

# 2011

## BABSEA CLE magazine



*"A world where access to justice is achieved"*



### Laos legal fellow

"Thip's Journey from Shy Student to Avid Access to Justice Advocate"

p.22

### more with Malaysia

"Learning Life Skills and Legal Skills"

p.24

### trio in Thailand

"Adding the 1st Access to Justice Public Interest Fair to the 3rd Annual Trio for Justice"

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### Viet Nam debates

"CLE and Debate: an "IDEA" Whose Time Has Come"

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### our Mission:

"We help to set up and strengthen educational programs that improve access to justice in Southeast Asia."

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"Investing in us is a safe investment: You are investing in inspiring young lawyers to achieve social justice and to pass that inspiration on to so many others."

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"We offer an opportunity to make a real contribution to helping people achieve access to justice in Southeast Asia while being involved in a remarkable experience of living and working in the region."

extern  
clinic

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## **2011: THE YEAR OF "SOCIAL JUSTICE INSPIRATION"**

*Dear Friends and Supporters of Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE),*

*2011 has come to a close and we'd like to share with you our experiences and achievements, as well as some of our hopes and plans for 2012.*

*This year has truly been a year of INSPIRATION. It is clearer to us than ever before that a vital part of what we do involves working hand-in-hand with people who inspire us and others: people who strive, and inspire others to strive, to achieve access to justice worldwide. Here are just a few examples of this year's "inspirations".*

- *University deans, educational and government policy-makers inspired to openly support clinical legal education programs in countries like Thailand, Laos, Indonesia and Viet Nam, where only a few years ago such programs did not exist or were not even heard of.*
- *Law lecturers who inspired young people to join CLE because they themselves were inspired to change their traditional methods of teaching and expose their students to justice education, teaching them the knowledge, skills and values to help others in need, as Ajaarns Mo and Withoon from Thailand, Prof. Norbani and Asnida from Malaysia, Prof. Chau from Viet Nam, and Ajaarns Xay, Pang and Phetmany from Laos did this year.*
- *Graduating law students like Thien and Linh Bear from Viet Nam and Souliya from Laos who were inspired by their CLE experience to go on to use their newly acquired legal skills to help poor and marginalized people, as BABSEA CLE Fellows.*
- *Lawyers, law firms and corporations who were inspired to actively support our CLE and pro-bono initiatives – such as Freehills, Blake Dawson and IBM did in 2011.*
- *University clinics in Indonesia (Pasundan University) and Malaysia (University Malaya) that were inspired to work together to develop a CLE program that "crosses borders" and protects the rights of migrant workers.*
- *Former BABSEA CLE interns who are now leading team members of BABSEA CLE staff, like Hien and Phuong in Viet Nam, Dinah, Tze, Don and Pim in Thailand, Thip in Laos and Marie in Singapore.*
- *All the BABSEA CLE team members, volunteers and Vietnamese law students and others who worked so hard on the Comprehensive Applied Research on the Development of CLE in Viet Nam for the United Nations Development Program. This research may inspire universities, policy-makers and donors to use it as a basis for future CLE support in the country.*
- *Could the research and support mentioned above help create a network of university clinics in Viet Nam inspired to actively work together and support each other to educate students and provide access to justice to the poor? As we go into 2012, that is what is happening!*
- *Could former BABSEA CLE interns, law professors and lawyers get together to form a local, not-for-profit CLE organization in Singapore? You'll meet BABSEA CLE Singapore in this magazine!*
- *And our final example from a long list: in 2011, more than 200 professional and student volunteers and interns from around the world were inspired to work with BABSEA CLE and our partners.*

*As Co-Directors of BABSEA CLE, we invite you to be inspired by the people and events described in our magazine. You will read about what we and our partners did in 2011 and the people who inspired us to do that work. We believe you will be moved and inspired in ways similar to those shared here by our authors.*

*On behalf of the BABSEA CLE Team we thank you each of you for your partnership and support.*

*Bruce A. Lasky  
Kevin Morley  
Wendy Morrish*





## Does CLE Really Work?

### *Applied Research in Viet Nam Demonstrates Its Effectiveness*

Beginning in June 2010, Bridges Across Borders Southeast Asia Community Legal Education Initiative was commissioned by the United Nations Development Program (UNDP) to undertake an applied research project that would serve as a pilot project to explore the applications of various clinical legal education models in Viet Nam. The research was intended to provide UNDP with a review of the data collected from these applications and provide recommendations on potential ways to support CLE in the future.

This pilot study was successfully conducted between June 2010 and August 2011, although it should be noted that BABSEA CLE continued to expand the research after August 2011.

The main objectives of the research were to:

- Assess the value of different forms of support to clinical legal education programs in Viet Nam.
- Contribute to the enhancement of legal education in Viet Nam by improving the educational and lawyering skills value of students enrolled in law faculties.
- Assist the government of Viet Nam, university law faculties, UNDP and other development partners in formulating broader and longer-term programs of support.

To implement this pilot project, BABSEA CLE initially worked with a core group of eight Vietnamese university Faculty of Law CLE Core Partners (CP) and an additional seven

Vietnamese university Faculty of Law CLE groups, known as Ancillary Partners (AP).

The eight CPs were: Trade Union University; Ho Chi Minh City Law University; Vietnam National University, Hanoi; Vinh University; University of Economics and Law (VNU), Ho Chi Minh City; Hue University; Vietnam National Economics University, Hanoi; and Can Tho University Faculty of Law. The seven AP were: Hanoi Law University; Da Lat University Faculty of Law; Law Department of the National Public Administration Academy (NAPA); HCM National Academy on Political Sciences Law Faculty; the Judicial Academy; and the Law Faculty of the Public Security Academy.

All CP subjects of the research were selected in part because they had already established clinical models or had shown interest in establishing a clinical model. As well, in part to give geographical spread and to cover the 'newer' and 'older' providers, each of the CPs had to agree to the requirements of the research project and to certain limitations in funding.

The research was conducted through the use of interviews, meetings, monthly reports with key stakeholders including academic staff, management, students and external organisations (in particular, hosts for student placement trainings), analysis of the Vietnamese legal framework related to CLE and access to justice issues, review of international CLE practices and a review of CLE newsletters,

training and related materials. The researchers themselves worked with Vietnamese CLE related program persons in Viet Nam and Thailand and participated in a study visit to Britain.

In order to achieve the main research objectives, the project included a strong technical support component. This was made possible by BABSEA CLE relying on its own experienced team and its network of volunteer CLE, legal education and legal experts from around the world, including Australia, Britain, Cambodia, Canada, China, India, Indonesia, Ireland, Laos, Malaysia, Norway, the Philippines, Poland, Russia, South Africa, Thailand and the USA. The Global Alliance for Justice Education (GAJE), a long-term BABSEA CLE partner, also offered significant assistance.

The research findings revealed rich and diverse activity, which was highly valued by all participants. The findings demonstrated that students and law lecturers engaged in the programs learn and teach law better and the exposure to social justice issues has led many of them to engage in additional access to justice activities. The findings have also revealed that there is already a clear and growing collaborative connection between the CLE programs and civil society, as CLE programs throughout the country have been engaged in activities and projects involving civil society organizations. Moreover, the findings revealed that many key target community members have been provided a variety of access to justice services through such CLE programs.

Below is just a small sample demonstrating these findings:

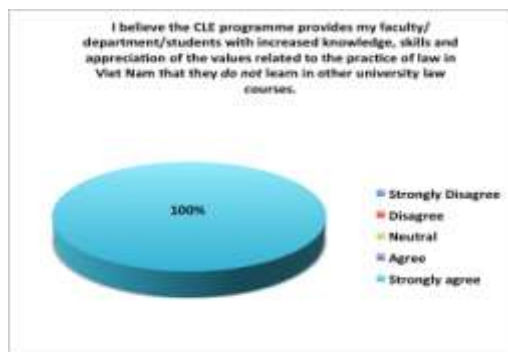


Figure 1: Total dean/program director respondents: 5

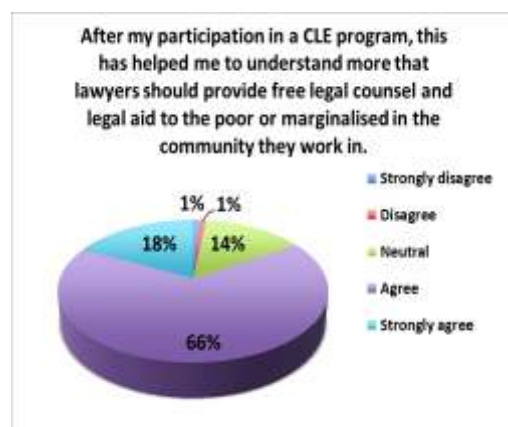


Figure 11: Total student respondents: 145



Figure 22: Total law faculty respondents: 8

With the results of this pilot project now in, BABSEA CLE has committed to the CPs and APs to continue to work with them to further strengthen their CLE programs and expand the CLE network within Viet Nam and throughout the region throughout 2012 -- and well into the future.



*"I have been taking part in CLE for two years. Before I took part in this program, I was not a good student and my study results were not good enough. After joining the CLE program, I changed a lot. In the past, I just thought about myself; I was a little bit selfish. Now I am thinking about the community and thinking about other people. I am pleased to help everyone."*

Phuong Linh, Student, Trade Union University

*"The name of the CLE program speaks for itself: It focuses on training skills, from basic to advanced, for students to prepare to become good legislators, lawyers and judges who will contribute to the goal of building the rules of law."*

Le Vu Nam, Dean, University of Economics and Law, Ho Chi Minh City

*"For lawyers and others who work in the legal profession, ethics is important. For students, ethics is learned through lessons from their seats in the auditorium. The lessons they learn there may be integrated into the overall legal curriculum, but with CLE, their experience in the program will help them accumulate for themselves the values and ethical behavior which is very important. It will be very beneficial for the practice of law, the legal profession or any other career choice."*

Trang Van Chu Thi, Lawyer, Hanoi Lawyers Association





## **BABSEA CLE Expands Its Fund-Raising & Awareness-Raising Event by Adding the 1st Access to Justice Public Interest Fair to the 3rd Annual Trio for Justice**

*By Dinah Chung, Thailand*

BABSEA CLE held its first annual Access to Justice Public Interest Fair on November 12, 2011, and it was a tremendous success. The goal was to host an event where organizations and law faculties in the Southeast Asia area could come together to promote their work and network with other organizations and members of the community. There is an amazing number of organizations and law universities in the area, with clinical and community legal education (CLE) programs working to provide greater access to justice to the societies they serve, whether it be through access to legal education and support, sustainable farming developmental programs, higher educational programs, and much more. In Chiang Mai alone, there are a large number of organizations and law faculties passionately working towards a similar goal. Holding such an event for organizations and law faculties working not only in Chiang Mai, but throughout the region, promotes solidarity, growth and empowerment within the community.

Although our BABSEA CLE had not held an event like this before, we were very enthusiastic about organizing it. Based on our previous partnership with Kantary Hills hotel, we sought out their sponsorship first, and they immediately jumped on board, providing us a great venue to hold the Fair, free of charge! We then got in touch with all our partner organizations and law faculties with CLE programs, as well as many other organizations in the area we had not worked with before. The word got out and soon many organizations were getting in touch with us to take a part in the Fair. Because of its "first ever" nature, we weren't sure how the event would turn out, so we were pleasantly surprised with the outcome.

Kicking off the first annual Fair, there were 21 organizations and universities set up with

informational booths for the event, and over 50 people visited from the public. Organizations were given table space and three hours to speak with people about their organization, fundraise, and share informational material with people interested in learning more. Overall, many were excited simply to have an event of this kind held in Chiang Mai, whereas others were able to form partnerships, and others got the word out about the mission of their organization or CLE program to the public. Above all, everyone expressed a desire for this event to continue and grow, not only next year, but as the years go on.

Our BABSEA CLE team worked hard to ensure the success of the event. Everyone played a

crucial role, from reserving the venue to ordering cakes from the Women's Prison, to running the registration table, all with incredibly bright smiles. Nothing can be done by one person alone and our BABSEA CLE staff really came together to work as a team.

In the future, we hope to see a day-long event with organizations coming from all over the Southeast Asia region; on-going panels with speakers on different access to justice topics; and a greater number of people from the public getting involved. Thank you to everyone who was part of the 1<sup>st</sup> Annual Access to Justice Public Interest Fair – here's looking forward to 2012!



## In Thailand: Running for Justice – and for the Laos Law Clinic

*By Souliya Vithonthai, BABSEA CLE Fellow, Laos*

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the race! I was very happy because I was the first Lao team member to cross the finish line. Another member of our team, Siguel, decided to go 'round again – he just wanted to run 20km and really enjoyed it!

When I finished the run, I was very happy because I ran with many foreigners and while I was running, I talked to them -- I asked them if they were okay or if they were tired. When we had all finished, we ordered pizza and soda and candy for a small celebration party. Our experience of running that day was really fun and we all bonded together because of it. The next day, we were very tired and our legs were very sore! I was awarded a certificate for completing the Trio – it is now in my cupboard and I am very happy and proud to have it.

For Trio for Justice 2012, I will train harder so that I can be Number 1! After completing the Trio, I have started to enjoy running more. Every day I practice for my health and so that I will do well in my second 10K run. Of course, I am also very happy that the money we raised by running is going towards a good cause: the first In-House Law Clinic in Laos. The 2011 Trio for Justice kicked off a very important year for the BABSEA CLE Laos team: we hope to open the clinic before the end of the year... and win the 10K race at Trio for Justice, November 11, 2012. Mark your calendars!

Mark your calendars

**Trio for Justice**

**11 NOV 2012**

I was very excited to take part in the Trio for Justice. I really like running – three times a week, I play football and I enjoy running around the stadium. To prepare for the event, I practiced running every morning and every evening in Laos before our journey to Chiang Mai.

In order to enter the race, I had to raise money for the entry fee. A whole team of us entered Trio for Justice, 11 student volunteers and staff from Laos CLE -- and each of us had to raise 100,000 Kip. This was not an easy task. I asked a lot of people, including the students at CLE, to sponsor me, but it was very difficult to get money for all of us because all of our friends and contacts are the same and so many of us were running.

All 11 of us travelled together to Chiang Mai. It was my third trip to Chiang Mai but for many of the students it was a "first", so we were all excited about going together. The first day after our arrival, we met great BABSEA CLE Chiang Mai volunteers and staff and walked around the "Old City". On the second day, we went to a workshop on supervising skills and interviewing clients with students from Chiang Mai University. The next day, we all participated in BABSEA CLE's first Access to Justice Public Interest Fair. We were proud to represent our work in Laos – and to meet many other people doing access to justice work or visitors interested in justice issues. The fourth day was race day, the big event for me!

We had not seen the running route before the day of the race. It was far away from Chiang Mai, in Sankampeang, about 1.5 hours out in the country. It was beautiful! And we had good weather, nice and cool.

We were all at the starting line for the race at 7 a.m., wearing our matching Trio for Justice T-shirts. The race took me about 40 minutes to complete – and I didn't run the whole time, sometimes I walked. I found it very hard, as it was the first time I had ever run 10 kilometres. All those times that I practiced in Laos I had never run over 5 kilometres. Imagine how happy I was to learn that I had come 4<sup>th</sup> overall for





innovative ideas for promoting social justice

## **The Global Clinical Movement and Spanish Hospitality in July 2011**

*By Bruce A. Lasky, Co-Founder/Director, Southeast Asia*

From July 11-15, 2011, the Global Alliance for Justice Education (GAJE) and the International Journal of Clinical Legal Education held their 6<sup>th</sup> Worldwide and 9<sup>th</sup> International Clinical Legal Education Conference. The joint Conference was hosted by the Institute of Human Rights, Faculty of Law, University of Valencia. Other local partners included the Legal Clinic at the University of Valencia; the Human Rights Institute Bartolomé de las Casas at University Carlos III in Madrid, the Legal Clinic "Dret al Dret" at the University of Barcelona, and CEDAT (Centre d'Estudis de Dret Ambiental de Tarragona) at the University Rovira i Virgili in Tarragona.

through new and existing university legal clinics. In addition to workshops and presentations, there were also site visits to local justice education projects.

### **BABSEA CLE's Major Role at the Joint Conference**

BABSEA CLE played a pivotal role in organizing the event, with BABSEA CLE Co-Director, Bruce Lasky being on the GAJE Steering Committee which helped to plan the Conference, as well as joining other BABSEA CLE team members assisting as program organizers.

organizing committee, BABSEA CLE team members participated in and presented on five social justice legal education panels, illustrating the work they have been involved in. These included: *The Use of Virtual Law Programs to Support Access to Justice Education Initiatives*; *A Study and Demonstration of Cross-Border CLE Collaborative Initiatives*, the BABSEA CLE Experience; *A Comparison of the Clinical Experience in Viet Nam and Nigeria: Lessons Learned and Applied Legal Research*; *Clinical Legal Associations*; *Building Local Capacity to Protect Public Health and Promote Social Justice Through Online Peer Education*.

### **Virtual and Real**

BABSEA CLE did not confine its presentations to mere physical presence: during the *The Use of Virtual Law Programs to Support Access to Justice Education Initiatives* presentation, we video-skyped in Tina Cockburn from Queensland University of Technology to present on our joint online clinical program with her university. Simon Rice from Australia National University, with whom we have a similar program, presented with us in person.

### **Street Law Highlights**

BABSEA CLE Directors Bruce Lasky and Wendy Morrish also worked as co-trainers with a seasoned team of international CLE Street Law Trainers from the USA, South Africa, the United Kingdom and Spain to deliver a full day Street Law training workshop to more than 20 participants from around the world. We had the honor and privilege of working alongside the legendary Street Law "gurus" Ed O'Brien, Rick Roe, David McQuoid-Mason and Richard Grimes.

*"I really felt that we personally, and our organization as a whole, had really grown up as I looked around at the amazing people we were partnered with. It was such an honor and experience just to be in the room with all of them at the same time, let alone train alongside them." -- Bruce Lasky*

The GAJE conference offered the opportunity for law teachers, law students, legal practitioners, jurists and social activists to acquire new ideas, models, and skills for the use of education to promote social justice. In a range of plenary, small-group, and workshop sessions, approximately 300 delegates from more than 40 countries explored Justice Education as a concept for presenting, discussing, and creating

BABSEA CLE team members, volunteers and partners from India, USA, Australia, Malaysia, Thailand, United Kingdom, Ireland, China, Cambodia and Indonesia came from around the globe to attend the Conference.

In addition to running around from early morning to late evening, trying to make sure the program ran smoothly and working with an incredible local





## GAJE Conference Themes

Conference sessions were organized in streams, some of which followed the GAJE theme ("Combating Social Injustice through Justice Education") and others the IJCLE theme ("Life, the Universe and Clinic: What questions does Clinic answer?"). The main streams under the GAJE theme were:

### ***Legal Clinics and Human Mobility***

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

### ***Legal Clinics and Socio-Economic Rights***

This stream focused on ways in which legal clinics can promote social and economic rights, such as the right to education, health, social welfare, etc.

### ***Legal Clinics and Environmental Justice***

This stream focused on social justice and environmental rights and the role of legal clinics in promoting environmental justice.

### ***Justice Education and Academic Institutions***

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

### ***Justice Education Initiatives***

This stream encompassed all new initiatives that focus on forming the new generation of lawyers for social justice, including developing professional ethics, standards for working with vulnerable populations, street law programs, community legal education, etc.

Prior to the Valencia conference, GAJE had organized five international conferences in India (1999), South Africa (2001), Poland (2004), Argentina (2006), and the Philippines (2008). To review reports from prior GAJE conferences, [click here](#).

The full program for the Valencia Conference and a list of all speakers, with links to session abstracts and short biographies of the speakers, can be accessed in the "6<sup>th</sup> Conference Details" on the website linked above.

IJCLE is part of the School of Law at Northumbria University in England. The annual IJCLE conferences serve as unique forum in which clinical educators from all jurisdictions can come together to discuss all aspects of clinical teaching and learning, to learn from one another and to share best practice. More information is available at: [www.ijcle.com](http://www.ijcle.com)



**Global Alliance for Justice Education**

***Achieving JUSTICE through EDUCATION***

## **Building Unities... Expanding Our Reach:** *HRBA2J-Asia 1<sup>st</sup> General Assembly in August, 2011*



BABSEA CLE co-sponsored and facilitated the Asian Consortium on Human Rights Based Approach on Access to Justice (HRBA2J) 1<sup>st</sup> General Assembly on August 2-4, 2011 in Chiang Mai, Thailand. Celebrating the theme of "Building Unities on HRBA2J and Expanding Our Reach," the General Assembly brought together government leaders, members of academia, and civil and social justice advocates.

The three-day consortium started off with a keynote speech from Mr. Ariranga Govindasamy Pillay, the former Chief Justice of Mauritius and current Chair of the United Nations Committee on Economic, Social and Cultural Rights. In his keynote speech, Pillay addressed the different issues surrounding access to justice in Asia and on an international scale.



Over the next two days, participants shared paper presentations on different access to justice issues in the region, such as population movements, cultural rights, climate change, approaches, instruments and mechanisms. Finally, the participants were given the opportunity to visit one of three different field trips: Wildflower Home, Best Friend Library, and a local Thai court.

Director Bruce Lasky said BABSEA CLE was thrilled to co-host HRBA2J's 1<sup>st</sup> General Assembly in Chiang Mai. "It was truly inspiring to be among such like-minded advocates to build a stronger support network," he said. "This opportunity allowed our organization to present to the Consortium our unique approach to clinical legal education." BABSEA CLE also conducted a workshop at the consortium, at which participants got to experience its interactive CLE methodology.



The HRBA2J-Asia is a network of national and academic institutions and civil society organizations in Asia working in the field of civil rights and/or access to justice. HRBA2J-Asia seeks to promote the application of its human rights based approach (HRBA) in the design and implementation of access to justice (A2J) programs by creating a community of practice through capacity building and advocacy.





## Australia, Cambodia & China

# 2011

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## **QUT/BABSEA CLE International Social Justice Internship Program**

*By Tina Cockburn, Associate Professor Queensland University of Technology Faculty of Law*

January 2011 marked the inauguration of the QUT/BABSEA CLE International Social Justice Program (ISJP). A team of nine undergraduate law students from the Queensland University of Technology (QUT), Brisbane, Australia went to Chiang Mai, Thailand. These students had the remarkable experience of making a real contribution to fighting the hardships and legal inequity in Southeast Asia while living and working in the region.

Participating students were enrolled in a QUT internship subject for academic credit -- the three-week BABSEA CLE intensive internship

program in Chiang Mai comprised the social justice placement component of the subject. Program activities included orientation, training and cultural studies; community legal education; research and curriculum development; community service; and self-reflection.

Week One enabled students to develop an understanding of the legal and social justice challenges of the region and gave them an opportunity to work in a cross-cultural office setting and execute projects that span across the region. During Week Two, students learnt how to communicate legal ideas and principles to a

varied audience in a variety of social forums and gained an appreciation of legal differences and approaches to social justice from around the world. In Week Three, students completed their projects, evaluated and reflected on their progress in learning how to implement change.

The QUT/BABSEA CLE International Social Justice program builds on the successful QUT/BABSEA CLE Virtual Law Placement program (VLP), which has provided over 30 undergraduate QUT law students the opportunity to contribute to the important work of BABSEA CLE virtually from Australia since the program was established in 2008. The VLP utilises online communication technologies to overcome barriers to participation in international social justice projects that are posed by distance, visa restrictions, expense, family responsibilities and financial hardship, while providing law students with authentic international social justice placement opportunities.

The ISJP was developed to facilitate an international social justice placement study experience that educates Australian law students by raising awareness and understanding of the need for the provision of pro-bono legal services in Southeast Asia. The aim is to foster a culture of pro-bono service and hence promote long-term contact and cooperation between Australian lawyers and Southeast Asian stakeholders to assist marginalized groups and individuals and improve access to justice in the region.

This aligns with the strategic initiatives of the Australian law profession's governing bodies and leaders, including Federal and State Attorneys-General, who have recommended that law schools should encourage and provide







***"It has been a great experience to complete work that will benefit communities in Southeast Asia and it was fantastic to see the completed combined draft of the textbook. I have really enjoyed working with my team under the supervision of Bruce and Wendy, and felt that I gained a lot from this placement."***

Elizabeth Nettleton QUT LWB422 VLP student 2011; QUT/BABSEA CLE ISJP intern January 2012

opportunities to law students to undertake pro-bono and social justice initiatives as part of their academic or practical legal training requirements.

The ISJP also contributes to QUT's institutional goals to facilitate international study experiences and provide opportunities for work-integrated learning and transitions into professional practice while building a sense of community and further developing alumni networks and partnerships. Students who undertake the ISJP are expected to present on their experiences to other students, thereby raising awareness of the need for pro-bono and social justice initiatives in Southeast Asia and fostering an ongoing interest and desire to participate in the ISJP and other international social justice programs.

After a competitive application process, six of the nine students selected to participate in the ISJP in 2011 were awarded funding to cover BABSEA CLE program costs and travel, which was sourced from a QUT short-term outward mobility

grant and supplemented by financial and in-kind contributions from the QUT Faculty of Law, with the support of the Dean, Professor Michael Lavarch, and Head of the Law School, Professor Rosalind Mason. Selection criteria included: interest in and/or demonstration of work experience in the area of civil rights, access to justice and community service; strong academic record; cultural awareness and sensitivity; and willingness to commit to the time requirements of the internship program. Previous experience with BABSEA CLE by completing the VLP was highly regarded.

Each participating student was required to fund raise and make a donation to a BABSEA CLE program. To enable greater participation by equity students, one funded place was reserved for a student in equity target groups (including Aboriginal and Torres Strait Islander students, students from low socio-economic backgrounds and regional/remote areas) and equity considerations were included in the selection

criteria. Equity students were especially encouraged to apply and the Faculty of Law provided additional financial support in the amount of \$1,000 to equity students. Over 50 expressions of interest were received from law students to participate in the ISJP and receive grant funding.

Feedback from participating students has been overwhelmingly positive. Students appreciated this unique opportunity to make a difference:

*Not only was I able to gain the practical experience I was expecting, but it also opened my eyes to the fact that there are less developed countries around the world that do not have a stable and developed legal system and lack clinical legal education to train lawyers. I feel very fortunate and proud to have worked alongside BABSEA CLE in an attempt to make a difference in the Vietnamese legal community and in the community as a whole, through my research reports.... I have affirmed my interest in social justice because of this experience.*

--Vinh Ho, QUT LWB422 VLP, 2011

In January 2012, a team of 13 enthusiastic QUT law students will undertake the ISJP, funded by a \$25,500 Department of Education, Employment and Workplace Relations (DEEWR) 2011 Study Overseas Short-term Mobility Program Grant. Catherine Campbell and I will join the students, funded by DEEWR and the QUT Law School. We are all looking forward to the privilege of working with the inspirational BABSEA CLE team in Chiang Mai!





I participated in BABSEA CLE's three-week internship in January 2011 with other law students from Queensland University of Technology, Australia. My expectations were to gain knowledge and experience, while contributing to the fight against hardships and legal inequity in Southeast Asia.

BABSEA CLE was an excellent introduction to volunteer work in social justice. It was invaluable for learning how to hold workshops and trainings, and an amazing opportunity to work in the region. I have learned to work as a team to effectively complete complicated tasks, and how to connect with international members of the team, despite language and cultural barriers. Being able to multi-task is essential, with clear communication skills being paramount to success. I have learnt a lot about how internships and legal clinics operate in Thailand, and have formed some excellent professional work contacts. I have bonded strongly with the BABSEA CLE team and know that my new friendships (here and around the world) will continue long into the future.

My best experience was working closely with a team and interacting with local people. Immersion week was a steep learning curve, as I became familiar with Thai culture, language and lifestyle. I found this all very interesting and enjoyed having the opportunity to spend time with Thai people. They were incredibly friendly and accommodating. If I were to do the internship again, the one thing I'd change would be to learn more Thai language. While I could get by and communicate on a basic level, I would have really enjoyed being able to have more in-depth conversations. Thailand is a remarkable environment, the internship was a wonderful experience... and I have also started to get better job opportunities back in Australia!

## **QUT meets BABSEA CLE**

*By Loginy Selvaraj, QUT Law Student, Australia*







## **Virtual Reality at Australian National University College of Law**

*By Simon Rice, OAM, BA LLB MEd. Associate Professor; Director, Law Reform and Social Justice. ANU College of Law, Australian National University*

In 2010, the clinic interns worked on three projects for BABSEA CLE: mapping legal education programs and university legal clinics that focused on people living with HIV, developing evaluation tools for the effectiveness of community legal education in developing communities, and investigating the benefits of

university teachers in Viet Nam being permitted to practice law in clinic programs. In 2011, the clinic interns worked on two projects for BABSEA CLE: investigating the feasibility of a youth justice clinic in Laos and preparing for a workshop on 'pro bono legal practice' for Vietnamese lawyers.

A significant development in the curriculum at the law school of the Australian National University in Canberra has been a 'virtual' clinic, offered in partnership with international NGOs as part of the law school's Law Reform and Social Justice Program ([www.law.anu.edu.au/lrsj](http://www.law.anu.edu.au/lrsj)). One of those NGOs is BABSEA CLE.

Students in the 'International Social Justice Clinic' are placed with BABSEA CLE as interns; what makes the internship a bit different is that the students never leave Canberra. The internship is done from a distance: the students are supervised electronically, using email, Skype, and the University's course website.

The students work in teams on current projects; they maintain logs, report regularly, and are assessed on their satisfactory completion of their tasks. Meanwhile, at the University, the students attend classes on topics such as project design and management; governance and culture in Southeast Asia; and international aid and development. They are assessed on reflective journals, class presentations, and a research essay on a topic related to their internship project.

**2012 pro bono project interns: Carolyn Skorupa, Julianne Tonini and Michael Brown**



### **Projects assigned to the 2011 ANU clinic interns**

#### **Promoting pro bono legal practice through legal clinics in Vietnam**

BABSEA CLE plans to hold a symposium for legal professionals in Viet Nam and others from Southeast Asia to promote pro bono legal practice. A background paper will:

- Investigate the situation of legal clinics and private legal practice in Viet Nam and/or Laos.
- Define pro bono legal practice.
- Explain the existence of a lawyer's ethical obligation to engage in pro bono legal work.
- Outline models for engagement in pro bono legal work.
- Describe how pro bono legal practice might be conducted in a Vietnamese and/or Laotian context.
- Describe how legal clinics at Vietnamese and/or Laotian law schools could promote pro bono legal practice.

The background paper will be supported by overheads, handouts and group activities for the symposium.

#### **Developing juvenile justice programs for Laotian legal clinics**

BABSEA CLE plans a research project with the Faculty of Law and Political Science CLE Program (FLP CLE) at the National University of Laos, exploring various models of clinical legal education programs. One of these is the potential of developing a juvenile justice clinic for street kids who are charged and detained in drug rehabilitation centres. The research has included:

- Investigating the situation of juvenile justice, street children and drug rehabilitation centres in Laos.
- Surveying and reporting on juvenile justice clinics internationally.
- Describing various models that may enable FLP to run such a clinic.

Research will be supported by overheads, handouts and group activities for a workshop with FLP CLE.

## The View from Cambodia: Help Your Neighbor, Help Yourself!

*By Vidjia Phun, Director, Pannasastra University of Cambodia Clinical Legal Education Program*

For the first time since 2007, I attended a CLE regional workshop – Viet Nam's 2<sup>nd</sup> National CLE Workshop, held last February in Can Tho. It was really useful and refreshing to get an update on the development of CLE in Southeast Asia. I was especially impressed with the development of improved curriculum and new materials: textbooks, lesson plans, even ice-breaking activities, and other vital resources that I can adapt for my own CLE teaching and management of the Legal Clinic office at Pannasastra University of Cambodia.

I was also pleased to observe the high level of enthusiasm and appreciation of CLE among Vietnamese law educators and students alike. I recognize that these are signs of a rich breeding ground for successful implementation of CLE.

The number of presentations done by instructors and students from various Vietnamese universities were an indication that although CLE started relatively recently in Viet Nam, there are many exciting and innovative activities, from an open mock trial held at a market to BABSEA CLE's work disseminating information to law faculties throughout the country, helping them implement CLE programs. During the entire week-long workshop, I was reflecting on the situation in Cambodia, where only two universities have clinics – and they rarely think about working on joint projects.

I began to feel that the recent development of CLE in Viet Nam and other countries could even surpass a clinic started in 2003-2004 in Cambodia in terms of activities. There is the component of an in-house clinic attached to overall activities of CLE programs at Vietnamese universities. This week of workshops pushed me; it motivated me: I want to find a way to set up an in-house clinic at our university.

### Challenges

Before I arrived at the workshop, I expected that my role would be working with other international and regional clinicians to prepare curricula for both community teaching and clinics, and I really enjoy that aspect of my work.

But when I was assigned to supervise Vietnamese students and instructors to help develop a textbook, I thought that would be a difficult task, given the language barrier and limited amount of time to work on it. And we did have some communication problems.



It was difficult to talk about the structure of a lesson plan, knowledge of substantive law, or even basic MS-Office and Internet searching skills. Some of the students had not yet mastered the basic laws and so had difficulty in developing proper content with an acceptable reference to substantive Vietnamese law. To be honest, I was really frustrated. I had to think about productive supervision. After a several tries, I stuck to two groups with whom I felt I could communicate sufficiently. The other groups were assisted by outstanding international clinicians with the assistance of Vietnamese interpreters.

Another challenge was that Vietnamese law embodies concepts of a Socialist legal system, and in developing exercises for a lesson, I encourage the team to create a scenario in which

learners can re-evaluate the law. In other words, what the law should be, not as it is. I sensed a feeling of resistance to my ideas. But in the end, both the teams I supervised completed a lesson plan each. Those lesson plans will be revised and improved as the textbook goes through its process, but I feel very happy and proud that a Cambodian CLE professor was able to come and share experience and expertise with the enthusiastic students of a burgeoning Vietnamese CLE movement.

And I am the first to acknowledge that the workshop was a learning experience for all participants, including me! I am sure the "cross-pollination" of new ideas and fresh activities that I brought back from the workshop will help CLE grow more in Cambodia, too.



## BABSEA CLE: My Mentors Take Me over the Bridge to Global CLE

*By Professor Xiaofeng Wu, Manager, Criminal Clinical Legal Program in China*

As I sincerely said to Bruce Lasky and Wendy Morrish, directors of BABSEA CLE, after our China Criminal Clinic Workshop in Sanya, China at the end of 2011, they have been the cause and the witnesses to my growth in the global CLE movement. They know how inexperienced I was when we met in 2010 and how much progress I've made. I consider them my mentors – without them, I would still be outside the CLE world.

In August of 2010, shortly after I took the job of Criminal Clinic project manager, my project grant allowed me to attend the workshop "CLE in Viet Nam and Overseas Experience" at Vinh University in Viet Nam. This was an amazing experience for me and a revelation: all the participants – students, teachers and trainers – were enthusiastically involved in group events concerning the topic of a certain element of CLE... and they were playing games! They were singing and dancing and drawing and talking and laughing! I was so surprised that these truly "alive" people were connected with higher education!

I had been a criminal law professor for 13 years, but I only knew how to lecture. Sometimes we might do case analysis or stage a mock trial, but there was not much interaction between the lecturer and students. Certainly, there were no brainstorming sessions or role plays or any kind of simulation in the classroom – it was always quiet and still. Just at this first workshop, encouraged and instructed by Bruce and Wendy and even the students there, I became aware of exactly what CLE and its interactive methods meant. It was my first experience of a CLE class – and I loved it.

Since then, invited by BABSEA CLE or arranged by my project grant, I have joined the CLE



Thailand workshop in Chiang Mai in November 2010 with Chinese clinician Prof. Wei Guiding from Beijing Forestry University; I have recommended Chinese clinicians Prof. Xu Shenjian from China University of Politics and Law and Prof. Meng Jun from Beijing Normal University Law School to attend the 2<sup>nd</sup> National CLE Workshop in Can Tho, Viet Nam in January, 2011, and attended the HRBA2J-Asia and CLE Workshop in Chiang Mai in August, 2011. I also invited Prof. Gao Yuexian from Sichuan University and Prof. Chen Jianmin, who is the general secretary of the China Committee of Clinic Legal Educators (CCCLE) to accompany me to the conference "Strengthening CLE in Viet Nam" in Hanoi in August.

### Going Global

For each of these events, I collaborated with my Chinese colleagues to prepare for their presentations and communicated with them for their reports after. Through these BABSEA CLE events, I not only learned more about CLE itself, but also about the CLE situation in China, as well

as in other countries. In September 2011, I attended the conference on CLE in Indonesia, where I gave my first presentation on CLE. It was not too bad! But having a lot of information to give in a limited time can make me tense. Bruce and Wendy not only encouraged me, they also gave me good advice on how to improve: such as keeping clear headlines, time control and controlling my speed of speaking English. I know they want to help me do better and be excellent!

Although China has developed CLE for more than ten years, in some areas it is still weak, especially in the area of criminal law. As the criminal clinic project manager in China, I had been looking forward to the day Bruce and Wendy could come to China to share their experience with my colleagues. They finally came in December 2011, to our Criminal Clinic Workshop in Sanya, China.

It was wonderful – they warmed up the participants with games on the subject of "passion, care and responsibility", and inspired us with their ideals of helping people. They taught us the strategy of making a three-year CLE work plan with the connection of the Three Virtues. Afterward, I received feedback from participants who said, "They are such inspiring people, and it was so interesting that the strategy they taught us is something around us daily, but which we have never used – and it is important and useful not only for our CLE work, but for all our other programs, even for life itself."

I was so fortunate that when I started my CLE project job, I had the opportunity to meet Bruce and Wendy and be connected with BABSEA CLE. It is because of that meeting that I am now a true member of the global CLE movement!





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## ILRC and BABSEA CLE: Promoting Clinical Legal Education in Indonesia

*By Uli Parulian Sihombing, Indonesian Legal Resource Center (ILRC)*

The Indonesian Legal Resource Center (ILRC) and Bridges Across Borders Southeast Asia Clinical Legal Education (BABSEA CLE) in Thailand have been co-operating to promote CLE in Indonesia. Cooperation includes information sharing in relation to CLE activities, materials and capacity building. Bruce Lasky and Wendy Morrish, Directors of BABSEA CLE, participated in the first conference on CLE in Jakarta, 20-23 September 2011. Supported by Open Society Justice Initiative (OSJI), the conference was organized by the ILRC, the Law School of Islamic University of Indonesia, Law School of Pasundan University, Law School of Airlangga University, Law School of Hasanudin University and TIFA Foundation.

At the conference, Bruce and Wendy shared their experiences in developing CLE programs in



Southeast Asia and showcased practical models of CLE programs. Their presentation was a helpful demonstration of the basic concepts of CLE and they taught the audience how to choose an appropriate model of CLE for use in Indonesia.

To disseminate the idea of CLE, the ILRC and BABSEACLE, in cooperation with the Law School of UNISBANK University, held a lecture on strengthening access to justice by developing legal clinics. The public lecture was held in

Semarang on 26 September, and was attended by law professors, legal professionals, law students and other communities. Following the lecture, ILRC and BABSEA CLE conducted a training workshop on how to set up a new clinic to be run by the Dean of Law, lecturers, the director of the clinic, and law students. Bruce and Wendy introduced new components of the clinic and teaching methods. The interactive teaching methods and participation-based training used in the workshops surprised the participants and inspired many law lecturers, who want to practice the same methods in their own teaching.

ILRC is interested in participating in the BABSEA CLE externship program and will be sending an Indonesian intern to Thailand to be trained in CLE. ILRC and BABSEA CLE are committed to continuing their cooperation in promoting CLE in Indonesia.



## Indonesian Legal Resource Center (ILRC) & Clinical Legal Education (CLE)

The Indonesian Legal Resource Center (ILRC) is a non-governmental organization that was established in 2006 and based in Jakarta, Indonesia. ILRC has the following visions and mission;

- To mainstream human rights and social justice into the legal education system in Indonesia;
- To bridge the gaps between Civil Society Organizations (CSOs), legal education institutions and the community/marginalized groups; and
- To encourage the involvement of CSOs, legal education institutions and the community/marginalized groups in responding to human rights abuses and social justice problems in Indonesia.

The following activities and programs have been developed in order to achieve these missions:

- Social justice mainstreaming at law schools in the Eastern Part of Indonesia through the joint publication of "The Road Map to Justice" (2009)– based on legal education reform; namely in the University of Cendrawasih in West Papua, University of Brawijaya in the city of Malang East Java, and the University of Airlangga in the city of Surabaya. The project has been done in cooperation with the Open Society Institute (OSI), which works with local communities to support justice and human rights. The Social Justice Road Map contains the next five-year plan (2010-2015), which concentrates on legal education reform in Indonesia, including the promotion and dissemination of CLE in Indonesia.
- ILRC has been endeavouring to incorporate social justice and human rights elements into the curricula of law courses, for example, the courses of Law and Philosophy and Customary Law.
- ILRC has disseminated and promoted CLE to legal education institutions by conducting a series of public lectures on CLE in several cities in Indonesia, a CLE national symposium in cooperation with Open Society Justice Initiative (OSJI), BABSEA CLE and other organizations and universities in Jakarta in October of 2011. Further, our organization has distributed publications from the CLE and Social Justice Journal, books and newsletters to relevant stakeholders.
- In the context of community legal teaching, ILRC is developing a paralegal network for fulfilling street children's right to legal aid. The network is being developed with the joint cooperation of law schools: the University of Trisakti in Jakarta, Parahyangan Catholic University in Bandung, Trisakti University in Jakarta, Krisnadwipayana University in Jakarta and Pelita Harapan University in Jakarta. This program provides opportunities for law students to visit and teach legal education to street children communities. The activity is being carried out in a practical and informative manner for the community. In return, law students who are involved in this activity receive a certificate of attendance.
- ILRC conducted a seminar and workshop at the law schools at the University of Parahyangan and Universitas Pajajaran in Bandung West Java, with the purpose of raising the issue of allowing legal clinics to represent marginalized groups before the court.
- And finally, ILRC will provide a fellowship for law professors who are interested in developing CLE to intern at BASEA CLE for a month in 2012.



## Present Challenges & Future Hopes – New In-House CLE Law Clinic in Vientiane, Laos

*By Phetmany Luangsichampa, Vice Head of CLE, FLP, Laos National University*

I am not a law professor. I studied in Manila, in the Philippines, at Miriam College for Girls, and lived there for a little over two years. I really enjoyed it – the people are very friendly, it was good for my English, the food is good and I believe my education there was better than it would have been in Laos. It was also very good for my professional life. I am an English professor at the Faculty of Law and Political Science (FLP) here in Vientiane. I came to CLE because the FLP Deans came to me – they wanted me to work in this position because I speak good English. Whenever foreigners come to visit the CLE program here, I am called upon to talk with them. So now I have two jobs: Professor in the English Department and Vice Head of CLE at the Faculty of Law.

I knew how important law is (my father was an international lawyer) but I knew very little about CLE before I began working here. The students learn by teaching: they go to remote areas in the provinces in the North and South of Laos to practice their skills. Since I've started working for CLE, I have gone with the students and I learn with them.

I am excited to be involved with CLE because we challenge ourselves. When we visit the remote areas, we sleep with the villagers, there is no electricity and the water is not clean. At night, students have to prepare their lessons by candlelight! That helps us understand how people live in remote areas and how they feel. Visiting these remote areas has been a new experience for me. I lived in a dormitory during my studies, but I have always lived in the city. It is no problem for me to travel to the provinces though; I enjoy it.

I have been at CLE almost a year now. During this year, the program has changed because, in addition to BABSEA CLE, more organisations want to work with us – such as Luxembourg Agency for Development Cooperation (Lux-Dev), the German Agency for International Development (GIZ) and Village Focus International (VFI). They asked to work with us because they want to support the students who work in the provinces teaching about trafficking, land law and other issues in our Community Teaching Clinic. Lux-Dev also supports general CLE program activities. For example, when we went to Chiang Mai, they helped fund our trip.

### Travelling To Thailand To Raise Money For Laos

Our recent visit to BABSEA CLE Chiang Mai was a very important trip for us. Our plan for 2012 is to expand and add an In-house Clinic to our Community Teaching Clinic (opened in 2008, also with BABSEA CLE's help). This was an ambitious plan; it will be the first such clinic in Laos, and we needed to raise the money for it. It now costs \$15,000 US a year to run the CLE office. We needed much more: our budget is \$5,000 to transform several small rooms into an office where at least 15 students will work. I think without BABSEA CLE helping us to raise funds it would take a very very long time to have the additional \$5,000. This is why BABSEA CLE dedicated its third annual Trio for Justice to raising funds for us, for our clinic.

I myself took part in the Trio for Justice by walking 5 km and we sent a team of six law students to Chiang Mai to take part in the Trio weekend events: the CLE workshops at CMU, the Access to Justice Public Interest Fair and the race itself. Some of us walked but most of the students ran in the 10K race. We all had to raise the money to go to Thailand and enter the race, but I paid my own way, 500 THB – because when I asked people to sponsor me, I found my students had already asked the same people!

The Trio helped us all learn new skills about fund-raising. We learned to be patient and we also improved our fitness. Fitness is important when you are carrying a backpack with everything in it to go to teach in a remote village. Also, while we were in Chiang Mai, we visited the clinic at CMU and our students attended workshops there on skills they will need in our clinic. In many ways, our new clinic would not be possible without our trip to Thailand and the Trio for Justice event last November.

### BABSEA CLE's Success Helps Build a Clinic

On our own, we raised a little over \$225. The Trio for Justice event raised over \$2,500, and BABSEA CLE has just told us that they will be able to support our clinic with \$6,000! This is because of their work and the additional financial support they received

from Freehills. Freehills (there is Freehills Foundation and Freehills Law Firm, both from Australia) have been very generous to us!

The Freehills Law Firm (Singapore Branch) helped raise money to "top up" the Trio donation and meet our proposed budget for the new clinic. The Freehills Foundation provides a grant to BABSEA CLE in the form of a one-year sponsorship of a Legal Fellow for the Faculty of Law and Political Science CLE Program in the amount of \$5,000 US. And last August, the law firm sent two lawyers to help train our CLE students on the skills of interviewing and counselling during the Asia Consortium Conference.

We just started work on the building at the end of 2011, so we don't have clients yet, but we have been training students and we are all looking forward to having a clinic with real clients.

To advertise the new clinic, we will make a brochure, post on the Internet, advertise in the newspaper, contact as many people as possible and tell our students to tell other people. We hope that everybody will be coming! We will try hard and the students will use their skills and organise their workload. This is the first time for everyone, so we are excited, but nervous too!

I am proud of my students – they are responsible for their work and they learn from each other through teaching together. I think this is a good thing for Laos – in the provinces they need good proper lawyers to help them. We have good lawyers here who understand and want to help people.

In a few years, we hope to plan for more in-house clinics across Laos – everywhere there is a law school. If possible, we want to send our students to university in Thailand, and my dream is for some students to go to Australia for their Masters or PhD degrees via scholarships. They can receive great training in other countries and then come back and help those less fortunate in Laos.

We will move forward for the development of our students, the development of CLE, and the development of Laos.





## Thip's Journey from Shy Student to Avid Access to Justice Advocate

*Thip Nouansyvong, interviewed by Catherine Gallagher*

The first thing you notice about Thip is that she is extraordinarily petite. The second thing you notice is how powerful she is – a strong leader, a champion for justice, someone with a fierce sense of determination that attracts others and encourages them to work together. It's truly not size that counts in Thip's world, but dedication and tenacity. She's immediately recognizable and known throughout the BABSEA CLE network because she has travelled quite extensively as a workshop trainer and trainer of trainers. And at the ripe old age of 24, she is mentoring other young lawyers.

In 2011, Thip took a team from Laos to Thailand to participate in BABSEA CLE's Trio for Justice events in Chiang Mai. She was a tiny mother duck to the group, a good friend to her colleagues from Thailand and Viet Nam, a very good trainer of interns, and great at demonstrating the lively Lao version of the "Chicken Dance." We decided to send legal intern Catherine Gallagher out to get Thip's story and share it with our readers.

### Why did you go into law?

I've wanted to be a lawyer since high school, when my friend's sister spoke of it and encouraged us to apply for law school. I thought being a lawyer would be a good job – I would make a lot of money and be very rich. I did not start out to help people, but to have a good life.

And I learned English, because a lawyer in Laos who speaks English can make even more money.

### How did you "find" CLE?

I started law school in 2004 and found CLE in my 4<sup>th</sup> year in 2007. One of my professors announced that there was a new activity for law students and they needed more students to come and help.

I asked for more information and the professor said it would help improve my study skills like reading, writing, talking and thinking about legal issues. It would help me to practice law and helping people would help me improve my speaking skills – I spoke too fast in Lao. I thought the program would teach me public speaking.

### What was it like being an intern when you first started?

I started as a CLE volunteer and there were ten of us. I was excited because Bruce, Wendy, Lao law professors and students from other schools came to our university to meet us. Bruce organized a workshop for us. I also felt a little shy. Before the workshop, I didn't understand what CLE was, but after the workshop I understood about 90% – still, it was a very new idea to me.

Shortly after that workshop, our group planned to do community teaching at the Drug Rehabilitation Centre in Vientiane. We would teach them about criminal law. This was my first time teaching the law – we planned a one-hour class but it only lasted 30 minutes! We were shocked it finished so quickly and we had to quickly think of another activity to do with the learners. I found that exciting – exhilarating really. We were students and we were teachers!

### How did you become a Fellow?

After being a volunteer in the CLE group and graduating law school, I applied to become a Fellow of CLE. A Fellow is like an assistant for a law professor. We help to train other law students who are volunteers. It's a progression from volunteer to intern to Fellow. At first, I wasn't sure I wanted to be one, because I didn't think it would be easy and you do have to speak English. Because of the language requirement, only three people from my class applied – everyone else was scared about the English. I applied and I was very lucky because I have good interview skills – I was interviewed by Bruce, Wendy and one other foreigner. We are paid as Fellows, but I also had another job as a computer technician.

### Is it very different, being a Fellow?

Very different, because we coordinate all the work in the CLE program. We decide what



communities to go to and what to teach; we discuss this with the law professors. We make a plan and then tell the volunteers where we are going and what they will do there. Law professors make the connections with the community leaders and then we coordinate the program.

I have been a Fellow for two years now. I have learned how to work with law students and professors and coordinate the CLE program. I have had the chance to go to Chiang Mai, Thailand; Phnom Penh, Cambodia, and Vinh, Viet Nam – three other countries! I take part in trainings and I also observe. BABSEA CLE pays for me to do this. I can't believe my good fortune. I really enjoy travelling and meeting new people, though I still worry a little bit about the need to speak English. It is easy in Thailand but the people are different. And of course I still love Laos best, as I can communicate easily here.

## **Is there a certain area in Lao society that you would like to help change with CLE in your legal professional life?**

I am most interested in justice for the Lao people in remote areas. I don't want the government to take advantage of them in terms of their land, home, food, property, work, etc. If they are not taught about their land law rights, then they will have nothing. We can change this by teaching people in the remote communities. It is very hard, because we have to work with the government and follow their policies – and some of their policies are just not right. A non-governmental organization (NGO) can help to change some of the government's policies, for example as Village Focus International (VFI) has done on forestry

law. We work with GTZ (a German NGO) on land law reform and they take our students to remote areas to teach about land law.

Another problem is human trafficking. There was in a village in Savanakheth and we taught there with the United Nations Office on Drugs and Crime (UNODC). More than 200 people attended. Human trafficking is frequent in that area, so I was happy we could reach them and that they were so interested. They had a lot of questions for us and some people cried when we told them about the human trafficking – they were thinking about their children who left for Thailand and now they don't know where they are. They were very worried that maybe their children had been trafficked.

When the law students come back from teaching the people in the remote areas they announce class by class to the other law students that they will give a presentation about problems facing local people. We multiply the effects of their community teaching: they present to over 100 people when they come back. This is a very effective way of showing many law students how they can help as lawyers in Laos.

## **Can you explain why as a young female law graduate in Laos, this is so important to you?**

Most lawyers and professors in Laos are men. I am very proud of myself for getting this far as a woman. I tell other young women that they can do what I've done – they don't need to be male to do this job. I like being a role model for them and encouraging them. There must be women doing this job or we will not be represented in the legal system in Laos.

When we choose volunteers at CLE we have a 50:50 male to female ratio, which is very important and progressive. It will take a long time before there is gender equality in Laos in the legal profession, but at CLE, men and women are paid the same salary.

## **Do you think your role as a Fellow will prepare you to become a better lawyer?**

My time as a Fellow has already helped me to become a good lawyer – I have so much experience and I know how to research the law and work with many different people from all over the world. Now I don't just study by books like at university. Now I know how the law affects people and how important it is to teach people interactively about the law. I now have better skills to talk to new people and I don't feel so nervous about working with clients or other international lawyers. Maybe I am not so shy now. I am an intern lawyer at the Lao Bar Association; I observe in the Court and I want to speak in the Court in the future.

## **Do you think you will continue to be involved in social justice activities?**

CLE opened my eyes to the situation of those less fortunate. Before, I only cared about being rich; now I want to help people. I want to be a part of setting up in-house clinics. To be a real lawyer, I need to be here and work with people facing real struggles in their lives. I could never have imagined teaching Lao law students and international BABSEA CLE interns myself two years ago and I'm proud of my progress -- but I don't want to be a law professor. I want to be a real lawyer, active in access to justice work.



## New Skills and New Opportunities

*By Pangthong Xayyavong & Yotxay Dalasack, Law Lecturers,  
Faculty of Law & Political Science, National University of Laos*

We both came to Chiang Mai for the first time in June of 2011 to attend classes at Chiang Mai University (CMU). We took classes in International Public Law, Human Rights Law and International Trade Law. We were supported by a Memorandum of Understanding (MOU) between Faculty of Law (FLP) and CMU to study and we felt very excited and privileged to have this opportunity.

When we arrived in Chiang Mai, we instantly loved it: it's a fantastic and beautiful city. The people we met in Thailand were very friendly and the people we met through BABSEA CLE and CMU helped us to achieve all our goals. We lived in the BABSEA CLE House, which was a very good place to stay, and because there were always lots of people around, we never felt lonely. BABSEA CLE Directors Bruce and Wendy and the staff really made us feel at home and part of the big BABSEA CLE family.

### Becoming English-Speakers

We had studied English before we went to Chiang Mai, but we had only studied reading and grammar – we did not have any speaking experience. BABSEA CLE helped us by providing English classes with interns from many different countries at the BABSEA house. Because of this, we were able to develop our English and become much more confident in our speaking ability.

In Laos, we don't meet many foreign people, but at BABSEA CLE we met people from all over the world. Before we arrived, we were worried about speaking English to foreigners, but over time, as our English improved, we really began to enjoy speaking English. We would have lunch and dinner together with the interns and practice speaking English as much as possible, to become more confident when speaking English. Now, even though we have left Chiang Mai, we still keep in touch with many interns from Malaysia, Singapore and Viet Nam.

Our experience at CMU was good but took some getting used to. Things were a bit different from Laos. The system of learning differed; in Laos we have lectures and then lots of different activities and demonstrations. In Thailand, they spend a lot more time on lectures and less time doing other



activities. We preferred the Laos teaching methods because when you have to spend a lot of time in lecture classes, it can be bit boring! Lectures alone are simply not as effective as activities and demonstrations as teaching tools. However, we really liked and appreciated the lecturers themselves, because they had a lot of experience and knowledge in the field of law.

From our experience at CMU, we understand how bored students may feel if we just use lectures to teach them. Therefore, in our classes, we try to make the lessons as interesting as possible and include lots of activities in the hope that the students will have more motivation to study – and remember more of what they learn. At BABSEA CLE in Chiang Mai, we also learned many new teaching activities; we spent some

time studying the Teaching Methodologies in the CLE manual. We never want our students to get bored and lose interest in class!

In Laos, Pangthong works with the CLE Clinic on the community outreach program. Yotxay is the leader of the community outreach group and at the beginning of each community outreach session he gives a speech about the purpose of the workshop and the importance of the workshop for the students. We have covered a wide variety of topics, including trafficking, criminal law, family law and land law and we always make the topic relevant to the audience so that they can benefit from the workshop. In Chiang Mai, BABSEA CLE helped us develop our teaching skills so that we could do better community teaching workshops.

### Meeting International Legal Experts and Access to Justice Workers

We, along with Mr. Manolin, a lawyer from the Laos Bar Association, had the opportunity to attend the Asian Consortium on Human Rights Based Approach to Access to Justice (HRBA A2J) held in Chiang Mai in August 2011. BABSEA CLE helped coordinate this conference, many NGOs attended and we both got to meet legal experts from over 20 countries. This Consortium was very important for us because we learned a lot from the presentations and gained experience and understanding from the event.

We both really enjoyed our time in Chiang Mai and at CMU; we learned many new skills and improved old ones, too. We shared some really

great experiences, like climbing a mountain to visit the temple at Doi Suthep – which was lots of fun but also very tiring. We also had lots of fun at the BABSEA CLE House International Cooking Night, and we got to try food from countries like Viet Nam, Thailand and Malaysia.

We would like to say a big thank you to BABSEA CLE for helping us improve our teaching, translating and English skills. This was the first time we had lived in another country, but we rarely felt homesick because everybody was so kind and friendly and we always had so many things to do to keep us busy. Now that we are back in Laos, we miss Chiang Mai and the people we met... and Chester, the BABSEA CLE cat.

### CLE and Community Teaching Workshop in Chiang Mai

*by Pangthong Xayyavong*

During our stay, a workshop on CLE and Community Teaching was organised. We both attended along with CMU students and BABSEA CLE interns. I was very excited when I was asked to help translate English to Thai for the students. It was very difficult at times, but I tried very hard to help. It was my first time doing this kind of translation and it really helped me improve my English and build up my confidence. Before I went to Chiang Mai I had started to study translation and when I returned to Laos my positive experience at the conference made me more motivated and inspired to study. In the future, I hope to be a translator for a conference organised in Laos. I especially want to help my faculty when we have a conference in Laos with foreigners.



## A Laos Law Student's Experience in Chiang Mai

*By Pavina Thephithuck, FLP CLE, Laos*



first \$5,000 from the "Trio" to my university's CLE program! Right now, we have a community-teaching program, but we want to have an in-house clinic with real clients, so this event was very important to us law students.

I was really happy that I was chosen to go to Chiang Mai, as I knew it was a good opportunity to build knowledge and gain experience on how to run a clinic. I travelled overland to get to Chiang Mai, first taking a private bus to Udon and then a public bus the rest of the way. The journey was 15 hours but it did not seem too long. The buses were faster than travel in Laos, and I was able to sleep or listen to music most of the way.

Arriving in Chiang Mai was very interesting, as I had never been there before. I liked the weather and found the local people to be very friendly. The BABSEA CLE house was very warm – everybody knew each other, they were all friendly and they all wanted to help in any way they could.

I found Chiang Mai University to be very different to the National University of Laos. CMU's library was a lot bigger and had a lot more resources. While they have more students and more teachers, they also have smaller class sizes. While I was at CMU, Professor Pannarairat Srichaiyarat, Director of the CLE clinic came out and spoke about how they run the clinic in Thailand. This was very informative and it was great to be able to ask questions.

The BABSEA CLE workshop was on supervising in a clinic, team management, office procedures and interviewing clients. We learned how to give advice to fellow volunteers acting as clients,

about problems, how to resolve disputes and minimize any bad feelings. We also learned how to interview clients and give them advice about the law. We got a lot of information and learned about many new things. We spoke in Thai and in English, but we didn't always feel we understood properly – we would have liked the workshops to go on even longer!

Of the entire "Trio" weekend, BABSEA CLE's first 'Access to Justice Fair' was my favorite event. We got to meet lots of different legal organisations and social justice groups (for example, Burma Volunteer Program and Wildflower Home), hear them speak and ask questions. It was interesting to find out about the work they do as well as how their organization is run. I also worked on our information table and answered questions about CLE and the CLE clinic in Laos. People were very interested to find out about how volunteers go out into local communities to teach the people about the law.

I was a little apprehensive about working on the information table: although I'd worked on one before at the National University of Laos, I'd certainly never worked on one in another country! Luckily, attendees understood that we were not native English/Thai speakers, and asked questions in simple language. This allowed us to answer them effectively and a good experience was had by all. I'd definitely like to work on an information table for BABSEA CLE again. And we all would love for everyone we met at the BABSEA CLE house in Chiang Mai to come to Laos; you could give further training to volunteers here, and besides, good neighbors should visit back and forth!

I'm a fourth-year law student at the National University of Laos, and in October last year, I was selected to be a member of the Laos BABSEA CLE team going to Chiang Mai for the Trio for Justice event. The Trio for Justice is an annual fundraiser to raise money to implement and support university-based CLE programs throughout Southeast Asia. Each year, the money raised helps support social justice causes throughout the region, such as migrant worker rights, the rights of people living with HIV, prisoner rights, juvenile rights, discrimination, the rights of stateless persons, access to health care, and the rights of transgendered persons and sex worker rights. But this year was special for the Laos team: BABSEA CLE pledged to give the





## Learning Life Skills and Legal Skills

*By Malaya students Ainnur Mardhiah Bt Wan Mohammed Azmi, Darnisa Abdul Jalil, Don Stiwin Malanjum, Muhammad Syafiq Bin Salleh, Ahmad Zuhaini Bin Muhammad Amin, Nur Iffah Izzati Bt Musa, Nur Husna Najihah Bt Mohd Roseli*

Our externship with BABSEA CLE in Chiang Mai was very exciting and interesting – even spectacular! We gained so much experience in only three weeks. The program exposed us to real Thai culture, tradition and lifestyle, in addition to teaching us about the Thai legal system. The skills we obtained are so enriching that, to talk about them, we've divided them into two categories: general skills and specific skills.

The externship taught us a lot of general skills, for example, about basic human skills. Living abroad for three weeks as a team with a limited amount of money, we couldn't help but learn that every activity carried out had to be cost-effective, both money- and energy-wise. Although we were only interns, the workload was not light: we had

tasks ranging from preparing lesson plans, to teaching at Wildflower -- the local single mothers centre -- to writing reports on workshops. Basically, our everyday life in Thailand was hectic. Therefore, to ensure our performance was cost-effective and energy-effective, we divided all our tasks strategically, so they could be done faster and better.

Another basic human skill we learned was communication. Interning for an organization that holds so many workshops meant we had to prepare presentations on topics as simple as prevention of HIV to as complicated as the effects of Free Trade Agreements on the spread of HIV/AIDS. Doing these presentations enhanced and polished our communication skills.

The preparation process mainly involved group discussions, which also improved our communication skills. Having discussions with group members of different cultures and backgrounds taught us how to speak in a way that was easy to understand. And, since BABSEA CLE is an international organization, we had an opportunity to work with law lecturers from Laos, law students and graduates from Thailand, and our fellow interns came from the United States, Australia, Canada, India, Singapore and the UK. Working and socializing with them also greatly improved our English.

As for specific skills, legal skills, we gained a lot of knowledge about the current state of Thailand's legal system. By doing law-related







tasks and attending numerous law-related workshops, like those on legal clinic and in-house consultation, we were able to identify pros and cons of our own Malaysian law. For example, we were told that in Thailand, although sex work is illegal, there is often no punishment of those involved in it. As a matter of fact, it is the most profitable sector of the economy. Moreover, the Thais have one unified and well-coded law that is binding on all citizens, whereas in Malaysia, we have two different legal systems, namely the civil legal system and the Shariah legal system.

BABSEA CLE actually has the same objective as the Community Outreach Program (COP) of our law faculty: empowering people with legal knowledge. Hence, as BABSEA CLE interns, we were able to learn how international community overcomes issues of citizens lacking legal knowledge and having poor access to justice. We were exposed to how developed countries overcome these issues with systematic and sustainable procedures. In addition, we were equipped with human psychology skills that are vital in the effort of achieving the COP prime objective. For instance, we were taught how to encourage people to share all the information needed by active listening. We were also taught the importance of having a lesson plan and incorporating interactive teaching techniques into our community teaching, so that our classes will not be dull and tedious.

We were also involved in the Textbook Project. This is an initiative to compile at least 60 legal lesson plans in an orderly manner. As a result of this work, we will be able to use the textbook ourselves, as a guideline for community teaching. This textbook is really important for COP. Furthermore, we attended two workshops, an In-House Legal Training at Chiang Mai University

and an International Debate Association (IDEA) workshop. These workshops exposed us to some basic skills necessary for our future law practices.

We were also sent to the King's Project – one of the many projects established by the King of Thailand, in this case, to build dams. The workers need to have 200 bags of dirt to make two dams. Our team of seven combined to fill as many bags as possible with dirt during our morning shifts. We were given a translator-guide, a Thai law degree graduate, to help us in communication. In his free time, he was more than willing to tell us the history of Thailand and discuss Buddhism, politics and culture. In the evening, we went to the local school to 'play' with the kids. The students were in grades 1-3 and ranged in age from 5 to 12. The school does not have enough supplies. All we could do to help was contribute our energy and time to share with them our knowledge and love.

For Wildflower, we made lesson plans and went to teach on topics like Family Law, Awareness of HIV/AIDS, and the importance to having citizenship status. This gave us a chance to meet less fortunate young women and share with them the little knowledge we had. The learners were excited to have us teaching them because we also shared our experience with them. Most of them were less educated than most of us – but they had far more life experience.

Those are the highlights of the projects and activities we joined during the externship. We definitely gained a lot; especially, to be more grateful and respectful to people less fortunate than us. The externship experience was very useful to all of us. We not only gained experience working with BABSEA CLE but we also gained knowledge closely related to our own Community Outreach program.





## Singapore, Thailand & Viet Nam

# 2011

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## BABSEA CLE Registers in Singapore!

*By Marie Lamy, BABSEACLE Team Singapore*

10 November 2011 marked the birth of Bridges Across Borders South East Asia Community Legal Education (BABSEACLE) Singapore Ltd. The idea of opening a branch in Singapore had been conceived the previous February. I am currently working in Singapore as a public policy researcher and I volunteered to coordinate the registration process. Over a period of six months, a team of former BABSEA CLE interns and current legal practitioners: Charis Tan, Yuet Min Foo and myself, along with Kevin Morley – who sits on the BABSEA CLE Board of Directors – worked hard to coordinate the registration of our social justice, legal education NGO in the Little Red Dot island.

Singapore is a dynamic regional hub for Southeast Asia – an obvious center for spreading BABSEACLE legal education initiatives.

Singapore hosts some of the best universities and law schools in the region – notably the Singapore Management University (SMU) and the National University of Singapore (NUS). Furthermore, Singapore is home to numerous quality law firms with legal professionals who are willing to work with us to improve social justice in the region. Notable examples are the leading Australian firm of Freehills and Drew & Napier, both of whom already work with and support BABSEA CLE's work. BABSEACLE Singapore is also looking forward to the possibility of signing Memorandums of Understanding with the NUS Law School and the Singapore Management University School of Law to expand BABSEACLE's network

### A New Regional Center

BABSEA CLE's Singapore base may eventually act as a regional office and coordination center for clinical legal education in the region. BABSEA CLE Singapore brings us closer to Singapore-based lawyers and law students who wish to further their knowledge of legal and social justice issues in Southeast Asia. And these lawyers and law students represent a potentially important

pool of volunteers for BABSEA CLE's activities throughout the region.

The establishment of BABSEACLE Singapore would not have been possible without the kind help of Joanne Khoo, Susan Tan and their team at Drew & Napier LLC in Singapore. Drew & Napier has an important pro-bono service through which it offered assistance in our registration process. We thank them for their hard work and support.

The Board of Directors for BABSEACLE Singapore are Bruce Lasky, Charis Tan, Yuet Min Foo, and Mahdev Mohan, Assistant Professor of Law at the SMU. We are looking forward to planning the CLE one-day roundtable with SMU's Asian Peace-Building & Rule of Law Program and the International Journal of Clinical Legal Education, to be held in March 2012.

BABSEACLE Singapore promises to be a great step forward for our organisation and we are excited to see it grow and supplement a wider network for the promotion of social justice in Southeast Asia.

## School of Law



## Building Bridges

*By Mubin Shah Ramazan, National University of Singapore, Intern 2011*



games with them. Often, our sessions would run over the allocated time and we had to 'force' the students to go home. I was sad to leave them, and extremely touched when the students presented us with hand-made cards as parting gifts.

### The Legal Work Begins

After our three weeks in Chiang Mai, the interns were despatched to the various BABSEA CLE regional offices. The real legal work had begun. I spent the next nine weeks in Hanoi, Viet Nam, with two other interns from America and Australia.

researched and worked on seven topics, including children's rights in Viet Nam, establishing partnerships with the community and time management skills.

Initially, I was afraid that I would not have enough time to research each topic thoroughly. Furthermore, as a Singaporean, I would definitely not be able to understand the Vietnamese laws as well as the professors who taught in the universities; yet these manuals were meant for these very same professors. However, through working closely with Vietnamese students and lawyers throughout the entire period, we managed to put together the first draft of the manual in eight weeks.

### Turnabout – Teaching Law Students

Lastly, throughout the internship program, we taught English to law students from the Trade Union University in Hanoi. This was very different from when I was teaching the children in King's Project in Thailand. It was challenging to develop lesson plans for the law students. We had to think outside the box to prepare lessons that would help improve their English, but at the same time stimulate intelligent discussion. We did not want our lessons to be one-sided; we wanted to learn from the students as well.

To that end, we discussed the different legal systems in the world and managed to have a discussion on international law and the International Court of Justice (ICJ). We did a case study on Singapore and Malaysia's resolution of Pedra Branca through the ICJ and discussed if the ICJ would be a feasible peaceful form of settlement for the conflict between Viet Nam and China over the Spratly Islands.

### Broadening Horizons

My summer internship with BABSEA CLE has been without a doubt one of the best experiences of my life. The internship allowed me to interact with law students from all over the world and also work closely with the legal fraternity of our Southeast Asian neighbour, Viet Nam. It helped me understand how a non-profit organisation runs and gave me a first-hand insight on international legal work. I was exposed to many different kinds of work and this has made me realise that there are many different options available to me upon completing my law degree.

I spent my summer vacation in the Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE) 2011 International Legal Studies Internship Program.

The internship program spanned a period of 12 weeks. During the first two weeks, I attended seminars and workshops with other international interns from America, Canada, Australia and France in Chiang Mai, Thailand. We grappled with many legal issues during these workshops, such as the plight of HIV patients in Thailand, the sex trade industry and the rights of transgender individuals.

The presence of students from all over the world added new and interesting perspectives to the discussion. Furthermore, as the only Singaporean in the Internship Program, I found myself often roped in to share my 'Asian' perspective.

### Village Life

Next, the interns were placed at different locations for a one-week immersion program. The aim of the immersion was to give us a first-hand experience of the lives of Thai families who live in poverty, and who find it difficult to access legal aid.

Five other interns and I spent a week in King's Project, Huai Lan, Thailand – a protected area encompassing a reservoir and nature reserve. While I was there, we helped the villagers plant trees and pick berries – and build a small dam!

In the afternoons, we taught English at a village school. This was one of the most fulfilling experiences I had during the internship. The students in the school were extremely excited to see us every day and were so eager to learn. During our week there, we taught them simple English words and phrases; and played many

As soon as we arrived, we immediately began working on a funding proposal to the United Nations Development Program (UNDP) to secure funds for BABSEA CLE to continue its work in Southeast Asia. This involved going through and collating spreadsheets of data, editing the funding proposal and discussing strategies and work plans for future workshops, seminars and setting up law clinics in Vietnamese universities.

We also got to work with Dr Chris Walsh, from the Open University in England, to write a research paper on the need for community legal education in Viet Nam and the importance of law clinics in the universities to improve the quality of legal education in Viet Nam. My task was to research on the development of legal education in Viet Nam.

During the internship, I also had the opportunity to travel to different parts of the country to help facilitate the workshops and seminars that BABSEA CLE conducts. I visited Hue University and it was definitely an eye-opening experience to compare the facilities at Hue with those of the National University of Singapore. However, I was very much impressed by the eagerness of the Hue law students who attended the workshop. They had just finished their examinations and the holidays were about to begin, but they all turned up punctually and participated actively during the workshop.

Another major component of the internship was researching and writing topics for two manuals that BABSEA CLE was producing for Vietnamese universities – one on community legal education and another on clinical legal education. In total, I



This legal internship would not have been possible without the generous grant provided by the Class of '84. As the internship lasted 12 weeks in total and required considerable expenditure for travelling from one country to another, the cost of the internship would have been a deterrent for me as it was quite expensive. The grant allowed me to take part in the program without having to worry about the financial burden the internship would have caused for my family, had I have had to pay the full amount for the program. Thanks to the Class of '84, I experienced possibly the best and most fulfilling summer internship ever.

Thanks to NUS who initially published this article  
<http://www.nuslawlink.com/2011-sep-students>



## MY REFLECTION

### My Amazing Awareness-Raising Time in Thailand

By *Huu Phuc Hoang, UWCSEA*  
2011, Singapore

"AMAZING!" is probably the first word that comes to my mind and also the most exact word to describe my Gap Year project at BABSEA CLE in Thailand. Every day, I did something significant, learned new things and felt lucky to be surrounded by hospitable and interesting people from different backgrounds with different perspectives. The experience not only gave me a better understanding of legal systems, developed my affinity towards legal work, crystallized my principle of contributing to society, but also offered me an extraordinary opportunity to meet and learn from amazing people.

I participated in the training for the law student interns, so I learned about Clinical Legal Education, which offers free access to legal advice and support to disadvantaged people and at the same time, trains better lawyers. I learned how to write up a proper funding proposal and organize a big fundraising event, which will, without doubt, help me in my future projects.

I also took part in the teaching lessons for single mothers at Wildflower Home, to share with them essential skills and knowledge to protect them through a better legal understanding and to help them get a good job. Moreover, I was in charge of observing the lessons to write a evaluation report to help improve the quality of the next lessons. I also helped two Lao professors and the local Thai team with English and computer skills. I was glad to see them become more confident after time, and also how my teaching skills were sharpened.

Being Vietnamese, I was able to work closely on funding proposals to the Vietnamese government, in-house clinic and community lessons for Vietnamese students, teaching curricula for marginalized groups in Vietnam: ethnic groups, migrant workers, etc. My efforts were rewarded by approved proposals and successful legal conferences in Viet Nam.

I was proud to be one of the representatives of BABSEA CLE to successfully present the organization at the MTV Exit concert, raising legal awareness, especially about human trafficking. It was a wonderful experience and I got to talk to other law NGOs presenting at the event.

I had a valuable opportunity to increase my cultural understanding through talking with local Thai people and interns from all over the world, the Malaysian cultural evening held by the Malaysian interns, the movie night every Thursday, hiking to Doi Suthep, and visiting lots of Wats (temples) and historical places. I learned more about Burma and organized a Burmese documentaries night with a guest speaker from the Burmese library.

All of this in one month. Words can't fully express how grateful I feel for this opportunity. I learned. I'm inspired. And I will act for a better world.



## **Training of Trainers in Thailand**

To keep up with the expansion of CLE programs in Thailand's universities; BABSEA CLE, together with CLE Foundation, initiated a needs assessment at the beginning of 2011 to gauge the level of support on CLE methodology and program implementation needed by each university. BABSEA CLE Directors Bruce Lasky and Wendy Morrish and CLE Foundation Director Don Wannarat visited CLE programs at Payap University, Mae Fah Luang University, University of Phayao, Chiang Rai Rajabhat University, Lam Pang Rajabhat University, Mahasarakham University, Northeastern University, Muban Chombueng Rajabhat University, Thammasat University, Ramkhamhaeng University, and Sripatum University.

This was followed up with a series of Training of Trainers workshops and CLE materials and resources. One of the most enthusiastic groups BABSEA CLE and CLE Foundation met on their tour was at Muban Chombueng Rajabhat University (MCRU), about two hours outside Bangkok, where 90 students attended an "Introduction to CLE" workshop. Just two months later, we were back to help CLE Director Nashayagal Rattana vorragant open the university's Community Legal Clinic! (see article *"Teaching Law Students and Serving the Community"*, page 33) It's an in-house clinic and they also do community teaching. One of the communities they provide support for is a refugee camp on the Burmese border and MCRU law students have also been teaching and learning land law as it relates to the two provinces in which they are responsible for ensuring that development respects local traditional culture.

In April of 2011, BABSEA CLE and CLE Foundation presented a five-day CLE Skills Workshop at the University of Phayao, with 62 participants from seven universities, two local non-governmental organizations and one local government representative. The participants included law professors, law students, developmental officers of government and non-governmental organizations and volunteers. It was during this five-day workshop that BABSEA CLE had their first activity with the IDEA organization, which teaches debating skills.

Law professors from Mae Fah Luang University who had attended the CLE Skills Workshop at the University of



Phayao subsequently asked BABSEA CLE together with CLE Foundation to come to their university to do a workshop. This led to meetings with the Dean of the Law Faculty, Assoc. Prof. Dr. Apirat Petchsiri, to discuss ways of implementing a CLE course and developing curriculum at the university. Less than a year later, Mae Fah Luang University is ready to offer an accredited CLE course in 2012.

Chiang Mai University, the first CLE group in Thailand's new CLE network, supported four workshops in 2011, focusing on clinic supervision and interviewing skills. Attending these workshops were their own students, BABSEA CLE externship participants from Malaysia, Viet Nam, Laos and Australia, as well as visiting Laos law students and lecturers.

Each workshop directly built on the teaching of the previous training, with the last training held in

conjunction with the Access to Justice fair and Trio for Justice event in November 2011.

Holding successful workshops has enabled universities from every area in Thailand to establish or strengthen their CLE program with the goal of having these CLE activities become an accredited course in their law faculties. These universities want to train the future lawyers of Thailand to work for social justice.

With such ambitious CLE goals, many of the Thai universities are anxious to have more training to support their activities. As many of these CLE programs are new, training is essential to make sure law professors, students and the community at large are all made aware of the CLE pedagogy, as well as the benefits and challenges of having an accredited CLE course included into a law faculty's activities.

To accommodate the requests for more training, in 2012, BABSEA CLE and CLE Foundation will facilitate placing international clinicians with some of the partner universities, as well as offering two CLE legal fellowship positions for CLE graduates. These people will hold training workshops and work closely with the CLE programs to support and train on "best practices" and "lessons learned in establishing accredited CLE programs".







## Teaching Law Students and Serving the Community

*By Nashayagal Rattanavorragant, Director, Community Legal Clinic,  
Muban Chombueng Rajabhat University (MCRU)*

Rajabhat University was created by the government in 2004, and given a mission to do research to support sustainable development in two neighboring provinces, to provide education to students and educational services to the community – and to fulfil this mission while preserving local Thai culture.

Because we have responsibility for Ratchaburi and Samut-Songkhram Provinces, we must also consider the management and sustainability and other environmental factors of development projects that affect the National Forest and other natural resources.

These obligations make Rajabhat University different from other universities in Thailand. In the Law Program, we realize these obligations by providing legal support to the local community. You can see that the intersection of our mandate to do research, to educate and to provide educational services to the community is exactly where CLE comes in – it is where we meet all three requirements.

Of course, our CLE program aims to educate both students and community members. We also aim very high academically, to teach best practices for professional research and to teach students to be able to pass on this research -- to pass on knowledge and technological development to the community, in a way that preserves the art and culture of the people.

In 2011, the CLE program became part of an accredited course and now operates its own clinic. Students may volunteer to work at the clinic or they may register for credit in the CLE course and work in the clinic. Collaborative teamwork is an essential part of the clinic experience for law students, whether they are volunteers or enrolled in the course.

The legal clinic provides legal advice, community teaching and legal aid to the people of Ratchaburi and Samut-Songkhram Provinces. Our work can involve problem-solving with community members and government ministries. We are always working toward the integration of education management, academic services and

research, in order to provide the highest benefit to our students, professors and society.

MCRU's Community Law Clinic has grown a lot in a short time, with over 50 students currently in the program. We are grateful for the support we have received from the MCRU Faculty of Humanities and Social Science, the Department of Peoples' Rights Protection and Legal Aid, Ratchaburi, the Ratchaburi Provincial Court, Ratchaburi Civil Court, Provincial Ratchaburi Police, and local administrative sectors and schools – all of which enable our Law Clinic to serve the community to the best of our ability.





The BABSEA CLE Legal Studies Externship Clinic is designed to give international law students the opportunity to work in and be exposed to the social problems that countries in the region face today. In their placements, they work side by side with law students from Thailand, Laos, Cambodia, Viet Nam, Malaysia, Singapore and Indonesia.

In the summer of 2011 (May-August), 17 law students from six countries (Australia, Canada, France, Singapore, UK, USA), joined with regional CLE participants from Viet Nam, Cambodia, Thailand, Malaysia and Laos to support the projects in the Clinic, based initially in Chiang Mai, Thailand.

The students attended training workshops during their first two weeks; workshops designed to give them a better understanding of current access to justice issues in Southeast Asia. They also took Thai language lessons, giving them an important skill, not only for their personal and professional development, but to better equip them for observing social justice issues in Thailand, give them a deeper understanding of Thai culture – and prepare them for "immersion" week.

During their one-week cultural immersion, students were assigned to home-stays in a rural community to further their understanding of the culture from a traditional Thai family's perspective. On their return, the students shared their personal experiences, the difficulties they encountered, how they overcame any problems and essentially, what they had learned.

The longest part of the clinic was a seven-week placement in either the Chiang Mai office or one of BABSEA CLE's regional offices, where the students worked with the local staff – by this time, the students were confident team members, capable of making a meaningful contribution to local projects.

For the final section of the Clinic, the students returned to Chiang Mai for a collective debriefing to share their experiences and overall perspectives. Generally, they reported they had been faced with new realities that they had previously ignored. Their world views had been transformed and they had gained a more global perspective about the law as a mechanism for social justice. Moreover, the Clinic had given participants an unprecedented opportunity for global networking with people with similar ideals and goals. In only a few months, the 2011 summer interns had formed relationships that will enable them – now and in the future – to build bridges across borders throughout the world.

## **BABSEA CLE Legal Studies Externship Clinic** *By Pimtida Makar, Externship/Volunteer Coordinator, BABSEA CLE*





## **MY REFLECTION**

**My Experience Changed My  
World View**

By Rachel Tritter, USA, Intern 2008

As I stepped through the sliding glass doors of Chiang Mai airport exhausted from a 36-hour trip across the world, I stepped into another world of thick, humid air smelling of tropical fruits, street food and smog. The sense of wonder, awe and fear that I felt on arrival in Thailand never quiet subsided, and in the three months that followed I learned more about myself, the world around me and others than I ever thought possible. Thailand was a world away from my home near Boston, and one that definitely took some getting used to. Learning to live in conditions that didn't require a ski jacket was difficult enough, but the addition of "squat toilets" and the need to bargain for anything and everything made for an interesting first few weeks.

As a BABSEA CLE intern, I spent most of my days working in the office with students from Chiang Mai University and my fellow interns to develop comprehensive CLE lesson plans. However, unlike my previous internship experiences, with BABSEACLE I was able to conduct my work while learning about the culture around me and seeing my lessons in action. We spent time learning beginner language skills, cooking, meditating with monks at the local Wat (Temple), and volunteering in orphanages and villages in the area. We spent a week living with host families teaching English in a local village, and we travelled overland to Cambodia for nearly a day and a half to monitor the 2008 elections.

The most memorable moment of my trip, however, was the time I spent at the Chiang Mai Women's prison. The work I did with BABSEA CLE was primarily focused on prisoner's rights, and when the opportunity arose to teach the lessons I had developed in prison, I jumped at the chance. Unexpectedly, when I entered the prison gates and proceeded to the classroom, I was met by the eager, smiling faces of 35-40 young women. They all followed the lessons with a sense of excitement and gratitude that I had never witnessed before or since. I left the prison that day with two special gifts: a small hand-made paper mache' pig given to me by the prisoners and sense of accomplishment greater than I can describe. That day I realized that the work that I, and all the people at BABSEA CLE, was doing was not only important, but appreciated. The people we were trying to help wanted us there, wanted to learn, and truly valued what we were trying to do. This immense appreciation for legal education has been my driving force since that moment, and the smiling faces of the women at the Chiang Mai women's prison have forever altered the way I view the world around me.



## Workshop Wonders

*By Lauren Donnison, Winter Legal Intern from the UK*

During our first week as interns at BABSEA CLE we did a week-long training program at the BABSEA CLE house in Chiang Mai. This was conducted by the Laos team, Thip and Souliya, and the Vietnamese team, Ivy and Hien. On the first day we did a really fun scavenger hunt around the local neighborhood. This helped us to get to know the other members of our team, to find our way around, and learn to work as a team.

Ivy taught everyone the chicken dance, which she uses as her form of punishment for those who fail to do work on time. We had lectures about the different projects that BABSEA CLE are running in Thailand, Vietnam and Laos. These were very interesting and helped us all get a clearer picture of how BABSEA CLE works across the region and how valuable our work as volunteers would be.

We did some really fun activities on lesson planning. We had to prepare a lesson plan in small groups and then teach one of the activities we had prepared to the rest of the class. This was very amusing and we all had lots of laughs. We learned some really useful skills and techniques that will be very helpful when we go out and do some community teaching.



We spent a day learning about editing, which was kind of dull, but we were convinced by Hien and Ivy that this training would be vital to our role as interns because we will spend time working on the Vietnam CLE manual – a very important manual that will hopefully be used for law students in Vietnamese universities.

It was a fun week and we learned a lot about BABSEA CLE. We made some great friends and we were all really excited about the next 11 weeks ahead of us.

### MY REFLECTION

#### Working for BABSEA CLE

By Chulaluk (Mu) Chakkawan, Thailand



I worked at BABSEA CLE in Chiang Mai for four months at the beginning of 2011. While it was a short time, it was a really good experience and I learned a lot.

I found out about BABSEA CLE through my friend Pim, the Intern and Volunteer Coordinator. I visited her office on several occasions to meet interns from other countries. I went with them to help translate at Wildflower (a home for young single mothers), to Mae Rim Primary School (where they were teaching English) and to a prison (where they taught English and legal rights). I was fascinated by the work they were doing. I applied for a position and was accepted into the program.

On my trips to Wildflower, I was able to teach and translate lessons for the Vietnamese interns. We taught English, legal rights and life skills. This was very challenging, as it not only involved preparing a lesson plan beforehand, but then being able to adapt and communicate it. The mothers at Wildflower speak a variety of languages, all at differing levels of competency, so I had to learn to communicate using pictures and acting.

When teaching CLE, the learning is very much two-way. While we went to Wildflower to teach the mothers, we found that we too were doing a lot of learning. We gained incredible insight into the issues faced by young single mothers; we learned to write effective lesson plans, to multi-task and to think on our feet; and we developed valuable communication skills.

I was very happy with my experience at BABSEA CLE and am grateful for the support I was given. *Kop Kuhn Kar!*



## Immersing into the Culture

*By Shaan Bajwa, Winter Legal Intern from Melbourne, Australia*



Immersion week is where interns are placed with marginalized families in rural areas. The aim is for interns to develop a better understanding of Thai culture and awareness of issues faced by these communities. I was placed in Mae Rim, 40 minutes north of Chiang Mai. From Australia and having little experience in social justice work, I was quite keen on experiencing the lifestyle of the locals.

On the red truck ride to Mae Rim, I was a bit nervous as I had no knowledge of the family I would be living with. My first impression of the family's house was that it looked like an oversized tree house surrounded by a tropical garden. It far surpassed my expectations of a marginalized family's home. A 14-year-old named 'Cat' came to greet me. After saying good-bye to the other interns, I turned back and realised that Cat had disappeared. I felt lonely and lost; I had no knowledge of where I was, I was in an area where I would have difficulty communicating and I had no idea if there were other people at the house.

I walked into the house and Cat found me. She took me to her mother, Chatay, who was warm and inviting. Chatay had been studying law in Chiang Mai University when she was hit by a red truck near Doi Suthep after a festival. Her husband had not survived the crash and she had lost sight in one eye while suffering from minor brain damage. After the accident, Chatay raised Cat by herself and was advised by a doctor to discontinue studying law. She then studied English in Chiang Mai, which made communicating with her considerably easier than with other host families.

There was another girl staying at the house, Pim. It was difficult to figure out how she was related to the family. After numerous questions and constantly referring to dictionaries to help with translating, I discovered that Pim's father was in

prison and that her mother had remarried, leaving Pim with Chatay. I was shocked that Pim's mother would abandon her and quickly realised that although I was comfortable staying in Chatay's world, it was a life I was not accustomed to.

In the afternoon, I accompanied Chatay to the market and helped her set up a small stall to sell fruit. The atmosphere at the market was a bit awkward in that the other fruit sellers and a lady at a fish shop stared at me with open curiosity. When I realized that Chatay would only be able to make 50 baht (less than AU\$2) in the day, I felt very spoilt and embarrassed thinking about the amount of money I would spend on a meal in Australia. Despite making such a small amount, Chatay would give a bag of fruit away if one of her 'aunties' walked past her stall.

When Chatay was not selling fruit, she worked as a tailor at her home. While I was staying with her, I only saw two of her clients and believe that tailoring would not have significantly contributed to her income. Chatay was able to support her two children and mother, none of whom could contribute to the household income.

On our second day, we began to teach at Mae Rim School. Our first lesson went smoothly. However, it was a challenge to teach the subsequent class of 25 six-year-olds. The teacher of this class sat outside and the students used the lesson as playtime. Teaching this class

was exhausting and only a handful of students benefited from the lesson.

In the afternoon of the third day, we went to the market, where I recognized the fruit sellers I'd met before. I also met some students from school. Walking through the marketplace, I no longer felt awkward. No one was staring, instead they were smiling as if they recognized me, too. It felt as though they had accepted us as friends of their community.

In the evenings, we played basketball with the students. Their English was very poor but we managed to communicate without words. This was a very rewarding experience. After basketball, I would return home with my host students to help Chatay prepare dinner; usually consisting of stir-fry or soup and rice. Preparing dinner would turn into cooking lessons with frequent tastings and simultaneous nodding of our heads while smiling with exchanges like: 'Aroy?'... 'Aroy!' (aroy = delicious). Cat and Pim would be in charge of pounding soybeans so that Chatay could make soymilk for breakfast. Once dinner was ready, I would call 'KIN KHAW' (dinner is ready) and the girls would run back to the kitchen.

I think the immersion experience was beneficial in that experiencing the lifestyle of a marginalized family and teaching in a rural school had a far greater impact on my perspective of their world than simply reading about it would ever have had!



## MY REFLECTION

**UWCSEA Gap Year Program,  
Singapore**  
Nicolette Meyer Ruimin,

My two months as a volunteer at BABSEA CLE Chiang Mai was a time of rich growth in terms of learning new skills, self-discovery and reflection. When I first signed up for the program, I never expected how diverse my jobs – or rather, "projects" – would be. From helping to organize the Trio for Justice event to teaching at MPlus+ to watching a CLE session at Wildflower Home, I was involved in many different aspects of the organization.

These different experiences allowed me to learn more about myself and I was constantly surprising myself: who would have thought I was able to design anything from T-shirts to award certificates? That I would be running around Chiang Mai trying to find the best bargain for printing those T-shirts for the Trio, with my limited vocabulary of Thai? Or that I was capable of entertaining a rowdy class of 7- to 8-year-olds for a whole hour?

One of my most poignant experiences was of course the teaching at Mae Rim School. Every Thursday, I was greeted by a sea of smiles and the enthusiastic eyes of my young students. They were the ones who most enriched my stay in Thailand, who taught me the great gift of education that so many of us take for granted. I took great joy in planning the lessons for the little ones, from learning to sing "The Wheels on the Bus" for the kindergarten children to preparing vocabulary games for the older Primary 3 pupils. I will remember forever the children and teachers who were some of the kindest people I've met so far in all my travels.

I hope to return one day to that little village school... to sit in a red truck and drive through the countryside to finally see the white walls, the one-story school buildings, the students and teachers dressed in "scout" uniforms... and teach those eager children again.





## **BABSEA CLE Blooming at Wildflower**

In 2011, CLE Foundation Director and BABSEA CLE team member Naruedol (Don) Wannarat gave a series of CLE classes to the residents of Wildflower Home outside Chiang Mai, Thailand. Wildflower provides safe shelter, education, health and other services to young single mothers who are either pregnant or have young children.

The young women need educational support to help them move from crisis and poverty to steady jobs or continuing education after leaving the Home. The BABSEA CLE classes were specially designed to familiarize the young women with basic rights and practical law issues that may be useful to them in their everyday lives. Some of the women come from ethnic minority and small village communities and have been expelled from their traditional communities after getting pregnant; pregnancies that may be the result of rape or non-marital relationships. Some were victims of domestic violence and incest. The BABSEA CLE classes at Wildflower aim to empower these young women, giving them skills and knowledge they will use in the future.

"Our workshops give them tools to protect themselves and their children," says Don. "Some of the topics we talk about may be complicated and the educational level of the woman may be low. But when I have checked to see what they've learned – for example, by drawing

pictures of what we mean by "Gender Inequality and Sexual Harassment" – I have been so impressed by their understanding – and their desire to learn more. It's been one of the most rewarding teaching experiences I've ever had... I've learned a lot!"



### **MY REFLECTION**

#### **Summer Intern Reflection**

Sunny Jeong, USA, Summer Intern 2011  
Juris Doctor Candidate, 2012  
William S. Boyd School of Law  
University of Nevada, Las Vegas



The strongest memories I have from my internship come from the close bond I made with the BABSEA CLE family. I made unforgettable Australian, American, Vietnamese, Laotian, Cambodian, and Thai friends, and I still keep in contact with them. I especially enjoyed immersing myself in the Thai culture with the help of local staff and language lessons. The staff was always available to answer our questions as to what is polite and what is rude in Thai culture. Some of them even took me out to see different scenes of Chiang Mai, such as university culture, popular culture, traditional culture, different religions, and so on. I personally worked with a local gay and transgender community, so I got to experience their cultures as well.

The language lessons were vital to my life in Chiang Mai – I was able to give directions to my house, bargain in the markets, and converse with neighbors, all of which allowed me to be more easily accepted in the community. The conversational skills especially helped when I stayed with a Thai family for a whole week.

Working with a not-for-profit organization in a new country taught me how to be flexible mentally, emotionally, linguistically, culturally. I learned to work with various resources and limited financial resources. A lot of times, I had to think how to stretch my baht the farthest so I could help the most people and I had to be brave enough to ask for help from others.

These lessons translated to my next externship with Legal Aid Center of Southern Nevada, a non-profit organization here at home. The director of this organization is excellent at fundraising and I am learning a lot from her. Also, I am continuing to pursue the passions BABSEA CLE helped instill in me – Community Legal Education and practicing law. After this externship, I hope to be employed at the Legal Aid Center of Southern Nevada, and then eventually expand my career internationally.



## CLE and Debate: an "IDEA" Whose Time Has Come

*By Tue Phuong Nguyen, CLE Project Coordinator, Viet Nam*

2011 marked an innovative milestone in the further development of CLE and access to justice in the Southeast Asia region. This was the year BABSEA CLE and the International Debate Education Association (IDEA) began working together to introduce and integrate debating skills – methods and techniques – to strengthen university CLE programs.

IDEA's mission is to develop, organize and promote debate and debate-related activities in communities throughout the world and, with over ten years of experience, we thought they would be the perfect partners to work with BABSEA CLE and our partners.

Direct participation in public life is a core democratic governance issue. The quality of civil society engagement in public affairs depends on the public's awareness of issues of rule of law and access to justice, and on the public's engagement and capacity to advocate for change. Debating is a participatory educational methodology that raises participants' awareness of democratic governance issues, while at the same time strengthening their advocacy capacities.

Based on this shared concept, BABSEA CLE and IDEA worked throughout the year with CLE university partners in both Thailand and Viet Nam to hold a number of debate training workshops. Beginning first in April at Phayao University in Thailand, debating workshops continued until almost the last day of 2011.

These included not only Thai and Vietnamese participants, but, following the common practice applied by BABSEA CLE, also involved international legal interns and law lecturers from Laos, Malaysia, Singapore, Australia, the USA, France and Britain.

The content of the workshops included the uses of debating skills, an introduction to the format of a formal debate, the elements of debates and how to prepare for a debate, as well as a chance to practice these skills by having a debate at the end of the workshop.

With the arrival of 2012, the goal of BABSEA CLE and IDEA is to further integrate debating skills deeper into CLE programs in many partner countries, to both individually develop the skills of the students, as well as to increase access to justice and empower communities throughout the Southeast Asia region.

**"Debate is an important activity not only for personal development, but also for cultivating the skills necessary to be an engaged member of society. The evidence shows that debaters are better public speakers, better students, and better critical thinkers. The ability to come together and debate public issues is a valuable skill for people everywhere today."**

--Alex Dukalskis, Executive Director, International Debate Education Association (IDEA), USA

On December 27, with the additional support of the United Nations Development Program, the international business corporation, IBM, and the SB Law Firm, a Critical Reasoning and Debate Workshop was held at the IBM office in Hanoi.

Participants included law students and lecturers from Vietnam National University, National Economics University, Trade Union University, Hanoi Law University, National Academy of Public Administration and Hanoi Open University. The participants were an important resource and made a significant contribution to the success of the workshop.

This workshop focused on three main components: How to think and reason critically, how to prepare a speech, and how to make an outline. We then had an opportunity to practice debating on a contemporary topic, in this case, "Globalization and The Poor". The contents were effectively conveyed through the use of CLE learner-centered methods and interactive teaching. Participants were strongly encouraged to actively engage in presentations, group discussions, group presentations, arguing and debating.



*I really enjoyed the workshop: I learned how to conduct a debate in a professional way, as well as how to prepare for a debate, all of which was very new and interesting to me. – Tue Phuong Nguyen, BABSEA CLE Viet Nam Project Coordinator*



## Training Materials on HIV and the Law in Viet Nam: Overcoming Challenges the BABSEA CLE Way!

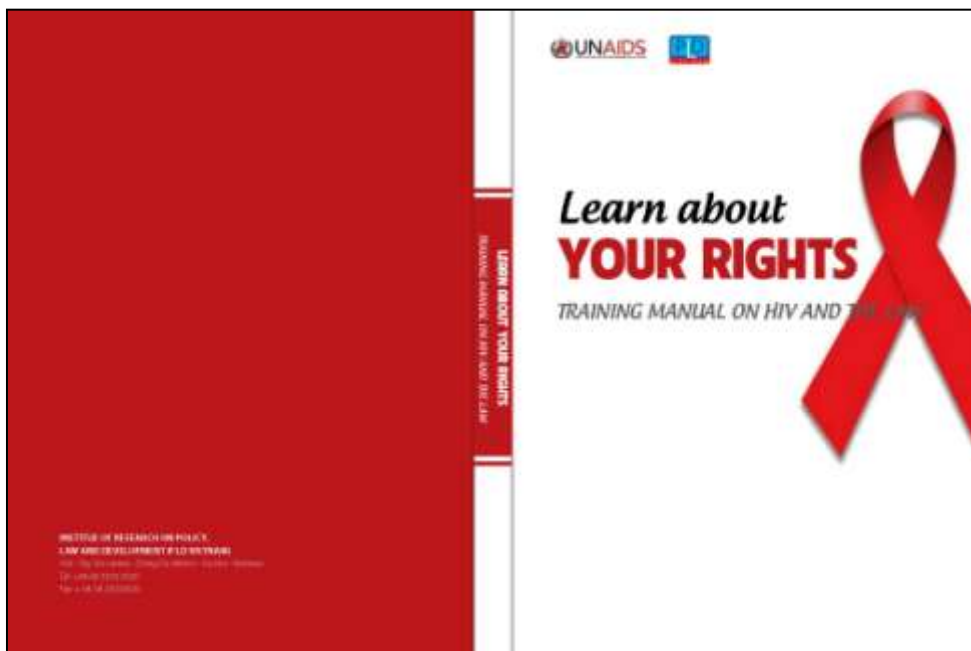
*By Members of the HIV Manual Editorial Team*

In recent years, the government of Viet Nam has focused on educating citizens on the Law on HIV/AIDS Prevention and Control in order to ensure the law is being respected and is being correctly and fairly implemented. This focus has gradually increased awareness and helped the State to regulate behaviour according to the rule of law. In order to satisfy the needs of People living with HIV (PLHIV) and enable the law to be used as a tool for protecting rights and benefits of PLHIV, BABSEA CLE assisted in developing and writing the manual "Learn About Your Rights, a Training Manual on HIV and the Law". It also helped support a local organization, the Institute for Research on Policy, Law and Development, a number of Vietnamese clinical legal education professors and student partners, PLHIV from many self-help groups throughout the country and UNAIDS to prepare the manual, which was published in November, 2011.

The Manual includes basic information about HIV and AIDS; the rights and obligations of PLHIV; and the mechanisms available to address rights violations of PLHIV. Moreover, the manual is written carefully and is easy to use, featuring the inclusion of real cases and interactive teaching methods, such as role-plays, presentations and mock interviews that are designed to impart the specific information contained in each topic. The topics are based on the content of the Law on HIV/AIDS Prevention and Control, and associated legal documents guiding the implementation of that Law. The manual consists of 12 chapters. That's not too many for a normal textbook but each one required much sweat, energy, and commitment, with hours and hours of tireless work by many people in and outside of Viet Nam. We faced many challenges.

### Creativity

First of all, writing a book about law is not easy, but writing a book for people who don't know much about law and do not necessarily attend academic classes is even more difficult. The main challenge was: 'How to make people not feel asleep while learning about law! How do you teach people about legal knowledge and skills and also enable them to teach others easily – without going to law school and doing research from other sources? To solve this problem, the manual's editorial team used many different CLE methodologies to have learners do role plays, participate in games or do short versions of a mock trial. Moreover, to make sure that we had a really practical manual, each chapter had to be



tested in many different communities throughout Viet Nam. We taught different chapters to various communities and asked learners to give comments and suggest improvements. After putting a great deal of effort and creativity into each chapter, we eventually had a manual that integrated various interactive methods.

### Communication

It's not easy for different people in different places to work together to write and improve chapters together. It became more difficult when participants in this project had to work in English – not easy for the Vietnamese team. This difficulty was solved by effective communication via Skype and email and learning how to use "Track changes" and "Comment" to edit the text.

### Experience

This is the first manual on Law and HIV in Viet Nam, so there was not a lot of reference material to help the writers develop content for the HIV manual. But with support from many experts, especially UNAIDS and Ministry of Health experts, we were able to improve each chapter with more and more updated information. Moreover, real experience in working with PLHIV helped us make the manual even better.

### Academic Language

The HIV manual focuses on Law and HIV, so the main language is legal language. The manual is

also meant to be used as a course book, so it had to be academic enough to express the legal issues and also simple enough for learners like people living with HIV to understand easily and be able to apply the legal knowledge and skills to their daily life. The feedback from participants, lawyers and legal experts during the manual testing process was one of the best tools to solve this problem. The language in the manual became more and more appropriate for both trainers and participants.

### Rewarding Results

When "Learn About Your Rights, a Training Manual on HIV and the Law" was finally published, it brought a lot of happiness and pride to the entire team. But the most valuable thing the manual gave us is the hope and belief that from now on people living with HIV will have a legal tool to protect their rights and also help others in their community.

It should be pointed out that during the time we spent developing this manual, new legal documents about PLHIV and Vietnamese law were being issued. Most of content had to be amended to meet these changes. We knew it would be very difficult to produce the first training manual for law students and PLHIV with the most up-to-date information. It required a lot of time and effort, concentration and commitment, but in the end – **WE DID IT!**

## **A Freehills "Fellow" Teaches Lawyering Skills and Learns about Life in Viet Nam**

*By Matthew Goerke, Freehills Lawyer, Volunteer 2011*



In April and May of 2011, I was lucky enough to spend six weeks in Vietnam and Thailand working with BABSEA CLE – an experience that provided me with a unique insight into everyday life in Vietnam and also an appreciation of some of the structural disadvantages faced by the average Vietnamese person. In Vietnam, access to justice, rule of law and procedural fairness present everyday problems.

BABSEA CLE aims to provide access to justice by helping to establish free legal clinics operated by law universities and their students. A large part of my time in Vietnam was spent teaching basic legal skills such as interviewing, counselling and ethics to law students and

lecturers in the hope that they would use those skills when working at the legal clinics. I also spent time working with a university in Hanoi, helping them to establish the policies and procedures for running their free employment-law clinic. I found the Vietnamese law students to be some of the most enthusiastic learners I have ever met – an enthusiasm that extended to their participation in the inexplicably popular Vietnamese legal teaching tool, the hokey-pokey.

BABSEA CLE also aims to support access to justice by providing community legal education, in which Vietnamese students and lawyers are sent into villages and minority groups to conduct educational sessions on topics such as

citizenship, land rights and family law. Although language was an obvious barrier for me, I am proud to say that by the end of my trip – without the assistance of an interpreter – I was able to properly pronounce 'hello'.

Another of BABSEA CLE's aims is to build a culture of professional responsibility and an ethic of public service within the Vietnamese legal fraternity. During my visit, I was asked to describe the pro-bono culture at Freehills, the law firm where I work, to people as varied as the Chief Justice of the Supreme Court in Chiang Mai, Thailand, to first-year law students in Ho Chi Minh City, Viet Nam. In 2012, BABSEA CLE will be holding a pro-bono conference for the legal community in Southeast Asia to help showcase some of the work going on in the region and to help gain financial and political support for their programs. Bear in mind that simply walking into a law classroom in Viet Nam requires the approval of local government officials.

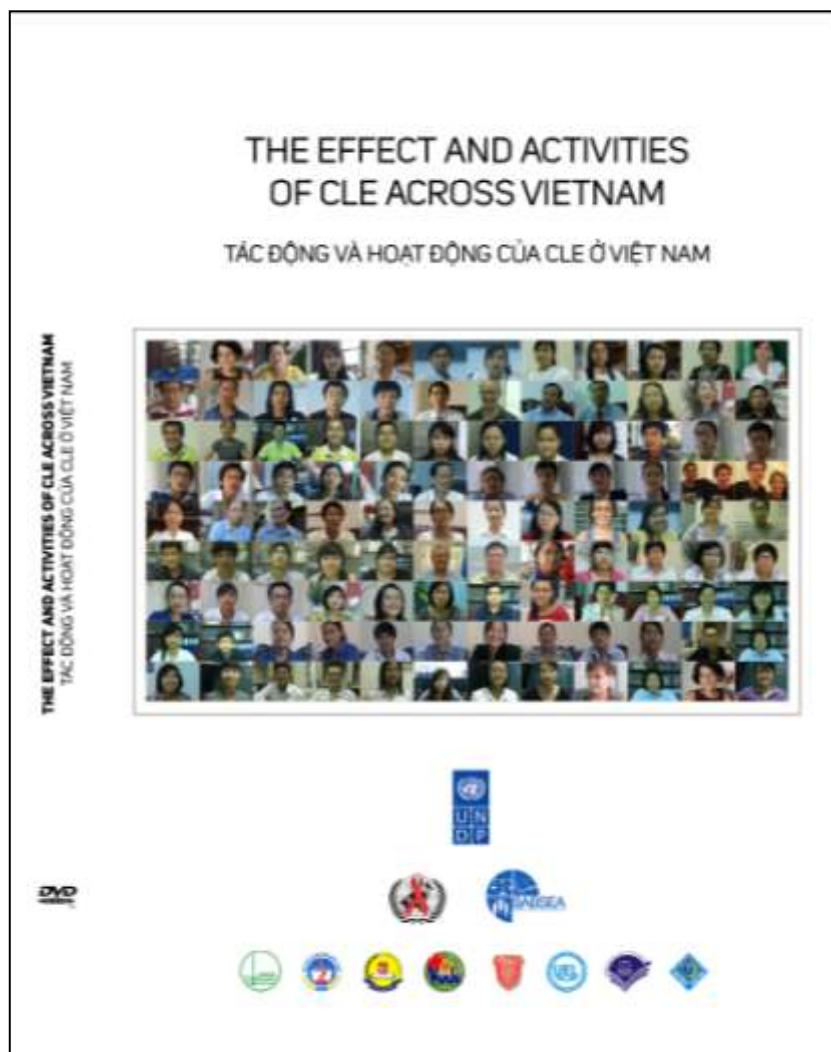
The Freehills Foundation has a very close working relationship with BABSEA CLE. The Foundation currently supports a free legal clinic at the University of Economics and Law in Ho Chi Minh City that focuses on youth homelessness and unemployment. The Foundation is funding the clinic's core operational costs, as well as training workshops for faculty members and students. The Foundation also provides financial support for a young law graduate who works full time in the legal clinic. And, happily, they also support "law fellows" like me!





## **Bringing CLE to the Big Screen**

*By Le Nguyen Gia Thien, BABSEA CLE Fellow, University of Economics and Law, Viet Nam*



We have been working hard to introduce CLE into Vietnamese universities and we were incredibly fortunate to be able to work with The United Nations Development Programme (UNDP) to achieve our goal. In order to document the growth of CLE in Viet Nam, we decided to make a DVD. The DVD was used as a tool to review and record all the activities that we are doing in Viet Nam. The production of this DVD was funded by the UNPD.

With the help of BABSEA CLE Directors Bruce and Wendy and other law experts, we created a questionnaire to use as a basic interview format. Then we set about contacting organizations, institutions and law faculties to ask as many people as possible if we could film them. We contacted a wide spectrum of people, such as international experts, lecturers, supervisors,

coordinators and students. Then, with the help of DocLab – a documentary production company in Hanoi – we learned how to record and how to edit. We owe a big thanks to them for all their kind help and support.

After a lot of hard work and long hours, we finally had our DVD. The end result is a 20-minute documentary that gives a general introduction to the CLE project in Viet Nam, the work of BABSEA CLE, and what we have achieved so far. The DVD shows Vietnamese law students, law graduates, law professors and lawyers talking about how important working in a CLE program has been to them; it shows students talking about teaching in a migrant worker community in Hanoi and it shows workers talking about what they learned. The DVD features interviews with important people who helped put

CLE forward in Viet Nam, including Nick Booth of UNDP and Bruce Lasky of BABSEACLE and interviews with law deans like Dr. Le Vu Nam (University of Economics and Law) and Dr. Doan Duc Luong (Hue University) about what we need to do to help it grow.

Our DVD had its "premiere" at the National Conference at the Trade Union University in late August. Many Law professors from all over Vietnam attended this conference and we believe the DVD helped them to understand CLE – and we hope the experience will make them want to be a part of it. Furthermore, the DVD helped us find potential partners who are interested in working on our CLE project: Da Lat University, Hanoi Open University and others. So producing this DVD was a learning experience for our team, one that helped us demonstrate the growth of CLE in Viet Nam and that will help BABSEACLE promote the growth of CLE in Viet Nam in the future.

Having an informational/educational tool to introduce CLE is just one advantage to making the DVD. While making it, we learned to make careful preparations; we recorded a lot of material over more than six months and along the way we built good relationships with core partners who were helping us. We had a good team who always worked and collaborated well together with high enthusiasm.

We also came across some challenges while making the DVD. Due to our lack of expertise and experience in translation, video recording things and making transcripts often took longer than we expected. We also had to make difficult decisions: it was difficult to show all the activities we wanted to show in only 20 minutes, and it was difficult to decide which footage to include and which to leave out.

Making this DVD was really an achievement for everyone involved (you will have to watch it and see the long list of credits at the end!). None of us had ever done anything like this before, certainly not on such a grand scale, but everyone pulled together and we produced a fantastic documentary. We hope it will be an important tool that helps the CLE movement in Viet Nam continue to grow.

View online <http://www.babseacle.org/vietnam/>

## Life of a Ball at CLE in Viet Nam

*As told to Bui Thu Hien*

In 2011, one of the BABSEA CLE Viet Nam Team's main missions was to further strengthen the clinical legal education programs in Vietnam under the UNDP.CLE project. In order to fulfil the mission, we have been providing capacity training for law clinics throughout the country. Capacity training consists of several different components, such as:

- Interviewing and Counselling Skills
- Supervising and Assessing the CLE Program
- CLE Textbook / Manual, Curriculum Development
- Debating Skills
- Budget and Proposal Writing Skills

These are all invaluable skills that law students need to develop for their future careers as lawyers and that professors must develop to become better teachers. Integrating these skills into the law curriculum requires us to use a different and creative method of teaching. Thus this ball has become an indispensable 'co-trainer' in all of our training workshops.

even further, each university needs to have its own core team involved in establishing and running the law clinic and training new students and supervisors for the future. We want the universities to become self-sufficient in running their own CLE program.

"We also worked with each university to identify their specific needs and provide skills training tailored to these needs and we provided technical support too. When we very clearly identified the beneficiaries of the workshops, the class size was different among the different universities, as were the topics and materials we taught. So I never got bored because in each classroom I went to, the topic, skills, materials and the number of participants were all different.

"Some of the places I visited included the Vietnam National University in Hanoi, the National Economic University, the Trade Union University, Can Tho University, Ho Chi Minh City Law University and the University of Economics and Law, Hue University and Vinh University. My job is to make the lesson more interactive and encourage students to talk. During brainstorming and Q&A sessions, I am thrown around the classroom and the person who catches me has to talk. I like listening to the students and all their ideas and I keep students awake because no one knows who will have to catch me next – and if they are not paying attention, I might accidentally hit their face. I aim to make the class more fun and make the lesson more memorable for students. But I have to say, it does make me dizzy sometimes!

"My highlight of 2011 was the training workshop at Can Tho University in December. There were 15 young lecturers at a workshop on the CLE manual and CLE curriculum design and use. Nearly half of them had not attended any CLE training workshops prior to this one. So when the CLE staff started throwing me, the beautiful ball, around the class, these newcomers were a little confused. But of course, it made them more interested in the lesson, because the way CLE teaches using interactive methods is very different, and I



think much more fun than the traditional teaching method of lecturing. On the last day of the workshop, when the lecturers had to practice teaching chapters in the textbook, most of them used ME to assist them. I felt so happy and proud that we had taught these learners a new and more effective way of teaching. One of the lecturers even told me that she wanted to take me away with her and use me in her law class. Obviously, I couldn't do that – I would never leave my wonderful Viet Nam team, we are family now. But I did tell her where she could pick up some of my brothers and sisters who would love to assist her in her class.

"All the universities that have joined the CLE Network in Viet Nam want to achieve the target of having a CLE program as an official subject in the curriculum. Therefore, the workshops that have focused on supervision, assessment, textbook design and use were very helpful. They are not only about skills training but also give faculty members and students the bigger picture of how the CLE course will develop in the near future."



### *Let the ball tell you the story of its journey in 2011*

"It's been an extremely busy year for me. I have been to many universities all over Viet Nam with my team. This year has been a little different to other years because the development of CLE in Vietnam is at a new level. We are now at the level where we are focusing on training lecturers and senior students because we believe that at this stage of development, in order to progress







## Over 100 Editors but Only One CLE Manual

*By Ivy Trang, BABSEA CLE Legal Trainer, Vietnam*

It is not easy to find a starting point when working on the CLE Manual, with its 27 chapters. But it's not difficult either when you have the support of many enthusiastic people.

We have been waiting for a CLE Manual for years, ever since we started working on the CLE program in Viet Nam. The idea behind the CLE Manual encourages and motivates law students all over the country to work very hard to make it happen. And we have the support of BABSEA CLE interns and volunteers from other countries, too!

The Manual is so vital because it will be used in law universities in Viet Nam; it will help a lot of law students and also a variety of communities. There are a variety of Manual chapters including CLE skills, lawyering skills, rights of people living with HIV, rights of disabled people, children, women. Each chapter is written with the

cooperation and input of many young law graduates, lawyers and law experts and then it is tested in universities throughout Viet Nam. Some chapters are good and some chapters need to be improved. However, everyone, especially law students, are excited about having a textbook that they themselves have developed. The communities are happy when they have more opportunities to access the law, which helps them protect their own rights and also helps other people in their community.

The law lecturers are looking forward to having a tool that will help their students gain more knowledge about the law. The CLE Manual will provide not only knowledge but also skills and, moreover, values in professional ethics for law students.

These reasons help explain the importance of the manual. And knowing how important it is helps

me overcome the difficult times when I have to deal with hundreds of comments and track changes, with deadline after deadline, with intense pressure and other obstacles when working in another language. I work with a dream about the day when I can hold a copy of the CLE Manual in my hands. And it will come true soon.

Now I'm still reading the chapters and I whisper to myself, "It's so difficult". My colleagues are going to many law universities in Viet Nam to test each chapter. The interns are editing English and adding more ideas in each chapter. Everyone says, "We will support you. Don't worry, Ivy" and I keep going. All of us are working our hardest because we believe and we know that once the CLE Manual is completed, it will benefit so many people. Then finally, law students in Viet Nam will have their own CLE Manual.





## MY REFLECTION

### My BABSEA CLE Trip

By Colin James  
Solicitor at the University of Newcastle Legal  
Centre and  
Senior Lecturer at the Newcastle Law School,  
Australia

In early 2011 I decided to combine a holiday with visiting my BABSEA CLE friends in Southeast Asia. Before long I had a packed program of legal clinic and law school visits, but it was still one of the best holidays I've had.

In Ho Chi Minh City, I visited the impressive Vietnamese University of Business and Law where I met Professor Huyen Pham and we discussed strategies for clinical legal education. Then I saw the Legal Aid Centre at the HCMC Law University, apparently the largest law school in Viet Nam and met Professor Dang Tat Dung.

Later, at Can Tho University, I met Dr Le Thi N Gueyet Chau and was fortunate to be able to sit in on a student mock trial involving two men charged with murder, based on a recent real case. The auditorium was completely full of fascinated law students. That was so interesting!

In Hue in central Vietnam, I met up with Bruce Lasky and the BABSEA CLE team, who were preparing to run clinical initiation seminars with the Hue University Law School with the help of their Vietnamese partners. We met Assistant Dean, Foreign Affairs, Mr Ho Nhan, and law lecturer Ms Nguyen Hong Trinh.

BABSEA CLE's Vietnamese legal trainers conducted a very active seminar with about 60 law students about community legal education in a clinical law school model. I was invited to present on the methods of my legal clinic at the Newcastle Law School, Australia.

Later we met up again at Chiang Mai and drove to Udanthani in northeast Thailand. There we met with the Dean and other staff at the College of Politics and Governance at Payap University and talked about the benefits of clinical legal education. My thanks to Bruce, Wendy and the team for showing me how BABSEA CLE works so well and giving me these great experiences.







## Golden Temples, Spring Rolls and 'Dog Corner'

*By Alyssa Stanley, Intern 2011-2012, Thailand*

The winter externship with BABSEA CLE was an eye-opening experience. It was my first trip to Southeast Asia and the first time I've lived in a country other than Australia.

Hiking up to Wat Phrathat Doi Suthep, a Theravada Buddhist temple 15km from the city of Chiang Mai, was one of our first extracurricular activities. We headed off at 6:30am on a Sunday morning and climbed the mountain in three hours. We stopped halfway up, at a monastery where we witnessed a drum procession and the receiving of alms. Wat Phrathat was really impressive – decorated in gold and surrounded by flowers and incense. According to the 'white elephant legend', it contains a part of the Buddha's shoulder bone and is therefore one of the most holy shrines in the area.

International Cooking Night was another enjoyable social activity. We visited the local markets to ensure our money went to local

people and then each cooked a dish native to our country (Thailand, Laos, England and Australia). The Thais made spicy vegetarian spring rolls, the Lao made a meat and rice dish, the Australians made a potato bake and the English made an apple crumble. We sat out under the stars, tried everyone's dishes, sang, danced and became a lot closer as a group. We learned that language barriers are much more easily bridged after a few Changs (the local beer). On the weekend, we broke into groups by country and painted a mural reflecting social justice.

Riding bicycles is a big part of the lifestyle in Chiang Mai. It's easy, cheap and a fun way to explore the city. It also means only having to leave home five minutes before work, rather than allowing 20 minutes to walk. With the luxury of sleeping in, however, comes the catch – the ever-present danger of 'dog corner'. 'Dog corner', as it has been dubbed, is two blocks from where we live. It's the local hangout for street dogs (a

number that fluctuates from 7 – 10), which all seem to take exception to wheels. By day, the dogs are relatively tame. At twilight, however, they take on a pack mentality. You approach nervously in a line, no one wanting to be at the back of the group. The dogs edge closer in anticipation. The second you pass, the game is on. With squeals and curses in a variety of languages, the group sprints for the house. You alternate between peddling until your wheels will turn no faster, and lifting your legs up onto your handlebars when a snapping set of teeth appears. "No problem" the locals will chime, as you express your desire to keep your legs in their present shape. You'll notice, however, that the locals only pass 'dog corner' in a car.

Despite the dogs, this externship has not only induced my first trip to Southeast Asia, but it has ensured that it won't be my last.



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Thitiyanun Nakpor (Doi)  
Thongvilat  
Tiffany Crook  
Tim Dickey  
Tou  
Touk  
Tyno  
Vandee  
Vanh Phimmason  
Vanisa Aphay  
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Viengsavanh Phanthalay  
Vilavath Thephithuck  
Vilaxay  
Vilaysavuhn Keolumpun  
Volker Unland  
Vunly Lorkuangming  
Weerayoot Ngandee  
Wendy Morrish  
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