

# BABSEACLE MAGAZINE 2015



Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEACLE) is an international access to justice, legal education organization that focuses on ethically oriented legal capacity development and community empowerment.

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# **2015: The Year of Synergy, Collaboration and Team Pie Baking and Eating**

(Bruce A. Lasky, BABSEACLE Co-Founder/Co-Director)

Dear Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEACLE) Team members. Friends, Partners and Supporters,

With 2015 having come to an incredibly successful close, and the start of 2016 now upon us, I was asked by our amazing team members to write to each of you an opening article/letter for our Annual End of the Year Magazine. Initially I did not know where to even begin as so many positive things happened in 2015. It still feels like a whirlwind. Yet, after some long reflection I accepted this requested honor and tried to identify some of the core essences that would more adequately illustrate our BABSEACLE 2015 year. As I wrote above, at first this required much thought and reflection, but then it all became so simple.

The realization of this simplicity came to me as I reflected on a quote by Arthur Ashe. This was a quote that I recited while standing in front of a packed room of access to justice champions at the 4th Asia Pro Bono Conference and Legal Ethics Forum held in Mandalay in September 2015.

For those of you unfamiliar with who Arthur Ashe was, he was the first black tennis player selected to the United States Davis Cup team and the only black male ever to win the singles titles at Wimbledon, the U.S. Open and the Australia Open. Having grown up in a segregated neighborhood in Richmond, Virginia, it was not surprising that daily and life-long challenges were common place to him. Yet this man, who was awarded the Presidential Medal of Freedom by Bill Clinton, went through life achieving milestones others dream about. He did so following a simple philosophy of, "Start where you are. Use what you have. Do what you can."

The use of this quote in September in Mandalay seemed very appropriate at the time and since. In Mandalay, during the opening of the event, I was facing hundreds of persons from throughout Asia and the world who were engaged in the justice sector and committed to working alongside the vulnerable and marginalized to achieve greater access to justice. Many of them were doing this with few or almost no resources. They were inspirations to all present and they were shining examples of how synergy and true collaboration could achieve unbelievable things.

It was these reflective thoughts of me standing in front of so many in Mandalay that I had going through my head that had me also reflect on our own BABSEACLE team and supporters like you. I reflected on



where we at BABSEACLE started from, what resourced we collectively used to move global justice education and access to justice forward, and what we have done and continue to do together.

Some things were easy to remember and yet many things I had forgotten. Therefore, I went back and re-read the first Annual Magazine which we sent out back in 2006, three years after our organization was formed. I then read each of our Annual Magazines, slowly and methodically. I compared what we were doing then, and in successive years, and where we are now. Throughout I thought about so many of the successes and challenges and those who have walked alongside us. In doing this I thought deeply about what got us here and what provided us the fuel for us to keep moving forward, to grow, and to expand both wider and deeper.

The information I sifted through was immense and doing so was difficult. Yet, the answer to all this was simple. Synergy and collaboration has been the real key to making it work and 2015 was a model year exemplifying this ideology. Synergy and collaboration has been the answer both within our team, and more broadly with our partners and supporters.

In looking at where we started and the remarkable impact we have achieved since, it was clear from the beginning that we understood that when working collaboratively and applying synergy the whole outcome is much greater than the sum of the parts. This strategy is based upon the wholehearted belief that through such synergy one plus one does not equal two. Rather, when working together and applying synergy, one plus one can equal three, or five or one hundred or maybe even ten thousand.

Yet, while the answer was simple, it was not always as simple to convince others that synergy and collaborations are the key to real access to justice success. Through my reflections I remember specifically being told by some others in the "development" sector that we at BABSEACLE were being naïve and that there was only a limited amount of "pie" to go around to eat. Therefore, collaborations and working in synergy was great in theory but not in practice because we all were often fighting to get the limited pieces of pie. Our answer to this was also simple. We said, and continue to say, that if we work together as a team we simply bake more pies together and ensure that many more people have pie.

In 2015 this is what we did, we baked more pies with many others and many more people were able to satisfyingly eat pie.

What you will read throughout the pages of our 2015 Magazine are examples of our wonderful BABSEACLE team baking pies with each other and our partners, and so many people eating pie together. The baking of these pies began early in January 2015 at the Access to Justice Weekend and 6th Trio for Justice event and kept happening all year through the last days of December.

Some of these examples included helping to organize and move forward the South East Asia Clinical Legal Education Association (SEACLEA), working with Justice Without Borders (JWB) and the Open Society Justice Initiative to develop a legal manual to support migrant workers from throughout the Asia region, organizing and hosting the Inaugural Asia Clinical Legal Education Summer School, assisting on the organizing committee to successfully arrange the 8th Global Alliance for Justice Education and 13th International Journal on Clinical Legal Education Worldwide Conference and Workshop, co-organizing with a broad based consortium the 4th Asia Pro Bono Conference and Legal Ethics Forum, working alongside our wonderful partners UNDP, IDLO and ASF to devise and complete a pilot project to initiate Rule of Law Centers throughout Myanmar, and of course working with so many of our university and other partners throughout Asia and globally to develop and strengthen justice education programmes. The pies may not always have looked perfect but we started baking them together, used what ingredients we had, and in the end we baked amazingly delicious pies and did amazing things with them.

As you go through the following pages we hope you enjoy what you read, and we encourage all of you in 2016 and onward to come and bake and eat pies alongside us.

Thank you again for being there,

Bruce

# IMPACT AND ACCOMPLISHMENTS

## Further Building of the Rule of Law in Myanmar – The Rule of Law Centres Pilot Project

*By Helen Yandell\_Director Australia\_ March 2015*

- The training program has come to an end, with a very exciting graduation ceremony that was attended by members of the Pyithu Hluttaw Coordinating Body for the Rule of Law Centres, participants, family and friends.
- The Coordinating Body Chairperson, Daw Aung Sun Suu Kyi, granted certificates to the participants from Lashio and Mandalay as well as the national and international trainers. It was a great way to bring the training to an end.



- From November 2014 to February 2015, in Lashio and Mandalay, Myanmar, the following topics were presented to participating law teachers, private lawyers and representatives of civil society organisations:
- Introduction to the rule of law and how it compares with national and international law;
- Ethics;
- Equality before the law – Vulnerable groups;
- Public awareness and community engagement;



- Evidence;
- Alternate Dispute Resolution;
- Administrative Law;
- Civil Law;
- Criminal Law;
- Mock Trial; and
- The Way Forward – how to use the curriculum



The trainings took place in an encouraging, supportive environment, and used interactive methodologies that enabled the participants to get to know each other, to work together, and to reach agreements or to state points of disagreement. Strong networks formed, in and between both locations, which has been a wonderful outcome of the project, because many justice sector actors had not worked together before. The benefits from this extend to the community at-large, in that civil society actors now have contacts, within the law departments and the legal profession, that can assist them with community legal education and with referrals of clients for legal advice. The benefits for members of the legal profession are also great, because they now understand the legal issues that face many members of the community, particularly those who are disadvantaged and encounter strong barriers to accessing justice. No doubt, had there been a wider mix of justice sector actors, the benefits could have been even greater.

Participants had to develop a plan, for themselves, which outlined how they could use the program information and/or incorporate rule of law principles, into their day-to-day lives. Some of the ideas put forward were:

- Checking work practices to see how many day-to-day rule of law principles there are;



- Knowing which people can assist or advise them, regarding if particular rule of law issues come up on their work place;
- Learning many of the pertinent laws and regulations that they had not previously understood;
- Understanding how Myanmar laws are made and implemented; and
- Benefiting from different learning styles, including teaching to each other, in order to retain more information about the law.

As a member of the national and international staff teams, I witnessed strong bonds that grew as people learnt: new skills and knowledge; how to impart those skills and that knowledge; to support each other; and to develop new ways of looking at the legal system. It was a privilege to be involved in this project.

## Law Schools, NGO's and Practitioners Creating Access to Justice for Migrant Workers

*By Charmaine Yap\_student from NUS (National University of Singapore)\**



At the beginning of May in 2015, Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE) and Justice Without Borders (JWB) convened a workshop on addressing cross-border migrant workers' legal issues. Funded by the Open Society Foundation's Justice Initiative (OSJI) and TIFA, the event brought together experts and practitioners from Hong Kong, Indonesia, the Philippines, and Singapore in addition to the local and international BABSEA CLE and JWB team members.

The goal: to identify common issues of exploitation that workers encounter in their home and host countries, and how practitioners, in those jurisdictions, could work together to solve cross-border problems, along several regional migration routes. Despite the incredibly busy migration routes that connect these places, lawyers, law faculties and non-government organisations (NGOs) are just now beginning to reach out to counterparts in other countries, who all serve the same client populations. Amazingly, this was the first such gathering of these jurisdictions.

As hoped and expected, the response to the workshop was phenomenally productive. Over 30 participants attended, from all sectors of client services. As a law student at the National University of Singapore (NUS) who volunteers with JWB and local NGOs, I was particularly happy to see that law students were included as active participants.

In fact, the workshop focused strongly on participation. Rather than simply discussing and identifying common issues faced by migrant workers along these migration routes, participants aimed to develop a work plan for a strategic guide on remedies to the most common issues that migrant workers face. The hope is that advocates in both home and host countries will be able to use this guide to further their own work, whether it is by providing direct legal service, by guiding law students in pro bono services via clinical legal education, or by NGOs developing “know-your-rights” materials for their clients.



The bilateral discussions that took place were excellent opportunities for these experts to focus on specific migration route issues. The legal infrastructure, in each jurisdiction, is at a different stage of development, in terms of protecting migrant worker rights, and this was apparent from the varying discussion focuses. For some jurisdictions, such as Hong Kong and the Philippines, which have more developed systems, the focus was on improving access to existing channels and on increasing awareness of workers rights. Meanwhile, those countries, with lesser institutional support, focused on using existing legal remedies, in innovative ways, in order to bridge existing legislative gaps.

From these discussions, emerged a list of key issues, in the work product, that each jurisdictional migration route wished to address. While the exact content of the strategic guide will be shaped by the most common issues that workers encounter, generic issues regarding the exploitative practices of employment agencies, debt bondage, salary underpayment, and abusive employer treatment were thoroughly discussed.

Going beyond such content the relationships that formed, during our two days in Chiang Mai, were an incredibly important outcome of the event. Having legal and NGO experts, from different jurisdictional backgrounds, led to thought-provoking discussions that resulted in a wide variety of potential legal and non-legal solutions for worker exploitation.

One exciting example of such solutions was that raised by Singapore's The Humanitarian Organization for Migration Economics (H.O.M.E), and Indonesia's Serikat Buruh Migran Indonesia (SBMI, English: Indonesian Migrant Worker Union). It was the potential of using the mandatory insurance policy, in Indonesia, to make claims of reimbursement for work accidents, non-payment of salary, and even legal fees. While the system technically allows for such claims, from migrant worker while abroad, no such claims have yet been made. Hopefully, claim implementation will be pursued by the experts who attended the workshop.

By the close of the event, the participants had taken a collective step towards building a regional community of practice that could begin to meet the cross-border needs of migrant workers. As a Legal Fellow for JWB, I am excited to help coordinate the experts' work on building a body of knowledge that is currently scattered across four jurisdictions. The remedies-focused discussions, at this workshop, also hinted at issues of capacity and policy reforms that I hope will be explored in future gatherings.

This event really showed the power of collaboration, and I am very thankful that I could be a part of the ground-breaking work that is beginning to take place. Thank you, to BABSEA CLE, JWB, OSJI, TIFA and all the participants who made the workshop a success. On behalf of JWB, I look forward to facilitating the original work and to growing the partnerships that began at this event.

\* Charmaine Yap is a Senior Pro Bono Legal Fellow, at Justice Without Borders, and a rising 3rd year law student, at the National University of Singapore Faculty of Law. Experts involved in the workshop included: full name NUS; H.O.M.E. (Singapore); Hong Kong University; Daly & Associates (Hong Kong); SBMI; full name TIFA Foundation; Pasudan University (Indonesia); Lawyers Beyond Borders (LBB); Ateneo de Manila University (Philippines), and observers from Beacon Law Corporation in Singapore; Upparat Law Office in Thailand; and Tokyo Public Law Office, in Japan.



## Community Outreach In The South of Laos

*By: Thip Nousyvong, Lao Clinical Legal Education (CLE) National Coordinator and Pavina Thephithuck, Legal Fellow*

Legal awareness is incredibly important, in Laos. One of the best ways to raise awareness is through the model known as CLE Community Teaching. This model can raise legal awareness, on a large range of topics, for all ages, genders and social groups.



From 19th-28th February, 2015, the Faculty of Law and Political Science Clinical Legal Education (FLP CLE), with the support of the Japan International Volunteer Center (JVC), led community teaching sessions in the southern Laos, in order to promote legal awareness about land rights, labor law, environmental law and gender rights.

Four teachers traveled, with FLP CLE students, to Savannhakheth province, in southern Laos, to meet with other team members and with district Justice Office officials. Community Teachings were held, in the villages of Huasay, Nakhanong, Nongluang, Natwo and Phalhong. More than 326 people, including 151 women, attended the community teaching sessions. After the

community teaching session, village participants expressed interest, in establishing contacts with legal aid service providers, who could help them obtain access to justice.







Not only did these community teaching sessions provide needed supplemental legal services to the villages, they also instilled pro bono values in the students themselves. This type of direct experience, with people who need legal aid but are unable to get it, will allow students to realize

the importance of pro bono work, throughout their careers, no matter where the students work. Such experience cannot be gained, in a traditional classroom setting, but must be acquired, through interactive CLE methods.





## CLE Takes Another Big Step Forward in Myanmar

*By Maxwell Abbott, CLE/Legal Support Officer, BABSEA CLE*



Building on the overwhelming success of last year's inaugural Summer School event, participants from all 18 university law faculties in Myanmar came together for the 2<sup>nd</sup> Myanmar National Clinical Legal Education (CLE) Summer School, May 11-15, 2015 at Taungoo University. While the first Summer School introduced the concept of CLE and the various types of CLE program models that universities can develop (mock trial, community teaching, externships, and in-house consultation clinics), this year's event went further and focused on the structures, skills, and values that a CLE program needs for sustainable success. More than 70 participants attended the 5 day workshop including 6 international trainers. Dr. Yin Yin Win, lecturer at Yangon University, participated as a co-trainer, while U Tin Oo, Chairman of Taunggyi District Election Sub Commission & Part Time Lecturer at Taunggyi University, and UNDP representatives Caitlin Reiger, Christina Beninger, and Zaw Min Naung, attended the events. The Summer School was co-organized by Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE), DLA Piper/New Perimeter, Herbert



Smith Freehills (HSF), and was supported by the United National Development Programme (UNDP), USAID, the Myanmar Ministry of Education, and EDUlink.



The participants and trainers were warmly welcomed by speeches from U Tin Win, Speaker of Bago Region, Dr. Tin Tun, Rector of Taungoo University, Caitlin Reiger, Chief Technical Advisor with UNDP, and Bruce Lasky, Co-Founder of BABSEA CLE. After the opening ceremony, participants from each of the 18 law faculties in Myanmar presented the 3-year strategic CLE programme plans for trainers and attendees. The presentations showcased how ambitious and eager each university is to implement CLE and also served as a valuable opportunity for participants to strengthen their own CLE programs through the strategic plans of other universities. In addition, the participants developed their teaching capacity by presenting in a new environment e.g Myint Nandar Thein, Assistant Lecturer at Taungoo University, stated “My experiences at the CLE Summer School have helped me to increase my teaching skills and improve my teaching methods.”



On the second day of the Summer School, the focus was shifted to building skillsets and instilling core CLE values. Jonathan Liljeblad, Lecturer at the University of New England (Australia), led several sessions on Monitoring & Evaluation (M&E), which included an emphasis on interviewing, note taking, data management, and other skills that are useful beyond the CLE context. By the end of the session, everyone understood how important M&E is to demonstrate the success of CLE and how to apply M&E to their own programs. Jonathan Liljeblad was very pleased with the level of participation during his sessions and stated “It was very educational. I learned many things. But it was very busy and I wish I had the time to learn even more.”

Subsequent sessions focused on topics such as report and proposal writing, client intake, and mentoring. In keeping with CLE methodology, each session was interactive, built off one another included energizer activities, role plays, brainstorming sessions, case studies, and other participatory tactics and referred back to previous lessons. For example, the session on proposal writing included frequent reference to previous lessons on M&E and report writing, as these activities are key components of writing a successful CLE program proposal. The skills-building sessions had a clear impact on the participants, including Su Su Latt, Assistant Lecturer at Myitkyina University, who said “I got to know the ways to systematically write a report and the

kinds of reports we need to do for our program. When I have to write a report, I now know the importance of links and connections between goals and the plans we will make.”

The successful event helped all 18 Myanmar law faculties make significant strides in the implementation of effective and sustainable CLE programs. The 5-day event packed in a large amount of information with which the participants actively engaged throughout the week and took another big step in the journey towards thriving CLE programs across Myanmar.

“This study/report/audio/visual/other information/media product (specify) is made possible, in-part, by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the grantee and do not necessarily reflect the views of USAID or the United States Government.”



## QUT/BABSEACLE Myanmar Externship – A First that will Last Forever

*By Georgia Amery and Iain McGregor Lowndes\_Students at Queensland University of Technology*



There were a number of firsts on the recent QUT/BABSEACLE Myanmar Externship conducted in July 2015. It was the first time foreign students had been granted visas to enter Myanmar with the intention of teaching CLE English at local universities. It was the first time the Queensland University of Technology (QUT) collaborated with BABSEA CLE, the United Nations Development Programme, DLA Piper/New Perimeter and Herbert Smith Freehills on the “Bringing Clinical Legal Education to Myanmar” project. It was the first time a number of Magway and Monywa university students and local people had met foreigners. And finally, it was first time we had ever faced the prospect of not having a hot shower each night!





As final year Law Students from QUT, our role was to practice CLE English and promote interactive teaching methods with the law teachers at Magway and Monywa universities. Whilst also promoting an ethically-minded, pro-bono ethos. English is used to deliver the lessons and to engage students, teachers and legal practitioners with a vision to create a culture of working together to solve some of the similar social justice problems that exist within the Asian region as a whole. We were divided into 2 groups with 5 students working with Magway University and 5 students working with Monywa University. We spent our first week in Yangon learning about CLE and teaching methods before travelling by overnight bus (an experience in itself and another ‘first’ for some of us!) to our respective universities. We were accompanied by our QUT academic supervisor who spent a week with each group at both universities.





It was daunting to first arrive at a University with no context on the level of English literacy and whether the teaching staff would appreciate the introduction of different teaching methods, especially considering that most of the faculty staff started teaching before most of us were even born! However, after our first day we were all blown away by their genuine interest in English literacy, passion for social justice and knowledge of the CLE content. They were also open minded towards the adoption of new interactive teaching methods and critical-thinking centric lesson planning. The law teachers seemed to really enjoy our lessons and learning new methods to teach CLE concepts. Many of our interactions transcended language, giving us a cultural insight into Myanmar and the untainted kindness of their people. In our first week, the staff at both universities presented us with longyi— Myanmar traditional dress. At Magway, one of the teachers even stayed up all night to sew the outfits for us! This made us feel very welcomed and accepted as members of their law schools, although our height and hair colour and lack of Myanmar-language fluency may have suggested otherwise! We were privileged to have candid insights into Myanmar culture, law and history through our interactions with the staff and students at the universities. After spending 2 weeks working with the universities, we were very sad to leave. We were given farewell lunches of traditional Myanmar meals cooked by the staff – including a lunch at Monywa of over 35 dishes to share between the 6 of us.

We learnt much from our stay in Myanmar and hope that we left lasting impressions with faculty and students. The opportunity to come to Myanmar during such an interesting period for the country and being involved directly with the Universities in a unique social justice capacity is something we don't think anyone really fully comprehended before our trip. But we now believe this experience will play an important part in our development as individuals and future legal practitioners.

We trust that this first adventure into a very different culture and practice of law will not be the last.

## Clinical Legal Education (CLE) Curriculum Design Workshop at Ubon Ratchatani, Thailand

*By Myanmar Law Teacher Team:*

*Dr Khin San Maw, Yangon University of Distance Education (YUDE)*

*Dr Than Than Nwe, Monywa University*

*Dr Kyi Phyu Oo, Dagon University*

*Daw Khwar Nyo Oo, Myitkyina University*

*Daw Yin YaWai Phoo, Mawlamyine University*



The CLE Curriculum Design Workshop that was held, 29 – 30 June 2015, at the Laithong Hotel, Ubon Ratchatani, Thailand was a first for us. We were very excited to get the chance to meet international law teachers from Thailand, Myanmar, America, Austria, Indonesia, Malaysia, Singapore and the Philippines.



Before attending, we looked forward to interacting with these international law teachers, since they are quite experienced in curriculum design and lesson planning. As expected, this workshop provided a great opportunity to meet and discuss ideas with expert teachers, to share CLE experiences, and to learn much from each other, including how to implement specific CLE models, such as Externship, In-House Legal Consultation Clinic and Community Teaching.





For example, we discussed what the legal curriculum educational goals of different groups should be, and explained to each such group about the respective roles played by students, law faculties employers, the public, and others. From these discussions, we had the opportunity to share many of our opinions and to become more familiar with each other.

CLE session models taught us much about the advantages and disadvantages of different law clinic structures: although National University of Singapore (NUS) legal clinics are entirely elective, it is compulsory that all students complete 20 hours of pro bono work, before they may graduate; Legal Ethics is a compulsory course, at Chiang Mai University (CMU), and one professor supervised four law clinic students; community teaching is optional, at the University of Malaya, but before going into the community, students need to choose placements, and complete lesson plans, under the supervision of their professor (this lesson plan is similar to the CLE lesson plan format, and the internship program offers students the opportunity to increase their knowledge of the law); and third or fourth year Filipino students must complete 240 pro bono hours in a law firm (a very memorable fact).



Many workshop activities helped us to create a lesson plan, and to design a course that included goals, weekly topics, activities, content materials, a course title, credit hours, assessment of the CLE program, evaluation and feedback. All participants were not only very interesting by themselves but were also interested in discussing these matters together. At the workshop's end, one Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE) team member Suphamat Phonphra (Bee) and Professor Panarairat Srichaiyarat, from Khon Kaen University, introduced the Southeast Asia Clinical Legal Education Association (SEACLEA). They then spoke, with participants from Ubon Ratchathani University, about working with SEACLEA and the Thailand Clinical Legal Education Association (THAICLEA). Overall, the two-day CLE Curriculum Design Workshop was a huge success, and was very meaningful, because it explored new knowledge, our experiences and happiness. It also represents a significant CLE milestone,





Please see some of the photos which show how at Ubon Ratchatani where we were able to develop the curriculum and lesson planning skills that we will bring back to our home universities.

## 2015 BABSEA CLE Human Rights Award Given at Central European University

*By Bruce A. Lasky Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEACLE) Co-Founder/Director*



In 2011, I was presented with the honor of receiving the Central European University's (CEU) 20th Anniversary Alumni Hero Award. At that time, our organization, BABSEACLE, established a new award program at CEU for Legal Masters Human Rights Program graduates, to be given in BABSEACLE's name.

This year, for the fifth time, the BABSEACLE Award was once again presented to a Legal Studies student who both excelled academically and demonstrated a past and future devotion to upholding access to justice and human rights principles. This year the award was given to Shorena Latatia, from Tbilisi, Georgia who graduated with an LL.M. in Human Rights from CEU. The award was based upon her work on the advancement of human rights and access to justice through journalism and media strategies, and her experience as a public interest related lawyer. It was also based upon the way she excelled while enrolled in CEU.

Upon being provided the award Latetia wrote BABSEACLE the following thank you letter, which we are proud to include below.





June 2015

## Acknowledgment letter

Dear Mr. Lasky,

I am sincerely grateful to you, the Bridges across Borders Southeast Asia Community Legal Education Initiative (BABSEACLE) and to the Central European University (CEU), for honoring my work with the Outstanding Human Rights Student Award. I am truly humbled by this acknowledgment. Although this award has been bestowed on me, I see myself as only one among countless female human rights defenders around the globe who face particular risks of imprisonment, harassment, torture, or even death, while challenging discrimination, patriarchy and entrenched privileges.

Growing up in fragmented, patriarchal Georgia nourished my passion for advocating women's and minority rights. Before joining CEU, I worked in various capacities with a number of local and international non-governmental organizations in Georgia, including the office of the Public Defender (Ombudsman) of Georgia, the Institute for War and Peace Reporting (IWPR), Human Rights House Tbilisi (HRHT), and Human Rights Center (HRIDC). As a strategic litigation lawyer I documented grave human rights violations committed during the Russo-Georgia conflict of 2008. Visiting the conflict-affected areas, interviewing over 200 victims/witnesses of war and seeing how they were responding to new challenges, inspired me to help them tell their stories through the media. My experience in freelance journalism, among other things, taught me the importance of providing an accurate picture of human rights violations. Working as a project manager enabled me to develop various human rights advocacy campaigns, which tackled a wide range of issues, from defending freedom of speech to the defense of the right to education and the right to a healthy environment.

This award is the result of the support I have received in various forms throughout my journey. I wish to acknowledge some of the help along the way thus far.

The opportunity to be part of the LL.M. Human Rights Program complemented my five years' work in the human rights field in Georgia, for which I remain sincerely grateful to the CEU Department of Legal Studies. I owe my deepest gratitude to my teachers at the CEU, whose guidance and support enabled me to develop an understanding of human rights. In a very special way, I hold the entire human rights class (2014/15) in high regard and wish much success in their

future careers. Through our joint efforts, I believe, human rights protection will grow stronger in the future and not cease to exist. Last but not least, I would like to thank my dear friends Pascal and Eka, whose unconditional and endless support has driven me forward.

As a human rights defender, this award strengthens my sense of belonging and my professional identity. Your recognition motivates me to continue my efforts in combating injustices and fighting for the rights of the marginalized. Upon completion of my studies I plan to return to the non-governmental sector and do my best to honor your confidence in awarding me.

Once again, I thank you for finding my work worthy of the Outstanding Human Rights Student Award. I dedicate it to all those who fight for the human rights of us all.

Thank you so much for your support.

Yours sincerely,

Shorena Latatia

## 2015 HIGHLIGHTS

### MYANMAR

#### Showing the Collaborative Work of Many: The Final Knowledge Product for the Myanmar CLE Programme

*By Maxwell Abbott\_CLE/Legal Support Officer, BABSEA CLE*

For over a year now, the Consortium of Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE), Herbert Smith Freehills and DLA Piper/New Perimeter, have been working to support the efforts of universities in Myanmar in establishing clinical legal education (CLE) programmes. In order to record this groundbreaking journey, the Consortium is producing a documentary film. This “Final Knowledge Product” will feature the innovative ways the programme has worked with 18 Myanmar universities in founding CLE programmes which accomplish six core goals: 1) establishing a structured and skills-building educational opportunity, 2) providing access to justice for local communities, 3) fostering a pro bono spirit in the legal profession, 4) creating closer links between the bar and the academy, 5) engaging students with interactive and reflective teaching methods, and 6) strengthening civil society itself.

The Consortium's documentary film will essentially be a "how-to" guide for government agencies, universities, NGOs, the donor communities and other actors to model how they can establish, strengthen or support CLE programmes. In this way, the Myanmar CLE programme, co-funded and supported by UNDP and USAID, will inspire CLE advocates well into the future and across geographical boundaries.

To create a high quality film, the Consortium has worked collaboratively, involving multiple team members and leveraging unique individual strengths. Hilang Myint Kyaw (Dang) has filmed numerous events, such as National CLE Summer Schools in 2014 and 2015, the signing of Memorandums of Understanding (MOUs) and interviews with individual teachers, professor heads (often referred to as Deans in many other countries), and law students. Supporting Dang in capturing the film footage are numerous international and Myanmar-based team members.

Sophie Geoghegan, BABSEA CLE International Fellow and Michelle Yockelson, BABSEA CLE Intern, and myself designed a storyboard to identify the key events and individuals who can provide the most relevant information about how the programme came together, its achievements and goals for the future. We received helpful feedback from the Programme Management Team. The BABSEA CLE team then drafted schedules of interview questions for the specific individuals identified in the storyboard.

For example, some of the questions that will be asked of various professor heads at upcoming CLE events are:

1. In your own words, can you describe what Clinical Legal Education (CLE) means to you? How do you think it differs from other kinds of legal education?
2. Has learning about CLE changed your understanding of purpose of legal education? How?
3. Describe the CLE programme at your university.
4. What CLE programme activities has your law department implemented?
5. What are law teachers doing differently in the CLE programme, when compared with your other law classes?
6. Has the CLE programme helped Law teachers understand the legal needs of marginalised communities in Myanmar?

These questions were then translated into Myanmar language by Hsar Moo Paw, BABSEA CLE Legal Trainer, and Nwe Mar, BABSEA CLE Myanmar National Programme Coordinator.

At the 2<sup>nd</sup> Myanmar CLE Summer School, held in Taungoo, Myanmar from May 11-15, 2015, Dang captured video of the training sessions and interviews with participants, trainers and U Tin Win, Speaker of Bago Region, who delivered the Summer School opening address. At the Asia



CLE Summer School, held in Chiang Mai, Thailand from June 5-14, Dr. Chris Walsh, BABSEA CLE Co-Director, conducted media mini-lessons lessons on interviewing and recording techniques with several members of the BABSEA CLE team. Dr. Chris demonstrated techniques to ensure interviewees looked good on film. This included mini-lessons on lighting, what to wear (pastels), sound and camera angle. Important features of these mini-lessons were then authored into a film interviewer checklist that will be of particular importance to Hsar Moo and Laphai Nang Doi, BABSEA CLE Assistant Legal Trainer, who will be assisting Dang by asking questions while Dang, as director, films numerous interviews in Myanmar over the coming year. With team members from various countries working in close collaboration, the Final Knowledge Product—or documentary film—for the Myanmar CLE programme is sure to capture the essence of what has made the programme so successful to date, and will be a powerful resource that others can draw upon for years to come.

## THAILAND

### BABSEA CLE events on CLE Monitoring and Evaluation and Legal Ethics



***By: Tracey Atkinson, Asia CLE Training Support (Intern) April 4<sup>th</sup>, 2015***

BABSEA CLE collaborated with its partners, Thaksin University and Prince of Songkla University, to host two conferences between the 28<sup>th</sup> of March and the 3<sup>rd</sup> April 2015. These two events were attended by approximately one hundred people from around the Asia Region,

including law students, law lecturers, legal practitioners, judges and many others with a legal interest.



Together with Thaksin University Faculty of Law, we hosted the Monitoring and Assessing Clinical Legal Education (CLE) Program Conference, which took place in Songkla, Thailand. This event was held at Thaksin University, from March 28-29 2015 and was attended by one hundred participants including students and lecturers from universities in the region, as well as the Lawyer Council of Thailand, Bar Association and Songkla provincial court.



This conference followed up on a previous BABSEA CLE conference held in Khon Kaen (Clinical Legal Education as a Means to Assist in Reforming the Thailand Legal Education System: Regional and International Experiences and Perspectives Conference). The participating universities came together and received assessment and evaluation of their work. They will be given feedback over the next few weeks, and will be given help from BABSEA CLE in order to

accurately assess the success of their programs and make improvements. The conference accomplished activities such as

- Working with university partners to implement CLE programs which apply best practices in supervision/assessment/monitoring and evaluation
- Further strengthen the Southeast Asian CLE Association (SEACLEA)

Currently the CLE movement is establishing itself throughout the Asian region, but it remains somewhat fragmented both within countries and throughout the region. The Measuring and Assessing Clinical Legal Education (CLE) Program, hosted by Thaksin University Faculty of Law and Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE), aimed at assisting the Asian Region to develop a best-practice model for emulation throughout the region.





*Regional Monitoring and Assessing CLE Program Conference hosted together with Thaksin University, in Songkla, Thailand*

Together with the Faculty of Law Prince of Songkla University, we organised a Legal Ethics and Professional Responsibility Conference and Workshop at The Prince of Songkla University in Songkla, Thailand. This event was held from the 1-3 April 2015 and was attended by one hundred participants from universities in the Asian Region, as well as Mr. Nick Booth from the UNDP, participants from the Lawyer Council of Thailand, Bar Association and Songkla provincial court.



Through its work with partner universities, BABSEA CLE found that most universities in Asia have not taught legal ethics or have only taught legal ethics in theory or as part of other subjects. Lack of legal ethics textbooks and curricula has been another problem to address. Moreover, students do not appreciate legal ethics nor do they understand how legal ethics work because of the traditional teaching methods used. Additionally, even when legal ethics has been taught there is little to no emphasis on access to justice and pro bono work. Thus, BABSEA CLE and its

partners identified a need to assist in the development of a curriculum on legal ethics, pro bono, access to justice, and professional responsibility. These are areas that (largely) cross jurisdictions, meaning that one curriculum can be developed and used as a template by partners in numerous countries. The curriculum can then be delivered by lawyers, clinicians, lecturers or other legal professionals.

With this in mind, BABSEA CLE and the Prince of Songkla University organised the Regional Legal Ethics and Professional Responsibility Conference and Workshop, which included an exciting mix of keynote speeches, panel discussions, poster presentations and interactive workshop sessions. It provided a multitude of opportunities for participation, collaboration, networking and dialogue.

BABSEA CLE realized that this was a natural and logical merger, as legal ethics and pro bono have a strong and close connection. Legal ethics and professional responsibility can be considered the backbone of the legal profession, providing a set of principles and core values in each lawyer to do the right thing. Pro bono is the transformation of these values into reality with a variety of initiatives and programs worldwide.



*Legal Ethics and Professional Responsibility Workshop and Conference, Songkla, Thailand*

## Association of Southeast Asian Nations (ASEAN) Legal and Cross-Cultural Student Cooperative Education Placements

*By Nguyen Thi Thuy Linh, Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE) Viet Nam Project Coordinator*

In 2015, Khon Kaen University will place a number of students, in externship positions, throughout most of the ASEAN countries “plus” which also included China, Korea, Japan and Taiwan. For that reason, on May 23, 2015, the Khon Kaen University ASEAN Studies Center organized a 1-day workshop entitled, “**ASEAN Legal and Cross-Cultural Student Cooperative Education Placements**”. In order to help ensure a successful workshop, the ASEAN Studies Center and Khon Kaen University approached BABSEA CLE, to collaborate and organize this workshop, with the hope that it would help to prepare students for overseas externships. The workshop focused on a number of issues that are related to living and working in another country, including, work habits, language, culture, religion and law.

The workshop trainers were had a variety of different expertise in the Asian region including working in both the public and private sector as well as years of experience in studying and working overseas. They came from different countries in the region, including Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam. These trainers were Dr. Panarairat Srichairat, Associate Dean of the Faculty of Law at Khon Kaen University, Mr. Douglas MacLean, Director of Justice Without Borders, Eang Vuthy, Executive Director of Equitable Cambodia, Tan Cheow Hung, Founding Director of Beacon Law Corporation and Co-Director of BABSEA CLE Singapore, Uli Parulian Sihombing, Executive Director of the Indonesian Legal Resource Center, Niva Gonzales, Acting Chair-Person of the board of the Center for Empowerment and Resource Development, Bruce A Lasky and Wendy Morrish, Co-Directors of BABSEA CLE, Nguyen Thi Thuy Linh, Viet Nam Project Coordinator at BABSEA CLE, and other facilitators from Khon Kean University Faculty of Law and BABSEA CLE, Thailand. In total, more than two hundred people participated in the workshop.





The goal of the workshop was, primarily, to prepare students for cooperative education[1] placements, by discussing some of the most common issues that are related to living and working abroad. Secondly, the workshop aimed to provide a forum that would discuss and share commonalities and differences, between persons of different ASEAN countries “plus”, on issues of culture, law, religion and professional work ethics. Further, the workshop built upon and developed cross border ASEAN regional partnerships and initiatives, in order to increase externship opportunities for students in the region.

Speakers were chosen from countries where students will complete their internships. BABSEA CLE and the team of trainers developed a reference guide, containing the “suggested-reading information” about the student’s placement countries, including Laos, Vietnam, Cambodia, Myanmar, China, Indonesia, Japan, Korea, Malaysia, Philippines, Singapore, Taiwan.



After the workshop, Dr. Panarairat Srichairat reflected, “Some students came to me and presented their impression towards the speaker team. They said the speakers are very professional and friendly.” She also remarked that some said that the speakers gave them more confidence about working in a foreign country.



Nattakan Chomputhong (Ann), BABSEA CLE Legal Trainer & Regional Coordinator for the Legal Ethics/Pro Bono/Access to Justice/Professional Responsibility Initiative added, “the training provided students with cultural knowledge for their placement. I wish I had an opportunity to do an internship abroad and be trained before the placement like this. I appreciated the efforts of the ASEAN Studies Centre in organizing this workshop and gathering experienced trainers from different countries. I am confident that the internship placement preparation will help students succeed in both their internships and career.”



The workshop was considered a great success, and met the needs of the University and the students. In the morning session, the trainers provided general information, about living and working overseas in very interactive ways. The afternoon session was more particular, with a Q&A session between trainers and students. Participants were divided into groups by placement country, in order to generate more specific questions. The students demonstrated their eagerness by asking numerous questions. Trainers were greatly impressed, and they left with confidence that students would make the most of their internship opportunities.

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[1] **Cooperative education** (or **co-operative education**) is a structured method of combining classroom-based education with practical work experience. A cooperative education experience, commonly known as a “co-op”, provides academic credit for structured job experience. Cooperative education is taking on new importance in helping young people to make the school-to-work transition, service learning, and experiential learning initiatives.



## The University of Phayao Clinical Legal Education (CLE) Curriculum and Design Workshop

***By the Myanmar Team:***

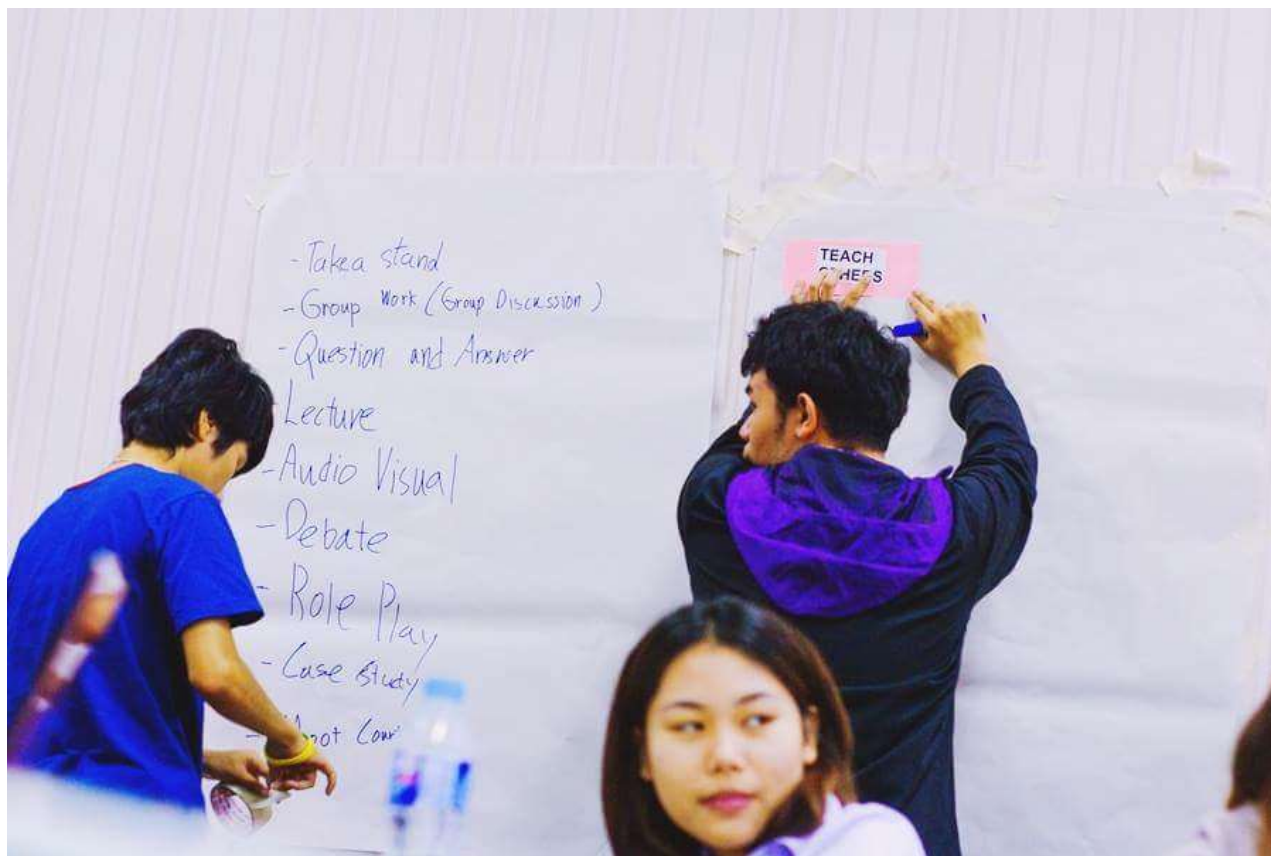
- (1) DrKhin San Maw (lecturer), University of Distinct Education, Yangon***
- (2) DrKyiPhyuOo (Assistant Lecturer), Dagon University***
- (3) Dr Than ThanNwe (Assistant Lecturer), Monwya University***
- (4) DawKhwarNyoOo (Tutor), Myitkyina University***
- (5) Daw Yin YaWaiPhoo (Tutor), Mawlamyaing University***



As part of our study placement, in Chiang Mai, Thailand, we had the opportunity to attend the University of Phayao CLE Curriculum and Design Workshop, where we met: law teachers and students, from the University of Phayao; Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEACLE) interns, from the Prince of Songkla University (PSU); and Bruce Lasky. We also saw how other Universities implement CLE, and we discussed our experiences with the law teachers of the University of Phayao .



Quality curriculum design is very important for quality education. Therefore, as we implement CLE programmes, at our universities, we must have excellent curriculum design skills. Yet, we have never faced the challenge of drawing our own curricula before, because they have always been annually drawn by Professor Heads and the Board of Legal Studies. In the Curriculum Design Workshop, we were forced to think hard, about what is necessary and what is optional, in each programme, so that we may take this knowledge back to our universities.



BABSEACLE staff members, Ann, Bee and BABSEACLE interns, Pipe and Jame, helped us teach very active fourth year Thai law students, from the University of Phayao for the whole day. From our point of view, the implementation of CLE, at the University of Phayao and at Myanmar Universities, are not so different.



During the workshop, we focused on the many different curriculum design methods that are used by the teachers of the University of Phayao, and we will be able to apply these experiences, skills and values to our own university CLE programmes. Hopefully, we can easily refer to these lesson plans, step by step, when we share such knowledge, with our fellow teachers, administrators and students, and we build our own Myanmar curricula, upon our return. Then, with the support of BABSEACLE, Phayao University and the other partner organizations that are supporting our CLE programmes, we will become more effective, in improving the future of legal education, in Myanmar.





In conclusion, we have learned so much from our time working with the University of Phayao.

## Workshop Weekend in Phayao Prepares Students for the Courtroom

*By Mark Smith, intern for BABSEACLE*

The first session opened with an unexpected lesson. That is, in order to teach the idea of thinking on the spot, with confidence and creativity, Bruce introduced an activity, where the participants walk across the floor, in a “silly walk”, then change halfway, to a new “silly walk.” This served to set the mood, and to stress the important need for confident spontaneity. It also served to break the ice with the students, and to engage them in the workshop.



On the weekend of September 25<sup>th</sup>, the BABSEA CLE Chiang Mai team, accompanied by international trainers Bebs Chorak and Tim Dickey, visited the University of Phayao, to put on a workshop that was aimed at setting up a mock trial. Bruce Lasky, Co-Director and Co-Founder of BABSEA CLE and the University of Phayao visiting law lecturer, led the workshop. The weekend had three main aims for the BABSEA CLE team: to introduce the idea of and run a mock trial; to give students a chance to role play and practice real courtroom situations; and to simultaneously teach lessons about how to be engaged in an ethical and fair law profession. Bruce emphasised that the purpose of the weekend was not to win the mock trial, since “everybody wins because everybody learns.”

The second session began with the simple questions, “What is a mock trial?” and, “Does it have to be the same as a real trial?” These questions started a brainstorming session, as all the students were encouraged to put forward their ideas of what a mock trial should be, and of how it relates to a real trial. After some discussion, the students came up with the conclusion that, sometimes, a real trial isn’t fair- e.g., if some people are not being able to afford representation, or if some judges are not paying attention. The mock trial, however, is used to learn about fairness and how to improve lawyering skills. Hence, while the mock trial isn’t an exact representation of what the justice system is, it is a good simulation of what it could/should be.



Bruce talks about the “Strengths” of evidence

With that, the first day proceeded to cover the theory of trial. Bruce explained the concepts of “case theory” and “case planning”, to the participants, and went over various strengths and weaknesses of evidence. The whole process was interactive and beneficial, for the students, as lessons went beyond rote learning, and into the realm of legal practice. Tim Dickey, a lawyer of 50 years, and Phyoe Win, a visiting law lecturer from Myanmar, led a lesson on the concepts of critical case facts and how to approach them, not only for the prosecution, but also for the defense.

While the first day focused heavily upon theory, the second day transferred work to students, as they divided into groups that created posters, which depicted opposing evidentiary strengths and weaknesses of the defense and prosecution. Then, the students had a “gallery” style session, where they critiqued each other- i.e., they viewed each other’s work, noted any agreement/disagreement... and why. Each group was then given a chance to present their poster, defend their arguments, and hear other groups’ opposition. They smiled, laughed, and held healthy debates about case facts. It was an informative and educational experience, because students saw how the same facts could, depending on the argument, be a strength or a weakness, and lead to different conclusions.



Gallery Session



A lawyer questions a witness

The main session, in the afternoon, opened with the long-awaited mock trial. Students joined opposing groups and held two separate court trials. While it had a bumpy start (both trials had to



restart at least once), the end product was a resounding success. All “lawyers” questioned “witnesses”, with confidence, and the proceedings tested everyone’s understanding of courtroom practice. They learned how to argue convincingly and how to deal with trial law. Post-trial, judges assessed lawyers on argument skills, and visiting Myanmar law lecturers evaluated the entire session.

The two days ended with a debriefing session that focused on drawing conclusions from the entire workshop experience- e.g., questions and answers regarding roles, challenges, and learned values. This was conducted by a group of Myanmar Law Teachers currently based with BABSEA CLE in Chiang Mai. The Myanmar teachers, along with the BABSEA CLE team and international volunteers, motivated participants to see and appreciate the importance of a fair and impartial court system. Finally, everyone involved had fun, learned a lot, and left with an appreciation of the adversarial phenomenon. When faced with the question of social justice, one student stood up and said, “Social justice should be everywhere, should be accessible and should be safe.” On that note, the workshop ended with everyone having something to retain for personal reference or share with non-attendees.

## Our Work With The Wildflower Home

*by Mark Smith, Emma Koster and Jordan Kronen, externs for BABSEACLE*



Throughout our time as interns with Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEACLE), much of the work was focused on the expansion of clinical legal education (CLE) in Myanmar. However, this was not nearly all we did and true to BABSEACLE being a very holistic organization, we were able to be a part of some of the various community teaching programs it supports in Thailand, such as weekly legal lessons at Wildflower Home. The home “provides safe shelter, education, health and other services to young southeast Asian single mothers”, many of whom are from Myanmar, and BABSEACLE provides the mothers with lessons on basic legal rights, not only as mothers, but also for their future.

During our first few weeks of internship, we took responsibility for designing and implementing these lessons. Eventually, this project was handed off to Elizabeth “Bebs” Chorak (a legal education specialist and visiting International Clinician In-Residence, along with a group of Myanmar law teachers placed for two months at the BABSEACLE International Legal Studies Training Center in Chiang Mai, Thailand. With both Bebs and these committed teachers we continued to work closely, in order to develop interactive and relevant lesson plans. Each week, we would gather to discuss their other tasks, together with these lessons.



This activity served to continue our main mission of community legal education, as well as a secondary goal, which is the practical application of such lessons. Personally, we could see the effect of Bebs’ work with the teachers, on a weekly basis, as they worked on continued enhancement, by thorough debriefing sessions that assessed what went well and what could be

improved. These sessions were a natural supplement to Bebs' teachings, as they demonstrated how a more interactive way of teaching improved these lessons. As Bebs would frequently say, "no lecturing!"

As we conclude our time at BABSEACLE, we look back on the work at Wildflower, and see how important it was, for the community and for us, as interns. This work provides valuable knowledge to those young mothers, and an introduction to the great work that BABSEACLE does, for the interns. One important part of such work, is to set in place the means to continue programs that BABSEACLE has worked to initiate, as it expands operations because this avoids wasted efforts, and helps to strengthen legal education regional and globally.

## Training for the "Ideal" Street Law

### Clinical Legal Education (CLE) Teaching Clinics

*By Elizabeth Chorak, volunteer for BABSEA CLE*



It is hard to believe that, not only is the work over, in Chiang Mai, with Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEACLE) and the Myanmar Law Teachers, but also that it went by so fast. I think that the time with those teachers was productive,

and I look forward to seeing how such work impacts the development of their Clinical Legal Education (CLE) programs when they get home.

My focus of this placement was the planning and implementation of the “ideal” CLE community legal education teaching clinic –university seminars for law students and community site classes – and the development of appropriate lessons for community. An action plan for those seminars and site classes involved two separate planning documents, but the plans were interwoven throughout. We identified what has been done, what needs to be done, and what the expectations are for a CLE teaching clinic. I emphasized that teachers had the ability to convey the ideas for, and details of, a successful clinic, and that they should talk to their other law teachers and peers about the program, and should make changes and improvements in their plans.

The main concern they raised was how they could motivate law students to participate in a volunteer program. We talked about why they had volunteered for the CLE program and how they needed to offer incentives to the students, such as: interesting sessions; fun activities; and how to improve knowledge of law as well as the student’s skills and ethics/values. We agreed that the clinic program should eventually be accredited, and we discussed some ideas about this, with the understanding that it would take time and hard work to prove a clinic’s worth.

Although we did not develop a law student seminar syllabus, or a set of lessons for community classes, such a syllabus has to be developed, at the time that teachers make the initial decisions about what type of teaching clinic that they want, but we did talk about a possible semester course outline, with one class a per week.

While in Chiang Mai, Thailand, at the BABSEACLE International Legal Studies Training Centre, they developed interactive lessons for The Wildflower Shelter Home and for Urban Lights Agency that can be used as demonstration lessons, until they know which sites they will be working with, and what the legal information needs are. These lessons are available to all, in a drop box, and the teachers have them in their personal files.

We also talked about the development of a mock trial teaching video. The teachers liked the idea and will work with BABSEACLE team members and volunteers, including Tracey, Dang and Emma to produce it. This will not be a video about mock trials, but rather a teaching aid for teachers to demonstrate the complete steps of the mock trial. It will feature video of the Inaugural Myanmar National CLE Mock Trial Event, in the Myanmar language, some role play by our staff, the Myanmar staff and teachers, and the Yangon University of Distance Education (YUDE) plans to use it for the Distance Learning Students.

These teachers have really improved in writing well-thought-out interactive lessons, although they still have some challenges with using open-ended questions or scenarios. This will take more experience in writing and teaching interactive lessons. They understand the difference



between developing meaningful interactive lessons and “games” or “no knowledge” activities- e.g., “taking a stand” by the yes sign if a date is correct and by the no sign if it is incorrect.

They put the last Wildflower Home lesson together, and did a great job with the opening activity (focuser or energizer) that fit the content to the lesson. I will continue to work with them on lessons through the use of email and other means, as they develop them, and I hope that they will be able to provide model lessons for all Myanmar law teachers.

The concentrated placement program for the Myanmar teachers has so many good points and of course some challenges, but the good points clearly outweigh the challenges. One of the very many good points of the program is the learning English part, because it would be hard for them not to improve their English, while in Chiang Mai as this is the BABSEACLE operative language here. Hopefully, the BABSEACLE team, volunteers staff and interns encouraged them, one-on-one, to speak even more English.

The time that the teachers spent with Harrison (Tim) Dickey, a long term volunteer lawyer with BABSEACLE, learning mock trials, was excellent. He is patient and methodical, and makes them speak up and try harder. I believe that they became more confident, and will be able to do a great job with mock trials, when they get home. Another strong part of the program is social activities, like hiking, running races, buying tennis shoes, playing together and painting the volunteer house fence. They seemed to learn much from these activities, many of which I am unsure if they ever have done at home. This may even help them to avoid becoming introverted. These teachers are energetic, and really wanted to understand how to create and manage good CLE programs, to upon their return home. I hope that they will continue to network, with each other and with others, and that teamwork and collaboration won't end when they leave. It would be a major plus, if the Myanmar CLE team plans activities that bring them all together, on a regular basis, in order to share their experiences and ideas, so that they may improve their efforts, going forward.

Thanks to all, for my grand experience, too. It is more valuable than you can imagine for me to learn so much about other countries, their educational systems and their cultures, when I work with CLE. I have enjoyed working with each of you, and truly hope that we will meet again, soon. Good luck to you, your programs and your plans!

## Community Teaching at Urban Light Foundation

***By Dr. Khin Thinn Thinn Oo, Assistant Lecturer at the Pyay University Department of Law***



As an Assistant Lecturer at the Pyay University Department of Law, I know that community teaching benefits trainers, students, the university and the community, and is one of the models of the Clinical Legal Education (CLE) Programme. The community, at large, may include high school students, NGO staff, a single mothers' home, a youth training center and/or village members, and all want to be aware of their rights.



After being placed in Chiang Mai, I took part in two types of community teachings. One was at the Wild Flower Home, a single mothers' residence, and the other at the Urban Light Foundation. Three Myanmar Teachers, two Thai Interns and two members of the Chiang Mai BABSEACLE team, Suphamat Phonphra (Bee) and Anupap Danpo (Game), actively participated in those teachings.

We first gathered necessary information, which included the narcotic drug law and child law, which were of interest to the staff at the Urban Light Foundation. After that, we researched the related Myanmar and Thai Laws, created scenarios for community teaching lesson plans, drew up lessons plans that use interactive and reflective teaching methods and learned how to share this legal knowledge with the community.



Because I didn't know how much the learners already knew, I was very excited to take part in the community teaching at the Urban Light Foundation. Firstly we introduced ourselves and then the five pupils introduced themselves. After the introductions, I was pleased to be able to communicate to the participants, directly, without the help of English-to-Thai translators.

We then talked about illegal drugs, under the provisions of Thai drug law and the Myanmar Narcotic Drug and Psychotropic Substances Law. During this time I led an energizing session, with a telephone game activity, which was related to the terms of narcotic drug legislation. All the participants had a lot of fun and said that they were very interested in the topic, that they learned new narcotic law terms and that they gained skills from this session, including communication, listening, collaboration and memorizing. The two Myanmar teachers and I talked about Myanmar illegal narcotic drug laws, some terms that are related to those laws, the aims of those laws and the offences and penalties under those laws, especially the death penalty. The students wanted to know many things, and they asked many questions. After that, Suphamat Phonphra (Bee) lectured about Thai drug law. Although I could not understand the Thai language, I knew that the participants were actively discussing those laws.



The next time that we taught at the Urban Light Foundation, our team planned a lesson on child rights law. Since the students participated actively, and were good English speakers, we could converse with them easily. We did an energizing game session that involved drawing on a chart that related how parents and guardians treat their wards. The participants drew many pictures about the things that children encounter, in daily life and we spoke about children's rights under the 1993 Myanmar Child Law. For each law we used a different teaching method and script. The students who learned the script taught the others, and by the end of this session, all pupils learned some child related rights. After that, Bee gave a lecture on Thai child Law. Students wanted to know about other laws, and I was happy to share my legal knowledge, because everybody should be familiar with laws that deal with narcotics and children's rights. I wanted to gather more information, and to share it with my students and community.

I found the community teaching programme to be very useful and gained a lot of experience from such teaching. I now understand how to implement a community teaching programme, at my University. This programme can benefit my teaching, my students, my university, my community and my country.

## VIETNAM

### Reflecting on Practices and Techniques with Vietnamese Clinical Legal Education (CLE) Programme Participants

*By Stephen Rosenbaum\**





I travelled to Vietnam in May 2015, having just spent the past several months teaching two law classes, and completing one semester at the **American University of Phnom Penh (AUPP)**, a start-up university. I also engaged in dialogue with clinical legal education (CLE) students and staff and advised AUPP, on its legal curriculum.

My report to AUPP recommended a heavy dose of experiential education planning with opportunities for simulated skills classes, moot advocacy competitions, externships, and clinical education. I noted how various law schools, in the Association of Southeast Asian Nations (ASEAN), have offered clinical training programmes, conferences and workshops and how Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE) has piloted a model of interscholastic transnational collaboration between law schools, lawyers, government, and civil society, and helped launch the Southeast Asian Clinical Legal Education Association.

Before leaving the region, to return to the United States I wanted to see how CLE was being implemented, “on the ground” in Vietnam. During my visit to Hanoi, BABSEA CLE’s Lan Anh Nguyen and Hien Bui Thu facilitated roundtable discussions at four law faculties. Although these discussions were toward the end of the 2015-16 school year, students and faculty participated enthusiastically.

Acting Dean Le Thi Chau of the **Trade Union University** (TUU) hosted a group of students in their law clinic. Located off-campus, in the heart of a modest neighborhood, TUU is the first law school in Viet Nam to offer CLE as a compulsory subject for academic credit. TUU organizes about six community education workshops per year in and outside Hanoi for trade union officials and low-income construction workers. Students enrolled in previous years were eager to recount their experiences in workshops on: selection law; labour contracts; family law; land law; Constitutional law; and laws affecting People Living with HIV (PLHIV).

Nguyen Ngoc Chi, Director of **Vietnam National University Hanoi** (VNU)'s Centre for Legal Research and Services (LERES), offered a visit the VNU clinic where students were conducting research through the internet and responding to inquiries that they received from callers-on-line. They also displayed their outreach materials that are distributed to ethnic minorities, PLHIV, drug users, sex workers, high school students, and people with disabilities in Hanoi and Old Ha Tay Province. VNU Hanoi was the first Vietnamese law school to develop a CLE programme. Student discussions focused on the use of appropriate language for handouts and oral presentations.



At the **National Economic University** (NEU), a roomful of students and faculty greeted me on a Friday morning for a wide-ranging discussion. NEU provides in-house

consultations on labour and business law, with a focus on small businesses. The CLE teaching model has students and lecturers travelling to communities in rural, poor, and mountainous areas of Nghe An and Hoai Duc provinces. Students seemed interested about how other clinics decide what legal matters to handle in presentations or in individual case representations. CLE is offered as an optional course for credit and is enthusiastically supported by NEU Dean Tran Van Nam and Vice Dean Nguyen Thi Thanh Thuy.



Vice Dean Ha Cong Anh Bao of the **Foreign Trade University (FTU)** is in the process of developing a small business course that has a skills component. His CLE students are being trained in ethics and in improving accountability to the community, particularly in vulnerable populations. Their focus is on human rights and justice. FTU employs a CLE teaching model, and plans to establish an in-house legal clinic. Very thoughtful questions were raised about how to handle clients who do not follow offered advice and about the best way to evaluate the effectiveness of CLE outreach programmes and/or workshop presentations.

One of the subjects that surfaced, at more than one university, was the viability of conducting CLE outreach to participants outside of Hanoi. This always involves added costs in travel and accommodations, and is usually dependent on outside funding. Some faculty

suggested that access and a receptive audience were sometimes easier to negotiate in provinces outside Hanoi. Others seemed willing to consider closer alternative outreach settings.

The role played by the private bar was also a topic at more than one law school. In contrast to lawyers in many other countries, it appears that lawyers in Vietnam do not feel threatened by law students giving information and advice. Instead, Vietnamese lawyers are available to monitor student presentations and they view CLE programmes as an opportunity to take on individual cases for legal representation.

Meaningful dialogue and mutual appreciation characterized this brief visit to four law faculties in Hanoi. I hope to continue these contacts from abroad and to visit these and other universities and CLE programmes elsewhere in Vietnam.

*\* Clinician Stephen Rosenbaum is an Associate Professor of Law, at Golden Gate University, and a John & Elizabeth Boalt Lecturer, at the University of California School of Law. In 2014-15, he was Professor of Law, at the American University of Phnom Penh.*

## LAOS

### Experiences of a Laos Law Lecturer Living and Learning in Chiang Mai

*By Aj Intha Duangpila\_Lecturer from National University of Laos (NUOL), Faculty of Law and Political Science, (FLP)*

I am taking part in many memorable things, with the Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE) team, including Chiang Mai University, English tutorial, Wildflower Home and the Wat Sai Moon Temple, and would like to share my Chiang Mai experiences, in Thailand, thus far.

One of my main learning experiences has been a much greater understanding of how to work in a professional office. First of all, I never knew that Google drive could help so much with work efficiency. Having learnt this from the BABSEA CLE office Thai team, I think that state and private sector organizations can both use this organizational method, in workshops, meetings and for the recording of official time logs.



In addition to my office skills improving, so have my academic strengths. This has been greatly due to my participation in the Chiang Mai University law classes I am attending, which are Administrative Procedure Methods Law and Introduction to Public Law. While attending these courses I have received teaching tips that I can use with students, in my Laos Faculty.

I also have had great improvement in my English language ability. This has included studying with an Australian teacher, who has been here for many years, as well as my own teaching of English to students at a Myanmar temple in Chiang Mai. .

Furthermore, I am directly involved in CLE related outreach events which has strongly helped me develop. For example, every Wednesday afternoon, at Wildflower Home. Through this I have better learnt how to conduct weekly meetings, and to prepare lesson plans, before going to teach law and human rights, to the single mothers there.



### **Law teaching at Wildflower Home**

Finally, after being in Chiang Mai I now clearly believe I understand the use of Pro Bono, in the community- e.g.. One of the ways we can and should do this is through educational access to justice teachings and actions. .

In closing I would like to say that, even though I have sometimes encountered a few small problems, BABSEA CLE always supported me. They even found a used, but perfectly good, laptop and a bike for me! I am so grateful for this whole experience.

## **INTERNATIONAL CLINICIANS IN- RESIDENCE OF 2015**

## Community Legal Training in Myanmar

*By Michael Gill, 16 March 2015*



In February 2015, I worked for a month, in Myanmar, as an International Clinician in Residence (ICIR), assisting the three local Mandalay universities (Mandalay University, Mandalay University of Distance Education, and Yadanabon University) with various aspects of clinical legal education. I am a Consultant, at DLA Piper, in Sydney, Australia office. My work arose from the relationship between the firm, New Perimeter (the firm's global pro bono initiative), and BABSEA CLE.



In the first week, I helped with the training of teams for the first National CLE Mock Trial Event, in Yangon. My next focus was at Mandalay University, which has a two-year-old undergraduate law program, with approximately forty second-year-students and twenty first-year-students. Mandalay University was preparing the presentation of, what I believe to be, the first, and (certainly the most recent) community legal training (CLT) presentation, in Myanmar.







CLT serves many purposes, and achieves many objectives:

- For the students, it assists in training of particular subjects, presentation skills, and gives them confidence.
- For the teachers, it helps in learning various clinical methods for the delivery of legal education and in working with their students.
- For the community, it delivers much needed knowledge about legal rights, and how to assert those rights, and about skills training and how to identify and reinforce the basic values which underpin those skills.

The CLT event was led and driven by Mandalay University lecturer U Tin Moe Lwin who was ably assisted by his professional colleagues and keen students. The teachers prepared the CLT program and commenced the training of the second-year-students. Very soon, the students themselves added their thoughts, knowledge and imagination to the activity. The final product was very much the outcome of mutual input from teachers and students alike.



Consistent with the clinical training objectives of BABSEA CLE, the program was also very interactive and designed to include the community audience. The activities were:

- Games and rewards.

- Role plays – four different work injury scenarios.
- Q&As.
- Discussion groups.
- Feedback.

Many rehearsals were conducted. I was honoured to be invited to the final rehearsal and to give my feedback about it. It was an absolute delight to work with the teachers and the students.



The community selected, for the delivery of the CLT program, was made up of people who worked at the university site, including labourers on building sites and cleaners within the university framework. The topic selected for the training was “The Right to Compensation for Persons Injured at Work”, which (focused on Section 3 of the Myanmar Workman’s Compensation Act).

On the afternoon of Tuesday, 10 February, 2015, the crew assembled, at the Mandalay University Department of Law, at and travelled the short distance to the workers’ village. By this time, it had been confirmed that approval was given for me to attend the activity.



### **Setting up**

As the students and the teachers set up the room, the local community fired up the generator, to ensure that the microphone system was in working order. Approximately 40 community members were present, for the start, the audience peaked at about 70 people. The students were brilliant, and the community members were inspirational.



The students present and the community participates





More community activity

Dang, from BABSEA CLE, filmed this first community legal training event, and arranged for a number of interviews, afterwards, with community leaders, teachers and students.



Community feedback time

I was honoured to be part of this ground breaking and unique event. It was remarkably successful, particularly for a first attempt at CLT. The Mandalay University teachers and

students have shown great leadership, in introducing this important activity (community legal training) to the life of Myanmar.



A well-deserved post-event celebration

## Mawlamyine University Law Department's Ambitious Clinical Legal Education (CLE) Plan

*By Don Peters, ICIR-Myanmar, Professor of Law Emeritus, and Director Emeritus, Civil Clinics, Levin College of Law at the University of Florida*

Mawlamyine, Myanmar's fourth largest city, is nestled between the fast-flowing Salewa River and hills topped by beautiful Pagodas, near the Andaman Sea. During my multi-week International Clinician In-Resident (ICIR) placement at Mawlamyine University, I found that its Law Department has ambitiously responded to the efforts of the Consortium made up of Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE), DLA Piper/New Perimeter and Herbert Smith Freehill's, plan to assist in the development of clinical legal education in Myanmar. This is being assisted, in large part, through the support of the

‘USAID Promoting the Rule of Law Project (PRLP)’ and the United Nations Development Programme (UNDP).



Led by dynamic and visionary Professor Head Saw, twenty four Law Department faculty members, operating in two teams of twelve, participated in daily planning discussions and training activities, which led to the approval and adoption of a three year strategic plan and a detailed course syllabi, to begin the first day of their next academic year that begins December 7, 2015. The plan calls for the creation of two clinical legal education programs. This plan includes the launching of the first in-house clinic in Myanmar, a program that will deliver consultation and referral services to low income clients with family law problems. It also includes starting a CLE mock trial clinic. These programmes will be offered as part of a human rights course which is part of the approved curriculum, but is currently not offered to its student body. An important component of this plan is the commitment, by the Mawlamyine Law Department, to teach these clinics as one term courses, for credit. By offering each clinic as a one term, for credit, course Mawlamyine will provide a clinical legal education experience to every final year law student. Each participating Mawlamyine faculty, in their respective section teams, assumes and shares the responsibility for developing and teaching the clinic program. These teams share responsibility for writing detailed syllabus-approved class lesson plans for each class in the syllabuses they approved. They are also responsible for the development of role plays; and for assembling the



required reading materials for the courses. In addition to promoting social justice values, Mawlamyine's the in-house clinic will provide intensive skills and learning opportunities, initially regarding interviewing and counseling and in later years, negotiating and mediation. The mock trial clinic also will promote social justice awareness and provide intensive skills, learning opportunities in strategic case planning, witness examination, and persuasion.



Mawlamyine University plans to remodel two small rooms, on the first floor of its Law Department building, so that in-house clinic students and teaching team members can meet, hold classes, and conduct interviews. Efforts are also being made to develop a collaborating relationship with the Mawlamyine City Justice Center where practicing lawyers may accept referrals from the Mawlamyine University in-house clinic, and may consult with teaching team members regarding local legal issues.

All of us are very excited about this ambitious, but doable, plan and we are eager to assist this efforts to make this plan a reality.



## Reflections of an International Clinician in Residence in Myanmar

***By Linda Tam\_Director of the Immigration Clinic, at the East Bay Community Law Center (EBCLC) & Clinical Instructor, Berkeley Law School***

So far, two and a half weeks into my one month with Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEACLE) have been a flurry of activity, and it has been a wonderful and familiar fit. I've already co-led workshops for law departments at Monywa University, in Central Myanmar, Dawei University, in Southeastern Myanmar, and Yangon University Distance Education University, in Yangon and Dagon University, also in Yangon.

I am a Clinical Instructor, on "vacation" from my regular job, as Director of the Immigration Clinic, at the East Bay Community Law Center (EBCLC), and as Clinical Instructor, at Berkeley Law School, in California. BABSEA CLE's mission statement, to "provide legal aid services and... help build the next generation of social justice, pro-bono minded champions" looks a lot like EBCLC's dual mission of providing desperately-needed free legal services and training to the next generation of social justice lawyers. Everything feels familiar, from the hectic pace in the local BABSEA CLE office, to the familial atmosphere and to everyone's all-hands-on-deck attitude.



During my time here, I've helped lead workshops on mock trial, externships, and community teaching. The legal education system in Myanmar is based on class lecture, so experiential learning through clinical legal education is an area that the law teachers in Myanmar are very interested in exploring. The workshops provide an introduction to the topics and a different perspective on legal education. I've also had the opportunity to work more in depth with a small group of law teachers at Dagon University to help them implement their community teaching, externship, and mock trial strategic plans.



Truthfully, I've always had some difficulty with the idea of going to a developing country to "help" other people. I firmly believe people are the experts on their own lives. So more than anything, I see my time in Myanmar as an opportunity to share. For Myanmar legal educators to share what they are doing and thinking, and for me to share some of my experiences as a clinical instructor.

Throughout the workshop I co-led at Dagon University, I emphasized that all law schools, including Berkeley Law where I work, are engaged in this kind of self-examination. This very conversation is happening throughout the world in legal education: how can we better teach our students to be good and ethical lawyers?

And in the end, the concept of experiential learning-- learning by doing vs. learning by reading-- is a concept that I do think holds value in any culture.

I feel very lucky to be a part of this program and have already learned so much from the legal trainers, other international experts, the teachers, and everyone else here. I will return to my own work in the States with a new perspective and a tool bag full of new ideas.



## WORKSHOPS, TRAININGS, CONFERENCES & REGIONAL PUBLIC RELATION EVENTS

### MOCK TRIAL

#### Inaugural Myanmar National CLE Mock Trial Event



*By Sophie Geoghegan\_International Fellow*





Dagon University hosted the hugely successful Inaugural Myanmar National CLE Mock Trial Event, on February 7-8, 2015. The event brought together almost 100 participants, including students, law faculty teaching staff, International Clinicians in Residence, international trainers and legal experts, law officers, UNDP personnel and international lawyers, who attended as judges. The first of its kind to be held, in Myanmar, this event was co-organised by Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE), DLA Piper/New Perimeter, Herbert Smith Freehills (HSF), and was supported by the United National Development Programme (UNDP) and USAID.

In attendance were at least two L.L.B students, from each of the eighteen Myanmar law departments, and they were specifically chosen, for their active involvement and commitment to their university's Clinical Legal Education (CLE) programmes. The judges came from various parts of the justice sector (both local and international), including lawyers, teachers, senior law officers from the Union Attorney General's Office and civil society members.

A Mock Trial is one of four CLE models, in which students simulate a court trial of a minor civil dispute or criminal offence. Students develop legal, analytical and advocacy skills, through this exercise, which increases their familiarity with the court process and enhances their appreciation for, and understanding of, legal ethics. The Mock Trial was arranged into three rounds, with the teams of students being mixed up after each session, and this allowed them to practice a number of different roles.



All participants showed enthusiasm and were very engaged with the proceedings. Jane Sanders, a lawyer from Herbert Smith Freehills in Australia said, “They [the students] are really enthusiastic, they really want to learn. They are preparing well and working very hard for this Mock Trial. They have been very easy to engage. They have been fantastic. Their understanding of the law and court procedure is really great for people who have never done this before, and whose first language is not English. They have done all of this, in English, and it is really amazing.”

The CLE Mock Trial Events that took place, throughout Myanmar, in the run up to the National CLE Mock Trial Event, included a CLE Mock Trial Workshop that was hosted by Yangon University of Distance Education, on February 5-6<sup>th</sup>. It prepared the participants for the upcoming Mock Trial, and it strengthened their lawyering skills.



Participants, at the Inaugural Myanmar National CLE Mock Trial Event and training, returned to their home universities, shared what they had learnt with their colleagues and peers, spread CLE awareness and encouraged others to become involved. One student summed up her experience, saying, “I am getting more experience, and really supporting my life, and getting new friends from all different universities. It is really nice, and I would like to have more and more Mock Trial events, in Myanmar, at other universities. When I am finished, I am going to my university to share what I experienced. We are trying to do Mock Trials, at my university.”

Thank you, to everyone who participated and/or supported the Inaugural Myanmar National CLE Mock Trial Event.

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## Magway University CLE Mock Trial Workshop

*By Lahpai Nang Doi, legal trainer for BABSEACLE*



The Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEACLE) Myanmar team, Lauren Donnison (Pro Bono Initiatives and Externship Coordinator), Lahpai Nang Doi (Assistant Legal Trainer) and Hlaing Myint Kyaw (Dang) (Project Assistant), and Professor Susan Wood McGraugh (Clinical Professor of Law at Saint Louis University School of Law) conducted a CLE Mock Trial Workshop at Magway University Campus, in Myanmar, on the 12th –13th December, 2015, and 14 students and 24 teachers, including Associate Professor Head of Department (Dr. Moe Moe Aung) participated. At the opening ceremony, Dr. Win Soe (Pro-Rector) gave a speech, and thanked BABSEACLE for encouraging and promoting Magway Law teachers and law students, and for signing a Memorandum of Understanding (MOU) with the Law Department. In attendance were Dr. San San (Department of History Professor) , Professor Khin Myint Yi (Department of English), Dr. Chaw Khin (Department of Chemistry Professor), Professor Thin Thin Mon (Department of

Economics), Dr. Thet Thet Aung (Department of Oriental Studies Professor), Professor Baby Nwe (Department of Botany) and Dr. Kay Mar Kyaw (Department of Psychology Professor). Law teachers described many achievements, such as classroom CLE Mock Trial activity that were made by students, during the CLE Mock Trial Programme. Our BABSEACLE team members also thanked everyone who welcomed and gave us the opportunity to conduct this Workshop. BABSEACLE is very proud to have them as partners. All of the teachers and students are very happy to have actively participated in the Workshop, and they were keen to duplicate the CLE Mock Trial Programme at their University.











## Dagon University Clinical Legal Education Mock Trial and Externship Workshop

*By Naw Hsar Moo Paw, Legal Trainer for BABSEACLE*



Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEACLE) successfully conducted a Clinical Legal Education (CLE) Mock Trial and Externship Workshop, at Dagon University, December 10 – 11 2015. In attendance were approximately 40 teachers and students, including three international trainers, the current International Clinician in Residence (ICIR) Linda Tam, a former Dawei University ICIR, Harrison (Tim) Dickey and Freda Grealy from the Irish Law Society. Also present were the BABSEACLE Myanmar team, and BABSEACLE Legal trainer, from Chiang Mai, Nattakan Chompuhong.







On the first day, trainers reviewed the basics of a CLE mock trial and case development, worked through a mock trial fact scenario and conducted an actual “seminar style” mock trial. On the second day, trainers Linda Tam, Nattakan Chomputhong and Naw Hsar Moo Paw reviewed what a CLE externship is and what effective supervision is, asked the participants to work in small groups, in order to develop externship proposals, identified the common challenges of

implementation and conducted actual externship trainings. A combination of teachers and students made the training very interactive.

The Dagon University CLE programme focuses on their CLE mock trial, community teaching and externship programme. This workshop helped , teachers and students to better understand mock trial procedure and how to establish a successful Externship Programme.

## PRO BONO & LEGAL ETHICS

### Building a Noble Legal Profession at the 4th Asia Pro Bono Conference & Legal Ethics Forum

***By Jordan Kronen, BABSEA CLE Legal Extern, Chiang Mai, Thailand***

As the months ticked down, the BABSEA CLE staff and volunteers were hard at work preparing for the highly-anticipated 4<sup>th</sup> Asia Pro Bono Conference & Legal Ethics Forum. The event took place in Mandalay, Myanmar from the 3<sup>rd</sup> to the 6<sup>th</sup> of September, 2015. The conference and forum hosted 230 delegates from 19 countries from across the legal community including lawyers, legal educators, students, judges, government officials, and civil society professionals. The theme of the conference and forum was “Pro bono and ethics build a noble legal profession.” It was an inspiring exhibition of a strong commitment to pro bono, legal ethics and justice education in the region and internationally.





The conference was co-organized by Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE) and an international consortium comprised of law firms, law societies, legal education institutions, access to justice-related organizations, and others. Delegates from around the world attended to continue the momentum of the pro bono and legal ethics movements, to propel them forward, and to recognize the successes and connections established by the previous three conferences. The first conference was held in Vientiane, Laos in 2012, the second in Ho Chi Minh City, Vietnam in 2013, and the third in Singapore last year. This year's conference took place at the Wilson Hotel for the duration of the event.

A new addition to this year's pro bono conference was a silent auction. Delegates donated items from numerous countries from around the globe to be bid on. All the proceeds went to the victims of the recent devastating Myanmar flood. The silent auction turned out to be a huge success as it raised over two million kyat or over \$1,500 USD. The funds were donated to the Free Funeral Services Society and the Sidagu Association to provide direct aid to the flood victims.



The conference and forum were kicked off by Bruce Lasky, a Co-Founder and Co-Director of BABSEA CLE, who utilized an inspirational quote from an iconic African American tennis player, Arthur Ashe, “start where you are, use what you have, do what you can,” to summarize what pro bono was all about and what principles it was founded on. He had the participants repeat back the quote and, with this simple act of solidarity, the tone was set for the entire conference and forum.

Following the morning and a partial afternoon of plenary sessions, Day 1 culminated in the late afternoon with six breakout sessions, allowing delegates to congregate in smaller, more intimate settings while having the freedom to choose what topics best suited their interests and needs. Topics ranged from “Overcoming challenges of replicating pro bono programme success,” to “Small firm pro bono,” “Showcasing successful pro bono partnerships in the region,” and “Pro bono, corporate social responsibility: Differences and synergies.”

Day 2 began with opening remarks by the Immediate Past President of LAWASIA and advocate from Joyce A Tan and Partners, Malathi Das. She coordinated her address by referring to the “pro bono tree” of structure, culture, and nurture. In an elegant metaphor she described how the trunk of the tree was its structure providing the logistics and the practical aspects of pro bono. Values and culture were the roots of the tree, keeping it strong and firmly in place. Finally, she predicted that if we nurture the tree by working hard and staying ethically disciplined, we would reap the delicious fruit of justice. Two more blocks of breakout sessions brought the day to a close before a celebratory dinner at the Kot Ko Island Restaurant.

Not only was the dinner outside and surrounded by palm trees and brisk blue waters, but the venue included a chance for delegates to present a cultural display of singing, dancing or both from their respective countries. Myanmar, being the host country, kicked off the cultural performances which turned out to be much, much more. A melting pot of culture ensued as delegates crossed cultural boundaries and joined in with other countries and vice versa. A symbolic washing away of barriers and a demonstration of how the power of pro bono, ethics, and service can bring communities together closed the night.

As the conference reached the half-way point, the focus shifted toward students, youth, and the next generation of ethically guided pro bono champions. Students were given the chance to present what they had done and learned while studying and doing pro bono. The day started with the stage adorned with students and that would be the theme for the duration of the day.

The dinner for Day 3 was hosted by the Southeast Asia Legal Aid Network (SEALAW). The dinner took place at the breathtaking Jin Taw Chinese Buddhist Temple. Before dinner,

following the tradition first began in Laos, the conference flag was ceremoniously passed from the Myanmar to the Indonesian delegation. U Hla Kohanded the “Viva Pro Bono” flag to Geneveiva Yastinito signify that the next conference would take place in Indonesia. Then, delegates who had contributed to the conference were asked to come on stage by country. As the list of countries became exhausted, almost the entire delegation was now represented on stage. In a jubilant demonstration, the delegates received recognition for their past achievements, joined in celebration of their current collaboration, and anticipated their future success, together.

The last day of the event was the legal ethics forum, which opened with a lesson about strengthening ethical judgments. Plenary 4 focused directly on the main theme of the conference as it posited the question of how to develop a noble legal profession through pro bono. Famous lawyers that many people admired, like Nelson Mandela, were dissected in terms of what made them good and ethical lawyers. The audience was challenged to take on the same characteristics as these iconic figures. Two separate blocks of breakout sessions proceeded.

The 4<sup>th</sup> Asia Pro Bono Conference & Legal Ethics Forum was a monumental leap forward and will have a positive effect on the future success of pro bono, legal ethics and justice education in the region and worldwide. John Corker, the Director of the Australian Pro Bono Centre, summed up the conference well when he stated, “This conference has evolved from year to year and country to country, to bring together a unique mix of international and local issues. The conference has the legacy of leaving behind a strengthened local legal profession and pro bono culture. This year was no exception.” See you next time in Indonesia for another inspiring event and, in the meantime, keep calm and do pro bono.

## **From International and Local Lawyers!**

### **Myanmar Pro Bono & Ethics Conference Inspiring Moments**

***By Freda Grealy, Solicitor, Head of Diploma Centre, Law Society of Ireland***

I was fortunate to take part in the 4th Asia Pro Bono Conference & Legal Ethics Forum, in Mandalay, Myanmar. The conference theme was “Building a Noble Legal Profession”. A global consortium, comprising local and international lawyers, law firms, government and non-government personnel, intergovernmental agencies, university academics, law students, and the companies and individuals from the for-profit sector, helped put on this terrific event.



This was a fantastic four day opportunity, for all organisational and country stakeholders, to learn from each other, share knowledge, and arrive at common understandings about how best to promote and foster a strong regional pro bono and ethics culture. Presentations were designed to be interactive and to engage the audience as much as possible. This engagement ensured that attendees took part in discussions, and this led to more lively, informative, and entertaining sessions, than at a usual conference, where a straight forward panel session is the norm. This interactive presentation approach led to a more collaborative feel, and fostered a particular atmosphere, amongst attendees, that encouraged knowledge sharing and strengthened the sense of a common purpose.



The first two days dealt with a variety of issues, in the plenary and breakout sessions including: the role that pro bono and ethics play in building a noble legal profession; international law firms and lawyers working with local lawyers in pro bono projects; small firm pro bono; the relationship between pro bono and legal aid; pro bono and the right to health; and many others. The third day focused on pro bono and legal education. Truly amazing was the commitment and passion to the pro bono cause and access to justice issues, from regional law students who showcased their work. The final day was devoted to the intersection of legal ethics and professional responsibility with the pro bono movement. Adrian Evans, Leah Wortham, and



Roger Normand conducted an engaging plenary session that led to other sessions, throughout the day, which engaged audience members on key topics, such as duty to the court, duty to the client, regulations and sanctions of the legal profession, and client-centered lawyering.



An inspiring highlight, for me, was talking to senior Myanmar lawyers, who persevered, despite the challenges and struggles they endured, yet continued to lead the next generation of lawyers, by fine example, through helping the needy and doing local community pro bono work. These encounters made a lasting impression on me, and I also learned from their example.

Overall, this conference demonstrates that there is a real appetite and drive for ethics and pro bono training and sharing, at both regional and international levels. This commitment, from the legal profession, legal educators, students, corporations, governmental officers, international NGO representatives, and members of local civil society organizations is extremely heartening. It shows that, if we continue to collaborate, share, and gain strength from each other, we can build upon and develop the noble profession of lawyering, together.



## Lessons learned from the 4th Asia Pro Bono Conference & Legal Ethics Forum

*By Kyaw Min San, Advocate, Justice for All law firm.*

I attended the 4th Asia Pro Bono Conference & Legal Ethics Forum, September 3<sup>rd</sup>-6<sup>th</sup> 2015, in Mandalay, Myanmar. It was a great opportunity for Myanmar lawyers because the country is in a period of positive change and it continues to strengthen its Democratic Rule of Law principles and systems. Many different lawyers from Europe, Asia, America, and Australia also attended the conference. All of the sessions were very lively, exciting, and led by inspirational lawyers who are current leaders of the pro bono spirit, access to justice, and rule of law. **Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE)** did a very good job at organizing these sessions and bringing together these lawyers from across the world.





At the conference it was clear that the lawyers and academics were committed to helping the poor, which is a major pro bono cause. The professors, their wonderful students and fellow lawyers shared experiences from their own countries, especially in Myanmar, and explained how they worked to promote a probono culture. Even the refreshment sessions were lively.





I was surprised that there was a market place for law firms and fundraising for Myanmar flood victims. For that, I want to say thank you BABSEA CLE and kudos to the other organizers for a terrific conference and forum.



My law firm, Justice for All, had the chance to show our booklet on fundamental citizens' rights and we were happy to distribute 300 copies to participants. I am grateful to have been involved in two panel sessions: one that compared international and regional professional conduct rules; and the other named, "Implication for law firms working with the UN Guiding principles on business and human rights". I learned a lot from this conference and I would love to attend the up-coming pro bono conference in Indonesia next year and get the opportunity to meet other pro bono lawyers.

## **From the Volunteer translators!**

### **Pro Bono Inspiration**

***By Jess (Yin Mon KyawOo), Dedicated Next Generation***

My name is Yin Mon Kyaw Oo, also known as Jess, from Myanmar, and I am 21 years old. I am in my final year, at Yadanabon University, where I major in English, and study International Relations. During my time at university, I have done a lot of volunteering, and I am an active

leader of “Dedicated Next Generation”, which is a Myanmar organization that works on youth development programs.



One day, a person, who is works for the United Nations Development Programme (UNDP), asked me to be a volunteer interpreter for the “4th Asia Pro Bono Conference and Legal Ethics Forum”. Although I had a general idea that Pro Bono is some kind of Legal Aid service, and that the conference was about “Legal Ethics”, I am the kind of person who is always looking for opportunities to experience and explore new things and this event clearly provided me these opportunities. During the conference, I met a lot of lawyers, students and legal advocates, from different countries and backgrounds, who explained that Pro Bono has to support legal aid services, for those who cannot afford legal assistance and are lacking access to justice. It also helps to develop and support a society based on rule of law. Furthermore it was demonstrated to me that legal ethics are the duties to practice as a responsible good lawyer, which for me, is both a simple and sophisticated idea. Also, the conference distributed a lot of handouts and law related handbooks. This gave me a chance to read about law, pro bono and legal ethics and to learn more, even after the conference.

I became aware that each country has different legislation such as the ways lawyers handle land law and property law. Even though laws play a major role in all countries, it occurred to me that we are facing the “Law”, in our daily life, without noticing it.

There was a conference culture night and dinner, which were a lot of fun, as those from different countries got to share personal cultural experiences, and the dinner was a great networking opportunity for my future career. As a volunteer, the thing I enjoyed the most was “appreciation” for others and “exchangeable experiences”. Pro Bono is the magical hope for people who cannot afford access to legal services, and suffer, because they lost their rights. The conference was beneficial to the attendees and will help a lot of other people in need.

I decided to take part, to contribute toward Pro Bono promotion in my community. I am honored to have taken part in this conference, and it has inspired me to study law. If I have the chance, I will actively volunteer, in the upcoming “5<sup>th</sup> Asia Pro Bono and Legal Ethic Forum”, which will be held in Indonesia, next year. I highly encourage all who value the rule of law to volunteer for this conference, so that they may develop knowledge and skills, as I did, in this “4<sup>th</sup> Asia Pro Bono and Legal Ethics Forum”. Finally, thanks to those who gave me the great opportunity to be a part of this amazing conference, and for giving me the opportunity to get more experience.





## Together forward with pro bono steps

***By Pyae Phyoe Khin@Paula, University of Foreign Language, Mandalay***

When I first saw a message from my senior interpreter, about the conference, I was very pleased that I would have the opportunity to be a volunteer interpreter. Although, I had never heard about the Pro Bono Conference, I immediately accepted the invitation. Interpreting can be quite challenging, and opportunities like the Pro Bono conference are extremely rare, for young starters like us. Even though I am not a professional interpreter, just yet, I still did my best, and tried to be as professional as I could.



At first I did not know that pro bono law work was available in Myanmar. After the forum, many positive outcomes could be seen as we came to the realization that pro bono in the field of law would become the very first and the earliest step for Myanmar. First of all, I never imagined that I would ever attend an international ethics forum at my age. You could say I took a risk, which was incredibly exciting because I got the chance to meet educated people from around the world and was able to learn the culture and politics from another society. I have also learned about the courage and ideals that make a successful access to justice and legal education system. Furthermore, I have improved my communication, speaking, and interpreting skills by observing and dealing with remarkable people. Through it all, I found that interpreting and attending the various sessions were both challenging and breathtaking all at the same time.



I have learned a lot by listening and observing how the senior interpreters handled and overcame the difficult moments of an interpreting session. Additionally, I became aware of the gap between student life in Myanmar compared to the lives of international students. They had the courage and competence to attend an impressive international legal ethics forum and do a lot of impactful sharing of their own experiences. I hope that will be a good example and provide encouragement for Myanmar students to achieve deeper success.

What I most appreciated about the conference, was the books that I got about equality and rights for Myanmar citizens. Some of these books are too expensive for most of the citizens to purchase and, therefore, I felt very fortunate to have access to them. Secondly, the dinners were so fantastic, with stimulating conversation and an abundance of information sharing between international law students and famous lawyers from developing countries. This spectacular opportunity, to have such invigorating conversations and interactions with such lawyers, became my most valuable moment. Those opportunities, and the encouragement I received, really gave me confidence to do my work, and it was one of the greatest opportunities to volunteer alongside outstanding people.

All in all, I am really grateful to the authorities and to the organizations that allowed me to volunteer and interpret, in one of the greatest conferences in Myanmar. It also provided me with more expertise in my field of interpreting. I would like to participate in upcoming pro bono conferences, if I ever have a chance. Finally, as we all are eager to grow together and make positive change, I believe that the effectiveness of the program will be sustainable for the future of pro bono in Myanmar.

## **From the Law Student!**

# **Student's Pro Bono Experiences at the Pannasastra University of Cambodia Faculty of Law and Public Affairs**

***By Mao Kimpav, Senior Law Student***

My name is Mao Kimpav, a senior law student at the Faculty of Law and Public Affairs, Pannāsāstra University of Cambodia. Starting legal classes, in early 2010, by 2013, I took an elective the Community Legal Education Program (CLEP) course, which was the beginning of my CLE and pro bono journey. Before that, I didn't exactly know what pro bono was, but I was keen to find out, and when we went into the community, to provide legal education, I chose to go to an NGO that helps orphans, the homeless, and the poor. There, I taught primary and secondary

students about child labor, children's rights, and illegal immigration law, and some of my successful life experiences.

I finally started to understand what pro bono really meant, in a class taught by Prof. Kong Phallack, who is an attorney. He explained that pro bono is helping people, in need, who do not have money, and that it is the kindness of one's heart that motivates a law professor, legal practitioner, or student to help such people receive access to justice. He also introduced a new concept called Metta, which is a Buddhist term that means helping people, out of kindness, generosity, and love. After I fully understood these concepts, I became very interested in pro bono work, and started my own pro bono work program, called Metta Business Law Program.

### **Metta Business Law Program**

The aim of this program is to help all Cambodian law students and business law students to set up a business project, to understand what laws and regulations are required to do so, and how to comply with Cambodian statute enforcement. Over a four and a half hour course, my team and I teach different areas of law, depending on each of our specialized skills, but a critical part of the process is to provide a consultant, who is under the supervision of Prof. Kong Phallack.

### **Why is this Program important?**

At the moment, this program is not a public service, but we believe that we can expand it to the public, in the future. Going forward, it will be another way of promoting the rule of law, raising awareness of obligations under the law, and encouraging respect for the law, in a business environment. This will profoundly affect society.

### **The 3<sup>rd</sup> Asia Pro Bono Conference, in Singapore**

One reason that I learned a lot from the 3<sup>rd</sup> Pro Bono Conference is because it is global, but I was surprised that the pro bono movement is so strong amongst law professors, lawyers, NGOs, government officials, and students from around the world. I was invited to share my pro bono experiences with all of the participants and to talk about my work with the other panelists.





On the last day of the conference, my team and I proposed a new pilot project called the Labor Law Metta Program. The goal of this project is to provide legal awareness and assistance to the working community and related groups, which have substantial and pressing legal problems, in the workplace and elsewhere. I have encouraged many students, at my university, to participate in this program, not only to promote pro bono, but to learn and practice helping others in the community.



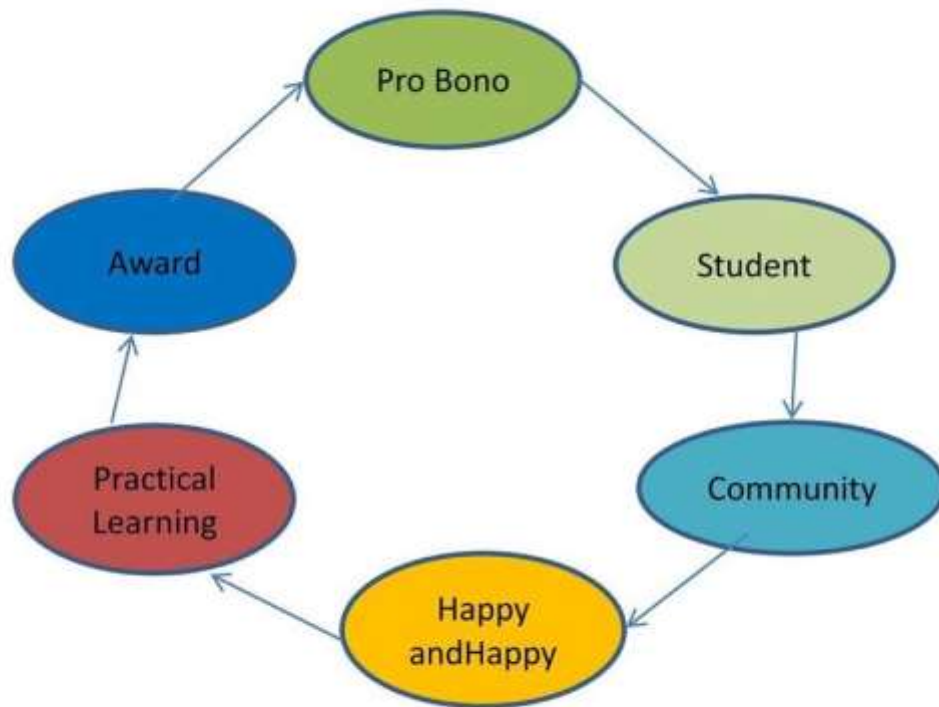
#### **The 4<sup>th</sup> Asia Pro Bono Conference and Legal Ethics Forum in Mandalay, Myanmar**

Again, it was my honor to participate, share my pro bono work experiences, and learn new information from the more than 19 (regional and international) countries that were present at the conference. We not only shared the achievements and challenges of pro bono work, but also the differing views on legal ethics. In each session, all participants were very active, took part in the discussion, and shared and commented on the solutions of how to make pro bono work more effective, and how to archive its challenges and accomplishments.



During my session at the conference (Tracking Student Pro Bono Initiative), I was not only focused on the result, but also on the challenge of the process. I asked myself, the students, and the participants the same question, “**What influenced you to do Pro Bono work, and why?**” This question may not seem difficult to answer, for people who have been involved with pro bono work, but it may be difficult for students who have never experienced it. To help answer that question, I have come up with this student focused system:

### **Tracking the Student Pro Bono Initiative Cycle**



Students who teach pro bono to the community increase community happiness, and obtain practical and learning experience, new skills, and awards that reward their work- e.g., a letter of appreciation and/or a graduation certificate.

### **Tracking the Student Pro Bono Challenge Cycle**





Students need to understand what pro bono is, and that their commitment is very important for a successful pro bono program. Although they need capacity-building support and encouragement from stakeholders, students must effectively manage their own time and project time, and be sure about what they are doing and what they will be doing next.

### **What I am doing now?**

At the moment, I am a pro bono faculty coordinator (volunteer) and help to promote pro bono work among my faculty students, in order to expand access to justice services for the community.

### **Conclusion**

Pro bono is work without pay, but it gives students skills, practical learning experience and knowledge as they help society and their communities with access to justice. Yet, it is only Pro Bono heart that makes pro bono work effective, sustainable, and successful.



## BABSEA CLE ACCESS TO JUSTICE WEEKEND

### 6th Trio for Justice & Access to Justice Fair

### A Gathering of The Clan

*By Kevin Morley\_Co-Founder and Co-Director of BABSEA CLE*

Saturday, January 10th, 2015, saw large numbers of the Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE) team, our partners and supporters take part in a new event: the Access to Justice Weekend which combined the 6th Trio for Justice with the Access to Justice Fair along with two days of trainings, a dinner and a movie night. This groundbreaking occasion took place on a fine Saturday morning, at Huey Tueng Tao Park, Chiang Mai, Thailand, with a post-event dinner. This was all followed by directors working lunch, the next day.



The Chiang Mai BABSEA CLE team organized a truly impressive affair, which not only enhanced BABSEA CLE's reputation as a knowledgeable, reliable and supportive organization, but was also a great way to tap into shared advice, expertise and ideas. Meeting with like-minded people, who have common concerns, provided the opportunity to exchange experiences and to understand new initiatives that relate d to BABSEA CLE's, and those of its partners, current developments and goals for 2016. This annual "gathering of the clan" saw many positive developments that have come about since 2014. As a BABSEA CLE director, I was particularly struck by the massively increased participation from the Myanmar group, and as a resident of Singapore, the weekend was a great chance to participate, to re-establish old ties, to spend time catching-up and to network. Connecting with so many people, at one time, opened the door to talk to local and international members of the team, whom I wouldn't have been able to easily talk to, otherwise. I am sure that we were all imbued with a renewed sense of purpose, and made new friends and acquaintances. It was truly a time to remember.



## Workshop on Survey Design @ The Access to Justice Weekend

**By Dr Chris Walsh\_Co-Director, BABSEA CLE**





On January 8, 2015 I gave a workshop to just under 25 students and advocates for justice at the Access to Justice Weekend Fair at Chiang Mai Hill Hotel with Wendy Morrish. It was an incredibly exciting workshop with participants from the following universities:

- Ratchapet University (Thailand)
- Ubon Rathchatani (Thailand)
- Prince of Songkhla University (Thailand)
- Trade Union university (Vietnam)
- National Economics University (Vietnam)
- National University of Laos (Laos)
- Rangsit University (Thailand)
- Taunggoo University (Myanmar)
- Magway University (Myannar)
- Myitkyina University (Myanmar)

We started the workshop with an icebreaker entitled ‘What do you believe’ where workshop participants interviewed a person they did not know to gauge what he or she believes about clinical legal education (CLE).

A goal of the icebreaker was to illustrate how time consuming it is to interview an individual about their beliefs and to engage in a discussion about using surveys or questionnaires instead. This is because surveys and questionnaires allow us to collect a lot of information quickly.

The rest of the workshop was devoted to groups working together to describe the objectives of their CLE programs and think about the kind of data they would need to collect to know if their program was having a positive or desired impact.

A first goal of the workshop was to understand that measuring impact is a recognised way to demonstrate the value a CLE program is delivering to its beneficiaries and the community.

A second goal was to articulate or state key performance indicators (KPIs) or those measurable impacts that demonstrate how effectively a clinic is achieving its objectives.

A third goal of the workshop was to learn about Linkert surveys and the Linkert scale that allows researchers to uncover degrees of opinion or belief on a particular topic or the identified KPIs.

Then we all collaborated to design survey questions that used the Linkert scale, like this sample question:

**Participation in the CLE clinic improved my lawyering skills**

- ☐ **Strongly agree**
- ☐ **Agree**
- ☐ **Disagree**
- ☐ **Strongly disagree**

Overall it was a wonderful workshop, but wish we had much longer to spend on the design of the survey questions. Future workshops will cover the need to have a data analysis plan to drive survey design. One long term goal is to design a Linkert survey that can be used throughout Asia.



## Practical Lessons for Vietnam from the BABSEA CLE Access to Justice Weekend

### **By National Economics University's Students (Vietnam)**

We are students of the Clinical Legal Education at the National Economics University (NEU), Vietnam. From 6<sup>th</sup> January to 10<sup>th</sup> January, we took part in the “ACCESS TO JUSTICE WEEKEND”, which was held by Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE), in Chiang Mai, Thailand. We learnt many things about CLE in other countries. It was a great opportunity for us to learn more about CLE.



Students of Community Legal Education, from the National Economics University take part in the ACCESS TO JUSTICE WEEKEND 2015

The weekend included a 2-day training, focusing on Legal Ethics and Professional Responsibility as well as many other access to justice awareness raising activities. As part of this events, through the lectures and practical activities, we have learned much about our responsibility to provide legal services to the poor and how to do this, and how other Southeast Asian countries, like Thailand, Laos, and Myanmar, implement this professional and moral obligation. We participated in discussions about the barriers of justice, and we solved hypothetical situations in this regard. We also played a game called “silent”, which we all thoroughly enjoyed. After taking part in all these activities, we then had a greater understanding of the difficulty of describing what we would say in order to protect ourselves from legal risks. Since then, we understood and learnt about common obstacles that would often prevent people from accessing justice, such as: languages spoken; financial situations; different cultures; the media; politics; and laws. After completing all these activities, we are now much more aware of the significance and importance of the pro bono work that we do.



At the trainings, we met lawyers, from all over the world, including Canada, the USA, and the UK, who talked about the ethics and professional responsibilities of lawyers and law students, which are sometimes difficult to apply, especially when properly and zealously defending a client. In doing so we also learned the importance of fairness to an adversary- e.g., maintaining, the secrecy of a client's confidence and secret information, while fully complying with the oppositions' demands for discovery. Exercises like this made legal ethics much more clear for all of us and the other participants.

We not only attended access to justice related trainings but also participated in the "6<sup>th</sup> Trio for Justice" run/walk event. Completion of the full 10 km event, made us aware that, although the path to justice may be difficult, it can be successfully followed, if we are truly determined to succeed.



A student determined to complete the 10km

The workshop and weekend not only provided us with knowledge about CLE, it also aroused a sense of responsibility, in us, toward future legal work in the community. We hope that we will have more chances to participate in events like this, in the future.

## Unlimited and precious experiences from BABSEA CLE Access to Justice Weekend

***By Tan Cheow Hung\_Director, BABSEACLE Singapore Ltd, Beacon Law Corporation***

This year's Trio For Justice walk/run was unique, because it had never been held concurrently with the Access to Justice (A-J) Public Interest Fair. Our law firm, Beacon Law Corporation, had the pleasure of flying up to Chiang Mai for the event, with three truly remarkable people, Carol, from a social enterprise Photokidz, a Singaporean NGO, Carrie from Daughters of Tomorrow, another Singaporean NGO and Alice, from DOT's World. They all exhibited at the A2J Fair.



While physical reasons prevented me from taking an active part in the walk/run, save for taking a few photographs, I did have a lot of time to visit the various A2J booths and to really get to know some of the NGOs and stalwart activists, who were manning the booths. I was humbled and inspired, by the wonderful work these people are doing.

What I love about this, and other events that are organized by BABSEA CLE, is: many different organizations come together; it's always people and the relationships that we build, which matter the most; we are never overly concerned by the stature or personal accolades of the participants; and everyone gets to share his/her unique experiences. Over food, games, movies, talks, workshops, bumpy red truck rides, bumpier tuk-tuk rides, much laughter, song and dance and more food, most of us, if not all, always bond, to build Bridges Across Borders, through lasting friendships and working relationships.

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“We are very glad to have participated in the Access to Justice (A2J) fair, and to have been given the opportunity to make new friends, forge new connections and foster future collaborations. Whilst operating in the region, it was gratifying to meet with other like-minded organizations, to learn from their experience and to share our experience with them. The fair was well-organized, the organizing committee was tremendously friendly and helpful, and the overall ambience was positive and inspiring. We got the chance to sit in the law student legal ethics workshop, which is a very good platform that is helping to seed young minds with a sound foundation in ethics and service to the community. Great job!”

Carrie Tan

Executive Director

+65 9127 0371

Daughters Of Tomorrow

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Carrie with Kelvin (BABSEA CLE Co-Director) & His wife, and BABSEA CLE Supporter,  
Suzanne (from right to left)

PhotoKIDZ was honored to be part of the Access to Justice A2J Fair, in Huey Tung Tao Park, Chiang Mai, on the 10th January 2015, and would like to sincerely thank the organizers, Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE), for the support and opportunity to create awareness of our programs in the region. The A2J Fair was a precious opportunity for us to learn about and collaborate with other NGOs and like-minded organizations, in order to exchange creative ideas and build possible collaborations.

The vision of Photo KIDS is to engage and inspire under-privileged children, in developing countries, through the magic of photography. It is hopes that with the interactive hands-on and specially tailored photography curriculum, the children will be inspired to dream beyond their immediate challenges and circumstances, to see the beauty of the world around them and to genuinely capture what they see with their hearts.



Felicia Ong (Beacon Law Corporation), Carrie Tan (Daughters of Tomorrow), Alice Ng (Alice in DOT's World & Carol Lee (Photokidz) (from left to right)



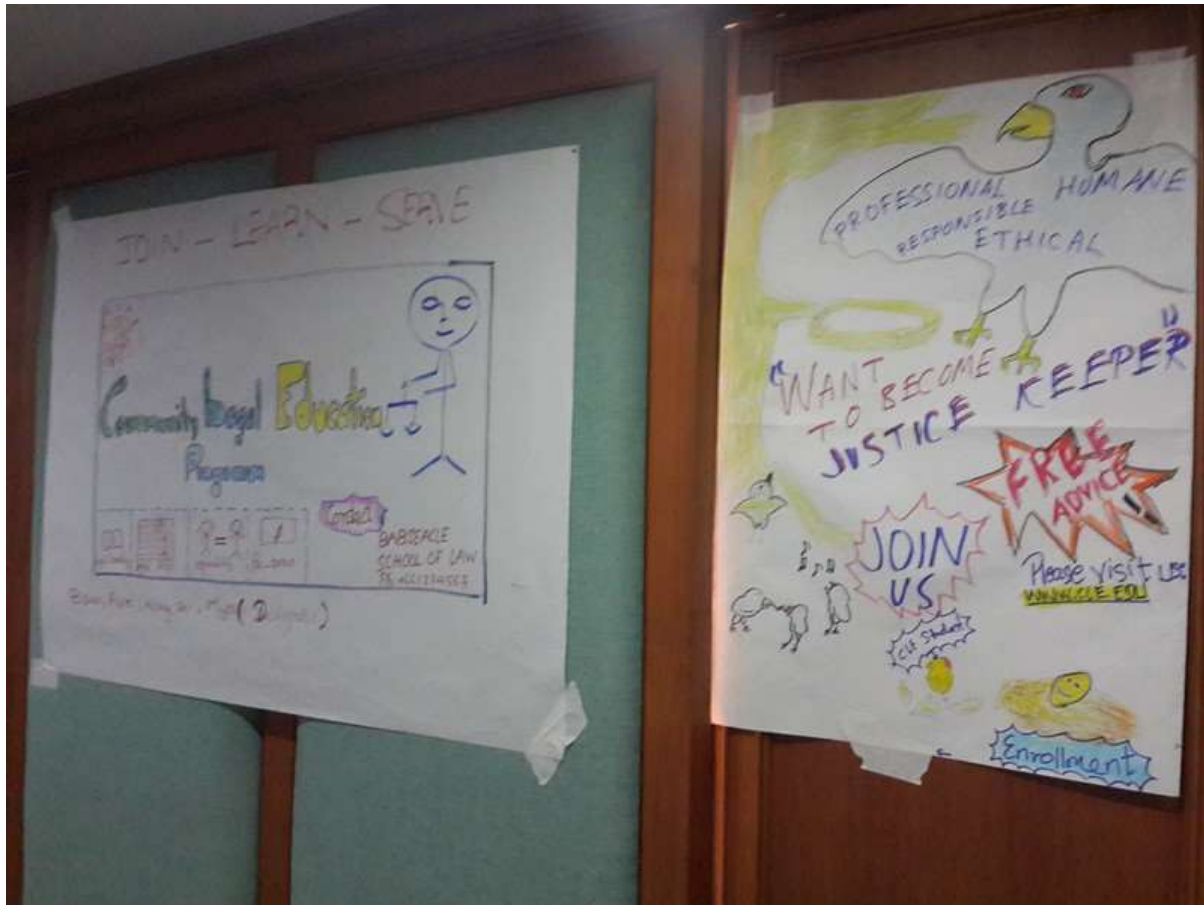
# SUMMER SCHOOL

## Building Partnerships, Skills and Capacity at the Inaugural Asia Clinical Legal Education Summer School.

***By Joane Theodule, Volunteer for Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE)***



As a rising second year law student, at University of Indiana Robert H. McKinney School of Law, and coming to intern at BABSEA CLE, I was very excited about the chance to meet international law teachers, students and lawyers. Given my background and interests in the law, I felt that I would have much to learn, from legal professionals who work in other jurisdictions. The Inaugural Asia CLE Summer School provided a perfect opportunity to meet such individuals.



From 5-14 June, 2015, BABSEA CLE, BABSEA CLE Foundation, and the South East Asia Clinical Legal Education Association (SEACLEA) hosted the Inaugural Asia Clinical Legal Education School Training Workshop, in Chiang Mai, Thailand. For the past several years, BABSEA CLE has successfully conducted CLE Summer School training workshops, in order to help develop and strengthen law faculty CLE programs, in Myanmar (2014, 2015) and Vietnam (2012). 2015 was the year to finally make this incredibly success initiative go regional.







Law teacher representatives from the region, who had demonstrated a commitment to develop and strengthen CLE programs, at their own universities, participated in the 2015 workshop sessions. The 18 participants, from Myanmar, Mongolia, Nepal, Cambodia, and Laos were facilitated by 15 BABSEA CLE staff and international/regional CLE experts. They all shared CLE experiences and learned much from each other, including how to implement specific CLE models, such as Externships, In-House Legal Consultation Clinics, Community Teaching, and CLE Moot Court/Mock Trial; valuable skills, which they will bring to their home universities.





Once law teachers implement those skills, their students are able to provide crucial supplemental legal aid community services. Hopefully, the improvements to law faculty teaching strategies, made by BABSEA CLE and its partner organizations will spread throughout the legal system of the region.



Summer School participants were eager to learn about various CLE methods, which provided them with new insights, into various teaching techniques that could translate their knowledge into the empowerment of disadvantaged and marginalized communities. In this regard, Dr. Thin Thin Nwe from Taunggyi University said, “This Regional Summer School was very meaningful because we learnt and discussed about many lessons and shared different ideas. All participants related to the lessons in ten days, which are very supportable in the capacity building for the community and very helpful in the solving the access to justice issues. Due to using and teaching the experiential learning or learning by doing teaching method, the lessons learnt in this school are memorable and adhesive in the mind of learners. So attending the Regional Summer School 2015 offered opportunities to acquire new knowledge, ideas, skills, and model for using education to promote social justice.”

Than Than New, from Monywa University, Myanmar added, “As for me, the results of attending The Inaugural Asia CLE Summer School, Chiang Mai, Thailand are not enough to express. I had got so much experience from the external trainers, and they gave precious lecturers, knowledge, skill and value of, and trained us on, various CLE teaching methods. I developed good relationships with the participants from other counties. I felt warmly welcome and best encouragement, from the trainers and other trainees, whenever I didn’t understand the lecturers

and activities. They helped me, every time, in the workshop. That is why I have the duty to effectively apply these methods, to our students and other teachers in my University, when I return to my Country, Myanmar.”



Overall, the groundbreaking CLE Summer School was a huge success, and represents a significant milestone, in the advancement of CLE, pro bono and access to justice, in the region. On a personal level, this Summer School was an amazing experience, and an unforgettable part of my internship, with BABSEA CLE. I was able to develop my teaching and presentation skills, while also learning about the importance of pro bono, legal ethics and social justice values. Most importantly, I made lasting connections with dedicated and passionate individuals, from all over the world, who are great examples of what the law is all about.

## Setting the Scene: Mini-Lessons on Shooting an Interview at the Inaugural Asia CLE Summer School

*By Michelle Yockelson*



As the music muted and the last images of an animated short film faded from the screen, the audience directed their gaze to the opposite side of the room. The sight that filled their eyes was that of a movie studio complete with cameras mounted on tripods, lighting equipment, microphones and makeup artists.



The audience consisted of the participants of the inaugural Asia Clinical Legal Education (CLE) Summer School held in Chiang Mai, Thailand from 5-12 June, 2015. Those setting up the lights and angling the cameras were BABSEA CLE staff. They were preparing to teach mini-lessons to the participants about creative documenting and interview techniques needed to produce a high quality film or knowledge product.







The motivations leading to the design of this lesson emerged from our collective learning experiences at the summer school after Dr. Chris Walsh, a BABSEA CLE Co-Director, provided mini-lessons on how to shoot an interview. This is further highlighted in this issue of the newsletter in a complementary article by Maxwell Abbot entitled, “Showing the Collaborative Work of Many: The Final Knowledge Product for the Myanmar CLE Programme.”

The Pro-Bono and Legal Ethics Consortium will be producing a documentary film or knowledge product that tells the story of establishing CLE programs in Myanmar. This collaborative project is funded by the United Nations Development Programme (UNDP) and the United States Agency for International Development (USAID). The documentary knowledge product is being



filmed by BABSEA CLE's very own videographer, Hilang Myint Kyaw (Dang). The knowledge product is essentially a "how to" guide on establishing CLE programmes. It is anticipated the film will be relevant to a broad range of stakeholders including, but not limited to, government agencies, law faculties, law students, NGOs, and donor communities.

Various international team members involved in the programmes's Final Knowledge Product structured a lesson plan on creative documenting—or shooting an interview—to outline steps and strategies to creating a high quality film and effective interviewing skills specifically designed for use when filming interviewees.

Hilang Myint Kyaw (Dang) provided instruction and advice from the perspective of a documentary director. Techniques from the Director included advice and instruction such as how to angle the camera to produce a dynamic scene, how to make those on camera appear confident, inviting, and appealing, what area to frame with the camera to create a balanced picture while reducing visual distraction, and how to eliminate background sounds which detract from the audio quality.

Hsar Moo and Laphai Nang Doi, two of BABSEA CLE's Legal Trainers in Myanmar, who will be conducting the interviews for the "Final Knowledge Product", led a section of the lesson plan focused on effective question formation to facilitate capturing a dynamic interview on film. The techniques presented included asking open-ended questions that emphasize an emotional response from the interviewee and result in a connection with the audience. Such questions may begin with provocations such as "what are your hopes, desires, inspirations, concerns, and impressions?" Another effective technique specific to assist interviewees in providing a rich description of their experiences is to ask them to "tell me a story" which can then be followed up

with “can you tell me more about that,” to provide a complete, cohesive, and congruent narrative for a documentary film.

Participants then had a chance to practice the skills taught by conducting a simulated interview. In small groups, individuals were assigned roles: director, interviewer, and interviewee. Some groups were so enthusiastic about the simulation that they actually recorded the interview on their phone or computer cameras.

The lesson concluded with a demonstration. Hilang Myint Kyaw (Dang), Hsar Moo, and Laphai Nang Doi conducted a recorded interview with two of the trainers present at the Asia CLE Summer School, Lisa Bliss, Associate Clinical Professor at Georgia State University College of Law and Freda Grealy, Head of the Diploma Centre at the Law Society of Ireland.

The outcomes for the session on creative interviewing and documenting were numerous and varied. From how to make your interviewee feel and appear confident to providing structured experience for the BABSEA CLE team members working on the “Final Knowledge Product” and even resulting in capturing usable footage for this how-to documentary.

## SEACLEA

*Southeast Asia Clinical Legal Education Association (SEACLEA) is a Southeast Asia network of persons and institutions committed to improving the quality of legal education and achieving justice, in-part, through the use of Clinical Legal Education (CLE). It aims to bring together persons from different countries, who will exchange perspectives and work collaboratively from a variety of legal, educational and organisational settings in order to increase the quality of law teaching and improve justice through CLE.*

## SEACLEA Keeps Expanding and Planning- Regional Meeting held on the 30th March 2015



***By: Tracey Atkinson, Asia CLE Training Support (Intern)***



On March 30<sup>th</sup>, 2015 BABSEA CLE together with our regional partners, helped to organise a Southeast Asia Clinical Legal Education Association (SEACLEA) meeting attended by regional SEACLEA representatives. The meeting was hosted by Thaksin University in Songkhla, Thailand and focused on a specific plan for the events of the upcoming year and further developing the SEACLEA mission for years to follow.



*Assoc. Prof. Dr. Panarairat Srichaiyarat, the Thailand SEACLEA Steering Committee Representative, at the SEACLEA meeting*

At the meeting, a new BABSEA CLE supported SEACLEA coordinator was announced. For further information, enquiries and coordination, you may now contact Miss Suphamat Phonphra (Bee) from the BABSEA CLE team, who will now be the ‘go-to’ person, ([bee@babseacle.org](mailto:bee@babseacle.org)) Congratulations Bee on your new position.

The SEACLEA meeting was a great success and was attended by approximately 40 participants from the various universities in the region, including representatives from Cambodia, Laos, Thailand and Vietnam. The outcomes from the active participation by all who attended the meeting were many. One included the plan for BABSEA CLE to continue to help the steady establishment of the Association, as well as guide the steering committee in achieving the CLE goals, the first two being: legal education programs for students at universities, that help to develop ‘knowledge, values and skills’; and to provide legal assistance and develop better

teaching strategies. BABSEA CLE will remain the guide, but will not lead the committee, SEACLEA will eventually become an entity on its own and BABSEA CLE will help it to get on its feet. BABSEA CLE has also agreed to help establish a website, and also will provide the initial network to the right minded people, such as those in attendance at the meeting in order to steer SEACLEA in the right direction.

In furtherance of this year's plans there are a number of upcoming events for 2015. One of which includes BABSEA CLE, with the co-support of SEACLEA, organising a Regional CLE Summer School in Chiang Mai which is set to take place in June. Others include bringing students and lecturers out for exchange programs with support by universities in the region; the 4<sup>th</sup> Annual Asia Pro Bono Conference and Legal Ethics Forum (Mandalay, Myanmar Sept 3-6) and a hopeful regional Mock Trial event which will be an event to bring students together to create an opportunity for them to be exposed to each other and different ideas. Finally, it was discussed that SEACLEA should be focusing on providing monitoring and evaluation of CLE programs throughout the region as a means to help ensure quality as well as use this information to receive both national and regional support for these vitally important justice education initiatives.

BABSEA CLE is proud to be a part of this network that will see cooperation and collaboration between CLE programs in the region and will further strengthen the CLE movement throughout Southeast Asia and ASIA overall.

How does one become a member of SEACLEA you may ask? The eligibility is that you have to have been involved in CLE work in Southeast Asia. You may be a person or an institution to get involved.

The BABSEA CLE team is looking forward to working with the SEACLEA members and meeting again at upcoming events and conferences.



*SEACLEA meeting held in Songkhla, Thailand, March 2015*

## **COUNTRIES IN THE REGION EXPLORED (Bhutan, Nepal, Mongolia, Indonesia, Cambodia, etc)**

### **Clinical Legal Education in Mongolia-A Fifteen Year Celebration and Reunion**

*By Bruce A. Lasky, Co-Director,*

*Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA  
CLE)*



Having first visited Ulaanbaatar, Mongolia, in July 2005, where I explored a strong but nascent clinical legal education (CLE) movement, it was a real pleasure and honor to have been invited back, ten years later, to see such growth and maturity. It was even a greater honor to have been able to do this, with Wendy Morrish one of my BABSEA CLE Co-Directors.





We were invited to attend and present, at the event, *Strengthening Legal Clinic Capacity: Best Practices International Conference on Legal Clinic Development*, on May 5-6 2015. This date is the 15<sup>th</sup> anniversary celebration of the establishment of Clinical Legal Education, by the School of Law, National University of Mongolia, which organized, with its Practical Training Center, this conference.

The Conference was being held to raise awareness of the legal clinic education movement, regionally and globally, and had speakers from Mongolia, China and Russia. Wendy and I represented the Southeast Asia movement. Since a major topic was the study, at a regional level, of best practices and solutions to institutional and systemic challenges, Wendy presented on the development of CLE in the Southeast Asia Region, and I focused on means and methods of networking to strengthen CLE programs.

I was very impressed that CLE, in Mongolia, had expanded from one university to eight, in only ten years. This represented almost 50% of Mongolian university law programs. I was also glad to see the way how the Mongolian





Bar Association supported the CLE movement, including the hosting of this Conference, at their offices.

Yet, I was most happy to meet, once again, Mrs. Tuya Nurenzed, one of the pioneers of CLE, in Mongolia. She was accompanied by former students, who were now working to help strengthen CLE in the country. I first met Mrs. Tuya in 2005, when she had already been running the



National University of Mongolia CLE program, from its inception, five years earlier. Due to the fact that I had been immediately impressed with her ability, and true commitment to justice education, she was invited to attend and present, at the 1<sup>st</sup> SE Asia Clinical Legal Education Conference. BABSEA CLE, along with the Pannasastra University of Cambodia and the Open Society Justice Initiative co-organized this event in Phnom Penh, Cambodia, in November 2005. Tuya's presentation and presence significantly impacted the 2005 Conference, and many people, ten years later, still tell me how she and her CLE program inspired them. I can clearly say that, in all the years of supporting CLE programs, I have rarely met anyone at her level of vision and ability to truly achieve impactful results. Therefore, the honor to present, at her institution, was a true gift, for me.

My reunion was not only limited to Mrs. Tuya but also extended to Professor Xu Shenjian, a clinician from the Chinese University of Politics and Law (CUPL) who presented alongside us in Mongolia. Wendy and I first met Professor Shenjian in 2007 at a CLE conference in Australia. Since that time, he has worked, alongside BABSEA CLE, to assist in the development of CLE, in a number of countries, throughout Asia.

All this took place, in a city and at a time, when the weather, in Ulaanbaatar, seemed to deliver winter, spring, summer and autumn, all in one day. This included a bit of snow, to which Wendy delightedly laughed, "Imagine snow, in May, in the northern hemisphere!"

Interestingly and importantly, the reunions did not stop in Mongolia but continued, even after our return to Southeast Asia. In June, one of Ms. Tuya's adjunct law teachers and former students, Mr. Bolorsaikhan Badamsambuu, attended a ten day training event, *The Inaugural Asia CLE Summer School*, in Chiang Mai, Thailand. At this regional CLE event he represented his country, in a very proud manner, with input that provided a deeper understanding, to many persons less familiar with the amazing and incredibly varied CLE movement.

It is easy to say that this trip back to Mongolia has afforded me a marvelous opportunity to return to a people and a place, which continue to impact me, ten years on. Reflecting on this it is easy to say that all of us meeting and re-meeting again and again look forward to positive justice and education results, and to continued reunions.

## Pro Bono Indonesia Style-Expanding the Foundation of Access to Justice

***By-Bruce A. Lasky, Co-Director, Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE)***



With the ever expanding pro bono movement in Asia gaining amazing traction, it was only a matter of time before Indonesia began to convene formal pro bono awareness raising/training

events. The 27-28<sup>th</sup> of April, 2015, marked the first official national pro bono workshop, which was organized, in Jakarta, by a consortium of organizations, and was supported by the Australia Indonesia Partnership for Justice Project (AIPJ). BABSEA CLE Co-Directors, Bruce A. Lasky and Wendy Morrish, were there, to assist, learn and share.

This impactful event was attended by many actors in the legal justice sector, including local and international lawyers, bar associations, legal aid and civil society organizations and universities. Many attendees were BABSEA CLE partner organizations and institutions, including the Australia Pro Bono Center (formally the National Pro Bono Resource Center), PILnet, the Indonesian Legal Resources Center, the Australia Law Council, the Jakarta Legal Aid Institute (LBH Jakarta) and the Australia Legal Aid Foundation (YLBHI).



The two day workshop was organized to build upon the legal aid law passed, in 2011, in Indonesia. Although this law greatly expands access to justice, legal aid and services to many poor and marginalized persons, throughout the country, there is still a great deal of support remaining to be tapped. Therefore, AIPJ took a bold step forward, and seized the opportunity to explore an expansive means to formally include pro bono, as a core element, in access to justice, nationwide.

Topics at the workshop included a wide array of relevant thematic areas:

- The current context of Indonesian pro bono legal services

- Pro bono and legal aid organizations
- Pro bono and university law clinics
- Pro bono and bar associations
- Comparative models of pro bono legal services
- Pro bono lawyers in Southeast Asia
- Pro Bono Clearing Houses
- The Law Council of Australia and pro bono -
- How the potential for Indonesian pro bono work can be increased ?
- Strategies to develop stronger Indonesian pro bono services
- The Asia Pro Bono Conference and Legal Ethics Forum and the PILnet Asia Pro Bono Forum
- Indonesian Pro bono clearing houses
- Next steps to strengthen Indonesian pro bono
- 



Much was achieved, throughout two very collaborative days, including an increase in the depth and scope of Indonesian pro bono support, and the likelihood that a Consortium, made up of BABSEA CLE, PILnet and other partners, will co-organize the Asia Pro Bono Week event, in Indonesia, in 2016. Stay tuned for this! Once again, BABSEA CLE was really honoured to be invited and included in this ever widening movement.



## 8th Worldwide Global Alliance for Justice Education (GAJE) & 13th International Journal on Clinical Legal Education (IJCLE) Conference and Asian Sharing Experiences

***By Ann\_Legal Trainer, Thip\_National CLE coordinator , Pa\_Legal Fellow and Bee\_Access to Justice Initiative Coordinator and SEACLEA Coordinator***

On the 22<sup>th</sup> – 28<sup>th</sup> of July, the Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE) team joined various United Nations Development Programme (UNDP) and USAID sponsored Myanmar university lecturers to participate in the 8<sup>th</sup> Worldwide GAJE & 13<sup>th</sup> IJCLE Conference, which took place on the Anadolu University campus in Eskişehir, Turkey. The amazing event was bifurcated into a general conference consisting of plenaries and concurrent sessions (22<sup>th</sup> – 25<sup>th</sup> of July) and a training-of-trainers (TOT) workshop (27<sup>th</sup> – 28<sup>th</sup> of July). The conference was a fantastic opportunity for the 350 participants from different countries and legal professions to share and learn from each other.



It was a great opportunity for the BABSEA CLE team members from Laos, Myanmar, and Thailand to present different topics that reflected the shared Asian work experiences in two sessions:

1. The Intersection of Pro Bono and Justice Education – the Asia Experience;

**Lead Presenter:** Bruce Lasky

**Co-Presenters:**

1. Nattakan Chomputhong
2. Thip Nounsylvong

This session focused on how the Asia pro bono and justice education movements have been working in synergy. The historical context of both movements was discussed through contemporary examples of mutual paradigm-shifting justice delivery mechanisms, regional comparative examples, and demonstrations of cross-border initiatives.



## 2. The Nationwide Development of CLE in Laos: Strengths and Challenges;

**Lead Presenter:** Thip Nounsylvong

**Co-Presenters:**

### 1. Pavina Thephithuck

This session was about the needs and nationwide development of CLE programmes that BABSEA CLE is working on in coordination with law teaching institutions and our core partner, the Faculty of Law and Political Science at National University of Laos. These institutions work together in order to provide a full understanding of the values and benefits of these programmes. Some of these values and benefits include providing strong support to solve common issues that such development faces.

## 3. Nationwide Development of CLE in Myanmar: Strengths and Challenges;

**Lead Presenter:** Nwe Mar

**Co-Presenters:**

### 1. Wendy Morrish

This session was about the needs and nationwide development of CLE programmes that BABSEA CLE is working on in coordination with law teaching institutions and our core partner,

the Faculty of Law. All of these institutions worked together to provide a full understanding of the values and benefits of these programmes.

4. The Need and Impact of Teaching Legal Ethics/Pro Bono/Access to Justice/Professional Responsibility in Asia;

**Lead Presenter:** Nattakan Chompuhong

**Co-Presenters:**

1. Suphamat Phonphra

This session stressed the need for teaching legal ethics, pro bono, access to justice, and professional responsibility in developmentally-transitioning Asian countries including Cambodia, Laos, Myanmar, Thailand, and Vietnam. The impact and integration of legal ethics and professional responsibility were discussed along with curricula development projects that BABSEA CLE and its partners introduced into new and existing Asian university courses.

5. Measuring and Reporting the Impacts of CLE Programmes that Strengthen Access to Justice;

**Lead Presenter:** Wendy Morrish

**Co-Presenters:**

1. Christopher Walsh

This session was an interactive and participatory session, which addressed the ways that research monitoring & evaluation (RME) assists universities and justice education programmes. These include CLE programmes that measure their impact in line with key course programme performance indicators (KPI's). Some session goals included the design of three data collection tools (Survey, Individual Interview Schedule, and Group Interview Schedule), whereby participants pooled their data collection tool designs in order to explore useful data collection, analysis resources, and basic ethical protocols.

6. Unlocking the University Gates: Connecting Myanmar Legal Education to The Legal Profession and to Community Concerns;

**Lead Presenter:** Jacob Stevens

**Co-Presenters:**

1. Helen Yandell

This session emphasized the importance of connecting Myanmar law education to the legal profession and to the juridical community concerns via three justice education related and capacity building vehicles. To engage university law department teachers in clinical legal education, the pilot public defender (legal aid) Yangon office and the United Nations Development Programme pilot plan, which establishes "Rule of Law Centers" for lawyers,



government justice actors, and civil society members, are all interrelated initiatives that each pose challenging questions. These questions are in regards to the promotion of interactive learning methodologies and the collaboration of professions, communities, and human rights principles in a transitional and authoritarian environment. Attendees were asked to take a stand, to solve problems, and even to role-play solutions in order to show panelists how to move forward in these ongoing and exciting projects.



7. So you want to start a Street Law Programme;

**Lead Presenter:** Bruce Lasky

**Co-Presenters:**

1. Leni Widi Mulyani
2. Lindi Coetzee

This session shared successes and challenges in starting programmes in different parts of the world. The participants explored the designing and conducting of programmes and the training and evaluating of law students. The co-presenters had set up Street Law programmes in many

countries throughout Asia, South America, Eastern Europe, Australia, and Africa. As part of this session, they shared their experiences. The session consisted of extensive audience participation, using interactive teaching methodologies, such as brainstorming, small groups, a case study analysis, and role-plays. Issues such as freedom of the press, hate speech, sensitivity to the beliefs of other religions, and questionable police practices were discussed. Materials on how to conduct this lesson in their own programmes were handed out as well as other materials on how to start and conduct a Street Law programme.

During the conference, organizers arranged field trips to local justice education sites that included a court and refugee camp where the participants learned about Turkish legal systems and legal aid. After the conference, there was a two-day training of trainers on “Implementing Justice Education in Diverse Contexts.”

The first training day explored the “Who/What/Why/How” of teaching CLE:

- The “who” do we teach session was about similarities and differences among participants’ experience with students in their countries;
- The “what” do we teach session focused on the diversity of learning outcomes we seek in a legal education. This legal education places professionalism, quality of the lawyer, and getting social justice at the core of the curriculum;
- The “why” do we teach session explored the benefits participants derive from providing to others through their work and;
- The “how” do we teach session built upon the previous sessions and put previously discussed concepts and ideas into practice.

The second training day explored the “how” of developing social justice lesson plans:

- How do we work together in small groups?
- How do we create social justice lesson plans? And;
- How do we develop, demonstrate, and evaluate social justice lesson plans?

This experience is invaluable for the BABSEA CLE team from Laos, Myanmar, and Thailand to have the opportunity to exchange ideas with people not just from Asia, but from around the world. This was especially true for Pa, a Legal Fellow from Laos. It was their first time attending the Global Alliance for Justice Education Conference and she said, “I couldn’t express all of my feelings about how I felt in attending this wonderful conference as I’m one of the two who is from Laos attending this conference and I just would like to thank for the opportunity in supporting as one to the participant. I learnt many new things from other presenters from around

the world and now I even thought more broadly on Justice Education and how to implement as well as improving my skill and my country”



## Leadership Learning in the USA- A Laotian Experience

*By Thip Nouansyvong, Laos National CLE Coordinator*

It was unbelievable that I had a chance to attend a study visit in the USA. As part of working hard, with Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE), I am helping to lead the organization, in implementing clinical legal education (CLE) throughout my country of Laos. As a result of this important responsibility I had a chance to meet with representatives from the US Embassy. We discussed the Laos CLE program and the many successful initiatives it helps to support including an anti-human trafficking project which

was supported by the United Nations Office on Drugs and Crime and the US Embassy. The US Embassy representatives were very impressed with our success in Laos, and how the Faculty of Law and Political Science developed CLE projects to assist with expanding CLE nationwide.

During the initial meeting with the US embassy they discuss wanting to support the Laos program, by nominating me to attend the International Visitor Leadership Program (IVLP), so that I could gain more experience, knowledge and skills, in the US, and then apply these things to the Laos program. As volunteering and pro bono work are part of my culture, and enable me to be part of the community, I have been inspired to learn, to gain experience and to hone skills that can definitely be applied to both students and teachers in clinical legal education programs, in my home country and throughout the region.

Luckily, I was chosen to participate in the U.S. State Department sponsored study on the “*ASEAN Volunteerism and Youth Program*“. It may have helped that I was the only Laos participant but I believe I was also chosen due to my skills, commitment and values. This study placement took place in Washington DC, Pensacola (Florida) Iowa City (Iowa) and Seattle (Washington). The entire placement program went from January 16<sup>th</sup>– February 7, 2015.

The main objectives of the program were:

- To explore traditional and creative efforts and programs that are designed to foster civic participation and engagement in communities, at the local, state, and federal level;
- To study community activism and diversity, in the U.S., and efforts towards social inclusion and equity for marginalized and underserved communities, such as women and youth;
- To expose participants to Non-Government Organization (NGO) management, including organization, fundraising, managing volunteers, and public outreach;
- To explore advocacy and leadership strategies that facilitate social empowerment and justice;
- To illustrate volunteer projects and community service initiatives, across the United States, and how organizations develop new leaders and recruit and retain volunteers; and
- To examine efforts that counter violent extremism, through community activism, volunteerism, and the promotion of civic awareness.





It is an understatement to say that the program included lots of activities. They were varied, exhilarating and at times exhausting as I was exposed to an incredible amount of exposure and experiences about non-governmental organizations, universities and communities spanning the USA.



Additionally, I had a chance to visit the Lao Embassy, in Washington DC, and had an informal meeting with Mr. Khen Sombandith, Counselor and Deputy Chief of Mission. I was very happy to visit the embassy and they greeted me with a warm welcome. Whilst there, I spoke to Mr.

Khen, about what BABSEA CLE does in Laos, and told him that we are currently processing our formal registration in Laos. He agreed that BABSEA CLE should register and that having completed the first stage of the registration process was a great success.

Finally, I would like to thank both the U.S Embassy, in Vientiane, which supported me and gave me the opportunity to visit the USA, and BABSEA CLE, which gave me a true learning experience that was very valuable and unforgettable. I will carry it forever and pass it forward to many others.

## My First Legal Aid Study Visit to Indonesia

*By: Pavina Thephithuck, Legal Fellow, BABSEA CLE*



I was nomination to attend ‘The Study Visit of Laotian & Cambodian NGOs to Indonesia’, began my journey to Indonesia, a once in a lifetime experience that I had always dreamt of, This program was organized by the Human Rights Working Group (HRWG) Indonesia, and was held 30<sup>th</sup> January – 6<sup>th</sup> February, 2015 began.

I participated, in the program, because of my general interest in Legal Aid around the world and especially as it relates to Clinical Legal Education (CLE). Specifically, I wanted to learn about Lembaga Bantuan Hukum (LBH) Jakarta, or the Jakarta Legal Aid Foundation, the sustainability of its program and how it works in helping the poor. My expectations were to learn, with others, about how to overcome the challenges of Lembaga Bantuan Hukum (LBH) Jakarta, or the Jakarta Legal Aid Foundation,

The In-House Consultation Clinic at the National University of Laos, Faculty of Law and Political Science, where I work a considerable amount of my time, does not represent client in court. The clinic only provides legal advice. Therefore, I felt that this study visit would give me the opportunity to learn how to plan in the future to help represent client in court like Lembaga Bantuan Hukum (LBH) Jakarta does. Currently, if the client at the FLP In-House legal clinic needs to have someone represent him/her in court it is necessary to directly cooperate with the Laos Bar Association so the LBA can identify a lawyer who can directly help the client in court.



HRWG has the perspective that it is important to build national capacity, in order to respond to regional challenges, especially regarding the integrated Association of Southeast Asian Nations (ASEAN). Before Laos will chair the ASEAN Community, in 2016, Indonesia will do so, in 2015. HRWG aims to prepare for this major undertaking, and I aimed to gain information for Laos' preparation.

During the first 2 days, there were briefings about ASEAN. We learned about: the ASEAN Intergovernmental Commission on Human Rights (AICHR); ; the ASEAN Charter; the ASEAN Human Rights Mechanism; what Civil Society Advocacy means to ASEAN and what the ASEAN Community really means to all ten ASEAN members, and to the world, at large.

First, we visited the Wahana Lingkungan Hidup Indonesia (WALHI), an environmental, non-governmental organization that is working on all environmental issues e.g., land and the sustainability of the life and livelihood of Indonesian people. I would say that this organization is very strong in helping people and protecting the environment, especially in Indonesia, but also in countries of the ASEAN region and all around the world.

We then visited the Perludem (Perkumpulan Untuk Pemilu dan Demokrasi), a non-government organization that works on the right to vote for democracy in Indonesia. This organization helps people gain access to their voting rights i.e., the right to vote for any party or person of one's

choice, in any political capacity or office in the country. I think that free exchange of information is very important, in order to effectively vote for someone who will hear your voice and express your rights.

Lastly, we visited the Ministry of Woman Empowerment & Child Protection (MWECP), to meet with the ASEAN Intergovernmental Commission on Human Rights (AICHR) Representative, in Indonesia, **Mr. Rafendi Djamin**, and with the ASEAN Commission on the Promotion and Protection of Right of Woman and Children (ACWC) Representative, in Indonesia, **Ms. Lily Purba**. These meetings mostly dealt with how to support and enable ASEAN women and children to understand more about their rights and their futures in the ASEAN Economic Community.

The third day began with a public seminar on ‘The Future of the Seas in East Asia: Challenges and Opportunities’, at the *Center for Strategic and International Studies (CSIS)*. This Center is quite interesting, as it is open to anyone who would like to study, learn and share any knowledge in the world. However, unluckily for those from the Lao PDR, a land-locked country, the topic was about the rights of fisherman in the sea, so, we stayed for only one session, and moved on.

We planned next to have a meeting, at the Corruption Eradication Commission/Komisi Pemberantasan Korupsi (KPK), which is a government agency that fights against corruption in Indonesia. While we were there, they and the Legal Aid Jakarta/Lembaga Bantuan Hukum Jakarta (LBH) were in the midst of a corruption case that was about to be presented, in court, and everyone was busy getting information ready. We stayed for 2 hours, could see what KPK and LBH do, and the LBH was helping the KPK to fight for its rights, against corruption. The LBH were vigilant, 24 hours a day, for 3 days before we arrived, and they continued until the judge made a ruling.





The day after that, we went to meet with the National Commission on Human Rights (KOMNASHAM), which works on Human Rights issues in Indonesia and the ASEAN region. Anyone is able to report issues onto their website. This organization is the 2<sup>nd</sup> oldest NGO that we have visited and learnt about.

The second stop of the day was a meeting with the National Commission on Violence Against Women (KOMNAS Perempuan). It is an independent National Commission that promotes women's rights, by working to create an environment that is conducive to the elimination of all forms of violence against Indonesian women, and to. They also help them through counseling, legal services and policy advocacy.

We then visited the ASEAN Secretariat for DSG Community and Corporate Affairs, **H.E. AKP Mochtan**, and discussed, briefly, their challenges, how they overcome those challenges, and how Lao PDR can improve the capacity of its people, in advance of becoming an ASEAN Economic Community (AEC).

The next visit was in the HRWG office of the Human Rights Working Group on the ASEAN base of Human Rights, in order to meet with the CSO and to work on ASEAN advocacy.

The last visit was to the ASEAN Foundation, where we learnt what the ASEAN Foundation does and how they support ASEAN countries and their people.

This ASEAN Study Visit meant a lot to me, because I was able to develop myself and my future, and I got to know more about ASEAN and the Civil Society Organizations that are working, in Indonesia. It was also a very good opportunity for me to see and to experience work in such an effective program. I would like to send a big thank you to BABSEA CLE, to the Human Rights Working Group and to Lawyer Manolin, who allowed me to attend this program.



## Using CLE Methods to Support Legal Aid in Indonesia

*By Max Abbott, CLE/Legal Support Officer, Bridges Across Borders Southeast Asia  
Community Legal Education Initiative (BABSEA CLE)*



After eight months of working with BABSEA CLE, based in Chiang Mai, Thailand, I have gained a deep understanding and appreciation for Clinical Legal Education (CLE) values, skills and methods, and have applied this knowledge, in support of our Myanmar, Laos, Vietnam and Thailand programs. This October 2015, I will bring my CLE experience to a new country, Indonesia, in order to help to strengthen their legal aid programs through a BABSEA CLE secondment. .

In Jakarta, while continuing my role of working for BABSEA CLE, I will collaborate with the Open Society Foundations and lawyers, researchers and advocates of the Indonesian Legal Aid Foundation (YLBHI), to strengthen case management, information sharing, monitoring and evaluation. YLBHI is the umbrella organization for 14 different legal aid offices, which are located throughout the country, and they provide legal advice and representation to approximately 3,000 cases per year.

The collection and sharing of important legal aid information should tremendously improve the services of those legal aid offices, and bolster the advocacy for increased support from government and other partners. As CLE is all about collaborative and active engagement to build capacity, I will share my BABSEA CLE experience and knowledge of creative and absorbing methods, with YLBHI staff, in order to develop systems for collecting such legal aid data. CLE

methodology is crucial for interacting with individual legal aid offices, through workshops and other means, in order to promote the adoption of best practices, in case management.

Aside from working with YLBHI, I will be wearing other hats, while in Indonesia. After the success of the 4<sup>th</sup> Asia Pro Bono Conference & Legal Ethics Forum, in Mandalay, the Asia Pro Bono and Legal Ethics Week such event will be held, in Bali. I am excited to work with our partners in Indonesia, the region and around the globe, and to help ensure that this next Conference & Forum is an even bigger success.

## My Experiences at the 9th PILnet European Pro Bono Forum in Rome

*By Lauren Donnison, Externship Coordinator for BABSEA CLE*

As the Pro Bono Initiative and Externship Coordinator for Bridges Across Borders South East Asia Continuing Legal Education Initiative (BABSEA CLE), it was with great pleasure that I had the opportunity to attend the 9th PILnet Pro Bono Forum, in Rome, November 11 – 13. Although it was my first time to visit this wonderful city, and the first to attend a Pro Bono conference in Europe, it was nice to see some familiar faces, from the 4th Asia Pro Bono Conference and Legal Ethics Forum, which was held in Mandalay, in September, and I was excited to meet new faces too.





The three day event, which was held at the NH collection Hotel, began with the Pre-Forum Clearinghouse meeting, hosted by DLA Piper Rome, and was attended by around 40 participants, from all over the world, in order to discuss the development of European clearinghouses. The first day started with participants sharing their clearinghouse experience, and the main theme was how clearinghouses build lasting and meaningful relationships with NGOs. This topic was continually addressed, throughout the day, and many ideas were exchanged. The highlight of the day, for me, was the talk given by Adraina Gonzalez, from the Taproots Foundation, on "Engaging other professionals in pro bono work." She discussed ways in which clearinghouses and law firms could support NGOs' needs, by providing them with non-legal professionals and services, such as IT skills and marketing. This was very relevant, to me and our organization, since we have non-legal professionals, who often assist us. Another interesting discussion, led by Lucia Borovska of the Pontis Foundation, and Noanne Tenneson from Alliance des Avocats pour les Droits de l'Homme (AADH), a/k/a Alliance of Lawyers for Human Rights (ADH), was on the ways in which clearinghouses can helpfully respond to the current refugee situation in Europe. Following the meeting, participants were invited to the forum, at an opening reception, by Atanas Politov, on behalf of the European PILnet team.

The next day, participants were welcomed by Atanas Polivos. Guest speaker, Ireane Khan, really set the tone for the whole event, as she discussed the importance of creating a stronger culture of justice, by focusing on the development of a stronger Rule of Law, within societies. Throughout the day, I attended several very interesting sessions, one of which was

“The Global Goals and What They Mean For Your Pro Bono Practice”, when and where the newly revised UN Global Goals, which aim to eradicate poverty by 2030, were discussed. Goal 16 is a new addition that focuses on the importance of Rule of Law and access to justice, as a means to eradicating poverty. Goal 16 was a core topic of discussion during the Mandalay Conference as well in August. Similar to what occurred in Mandalay, the Forum in Rome stressed this to be a very important step in acknowledging the importance of Rule of Law, as a part of development. This session offered creative ways, in which law firms can achieve these goals, through their ongoing pro bono work- e.g., Goal 2 focuses on food security, and ; if lawyers were to work with farmers to provide land security, it could lead to community food security. Representatives of three new projects shared their work and experience, with me and other participants, at a session on "NGO Pitches". All of the speakers had innovative projects that worked towards increasing access to justice. One of these, Lawyers Against Poverty, set up by Oxfam, -hopes to increase access to justice and human rights awareness to the poor and most vulnerable members of society.

In the evening, the Pro Bono Awards Dinner, sponsored by White and Case, was held at the beautiful Parco dei Principi Grand Hotel. At the dinner, two awards were given: the 2015 European Pro Bono Award for Exemplary Partnership in the Public Interest, awarded to DLA Piper; and the 2015 Pro Bono Award for Local Pro Bono Impact, which went to A & L Good body and the Irish Refugee Council.



On the final day, I attended the two sessions on legal clinics which gave an interesting insight into the development of legal clinics across Europe. As the intersection of justice education and pro bono is one of the central focuses of our organization BABSEA CLE, and an area that is given great importance in the various Pro Bono Conferences we and others have assisted in co-organizing, I was delighted to see a panel of law professors, lawyers, and university deans all come together to share their positive experiences about the law clinics they work with or run and the positive impact they have had on the students.

Following this, Amy Heading from DLA Piper, gave a very inspiring spark talk on "Psychology of Pro Bono" where she put forward her argument that all lawyers should do pro bono since pro bono makes happier lawyers. The forum closed with a very powerful and inspiring speech from Laura Boldrini, from the Italian Chamber of Deputies, who believes strongly that no one should be left alone while trying to seek justice and that it is imperative that we have more socially conscious lawyers who work towards creating equality in society. It was announced that the 10th PILnet European Pro Bono Forum will take place next year in Amsterdam.

The Forum was a huge success and I took many new innovative ideas away with me that can be adapted to fit into the Asian context. I was very happy to meet so many likeminded people and hope that some of them will be able to join us in 2016 in Bali for the Asia Pro Bono Exchange (30-31 August, 2016) which will be co-organized by Bridges Across Borders

Southeast Asia Community Legal Education Initiative (BABSEA CLE) and its international consortium partners, alongside PILnet.

## **NEW MEMBERS WORKING WITH THE BABSEA CLE TEAM (PERMANENT, VOLUNTEERS/INTERNS,)**

### **NEW BOARD OF DIRECTORS**



**FOO Yuet Min, Director, BABSEACLE Singapore Ltd**

Yuet Min has been a director of BABSEACLE Singapore Ltd since it was incorporated in 2011. She graduated from the National University of Singapore with an LL.B (1st Class Hons) in 2006 and is currently an Associate Director in the Dispute Resolution department of Drew & Napier LLC in Singapore. She is a volunteer lawyer with the Criminal Legal Aid Scheme of the Law Society of Singapore and has served a number of years on the Executive Committee of the Society of International Law (Singapore). Prior to joining Drew & Napier in 2008, Yuet Min was a Justices' Law Clerk at the Supreme Court of Singapore. Yuet Min's interest in pro bono work started when she was an undergraduate. She was one of the founding members of the NUS Pro Bono Group and while doing pro bono work in Cambodia in 2006, she met Bruce Lasky. That started her involvement with BABSEACLE, which she has found to be a very fulfilling and rewarding experience.





**Tan Cheow Hung, Director, BABSEACLE Singapore Ltd**

Cheow Hung is a director of BABSEACLE Singapore Ltd. He is a director of Beacon Law Corporation, a small Singapore law firm; and heads its pro bono initiatives. He is a general litigator with more than 16 years' experience, with a penchant for taking on criminal law cases. He is a volunteer lawyer with the Criminal Legal Aid Scheme run by the Law Society of Singapore Pro Bono Services Office as well as a volunteer legal adviser at the legal clinics held at the Community Justice Centre Help Services at the State Courts of Singapore. Cheow Hung is also working with National University of Singapore Law Faculty and the Humanitarian Organisation for Migrant Economics in a project to provide free legal representation to foreign domestic workers facing criminal prosecution. He joined the BABSEA CLE family after meeting Bruce, Wendy and Yuet Min at a talk and has since been continually inspired by the bridges across borders we build with each activity we organise or take part in and the wonderful people we meet who believe in pro bono publico.

## FULL TIME TEAM MEMBERS



**Max Abbott**

Hello! My name is Max Abbott and I am excited to be joining Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE), as a Clinical Legal Education (CLE)/Legal Support Officer based in Chiang Mai, Thailand. Among other projects, I will be working closely with BABSEA CLE staff in Laos and Vietnam to support the development of national CLE movements in those countries. I grew up in Cleveland, Ohio, USA, and am still passionate about my hometown sports teams. An interest in government and international affairs led me to attend George Washington University in Washington, DC to study political science and philosophy. After volunteering as an English teacher in Senegal for six months, I began to develop a passion for rule of law and access to justice, which I pursued by studying international law and human rights at Columbia Law School. Since graduating in 2012, I worked at the

Indonesian Legal Resource Center in Jakarta, where I assisted with monitoring reports on religious freedom and capacity assessments of legal aid clinics. At BABSEA CLE, I look forward to supporting all the amazing access to justice projects across the Asian region.



**Lahpai Nang Doi**

Hi, my name is Lahpai Nang Doi. Since the beginning of 2015, I have been the Assistant Legal Trainer, at Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE), in the Yangon, Myanmar Office. I am from Hpunggan Village, Kachin State, Myanmar, and graduated from Myitkyina University, in 2012, with a bachelor of laws degree (LLB), and from Yangon University, in 2014, with a Master of laws Degree (LLM) and a Diploma in International Law (DIL). Currently doing research, on Myanmar Insurance, for my Masters of Research Degree, I enjoy working within a group, teaching and travelling. Besides, I have one year of professional training through successfully completing my chamber lawyering requirement in Myitkyina.



**Hsar Moo Paw**

Hi, my name is Hsar Moo. I am from Yangon, studied Law and graduated with an LLB, in 2006, from Dagon University, and received a Master Degree (Master of Art in Community Development), from Myanmar Institute of Theology.

I started working for Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE), in 2015, as the Legal Trainer, at the BABSEA CLE Yangon, Myanmar office. I have six years

of working experience with INGOs, including the conduct of child protection awareness sessions, trainings, and the material development for those trainings.

I have made a commitment to work for my country's education, and enjoy the work of helping vulnerable people and marginalized societies. I am very excited to learn with, and be a part of, the dynamic BABSEA CLE team. In addition to this I enjoy travelling and swimming.



**Tracey Atkinson**

My name is Tracey Atkinson, and I am from East London, South Africa. Last year, I graduated from the Nelson Mandela Metropolitan University (NMMU), where I received an LLB (law degree). I was an intern with Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE), from January until May of this year, and I enjoyed volunteering with BABSEA CLE so much that I decided to come back, and I am now permanent staff, as the Regional CLE Legal Support Officer, in the BABSEA CLE Chiang Mai office. My responsibilities are to write reports to UNDP and USAID, about programmes that they help us support. I also write project proposals, help with English Language translation for the BABSEA CLE team, as a whole, and co-ordinate and communicate with our Myanmar and Laos teams. My CLE background, at NMMU, includes: a compulsory Street Law module; one semester dedicated to Pro Bono Law Clinic work; and another semester dedicated to teaching aspects of the law to communities of at least 300 people. In doing Street Law South Africa, I realised that this kind of work is extremely important, and I am honoured to move forward, with BABSEA CLE, in this field.



**Bounthy Xaechao**

My name is Bounthy Xaechao, from Xayyabouly province, in northern Laos and I am currently in the Vientiane capital. I am a final year student, at the the National University of Laos (NUOL) Faculty of Law and Political Science (FLP), and joined its Clinical Legal Education (FLP CLE) program, as a first year volunteer, in 2013. I started working with Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE), as a Junior Legal Fellow, in September, 2015, which supported by American law firm White & Case. My responsibilities for BABSEA CLE are: office organizing; working with the CLE Clinic Director and CLE Committee; money management; budgeting; reporting; monitoring and evaluating CLE projects; assisting a Senior Legal Fellow; assisting in the supervision of CLE student volunteers; the placement and supervision of BABSEA CLE interns and volunteers, in Laos, and helping with any other necessary actions that will achieve the objectives of BABSEA CLE, in the development of CLE programmes, for the FLP, BABSEA CLE in Laos and regionally.

## INTERNS/VOLUNTEERS



**Michelle Yockelson**



Michelle Yockelson grew up in Eugene, Oregon, USA. Her involvement in social justice began in 2006 when she started a genocide awareness club in her high school. In 2007 she travelled to Ghana and worked with the village Elders and Queen Mothers to address the lack of school teachers in the village. She helped build dormitory housing for the teachers, eliminating the 10 mile round trip journey that it took to visit the school.

Through studying conflicts in Africa, Michelle learned about the philosophy of Ubuntu and studied that philosophy in her undergraduate degree. Her thesis for the Politics Department focused on Ubuntu and the democratic principles that it exemplifies, such as community participation and leadership accountability. Michelle also completed a capstone for the Peace and Politics Department that focused on human security as a solution for positive peace in the Middle East.

Michelle has completed her first year of law school at Robert H. McKinney School of Law in Indianapolis, Indiana. She is pursuing a certificate in Civil and Human Rights Law and she is very excited to be working with BABSEA-CLE this summer, in Chiang Mai, Thailand and in Myanmar.



**Joane Theodule**

Joane Theodule is a third year law student at Indiana University Robert H. McKinney School of law in Indianapolis, Indiana who holds a master's degree in public administration from Florida A&M University and a bachelor's degree in political science from Bethune-Cookman University.

She believes that interning with Bridges Across Borders Southeast Asia Community Legal Education Initiative(BABSEA-CLE) will allow her to explore some of the educational issues surrounding legal ethics at the grassroots level in a way that cannot be gained in the United States. She is looking forward to working with BABSEA-CLE and to utilizing her legal, writing and advocacy skill, in order to help it reach its missions.

Furthermore, the experiences that she receive as an intern, will expand her worldview and multicultural perspective, which are essential for effective advocacy on behalf of her international and United States constituents.



**Mohsin Kaleem**

My name is Mohsin Kaleem, and I am a 21year old undergraduate student from Los Angeles, California. I'm in my third year at University of California, Los Angeles, with hopes of going to UCLA Law School. In my undergraduate studies, my major focus is on Political Science and Management, and my minor focus is on Entrepreneurship. I'm passionate about law, because I believe, if implemented correctly, it can help provide unbiased justice to marginalized and privileged, alike. Laws are the foundation of any stable society, and help establish the character and norms of that society. They help to preserve and advance the ideas of a society, and work to build the basic pillars that keep a society afloat. In our multicultural and globalized world, there exists a possibility, for those deprived of basic legal knowledge, to rise up and experience the value of justice. I will be working with Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE), in Myanmar, and helping to promote the importance of legal education, through a structured Clinical Legal Education (CLE) English curriculum. My work will be with a number of universities and will assist in helping to develop the essential capacities of law teachers to communicate CLE principles and methodologies, in English. It is my goal, during this internship, to help BABSEA CLE create a curriculum that can strengthen legal education, in Myanmar, so that Myanmar can strengthen its rule of law.



**Khaing Thwe Sint (Oct 2015-Jan 2106)**

Khaing Thwe Sint grew up in Yangon, Myanmar and is a student member of the Association of Chartered Certified Accountants (ACCA). She also holds a diploma in Accounting (LCCI), a diploma in Computerized Accounting (MYOB), and a BA from the University of Foreign Languages (French major). After 5 years of work in the Accounting and Finance Field, she is very excited to start work, as an Accountant, beginning 1 October, 2015, for Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE), in Myanmar.



**Mark Smith**

Mark Smith arrived at Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE), on September 17th, unsure about what to expect, but ready to help out. Originally from Canada, he spent 15 years growing up in the United States, then the final 3 years of high school, at United World College of South East Asia (UWCSEA), in Singapore, and now he is very excited to be joining the team here in Chiang Mai. He joined the UWCSEA law society. In its inaugural year, now hopes to continue, in similar fields when he continues his studies. Mark has been accepted into the University of Toronto, for the 2016 academic year, and hopes to study International Relations, at Trinity College, for his undergraduate degree. With a keen interest in issues relating to rights and laws, Mark believes BABSEA CLE will provide him with invaluable first-hand experience, regarding how people work in different countries, and how they provide access to justice and pro bono education. In the coming months, Mark will look to contribute as much as possible to BABSEA CLE operations as the team works on the Access to Justice Weekend as well as the ongoing projects around the region.



**Emma Koster**

She is 19 years old and originally from the Netherlands. In August 2013 she moved to Singapore, where she recently graduated from UWCSEA after two years of the International Baccalaureate (IB). She is currently doing a 1/2 Gap Year, as she will be attending the University of Melbourne (Australia) in February 2016 to earn a Bachelor of Arts, studying Media and Communication as her major and Law and Justice as her minor. She has always had an interest in Law and Justice so this internship seems to be the perfect opportunity to strengthen both her skills and to get a look behind the scenes of pro bono work. Emma will spend the first 3 months of her Gap Year at Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE) in Chiang Mai, Thailand. She will be helping with the Access to Justice Weekend, which takes place from 21/01/2016 to 24/01/2016 and the Knowledge Product: a short documentary about Myanmar CLE programmes and a how to guide for other universities to develop their CLE programmes. During the last 3 months of her 1/2 gap year, she will most likely travel to New Zealand and Europe.



**Jordan Kronen**

He is originally from Miami, Florida, USA, but now lives on the west coast of the US in Olympia, Washington. He graduated in 2014 from Pacific University in Oregon with summa cum laude honors and majored in Politics and Government with a History minor. Prior to coming to Thailand, Jordan interned in the United States Senate in Washington D.C. where he worked primarily on environmental and educational legislative issues for U.S. Senator Jeff Merkley (D-OR). Jordan is extremely passionate about education and has worked for the Oregon Education Association in the Oregon State Capitol where he helped lobby state representatives for increases in education funding and comprehensive teacher pension reform. He volunteered with the Oregon Special Olympics where he trained and coached incredible athletes on the fundamentals



of basketball, soccer, and team work. After his internship with Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE), he will be teaching English in Malaysia on an English Teaching Assistantship Grant (ETA) that was obtained through the U.S. Student Fulbright Scholarship Program. Jordan looks forward to engaging in meaningful work in Southeast Asia, in aiding BABSEA CLE to promote access to justice, and in helping to spread the benevolent work of pro bono.



**Sitthichai Chumphulai (10Aug-30Oct, 2015)**

My name is Sitthichai Chumphulai and my nickname is Day. I come from Chiangrai and I'm currently studying English for specific purposes (English for business) as a fourth year student from the Faculty of Humanities at Chiang Rai Rajabhat University. I started interning for BABSEA CLE on 10th August 2015 and will conclude my work on 30th October 2015. I feel very happy to be working with BABSEA CLE because everyone here is very friendly and they have provided me with incredible support throughout my internship. BABSEA CLE offers unique opportunities for me to gain new skills, improve my English language proficiency and grow as a person. I am very fortunate to have had this experience with a phenomenal organization.



**Wisatorn Arpai (10Aug-30Oct, 2015)**

My name is Wisatorn Arpai and my nickname is Teh. I'm currently studying at Chiang Rai Rajabhat University and am a fourth year student. My major is English, specifically for business purposes. I am originally from Phan District, Chiang Rai, Thailand. I now live in Chiang Mai and work as an intern for BABSEA CLE. I started my internship on the 10th of August,

2015 and will finish on the 30th of October, 2015. I'm working for Bridges Across Borders South East Asia Community Legal Education Initiative (BABSEA CLE) because I love to meet new people and because this organization, being an internationally oriented one, provides a tremendous opportunity to meet diverse individuals from around the world. This experience has significantly aided me in the improvement and development of my English skills. Due to my curiosity and admiration for western culture, my future aspiration is to one day become a chef, specializing in western cuisine.

I hope to gain new experiences and further my English skills while simultaneously constructing life-long friendships with the terrific people from BABSEA CLE.