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

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

**Abstract Submissions**

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| Title  | Miss |
| Lead Presenter First Name | MARYAM |
| Lead Presenter Last Name | ABDULKADIR |
| Organisation of Lead Presenter | BAZE UNIVERSITY ABUJA |
| Name/s and details of other presenters |  |
| Title of Proposal  | AN APPRAISAL OF THE ROLE OF LAW CLINICS IN INTERNALLY DISPLACED PERSONS AND REFUGEE CAMPS IN NIGERIA |
| Summary of Proposal | The role Law students through Law clinics can play in Refugee and IDP camps in Nigeria. |
| Abstract Proposal | One of many unprecedented challenges the world faces is Refugee and Internally displaced persons humanitarian crises. As a university lecturer and Law Clinic supervisor i want to explore the possibility that Law clinics, through Social justice, Access to justice and client interview can play a tremendous role in addressing the legal problems faced by the inhabitants of the camps in Nigeria. |

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| Title  | Ms |
| Lead Presenter First Name | Klara |
| Lead Presenter Last Name | Adamkova |
| Organisation of Lead Presenter | Charles University, Law Faculty |
| Name/s and details of other presenters |  |
| Title of Proposal  | High school mock trials - are they effective method of improving legal literacy? |
| Summary of Proposal | This paper aims to introduce main points of research on impact of participating in mock trials on legal literacy development. Mock trial is an interactive teaching method allowing students to actively participate on their education. This paper is focused on determining the change of knowledge, skills and values of high school attendees and also the effectivity of this method of legal literacy development.Paper is based on both theoretical and empirical research. Empirical data were acquired by questionnaire survey among 240 high school students, who participated on mock trials in Street Law Programme at Charles University in 2016 and 2017. |
| Abstract Proposal | The aim of this paper is to introduce main points of research on impact of attending mock trials on legal literacy development. Mock trial is an interactive teaching method allowing students to actively participate on their education. At Prague Street Law programme high school mock trials are very popular. They are performed regularly and so we were interested what impact do they have on high school attendees. From our experience participation increases students’ interest in the subject matter. This paper is focused on determining the change of knowledge, skills and values of high school attendees and also the effectivity of this method of legal literacy development.Paper is based on both theoretical and empirical research. Empirical data were acquired by questionnaire survey among 240 high school students, who participated on mock trials in Street Law Programme at Charles University in 2016 and 2017. At the session the method of mock trial will be presented in the form that it is performed at Charles University Street Law programme and handouts will be also handed.The presenter graduated at Charles University Law Faculty and has been Street Law assistant there now for five years. This year she started teaching there Legal Internship - Consumer Literacy Courses (Street Law), which is course preparing students for teaching consumer law at high schools. She also started teaching Essentials of Law at University of Chemistry and Technology in Prague and in this course she is using Street Law methods. She works part-time at Prague City Hall as Assistant to Councillor for Culture, Conservation, Exhibitions and Tourism and in free time is leader of Young Rangers Section (group of children similar to Scout Section). |

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| Title  | Professor |
| Lead Presenter First Name | CRISTINA |
| Lead Presenter Last Name | AMATO |
| Organisation of Lead Presenter | University of Brescia |
| Name/s and details of other presenters |  |
| Title of Proposal  | Filing cases: what role for future lawyers? |
| Summary of Proposal | In a new world of professionalism, where lawyers are experiencing a serious crisis of skills and roles, clinical legal education can provide the pedagogical tools to draw a new profession for lawyers, connecting everlasting ethical values to new skills (handling technology, preferring mediation, finalisng negotiations), in order to provide a high quality public service. |
| Abstract Proposal | We are currently experiencing substantive changes in legal profession, often leading to a complaint of crisis. What is registered is a macro-level socio-economical modification of the lawyers’ identity: in a globalized society, European lawyers are transforming their socio-economic status as well as their regulatory bylaws. The challenge is how to maintain the quality of their services, preserving traditional values and enhancing new functions. The first revolution in the legal professions’ framework has started with a different social composition: by the end of the 1980s, the number of women in Italy and BAME (Black, Asian and Minority Ethnic) in the United Kingdom, has increased significantly, against a social composition that was - until then - limited to lawyers male, white and belonging to upper social classes. The number of lawyers has also significantly increased. A further change in the professional abilities of lawyers is the request for a rational professionality’, that privileges outputs instead of processes; together with managerial and accounting competences. These new abilities and knowledge lead to a ‘hybrid’ legal professionalism, bleaching out of ethical values from the relationship client/professionals. What can be, then, the role of clinical education in tackling the above-mentioned challenge, that is: to pursue a high quality of legal professional services, preserving traditional ethical values and enhancing the lawyers’ functions? As assumed in this paper through the presentation of two different clinical cases (medical malpractice and bank/investors relationship), clinical legal teaching consists of a a pedagogical methodology to improve legal teaching and learning, and to enhance the role of practitioners in the current and changing context, in order to contribute to renegotiate the profession’s ‘social contract’ . As shall be argued clinical teaching provides the tools to discover new professional competences (to solve problems, to choose among alternative dispute remedies, to set up strategic litigation, to prefer mediation, to conduct negotiations) and improve the overall abilities and skills of future lawyers Prof. C. Amato is a Clinical Teacher at Brescia University since 2009. She deals mainly with cases concerning conusmer protection and medical malpractice |

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| Title  | Dr |
| Lead Presenter First Name | Getachew |
| Lead Presenter Last Name | Assefa |
| Organisation of Lead Presenter | Addis Ababa University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Bridging the ‘modern’ and the ‘traditional’ in the Ethiopian Legal System: the role of clinical legal education  |
| Summary of Proposal | Based on the notion of legal pluralism by theorists like John Griffiths, this paper explains the nascent endeavours of clinical legal education in Ethiopia in blending customary and formal laws to ensure access to justice to the poor and vulnerable sections of the society. It argues that more space need to be afforded to customary institutions of justice in order to create multiple points of dispute resolution and thereby ensuring better access to justice.  |
| Abstract Proposal | Ethiopia adopted European based modern codes in the 1950s and 60s which were drafted by comparative law experts such as Rene David of France. The main goal of the legal transplantation was to ‘modernize’ legal transactions and relations. The legal modernization drive aimed at completely disbanding the customary law of the society and creating a uniform legal system based on the Western laws. More than half a century after that attempt, customary law is as vibrant as it has ever been. Since 1991, some customary laws such as customary family and personal laws are now recognized by the Constitution. In most other areas like criminal law, although the law does not formally recognize customary law, de facto they are used by the society. Thus, there is a different degree of both de facto and de jure legal pluralism in Ethiopia at present. Legal education in Ethiopia pays attention to customary dispute resolution system alongside the modern state based laws.  |

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| Title  | Dr |
| Lead Presenter First Name | Peter |
| Lead Presenter Last Name | Curos |
| Organisation of Lead Presenter | University of Oslo |
| Name/s and details of other presenters |  |
| Title of Proposal  | Methods of Teaching: A Necessity of Teaching Legal Ethics in CEE Countries |
| Summary of Proposal | The presentation is going to be discuss recent importance of Legal Ethics in Central and Eastern European countries, the importance of the law governing lawyers’ in the curriculum of law schools as an efficient background of students for their further carreer, efficient methods of teaching used by the author, as well as the recommendations on how to apply Legal Ethics to clinical programs of Law Schools in CEE countries. In addition, the role of Legal Ethics for professions and nature of the field is going to be discussed. |
| Abstract Proposal | From 2013-2016, I was doing a phd. Candidacy at Gustav Radbruch Institute of Legal Theory, where I was teaching courses of Theory of State, Theory of Law and Jurisprudence. In academic year 2015/16, I was a visiting scholar at Washington and Lee University, under supervision of Prof. James Moliterno with focus on Legal Ethics and Professional Responsibility and for the last three years I worked as an Assistant Professor at Gustav Radbruch Institute, teaching mandatory course on Legal Ethics, which is a pioneer project in value-focused education at Law faculties in Slovakia. Since March 2019, I am a postdoctoral fellow at the University of Oslo, working on the project Judges under Stress, focused on independence and accountability of the judiciary under authoritative regimes.The paper is going to present arguments why is it important to teach Legal Ethics in Central and Eastern European countries nowadays, with focus on conditions that are essential in Slovakia. Moreover, it is going to discuss the importance of the law governing lawyers in the curriculum of law schools as an efficient background of students for their further carreer. Furthermore, the efficient methods used by the author are going to presented, as well as the recommendations on how to apply Legal Ethics to clinical programs of Law Schools in CEE countries. In addition, the role of Legal Ethics for professions and nature of the field is going to be discussed. Finally, the paper is going to provide a broader picture on the reasons why it is essential to have Legal Ethics course as a part of experiential education programme and why it necessary to teach it differently to other courses.Most efficient innovative methods of teaching Legal Ethics will be presented, as well as proposal for new incentives for legal education that would show law students the side of their professional responsibility. |

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| Title  | Dr |
| Lead Presenter First Name | Tamas |
| Lead Presenter Last Name | Barabas |
| Organisation of Lead Presenter | Pilnet: The Global Network for Public Interest Law |
| Name/s and details of other presenters | Andrej Nosko, Director for Europe, Judit Geller, Legal Officer |
| Title of Proposal  | How to use legal clinics to sustain a more resilient civil society in Europe? |
| Summary of Proposal | Pilnet presents a program to support increasing the legal and operational resilience of civil society in Europe. The program will focus on organized civil society especially in Hungary, Poland, Slovakia, and Czech Republic (Visegrad countries) with special emphasis on regions outside the countries’ capitals, and will consist of efforts to increase resilience through (1) fostering innovation in operational and economic sustainability, and proactive risk management; enabling and invigorating partnerships and relations between civil society and corporate actors; and supporting cross-border cooperation of organized civil society. |
| Abstract Proposal | To respond to the challenges that organized civil society faces in Europe, pilnet aims to contribute by building networks and collaborations of legal professionals who understand how the law works when it serves the interests of the wealthy and powerful, and then apply this knowledge to protect and advance the public interest through support for civil society. This approach places an emphasis on bridging the divide between corporate lawyers and public interest lawyers to create healthier, more resilient civil societies that can protect their beneficiaries from difficult changes to the legal, operational, and economic environment. By remaining compliant with the law and being economically stable, civil society organizations (csos) can, in turn, build healthier and more resilient societies. |

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| Title  | Dr |
| Lead Presenter First Name | Lyndsey |
| Lead Presenter Last Name | Bengtsson |
| Organisation of Lead Presenter | Northumbria University Newcastle |
| Name/s and details of other presenters | Dr Rachel Dunn, Northumbria University Newcastle, UK, Lecturer |
| Title of Proposal  | Evaluation of the introduction of policy/law reform clinic at Northumbria University: influencing law and policy reform as an effective teaching tool for students |
| Summary of Proposal | This paper presentation will discuss the activities undertaken by the students in the policy/law reform clinic at Northumbria University and the authors thoughts on the challenges and benefits of the clinic. Data will be presented from student focus groups as to whether the clinic is an effective educational tool and how the research may influence law reform/policy in that area, contributing to a just society. |
| Abstract Proposal | The authors of this paper are clinic supervisors at Northumbria University in Newcastle Upon Tyne, England and supervised a number of students in a policy/law reform clinic which was introduced in the academic year 2018-2019. The clinic involves the students supporting their clinic supervisor in research projects, through a range of activities. The aim of the policy clinic is to enrich the students experience whilst simultaneously influencing policy/law reform. The authors conducted research into whether this method of teaching is effective. The research aims were to identify whether participation in the policy/law reform clinic: 1. Is an effective educational tool for developing the skills they will require for the world of work. 2. Increases the students’ understanding of the particular area of law and how the research may influence law reform/policy in that area, contributing to a just society. 3. To determine how students compare and contrast the law reform/policy work to that of their client work within the Student Law Office, where they have undertaken both during the course of the academic year. After the policy clinic work had finished, students were invited to participate in focus groups, asking them to discuss their experiences and whether they felt that participation in the policy clinic achieved the aims set out above. This paper will discuss the activities undertaken by the students and will present the data gathered. In addition, the authors will discuss their thoughts on the challenges and benefits of incorporating policy/law reform clinics within the clinical curriculum and whether law/policy reform research can be appropriately developed in an educational setting. |

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| Title  | Mrs |
| Lead Presenter First Name | Lucy |
| Lead Presenter Last Name | Blackburn |
| Organisation of Lead Presenter | University of Central Lancashire |
| Name/s and details of other presenters | Stephanie Jones, University of Central Lancashire, Senior Lecturer and Business Law Clinic Lead, UK |
| Title of Proposal  | Clinical Legal Education and the Strategic Learner |
| Summary of Proposal | Whilst the SQE may sound a death knell for the strategic learner, this session will explore an exciting opportunity for exponents of Clinical Legal Education: the objectives of CLE as a teaching methodology for facilitating deeper learning and engagement of students will be mapped against the current climate of legal educational change. The session will draw on the reflective practice of the presenters and attendees will be invited to share their experiences and thoughts with a view to promoting the use and impact of CLE. |
| Abstract Proposal | ‘Will this be on the exam?’ This is a question that is posed frequently to university academics by their students. Whilst a healthy degree of expectation for assessments is natural, there is a perception that students are focusing solely on summative assessments. As a consequence they are being strategic in their approaches to learning. This focus could be at the expense of fully engaging with and appreciating the curricula in total. Through pedagogic literature, academics will be familiar with the concept of deep and surface learners; this session will discuss â€˜strategic learners’ in the context of a climate of change in the qualification route of solicitors in England and Wales.The particular change referred to is the adoption of the Solicitors’ Qualifying Exam (SQE) and the assessment of both substantive and procedural law solely by externally set Multiple Choice Questions (mcqs). The expectation is that students will be required to retain vast amounts of legal knowledge, that will be finally assessed years after initial study. Whilst this may sound a death knell for the strategic learner, this session will explore an exciting opportunity for exponents of Clinical Legal Education: the objectives of CLE as a teaching methodology for facilitating deeper learning and engagement of students will be mapped against the current climate of legal educational change. The session will draw on the reflective practice of the presenters and attendees will be invited to share their experiences and thoughts with a view to promoting the use and impact of CLE.Lucy Blackburn and Stephanie Jones are Senior Lecturers at Lancashire Law School and are also solicitors, having spent a number of years in private practice before joining University of Central Lancashire. They teach on both the undergraduate Law degree and postgraduate students on the Legal Practice Course. Lucy is also a supervisor for the Law School’s Law Clinic. She is undertaking a Professional Doctorate in Legal Practice focusing on the profile of clinical legal educators and has spoken previously at conference about clinical legal education. Stephanie has set up and supervises the Law School’s Business Law Clinic. |

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| Title  | Ms |
| Lead Presenter First Name | Maria del Val |
| Lead Presenter Last Name | Bolivar Onoro |
| Organisation of Lead Presenter | University of Alcala |
| Name/s and details of other presenters |  |
| Title of Proposal  | Connecting Disseration Topics and Reality |
| Summary of Proposal | The participation on the Legal Clinic provides the possibility of developing interest in social related issues, as seen in my case with the right of people living with HIV to private health insurance. In addition, it gives the option to advance the knowledge in certain areas through the development of academic papers and Master’s and Ph.D. Dissertations. Academic works that are highly enriched by the questions lunched by the users. It also means the possibility of people to access to a highly specialized advice without having the need to reveal their identity. |
| Abstract Proposal | The Legal Clinic of my home university is based on the service-learning methodology, method that is applied as follows: questions that imply legal knowledge are launch anonymously by associations and individuals; the questions are assigned to different groups of students which are near to the completion of their legal studies; along with the question a mentor is assigned, mentor that is responsible for the development of the answer; once an answer is reach the question is sent to the coordinator of the program which return the question to the original source. Joining the Legal Clinic as a volunteer give the student the possibility of building its LL.M. dissertation around the questions received. The service receives questions regarding issues on the access to different rights due to medical conditions. In 2014 I was given the opportunity to join the Legal Clinic. At that time, as an LL.M. student the volunteering came with the possibility of building my LL.M. dissertation around the questions received, which were related with the right of People Living with HIV -PLHIV- to private insurance. I finished my LL.M. and I presented my dissertation regarding chronic diseases and insurances. I got so engaged with the topic that I decided first to pursue another LL.M. related to civil liability and after joining a Ph.D. Program. Nowadays, I am writing a dissertation on â€œthe right of PLHIV to Private Health Insuranceâ€ and I keep realizing how volunteering in the Legal Clinic enriches my dissertation. For instance, in Spain a major legal modification was passed regarding preexisting medical conditions and insurance policies. This amendment was read by many as an ultimate solution to the issue but the reality in the Legal Clinic shows otherwise. As the new amendment bans the possibility of introducing clauses that exclude differentiation on the ground of medical conditions, insurance companies are more reluctant to offer policies to persons with preexisting medical conditions. Fact, that I would be blind about if it were not for my participation as a volunteer in the Legal Clinic. Therefore, the objective is to show how my work as a volunteer in the Legal Clinic has waken up my interest to conduct my research in social areas and to explain how the questions received keep enriching my Ph.D. Dissertation. Dissertation that i hope will help people in the future. I will use the pechakucha format to provide these insights from the field. |

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| Title  | Professor |
| Lead Presenter First Name | Timothy |
| Lead Presenter Last Name | Casey |
| Organisation of Lead Presenter | California Western School of Law |
| Name/s and details of other presenters |  |
| Title of Proposal  | A Pathway to Ethical Practice |
| Summary of Proposal | This paper describes the core components of an experiential curriculum: first, placing the student in the role of lawyer; second, presenting the student with opportunities to reflect; and third, incorporating feedback from an experienced lawyer. |
| Abstract Proposal | This paper describes an experiential curriculum designed to inculcate ethical values. The paper advocates for a sequential curriculum where students first encounter ethical issues in simulations where students are placed in the role of lawyer, where they are forced to confront specific ethical issues. Students learn in three ways: first, they learn through the experience of engaging with clients (in a standardized client format); second, they learn by engaging in a directed process of reflection (following Casey's six stage model); and third, they learn through feedback in a master-apprentice relationship with a seasoned lawyer. The combination of experience, reflection, and poignant feedback develops the students awareness of ethical issues and prepares the student to respond to the ethical challenges of practice. The initial simulation-based course serves as a prerequisite for later clinical courses where the student will confront ethical issues in the representation of real clients in real cases under the supervision of a clinical professor. |

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| Title  | Professor |
| Lead Presenter First Name | Amari Omaka |
| Lead Presenter Last Name | CHUKWU |
| Organisation of Lead Presenter | Ebonyi State University Law Clinic |
| Name/s and details of other presenters |  |
| Title of Proposal  | Going-Green and Clean: The EBSU Law Clinic Role in Combating Climate Change |
| Summary of Proposal | This presentation highlights the activities of EBSU law clinic over the years to contain climate change through her Environmental Law Clinic. The clinic utilises Street law programmes to schools, markets, parks etc, to sensitise the public on the dangers of deforestation and other unhealthy mining activities that contributes to climate change. The presentation also shows the study made by EBSU Law clinic to reduce industrial and mining dusts that are released daily to the atmosphere contributing to climate change and endangering human life, which led to the relocation of the quarries from Abakaliki capital city centre to the suburb. |
| Abstract Proposal | Abstract: Climate change is increasing rise in world temperature beyond acceptable limits, distorting nature and environmental balance. Climate change is one of the challenges of the 21st century. The earth is getting warmer by the day due to vagrant abuse of the environment by humanity, via industrialisation and deforestation. The Faculty of Law Ebonyi State University, Abakaliki was established in 1999. It was established to meet the yearnings of the teaming population of Ebonyi people, which had long suffered dearth of legal manpower to solve societal problems. Ebonyi State University Law Clinic established in 2005, has functional learning objectives for each subject and there is emphasis on the use of interactive teaching methods and teaching aids etc to deliver knowledge to law students, and ultimately to meet societal needs. The main objective of this presentation is, therefore, to share the role of EBSU Law Clinic’s â€œgoing Green and Clean programme in Combating Climate Change, via the following activities of the clinic:* Street law
* Environmental and Mining Field study
* Annual Tree planting Exercise
* Environmental Law Clinic FOI programmes.

Although the delivery would be through powerpoint presentation, there would be good deployment of Q & A, sharing experiences from other jurisdictions, with a touch of pechakucha pictorials to whip up class interest/participation. All these is geared towards making the presentation interactive. The presentation titled ‘Going Green and Clean: The EBSU Law Clinic Role in Combating Climate Change’ which is drawn from the subtheme ‘climate change and environmental justice through Clinical Legal Education’ is very relevant to the central theme of the conference ‘improving the Future: using Clinical Legal Education to educate Lawyers for a Just Society’. This is because, checkmating climate change has a direct bearing with improving the future, by making the environment safe and healthy for today’s and future generations.The presenter, Professor Amari Omaka C. Is the Dean of Faculty and Director of EBSU Law Clinic, Faculty of Law Ebonyi State University Abakaliki Nigeria. He is one of the pioneers of clinical legal education in Nigeria a member of International Legal Ethics Organisation (ILEC), Global Alliance for Justice Education (GAJE), Network of University Legal Aid Institutions (NULAI-Nigeria), IJCLE and other clinical legal education organizations worldwide. |

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| Title  | Professor |
| Lead Presenter First Name | Anna |
| Lead Presenter Last Name | Cody |
| Organisation of Lead Presenter | Western Sydney University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Just us or justice? How much should we encourage students to interrogate their identity and privilege when talking about justice? |
| Summary of Proposal | We can only teach our students about justice if we can also encourage them to interrogate who they are in their full identities. While teaching about identity, diversity and equality can be challenging for students and teachers alike, this is the way in which we create social change. Learn some interactive methods for encouraging students to question themselves in a safe environment. |
| Abstract Proposal | This session will include a short interactive exercise as well as some more traditional presentation approach. Working in clinics with clients who are different and yet can be similar to students provides many opportunities for disorienting moments. (Quigley/Mezirow) IN order for students to gain as much learning out of these moments they need to learn how to reflect deeply about who they are, their identity and areas of privilege as well as their complex identities. Justice can frequently be taught in more doctrinal teaching in a theoretical way. Clinics have the potential to make real critical theories of justice and how our identities can influence how we interact with the world. While teaching students to interrogate their privilege can be challenging work, it is also essential if we want to help them to change the world to make it fairer and truly representative of our community. |

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| Title  | Dr |
| Lead Presenter First Name | Filip |
| Lead Presenter Last Name | Czernicki |
| Organisation of Lead Presenter | The Polish Legal Clinics Foundation |
| Name/s and details of other presenters | Dr Izabela Krasnicka, Member of the Board of the Polish Legal Clinics Foundation, Poland |
| Title of Proposal  | Sustainability as the impact-factor for Clinical Legal Education. Lessons learned from Polish experience. |
| Summary of Proposal | This presentation & workshop aim to answer the question: what is the real impact of well-developed Clinical Legal Education program and more importantly - can we measure the impact of a program that failed or could not survive over the time? Our answer is: No! CLE program needs to be sustainable at first place.Workshop provides an overview of the 15 years of experience of the Polish Legal Clinics Foundation that fostered, supported, promoted and assisted to sustain for the majority of the Polish legal clinics and their programs. Participants will be able to come up with their own ideas for the mechanisms providing for the sustainability of the clinical programs based on the actual lessons learned in Poland but happening to be lessons adequate for other parts of the world.The strategies carried out by the Polish Legal Clinics Foundation and by individual clinics in Poland proved to be successful and right for the on-going development and recognition of the clinical programs as essential components of the legal education in Poland. |
| Abstract Proposal | Structure and content of the session:PART I. Introductory presentation (10 minutes):Short history of the clinical legal education program in Poland on the 15th anniversary of the Legal Clinics Foundation covering the following topics:a. When and how clinics in Poland have been establishedb. When and why Polish Legal Clinics Foundation was foundedc. What has the Polish Legal Clinics Foundation achieved so fard. What is the future of the legal clinics’ movement in PolandPART II. Workshop with participants’ involvement (30 minutes)Lessons to be learned:a. Sustainability through â€židea marketingâ€b. Sustainability through cooperation with bar associationsc. Sustainability through cooperation with law schools’ authoritiesd. Sustainability through fundraising and fundinge. Sustainability through standardizationf. Sustainability through trainingg. Sustainability through publication products and know how spreadh. Sustainability through forum building â€“ regular conferencesi. Sustainability through continuation (pro-bono program, pro-bono lawyer contest, clinics in law school rankings)PART III. Results of the workshop (5 minutes)Short summary of the group work presenting lessons learned and its impact on lawyering as well as the legal society.Izabela krasnicka (F)- holds a master and a doctoral degree in law, works at the Department of International Law at the Faculty of Law, University of Bialystok. She is a member of the Centre for Direct Democracy Studies and has experience in participating in the EU - funded projects. Her research fields include public international law (with special emphasis on the law of aviation), international organizations and the legal system of the United States of America (with special emphasis on the constitutional issues as well as direct democracy forms). She is a member of the board of the Legal Clinics Foundation and member of the Steering Committee of the Global Alliance for Justice Education.Filip Czernicki holds a master and a doctoral degree in law, graduated from the Warsaw University Law School. He works on promoting and establishment of legal clinics in Poland and Eastern Europe as well as promotion of professional lawyers pro bono activity. Since 2002 he is President of the Polish Legal Clinics Foundation and member of the Steering Committee of the Global Alliance for Justice Education (since January 2009 till December 2013 President and since 2016 Co-President) and since 2006 serves as Head of the Supervision Council of the Polish National NGO’s Forum. Filip was co-founder of Warsaw legal clinic - the second oldest legal clinic in Poland, since than he was involved in establishment of number of legal clinics and national legal clinics umbrella organizations, providing legal and organizational expertise as well as trainings for the leaders of those organizations. Filip is a former President of Pro-European Youth Organizations Forum working by the President of the Republic, former member of the International Board of The European Law Students’ Association and co-founder of the Polish NGO’s Coalition for the International Criminal Court. He is an author of several articles and publications on legal clinics and access to justice. |

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| Title  | Mr |
| Lead Presenter First Name | Larry |
| Lead Presenter Last Name | Donnelly |
| Organisation of Lead Presenter | School of Law, National University of Ireland, Galway |
| Name/s and details of other presenters |  |
| Title of Proposal  | What a difference a decade (or so) makes? Reflections on feedback from past clinic students. |
| Summary of Proposal | What a difference a decade (or so) makes? Reflections on feedback from past clinic students.This paper will compare feedback offered by the first group of students in the clinical legal education programme in the School of Law at the National University of Ireland, Galway roughly ten years on from their participation in it with feedback offered by students who participated more recently in the programme. This paper outlines and contextualises the process of garnering feedback in both instances and examines it side by side. The paper questions why the nature of the responses is quite different in many instances and considers how and if the initially profound influence of clinical legal education on law graduates can be sustained. |
| Abstract Proposal | What a difference a decade (or so) makes? Reflections on feedback from past clinic students.This paper will compare feedback offered by the first group of students in the clinical legal education programme in the School of Law at the National University of Ireland, Galway roughly ten years on from their participation in it with feedback offered by students who participated more recently in the programme. The former group was surveyed in connection with the first piece of research of its kind in Ireland, which attempts to measure the impact of clinical legal education on law graduates. Graduates - now professionals with, in many cases, impressive career trajectories - were asked a series of questions and, regrettably, many of the responses do not indicate that their exposure to clinical legal education has had a significant long-term impact on them either personally or professionally. This contrasts directly with feedback solicited annually from students who participate in the clinical programme and tout its often transformative influence on them immediately after completing it.This paper outlines and contextualises the process of garnering feedback in both instances and examines it side by side. The paper questions why the nature of the responses is quite different in many instances and considers how and if the initially profound influence of clinical legal education on law graduates can be sustained. |

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| Title  | Ms |
| Lead Presenter First Name | Hana |
| Lead Presenter Last Name | Draslarova |
| Organisation of Lead Presenter | Faculty of Law, Charles University in Prague |
| Name/s and details of other presenters |  |
| Title of Proposal  | Values in the (clinical) legal education: Perspectives from the Czech Republic |
| Summary of Proposal | Are values an essential part of legal education? Who should determine which values should be part of it and what are the fundamental values law schools should promote? Is it even possible to ‘teach values’? General examination of values as a part of legal education will be followed by closer accent on legal ethics as a part of legal education and the role of clinics in developing legal values. The paper will also cover the present situation in the Czech Republic to demonstrate raised theoretical conceptual questions. The author is a phd student at Charles University in Prague. |
| Abstract Proposal | Since lawyers play an important role in the society, preparing future lawyers is a very responsible job. Law schools are often very concerned with legal knowledge, many of them fortunately put stress on teaching legal skills as well. But what about the values? Are they an essential part of the legal education? Who should determine which values should be part of legal education and what are the fundamental values that law schools should promote? Is it even possible to ‘teach values’? Answers for those questions will be searched for during the presentation together with the participants using case studies and ethical problems as a tool. The situation in the Czech Republic will be described during the presentation to demonstrate a specific context. General examination of values as a part of legal education will be followed by closer accent on two particular topics. First of them is the role of legal ethics in the legal education, as legal ethics is often mentioned regarding the values in the legal education. Since legal ethics is not a compulsory part of the legal education in the Czech Republic, the paper will try to determine whether the situation should change. Furthermore, should law faculties for example motivate students to do pro bono in their future as a part of their professional responsibility? And should a pro bono lesson be a part of legal ethics course? The second topic will cover the role of legal clinics in shaping the values of future lawyers. Why are the legal clinics the right tool to develop legal values? And how are they in the present helping to develop legal values? The paper will be mainly theoretical raising conceptual questions, but will cover the present situation in the legal education in the Czech Republic as well using it as a case study to demonstrate the legal values education in context. The author is a third year phd student at Charles University in Prague, Faculty of Law. Her phd thesis research topic is legal education and she has been involved in Street Law programme for 4 years including teaching the Street Law course. |

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| Title  | Professor |
| Lead Presenter First Name | Riette |
| Lead Presenter Last Name | Du Plessis |
| Organisation of Lead Presenter | University of the Witwatersrand |
| Name/s and details of other presenters |  |
| Title of Proposal  | Decolonising the CLE curriculum |
| Summary of Proposal | Decolonising the CLE curriculumSouth African Law Schools’ curricula remained largely Eurocentric since the end of apartheid in 1994. Western and African norms and philosophies differ and Afrocentric education lies within the domain of African Universities. Student protests in 2015 campaigned for decolonisation. When applying decolonisation to the CLE curriculum, the following distinguishing characteristics of the clinical course will be considered: culture, language, professional ethics and the clients frequenting the clinic. The CLE pedagogy of clinic duty, classroom teaching and student tutorial sessions will be applied in exploring the application of the CLE methodology to diversity challenges in decolonisation. |
| Abstract Proposal | Decolonising the CLE curriculumSince the end of the apartheid system in South Africa in 1994, Law Schools’ curricula remained largely Eurocentric, resulting in a decolonisation campaign by students in 2015, implying the removal of aspects reflecting a colonial culture. The historically dominant Eurocentric approach to law is not necessarily suited to South African society and the status quo should be critically evaluated. It is the responsibility of legal education to ensure that future lawyers are equipped to contribute to the transformation of society. Creating Afrocentric education therefore lies within the domain of African Universities, by way of holistic transformation. The relevance and objective of the session is to address ways in which decolonised CLE programmes can support the shaping of future lawyers’ aspirations and contributions to a just society. When applying the call for decolonisation to the CLE curriculum, the following distinguishing characteristics of the clinical course will be considered, namely culture, language, professional ethics and the clients frequenting the clinic.Language and culture is important in preparing students to enter the profession, as Western norms and philosophies differ from those in African philosophy. Language controls thought and actions and where people from different cultures, who speak different languages, see and behave to the universe differently, they will not perceive the same reality unless they have a similar culture. Researchers identified a link between culture and ethics, acknowledging the role of culture in informing someone’s sense of morality and ethics. In understanding professional ethics, students should embark on a journey of â€˜decolonising’ their minds by debating what it means to be African in a profession with a Western approach, ethos and orientation.The clinic client pool presents a diversity of race, gender, language, culture and educational sophistication. The only consistent factor is that they represent the indigent in the community. Apart from language barriers, students may be required to identify problems not solely based in law, but often of a social or cultural nature. Poverty therefore also needs to be understood as a problem of moral recognition.The three basic components of the CLE pedagogy consist of clinic duty, classroom teaching and student tutorial sessions with their clinicians.The presentation will explore the application of the CLE methodology to diversity challenges.I have been a legal educator with a phd in CLE for the past 20 years. |

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| Title  | Professor |
| Lead Presenter First Name | Gillian |
| Lead Presenter Last Name | Dutton |
| Organisation of Lead Presenter | Seattle University School of Law |
| Name/s and details of other presenters |  |
| Title of Proposal  | International Externships - How Effective Programs Can, and Should, Provide Students the Critical Skills, Social Justice Values and Knowledge for Global Practice |
| Summary of Proposal | This article offers a set of recommendations for setting up an effective international semester-in- practice program and provides insight into all phases of the process: counseling students and setting up new sites; designing the accompanying international seminar; collaborating with the law schools’ study abroad and international clinical programs; and incorporating knowledge of bias to increase cultural competence. For schools seeking to build on an existing program or establish a new one, this article provides a necessary rationale, a detailed blueprint, and a call to action. Although the focus is on externship faculty in law schools in the U.S., the guidelines may also be useful to educational institutions outside the U.S. that seek to expand their international experiential learning opportunities |
| Abstract Proposal | Paper Presentation as legal practice becomes increasingly global, law schools in the U.S. are expanding opportunities to gain international experience. In an international externship, a student spends a semester working and learning outside the U.S. Available at a growing number of law schools, international externships offer the chance to improve legal skills and develop cross-cultural sensitivity by raising awareness of a lawyer’s responsibilities to the global community. Students gain knowledge of law and practice in a different legal system, make valuable connections for future employment, and, in many circumstances, improve language proficiency |

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| Title  | Professor |
| Lead Presenter First Name | Pilar |
| Lead Presenter Last Name | Fernandez Artiach |
| Organisation of Lead Presenter | University of Valencia |
| Name/s and details of other presenters | Professor Raquel Vanyo, University of Valencia, Professor of Public International Law and Director of the International Human Rights Clinic, Spain. Professor Jose Elias Esteve, University of Valencia, Mr. Enrique Garcia Tort, Student at the Universitat de Valencia,  |
| Title of Proposal  | Benefits of the integration of pedagogy students in Street Law programs |
| Summary of Proposal | What value can the students of pedagogy add to the Street Law programs? Is it always a win-win relationship? |
| Abstract Proposal | The Legal Clinic of the University of Valencia has opted for the integration of students of pedagogy within the development of its Street Law programs.The collaboration between law students and educational sciences allows us to create an interdisciplinary work environment and an innovative methodological approach towards these programs.Thanks to the work of the students of pedagogy, the law students complement their training with a series of basic competences in the juridical attention: assertiveness, active listening, practical application of the right, effective communication of the law to lay people, interview and oral expression.On the other hand, the students of pedagogy receive the opportunity to work in aspects such as the training of groups, coordination of work teams, development of didactic materials, diagnosis of educational needs and design of innovative activities.Another of the outstanding aspects of the interdisciplinary work between law and pedagogy in the Legal Clinic is the counseling and training of the students themselves. During the development of the Street Law programs, it is the pedagogy students themselves who are in charge of training their classmates in didactic and dialectic skills. In the same way, pedagogues end up receiving extensive training in law thanks to working with their peers.This interdisciplinary coexistence requires law students to work hand in hand with professionals from different areas who do not handle the same slang. This implies an effort of comprehension and translation of the content that supposes, in sum, a more significant learning of the law.With the collaboration of students of pedagogy, it has been possible to carry out different methodologies adapted to the characteristics of each group. These methodologies, designed and dynamized by the pedagogues themselves, make it possible to create Street Law programs that are more dynamic, direct and interactive. In addition, they allow us to respond to some barriers present during the programs, such as the language or the different levels of motivation in a group.Some examples of methodologies used during the Street Law programs are: cooperative learning, gamification, role-playing and dialogical gatherings.The integration of students of pedagogy has not been limited to an improvement of the Street Law programs. In our case, since the beginning of the law-pedagogy collaboration the group cohesion of the students of the Clinic has been increased, and a positive work environment has been generated inside and outside of the work schedule. The relationship and collaboration between students is closer, and performance has increased through strategies such as the work station.Have you take into account this possibility?We will use interactive methodologies (brainstorming, videos, games) to allow the participants to think about it. |

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| Title  | Ms |
| Lead Presenter First Name | Liz |
| Lead Presenter Last Name | Fisher-Frank |
| Organisation of Lead Presenter | Essex Law Clinic |
| Name/s and details of other presenters | Mr Lee Hansen -Deputy Director Essex Law Clinic. Uk. Lhansen |
| Title of Proposal  | Outreach Clinics in areas of Deprivation - Shaping Student Aspirations and Contributions to Society. |
| Summary of Proposal | The small coastal town of Jaywick is deemed to be the most deprived neighbourhood in the UK. Students from the Law Clinic at Essex University’s Law Clinic provide a regular outreach service from a Methodist Church in the local community. In this session, there will be assessment of the impact on student aspirations from advising clients in areas of great need. There will also be consideration of the potential for additional training and support needs associated with this. |
| Abstract Proposal | The small Essex coastal town of Jaywick is deemed in the English Indices of Deprivation 2015 to be the most deprived neighbourhood in the UK. For the last year, students from Essex University’s Law Clinic, have been regularly visiting the town to provide an outreach legal service to the community.Students, based in a Methodist Church, advise mainly on family law including cases involving social services and housing, particularly regarding the many local mobile home parks. Clients often present with multifaceted problems and cases generally are far more complex and sensitive than those seen on campus.In this session, there will be assessment of the impact on student aspirations from advising clients living in an area of great need. The session will include student reflection on their approaches to pro-bono work particularly in areas of law where clients would have been likely in the past to have accessed legal advice and representation through the legal aid system, but are now unable to do so. Our experience has indicated that there are potential additional training needs for students who are involved with the Jaywick Outreach. There is also a focus on the importance of student reflection about the impact of the Outreach on the clients and the students themselves. Also, reference will be made to student mental well-being in terms of the need to positively shape aspirations regarding pro-bono. From my role as Director of Student Support in the Law School, it is evident that students generally are experiencing a high level of mental health issues. Therefore, consideration will be given to how to address the possible impact on clinic students who may be dealing with particularly sensitive cases when they themselves may be struggling with their own issues. Our view is that involvement in outreach clinics in areas of deprivation can provide students with a greater understanding of the social context of legal advice work and hence, shape aspirations. However, it has also highlighted the need to recognise the complexity of student involvement particularly in relation to their training and well-being needs.The session will include photographs and information about the Jaywick area. The Presentation will be by Liz Fisher-Frank, Law Clinic Supervisor and Lee Hansen, Deputy Director, Essex Law Clinic. |

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| Title  | Dr |
| Lead Presenter First Name | Tomas |
| Lead Presenter Last Name | Friedel |
| Organisation of Lead Presenter | Faculty of Law, Charles University in Prague |
| Name/s and details of other presenters | Mr. Marek Zima, Faculty of Law, Charles University in Prague, Department of Theory of Law, Ph.D. Candidate, The Czech Republic |
| Title of Proposal  | Being a Street Lawyer in Prague: 10 Years of Ups and Downs, and What We Took from It |
| Summary of Proposal | The presentation shares the positive and negative experiences that have been collected during ten years of Prague's Street Law program operation. Topics as the problems of launching Street Law programs; creating a sustainable team of street lawyers; areas that Street Law can operate in (and the reasons why it should) are covered. The Prague Street Law program could serve as a case study for further thinking of which features should successful Street Law program have and whether the Prague pattern is universal or specific. |
| Abstract Proposal | Since the Prague Street Law program celebrated its 10th anniversary, we would like to share our successes, failures and, most importantly, the experience we have gathered over the first decade of our existence. The presentation consists of two parts. Firstly, a brief description of development of Prague's Street Law from its beginnings to its present form including data on the number of participants and the areas where Prague Street Law has been operating are presented. The second part analyses why and how Prague Street Law has achieved its present form. The question whether Prague Street Law could be considered as unique or whether there are practices and features transferable to other environments is addressed. Topics as the problems of launching Street Law programs; creating a sustainable team of street lawyers; areas that Street Law can operate in (and the reasons why it should) are covered. The above mentioned issues will be shared with the participants through pechakucha format which suits the best our intention to entertain and educate in a same time. The main purpose of the presentation is to share the positive and negative experiences that have been collected during the period of Prague's Street Law program operation and on this basis to further development and functioning of Street Law programs in Europe. The Prague Street Law program could serve as a case study for further thinking of which features should successful Street Law program have and whether the Prague pattern is universal or specific.The presentation builds on paper Ten years of Prague Street Law: lessons to learn from our first decade submitted to IJCLE special issue, which originated from 2018 ENCLE Conference in Torino.The Street Law program in Prague was founded by Michal Urban, who works as a senior lecturer at the Department of Political Science and Sociology and head of Legal Skills Centre (Charles University in Prague) and as a high school teacher. Tomas Friedel and Marek Zima are both long-time members of the Prague Street Law program. Tomas is also a junior lecturer at the Department of Political Science and Sociology (Charles University in Prague) and teaches at high school. Marek is Ph.D. Candidate at the Department of Theory of Law (Charles University in Prague) and works also as an assistant to a judge at Municipal Court in Prague. |

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

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| Title  | Dr |
| Lead Presenter First Name | Jodi |
| Lead Presenter Last Name | Gardner |
| Organisation of Lead Presenter | St John's College, University of Cambridge |
| Name/s and details of other presenters | Mary Spector Professor of Law, Associate Dean for ClinicsSMU Dedman School of Law |
| Title of Proposal  | Bringing Clinical Legal Education to Cambridge University: The Trials and Opportunities |
| Summary of Proposal | Clinical legal education is increasing in importance in UK universities, with approximately 70% of all law schools in the country engaging in some form of clinic legal education. Despite this increased importance, the Universities of Oxford and Cambridge have yet to embrace clinics in their approach to legal education. The authors of this paper are currently exploring the opportunities and challenges of starting a clinical program in the University of Cambridge. The paper will explore the steps that have been taken in this regard, including the challenges and opportunities associated with clinical legal education in a college-based educational institution. |
| Abstract Proposal | Clinical legal education is increasing in importance in UK universities, with approximately 70% of all law schools in the country engaging in some form of clinic legal education. Considering the impact that austerity has had on access to legal services, clinical legal education is becoming increasingly important for access to justice. Despite this increased importance, the Universities of Oxford and Cambridge have yet to embrace clinics in their approach to legal education. The authors of this paper are currently exploring the opportunities and challenges of starting a clinical program in the University of Cambridge. Professor Spector is spending a term at the University of Cambridge as part of the Herbert Smith Freehills Visitor Scheme. During this time, she and Dr Gardner will lay the groundwork for what they anticipate will be a pilot program to test the viability of a clinical legal program at the University. The teaching format and college-based nature of the University of Cambridge provides a unique set of challenges for this type of legal education, and the authors will discuss the steps that have been taken to overcome these barriers. A legal clinic in Cambridge would allow University students, to assist those most vulnerable and provide benefits for not only the recipients but also the students - giving them the opportunity to witness law in practice on a first-hand basis. Dr Gardner is a Fellow of Law at St John’s College in Cambridge, having previously been a community legal lawyer in Brisbane, Australia. She specialises in consumer protection law and has held visiting positions at Princeton University, Columbia Law School, Max Planck Centre for International and Comparative Private Law and the Centre on Household Assets and Savings Management (University of Birmingham). In addition to her academic roles, Dr Gardner is an accredited arbitrator who specialises in aviation and telecommunications disputes.Professor Spector is the Associate Dean for Clinics at the SMU Dedman School of Law. She is a recipient of the University Golden Mustang Teaching Award, the Law School’s Don Smart Directed Research Award and Women in Law’s Faculty Appreciation Award. Professor Spector writes and speaks in the areas of consumer credit, landlord-tenant law and clinical legal education. For her project on consumer debt collection litigation published in the Virginia Law & Business Review (2011), Professor Spector was honored with the Bellow Scholar Award from the AALS Clinical Section. |

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| Title  | Dr |
| Lead Presenter First Name | Andres |
| Lead Presenter Last Name | Gascon-Cuenca |
| Organisation of Lead Presenter | Legal Clinic for Social Justice. University of Valencia |
| Name/s and details of other presenters | Dr. Francesca Malzani, Associate Professor, responsible of a Clinical Course, University fo Brescia, ItalyDr. Carla Ghitti, Part-time Professor, responsible of a Clinical Course, University of Brescia, Italy  |
| Title of Proposal  | Taking Human Rights Seriously. International Standards, National Regulations and Legal Clinics. |
| Summary of Proposal | In this interactive seminar the group will work in a collaborative way about the importance of international standards of protection when guaranteeing human and fundamental rights. Presenters will use interactive methodologies to underline the key role clinical professors have to fade away the idea that international standards are "soft law", enhancing its importance when national standards fail to provide protection to the society. |
| Abstract Proposal | The recognition and the protection of human rights is a long-run battle. After the horrendous crimes committed during the IIWW, States realized the necessity of developing international conventions in order to protect the core rights and values of humankind. From that time on, and starting with the Universal Declaration of Human Rights, we have an important number of international covenants that set the minimum threshold that every Member State must recognize and protect when it comes to a number of very basic human rights. At the European Level, the number of human rights protected has been growing, with regulations coming from UN and the Council of Europe, with the remarkable importance of the European Court of Human Rights. Although the layout that has been just described, we are experiencing an important regression in the protection of these basic Human Rights at the national level. Focusing on the migration processes, Spain and Italy are receiving a high number of asylum seekers that are being seen like a threat by part of the society and some political parties. People that is trying to escape from wars, hunger, abuses, persecution, and many other situations, looking for better ways of living for them and their families. Nevertheless, once asylum seekers are in our countries, they have to face and comply with administrative praxis that make difficult the granting of different rights, like access to justice, protected by international and European regulations and standards that protect their very basic rights.Thus, Legal Clinical Education has to deeply challenge this view and use of the Law, by promoting and enhancing in students a critical approach to national regulations that severely interfere or make the international standards of protection of human rights useless. So that, our students as future human rights lawyers, have to always question the objectives, values and rights, pursued by national regulations and be able to evaluate if they meet the very basic standards set in the international arena and proceed consequently.How interactive methods will be used:Therefore, this session will develop and work this idea in an interactive way. We will use the following methodological resources: video, brainstorming, working in groups about a given scenario and debriefing all this work for constructing as a group some takeaways, that might be implemented in other Legal Clinics. By using these methodologies, we will foster expertise exchange for building up common paths of empowerment of clinical students. |

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| Title  | Mr |
| Lead Presenter First Name | John A.  |
| Lead Presenter Last Name | Gealfow |
| Organisation of Lead Presenter | Masaryk University & École de droit de la Sorbonne |
| Name/s and details of other presenters |   |
| Title of Proposal  | Legal Awareness Index – a tool for measuring ability to understand the law and ability to act in “good” way in legally relevant situations |
| Summary of Proposal | An academic team composed of members from multiple Czech universities is currently working on a methodological concept of the Legal Awareness Index. The goal of this project is to provide a tool for measuring legal awareness in context of the Czech legal system. |
| Abstract Proposal | An academic team composed of members from multiple Czech universities is currently working on a methodological concept of the Legal Awareness Index. The goal of this project is to provide a tool for measuring legal awareness in context of the Czech legal system. Its methodology will be based on setting threshold importance for knowledge about certain situations and how to solve them in a way that lawyers perceive as “good” in terms of preventing harmful consequences of failure to act in this way. There are two main goals of developing such a tool: 1) defining the curriculum for legal educational programs for non-lawyers, 2) to rate effectiveness of educational tools (different results for entry test and output test) and their improvement based on these results. This paper will present our current thoughts about methodology of research and development of this tool. We want to present our methodology to enable criticism and feedback from the scientific community that will enable us to further improve the methodology of research |

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| Title  | Mrs |
| Lead Presenter First Name | Maria |
| Lead Presenter Last Name | Gerdes |
| Organisation of Lead Presenter | Goethe-universitã¤t Law Clinic, J. W. Goethe-Universty Frankfurt |
| Name/s and details of other presenters |  |
| Title of Proposal  | Navigating the Muddy Waters of Pro Bono Advice - How legaltech can Improve the Access to Legal Advice |
| Summary of Proposal | GLC and legaltechlab are developing a Pilot Tool for potential clients, which they present at the conference. One major barrier to justice for people is the lack of information on where to address their legal requests. GLC's Pilot Tool navigates potential clients through the muddy waters of advice, piloting them to the appropriate assistance for their individual issue. After a description of the Pilot Tool’s development, delegates will have a chance to test it's mode of operation. This may lead to an exchange on the necessity or adequacy of a pilotage tool for Law Clinics. |
| Abstract Proposal | Goethe-universitat Law Clinic (GLC) is developing a Pilot Tool for potential clients, which will first be presented in public at the ENCLE Conference. The presentation is aimed at informing the delegates about the Pilot Tool, it's background and objectives as well as the legaltech aspects it entails. Interested Law Clinics may also benefit from information about the process of the project's development. Finally, the presentation offers the opportunity to receive feedback on the Pilot Tool and to enter into an exchange of opinions on the role of Law Clinics as navigators through the wide waters of organisations offering legal advice or assistance to people in need of an access to justice.After describing the background, purpose and development of the Pilot Tool, both presenters will guide delegates through the Pilot Tool's process of questions and answers that leads to the result of an appropriate point of legal advice for the issue at hand, thereby giving them a chance to test the Pilot Tool's mode of operation. The Co-Presenter will explain the project's development and any legaltech issues. The Presentation will conclude with an exchange of opinions on the necessity or adequacy of such a Pilot Tool for Law Clinics.The Presentation is relevant to the Conference Theme in the aspect of "Technological innovation in the pursuit of a just society: access and information for all in the law". One major barrier to justice for people in need is the lack of information on where to turn to for legal advice in their individual matters. Therefore, GLC offers to navigate potential clients through the muddy waters of pro bono advice, piloting them to the point where they find the appropriate assistance for their individual issue - even if it's not GLC's area of expertise. GLC regards this pilotage service as an important complement to it's own substantive legal advice to clients. Modern technology enables GLC to establish this service in form of an IT-based Q&A procedure with selective results. Otherwise, stray requests to GLC would have been simply deflected: Individual exchange of mails with potential clients to determine the issue at hand were too time consuming, especially since it was time invested on areas outside GLC's scope of expertise. Presenter Maria Gerdes co-founded the Refugee Law Clinic in Konstanz and is now Project Manager and Research Assistant at GLC, where the Pilot Tool is developed in cooperation with legaltechlab e.V., whose member (and student at Goethe-University) N.N. will co-present. |

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| Title  | Miss |
| Lead Presenter First Name | Emma |
| Lead Presenter Last Name | Goodwin |
| Organisation of Lead Presenter | Manchester Metropolitan University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Legal Advocacy Support Project: clinical legal education outside of the curriculum in partnership with a community law centre, providing access to justice, supporting and inspiring advocates, and shaping the next generation of social welfare lawyers |
| Summary of Proposal | Legal Advocacy Support Project: clinical legal education outside of the curriculum in partnership with a community law centre, providing access to justice, supporting and inspiring advocates, and shaping the next generation of social welfare lawyers.The Pro Bono Director from Manchester Metropolitan University will provide a pechakucha presentation of a model for providing CLE through a legal representation project in partnership with an external law centre.The presentation will include detail of how the Legal Advocacy Support Project was set up, students recruited, its sustainability, results and impact on both students and clients. |
| Abstract Proposal | Relevant to the conference theme; ‘educating future lawyers - in what ways can Clinical Legal Education shape future lawyers’ aspirations and contributions to a just society?’. The presentation will show how two organisations worked together to create a project that establishes a connection between legal education, professional development and social justice and community need.It will provide an overview of the Legal Advocacy Support Project (‘LASP’), set up in partnership between Manchester Metropolitan University (‘manmet’) and Greater Manchester Law Centre (‘GMLC’), and its delivery of clinical legal education externally and in an area of law not part of the curriculum.It will aim to demonstrate the impact of participation in the LASP on law students and their aspirations and progress as lawyers, and on their contribution to a just society.LASP provides a free legal advocacy service for clients delivered by law student volunteers. Set up in response to the increasing number of vulnerable claimants impacted by welfare reform changes who find it difficult to navigate the complexities of the appeals process. It was identified that the work and advocacy are not overly technical, and could be managed by trained law students. They provide detailed case preparation and representation at tribunal appeal hearings. Their aim is to secure reversal of the decision that a client is deemed fit for work.The project has a positive impact and produces significant results for both the students and members of the public. Feedback shows it inspires students to consider careers in areas they had not previously thought about, and to carry the ethos of pro bono forward. It helps develop students’ skills, confidence and employability prospects. Four have secured pupillage and one an Inner Temple scholarship, all cite LASP as significantly strengthening their applications and interviews. One has now become a member of the Board at GMLC.To date, 124 clients, who would otherwise have had to go through the process without advice, have been represented by students. They’ve won 93 of the cases and have recovered in excess of £265,000.Emma Goodwin, Pro Bono Director at manmet, set up the Pro Bono Network in 2017, providing extra-curricular pro bono opportunities for manmet law students, which includes this project. She will use the pechakucha format to share development of this project and the effective practices that have enabled it to continue, and demonstrate the impact through visuals of the feedback from students and clients. |

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| Title  | Professor |
| Lead Presenter First Name | Richard |
| Lead Presenter Last Name | Grimes |
| Organisation of Lead Presenter | Faculty of Law, Charles University, Prague, Czech Republic |
| Name/s and details of other presenters | Students and co-teachers on LLM in Experiential Learning and Teaching. At present uncertain as to exactly who can attend - details to follow. The plan is to have a team of at least 3 students and 2 other teachers. |
| Title of Proposal  | The experimental experiential exercise |
| Summary of Proposal | This interactive seminar will look at the rationale for and the form and content of a new and innovative LLM in Experiential Learning and Teaching and the extent to which this can help to produce a new generation of knowledgeable, skilled and ethically aware clinicians. |
| Abstract Proposal | In September 2018 the LLM in experiential teaching and learning was launched at Charles University, Prague, Czech Republic. The programme was far from experimental in the sense of it sailing in unchartered waters but it was designed to allow programme participants to explore what experiential teaching and learning in law was all about, in terms of possibilities and realities affecting design, delivery, integration and evaluation including of the LLM itself.The programme covers the theory and practice of experiential learning and teaching in general and in the particular context of law school clinical activity. The interactive seminar to be delivered will take the format of an assessed piece of work from one of the programme’s compulsory modules. In it the presenters (participants in the LLM programme) will address the issue of the extent to which actual clinical practice reflects the theory of experiential learning and teaching and delegates will be asked to simulate an audience of critical (if hopefully constructive) observers representing different stakeholder interests in legal education (the student body, teachers, university management, the legal profession(s) and other prospective employers). The responses given by the audience are intended to feed into a paper based on the presentation and which will be then submitted for publication. |

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| Title  | Mr |
| Lead Presenter First Name | Lourens |
| Lead Presenter Last Name | Grove |
| Organisation of Lead Presenter | University of Pretoria Law Clinic |
| Name/s and details of other presenters |  |
| Title of Proposal  | Technology as an access to justice capacity multiplier in Law Clinics |
| Summary of Proposal | The goal of the paper is to conceptually investigate the use of technology (for example self-help portals and guides; mail merged documents) to increase the capacity of Law Clinics to provide legal aid, and the impact this has on Clinical Legal Education - specifically in preparing students not only for practice, but practice in an environment where technology is likely to take over many traditional functions of a lawyer. |
| Abstract Proposal | Mr Lourens Grove has been a clinician at the University of Pretoria Law Clinic since 2003. He has a special interest in CLE, ADR, capacity building an technology.The goal of the paper is to conceptually investigate the use of technology (for example self-help portals and guides; mail merged documents) to increase the capacity of Law Clinics to provide legal aid, and the impact this has on Clinical Legal Education - specifically in preparing students not only for practice, but practice in an environment where technology is likely to take over many traditional functions of a lawyer. |

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| Title  | Mrs |
| Lead Presenter First Name | Laura  |
| Lead Presenter Last Name | Hyde |
| Organisation of Lead Presenter | Aston University |
| Name/s and details of other presenters | Samantha Burns, Aston University, Teaching Fellow, United Kingdom |
| Title of Proposal  | Can clinical legal education help increase diversity in the legal profession? |
| Summary of Proposal | Laura Hyde and Samantha Burns are investigating whether clinical legal education programmes can be tailored in order to encourage students from more diverse backgrounds to apply for roles within the legal profession. They have investigated the specific diversity issues which exist within the profession, and will be carrying out focus group research in order to establish the barriers to entry to the profession for these groups. |
| Abstract Proposal | Solicitors have a reputation as a profession that is ‘pale, male and stale’ In this article we will investigate the nature of the barriers for students from non-traditional backgrounds entering the profession. We will then consider whether clinical legal education can play a role in breaking down these barriers. The first issue we investigated was whether the law does in fact have a diversity problem, or whether this is an out of date perception. On a first review of the headline figures for practising certificate holders, it appears that progress has been made. More women than men now hold practising certificates (50.1%). The percentage of practising certificate holders (for whom race is known) from BAME groups is now 16.5% (against 13.1% of the population in the most recent census). Whilst there are significant regional anomalies (such as the City of London), the profession as a whole is broadly representative and there are signs that diversity is improving, at least within the junior ranks of the profession. The figures on social mobility tell a different story. The most recent statistics from the Law Society indicate that 27.4% of practising certificate holders went to a fee paying school, against 7% of the population as a whole. This issue is particularly pronounced in the biggest law firms and there has not been a significant increase in the proportion of state-educated solicitors over time. In order to decide whether clinical legal education can help, we will first establish the reason why people from a state school background are underrepresented amongst solicitors:1) Are students from a state school background less likely to apply for a law degree in the first place? Can clinical legal education help with this, by incorporating sixth form students into its projects? 2) Is it an application problem? Do fewer state-educated students apply for training contracts on completion of their LLB?3) Is it a recruitment problem? Are state-educated students applying for training contracts, but failing to get them? We will carry out focus-group based research with students from state schools and investigate whether we can tailor our clinical legal education programmes in order to improve access to the profession. |

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| Title  | Mrs |
| Lead Presenter First Name | Ketevan |
| Lead Presenter Last Name | Iremashvili |
| Organisation of Lead Presenter | Tbilisi Open University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Introducing Interdisciplinary Approach In Mediation: Self-awareness as a key to success |
| Summary of Proposal | Understanding the context of Mediation in Georgia; Historical roots of Mediation in Georgia; Georgian character: temper, extremes; Cultural context: defensive mentality. What are the core qualities of mediation and how we measure the success? What is self-awareness and why is it important of mediators? The specifics of Mediator’s job: Extended bona fide and confidentiality duties of mediators, steering the process of constant pressure, creating a safe and an educational environment for the parties. Core values of quality communication: Listening, Understanding, Accepting. Referring to Fisher and Ury Interest-Based Negotiation Rules: Separation of People from Problems; Differentiating Claims/Demands from Interests. |
| Abstract Proposal | The title of presentation is ‘introducing Interdisciplinary Approach in Mediation: Self-awareness as a key to success’. The objective of the session is to provide the audience with an idea about current object of research and work of the presenter: the extensive application of psychology in mediation. Presenter will be tackling the importance of Self-awareness as an integral element of Emotional Intelligence which constitutes to be the major competitive advantage in the field of consultancy elsewhere. The speaker will demonstrate how law clinics can enhance the level of preparation of mediators in this regard. Interactive methods will be employed during the session. The speaker will basically use the tools of storytelling, brainstorming, visual effect and simulation. Relevance of presentation to conference theme can be explained in the following way: The use of interdisciplinary approach in mediation will enhance the development of self-awareness in mediators. The better equipped with emotional intelligence, the better will mediators become at the process. The success in mediation is measured not by the number of agreements in general, but rather but the quality of the process. Quality mediation is focused on revealing the real interests of disputing parties. Such a deep awareness provided during the process is aimed at producing the resolution over concrete disputes, preventing new possible disputes, decreasing the level of motivation of getting into the conflict, educating parties and their representatives about real interests behind the conflicts, and in the end promoting peace and justice in society. Presenter - Ketevan Iremashvili, phd has been involved in Clinical legal Education since 2006, after her start of career with American Bar Association Legal Education Program. At various times of her twelve years of teaching, Ketevan has worked on several positions: The coordinator/manager and supervisor of Street Law Clinic at Ivane Javakhishvili Tbilisi State University (2007-2009); Clinical Director at Ivane Javakhishvili Tbilisi State University Faculty of Law (2008-2009); Establisher/Supervisor of Mediation Clinic at the University of Georgia (2012-2014). Ketevan holds the Master Trainer’s Certificate in Law Teaching from Institute for Law Teaching and Learning, USA. Ketevan has a rich experience in coaching law students’ teams for national and international competitions in Client Counseling and Commercial Mediation. Ketevan has completed her Carnegie Fellowship at the University of Washington, Seattle, WA, USA on the topic of Clinical Legal Education. Ketevan has several times joined IJCLE conferences as a speaker: Ireland/2008; Check Republic/2004; Canada (via skype)/2016. |

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| Title  | Professor |
| Lead Presenter First Name | Zvonimir |
| Lead Presenter Last Name | Jelinic |
| Organisation of Lead Presenter | University of Osijek, Faculty of Law |
| Name/s and details of other presenters | Adrian Koch, coo-director of Freiburg Refugee Law Clinic, Germany |
| Title of Proposal  | Defining the concept of law clinics as a basis for developing clinical standards |
| Summary of Proposal | To set the scene, in the first part of the text the authors will seek the definition of a law clinic based on our own views and available texts, mostly those of American origin. An insight into the materials produced by the Association of American Law Schools, American Bar Association, practitioners and academics will help us to sort out the place and role of the clinics. In the second part of the text, an emphasis on the present situation regarding the legal framework for legal aid in the authors’ own countries and some others will be stressed. As we shall see, in both countries the rules on provision of legal services are now much more liberal than fifteen years ago. That has opened opportunities for different organizations and structures willing to collaborate with, or at least to help the state funded legal aid scheme(s). As both authors firmly believe that every law clinic must serve the purpose of providing legal aid to individual clients, we shall consider legal frameworks regulating legal assistance to see whether there are legal constraints preventing clinics and law schools from engaging into provision of legal advice in the second part. Bearing in mind the social responsibility aspect of law clinics, we can hardly argue in favor of clinics which lack legal aid component, if the legal system allows them to render legal aid. As usual, lastly comes the conclusion in which we shall argue that confusing terms in use with clinical legal education is fundamentally flawed if we wish to set the standards for European law clinics in the future. |
| Abstract Proposal | As of late, law clinics flourish across Europe, even in countries such as Germany which is, due to its unique system of legal education observed as a place which resisted the acceptance of clinical legal education for a very long time. If we limit here our findings only to the countries of origin of the authors of this paper, it suffices to say that in Germany we have more than 150 clinics operating as student run ngos or as clinics at law schools, while in Croatia three law clinics operate under one rather unique legal framework which will be discussed later in the text. Apart from Germany and Croatia, the rise of the clinical movement can be traced in many other countries. As listing of law clinics would not make a lot of sense, we would only like to mention information that are actually quite new for both of us; in Hungary, Pecs Law School has recently started Campus Legal Aid Clinic with the purpose of helping foreign students in legal matters like housing and similar, in Serbia the Free Legal Aid Act delivered in November 2018 expressly authorizes Serbian law schools to provide a service called free legal support and at the Faculty of Law in Bratislava there is now an institute fully devoted to the development and promotion of clinical legal education. It is also worth noting that the newly established LLM program at the Charles University in Prague now offers specialization in different forms of experimental learning. Although Europe is still very far from having clinical legal education as a regular part of law school study programs, the fact is that different forms of clinical legal education are gaining more and more ground. Many would agree that all that happened so far is a remarkable development, especially if we take into account the observation made by Rekosh twenty years ago, when he said that clinical legal education by the late 1990s was virtually unknown among Central European law schools, at least in its dominant form of legal aid clinics. The latest remark calls for further investigation on what kinds of other teaching methods fall under the umbrella term of ‘clinical legal education’ We also ask ourselves what are law clinics after all? Other questions arise too, for example, why do we need to precisely distinguish law clinics from other types of clinical legal education? Any kind of misunderstanding in terminology can be, in our opinion, very dangerous since the process of setting the standards for clinical legal education should follow a carefully designed taxonomy. We hold that establishing precise taxonomy is necessary as it is undesirable to have a situation in which virtually any kind of innovation in legal education can be tucked into the concept of a law clinic. The main thesis of the authors is that misapprehension of the term ‘law clinic’ has enormous potential to undermine the commencement of new law clinics and full integration of the old ones in the law schools’ study programs and consequently one school’s budgeting. As it can be easily detectable from available materials on law clinics and clinical legal education, there is little unity on what clinical legal education is and whether having a link to genuine legal assistance and legal aid is of crucial importance for maintaining a structure that could rightfully call itself a law clinic. Namely, terms such as ‘experimental learning’, ‘experimental education’, ‘simulation courses’, ‘law practicums’, ‘live client clinic’, ‘legal aid clinic’, ‘street law clinic’ are commonly used to describe diverse types of learning programs with or without live clients under the umbrella term. As said in the proposal, the session objective is to give direction to the future discussion on the standards for European law clinics. As clinical activities can vary greatly due to some structural factors as well as economic, political and legal environment in different countries, in near future it will be important to tailor the standards in a way that will be inclusive, but not overly inclusive as we find that dropping out or minimizing the importance the legal aid component from a law clinic definition have potential to undermine the social responsibility aspect of the clinics. The latter was from the very beginning serving as the foundational element and driving force for many European law clinic initiatives, no matter whether they originated as student groups or law school organizational units. We find that the session proposal is relevant to the first conference stream. Both presenters are experienced clinical directors in their home countries and they are eager to promote further development of law clinics in Europe. |

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| Title  | Dr |
| Lead Presenter First Name | Renata |
| Lead Presenter Last Name | Kalman |
| Organisation of Lead Presenter | University of Szeged Faculty of Law and Political Sciences |
| Name/s and details of other presenters |  |
| Title of Proposal  | Legal Clinic as an exotic phenomenon in Hungary |
| Summary of Proposal | The Minister responsible for higher education issued a Decree at the beginning of the year 2019, in order to uniformly define the general educational output requirements for the students. Clinical legal education could be one of the solutions to reach the output requirements and to take responsibility for the public. However, there are still a couple of hindering factors in legal education, e.g. The current teaching traditions, which impede the spread of alternative educational methods. Clinical legal methodology is still an exotic phenomenon in Hungary, even though currently 3 law faculties operate at least one legal clinic course. |
| Abstract Proposal | Nowadays, the Hungarian higher education is going through a transformation. The Minister responsible for higher education issued a Decree at the beginning of the year 2019, in order to uniformly define the general educational output requirements for the students. The Hungarian training requirements determine four components: knowledge, skills, attitude, and responsibility. However, there are still a couple of hindering factors in legal education, e.g. The content of the courses, the current teaching traditions, and the professors’ attitude, which impede the spread of alternative educational methods. Clinical legal methodology is still an exotic phenomenon in Hungary, even though currently 3 law faculties operate at least one legal clinic course. Clinical legal education could be one of the solutions to reach the output requirements and to take responsibility for the public. The legal clinic methodology has two main purposes, but the educational goal has privilege in Hungary due to the Act on the professional activities of attorneys-at-law. This Act provides a monopoly to the attorneys for those activities (e.g. Legal counseling), which are usually made by the students in a legal clinic course. In order to avoid the violation of law, universities focus on the educational aim of legal clinics. In my paper presentation, I would introduce the current situation of clinical legal education in Hungary, in particular, the Legal Clinic of the University of Szeged, Faculty of Law and Political Sciences, where I work as an assistant professor and program rapporteur. Also, my doctoral research focuses on the methodology of clinical legal education. |

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| Title  | Ms |
| Lead Presenter First Name | Alina |
| Lead Presenter Last Name | Kislova |
| Organisation of Lead Presenter | University of Glasgow |
| Name/s and details of other presenters |  |
| Title of Proposal  | Transformative learning in legal education |
| Summary of Proposal | This presentation illustrates the empirical research conducted within the framework of my master dissertation. Since clinical legal education is well-researched in regards to experiential learning, it was decided to conduct a study aiming to explore to what extent transformative learning is happening through clinical legal education. Taking into consideration the concept of transformative learning, that is mainly presented within the adult education area, and the clinical legal education practice, relevant research methodology was chosen and applied. Overall findings proved that not only experiential learning approach can be implemented successfully into clinical legal education but also transformative approach. |
| Abstract Proposal | With academic and professional legal experience under my belt and with two research placement experiences in legal clinics in Glasgow and Malta as part of the International Master in Adult Education for Social Change, where I explored the experiential and transformative learning in the form of clinical legal education, in 2018 I decided to choose transformative learning in legal education as the topic for the empirical study conducted within the framework of my master dissertation. The main aim of the research was to explore to what extent transformative learning is happening through clinical legal education, in particular at the University of Strathclyde Mediation Clinic (Glasgow, UK). The study applied a qualitative research methodology consisting of eight structured one-to-one interviews with students and two observations of mediation sessions where students take an active part.This study demonstrated the active use of transformative learning and its particular elements within the Mediation Clinic. The findings provided a reach source of information on mostly positive students' perceptions of the learning happening in the Mediation Clinic and the positive impacts it brings. The Clinic, while serving as a continuation of the learning obtained in the classroom, helped students to put theory into practice. Challenging mediation experiences students went through played a significant role in the learning process, by facilitating new conclusions, in regards to mediation procedure, reached by students. The Clinic's staff played a crucial role in the learning process by being supportive and helpful and by providing enough opportunity to students' reflection that, according to Santalucia & Johnson (2010), are necessary prerequisites of the transformative learning approach. The involvement in the Mediation Clinic work had various positive impacts on students, that are in line with the transformative learning objectives, as such changed students’ understanding of a study subject (that is a mediation); reinforced attitudes and beliefs; developed certain student's skills; supported students in taking actions to their everyday life or workplace.This research proved that not only experiential learning approach can be implemented actively and successfully into clinical legal education but also transformative approach. However, any challenging circumstances perceived by the students, which accompanied the learning process, should be escalated, as the transformative learning reaches its greatest goal, that according to Mezirow (2003, as cited in Babacan & Babacan, 2015, p. 172) is a deep transformation of personal values and attitudes only with a comfortable learning environment provided to students. |

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| Title  | Ms |
| Lead Presenter First Name | Luba |
| Lead Presenter Last Name | Krasnitskaya |
| Organisation of Lead Presenter | Helsinki Foundation for Human Rights |
| Name/s and details of other presenters |  |
| Title of Proposal  | Human rights components in clinical legal education |
| Summary of Proposal | The presentation is dedicated to human rights education in the clinics. The speaker presents the best practice of clinics dealing with human rights. The participants will discuss challenges and opportunities for human rights clinics in their affiliations. |
| Abstract Proposal | Having worked in the non-governmental organisations in Poland we conduct a lot of educational events on human rights for lawyers and civil society activists who afterwards apply their knowledge and skills in practice. Some human rights activities can be conducted at legal clinics either. Drafting of amicus curiae, monitoring of court proceedings and national legislation, preparation of communications and reports for UN Committees are some examples what are done in some countries by law students. At the same time clinicians in some countries avoid any mention of human rights in their activities due to the limited democratic regime. The participants will discuss challenges and opportunities for human rights clinics in their affiliations. |

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| Title  | Professor |
| Lead Presenter First Name | Stefan |
| Lead Presenter Last Name | Krieger |
| Organisation of Lead Presenter | Maurice A. Deane School of Law at Hofstra University School of Law |
| Name/s and details of other presenters |  |
| Title of Proposal  | Oral History as a Method for Advancing Justice and Educating for a Just Society |
| Summary of Proposal | From 2004 to 2014, students in the Hofstra Law Clinic, under Professor Krieger’s supervision, successfully represented Latino immigrants in a Village on Long Island challenging its redevelopment plan to force them from their homes. After the victory in the case, Professor Krieger teamed up with a sociologist and a communications professor to develop an oral history of the case and its context. They are producing a podcast containing excerpts of the interviews they have conducted. In this presentation, Professor Krieger will describe the process of developing an oral history project for a major piece of impact litigation and will explore ways that oral histories can be used to educate attorneys and community activists. |
| Abstract Proposal | From 2004 to 2014, students in the Hofstra Law Clinic, under my supervision, represented Latino immigrants in a Village on Long Island challenging its redevelopment plan to force them from their homes. After protracted and highly-contentious litigation in a housing discrimination case in federal court, on the eve of a six-week jury trial, the village settled the case paying the tenants substantial compensation for the loss of their homes, committing to actively recruit developers to replace all the affordable housing destroyed in the redevelopment project, and agreeing to pay the Clinic’s attorneys’ fees for the nearly decades-long litigation.After this victory, I thought it would be helpful to reflect on the history of this litigation so that other community lawyers and advocates faced with similar problems could learn from the Clinic’s experience. To develop this history in a serious and critical manner, I teamed up with a sociologist at Hofstra’s National Center for Suburban Studies and a professor in the University’s Department of Radio, Television, and Film. Together, we developed a plan to investigate not only the narrow issue of the litigation of the case, but also to explore the life stories of the clients in the case; the effect of the case on the clients; the role the Clinic students who worked on the case and its effect on them; the role of community organizers and activists in assisting the tenants; the attitudes of other stakeholders in the Village about the redevelopment and the case; and the positions of the village officials who eventually agreed to settle the case. Our goal is to produce a six-episode podcast about the case and its context and create a website for other researchers, attorneys, and activists with relevant resources (interview transcripts, key case documents, public records, and newspaper and other media reports on the case). For the past year-and-a-half, the other professors and our research assistants have interviewed a number of our clients, Clinic students, community organizers, and the other stakeholders. We have transcribed (and in some cases translated) these interviews and are now drafting scripts for each of the episodes in the podcast.In this presentation, I plan to describe the process of developing an oral history project about a major piece of impact litigation (including the serious confidentiality issues posed in such a project); the insights we have gained from this project about developing political/legal strategies in local communities for similar battles challenging redevelopment and displacement of subordinated people; and the ways that oral history can be used to educate other clinical teachers, attorneys and activists. |

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| Title  | Dr |
| Lead Presenter First Name | Przemek |
| Lead Presenter Last Name | Kubiak |
| Organisation of Lead Presenter | Univeristy of Lodz, Poland |
| Name/s and details of other presenters |  |
| Title of Proposal  | The Role of Soft Skills of Future Lawyers' Wellbeing - Positive psychology workshop |
| Summary of Proposal | The seminar will concentrate on the education of the most crucial psychological skill influencing general wellbeing. Lawyers, usually well traineg in their professional skills, very often lack basic knowledge and skills in the field of "soft skills". Acccording to the idea of "one to rule them all" or Pareto rule, the workshop will set a direction for further development of future lawyers in just one area, which is the key factor of all efficient interpersonal skills. |
| Abstract Proposal | I am interpersonal skills trainer for Polish Legal Clinics. Since 15 years Im teaching positive psychology in order to raise lawyers awareness of the importance of their soft skills, including "the skill of being happy". As research from over half-centery shows, the interpersonal skills are a condition sine qua non of wellbeing and balanced success. However, still it is not a part of academic curriculum. While performing the most demanding professions in society, lawyers do not have suffient knowledge about basic psychological skills, e.g. Stress managment, emotional inteligence, motivation or wellbeing. During this short interactive seminar, I would like to focus on the most important interpersonal skill and show the direction for further development in that field. In that way lawyers can contribute to a just society in the most efficient way, while not loosing their motivation or idealistic attitude. |

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| Title  | Mr |
| Lead Presenter First Name | Stephen |
| Lead Presenter Last Name | Levett |
| Organisation of Lead Presenter | University of York Law School |
| Name/s and details of other presenters | Shaila Pal - Assistant Director King's Legal Clinic, Dickson Poon School of Law, King's College London shaila.pal@kcl.ac.ukSara Boulton = Supervising Solicitor York Law School Clinic, University of York sara.boulton@york.ac.uk |
| Title of Proposal  | Global action for climate justice |
| Summary of Proposal | This workshop is a response to Adrian Evan's call for a climate justice clinic made at IJCLE 2018. Inspired by his call to action and insistence that climate change is the social justice issue of the 21st century, we wish to consider ways to use the world-wide network of legal clinics in a co-ordinated fashion to promote global action on climate change. With initial thoughts that this might be based around a global day of law clinic action on a specific issue related to climate change, our intention is to explore who might be interested in working towards this goal and how. |
| Abstract Proposal | At the 2018 IJCLE conference at Monash University in Melbourne, Adrian Evans made an impassioned call for the development of a new Climate Justice clinic. Arguing that climate change was the social justice issue of our times, the aim of the Clinic would be through legal research and strategic litigation to challenge government failings to act. An example of the kind of action that such a clinic could take would be to challenge governments’ refusal to enforce international agreements on the reporting by corporations of the risk to their business of climate change.As part of the discussion which followed, we suggested that the issue of climate change should not just be the focus of a specific clinic but should be the focus of clinical activity around the world; and that we should be working collaboratively and internationally to identify issues on which clinics could campaign in a co-ordinated manner to achieve maximum global impact. An example of this might be to plan a way to support young people participating or planning to take part in Youth Strike 4 Climate actions. Another way might be to take a specific issue such as air quality and find ways to expose differences in how different countries’ legal frameworks approach such an issue. This could be linked to a world-wide Streetlaw initiative to raise awareness of how weak the law is on the issue or how the law could be used to effect change.The purpose of this workshop therefore would be to explore this idea and agree a way to develop a world wide clinic day of action for climate justice. |

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| Title  | Professor |
| Lead Presenter First Name | Nancy |
| Lead Presenter Last Name | Maurer |
| Organisation of Lead Presenter | Albany Law School |
| Name/s and details of other presenters | Leah Wortham, Professor Emerita, Columbus School of Law, The Catholic University of America, USAAlexander W Scherr, Associate Professor, Director, Veterans Legal Clinic, University of Georgia School of Law, Catherine F. Klein, Professor of Law, Director, Columbus Community Legal Services, The Catholic University of America, USA |
| Title of Proposal  | More Roads to Rome: Unpacking Assumptions and Considering Alternative Conceptions for Educating Lawyers for a Just Society |
| Summary of Proposal | What do we mean by a just society? How do we shape future lawyers’ aspirations to contribute to a just society when students’ vision of justice differs from ours? Do we seek to change our students’ views, or help them identify and ultimately live by their own intrinsic values, whatever they may be? Using group exercises, interactive discussion, and examples of selected approaches to teaching about social justice, we will prompt participants to explore their goals and methodologies. We hope all will take away specific ideas for teaching about justice to apply to their clinical legal education programs and classes. |
| Abstract Proposal | This session focuses on how we teach about social justice in in-house and externship clinical programs. What does social justice mean to us individually, and how do our own values influence our teaching choices? Students are diverse and may not share our views of what a ‘just society’ means. What are our goals: to align with our students’ views with our own? To ensure that students who come to law school with public interest values are nurtured to retain them? To help students identify and live by their intrinsic values, whatever they may be? Using presentation, group exercises, and interactive discussion, we will prompt participants to explore teaching and justice goals: What do we mean by just society? How do we shape future lawyers’ aspirations to contribute to a just society especially when students’ vision of justice differ from our own? We hope participants will take away ideas and resources to apply to their clinical legal education programs and classes. Methodology for Interactive Session1. Commence with an introductory exercise illustrating potential challenges of teaching for ‘justice’ 2. Present alternative approaches to teaching about social justice:Explicit Social Justice Approach Students confront realities of gaps in access to justice for disadvantaged groups on a systemic or individual client level, consider lawyers’ professional obligations to promote access to justice, and gain competence in public interest lawyering through supervised practice and reflection. Implicit Social Justice ApproachStudents work with clients on issues that highlight the experiences of disadvantaged, unrepresented individuals and expose them to different cultures and classes. Classroom work focuses less on social justice than on personal and professional development and encourages students to realize their own values in reaction to observed injustices and inequities. Relational ApproachThe focus is on communication and understanding rather than persuasion. Students learn to express their values and talk to people and with whom they disagree in order to expand their understanding of justice. Values Clarification Approach Based on self-determination theory, the focus is on helping students identify their intrinsic values and supporting students’ sense of autonomy such that they can act authentically consistent with those values. 3. Participant discussion to identify other approaches 4. Final group exercise - planning a social justice class or curriculum and identifying teaching methodologies and resources5. Report back and takeaways including bibliography and resources. |

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| Title  | Dr |
| Lead Presenter First Name | Jan |
| Lead Presenter Last Name | Mazur |
| Organisation of Lead Presenter | Comenius University in Bratislava, Faculty of Law |
| Name/s and details of other presenters | Dr. Lucia berdisova, Institute of State and Law, Slovak Academy of Sciences, researcher, Slovak Republic |
| Title of Proposal  | *Lawyers' Ethics in Clinical Legal Education in Slovakia: challenges and prospects* |
| Summary of Proposal | The paper strives to identify the presence of communication of professional ethics standards in clinical legal education in Slovakia and the methods of this for of the teaching of lawyers’ ethics. Secondly, the paper strives to identify and address the challenges of lawyers’ ethics education in Slovakia in the context of clinical legal education, a separate course on legal ethics and their connection. Based on the provided analysis the prospects of lawyers' ethics in clinical education and lawyers' ethics as the separate course at the law faculties are formulated. |
| Abstract Proposal | The paper has two main aims. The first one, descriptive, is to identify the sole presence of communication of professional ethics standards in clinical legal education in Slovakia and the methods of this modality of the teaching of lawyers’ ethics. Secondly, the aim of the paper is to identify and address the challenges of lawyers’ ethics education in Slovakia in the context of clinical legal education, a separate course on legal ethics and their connection. In order to reach this aim, the paper focuses also on the general challenges for legal ethics in post-transitional society with the ‘heritage of wicked lawyer’ that strives to address its past through e.g. Abolition of unjust amnesties or through Codes of conduct for judges and public prosecutors. The paper hence also deals with the atmosphere that either boosts or discourages the application of standards of professional ethics. Based on the provided analysis the prospects of lawyers' ethics in clinical education and lawyers' ethics as the separate course at the law faculties are formulated.The presenters are both teachers of Legal Ethics course (Law Faculty in Bratislava and in Trnava). |

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| Title  | Mr |
| Lead Presenter First Name | Shaun |
| Lead Presenter Last Name | Mccarthy |
| Organisation of Lead Presenter | University of Newcastle Law School |
| Name/s and details of other presenters |  |
| Title of Proposal  | Law on the Beach |
| Summary of Proposal | Law on the Beach - an interdisciplinary program for social work and law students. |
| Abstract Proposal | Law on the Beach - an interdisciplinary collaboration between Social Work and Law students via collaboration in a free advice clinic held annually at Newcastle Surf Club. Research findings suggest that developing spaces for complex problem solving in a 'live client' context extends the empathic capacity of students inspiring them to continue to be involved in pro bono service delivery. |

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| Title  | Mr |
| Lead Presenter First Name | Hugh |
| Lead Presenter Last Name | Mcfaul |
| Organisation of Lead Presenter | The Open University |
| Name/s and details of other presenters | Omar Madhloom, Lecturer in Law, University of Bristol,Barbara Preloznjak Lecturer in Law (University of Zagreb) Croatia Dr Getachew Assefa (Addis Ababa University, Ethiopia) gamariam@gmail.comSu Robertson (Australian National University and Clinical Practice Manager, westjustice) phd Dr. Mutaz Qafisheh - Dean of College of Law and Political Science, Founder and Director of Hebron Legal Clinics , University of Hebron, Palestine Professor Gulriz Uygur, Eastern Med University,  |
| Title of Proposal  | Clinical Legal Education: Philosophical and Theoretical Perspectives |
| Summary of Proposal | This series of papers will provide a range of philosophical and theoretical frameworks that can serve to enrich the teaching and practice of clinical legal education (CLE). Each paper will provide an accessible account of a particular theoretical or philosophical perspective and demonstrate how it can illuminate a range of clinical legal education approaches. It is hoped that this will provoke a discussion of how interdisciplinary approaches to CLE can enrich the reflective practice of both students and practitioners. |
| Abstract Proposal | This proposal includes 10 x 20 minute paper presentations. Ideally these would form three consecutive panels of 90 minutes. Each paper applies a particular theoretical or philosophical perspective to clinical legal education. Each paper presentation will be written up as a chapter that will contribute to an edited collection on CLE to be published by Routledge in 2020. The aim of the book is to provide a range of philosophical and theoretical frameworks that can serve to enrich the teaching and practice of clinical legal education (CLE). I am able to provide a full 400 word abstract for each of the following papers but the 400 word limit on this box prevents me from doing so. Please email me if you would like this. The paper titles, presenters and jurisdictions are:1. Virtue Ethics and Clinical Legal Education - Hugh McFaul, UK. 2. John Rawls and Access to Justice - Barbara Preložnjak, Croatia. 3. Kantian ethics and client autonomy - Omar Madhloom, UK4. Critical appraisal of CLE in Sweden using Nancy Fraser’ work on the dilemmas of justice -Sara Stendahl and Karin Björelid, Sweden5. Legal pluralism and CLE in Ethiopia - Getachew Assefa, Ethiopia.6. Feminist Advocacy: Clinical Legal Education Ethics and Feminist Legal Theory Reconciled - Deepa Mattoo, Canada7. Grounded Theory– Aboriginal rights and CLE in Australia - Judy Harrison, Australia. 8. Bourdieu and Clinical Legal Education - Su Roberson, Australia9. A Theory of Practice? How Legal Clinics May Transform the Concept of “Theory” in Legal Education? - Mutaz Qafisheh, Palestine10. Seeing Injustice (In times of crisis) and clinical legal education - Gülriz Uygur - Turkey... |

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| Title  | Mr |
| Lead Presenter First Name | Hugh |
| Lead Presenter Last Name | Mcfaul |
| Organisation of Lead Presenter | The Open University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Virtue Ethics and CLE  |
| Summary of Proposal | CLE aims to go beyond skills training by challenging students to engage with wide ranging social and legal issues. This can help foster professional ethical development in a practical context. This paper will argue that virtue ethics can provide a framework particularly suited for developing the ethical sensibilities of students engaged in clinical legal education.  |
| Abstract Proposal | CLE aims to go beyond skills training by challenging students to engage with wide ranging social and legal issues. This can help foster professional ethical development in a practical context. This paper will argue that virtue ethics can provide a framework particularly suited for developing the ethical sensibilities of students engaged in clinical legal education. Virtue ethics has received renewed focus in the work a range of philosophers working in the neo Aristotelean tradition. Drawing on the work of Martha Nussbaum and others this paper will outline current developments in virtue ethics approaches and explore their application to professional education. It will argue that a focus on character formation within clinical legal education programmes can offer a valuable counterweight to the current orthodoxy of applying rule based approaches to the teaching of ethics.  |

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| Title  | Professor |
| Lead Presenter First Name | Claire |
| Lead Presenter Last Name | McGourlay |
| Organisation of Lead Presenter | University of Manchester |
| Name/s and details of other presenters | Philip Drake, University of Manchester, Senior Lecturer and Director of the Justice Hub, Caroline Hoyle, University of Manchester, Senior Lecturer and Clinical Lead, Fintan Walker, University of Manchester, Lecturer and Legal Advice Centre Manager, fintan.walker@manchester.ac.uk. |
| Title of Proposal  | Uniting for Justice - Connecting, Coordinating and Collaborating through the Justice Hub |
| Summary of Proposal | The ‘Justice Hub’ represents an innovative partnership between the public, charitable and private sectors. Its purpose is to synchronise, co-ordinate and expand clinical legal education provision, premised upon two pervasive themes:1. Learning through Empowerment and Collaboration; and2. Providing access to justice to the most vulnerable, marginalised and disadvantaged.Through these themes and this approach, the Hub aspires to create more holistic, responsible and creative practitioners of the future, who can think autonomously and critically (Nussbaum 2006). This session will inform delegates and provide an interactive session for the creating, sharing and assimilation of new ideas for future activities. |
| Abstract Proposal | The School of Law’s ‘Justice Hub’ (the ‘Hub’) represents an innovative partnership between the public, charitable and private sectors. It encompasses a variety of components including the Legal Advice Centre; Manchester Free Legal Help; Dementia Law Clinic; Miscarriages of Justice Review Centre; legaltech and Access to Justice; Legal Advocacy Support Project; Pro Bono Society; and Vacation Scheme. The purpose of the Hub is to synchronise, co-ordinate and expand clinical legal education provision, premised upon two pervasive themes:1. Learning through Empowerment and Collaboration; and2. Providing access to justice to the most vulnerable, marginalised and disadvantaged in society.Since January 2018, the Hub has involved over 200 students and has assisted over 1,000 clients. Stakeholders range from solicitors, barristers, the Civil Justice Centre and law centres to charities and medical practitioners. Through its collaborative work, the Hub has been able to co-ordinate work in a range of different areas, all with the common goal of empowering students to help provide access to justice, but also educating them on the detrimental impact of the law on the most vulnerable. The empowerment process enables the students to be exposed contextually to the inconsistencies of the Rule of Law and the inaccessibility of the representational model to many. This approach, together with the pervasive themes, aspires to create more holistic, responsible and creative practitioners of the future who are not just passive followers of tradition but who can think autonomously and critically about the work that they undertake and the permeating surrounding issues (Nussbaum 2006). As commented by one alumni and now practising barrister:‘it brought the law to life and showed me what a force [the law] can be, not just for the individual client, but as an agent of social change.’ This session will seek to inform delegates of how the Hub is systemising and expanding clinical legal education provision and integrating this into the curriculum. There will be interactive sessions where delegates will be asked to reflect upon the different â€˜spokes’ of clinical legal education being undertaken in their own heis. The aspiration of the session will be to create a conduit for the creating, sharing and assimilation of new ideas on how to correlate and progress both current and future clinical legal education activities. Presenters include Philip Drake, Justice Hub Director; Claire mcgourlay, Learning and Teaching Director; Fintan Walker, Legal Advice Centre Manager and Caroline Hoyle, Clinical Lead. |

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| Title  | Miss |
| Lead Presenter First Name | Hannah |
| Lead Presenter Last Name | Menard |
| Organisation of Lead Presenter | University of South Wales |
| Name/s and details of other presenters | Miss Gemma Sweetman, University of South Wales, Course Leader and Clinic Supervisor, United Kingdom |
| Title of Proposal  | Evaluating the impact that changes to increase student engagement have had on both students and the local community. |
| Summary of Proposal | This paper will present how changes made to the University of South Wales Legal Advice Clinic’s provision have addressed issues of student engagement. By adopting a more inclusive learning environment, introducing student firm learning contracts and by developing several new intra-curricular community based pro-bono projects, the Clinic has seen a huge increase in student engagement.This paper will discuss how this increased engagement has afforded students lacking social mobility, opportunities to build their self-confidence and raise aspirations, whilst also benefiting the community and inspiring students to continue to play an active role in widening access to justice. |
| Abstract Proposal | USW’s Legal Advice Clinic is based at its Treforest campus, near Pontypridd, where more often than not, people cannot afford to pay for legal advice. It is also an area of low participation in higher education. The Clinic is integrated into the University’s LL.B Legal Practice, a course combining a qualifying law degree with the postgraduate diploma in legal practice over only three years. The Clinic aims to assist the progression of students into professional practice, by embedding a pedagogy for employability into the curriculum. This is important, as the course student demographic is predominantly local/Welsh students, who often have lower expectations of graduate salaries and do not see themselves as being as socially mobile as other UK students. In their final year, students spend a day per week in the Clinic as part of their legal skills module. The module ran for the first time during academic year 2017/2018, with some students initially struggling to fully engage with clinical education. Initial findings showed a number of students struggled due to family/work commitments and due to the transition from ‘undergraduate’ to ‘postgraduate’ modules.To address this, substantial changes were made to the Clinic’s provision. These changes included creating a more inclusive learning environment (including flexible working arrangements), student firm learning contracts and the development of several new intra-curricular community based pro-bono projects (to complement casework already undertaken). This paper focuses on evaluating the impact of these changes. Using data collected, Hannah Menard (Clinic Director) and Gemma Sweetman (Course Leader) will demonstrate how student engagement improved and how this was key in placing students at the forefront of widening access to justice in the local community. Students quickly realised the crucial role they played, which resulted in the number of clients assisted by the Clinic more than tripling over a 12-month period. Further, students gained opportunities to develop local connections and access professional networks, which have begun to shape their future aspirations. Some have been inspired to pursue careers in areas of law they would not have otherwise considered (e.g. Housing), whilst others have been keen to continue volunteering in the Clinic post-graduation. The paper discusses how this mind-set is key to ensuring access to justice is upheld and how becoming involved in pro bono work whilst studying, gives students an early insight into the importance of this work and shapes their future values. |

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| Title  | Ms |
| Lead Presenter First Name | Jo |
| Lead Presenter Last Name | MILNE |
| Organisation of Lead Presenter | Flinders University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Ethics, Professionalism, Values Having the conversation |
| Summary of Proposal | A just society needs ethical behaviour from all those within the justice system. Law students are taught ethics as part of their law degree. These concepts need to be given life, given context, so that students can begin to understand the relevance of those concepts in their own lives and careers. This session explores the need to include these conversations in clinic. |
| Abstract Proposal | Abstract:A just society needs ethical behaviour from all those within the justice system. In the current legal climate there are many examples of lawyers behaving badly. These have arisen in many countries worldwide in recent years. A recent event in Australia has brought legal ethics into the mainstream media, and lawyers into disrepute. A barrister in Victoria â€˜Lawyer X’ has been exposed as having been a registered police informer for many years.Law students are all taught ethics as part of their law degree. These concepts need to be given life, given context, so that students can begin to understand the relevance of those concepts in their own lives and careers. Our clinic is a live-client clinic. Students undertaking an elective attend clinic as part of that elective, or attend as volunteers. The elective topic addresses ethics in its seminars, however conversations around ethics within the clinic have historically taken place on an ‘ad-hoc’ basis, as teaching moments arise. In 2019 we introduced a legal ethics activity in our interview process, and then into induction. This activity has been a rich source of discussions amongst colleagues and practitioners. It has become a tool for us to explore our own identity as lawyers and our own professional boundaries as a first step in our discussions with students assisting them to explore their own values and ethical boundaries.Objectives:This presentation will explore the need for law students to spend time discovering their own sense of morality, values and how these intersect with a lawyer’s code of conduct, ethical and professional responsibilities before they commence practice. It will introduce a survey and discussion activity and ask how ethics is explored in other clinics.Author Bio: Jocelyn Milne is Director of the Flinders Legal Centre. Jo had 30 years practice experience in criminal and family law, including as Deputy Registrar, Family Court of Australia, and as general counsel with the Catholic Education Office before joining Flinders University in 2013. She has received team faculty and university teaching excellence awards for clinical legal education that motivates students to develop an ethical professional identity while acquiring high quality practical skills’. |

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| Title  | Dr |
| Lead Presenter First Name | Tribe |
| Lead Presenter Last Name | Mkwebu |
| Organisation of Lead Presenter | Northumbria Law School, University of Northumbria, United Kingdom |
| Name/s and details of other presenters |  |
| Title of Proposal  | Striving for the Preservation of a Free Society: The Role of Clinical Legal Education |
| Summary of Proposal | The presentation will consider the wide variety of jurisprudential thought on the complex concept of the rule of law. It will explore the critical elements of the doctrine in relation to the concept of separation of powers, highlight instances of flagrant violations of human rights and the progressive erosion of the rule of law and then end by critically examining the role of a clinical pedagogy in the preservation of a free society. |
| Abstract Proposal | Whatever the system of law is applicable in one’s jurisdiction, whether it is one derived from the religious precepts of Islam, the Roman-Dutch law, the Code napoleon, the English common law or that of any other country, an essential foundation in any democratic system of governance is the rule of law. The rule of law is a concept of universal validity and application in which the citizenry of a nation and its government must embrace those institutions and principles of justice that we should consider minimal to the respect for and assurance of human rights and the dignity of a human being. The doctrine encapsulates the liberation of the spirit of a human being from the coercive constraints of inequality and consternation and requires that no one be above the law, every individual be subjected to the law equally and that there must be impartiality in the application of law. As such, the rule of law must be a celebration of individual liberties, with all the values of a constitutional democracy, characterized by the absence of unregulated powers of the executive, the legislature or the judiciary. A society in which the rule of law is respected and upheld is one in which there is evidence of a climate of legality, observance of the law and an effective judiciary. However, it is an undeniable fact that the world is littered with instances of flagrant violations of basic human rights and a progressive erosion of the rule of law doctrine. In this paper, the presenter, a clinician and supervisor within the Student Law Office at Northumbria Law School, considers the appropriateness of the role of each branch of government in safeguarding liberty rights and preserving the rule of law. He explores the role of officials of each branch in ensuring that the government respects the legal limits of its own power and discusses the extent to which clinical legal education can and should do to protect free societies and reinforce the rule of law. For example, what are the warning signs, the circumstances and the consequences of governmental actions in undercutting the independence of the judiciary? Are we now not at a crisis point where we have to declare invalid certain judiciary decisions because they are made outside the framework of the law? What are the stakes, and what role can a clinical pedagogy play in preserving free societies and the rule of law? |

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| Title  | Mr |
| Lead Presenter First Name | Alex |
| Lead Presenter Last Name | Nair |
| Organisation of Lead Presenter | University of the Witwatersrand and Wits Law Clinic |
| Name/s and details of other presenters |  |
| Title of Proposal  | Achieving social justice through effective mediation and negotiation skills |
| Summary of Proposal | The development of well-rounded problem-solving law students requires exposure to both the adversarial and co-operative systems of litigation. This presentation will set out and discuss the particular mediation and negotiation skills that should be integrated into clinical programs to develop law students concerned with achieving social justice. |
| Abstract Proposal | Presenter: Alex Nair LLB (Wits) Lecturer, supervising clinical attorney (Employment)Alex Nair completed his articles at the Wits Law Clinic where he now heads up the Labour Unit. Alex is currently reading for his LLM with a focus on employment law. His research interests include CLE, employment law and pensions law.Abstract of presentation:  The adversarial system of litigation requires lawyers to further the interests of their clients to the detriment of their opposition. However, clients are often unaware of possibly detrimental, rigid and binding implications of litigation, when they seek assistance. Therefore, lawyers bare the responsibility of determining the appropriateness of the relief sought and the appropriateness of litigation as the avenue for the resolution of the dispute. In contrast, the processes of mediation and negotiation offer clients a flexible, cost-effective and expeditious alternative which may protect, and possibly further their interests outside the adversarial system. Lawyers need to possess the requisite skills to problem-solve in a manner which focuses less on litigious merit and focuses more on alternatives which will achieve their client’s goals without the need for litigation. Law students undergoing legal training in university law clinics which implement the live client model work under the assumption that instructions should only be accepted where there is legal merit to litigate and where there is not, clients are turned away. Doing so may create the impression that litigation is the only appropriate avenue for resolving disputes. As a result, law students fail to develop the ability to properly explore the various ways in which a client’s interests may be protected outside of litigation. Problem-solving through recourse to litigation alone not only hampers the development of well-rounded law students but creates a barrier to furthering social justice on behalf of clients who have no merit for litigation but whose problems could be solved through alternative means. This piece will explore the mediation and negotiation skills which should be taught in clinical programs to develop well-rounded problem-solving law students. |

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| Title  | Ms |
| Lead Presenter First Name | TOSIN |
| Lead Presenter Last Name | OKE |
| Organisation of Lead Presenter | BAZE UNIVERSITY, ABUJA, NIGERIA |
| Name/s and details of other presenters | 1. MR. DAYO ASHONIBARE- BAZE UNIVERSITY, ABUJA, LECTURER II, NIGERIA, 2. MS. MARYAM IDRIS ABDULKADIR- BAZE UNIVERSITY ABUJA, LECTURER II, NIGERIA |
| Title of Proposal  | BAZE UNIVERSITY LAW CLINIC AND THE KUJE PRISON REFORM PROJECT |
| Summary of Proposal | The Reforming Pretrial detention in Kuje project is a project that the students in Baze University Law Clinic are handling at the moment.Through Client interviews and Counselling of pretrial detainees of kuje prison, Management of case files and writing Reports and Opinions by the students, the three presenters of this paper, who are the Clinics Supervisors have identified certain key issues, challenges and prospects. The paper will also contain recommendations by the presenters. |
| Abstract Proposal | A project like the Reform Pretrial detention in kuje Prison, provides opportunity for students of the Law Clinic to develop skills in today's unprecedented challenge of pretrial detention in Nigeria. It also promotes students commitment to Public Interest Lawyering, community service and Social Justice. In addition, it satisfies outcome of Clinical Legal Education. All the presenters are Baze University Law Clinic supervisors and they supervise students on this particular project. They also designed the curriculum of the courses they teach using Clinical Legal Education The paper will be based on their experience as supervisors of the Law Clinic, especially regarding supervision of students on this project. Therefore, they can be asked questions during the session based on their presentation and in general any question about supervising law clinicians and teaching CLE in Nigeria. |

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| Title  | Miss |
| Lead Presenter First Name | TOSIN |
| Lead Presenter Last Name | OKE |
| Organisation of Lead Presenter | BAZE UNIVERSITY ABUJA NIGERIA |
| Name/s and details of other presenters |  |
| Title of Proposal  | Access to justice for pre trial detainees in Nigeria through clinical legal education: The Reform Kuje Project |
| Summary of Proposal | Access to Justice for pre- trial detainees in Nigeria is less than desirable. There has been various projects undertaken by the government and various organizations to enhance access to justice for pre-trial detainees but the latest project by the consortium of Network of University Legal Aid Institutions, Partners Global, Partners West Africa Nigeria and New Rule LLC on Reforming Pre-Trial Detention in Kuje Prison (Reform Kuje) Project to enhance access to justice for pre-trial detainees will be analysed. |
| Abstract Proposal | A great percentage of the inmates of prisons in Nigeria are pre- trial detainees. Contrary to the constitutionally guaranteed presumption of innocent, most of these persons spend months and in some case years before their cases are concluded in court. Some of these detainees are ignorant of their rights and are unaware of the fact that they could be eligible for bail and some do not even understand the language of the court in order to constructively understand the rights available to them or follow proceeding in court. The Administration of Criminal Justice Act 2015 made provisions for more effective administration of criminal justice in Nigeria but speedy dispensation of justice is still in limbo for most pre trial detainees. This paper will discuss The Reform Kuje Project involving the Network of University Legal Aid Institution and her consortium of partners to attain the objectives of promoting speedy dispensation of criminal justice in Nigeria. The Administration of Criminal Justice Act 2015 made provisions for more effective administration of criminal justice in Nigeria but speedy dispensation of justice is still in limbo for most pre trial detainees. This paper will discuss The Reform Kuje Project involving the Network of University Legal Aid Institution and her consortium of partners to attain the objectives of promoting speedy dispensation of criminal justice in Nigeria. The session will discuss administration of criminal justice in Nigeria by analysing the provisions of the Administration of Criminal Justice Act 2015 and highlighting the role of the courts, law enforcement agencies and other authorities or persons involved in the administration of criminal justice in Nigeria. The consortium of Network of University Legal Aid Institutions, Partners Global, Partners West Africa Nigeria and New Rule LLC on Reforming Pre-Trial Detention in Kuje Prison (Reform Kuje) Project will be appraised to show the importance of utilizing technology and communication tools to enhance administration of criminal justice delivery to pre- trial detainees, capacity building for staff of the Nigerian Prison Service to improve case management of pre-trial detainees, the importance of legal aid partnerships in the justice delivery sector, the role of law clinics in the administration of criminal justice in Nigeria and the highlight the significance of the Indicators and Monitoring Framework for Pre Trial Provisions of the Administration of criminal Justice Act published by the Network of University Legal Aid Institutions through the Reform Kuje Project .Tosin Yemi Oke is a lecturer at the Faculty of Law and a supervisor at the law clinic at Baze University Nigeria, she teaches the law of Evidence and Social Justice and Public interest law and has initiated and supervised various social justice and public interest projects through the service component of the law clinic. |

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| Title  | Dr |
| Lead Presenter First Name | Nadire |
| Lead Presenter Last Name | Ozdemir |
| Organisation of Lead Presenter | Ankara University Faculty of Law |
| Name/s and details of other presenters | Prof.Dr. Gulriz Uygur, Ankara University Faculty of Law, Turkey |
| Title of Proposal  | Involvement of the Court of Cassation in Clinical Legal Education: Lessons from Turkey |
| Summary of Proposal | In this presentation we will share our experience on legal ethics clinical education in which the Court of Cassation of Turkey was involved as a cooperation partner. |
| Abstract Proposal | In this presentation we will share our experience on legal ethics clinical education in which the Court of Cassation of Turkey was involved as a cooperation partner. In 2017, the Court of Cassation of Turkey has adopted the Judicial Code of Conduct applicable to judges, public prosecutors and staff of the Court. Due to the principle of transparency of this Code, the Court of Cassation of Turkey wanted to raise public awareness and share their knowledge on legal ethics with the law students, who will be the future legal actors. In order to fulfill this objective, we designed a specific legal clinic program focused on the training of this Code of Conduct.Our method was mainly based on training of trainers. A group of 42 law students have been specially trained to teach for their peers. Those prospective trainer students have taken specific theory lectures on legal ethics and studied the Code. The lectures were held by law professors and judges from the Court. After 14 days training, we asked those students to prepare their own training materials to teach their peers. By this method, the trainer group of students have developed ethical awareness by themselves and shared their knowledge of legal ethics with the other law students. Hereby, we increased the ethical awareness of the law students as well as the recognition of the Code Besides preparing their own Code, the role of the Court of Cassation of Turkey in this clinic was taking parts in the training. Judges, public prosecutors and the staff of the Court explained law students how each of the principles took shape in practice. In our presentation, we will share our experience about this clinical legal education method by emphasizing the interaction between the legal actors of the Court of Cassation of Turkey and the Ankara University Faculty of Law students. |

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| Title  | Dr |
| Lead Presenter First Name | Barbara |
| Lead Presenter Last Name | Preložnjak |
| Organisation of Lead Presenter | University of Zagreb- Faculty of Law |
| Name/s and details of other presenters |  |
| Title of Proposal  | (Re) Interpretation of Rawls' Principles of Justice in the Context of Exercising the Right to Access to Justice |
| Summary of Proposal | An objective of clinical legal education is the development of legal skills. However, clinical legal education should offer students not only knowledge of how to apply theory in practice, but also to develop the perception, attitudes and sense of responsibility to deal with legal problems in society. This is particularly the case in relation to the global problem of legal aid cuts, as more states are not willing to fund legal aid.  |
| Abstract Proposal | This paper will use John Rawls’ Theory of Justice to provide a theoretical framework to enable students to interrogate state approaches to access to justice issues. Drawing on Rawls’ arguments, it will argue that clinical legal education creates conditions for students to critically reflect on equal access to justice, which is a fundamental aspect of the rule of law.  |

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| Title  | Dr |
| Lead Presenter First Name | Mutaz |
| Lead Presenter Last Name | Qafisheh |
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| Organisation of Lead Presenter | Hebron University, College of Law and Political Science |
| Name/s and details of other presenters |  |
| Title of Proposal  | A Theory of Practice? How Legal Clinics May Transform the Concept of ‘theory’ in Legal Education? |
| Summary of Proposal | This paper examines the specialized legal clinics of Hebron University (HU) law school. Each of the HU’s fourteen clinics (academic freedoms clinic, pro bono clinic, criminal defense clinic, environmental law clinic, family law clinic, labor law clinic, housing rights clinic, human rights clinic, juvenile justice clinic, non-violent clinic, refugee law clinic, trademarks clinic, street law clinic, and women rights clinic) will be briefly presented and evaluated. Then these clinical experiences will be analyzed in light of the â€œtheory of practiceâ€ known in the fields of sociology and anthropology as advanced by Pierre Bourdieu and Sherry Ortner. |
| Abstract Proposal | Due the unprecedented proliferation of legal clinics globally in recent years, a new ‘theory’ is emerging in the field of legal pedagogy. The paradigm of clinical approaches comprises a set of characteristics. Despite the similarities among jurisdictions, each country has clinical practice that differs from the other, based on the level of economic and social development, the legal system, bar’s rules, and legal culture. Within the same country, one finds diverse clinical models influenced by local conditions surrounding a given law school. Even within an individual university, various clinical practices may exist, depending on clinic’s supervisors, stakeholders, funding, polices of the institution in which the clinic operates, among other factors. Professors and supervisors change their clinical techniques across the time, theme, space and accumulated experience. Such variables raise questions on the need of theory in clinical pedagogy.This paper examines the experience of Palestinian legal clinics over the past decade, particularly the specialized legal clinics of Hebron University (HU) law school that the present writer has founded and directed. Each of the HU’s fourteen clinics (academic freedoms clinic, pro bono clinic, criminal defense clinic, environmental law clinic, family law clinic, labor law clinic, housing rights clinic, human rights clinic, juvenile justice clinic, non-violent clinic, refugee law clinic, trademarks clinic, street law clinic, and women rights clinic) will be briefly presented and evaluated. Without well-structured theoretical foundations, the clinics have become a model not only in Palestine, but also for universities in the region as demonstrated in a book that the present writer co-edited (with Stephen Rosenbaum of Berkeley), ‘experimental Legal Education in a Globalized World: The Middle East and Beyond’ (Newcastle: Cambridge Scholars Publishing, 2016). While maintaining their own identity as a response to local circumstances, HU clinics learned from other experiences as it has heavily engaged with, in the words of Frank Bloch, the ‘global Clinical Movement’. Indeed, the increasing collaboration of clinicians worldwide has contributed to the change of the notion of standardized teaching approaches.In such a situation, does the theory really matter? Can the practice, based on local particularities of each clinical case, be considered in itself a theory? Can clinicians be pragmatic in their thinking and behavior? Are we undergoing a paradigm shift towards a ‘theory of practice in legal education’ To which extend this theory overlaps with the ‘theory of practice’ known in the fields of sociology and anthropology as advanced by Pierre Bourdieu and Sherry Ortner?The presenter of this paper is Dr. Mutaz Qafisheh, Dean, College of Law and Political Science, Hebron University, Palestine; he is the founder and director of Hebron Legal Clinics. |

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| Title  | Ms |
| Lead Presenter First Name | Samantha |
| Lead Presenter Last Name | Rasiah |
| Organisation of Lead Presenter | Northumbria University |
| Name/s and details of other presenters |  |
| Title of Proposal  | The image of a Law Degree |
| Summary of Proposal | ‘The image of a law degree’ will explore perceptions, misconceptions and actuality of the purpose and use of obtaining a law degree in England. Delegates will be invited to consider and reflect on several images of media and societal representations of law students, law schools, law degrees and lawyers during the presentation. The session will discuss the need to incorporate clinical and experiential learning methods in the law curriculum as this will not only meet society’s expectations of legal education, but more importantly it will foster transferrable and translatable skills and attributes that are needed upon the completion of a law degree. |
| Abstract Proposal | ‘The image of a law degree’ will explore perceptions, misconceptions and range of actual experiences of the purpose and use of obtaining a law degree in England. This visual presentation will engage with delegates by inviting them to consider and reflect on several images of media and societal representations of law students, law schools, law degrees and lawyers that will be displayed during the presentation, and it will introduce some statistics. At the beginning of the session, the presenter will invite delegates to participate in an ‘opinion line’/’human barometer’ activity where the questions put forward would be some form of ‘how many of you would say this representative of law school/law students/law practice?’ based on delegates experience of being legal educators and practitioners. The main focus of the presentation is to discuss the need to incorporate clinical and experiential learning methods in the law curriculum at undergraduate level as this will not only meet society’s expectations of legal education, but more importantly it will foster transferrable and translatable skills and attributes that are needed upon the completion of a law degree. This discussion is relevant to ‘Improving the future: using Clinical Legal Education to educate Lawyers for a just society’ as it will explore deficiencies in the way in which law curriculums are currently delivered and it will discuss the flaws in delivering law curriculums without Clinical Legal Education. The presenter is a first-year phd student in Legal Education from Northumbria University. Under the supervision of Professor Elaine Hall and Dr Tribe Mkwebu, her phd research on ‘The purpose, content and currency of legal education in the 21st century: is legal pedagogy in England currently fit for purpose in education a digital generation of students?’ considers the technological advancements in legal practice and the challenges involved in educating a digital generation of students. Her research investigates whether legal education in England needs a modernized pedagogic approach. She has attended and participated in ENCLE’s roundtable discussion on ˜Standards of Clinical Legal Education in Europe’ in Valencia (January 2019) and she will be on a panel discussing the question ‘what is the modern legal education curriculum?’ at the Lawyering in a Digital Age conference in Ambleside (June 2019). |

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| Title  | Ms |
| Lead Presenter First Name | Su |
| Lead Presenter Last Name | Robertson |
| Organisation of Lead Presenter | Westjustice & the Australian National University |
| Name/s and details of other presenters |  |
| Title of Proposal  | More than Just Law: Valuing the Social Heart of Clinical Legal Education |
| Summary of Proposal | This paper presents part of Su’s recent analysis of an Australian clinical legal education externship partnership, between Victoria University and westjustice. She focuses on just one of part of her analysis, that of Measuring Value. Using statistics collected from externship outputs, Su assigns an economic value to these outputs. She then looks at different ways that this economic value can be measured and discusses how these various measurements could be used for CLE purposes, especially funding applications. Su will finish by opening up to the audience, gathering ideas about how the global CLE community might use this evaluation approach. |
| Abstract Proposal | More than Just Law:Valuing the Social Heart of Clinical Legal Education Su Robertson\*Clinical Practice Manager, westjustice, Melbourne, Australiaphd Candidate, The Australian National UniversityThis paper presents part of Su’s recent analysis of the clinical legal education externship partnership between Victoria University and westjustice community legal centre. Both organisations are located in the west of Melbourne, Australia.The original analysis took a values-based approach, launched from these four perspectives:* Coalescing Values Base - looks at connections in organisational origins and goals that underpin the partnership.
* Delivering on Values - covers client-centred lawyering and student-centred learning, and how these are delivered, separately and jointly.
* Measuring Value - summarises four of the current clinical programs offered by the partnership and provides some detail about structure, outputs and economic impact.
* A Valuable Future - explores growth and possibilities for innovation within the partnership.

The context for the above was provided by a 2018 snapshot of the operations of the four main externship clinics that form the spine of the CLE partnership between Victoria University and westjustice. The main focus of Su’s conference presentation will be on just one of the perspectives mentioned above: Measuring Value. She presents some of the statistics collected from the outputs of these externships and show how different types of economic values can be assigned to these outputs. Su then discusses ways these various measurements could be used in a range of other CLE contexts and for various CLE purposes, including funding applications. Su will finish with her thoughts on how this evaluation approach could be used to explore future possibilities for CLE worldwide. She will then ask the audience, her colleagues in the international CLE community of practice, for their ideas. How can we use an approach like this for the future benefit of individual CLE programs and the future of our movement?\*BA/LLB (Hons). Current Australian Legal Practitioner (Admitted 2001).Su Robertson is a clinical legal educator with extensive experience in both the academic and practice contexts of CLE. In 2018, after nearly 10 years as the Director of Clinical Legal Education at Victoria University, she took up her current position managing externships in the community legal centre context at westjustice. She is also undertaking a phd. Her research is on CLE, entitled Clinical Legal Education, the Benchmark Lawyer and Disruptive Women. |

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| Title  | Professor |
| Lead Presenter First Name | MICHAEL |
| Lead Presenter Last Name | ROBINSON-DORN |
| Organisation of Lead Presenter | UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW |
| Name/s and details of other presenters |  |
| Title of Proposal  | Environmental Justice in Clinical Legal Education: Helping to Bend the Arc (or build the Ark) |
| Summary of Proposal | This paper is designed to introduce the work of clinics involved in environmental justice work in the United States, including discussion of the multiplicity of: 1) issues (e.g., client empowerment, increasing transparency and accountability in decision-making and ensuring meaningful participation and engagement with affected communities); 2) fora in which that work takes place (e.g., litigation, legislative and administrative advocacy, community-level organizing); and 3) clinical methodologies (e.g., working with community-organizers, agency and legislative staffs, and interdisciplinary university teams). Insights with respect to challenges that clinics and students face when working on these issues will also be addressed. |
| Abstract Proposal | Increasingly, law clinics in the United States are working on environmental justice matters - that is, matters related to the meaningful involvement of all people with respect to the equitable distribution of environmental benefits and burdens. These matters are located at the intersection of environmental law, natural resources law, civil rights law, administrative law, and public health. For some clinics and clinical programs, this marks an expansion of their programs from traditional environmental and natural resources law to include environmental justice. For others, including some long-standing and outstanding clinics, environmental justice is located at the center of what they do. This paper will introduce clinical colleagues to the work of one or more environmental clinics involved in environmental justice work in the United States, including discussion of: 1) the multiplicity of issues (e.g., client empowerment, increasing transparency and accountability in decision-making and ensuring meaningful participation and engagement with affected communities in matters as diverse as the siting of facilities, addressing historic contamination and public health concerns, ensuring equitable access to clean, healthy recreational opportunities and natural resources, and climate change adaptation and planning; 2) the multiplicity of fora in which that work takes place (e.g., litigation, legislative and administrative advocacy, community-level organizing); 3) the multiplicity of clinical methodologies (e.g., working with community-organizers, agency and legislative staffs, and interdisciplinary university teams); and 4) insights with respect to challenges that clinic(s) and students face when working on these issues.The lead presenter is a Clinical Law Professor who has founded two environmental law clinics in the United States, one at the University of Washington, and the other at the University of California, Irvine. Over the last few years, the UC Irvine Environmental Law Clinic has expanded its representation of clients to include a significant number of environmental justice matters. In addition to students and the Director, the Clinic includes two Fellows whose focus is environmental justice. The presenter has previously served as a Board Member of the Clinical Legal Education Association (CLEA). Here are links to his bio and CV: https://www.law.uci.edu/faculty/full-time/robinson-dorn/; https://www.law.uci.edu/faculty/full-time/robinson-dorn/robinson-dorncv.pdfThe presenter is open to expanding this into a paper-length presentation if that is what the host committee prefers. |

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| Title  | Professor |
| Lead Presenter First Name | Richard |
| Lead Presenter Last Name | Roe |
| Organisation of Lead Presenter | Georgetown University Law Center |
| Name/s and details of other presenters | Siobhan Cullen, Head of Department (Law and Humanities), Letterkenny Institute of Technology (LYIT), IrelandBronagh Heverin, Assistant Lecturer (Law and Humanities), Letterkenny Institute of Technology (LYIT), Ireland |
| Title of Proposal  | Learning as Meaning Making: Adapting Street Law to Energize Mainstream Legal and Other University Education |
| Summary of Proposal | Despite the growing popularity of learner-centered, interactive teaching in universities, direct instruction or lecture predominate. Street Law is a widely-accepted and effective application of learner-centered interactive learning typically taught in secondary schools and correctional and community settings by university students themselves effectively trained in this methodology. This session will demonstrate how the core elements of the Street Law methodology can be adapted to mainstream courses across the university curriculum. This will enhance teaching and learning generally, as well as operate across learning levels and subject matter to shift students from meaning receivers to meaning makers. |
| Abstract Proposal | Despite the growing popularity of learner-centered, interactive teaching in universities, direct instruction or lecture predominates. Street Law is a widely-accepted and effective application of learner-centered interactive learning typically taught in secondary schools and correctional and community settings by university students themselves effectively trained in this methodology. This session and accompanying paper will demonstrate how the core elements of the Street Law methodology can be adapted to mainstream courses across the university curriculum. This will enhance teaching and learning generally, as well as operate across learning levels and subject matter to shift students from meaning receivers to meaning makers. When legal clinics reemerged in US law schools in the 1960’s and 70’s, they were largely considered to be practice oriented, practical forms of learning separate and distinct from the theoretical doctrinal, subject matter courses taught by case method or lecture that still constitute the bulk of legal education. With the rising popularity and recognized effectiveness of CLE’s experiential learning, however, CLE should be now seen as the substantive equal and methodologically superior approach to learning. This session and accompanying paper will demonstrate that the core elements of Street Law methodology can be adapted across the university curriculum. These include: valuing and building upon learner prior knowledge, experience and abilities; student engagement; high cognitive and expressive student performance; supportive, developmentally-based, and reflective practice in which learners experience both success and challenges; collaborative and independent work; positive feedback; and a trajectory of knowledge and analytical skills that moves from novice to mastery. Moreover, the presenters believe that this hybrid form of learning can enhance student achievement.  Additionally, the experiential, learner-centered, and collaborative approach is conducive to independent thinking, meaning making, fairness and multicultural values, among other justice and democracy-related outcomes that are embedded in the conference themes.  This session can be offered as either an interactive paper presentation and discussion or an interactive seminar with paper as a backup.  Objectives include: Participants will 1) engage in, examine and discuss exemplary adaptations of Street Law in other university subjects, and 2) discuss and assess how this methodology and the learning theory underlying it can enhance mainstream courses in their universities.  Professor Roe recently taught a segment of a Masters in Learning and Teaching course on creative teaching at LYIT. Professor Cullen is head of department for Law and Humanities at LYIT, which implanted a Street Law program two years ago. Professor Heverin teaches a variety of courses at LYIT. All have been participants of ENCLE and IJCLE. |

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| Title  | Mrs |
| Lead Presenter First Name | Victoria |
| Lead Presenter Last Name | Roper |
| Organisation of Lead Presenter | Northumbria University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Confronting competing interests in clinic - Is the purpose of clinical legal education to educate lawyers for a just society? |
| Summary of Proposal | This seminar will explore the conference theme, and challenge delegates to consider how important they think competing interests in clinic are - student education, employability, social justice and client service. The session will be interactive, using amongst other things the Diamond9 hierarchy ranking tool, participants will be asked in groups to rate certain aims of clinical legal education by placing them in the form of a diamond on a predetermined board. Participants are encouraged to discuss where the cards should be placed, with instructions to also create their own cards of what they think is important. |
| Abstract Proposal | I teach in Northumbria’s award-winning Student Law Office and supervise students who provide free legal advice to entrepreneurs, businesses and charities. I have acted as a clinical legal education external examiner and I am the Trustee and Treasurer of the UK Clinical Legal Education Organisation (CLEO). The overarching themes of ENCLE/IJCLE 2019 is ‘improving the Future: using Clinical Legal Education to Educate Lawyers for a Just Society’. This seminar will explore the conference theme, and challenge delegates to consider how important they think this purpose of clinic is compared to other competing interests such as student education, employability and client service. This session will employ visual methods. After an opening explanation and presentation, delegates will be asked to stand up and then position themselves within the room according to what they consider to be the most important aim of CLE. Student education will be at one end of the spectrum, social justice at the other. Once positioned, delegates will be asked to speak to their neighbours and discuss why they have stood where they have. Following this introductory exercise delegates will be asked to split into smaller groups and each group will be given a Diamond9 template and cards which can be placed onto the template. The Diamond9 is a method developed from primary education research. It is a hierarchy ranking tool, whereby participants will be asked to rate certain aims of clinical legal education (developing student legal skills, developing student knowledge, developing student employability, instilling social justice in students, helping clients access justice, providing a quality service to clients etc.) By placing them in the form of a diamond on a predetermined board. Participants are encouraged to discuss the various cards and where they should be placed, with instructions to also create their own cards of what they think is important. This exercise takes on average 15 minutes and will allow me to collect both quantitative and qualitative data, the discussion of the cards adding depth to their final placement. The data will be used for research purposes (subject to ethics approval and participant consent). The session will conclude with a presenter led plenary discussion. |

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| Title  | Mr |
| Lead Presenter First Name | Alan |
| Lead Presenter Last Name | Russell |
| Organisation of Lead Presenter | London South Bank University |
| Name/s and details of other presenters |  |
| Title of Proposal  | ‘Bridging the Justice Gap with lawtech? First results from an interdisciplinary clinical project at London South Bank University' |
| Summary of Proposal | In 2011 London South Bank University (LSBU) opened its innovative drop-in Legal Advice Clinic where students give immediate, face to face supervised social welfare law advice. Since then we have assisted nearly 3000 local people and trained nearly 300 student legal advisors. This paper will present for discussion the first results of an innovative project where law and computing students have worked collaboratively and across discipline with our Clinic to build real world practical technological applications aimed at widening access to justice and engendering social activism within the student body. |
| Abstract Proposal | In 2011 London South Bank University (LSBU) opened its innovative drop-in Legal Advice Clinic where students give immediate, face to face supervised social welfare law advice. Since 2011 we have assisted nearly 3000 local people, trained nearly 300 student legal advisors and collaborated with a large number of solicitors and advice agencies in our local legal advice network. Austerity cuts to civil legal aid provision in the UK have been carefully targeted; it is now virtually impossible for citizens to obtain early social welfare law advice from a lawyer paid for out of central public funds. This despite a wealth of research evidence demonstrating that early intervention in social welfare law problems can avoid social and economic costs down the line, whilst unresolved social welfare problems impact adversely on citizens health and well-being. Early social welfare law advice is precisely what we offer clients of our Clinic. The demand for our service is enormous and we cannot assist everyone who seeks our help.In collaboration with LSBU law and computer science students and academics, our Clinic is exploring how technology might be harnessed to bridge this justice gap. This academic year we have launched a final year undergraduate module in Law and Technology where law and computing students work collaboratively and across discipline to design and build technological applications intended to widen access to justice (and engender social activism amongst students). Teams of students work with real clients to generate the requisite technology. Clients include the anti-racism Monitoring Group and local solicitors, as well as our Clinic. The author is working with two teams of students. One team is building an app designed to assist social housing tenants facing possession proceedings for rent arrears. The other is building an app designed to provide information on basic employment rights.This paper will briefly contextualise the set up and development of our Clinic and then present for discussion the first results of the lawtech collaboration described above.The paper will be presented by the author, Alan Russell. Alan is a Senior Lecturer at LSBU and a Senior Fellow of the UK Higher Education Academy. He was the founding director of the LSBU Legal Advice Clinic. Alan still regularly supervises in the LSBU Clinic. He was previously the Director of the Centre for Access to Justice at University College, London. He is also a practising housing and homelessness solicitor. |

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| Title  | Dr |
| Lead Presenter First Name | James |
| Lead Presenter Last Name | Sandbach |
| Organisation of Lead Presenter | Lawworks (the Solicitors pro bono group and clearing house for England and Wales) |
| Name/s and details of other presenters | Clare Johnson, Head of Clinics Development, lawworks United Kingdom,  |
| Title of Proposal  | Impacting Justice: The contribution of clinical legal education and law school clinics to pro bono and access to justice in England and Wales |
| Summary of Proposal | The paper and presentation looking contribution of clinical legal education and law school clinics to pro bono and access to justice in England and Wales will be broken down by the following structure and headings:- - Context: Policy and development in access to justice- Growth and profile of clinics in England and Wales- Reform of legal education and training- Overcoming regulatory uncertainty- Measuring justice impact- Unmet needs and the limits of pro bono clinics |
| Abstract Proposal | A session to present a paper (relevant to several themes of this Conference) on with the above title, the objective is to share learning about clinic development from England and Wales. A power point of key data with infographics will accompany the paper. An abstract of the paper is below:-The access to justice landscape in England and Wales has seen a significant shift in recent years, as state retrenchment from the comprehensive judicare approach to legal aid, associated policy reforms, technology and other developments in the justice sector have displaced traditional models. Whilst much has been written about the impact of policy changes on free legal advice availability from private practice and non-profit organisations, and the impact on their client base, a less studied development has been the growth of law school clinics driven by a proactive clinical legal education agenda. This paper reviews the evidence and data around the scale and impact of this pro bono contribution of clinics in England and Wales and addresses questions about the relationship between clinical legal education and access to justice within this jurisdiction. It will draw on lawworks most recent Clinics report and other material.Https://www.lawworks.org.uk/about-us/news/lawworks-clinics-network-report-year-march-2018. |

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| Title  | Dr |
| Lead Presenter First Name | Sheena |
| Lead Presenter Last Name | Shukkur |
| Organisation of Lead Presenter | Kannur University |
| Name/s and details of other presenters | P.K.FIROS, LLM from Mahatma Gandhi University, Advocate by Profession actively engages in clinical Legal Education at law colleges in Calicut Univeristy, India  |
| Title of Proposal  | FIXING THE ROLE OF CLINICIANS, EDUCATING FUTURE LAWYERS AND THE LEGAL LITERACY CLINICS |
| Summary of Proposal | Legal Education is different as a subject to be taught; instead it is learning by doing. Teaching methodology is differently used at the legal literacy clinics at the law schools and it includes presentations, tutorials, surveys, legal awareness camps and campaigns apart from regular debates, moot court participation, case study, group discussion and legal aid. In India National Legal Services Authority Act, 1987 provides for free legal aid and legal services. The law schools clinics help realize this objective of this legislative attempt. |
| Abstract Proposal | The session would introduce more on the Legal Literacy Clinics at the law school in Kerala. Free legal aid and legal services as provided under the National Legal Services Authority Act, 1987 in India provides for maintaining a just and fair society governed by law. The implementation of legal aid works are promoted through Clinical Legal Education wherein the students are engaged in data collection, assessment and other research works. It includes presentations, tutorials, surveys, legal awareness camps and campaigns apart from regular debates, moot court participation, case study, group discussion and legal aid. The clinics thus gain the twofold objective of professional skills for students and also the imparting of social service. This is done through pro bono lawyers and LLM students.Short videos of student’s role-plays at the ADALATH (the mega campaign where free legal aid and legal services are offered) will be played; which would lead to interactions and discussions in the session. The literacy clinics impart training for university students, law students, women, high school students and general public. Clinical law students are the future lawyers who are professionally and socially educated. The team includes Dr. Sheena Shukkur, a Fulbright Vanderbilt Fellow on Clinical Legal Education. After her LLM from Vanderbilt Law School in 2009 she have been leading and professing Clinical Legal Education through Legal Literacy Clinics at Mahatma Gandhi University where she was the Pro Vice Chancellor and later at the Kannur University as a Faculty. At National Judicial Academy, the think tank of Indian Judiciary, a unique institution directly under the Supreme Court of India, she was an Assistant professor to offer training for sitting judges on social justice, juvenile justice, human rights, judicial education, domestic violence and gender justice. She had written books for the Kerala State Legal Service Authority for training programs for advocates under the High Court of Kerala State.Mr. P.K.FIROS, the co-pesenter is an LLM holder from Mahatma Gandhi University, Advocate by Profession actively engages in clinical Legal Education at law colleges in Calicut Univeristy, India . P.K. Firos attended and presented at the IJCLE Conference at Northumbria, New Castle July 2017. Also at the GAJE conference in Mexico he made a presentation on Legal Literacy Clinics. |

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| Title  | Mr |
| Lead Presenter First Name | Christopher |
| Lead Presenter Last Name | Simmonds |
| Organisation of Lead Presenter | Northumbria University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Contracting Technology: Exploring the use of technology in clinical teaching using relational contracting theory |
| Summary of Proposal | In this session, we explore our use of technology in clinic using relational contracting as a foundation.The groups will examine:1. When using technology what the terms of the offer to students is, and on what basis do they accept that offer? Do we make a firm offer, or is it more of an advertisement? Do we pay attention to the possibility of counter-offers? 2. What are the terms of the student’s use of technology?3. What consideration does each of the parties give?Participants will then feedback their conclusions in a plenary discussion. |
| Abstract Proposal | Technology enhanced learning has become something of a buzzword in Higher Education in the United Kingdom. This, in conjunction with exponential growth in the use of information technology in the legal profession and the courts and tribunals system, means that there is a growing pressure to ensure that our graduates are digitally literate by expanding our use of technology in our clinical teaching.In this session, we will explore the ways in which we use technology within our clinical teaching through a pragmatist lens. As Dewey (1902) commented:‘learning is active. It involves reaching out of the mind. It involves organic assimilation starting from within. Literally, we must take our stand with the child and our departure from him. It is he and not the subject-matter which determines both quality and quantity of learning.’To extrapolate this point, it is the student that determines the quality and quantity of learning and not the technology that the clinical teacher employs. In order to fully appreciate the effect of incorporating technology in our teaching we must first understand the way that the student understands and uses that technology.This session will model a tool that can be used in order to explore that relationship further. Using relational contracting as a grounding (see further Macneil (1969)) we will explore the use of technology in the form of a contract between ourselves and our students in order to begin to understand the implicit and explicit assumptions underlying our adoption of the technology.Those attending the session will be asked to watch a short video presentation before attending the workshop that will highlight the theory underpinning the session in order to form a basis for the activities that will take place within the session.Participants will be asked to form groups. Within the groups, they will:1. Discuss the use of technology within their own clinical teaching using the language of contracts. When using technology what are the terms of the offer being made to students, and on what basis do they accept that offer? Do we make a firm offer, or is it more of an advertisement? Do we pay attention to the possibility of counter-offers? 2. What are the terms and conditions of the student’s use of that technology?3. What consideration is given by each of the parties? Is consideration necessary?Participants will then feed back their conclusions in a plenary discussion. |

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| Title  | Ms |
| Lead Presenter First Name | Naomi-Ellen |
| Lead Presenter Last Name | Speechley |
| Organisation of Lead Presenter | University of Manchester |
| Name/s and details of other presenters | Dr Holly Greenwood, Lecturer, University of Swansea |
| Title of Proposal  | What happened to Innocence Projects? |
| Summary of Proposal | After outlining the premise, progress and pitfalls of Innocence Projects in the UK, the speakers assess arguments that the projects are a mere teaching tool under the guise of a hands-on casework opportunity, or whether their pedagogical value overrides any false pretences. They discuss whether such projects should be measured by their case results, or in broader terms such as educating the next generation of lawyers. They also dissect the usefulness of such projects to students, tutors, Universities, and the justice system itself, concluding that the worth of these legal clinics is a moving target. |
| Abstract Proposal | Innocence Projects started out as an innovative, promising concept with the capacity to plug the gaps in the UK’s criminal justice system. The projects comprise of student volunteers researching criminal cases where applicants claim that they are innocent. They were intended not only to help exonerate victims of wrongful convictions, but to provide students with first-rate clinical legal education through hands-on casework experience. These projects were imported to the UK following huge successes in the US, where the post-conviction criminal appeals system is severely lacking and groups of students (overseen by a professional caseworker) have exposed and helped exonerate hundreds of wrongful convictions of the innocent. However, in 15 years, these projects have only led to two convictions being overturned.Measuring the impact of these projects in terms of successful exonerations, critics argue that the lure of allowing students to â€˜work on getting real cases overturned’ is disingenuous, empty rhetoric as these legal education projects have become little more than a teaching tool, used by Universities as a marketing tool to attract students. Naomi-Ellen will argue the case for them to be abandoned in favour of other pro bono or social justice legal clinics. However, if the impact of these projects is measured in terms of intrinsic value of hands-on casework, supporters can point to widespread education of the next generation of lawyers about serious shortcomings in the justice system â€“ arguably needed now more than ever. Holly will answer the critique set out previously, by explaining how these projects bring unique pedagogical value and what is required in order for them to flourish in today’s legal education and for tomorrow’s lawyers.Naomi-Ellen is currently an ESRC and Presidents' Doctoral Scholarship-funded phd candidate at the University of Manchester. Her thesis falls between law and criminology, looking at how claims of wrongful conviction in historic sexual abuse cases are investigated by the Criminal Cases Review Commission, Innocence Projects, campaigners and lawyers. She worked on, and later co-managed, an Innocence Project at the University of Leeds for five years.Holly lectures and helps to oversee the Miscarriage of Justice Project at Swansea University. Her phd examined the development and operation of innocence projects in the UK, which are university based projects where students investigate claims of alleged wrongful conviction with the aim of identifying potential grounds for appeal. She was involved with the Cardiff Law School innocence project for seven years. |

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| Title  | Ms |
| Lead Presenter First Name | Alina |
| Lead Presenter Last Name | Starosta |
| Organisation of Lead Presenter | University of the Witwatersrand and Wits Law Clinic |
| Name/s and details of other presenters |  |
| Title of Proposal  | Teaching effective legal counseling as the heart of legal problem-solving: diagnostic lessons from psychology for Clinical legal programs |
| Summary of Proposal | The premise of this article is that to be effective legal counsellors, law students need to be exposed to psychological antecedents (which may apply to their clients, their client’s opponents, the persons adjudicating their disputes or even themselves) so that they are better equipped to accurately diagnose and thereafter, treat legal problems, which invariably human problems. A legal opinion is not unlike a medical prognosis, often, the legal prognosis determines the ultimate course of action that the client is willing to take and the importance of skilled interviewing and counselling cannot be overstated. |
| Abstract Proposal | Presenter:Alina Starosta LLB (Wits) LLM (Wits) phd CandidateLecturer, Supervising Clinical Attorney (Property and Evictions Unit)Alina Starosta completed her articles at the Wits Law Clinic where she now heads up the Property and Evictions Unit. Alina is presently reading for her phd in Clinical Legal Education. Her research interests include CLE, Property Law and Criminal Law.Abstract of presentation:The Hippocratic oath is based on the idea that a physician must be able to tell the antecedents, know the present, and foretell the future. He must mediate these three things and have as his primary aim, the goal to ‘do no harm’. Based on this premise, a skilled diagnostician knows how the body works, by analogy; a skilled attorney must know how the mind works. Considering how much time lawyers spend interviewing and dispensing legal advice to clients, lawyers as ‘counselors’ is not an entirely new concept but traditional legal education, even in the clinical context, does very little to teach students how to be good with people or what skills are needed to effectively counsel clients. If the goal of a doctor is to diagnose symptoms with a view to treat or cure illness, then the ultimate goal of an attorney would be to diagnose and solve (treat) legal problems. A legal opinion is not unlike a medical prognosis, often, the legal prognosis determines the ultimate course of action that the client is willing to take. A well-informed prognosis is ultimately dependent on an accurate diagnosis of the legal problem - a task conducted by lawyers during the initial client interview. Thus, the lawyer’s prognosis is dependent on the accurate flow of information between the attorney and client during the interview. During an interview, the attorney and client are both perceivers of information. A perceiver of information is not a passive bystander, he is an active interpreter, one who resolves ambiguities, makes educated guesses about events that cannot be observed directly and forms inferences about associations and causal relations. Psychological insights into concepts of perception, preconception, attention and inattention, formulation of schemas, inferential reasoning, confirmation and correspondence bias, illusory correlations, priming and reality-orienting amongst others are useful tools which inform accurate diagnostic and prognostic functions of attorneys who are ultimately, problem-solvers.The premise of this article is that students need to be exposed to psychological antecedents (which may apply to their clients, their client’s opponents, the persons adjudicating their disputes or even themselves) so that they are better equipped to accurately diagnose and thereafter, treat legal problems, which are also invariably human problems. |

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| Title  | Professor |
| Lead Presenter First Name | Sabastien |
| Lead Presenter Last Name | TOURNAUX |
| Organisation of Lead Presenter | Bordeaux university |
| Name/s and details of other presenters | Marie Deramat, university of Bordeaux (France), law clinic manager  |
| Title of Proposal  | The development of methodological and ideological students’ autonomy through clinical legal education |
| Summary of Proposal | Presentation of pedagogical methods implemented in Bordeaux University to assure the development of methodological and decisional autonomy towards the clinician students and to promote their self-determination of ways to increase social justice. |
| Abstract Proposal | The objective or our session is to present some of the pedagogical methods used in the law clinic of the University of Bordeaux, aimed to increase the autonomy of the student who take part in our activities. Our presentation will be supported by three types of tools: an oral presentation, a projected PowerPoint and different support document given to the participants. Our session fits in the theme « Educating future lawyers – in what ways can Clinical Legal Education shape future lawyers’ aspirations and contributions to a just society ? » of the conference. Indeed, our methods tends to increase students’ work in autonomy not only by giving them methods to build their own clinical teaching (self-management), but also in deciding the subjects they are interested in regarding their social environment and social justice promotion (self-decision). These elements will be presented by Sebastien Tournaux, clinical law teacher in Bordeaux University since 2015 and by Marie Deramat, law clinic manager since 2013. |

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| Title  | Mrs |
| Lead Presenter First Name | Mariia |
| Lead Presenter Last Name | Tsypiashchuk |
| Organisation of Lead Presenter | Association of Legal Clinics of Ukraine |
| Name/s and details of other presenters | Prof. Andrii Halai, Head of the Board of the Association of Legal Clinics of Ukraine, Ukraine Mariia Tsypiashchuk, Member of the Board of the Association of Legal Clinics of UkraineDr. Yuliia Lomzhets, Member of the Board of the Association of Legal Clinics of UkraineAshot Agaian, LL.M., Legal and Judicial Specialist at the USAID New Justice Program |
| Title of Proposal  | Innovative Tools for Legal Clinical Education's Quality Assessment |
| Summary of Proposal | In order to advance legal clinical education in Ukraine the Association of Legal Clinics of Ukraine approved Standards of Legal Clinics’ Operations (Standards) in 2014. This document is a set of good practices which legal clinics shall use as an example. At the same time there was a need to have an effective tool to monitor legal clinics’ activities and ensure high quality in their work and adherence to Standards. In 2017 the Association jointly with international partners developed the Instrument which is aimed at assisting legal clinics in improving the quality of their work. |
| Abstract Proposal | This session’s topic is linked to the conference theme ‘the role of Clinical Legal Education in maintaining liberty rights and advancing the rule of law’ and will be focused on analyzing quality assurance mechanisms developed and implemented in Ukraine aimed at advancing the legal clinical education. Particularly, participants of this session will discuss existing quality assurance mechanisms, get familiarized with the innovative Instrument for Monitoring the Adherence to the Standards for Legal Clinics’ Operations developed by the Association of Legal Clinics of Ukraine with the support from the USAID New Justice Program and other donors, learn how the abovementioned Instrument shall be applied to advance the quality of legal clinical education, and learn about the results and impact of the monitoring missions. During the session, speakers will use the Power Point presentation supported by the explanations and clarifications from speakers. All the presenters are actively involved in the legal clinical education community in Ukraine and contributed to drafting the Legal Clinics Operations Monitoring Instrument:Prof. Andrii Halai, Head of the Board of the Association of Legal Clinics of Ukraine,Mariia Tsypiashchuk, Member of the Board of the Association of Legal Clinics of Ukraine,Dr. Yuliia Lomzhets, Member of the Board of the Association of Legal Clinics of Ukraine,Ashot Agaian, LL.M., Legal and Judicial Specialist at the USAID New Justice Program. |

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| Title  | Professor |
| Lead Presenter First Name | Jason |
| Lead Presenter Last Name | Tucker |
| Organisation of Lead Presenter | Cardiff University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Piloting a Family Law Self-Help Clinic |
| Summary of Proposal | Cardiff University is piloting a self-help clinic for litigants-in-person involved in private law children’s proceedings. The clinic’s focus is providing general information rather than tailored legal advice. The session will contribute to the themes of research and interdisciplinarity. The delivery model draws on the experience of the California Court Self Help Centres, and aims to generate outputs returnable under the Research Excellence Framework. The pilot has also identified opportunities for interdisciplinary working with other university departments and with external agencies. As the project is at the pilot stage, input from clinicians experienced in running large-scale street law projects is invited. |
| Abstract Proposal | The School of Law & Politics, Cardiff University is currently piloting a self-help clinic for litigants-in-person (lips) involved in private law children ‘s proceedings. Following the restrictions on legal aid implemented by the Legal Aid Sentencing and Punishment of Offenders Act 2012, the number of lips has risen exponentially (with up to 80% of family cases estimated to have at least one lip). Whilst a number of family law clinics already operate in England & Wales, the Cardiff pilot is unique as its focus is on providing general information and assistance, rather than tailored legal advice. The delivery model is based on the California Court Self Help Centres, and aims to create a service which can genuinely be delivered by students and which is accessible to all litigants. In particular, the absence of advice provision means that the knowledge required to deliver information sessions is more commensurate with that of undergraduates, and the possibility of a conflict of interests arising, if the clinic is contacted by more than one party to the same dispute, is removed.The session will contribute to the conference themes of research and interdisciplinarity. The pilot is co-designed by practitioner staff and research academics, and the delivery model is research informed. It is intended that, going forward, the project will generate a rich data set with view to developing outputs and an impact case study returnable under the Research Excellence Framework. Whilst the clinic will primarily be operated by law students, the pilot has identified opportunities for interdisciplinary working. In particular, collaboration with the School of Psychology to design resources to support emotional resilience and manage the stress arising from court proceedings. In addition, it is proposed to work with students from the University’s National Software Academy to develop an online platform to host a suite of resources to support lips. Opportunities to partner with external organisations, such as HMCTS and Cafcass Cymru, have also been identified. Jason Tucker is a Professor of Law and member of the ENCLE Board. He is the academic supervisor of the Mencap-WISE student advice project, which won the best partnership project category at the national lawworks pro bono awards in 2018. As the self-help project is at the pilot stage, the presenter would welcome input and suggestions from fellow clinicians, particularly those experienced in running large-scale street law projects. |

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| Title  | Professor |
| Lead Presenter First Name | Gülriz  |
| Lead Presenter Last Name | Uygur  |
| Organisation of Lead Presenter | Ankara University- Law School |
| Name/s and details of other presenters |  |
| Title of Proposal  | SEEING INJUSTICE (IN TIMES OF CRISIS) AND CLINICAL LEGAL EDUCATION  |
| Summary of Proposal | Following ideas of Simone Weil and Iris Murdoch, I will explain the meaning of attention and develop it based on care ethics. This paper will argue how dealing with care can provide to see injustice for students in clinical legal education and whether this education method can examine the crisis. In that point, I will also follow Aristotelian idea regarding critical reflection on practical experiences and complement it with attention.  |
| Abstract Proposal | This paper is about how to teach seeing injustice during times of crisis. To see injustice is an ethical question and requires ethical awareness. For this reason, I claim that we should improve students’ ethical awareness in legal education . For this, we need practical experience in legal education. Ethical awareness does not simply to have the knowledge of about being ethically human, but also includes to see the other as a human and to move actively as a human being. But there are prejudices which block to see the other as human. Beside of prejudices and biases, oppressions are also the main obstacles to see human and cause injustice. Since ethical awareness requires move actively, oppressions in crisis times may block it. In this regard, we face the other ethical problem about how can we move ethically in crisis times. Ethical awareness requires to be aware of them. For this reason, beside of ethical awareness, the virtues of attention and openness are also necessary to see injustice. To understand this point, it is necessary to explain experience in such a way as to make us aware of our prejudices. Ethical awareness in subjects should start with the awareness of their prejudices. As we become more and more aware of our prejudices, we simultaneously develop our capacity to be open to the particular. Connected with the space in which our ethical awareness occurs, my main claim is that one cannot see others without getting into contact them. In other words, to see something as something requires that one be involved in this particular thing. These practices permit openness which means that one does not only open to oneself but also opens to the particular. In the clinic course, my aim is to make students meet the groups against whom they have strong prejudices. Before meeting them, following Foucault, I try to give them some experience connected with themselves. For this purpose I start the students with the mirror experience to consider what is visible and invisible. In this way, they can compare their virtual images in the mirror and their image of themselves. Namely, they try to recognize themselves in the mirror. In that point, we need the value of attention. Following ideas of Simone Weil and Iris Murdoch, I will explain the meaning of attention and develop it based on care ethics. This paper will argue how dealing with care can provide to see injustice for students in clinical legal education and whether this education method can examine the crisis. In that point, I will also follow Aristotelian idea regarding critical reflection on practical experiences and complement it with attention.  |

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| Title  | Mrs |
| Lead Presenter First Name | Allison |
| Lead Presenter Last Name | Wolfreys |
| Organisation of Lead Presenter | The Open University |
| Name/s and details of other presenters |  |
| Title of Proposal  | Shaping a new type of Hearing : Training Future Lawyers in Online Mediation - insights from a pilot project |
| Summary of Proposal | The objective of the session is to provide an insight into the design and delivery of a wholly online mediation training suite that we have developed, written and delivered for our final year LLB Open University undergraduate law students. This interactive workshop will model aspects of the teaching methods and explore opportunities and challenges presented by exposing students to mediation training in an online environment. |
| Abstract Proposal | Shaping a new type of Hearing: Training Future Lawyers in Online Mediation - insights from a pilot project The objective of the session is to provide an insight into the design and delivery of a wholly online mediation training suite that we have developed, written and delivered for our final year LLB Open University undergraduate law students. The project forms part of Justice in Action, our distance learning clinical legal education module which supports students in the delivery of practical legal activities. Clinical legal education is both experiential and participatory. Added to this, online mediation transcends geographic hurdles. We hope that our law students will become reflective professionals and this bite-size course aimed to encourage this. As mediation is increasingly embraced internationally and we move away from the traditional polarised litigated disputes, it is hoped that our future legal practitioners can work to produce fair outcomes that are owned and crafted by the disputants themselves. This project was designed to shape future lawyers’ aspirations and contributions to a just society by scaffolding effective online communication.This interactive workshop will model aspects of this innovative teaching methodology and explore opportunities and challenges presented by exposing students to mediation training in an online environment. ObjectivesTo describe the content of the three mediation training sessions in overview and the different approaches of lawyers and mediators - benefits/disadvantages identified by our students- To demonstrate how we explored the ethical issues - To explain how we incorporated a future focus - To explain the design of the sessions themselves and the underlying pedagogy - To explore the communication techniques considered in the sessions - To share student insights into their experiences in the role play simulated mediation sessions- To share the student observations on the advantages of online mediation - To discuss how perceived barriers to online mediation such as the inability to read body language can be an advantage for participants The writer is a Lecturer and student experience manager at the OU, a solicitor specialising in family law for many years and family mediator. |

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| Title  | Ms |
| Lead Presenter First Name | Lucy |
| Lead Presenter Last Name | Yeatman |
| Organisation of Lead Presenter | University of Liverpool |
| Name/s and details of other presenters | Julia Babiarz, Junior Legal Engineer, SYKE, England |
| Title of Proposal  | The potential and limitations of technology to help litigants in person access justice. |
| Summary of Proposal | Can we use technology to make legal documents accessible and clear to people who cannot afford legal representation? We will be showcasing a joint project between Liverpool Law Clinic and SYKE tech to develop a user friendly app for drafting statements in child law proceedings in England. The parent’s statement an important aspect of their case and the existing government template is off-putting and difficult to use. Our project has redesigned the statement template into a document generating app that will make it easier for legal advisors to assist litigants to prepare their own statements. |
| Abstract Proposal | Following a review of the impact of legal aid cuts in England and Wales, the government have committed to funding technology that will assist with access to justice. Many of those working in the sector are sceptical as to whether technology can provide solutions to the lack of access to advice and representation facing many vulnerable people. To date, despite much talk of change, the promised technology revolution in access to justice has not happened. This paper will look discuss some of limits and also the possibilities of good technological design for improving access to justice for people who cannot afford a lawyer. There is very limited legal aid available for family law proceedings in England and Wales. Approximately 70% of parents involved in disputes with the other parent represent themselves and have not access to free legal advice other than through pro bono services being provided by solicitors and other agencies and law clinics. Liverpool Law Clinic run a free drop-in advice clinic for unrepresented parents in the Liverpool Family Court. Many of our clients are required to file a statement after the first hearing, and this statement is a crucial piece of evidence in the proceedings. There is an online template provided by the court service for writing statements, but this is not at all easy to follow or use. Liverpool Law Clinic have teamed up with SYKE to redesign the standard statement template into a user friendly app that will be accessible from a mobile phone. In this paper we will explain how we have worked on designing the app, and discuss ideas for how design and technology can help with access to justice. Lucy Yeatman is a family law solicitor who has been working with litigants in person in the family courts in England for 5 years. She works at the University of Liverpool in the Law Clinic and runs the Family Court helpdesk. Julia is a recent law graduate from the University of Manchester, with an interest in technology. She works as a junior legal engineer with SYKE. Through this position she has learned how technology can be used to increase efficiency and free up lawyers to concentrate on the more complex issues in their case. She is interested in how these technologies could be developed in the social welfare sector to increase the level of service available. She also took the newly developed Legal Tech and Access to Justice optional module in her final year at Manchester. |