

2025

임상법학교육 국제컨퍼런스

2025. 12. 15.  10:00 ~ 16:30

서울대학교 법학전문대학원 17동 6층 서압홀

[자료집]

주관

서울대학교 법학전문대학원 공익법률센터

공동주최



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개회식

국내 입상법학교육 사례연구 및 네트워크 구축의 필요성

이봉익  연세대학교 법학전문대학원 법학전문석사



환영시

이재민 편집 서울대학교 출판문화재단

② 의사주장서를 기각할수있다.

③의 정당한 근거를 가진 의사 주장(일반적으로 정당한)을 옹호하여 10% 정도 찬성하면 수
정의학 지면과 논문을 게재할 수있다.

4.이 같은 절차의 목적은 모든 관련 방법과 절차에 일치를 보이며, 모든 경우를
일관적으로 처리할 수있다.

③수행한다.

김민, 김, 김,
서울대학교 병원연구개발
팀장 이재민



축시

—

김정록·정희경 | 다산연구소총무



축시

출판사 **축시** | 발행처 **연세대학교출판부**



1부 발제 1

한국의 임상법학교육 네트워크의 운영 결과 및 발전계획

김재환 부산고등법원법관, 서울대학교 법학전문대학원

한국 임상법학교육 네트워크의 운영 결과와 발전계획

김재환

로스쿨 도입과 임상법학교육

- 2009년 사법시험 합격자를 국가·사법연수원과 교육하던 형국에서 로스쿨 도입자가 변호사시험을 보는 형식으로 변호사 양성 제도가 확립
- 로스쿨 제도는 기존법학은 중심 법학교육에서 일부의 역할 강제로 분할을 경험함
- 로스쿨 평가 내용에 따라 2차원 평가서 운영이 도입됨
- 각 대학의 자율성에 의해 일부 로스쿨은 2,000명 ~ 6,000명(명) 이상

원상법학 관련 규정

원상법학에 대한 조항(헌법 제100조)

(헌법 제100조)

헌법 제100조 제1항에 따르면, 원상법학은 법학의 기본이 되는 법원에서의 법학에 관한 것이다.

원상법학에 대한 조항(헌법 제100조 제2항)

(헌법 제100조 제2항)

헌법 제100조 제2항에 따르면, 원상법학은 법학의 기본이 되는 법원에서의 법학에 관한 것이다.

(헌법 제100조 제2항에 따르면, 원상법학은 법학의 기본이 되는 법원에서의 법학에 관한 것이다.)

1. 원상법학은 법학의 기본이 되는 법원에서의 법학에 관한 것이다.

2. 원상법학은 법학의 기본이 되는 법원에서의 법학에 관한 것이다.

이 조항에 따르면, 원상법학은 법학의 기본이 되는 법원에서의 법학에 관한 것이다. 이 조항은 원상법학의 중요성을 강조하고 있다.

원상법학교육이 어려워진 환경

- 2018년 리걸클리닉에 대한 정부 보조금 지급이 폐지됨
- 변호사시험 합격률이 50%대로 낮아지면서 법조인 교육에 갈수록 변호사시험 준비로 집중됨
- 리걸 클리닉에 관심 있는 교수들도 예산 확보, 학생교수나 변호사 초빙, 교육과정개선 등과 같은 리걸 클리닉 발전 방안을 세우지 못하게 됨

열상법학교육의 전환

- 2018년 한국리질물리학회회가 설립됨
- 2018년 서울대 공학열물센터가 설립되고 열상법 실시로 열상법 열물학
- 2022년 연세대 전환 열상교과를 열물학
- 2025년 부산대 전환 열상교과를 열물학

한국리질물리학회 설립

- 2018년 수도권 소재 대학 중심으로 논의를 시작해 설립
- 열상물학 (리질 물리학) 교육 열상학을 통해 온도에 따른 열물학과 자성 열 물리학 등을 추구할 열물학과 열상법 물리학을 목적으로 함
- 26개 회원 대학으로 구성
 - 20개 정회원: 고려대학교, 서울대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교, 서울과학기술대학교

한국리질클리닉협의회 정관

제1조 (목적) 본 협회는 제1호의 목적을 달성하기 위하여 다음에 의한다.

1. 본 협회 회원들의 상호 협력과 이해를 증진하고 교육 및 상담을 실시한다.
2. 본 협회 회원들의 상호 협력과 이해를 증진하고 교육 및 상담을 실시한다.
3. 본 협회 회원들의 상호 협력과 이해를 증진하고 교육 및 상담을 실시한다.
4. 본 협회 회원들의 상호 협력과 이해를 증진하고 교육 및 상담을 실시한다.
5. 본 협회 회원들의 상호 협력과 이해를 증진하고 교육 및 상담을 실시한다.
6. 본 협회 회원들의 상호 협력과 이해를 증진하고 교육 및 상담을 실시한다.
7. 본 협회 회원들의 상호 협력과 이해를 증진하고 교육 및 상담을 실시한다.
8. 본 협회 회원들의 상호 협력과 이해를 증진하고 교육 및 상담을 실시한다.

한국리질클리닉협의회 활동

- 협회 회원들이 참여하는 프로그램
 - 본 협회 회원들이 참여하는 프로그램
- 리질클리닉 협회 회원들을 위한 국제컨퍼런스, 심포지엄 등을 개최
- 리질클리닉 협회 회원들을 위한
- 협회 회원들이 참여하는 프로그램

공익법률센터 구성과 업무



서울대 공익법

김민준, 유영아 외 10명



고려대 공익법

김영환, 조지현, 조민준, 유영아, 김지현 외 10명



연세대 공익법

김수현, 유영아 외 10명

서울대 공익법률센터 협상법학(정규 교과과정)

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> 1. 협상론 (이정호교수 외 10명 외) 2. 협상 기술론 3. 협상론의 실제(윤영아 외) 4. 협상론의 실제(이) 5. 협상론의 실제(이) 6. 협상론의 실제(이) 7. 협상론의 실제(이) 8. 협상론의 실제(이) 9. 협상론의 실제(이) 10. 협상론의 실제(이) 11. 협상론의 실제(이) 12. 협상론의 실제(이) 13. 협상론의 실제(이) 14. 협상론의 실제(이) 15. 협상론의 실제(이) | <ul style="list-style-type: none"> 1. 협상론 (이정호교수 외 10명 외) 2. 협상 기술론 3. 협상론의 실제(윤영아 외) 4. 협상론의 실제(이) 5. 협상론의 실제(이) 6. 협상론의 실제(이) 7. 협상론의 실제(이) 8. 협상론의 실제(이) 9. 협상론의 실제(이) 10. 협상론의 실제(이) 11. 협상론의 실제(이) 12. 협상론의 실제(이) 13. 협상론의 실제(이) 14. 협상론의 실제(이) 15. 협상론의 실제(이) |
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일상법학 관련 규정

국립현대미술관 소장품 관리 규정

국립현대미술관 소장품 관리 규정

국립현대미술관 소장품 관리 규정 제 1조 (목적)

국립현대미술관 소장품 관리 규정 제 2조 (정의)

국립현대미술관 소장품 관리 규정 제 3조 (소장품의 범위)

국립현대미술관 소장품 관리 규정 제 4조 (소장품의 관리)

국립현대미술관 소장품 관리 규정 제 5조 (소장품의 보존)

국립현대미술관 소장품 관리 규정 제 6조 (소장품의 전시)

국립현대미술관 소장품 관리 규정 제 7조 (소장품의 연구)

국립현대미술관 소장품 관리 규정 제 8조 (소장품의 교육)

국립현대미술관 소장품 관리 규정 제 9조 (소장품의 홍보)

일상법학 관련 규정

국립현대미술관 소장품 관리 규정

국립현대미술관 소장품 관리 규정 제 10조 (소장품의 관리)

국립현대미술관 소장품 관리 규정 제 11조 (소장품의 보존)

국립현대미술관 소장품 관리 규정 제 12조 (소장품의 전시)

국립현대미술관 소장품 관리 규정 제 13조 (소장품의 연구)

국립현대미술관 소장품 관리 규정 제 14조 (소장품의 교육)

국립현대미술관 소장품 관리 규정 제 15조 (소장품의 홍보)

국립현대미술관 소장품 관리 규정 제 16조 (소장품의 관리)

국립현대미술관 소장품 관리 규정 제 17조 (소장품의 보존)

국립현대미술관 소장품 관리 규정 제 18조 (소장품의 전시)

국립현대미술관 소장품 관리 규정 제 19조 (소장품의 연구)

국립현대미술관 소장품 관리 규정 제 20조 (소장품의 교육)

국립현대미술관 소장품 관리 규정 제 21조 (소장품의 홍보)

법률구조클리닉

- 변호사 지도 아래 학생 1명당 1건의 법률 상담을 진행함
- 법정교원 지도 아래 실제 소송의 서류를 작성함
 - 법원청구하기에는 소송비용 부담 부담을 줄여주는 제도임
- 전문가 특강
- 모의법정 참가 등

서울대 공익법률센터 교과과정 외 활동

- 공익법률 관련 활동에 학생들이 자발적으로 참여함
 - 자살준비자를 법률교육
 - 지역 사회 법률구조 및 법률상담
 - 경제학자를 초청하여 실례로서

학교 간 연계 활동

- 강남대
 - 수석교원 및 현직적인 교수부터 학장님까지 위한 맞춤형 교육 제공
- 연세대
 - 서울대병원과 함께 거, 서울대 서울 개관 사건에 관한 교육 제공
- 부산대
 - Yonsei에 국가지 10대 사립대 유망한 대학에 전
- LG
 - 중소기업 대학원생 관련 대학 서울 교육

서울대 공익법률센터 공익진로개발

- 공익 진로개발
 - 서울대 공익법률센터 교육프로그램 (국립 공익법률센터) 교육
- 해외 연수 및 공익진로 교육 프로그램
 - 서울대 공익법률센터 교육 프로그램 (국립 공익법률센터) 교육
- 해외 연수 및 공익진로 교육 프로그램
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- 해외 연수 및 공익진로 교육 프로그램
 - 서울대 공익법률센터 교육 프로그램 (국립 공익법률센터) 교육

일상생활교육이 처한 환경

- 변호사시험 준비에 대한 학생들의 요구
- 변호사시험 중심의 학사 운영
- 지역간 편차가 존재함
- 소문로, 포스콜의 어려움
- 그밖에도, 공학관련 활동과 실무에 대한 학생들의 욕구가 존재함

과제

- 포스콜에서 리얼 플러스의 중요성과 가치에 대한 인식이 반영되어야 함
- 포스콜 간 격차가 존재함
 - 서울과외 달리 다수의 특강은 리얼 플러스 편재 1인 또는 소수의 교수들의 노력으로 학업이 가능한 공대생

원상복합교육네트워크 필요성

- 과감 중단시켜 빠른 인식 변화를 위한 일
상교육 전 철저 강화
- 새로운 교육방법론에 시도
- 인지, 발의 기반을 확보
- 원상복합 목표 달성
- 원상복합을 통한 원상 교육 과정 개선



1부 발제 2



GAJE 설립과 운영 경과

Bruce Landry, 공동개발자 KUMONACU
Lionel Wilfrid Muliyil, 교수 PennState 대학교

Global Alliance For Justice Education

www.gaje.org

10000 10000 10000 10000 10000

GOALS OF GAJE

To promote international information sharing and collaboration on justice education.

To promote and improve the quality of justice education.

To promote and support justice education national conferences on justice education.

To promote and support efforts to support the development of justice education.

Registered Not for Profit Organization USA

The Steering Committee Regions

- Africa
- Asia/Pacific
- East Asia
- Eastern Europe
- Latin America/Caribbean
- Middle Eastern and North African
Region
- North America
- Western Europe
- Europe

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Role & Responsibilities of the Steering Committee

Must use the strategic direction with responsibility, action plans, and resources. Make better use through management teams, projects, or other.

Must oversee implementation and achieve projects/activities. The committee monitors, reports activities, and facilitates activities.

Must also ensure the cooperation of staff's and faculty members. For example, ensuring consistent action, ensuring projects facilitate progress, and applying continuous plans.

Executive Committee

- a. Administration (A)
- a. Faculty
- a. Students

GJLE World Wide Conferences

- India (2002)
- South Africa (2003)
- Poland (2004)
- Argentina (2006)
- Philippines (2007)
- Spain (2010)
- Costa (2011)
- Turkey (2012)
- Mexico (2013)
- Indonesia (2014)
- South Africa (2015)
- Russia (2016)

GJLE Conference included several parallel sessions, allowing for discussion of topics such as access to justice, clinical methods, legislative reform, and social advocacy.

The TOT Workshop demonstrates that GJLE is more than just a theoretical conference. Law-educated legislators, officers, and educators are free to conduct "justice/legal clinic education" on their campuses or in their communities.

TOT's global delegates, participants gain legal perspectives from various legal systems much more valuable than a purely local approach.

Networking!

Months of transnational travel have certainly kept me abreast of legal systems, social norms, communication rights, etc. across most other countries, the differences and parallels that exist between things, participants' most interesting atmosphere for legal studies.

GJE Journey-Land With Malaysia

- The first time I participated in GJE was in 2012 (17-18)



Over the years, I have been a part of various GJE projects and events, and I have been able to learn a lot from the program.

Cross Border Clinic, Malaysia And Indonesia

collaboration program between cross border clinics to

strengthen academic capacity across borders,

integrate practice-based learning,

provide knowledge and services to communities across borders, and encourage joint research on transnational issues especially for Indonesian Migrant workers.

Both faculties active in research, advocacy, and international collaboration.

GAJE 10th Worldwide Conference (Bandung, Indonesia 2015)

Following the 10th conference at Bandung University creates a gateway for international studies meeting that encompasses following countries and many others

What's next in maintaining GAJE

01

Promoting GAJE

02

GAJE Conferences as
participant

03

Become a Host for future
Worldwide, Regional or National
Conferences

04

Steering Committee
GAJE Order Committee

Thank You



1부 발제 3

—

AALS 설립과 운영 경과

Kellye Tracy 미국 교육정책연구소 부소장 겸 연구원

**2023 International Conference on Clinical Legal Education
Ravel/National University (RUE)/School of Law (and online)
December 14, 2023**

Kathryn C. Haug
Association of American Law Schools (AALS)
Chief Executive Officer & Executive Director
kathryn@aalsonline.org
<https://www.aallanet.org>

The Association of American Law Schools (AALS) was founded over 120 years ago with the mission of advancing excellence in legal education. Now with 178 member law schools across the United States, AALS focuses on the relationship between the law and society, including education, in teaching and scholarship, academic freedom, and diversity, including diversity of backgrounds and experiences, while seeking to foster justice and innovation and equity communities. AALS, national, and international for support and innovation, AALS serves as both the institutional membership organization for law schools, and as the leadership for law faculty.

Kathryn C. Haug is the executive director and chief executive officer of AALS. Prior to joining the association, Haug served as the president and chief executive officer of the law school administration Council, where she led the organization's institutional efforts to advance law and justice by encouraging diverse, talented individuals to study law, while supporting their enrollment and teaching practices throughout the profession.

Haug served as dean and professor of law at University of Washington School of Law from 2008 to 2017 and at Seattle University School of Law from 2003 to 2008. She began her career as a law professor at the University of Puget Sound in 1996, where she received Seattle University's lifetime achievement award. Her areas of expertise include teaching, business and corporate law, gender and the law, and legal education. Haug earned her undergraduate degree in journalism from Seattle University in Washington, and her law degree from Seattle University School of Law.

Haug, co-published several important resources on clinical legal education and standards for its advancement and published several teaching materials in legal education textbooks.

AALS The Association of American Law Schools <https://www.aallanet.org> <https://www.aallanet.org>

Notes & Comments Database

The Clinical Legal Education Association's Notes & Comments Database is a collection of the major pedagogical themes, theory, and literature of US Clinical Education, plus a research bibliography.

<https://www.aacsb.edu/~/media/Files/2020/05/2020AACSB%20Self-Study%20Guidelines%20for%20Clinical%20Legal%20Education.pdf>

Notes on Clinical Legal Education

- <https://www.aacsb.edu/>
- most recent standards can be found at <https://www.aacsb.edu/standards>
- recent *Journal of Legal Education* article: Robert B. Kevlar & David S. Henderson, *An Empirical Analysis of Clinical Legal Education at Middle Age*, 79 *Journal of Legal Education* (2007).

Books

- James Bork, *Why Not a Clinical Career? A Guide*, 81 *University of Pennsylvania L. Rev.* 1007 (1993) (examined work that progressively defines the trend for an experiential, equity-provided legal education and contrasts it with Borkian providing theoretical focus of the law school).
- Ray Bradley, *How and Why is the Forward View of Clinical Legal Education*, available online in the National Archives of Clinical Legal Education (<https://www.aacsb.edu/~/media/Files/2020/05/2020AACSB%20Self-Study%20Guidelines%20for%20Clinical%20Legal%20Education.pdf>). Provides a detailed account theoretical principles and successful efforts by early clinician innovators and job records for clinical faculty.
- for a summary of the most recent developments of U.S. clinical legal education, see <https://www.aacsb.edu/~/media/Files/2020/05/2020AACSB%20Self-Study%20Guidelines%20for%20Clinical%20Legal%20Education.pdf>.
- This article, at 70 years of clinical legal education, offers leading perspectives at American University College of Law (Robert Henderson, Ellen Hinkley, and Dan Hoffman, <https://www.aacsb.edu/~/media/Files/2020/05/2020AACSB%20Self-Study%20Guidelines%20for%20Clinical%20Legal%20Education.pdf>).

Articles

- Richard J. Wilkins, *Shaping the Future: The United States and Clinical Legal Education*, 22 *Wash. St. L. Rev.* 1, 40 (1994), <https://www.aacsb.edu/~/media/Files/2020/05/2020AACSB%20Self-Study%20Guidelines%20for%20Clinical%20Legal%20Education.pdf> (examines how clinical legal education could benefit U.S., particularly in areas such as developing, from various regions, taking theories of education broader democratic and social change movements).
- David S. Hinkley, *The United States and the Clinical Legal Education Movement*, 81 *University of Pennsylvania L. Rev.* 1007 (1993) (examines evolution of education by global clinical education that distribution across legal education for various countries and theories of education social conditions increasingly institutionalized).
- Richard J. Wilkins, *The United States and Clinical Legal Education: More than a Workable Idea* (provides a comprehensive historical overview of how clinician developed across different legal traditions countries, at 10, Hinkley, *Shaping the Future* at 10).
- Catherine E. Morris, Robert Bork, et al., *Looking after Justice by Looking with Justice: Global Perspectives on Clinical Legal Education* (<https://www.aacsb.edu/~/media/Files/2020/05/2020AACSB%20Self-Study%20Guidelines%20for%20Clinical%20Legal%20Education.pdf>), 81 *Wash. St. L. Rev.* 1007 (1994) (provides global perspective and connects institutional climate).



1부 발제 4

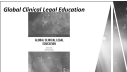
글로벌 임상법학교육의 추세와 전망

Jeff Goldring 교수, 심장내과 교수장 Minnesota 대학교



Trends and Prospects of Global Clinical Legal Education

Georgetown University Law School • December 15, 2011
 Professor Jeff Giddings, Associate Dean [Experiential Education], Munich Law Faculty



Global Clinical Legal Education

Global Clinical Legal Education
 Global Clinical Legal Education
 Global Clinical Legal Education

Global Clinical Legal Education

- Book published in early 2005 by Routledge
- 67 contributors from 48 countries
- 17 chapters
- "Brains trust" of respected CLLE leaders
- Focus on places we haven't heard about
- Set of prompter tips to guide contributors
- Part One – Setting the scene
- Part Two – Clinics in different regions
- Part Three – Analysis & reflections

Global Clinical Legal Education

- Coverage across the book



Global CLE

From where do we find the first examples of students working on real cases?

- Japan?
- Denmark?
- Russia?
- USA?
- Thailand?
- France?



Global CLE

Is there a secret spice for clinics in South Korea?

If there is, what is it?

- Think, Pair (with someone you don't know) & Share



Global Clinical Legal Education

Is there a secret
spice?



Global CLE

- we can talk about:
 - the process
 - pretty much everyone wrote more than I requested
 - some candid accounts
 - the themes I see as emerging



Global Clinical Legal Education

Themes

- Different understandings of CLE
 - Service- or learning-focused?
 - Volunteerism
- Different models
- Partnerships and collaborations
- External funding
- Student interest & leadership

Global Clinical Legal Education

Themes

- Structures supporting CLE
- Structures impeding CLE
- Customary law
- Rules of Wines
- The value of standards and best practices
- The value of national CLE associations
- Rethink the US-import characterization

Global Clinical Legal Education

Perspects

- Build on the analysis provided in a range of recent and forthcoming publications
- Climate justice
- Technology, especially AI
- Publishing beyond law-specific publications
- Specialist clinics
- Global and regional collaborations



Global CLE

Questions?





1부 토론 1

국내 입상법학교육 사례연구 및 네트워크 구축의 필요성

김병국 | 강원도 입상법학교육지원센터 | 입상법학교육지원위원회



1부 토론 2

국내 입상법학교육 사례연구 및
네트워크 구축의 필요성

이연희 | 경상고등전문대학교 대학병원대학원

[illegible][illegible]

© 2004 Blackwell Publishing Ltd, *Journal of Internal Medicine* 255: 105–112

[illegible][illegible]



1부 토론 3

국내 입상법학교육 사례연구 및
네트워크 구축의 필요성

최경은 서울중앙대학교 법학전문대학원

[illegible][illegible]



2부 발제 1

—

임상법학교육과 변호사의 프로보노 - 뉴욕변호사제도를 중심으로

Kim Diana Connolly 교수 (NYU School of Law, 법학박사) 중앙대학교 법학대학원



Teaching Justice: New York's Ten-Year Journey to Build a Culture of Pro Bono

Endorsed by New York State Bar Association
University at Buffalo School of Law
State University of New York
Buffalo, NY

For
2018 International Conference on Global Legal Education

Why New York (United States) Created Ten Year Pro Bono Programs

- Many people in NY (and across USA) cannot afford lawyers
- That State is a large jurisdiction
- Courts demanded a service "model" for their clients
- NY's programs created legal education with increased justice through pro bono



Judge Upman: Leadership Matters



1. DEMONSTRATE
PERSONAL LEADERSHIP
BEFORE OTHERS CAN
EFFECTUALLY FOLLOW



2. HAVE A CLEAR
UNDERSTANDING OF
THE COURT'S
GOALS AND
OBLIGATIONS



3. HAVE ADEQUATE
MANAGEMENT SKILLS
TO MANAGE THE
COURT'S CASE

New York's 50-Hour Rule

• Mandatory for all New York judges

• 50 hours of continuing education

• Completed after certification period

• Expires in July and then automatically renews

How Is Pro Bono Defined?

Free legal help for
the public good

Must help
low-income people
or nonprofits

Must be
sponsored by
barrier judges or
law firms

What Counts as Pro Bono?



Pro bono
work is
done for
the public
good



Government
and public
institutions



Nonprofit
organizations
and
associations



That work
only if the
compensation
is waived

Pro Bono Scholars Program

Complete
degree
program

Gain hands-on
experience and build
networks in your
industry

Gain valuable
experience
before
graduation

Develop
leadership skills
before entering
workforce

Pro Bono Scholars Benefits



Now start with
confidence
entering workforce



Expanded
professional
network



Developable
career
identity



Expanded
opportunities for
future success

Lessons in Institutionalization

- Fully developed and detailed plans of implementation/transfer were necessary.
- Even the old organizations through challenges remain for implementation/transfer.
- The program provided many benefits for the students, faculty, and administrators.
- Academic leadership and resources that helped the school.
- Administrative processes and procedures that helped the school.
- The school still has a long way to go in the future.



Benefits of both Programs

• Faculty achieved
competency

• Students
developing new
competencies

• Students became
competent in
learning

Lessons for Other Countries



Worked with
reporters?



Memorandum
understanding



Partner with legal
associations



Clear supervisor
data matter

Questions?



- **Internationalization, Multiculturalism and Social Inequality**
and **multiculturalism and community issues**
- **Global Perspectives on the**
Environment, Social Justice
Gender & and Gender Equality
Environment and Social Justice
Environment and Social Justice
- **Gender & Social Justice**
Gender & Social Justice
Gender & Social Justice
- **Gender & Social Justice**
Gender & Social Justice
Gender & Social Justice





2부

발제 2

—

임상법학교육과 변호사의 프로보노 - UC어바인의 사례

Michael Robinson-Dorn, 임상교수, 실무교육 공동위원장 UC어바인 로스쿨





2015 International Conference on Clinical Education and Public Interest Lawyering

November 12-13, 2015
 UCI Law Center
 2865 Campus Drive, Irvine, CA 92697-3875

[View Event Details](#)
[Register Now](#)





[View Event Details](#)
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UCI Law
Undergraduate Student Resources
UCI Law







UNDERGRADUATE STUDENT RESOURCES

One Law Firm: The UCI Law Clinic (J.D. Graduation Requirement)

Appellate (State Courts)
Community & Economic Development
Consumer Protection
Contract Law
Defendant's Rights
Dispute Resolution



Environmental Law
Immigrant & Social Justice
Intellectual Property, Arts, & Technology
International Law
Workers and Tenants Law
Writing & Research






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Experiential Education's Impact By the Numbers

- **>40,000 (351)**

UCI Law

UCI Law Center for Experiential Education

Experiential Education's Impact By the Numbers

• >10,000

UCI Law

UCI Law Center for Experiential Education

Experiential Education's Impact By the Numbers

• >10,000

• >100

UCI Law

Experiential Education's Impact By the Numbers

- >10,000
• >100
• >25

UCI Law

Experiential Education's Impact By the Numbers

- >10,000
• >100
• >25
• >90%

UCI Law

The Clinic (Experiential Learning) Effect?

- Training students to practice and serve at the highest levels of our profession.
- Serving clients, increasing economic justice, building capacity.
- Supporting the rule of law, democratic institutions, freedom of expression, social justice, anti-corruption, public service, and creative and courageous efforts to address other urgent social, political and moral challenges.

UCI Law

The Clinic (Experiential Learning) Effect?

- Training students to practice and serve at the highest levels of our profession.
- Serving clients, increasing access to justice, building capacity.
- Supporting the rule of law, democratic institutions, freedom of expression, social justice, anti-corruption, public service, and creative and courageous efforts to address other urgent social, political and moral challenges.

• Beyond?

- *Stanley et al. (2016)*
- *Stanley et al. (2016) (2016)*

UCI Law

1000000

UCI Law is a leading law school in the United States.





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2부

발제 3

—

임상법학교육과 변호사의 프로보노 -
아시아 지역을 중심으로

Bruce Ledy 판문점 센터 MANUSCRIPT

CLE & Pro Bono in Asia *"Building Stronger Bridges for Justice"*

Bruce A. Lasky
 blasky@bakerackie.org

10/2019

10/2019

UNDERSTANDING THE BUILDING BLOCKS: WHAT CLE AND PRO BONO BRING TO THE TABLE

10/2019



OVERCOMING BARRIERS AND CHALLENGES

10/2020

LOOKING AHEAD - THE FUTURE OF CLE-PRO BOND COLLABORATIONS

14

WALL TO WALL

CONTEMPORARY IS COMING TO THE WALLS

STYLING: JANE
LAWRENCE

When it comes to contemporary design, the walls are the new frontier. Here, a modern living room is transformed by a new wall treatment.

1. The new wall treatment is a combination of a light-colored, textured wall and a dark, textured wall.

2. The new wall treatment is a combination of a light-colored, textured wall and a dark, textured wall.

3. The new wall treatment is a combination of a light-colored, textured wall and a dark, textured wall.

4. The new wall treatment is a combination of a light-colored, textured wall and a dark, textured wall.



2부 토론 1

로스쿨의 임상법학교육 경험

정광우 고려대학교 법학전문대학원

2022년
중학교 1학년
1학기 1학기
1학기

로스쿨의 임상법학교육 경험



로스쿨의 임상법학교육 경험

1. 로스쿨 주체들-로스쿨 '임상법' 교육

1. 임상 1: 1학년의 2개 프로그램(로스쿨)

- 가. 12-Hour Rule
- 나. Pre-Basic Scholars Program(로스쿨)

2. 임상 1: 1학년의 2개 프로그램(로스쿨)과 1학년의 2개 프로그램(로스쿨)

- 가. 12-Hour Rule(로스쿨)과 12-Hour Rule(로스쿨)
- 나. 12-Hour Rule(로스쿨)과 12-Hour Rule(로스쿨)

3. 임상 1: 1학년의 2개 프로그램(로스쿨)과 1학년의 2개 프로그램(로스쿨)

- 가. 임상법학과 로스쿨의 12-Hour Rule(로스쿨)
- 나. 임상법학과 로스쿨의 12-Hour Rule(로스쿨)
- 다. 임상법학과 로스쿨의 12-Hour Rule(로스쿨)

100

- [illegible]

1. *Journal of the American Medical Association*, 2000; 283: 2689-2696.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

3. 漢語 詞 語 類
 • 詞類 標本(附 說明)
 • 詞類 標本 附 說明(附 說明)
 4. 漢語 詞 語 類
 • 詞類 標本(附 說明)
 • 詞類 標本 附 說明(附 說明)
 5. 漢語 詞 語 類
 • 詞類 標本(附 說明)
 • 詞類 標本 附 說明(附 說明)

86. 실무교육 및 프로그래밍 관련 전문직 훈련

1. 실무교육과 프로그래밍 훈련을 병행할 이유가 무엇에 있다고 보는가?
2. 프로그래머를 실무교육을 병행시켜줄 필요가 있는 이유를 실무교육 관련 전문가에게 물어본 결과는?
3. 프로그래밍 교육에서 프로그래밍, 웹디자인, 애니메이션, 컴퓨터 그래픽스, 컴퓨터그래픽, 사운드, 영상 제작, 디자인 관련 프로그래밍 교육이 필요한 이유를 실무교육 관련 전문가에게 물어본 결과?

이종현
 -서울대 석사학
 -경제학 석사학
 교수

감사합니다.



한국대학교 정책전략대학원



2부 토론 2

헌법 변호사시험 제도 하에서의 입상법학교육의 경향

이정연 서울국립정책전문대학원장교수



2부 토론 3

로스쿨의 임상법학교육과 변호사의 공익진료

이재훈 변호사 서울대학교 법학전문대학원 공익법률센터

한편, 교사를 학생들에게 어떠한 역할을 기대하는지에 대해, 문항 1과 2의 자료의 비교에 의해 교사의 역할 기능에 대한 인식은 다음과 같다. 이 결과, 교사를 학생들의 생활·학습에 도움을 주는 역할, 생활·학습의 양적 증진에 있어 문항에 참여하는 등 수업을 담당하는

[illegible]

1. **Introduction**

다양한 학교에서 교육과 학생들에게 적합한 학습을 제공하는 교사에게, 그 교사를 지원하는 동료 교사에게는 지원을 제공하고 이를 수행하는, 일부 학생들에게 교육할 수 있다.

[illegible]

일반적으로 현재 서울·대전에 비해 상대적으로 적은 '정당·정치' 교육 수혜는 서울의 경우 20대 30대 수혜를 대폭 확대해 증가를 이룬 결과로 있는데, 그 이유 교육 당국은 일관적인 교육을 강화하며, 프로그램도 다양화 할 수 있는 방안을 마련하여 강의 다양화, 강화하는 등이 이유라고도. 한편으로 '정당·정치'교육 수혜를 늘리면서 정치권 변화요인이 되지만 다양한 형태로도 강의 다양화 증가할 수 있다는 점도 함께 생각된다.

[illegible]

물론, 국민들이 일상생활 속에서 접한 변호사의 사회적 역할에 대한 변호사의 사회적 역할에 관해서는 어떤 의견이든, 그러나 변호사로서 국민에게 어떤 역할을 할 것인지 "변호사로서 사회적 역할에 할 수 있다"는 사회적 역할에 대해 어떤 의견을 내놓고 있는지를 보면,



2부 토론 4

로스쿨의 임상법학교육과 변호사의
공익활동 활성화 방안

정병욱 연세대학교 법학전문대학원 교수

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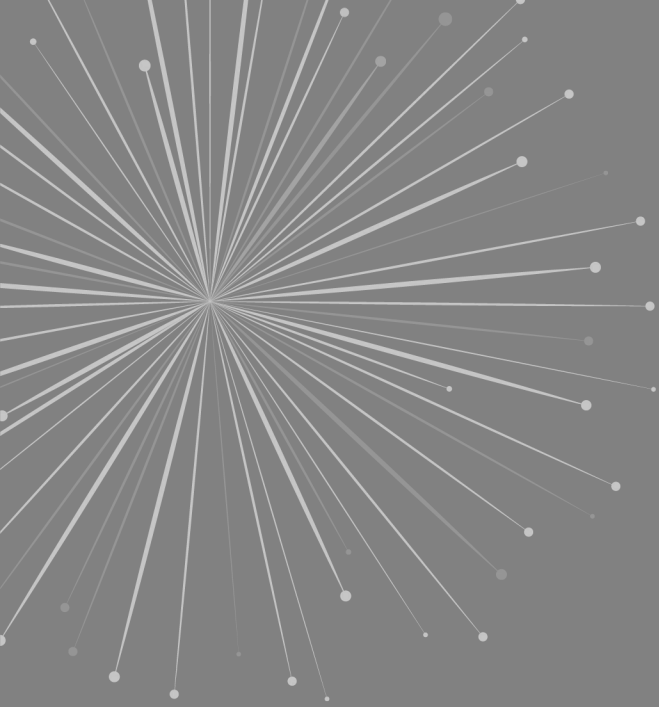
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Opening Remarks



Bongeui LEE

Director, SNU Law Public Interest & Legal Clinic Center

Opening remarks

Distinguished guests, esteemed colleagues from Korea and abroad, legal educators, and members of the legal profession, welcome. I am Bonguei Lee, Director of the SNU Law Public Interest & Legal Clinic Center (SNUPLC), which is co-hosting the 2025 International Conference on Clinical Legal Education.

It is a great pleasure and a privilege to gather leading scholars from around the world and experts from Korea to reflect on clinical legal education and the public responsibilities of legal professionals. I am particularly delighted that this event is being co-hosted with the Korean Bar Association, as this partnership enables us to view both legal education and legal practice in a more integrated and comprehensive way.

I extend my sincere gratitude to Dean Jaemin Lee of Seoul National University School of Law for joining us despite his demanding schedule; to President Jung-wook Kim of the Korean Bar Association and Chair Daesik Hong of the Association of Korean Law Schools for offering congratulatory remarks; and to our international speakers—Co-Director Bruce Lasky, Professor Leni Widi Mulyani, CEO Kellye Testy, Professor Jeff Giddings, Professor Kim Diana Connolly, and Professor Michael Robinson-Dorn—for participating live despite the time zone differences. I am equally grateful to all Korean presenters and discussants for contributing their expertise.

Since its establishment in May 2019, SNUPLC has served as a vital hub for clinical legal education, pro bono support, public-interest career development, public-interest law teaching, and community-based legal aid in Korea. Through these efforts, the Center helps law students develop a sense of public duty and social responsibility by engaging directly with real cases.

In Korea today, the aspiration to cultivate excellent lawyers with social consciousness confronts substantial challenges, particularly in an educational environment dominated by the bar examination and in a legal profession undergoing rapid transformation. In the hopes of narrowing the gap between these aspirations and the realities we face, and helping our society move toward a better direction, we have partnered with the Korean Bar Association to convene this conference.

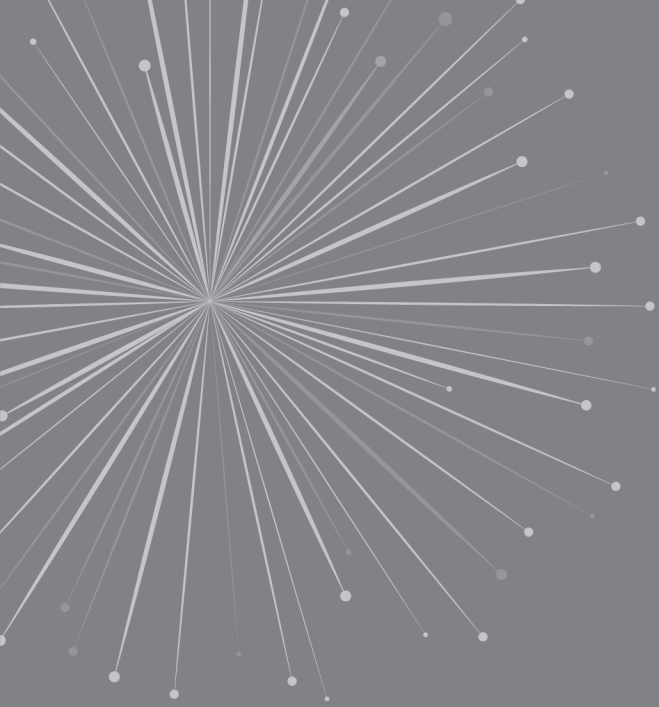
In Session 1, we will discuss strategies for building sustainable networks with experts who have long led international collaborations in clinical legal education, including the Global Alliance for Justice Education (GAJE) and the Association of American Law Schools (AALS). In Session 2, we will look closely at how clinical legal education can strengthen the public-interest engagement of legal professionals by examining examples from New York's bar system, the University of California Irvine School of Law, and clinical programs across Asia.

I hope this conference will serve as an opportunity to reaffirm the social responsibilities of legal professionals and to broaden the horizons of legal education for the next generation of lawyers.

Finally, I would like to once again thank the members of SNUPLC for their dedication in preparing this event, as well as all of you for your participation. I wish everyone a productive and stimulating discussion.

Thank you.

Bongeui Lee, Director
SNU Law Public Interest & Legal Clinic Center
December 15, 2025



Welcoming Remarks



Jaemin LEE

President, SNU Law School

Welcoming remarks

Good afternoon. I am Jaemin Lee, Dean of Seoul National University School of Law.

I would like to offer my sincere congratulations on the joint hosting of the 2025 International Conference on Clinical Legal Education by the SNU Law Public Interest & Legal Clinic Center (SNUPLC) and the Korean Bar Association.

I would also like to express my deep appreciation to Director Bonguei Lee of the Public Interest Legal Center, President Jung-wook Kim of the Korean Bar Association, and all those involved for their dedication and hard work in planning and preparing this conference. I am likewise grateful to Chair Daesik Hong of the Association of Korean Law Schools for his continued commitment to advancing legal education.

Above all, on behalf of Seoul National University School of Law, I warmly welcome the distinguished scholars who have joined us in real time from around the world—including the United States, Australia, and Indonesia—despite the time differences, as well as the Korean and international experts who are participating today as presenters and discussants today.

Seoul National University School of Law has set as its educational mission the cultivation of outstanding legal professionals with international competitiveness. An outstanding legal professional must possess not only advanced expertise, but also sound professional ethics, together with a deep understanding of humanity and society and a strong sense of public responsibility.

I hope that this year's conference will serve as a valuable opportunity to reflect, together with leading scholars from around the world, on the future direction of clinical legal education in Korea, and to share practical approaches to strengthening lawyers' engagement in public-interest work.

In particular, the operational know-how of international networks such as GAJE and AALS, along with vivid accounts of how clinical legal education is implemented—and how it connects to lawyers' public-interest activities—across the United States, Asia, and other regions of the world, will, I am certain, serve as an excellent compass for Korean law schools as they seek to further develop their clinical programs.

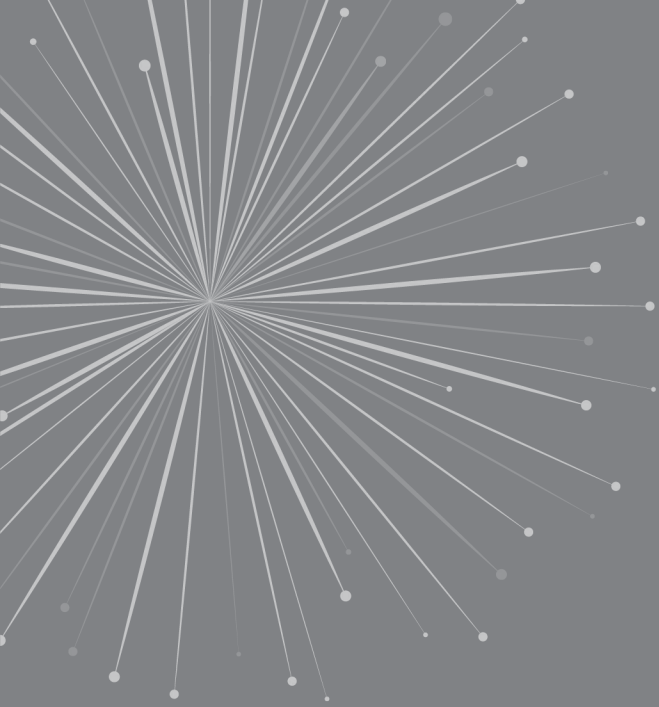
I hope that the discussions exchanged today will not remain at the level of academic discourse, but will also translate into concrete educational practices that help our students grow into compassionate legal professionals who uphold justice and human rights.

Our law school will likewise continue to spare no effort in supporting the further development of SNUPLC and the continued expansion of clinical legal education.

Once again, I extend my warm welcome and sincere thanks to all participants, and I wish you a meaningful and rewarding day.

Thank you.

Jaemin Lee, Dean
Seoul National University School of Law
December 15, 2025



Congratulatory Remarks

—

Jung-wook KIM

President, Korean Bar Association

Congratulatory Remark

Excellencies and distinguished guests, I am Jung-wook Kim, Attorney at Law and President of the Korean Bar Association.

I extend my warmest welcome to all of you attending the 2025 International Conference on Clinical Legal Education, jointly hosted by the SNU Law Public Interest & Legal Clinic Center (SNUPLC) and the Korean Bar Association. I also wish to express my sincere appreciation to everyone who dedicated their time and effort to organizing this event, as well as to the presenters, discussants, and session chairs for their invaluable contributions.

Article 2 of the *Act on the Establishment and Management of Professional Law Schools* makes clear that the law school system was introduced to cultivate legal professionals equipped with sound professional ethics and strong practical skills.

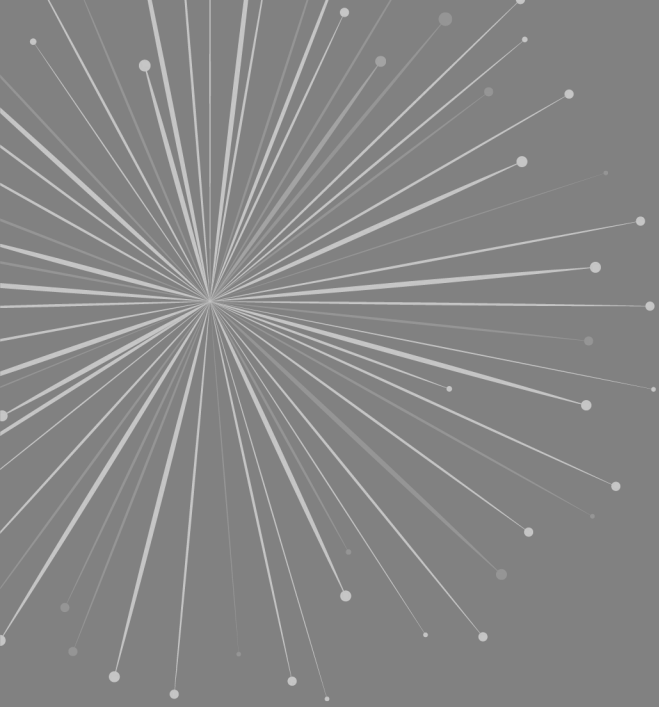
Because law schools were established with the explicit mission of training practice-ready attorneys, it is essential to strengthen practical training and address the current imbalance in curricula, which remain heavily focused on theoretical instruction geared toward the bar examination. Expanding the number of faculty members who hold legal practice qualifications is one meaningful way to ensure a proper balance between theory and practice, thereby enabling students to develop the competencies they will need as future members of the legal profession.

Clinical legal education is particularly central to this mission. Through real cases, students develop practical abilities, gain firsthand experience with public-interest matters and the concerns of vulnerable communities, and build the foundations for future pro bono work. Today's conversations—reviewing clinical education models abroad and exploring future directions for Korea—will present a profoundly meaningful opportunity to that end.

I would like to once again express my deep gratitude to all who are here today. The Korean Bar Association will continue to devote sustained attention to strengthening practical legal education in Korea and will actively participate in efforts toward institutional reform.

Thank you.

**Jung-wook Kim, President
Korean Bar Association
December 15, 2025**



Congratulatory Remarks



Daesik HONG

Chairperson, Association of Korean Law Schools

Congratulatory remarks

Greetings.

I am Dae Sik Hong, Chair of the Association of Law Schools.

Distinguished clinical legal education experts from Korea and abroad, esteemed representatives of our law schools, members of the legal profession, and students — I thank you for joining us.

I offer my heartfelt congratulations on the opening of the 2025 International Conference on Clinical Legal Education. I am deeply grateful to all of you who have set aside time, despite demanding schedules, to advance the development of clinical legal education in Korea. I extend special thanks to the Public Interest and Legal Clinic Center (SNUPLC) at Seoul National University School of Law, which prepared today's program with great care, and to the Korean Bar Association for its committed support.

This conference provides an important opportunity to assess where clinical legal education stands today, strengthen our engagement with global networks, and reflect together on the educational direction law schools should pursue. Clinical legal education is not simply a pedagogical technique. It is essential training that connects legal practice with the public interest and cultivates both professional competence and a strong sense of responsibility. In this light, our discussions today will serve as a meaningful starting point for clarifying and reinforcing the path forward for legal education in Korea.

It is especially significant that leading organizations and scholars from the Global Alliance for Justice Education and the Association of American Law Schools have joined us. Their extensive experience and research offer valuable insight and inspiration and will provide a strong foundation for Korea's clinical legal education to grow within the broader international landscape. Our own Association will continue to pursue sustained exchange with all of you so as to strengthen the groundwork for a more robust system of clinical legal education in Korea.

Korean society is experiencing rapidly increasing legal needs across diverse fields — ESG governance, AI and digital regulation, and environmental protection, to name only a few. These shifts underscore that legal professionals must assume roles not only as technical experts, but also as public actors who embody and practice social responsibility. Clinical legal education is the most important means of responding to these evolving demands. It is where students learn, through direct experience, the ethics, service orientation, and commitment to the public good that must define the legal profession.

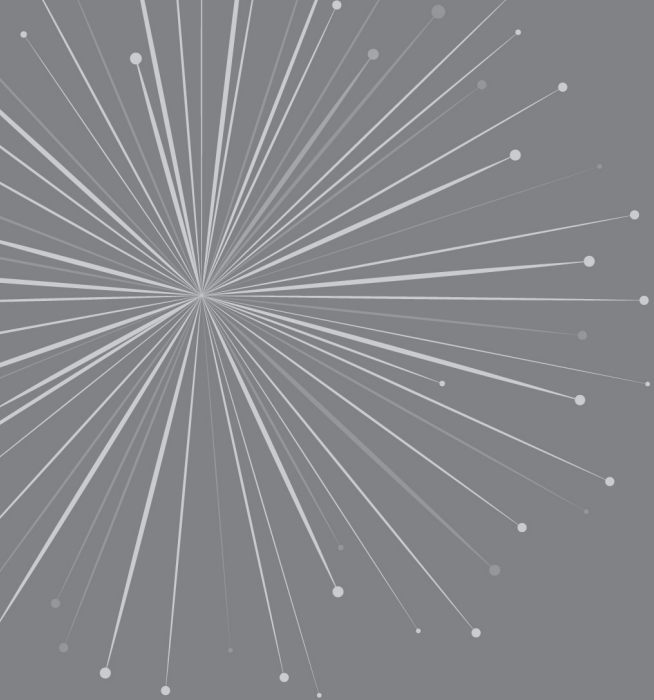
The Association of Korean Law Schools has worked to strengthen legal education in line with the founding ideals of the law school system: a broad intellectual foundation; a deep understanding of individuals and society; and a value system grounded in liberty, equality, and justice. To support the training of public-minded lawyers, we have pursued a range of initiatives, from research and operation of a clinical legal education working committee, to signing an MOU with the Korea Clinical Legal Education Association. Through these and other policy efforts, we aim to create an institutional environment in which all law schools can operate clinical programs in a stable and effective manner. We will continue to work closely with the Ministry of Education, the Ministry of Justice, and the academic community to ensure that clinical legal education becomes firmly established as a central pillar of the Korean law school curriculum.

Today's conference will explore a wide array of topics, including the operation of clinical education networks, the public-interest role of attorneys, and the international direction of clinical training. I hope that the experience and wisdom shared here today will become a valuable resource to all and will contribute meaningfully to the qualitative advancement of clinical legal education in Korea.

In closing, I extend my sincere appreciation once again to everyone whose dedication made this conference possible and to the experts who have traveled from abroad to be with us. I wish all participants continued health and success.

Thank you.

Dae Sik Hong, Chair
Association of Korean Law Schools
December 15, 2025



Session I

Presentation 1



Korean CLE Network operations and prospects

Jaewang KIM

Clinical Professor of Law, SNU Law School

Korean Clinical Legal Education Network: Operation History and Plans for Further Development

Jaewang Kim

Introduction of the law school system and clinical legal education in Korea

- In 2009, Korea replaced its attorney-training system. Instead of the state (through the Judicial Research and Training Institute or JRTI) educating those who passed the National Judicial Examination, law school graduates would now sit for the Bar Examination.
- This shift redirected legal education from its traditional scholarly emphasis toward strengthening practical, practice-ready competencies.
- The evaluation criteria for law schools came to include the operation of legal clinics.
- Each university's legal clinic received government subsidies ranging from KRW 20 million to KRW 60 million.

Legal provisions for clinical legal education

Act on the Establishment and Management of Professional Law Schools

Article 20 (Curricula)

(2) Necessary matters, including courses of study to be opened by professional law schools, shall be prescribed by Presidential Decree.

Enforcement Decree of the Act on the Establishment and Management of Professional Law Schools

Article 13 (Curriculum)

- (1) A professional law school shall open courses including the following subjects so that students can provide guidance on the values of legal knowledge, legal knowledge, specialized skills, etc. of students as legal professionals:
 1. Legal ethics;
 2. Investigation of legal information, including information on domestic and foreign statutes and precedents;
 3. Preparation of legal documents, such as judgments, complaints, and pleadings;
 4. Mock trial;
 5. Practice courses.
- (1) A professional law school shall provide students with opportunities to serve society through practical training courses under paragraph (1)5.

A more challenging environment for clinical legal education

- In 2016, the government subsidies were abolished.
- As the bar exam pass rate dropped into the 50-percent range, law schools increasingly focused their curricula on bar preparation.
- Even professors committed to developing legal clinics could no longer advance proposals such as securing budgets, appointing clinical faculty or inviting practicing lawyers, or improving clinic-related curricula.

A shift in clinical legal education

- In 2019, the Korea Clinical Legal Education Association (KCLEA) was established.
- The same year, the SNU Law Public Interest & Legal Clinic Center (SNUPLC) was founded and appointed a full-time clinical faculty member.
- In 2022, Inha University appointed its own full-time clinical faculty member.
- In 2025, Pusan National University appointed a full-time clinical faculty member.

Establishment of KCLEA

- Discussions began in 2019 among universities in the Seoul-Gyeonggi-Incheon region and led to the Association's establishment.
- Its purpose is to strengthen clinical legal education at legal clinics and, through it, cultivate legal professionals with sound ethics, knowledge, and practical ability.
- The Association consists of 26 member institutions.
 - Includes 25 legal clinics at law schools and the Seoul Bar Association's Pro Bono Center.

KCLEA Articles of Association

Article 4 (Projects)

To achieve the purpose set out in Article 1, the Association carries out the following projects:

1. Research on systems and pedagogical methods for clinical legal (legal clinic) education in law schools;
2. Cooperation among institutions responsible for clinical legal education;
3. Exchange of knowledge and information, and broader professional exchange among clinical educators;
4. Activities that promote and vitalize clinical legal education in law schools;
5. Training and education of clinical faculty;
6. Publication and distribution of textbooks and materials related to clinical legal education;
7. Exchange and cooperation with the Association of Korean Law Schools and with overseas clinical legal education organizations;
8. Other necessary matters.

KCLEA's activities

- Public Interest and Human Rights Program for Prospective Lawyers
 - This program connects law school students nationwide with more than 20 public-interest organizations, enabling students to gain practical experience in public-interest legal work.
- The Association hosts international conferences, symposia, and other such events to advance legal clinic education.
- It publishes manuals for clinic operations.
- Its activities have recently slowed.

SNUPLC structure and tasks



Members

Director, Vice-Director, clinical faculty

Areas of business

Clinical legal education (CLE), pro bono work, education on legal aid and on public interest laws

Operating meetings

Weekly meetings every Monday and business meetings on Thursdays

SNUPLC's clinical legal education (regular curriculum)

Spring semester 2025

(6 full-time and 6 adjunct professors)

- Legal Aid Clinic
- Women and Children's Rights Clinic
- Disability Rights Clinic
- Labor Law Clinic
- Human Dignity Clinic
- Arbitration Clinic
- International M&A Clinic
- Social Economy Clinic
- Startup Clinic
- State Compensation Clinic
- Criminal Victims Clinic
- Freedom of Expression Clinic

Fall semester 2025

(3 full-time and 6 adjunct professors)

- Legal Aid Clinic
- Women and Children's Rights Clinic
- Disability Rights Clinic
- International Trade Clinic
- Social Economy Clinic
- Startup Clinic
- Migrant Rights Clinic
- Criminal Victims Clinic
- Criminal Law Clinic

SNUPLC's policy on clinical legal education

SNU Law Regulations

Article 14 (Operation of the curriculum, etc.)

- (1) The Dean may open new courses of study or abolish or modify existing ones on the basis of review and resolution by the Curriculum Committee.
- (2) Students enrolled in master's programs are to obtain up to 18 credits per semester. Non-credit courses, such as those on legal ethics, investigation of legal information, formulation of legal documents, mock trials, legal practicums, Clinical Legal Education 1 and 2, and other personal efforts made toward becoming legal practitioners, shall not count.

Operation Guidelines for CLE at SNU Law

Article 1 (Purpose)

The Operation Guidelines define matters pertaining to Clinical Legal Education 1 and 2 and special clinical legal education courses (which may all be referred to as "CLE courses").

Article 2 (Offering of courses)

- (1) Each CLE course shall be offered under the name of the person or persons who will practically teach and train students. In principle, no course should have more than 30 enrolled students.
- (2) Each CLE course shall grant one to three credits to each student upon completion of each semester.

SNUPLC's policy on clinical legal education

Operation Guidelines for CLE at SNU Law (cont'd)

Article 3 (Instructing Lawyers)

The teacher(s) of each course may seek the help of instructing lawyers, who may be employees of SNU Law or outside practitioners, in order to provide quality teaching and training that reflect the requirements of the given course and the needs of students.

Article 4 (Prerequisite Courses)

Students wishing to take a CLE course must complete Public Law (courses 1, 2, and 3), Civil Law (courses 1 and 2), Criminal Law (courses 1 and 2), Civil Litigation Law (course 1), and the course on the investigation of legal information without exception by the end of the semester immediately preceding the CLE course they intend to take.

Article 5 (Clinical Courses)

- (1) Students in each CLE course is to dedicate at least 40 hours per credit to the handling of an actual case, from the beginning (e.g., consultation with the client) to the end and perform part of the tasks involved as supervised and delegated by the teacher(s) or instructing lawyer(s) of the course.
- (2) A CLE course is to be structured as follows in principle:
 1. Involving direct instruction by the teacher(s)/instructing lawyer(s), for at least an hour per week and for at least 15 hours per course;
 2. Accompanying the teacher(s)/instructing lawyer(s) in consultation with the client(s), for at least 15 hours per course; and
 3. Investigating/researching by students themselves as well as submission of reports from them on their findings.
- (3) Students taking CLE courses are legal practitioners of the future with the mission of advocating basic rights and promoting justice. They ought to perform their tasks and duties in good faith, and may not claim any financial rewards in relation to the tasks they perform as part of their courses, except for the reimbursements of actual costs they might expend during the courses.

Legal Aid Clinic

- Under an attorney's supervision, each student counsels on one real-life and real-time case.
- With guidance from clinical faculty, students draft briefs for real litigation matters.
- In the fall semester of 2025, the clinic handled a damages action brought by a Chinese victim of a hate crime and a criminal case involving a defendant with a disability.
- The clinic also offers expert guest lectures, opportunities to observe discussions, and related learning activities.

Extracurricular activities at SNUPLC

- Students voluntarily take on public interest and human rights projects, including:
 - Legal education for youth preparing for independent adulthood;
 - Legal aid and community-based legal counseling;
 - A study examining the state of academic support for university students with disabilities.

Collaborations with other law schools

- Chonnam National University
 - Drafting briefs for a lawsuit seeking confirmation of the non-existence of debt for a victim with an intellectual disability who had been defrauded
- Inha University
 - Preparing a complaint in a case involving a sports facility that restricted access for wheelchair users
- Pusan National University
 - Conducting interviews with individuals who were institutionalized by the state during the 1980s
- UCI
 - Researching U.S. cases on campus life for gender minority students

Public interest career development at SNUPLC

- Public interest legal internship
SNU law students are required to complete a practicum at one public-interest organization.
- Public Interest and Human Rights Program for Prospective Lawyers
This program links law school students across the country with more than 20 public-interest organizations, allowing them to gain hands-on experience in public-interest legal work.
- Fellow Attorneys
The program supports new attorneys who wish to pursue public-interest and human rights work by funding up to two years of planned activities and helping them chart their career paths.
- Training for new attorneys in public-interest organizations
Provides practical training for attorneys newly joining public-interest organizations.

Challenges facing clinical legal education

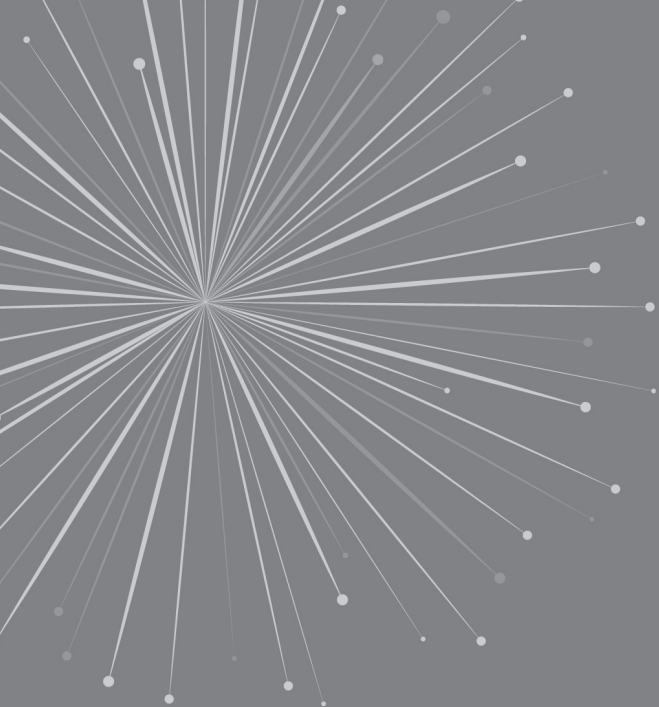
- Students' strong expectation that law school will help them prepare for the bar exam
- Academic administration oriented toward the bar exam
- Regional disparities among law schools
- Difficulties faced by smaller law schools
- Yet, students continue to show a sustained interest in public-interest work and practice-oriented learning.

Tasks

- Law schools need to recognize the importance and value of legal clinics.
- Significant disparities among law schools should be mitigated.
- Unlike SNU, many institutions struggle to maintain legal clinics, relying heavily on a single clinic director or a small number of dedicated faculty.

Need for a clinical legal education network

- Strengthening collaboration among clinical faculty to shift perceptions of legal clinics
- Experimenting with new pedagogical methods
- Securing human and material resources
- Enhancing the professional capacities of clinical faculty
- Improving attorney training processes, including bar exam preparations



Session I

Presentation 2



Building and maintaining GAJE

Bruce LASKY Co-Director BABSEACLE

Leni Widi MULYANI Professor, Pasundan University

글로벌정의교육연합

(Global Alliance For Justice Education)

www.gaje.org

브루스 래스키(Bruce Lasky) 및 레니 위디 몰야니(Leni Widi Mulyani)

GAJE의 목표

- 1) 정의교육에 관한 국제적 정보 공유와 협력을 촉진한다.
- 2) 교수법과 교재의 정보 허브로 기능한다.
- 3) 정의교육에 관한 국제·지역·국내 컨퍼런스를 개최하고 지원한다.
- 4) 혁신적인 정의교육 개발을 지원하기 위한 기금을 모으고 관리한다.

등록 비영리단체 미국

운영위원회 지역

- 아프리카
- 오스트랄라시아
- 동아시아
- 동유럽
- 중남미
- 남아시아 및 중앙아시아(중동 포함)
- 북미
- 서유럽
- 비지역 일반위원
- 명예위원

운영위원회의 역할과 책임

운영위원회(SC)는 조직의 전략적 방향을 설정하고, 정책을 수립하며, 매년 수 차례 회의(주로 이메일로 진행)를 통해 GAJE의 공식 활동에 관한 결정을 내립니다.

운영위원회는 모든 위원회와 실무그룹(예. 집행위원회, 지역위원회, 커뮤니케이션위원회 등)을 감독합니다.

운영위원회는 GAJE 세계대회의 조직과 관련한 사항을 결정합니다. 예를 들어, 대회 장소 선정, 지역 주최측의 제안서 평가, 대회 계획 승인 등을 수행합니다.

집행위원회

- 공동 위원장 (2)
- 사무총장
- 재무위원

GAJE 세계대회

- 인도 (1999)
- 남아프리카공화국 (2001)
- 폴란드 (2004)
- 아르헨티나 (2006)
- 필리핀 (2008)
- 스페인 (2011)
- 인도 (2013)
- 터키 (2015)
- 멕시코 (2017)
- 인도네시아 (2019)
- 남아프리카공화국 (2022)
- 폴란드 (2025)

GAJE 대회에는 여러 병행 세션이 편성되어 사법 접근성, 임상적 방법론, 법률 개혁, 사회적 옹호활동과 같은 다양한 주제가 논의됩니다.

TOT 워크숍은 GAJE 대회가 단순한 이론적 회의 이상임을 보여줍니다. 워크숍에서는 또한 법률 실무자와 교육자를 대상으로 캠퍼스나 지역사회에서 “정의교육 / 리걸클리닉 교육”을 수행하는 방법에 관한 교육이 이루어집니다.

전 세계에서 온 대표단과 함께 참가자들은 다양한 법체계에 기반한 법적 관점을 접할 수 있으며, 이를 통해 순수하게 지역적인 접근법보다 훨씬 더 가치 있는 관점을 확보할 수 있습니다.

네트워킹!

GAJE는 다른 국가의 법적 양상, 사회정의, 임상교육, 권리 옹호활동에 대해 더 깊이 이해하고자 하는 사람들에게 중요한 국제 이니셔티브입니다. GAJE 대회는 단순한 학술회의에 그치지 않고 참가자들 간 네트워크 형성을 통해 법학교육에 새로운 활력을 불어넣는 역할을 합니다.

GAJE와의 여정 — 레니 위디 물야니

- GAJE에 처음 참여하게 된 것은 2013년 인도에서였습니다.



파순단대학교의 임상법학교육 프로그램은 2007년에 시작되었습니다. 선임 교수님이 이 프로그램을 소개해 주었습니다.

말레이시아와 인도네시아의 국제 공동 클리닉

두 대학 간 협력 프로그램은

국경을 초월해 학술 역량을 강화하고,

실무 기반 학습을 통합하며,

국경을 가로질러 지역사회에 법적·사회적 옹호 서비스를 제공합니다.

또한 인도네시아 이주 노동자와 같은 초국적 문제에 대한 공동 연구를 장려합니다.

양국 교수진은 연구, 옹호활동, 국제협력 분야에서 활발히 활동 중입니다.

제10회 GAJE 세계대회 (인도네시아 반둥, 2019)

2019년 파순단대학교에서 개최된 대회는 국제 네트워크에 접근할 수 있는 관문을 마련했습니다. 즉, 반둥의 지역 캠퍼스/단체들이 더욱 수월하게 국제적인 네트워크에 참여할 수 있게 되었습니다.

GAJE를 유지하고 발전시키기 위한 다음 단계

01

GAJE 홍보

02

GAJE 컨퍼런스 참가

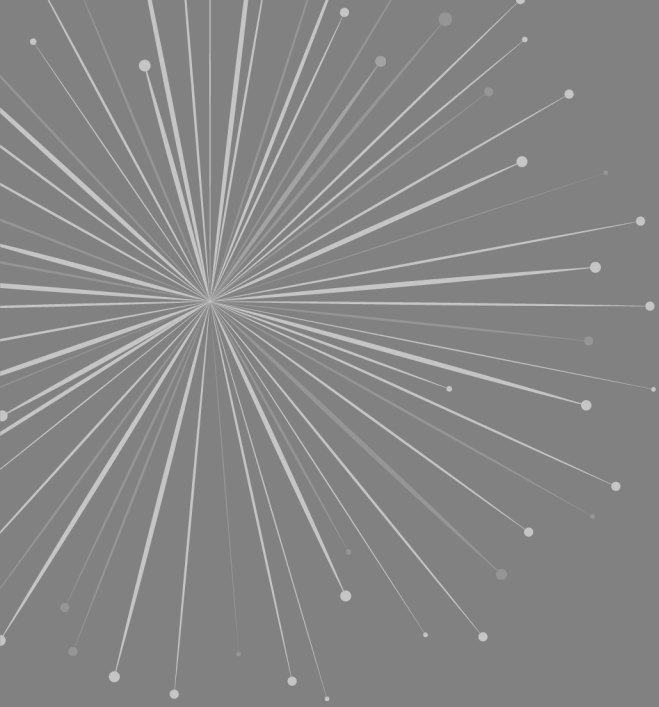
03

향후의 세계·지역·국내
컨퍼런스 주최하기

04

운영위원회 및
GAJE 기타 위원회 참여

감사합니다



Session I

Presentation 3



Building and maintaining AALS

Kellye TESTY

CEO, Association of American Law Schools

2025 임상법학교육 국제컨퍼런스
서울대학교 법학전문대학원(온라인 병행)
2025년 12월 15일

켈리 Y. 테스트(Kellye Y. Testy)

미국로스쿨협의회(Association of American Law Schools, AALS)

최고경영자 겸 사무총장

<https://www.aals.org>

ktesty@aals.org

미국로스쿨협의회(AALS)는 법학교육의 우수성을 증진하겠다는 사명으로 125년 전 설립되었습니다. 현재 미국 내 174개 회원 로스쿨을 보유한 본 협회는 계속해서 이러한 사명에 집중하고 있습니다. AALS는 정의의 증진 및 지역·국가·국제 사회를 아우르는 다양한 공동체에 대한 봉사를 추구하는 가운데 교육과 학술 연구의 우수성, 학문적 자유, 배경과 관점의 다양성을 포함하는 포용성이라는 핵심 가치를 증진함으로써 사명을 실천하고 있습니다. 이러한 사명을 뒷받침하기 위해 AALS는 로스쿨을 위한 기관 회원 조직이자 법학교수들을 위한 학술단체의 역할을 함께 수행합니다.

켈리 Y. 테스트는 AALS의 사무총장 겸 최고경영자(CEO)입니다. 협회에 합류하기 전 테스트는 로스쿨입학위원회(Law School Admission Council, LSAC)의 위원장 겸 최고경영자로 재직하였습니다. 재직 기간 테스트는 다양한 인재들이 법학을 공부하도록 장려하고, 로스쿨 준비과정에서 실무에 이르기까지 이들의 입학과 학습 여정을 지원하는 등 법학과 정의를 발전시키고자 하는 헌신적인 노력으로 조직을 이끌었습니다.

또 2009년부터 2017년까지 워싱턴대학교 로스쿨 학장 및 법학교수로, 2005년부터 2009년까지는 시애틀대학교 로스쿨 학장 및 법학교수로 재직하였습니다. 테스트는 1992년 퓨젯사운드대학교(이후 시애틀대학교로 개명)에서 법학교수로 경력을 시작했습니다. 전문 분야는 리더십, 상법 및 회사법, 젠더와 법, 법학교육 등입니다. 테스트는 블루밍턴 소재 인디애나대학교에서 저널리즘 학사 학위를, 인디애나대학교 모러 로스쿨에서 법학 학위를 취득했습니다.

아래에는 임상법학교육에 관한 주요 자료들이 제시되어 있습니다. 우리는 전 세계 법

학교육의 우수성 증진을 위한 협력자로서 언제든지 도움을 드릴 준비가 되어 있습니다.

AALS

임상법학교육

분과.

<https://www.aals.org/sections/list/clinical-legal-education> 참조.

신입 임상가 핸드북

임상법학교육협회(Clinical Legal Education Association)가 발행한 신입 임상가 핸드북에는 미국 임상교육의 주요 교육 주제, 역사, 특징을 정리한 내용과 훌륭한 참고문헌 목록이 수록되어 있습니다.

<https://static1.squarespace.com/static/67ed7fef82298565186ccd47/t/680b9feebfa0b33bc03da647/1745592303011/2023+CLEA+New+Clinicians+Handbook+-+web+resources+updated+Mar+2025.pdf>.

임상법학교육 관련 자료

- 응용법학교육 연구센터(CSALE) 웹사이트(<https://www.csale.org/>) 참조.
- 최신 설문조사 결과는 <https://www.csale.org/#results> 참조.
- 법학교육 저널(Journal of Legal Education) 최신 논문: Robert R. Kuehn & David A. Santacroce, *An Empirical Analysis of Clinical Legal Education at Middle Age*[중세 임상법학교육에 관한 경험적 연구], 71 Journal of Legal Education 662 (2022).

임상법학교육의 역사

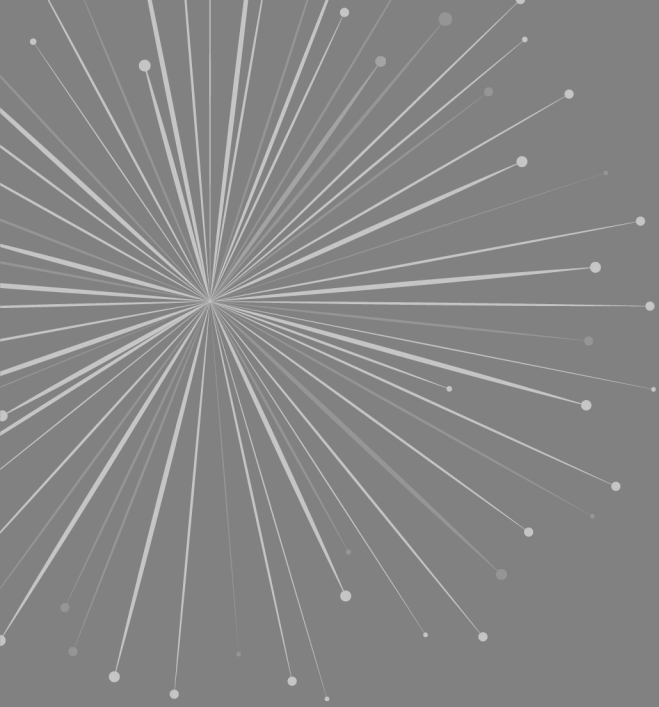
- Jerome Frank, *Why Not a Clinical Lawyer-School?*[왜 임상 법률가학교가 아닌가?], 81 University of Pennsylvania L.R. 907 (1933) (당시 지배적이던 이론 중심의 판례 분석 방법과 대비해 경험적이고 현실에 기반하는 법학교육의 필요성을 개념적으로 개괄한 것으로 임상법학의 토대가 되는 저술).
- Roy Stuckey, *Power and Politics in the Founding Era of Clinical Legal Education*[임상법학교육 정초기의 권력과 정치]. 미국 임상법학교육 기록원(National Archive of Clinical Legal Education)에서 온라인으로 이용 가능(<https://repository.library.georgetown.edu/handle/10822/1062764>). 임상 교수 지위와 고용 안정을 확보하기 위해 초기 임상가들이 벌인 정치적 투쟁과 성공적인 노력을 자세히 기술.
- 미국 임상법학교육의 3차 발전 단계를 요약한 논문으로는 https://openscholarship.wustl.edu/cgi/viewcontent.cgi?article=1835&context=law_

scholarship 참조.

- 아메리칸대학교 로스쿨에 재직하는 세 명의 저명 교수(로버트 다이너스타인(Robert Dinerstein), 엘리엇 밀스타인(Elliott Milstein), 앤 샬렉(Ann Shalleck))가 50년에 걸친 임상법학 발전과정에 관해 쓴 논문으로는 <https://digitalcommons.wcl.american.edu/jgspl/vol31/iss3/1/> 참조.

세계의 임상법학교육

- Richard J. Wilson, *Training for Justice: The Global Reach of Clinical Legal Education*[정의를 위한 훈련: 임상법학교육의 세계적 확산], 22 Penn St. Int'l L. Rev. 421 (2004). (리걸클리닉이 미국 외 지역, 특히 독재체제에서 벗어나고 있는 지역에서 어떻게 뿌리내렸는지 조명하고, 리걸클리닉의 부상을 더 광범위한 민주적·사회적 변화 운동과 연결하는 논문).
- Frank S. Bloch, *The Global Clinical Movement: Educating Lawyers for Social Justice*[글로벌 임상 운동: 사회정의를 위한 변호사 양성](2010) (다양한 국가의 정의 교육 현황을 기술하고, 사회정의 불평등에 국제적으로 대응하는 도구로서 리걸클리닉을 제시하는 전 세계 임상 교육자들의 학술논문 모음집).
- Richard J. Wilson, *The Global Evolution of Clinical Legal Education: More than a Method*[임상법학교육의 세계적 발전: 하나의 방법을 넘어] (2018) (리걸클리닉이 다양한 법 전통(영미법, 대륙법, 샤리아법 등)과 세계 여러 지역에서 어떻게 발전해 왔는지에 대한 포괄적인 역사적 개요 제공).
- Catherine F. Klein, Richard Roe, et al., *Teaching About Justice by Teaching with Justice: Global Perspectives on Clinical Legal Education and Rebellious Lawyering*[정의로 가르침으로써 정의를 가르치기: 임상법학교육과 저항적 법률활동에 대한 국제적 관점], 68 Wash. U. J.L. & Pol'y 141 (2022) (국제적 관점을 제시하고, 국제적 임상 실천을 “저항적 법률활동” 패러다임과 연결함으로써 지역사회 역량강화와 체계적 변화를 강조).
- 미국 임상법학교육이 유럽에 미친 영향을 다루고 있는 필립 젠트리(Philip Gentry)의 연구는 한국의 고유한 상황에 미국의 임상 모델을 어떻게 적용할 수 있을지를 고민하는 데 유용하게 활용될 수 있을 것입니다. https://scholarship.law.columbia.edu/faculty_scholarship/4276/ 참조.



Session I


Presentation 4



Trends and prospects of global CLE

Jeff GIDDINGS

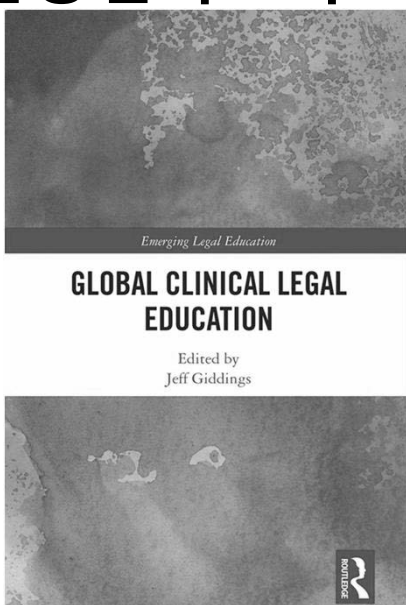
Professor and Associate Dean (Experiential Education), Monash University



글로벌 임상법학교육의 추세와 전망

서울대학교 법학전문대학원 – 2025년 12월 15일
제프 기딩스(Jeff Giddings) 교수, 모나쉬 로스쿨 부학장(체험교육 담당)

글로벌 임상법학교육

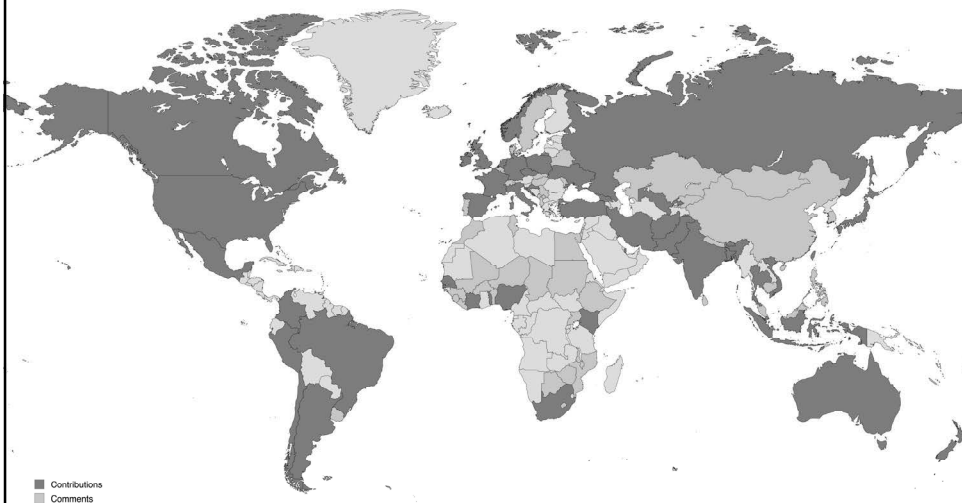


글로벌 임상법학교육

- 2025년 초 출간(Routledge 출판사)
- 45개국 67명의 저자 참여
- 17개 장
- 중요한 임상법학교육 지도자들로 구성된 “핵심 전문가 그룹”
- 잘 알려지지 않은 지역에 초점
- 논문 작성의 지침이 되는 일련의 핵심 질문들을 저자들에게 제공
- 제1부 – 문제제기
- 제2부 – 다양한 지역의 클리닉
- 제3부 – 분석과 성찰

글로벌 임상법학교육

- 책에서 다루고 있는 지역



글로벌 임상법학교육

학생들이 실제 소송을 다루는 최초 사례들은 어디에서 찾아볼 수 있을까요?

- 일본?
- 덴마크?
- 러시아?
- 미국?
- 태국?
- 프랑스?



글로벌 임상법학교육

한국의 클리닉에 만 있는 차별화된 특징이 있습니까? 있다면 무엇입니까?

- 함께 생각해 보고, 다른 사람과 짝을 이뤄 이야기를 나누어 보세요.



글로벌 임상법학교육

특별한 요소나 비결이 있습니까?



7

글로벌 임상법학교육

- 다음에 관해 이야기해 봅시다.
 - 출판과정
 - 모든 사람이 제가 요청한 것보다 더 많은 내용을 썼습니다
 - 몇 가지 솔직한 생각들
 - 새롭게 떠오르는 주제들



글로벌 임상법학교육

주제

- 임상법학교육에 대한 다양한 이해
 - 봉사 중심인가, 학습 중심인가?
 - 자원봉사자
- 다양한 모델
- 파트너십과 협업
- 외부 자금 지원
- 학생들의 관심사와 리더십

글로벌 임상법학교육

주제

- 임상법학교육을 뒷받침하는 구조들
- 임상법학교육을 방해하는 구조들
- 관습법
- 조류와 파도
- 기준과 모범사례의 가치
- 국가별 임상법학교육협회의 가치
- 임상법학이 미국 수입품이라는 인식의 재고

글로벌 임상법학교육

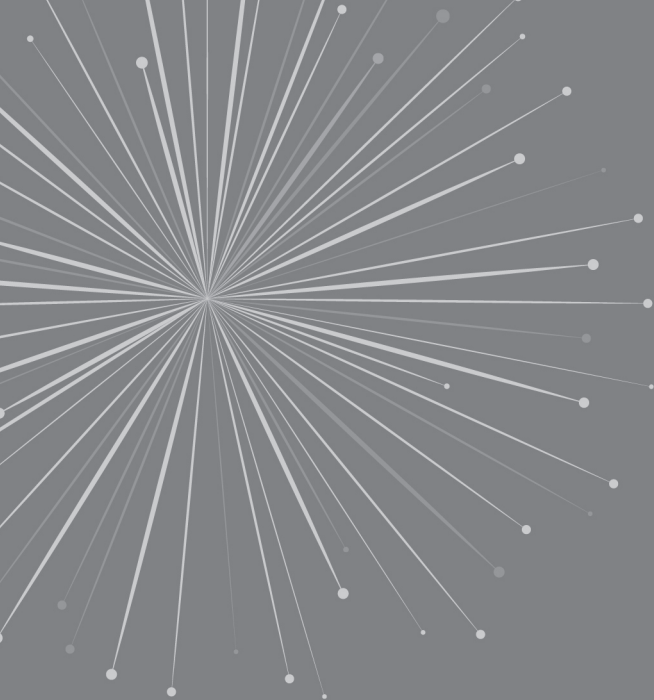
전망

- 최근 발간되었거나 향후 발간 예정인 다양한 저술에서 제공되는 분석 활용
- 기후정의
- 기술, 특히 인공지능
- 법학 전문 출판물을 넘어서는 출판 활동
- 전문 클리닉
- 국제적·지역적 협력

글로벌 임상법학교육

질의응답





Session I

Discussion 1



Case study on Korean CLE Networking
and prospects

Hyungguk YEOM

Chair, AKLS Clinical Legal Education Committee

Necessity of a Korean clinical legal education case study and of building a CLE network

Yeom Hyungguk, Attorney-at-law
(Chair, Clinical Legal Education Committee, Association of Korean Law Schools)

1. KCLEA's activities

In 2019, universities in the Seoul-Gyeonggi-Incheon (SGI) region began discussing the need for a coordinated network for legal clinics. These conversations led to the launch of the Korea Clinical Legal Education Association (KCLEA), which has since operated with 19 member law school clinic centers. Each member school voluntarily contributed dues scaled to its enrollment size.

In its early years, KCLEA played a particularly active role by co-hosting international conferences and symposia designed to strengthen legal clinics, published an operating manual for legal clinics, and jointly carried out the Public Interest and Human Rights Program for Prospective Lawyers with the Seoul Bar Association and the SNU Law Public Interest Legal Clinic (SNUPLC). Recently, however, activity has slowed due to frequent turnover among clinic directors and Association officers, as well as inconsistent payment of membership dues. Professor Oh Jinsook of Pusan National University School of Law is now at the helm as the chairperson and is preparing to reorganize the Association and guide it toward renewed growth.

2. Launch of the Clinical Legal Education Working Committee

Following the appointment of Chair Hong Daesik, the Association of Korean Law Schools (AKLS) formally established the Clinical Legal Education Working Committee in August 2025 under its operating regulations to support the expansion of clinical legal education across law schools. The Committee consists of three subcommittees—external relations, institutional reform, and programs—and is exploring collaboration with individual law schools; cooperation with the Ministry of Justice, Ministry of Education, Judicial Administration Office, bar associations, and other relevant bodies; the development of clinical teaching methodologies; and research on whether clinical courses should become mandatory components of the law school curriculum.

The Committee is preparing to hold a nationwide meeting on the state of clinical legal education (CLE) in February 2026, where law schools will share the status of their clinics, teaching methods, and exemplary practices, and engage in open discussion about strategies for furthering CLE. The Committee is also working with the Judicial Administration Office to implement criminal public defender clinics across all law schools and is exploring ways to reinstate national subsidies, which were discontinued in 2016, to support this initiative.

3. The need for budgetary support

At SNU Law, the SNUPLC receives government funding from the Ministry of Education, which allows it to hire clinical faculty and supervising attorneys; offer as many as 11 clinical courses each semester; operate a Fellow Attorneys Program for new lawyers interested in public interest and human rights work; and co-host the Public Interest and Human Rights Program for Prospective Lawyers.

Other schools, such as Inha University (which appointed a full-time clinical faculty member in 2022) and Pusan National University (which in 2025 will appoint a full-time clinical faculty member and supervising attorney), have also expanded their clinics through internal budget allocations.

Most law schools, however, have very few faculty members interested in clinical education and are unable to secure even the minimal funding required to invite clinical or adjunct faculty or to improve clinical curricula. Many schools struggle merely to satisfy the formal requirements set by the law school evaluation framework. In many cases, the matters students handle during external internships are not meaningfully distinguished from those handled within legal clinic courses, and “clinical” education is often reduced to case studies of past decisions rather than genuine hands-on practice. At some schools, the partner organizations that are supposed to support clinical education do not function properly, making meaningful collaboration impossible.

Budget shortages are not the sole cause of weak clinical programs, but without stable funding schools cannot hire clinical faculty, and clinics remain limited to minimal, routine activities. This stagnation leaves little room for new initiatives. Government funding therefore appears to be the minimum necessary condition for revitalizing legal clinics.

4. The need to establish a network

Most law school clinics operate entirely in isolation, without even basic information about how clinics at other schools function. It is essential to gather information about clinical programs nationwide, share teaching methods and exemplary practices, and create spaces for collective discussion about strengthening clinical legal education. AKLS aims to lead this effort by hosting regular exchange events for clinical legal education and building a flexible but useful network among faculty responsible for clinical instruction across law schools.

5. Question for Global Alliance for Justice Education (GAJE)

GAJE is an international network dedicated to improving access to justice through legal education. Its core mission is to support the expansion of clinical legal education and other socially engaged forms of legal education. Given the current state of CLE in Korean law schools, we ask what conditions should be met to strengthen it in Korea and how Korean law schools might effectively build relationships and networks within the alliance.

6. Question regarding the Association of American Law Schools (AALS)

The AALS maintains a clinical legal education section that facilitates exchanges among clinical faculty, practitioners, and students; advances policy proposals; and hosts the annual Conference on Clinical Legal Education, where participants discuss specialized pedagogy, emerging challenges, innovative models of clinic collaboration, and outstanding clinical practices. The AALS co-sponsors the *Clinical Law Review* with organizations such as the Clinical Legal Education Association (CLEA), promoting scholarship on clinical pedagogy, practice, and professional ethics. It also provides a range of programs and resources for the professional development of clinical faculty and disseminates effective teaching methods.

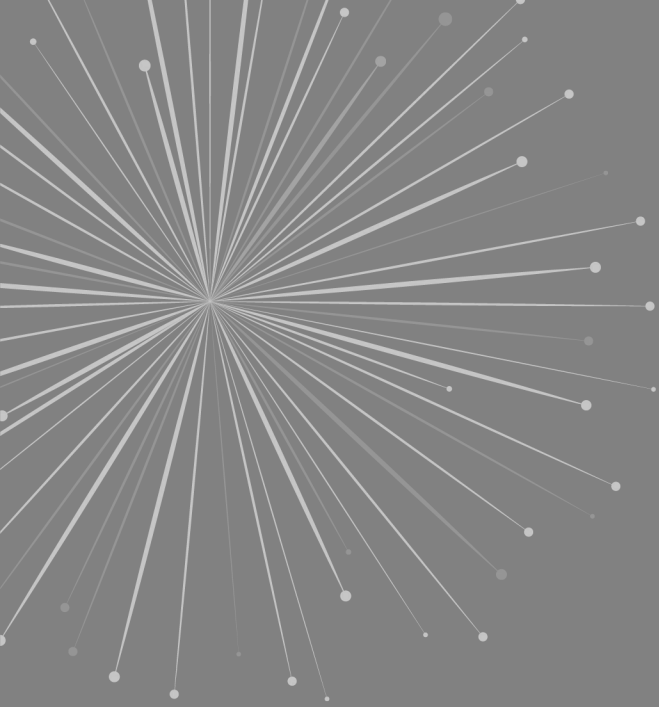
The AALS additionally measures and publishes the total hours and economic value of legal services that law schools provide to their communities through clinics, practicums, and pro bono activities. This highlights the importance of training public-minded lawyers, reaffirms the significance of clinical cases that serve marginalized populations, and helps individual law schools secure funding by linking them with federal and state agencies.

In light of the realities facing clinical legal education in Korean law schools, we would appreciate your advice on what is required to strengthen CLE and how Korean law schools can effectively build networks with the AALS and its clinical community.

7. Question regarding Professor Jeff Giddings's presentation

Professor Jeff Giddings introduced *Global Clinical Legal Education*, a collaborative volume authored by 66 clinical legal education specialists worldwide. The book offers detailed regional analyses of clinical education through case studies from Nigeria, South Africa, Indonesia, Japan, Singapore, Taiwan, Thailand, Vietnam, and other jurisdictions. It also highlights the role of global and regional networks—such as Nigeria's Network of University Legal Aid Institutions (NULAI) and the Southeast Asia-based Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEACLE)—in advancing clinical legal education.

Given the current state of CLE in Korean law schools, we ask what would be needed to invigorate CLE and how Korean law schools might effectively build networks in line with the insights presented.



Session I

Discussion 2



Case study on Korean CLE Networking
and prospects

Yeonji LEE

Clinical Professor of Law, Inha University Law School

2025 International Conference on Clinical Legal Education (December 15, 2025)

Discussion on “Building and Maintaining CLE Networks” Session

Yeonji Lee (Clinical Professor of Law, Inha University School of Law)

The presentations in Session I offered a clear reminder that networking lies at the heart of clinical legal education. They broadened my understanding of the content and methods of such networking and reaffirmed why a conference space like this is indispensable. I would like to thank both the organizers and all the participants for making this possible.

Before turning to the individual presentations, I will briefly introduce the Inha University Legal Clinic Center where I work. As Professor Jaewang Kim noted, Inha is one of the few Korean law schools that has hired full-time clinical faculty, and each incoming class consists of only 50 students.

1. Introducing the Inha University Legal Clinic Center

Located in Incheon, the Inha University Legal Clinic Center took its first major steps in 2022 when it hired full-time clinical faculty dedicated to developing and operating the clinic, following the precedent earlier set by Seoul National University. Because clinical professors retain their bar qualification, handle actual cases, and oversee clinic courses, they form the core of a functional clinic program. Inha, as a small law school with a 50-student admissions quota, does not have the multiple clinical professors, supervising attorneys, or clinical fellows found at SNU. Nevertheless, the existence of designated clinical faculty itself is exceptional in Korea and signals the university's recognition of the importance of clinical legal education.

The Center typically offers one clinic course each semester, with approximately 15 to 20 students enrolled. Students receive training in online legal counseling and the basics of litigation practice. The cases handled through the clinic include public-interest strategic litigation and local legal aid matters. Last July, we won a regional legal aid case, which allowed us to meaningfully demonstrate the value of clinic-driven litigation.

이하대 리걸클리닉센터, 사기 사건에 휘말린 지적장애인 구제

2024. 11. 6. 10:00



ㅣ 명의 도용 대출 관련 공익소송 승소



지적 장애인 명의 도용 대출 관련 공익소송을 승소로 이끈 이연지 이하대 리걸클리닉센터 임상법학교수와 인하대 로스쿨 학생들. [이하대학교 제공]

[헤럴드경제(인천)=이홍석 기자] 인하대학교 법학전문대학원이 개설한 리걸클리닉센터가 최근 명의 도용 피해자인 지적장애인을 대리한 공익소송에서 승소해 눈길을 끌고 있다.

Inha University Legal Clinic Center assists person with intellectual disability of fraud

November 6, 2024, 10:00

Public interest lawsuit victory in identity-theft loan case

Clinical Professor Yeonji Lee of the Inha University Legal Clinic Center and Inha Law School students, who won a public interest lawsuit involving an identity-theft loan taken out in the name of a victim with intellectual disability (photo provided by Inha University).

[Herald Economy (Incheon) – Reporter Lee Hong-seok] The Legal Clinic Center at Inha University School of Law recently drew significant attention after winning a public interest lawsuit on behalf of a victim with intellectual disability whose identity had been stolen and used to obtain an unauthorized loan.

Source: <https://v.daum.net/v/20241106100056478>

2. Discussion of Presentation 1 by Professor Jaewang Kim

SNU's clinical program is the most advanced in Korea, and I followed Professor Kim's presentation with a sense of admiration. His comprehensive overview—from the statutory foundations of clinical education to the present institutional landscape—was particularly impressive. I also agreed with his assessment of the challenges ahead. As he observed, the pressure

surrounding the bar examination often hardens students' mindsets and weakens their interest in the public responsibilities and mission of legal practitioners. For clinical education in Korea to progress meaningfully, this structural issue must be addressed.

Given Inha's reality of offering only one clinic course per semester, I was especially struck by SNU's ability to offer multiple subject-specific clinics. This made me reflect on whether small law schools might benefit from collaborating to jointly offer specialized clinic courses that small schools find it difficult to sustain individually. I also believe that continuing to introduce international examples—like those shared during today's conference—will expand awareness in Korea of the need for clinical legal education. Today's discussions confirmed that concrete examples are far more effective than abstract appeals in building that awareness.

I am also interested in whether there is a broad consensus within SNU that clinical education must encompass not only sound pedagogy but also a commitment to social justice and public responsibility. I would appreciate hearing whether student engagement differs between public-interest-oriented clinics and other types of clinical courses.

3. Discussion of Presentation 2 on GAJE

GAJE's presentation was both impressive and illuminating. The organization's origins in India in 1999 and its history of hosting conferences around the world demonstrate its considerable influence. Its organizational structure is systematic, and the Steering Committee appears to genuinely integrate diverse member perspectives. I was especially struck by the Training of Trainers (TOT) workshops, which provide concrete methods and practical know-how for transforming abstract ideas into workable teaching programs. The case study from Pasundan University in Indonesia was also particularly noteworthy.

With that in mind, I would like to pose several questions relevant to expanding collaboration between Korean clinical education and GAJE. As I understand it, GAJE does not impose membership fees, despite its wide-ranging global activities. How, then, are conferences and organizational operations financed? Are they supported through voluntary contributions, member-country funding, or other sources? Are there financial challenges, and how is long-term sustainability secured?

I am also curious about which areas of collaboration GAJE currently considers most meaningful, e.g., joint research, exchange programs, cross-border clinics, or other emerging initiatives.

The cross-border clinic between Pasundan University and a Malaysian university, mentioned in the presentation, offers important lessons for Korean law schools. I would appreciate hearing more about how GAJE facilitates such transnational partnerships.

4. Discussion of Presentation 3 on AALS

The AALS presentation was striking, especially given the association's 125-year history, its membership of 174 U.S. law schools, and its mission of advancing excellence in legal education. The account of early clinical professors fighting for academic status and job security resonated

strongly, as it mirrors many of the challenges that clinical faculty in Korea encounter today. The creation and sharing of common resources, such as the *New Clinicians Handbook*, also captured my attention.

In this context, I would like to ask a few questions that may offer guidance for clinical legal education in Korea.

The reference to the “third wave” of U.S. clinical education was intriguing. Could you elaborate on that with specific examples?

I was also struck by the paradigm of “rebellious lawyering.” How is this framework incorporated into actual teaching practice?

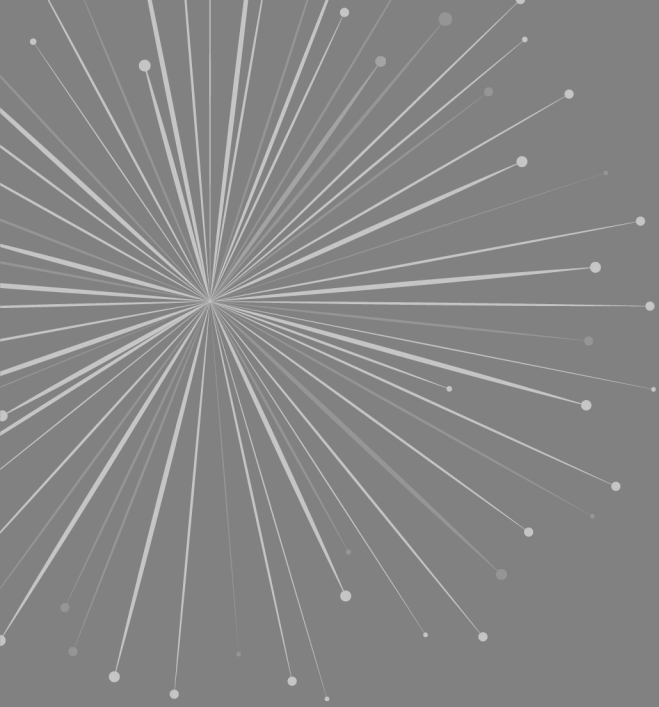
5. Discussion of Presentation 4 on Global CLE Trends

This presentation highlighted that global clinical education has not simply imported a U.S. model but has developed organically within each region’s distinctive context. The many questions posed encouraged us to interrogate our own assumptions about teaching. I look forward to consulting your forthcoming book, *Global Clinical Legal Education* (2025), which I believe will be a significant contribution to the field.

I would like to ask several follow-up questions. Compared to the medical field, clinical legal education seems less central within legal academia. How might we better convince legal educators that learning by doing and deliberate reflection are essential components of legal training? Legal practice often requires long-term accumulation of experience across full case cycles. Can this sensibly be communicated within a single semester? And does emphasizing the social justice mission of clinics meaningfully strengthen the rationale for clinical education?

I am also curious about the mechanisms that help sustain CLE as a long-term, resilient community. You mentioned future thematic focuses such as climate justice and artificial intelligence. Are these topics currently being incorporated into clinic curricula? What initiatives or collaborations (such as joint research projects) are being pursued to encourage law school participation in these emerging areas?

I am grateful to discover the diverse models of collaboration through today’s presentations. They offer valuable guidance for strengthening and expanding legal clinic programs. Thank you.



Session I

Discussion 3



Case study on Korean CLE Networking
and prospects

Jeongeun CHOI

Professor of Law, Chung-Ang University Law School

December 15, 2025

International Conference on Clinical Legal Education

Discussion Paper:
Current status and challenges in operating a clinical legal education network

Choi Jeongeun (Associate Professor, Chung-Ang University School of Law)

Thank you for giving me the opportunity to take part in this meaningful event as a discussant. Until only about 100 days ago, I was on the other side of this room—as a clinical professor, as deputy director of the Center, and as someone expected to help plan and prepare this very conference. Now, although I no longer oversee clinical instruction directly, I am still teaching at a nearby law school, and it feels somewhat unfamiliar to stand here offering reflections and proposals on what is needed for clinical legal education to advance under circumstances that still remain challenging. I would like to express my respect for everyone in this room who has been working, in your respective roles, to strengthen legal education—especially clinical legal education—and to cultivate legal professionals with a strong public-interest orientation and a deep sense of responsibility. My hope is that today’s discussions will further accelerate and broaden that progress.

During my tenure as a clinical professor at Seoul National University School of Law, I had the privilege in the spring of 2024 to attend the AALS Annual Conference on Clinical Legal Education in Saint Louis, along with several attorneys. It was an invaluable opportunity to participate in a wide spectrum of sessions and to exchange ideas with colleagues across the field. When I recently revisited the notes I had written while preparing for that conference, I was reminded of how eager I was, despite the fact that the conference fell in the middle of the semester and required rearranging lectures and juggling various responsibilities. The prospect of learning from advanced examples of clinical education and engaging with other educators had filled me with great energy.

The sessions at the conference covered an astonishing range. Topics included critical race theory; the opportunities and risks of using AI resources in legal clinics; strategies for clinics to formalize and implement projects on behalf of immigrant communities inside and outside the United States; overcoming limitations in narrative theory and applying narrative approaches in clinical teaching; operationalizing anti-racist ethics; securing continuity and sustainable growth for clinics amid financial constraints; the role of clinical faculty in fulfilling public-service obligations under ABA 303(b)(2); practical guidance for building and managing large-scale clinics; the University of Georgia Law School’s experience operating a poverty law clinic and a specialized clinic for survivors of human trafficking and sexual exploitation—supported by statewide legislative

initiatives—as well as its longstanding expungement work; an immigration clinic at the University of Mexico; supporting students with disabilities in clinical programs; clinical work for alternative dispute resolutions (ADRs) in domestic violence cases; reforms to the bar examination; student self-management (mental-health resources, professional dress, weekend email etiquette, and more); case rounds in legal counselling; managing and documenting public-interest work experiences as a future lawyer; school violence clinics; lessons clinical programs can learn from civic movements; ways to support students who experience economic hardship while attending law school; responding to bias from opposing parties or judges; advocating for clients from diverse backgrounds; and the challenges surrounding impact litigation undertaken through clinics. The breadth was truly comprehensive. Hundreds of attendees moved fluidly among sessions, regrouping again and again as they shared concerns, exchanged experiences, and engaged in spirited discussions. It was genuinely inspiring. While most participants were clinical faculty from U.S. law schools, the small number of international participants—including our group—observed and interacted with great enthusiasm, hoping that one day similar gatherings might take root in our own countries.

Among the many memorable elements of the conference, the session that made the strongest personal impression on me was the public workshop on the final morning, devoted to scholarly works-in-progress. Clinical professors and attorneys presented cases from their clinics and shared draft articles based on those experiences. Participants then exchanged concrete feedback on structure, argumentation, and direction. It was another moment that I found deeply enviable. I learned then that the AALS, supported by the Clinical Legal Education Association (CLEA) and New York University School of Law, publishes *Clinical Law Review*, the leading journal dedicated to clinical education, externships, lawyering theory, and social justice. The AALS also publishes the *Journal of Legal Education* (JLE), which includes not only scholarship on clinical education and practical training, but also research on broader questions of curriculum, pedagogy, and assessment. In addition, many U.S. clinical faculty regularly contribute to the *International Journal of Clinical Legal Education* (IJCLE), an international journal published by Northumbria University in the United Kingdom that addresses the full landscape of clinical and public-interest legal education and is widely consulted within the American clinical community as well. Taken together, these journals provide American clinical legal scholars with a robust academic infrastructure through which they can steadily build and share their research. This, too, was something I couldn't help but view with considerable admiration.

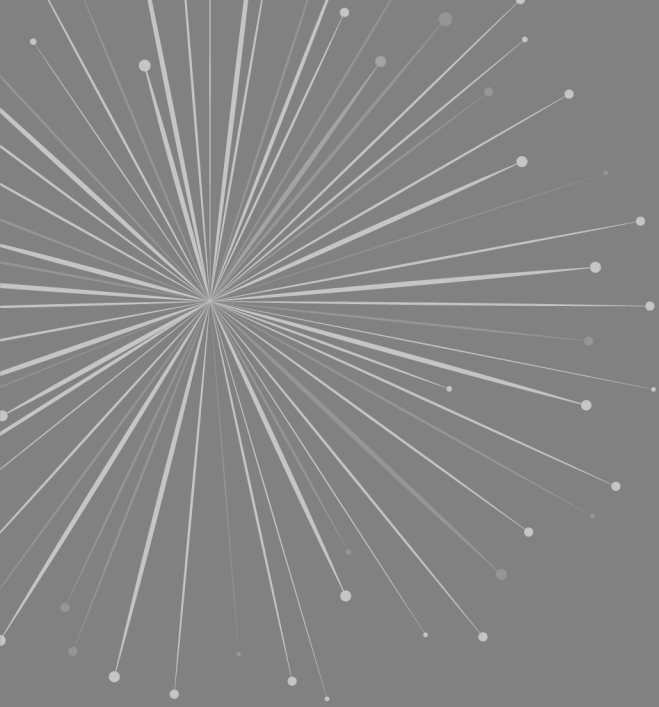
U.S. legal clinic programs are widely recognized for facilitating the protection of the rights of vulnerable communities, narrowing disparities in access to legal services, and exerting significant influence on legislative and policy reform. Legal clinics have served as a kind of legal welfare safety net, offering free or low-cost legal aid to marginalized groups, including low-income households, immigrants, persons with disabilities, survivors of domestic violence, and people facing housing insecurity. In doing so, these programs often go well beyond individual

consultations by exposing structural problems such as unfair housing practices, discriminatory administrative actions, and excessive criminal penalties, and have accumulated substantial casework—through litigation, negotiation, and advocacy—that has produced tangible remedies. Many clinics have taken part in strategic litigation, provided legislative counsel, and submitted comments on administrative rules, enabling them to play a direct role in improving laws and institutions in areas such as immigration, criminal justice, housing, labor, and child welfare. By building networks with community organizations, hospitals, social-service agencies, and schools, clinics have also developed integrated response models that link legal issues with public health, welfare, and education. These collaborations have, in turn, strengthened the professional capacity of community movements. Clinical legal education has had long-term effects on the legal profession as well in the United States. By emphasizing public service, human-rights awareness, and community responsibility, clinics have broadened the pool of lawyers committed to public-interest work. Graduates who enter law firms or government agencies often continue to engage actively in pro bono work, drawing on their clinic experience. Their participation has helped cultivate and normalize a public-interest ethos across the U.S. legal field. At the community level, clinics have empowered residents by offering rights-education programs, publishing manuals and guides, and hosting workshops that enable individuals to assert their own rights. Clinics have also become testing grounds for integrated legal–medical–social interventions addressing issues such as substance abuse, domestic violence, and housing instability, providing pilot models that later inform public-policy design. The economic impact of U.S. clinic programs is also noteworthy. The value of legal services provided by students is estimated to reach hundreds of millions of dollars annually. In the 2020–21 academic year alone, roughly 22,000 clinic students provided approximately 3.27 million hours of free legal assistance. At a market billing rate of USD 100 per hour, this amounts to USD 328 million. Even at the minimum-wage equivalent of USD 27 per hour, the value exceeds USD 88.6 million.

These developments are not simply admirable foreign examples. They suggest that a similarly active clinical network could meaningfully contribute both to legal education and to the pursuit of social justice here in South Korea also. U.S. clinical legal education demonstrates how direct legal support for vulnerable communities, the strengthening of practical and public-interest training, the cultivation of public-minded legal professionals, and the long-term improvement of laws and policies can be mutually reinforcing. It is also notable that many U.S. law schools maintain sustainable growth by sharing research and clinical models through specialized journals and international academic networks. Korea would likewise benefit from adopting their model, enhancing collaboration among clinical-education institutions and supporting empirical research on the educational and social effects of clinical training. I would highlight two priorities in particular. One is building a national network of clinical faculty and practitioners. Regular academic conferences, collaborative research, and shared case platforms—modeled on the U.S. experience—would enable empirical, evidence-based research and the development of innovative pedagogies. This would move clinical education beyond isolated, institution-specific practices and

lay the groundwork for nationwide reform. The other is establishing a framework for evaluating the social impact of clinical legal education. We need research models capable of assessing the social role and effectiveness of clinical programs, both quantitatively and qualitatively, and we must share these findings with academic and policy institutions to inform discussions on public responsibility and institutional reform. Such evaluation mechanisms would help secure the long-term sustainability of clinic programs and provide a rationale for policy support.

In sum, by drawing on the success factors of established legal clinic systems abroad and investing in network-building and research infrastructure in Korea, we can advance both the quality of legal education and the broader social responsibilities it is meant to serve in this country.



Session 2

Presentation 1



CLE and lawyers' pro bono practice:
NY Bar case study

Kim Diana CONNOLLY

Professor of Law, SUNY Buffalo,
former President of the US Clinical Legal Education Association (CLEA)



정의를 가르치다: 프로보노 문화 육성을 위한 뉴욕주의 10년 여정

킴 다이애나 코놀리(Kim Diana Connolly) 교수 겸 부학장
버팔로대학교 로스쿨
뉴욕주립대학교
2025년 12월 15일

2025 임상법학교육 국제컨퍼런스

미국 뉴욕주가 두 개의 신규 프로보노 프로그램을 만든 이유

- 뉴욕주(와 미국 전역)의 많은 사람들이 변호사 비용을 감당하기 어려움.
- 이로 인해 심각한 사법 공백이 발생.
- 법원 또한 신입 변호사들에게 “봉사 정신”을 요구.
- 뉴욕주의 프로그램은 프로보노를 통해 법학교육과 정의의 증진을 연결.



리프먼(Lippman) 판사: 리더십이 중요하다



영향력 있고 공익을 중시하는 리프먼 수석판사에 의해 개혁이 추진됨



판사는 변호사의 정체성에 봉사가 반드시 포함되어야 한다고 주장하며 다른 이들을 설득



주 법률이 사법부에 강력한 권한을 부여함으로써 신속한 도입이 가능해짐

뉴욕주의 50시간 규정

모든 변호사 시험
응시자에게 의무 적용

인정되는 프로보노
활동이 50시간을
충족해야 함

로스쿨 입학 후
완료해야 함

미국인과 외국인 졸업생
모두에게 적용

프로보노는 어떻게 정의되는가?

공익을 위한
무료 법률 지원

저소득층 또는 비영
리 단체를 지원해야
함

변호사나 판사, 또는
교수의 감독 하에
수행되어야 함

프로보노에는 무엇이 포함되는가?



법률구조 및
비영리단체 활동,
로스쿨 교수진을
보조하는
프로보노 활동



정부기관 및 사법
부
배치 실습



로스쿨 클리닉
및 실무수습



실제 보수를
포기하는
한에서의
유급 활동

프로보노 장학생 프로그램

선택적
심화 프로그램

마지막 학기
약 500시간의 전일제
프로보노 활동을
수행할 경우 학점
인정

졸업 전 2월
변호사 시험 응
시

필수 과목을
수강해야 하며,
해당 수업료를
학교에 납부해야
함

프로보노 장학생 프로그램의 효과



실제 의뢰인
대상 활동을
통한
사법 접근성
(A2J) 실현



감독을 통한
전문성 성장



강력한
공공서비스 정체성



도움이 필요한
사람들을 위한
법률 지원 확대

제도화의 교훈들

- 초기 발전과정과 시행 초기 몇 년간 일부 논란이 있었음.
- 대부분의 우려는 현실화하지 않았으나, 외국에서 교육 받은 변호사 시험 응시자들에게는 여전히 어려움이 있음.
- 프로그램은 로스쿨 학생, 의뢰인, 지역사회에 많은 혜택을 가져다 줌.
- 로스쿨들은 이제 프로보노 총 활동시간을 강조하고 기념함.
- 10년이 지난 지금 행정 절차와 서류 작업은 간소화되고 일상화됨.
- 장기적 영향과 결과에 대한 종합적인 추적은 아직 이루어지지 않고 있으며, 이는 앞으로 해결해야 할 중요한 공백으로 남아 있음.



두 프로그램의 효과

기술과 공감 능력 함양

학생들을
실제 지역사회와 연결

정의에 헌신하는
변호사 양성

다른 나라에 주는 교훈



적은 필수 시간으로
시작할 것



의무 프로그램과 자발적
프로그램을 혼합할 것



법률구조단체와 협력할
것



명확한 감독 규칙이 중요

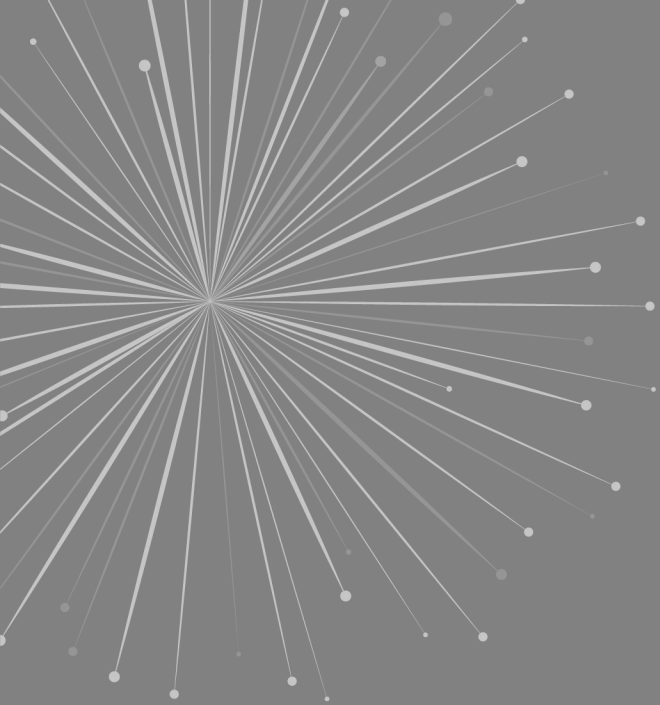
질의응답



추가 문의 및 연락

- 김 다이애나 코놀리, 법학 교수
혁신, 학제간 연구, 지역사회 영향
담당 부학장, 환경법 클리닉 소장
- RENEW 연구소(Research and
Education in Energy, Environment,
and Water) 및 기후변화·건강평등센
터(Center for Climate Change and
Health Equity, CCCHE) 소속 교수
- 뉴욕주립대학교 버팔로 캠퍼스
- 이메일: kimconno@buffalo.edu





Session 2

Presentation 2



CLE and public interest lawyering:
UCI Law case

Michael ROBINSON-DORN

Clinical Professor of Law & Co-Associate Dean for Experiential Education,
UC Irvine Law

UCI Law

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

임상교육과 공익법률활동에 관한 2025 국제컨퍼런스

마이클 로빈슨-돈(Michael Robinson-Dorn)
 체험교육 담당 공동 부학장
 환경법 클리닉 수장
 마이런 앤 소냐 글래스버그 석좌교수(환경법)
 2025년 12월 15일

UCI Law

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

체험교육 기본모형

05	고급·선택 클리닉 시뮬레이션, 캡스톤, 실무 2~3학년
04	핵심 클리닉 2학년
03	* 실무수습 2~3학 년
02	프로보노 1~3학 년
01	법률실무 기술 1학년

2

UCI Law

showeet

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

애나 데이비스(Anna Davis)
 실무수습 및 마이클 G. 어머(Michael G. Ermer) 프로보노 프로그램 책임자

3

UCI Law

showeet

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

하나의 로펌과 같은 체계를 갖춘 UCI 로스쿨의 핵심 클리닉 (6학점 졸업 요건)

제9연방항소법원

지역사회와 경제 개발

지역사회 폭력 중재

형사사법

민주주의 수호

가정폭력

환경법

이민자 및 인종 정의 연대

지식재산권, 예술, 기술
*언론 자유

국제사법

노동자·세입자 법률 및 조직화

4

UCI Law

showeeet

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

선택 클리닉

소비자 법률

스타트업과 중소기업

*국제 인권

*재생산 정의

A 3D gray rectangular block, tilted to show its top and side. The side of the block has the Korean text '선택 진료' (Elective Clinic) written on it in white.

조세 항소

캘리포니아주 조세

재향군인 항소

5

A small, simple line-art icon of a house with a chimney, located in the bottom right corner of the slide.

UCI Law

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

숫자로 보는 체험교육의 영향력

- >40,000 (351)

UCI Law

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

숫자로 보는 체험교육의 영향력

• >10,000

UCI Law

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

숫자로 보는 체험교육의 영향력

• >10,000
• >100

UCI Law

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

숫자로 보는 체험교육의 영향력

- >10,000
- >100
- >28

UCI Law

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

숫자로 보는 체험교육의 영향력

- >10,000
- >100
- >28
- >90%

UCI Law

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

클리닉(체험 학습) 효과?

- 학생들이 최고 수준의 직업적 실천과 봉사를 할 수 있도록 교육합니다.
- 의뢰인 지원, 사법 접근성 제고, 역량강화.
- 법의 지배, 민주적 제도, 표현의 자유, 사회정의, 반인종주의, 공공서비스, 그리고 기타 시급한 사회적·정치적·도덕적 과제를 해결하기 위

UCI Law

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

클리닉(체험 학습) 효과?

- 학생들이 최고 수준의 직업적 실천과 봉사를 할 수 있도록 교육합니다.
- 의뢰인 지원, 사법 접근성 확대, 역량강화.
- 법의 지배, 민주적 제도, 표현의 자유, 사회정의, 반인종주의, 공공서비스, 그리고 기타 시급한 사회적·정치적·도덕적 과제를 해결하기 위한 창의적이고 용기 있는 노력을 지원합니다.

• 그 외의 효과들?

- Sandefur & Selbin (2009).
- Survey of Law Student Well Being[로스쿨 학생 만족도 설문조사] (2022).

UCI Law

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

사미르 아샤르
(Sameer Ashar)

애담 카울링
(Adam Cowling)

캐리 헴펠
(Carrie Hempel)

데이비드 케이
(David Kaye)

애니 라이
(Annie Lai)

잭 러너
(Jack Lerner)

마이클 로빈슨-돈
(Michael Robinson-Dorn)

제인 스토우버
(Jane Stoeber)

케이티 틴토
(Katie Tinto)

앨리사 블레어
(Alisa Blair)

패티 시어
(Patty Cyr)

폴 호프만
(Paul Hoffman)

수잔 시거
(Susan Seager)

스기야마 히나코
(Hinako Sugiyama)

UCI Law
showeet

UNIVERSITY OF CALIFORNIA, IRVINE SCHOOL OF LAW

체험교육

클리닉


프로보노

실무수습

UCDC – 공익실무

학습

15

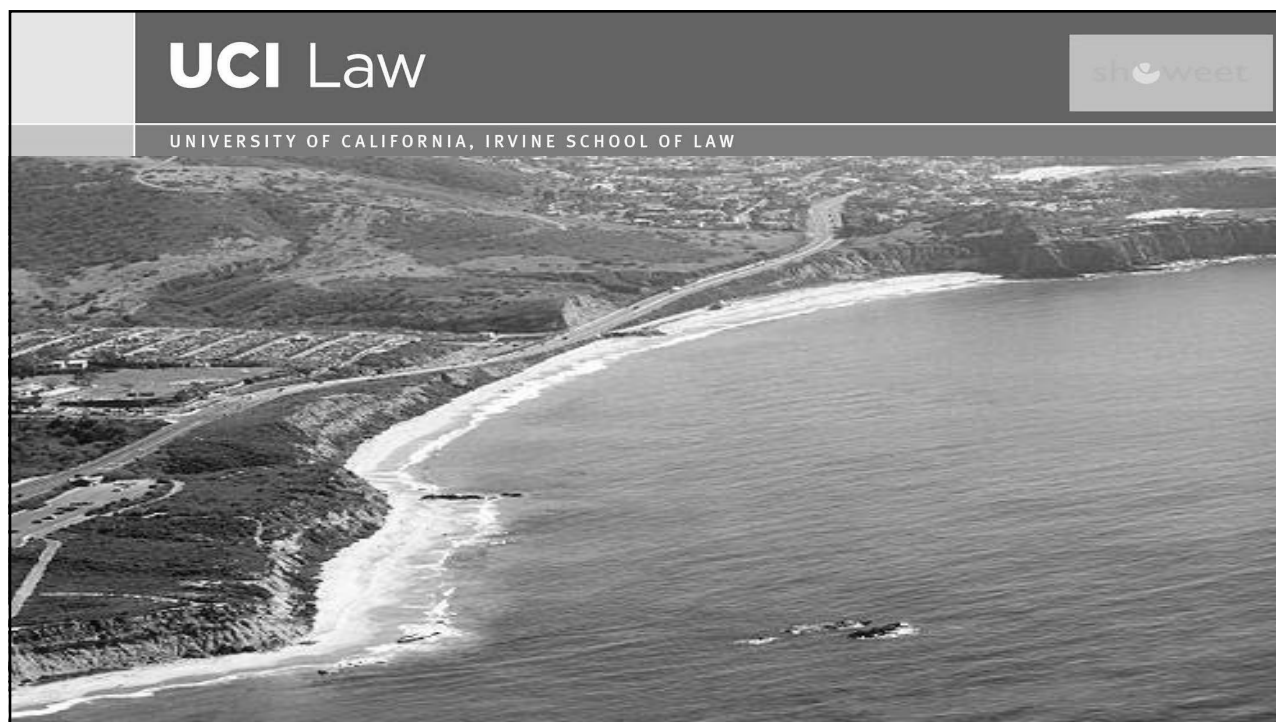


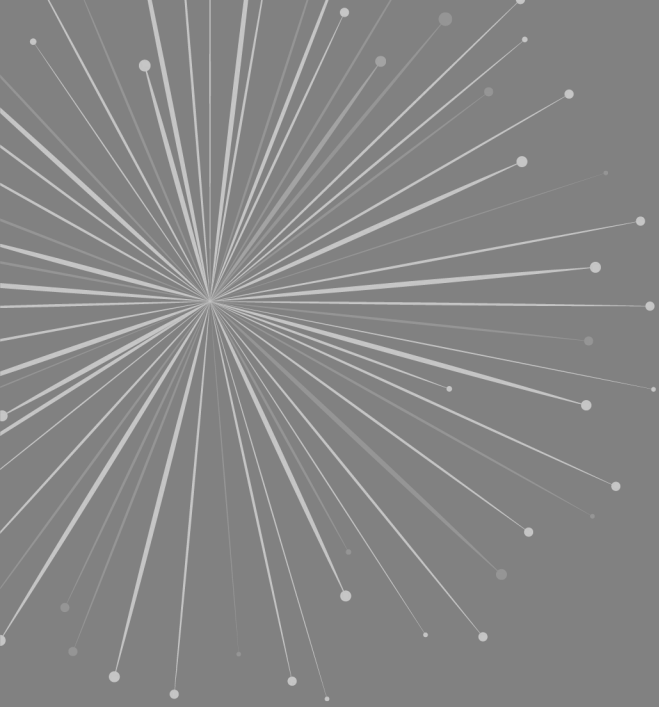
실무

캡스톤

PBL

시뮬레이션





Session 2

Presentation 3



CLE and pro bono lawyering in Asia

Bruce LASKY

Co-Director, BABSEACLE

+
◦ 아시아의 임상법학교육과
프로보노
“정의를 위한 더 튼튼한 다리
놓기”

브루스 A. 래스키 (Bruce A. Lasky)
blasky@babseacle.org

+
◦
•

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◦
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구성요소 이해하기:
임상법학교육과 프로보노가
각각 기여하는 바

+
◦
•

전략적 협업의 작동 방식: 간략한 개요

모범사례 이해하기

장벽과 도전 극복하기

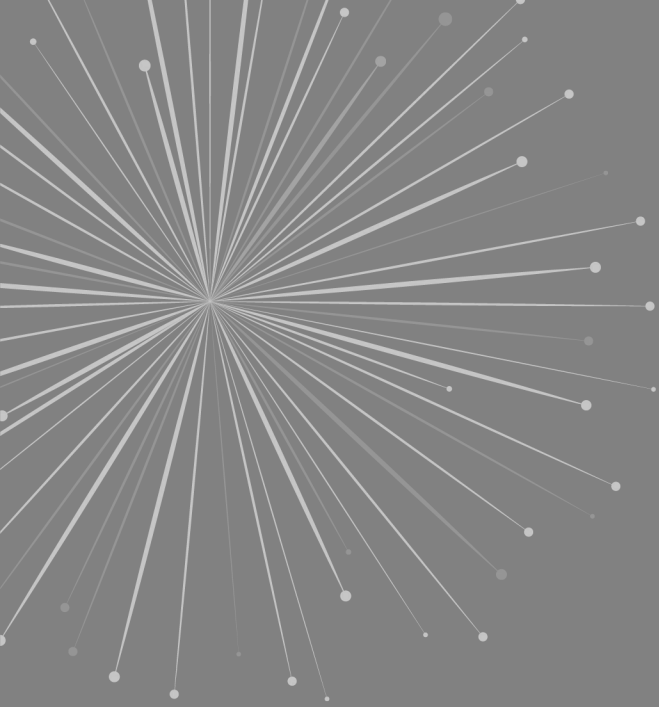
향후 전망 — 임상법학교육-프로보노 협업의 미 래



주제: 성찰과 협력적 미래 비전

날짜: 2026년 12월 2~7일

- 메인 컨퍼런스(12월 4~6일)
- 임상법학교육(CLE) 워크숍 (12월 2~3일)
- 프로보노 주간 워크숍(12월 3일)
- 변호사협회/법률협회의 프로보노 지원 역할 워크숍(12월 7일)



Session 2

Discussion 1



CLE teaching experience

Sangsoo JUNG

Professor of Law, Chungbuk National University Law School

Discussion Paper
2025 International
Conference on
Clinical Legal Education

Experiences with Clinical Legal Education at Law Schools

Chungbuk National
University School of Law



I. Summary of the presentations

1. Presentation One: Two pro bono programs in New York
 - A. 50-Hour Rule
 - B. Pro Bono Scholars Program(PBSP)
2. Presentation Two: UCI's phased model integrating practical training and pro bono
 - A. Five stages of practical training and 11 core clinics
 - B. Three effects of clinic participation
3. Presentation Three: The role of clinical legal education and pro bono in Asia
 - A. Understanding the role and significance of CLE and pro bono
 - B. Challenges facing both CLE and pro bono work and how to overcome them (by balancing the two)

II. Practicum and pro bono work at Chungbuk Law

1. On-campus training
 - Legal research, legal drafting, legal ethics, mock trials, Clinical Practice I and II
2. Off-campus training
 - Practical training courses, including internship programs during academic breaks
3. Pro bono activities
 - Student participation in pro bono work through Clinical Practice I (first semester) and II (second semester)

II. Practicum and pro bono work at Chungbuk Law

1. Training structure
 - A. On-campus training: Courses are taught by full-time faculty and by practicing attorneys from the Chungbuk region who serve as adjunct faculty.
 - B. Off-campus training: Conducted during the summer and winter breaks. Students themselves secure practical training placements across the country and then receive training at those sites.
 - C. Pro bono activities: The law school offers roughly three free legal counselling events annually for local residents, and students take part in these events through Clinical Practice I and II.

II. Practicum and pro bono work at Chungbuk Law

2. Training in reality

- A. On-campus training: Instruction is heavily oriented toward the bar exam. Difficulties in recruiting adjunct faculty hinder apprenticeship-style teaching. Moreover, Korean law prohibits full-time faculty from engaging in legal practice, which limits the depth of practical training they can provide.
- B. Off-campus training: Students' ability to secure placements varies widely depending on individual capacity, and some institutions offer opportunities only to students from higher-ranked law schools.
- C. Pro bono activities: School rules place limits on promotional efforts. In addition, some local residents who seek free legal advice prefer not to have students present, citing concerns about expertise and privacy.

II. Practicum and pro bono work at Chungbuk Law

3. Potential changes and limits

- A. On-campus training
 - Recruiting additional faculty (budgetary constraints)
 - Amending the Attorney-at-Law Act and related provisions (opposition from bar associations, etc.)
- B. Off-campus training
 - Government and public institutions expanding training opportunities (limited personnel and budgets)
 - Law firms and other private-sector actors meaningfully broadening access to training opportunities (concerns about interference with business, etc.)
- C. Pro bono activities
 - Mandatory pro bono hours (limited opportunities, burden of spending time that may be spent on preparing for bar exams)
 - Strengthening credit-based requirements (blurred boundaries with post-bar practical training)

III. Fundamental questions regarding practical training and pro bono

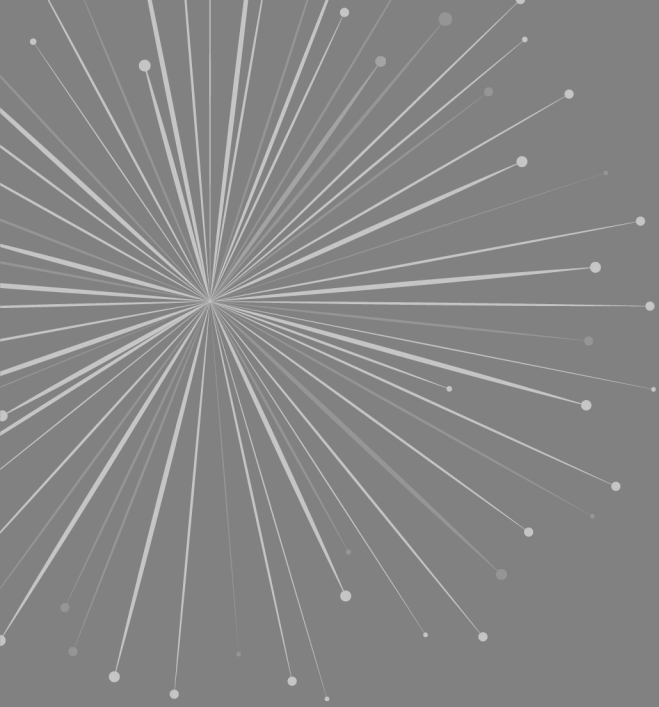
1. Why are practical training and pro bono activities being discussed together?
2. In what fundamental ways does practical training in law school differ from the practical training required after passing the bar exam?
3. What specific public interest does pro bono work seek to advance within the law school curriculum, and when the protection of socially or economically disadvantaged individuals conflicts with the broader public interest, which should take precedence?

Discussion Paper
2025 International
Conference on
Clinical Legal Education

Thank you.

Chungbuk National
University School of Law





Session 2

Discussion 2



Experience of Clinical Legal Education under
the Current Bar Examination System

Takgon LEE

Secretary General, Association of Korean Law Schools

Experience of Clinical Legal Education under the Current Bar Examination System

Takgon Lee, Attorney-at-law (Secretary-General, Association of Korean Law Schools)¹

I thank the organizers for inviting me to this meaningful occasion and for giving me the opportunity to take part in the discussion. I also wish to thank the presenters who shared valuable insights from their clinical legal education experiences across different schools and jurisdictions. Seventeen years have already passed since the introduction of Korea's law school system. Although the system has now firmly established itself as the country's sole pathway to the legal profession, concerns persist among stakeholders about a question that the inescapable hurdle known as the bar exam continually forces upon us: What, in substance, should we teach and learn in law school, and how? Clinical legal education emerged virtually alongside the establishment of the law schools, and its necessity and goals have long been clear.² Yet it is undeniable that, under an increasingly exam-driven educational environment, the sense that clinical education has become hollowed out is now widespread even among faculty.³ As a member of an early law-school cohort, I was fortunate to benefit from a period when clinical education operated with real vigor. More recently, as an adjunct professor teaching a legal clinic course, I have also experienced firsthand how current bar-exam preparation practices constrain efforts to deliver rigorous, meaningful clinic instruction.⁴ Drawing from these experiences, I offer the following brief reflections on what clinical legal education means under the present bar-exam and law-school framework, and what limitations it confronts.

The functions of clinical legal education may be divided broadly into its educational function and its public-interest function.⁵ In its narrower educational sense, clinical legal education enables students to internalize the mindset and habits of legal professionals and to cultivate the practical skills needed to resolve legal disputes. The fundamentals of practice training lie in identifying relevant legal information, applying it effectively in written work, and building the capacity for

¹ The views expressed in this discussion paper are the author's own and do not represent the position of AKLS.

² See, e.g., Jong-geun Lee, Jeong-hoon Lee & Jae-wan Moon, *A Study on Developing a Standard Model for Legal Clinics* (AKLS 2014).

³ Sun Ah Park, *A Study on the Development of Clinical Legal Education*, Hanyang Law Review, vol. 36, no. 4 (Dec. 2019), at 216.

⁴ The author notes that, in roles such as team lead of Korea University Law School's International Human Rights Clinic and vice president of the same university's Clinical Legal Education Center (CLEC), he engaged in educational activities for Myanmar refugees in Thailand on the history of Korea's democratization movement and collaborated with international NGOs on domestic legislative initiatives related to corporate social responsibility. He evaluates these experiences as having enriched his subsequent career choices.

⁵ Park, *supra* note 3; Ju-yeong Kim, *Global Trends in Clinical Legal Education and Implications for Korea*, presented at the Symposium on Developing Clinical Legal Education in Law Schools, SNUPLC & KCLEA (Oct. 19, 2019).

legal reasoning and analysis. By allowing students to handle real cases and engage in public service through law, clinical education also contributes to developing legal professionals with sound professional ethics—an aspect that belongs to its broader educational purpose.⁶ This aligns with the founding mission of the law school system—i.e., to produce legal professionals who possess “a deep understanding of human beings and society, and a value orientation toward liberty, equality, and justice, grounded in sound professional ethics.”⁷ Clinical education also plays a role in helping students explore the many career paths available to legal professionals, supporting them as they plan and assess diverse professional trajectories for themselves. Exposure to public-interest clinical work, in particular, can become a significant motivating force for students as they consider and pursue related fields. Finally, legal clinic courses and clinic activities—whether public-interest litigation, legislative research and support, or legal counseling—constitute public-interest legal assistance in their own right, and thus serve the public in their own rights.

The crucial question, then, is whether today’s clinical legal education within law schools can meaningfully fulfill these functions. It is now beyond serious dispute that bar-exam preparation exerts a profound constraining influence on law school education as a whole.⁸ With the bar exam pass rate effectively fixed at 50 percent, any subject or activity not directly tied to exam performance inevitably loses students’ attention. No matter how diligently professors try to impart advanced legal knowledge or practical skills, they struggle to engage students, with foundational law courses and specialized subjects even facing cancellation due to insufficient enrollment. Consequently, students increasingly depend on exam-oriented instruction centered on memorizing case law, and even practice-focused courses tend to shift toward solving problems designed to prepare for the exam’s written-record component.⁹ After years of this dynamic, most law schools find their capacity to sustain meaningful research and teaching in foundational subjects and specialized fields depleted.¹⁰ Because clinical legal education operates within this same

⁶ Park, *supra* note 3; KCLEA, *Articles of Incorporation*, art. 1.

⁷ *Act on the Establishment and Management of Professional Law Schools*, art. 2 (Educational Ideology): “The educational ideology of professional law schools is to train legal professionals who have sound professional ethics based on rich education, a deep understanding of people and society, and morals valuing freedom, equality and justice, and who have knowledge and abilities that will allow professional and efficient resolution of diverse legal disputes in order to provide quality legal service responding to the people’s diverse expectations and requests.”

⁸ See, e.g., Su-geun Oh, *Reflections and Proposals on Legal Education*, presented at the Symposium of Korean Legal Educators, AKLS (Nov. 25, 2025), at 12–24; Young-gi Hong, *Linking Standard Case-Based Law-School Lectures with the Bar Examination*, presented at the Symposium of Korean Legal Educators, AKLS (Nov. 25, 2025), at 33, 41–42.

⁹ An observer has sharply commented: “Although students are selected nationwide for their excellent palate, creativity, and manual dexterity and trained for three years in the finest culinary school taught by Michelin-star chefs at enormous cost, the chef-licensing examination still requires them to memorize and reproduce the cooking instructions printed on the back of countless instant-ramen packets within a fixed time limit.” Young-gi Hong, *The Remaining Opportunities for Bar Exam Reform in the Age of Legal Tech*, Law & Society no. 77 (Oct. 2024), at 180.

¹⁰ “Although the law-school system professes the motto of ‘training legal professionals through education,’ the current state of legal education is so thoroughly distorted by the bar examination that education on legal ideals and values is scarcely occurring.” Partial Amendment Bill to the *Act on the Establishment and Management of Professional Law Schools*, proposed by Assembly Member Seok-jun Song, Bill No. 2214514 (Nov. 24, 2025); “Recently, the law-school curriculum has shown a tendency to concentrate on bar-exam subjects. This not only contradicts the goal of training

institutional environment, it, too, inevitably bears the weight of these constraints. Even so, the need to improve clinical education remains, as does the possibility of doing so.¹¹ In July 2025, AKLS concluded a memorandum of understanding with the Korea Clinical Legal Education Association (KCLEA) and launched the Clinical Legal Education Working Committee, which is now pursuing various discussions aimed at supporting and strengthening clinical legal education across law schools.

Nevertheless, many law schools are still seen as incapable of providing clinical legal education in a substantive, meaningful way, and the gaps between schools have grown markedly.¹² Although some clinical professors prepare and teach their courses with genuine dedication, the overarching reality remains unchanged: Neither schools nor students have the resources or time to invest in courses that are unrelated to bar exam preparation. In effect, a course can be opened and sustained “normally” only if it either directly assists bar exam preparation (for example, by providing practices for the written-record component) or, at the very least, does not interfere with it (for example, by minimizing class hours or assigning no work outside class). Under such conditions, it becomes nearly impossible to design and run courses in which students learn practical skills by working on actual living cases.¹³ As a result, students are rarely given the opportunity to learn diverse approaches to problem-solving through real casework or to explore career paths connected to those experiences. In fact, according to recent interviews with law school graduates who now work as public-interest lawyers, most reported that their law-school education had not meaningfully shaped or influenced their professional development.¹⁴ Thus, with some exceptions, today’s clinical legal education in law schools is failing to fully realize its educational functions, i.e., (1) cultivating practical skills, (2) fostering professional ethics, and (3) supporting exploration of diverse career trajectories. In addition, because the independent case-handling capacity of most legal clinics remains limited, (4) their public-interest function also remains underperformed.

Given the current challenges, one might wonder whether the public-interest function of legal clinics remains necessary at all. Stakeholders continue to express a wide range of views regarding the appropriate level of demand for legal services in Korea. It lies outside the scope of this discussion to predict how upcoming developments—such as the rapid introduction of AI technologies or the formalization of attorney-client privilege—will influence the legal-services market. Still, the existence of substantial areas in which attorneys remain absent may be taken as

legal professionals through education but has also raised concerns that it may undermine the foundations of legal scholarship.” Partial Amendment Bill to the *Act on the Establishment and Management of Professional Law Schools*, proposed by Assembly Member Sun-mee Jin, Bill No. 2212664 (Sept. 3, 2025).

¹¹ Park, *supra* note 3.

¹² *Id.* at 216, 221.

¹³ It should also be noted that even law-school professors who hold attorney qualifications are typically unable to engage in actual litigation, a fact that further adds to the institutional constraints that make it difficult to conduct practice-based training on real cases together with students.

¹⁴ Ji-hee Kim et al., *A Study on the Process and Sustainability of Public-Interest Legal Work by Law School-Trained Lawyers*, Public Interests & Human Rights vol. 24 (Sept. 2024), at 437–443.

evidence that the supply of legal professionals remains insufficient relative to social demand.¹⁵ Approximately 70 percent of civil lawsuits are still conducted without counsel (constituting so-called “pro se lawsuits”).¹⁶ Nearly half of defendants in first-instance criminal trials proceed without a lawyer.¹⁷ The financial burden of retaining counsel is often cited as a major reason.¹⁸ One particularly clear example of such unmet legal needs is legal assistance for refugees. Even though lawsuits challenging denials of refugee status account for roughly 20 percent of all administrative litigation in Korea, legal aid mechanisms are extremely limited, and the vast majority of refugee plaintiffs receive only interpretation support.¹⁹ Of the 134 cases to date in which refugee plaintiffs have prevailed, only one was litigated without an attorney. In effect, “a plaintiff in a refugee-recognition lawsuit without legal representation has virtually no choice but to lose.”²⁰ Public trust in the judicial system also remains low. According to a 2023 OECD survey, only 23 percent of respondents in Korea reported trusting “the courts and the judicial system,” the lowest figure among all surveyed countries.²¹ In 1978, U.S. President Jimmy Carter lamented that 90 percent of American lawyers served only 10 percent of the population, remarking that “we are over-lawyered and under-represented.” If we were to transpose that assessment to Korea, the situation might instead be described as one in which there are too few lawyers and too little legal representation.^{22,23} Given that most legal aid and legal support capacity remains concentrated in the Seoul-Gyeonggi-Incheon region, I believe that the legal clinics of regional law schools can play a significant role in filling these gaps. Beyond basic counseling or litigation support, strategic litigation and legislative advocacy aimed at systemic reform lie outside the scope of institutional

¹⁵ See also Soo-geun Oh, Doo-eol Kim & Seung-jun Lee, *A Study on Transforming the Bar Examination into a Full Qualification Examination* (Samyoung Munhwasa 2018), at 45–49. Taking into account the practice areas in which attorney labor cannot be obtained, some assessments conclude that the current number of incoming law-school students is insufficient to produce an adequate supply of attorneys. See, e.g., Kyeong-chan Kim et al., *An Analysis of the Vulnerabilities in Korea’s Legal-Professional Training System and Measures for Ensuring Fairness* (National Research Council for Economics, Humanities & Social Sciences, Collaborative Research Series 2022), at 132–133, 480.

¹⁶ Court Administration Office, *Judicial Yearbook 2025* (2025), at 758 (excluding small-claims cases).

¹⁷ Hyun-bin Park, *One Out of Two Criminal Defendants Tried Without Counsel*, Yonhap News (Oct. 19, 2022), <https://www.yna.co.kr/view/AKR20221019075200001> (last visited Dec. 6, 2025).

¹⁸ In-seok Hong, *While Fraud Defendants Hire High-Priced Former Judges, Ordinary People Face Court Alone Due to Legal Costs*, Chosun Ilbo (Mar. 29, 2024), https://biz.chosun.com/topics/law_firm/2024/03/29/KEOXEU52EVEWXATCMTGIJ6BVZU/ (last visited Dec. 6, 2025).

¹⁹ Young-sil Kwon et al., *Manual for Legal Assistance in Refugee Cases* (Seoul Bar Association 2024), at 157.

²⁰ Il Lee et al., *A Study on Introducing a Public Defender System for Asylum Applicants* (Advocates for Public Interest Law 2025), at 58–60.

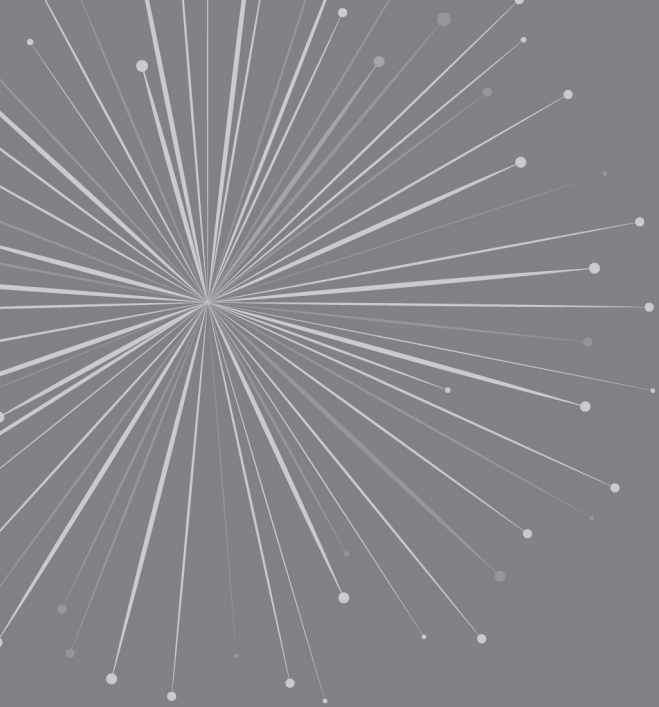
²¹ OECD, *Government at a Glance 2023* (OECD Publishing 2023), at 71.

²² Jimmy Carter, Remarks at the 100th Anniversary Luncheon of the Los Angeles County Bar Association (May 4, 1978).

²³ The president of the American Bar Association strongly objected to Carter’s characterization, arguing that during the same period the rate of increase in barber prices in the United States had exceeded the rate of increase in attorney fees, and that the average attorney’s income was less than one-half of the average physician’s income. *The Washington Post*, *ABA Strikes Back at Carter on Speech Critical of Lawyers* (May 10, 1978), <https://www.washingtonpost.com/archive/politics/1978/05/11/aba-strikes-back-at-carter-on-speech-critical-of-lawyers/600986ee-5f06-4e3a-8663-a243bed55e54/> (last visited Dec. 6, 2025).

legal-aid bodies. Yet regional law-school clinics, provided they have sufficient resources, are well positioned to undertake such work.

In presenting the above discussion, I am conscious of the concern that reducing the current challenges of clinical legal education to the bar exam-driven structure of law school education may inadvertently downplay the achievements and innovations of individual clinics. I hope there will be future opportunities to share in greater detail the efforts of the many law-school professors who work tirelessly to provide students with practical experience and to cultivate a public-interest ethic. Still, such efforts can produce far greater results when supported by adequate institutional conditions. I hope constructive discussion will continue on what systemic changes are needed so that students are not driven solely by the pressures of bar exam preparation, but can instead, through clinical legal education, internalize practical skills and reflect on what kind of legal professionals they aspire to become, and so that regional legal clinics can develop into hubs that address gaps in access to legal assistance. Thank you.



Session 2

Discussion 3



CLE and lawyers' career in public interest

Jaeho LEE

Supervising Attorney, SNU Law Public Interest and Legal Clinic Center

CLE and lawyers' career in public interest

Jaeho Lee (Supervising Attorney, SNUPLC)

1. Clinical legal education and lawyers' public-interest work

First, allow me to express my sincere gratitude to the presenters who shared exemplary international cases. Their insights offered both inspiration and practical information on clinical legal systems abroad and the public-interest roles lawyers can play.

What struck me most was New York's requirement that applicants complete a set number of pro bono hours to qualify for bar admission, and the way this has cultivated a culture in which law schools publicly report and celebrate their total annual pro bono hours. Equally important, however, is the fact that a comprehensive framework for evaluating the long-term impact of public-interest work is still lacking. This is a challenge that Korea, too, must eventually confront. The rules of starting small with mandatory hours, blending required and voluntary programs, collaborating with legal aid organizations, and establishing clear supervisory rules may appear simple, but they point to fundamental directions for building a sustainable system of public-interest practice. Ultimately, what will matter is the experience and practical wisdom accumulated by putting these rules into action, and I hope these assets will circulate and grow not only within Korea, but also through international networks.

I found UCI's operation of 11 diverse legal clinics particularly impressive. By contrast, most Korean law schools I experienced as a student struggle to offer a wide range of subject-specific clinics or to integrate coursework with hands-on practice, largely due to limits in personnel, resources, and experience. Many professors agree that clinical legal education positively shapes lawyers' professional ethics and public-interest orientation. Yet the intensely competitive environment created by the bar exam makes implementation difficult. Overcoming these constraints will require institutional reform and more robust support systems.

It has now been about 15 years since the law school system was introduced in Korea, and the SNU Law's Public Interest Legal Center (SNUPLC) also faces new tasks and challenges. In this context, the experiences of countries further along the clinical education path serve as valuable guides for our own questions. Building on that foundation, I would like to reflect, based on my personal experience, on how clinical legal education can influence a lawyer's public-interest commitments.

2. Law students and public-interest work after entering the profession

I have been working at SNUPLC for only a year, and both my legal career and my clinical education experience are still relatively short. As someone who entered the profession after the law school system was established—and who began practicing at a nonprofit rather than in the traditional for-profit sector—I have had many opportunities to meet lawyers working outside conventional litigation or advisory roles. From this somewhat unusual vantage point, I would like to offer a view of clinical legal education and public-interest work from the perspective of junior lawyers, including peers whose careers are similar to or shorter than mine.

Perhaps unexpectedly, Korean law students show more interest in public-interest work than one might assume. Many have personal commitments or social values that naturally draw them toward contributing to the public good. Yet, regrettably, this interest tends to fade quickly under the pressures of competition within law school, the difficulty of the bar exam, and the financial demands that arise after employment.

As an eighth-year lawyer, I often sense that existing discussions about lawyers and public-interest work in Korea focus heavily on the figure of the full-time public-interest lawyer. Although the term is somewhat ambiguous, in this discussion I use it to refer to lawyers who work at nonprofit organizations or NGOs or who engage primarily in human rights advocacy, rather than lawyers employed in law firms, private law offices, public institutions, or government agencies.

In my experience, when law students think about a lawyer's public-interest activities, they tend to imagine the work of these full-time public-interest lawyers. This may be because the public-interest activities that students most often encounter, whether in person or through the media, are typically those carried out by practitioners working full time toward public causes. This is, of course, only my conjecture.

As a result, the image of the full-time public-interest lawyer, and even the broader idea of public-interest work, often feels abstract, burdensome, or intimidating to students. A recent Korean television drama, *Pro Bono*, illustrates this perception. Its official description reads: “A snobbish, career-driven judge becomes a public-interest lawyer against his will(?). A former judge trapped in a zero-revenue public-interest team at a major law firm—an uproarious human legal drama.” The promotional posters include phrases such as “free litigation,” “public-interest team,” and “a ruined career paired with a disastrous team... a ragtag group of misfits.”

These descriptions, of course, are dramatized for entertainment. Nevertheless, I believe that such portrayals reflect—and perhaps reinforce—the images many law students already hold. It may be that these perceptions distance both students and practicing lawyers from the many varied forms of public-interest engagement that lawyers can in fact pursue.

Whether one works as a full-time public-interest lawyer or not, anyone practicing in the field soon discovers that a lawyer's public-interest work (i.e., their pro bono commitments) can take remarkably diverse forms. And the legal outcomes that shape society do not arise from the efforts of full-time public-interest lawyers alone. They emerge through the collective work of attorneys in major firms, solo practitioners, public institutions, civil society, and even political actors. Each contributes from where they stand and through the work available to them.

Even apart from broad policy or institutional reform, there are many concrete ways to support legally vulnerable groups. Lawyers may serve the public through programs such as Legal Home Doctors or at Korea Legal Aid Corporation, providing essential services to people with limited means. They may participate as court-appointed defense counsel or as lawyers assisting victims in criminal proceedings. More recently, some large firms have created foundations or incorporated associations that provide a platform for their lawyers to engage in public-interest or strategic litigation aligned with their own commitments.

If law students understood just how wide this spectrum is, and if they still hold on to the sense of social responsibility that brought them into law school, far more students and young lawyers would find themselves participating in pro bono and public-interest work.

And I believe that the entry point for this awareness is *clinical legal education*.

3. Law students and public-interest work after entering the profession

The essence of clinical legal education is to provide students with practical training, but surrounding that training is the full context of real legal practice: receiving a case, navigating the process, and carrying it through responsibly.

Students not only carry out legal tasks in individual matters. They also learn how to communicate with stakeholders, how cases are selected, how to understand the social significance of a matter, and how their supervising professors conceive of their own public roles and career paths.

At SNU, for example, some clinical courses are taught by outside practitioners. One instructor runs a traditional private firm yet has also established a pro bono center to support public-interest litigation. Students in that course immediately see that lawyers can contribute to the public interest in ways far more varied than the narrow image of a full-time public-interest lawyer that they imagine.

The winter internship program, which carries academic credit, offers another dimension. Students spend time embedded in various institutions and later share their experiences. Through this,

students gain a vivid sense of how broad the public-interest field is and how many paths lawyers can take to serve the public.

Of course, what they encounter in clinical courses does not represent the full range of a lawyer's public-interest work. Yet what matters is the shift in mindset: the recognition that *"I can pursue public-interest work while practicing law."* Clinical experience lowers the psychological barrier.

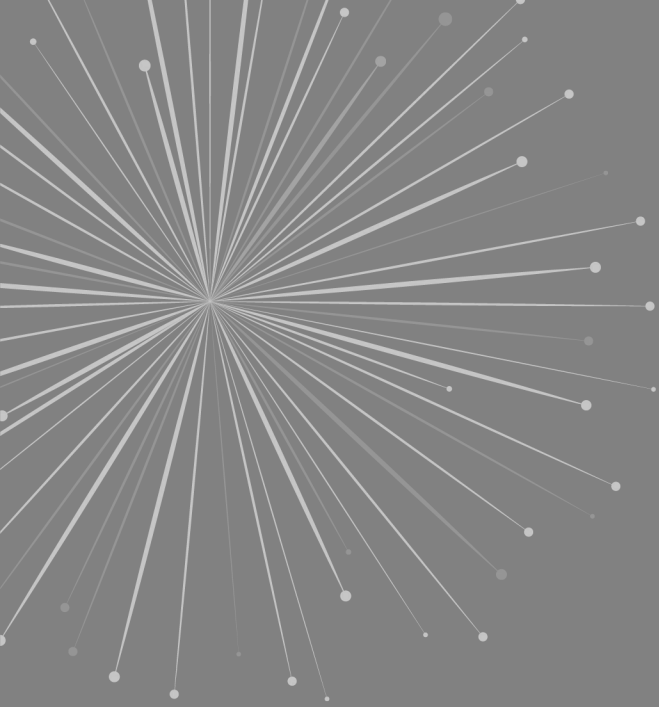
It is equally important to consider what happens after students graduate. If law school helps them see public-interest work as accessible, then the professional world must provide real opportunities for participation. As a commentator at last year's International Conference on Public Interest Career Development and Clinical Legal Education in Asia noted, it is essential to cultivate platforms that enable practicing lawyers to engage in diverse forms of public-interest work throughout their careers.

4. Outro

In discussing clinical legal education and the public roles of lawyers in Korea, I believe law students need opportunities to confront foundational questions: What is the public interest? And how far does it reach? The point is not to produce a single correct answer, but to encourage students to widen their own understanding of public interest, social contribution, and the meaning of public-interest work in the legal profession.

My hope is that clinical legal education becomes not a pathway reserved for a select few, but a foundation supporting public-interest participation across the profession, regardless of practice area or career trajectory. For that to happen, we need stronger domestic and international networks in clinical legal education that provide spaces where knowledge, experience, and capacity can accumulate over time. Such collaboration can help build a sustainable ecosystem for public-interest work, strengthening access to justice and advancing fairness within Korean society.

Above all, when public-interest work is understood not as personal sacrifice but as a natural extension of legal professionalism, as an ethical return of expertise to the community, clinical legal education will stand as a durable institutional foundation supporting lawyers' contributions to the public good.



Session 2

Discussion 4



CLE and vitalizing lawyers' public
interest lawyering

Byungwook JUNG

Human Rights Director, Korean Bar Association

Presentations on energizing CLE and strengthening the public role of legal professionals: Discussion on CLE and vitalizing lawyers' public interest lawyering

Byungwook Jung (Human Rights Director, Korean Bar Association)

First, I want to express my sincere appreciation for the preceding presentations and discussions. I learned a great deal and found much to agree with. I am Jung Byungwook, attorney and Director of the First Human Rights Division at the Korean Bar Association (KBA), and I have been asked to offer comments on clinical legal education in law schools and on ways to invigorate public-interest lawyering among lawyers. What follows is my personal perspective on these issues.

To begin, I believe law schools would benefit greatly from inviting more practicing lawyers to teach in their clinical programs. Practitioners can share a breadth of real-world experience, and—with the client's consent—can draw upon ongoing or completed cases as teaching materials. As the number of actively practicing lawyers in Korea has increased from the 30,000 range to the 40,000 range, it seems both timely and valuable for practitioners to bring their field experience directly into law school classrooms.

KBA also undertakes several activities that could be connected to clinical legal education. Law schools might consider appointing lawyers who work with the KBA—particularly those engaged in legal aid, pro bono defense, or legal counseling—as instructors or supervisors for clinic courses.

<p>법률구조사업</p> <p>생활 보호 대상자 등 극빈한 사람들이 억울한 일을 당하고도 경제적 사정 등으로 그 피해 구제를 제대로 받지 못하는 경우가 허다합니다. 대한변호사협회는 그러한 사람들을 위하여 대한변협 법률구조재단을 통해 법률 구조 사업을 벌이고 있습니다. 경제적 사정 때문에 변호사 선임이 어려운 사람들로부터 사건의 신청을 받은 후 법률 구조의 여부를 심사한 후 구조 결정이 된 사건에 대하여는 대한변호사협회 소속의 변호사로 하여금 소송을 수행하게 한 후 신청인의 능력의 유무 등에 따라 무료 또는 저렴한 비용을 부담하게 함으로써 경제적 형편 때문에 소송을 해보지도 못하고 패소하는 억울한 경우가 발생하지 않도록 노력을 기울이고 있습니다.</p> <p>무료변론, 무료법률상담 및 당직변호사제도 등</p> <p>대한변호사협회는 사국사건의 피고인 등에 대한 무료 변론, 무료로 법률 상담을 희망하는 사람들에게 대한 무료 법률 상담, 갑자기 사법기관에 연행되어 도움을 필요로 하는 사람들에게 대한 당직 변호사 제도, 변호사를 선임하고 싶으나 변호사를 잘 알지 못하여 선임에 어려움을 느끼는 사람들에게 대한 변호사 안내 제도, 중소기업들 경영 하면서 법적 인 문제 때문에 고충을 겪는 기업인들에 대한 중소기업인 특별 청구, 외국인 노동자들을 위한 법률 구조 사업, 실직자 및 결식 아동 돕기, 소년 소녀 가정 돕기 운동 등을 적극적으로 실시하도록 각 지방변호사회나 변호사들에게 권장/독려함으로써 인권 침해나 법적용의 사각 지대를 줄이는 데에도 헌신적인 노력을 기울이고 있습니다.</p>	<p>Legal aid services</p> <p>When individuals in vulnerable living conditions suffer unfair treatment, economic hardship, or other circumstances that prevent them from properly asserting their rights, they often cannot obtain adequate legal protection. To support such individuals, the Korean Bar Association operates a legal aid program so they may receive necessary legal assistance. Because financial difficulties may prevent them from hiring counsel, the Association reviews applications and, where appropriate, designates an attorney to provide aid. Depending on the nature of the case, the appointed attorney may offer services on partial or no retainers. Through this system, the Association ensures that people facing economic hardship do not remain without remedy in legal matters simply because they cannot afford legal costs.</p>
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	<p>Pro bono representation, free legal counseling, and assigned-counsel programs</p> <p>The Korean Bar Association provides free legal representation for defendants in high-profile or socially significant cases, offers free legal counseling to those seeking legal advice at no cost, and operates an on-duty counsel system for individuals who are suddenly detained by judicial or investigative authorities and require immediate assistance. The Association also runs a lawyer-referral program for people who wish to hire an attorney but do not personally know any lawyers and have difficulty finding one on their own, as well as special counseling services for small and medium-sized business owners who face hardship due to legal issues, and legal-aid programs for migrant workers.</p> <p>In addition, the Association actively encourages and supports local bar associations and individual attorneys to carry out initiatives such as assisting migrant workers, supporting undernourished children, and helping children who are forced to be caregivers. Through these collective efforts, the Association is working to reduce blind spots in human-rights protection and to strengthen legal safeguards for those most at risk.</p>
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The KBA also operates a Pro Bono Center, which carries out the following activities:

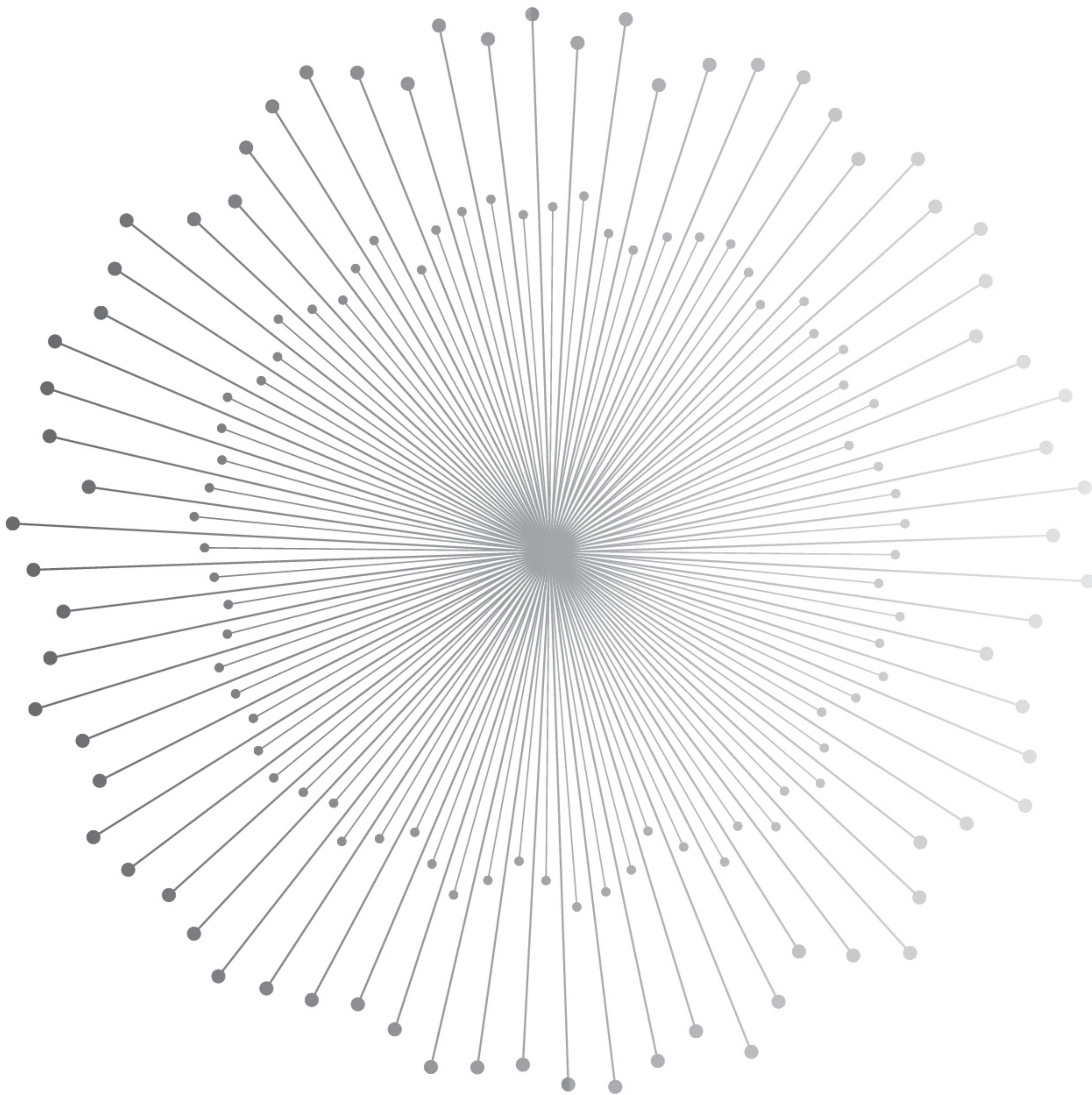
<ol style="list-style-type: none"> 1. Surveying and facilitating exchange on public-interest activities within local bar associations 2. One-on-one matching between lawyers and public-interest organizations 3. Pro bono education and mentoring programs 4. Supporting lawyers in public institutions 5. Research on institutional reforms to expand public-interest engagement 6. Support for public-interest and human rights research 7. Administrative oversight of the Center 8. Other activities necessary to advance its mission

The Pro Bono Center currently provides training for lawyers on public-interest work in order to encourage greater participation. These trainings equip lawyers with the skills needed to take on public-interest litigation and related advocacy. Because the KBA encompasses every local bar association in the country, it is important for us to design programs that promote pro bono participation nationwide. In this context, we are examining measures such as waiving or reducing bar dues or continuing education requirements for lawyers engaged in pro bono counseling or litigation, as well as granting formal credit for hours devoted to public-interest work.

Ultimately, I believe that strengthening clinical legal education—particularly clinics with explicit public-interest missions—is critical at the university level. The KBA intends to contribute to this cause by identifying public-interest litigation opportunities and by exploring various ways to support and expand lawyers’ public-interest engagement.

This year, at the beginning of the current leadership’s term, the KBA focused on initiatives such as establishing a mental health support center for lawyers. In the coming year, we hope to develop programs aimed at promoting pro bono work more directly, including public-interest litigation, public-interest research projects, and the hiring of public-interest lawyers.

[자료집]



주관

서울대학교 법학전문대학원 공익법률센터

공동주최



대한변호사협회, 서울대학교 법학전문대학원 공익법률센터