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The Development and Expansion of University Based Community/Clinical Legal Education Programs In Malaysia: Means, Methods, Strategies

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Beginning in 2003, the not-for profit international human rights organization Bridges Across Borders Southeast Asia Community Legal Education Initiative³ (BABSEA CLE) began focusing on assisting in the development and expansion of university of community/clinical legal education programs⁴ in the Southeast Asia region. Since that time, and as a result of this focus, university based CLE programs have been developed, or expanded, in Thailand, Malaysia, Cambodia, Vietnam, Indonesia and Laos with a continuous growing network of universities, both nationally and regionally. One of the flagship achievements of these activities has been the very successful establishment of a credited CLE program in Malaysia at the University of Malaya.

The following paper will give a brief summary what is Community/Clinical Legal Education and the goals and objectives of these programs in an educational, pedagogical setting, in addition to the overall benefit to society.

The paper will then provide a brief description of some of the CLE activities universities throughout the SE Asia region are involved in, as well as the strategy employed in advocating and assisting in the

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³ Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE), was originally established as a program of Bridges Across Borders in 2003, which registered as a not-for-profit that same year in the Florida, United States. In 2010 BABSEA CLE independently registered as its own not-for-profit in Florida, United States in order to pursue its own, yet complimentary mission. BABSEA CLE focuses on the development of university based clinical legal education programs as well as grassroots community based legal advisor/paralegal program support. The BABSEA CLE mission is to empower vulnerable and underserved individuals and communities by creating and strengthening sustainable legal and human rights education and access to justice programs worldwide. This mission is accomplished by working globally to connect people, organizations, and resources at the government, non-governmental, institutional, and grassroots levels through community and clinical legal education programs. These experiential, interactive, and cross-cultural education programs support local struggles for social justice, equitable development, rule of law and protection of human rights while endowing people with a lifelong ethic of social responsibility and public service.

⁴ BABSEA CLE uses the broad term Community Legal Education (CLE) when referring to its overall program, which includes working with grassroots communities as well as universities. BABSEA CLE uses the term Clinical Legal Education when referring only to universities based programs.

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implementation of these university based CLE programs. The paper will then illustrate the role and importance of the cross border connective link of CLE program networking via various universities through out Southeast Asia, and how this has been a significant factor in the current and continuous strengthening of already established CLE programs as well as the development of nascent ones. The paper will then describe and illustrate the developing CLE program at the University of Malaya, including the goals, objectives and outputs of the program and will discuss the current development of other CLE programs in Malaysia.

Finally the paper will identify strategic next steps in the development of this CLE movement within Malaysia, as well as its connection to institutions regionally throughout Southeast Asia and how the CLE movement intends to broaden its reach both within Malaysia and internationally.

Community/Clinical Legal Education Defined

Clinical legal education is a progressive educational system most often implemented through university based faculty of law programs to help develop better trained, more socially conscious ethical lawyers. Yet, while this type of educational program is often implemented by law faculties, it is not limited solely to such institutions and can readily be practiced by a wide assortment of other faculties and in interdisciplinary programs.⁵

Clinical legal education is a process whereby students learn by doing. It is an experiential problem based solution model, in which students actively involve themselves in either real client/personal interaction or simulation lessons set up to mirror real client/personal scenarios. The process is conducted under the supervision of experienced law clinicians and legal practitioners. As a teaching device, this type of experiential problem based learning is considered a highly effective means of adult learning where, unlike in rote memorization situations, students can learn and retain a vast amount of what is taught. The use of this interactive method of teaching students focuses these students on becoming more able, thorough and ethical advocates, solicitors, governmental and private employers/employee, as well as global citizens.

The Goal of Clinical Legal Education

What are the goals of Clinical Legal Education? CLE exists to achieve multi-faceted goals. Although this list is not exhaustive, some of these goals include:

- a) Providing a progressive method of education which focuses on students learning and improving skills that they will utilize as attorneys and other professional positions. These skills include those abilities needed to effectively represent clients through the use of ethical value-based actions.
- b) Applying experiential learning methods with students to give them the opportunity to learn more effectively and apply what they learn to actual realistic situations in a way that traditional teaching, through a lecture based system, can never do.
- c) To provide "back up" legal services and other services for indigent and marginalized community members who may not have an alternative access to the legal and other support systems.
- d) Developing within students the idea of public interest service, with a simultaneous goal of formulating and increasing an ethically aware, proactive community.
- e) Providing ways and means for clinical professors to make important contributions to the *development of scholarship on skills and theories* of legal practice that can provide closer links between the legal bar and the academy

⁵ For example, at Pannasastra University of Cambodia the CLE program was set up in 2003 as an interdisciplinary accredited course program where students from all streams and faculties are permitted to enroll in the CLE Community Teaching Program.

- f) Strengthening civil society through supporting lawyer' responsibility and providing legal services to the vulnerable who find it hard to access to these services

CLE is a fervent mechanism which can be used to reach these aspirations as it both helps to instill a public interest centered character within students and then pragmatically builds on this character to professionally train the students, via experiential teaching methods, how to reach such objectives.

CLE exposes students to the actions and inner workings of communities and in doing so, gives these students insight into issues affecting these groups of persons. Through this exposure, students begin to understand and learn that they have the ability to make a positive societal difference through their skills as advocates and educators.

The Development of Clinical Legal Education in Southeast Asia and BABSEA CLE's Role

Clinical legal education is somewhat new to the Southeast Asia region. The basic model of clinical legal education, simply defined as students and university faculties somehow involved in the provision of basic legal consultation services, has existed in some Southeast Asian countries for more than two decades. More than twenty-five years ago, Thammasat University in Bangkok established a clinic that focused on providing a broad variety of legal services to the public. Other Thai universities, such as Chiang Mai University (CMU), followed Thammasat University's lead and model and created programs centered on providing free legal advice and consultation to members of the community. Established in 1994 and staffed by students and professors on a volunteer basis, the CMU program not only provides free legal counseling to the community, but also serves the additional function of instilling the idea of duty and public service into the minds of the participating law students. Similar types of noncredited, voluntary legal aid or legal service clinics have been established at a variety of universities in Indonesia, including the University of Indonesia in Jakarta, where students and professors work with actual clients. A number of other programs allow for students to work alongside lawyers at legal aid societies as a type of internship experience. In Malaysia, limited clinical programs began more than twenty years ago at Universiti Teknologi MARA, where final-year students learned lawyering skills through a simulated program requiring them to work in a mock legal firm or clinic.

While the Philippines has had clinics for more than two decades, initially supported by the Ford Foundation, most other clinic type programs existing in the region where more service related clinics, with little to no jurisprudential pedagogy being used, and without a specific focus of working with marginalized and vulnerable communities. During this period, while there was some international support for the more modernization of legal education in the region, this aid was centered around the more traditional legal education models and not CLE. This began to change during the early part of this decade with the development of a CLE program in Cambodia with the help of the Open Society Justice Initiative and Bridges Across Borders Southeast Asia Community Legal Education Initiative, as well as in Indonesia, and more recently in Vietnam, where the United Nations Development Program is now fully engaged in advocating the support of CLE initiatives.⁶

⁶ In June 2010, BABSEA CLE and its local Vietnamese partner, the Institute on Policy, Law and Development Vietnam (PLD-Vietnam), were engaged by the UNDP to spearhead an applied CLE research project throughout Vietnam, whereby they will be working with universities throughout Vietnam to develop and/or strengthen CLE programs by, in part: 1) Assessing the value of different forms of support to clinical legal education in Vietnam Viet Nam; 2) Demonstrating how CLE programs contribute to the enhancement of legal education in Vietnam through improving the educational and lawyering skills value of students enrolled in law faculties; 3) Providing evidence-based and objective recommendations to assist the Government of Viet Nam, university law faculties, UNDP and other development partners to formulate broader and longer-term programs of support

Despite the existence of all these programs, there was no consistent clinical legal education model which provided both a social justice mission and simultaneously integrated the program into an accredited legal education course; the Philippines, however, was an exception. Strongly influenced by developments in the United States, the clinical movement in the Philippines was much more expansive than those of its neighbouring countries, taking root first at the University of the Philippines and then spreading outwards to universities such as the University of Ateneo. The structured programs in the Philippines, unlike those at law faculties elsewhere in the region, were not only incorporated into the university curriculum, but also charged with the mission of providing much-needed legal services to socially vulnerable, marginalized, and economically deprived members of the community. These clinical programs and the schools which incorporated them are currently involved in an almost-religious mission to spread clinical legal education throughout the country, with some schools making clinics a mandatory course and others setting them up as an elective subject.

More recently, the model adopted in the Philippines—once an anomaly in Southeast Asia—has been recognized increasingly as an effective means of creating a more social justice-minded legal profession and a more progressive legal education pedagogy. For example, Pannasastra University of Cambodia (PUC) established a fully accredited, social justice-oriented, clinical program in 2003 with support from the Open Society Justice Initiative (OSJI), which had a long history of assisting in the development of clinical legal education in Eastern Europe and Africa, and with the support of BABSEA CLE.

PUC's clinical program began as a two-section clinic, with one section involved in Community Legal Education activities—often referred to as Street Law—and the other section working as a live-client legal services clinic where students worked with a local nongovernmental organization (NGO) to provide legal aid services to indigent criminally accused persons. The strategy was to establish this type of program and then use it as a demonstrative model to promote clinical legal education within Cambodia and in neighbouring countries.

By late 2005, a significant number of outreach activities had occurred in nearby countries, including Thailand, Indonesia, Laos, Malaysia, Vietnam, and Singapore. Potential additional partners and supporters had been identified, and other organizations began to show interest in the development of clinical legal education in select Southeast Asian countries.

All of these activities resulted in the first Southeast Asia Clinical Legal Education Conference held in Phnom Penh, Cambodia, in November 2005. The conference, using the PUC Legal Clinic as a type of model, provided a forum to discuss opportunities and challenges for creating clinical programs at Southeast Asian universities, as well as the role of clinical legal education in promoting access to justice and a culture of pro bono service. Aimed at fostering an environment in which participants could exchange ideas for promoting clinical programs, the conference was attended by more than eighty representatives from universities, the legal community, and Southeast Asian civil society—as well as regional and international experts on clinical education and access to justice. Many who attended came from countries in Southeast Asia interested in establishing clinical programs, while others were already engaged in clinical legal education and were interested in expanding their programs to include both a social justice theme and an accredited course program.

A companion workshop to the Phnom Penh conference—the First Southeast Asia Clinical Legal Education Training of Trainers Workshop—was held at the University of Ateneo in Manila in early 2007. Similar to the first conference, the Manila workshop acted as a means of training nascent clinicians,

focusing on the development of clinical programs, clinical teaching methods, and administrative skills. The workshop also served as an opportunity to expose the participants to, and develop linkages with, more established clinical programs, further cultivating network contacts among clinicians in the region initiated at the Phnom Penh conference.

Both the Phnom Penh and Manila events seem to have achieved much of their desired objectives, having played a part in the establishment of a number of additional accredited social justice-oriented clinical course programs. For example: the University of Malaya launched the first accredited clinical program in Malaysia in 2008; in 2009, Chiang Mai University, after operating a completely volunteer-supported, in-house consultation clinic for fifteen years, approved and implemented a two-section, fully accredited clinical program consisting of both an in-house consultation clinic and a parallel Community Legal Education section; and in 2009 the National University of Laos Faculty of Law and Political Science began working on having its Community Legal Education program approved to be included as one of the selective options for mandatory student field studies requirement. The bona fide potential for a significant number of other such programs in Southeast Asia continues.

Relying on lessons learned and models of successful clinic programs and networks, BABSEA CLE is currently active in Thailand, Cambodia, Vietnam, Laos, Malaysia, the Philippines and Singapore and has established working partnerships with a number of university, governmental and non-governmental as well as community based organizations throughout the Southeast Asia region. BABSEA CLE is actively working to encourage cooperation between these programs as well as amongst the larger legal community in Southeast Asia.

Operating in so many Southeast Asian countries at the same time is a challenge BABSEA CLE faces with its CLE initiative. However, while acknowledging the existence of this challenge BABSEA CLE also sees it as a very logical and strategic step in simultaneously working with a variety of partners for a number of reasons.

Firstly, BABSEA CLE's objective is to work with each of these partners, to develop pilot CLE programs in each country and use these core CLE programs to then broaden the reach of CLE throughout Southeast Asia. As many of these partner universities are located in a different, yet neighboring country, this greatly assists in the outreach efforts. Each neighboring country has a different type of legal and educational system. Yet, with all these differences, each country is ready and able to begin and support CLE programs.

Secondly, each of the CLE programs is somewhat similar in nature and the partners learn from each other, from the beginning, as their CLE programs are being developed. Most of the university partners eventually intend that their programs use a similar two section clinic model, one focused on In-House legal consultation and referral services and the other section focused on providing community legal education. Due to this similarity in programs, there are many lessons that can be learned from each of the universities that will likely be strongly pertinent. In working closely with each partner, BABSEA CLE is able to apply and share working models and systems, lessons, curriculum, etc from each of the programs and help to avoid and not re-apply challenges and obstacles that may arise in one or more programs.

As can be expected, many challenges exist when introducing new, and often unheard of, methods of education in trying to get across CLE/social justice ideology.

While faced with these challenges BABSEA CLE acknowledges the incredible advancement and success in the expansion of CLE in SE Asia.

Some of these cooperative CLE successes have included:

- Jointly attended community legal education teachings by both professors and students alike from throughout the Southeast Asia region.
- Organizing more than two dozen thematic CLE regional workshops and Conferences since 2005
- Regional strategic program planning development sessions
- Continuously working with experienced clinicians and senior students from partnered programs to assist other, more nascent CLE programs to develop
- Quarterly student and professor CLE exchanges throughout the region
- Joint research and academic paper development by regional partners
- Sharing of curriculum, lesson plans, CLE manuals and other resources, between CLE partners, both nationally and regionally
- Continued enrollment and participation in the BABSEA CLE Annual International Legal Studies Internship Program which has been attended by students, professors, and other legal educators from countries throughout the region and international

Types of Support BABSEA CLE Provides to CLE Partners

While BABSEA CLE does provide a limited amount of financial support for some of its CLE partners, the mainstay of support is in the area of technical support centered on creating local sustainable programs. This has included:

- Assisting CLE partners in the development of activity planning, budgeting, proposal writing and other necessary program tasks
- Assisting CLE partners with the development of administration procedures and policies and process for clinics
- Assisting CLE partners with development of legal clinical curriculum, teaching modules and teaching syllabi (including integration of professional ethics)
- Assisting CLE partners to develop a cadre of trainers, through training of trainers programs, to increase capacity in clinical education methodology and pedagogy
- Facilitating visiting foreign clinic experts to share/exchange experiences with CLE partner programs
- Co-organizing, with local CLE partner hosts, and delivering national and regional workshops for CLE partners
- Organizing study visits and exchanges for professors and students to other regional and international university legal clinics
- Supporting the establishment of national, regional and international networks between clinics
- Supporting the establishment of peer-to-peer mentor relationship between existing CLE partners and nascent CLE programs
- Providing general organizational capacity development and training support to CLE partners
- Supporting the development of linkages between university clinics and legal stakeholders (lawyers, prosecutors, provincial justice departments) and other organizations which may be providing legal assistance
- Working with CLE partners to help increase the knowledge of communities of their legal rights and obligations and how to access justice through ongoing community programs delivered by law clinics, including the use of needs assessments, base line studies and post training evaluation
- Providing trainings to improve teaching skills and participatory methodologies being implemented by law clinic professors
- Assist CLE partners in developing and delivering community advocacy programs
- Assisting CLE partners to develop fundraising strategies and grant proposals for funding

- Assisting in supporting dialogues between CLE partners and government/state officials on policy and law reform issues relevant to the operation of law clinics.

Main Commitment Requirements for BABSEA CLE Partner Institutions

In helping universities to establish these type of programs, BABSEA CLE has employed an ideology that the collaborative partnerships must be a two way process. This has placing the following requirements on all of its partners.

- Programs must significantly focus on marginalized and vulnerable communities and individuals and must offer free support;
- Professors, students, lawyers and others involved in the programs should be strongly encouraged to become involved in a voluntary capacity;
- Partners must be open and willing to working collectively with other partners and be fully open to share knowledge, ideas and assist other CLE programs to germinate and develop;
- Partners must offer in-kind support in some form, usually in the form of offices or premises that are used for CLE as well as human resource supervision and administrative materials.

Malaysia and the Expansion of CLE

BABSEA CLE began CLE exploratory visits to Malaysia beginning in 2005. Various contacts with Malaysian universities, the Bar Council, ministry officials, NGO personnel and other key policy decision makers and implementers were achieved. These initial activities resulted in a number of successes early on, with a fervent and current contemporary expansion. Firstly, in 2006 BABSEA CLE helped to organize and facilitate the following three events:

- 1) The First Malaysian CLE Training of Trainers Workshop held at the University Technology Mara (UiTM)
- 2) The First Malaysian Bar Council CLE Supervisor Training Workshop
- 3) The First Malaysian CLE Conference held at International Islamic University

Following these key instrumental events, in 2006 the University Technology Mara⁷ appointed BABSEA CLE Director, Bruce A. Lasky, to the position of an Adjunct Professor to assist in the development of a non-simulated CLE program. This resulted in the formal registration of the currently operating Student Community Law Club. The setting up of such club in the University helps to realise one of the missions of the University in regard to community service programs. The members of SCLC comprises of students from the Faculty of Law, ranges from the first through fifth semester students. These students join the SCLC on a voluntary basis as one of their students activities of the Faculty. The objectives of SCLC are to provide legal knowledge and awareness to the communities. In adopting these methodologies the SCLC works with communities who often have a minimal knowledge of the laws. These sessions therefore greatly benefit them.

In 2007, with the assistance of BABSEA CLE, members of both UiTM and the University of Malaya where taken on a study visit of CLE program in the Philippines. As a result of this visit, and with positive partnership with BABSEA CLE, the University of Malaya began to develop what has now become a leading CLE program in Malaysia.

⁷ Prior to this time, the UiTM Faculty of Law operated, and continues to operate, a simulated CLE program which is introduced in the final year students of the LL.B (Hons) Program. It is a simulation program where students are taught the necessary lawyering skills which requires them to work in a mock legal firm or clinic.

Introducing CLE at the University of Malaya

The Faculty of Law, University of Malaya is a professional law school producing graduates with academic and professional qualifications (LL.B Hons).⁸ Unlike in England, Malaysia has a fused profession.⁹ Established in 1972, the Faculty of Law, University of Malaya then was the pioneer law school in Malaysia. With the aim of producing local lawyers and legal officers, the curriculum emphasized mainly on substantive law subjects¹⁰ (in both private and public law) as well as procedural law¹¹ with greater emphasis on the law in Malaysia such as the Malaysian Legal System and Islamic Law. Much of the curriculum followed the curriculum taught in English Law schools, as Malaysia adopts the common law system.¹² The structure has been generally maintained and is periodically reviewed to meet the challenging demands of the Malaysian legal profession and industrial needs.

Since its establishment in 1972, clinical education has always been in the faculty's future plans. It was agreed when the faculty was first established that while black letter of the law is an important function of the law school, it is not the only function.¹³ What is needed beyond the teaching of the law is a system of legal training devised to assist law students to acquire certain skills of thought, social as well as scientific thinking. Law student needs to clarify his moral values, social goals, and he needs to orient himself in the past trend and future goals. A law student needs to acquire the scientific knowledge and skills necessary to implement objectives within the context of cotemporary trends. It is believed that with a good system in place, the law student will not only become a lawyer for the future but also be a social technician or a social engineer.¹⁴

With this in mind, in 1998, the faculty proposed to set up a Legal Aid Clinic. The faculty realized the need of external assistance from the Bar Council in running the clinic. This is due to the fact that since the University of Malaya is a public university, academic staff is a government servant and is not permitted to practise law (represent clients)¹⁵. There is also need for special training for academic staff in the management of clinics, and teaching skills. Due to shortage of academic staff between 1999 and 2004,¹⁶ the introduction of the clinic was postponed. It is not until 2006 that the proposed clinic resurfaced. Academics were sent to Pannasastra University in Cambodia in 2006 and University of Ateneo, Philippines to attend programs on Clinical Legal Education Method under the aegis of Open Society and

⁸ A four year course (8 semesters) combining the academic and certain professional aspects of law. The LL.B degree is recognized as initial qualification for admission to the legal profession. See Ahmed Ibrahim, *The Law Teacher in Malaysia* (1976) JMCL 252.

⁹ An LL.B graduate from the University of Malaya will only need to go through a 9 months pupillage (reading in chambers) period with a legal firm before he is called to the Malaysian Bar as an advocate and solicitor.

¹⁰ Such as Contract Law, Tort, Constitutional Law Criminal Law, Land Law, Equity and Trust, Law of Association and Jurisprudence. All these courses are still part of the Faculty curriculum.

¹¹ Such as Evidence, Civil and Criminal Procedure.

¹² Malaysia was part of British colony until it gained its' independence in 1957.

¹³ *Ibid* note 8.

¹⁴ R. Segal, S.R. Bhosale, *Legal Education in India: Restructuring and Reshaping* Indian Bar Review 1999, 37-46. See also Dyutimoy Mukherjee, *Law Schools and Legal Education*, indlaw.com

¹⁵ An advocate and solicitor must have a license to practice. A government servant is not permitted to be in any other employment.

¹⁶ The Law Faculty employs about 38 academic staff with 100 undergraduate in take a year. This makes the faculty one of the smallest faculties in the University. Between 1999 and 2004, a number of academic staff was sent for further studies (Phd).

BABSEA. The program aimed to familiarise participants with innovative and interactive law teaching methodology used in Clinical Education program as well as street law methods.¹⁷

In 2007, with 3 trained academics and 4 students, the clinical legal education program known as the Community Outreach Program (COP) was introduced as a faculty activity. The program is purely a community based teaching program. A community based program was agreed rather than a Legal Aid Clinic for the practical reason that this program can run solely by the faculty. About 30 students were recruited into the program when it first started in 2007. These students went through a 3 day training workshop which not only trained them on the clinical legal education and street law methods but also to work as a team.

Setting up such program requires great planning, dedication and team work. The faculty needs to set up partnership with institutions for the teaching of the program, as the program is to run continuously in the institution. Issues or needs of the institution will have to be identified and agreed upon before community teachings starts. COP started with a focus on juvenile delinquents and partnership was set up between COP and juvenile institutions, the prison and schools.¹⁸ COP students were made aware of statutory provisions and the law relating to crime and child rights before they start their program with the institutions. They were exposed to particularly the Child Act 2001,¹⁹ the Penal Code,²⁰ the United Nation Convention on the Rights of the Child and the Prison Act 1995²¹. With this in mind, students are able to focus on their involvement with their clients to gain more understanding on issues involving juvenile justice and welfare. COP does not only teach juveniles in institutions their rights, responsibilities and criminal law, they also encourage them to continue their studies and pursue their ambitions. COP students become good role models to these juveniles.

One achievement that COP is very proud of is our involvement in encouraging and assisting 10 boys from the juvenile prison to pursue their studies in local universities. COP became involved with juveniles prison since 2007. Students were exposed to life in prison, the kind of offences committed by these juveniles and their needs. An experience not many law students will acquire. In consequence, many COP students were encouraged to do their project paper²² on issues on children, crime and the prison. In the prison, COP does not only teach the juveniles, but they are also exposed to juveniles found guilty of the offence of murder. These juveniles are imprisoned for an indefinite period until they are given clemency by the Yang di Pertuan Agong (King).²³ In the case of these juveniles, COP not only expose them to their rights, we also assist in writing letter of clemency to the King,²⁴ assists lawyers in their appeal, and in the preparation of their mitigation. In fact assistance was given to the appeal of *Mohd Haikal & Ors v PP*,²⁵ where the Federal Court overruled the decision of the Court of Appeal for the conviction of murder. The

¹⁷ R. Rajeswaran *Legal Education in ASEAN in the 21st Century*, paper written for the ASEAN General Assembly Workshop.

¹⁸ The coordinator of CLE/COP specializes in Juvenile Justice and Welfare and Criminal Law. She is also a consultant with the Social Welfare Services Malaysia, and works closely with the juvenile prison.

¹⁹ Act 611, the law relating to children (those under the age of 18 years).

²⁰ Act 574, the law relating to criminal offences.

²¹ Act 537, the law relating to prison and prisoners.

²² A compulsory short thesis for 3rd year students.

²³ Section 302 Penal Code (Act 574) provides a mandatory death penalty for the offence of murder. But section 97 Child Act 2001 (Act 611) provides that a child cannot be sentenced to death, in lieu, they are sent to prison in the pleasure of the ruler.

²⁴ Case involving *PP v KK* [2007] 6 CLJ367.

²⁵ See court of Court of Appeal decision [2009] 1 LNS 292.

juveniles are now released from prison and COP is now involved in assisting them in their rehabilitation and their university studies.

COP is now involved with schools in educating children on issues of crime, bullying and problems of children and the internet. Currently, with the university's involvement in internationalization, i.e. accepting exchange students from institution with a Memorandum of Understanding, COP has taken advantage in training exchange students whether in their country, or in the University of Malaya. Currently, COP with the assistance of BABSEA CLE have trained students from the Law Faculty, Prince of Songkla University, Thailand, and Faculty of Law, University of Pancasila, Indonesia. It is hoped that when our students starts their exchange program to these 2 Universities, their COP/CLE program is already underway, and our students can join them in the activities in these countries.

With the success of COP, in 2008, the faculty introduced Community Legal Education as an accredited optional course for 2nd and 3rd year students. In introducing the course, a number of things needed to be taken into consideration. While an optional paper is usually taught by one academic staff, for the CLE course, at least 3 academic staff are needed to teach and assess students. For a faculty with limited academic staff, a lot of compromises needed to be made to convince the administration of the need of the course for the faculty. This is where BABSEA CLE comes in to assist. Assistance from has to come from a person who fulfils the qualification of a visiting academic staff. The contents of the course should also comply with the LL.B program objectives. Although before, when the faculty was first introduced, the faculty was autonomous and enjoyed the privilege of having their own law programs and curriculum, but since 2008, all programs must comply with the Malaysia Qualifying Framework (MQF) set out by the Malaysian Qualifying Agency (MQA) which accredits university program in Malaysia. Programs in universities must also comply with the Ministry of Higher Education guidelines which underlines government policies. The course has run for 2 years since it was introduced, and we hope to get more academic recruitment so that the course could continue to run as successful as our COP program.

Conclusion

Despite the many challenges it faces, clinical legal education continues to move forward in Southeast Asia and Malaysia. The current developmental approach is a slow and sustained engagement between national and regional partners to develop networks of programs that can learn from both each other's successes and set-backs. All of the Southeast Asian clinical programs require further support—not simply financial, but, more significantly, technical and institutional—if they are to mature into fully accredited programs that are valued by university faculty, students, and community members alike.

As clinical education progresses in Southeast Asia, the clinical movement will undoubtedly look to other countries' experiences for lessons and examples. Other nations, especially those from civil codes countries can all provide the Southeast Asian clinical movement with examples of how best to proceed with developing such an important part of formal legal education.