there are lots of juridic orders for different groups in Mexico because of the diversity and it is important to recognize this context. The power of municipalities to choose their own assemblies and the electoral body helps and support the municipalities. Elections in some regions are through indigenous regulations not political parties, however, sometimes the regions do not have the resources to create needed structures, so we help them, especially women. A woman that won her presidency was replaced in a violent manner, people who are not allowed to execute their power and self-determination, the electoral body helps mitigate and help resolve it to afford conflict, prosecute if peaceful solution is not reached through consultation. Some regions do not even have a constitution so we help them develop so they are recognized within the law and their rights to be respected.

A women migration clinic was opened seven years ago in Mexico for migrating women; however there was no university or lecturers specializing in migration law. In Mexico the legal community is organized in different manner, but we have in the last 5 years built a relationship with Human Rights University, so our students work with clinic and the organization to provide direct assistance in recognizing the double identity of persons coming from the United States. The {name of organization required} working with attorney with two laws from two different countries with different regulations can be challenging, so we have formal agreement with 16 universities from USA working with students from USA and Mexico. We need to think how to motivate people to have the space and continue working either in government or private spaces but still have motivation to work for social justice.

There is horizon about the importance on how to make experimental teaching part of Mexican University, as it really only exist in 2 universities. How do we institutionalize experimental teaching?

How do we perform in the challenges we are facing in a concrete manner? In Mexico, women suffering from violence in detention, we have a lot of problems, based on these real problems therefore how do we teach law students to solve ordinary problems and how we boost sensitive issues in the clinic based on experience as they are working with real clients. It is really important to have clinic and to have content with real context. In Mexico it will be a good idea to have more clinics specialized in certain areas, is an advantage to have clinics inside universities and to have the whole support universities can provide. It is really relevant that young students participate because students learn more working in the clinic. To raise awareness in young persons to challenge or face challenges that often causes delay in procedures especially for person waiting to translations. Students can develop empathy early on, clinics should be considered mandatory because there is a complete different reality after school. We are looking for lawyers working for indigenous people.

In conclusion, the session suggested that there should be more scholarship for women under migration conditions, more diversity of opportunities for people in migration. Consider knowledge transfer on experiential teaching from other places, consider making students motivated to participate with vulnerable group and not just concentrate in securing job working with the Supreme Court. Visiting the vulnerable groups in places such as detention centers, to help students become more sensitive. It is important to society on inclusion of indigenous people, for society to accept them as who they are, teaching on diversity and pluralism and the need for respect. Teaching this to law students who will become judges and public servants is really complicated because beyond defending law we need to defend right and more importantly is about respect.

Day 2 Plenary Sessions: How Do We Teach Disability Issues and Work With Disability?

This session focused on the work of clinics working to implement the United Nations Declaration on persons with disabilities especially on persons with psychosocial disabilities.

From a historical perspective, the Convention on the Rights of Persons with Disabilities (CRPD) was sponsored by countries from the global south promoted by Mexico. In Mexico City the movement on recognizing the rights of persons with disability was organized through an email group participating in the drafting of the convention. The yahoo group from Latin America started similar processes and the alliance for person with disabilities united the people and facilitated the transmission of their need in drafting of the convention. Core concerns for the persons with disabilities were around dignity, been less valued than other persons; autonomy for decision making especially for people with intellectual and psychological disabilities been deprived about their right; accessibility as the main necessary condition for inclusion and participation in all activities of life. Social model of disability, championed by different movements promoting accessibility, inclusion and participation in America and Europe resulted in non-discrimination laws which eventually led to adoption of CRPD by UN. The session looked at the social model of disability versus the medical model which sees disability as inherent in the person and a deficiency, while the social model is about all barriers from society preventing equal participation of persons with disabilities. On legal capacity especially for persons with intellectual disability deprived of their legal capacity often results in a deprivation of many of civil and political rights, because of the reason that these persons cannot govern themselves hence should be substituted by another person. Legal capacity was opposed by many countries and Mexico also introduced a reservation in Article 12. Ten years after adoption of the CRPD, there is no real understanding of legal capacity or the development of support system to exercise legal capacity. Therefore there are still lots of barriers that make it unable to participate in many activities due to lack of accessibility.

Experience working in disability rights law clinic often starts with a place of disorientation, the clinic approach is about unlearning everything you have learned. Because disability rights questions every paradigm that exist in law, e.g. usually persons with intellectual disability may find it difficult to give coherent chronological sequence of an event when giving evidence of a crime. Disability rights have the power to question most principles in law. The clinic is working with a university network, consisting mostly of clinics in Peru, Colombia, and Argentina collaborating to submit amicus curia to advance the implementation of CRPD. There are not so many disability rights network hence having a regional network is really advantageous especially in regional network and strategic litigation.

The Midlands State University - Faculty of Law Disability Rights Module, Legal Aid Clinic and Community Engagement Activities has been raising disability rights in communities across the country, established 2012. The clinic also specializes in strategic litigation. In 2012, the government conducted a census of which the secular circulated discriminated against visually impaired persons participation as enumerators. The clinic represented 4 persons and filed a case in the Supreme Court in 2013. In May the country's new constitution recognized disability right and also made a radical change in locus standi, the constitution allows anyone to seek relief on behalf of another irrespective and also allows court to take into consideration case law from other countries. Zimbabwe also rectified the CRPD. The case was refiled in 2013 and heard in

2014 in the high court. Declaratory order was obtained and henceforth all government employees with visual impairment are to be allowed as enumerators. The importance of the case was that the clinic took mandate from client recognizing their legal capacity to make decisions.

How do clinics make efforts for inclusive education, including persons with disabilities as clinicians and within law clinics? How do we understand the benefits of inclusion, how do we make the needed effort at inclusion? Can clinics envision beyond the legal parameters to interdisciplinary measures? It is important that other professions play key roles but the main expert must reside within persons with disabilities, this is the foundation for client centered lawyering. There is need to have more persons with disabilities included as students, staff, administrators etc.. There is a need to rethink classification of persons in percentages, our definition of normal vs abnormal, to look at how we are placing barriers in terminologies and removing definitions. Disability is everywhere, clinics need to go everywhere looking into prisons issues, and the legal paradigm sends people with psychosocial problems to psychiatric institutions where they even stay longer or their entire lifetime. This should be challenged, they should also be accorded equal rights and access in prisons, and there is a need to advocate for equal opportunities in the prison.

Day 4 Plenary Session: What Role Do Legal Clinics Have in Disaster Response?

This session looked at role law clinics played during the recent 7.1 magnitude earth quake in September, 2017 just south of the city of Puebla. The challenges faced by the law clinic students trying to mobilize to help victims sort through all issues that arise. It also looked at how technology could help in mapping and situation analysis as well as aid information sharing for all respondents.

Conference Sessions

The General Conference sessions addressed the central topic of the conference:- Breaking Down Walls: The Transformative Power of Justice Education—in eight streams with the following themes:

STREAM 1: How Social Justice Education Advances Human Rights and Social Change

Justice Education, including clinical legal education, includes a variety of programs and initiatives aimed at advancing human rights and social change. Sessions in this stream will address the challenge of providing access to justice and legal assistance to all people, with a focus on understanding the roles and obligations of the legal profession to support persons in vulnerable situations

How to treat sexual harassment and gender violence in UNAM's Faculty of Law

Flores Marcial, Esmeralda

MAYRA ALEXANDRA ORTIZ OCAÑA

The session presented by Alza la Voz on “How to Treat Sexual Harassment and Gender Violence in UNAM’s Faculty of Law” focused on presenting data and testimonies collected by the organization on the current situation lived in UNAM’s School of Law concerning gender violence, with a special focus on sexual violence. We also explained the official procedure to present a complaint at UNAM, the protocol to fight gender violence, in order to obtain feedback and eventually propose improvements in our University. Our personal experience with the GAJE attendants was very pleasant; everyone seemed very interested and willing to contribute to the topic. In particular, the fact that every female attendant was able to relate and give us feedback was impressive, because in the fight for women’s rights, sometimes it seems like yours is an isolated case. It was also encouraging to meet women from different parts of the world and to get to know their stance on this issue. There were some who were horrified at the examples of gender violence happening in our School of Law and that were surprised that fellow students had not walked out of the classroom when the professor harassed and exposed a female student in front of everyone. Then there were others who were aware of similar or even worst situations who shared their experiences on confronting sexual violence with whole multidisciplinary plans. Either way, participation of the audience was able to provide solutions that do not currently exist or are quiet new since the fight against gender violence, in general, but especially in a school context is such an invisible topic in Mexico.

Crafting Justice through Clinical Legal Education

Jane Schukoske

Abhayraj Naik, Anna Cody, Chipso Mushota Nkhata; Olugbenga Oke-Samuel; Purvi Pokhariyal; and Vandana

The client community must play a central role in clinical legal education as their life issues are at stake. Students learn cross-cultural contexts, values, and empathy from their interactions in communities. Students confront ethical issues, and supervisors must observe the delicate balance of maintaining professional competency and student autonomy in interactions with clients. Given the complexity of community contexts, clinics lend themselves to interdisciplinary work. Networking - within the CLE community itself and with relevant interdisciplinary and professional networks - can provide vital support to continuously improve clinical legal education.

Clinical legal education in community contexts has a social justice orientation and provides an ongoing learning process for students, faculty and the involved community members. At its best, CLE transforms the lives of all those who collaborate and reflect on their social justice and learning efforts. Panelists and discussants in small groups shared the high points and challenges of their work. Participants expressed the need for CLE standards in some countries as guideposts for raising the educational and social impact of clinics.

The role of Jimma university legal clinic in promoting access to Justice: The practices and challenges

Muhammed Hillo

The session tried to outline the how law students engaged in experiential learning in Ethiopia, the success stories of the clinic in promoting access to justice for vulnerable member of the society, the challenges with regard to implementing clinical educations. The presentation demonstrated empirical data on works done by our legal clinic and the challenges in accomplishing those successes. The major challenges in the operation of the clinics are, among others, clinical education curriculum, schedules, supervisors' capacity, infrastructure, transportation and lack of responsiveness from some stakeholders. The feedbacks from the participants were positive and encouraging. I got the comments from the participants on the points, how to minimize the challenges regarding cooperation with stakeholders, soliciting funds from local institution, develop evaluation guidelines for clinical course.

Innovation, Mass Incarceration, and Clinical Education

Zina Makar

Colin Starger

The focus of our session, Innovation, Mass Incarceration, and Clinical Education, was to begin discussions on similar initiatives that use clinical education as a mode of challenging carceral trends in the U.S. and other international territories. Presenters shared their experiences on how to create a sustainable clinical model that operates both to serve individual clients and advocate for policy reform. Presenters received a significant amount of feedback and learned that many other international clinicians face similar problems around prolonged pre-trial incarceration with little due process. Participants asked presenters to create a listserv where clinicians may reach out to one another to discuss issues of pre-trial incarceration. Overall, the presentation was productive and produced interesting and insightful discussion amongst participants.

Gender approach to education in the legal clinics: challenges and prospects (How Social Justice Education Advances Human Rights and Social Change)

Dzianis Biarozka

In modern society, the idea of gender equality is very popular. But are men and women really equal? The study was conducted on the basis of different Vitebsk universities. 568 respondents have participated in the study. The purpose is to study gender problems existing among

students. The tasks are to describe the most pronounced problems, the representation of the sexes about each other, to explore the stereotypes and the gender patterns of behavior. The majority of respondents stated that the gender of a teacher didn't affect their trust. However, of respondents preferred to see women as a teacher of the humanities, and more than a half of respondents preferred to see men as a teacher of technical sciences. About half of the respondents agreed with the statement that "equality of women and men is impossible". More than a third thinks that "politics is strictly man's business." Quantity of young men who think in such a way is twice bigger than girls. Therefore, about a third of the students think better about man's mental abilities and about their prospects to become politicians. This way, all mentioned above facts can prove the idea of gender education as an essential component of modern education, since it helps to overcome stereotypes and reveal the personal potential of both men and women who are not constrained by gender prejudices

Sending Students to Jail: Challenges and Best Practices for University Legal Clinics working in Detention Centers

Jessica Anna Cabot

Silvia Mondino, Cecilia Blengino, Victor Chimbwanda

This workshop focused on sharing experiences, challenges and good practices for law clinics that assist persons who are detained or incarcerated. As a rule, people in detention are vastly under-represented and, because of lack of knowledge, resources or assistance, struggle to represent themselves adequately. Unfortunately, university legal clinics face numerous challenges to meet their need, including lack of access to facilities and detainees, inadequate funding, timing of events which does not fit the school calendar, reduction of prisoners' rights and remedies, and hostility on the part of the "gate-keepers", the people who control the facilities. In our opinions, however, working with detained people can be a critical part of a student's social justice education. The session included brief descriptions of existing clinics which work in these situations, but focused more on answering over-arching questions about this sort of work: Why is it important for students to work with detained people? What are our shared obstacles and how have you navigated them? What are the biggest challenges and benefits in terms of pedagogy? How do we incorporate legal assistance and legal reform work in this situation? Are we able to provide adequate legal assistance in our programs?

Teaching legal ethics to break down walls: How teaching legal ethics can empower students and lawyers to strengthen and improve the legal systems in which we work (and some ways to do just that) & 'Professional identity formation, ethics and moral development'

Liz Cole; Peggy Maisel; Marta Skrodzka; Tim Casey; Freda Grealy

Becoming a lawyer involves a process of self-reflection and development; social structures, role identity, values, and moral developments are core parts of this transformation. Ethics teaching is too often simply rules based and dismissed by students as a waste of time or worse, but when

approached as a problem based topic, students and their lawyer supervisors can both help improve their own practice and improve the legal systems in which we practice.

In this session we shared our experiences in developing ethics and moral judgement in our students and used role plays drawn from *Legal Ethics in the Practice of Law*, Zitrin, Langford, Cole (4th ed.) to allow participants to compare the current condition and status of legal ethics in their own jurisdictions - considering what exists in writing and how rules, written or “understood” are enforced in practice. We had a vibrant discussion about how two particular ethical dilemmas would be addressed in the multiple jurisdictions where various participants practice. We learned about the wide variation across countries, from places with no national written ethics code to detailed ethical codes with significant experience in enforcement. (No one noted a perfect system).

We discussed a few suggestions about how to improve the lawyer’s ability to teach legal ethics by integrating the teaching of ethics into the context of internal clinics, externship clinics and other field based experiences including pro bono programs. It felt as if we were simply touching the surface of a fascinating and complicated topic and look forward to more discussion and work in the future.

Clinical Legal Teaching in the Global South: Learnings from disability rights clinics

Renato Constantino

Renata Bregaglio

As we know, economic, military and academic power is related to countries from the Global North. Meanwhile, the Global South is related to countries or continents that supposedly cannot generate knowledge as Latin America, Eastern Europe, South East Asia and Africa. However, this idea can be removed by the knowledge and skills that a student can learn in a clinical legal.

In the legal clinic, the students deal with constant challenges related on the legal fields they chose, because they confront the legal theory with the regulation. Can disability rights challenge the whole system? Including disability rights may cause a change in different law fields. For example, in Civil Law, students have important questions to solve, like out if people with intellectual and psychosocial disabilities can vote, can have sex, can marry or raise a child. In the Labor Law, students have to think must discover if people with disabilities can work and how this can be possible.

It needs to be said that typical Law students are usually looking for fixed answers, they are not sure why they decided to study law, and they are afraid to act on their own. On the contrary, the behaviors and ideas of law students after legal clinic are different. They tend to challenge their previous knowledge and beliefs, they try to work on some issues on human rights and justice and they stand up for their ideas.

For that, Disability Legal Clinics in Latin America have learnt to do networking; to work with the community, to approach academia, community and public officers; to take advantage of international forum; to challenge previous knowledge; and to create knowledge.

Combining Teaching and Leadership in School and Community for Social Justice

Lindsay Ernst

Richard L. Roe, Efrain Marimon

This session will explore Street Law as a multi-dimensional platform for advancing social justice and the internalization of international human rights through education and leadership across a variety of jurisdictions and communities. We will examine Professor Efrain Marimon's partnership between College of Education at Penn State University with the Street Law Program at Georgetown Law in Washington D.C. as well as Georgetown's collaboration with the Street Law programme at the Centre for Comparative and Public Law at the University of Hong Kong. This session will also examine the role of Street Law in advancing international human rights into the domestic realm through the specific example of the Hong Kong-based Street Law program's work towards demystifying and operationalizing the Convention on the Rights of People with Disabilities (CRPD)

Social Justice Education through the Development of Inmate Lactation Policies

Carol Suzuki Dickason

The session highlighted how clinical law students at the University of New Mexico School of Law Clinical Law Programs promote human rights and child health in the clinical law program's Breastfeeding Task Force Project. Through discussion and PowerPoint slides, I provided evidence of how New Mexico ranks poorly as a state in child and infant health, education, and overall child well-being. Jails and prisons in New Mexico do not have nurseries for inmates who are pregnant or new mothers. Students worked in collaboration with medical professionals, corrections officials, and inmate advocates to develop best practices lactation policies for women inmates and their children to reduce the effects of adverse childhood experiences while advocating for social justice to promote lifelong health for children and reduce recidivism of women offenders. Members of the audience commented on the opportunities for clinical law students to improve the lives of children in New Mexico by addressing a population that is generally underserved and unrepresented.

Bringing synergies together: the importance of the collaboration between grassroots organizations and legal clinics in the protection against discriminations

Andrés Gascón-Cuenca

Pilar Fernández-Artiach, Cecilia Blengino, Silvia Mondino

The scope of this presentation was to emphasize the importance of doing an appropriate choice of the associations our clinic works with by suggesting some indicators that will guide us in that task. In a context of crisis, the numbers of people and organizations that ask for legal aid to legal clinics grows quickly. Financial cuts have had a sharp impact on the most vulnerable areas of the

population, so legal clinics have to create a network of collaboration with entities that promote and maximize social justice goals through their work. The feedback from participants was undoubtedly enriching, and underlined the importance, not only from the perspective of the social justice, but also from the educational impact on the students, of doing a correct and accurate choice of the organizations.

Teaching Our Students How to Overcome Implicit Bias and Foster Client Care to Empower Vulnerable Clients and Build Effective Attorney Client Relationships

JoNel Newman

Melissa Swain

It is imperative that we train the next generation of justice lawyers to be sensitive to implicit bias and to check or manage their biases. This interactive session will seek to identify the ways that race, gender, class, disability, socio-economic and other cultural differences can impact advocate's work with clients, and can adversely influence legal outcomes. In addition, it will explore how lawyers should approach the intractable problem of acting in the best interests of a vulnerable client while also respecting their autonomy. We will work with participants to develop practices to mitigate disparate treatment and outcomes that may be the result of implicit bias and/or a client's particular vulnerabilities. Key topics covered will include: identifying and understanding implicit bias and why it is important in the legal context; the importance of allocation of authority in decision making, client autonomy and avoiding paternalism when working with vulnerable clients; and building effective and empowering attorney-client relationships when working with vulnerable clients.

[Download Session Material:](#)

Taking Justice to People in Crisis: Mobile Clinics

David Tushaus

Mallory Saladen, Britane Hubbard, Danixia Cuevas

The focus of this program was a case study of two Mobile Legal Clinics in Nepal. One addressed the people in crisis from the 2015 earthquake. The other Nepal clinic addressed domestic violence. Information included results from Mobile Legal Clinic client surveys. The classroom was full of participants who spent about 1/2 of the 45 minutes allotted planning ways to use the information presented in their own clinics. Most of the session was lead by two undergraduate students, Britane Hubbard and Mallory Saladen of Missouri Western State University, who did the research on the Nepal clinics and wrote a paper we will submit for publication. Professor Danixia Cuevas was also a co-presenter in this session. She and I then co-presented on how to get funding for projects like this and others, and on the Fulbright program opportunities for scholars in and outside the U.S. Participants provided positive feedback on this applied learning model of student-directed research, writing and presentation. A positive outcome from this presentation might be for more presenters to use this applied learning approach with students, and for GAJE to encourage such presentations. It would also be helpful to provide surveys to the participants to get feedback on presentations.

Breaking Down Walls on the Road to Democracy: Using Justice Education to Enhance the Understanding of Democracy in Transitional Societies

David McQuoid-Mason (South Africa) and Seda Gayretli Aydin (Turkey)

At the beginning of 1994, Street Law South Africa and Street Law Inc. published the *Democracy for All* manuals for learners and educators in time for the run-up to South Africa's first democratic elections in April that year. *Democracy for All* lists 13 signposts for democracy: (1) citizen participation; (2) equality; (3) political tolerance; (4) accountability; (5) transparency; (6) regular free and fair elections; (7) economic freedom; (8) control of abuse of power; (9) bill of rights; (10) accepting the results of elections; (11) human rights; (12) multi-party system; and (13) the rule of law - all of which could be found in the then interim South African Constitution. The *Democracy for All* manuals have proved to be a great success locally and internationally. They have been adopted for use in several countries around the world, and translated into a number of languages (e.g. French, Romanian, Mongolian, Arabic, Turkish etc.).

The presentation included a short introduction to democracy education in South Africa and Turkey and its link to social justice followed by an interactive 'Road to Democracy' exercise in the *Democracy for All* manual in which all participants were divided into groups of five and were required to draw a road to their 'perfect democracy', which included the different signposts for democracy, as well as obstacles, dangers and benefits regarding democracy. At the end of the road in their 'perfect democracy', the groups listed the benefits people will have in their perfect democracy. The exercise concluded with the different groups comparing their roadmaps to see if they had named the same signposts, obstacles, dangers and benefits as the others, and a composite list for each category was developed.

STREAM 2: Resources and Methodologies for Justice Education

Well-functioning Justice Education programs aim at achieving best academic practices and greater societal impact. Sessions in this stream will focus on the types of resources and methodologies justice educators need to achieve these ends.

Using the Principles of "Giving Voice to Values" to Help Students Promote Social Justice

Paula Galowitz

"Catherine Klein, Leah Wortham, Ulrich Stege; Kendall Kerew, Lisa Bliss

This session on "Giving Voice to Values" (GVV) refers to a system, well-developed in business and other fields of professional ethics but only beginning to be applied in legal education. GVV helps students identify their values, consider what holds them back from acting on them, identify alternative strategies to consider acting consistent with values, and practice "exercising value muscles" such that graduates will be more willing to act and be effective in acting on values in situations that arise in practice as well as while still law students and can help students promote social justice. The session began with an exercise and discussion that helped the participants identify their core values. Participants then performed the opening exercise suggested for students in courses employing GVV: thinking back to situations where one did or did not act consistent with one's values and reflecting about those experiences. This was followed by a

group discussion of what encouraged or hindered the participant to “speak up” and act consistent with their own values. There was then an overview of key concepts of GVV. Participants then participated in a small group exercise working with one of two hypotheticals that can arise in different types of clinical programs and applied the GVV method as one would with students. In the debrief of the exercise and following discussion of how to use GVV to promote social justice, participants who have used GVV in their own teaching shared their experiences. Others suggested different ways to incorporate GVV in their future teaching.

(De)motivators of using interactive methods

Luba Krasnitskaya

During the session I presented the outcomes of the empirical research concerning the teaching methods applied by law professors in Poland and Belarus. The discussion organized after the presentation was aimed to reflect on the enhancement of trainer’s skills of law professors, their regular assessment and professional development within the academic career. The participants also focused on the different approaches to legal didactics among other sciences in civil law and common law countries. Summarizing the discussion the participants appreciated positively the idea of the GAJE training for trainers, the interactive character of sessions of the conference and a possibility to learn from others.

The Place of Access to Justice in Clinical Legal Education (CLE) Scholarship

Anne Kotonya

The perennial tension between the social justice mission and the pedagogical mission of Clinical Legal Education (CLE) is perceptible in review of clinical scholarship. This is especially the case in regions where CLE has taken deep root. Scholarship from regions with nascent clinical programs, however, appears to give priority to the social justice mission. Cognizant of the primacy of place that the social justice rationale takes in the context of regions with nascent clinical programmes, the presentation aims at examining the place of access to justice in CLE scholarship in these regions.

Innovative Tools for Assessing and Reflecting on Skills and Values in Externship and Clinical Settings

Susan Schechter

In this session, which was one part of a 3-part presentation, Sue provided an overview of the rules and materials that are used by many U.S. externship and clinical programs in terms of ABA Standards, best practices, etc. She discussed the MacCrate Report, Carnegie Endowment Report, Shultz-Zedeck Effective Lawyering Skills, Educating Tomorrow's Lawyers, and the Values Clarification exercise from Giving Voice to Values text. She discussed the importance of developing a 'SMART' learning plan with goals for the student, the supervising attorney, and the faculty member and the importance of using those SMART goals in identifying and assessing whether the experiential experience is meeting the stated goals. At the session, Sue collected

names and email addresses and emailed out material to attendees and received positive feedback from several people thanking them for sending along.

The impact of extended clinical placements on overall student academic attainment: preliminary findings of a collaborative research project at London South Bank

Catherine Evans

Andy Unger

In 2011, London South Bank University opened its innovative drop-in Legal Advice Clinic where students, under the supervision of experienced and legally qualified university-employed staff, deliver immediate face-to-face social welfare law advice to clients from the local community. Since 2011, we have assisted more than 3500 local people, trained over 200 student legal advisors and collaborated with a large number of solicitors and advice agencies in our local legal advice network. In conjunction with social scientists experienced in quantitative research methods from LSBU's School of Law and Social Sciences, we have embarked on a research project to investigate whether there is a correlation between a placement in the Clinic and our undergraduate students' academic attainment. An analysis of the effect of participation in the clinic has been undertaken for the first cohort who participated. The average grade in year 3 modules was the measure of success. Using standard statistical modelling techniques to control for how well they did in their first year summative assessments, we are comparing our Clinic students' third year results to the third year results of their peers who did not work in the Clinic. Initial findings indicate that involvement in the Clinic has a positive effect on students' final marks. We presented the preliminary findings of our research and contextualised both the research project and the set up and development of the Clinic within the evolving tradition of LSBU as a widening participation, civic university. In our view, Universities are more likely to embed the Clinic model in their law curriculum if it can be demonstrated that Clinical Legal Education is highly effective at improving student learning. The presentation sparked interest in the participants not least because the research in this area is not substantial.

Clinical experience (Legal Literacy Clinics) of Public Interest Litigation in India

Sheena Shukkur

Firos Palullakandiyil

By imparting legal literacy to the community the Legal Literacy Clinical students help the people live better in the society; and the students in turn are provided with a chance to expand their knowledge of substantive law. This provide them with the public interest lawyering skills that they would not ordinarily receive in traditional law school curriculum. The rationale of law works only if there is equal access to law and justice, equal protection of law and resources, and equality of opportunity among equals. The session explored the possibility of experience of Public Interest Litigation in the Literacy Clinics.

Protecting NGOs – Transactional Representation, Advocacy and Social Enterprise

Barbara Schatz

Filip Czernicki, Jane Schukoske

Governments throughout the world are making it difficult for NGOs to function effectively – a problem often described as “the closing space for civil society.” Tactics include legal and bureaucratic harassment, restrictions on the ability of NGOs to accept funds from foreign donors, and vilification of NGOs in order to diminish public support for them. Human rights and social justice NGOs are particular targets. This session explored ways in which law school clinics and pro bono lawyers can help NGOs to survive under these conditions. Among other strategies, it explored new business models for NGOs and tried to assess their usefulness in some of the many countries that have adopted restrictions.

[Download Session materials](#)

Developing a Street Law Program at a Social Justice Law School in Haiti, Lee Arbetman, Lee Arbetman, Executive Director, Street Law Inc; and Street Law Programs and Social Impact Vera Gulina Professor of Law, North Arctic Federal University, Russia; Angbeen Atif Mirza, Attorney, Lahore, Pakistan

Two sessions were joined: Implementing Street Law in the Absence of Democracy and The Role of Street Law in Bringing about Social Change – a pilot program in Lahore, Pakistan.

We divided the group into two for a roleplay. Half the participants became lawyers advocating at traditional law schools for a public legal education program and the other half became deans of traditional law schools. The two groups worked to develop their roles and then we had the 1 – 1 roleplay. Most of the deans were convinced! Angbeen has made a separate presentation on her pilot program in Lahore.

We showed a short video about the professional programs being developed at this unique social justice university started by former President Aristide and then described the first few months of this new program in Haiti.

[Download Session material](#)

The Role of Positive Thinking in Clinical Education - Happiness Workshop

Przemek Kubiak

Positive attitude is still underestimated tool of human interactions and individual development. However, every next research or experiment shows its general influence on professional efficiency, stress management, motivation or general satisfaction. Furthermore, it is also main ingredient of one’s happiness, though very rarely trained systematically. How can one train positive attitude? Is it that important? Come and see! W. Churchill could be right saying: "Attitude is a little thing that makes a big difference".

Growing Strategic Litigation - preparing the ground and sowing the seeds

Richard Lord

Christopher Mbazira, Arthur Nsereko

This session looked at building partnership between developed and developing countries with a view to maximizing opportunities to undertake "strategic" litigation. The essence is exchange of knowledge and experience to build a website and a network of litigators/paralegals. The focus was on Action 4 Justice, a project by an international coalition of lawyers and NGOs. The project will cover a wide variety of topics relevant to social justice, but they include Land issues, Environment, Women's Rights and Corruption. The key is giving practical "how to" advice. The session was split into three parts each by one presenter (i) the concept of Action 4 Justice and "hub and spoke" websites (ii) challenges for education on strategic litigation in Uganda (iii) opportunities and challenges for co-operation on the project between Uganda and European lawyers.

Promoting Social Justice through the Practical Teaching of Law: Moot Court Competitions

Max Orlando Benítez Rubio

Mariana Mascorro Osorio

This session was on the importance of moot courts competitions in the transformation of the legal education. It showcased how through a moot, the students develop better tools that will allow them to know the social context and from there, contribute to strengthening the rule of law and democracy in their country.

[Download Session Material](#)

New initiatives in community partnerships and applied technology

Hugh McFaul

Kate Bandy, Sara Stendahl

This session offered a comparative exploration of the challenges and opportunities faced by clinicians in setting up new justice education initiatives in distinct higher education environments. The session highlighted two key issues: developing partnership projects with community organizations and the use of applied technologies (including Moocs and Virtual Reality Applications). The presenters challenged the audience to consider how technology can be harnessed to develop the justice education agenda and bridge the gap between the law school and the wider community. This session used the tool Open Justice VR mobile app available to download for free on the Apple and Android app stores. Search for 'Open Justice VR'

Reflective Practice, Well-being, and Social Justice: How to Teach and Assess

Brea Lowenberger

Susan Brooks, Jodi Balsam, Michaela Keet

Among the most common teaching goals of law clinicians across the globe is to help our students develop a nuanced sense of the lawyer's role in society, especially with regard to justice and

injustice as experienced by marginalized communities. The predominant vehicle to “teach” that goal is casework and service to particular clientele. However, parallel teaching of the transcendent skill of Reflective Practice can greatly aid in the development of student well-being, conscience and consciousness of the imperatives of social justice and access to justice. The habits of Reflective Practice allow the student to cultivate a personal cycle of observation, inquiry, assessment across a set of values, adjustment, and self-actualization. We start with the premise that in order to “teach” something productively, one has to know clearly what that “something” is. This session concentrated on the end result of teaching Reflective Practice—the assessment stage. Participants shared their ‘lived experience’ of practical classrooms through a guided discussion that explored the nexus between Reflective Practice, student well-being, and “access to justice consciousness.

From Idealist to Activist: Paving the Way for Future Social Justice Lawyers Through Experiential Learning

Susan Schechter

The focus on this session was to describe major components in building a public interest program for law students. We began at beginning of law school experience and moved onto talking about teaching social justice topics in the experiential and non-experiential classes. We gave specific examples of what was happening at our schools and other examples from around the room. We discussed the issue of lack of resources including money, time, and personnel to handle managing and teaching in these programs. We stressed the importance of supporting students coming to law school for social justice careers and what our role is in helping them in the education and career process. We had a recent graduate talk about his experience building clinics out of his law school and now beyond to address important unmet immigration needs in his home country. We collected names and emails and sent information to attendees from our respective schools and people seemed pleased to get something they could tailor to their own schools.

Anne Gordon, D’Lorah L. Hughes, Maximilian E Oehl

Many students enter law school to “make the world a better place.” The emphasis on historical/philosophical teaching combined with students’ earning potential over creating social change can make students feel divorced from social justice. Experiential education is a bulwark against isolation and disorientation. Through pro bono, clinics/externships, and classes, students can find community and inspiration, and the skills critical to a public interest job. This interactive session walked through the “life cycle” opportunities to nurture students pursuing social justice.

The role of street law in bringing out social change - a pilot study in Lahore, Pakistan

Angbeen Atif Mirza

This session compared the various avenues used by people in Pakistan to try and bring about social change. One of the most popular methods is through public interest litigation. While it has its critics, it has been hailed as an effective method for addressing issues of injustice. The session

looked at street law in high schools, and situated it in Pakistan's context, particularly by comparing it to public interest litigation, to assess how effective it may be as a new avenue for achieving social change

The Importance of Transitioning from Generic to Specialized Legal Clinics in the Middle East and its Effects on Street Law

Noori Seyed Masoud

Maryam Torabi

In the session, first we had an overview on legal clinics in the Middle East, emphasizing that like in other developing parts of the world, Middle Eastern legal clinics, especially in their first years of activity, provide general legal assistance in various areas to the disadvantaged groups of the society due to two factors: First, they lack human and other resources needed to specialize. Secondly, the needs in the society that have not been met by other juridical organizations are diverse.

Then we focused to indicate that for having a more effective performance by legal clinics in the legal structure of their countries, it is necessary that Middle Eastern legal clinics transition from offering legal aid and teaching laws in every area to much more specialized fields.

In the third part of session mentioned examples of required and necessary specialized legal clinics like immigration law, environmental law, civil liability, and consumer protection law.

And we concluded If clinics focus on special areas of law, they would gain at least two achievements: firstly, being able to protect the vulnerable groups of the society and to enrich their knowledge on their rights and the laws they should be aware of. Secondly, these specialized clinics would have the opportunity to play a creative and significant role in the legal and juridical system of the region countries.

Academy and civil society in the construction and strengthening Disappeared People's rights.

Irene Spigno

Luis Efrén Ríos Vega, Carlos Eulalio Zamora Valadez

The disappearance of people in Mexico is a complex phenomenon, that has brought to the missing of thousands of people. Different factors such as the almost complete control of the organized crime in different areas of the country, the war between different criminal groups, as well as the complicity of some State agents, complemented with the lack of public policies to assist and eliminate the problem have caused a total neglect of it, all of which doesn't damage the rights of the missing person only, but also those of their families. This presentation looked at the experience of the State of Coahuila in the elaboration of public policies headed to the attention of the Disappeared People's phenomenon, in order to work as a model for other federal entities. In this context, public University is the main promoter of such practices, generating with

this, in students as well as in professor and society in general, the visibilization about the problem and therefore it represents the road to finally achieve an adequate and integral attention to the Disappeared People and their families.

How to teach and learn Human Rights through ARTS

Irene Spigno

Luis Efrén Ríos Vega, Juan Francisco Reyes Robledo

This presentation explored how arts can complement traditional legal education and strengthen the students' legal preparation. First, Irene Spigno outlined one of the Arts and Human Rights projects developed by the Inter-Academy of Human Rights focused on exploring various artistic manifestations as manifestations that explain diverse needs and approaches to migrants' rights. Then, Francisco Reyes presented several theoretical aspects related to the methodology that can be used in the teaching of human rights through art, among which it was explored the relationship between science and art, the expression of emotions through art, and the existence of narratives expressed through visual arts. After, Irene Spigno, in the manner of a demonstration class, presented several images related to the Mexican migration to the United States with the aim that the attendees, first, explore various pertinent aspects related to the rights of migrants and, second, give their opinion on the methodology developed by the presenters. The presentation ended with an exchange of comments by the attendees focused on the methodologies used by them in which formats and methods similar to those seen in the presentation were used.

STREAM 3: How Can A Law Clinic Be Sustainable?

Sustainability of clinical legal education programs is vital in ensuring continued best academic practices and promoting students' pro bono mindedness and ethical development, as well as supporting community empowerment and providing legal services to the community. Sessions in this stream will examine a variety of factors and strategies necessary to assure the on-going success of clinical programs.

Thinking Structurally About Justice Education and Experiential Legal Programs

Peggy Maisel

Jeff Giddings, Phyllis Goldfarb, Robert Dinerstein and Jonathan Campbell

The goal of this workshop is to develop a deeper understanding of the structures and processes that are needed to successfully manage, grow and sustain experiential justice education programs at universities throughout the world. These programs include legal clinics, externships and simulation courses like mediation. The presentation will explore how clinicians in the U.S. have recently been moving into central roles in law school decision-making as experiential deans able to bring a clinical voice to the highest management levels of academia. We will compare the experiences in Australia and South Africa and do an activity to generate ideas for structures and

solutions to the challenges of sustaining and expanding experiential programs that are identified by participants from all countries.

[Download Session Materials](#)

How an idea can become a reality – clinical sustainability lessons from Poland to the world.

Filip Czernicki

Izabela Krasnicka

The idea of the session was to identify the most common problems which CLE is facing across the globe. By finding possible solutions to the identified problems, the principles of sustainability were discussed. The main problems included: funding, integration of clinical courses into the curriculum, how to find and select clients, relations with the bar associations, position of the clinical teachers. The presenters shared their experience in solving the spotted problems during their work for the Polish Legal Clinics Foundation. The participants received actual, example-based solutions which should help to build and improve sustainability of clinical programs in their countries."

[Download Session Materials](#)

Role of Law Clinics in India: More Milestones to Pass

Peter Ladis F, Assistant Professor and Co-convenor, Legal Aid Cell, Chanakya National Law University, Patna (INDIA) and Mr. Ashish Kumar Sinha, Lecturer cum Coordinator, Legal Aid Clinic, Bihar Institute of Law, Patna (INDIA)

The session focused on the research that addresses the problems and seeks viable and practical solutions to improve the establishment, effective functioning and empowerment of the Law Clinics in India. There are various suggestions to improve working of law schools like foreign collaborations, knowledge sharing, sharing of practice by major law schools.

The major problems faced by law clinics in India are:

1. Non availability of full time faculty to run Law Clinics.
2. Law Clinics don't have adequate administrative staff for assistance and usually there is no demarcated place for legal aid clinics.
3. There is scarcity and insufficiency of financial support to Students, rigorous syllabus and time table and hence they are not able to devote time for law clinics.
4. Law Clinics in India are using outdated methods till date and there is a need of providing technical support and assistance to these clinics.
5. Law Clinics do not tend to use ICT (Information Communication Technology).
6. Lesser benefit to students who are involved because there is no academic perks involved.
7. Follow up of certain cases gets affected due to lack of record keeping.

The authors of this research are involved in running legal aid clinics in their respective institutions of legal education. In their presentation they discussed in detail all the problems faced by law clinics in India and they further discuss the practical and viable solutions to such problems. There

were many suggestions from other participants addressing the problems faced by them in their respective countries.

A Clinic Still Works

Ufuk Aydin

The preparations to establish a legal clinic in Anadolu University were started in 2011. After some study visits and symposiums organized at the University; The Regulation for Anadolu University Law Faculty Legal Clinic was put into force. After having a legal background, The Clinic tried to insert clinical methods to the classic courses. Besides, The Clinic made negotiations with the administration of the University to give some credits to the courses using clinical methods. Following these efforts, The Clinic, and the Faculty, tried to organize symposiums both on national and international levels. The efforts were made not only for teaching the students but also for teaching the teachers. 8th Gaje and 13th IJCLE General Symposiums were the highest and prestigious events organized by Anadolu University Law Faculty and The Legal Clinic. After these huge events, The Clinic lost some members of the Board and the Director as well which meant a real loss of power. In July 2016 an unsuccessful Coup D'Etat trial was happened in Turkey and an extraordinary political climate was faced. The situation affected the university and The Clinic. But after all, The Clinic still works. The presentation aims to tell about the establishment, regulations, incline and the decline in the power of Anadolu University's Legal Clinic. In conclusion, as The Clinic still works, the presentation will tell about the reasons of the situation and the whole history as well.

[Download Session Materials](#)

How can Legal Aid Clinics be sustainable?

Franciscus Steyn Haupt

Aniki Grobbelaar

Empirical research identified lack of financial sustainability as the single biggest threat to University Law Clinics in South Africa. Austerity measures, similar to those introduced in other countries, continue to impact negatively on the funding of clinical legal education and the provision of legal aid to the indigent -the core business of law clinics. In this paper we look in a very practical way at the strategies employed, steps taken and projects embarked on by the biggest clinic in the country to overcome the dependency on University and donor funding. These include both cost cutting measures and income generating projects such as innovative teaching and assessment methods, forming of strategic alliances, entering into co-operation agreements, conducting of paid for research and short courses for government, regulatory authorities and the private sector, and the increased involvement of alumni and the organized profession. The session shared the lessons learned along the way as a basis for an inter active discussion with delegates which led to discussion of the problems and solutions to financial vulnerability of clinics, NGOs and similar organizations.

Is it ever right to charge for student law clinic services?

Stephen Levett

Student Law Clinics are viewed as a cost - an expensive, resource-intensive add-on to a law degree. As such there has always been a question mark about how they can or should be funded? Over the last decade universities, much like every other public service in the UK, have experienced budgetary cuts which have led some to consider whether law clinics could be run for profit (or at least not-for-profit but self-funding) bodies. At the same time the availability of public legal aid has been drastically cut meaning fewer than 1 in 10 adults will consult a lawyer even where 1 in 2 have had the need to do so in the last 3 years. So the question is a simple one: when, if ever, is it right to charge clients a fee for student law clinic services? What existing charging models are there out there? What are the implications for student participation in clinic? What is the impact on the perception of the role clinics play in society? The discussions opened up exploration of what charging for legal services by student law clinics means.

Clinical Experiences For All Law Students?

Jeff Giddings

Ross Hyams

This session considered the challenges and opportunities involved for a law school and its clinical program where all students are given the chance or required to successfully complete a clinical experience as part of their studies. It facilitated discussions of what types of learning experiences and environments would meet the definition of a 'clinical experience' for this purpose. Issues here relate to the nature of the work undertaken, the intensity of the experience, its duration, the site used, the supervision provided, the reflective component, any classroom component and so on. The session used small groups, pairing and share techniques to consider the issues raised by mandatory participation from multiple perspectives - including the clients, the students, the law school, the clinical teachers, the university and the legal professional regulators. It also addressed different ways in which a 'clinic for all' opportunity could be implemented.

STREAM 4: Overcoming “Walls” And Barriers to Promotion of Human Rights, Social Justice, and Legal Education Reform

Justice educators often face barriers in their efforts to promote human rights, social justice, and legal education reform. Sessions in this stream will identify some of the major obstacles to achieving the fundamental goals of Justice Education and explore means to overcome challenges. They will also address the role that the regulation of legal education and its relation to the rules for legal professionals plays to this end.

The Need of Balance (or Imbalance?) of Different Teaching Methodologies in the Context of Legal Education Reform. Polish example

Marta Skrodzka

The session was divided into three parts led by four presenters who represents different regions of the world. The session looked at different approaches of methodologies used in clinical legal

education as well their impact on legal education. Moreover the aim was to raise a question on the need of legal education reform and how legal clinics can influence it.

Challenges and opportunities in the creation of the first non-governmental legal aid office of the province of San Luis (Argentina), Marchisone, María Amelia (Universidad Nacional de San Luis – Argentina)

The proposal describes how Consultorio Jurídico Gratuito UNSL, the first legal aid office in the state of San Luis (Argentina) was created, as well as the conditions that allowed its functioning (legal education reform and accreditation process in Argentina) and the main difficulties at the beginning (for example, some critics from the local bar of lawyers).

Nowadays, having solved most of those problems, this legal aid office faces some challenges related to:

- 1) How to teach new skills (lawyering skills have changed in the past years and the legal aid office model is based on individual client representation, so students do not have the opportunity to engage deeply with non-litigation advocacy and transactional work or with these new lawyering strategies).
- 2) How to increase student ownership of substantive clinical work (because of some legal issues, law students in Argentina cannot interview clients alone and are not allowed to represent anybody at the court. So, student's role may look more like an apprentice or a junior associate in a firm. This pedagogical model assumes teacher is the source of all knowledge and the student is a passive recipient of information).
- 3) How to ensure student reflective practice (day-to-day work often prevent students from making reflective practice. Without a planned supervision and reflection over the decisions that were taken and the strategy that was made, students will probably become mechanical reproducers of what their teachers did before).

The legal personality: Constitutional Law violated of the inhabitants of street of the city of Bucaramanga ("La personalidad jurídica: Derecho Constitucional vulnerado de los Habitantes de calle de la ciudad de Bucaramanga")

Astrid Eugenia Landazabal Patiño

This article aims to analyze legally the possible solutions from a critical and proactive perspective, to the situation faced by street people in terms of the violation of the right to identity, basic and fundamental for the exercise of any experience in society within of a Social State of Law. To address the issue in depth, it was necessary to define who are considered street dwellers in Colombian legislation, and the importance of the ID card as an identification document par excellence, in the same way the right to identity was studied from international, legal regulations and jurisprudential, to determine the impediments faced by every inhabitant of the street, to obtain recognition of the legal personality in the city of Bucaramanga. From the field work, the Legal Clinic of Public Interest and Human Rights, in its line Street Dweller of the Autonomous University of Bucaramanga, established a direct link with some inhabitants of the street; through

surveys that showed figures that corroborate the violations towards these people, in which to seek the application of the right to recognition of legal personality, through an identity document with instrumental value for the exercise of certain civil rights , political, economic, social and cultural, is one of the main objectives of the Legal Clinic.

[Download Session Materials](#)

The Need for the Internationalization of Clinical Legal Education: ``A Case Study of the African Continent``

Thomas Fuad Touray

This session was divided into three main sections:

Firstly, why should we care about the call to action on the need for the internationalization of clinical legal education? Secondly, how widening services of clinical legal education, will enhance access to justice? Finally, what are some of the barriers, obstacles and future opportunities for clinical legal education in Africa?

There were a series of contributions from the participants and the essentials are herewith

- That legal literacy programme and Street law is the most suitable to promote clinical, legal education. They could actually visit remote villages and try to educate the people on legal matters. Door to door campaigns where law students, educating people what their rights are and how those rights could be protected.
- Legal entitlement programmes where most countries in Africa have legal aid services, but many people don't know how to access such services. So, here where Law Faculties could play a very important role through Law Clinics by bringing notice to the people that these social benefits are available for the people.
- Paralegal services, this could be done through helping clients to file an affidavit, guiding clients signing a rental agreement. Law Schools could also create open forums to allow the public to bring their legal problems and be addressed
- That it is time to tear the walls between the legal profession and the people. We need to dismantle the idea of law as inaccessible castle.

Decolonising the law clinic curriculum in post-colonial countries: what does this mean?

Jonathan Campbell and David McQuoid-Mason (South Africa)

In the last two years South Africa has seen angry and sometimes violent national student protest action under the slogan #FeesMustFall – a call for free higher education for all. Access to higher education is but one of many elements of the transformation of this sector, and so the broader imperative of transformation of higher education has been brought into sharper focus – which is not peculiar to southern Africa. The legal academy is starting to wrestle with what this means for legal education and the legal system generally. Another extremely important element of transformation is, of course, the curriculum. Law clinician teachers' beliefs and experiences shape

their educational offering, and so it really matters who they are. Thus if the student body is diverse (in terms of race, gender, nationality, experience, and much more), mirroring broader society that the law serves, then it is highly desirable that the law clinician teaching complement be diverse as well. In this way a range of world views, experience and understanding of both traditional Western and indigenous law and custom can be accommodated, and it is essential that student voices are also heard in curriculum development. Participants shared their views on the meaning of ‘decolonization’ and how the law curriculum and clinical legal education teaching methods can further its understanding.

[Download Session Materials](#)

STREAM 5: Regional, Transnational, and International Collaboration

Regional, transnational, and international collaborations have been key in assisting in the development, strengthening, and expansion of Justice Education around the world. Sessions in this stream will identify key alliances and critically analyze many of the ways and means these linkages and partnerships—particularly “south-south” and “north-south” collaborations—can have a transformative, measurable impact on the global clinical movement.

Collaborating to Use Technology to Teach Students Skills, Values and Knowledge

Marcia Levy

Carwina Weng, Katya Osipova, Irina Lukianova

In this interactive workshop, presenters showcased their four year collaboration that included four US and four Russian law faculties working together to create a culture of best practices in education, including attention to student learning, client-centered lawyering, and professional values. The workshop explored how they created interactive teaching methodologies and practical skills education, with an emphasis on the use of innovative technology, including use of cellphone videos, hybrid books, on-line courses and the flipped classroom model. Discussions centered on different learning styles, visual and kinesthetic and how to address those through technology.

[Download Session Materials](#)

Enhancing CLE in emerging law clinics through collaborations, exchanges and networks

Lynette Osiemo, & Ulrich Stege

The objectives of the presentation were to discover some reasons why law clinics flourished in some jurisdictions, and why they did not in others, and then to establish how the development of law clinics could be enhanced. These objectives were met by identifying the core elements of Law Clinics, Law Clinic Networks (like the European Network for Clinical Legal Education - ENCLE) and by looking at well-established examples such as the University of Pretoria Law Clinic and the Human Rights and Migration Law Clinic in Turin (Italy).

We included a brainstorming activity and a group exercise in our presentation. Some of the comments and feedback we received from the audience included: that some clinics had

collaborative clinics with NGOs to tackle the problem of funding; that some clinics had the benefit of circumstantial advantage to take off eg South Africa's emerging democracy, and the fall of communism in other countries.

Access to Justice Index: 2018 Global Rankings

Basavanagouda Shivaraj Patil

Octavio Azevedo, Daryana Gryaznova

'Access to Justice Index™' - designed to evaluate countries receptiveness and preparedness in providing access to legal resources (broadly-Access to Justice). Many ground realities intervene as barriers to the access of justice movement-poverty, illiteracy, physical inaccessibility, bureaucratic indifference, to name a few. It is to remedy these inequities that it becomes necessary to quantify the extent to which a person can access mechanisms for administering justice. In pursuance, we initiated this project with an objective to study and evaluate accessibility and availability of adjudicatory mechanisms to the common man in the five BRICS Countries: Brazil, Russia, India, China, and South Africa. The Index also facilitate greater information dissemination on the best practices across jurisdictions. It will aid in knowledge sharing on justice education, increasing accessibility to unique programs and increasing visibility to the ongoing projects across jurisdictions. The primary concerns still remain: How do we harmonize difference legal jurisdictions? Is it fair to place India and Ghana on the same platform in evaluating? Do we segregate jurisdictions based on a criteria? What criteria should this be? The session discussed these issues and invited participants to be part of designing the 2018 Access to Justice Index. The theme of 2016 Access to Justice Index therefore was rightly decided as "Collaborate, Deliberate and Develop". The 2018 theme is "Judicial Inclusion".

[Download Session Materials](#)

Collaboration and Innovation: How Can GAJE Better Facilitate Communication Among Justice Educators Worldwide?

Frank Block

Bharti Yadav, Odinakaonye Lagi

This session sought to examine how GAJE can more effectively create opportunities for members to share information and experience in the realm of Justice Education. The session began with short presentations by the three presenters. Frank Bloch gave an overview of what GAJE has done – and not done – in the past to communicate generally, mostly via the GAJE website and its listserv. Odi Lagi followed with some thoughts on what more GAJE could do to communicate with and among its members, for example by activating the "Members Zone" on the website. Finally, Bharti Yadav opened the question of how GAJE might seek to communicate with the public, both with the website and also by using various selected forms of social media. The bulk of the session was taken up in small group discussion, with the participants divided into three groups concentrating on strengthening communication with and among members, outreach to the public, and resources and implementation. The main takeaways from the small group

discussions were support for 1) enhancing the members Zone so that GAJE members could locate others with similar interests via membership profiles that can be searched according to subject area and expertise, engage in discussions with an interactive online platform, and share materials; 2) improving GAJE's outreach to the public by reaching out to key constituencies (law schools, NGOs) via social media and other ways that will GAJE's visibility in the social justice/legal education community; and 3) encouragement for GAJE to enlist members with special expertise to help with communications and other matters by forming working groups on specific projects, such as website management. More generally, support was expressed for designating GAJE representatives for outreach in different countries and regions and promoting student memberships. These ideas will be incorporated into a formal communications strategy that the Communications Committee will be preparing in the coming year.

Using Grants to Start Clinics or Fund Special Projects.

Danixia Ceuvas

David Tushaus, Peter K. Mendy

This session provided the audience with strategies to establish and fund new access to justice projects. The team presented a variety of ways grant funds may be used to begin new initiatives. Case studies used included ways clinics can collaborate to obtain government funding and private foundation grants to address needs from traditional domestic violence community education to disaster relief. Fulbright Core and Specialist grants to assist law school clinics was also discussed and case examples shared for The Gambia and India.

[Download Session Materials](#)

STREAM 6: Pro Bono and Legal Clinics

The global clinical legal education and pro bono movements are interlinked through mutually-cooperative initiatives and a commonality of goals. Sessions in this stream will explore how clinical programs can further assist by successfully developing future pro-bono-minded graduates equipped with the skills, knowledge, and strong sense of ethical obligation needed to achieve greater access to justice.

The Legal Clinic on identity rights: an example of Legal Clinics and Pro Bono initiatives working hand to hand

Agustín Grández Mariño

Katya Osipova

The goal of the presentation was to give inside on the experience of the Legal Clinics on Identity Rights, experience that begun as a collaborative effort between the Pro Bono initiative of Miranda & Amado Law Firm in Peru and the Law School of Pontificia Universidad Católica del Perú PUCP (PUCP). The Legal Clinic on Identity Rights has been a successful experience of collaboration bringing together the expertise in the attention of legal cases and the academic

approach of social responsibility to a problem that affect the most vulnerable people in countries like Peru. The positive outcome of the Legal Clinic in Identity Rights has been possible due to the collaboration with the Pro Bono Initiative of Miranda & Amada because it has aloud to overcome two of the most difficult challenges that a Legal Clinic phase: sustainability and the need of innovation. The feedback and the contributions received on the session has lead us to focus on the need to keep building from our strengths and to be able to replicate the Legal Clinic on Identity Rights on a national and regional base

Clinical Legal Education and its role in fostering Pro Bono

Anna Copel and Zvonimir Jelinic

The session began with a broad discussion of pro bono and the desirability of fostering in our students a commitment to pro bono or public service lawyering. It then looked more closely at the ways in which Clinical programs can develop and foster that culture in our students aim of the session was to explore the link between clinical legal education and pro bono and to discuss the ways in which clinical legal education can support and foster pro bono and instil in our students a life-long commitment to pro bono. After the introduction of this topic Anna and Zvonimir compared the situation in their own jurisdictions regarding pro bono work and tried to identify the hurdles and barriers to engaging in pro bono work and encouraging student involvement.

The session was attended by about 20 delegate from all over the world. This diversity of background was very helpful because the session then moved into a small group discussion about the difficulties in engaging in pro bono work. Then the smaller groups were brought back together to share their experiences and learning and think about strategies for overcoming the hurdles to encourage our students to engage in pro bono work.

Resolving Labor Disputes Through Law Clinics and Pro Bono Legal Funds: The View from Qatar University College of Law

Mohammed Mattar

The purpose of this session is to introduce a unique model of representing foreign employees in their labor disputes in accordance with the Qatari Legal System. These disputes may include end of employment compensation, abusive termination of employment, unpaid salaries and violations of other terms of employment contracts. The Law Clinic at Qatar University College of Law has forged an alliance with prominent law firms, asking them to donate certain hours per year to contribute to a pro-bono legal fund that has been established for the first time in the country. Once the Law Clinic receives an individual complaint it utilizes these hours in offering legal advice, including representing the employees in courts or other means of resolving the labor dispute. The session will engage the audience in several ways, especially inquiring into models of pro-bono legal work in different countries and sharing cases that have been resolved through the good work of a law clinic and pro-bono lawyers.

STREAM 7: New Initiatives and Innovations in Justice Education

Sessions in this stream will explore various innovations and new initiatives in clinical legal education (such as, for example, multidisciplinary clinical programs, public legal education, student-run justice education initiatives, etc.) that can help to ensure the vibrant strengthening and expansion of Justice Education globally.

The benefits of interdisciplinary collaboration on legal pedagogy and the promotion of community social justice – a case study: Tulane University’s collaboration between criminal law clinic and psychiatry department

Katherine Mattes

Jeffrey Nicholl,

At Tulane University, the law school Criminal Justice Clinic and the Forensic Psychiatry Department developed a collaboration to improve the criminal justice landscape for the mentally ill within the state of Louisiana. This collaboration involves cross-disciplinary training, service delivery, case collaboration, legislative advocacy and community outreach. The reviewed the collaboration, and the benefits and challenges from a pedagogical as well as community perspective. Participants were divided into small groups to brainstorm ways that an interdisciplinary/law school collaboration might improve both legal pedagogy as well as promote social justice in our home communities; to identify potential collaborators, i.e. other university programs, community service providers, etc.; and consider establishing goals for that collaboration, such as community education, delivery of services or law reform.

Broadcasts for prison's interior radio – new method of teaching in Law Clinic

Kamil Mamak

During my session I presented new method of activity in Student Law Clinic at Jagiellonian University - interior radio broadcast in prisons. This form allows to diversify activities carried on by the clinic and let her take actions beyond the walls of the university. This activity manifests similarities to the Street Law-type teaching, which allows students to take the role of the teacher, but has also some crucial differences. This method was inspired by one of the Student Law Clinic at Jagiellonian University client. He asked us to provide information which will be necessary to prepare broadcast about specific law problem. He wanted to do it by himself. We decided that our students could help him and create more professional content. In my presentation I will present this method and show some difficulties which could happen during it implementation. After my speech there were some questions how it could be done in other clinics or there were useful tips from people who were familiar with similar activity.

Clinical education inside a regular class

Maria Fernanda Pinkus Aguilar

Guadalupe Barrena

In contexts of universities with numerous students, it is difficult and expensive to provide all students a spot in a legal clinic. Therefore, we are thinking of a way in which experiential learning is part of a regular class.

New Dimensions to Clinical Legal Education by NLUJ (India)

Sonali Khatri

Sakshi Malhotra

The Legal Aid and Awareness Committee of National Law University Jodhpur has taken many initiatives to improve the lives of underprivileged people in the city of Jodhpur. Among others, it has conducted an empirical study on Right to Education Act and taken a backward village on the road to development. It has successfully initiated a stitching course for female residents of Surpura, a village adopted by the Committee. It was also successful in renovating the building of Government School at Surpura Village. All these initiatives were presented at the Conference. The presentation received a phenomenal response. It was considered to be a model for other developing countries.

[Download Session Materials](#)

Making the System Work: Using Victim Advocacy Clinics and Institutionalized Training to Promote Competency and Confidence in Mexican Justice Reforms

Evelyn Haydee Cruz

Sandra Fernandez Elloriaga

Arizona State University and Tecnológico de Monterrey are currently working on a project funded by the U.S. Government to establish crime victim advocacy clinics at five of the Tecnológico de Monterrey campuses. This session discussed the project and provided some information about the considerations in designing a clinic as well as some of the take-aways from the experience.

[Download Session Materials](#)

Professional orientation as an important area of work of the legal clinic

Aleksandr Lepeshko

Yuliana Mikhailchuk, Liudmila Sheraizina

During the session, I and colleagues reported about a project aimed at developing such a direction in the clinic as a professional orientation. The participants of the conference drew attention to the fact that it is very important not only to develop the students' professional skills, but also to guide them when choosing the future work. An urgent issue for many clinics was - how to deal with criminal cases? At the session we presented one of the ways to develop students' skills in this direction - the mini project "Assistant Investigator". This project interested

the listeners and caused a lot of questions. For example, How to find referrals? How to cooperate with investigative bodies? How to control students? The number of questions shows that the participants of the conference were really interested in our experience in this direction.

[Download Session Materials](#)

International collaboration through 'virtual' research projects - benefits, challenges and opportunities; By Catherine Campbell & Nikki Walsh and From Chicago to Beirut:

Lessons in Social Justice Teaching, Learning and Doing through Health and Human Rights by Maria Hawilo

& Elise Meyer

Focus: Examples of collaboration projects where students provide 'virtual' support for international NGOs and best practice principles to consider in conducting these projects.

Feedback: Session was well-attended by conference delegates. Feedback from attendees included comments that session was well-structured with good time management; icebreaker and discussions using butcher's paper were enjoyable and effective.

Observations: The 2 presentations worked well together as the Beirut project example provided an introduction and lead-in to the presentation on the challenges and benefits of virtual international projects. The presenters spent time planning the workshop format to ensure the session melded together rather than being 2 separate sessions. All 4 presenters contributed ideas and were equally involved in presenting and facilitating the small group discussions. It was a very enjoyable collaborative experience!

[Download Session Materials 1](#) & [Session Materials 2](#)

Innovations in Justice Education: Entrepreneurship & Policy for the Formerly Incarcerated

Madalyn Wasilczuk

Susan Jones

This session focused on reentry support provided through clinics in two contexts: Malawi and Washington, D.C., USA. The Cornell Law School International Human Rights Clinic represented Malawian death row inmates as part of the Malawi Capital Resentencing Project. Through the Project, more than 120 previously death-sentenced prisoners were released. The presentation addressed what happens when the litigation ends and reentry begins. What role can clinics play in advocating for formerly-incarcerated clients outside the courtroom? The Small Business and Community Economic Development Clinic uses a three-pronged approach to justice education in Washington, D.C., utilizing direct client representation, action research, and student and faculty advocacy. The clinic has applied this model to assist reentering citizens through an action research project on entrepreneurship. Professor Jones shared her insights into the methodology

of action research and the lessons learned while applying the methodology to entrepreneurship for returning citizens in Washington, D.C.

[Download Session Materials](#)

New Initiatives for Expanding Justice Education by Collaborating With Marginalized Communities and Public Service Organizations

Marianne Artusio

Lutforahman Saeed, Ms'aruf Yakasai, Doug Colbert

This diverse panel, brought together four presenters from Afghanistan, Nigeria and the United States, and explored, through interactive methods, recent initiatives that promise expanding justice education that enables students to engage with community and community leaders on projects extending access to justice to people living in disadvantaged and rural populations and in prisons. The initiatives give students a wider exposure to the many ways that students learn how lawyers and community members can work together to bring about change that promotes social justice. The participants took part in a simulated Public Interest Conference to evaluate and refine these initiatives.

[Download Session Materials](#)

Creating Learning by Creating Images

Mahak Rathee

Nishit Shah

This session reviewed a Social Awareness Campaign was started by the above-mentioned presenters, called “Breaking Stereotypes”. The main motto of this campaign is to create images with quotes which will make people pause and ponder over the small acts of discrimination that happen in their life. The basic question is how the ‘learning’ happens? Under this project, students were asked to create a quote, which is unique, clear and having brevity. All the students had taken the task ardently and enthusiastically. They had also gone through voluminous ideas and problems before creating quotes and clicking pictures. In addition to this, some of the pictures and quotes reflected more than one meaning and students were forced to see from all the angles. During the whole project, students were benefitted by taking up research work and they had harmonized their mental capacity by creating unique quotes, had tested and discussed the other intellectual components of the same. So the ultimate outcome of the campaign was that numerous students were engaged, unique ideas were presented, research and advocacy skills of the students got improved, the teaching of what was not discussed in books or taught in class.

[Download Session Materials](#)

‘New Approaches to lawyering – Imperatives for changes in legal education’ – interactive.

Liz Curran

This session explored the need for new approaches to teaching would be lawyers. It briefly flagged some of the presenter's recent research on people's poor experiences of lawyers and the legal process. This research, which provided a voice for those who are rarely heard or asked, reveals an inadequacy in legal education. The session was interactive facilitated discussions that allowed participants to:

1. Share their views on this Abstracts premise
2. Ask participants for their own critical reflections about the power and role of legal education to transform not just students but communities and the potential for future work in all countries with legal educators and non-government agencies to reach those currently excluded and to defend the values of justice.
3. Share any barriers and how these were overcome (each country will have its own issues-resources, class sizes, regulation preventing changes in curriculum or admission requirements). Share ideas of their own experiences in trying to enable new approaches to lawyering in existing curriculum
4. Share any innovations and
5. Share any teaching materials with any links that might be available.

STREAM 8: Public Interest Law Initiatives Meet Clinical Legal Education Programs

Public interest law initiatives worldwide often work together with clinical legal education programs. Sessions in this stream will explore how clinical programs can further initiate, support, and develop public interest law initiatives (such as legal reform initiatives, strategic litigation, etc.) that can play an important role in the transformation of our societies and the promotion of social justice

Supportive Ally or Academic Busybody? - how one clinical legal education program attempts to further social justice initiatives

Cherly Milne

This session highlighted how David Asper Centre for Constitutional Rights at the University of Toronto, Faculty of Law supports and develops public interest law initiatives by taking on some of the more difficult legal arguments or by providing in-depth legal research to support the social justice arguments of other organizations representing marginalized communities. As part of an academic institution, the Centre is keenly aware that it does not represent a particular group or constituency and thus must be sensitive to the implications of legal positions it takes on. A key principle in its work is to endeavour to do no harm, especially to those groups who are marginalized in our justice system. Through partnerships with other organizations and collaborations with coalitions of advocacy groups, we aim to ensure that we are involved in the most appropriate cases in the most appropriate way.

Developing programmes to help the transition to practice

Nigel Duncan and Sally Hughes,

Recognizing that many of our students, regardless of their interest in social justice, will find work in the commercial sector, we explored the challenges for those who found themselves facing corrupt practices. We demonstrated that corruption is a global problem and identified the various ways in which lawyers might find themselves encountering corrupt practices. Using as a case study [...] HSBC's facilitation of the criminal activity of Mexican and Colombian drug cartels, we demonstrated the need to understand the economic and political processes engaged when the law is used to address corruption, and how corporate culture can influence law's effectiveness. We concluded with suggestions as to the knowledge learning and experiential learning needed to prepare lawyers for this challenge. We referred to a book currently in preparation for Routledge and a discussion followed as to how these lessons might be applied in different jurisdictions.

[Download Session Materials](#)

Incorporating Consideration of the Common Good in Client Counseling

Ann Jurgens

This session briefly outlined international movements for corporate social responsibility and economics for the common good. It then examined how those principles apply to law practice, including especially law practice for social justice, and the challenges involved for lawyers adopting such principles in their relationships with clients. It worked to devise a lesson plan for practicing discussions of the common good in relevant hypothetical settings with clients and create a counseling takeaway for use in our classroom or supervisions sessions with law students.

Cross-Border Clinical Collaboration to Provide Legal Aid and Advocacy for Asylum Seekers

Elba Coria Marquez

Denise Gilman, Anna Cabot, Barbara Hines

The workshop provided an opportunity to share experiences, challenges and good practices regarding the work of university law clinics in the protection and legal defence of the human rights of refugees, asylum seekers and other migrants in need of protection. Justice educators, practitioners and students in law clinics are a valuable legal resource to eradicate obstacles and improve the protection of refugees and asylum seekers. They also have the potential to impact systemic policies and structures to guarantee greater access to the asylum process and respect for the human rights of migrants. In order to reach common goals on refugee concerns, the session sought to stimulate further collaborations between educators and law clinics, looking beyond our national legal and social frameworks to a more regional or global collaboration and network

[Download Session Materials](#)

The implementation of the clinical model of public interest from a concrete situation: human trafficking.

Héctor Pérez Rivera

Amalia Cruz Rojo

Human trafficking is a serious violation of human rights especially children and women human rights. Mexico is the second country in the world with more incidence of human trafficking. Because of it, in 2013 ITAM was selected to start a Clinic of Public Interest against human trafficking. The importance of this project compared to Clinics in other countries relies in its contact, attention and work with victims, especially those in extreme and critical contexts. The life situation of this type of victims requires and demand students to develop different skills than those required to work with victims in controlled spaces living in realities different from the one lived in Mexico.

[Download Session Materials](#)

Working with students on visa cancellation matters"

Diane Anagnos

Much of the work that clinics do is very confronting to law students. Over the past six years KLC has worked on over 20 matters involving the potential deportation of non-citizens due to their criminal record. The students at the Clinic have been involved in all aspects of these cases including prison visits, writing submissions and interviewing family members. The cases pose significant human rights considerations as well as challenges in supporting students while they grapple with both the clients' serious offending and the real risk of deportation. The student experience of working on these cases was considered, together with some of the other student work undertaken by KLC.

The Embedded Clinic -- Police Accountability Clinic at Flemington and Kensington CLC

Kate Fischer Doherty

The Police Accountability Clinic is a partnership between Melbourne Law School and Flemington & Kensington CLC. The Clinic provides direct support and assistance to clients with complaints against police, and was modelled to integrate with the Centre's work over many years challenging police misconduct and campaigning for an independent and human rights compliant police accountability regime. The session discussed the design and work of the clinic and shared some of the lessons learned as the clinic has matured. It also discussed challenges that students experienced working in this area and suggest that these challenges, in the context of the clinic's structure, can contribute to a deeper understanding of practicing public interest law.

Partnership between Civil Society and Law School

Yessica Pamela Maas Pérez

Jillian Wagman

We see firsthand the importance of strong partnerships between civil society organizations and law schools. As an organization, we benefit from having a constant stream of law student volunteers. For the students, we are able to teach them about real-world non-profit work outside of an academic setting, allowing them to grow their skills and increase their marketability upon graduation. This partnership also aims to increase the interest of law students in the topic of international migration, which is what our organization focuses on.

GAJE General Meeting Report

Mariana Berbec Rostas, GAJE President presented a brief overview of GAJE structures and what had happened between the 8th GAJE conference and the 9th Conference. She introduced GAJE executive committee present who are all volunteer members as follows; Tim Casey Treasurer; Odinkaonye Lagi Secretary; Frank Bloch Chairman Communication Committee. Members of the Steering Committee (SC) present were also introduced. She clarified that because GAJE is incorporated in the United States of America, institutional decision and election of steering committee are done generally at every conference during its membership meeting.

Agenda

1. Updates of Steering Committee activities
2. Voting of Steering committee for a total of 11 slots
3. Amendment proposal of GAJE Bye-laws and voting

During the 7th GAJE conference held in Delhi, India there was discussion on institutional reform and the need to make the membership more effective and engage members in a more permanent way. Based on this, the SC has been putting things in place to implement a couple of those suggestions such as:

Creation of communication committee chaired by Frank Bloch with Wendy Morris and Odinkaonye Lagi as its members, the committee moved the GAJE website from former managers and updated it with professional management. The Committee also had facilitated a session at the 9th conference on developing a communication strategy; action items were developed to move it forward.

Creation of regional committee (RC): The SC had created a Regional Committee (RC) primarily to focus on what GAJE can do to engage and get regional networks to take off. The Regional committee chaired by Filip Czerneki gave an update on the committee. The RC is meant to encourage GAJE members be active in between the 2 years of conference through activities that can be organized in between. Members of committee (Guadalupe Barrena, David McQuoid-Mason, Bruce Lasky) are drawn from across the different regions. The RC will send out announcement and co-sponsor projects that are truly international regional cross-border activities involving more than two countries. RC will look for specific projects that are pushing or activating some innovations or some ways to improve or strengthen regions not well represented in GAJE or participate often during GAJE conference.

Frank Bloch Introduced and described the two-part voting process for members of the SC which was arrived at in other to accommodate those that participate in GAJE activities but cannot make

it physically to the meeting. The criteria which established voting eligibility for December 2017 only included voting membership defined as participation in two membership meetings (at past conferences including the present one) or active participation in GAJE having served on a GAJE Committee or Sub-Committee, including but not limited to the GAJE Steering Committee (SC), Executive Committee (EC), Worldwide Conference Planning Committee (and Sub-Committees). The eligibility forms were distributed by email in advance of membership meeting.

Based on the above criteria a total number of 55 members were eligible to vote. The Nominating committee chaired by Filip was appointed to help fill open positions of GAJE SC. Filip introduced and described the process for SC elections. He presented the candidates and each candidate was given an opportunity to speak about qualifications. The following people spoke in support of the following open positions:

Africa (Female)

Odinakaonye Lagi spoke on her own behalf

Africa (Male)

Daven Das – not present; Jeff Giddings spoke on Daven’s behalf

Taiwo Odumosu – not present; Filip spoke on Taiwo’s behalf

Thomas Fuad Tourray spoke on his own behalf

Ma’ruf Mohammed Yakaasi spoke on his own behalf

Australasia F

Anna Cody spoke on her own behalf

East Asia M

Bruce Lasky – not present; Mariana spoke Bruce’s behalf

East Asia F

Leni Widi Mulyani – not present; Lisa Bliss spoke on her behalf

Eastern Europe F

Izabela Krasnicka spoke on her own behalf

South & Central America F

Guadalupe Barrena

South & Central Asia F

Lina Shabeeb – not present; Catherine Klein spoke on her behalf

North America F

Lisa Bliss spoke on her own behalf

Western Europe F

Marzia Barbera – not present; Uli Stege spoke on her behalf

Western Europe M

Andres Gascon-Cuenca spoke on his own behalf

Ballots were distributed. Votes were cast and ballots were collected. Filip, Frank and Mariana counted votes. The results were announced for new directors by Filip as follows:

55 voting members	Elected	Present at meeting
Odi-55	x	x
Daven – 38	x	
Taiwo – 0		
Thomas – 11		
Ma’ruf - 5		
Anna – 55	x	x
Bruce -55	x	
Leni -55	x	
Izabela – 53	x	x
Guadalupe – 55	x	x
Lisa – 55	x	x
Marzia 55	x	
Andres	x	x

The Executive Committee established a By-laws Amendment committee, led by Leah and Barbra to implement recommendations for institutional reforms, and strengthen the mechanism of the existing by-laws to enhance the functioning of the SC which had been cumbersome and inefficient. Proposed Amendments were presented by Odinakaonye Lagi (Secretary). She thanked the committee that worked on the proposed changes (Justin, Bruce, Barbara, Leah, Odi).

Proposed changes to bylaws:

- 1.2 – classes of membership
- 1.7 - SC will decide the criteria for membership
- 1.8 – added president or co-president
- 1.9 – changes to voting procedures

Each of the proposed changes was reviewed and presented in PowerPoint format.

Discussion:

Paula Galowitz:

Q: Is it correct that non-SC officers on the SC cannot vote?

Correct?

A: Yes.

Uli Stege:

Q: We should reduce the quorum necessary to the lowest possible and expressed concern about the $\frac{1}{4}$ requirement under 1.7.

A: Odi: the $\frac{1}{4}$ applies to members present or voting by proxy.

Tim – explained the amendment to the Certificate of Incorporation that would allow for non-contemporaneous meetings of the SC. The Certificate of Amendment was filed with the Delaware Department of Corporations.

Tim moved a motion to approve all of the proposed changes. Motion was seconded by Jeff

Mariana called for vote

In favor: 55 {All}

No votes - 0

Abstentions - 0

Amendments to by-laws passed unanimously.

General meeting was closed at 5:16pm by Marian.

Training-of-Trainers (TOT) workshop on practical aspects for implementing justice education, including clinical teaching methods



Following the successful main conference, held in Puebla, Mexico, delegates traveled to Tlaxcala for the Training of Trainers (TOT) Program. Approximately 115 participants from approximately 40 countries participated in the two-day TOT Workshop held at Universidad Autonoma de Tlaxcala in Tlaxcala, Mexico. On the first day, the program included four interactive plenaries, designed to explore these big questions: Why do we teach? Who do we teach? What do we teach? and How do we teach? This model was a variation of the successful TOT in Turkey. The sessions were designed to build upon one another and create a common understanding among the participants. Each session included demonstrations of different models of interactive teaching techniques and debriefing. Day two included a session on Developing Lesson Plans Focusing on Social Justice and an introduction to the small group work, which was designed to enable participants to work in small groups. Some last-minute modifications to the original workshop plan were necessary due to transportation challenges in the morning and afternoon. Although the originally planned schedule was shortened, participants were able to work together on lesson plans as envisioned. Participants worked in small groups with the assistance of facilitators. Groups chose a topic for a lesson plan and collaborated to design a lesson incorporating some aspect of social justice. Each group then presented its lesson plan.

The development of lesson plans that participants could take home with them, and the exchange of lesson plan ideas with other participants were two valuable tangible takeaways for all. The small group work and intimate setting of the TOT creates the opportunity for participants to get to know one another, achieving a part of GAJE's mission: to foster a network of global justice educators.

The Program was Co-chaired by Lisa Bliss, Catherine Klein, and Maxim Tomoszek. The planning committee included Susan Brooks, Guadalupe Barrena, Andrea Parra, and Anna Cody. Training of Trainers Program Facilitators were Lisa Bliss, Catherine Klein, Susan Brooks, Richard Roe, Freda Grealy, Lughaidh Kerin, Frank Bloch, Tim Casey, Pilar Artiach Fernandez, Paula Galowitz, Andres Gascon-Cuenca, Ulrich Stege, Marta Skrodzka, David McQuoid-Mason, Jane Schukoske, Vera Gulina, Magdalena Klauze, Przemek (Cuba) Kubiack, Odinkaonye Lagi, Leah Wortham, Bharti Yadav, Dianne Anagnos, Anna Cody, Guadalupe Barrena, Jeff Giddings.

After the TOT a debriefing session was held during which facilitators shared thoughts about the TOT, including suggestions to hold TOT before main conference if timing permits, to avoid holding TOT at location different from main conference because otherwise participants must use their day off to travel, to continue this model and to consider adding concurrent sessions on supervision, starting a clinic, street law, ethics, etc.

Muchas Gracias