



BABSEA CLE

Annual Magazine 2013

Welcome BABSEA CLE 2014

2013 has been a year full of great memories for BABSEA CLE to take forward into the New Year. We have experienced many successes we can build upon and challenges that we can learn from. There have been developments into new areas alongside the strengthening of ties with our past projects and partners. We want to share with you, our supporters, the journey we have taken this year to give you an insight to what lies ahead. BABSEA CLE has built its global presence through participation at various international Pro Bono Conferences and has also strengthened its scope in South East Asia. We have begun a process of implementing CLE programs in Myanmar a nation previously untouched by clinical legal education. These significant achievements have been accompanied by the successes of our smaller projects that provide us with endless satisfaction. Behind our achievements, large and small, there have been many people that have supported us and grown with us to create a year that has been a joy to have been a part of. We want to thank our readers, supporters, partners, volunteers and interns for helping us achieve so much. It has been a privilege to work with you all and we are grateful for your time and enthusiasm in helping to support our cause.

We look forward to now working to ensure 2014 is as successful as 2013

The BABSEA CLE Team



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The 5th Trio For Justice an incredible weekend

By Wendy Connington volunteer.

On the weekend of January 12th 2014, one of BABSEA CLE's most significant events took place: the 5th Trio For Justice. This running and awareness-raising event brought together people from across the globe to run, have fun and promote access to justice issues. Although a running event, it was used as a means of harmonizing BABSEA CLE's philosophies of raising access to justice issues, bringing people together from all around the world and having a great time. It was a great day for BABSEA CLE as we had our highest number of attendants; 400 volunteers of different ages, nationalities and walks of life came to run or walk the 3K, 5K, 10K or 21K. All of the volunteers and staff thoroughly enjoyed this day, as it was empowering to see how months of hard work could be culminated into such a wonderful event.

After the 4th Trio For Justice we immediately began working on this year's event to prepare for what would be a fantastic day. Our organizer Suphamat (Bee) Phonpra began the arduous task of promoting, organizing and managing our event. With hard work, determination and a vast team of volunteers we managed to hold an incredible 5th Trio For Justice run and Pre Trio Dinner.

This year we experimented with hosting our Pre Trio Dinner at the BABSEA CLE house. We had a three course buffet dinner with both Myanmar and western foods, consisting of a soup starter with salad and Thai style fried chicken. For the main course, we had a vast array of dishes from Myanmar, as well as spaghetti with home-made pesto and tomato sauce, which was perfect for carb-loading. We also had several guest speakers who helped us raise awareness and spread our cause, including Annette Bain from Herbert Smith Freehills, Pavina Thephittuck from our team at the National University of Laos and Alicia Cook from the International Thai Foundation. Following dinner, national dances from Australia, England, Cambodia, Laos, Thailand and Singapore were performed. The performances were lovely and filled everyone with the happiness that comes from sharing our cultures and good times. The night was a roaring success and will be repeated in the coming years.

We began the day of the Trio for Justice run by setting up our equipment at 4:30 AM and watching the sunrise in the tranquillity of the Huey Tueng Tao Park. Then came the runners and participants who were running one of four runs: a 3K for children, a 5K, a 10K or a gargantuan 21K. Regardless of which of the four runs you chose to participate in, you were enthralled by the atmosphere and community of BABSEA CLE. We had runners from Cambodia, England, Hungary, Canada, Hong Kong and Laos. There was also a mixture of all different ages including children from schools, retirees and young spring chickens. People of various ages and countries ran in support of our cause helping to raise awareness while engaging in a communal and fun atmosphere, full of high fives, support and plenty of smiles. For the post Trio, we had a raffle in which participants were ecstatic despite having completed exhausting runs. The weekend was a magical affair and one that we will repeat next year on the 11th of January 2015. As we start our preparations for the next Trio for Justice and Pre Trio dinner we hope to encompass the same atmosphere of community and fun that we successfully created this weekend.

Thank you to all the participants, volunteers, staff and interns who contributed to making this event a success.



CLE English Skills and Practice Workbook – A work in progress

By Kevin Morley BABSEA CLE co-director.

The directors of BABSEACLE first discussed the idea of writing a Clinical Legal Education (CLE) textbook for learners of English way back, in 2007 or 2008. We already had at least two audiences to use it: university law students and groups actively interested in CLE concepts and methodologies. The idea was simple. Many students might know about CLE but are not able to communicate their ideas on the subject to others in English. As there is a huge demand for such a textbook both here in South East Asia and beyond, we wanted to create The CLE English Skills and Practice Workbook. It would enable its users to develop simultaneously their understanding of CLE and their communication skills in English.

By 2012 the time had come to stop talking and actually compose it. When we finally started out the first idea was to base the book on material developed for CLE workshops. The premise was that very successful BABSEACLE workshop materials already existed. They had already been tried and tested. All we had to do was codify and organise them for the readers. Or so we thought. The process proved far more difficult. As the author of the book I had to transform materials used in dynamic learner-centred workshops into The English Skills and Practice Workbook. The fundamental problem was that the BABSEACLE CLE Workshop Training Manual, which has already been extensively used in workshops in SE Asia with great success, relies predominantly on verbal interactions. It also relied heavily on the expertise of the BABSEACLE trainers to deliver legal content. What to do?

We needed a fresh start. So we assembled an international team of BABSEACLE team members and interns in Singapore, Chiang Mai and Hanoi and pooled our diverse talents: an English Language textbook writer, a CLE trainer, a law graduate and a graphic artist.

Six months later we now have a prototype, stand-alone textbook for CLE English course. It can be used in a variety of contexts giving the book the widest possible readership and, by extension, greatly extending access to justice. The CLE English Skills and Practice Workbook now provides opportunities to react in speech and writing to written texts relating to basic CLE concepts: access to justice, law clinics, preparing and teaching Community Legal Education workshops, pro-bono lawyering, interview and counseling skills. In this way users can develop knowledge and English communication skills specific to CLE.

The final book will be divided into 12 chapters

each one dealing with a specific topic. The 8 texts in each chapter are arranged systematically to deal with these core concepts providing approximately a total of 100 hours of CLE English tuition. The book is designed to appeal to a variety of learning styles and, as you can see, employs extensive visual stimuli, photographs, cartoons and diagrams to help students to understand the concepts and legal language of the texts.

Each text within a chapter promotes pre-reading while-reading and post-reading activities. Oral interaction comes in at least two places: warm-up and focusing “Before you read” activities at the start of every chapter/ section; summative discussions and activities at the end of each text. These give opportunities for summative analysis and discussion of the concepts explored within each text. The reading exercises related to each text give the readers access to the specific language of the text and allow them to manipulate concepts related to the subtopic in English. These reading activities either focus on a specific grammatical point or on comprehension of the ideas within the text. Discussions arising from engagement with the texts provide opportunities for structured writing practice. Using the oral and reading exercises, learners will have opportunities to undertake focused note taking before attempting writing tasks on the CLE topic under review.

To further promote language development, I have used “real world” texts, wherever possible. One potential criticism of this communicative approach is that it involves moderately high levels of literacy in English and not all readers will have this level. However, I have assumed that CLE students are highly motivated and will wish to engage with the English language at an appropriate conceptual level. The English Skills and Practice Workbook therefore, exploits the principle that the students bring legal knowledge and experience in their first language to the texts. The workbook exploits this prior knowledge through the use of warm up and focusing activities which allow the reader to contextualize the language being learned. Unsurprisingly, some legal writing is very technical, and I must say as a non-lawyer, almost incomprehensible to the outside world. So, in extreme circumstances, if the original text was very informative I have taken liberties and edited the language, but not the concepts, into Plain English to meet the linguistic level of the potential readership.

All the components: reading, oral interaction and writing practice are consciously designed to be used in a learner-centred, interactive and collaborative fashion. Law faculties, self-help CLE groups and CLE workshop participants can use the workbook and still mirror best CLE practice in the classroom. To make absolutely sure that The English Skills and Practice Workbook is fit for purpose. BABSEACLE staff are planning to road-test sample materi-



als with undergraduate students from Queensland University of Technology early in 2014. At some future date a CLE facilitators' manual containing workshop activities and a guide to using this book can be put online to supplement the Workbook.

While The English Skills and Practice Workbook is being completed, the BABSEACLE team will be hard at work marketing the concept to potential sponsors, donors and publishers. All help for this unique project will be gratefully received.



Bringing Clinical Legal Education to Myanmar - a BABSEA CLE Breakthrough.

By Wendy Connington volunteer.

For almost two years now BABSEA CLE has had its mind set on expanding its mission into Myanmar. Now at the beginning of 2014, after almost a year of directly helping to assist with CLE emersion and awareness activities in universities in Myanmar, BABSEA CLE can say that a true national movement has now begun - to start implementing CLE programs throughout Myanmar.

Our preliminary work for this project began in July 2011 when BABSEA CLE, along with a number of legal-aid minded lawyers from Myanmar, became members of the legal aid network SEALAW and trained together at an organizational development workshop in Bangkok. This was followed by BABSEA CLE's attendance at the SEALAW/MLAW Access to Justice workshop in Yangon in December 2011 and pro bono-minded lawyers from Myanmar attending the 1st SE Asia/Asia Pro Bono Conference and Workshop in Laos in September, 2012. Building on this momentum and due to its commitment to justice education, in January 2013 BABSEA CLE was invited by the UNDP to give a seminar at the first clinical legal education event ever held in Myanmar. This was held at the University of Yangon. Bruce A. Lasky, BABSEA CLE's co-director was then invited by the UNDP as an expert resource person to present at the 'Promoting Justice Sector Development in New Democracies' symposium co-organised by the UNDP and the Myanmar Attorney General in January, 2013. He focused on the value and need of justice education programs as a means to strengthen the justice sector.

Throughout these events discussions ensued about the interest in developing CLE programs in Myanmar. This included discussions with Myanmar education policy makers and representatives from a number of Myanmar university law departments. As a result it was demonstrated that there was a very strong desire to develop these programs - there was political will to permit the program development and there were educational institutions eager to explore doing so. These events and discussions sparked the UNDP to consider launching a pilot project to explore the likelihood of success of CLE in Myanmar. BABSEA CLE was honored to have been chosen to lead that pilot project, along with truly committed partners such as the international law firm DLA Piper and their not-for-profit affiliate New Perimeters, as well as the Open Society Foundations, CLE Foundation, BABSEA CLE Australia and BABSEA CLE Singapore.

With these preliminary tasks accomplished, we began the job of helping to design a plan which would implement CLE in Myanmar. This year has focused on working towards providing structural, technical and material support for the university law departments of Myanmar that have expressed a strong interest in working to develop these programs. This year, the project has aimed at instilling an understanding of the foundations of CLE programs in Myanmar by providing information to develop CLE programs and working with the universities to develop strategic plans to establish CLE programs. It has included working with the university law lecturers and professors on how to apply CLE teaching methods and how to incorporate pro bono and legal ethics in law curriculums in Myanmar's university law departments. Continued on opposite page ..



Our original plan was to begin working with only 7 university partners. Yet, it soon became obvious to us that all 18 universities throughout Myanmar were keenly interested in exploring what these CLE programs were all about. BABSEA CLE has always found it difficult to say "NO" and this project was no exception. 18 universities it would be!

Providing general organizational capacity development to the university partners has been an initial focus of this project. This has been accomplished primarily through the national workshops we held with university partners within Myanmar, through their attendance at regional CLE events and through individual partner contact. Two national CLE exposure and skills trainings were held in 2013 and both were very successful workshops. The first was held at Yangon University in July 2013 with 16 law professors and lecturers from across Myanmar in attendance. The second conference was held at Mandalay University in September 2013 and included 39 law professors and lecturers from across Myanmar and 3 Myanmar legal aid lawyers. These workshops, held directly in the university law departments, were a breakthrough development.

Furthermore, we have also achieved groundbreaking attendances from Myanmar participants at CLE regional events. 32 Myanmar law lecturers attended CLE regional related events in 2013 including the 2nd SEAsia/Asia Pro Bono Conference and Workshop (Ho Chi Minh City, Vietnam), the 7th Worldwide Global Alliance for Justice Education Conference (Delhi, India) and the Clinical Legal Education as a Means to Assist in Reforming the Thailand Legal Education: Regional and International Experiences and Perspectives Conference (Khon Kaen, Thailand). These lecturers also attended the Pro Bono Conference with both Myanmar legal aid lawyers and civil society members focusing on access to justice issues. Dr. Mon Mon Tar, Head Professor at Dagon University, was asked to speak during the 2nd SEAsia/Asia Pro Bono Conference closing wrap-up. She stated that "the event provided the participants from Myanmar valuable information on how to incorporate pro bono into the legal curriculum in Myanmar law departments" and following the event it was her intention to do so.

As 2014 is now upon us it is our hope and plan that BABSEA CLE will continue to assist in the development of CLE within Myanmar in the years ahead. We aim to continue the successes that we have had in South East Asia and expand the CLE movement further. We aim to strengthen the rule of law through CLE education methodology and pedagogy. With the support from the UNDP, the university law departments, and the policy makers of Myanmar that we have engaged with so far, these aims are well underway.

By Wendy Connington



Pro Bono Conference – Singapore

3rd Southeast Asia/Asia Pro Bono Conference & Workshop 2014

“Creating vibrant pro bono ecosystems to strengthen access to justice.”

SINGAPORE

9th, 10th and 11th October 2014

The 3rd Southeast Asia/Asia Pro Bono Conference and Workshop will bring together academics, law students, lawyers, judiciary, pro bono professionals, policy makers, civil society and non-profit representatives to consider the multifarious ways pro bono initiatives can strengthen access to justice in Southeast Asia and internationally.



The conference and workshop will be an exciting mix of keynote speeches, panel discussions, poster presentations and interactive workshop sessions. There will be lots of opportunity for participation, collaboration and dialogue. The sessions will showcase selected, timely and innovative pro bono partnerships and provide a unique space for participants to collaborate in order to improve access to justice for some of the region's most marginalised communities.

The Conference/Workshop aims to:

- Educate university academics, law students, lawyers, judiciary, pro bono professionals, policy makers, civil society and non-profit representatives about the meaning and concept of pro bono initiatives;
- Demonstrate the importance of pro bono initiatives to achieve greater access to justice for poor, marginalised and disadvantaged communities in Southeast Asia and internationally;
- Foster collaborative ties between conference participants to conceptualise, design, launch and strengthen pro bono initiatives locally, regionally and internationally;
- Demonstrate various models of pro bono initiatives that may be applicable and transferable in Southeast Asia and internationally; and
- Showcase the successful establishment of pro bono initiatives and programmes.

For more information or get involved please contact:

Bruce Lasky at BABSEA CLE

and/or

Lim Tanguy at SINGAPORE LAW SOCIETY

at email – probono@babseacle.org

South East Asia Legal Ethics/ Pro Bono/A2J Curriculum Development Project

by Philippa Hinton solicitor DLA Piper.

On the 22nd and 23rd of July 2013, BABSEA CLE and BABSEA CLE Australia, in conjunction with DLA Piper, Herbert Smith Freehills (HSF), and the Australian Government Solicitor (AGS), embarked upon an exciting project to develop a clinical legal education (CLE) curriculum for university students in the South East Asia Region. The modules will focus on pro bono, ethics, professional responsibility and access to justice and will provide a practical framework for universities and teaching staff to deliver interactive and experience-based teaching to students.

The initial stage in the project involved lawyers from participating firms and the Australia Government Solicitors office, attending a two-day workshop, hosted by Herbert Smith Freehills and co-supported by DLA Piper/New Perimeters. The workshop was delivered by BABSEA CLE co-directors Bruce Lasky and Wendy Morrish and assisted by BABSEA CLE's Vietnam-based Project Manager, Nguyen Tue Phuong. The workshop was designed to familiarise team members with BABSEA CLE's unique teaching methodology and to provide an opportunity for team members to get to know each other.

During the workshop we were exposed to a variety of different teaching methods and ways to engage participants and facilitate discussion. The workshop provided an opportunity for us to determine the core topics to form the basis of the CLE curriculum, and equipped us with the necessary skills to develop an interactive and practical curriculum.

Over the next 10 months, we will work together to develop and refine the course content and develop lesson plans for the interactive sessions. With a key focus on participation in case studies and active discussions and debate, we hope that the curriculum will assist students to develop their ability to identify and evaluate the risks connected with the ethical issues explored, teach practical ways of dealing with these problems and instil a pro bono and access to justice ethic.

Once the materials have been developed, we will hold a number of testing workshops with university lecturers and students, and refine the course on the basis of their feedback before teaching the course at universities. Initially, the modules will be used in universities in Laos, Vietnam, Thailand and Myanmar, but we hope that the curriculum will be rolled out across other universities in South East Asia in the future.

The development and delivery of this curriculum through universities provides the basis for a sustainable and effective CLE movement, which will equip future lawyers with the ability to uphold the reputation and standards of the legal profession and to equip them with skills to address day-to-day professional ethical issues they may face as legal practitioners in their future careers. It will also provide a valuable opportunity for practising lawyers to raise awareness of the importance of ethics and access to justice issues among law students, and for lawyers from across the region to engage with the lawyers of tomorrow.

Quote from Lisa Dewey, New Perimeter: “We are delighted to be partnering with our friends and colleagues Hebert Smith Freehills and the Australian Government Solicitor on this project. It is a great

opportunity for us to collaborate on issues we feel strongly about, and to help shape future generations of law students and lawyers.”

Quote from Lynn McMahon, Herbert Smith Freehills: “The curriculum development project is an exciting opportunity for HSF lawyers to become involved in a grassroots learning project which will have a long-term impact in Southeast Asian universities. The project also provides a unique opportunity to collaborate with lawyers from other firms and to learn from their experience of pro bono practice. The workshop provided a platform for us to distil the key concepts of ethics and pro bono from our own experience as practitioners in a format which can be transferred to Southeast Asian law students.”



Quote from Geetha McNair, Australian Government Solicitor: “AGS is excited to be working with our colleagues at BABSEA CLE, DLA Piper and Herbert Smith Freehills on this innovative project to arm the next generation of lawyers with knowledge of the ethical standards they need to uphold and the importance to assist those less fortunate in the community.”



Experiences at GAJE Conference 2013

by Thip Nouansyvang, Laos National CLE Coordinator

It was such very a wonderful opportunity to have attended the 7th Worldwide Conference of the Global Alliance for Justice Education (GAJE) December 10-18, 2013. The conference provided an opportunity for law lecturers, law students, legal practitioners, jurists and social activists to acquire new ideas, models, and skills for the use of education to promote social justice.

The conference also explored a number of thematic justice education topical sessions, otherwise referred to as streams, including Legal Empowerment and Economic Justice For Rural and Marginalized Communities, Health and Environmental Justice, Human Rights and Rule of Law, Gender Justice, Equality and Violence Against Women and Children, Legal Ethics, Professional Responsibility, and Promotion of Pro Bono, Legal Literacy (Street Law, Legal Awareness and Citizen Participation), ADR and Informal Justice Systems, New Initiatives in Justice Education. This was done through a mix of plenary and small-group sessions, with an emphasis on interactive presentations by justice educators from around the worlds.

At the conference I co-streamed and coordinated with Aj[1]. Wendy Morrish, who had contacts with all the lead presenters and co-presenters in our stream. The stream coordinators were assigned a specific stream in pair with another person and our job was to help organize. ensure that the session presenters in our streams were prepared. As well, we had to ensure that important program and conference information was obtained from and given to them. I was very anxious being a co-stream coordinator due to my lack of experience and especially because I was presenting to an international audience. However with the assistance of Aj. Wendy and also drawing from the lessons I have previously learnt, I was able to undertake my role with confidence.

The conference also provided me with an opportunity to give a presentation on the session titled, "A Model of Intersection and Collaboration Between Pro Bono and Justice Education: Experiences in Southeast Asia". At this session, I was a lead presenter and worked with my co-presenters Mrs. Nguyen Thi Thuy Linh, Le Nguyen Gia Thien from Vietnam and Dr. Khin Mar Yee from Myanmar. The session was a success judging from the engagement of the participants. I believe that the success of the session was due to teamwork as well as sharing our experiences in each country. We further discussed a number of topics including; how we corroborated pro bono work into justice education, what were some of the challenges and how to overcome those challenges.

While attending the conference, we also had informal meet-

ings regarding the Southeast Asia Clinical Legal Education Association (SEACLEA). This meeting was attended by a number of representatives from Thailand, Laos, Vietnam, Indonesia and Malaysia. The aim of the meeting was to discuss and to develop the principles of SEACLEA. The principles were first drafted by Aj. Bruce A. Lasky after a regional CLE conference which was held in Khon Kaen, Thailand in November.

While the SEACLEA has an interim steering committee, those at the meeting also agreed that each country should have the ability to elect representatives from their respective country to become a permanent steering committee. The meeting also discussed the means and methods of finding support for the SEACLEA in the future.



also participated in many other sessions where I learnt and shared my experiences with other presenters. By listening to other presenters, it provided us with many ideas to develop the CLE a model in our respective countries. Furthermore, I was also participated in the TOT workshop at National Law University Delhi. At the workshop I learnt many useful lessons, in particular the initiative in-house consultation as it related to my work in Laos. I also had a chance to meet with Prof. Don Peters, from the University of Florida, who has more than 40 years experience in clinic work and who will also be coming to work with me in Laos in January 2014. Attending the conference was such a great opportunity. I believe that the FLP CLE in Laos, in particular the in-house consultation clinic, will continue to move forward and become a strong clinic. This will then help lead to the CLE movement spread throughout the entire country.

[1] Aj. Is an abbreviation in the Laos and Thai language for the word Ajaarn which means Lecturer



European Sharing of Pro Bono and Clinical Legal Education Lessons: BABSEA CLE Experiences at the 7th Annual European Pro Bono Forum and 1st European Network For Clinical Legal Education

By Bruce A. Lasky BABSEA CLE director.

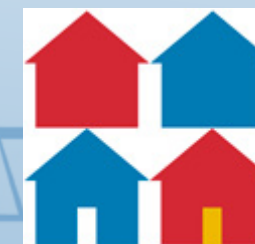
Less than one week after the incredibly successful 2nd SE Asia/Asia Pro Bono Conference and Workshop in Ho Chi Minh City (University of Economic and Law, Oct 11-12, 2013) Wendy and I were back on an airplane again. This of course came as no surprise to anyone as our organization has recently been trying to get a formal postal code for my suitcase and economy class seats due to all the work related travel we have been engaged in.

This time was no exception as we flew from Chiang Mai to New York, spent two days and one night, and then were back on a plane to Warsaw, Poland. Without getting into all the logical reasons for this seemingly bizarre travel path, we simply were taking the most economical route to spend the next week attending the 7th Annual Pro Bono Forum and 1st European Network for Clinical Legal Education (ENCLE) from October 24-26, 2013.

This was our second time attending PILNET's European Pro Bono Forum (our first was last year's which was in Madrid, Spain) and we were present at the founding of ENCLE the year before in Poland.

As the legal education, access to justice mission of BABSEA CLE has firmly placed us in one of the guiding roles of raising pro bono awareness and building clinical legal education networks throughout Southeast Asia and broader, these were two events that we felt could not be missed. We went to both learn and share our experiences, while simultaneously continuing to strive to build global bridges.

As expected, the European Pro Bono Forum brought together lawyers and NGO representatives to explore how they could best collaborate to address the most critical issues of social justice. Through interactive workshops, engaging social events, and structured networking opportunities, seasoned practitioners and newcomers alike gained insight into the pro bono community and forge alliance to help deliver justice and protect rights around the world.[1]



Prior to the opening of the main forum PILNET organized a workshop on the development of maintaining of pro bono clearinghouses. At this event Wendy Morrish, our BABSEA CLE Co-Director and President, and myself were invited to provide a "Spark Talk - Inspiration in Under 5" presentation on Pro Bono Southeast Asia Style where we speedily but impactfully demonstrated key developments in pro bono initiatives throughout the region in which we work. Toggling back and forth, with each one of us explaining in less than 15 seconds per slide, we provided a good overview and insight into the amazing regional pro bono movement we are honored to be engaged in.

The following two days found us engaged with pro bono leaders from Europe and worldwide including our long term partners Herbert Smith Freehills, DLA Piper/New Perimeter, the Singapore Law Society and Ashurst. Much was discussed in many of the sessions we attended, including how BABSEA CLE and our partners strongly focus on the need to ensure pro bono education is included throughout legal studies curriculum as a means to build the next generation of pro bono minded champions. This approach was widely accepted as one of the key necessary core strategies in the development of pro bono culture. Finishing up at the Pro Bono Forum event we immediately slid directly into the ENCLE Conference where we were welcomed by many friends and colleagues from within and outside of Europe, all engaged in the development and strengthening of justice education through CLE. Having started only one year before, ENCLE has done incredible work in getting off the ground and this Conference was no exception. Wendy and I had the privilege,



just a day before it began, of becoming the first official ENCLE members by registering online. We were then continuously referred to as Number 1 and Number 2 by Ulrich Stege, a professor of law at University of Torino, Italy who has been one of the pioneers of clinical legal education in Italy and one of the main motivators in moving ENCLE forward. He also has become a good friend of ours and a real inspiration. [3] During this two day conference, attended by more than 50 persons from a wide array of European countries, as well as Israel, Wendy and I were overwhelmed with the energy, passion and family-like atmosphere of all. It was like being back with our own partners in SE Asia and we were very grateful to be there. Of course not ever use to sitting on the sidelines, we were asked and gladly agreed to provide a session on CLE Program Supervision Tips. This multi-tasked session went off incredibly well and included ways and means to identify and develop quality CLE supervision programs and supervisors.

Our entire time in Poland was so memorable. Work, friendship, professional and personal development was achieved. This included one week in Warsaw with beautiful weather, which Filip Czernicki the President of the Polish Legal Clinics Foundation and local co-organizer of both events, was pleasantly shocked over. It also included the consumption of probably way too many pierogies as our smiles broadened along with our waistlines.

Finally, with much accomplished and many future plans set, Wendy and I once again boarded an airplane and with our traveling suitcase "homes" we flew back to New York to begin our next work tasks and some long overdue family time. The New York Marathon was less than one week away, which I would be running in and Wendy would be rallying BABSEA CLE USA based volunteers to gather together and root me on, but that is another story.

[1] Language adapted from the PILNET European Pro Bono Forum website page located at: <http://www.pilnet.org/public-interest-law-programs/pro-bono-law.html>



Myanmar Inaugural Clinical Legal Education Workshop

By Support for the Strengthening of CLE in Myanmar Project Management

Team

On July 12 – 14 2013 in Yangon, Myanmar BABSEA CLE with the support of the United Nations Development Programme (UNDP) hosted the Inaugural National Clinical Legal Education Workshop. The Workshop came about from discussions with the Ministry of Education and select universities and was focused on assisting university law departments across Myanmar to develop and implement clinical legal education (CLE) programmes.

Often, a key challenge for effective legal education is the traditional emphasis placed on the teaching of theory in lecture format at the expense of developing interactive and practical skills-based legal training. CLE prepares students to be effective and ethical law practitioners by helping them to understand and apply the law through experiential learning opportunities. CLE also allows law lecturers to improve their teaching and to enhance student learning by introducing them to a range of interactive teaching methodologies. It also provides access to justice support for underserved populations.

The Inaugural Myanmar National CLE Workshop provided a forum (1) to raise awareness and create opportunities for promoting CLE in Myanmar; and (2) to create a network of law lecturers focused on the development of accredited CLE programs at their universities. The workshop also laid the groundwork for the establishment of an association of university legal clinics in Myanmar and linkages to a regional CLE network.



The workshop attendees included Myanmar university law department heads and professors from fourteen (14) law departments, a number of whom had expressed interest in strengthening legal education and learning more about CLE methodologies prior to the workshop. Workshop participants also included UNDP Rule of Law Specialists and regional and international CLE experts, pro-bono lawyers, and researchers from Thailand, Vietnam, Australia and the USA.

Some of the workshop's key outcomes included:

- Raised awareness of the role and importance of CLE programmes in Myanmar's system of legal education.
- Initiated steps to establish CLE programmes in participating universities throughout Myanmar.
- Encouraged the collaboration and integration of CLE models from within and outside the SE Asia region.
- Provided insights and practical methods into how to assess community legal needs and interests as well as how to foster collaborative CLE partnerships based upon these needs and interests.
- Introduced the importance of strategic planning in the creation of sustainable CLE programs, the role of participants in the development of such plans, and next steps in the CLE planning process.
- Initiated a preliminary communication system with a view to estab-

lishing a national CLE network.

Provided participants with a baseline study to assess the status of legal education, community services, ethics and lawyering skills at their university institutions and to determine ways to improve them.

The interaction with experienced clinicians from established and newly-established CLE programmes and pro bono lawyers gave Myanmar law heads of departments and lecturers a better understanding of how to develop and implement CLE courses at the law department level as well as incorporate CLE teaching methodologies into the traditional legal curriculum.

The discussions were varied and lively. They included lessons which focused on substantive areas of law and jurisprudential issues such as the role of law in society, the elements of a good law, and the balance between an individual's right and the State's responsibility to provide health care when limited resources exist. These lessons were delivered using a variety of teaching techniques including role play, drawing, song, debate, and collaborative group work.

Furthermore, the discussions focused on the deep academic value of CLE for both faculty and students. During a session on CLE academic scholarship, workshop participants saw examples of law journals, books and other literature exploring global and domestic issues in clinical legal education.



Another key area of discussion was the critical role of pro bono lawyering in supporting student learning and serving the legal needs of the public. Participants explored issues such as the relationship between pro bono and clinical legal education. This included strategies for instilling pro bono lawyering values at the university level and in the legal profession as well as ways to support law firms engaged in pro bono initiatives.

The workshop represented a positive and strong step forward in the institutionalization of clinical legal education in Myanmar. As Bruce Lasky, Co-Director of BABSEA CLE, observed, "based upon our years of experience in the region, the enthusiasm and support for this event in Myanmar demonstrates a nationwide desire and commitment to build sustainable clinical legal education programmes throughout the country."

The introduction of CLE into Myanmar's existing law curriculum holds strong promise for strengthening legal education, preparing practice-ready lawyers to serve the needs of government and civil society, and expanding access to justice, especially for vulnerable citizens. As noted by Mascha Matthews, Rule of Law Specialist with UNDP Myanmar, "clinical legal education assists in providing various forms of legal assistance to poor and vulnerable populations who may not otherwise have access to justice. That is why it fits so well in UNDP's mandate." Similar optimism was voiced by Dr. Khin Mar Yee, head of the Law Department, Yangon University: "Myanmar needs such programmes and I am proud to see that this important event is giving us the opportunity to establish a network on clinical legal education among fellow universities – is hosted here in Yangon University."



“YES” for CLE in Myanmar

By Wendy Morrish BABSEA CLE Co-director

“YES” for CLE in Myanmar was the response after asking “Do Myanmar Law Departments support Clinical Legal Education (CLE)?” during the recent 2nd Myanmar National CLE Workshop held in Mandalay. (27-29 September 2013) The University of Mandalay hosted the 2nd CLE workshop as part of a United Nations Development Programme (UNDP) project to support the development of CLE in Myanmar. More than 45 Myanmar law academics & lawyers joined with regional and international CLE trainers and UNDP representatives for 3 days to learn, practice and participate in sessions focused on CLE methodology and pedagogy and incorporating pro bono activities into the legal profession starting in the law school. As anticipated and perhaps now expected from a BABSEA CLE training, the energy was high and positive with a “CAN DO” approach.

To help demonstrate the effectiveness of Clinical Legal Education and Pro Bono within the Southeast Asia region and internationally, BABSEA CLE called on its regional partners university clinicians to share their experiences on how their university/country has effectively incorporated CLE programmes into their law students' curriculum and/or activities.

Throughout the 3 days, the trainers joined the participants from the 17 Myanmar universities and 3 Mandalay law firms to creatively incorporate the Myanmar legal professionals knowledge into interactive learner centered lessons that could then incorporate into their existing law classes. The topics chosen for the CLE lesson plans ranged from criminal law and maritime law, some of the topics included

- Criminal law and cheating
- Validity of marriage under Myanmar customary law
- Divorce by mutual consent
- Maritime dispute and delimitation of maritime zone

After the lessons were developed, the workshop participants then taught their lesson practicing the CLE methodology on the peers who were then encouraged to give constructive feedback and evaluate the effectiveness of this lesson in the Myanmar context. One observation noted by the participants was the use of role playing in their family law lessons proving to be a very effective method for demonstrating the differences between customary law and statutory law in Myanmar.

The lessons taught by role-play method are an interactive teaching, this method is easy to understand and remember the lesson for a long time. In addition to the CLE lesson plan development, sessions also covered what current law subjects each university could potentially incorporate this methodology and pedagogy; pro bono; effective interviewing & counseling skills; strategic planning and the pro & cons when implementing a longitudinal study focusing on the development and expansion of CLE in Myanmar. Also something that has come to be expected and anticipated at a BABSEA CLE training was the networking and team building activities, including sharing traditional dances and singing – Myanmar CLE now knows the 'Banana Dance'.

“I have learned that CLE is a program where students learn by practicing doing the different methods of teaching, the way to improve curriculum and how to apply CLE methods in the current subject in Myanmar.” “CLE methods should be incorporated into all law subjects and lessons”. BABSEA CLE would like to thank the Union of Myanmar Ministry of Education, all our Myanmar University Partners, UNDP and all the trainers, both regional and international whose experience, enthusiasm and dedication to CLE and support the Myanmar CLE initiative. Our appreciation goes out to Mr Phallack Kong, Pannannastra University Cambodia; Ms Leni Mulyani, Faculty for Law Pasundan University Indonesia; Mr Nguyen Chi Ngoc LERES Centre/Vietnam National University-Hanoi Vietnam; Mrs Asnida Binti Mohd Suhaimi, Faculty of Law University of Malaya Malaysia; Mr Bounleuth Xaphakdy, National University of Laos Faculty of Law and Political Science Laos, Mr Michael Gill, Lawyer DLA Piper and New Perimeters, and Ms Helen Yandell, Springvale-Monash Legal Centre and BABSEA CLE Australia, Melbourne Australia and our BABSEA CLE trainers/team Mr Bruce Lasky, Ms Thip Nouansyong, Ms Nguyen Thi Thuy Linh, Ms Nwe Mar and Ms Wendy Morrish. Further thanks goes out to The Open Society Foundation and The Open Society Justice Initiative for their providing vital technical and other support to make this project such a success.



Bridging Borders in the Middle East

By Franny Weil volunteer.

While volunteering with BABSEA CLE in March, I had the opportunity to accompany Bruce Lasky, co-director of BABSEA CLE, to the “2nd Middle East Regional Symposium on Clinical Legal Education: Developing Clinical Programs and Expanding Access to Justice,” in Doha, Qatar. Bruce was invited as an international community legal education (CLE) expert in order to provide guidance to law faculties that are working to develop or improve their clinical programs in the Middle East. One of the other three international experts invited happened to be my Mom, Catherine Klein from Catholic University in Washington, DC, whom I hadn’t seen since I moved to Thailand in September!

The Protection Project, a Washington, DC based research institute at The Johns Hopkins University School of Advanced International Studies, organized the conference to continue strengthening the network of CLE programs in the Middle East. The symposium was also co-hosted by the Qatar Foundation for Combating Human Trafficking and the Qatar University Faculty of Law. The countries represented in the conference included Jordan, Egypt, Lebanon, Oman, Palestine, Qatar and Iran.

On the first day, Bruce had an opportunity to speak about CLE curricula, and how they can be implemented in an institutional setting. He stressed the importance of service and values in CLE. Regardless of whether the CLE takes the form of an independent clinical program or is integrated through methodology into an existing course, the CLE must maintain a public interest, or pro bono, focus. In an interactive session, the participants learned about the three integral components of CLE: teaching students knowledge, improving lawyering skills, and, most importantly, creating lawyers with good values and a commitment to social justice. All the participants were very engaged and excited about bringing these CLE fundamentals back to their home institutions.

Overall, Dr. Mohamed Mattar, Director of the John Hopkins’ Protection Project, stressed the importance of individuals in initiating movements. He asked each representative to sign a membership form to officially create a Middle Eastern CLE coalition. Within this network, they will be able to find the support and resources they need to continue improving their CLE programs. By creating the coalition and inviting international CLE experts, Dr. Mattar also empowered the representatives and their legal clinics to connect into a larger global CLE movement. The conference really showed how far-reaching and powerful CLE can be. CLE can bring people together to work on access to justice issues within the local, national, regional and global settings.

And of course, travelling with Bruce and my mom, there is always some time to explore and have fun. When not in the conference, we managed to join many Qatari residents in their weekly exodus out of the city and into the desert sand dunes. While taking in the awe-inspiring desert scenery, we experienced the thrills of being jolted about during a “sand dune bashing” expedition, not too dissimilar from an amateur roller-coaster ride. In addition, we visited the Museum of Islamic Art designed by I.M. Pei, the famous Chinese-American architect of the Louvre pyramids in Paris and the National Gallery of Art in Washington, DC. Though short, my trip to Qatar is not an experience I will soon forget.



Irish Rule of Law International BABSEA CLE Trip

By Freda Greal, Diploma Manager, Law Society of Ireland

This April three Irish Lawyers from Irish Rule of Law International (IRLI) joined BABSEA CLE over a week in delivering three one-day workshops to lecturers and law students in universities in Hanoi, Ho Chi Minh and Hue on practical skills such as interviewing and questioning skills, file management, and aspects of alternative dispute resolution.

The idea behind this pilot project was to engage the talents of Irish lawyers who have an interest in legal education and social justice and to share their knowledge and experience in order to empower and build capacity locally within Southeast Asian law schools. We were delighted to be working with BABSEA CLE to use clinical legal education as an instrument of change. We at IRLI chose to run this project with BABSEA CLE as the ability of law schools to provide free legal advice represents a strategic opportunity to strengthen the voice of marginalised groups, empower the communities through rights-based education and support the economic development of the poor.

The IRLI team was made up of two solicitors, Freda Greal, Diploma Manager, Law Society of Ireland and Sean O'Reilly, Solicitor and one barrister, Sonya Donnelly. Sonya is currently the Staff Attorney (Clinical Programmes) with the Hong Kong Refugee Advice Centre where she develops and manages refugee clinical programming with two of Hong Kong's premier universities. She has also previously worked with IRLI in Malawi and has a vast experience in lecturing. In 2011 Freda had the experience of volunteering with BABSEA CLE for six weeks in Vietnam and saw their work first hand. She was impressed and inspired by what she saw and so this pilot project was born. BABSEA CLE's overall approach fosters capacity building and trains lawyers to be effective in the community. She was especially impressed that they embraced an experiential and CLE methodology that focuses on workshops, role play, and hands-on practical skills for law students and stressed the importance of ethics, professional responsibility, and social justice. In doing so they provide the opportunity for change in attitudes towards social justice, and towards the role of the lawyer in the wider community.

The objectives for the pilot training visit were primarily to focus on legal education, in particular the design and facilitation of a one day workshop to be replicated in three different universities. The training was skills based; interactive, using role play that simulated real life situations students might find themselves in during their time in a law clinic. In our approach we felt it was important to align with local law and to devise case studies with this in mind. We also provided a number of sample documents which could be adapted for local law clinics. A secondary objective was to build relationships with local partners and BABSEA CLE again provided us with much needed introductions in this regard.

We found the experience truly rewarding and inspiring. There was an excellent response from enthusiastic faculty and students. The sessions were very interactive and enjoyable and we hope to return again. Using the experience of our Irish lawyers who are practicing clinical legal education internationally and looking to best practice for future guidance, we hope that this pilot project will continue and act as an opportunity to advance legal education in Vietnam in a manner that will result in highly trained students. We hope that we can return to continue this work with BABSEA CLE and the universities in the future.



Conference Report: 2nd South East Asia/Asia Pro Bono Conference and Workshop provides boost to pro bono legal culture in the region

National Pro Bono News: Issue 83 (October 2013)

Like the first conference held in 2012 in Vientiane, Laos, the Second South East Asia/Asia Pro Bono Conference and Workshop held from 11-12 October 2013, on the banks of the Saigon River in Ho Chi Minh City, Vietnam, was infused with an unbridled enthusiasm for justice and “pro bono lawyering”. With well over 200 delegates and a significant number of law students



also attending, this enthusiasm was infectious and provided the right environment for fruitful discussions, networking and exchanges of information that furthered the development of pro bono legal culture in many countries in the region. Coinciding with the two-day state funeral of the legendary Vietnamese military commander, General Giap, the conference opened with a tribute and a memorial silence which reminded us all of the history of a country that had struggled long for its independence and the ongoing plight of the poor and disadvantaged in Vietnam but also in many countries of the

region. Delegates from 17 countries attended and in the fun spirit of a BABSEA CLE- style of conference, each delegate drew a picture of their country's flag and then “Hello” was said in 17 different languages and ways. Instantaneous translation between English, Vietnamese and the Myanmar language was provided throughout the conference. The theme of the conference was strengthening the role of pro bono in improving access to justice in the region. Antje Kraft, justice and human rights specialist from the United Nations Development Programme (UNDP), provided an overview of social need in the area and a definition of access to justice used by the UNDP, being “the ability of people to seek and obtain a remedy through formal or informal institutions of justice, and in conformity with human rights standards”.



Examples of pro bono projects throughout the region were provided, but as often happens at pro bono conferences, this led to a discussion about the various meanings of pro bono with views ranging from a definition of the delivery of all free legal services, to only those services provided to the poor, disadvantaged and marginalised by the private legal profession. The concepts were soon clarified, particularly by the international experts, Esther Lardent, Nicolas Patrick and Ed Rekosh, each providing a unique global view of the pro bono movement and its many moving parts, with Nic Patrick suggesting that the path to increased pro bono growth in China may be under the umbrella of corporate social responsibility citing Article 5 of the Chinese company law that states ‘in the course of doing business, a company must...conform to social morality and business ethics, act in good faith...and undertake social responsibility’.

The workshops on the second day of the conference were held at the ‘high rise’ University of Economics and Law (UEL) situated in the fields about 40 km outside of Ho Chi Minh City. These included issues of how to develop support from government and the legal profession for pro bono, working with clearing houses, how to develop a pro bono-minded legal profession and how to manage working partnerships. The clearing house workshop brought an Australian perspective through Sue Garlick from QPILCH talking about their Legal Health Checklist and the Homeless Persons Legal Service, a South African perspective from Erica Emdon, the Director of

Probono.Org who discussed the challenges faced in a country that has mandated that its lawyers undertake 24 hours pro bono work per lawyer per year, a global perspective from Ed Rekosh, Executive Director of PILnet, who discussed PILnet's development and the operation of their clearing house in China, and Serena Grant, Senior Manager – Legal at the Thomson Reuters Foundation informing people about the international TrustLaw Connect pro bono clearing house and the opportunities it presents. Singapore was again identified as a leader in pro bono development in the region but it was fascinating to hear from the Indian speakers, including Nisha Saxena from the Supreme Court of India about the constitutional and legislative underpinnings for ‘legal aid’ services in India and the leadership being shown by the court and government. The Hong Kong delegates seem to think that the time is right for creation of a clearing house or similar in their city.

The Australians attending were all speakers in various workshops and sessions and consisted of Annette Bain (Herbert Smith Freehills), Anne Cregan (Ashurst), Nic Patrick, Claire Donse and Michael Gill (DLA Piper), Hai Van Nguyen (Clayton Utz), Sue Garlick, (QPILCH), Geetha Nair (Australian Government Solicitor), Mark Woods (Law Council of Australia), Judith McNamara and Rowena Maguire (QUT) and John Corker (NPBRC).

Members of the Vietnam Bar and the Director of Vietnam's National Legal Aid Agency participated in the conference and were keen to further develop the pro bono ethic amongst their lawyers.

Even though it is early on in the development of a pro bono legal culture for a number of the countries involved, the conference showed that the pro bono movement is alive and well in the South/South East Asian region of the world.

As the conference drew to a close against the backdrop of a bust of Ho Chi Minh framed by a dark green curtain with the red star and hammer and sickle high above, a banner reading “Viva Pro Bono” was passed from the Director of UEL to Tanguy Lim, Director of Pro Bono Services, Singapore Law Society passing to Singapore the responsibility to host the 3rd South East Asia/Asia pro bono conference to be held in Singapore from 9-11 October 2013.



Development of Live-Client Legal Clinics in Vietnam

By, Ho Nhan Ai CLE placement at Monash Oakleigh Legal Service and Springvale Monash Legal Service.

From an academic point of view, since I have been at Monash Oakleigh Legal Service and Springvale Monash Legal Service, I understand more about theory and principles of clinical legal education. During my placement, I have done quite a lot of research and readings about clinical legal education. I understand that there is not only one fixed model for running a legal clinic. Rather, based on different situations and the availability of resources (including human, infrastructure, finance, and external volunteer lawyers), there are different forms of programs. We could establish and run a legal clinic so that it could suit the situation. For instance, in the context of Vietnam, it is worthwhile to think about community legal education (also known as community teaching) as being the beginning stage. In my view, conducting a community legal education trip is quite simpler and easier than running a live-client clinic. When dealing with community legal education, we always have more time for preparation and tend to be more proactive, while running a live-client clinic requires a lot of “readiness” for many unexpected situations, cases and clients.

However, doing community legal education, from my opinion, does not provide students with some of the professional practice skills and knowledge they need for their future career. From my observation, such skills as client interviewing, legal writing (especially writing letters), reflection and critical thinking are not well developed with students in community legal education programs. Contrarily, students following placement at a live-client clinic are very well-equipped with these skills before and during their placement. In addition, by working with real legal cases and clients, these practical skills are improved and developed day after day. After 19 weeks working as a professional practice student at a clinic, students become professionally mature. During my placement, I had an opportunity to talk with former and current professional practice students about how different they evaluate and compare themselves with students not in the program. All of them responded with an appreciation of the practical benefits they achieved from the program. There are some students who finished their last-semester placement and decided to stay in the program as a volunteer because they would like to continue to improve their practical skills.

Looking back to Vietnam, at the current early stage of clinical legal education, almost all the legal clinics are focusing on community legal education. In my opinion, now it is time for Vietnam to think about a model of live-client clinics. Want it or not, students will use their practical skills in their future career and these skills can be developed during placements at live-client legal clinics. However, it would be more realistic and reasonable for us to think about a ‘small-size’ clinic rather than such big clinics as Monash Oakleigh Legal Service or Springvale Monash Legal Service with almost 40 years of development history.

In order to develop and maintain a live-client legal clinic in Vietnam, there are many issues to be considered including human resources, financial funding, legislation support, and of course, political willingness from the government and law schools. These issues, along with others, are expected to be comprehensively addressed and discussed in my up-coming



PhD research. Challenges and obstacles for Vietnamese clinical legal education in general and live-client clinics are obviously identified, but a lot of opportunities are also recognized. Since Vietnam is a ‘newcomer’ in clinical legal education, experience and lessons from other countries such as the United States, Australia, and Canada should be very beneficial and provide a big advantage. In addition, under the supports from organizations such as UNDP and BABSEA CLE, a basic foundation for clinical legal education has been created. There is a belief and promise that from this basic foundation, a live-client clinic could be possible in the near future, especially with supports from UNDP, BASEA CLE and others who will still be around as clinical legal education in Vietnam moves forward.

But more importantly, the Vietnamese government and law schools should take these opportunities in order to develop and improve clinical legal education, especially live-client clinics. From my insight, thinking and observation, I can see the potential for a live-client clinic to be established and developed in Vietnam in the near future.



CLE Vietnam Network Meeting

By Le Nguyen Gia Thien Law lecturer – University of Economics and Law, HCMC, Vietnam

From 17th to 18th of April 2013, the University of Economics and Law and Vietnam National University Ho Chi Minh City held the Vietnam Clinical Legal Education (CLE) Network Meeting. The participants of the meeting were leaders of Law Faculties, CLE centres and law clinics throughout Vietnam including: University of Economics and Law; Vietnam National University Ho Chi Minh City, Can Tho University – Faculty of Law; Trade Union University – Faculty of Law; Hue University – Faculty of Law; National Economics University – Faculty of Law; Centre for Legal Consultation and Short Term Training – Ho Chi Minh City Law University; Foreign Trade University – Faculty of Law; and Law Research and Legal Aid Centre – Vietnam National University Hanoi. In addition, there was the attendance and consultancy of representatives from United Nations Development Programme in Vietnam (UNDP) and Bridges Across Borders Southeast Asia – Community Legal Education Initiative (BABSEA CLE). Associate Professor Doctor Nguyen Ngoc Dien, Vice Rector of UEL, also attended and delivered a warm welcome speech. CLE has started and developed at law teaching institutes in Vietnam since 2009. However, as the program is relatively new to the partners, the connection between the partners has not been so strong and collaborative. This issue has created some certain difficulties to the united development of the whole program in Vietnam. This reality demanded an effective mechanism for all the partners to work cooperatively to develop a strong CLE program in Vietnam and work toward the main outcomes to further strengthen the clinical legal education and the social and ethical responsibilities for law students.

In response to the demand, creating a strong network in order to 'bridge' all the law teaching institutes that have had CLE program in Vietnam is inevitably important. The meeting at UEL has provided the opportunity for all the representatives to participate in the process of building an effective mechanism of collaboration in the future.

All the members of the network have clarified many issues relating to the activities of the Vietnam CLE Network. The activities include agreements on basic understanding of CLE and CLE activities; principles of cooperation; and collaborative mechanisms between members. Based on this, the meeting focused on identifying rights and responsibilities of members in the network and the role of the Coordinating Committee. Participants expressed their main developing orientation as well as the main targeted activities of the network in the upcoming year.

It is undeniable that all the high responsible spirits and hard working, incredible expertise and management experiences of the representatives created the success of the meeting. It has been remarkable for an important developing level of CLE in Vietnam – a meaningful volunteering program which has played an essential role in educating future generations of Vietnamese legal practitioners about professional ethics and social responsibility.



Each HIV and the Law Community Teaching is a Great and Different Experience

By Trang Tran Le (Ivy) volunteer.

Over the three years that I have been involved in the UNAIDS project, I have had many opportunities to be in different community teachings on raising awareness of legal rights for people living with HIV (PLHIV). On each occasion, I saw different people with different stories and I felt different things.

Within the framework of the European Instrument for Democracy and Human Rights (EIDHR) project throughout Vietnam, this summer I have been to Can Tho, HCMC, Ha Noi, and Dien Bien for community teachings. In each place, PLHIV have faced various problems in regards to justice accessibility. The training team going into the community includes law students and community trainers, who not only help them to understand and learn about their rights but also learn of real stories and experiences from those they meet.

Story 1: Community teaching is also a kindergarten

Our classes always begin with 25 participants, 2 community trainers, 3-4 law students and 1 CLE Master trainer. Our classes are always full of smiles, discussions and sharing between trainers and trainees. However, no one can forget the crying babies in the room. The little babies go to class with their mom/dad because no one can take care of them at home or perhaps they are not allowed to go to school due to their HIV status. I often give them pieces of paper and coloured pencils for them to draw with so that their mom/dad can focus on the lesson. The trainers and students naturally become babysitters when they are free, in order to keep the class on track. A 6-year-old girl once asked me "Why doesn't my mum let me go to school? I want to draw beautiful pictures, I want to have new friends. Why do I have to stay at home?" It is a question I can't answer. I can't tell her about the discrimination and stigma of society, which prevents her from fulfilling the simple wishes of a child. However, I can tell her that her mom is learning about the right to education of children living with HIV so that she can learn how to protect her daughter's rights, as well as obtain support. I know she will go to school soon, with support and connections to protect PLHIV's rights. Keep your beautiful dreams, girl!

Story 2: Women were born to be loved and respected

One of the main topics we teach the community is the rights of women living with HIV. One of my favourite interactive teaching techniques for this topic is role-play. In this role-play, there is a woman who contracted HIV from her husband, and when her husband dies, she is kicked out of the husband's family with no compensation and she is not allowed to see her children. What can she do to overcome this situation? Initially, participants will give trainers solutions they have come up with, including but not limited to asking community leaders for help, asking lawyers for help and finding someone who understands HIV to explain to the husband's family that HIV is not transmitted through daily activities. Then the women in the class start to share their true stories, sometimes with tears, because what happened in the role-play also happened to them, or in some cases, worse. They share their difficulties of being a woman living with HIV. In Vietnam, women are often the victims of violence and this is only intensified once they have contracted HIV. During these sessions, our community teaching is not a class anymore; it becomes a place where everyone shares, listens and empathizes so people know that women were born to be loved and respected, in all circumstances.

Story 3: You come to class not only for knowledge but also for skills and values

Before the class, all participants share their expectations and reasons for joining the community teaching, as well as their knowledge, skills, and connections. However, in some cases it may be just a place where they can share their feelings. With the CLE teaching methods, the participants feel more confident to learn new things about their own rights. They realize no one can stop them from going to work, going to school or being involved in social activities based on their HIV status. They will be the ones making the decisions based on how they choose to live their own lives.

All the participants can acquire the knowledge, skills and know-how to apply this knowledge into their everyday lives while help others in their community. In addition, they learn to appreciate their current life. They have beautiful wishes such as wanting to "have a happy family and have my own children", wanting their "children to go to school and be successful", wanting "to help other PLHIV understand their rights so that they can find a good job", and hoping "that one day, PLHIV will face no discrimination and stigma." The values come from the way they respect their lives, from the way they apply their knowledge to real life and from the way they try to maintain positive lifestyles in order to build a positive image of PLHIV.

I have now had the chance to work with PLHIV for approximately 3 years, sharing and also learning a lot from the community. The most important thing I've realized is that the community teachings are not defined as successful when the agenda has been followed and finished according to plan. Success is when everyone in the class understands that the law is just a theory and it needs to be applied to real cases in order to help people. It is when the trainers can learn from the participants and empathize from their hearts, when participants come to learn, and are ready to share their legal rights with others. I strongly believe that in the near future there will no longer be a stigma or a discrimination against PLHIV.



FLP CLE Community Teaching in Vientiane

By Pavina Thephithuck (Pa) Legal Fellow for BABSEA CLE in Vientiane.

Laos 2013- 2014 Start up with “Sisathanark Lower Secondary school”As of 7 November 2013, the Clinical Legal Education, Faculty of Law and Political Science (FLP CLE) has conducted various Community Teaching programs in Vientiane, Laos including the Secondary School and Drug habitation Treatment centre and 5 other secondary schools including Chanthabouly upper secondary school, Chaonouvong secondary school, Sisathanark upper and lower secondary school and Lao-Viet secondary school. The first place that FLP CLE started was with the Sisathanark Lower Secondary school. The Director of the Sisathanark Lower Secondary school participated in the opening ceremony on the FLP CLE community teaching program and the representative from FLP CLE was Ajan. Thatsanalone Sisounoun .There were 5 FLP CLE volunteers who conducted the community teaching including; Ms. Anoulien Kingkeobounnong, Mr. Soukhee Phimmasen, Ms. PhonesamaiKeonapha, Ms. Leemoua Vangkhai and Mr. Soula Xayounkham. The program has been planned to run for over 7 weeks, teaching 6 topics that have been picked by the secondary school. The topics are based on the Rights of Children as well as Criminal Law. There are currently 26 students from Sisathanark Lower Secondary school, who must participate in at least 4 topics to receive a certificate from the FLP CLE, which will be handed out on the last week of the Program.



Legal Clinic Education Methodology At Foreign Trade University Vietnam

By Uyen Hoang To: BABSEA CLE Vietnam Project Coordinator
And Ha Cong Anh Bao: Law Lecturer of FTU's CLE Team

On the 26th and 27th of January, just almost one month after the official date of our starting cooperation among the Faculty of Law, Foreign Trade University (FTU), BABSEA CLE and CLE Foundation. We followed up the successful CLE Introductory Workshop with the second training workshop on “Legal Clinic Education Methodology at Foreign Trade University.” The workshop was incredibly successful as well. More importantly, the workshop was bringing over international CLE experts like Bebs Chorak, who has been working with Street Law Inc. for many years and Binh Nguyen Thanh, a young lawyer who helps run the Binh An Law Firm among many other experts.

We started the second day with the content concentrating on three main topics. The first lesson involved teaching the FTU CLE team with the background of the establishment and maintenance of the CLE program through role plays simulating some legal consultation situations at a CLE office. The second lesson dealt with sharing experience in the establishment and maintenance of street-law offices presented by BABSEA CLE experts. The third, right before the end of the morning session, was preparation of CLE role plays by four student teams.

Also during the last session, the four student teams performed their CLE simulations and gave feedback about such topics like domestic violence, violations of road laws by youth and we also discussed drug prevention for young offenders. We looked at case studies, focusing on penalties for the violations of those law topics we discussed in the role plays. At the end of each simulation, each team self-evaluated their work as well as gained assessment from the other teams and experts on how to improve their work. The BABSEA CLE experts really appreciated the quick learning and creativity of the FTU CLE student members, which were the basis for the successful CLE implementation at FTU.

The training workshop was a good example on implementing CLE program when FTU had no funds to organize it. However, with strong support from BABSEA CLE and the FTU management board, the workshops were held effectively. It also showed the cooperation of CLE networks when TUU, HU and VNU sent their team members to share their experience and the opportunity to get FTU involved more in CLE activities in Hanoi and Vietnam. Hopefully FTU will soon play an active role in CLE movement in the near future.



The Clinical Legal Education as a Means to Assist in Reforming the Thailand Legal Education System: Regional and International Experiences and Perspectives Khon Kaen Conference

Nattakan Chompuhong (Ann), Legal Fellow

The Clinical Legal Education as a Means to Assist in Reforming the Thailand Legal Education System: Regional and International Experiences and Perspectives conference was successful in promoting and encouraging the development of Clinical Legal Education (CLE) in Thailand and throughout the South East Asian region.



The conference brought clinicians and academics together, from all over the world. All are strong advocates of clinical legal education who have also been involved in access to justice work for many years and in various countries. There were many examples outside the region, demonstrating the importance as well as the advantages of CLE. The representative from UNDP also emphasized the importance of the social justice component of clinical legal education. It was exciting to see the Deans and university policy makers from various Thai universities not only discussing legal education problems but also brainstorming ways to overcome such problems. It was also exciting to see a number of universities becoming interested in CLE as a result of attending the conference. Furthermore, the



SEACLEA region network also expressed an intention to improve legal education and social justice through the implementation of clinical legal education. Below are some comments from attendees; "After a few years of an attempt to introduce Clinical Legal Education to Thai legal academia, this conference has actually taken us to a new step. Many law school deans showed their strong intention

to integrate CLE into their curriculum as an accredited course. It is clear that CLE is not just providing a legal service to people, it is also an educational program that provides students with practical experiences, understanding on the ramifications of the law, lawyering skills, and values of the profession. Many participants are very keen to gain a practice model for their program. This conference also brought together social justice educators and their international alliances to share experiences, ideas, and also their passion for social justice" said Dr. Panarairat Srichaiyarat-Khon Kaen University, Thailand.

"Clinical Legal Education is one of the best ways to educate a person to become a great lecturer" said Cheewin Malikamarl, lecturer of Law Department Faculty of Social Science, Kasetsart University.

Along with academics and universities, the Thailand Law Reform Commission also showed a positive response to the universities' intention of developing clinical legal education in Thailand. Noodjane Nontaphone, Senior Academy of Law Reform, Law Reform Commission of Thailand made the following comment; "As one of LRCT's missions is to analyze and support research for setting goals, policy and project planning and to reform and rectify the law, Education Law of Thailand should be reformed to conform and support the current situation.

This conference demonstrated the important of CLE in the improvement of legal education, thus we will bring this issue to the Legal Education Department of the Law Reform Commission. We hope to improve the legal education of Thailand that will lead to the development of professional autonomy" said, Noodjane Nontaphon, Senior Researcher, Law Reform Commission of Thailand.

As a law graduate and legal fellow who has been involved in Clinical Legal Education through working with the CLE students, within a legal clinic and with community and international clinicians, I have seen the benefits firsthand. I can honestly say that this movement and regional collaboration will provide advantages to various sectors. It is obvious that clinical legal education provides benefits to students by providing them with legal knowledge, practical skills and knowledge of the value in legal ethics. It will also empower vulnerable and marginalized communities by providing them with access to justice. I am honored to be a small part of this movement.



The 3rd Annual Access to Justice Public Interest Fair 2013

By, Amni Raihan Abdul Rahman, Nikki Davies and Kanika Kirpalani Volunteers.

The 3rd Annual Access to Justice Public Interest Fair was held on 16th November 2013 at the Kantary Hills Hotel in Chiang Mai, Thailand.

The Access to Justice Fair is an event hosted by Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE) and its local Thailand organizational partner CLE Foundation

BABSEA CLE and CLE Foundation are non-government organisations committed to Clinical Legal Education and the pro-bono lawyering movement. As such, BABSEA CLE's mission is to create awareness of social and access to justice issues within Southeast Asia, by educating local communities about their rights. BABSEA CLE holds programmes for volunteers, overseas Externs, Law students and lawyers to carry out this mission.

The Access to Justice Fair is one of BABSEA CLE and CLE Foundation's major annual events. The Fair is a networking hub for various organisations and foundations in the Southeast Asian region, to share their experiences and efforts in furthering access to justice. Indeed the Fair is a way for likeminded organisations to come together in their shared objectives of creating awareness about social issues faced by marginalized groups. Organisations from this year's event supported a diverse range of marginalized social groups, including; disadvantaged children, single mothers, transgender people, the elderly and many more. All participant organisations enjoyed the opportunity to present their work and were met with great enthusiasm from other attendees.

Amni Abdul Rahman, Nicola Davies and myself, Kanika Kirpalani, have been volunteering with BABSEA CLE in their Chiang Mai, Thailand office for three months. Having recently graduated from United World College South East Asia (UWCSEA), we undertook a volunteer programme through UWCSEA's gap year office. During our placement at BABSEA CLE, we have worked on advertising the organisation's major events such as the Access to Justice Fair and the Trio for Justice marathon. Additionally, our work has included; teaching both English and human rights classes, writing reports for designated funders and articles for the BABSEA CLE newsletter, designing fundraising products, and much more. In our time at BABSEA CLE, we have gained valuable experience about the inner workings of a non-government organisation, as well as familiarized ourselves with the Clinical Legal Education movement.

Indeed our experience with BABSEA CLE has allowed us to draw on values advocated and learnt at UWCSEA. Values such as social awareness, ethical reasoning and open-minded communication have been essential to our work. Our role in the Access to Justice Fair was mainly as part of the BABSEA CLE team. We worked for months prior to the event, advertising, gaining participants and preparing materials. On the day itself we worked at BABSEA CLE and CLE Foundation, Trio and UWCSEA tables, giving information about the respective organisations. The atmosphere at the Access to Justice Fair was lively and dynamic atmosphere, with all participants displaying enthusiasm towards networking with likeminded peoples. From our perspective we were able to appreciate the objective the Fair, as a means of creating greater awareness of marginalized groups and social justice issues, to further the outreach of access to justice overall.



The 4th Trio For Justice

The 4th Trio for Justice was held on January 13th in Chiang Mai at Huey Tueng Tao Park. In addition to holding a half marathon (21k), 10k and 5k run/walks as the previous Trios have, this was the first trio that had a 3K run/walk event for kids. The run/walk also worked as an awareness raising event with members of Wat Sai Moon Myanmar supervising the children as they participated in the event.

Like the previous Trios, the Trio for Justice aimed to raise awareness of access to justice issues in the region and give an opportunity for the local and international community to meet our team and partners. Besides networking, the event's main purpose was to raise funds for many of our access to justice and implement and support university-based Clinical Legal Education (CLE) programs. And it was very successful in raising awareness and raised a good amount of funds.

The 4th Trio for Justice was supported by donations of raffle prizes and money, the local Thailand municipality as well as advertising benefits by organizations, law firms and businesses both at the local and international level like Powerhouse Gym, Ashurst, Energizer, Herbert Smith Freehills, Beacon Law Corporation, Mansfield Residence and many more. We are so grateful for all of your support.

It was a gorgeous morning and 150 people participated at the Trio for Justice with participants, attendees, guests coming from all throughout the globe. We also had the support of 30 volunteers who assisted in many ways from distributing water to giving directions on the track.

With your continued support, we can all help raise awareness of social justice issues and fundraise money for a good cause together.



The Teaching Experiences At Phayao

By Kelly Morrow and Samantha Boardman: Former Interns at BABSEA CLE

In January 2013, fourteen BABSEA CLE staff and interns embarked on a 5 day teaching and camping trip from the 15th to the 20th with the law students and academics from the University of Phayao in Northern Thailand. The interns were a multi-national group from the United States, New Zealand, Laos, Vietnam, and Canada and included law students from the Queensland University of Technology in Australia.

We had been warned that we would be sleeping on the ground, in freezing conditions, using squat toilets and would have no access to hot water for several days. Our schedule was fickle and our facilities would be a constant mystery, yet this brief trip would be one of the highlights of the intern's time with BABSEA CLE.

Our objective was to run five Community Legal Education workshops for the law students while they were holding Children's Day Activities at two regional primary schools. We faced numerous challenges including unknown class sizes, changing workshop times, complex lesson content, lost materials and ongoing translation confusion. But we persisted and the workshops received great support from both students and professors (probably swayed by fuzzy koala bear souvenirs handed out by Australian interns).

However, the most enjoyable interactions were outside the classroom. As many of the interns spoke English as a first language, we expected that cross-cultural communication would be our biggest challenge. Though not incorrect, we didn't expect to find so many other ways to communicate and bond with the Phayao students and academics.

Time and again we clambered aboard a bus, the lolly bags came out, the guitars and drums were struck and the karaoke was raised to full volume. Though we couldn't understand a word, the ruckus of students enthusiastic for life and enjoying their community involvement became contagious. We danced 'Gangnam Style' with the primary school children, played soccer with the law students by dusk and ate the most delicious food cooked over a camp-fire by the law lecturer (Ajaans). We played card games and attempted to sing Thai pop songs with students late into the night, laughed when we were asked to model for their photography club and had an amazing dinner with the Dean of the Faculty of Law.

We may have slept on paper thin sleeping bags on cold hard tiles, in tents uplifted by tree roots and had the water turned off (twice!) so that we couldn't take showers, but this didn't bother us. Being immersed in the Thai culture, their love and gratitude for life expended to us, we learnt the greatest lessons of all – inclusion, support and how pro bono work through community involvement truly can effect change if we have a common goal.

Whether we are able to truly appreciate the impact that this intern-ship has had on our lives, the benefits will continue into our careers. We are changed for the better.

We would also like to give special thanks to the Phayao University Dean of the Faculty of Law, Ajaans and law students for your hospitality and kindness during the week that BABSEA CLE interns spent with you.



The Reward of Teaching at Wat Sai Moon

By Kanika, Amni and Nicki (volunteers from UWCSEA)

Wat Sai Moon is a local Myanmar temple in Chiang Mai, Thailand. BABSEA CLE supports the temple by sending volunteers to teach English to children and adults. As three volunteers who are new to the BABSEA CLE organisation, Wat Sai Moon has been one of the most engaging projects we have been involved in thus far.

Every Sunday, we visit the temple to teach English to children between the ages of three to thirteen. Due to the range of ages, we divided the children into two groups to make our lessons more effective and applicable to the varied age groups. So far, we have taught the older children broad topics such as ‘Fruits’ and ‘Animals’, whilst focusing on more basic skills for the younger children, such as the alphabet. Separating the children has proven to be a successful teaching method as the younger children are given time to process the language in simple ways, while the older children are given more independence and more interactive activities so as to be able to grasp the key concepts faster. In this way, we have sought to create a focused and positive learning environment for all ages, tailoring each lesson around the specific groups’ needs. Another teaching method that we use regularly is linking the topics to everyday life. Using relevant topics such as fruits and animals allows the children to process and communicate abstract concepts in a more effective way. The level of understanding that is exhibited by the students is easily demonstrated through their conversational skills, which has been exceedingly rewarding. Particularly, with the younger children who can now begin to use the alphabet and with the older children who are beginning to apply their newfound English skills and vocabulary to their daily lives.

To summarize, it has been an aspect of the volunteer program that has been immensely rewarding and is something that we look forward to continuing throughout our time here at BABSEA CLE.



Wildflower Legal Education Initiative: Local and International Beneficiaries

By Nattakan Chomputhong (Ann), Legal fellow at BABSEA CLE.

This is the fifth year that BABSEA CLE has provided weekly legal lessons to the women at the Wildflower Home. We started by teaching children’s rights and English classes in September 2008, while also helping to build the vegetable gardens in October and November 2008. BABSEA CLE and CLE Foundation still continually educate this community; women who often come from poor or marginalized communities and have little to no knowledge of legal matters. These classes teach basic legal rights a



nd promote access to justice awareness, emphasizing the importance of the assertion of these rights. The regular classes raise the young women’s awareness of and knowledge about their legal rights in everyday situations, aiming to empower them and allowing them to deal confidently with such issues in the future. The initiative educates specifically about subjects that the young women are likely to encounter when they move on from the Wildflower Home and are establishing their own independent lives.

In collaboration with BABSEA CLE, CLE Foundation hosts a number of international volunteers, legal experts and interns from different countries. Many others come from neighbouring countries in the region including Vietnam, Laos, Malaysia, Cambodia, and Indonesia. BABSEA CLE, who is partnering with CLE Foundation on this project, runs an externship program for students with many coming from law schools in the United States. BABSEA CLE also has a formal externship partnership with Queensland University of Technology in Australia. Participating interns, volunteers, and visiting experts all have a chance to teach and observe the lessons at Wildflower, allowing them to learn about the different cultures of the women (mostly Thai and indigenous) and the other interns (from all over the world). From this, participants can learn about local law and social issues and compare these to their home countries. After their experience at Wildflower, these international beneficiaries can learn from this exposure to real world problems as well as gaining an ethical sense of responsibility to the public and to marginalized communities, which they can then apply at home.

This year, Wildflower Legal Education Initiative has support from the United States Embassy under the Small Grant Program for Outreach to Society 2013. Their support to develop the curriculum to meet the women’s needs, and provide for the interactive teaching materials, which is a highly effective way to teach concepts that are sometimes not straightforward, is very meaningful for this project.

Reflection

‘I think that the Wildflower teaching programme is great – teaching

these women about their legal rights is so relevant and important. These classes will genuinely help the women know their rights and protect the rights of themselves and their children when they leave Wildflower. I really enjoyed participating in the Wildflower lessons. We taught the young mothers about the Universal Declaration of Human Rights through visual aids so as to overcome the language barriers. The women were all lovely and seemed very interested in taking the classes and learning about their legal rights. (The babies were all super cute too!)’ – Sophie Geoghegan

“Wildflowers have a lot of potential. We do not teach them, we just help them discover themselves. I can see them trembling but they are also full of hope and I know that I should help them get rid of their fear.” – Nguyen Hoang Duy

“Wildflower teaching was a very good activity I experienced during my externship legal study with BABSEA CLE. Wildflower teaching is a good way to offer education on legal areas to those who have no opportunity to access legal information. Wildflower gives those people the opportunity to learn and open their minds through legal action.” – Phetkham Sengpunya

“Human rights is a sensitive topic; to educate about human rights, it’s important to manage the expectations generated by a greater awareness of rights. It’s different from other laws that are obviously enforced. Human rights need respect and awareness of rights, but in real life, many people only think about themselves and their benefits. This is the reason we still see many disadvantaged and marginalized people. I’m impressed to see groups of people value and respect human rights. I appreciate the value of justice and human rights work because it’s a result from working with heart.” – Nattakan Chomputhong

“No one can choose a good place to be born. Therefore, it is important for us to help those who don’t have good living conditions. I realized this reason to live when I came to Wildflower Home for the first time in my life. There were lots of young mothers holding babies who had lost their families. Some of them were under the age of twenty. I also understood that they had suffered from a lack of proper education, good health care, access to information, and particularly a lack of opportunity to access justice. Despite my small role in teaching and creating lesson plans, the Wildflower teaching project did allow me to get a deeper understanding of marginalized groups of people in real life and how important the social responsibility of a law student is.” – Nguyen Thi Thao Nguyen

“Wildflower Foundation teaching brings the Law into the practical world and away from mere rhetoric. It is irrefutable evidence that hands-on legal clinic improves societal life by making the Law closer to the day-to-day life for those in marginalized communities. Besides, this initiative helps to spread legal knowledge to the public, significantly aiding the development of achieving a legal-literate society.” – Rais Imran

“Wildflower teaching is a meaningful and honorable project that brings the law to a marginalised community and is very useful for them to help them understand the law. People working with Wildflower teach women their basic rights and obligations and try to help them understand through simplified language. This significant work helps to bring the law closer to the community, which is an essential point on the way to achieving a legal-literate society. I’m proud to have

been part of the Wildflower teaching.” – Minhnguyet Le



Reflections on the QUT/ BABSEA CLE 3 Week Internship From an Academic Supervisor's Perspective

By Catherine Campbell: Associate Lecturer Law School QUT

In January 2013 thirteen Law students from the Queensland University of Technology completed a 3 week internship with BABSEA CLE. This is the third successive year in which students have completed the internship for academic credit. Students are enrolled in an undergraduate law work-integrated learning unit 'Learning in Professional Practice' which is offered over the summer semester.

With my QUT colleague, Associate Professor Tina Cockburn (who developed the internship program with BABSEA CLE starting as a virtual placement) we originally joined our QUT students for a few days in January 2013. Instead we ended up joining the students for a longer time to gain a deeper understanding and appreciation of the program, as well as provide an academic mentor for students.

I joined the QUT students for in January. I arrived in Chiang Mai just in time for the Trio for Justice. The students were at Huey Tueng Tao park near Chiang Mai by 3am to set up the course. I arrived at 7am to find the students bright and cheerful and keen to walk or run the course. I was impressed – most had had 3 hours sleep or less, and they were still positive and enthusiastic. This attitude and energy endured throughout the placement and I was constantly amazed at how hard-working, professional and engaged the students were.

It was only when I was with the 8 QUT students and other BABSEA CLE interns at University of Phayao (UP) for a week that I realised the value of having an academic supervisor accompany the students. The students could have managed without me, but I was a sounding board for daily issues and cultural concerns. I assisted the students to reflect on their experiences by referring them to readings and other resources provided in 'Learning in Professional Practice'. I was also the link between the Thai lecturers (ajajans) and the QUT students.

The Phayao trip was a unique experience for me and my students. We slept in school classrooms and camping in tents in a nature reserve. The QUT/BABSEA CLE interns taught CLE lessons to the Thai students in open school gyms and under trees. We ate rice and 'spicy' for breakfast, lunch and dinner. We used squat toilets and had cold showers or no showers. We sang songs with the Thai students and played games with children in the local schools. Every day was a new experience and we were often uncertain about what was happening next. I was expecting some of my students to find this challenging. Occasionally, I had to reassure my students to just 'go with the flow', but overall I was impressed with their adaptability and resilience.

I was also surprised by my own level of resilience. I had expected to find the intense week of proximity and new experiences challenging – but apart from the need to find an uninhabited classroom for one night, I thoroughly enjoyed the opportunity to spend time with my students and the Thai students and staff.

The last week back in Chiang Mai the students debriefed. As their academic supervisor, it was exciting to hear how they had developed and learned from their internship experiences. Written reflections don't capture the excitement, joy and wonder of the learning journey which was evident from their presentations. It was a privilege to spend time with my students, to get to know them better, and to share their learning journey.



UWCSEA Students volunteering at BABSEA CLE

By Phattharadanai Chaiyayong Externship Coordinator

As a busy non-government organization, BABSEA CLE is always looking for support from suitably qualified people who are looking to volunteer in Southeast Asia. We are constantly seeking supporters with experience in a variety of fields who are willing to both contribute to the organization and work to help continually improve the skills of our staff. We especially value those with experience in Southeast Asia or in a cross-border setting. In lieu of such experience we are more than happy to accept those with enthusiasm for working in a vibrant, culturally diverse workplace. United World College of South East Asia (UWCSEA) endeavors at all times to promote excellent relationships based on trust and mutual respect with all stakeholders in the Gap Year programme. UWCSEA recognizes the enormous contribution made by its volunteers and their parents to the success of the Gap Year project and subsequent prestige of the college. Equally UWCSEA recognizes and appreciates the work done by the host organizations to look after, educate and mentor Gap Year volunteers. Therefore in order to facilitate the smooth running of the programme, we provide a memorandum of understanding with all stakeholders to clarify and strengthen these relationships. Most of the students who apply are selected by Kevin Morley the head of Gap Year Projects at United World College of South East Asia (UWCSEA) in Singapore. This year (2013) we had 3 students from different countries including; Singapore, Malaysia and Australia. They came to work with us for 3 months and assisted with many projects. The main project was to assist BABSEA CLE with organizational administrative support including a strong focus on event organization. We also were involved in making the BABSEA CLE Calendar for 2014. Another project that was undertaken by the UWCSEA volunteers was teaching English. Every week they go to help and teach the children at Wai Sai Moon (temple in Chiang Mai), through this project BABSEA CLE is involved in the Burmese community and can build a relationship between BABSEA CLE and the local community. Here they can use many skills they have on projects such as managing the Access to Justice Fair event in 2013, where they helped to design the advertising. They also teach English to the staff. I spent much of my time working closely with them as I am also their supervisor. This was a great opportunity to work with them and get to know them. I can imagine that they will be great people and have more responsibility in their work.



BABSEA CLE Legal Studies International Externship Clinic (June-July, 2013)

By Phattharadanai Chaiyayong, Intern and Volunteer Coordinator

BABSEA CLE Legal Studies Externship Clinic offers an opportunity to make a real contribution helping people achieve access to justice throughout the Southeast Asia region while being involved in a remarkable experience of living, working and becoming more culturally aware simultaneously.

In the summer of 2013 (June-July, students from Canada, England, USA and Australia came, initially to Thailand, to join with regional CLE participants from Vietnam, Malaysia, Laos and Thailand to support the legal education and access to justice work BABSEA CLE is engaged in.

For the first two weeks the interns attended training workshops designed to give them a better understanding of CLE and the current access to justice issues in Southeast Asia. They also took the time to learn about Thai and other regional cultures to better equip them for observing social justice issues in the region. This included participating in international cooking nights where they could share and exchange cultural experiences and traditions, which aided both their personal and professional development.

Some then stayed in Thailand, while others undertook internships in other placements, for the next five weeks to practice and learn their new skills to strengthen community legal education. One placement was in Vietnam with our BABSEA CLE office, where interns spent time engaged in a number of activities vital to the strengthening of the work we do. This included teaching CLE English lessons on the weekends in Vietnam National University. They also helped to make and develop a work plan for the upcoming 2nd SE Asia/Asia Pro Bono Conference to be soon held in Vietnam. The second placement was in Laos, where interns worked with VFI organization (Village Focus International) our partner, focusing on monitoring and evaluating the access to justice work VFI has been involved in.

Many other interns remained in Thailand where they worked together with the Chiang Mai local team on numerous projects including curriculum development, proposal writing, legal teachings at the Wild Flower Single Mother's Home, the Trio for Justice, the Access to Justice Fair and many others.

A main highlight of this externship was when most of the interns based in Vietnam, Laos and Thailand all met in Vientiane, Laos to deliver a workshop on legal ethics and communication at the National University of Laos Faculty of Law and Political Science. The framework for this workshop was previously developed by the interns based in Chiang Mai and visiting professors from the USA, and was first taught at the Chiang Mai University Faculty of Law.

By the end of their time, the students were confident team members capable of making a meaningful contribution to local projects and regional projects.

For the final section of the clinic all interns return to Chiang Mai where they had to give a presentation on their time during their internship with BABSEA CLE. There was a collective debriefing for everyone to share their experiences and overall perspective. Generally, they reported in their presentations that they had been faced with new challenges that they had previously ignored and that they had a lot of experience building their skills to help them go forward in the future. One of the main benefits from their time as interns was that they had gained a more global perspective about the law as a mechanism for social justice. Moreover, the clinic has changed a lot with each group of interns and has given participants an unprecedented opportunity for networking with many people. They can now, and in the future, help to improve social justice and to build bridges across borders in South East Asia, back in their home countries, and beyond.



Pro Bono DNA and a Successful Gathering at the Herbert Smith Freehills Singapore Office

By Bruce A. Lasky Co-Director BABSEA CLE.

Once again, rising to the challenge and shared responsibility of helping to strengthen access to justice and legal education in the region, the private sector boldly and successfully did more than its fair share. On August 22, 2013, BABSEA CLE and BABSEA CLE Singapore's long-standing partner Herbert Smith Freehills (HSF) organized an amazing pro bono related event at its Singapore branch office. The affair was planned as a way to help others learn about the work of BABSEA CLE and ways to get involved. The occasion was attended by more than 50 persons, which included many of its own HSF legal team, corporate clients and other members of the legal profession both within Singapore and globally. Some of those attending came from Master Card International, Samsung, the Singapore Law Society, Sumitomo, Alston and FTI Consulting.

To open the affair both HSF's Simon Taskunas, HSF Partner, and Annette Bain, Head of Pro Bono and Community at HSF, provided the participants a keen insight into HSF's long standing commitment to pro bono as well as its broad philosophical view of the variety of ways and means to be involved. In doing so they eagerly encouraged those attending to explore options to also be engaged.

Following this introduction the gathering then showcased a number of the pro bono related events, activities and projects BABSEA CLE, BABSEA CLE Singapore and many of its regional partners are involved in. This afforded those who attended a much greater insight into the multiple ways to connect either officially through their workplace pro bono departments or through less formal means. Some of the thematic events which were highlighted included the upcoming 2nd SE Asia/Asia Pro Bono Conference and Workshop (Oct 11-12, 2013 Ho Chi Minh City, Vietnam), the 5th Annual Trio for Justice (Jan 12, 2014, Chiang Mai, Thailand) and the 3rd Annual Access to Justice Fair (Nov 16th 2013, Chiang Mai Thailand). Projects which BABSEA CLE and BABSEA CLE Singapore are engaged in and are seeking pro bono collaborative support included the Pro Bono/Legal Ethics/Professional Responsibility/Access to Justice Legal Education Curriculum Development Project, the Clinic Legal Education (CLE) English Skills and Study Guide Manual, and the Regional CLE Legal Fellow Sponsorship/Mentoring Programme.

As the formal presentations came to a close, all attending were treated to a scrumptious array of canapés as they networked with each other and members of BABSEA CLE and BABSEA CLE Singapore. During this period BABSEA CLE Co-Director Bruce A. Lasky had the fortunate opportunity to spend quality time with many. This included discussing the commonly shared vision of pro bono with HSF and others in the region.

Demonstrating the continued and productive partnership between HSF and BABSEA CLE, Michael Walter, HSF Managing Partner SE Asia, unequivocally stated, "the type of pro bono work BABSEA CLE is engaged in, as well as its strategy of how to get there, is part of Herbert Smith Freehill's DNA. This is what we believe in and what we do."

Was the evening a success? This question can be answered in-part simply by asking those persons who are now registered to attend the 2nd SE Asia/Asia Pro Bono Conference in HCMC, less than two weeks away, and others who will be running and walking at the Trio for Justice this January.

We hope many of you will be as well, along with your pro bono DNA.



2013 BABSEA CLE List of donors, supporters, volunteers, staff and interns can be found at *link here*. We want to thank all of the many people who have contributed to the success of this year.

You can also use this link

<http://www.babseacle.org/articles/2014-babsea-cle-list-donors-supporters-volunteers-staff-interns/>

