“Combating Social Injustice Through Justice Education”
“Life, the Universe and Clinic: What questions does Clinic answer?”
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The 6th Worldwide Conference of the Global Alliance for Justice Education (GAJE) and the 9th International Journal of Clinical Legal Education (IJCLE) Conference will be held concurrently in Valencia on 11-15 July 2011. The host for both conferences is the Human Rights Institute of the University of Valencia (idh.uv.es). Other local partners include the Legal Clinic at the University of Valencia; the Human Rights Institute Bartolomé de las Casas at University Carlos III in Madrid, the Legal Clinic “Dret al Dret” at the University of Barcelona, and CEDAT (Centre d’Estudis de Dret Ambiental de Tarragona) at the University Rovira i Virgili in Tarragona. The conference will take place at the University of Valencia School of Law.

The Valencia GAJE and IJCLE conferences will bring together almost three hundred delegates of more of forty countries with a wide range of shared interests, with each conference contributing its own theme. Conference sessions will be organized in various streams, some of which will follow the GAJE conference theme and others will follow the IJCLE conference theme. The GAJE theme is “Combatting Social Injustice Through Justice Education”; the IJCLE theme is “Life, the Universe and Clinic: What questions does Clinic answer?”. Abstracts and more information in:

www.gaje.org
www.uv.es/gaje
Foundation of the Studi General

Although there were houses of higher education in Valencia in the thirteenth century, these studies were not grouped together as the Estudi General, with statutes approved (1412) by the municipal authorities and the bishop Hugo de Llupiá, until the fifteenth century. The institution was set up in premises that were next to San Lorenzo church, but academic freedom as provided for in the Furs (Valencia law code) allowed other schools to continue teaching. At the turn of the century the rich and flourishing Valencian society of the period wanted to give these studies university status and new constitutions were drawn up to this effect. A papal bull issued by Pope Alexander VI Borgia dated January 23 1501 recognised the new university and provided that the archbishop hold the post of chancellor to award the baccalaureate and doctor’s degrees under papal authority. A second papal bull charged the high archdeacon and the cathedral dean and chapter with ensuring compliance with the provisions stipulated in the previous bull. The foundation of the university was confirmed by king Ferdinand the Catholic on February 16 1502. The University was constituted as a municipal
university according to the model established in the Kingdom of Aragon, and the General City Council asserted its power over the Estudi General by taking on the patronage or the right to appoint the members of the board because the salaries and costs were financed by the Council.

One of the first rectors was Lluís Navarro (1521) who had founded a benefice and remodelled the university Sapiencia chapel, and also financed the altarpiece with an image of the Virgin Mary between St. Luke and St. Nicholas by the painter Nicolás Falcó (1517). When the University was founded Italian humanism and nominalistic trends from Paris and Oxford prevailed in Europe. The appointment in 1525 of Joan de Salaia as permanent rector until 1558 used up the funds of several university departments, which were closed. This impoverished and reduced the Estudi General and increased the rector’s power to appoint lecturers and maintain external discipline. His overt anti-Erasmianism marked the beginning of a period of decadence.

At that time it was the School of Medicine that gained greater prominence because of Lluis Alcanys’ teaching. He was the author of a book called *Regiment preservatiu e curatiu de la pestilencia*, a pioneering work on public health, and had founded a college for surgeons in 1462. The anatomical dissections performed by Pere Ximeno and Lluís Collado, followers of Andrea Vesalius, and the Herbs department where Joan Plaza had made a botanical garden for practical training, placed Valencia in the forefront of European medical humanism, with as many as seven medical departments in the second half of the sixteenth century.

The Municipal Council of Valencia did not undertake the construction of a new building for the Estudi General but simply adapted and improved some buildings it had purchased. A house with kitchen gardens had been bought from Isabel Saranyó on April 1 1493, which gave on to the streets currently named la Nave, de la Universidad and de Salvá and had a small square at the main entrance. Pere Compte was commissioned to adapt this building with the help of the “town builder master Martí”. A new stage of construction began on August 16 1498 when Pere Compte and Pere Bernia signed a contract with the City General Council, who two days before had formalised their intention to renovate the “house of study” and to provide the Estudi General with “Constitutions” or statutes. The renovation was to be carried out according to a highly detailed reform and extension plan included in the document. In May 1499 the archbishop blessed and formally opened the Estudi General building, and in the following years the Council purchased more houses to extend the site while the building works continued.

In the last two decades of the fifteenth century until his death in 1505, the architect Pere Compte took part in the most outstanding constructions in the city of Valencia – Lonja, Cathedral, Generalitat, Cathedral extension, etc. Pere Bernia, “town builder”, was awarded the title of “mestre de la ciutat” for his work as director of many municipal works, including the gateways of the new city walls, the corn exchange and other water-piping works.

A corridor with a parapet led to the main halls of the Estudi General building, which were grouped around a central courtyard with a porticoed upper floor. Another small courtyard at the back of the building was used as a service area. Some parts were made of
masonry, including the arch over the entrance, similar to those found in fine houses of the period, and five arches on the ground floor. The main staircase may have been attached to one side of the patio and also made of stonework. However, the seat of the University of Valencia has been through so many vicissitudes in its history that it is not possible to identify the remains of the early construction with certainty, except perhaps for what can be seen from the excavations in the ground floor of the library.

The most important building development in the University in the seventeenth century was the construction of the new main entrance to replace the original one, located in front of the chapel in the Plaza del Patriarca, “facing the bakery that has a door in the courtyard” (Orellana).

The archbishop Juan de Ribera obtained an order from the municipal Council to have the original main door removed and permanently walled up, and paid for a new entrance to be built that gave on to University Street and “was considered the sole main entrance, with a large coat of arms of the City carved in stone above the entrance”. During the eighteenth century this was the entrance used by the San Carlos Royal Academy, which was located in that part of the building at the time. When the Academy moved out the coat of arms went with it, and is now above the main entrance to the San Pío V Museum of Fine Arts.

New halls of residence contributed to create a university atmosphere in the district. The first of them to be built was la Presentación, endowed in 1550 by the archbishop Tomás de Villanueva to enable ten poor people to study for the priesthood. There were also two halls of residence with private patronage, la Asunción or Na Monforte (1561), and la Purificación or de Rodríguez (1572) that were for theologians. The best equipped of them all was the Corpus Christi hall, founded in 1594 by Juan de Ribera. King Felipe II ordered the San Jorge hall to be built in 1563 for members of the Montesa religious order, and doctor Melchor de Villena had the Santos Reyes hall built (1643) for theology and medical students.

At the beginning of the eighteenth century, the desire to embellish the building and increase the institution’s prestige led to some important improvements in the rectory, the university theatre and the chapel, which were contemporaneous with the historic Report on the foundation and progress of the distinguished University of Valencia (1730) published by the rector Francisco Ortí, the first historian of the university, and the new 1733 Constitutions.

The university theatre, where faculty meetings and solemn discussions were held, was adapted and enlarged after purchasing some adjacent market gardens from Fernando Bonavida. The plan was designed by Felipe Rubio in 1733 and gave the theatre a double entrance from the rectoral courtyard. The grand partitioned vault, reinforced by a series of arches supported by powerful buttresses, was decorated with painted mouldings and the walls were hung with portraits and inscriptions of important people.

The chapel was enlarged and rebuilt in classicist style by Miguel Martínez and caused the admiration of the chronicler Exclapés, who wrote: “finished on the 15th of October 1737, the chapel is a precious pearl, and sheltering on its altar the Soberana Aurora de la Sapiencia, becomes more majestic and excellent”.

D u r i n g t h e e i g h t e e n t h
When the San Carlos Royal Academy of Fine Arts was established in the angle formed by Salvá and la Universidad streets in 1765, the facilities were remodelled by the architect Vicente Gascó and the façade was brought into line. Shortly afterwards, the need to adapt the building to the new demands of enlightened reformism required different works. In 1788 a neighbouring house and munitions furnace in la Universidad street were purchased to build more lecture rooms, according to plans designed by Antonio Perales. But a chemical laboratory and an astronomical observatory above it, commissioned in 1790 by the rector Blasco to José Pérez, were not materialized. The most important construction of the period was undoubtedly the library, for which new land was bought on the corner of la Universidad and la Nave streets. The plan was designed in 1789 by Joaquín Martínez, one of the most significant architects of scholar and bibliophile Francisco Pérez Bayer, who had promised “to fill it with exquisite books and other curiosities”. It was presided over by a bust of Bayer himself on a jasper and bronze pedestal by José Esteve. At the beginning of 1812 Valencia was bombarded during the siege by Napoleon’s troops under Marshal Suchet, causing the destruction of a large part of the university building. On January 7 the library was burnt down and the books were reduced to ashes. As the fire grew stronger, “professors, students and workers struggled to save whatever they
The University facilities were ruined. A report by the municipal architect Cristóbal Sales in 1813 called for urgent repairs, but they were delayed. Reconstruction started with the library. Three rooms lined with shelves decorated with pilasters and cornices made of pine and pear wood and wire netting doors made by the carpenter Mauro Comín in 1837, held all the books belonging to Vicente Blasco, Domingo Mascarós, Mariano Liñán, Francisco Borrull and other Faculty members, together with books from convents that had closed, including the magnificent collection of codices from San Miguel de los Reyes.

However, on reconstructing the buildings it was necessary to unify the property using criteria of symmetry and classic syntax to make the external shape a true expression of the internal reality. Therefore, a plan of the building was commissioned to the academic Timoteo Calvo Ibarra (1799-1879) by the university Faculty in 1839. Work began in 1840 to extend the model for the library façade designed by Joaquín Martínez to the entire front in la Nave street, with an austere and elegant frontispiece in the centre. At the same time the rectoral courtyard was remodelled in the style of a small Renaissance castle, finished in 1842. Round arches, pateras, niches with stucco and medallions by Bernardo Llàcer compose an allegory of the teaching of the times, with a symbolic representation of the four faculties: Science, Medicine, Arts and Law.

The main patio was renovated in 1844 – 1845, erecting a peristyle of Doric order columns with an entablature on the sides that give on to the theatre and the entrance in la Nave street. The renovation was completed in 1871 by Sebastián Monleón (1815-1878) who was in charge of several other improvements including the construction of the meteorological observatory (1861), the rectory hall (1864) and the reform of the university theatre, where he built a new door to replace the former two, giving the theatre its current layout. The Natural History Museum (1872-1877), concluded by Antonio Martorell (1845-1930), was another of his works, with an interesting glazed roof on iron supports. Martorell, with the help of Luis Ferreres (1852-1926) also continued the works on the façade in la Universidad and Salvá streets to “give unity and a decorous appearance” to the building, and aligned the streets, since he was concerned not only with the monument itself but with the urban environment “visibly improving transit and public adornment in this central part of the town”.

In 1880 the statue of Luis Vives by the sculptor José Aixá (1834-1920), cast in bronze in one piece by Vicente Ríos in the workshops of La Primitiva Valenciana, was erected in the centre of the courtyard. On the occasion of the festivities to commemorate the four-hundredth anniversary of the University’s foundation, 17 medallions with busts in relief of personages connected with the history of the institution were placed in the courtyard. A considerable increase in the number of students at the beginning of the twentieth century made the shortcomings of the facilities evident, and some parts of the university building were remodelled to make new lecture rooms and the Law, Philosophy and Arts libraries. The new science laboratories, designed by Javier Goerlich who was in charge of building works until 1965, were built in the summer of 1931 above the main entrance, between the General Library and the Natural History Museum. However, the great fire in 1932 destroyed part of the building, including the new laboratories, the observatory and the museum.

In 1943-1944 the Ionic colonnade was built on the second floor of the main patio with a parapet of balusters and the crest that holds the clock. The marble staircase leading to the library from la Universidad street dates from 1948.
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In 1954 all the constructions attached to the chapel wall and those set in the angle of the building up to the assembly hall were demolished when town planning actions were implemented to enlarge the Plaza del Patriarca and align the university façade that gives on to the square with the established building line. A new stretch of façade was built according to the same model used in the rest to complete the perimeter of the building. A fountain with statues by Octavio Vicent was added in 1964.

Although the Philosophy and Arts faculties moved to new buildings designed by the architect Moreno Barberá on the Blasco Ibañez campus in 1968, the old university facilities continued to be massively overcrowded during the ‘70s. The growing number of administrative departments occupied every available space and the building became seriously deteriorated.

An unfortunate reform was carried out in 1974 when the Faculty of Economics, the last educational institution located in the original Estudi General building, moved to new facilities; only two large stone arches were kept on the ground floor of the library that gives on to la Universidad street, in an area subsequently used for travelling exhibitions. The rectory was also reformed at the same time.

The re-establishment of university self-government in 1985 favoured the gradual restoration of the historic building, a valuable testimony to Valencian architecture over the last three centuries. The restoration of the university theatre and the works of art it holds finished in 1987, and work began to restore the badly deteriorated Sapiencia chapel, followed by a solemn opening ceremony in 1991. Finally, the building was totally reconditioned prior to the university’s five-hundredth anniversary in 1999 so that it would look superb for any cultural events held there, in the service of Valencia.

(More information in www.uv.es/cultura)
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All the volunteer students from the University of Valencia, for their altruistic help and support.

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Special Acknowledgements to:

Sullivan & Cromwell LLP (special mention of Barbara Schatz and Joe White)

Institute for Rural Research and Development (IRRAD) for financial support and maintenance of the GAJE website. (www.smsfoundation.org)
GENERAL OUTLINE OF THE PROGRAM

Sunday, 10th July

Pre-Conference Dinner

20 h. Octubre Centre de Cultura Contemporània (www.octubre.cat)
C/Sant Ferran, 12

Monday, 11th July

Registration

Hall, Facultat de Dret, Campus dels Tarongers, Universitat de València
(Hall, School of Law Building, Tarongers Campus)

- **8:00-9:00:** Registration
- **9:00-10:00:** Opening Plenary Session *(Biblioteca de Ciencias Sociales “Gregori Maians”/ Social Sciences Library Building)*
  - Welcome remarks
  - Inaugural address: "Human Rights, Access to Justice and Legal Clinics at the Inter-American System." Professor Felipe González Morales, President of the Inter-American Commission on Human Rights
- **10:00-11:30:** Concurrent Sessions *(School of Law Building)*
  - The Learner-Centered, Due Process Model of Clinical Supervision: Insights from Street Law in the US and the Czech Republic
  - Clinical Legal Education and Cultural Relativism: The Realities in the 21st Century; Administering Legal (Pro-Bono) Clinic: Challenges and Prospects; Understanding Clinical Legal Education and the use of ADR in traditional matrimonial case: The University of Ibadan Women’s Law Clinic Experience; Advancing Justice Education in customary courts through participation of clinical students in judicial proceedings as friends of the courts
  - Developing Clinical Legal Education Program Standards: Strengthening our Practices or Stifling Innovation?
  - A comparison of the clinical experience in Vietnam and Nigeria: Lessons Learned and Applied Legal Research
  - Interdisciplinary Solutions to Justice Issues: Collaborating with Physicians to Address the Socio-Economic Determinants of Health
  - Clinical Legal Education and civil society organizations; Reimagining Human Rights Law Clinics: Lessons from Latin America
• **11:30-12:00:** Break
• **12:00-13.30:** Concurrent Sessions (*School of Law Building*)
  - Environmental Justice & Community Lawyering
  - Clinical Legal Education in Spain: Analysis and Discussion on experiences
  - Access to Justice in European law: Challenges for Europe; Timor Leste: Improving Access to Justice for Women in Gender Violence.
  - Providing Effective Representation to Immigrants in Law School Clinics: Challenges, Comparisons and Collaborations
  - Clinic and Social Justice for Children; The Need For Legal Clinic For Young Offenders: A Survey of Young Offenders Prison in Malaysia
  - Mainstreaming Human Rights and Justice Concerns in the Law Department Curriculum, Introducing a Public Interest Focus in the Legal Clinic Program: A Case Study from the Kyrgyz Republic; Advocacy outside of the courtroom: social change through policy and legislative advocacy
• **13:45-15:15:** Lunch
• **15.30-17:00:** Concurrent Sessions (*School of Law Building*)
  - Education Reform of Legal Clinic on Responding to Disasters; Clinic from Catastrophe: Justice Education in Haiti
  - Common law and civil law systems: skills and challenges for CLE; An Examination of the Challenges, Successes, and Setbacks for Clinical Legal Education in Eastern Europe
  - Clinical Legal Associations
  - Social justice and curriculum development – the case for problem-based learning
  - Standardised Clients and Interviewing, Assessing the Advice Interview; Assessment of Practical Skills: Practical Legal Studies at the University of Witwatersrand
• **17:00-17:30:** Break
• **17:30-19:00:** Concurrent Sessions (*School of Law Building*)
  - Engaging students in cross-border investigations of Human rights conditions: challenges and opportunities
  - Human Rights Fact-Finding in the Domestic Context
  - Reflective Learning for Reflective Practice: An Integrated Approach
  - Cradle to Grave: Teaching Justice, Ethics and Law in a Clinical LLB; Clinical Legal Education – What it can/cannot achieve
- A Model for Interdisciplinary Clinical Legal Education: Medical and Legal Professionals Learning and Working Together to Promote Public Health; How can lawyers cooperate with medical doctors? Comments based on the activities of The Medical Law Clinic
- Promoting Awareness of Environmental Justice in Law Students: Beyond the Legal Clinic

- **19:00:** All together in the Hall, School of Law Building

- **19:30:** Opening Reception: NGOs Gathering, Music & Wine
  - Venue: Human Rights Institute Building
**Tuesday 12th July**

Facultat de Dret, Campus dels Tarongers, Universitat de València
(School of Law Building, Tarongers Campus)

- **9:00-10:00:** Plenary Session *(Room 101, 1st floor, North Classroom Building)*
  - “GAJE and the Global Clinical Movement”
- **10:00-11:30:** Concurrent Sessions *(School of Law Building)*
  - Street Law Workshop
  - The International Cross-Cultural Collaboration: Theory & Praxis
  - Educating the Public About their Legal Rights: A Global Tour of “Street law” Clinics
  - Reconstruction of professional ethics in post-communist society through legal education; A Revisionist History of a Pedagogy of Practice in the U.S.: 1870 to 1917
  - Seeing the wood for the trees - How can we help students to research unstructured real client problems?; What is legal professionalism and can clinic teach it?
- **11:30-12:00:** Break
- **12:00-13.30:** Concurrent Sessions *(School of Law Building)*
  - Street Law Workshop
  - Corruption and the limits of legal education; Morals, Values, and Ethics in Clinical Teaching
  - The role of Legal Clinical Methods in Promoting Financial Literacy and Education
  - The Centrality of Relationships in Clinical Supervision and Lawyering
- **13:45-15:15:** Lunch
- **15.30-17:00:** Concurrent Sessions *(Street Law Workshop only)*
  - Street Law Workshop
- **17:00:** Optional site visits to NGOs and social justice projects
- **17:00-17:30:** Break
- **17:30-19:00:** Concurrent Sessions *(Street Law Workshop only)*
  - Street Law Workshop
- **20:00:** Conference Dinner *(SH Valencia Palace Hotel)*
Wednesday 13th July

Facultat de Dret, Campus dels Tarongers, Universitat de València
(School of Law Building, Tarongers Campus)

- **9:00-10:00: Plenary Session** *(Room 101, 1st floor, North Classroom Building)*
  - Presentation of candidates for GAJE Steering Committee election
- **10:00-11:30: Concurrent Sessions** *(School of Law Building)*
  - Redefining Human Rights Lawyering Through the Lens of Critical Theory: Role of Transnational Partnerships in our Pedagogy and Practice
  - Teaching Through Clinics in Civil Law Systems: the Case of Italy; Clinic and the Law curriculum: student and faculty attitudes to clinical learning
  - Addressing Bias in Legal Education for Promoting Justice
  - Beyond Lessons: Street Law at Young Offenders Institutions; What Attracts Law Students to Teaching Law at Schools in Street Law Programme and How Teaching Law Changes their View of Law and Lawyers in Society?
  - Towards a Pedagogy of Diversity; What is the role of the legal clinic, and should it be influenced by the desire to achieve social justice?
  - Freedom of Information: An Essential Foundation for the Protection of Other Fundamental Rights
- **11:30-12:00: Break**
- **12:00-13:30: GAJE General Meeting** *(Sala de Graus, Ground Floor, School of Law Building)*
- **13:45-15:15: Lunch**
- **15:30-17:00: Concurrent Sessions** *(School of Law Building)*
  - Recent Developments in Clinical Legal Education in the Middle East
  - Innovative Solutions to Challenges Facing Criminal Defense Clinics
  - Transforming Students, Transforming Selves: Teaching and Learning about Social Change in Context. Three Models of International Comparative Clinical Cooperation
  - Crossing Borders: Creating an American Law Clinic in China; A Clean Slate: What shall I draw? Establishing a New Legal Advice Clinic in a New Law School
• **17:00-17:30: Break**

• **17:30-19:00: Concurrent Sessions (School of Law Building)**
  - Clinical Education in China: The Next Step
  - Global Mapping of Research and Curriculum for Paralegal Related Legal Education
  - Transforming Students, Transforming Selves: Teaching and Learning about Social Change in Context. Three Models of International Comparative Clinical Cooperation
  - Community Outreach Program: The Aftercare of Juveniles from the Kajang Integrity; The Riverhouse Law Clinic: Providing Free Legal Advice and Assistance for People with HIV
  - Fostering an Ethic of Pro Bono: Developing a Culture of Pro Bono within Law Firms
  - Marginalizing Discrimination How Social Justice, Advocacy and LGBT Awareness on a Clinical Level Can Make Equality More of a Reality; Building Local Capacity to Protect Public Health and Promote Social Justice through Online Peer Education
  - And Justice [Education] for All: Integrating and Assessing Justice Education in the Traditional Law School Curriculum

• **19:00:** After session take a bus in Main Door of School of Law Building to go to Old University Visit

• **19:30:** Visit the College, Seminar and Church of the Patriach San Juan de Ribera

• **20:15:** Visit to Old University Building: La Nau
Thursday 14th July

Facultat de Dret, Campus dels Tarongers, Universitat de València
(School of Law Building, Tarongers Campus)

• **9:00-10:00:** Plenary Session *(Room 101, 1st floor, North Classroom Building)*
  - Inspirations, ideas, intentions: taking Conference Themes back Home.
  - European Human Rights Protection: teaching with racial profiling cases.
  - Spanish experiences on Legal Clinics.

• **10:00-11:30:** Concurrent Sessions *(School of Law Building)*
  - What should be the role of Legal Clinics within systems of subsidized and free Legal Aid?; Social Justice Towards Gender Equity: Securing Gender Justice
  - Reflecting on Ethical Aspects of Students Work in Legal Clinic
  - Reforming the curriculum – Models, challenges - Social justice and curriculum development – the case for problem-based learning; The Way to Legal Practice Education in Zhejiang Gongshang University; Clinical Education in China: The Next Step
  - The Use of Virtual Law Programs to Support Access to Justice Education Initiatives
  - Postgraduate Clinical Legal Education: A Cooperative Mode; 42 Placements on – Sheffield Hallam University’s Hitchhiker’s Guide to Galactica Placements
  - Empowering Communities through Law School Clinics in Effecting Good Rural Governance in Developing Countries

• **11:30-12:00:** Break
• **12:00-13.30: Concurrent Sessions**
  - The Days of Law as a Form of Legal Enlightenment; Performance theme: The street right in activity of legal clinics of Byelorussia
  - Legal Clinics and Socio-Economic Rights- The Street Law Approach in Ebonyi State Nigeria; Mediation Clinics in Societies in Conflict: Case of El Salvador
  - A Treaty to Secure the Right to Food; Just Enough Science to Make You Dangerous: Integrating Forensic Science Into the Law School and Legal Clinic Curriculum
  - Reforming the curriculum – Models, challenges - Social justice and curriculum development – the case for problem-based learning; The Way to Legal Practice Education in Zhejiang Gongshang University; Clinical Education in China: The Next Step
  - Human rights and Immigration detention centres around the world: exchanges and experience
  - Clinical Theory v. Theoretical Clinic
  - Rural Communities Criminal Justice Awareness Project

• **13:45:** After session take a bus in Main Door of School of Law Building to go to Luncheon

• **14:00:** Conference Luncheon at the Malvarrosa Beach (La Ferradura Restaurant)

• **Afternoon free**

• **16:00:** Open Society Justice Initiative Meeting
• **9:00-10:00:** Registration Desk Open

• **10:00-11:30:** Concurrent Sessions (*School of Law Building*)
  - Sex, Drugs, and Justice Education
  - Mainstreaming Human Rights and Justice Concerns in the Law Department Curriculum
  - Building on Best Practices and Educating Lawyers to be Public Citizens
  - The clinic and social justice (1) – models and ideas - Enhancing Legal Education’s Core Values – Social Justice Apprenticeships/ Court Collaborations; The university at the service of the person: a vision for the upcoming Strathmore University Faculty of Law; Indebted to the experience: community engagement and the inspired student
  - New Clinics and New Clinicians: interactions at University of Valencia; The Impact of Clinical Legal Education Curriculum and Delivery on Students Performance: A Case Study of the Nigerian Law School
  - Clinical Legal Education in Jordan: Overcoming the Unique and Common Challenges; An Option for the Thai Legal Education Reform: Learning from CLE in China

• **11:30-12:00:** Break

• **12:00-13.30:** Concurrent Sessions
  - Delivering Clinical Legal Education Beyond Geographical and Jurisdictional Boundaries; Technology Transfer and The Challenges of implementing clinical curriculum in Nigerian Law Faculties: Lessons from the Afe Babalola University Experience
  - The “New” European Law Clinics: A Roundtable Discussion
  - The clinic and social justice (2)- Panel Discussion
  - Feedback, Evaluation, and Grading; Restructuring Student Assessment in Clinical Legal Education: A Comparison of Medical and Law Clinic Practices
• A Study and Demonstrations of Cross Border CLE Collaborative Initiatives-The BABSEA CLE Experience

• **14:00-15:30:** Lunch

• **15:45:** Depart for Botanical Garden

• **17:00:** Closing Plenary (University Botanic Garden)
  - Addresses:
  - “Litigating Human Rights in a Law School Clinic: From Pinochet to Arbenz”, Professor Rick Wilson, American University, Washington College of Law;
  - “The principle of Universal jurisdiction and its current situation”, Mr. Baltasar Garzón, consultant at the International Criminal Court in The Hague (Judge in Spain’s Central Criminal Court)
  - Closing remarks

• **19:00:** Closing Reception in the University Botanic Garden
  - *Music, Goodbyes and See You Soon.*

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**Saturday 16th July**

Optional site visits to NGOs and social justice projects

• **10:00:** Meeting with Plataforma Cabanyal-Canyamelar
  - Walking by the city area of Cabanyal
  - Optional Lunch on the Cabanyal (near the beach)
Monday, 11th July. Opening Plenary Session

Salón de Actos, Biblioteca de Ciencias Sociales “Gregori Maians”
Social Sciences Library Building

• **9:00-9:30: Welcome Remarks**
  - Professor Esteban Morcillo, Chancellor, University of Valencia
  - Professor Salvador Montesinos, Tax Law Professor, University of Valencia School of Law Dean
  - Professor Consuelo Ramón, International Law Professor, Director of the University of Valencia Human Rights Institute
  - Professor Filip Czernicki, Convenor of Steering Committee of the Global Alliance for Justice Education. President of the Polish Legal Clinics Foundation. Chair of the 6th GAJE conference
  - Professor Kevin Kerrigan, Editor International Journal of Clinical Legal Education, Associate Dean, Nortumbria University School of Law. Chair of the 9th IJCLEFT conference
  - Professor José García-Añón, School of Law Vice-Dean, Local Organization Committee, University of Valencia

• **9:30-10:00: Inaugural address: “Human Rights, Access to Justice and Legal Clinics at the Inter-American System.”**
  - Professor Felipe González Morales, President of the Inter-American Commission on Human Rights
Tuesday, 12th July. Plenary Session

Aula N101, Aulario Norte, Primer Planta
Room 101, 1st floor, North Classroom Building

• **9:00-10:00:** “GAJE and the Global Clinical Movement” Presentation of the recently published book, The Global Clinical Movement: Educating Lawyers for Social Justice, book
  ○ Chaired by Frank Bloch (Professor of Law Emeritus, Vanderbilt University Law School), with remarks by N.R. Madhava Menon and George Mukundi and other contributors to the book.

Wednesday, 13th July. Plenary Session

Aula N101, Aulario Norte, Primer Planta
Room 101, 1st floor, North Classroom Building

• **9:00-10:00:** Presentation of candidates for GAJE Steering Committee election; discussion of various issues that will be considered at GAJE General Meeting at 12h.
  ○ Chaired by Filip Czernicki. Convenor of Steering Committee of the Global Alliance for Justice Education. Chair of the 6th GAJE Conference.
Thursday, 14th July. Plenary Session

Aula N101, Aulario Norte, Primer Planta

Room 101, 1st floor, North Classroom Building

• 9:00-10:00:
  ○ Inspirations, ideas, intentions: taking Conference Themes back home. Kevin Kerrigan, Northumbria University
  ○ European Human Rights Protection: teaching with racial profiling cases. José García Añón, Universitat de València
  ○ Spanish experiences on Legal Clinics. Ruth Mestre i Mestre, Universitat de València
Friday, 15th July. Closing Plenary Session

Auditori Joan Plaça, Jardí Botànic de la Universitat de València

University Botanic Garden
(C/Quart, 80) http://www.jardibotanic.org

• 17:00: Closing Plenary Session.
  ○ Chaired by Professor María José Añón, General Secretary, University of València (former Director of the University of Valencia Human Rights Institute)
  ○ Addresses:
  ○ “Litigating Human Rights in a Law School Clinic: From Pinochet to Arbenz”. Professor Rick Wilson, American University, Washington College of Law
  ○ “The current situation of Universal jurisdiction principle”. Mr. Baltasar Garzón, consultant at the International Criminal Court in The Hague (Judge in Spain’s Central Criminal Court)
  ○ Closing remarks:
  ○ Professor Filip Czernicki, Convenor of Steering Committee of the Global Alliance for Justice Education. President of the Polish Legal Clinics Foundation.
  ○ Professor Kevin Kerrigan, Editor International Journal of Clinical Legal Education, Associate Dean, Nortumbria University School of Law
  ○ Professor José García-Añón, School of Law Vice-Dean, Local Organization Committee, University of València

• 19:00: Closing Reception in the University Botanic Garden
CONCURRENT SESSIONS PROGRAM

Monday, 11th July
10:00-11:30
Sala d’Actes Tomás de Villarroya
Constitutional Law
Room 1P20
First Floor

The Learner-Centered, Due Process Model of Clinical Supervision: Insights from Street law in the US and the Czech Republic: Michal Urban, Rick Roe

Sala d’Actes de Dret Civil
Civil Law Department
Room 2P15
Second Floor

Clinical Legal Education and Cultural Relativism: O. Bamgbose; Understanding Clinical Legal Education and the use of ADR in traditional matrimonial case: The University of Ibadan Women’s Law Clinic Experience: F. Olaeye; Administering Legal (Pro-bono) Clinic: Challenges and Prospects: I. Patricia Byron
Advancing Justice Education in customary courts through participation of clinical students in judicial proceedings as friends of the courts, B. Akinbola

Sala d’Actes Filosofia del Dret
Philosophy of Law
Room 4P14
Fourth Floor

Developing Clinical Legal Education Program Standards: Strengthening our Practices or Stifling Innovation?
Anna Cody, Mary Anne Noone, Simon Rice

Monday, 11th July
12:00-13:30

Environmental Justice & Community Lawyering: Dean Hill Rivkin, Antonio Cardesa, Helan Kang, Amari Omaka, Maria Marques, Jordi Jaria

Clinical Legal Education in Spain. Analysis and Discussion on Experiences: Patricia Cuenca Gómez, Diego Blázquez, Maria del Carmen Barranco, Maria Marques, Pilar Bonet, Aitana de la Varga Pastor

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<td>10:00-11:30</td>
<td>Sala de Dret Romà</td>
<td>A comparison of the clinical experience in Vietnam and Nigeria: Lessons Learned and Applied Legal Research: Idorenyin Akabom Eyo, Bruce Lasky, Wendy Morrish, Nadia Morales, Freda Grealy</td>
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<td>Saló de Graus</td>
<td>Interdisciplinary Solutions to Justice Issues: Collaborating with Physicians to Address the Socio-Economic Determinants of Health: Lisa Bliss, Sylvia Caley, Robert Pettignano</td>
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<td>Sala Màster Dret Financer</td>
<td>Clinical Legal Education and civil society organizations: Mario Santiago Juárez; Reimagining Human Rights Law Clinics: Lessons from Latin America: Nicolas Espejo, Arturo Carrillo</td>
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<td>12:00-13:30</td>
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<td>Providing Effective Representation to Immigrants in Law School Clinics: Challenges, Comparisons and Collaborations: Stacy Caplow, Won Kidane</td>
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<td>Clinic and Social Justice for Children: Asha Bajpai; The Need for Legal Clinic for Young Offenders: A Survey of Young Offenders Prison, Malaysia: Norbani Mohamed Nazeri</td>
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<td>Introducing a public interest focus in the legal clinic program: A case study from the Kyrgyz Republic: Elida Nogoibaeva; Advocacy outside of the courtroom: social change through policy and legislative advocacy: Elizabeth Cooper</td>
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<td>Room 4P14 Fourth Floor</td>
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Constitutional Law | Sala d'Actes de Dret Civil  
Civil Law Department | Sala d'Actes Filosofia del Dret  
Philosophy of Law |
| Education Reform of Law Clinic on Responding to Disasters: Cheng Hao, Brian Landsberg; Clinic from Catastrophe: Justice Education in Haiti: Peggy Maisel, Roxane Dimanche, Gabrielle Paul | Common law and civil law systems: skills and challenges for CLE: Ruth Mestre i Mestre, Pilar Fernandez Artiach, Donald Nicolson, Jane Schukoske; An Examination of the Challenges, Success and Setback for Clinical Legal Education in Eastern Europe: Dubravka Aksamovic | Reflective Learning for Reflective Practice: An Integrated Approach Part I [Developing a Disciplined Approach to Reflection: Encouraging Reflective Practice, Integrated Learning, and Sharing Promising Practices] Anne Herriot, Michele Leering, Mary Anne Noone |
| Monday, 11th July  
15:30-17:00 |  
| Monday, 11th July  
17:30-19:00 |  | Reflective Learning for Reflective Practice: An Integrated Approach: Richard L. Roe, Tim Casey |
Cradle to Grave: Teaching Justice, Ethics and Law in a Clinical LLB, Donald Nicolson; Clinical Legal Education – What it can/cannot achieve: Victoria Speed, Jessica Austen

A Model for Interdisciplinary Clinical Education: Medical and Legal Professionals Learning and Working Together to Promote Public Health: Lisa Bliss, Sylvia Caley, Robert Pettignano; How can lawyers cooperate with medical doctors? Comments based on the activities of The Medical Law Clinic in the Helsinki Foundation for Human Rights: Maria Ejchart

Promoting Awareness of Environmental Justice in Law Students: Beyond the Legal Clinic, Veronika Tomoszkova, Magdalena Peterkova, Zuzana Adameova
Sala d’Actes Tomás de Villarroya
Constitutional Law
Room 1P20
First Floor

Sala d’Actes de Dret Civil
Civil Law Department
Room 2P15
Second Floor

Sala d’Actes Filosofia del Dret
Philosophy of Law
Room 4P14
Fourth Floor

International Cross-cultural collaboration
Theory & Praxis: Peggy Maisel, Karen Tokarz

Tuesday, 12th July
10:00-11:30

Educating the Public About their Legal Rights: A Global Tour of "Streetlaw" Clinics: Marguerite Angelari (moderator), Siarhei Salei (Belarus), Ihar Kuzminich (Belarus), Seeham Samaai (South Africa), Nandang Sutrisno (Indonesia), Wirawan Hasballah (Indonesia), Ernest Ojukwu (Nigeria), Norbani Mohammed Nazeri (Malaysia), Mirwais Ayobi (Afghanistan)

Moral, Values and Ethics: Wallace E. Mlyniec
Corruption and the Limits of Legal Education: Nigel Duncan, Sara Chandler

Tuesday, 12th July
12:00-13:30

The role of Legal Clinical Methods in promoting Financial Literacy and Education: Yuliya Khvatsik, Krasnitskaya Liubou, Katsiaryna Harbuzava
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**Street Law Workshop:**
- **David McQuoid-Mason** (South Africa); Workshop Facilitators: **Ed O’Brien** (United States), **Richard Roe** (USA), **Richard Grimes** (United Kingdom), **Ruth Mestre** and **Pilar Fernandez-Artiach** (Spain), **Bruce Lasky** (Thailand), **Wendy Morrish** and **David McQuoid-Mason**.

**Reconstruction of professional ethics in post-communist society through legal education:**
- **Maxim Tomoszek, Martin Kopa**;
- A Revisionist History of a Pedagogy of Practice in the U.S.: **Richard J. Wilson**.

**Seeing the wood for the trees** - How can we help students to research unstructured real client problems?
- **Cath Sylvester**;
- **What is legal professionalism and can clinic teach it? Tony Foley**

**The Centrality of Relationships in Clinical Supervision and Lawyering** – A critical examination of why relationships with clients matter and the challenges that students have in developing professional relationships with their clients and their supervisors.
- **Beryl Blaustone, Paula Galowitz, Catherine Klein**

**Tuesday, 12th July**

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Sala de Dret Romà

*Roman Law Department*

Room 4P04
Fourth Floor

Street Law Workshop:
**David McQuoid-Mason** (South Africa); Workshop Facilitators: Ed O’Brien (United States), Richard Roe (USA), Richard Grimes (United Kingdom), Ruth Mestre and Pilar Fernandez-Artiach (Spain), Bruce Lasky (Thailand), Wendy Morrish and David McQuoid-Mason.
Redefining Human Rights Lawyering Through the Lens of Critical Theory: Role of Transnational Partnerships in our Pedagogy and Practice: Sarah Paoletti, Meetali Jain, Davida Finger

Teaching Through Clinics in Civil Law Systems: The Case of Italy: Marzia Barbera; Clinic and the Law curriculum: Student and Faculty Attitudes to Clinical Learning: Pilar Bonet, Pilar Fernández, Ruth Mestre

Addressing Bias in Legal Education for Promoting Justice: Ved Kumari, Amari Omaka
Beyond Lessons: Street Law at Young Offenders' Institutions: **Asnida Mohd Suhaimi**; What attracts Law Students to Teaching Law at Schools in Street Law Programmes and How Teaching Law Changes their View of Law and Lawyers in Society: **Michal Urban**

Towards a Pedagogy of Diversity: **Faisal Bhabha**; What is the role of the legal clinic and should it be influenced by the desire to achieve social justice? **Sarah Morse and Carol Boothby**

Freedom of Information: An essential foundation for the protection of other fundamental Rights: **Merit Ulvik, Seeham Samaai, Meetal Jain, Olufolahan Adeleke, Mate Szabo, Tivadar Hüttl, Ramiro Alvarez Ugarte, Macarena Rodrigues, Javier Casas**

**GAJE General Meeting**
Recent Developments in Clinical Legal Education in the Middle East: Mohamed Mattar, M. Meghadadi, Jassem Ali Al-Salem Al-Shamsi


Global mapping of Research and Curriculum for Paralegal Related Legal Education: Srikrishan Deva Rao, David McQuoid-Mason, Zaza Namoradze

| Sala de Dret Romà  
*Roman Law Department*  
Room 4P04  
Fourth Floor | Saló de Graus  
Ground Floor | Sala Màster Dret  
*Tax Law Department*  
Room 2P07  
Second Floor |
|---|---|---|
| Crossing and Transforming Borders: Creating and American Law Clinic in China: **Cecily Baskir**  
| Community Outreach Program: The Aftercare of Juveniles from the Kajang Integrity School: **Suzanna Abdul Hadi**, **The Riverhouse Law Clinic**: Providing Free Legal Advice and Assistance for People with HIV: **Matthew Weait** | Fostering an Ethic of Pro Bono (Part II): Developing a culture of pro bono within law firms internationally with a spotlight on Spain: **Marcia Levy**, **Filip Czernicki**, **Ed Rekosh**, **Pilar Bonet**, **Jose García Añón** | Marginalizing Discrimination – How Social Justice, Advocacy and LGBT Awareness on a Clinical Level Can Make Equality More of a Reality: **Carrie Hagan**; Building local capacity to protect public health and promote social justice through online peer education, **Wendy Morrish**, **Bruce Lasky** |
And Justice [Education] for All: Integrating and Assessing Justice Education in the 'Traditional' Law School Curriculum: Alistair Newbern, Yoli Redero, Susan Kay, Sheena Shukkur, Emily Zimmerman, Susan Brooks
What should be the Role of Legal Clinics within State Funded Systems of Subsidized and Free Legal Aid? An Insight from Croatia: Zvonimir Jelinic; Social Justice Towards Gender Equity: Securing Gender Justice: Helene Namisi

Reflecting on ethical aspects of students' participation in legal clinics: Maxim Tomoszek, Martin Kopa

The Days of law as a form of legal enlightenment: Alena Mikhasiova; Performance theme: The street right in activity of legal clinics of Byelorussia: Khrystina Shustova


A Treaty to Secure the Right to Food: Gwynne Skinner; Integrating Forensic Evidence into the Law School and Legal Clinic Curriculum: Susan McGraugh
Reforming the curriculum (1) – Models, challenges: Richard Grimes, Ben Fitzpatrick, Jianming Liu, and David Oppenheimer, Tirien Steinbach

Postgraduate Clinical Legal Education A Cooperative Model: Monica Hayes; 42 Placements on-Sheffield Hallam University’s Hitchhikers Guide to Gallactical Placements: Colleen Smith and Anna Deans

Empowering Communities Through Law School Clinics in Effecting Good Rural Governance in Developing Countries: Ajay Pandey, Anirban Chakraborty, M.R.K. Prasad, Jane Schukoske

Clinical Theory v. Theoretical Clinic: Lucia Madleňáková, Petra Melotikova, Pavla Tonnies, Tereza Skarkova

Rural Communities Criminal Justice Awareness Project: Robert Kibaya, Jessica Callen, Jane McLeod
The Use of Virtual Law Programs to Support Access to Justice Education Initiatives: Bruce Lasky, Simon Rice, Tina Cockburn, Wendy Morrish

Thursday, 14th July
10:00-11:30

Human rights and Immigration detention centres around the world: exchanges and experiences. José Antonio García Sáez, Ruth Mestre

Thursday, 14th July
12:00-13:30

Aula 1.4
Human Rights Institute
Edificio de investigación
C/ Serpis, 29
(opposite to Damià Bonet Residence)
First Floor

Open Society Justice Initiative Meeting

Thursday, 14th July
16:00-20:00
Access to Human Rights: Lawyering for Drug Users and Sex Workers: **Tatyana Margolin, Mariana Berbec-Rostas**

Mainstreaming Human Rights and Justice Concerns in the Law Department Curriculum: **Leah Wortham, David McQuoid-Mason, Catherine Klein, Elida Nogoibaeva**

Building on Best Practices and Educating Lawyers to be Public Citizens: **Nancy Cook, Ann Juergens, Antoinette Sedillo López**

Delivering Clinical Legal Education Beyond Geographical and Jurisdictional Boundaries: **Shaune Williams**;

Technology Transfer and the Challenge of Implementing Clinical Curriculum in Nigerian Law Faculties: Lessons from the Afe Babalola University Experience: **Ikechukwu Bernard Okafor**

The “New” European Law Clinics: A Roundtable Discussion: **Richard Wilson, Kevin Kerrigan, Stephan Hocks, Diego Blázquez Martín, Marzia Barbera, Filip Czernicki, Jacek Kowalewski**
The clinic and social justice (1) – models and ideas:-
Natalie Gomez-Velez, Lyne Osiemo, Sue Prince, Olugbenga Oke-Samuel

New Clinics and New Clinicians: interactions at the University of Valencia: Ruth Mestre i Mestre; The Impact of Clinical Legal Education Curriculum and Delivery on Student Performance: A Case Study of the Nigerian Law School: Lucia Odigie-Emmanuel Omoyemen

The challenges that face clinical education in Jordan: Nisreen Mahasneh, Kimberly Thomas; An option for the Thai Legal Education Reform: Learning from CLE in China: Panarairat Srichaiyarat, Jianmin Chen

The clinic and social justice (2) – Panel discussion:-
Natalie Gomez-Velez, Lyne Osiemo, Sue Prince, Olugbenga Oke-Samuel

The Interrelationship of Feedback, Evaluation and Grading in Clinic: Wallace J. Mlyniec; Student Assessment in Clinical Legal Education: A Comparison of Medical Law and Law Clinic Practice; Kevwe Mary Omoragbon

SUGGESTIONS FOR YOUR FREE TIME

(complete information in www.uv.es/gaje)

MONDAY – WEDNESDAY
Open Air Cinema
Turia’s Park River.
(program still not available)

THURSDAY. 23:30
Black Note Club
High Rollers

THURSDAY. 00:00
Radio City
Electro Métissage: Gypsy Box

FRIDAY. 22:00
La Nau
Night of the living dead (1968)
(Cinema: OV-Spanish Subtitles)

FRIDAY. (LATE, LATE...)
Sala Matisse
(C/Campoamor 60)
Fiesta!!!!

SATURDAY
Activities at July Fair
www.feriadejulio.com
LIST OF PARTICIPANTS

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