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DEGLI STUDI
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FINAL EVALUATION OF THE « STARS » PROJECT

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FOREWORD	4
ACRONYMS	4
INTRODUCTION	5
1. THE CONCEPT OF LAW CLINIC	5
2. PRESENTATION OF THE “STARS” PROJECT	6
a. Origins of the project	6
b. Rationale of the STARS project	7
c. Presentation of the five university partners and the existing law clinics	8
d. The activities of the STARS project:	15
2. METHODOLOGY OF THE EVALUATION	16
a. Objectives of the evaluation	16
b. Self-assessment by the five partner universities’ law clinic (see appendix 3)	16
c. Interviews	17
d. Interviewees’ representativity	17
3. IMPLEMENTATION OF THE STARS PROJECT	20
a. Distribution of responsibilities	20
b. COVID-19 adaptations and challenges	21
4 - RESULTS OF THE PROJECT	22
a. Quality guidelines (named hereafter the Guidelines)	22
b. Romanian-American University Law Clinic	23
c. Summer and winter schools	25
d. Conferences	27
e. Digital activities: the website and the Moodle platform	27
f. Database	31
g. Missing results	32
5 - CROSS-CUT ANALYSIS OF THE LAW CLINIC FUNCTIONING AND OF THE STARS PROJECT ADDED-VALUE	32
a. Harmonisation, formalisation and accreditation of the law clinics practices	32
b. Participants’ experience and benefits	34
c. Compliance with the Guidelines	37
d. Added-value of the STARS Project	39
7- REMAINING CHALLENGES COMMON TO ALL OR MOST LAW CLINICS	41

a. Lack of recognition and institutionalisation	41
b. Lack of financial support	41
c. Lack of dedicated coordination	41
d. Over-dependence on volunteers	42
e. Management of conflicts of interest	42
f. Management of students engaged in law clinics	42
8 - RECOMMENDATIONS	43
9 - CONCLUSION	45
10 - APPENDICES	46
1. Interviewees' name and dates	46
2. References	47
3. Terms of References for the evaluation	48
4. Guidelines	49
Preliminary remark	49
Article 1 – Aim and Purpose of the Guidelines	49
Article 3 – Student well-being	50
Article 4 - Transparency	50
Article 5 - Resources	51
Article 6 - Documentation	51
Article 7 – Educational Design	51
Article 8 – Learning and Teaching Objectives	52
Article 9 – Quality of Services	52
Article 10 – Position of Users and Protection of their Interests	52
Article 11 – Confidentiality and Personal Data Protection	53
Article 12 – Prevention of Conflict of Interests	53
5. Self-assessment report for STARS Clinic template	54
6. Templates of the questionnaires for teachers and lawyers, and students.	59

FOREWORD

Learning Avenue wishes to thank all the five partner universities, all interviewees who kindly gave their time for the consultation and the Heads of the law clinic who quickly replied and assisted the evaluation team to contact interviewees. A special thanks to Prof. Elise Poillot for her coordination and patience as well as Damien Negre for his technical support.

ACRONYMS

Acronym	Full name
ADR	Alternative Dispute Resolution systems
ENCLE	European Network of Clinical Legal Education
GDPR	General Data Protection Regulation
HRCL Clinic	Human Rights and Consumers Law Clinic (RAU)
NGO	Non-governmental organization
RAU	Romanian American University
SLAO	Students Legal Aid Office
SSPLC	Small Savers’ Protection Legal Clinic (Roma 3)
STARS	Skills Transfers in Academia: A Renewed Strategy Enhancing legal clinics in the European Union
EU	European Union
UL	University of Luxembourg
UK	United Kingdom

For the sake of clarity, the word “Guidelines” used in the report refers to “Guidelines for Legal Clinics Involved in Erasmus+ project STARS: Skills Transfer In Academia: A Renewed Strategy”.

“User” is a generic word use for the “client” of the law clinics.

INTRODUCTION

This evaluation assesses the Erasmus + project “Skills Transfers in Academia: A Renewed Strategy Enhancing legal clinics in the European Union (STARS)”, a project that aimed at pooling the best practices about Law Clinic in Europe by coordinating and streamlining each university’s method. Four countries participated - namely the Czech Republic, Italy, Luxembourg and Romania - and five clinics were involved: University of Luxembourg (UL), of Roma Tre, of Brescia, Palackeho V Olomouci and Romano-Americana. 4 of the 5 law clinics were already established prior to the beginning of the program, that spanned over 36 months, from September 2017 to August 2020 and that officially ended in December 2020.

STARS goals focused on the creation by the participating law clinics of newly designed quality guidelines, the launching a clinic in Romania and the outputs of the activities. These activities include, among others, the creation of a website and a Moodle platform, summer and winter schools, and conferences with law clinic students, academics and professionals amongst the 5 partner universities.

The evaluation was conducted independently by a France-based consultancy, Learning Avenue from December 2020 to February 2021. It paid specific attention to the pedagogical facet of the project by: Exploring the functioning of the law clinics, the added value of the STARS project and the likely compliance to the newly designed quality guidelines.

1. THE CONCEPT OF LAW CLINIC

Law clinics seek to fulfil a twofold goal: first, to provide practical knowledge to law students working on real cases; then to support users by offering free orientation and information, which helps empower different disadvantaged communities. Their pedagogical, hands-on approach allows legal students to deal with real cases, while being fully supervised and guided by teachers and practitioners. The pupils then gain real-life experience coping with various cases, meeting users and drafting documents. In the meantime, users who could not afford legal services otherwise see their legal actions being processed by professionals and professionals-to-be. This method presents a win-win situation, especially for students who are trained on the spot.

As clearly presented in the article “Comparing Legal Clinics: Is There a Way to a European Clinical Culture?”¹, the head of the clinic of Luxembourg recalled the long history of clinical education, and its inherent link to American and European justice system and education. Although law clinics are thought to have started in Europe, mainly through the development of the “*libre méthode*” and the “*Freirechtschule*” in the early 20th century, they are currently more well-known in the American universities and law culture. Law clinics developed mainly because legal education was considered too theoretical and not preparing its students to become actual lawyers or jurists. Though European clinics are widely spread in the continent, clinical legal education focuses on a more comparative law and its theoretical reflection and construction of common standards are still underdeveloped. This led universities and Law Schools to turn to the American model of legal

¹ Poillot, E. (2017). Comparing Legal Clinics: Is There a Way to a European Clinical Culture?, *European Journal of Comparative Law and Governance*, 4(2), 111-139. doi: <https://doi.org/10.1163/22134514-00402003>

clinical education, where law clinics are practice-oriented and focused on a common law tradition, while European legal systems rely on a more civil law and general principles. Other differences between the two regions in terms of social context also explain the difference between the two clinical education traditions. One of them is the fact that distributive policies are more widespread in Europe than in the US which benefits more disadvantaged people through legal aid lawyers, while legal aid in the US is mainly provided by public interest law firms and community legal clinics.

The fact that law clinics are more essential in the American legal environment, led European universities to observe the US legal clinical education and attempt to develop European law clinics as more practical opportunities for law students to enhance understanding of substantive law combining analysis and its application.

In that sense, European universities and law schools have tried to improve their method and culture based on the American model, although the second one could not be totally transplanted in our continent because of social and legal culture differences. Many of the teachers interviewed did an exchange or a degree in the US, and were influenced by the American model which therefore appears as a reference point. However, the geographical diversity of the clinics in Europe enabled them to draw conclusions from other models. For example, some also referred to the Polish framework of standards, a set of 12 articles covering costs, confidentiality, supervision and so on that defines the rules to implement a proper clinic².

The head of the Luxembourg's law clinic, who initiated the program, declared that her goal was to remedy the divide between the law clinics and the rest of the universities, which employ different teachers, to better incorporate them into the legal teaching. The law clinic approach, very practical, was described by numerous participants as “learning by doing”.

One lawyer interviewed by the evaluators described the law clinic methodology using a metaphor: “When you buy a new mobile phone, you have two options: reading the manual, or discovering the phone by using it. The university is the manual, you have to learn each discipline, and then you learn at the tribunal. The law clinics are like the hands-on approach, where you press several buttons, you click, you navigate the windows, etc. That’s how you really learn.”

2. PRESENTATION OF THE “STARS” PROJECT

a. Origins of the project

After noticing the huge disparities and the lack of common definition surrounding the concept of “Law Clinic”, several heads of European clinics, under the initiative of the law clinic of the Faculty of Luxembourg, discussed the possibility of an ERAMUS + project. The project focused on the consumer law clinics in the European Union (EU), in order to have a common ground of law clinics operating in a similar field. In addition, there is a limited number of law clinics in consumer law

² The Polish standards can be found on the following website: <http://www.fupp.org.pl/en/legal-clinics/standards>

(some 7 of them across the EU), thus focusing on a limited number of partners while ensuring diversity of participating universities. Engaging the five partners allowed to manage wisely this project complying with the limited time frame and budget. The project was designed to be extended to any sorts of law clinics. Likewise, the activities were selected with a view to producing outputs that could be relevant to any law clinic across the EU. The project was associated with the European Network on Clinical Education (ENCLE) that took part in several activities launched by the project, as two heads of law clinics were already part of the network beforehand. ENCLE was instrumental to scale up the project to a wider range of law clinics.

Prior to the project design, heads of law clinics met several times in conferences, notably organised by ENCLE. Links between academics working in law clinics were already in the process of shaping up. The heads of law clinic of UL with some partners mapped out the variety of law clinics in the EU. They eventually agreed on 4 of them plus the Romanian American University.

b. Rationale of the STARS project

The main objective of the program was to design common standards listing the criteria defining a Law Clinic. Indeed, the lack of a clear framework led to misunderstanding and mislabelling any legal course as a legal clinic, including amongst academics and the legal profession³. There are even abuses of the name that leads to depreciating the “genuine” law clinics and fostering misconceptions regarding their role.

Therefore, creating quality standards, stimulating exchanges practices and capitalising knowledge for peer learning would harmonise practices, promote the global objectives of the European model of law clinic, upgrade their quality and broaden recognition of the proper law clinics. In addition, as a joint initiative, participating clinics will enjoy exchange of best practices, students’ exchange, etc.

The STARS project relied on a logical basis with three main aspects:

- ***Achievement of relevant and high-quality skills and competences:*** the STARS project aimed to promote law clinics in the partner universities in order to provide guidelines and good practices replicated by European law faculties. In addition, they could possibly serve as a reference for faculties that consider establishing a law clinic on their own, or European universities seeking to streamline their model with a standardised one.
- ***Transparency and recognition of skills and qualifications:*** the STARS project aimed to lead to cooperation in the field of legal services which would promote changings in the professional behaviour through an intensive exchange of ideas and practices between students and professionals across Europe. Through clinics, the STARS project was expected to transmit skills that are not transmitted through classical courses in most of the European law faculties.
- ***Enhancing quality and relevance of students’ knowledge and skills:*** The project brought together universities from different European countries, namely the Czech

³ Cases were reported for instance, that students had to pay to enroll in a law clinic or that lawyers opened law clinics using students for free workforce.

Republic, Italy, Luxembourg and Romania, in order to rethink each other’s structure and improve common academic resources through dissemination of information. An online platform was predicted to be created so that information and outcomes are spread and generalised not only to students and professors, but also to their surrounding environment, such as legal practitioners and potential users.

More specifically the STARS projects meant to achieve the following objectives:

- ***Promoting new teaching strategies in law schools through the development of legal clinics:*** Renew teaching strategies introducing practice-oriented, student-centred, problem and community-based, interactive learning methods in law schools. In some countries such as Italy, legal education has always been very theoretical, and based more on extensive readings than first-hand experiences such as internships, case-studies or role-plays. Therefore, the students might feel unprepared, especially regarding the drafting of legal documents or the communication with users. A key objective of the project lies in offering the students with the opportunity to experience real-life situations.
- ***Set general guidelines for existing legal clinical teaching:*** Establish quality measures for legal clinics by formalising the teaching methods and creating performance indicators in the field of legal clinical teaching.
- ***Create a new Consumer Law Clinic at the Romanian-American University***
- ***Create a legal database of all consumer law cases dealt with by the partner law clinics:*** This will function as an online pool of cases to provide students, teachers and lawyers open-access English resources of description of past real-life cases and how they were solved.
- ***Promote the development of innovative research in Law:*** Develop research both during the project and on its completion in the field of legal education and connect it to fundamental research.
- ***Improve employability for graduated law students:*** A by-product of the practical experience students acquire through this program is the added-value it brings to their resume, helping them to find better or more rapidly professional positions, whether it is internships or full-time employments.

c. Presentation of the five university partners and the existing law clinics

The following section introduces the five law clinics that participated in the STARS project. The information was collected from the self-assessment, the interviews and the website. The data was then presented as the clinic ID so that the reader can easily compare each clinic specific areas of law, functioning and rules.

University of Brescia

Country: Italy

Website: www.unibs.it

Status: Public Higher Education Institution

Representant in STARS project: Cristina Amato

Legal clinic establishment	2009
Number of students that can enrol the law clinic	No numerus clausus and no selection
Number and qualifications of clinical staff	22 law professors and lawyers
Semester in which the clinical programme is run	2 semesters
Students allowed to participate in the clinic	Students enrolled in Law course or in Labour Consultants (only for 3rd, 4th and 5th year students)
Specific selection criteria if applicable	na
EU credits granted for attending/participating at the law clinic	6 ECTS
Assessment of students in order to receive the credits granted for the law clinic	<ul style="list-style-type: none"> - Regular attendance (40 hours) - Individual commitment - Quality of drafted documents - Reports on activity
Type and field of expertise of the law clinic	<p>The fields of the law clinics change each year depending on cases and users. The students choose the legal arena they wish to work on. In past years, it has included the following:</p> <ul style="list-style-type: none"> - Consumer Law as well as: - Civil Law and Civil Procedure - Criminal Law - Labour Law - International Law - Immigration Law - Anti-Discrimination Law - Administrative Law - Criminology
Principles and values associated with the law clinic	Educational values, Exemplarity, Social relevance to help consumer associations
How to reach the clinic	https://clinicalegale.unibs.it
How are cases processed?	<ul style="list-style-type: none"> - Students work in small groups (2 to 4) supervised by a professor and a lawyer, - Support from local Bar Association - The lawyer takes responsibility and is in charge of representing the users (Italian Law) - Students handle real cases and can attend hearings - Students' activities: interview users, do research, write memos and contribute to drafting of legal acts
What skills students are meant to obtain?	<ul style="list-style-type: none"> - Training on Alternative Dispute Resolution - Lawyering Skills - Research Abilities - Writing Skills - Communication Skills - Legal Ethics - Teamwork skills - Solving cases

How compliance with GDPR rules is handled	Compliance with GDPR is ensured by the Data Protection Office of the University
Depository of annual reports	Yes, but not available for the public

University of Luxembourg

Country: Luxembourg

Website: www.uni.lu

Status: Public Higher Education Institution

Representant in STARS project: Elise Poillot

Legal clinic establishment	2005
Number of students that can enrol the law clinic	14 maximum
Number and qualifications of clinical staff	<ul style="list-style-type: none"> - Full Professor assisted by a PhD Candidate or a Post-doctoral researcher - 9 lawyers from the Luxembourg Bar Association - A lecturer in Psychology - Public agents specialised in consumer law - A magistrate - A lawyer - A mediator
Semester in which the clinical programme is run	2 semesters
Students allowed to participate in the clinic	2nd year of four Master programmes
Specific selection criteria if applicable	<ul style="list-style-type: none"> - Grades - Rank in Law and other university studies - Knowledge of French - Motivational letter
EU credits granted	25 EU credits (5 for autumn and 20 for spring)
Assessment of students in order to receive the credits granted for the clinic	<ul style="list-style-type: none"> - Class attendance - Write a legal option (first semester) - Prepare cases for mock interviews - Write an extended paper with theoretical approach (Second semester) - Obtain 10/20 for the papers handed in at the end of the semester
Type and field of expertise of the clinic	<ul style="list-style-type: none"> - Consumer Law
Rules of competence of your clinic	"Charte de la Clinique"
How to reach the clinic	https://www.facebook.com/cliniquedudroitduluxembourg/ https://wwwfr.uni.lu/universite/actualites/a_la_une/la_clinique_du_droit_de_la_consommation_offre_une_assistance_gratuite

How are cases processed	<ul style="list-style-type: none"> - Students are assigned cases (in groups of 2) - Students work on cases and are supervised by tutors - Students only provide oral information about rights during interviews - Students video-record all actions
What skills do students receive	<ul style="list-style-type: none"> - Teamwork skills - Content of consumer code - Solve cases based on problem-based learning - Participation in mock interviews - Communication and oral presentation
If applicable/available statistics on cases	<p>For the year 2019/2020:</p> <ul style="list-style-type: none"> - 26 referred cases - 19 were referred by University staff and 7 by non affiliated users - 11 cases fell under the clinic's scope of competence - 2 cases led to on-premises interviews
How compliance with GDPR rules is handled	Ensured by the Data Compliance Office of the University
Depository of annual reports	Yes but not available for the public

University of Palackého V Olomouci

Country: Czech Republic

Website: www.upol.cz

Status: Public Higher Education Institution

Representant in STARS project: Maxim Tomoszek

Legal clinic establishment	1996
Number of students that can enrol the law clinic	40 students maximum
Number and qualifications of clinical staff	10 supervisory teams composed by practitioners (attorneys in law, solicitors, court assistants, judges)
Semester in which the clinical programme is run	Every semester
Students allowed to participate in the clinic	2nd to 5th year
Specific selection criteria if applicable	<ul style="list-style-type: none"> - Application form (not specified)
EU credits granted	6 ECTS
Assessment of students in order to receive the credits granted for the clinic	<ul style="list-style-type: none"> - Work on assigned cases - Course is not graded but students pass or fail - Main criterion: finalize all cases
Type and field of expertise of the clinic	<ul style="list-style-type: none"> - Public Law - Consumer law - Civil law - Inheritance law

	<ul style="list-style-type: none"> - Labour law - Insolvency and debt law
Rules of competence of the clinic	Ethical code of SLAO. The main goal of the clinic is to give users legal information.
How to reach the clinic	Users may reach our clinic by e-mail or by phone http://studylaw.upol.cz/ (information on the clinic is only available in Czech)
How are cases processed	<ul style="list-style-type: none"> - Introductory interview with user conducted by a team of students - Students explain how the clinic works - The case is assigned to another group of students than those who proceeded with the initial interview - Students find the problem and define whether they can treat it or not - File is submitted to SLAO office - Students analyse and work on the case and schedule new appointments with the users to continue the case
What skills do students receive	<ul style="list-style-type: none"> - Knowledge on rights and obligations - Training on practical clinical skills - Familiarisation with real cases - Team Building activities
If applicable/available statistics on cases	<ul style="list-style-type: none"> - From 1 consumer law case to 8 per semester between 2017 and 2019 - Students spend 12 to 13 years working on one piece of legal advice and 5 to 15 hours per case - SLAO was mostly approached by individuals
How compliance with GDPR rules is handled	GDPR rules are strictly followed: written information is provided for users and they sign their consent at the beginning of any cooperation
Depository of annual reports	Finalisation of the report for the years 2016-2019 and starting annual records for 2020.

University of Roma Tre

Country: Italy

Website: www.uniroma3.it

Status: Public Higher Education Institution

Representant in STARS project: Vincenzo Zeno-Zencovich

Legal clinic establishment	Not specified
Number of students that can enrol the law clinic	20 maximum
Number and qualifications of clinical staff	Staff is composed by;

	<ul style="list-style-type: none"> - the Clinical teacher (Maria Cecilia Paglietti, Phd and Assistant Professor at Roma Tre University) - and the lawyer (Matteo Ghisalberti)
Semester in which the clinical programme is run	2nd semester
Students allowed to participate in the clinic	Those who have passed the exam of "Diritto privato"
Specific selection criteria if applicable	<ul style="list-style-type: none"> - Send application via email - Students must have passed the exam of "Diritto privato" - Evaluation of CV and grades - Interview with clinical teacher
EU credits granted	7 CFU (italian units of credits) or 7 ECTS
Assessment of students in order to receive the credits granted for the clinic	<ul style="list-style-type: none"> - Class attendance and work - Class participation - Presentations - Final written exam
Type and field of expertise of the clinic	<ul style="list-style-type: none"> - Banking issues - Financial issues
Rules of competence of the clinic	Assistance of individual users and not just advice
How to reach the clinic	<p>Via e-mail: cledir@uniroma3.it</p> <p>Website: https://giurisprudenza.uniroma3.it/insegnamento-erogato/dipartimento-di-giurisprudenza/lm/2019-2020/giurisprudenza-0580707051400001/c475709a-b35a-427b-8b4d-29e49aa74c1d--20101479/</p>
How are cases processed	<p>The course consists of two phases:</p> <ul style="list-style-type: none"> - introduction (training of students in specific field competence), - solution of a real case(s).
What skills do students receive	<ul style="list-style-type: none"> - Learn to use database - Prepare written advice - Work in real cases - Improve processes of recognition and validation of competences
How compliance with GDPR rules is handled	Compliant. Data collected by the Data Protection Office of Roma Tre University
Depository of annual reports	Yes but not available for the public

Romanian-American University

Country: Romania

Website: www.rau.ro

Status: Private Higher Education Institution

Representant in STARS project: Silvia Tabusca

Legal clinic establishment	2018
Number of students that can enrol the law clinic	14
Number and qualifications of clinical staff	Dr. Silvia Tabusca (International human rights) and Dr. Andre Eftimie (consumers rights)
Semester in which the clinical programme is run	2 semesters
Students allowed to participate in the clinic	Optional class for law students in any year
Specific selection criteria if applicable	None, optional class.
EU credits granted	2 ECTS/semester
Assessment of students in order to receive the credits granted for the clinic	<ul style="list-style-type: none"> - Auto-assessment form (students become aware of legal knowledge and skills development) - Supervisor's evaluation
Type and field of expertise of the clinic	<ul style="list-style-type: none"> - Consumers rights - Human rights
Rules of competence of the clinic	Research/policy clinic combined with street/public legal education activities
How to reach the clinic	Website of RAU and STARS
How are cases processed	Not applicable
What skills do students receive	Workshop on professional objectives and establishment of action plan
If applicable/available statistics on cases	Clinic's activities are registered in a database.
How compliance with GDPR rules is handled	RAU has internal rules that transpose the GDPR that are applicable to the clinical activities. Also, the Internal Regulation of the clinic refers specifically to the GDPR application
Depository of annual reports	Yes. The reports are available on the STARS website

d. The activities of the STARS project:

The project organised these activities:

- **International conferences:** An opening conference took place on 23-24 November 2017 in Bucharest and raised awareness of the project involving international experts in the field and the partners from the consortium. Further, an international closing conference presented and evaluated the project at the end of the project on 4 December 2020.
- **Creation of a consumer law clinic at the American Romanian University:** The establishment of a consumer law clinic was facilitated by the participation of the American Romanian University in the project. The legal clinic project was designed in collaboration with all the consortium partners who assisted the junior clinic at all stages of the process. The junior clinic relied on the best practices of each partner. The formalisation of the process led to the publication of a Guideline on the creation of Consumer Legal Clinics on the website of the consortium.
- **Organisation of Summer schools:** Four summer schools were scheduled to students from other partner universities and students coming from universities that do not have law clinics, but one (Olomouc) was cancelled due to the pandemic. Not more than 20 students were set to be admitted in order to have an efficient pedagogical approach based upon interactivity. The seminars of these summer schools aimed at being podcasted as webinars in order to allow a maximum of interested people to attend. Summer schools were supposed to last one week and be held in each partner university where a consumer law clinic already exists (Brescia, Luxembourg, Olomouc and Rome 3) as the Romanian American University of Bucharest joined the project to benefit from the know-how of these universities to establish its consumer law clinic. Given the high level of harmonisation of Consumer Law, students and staff were encouraged to work on the English version of directives for the purpose of the internationalisation of the activity. These summer schools wanted to encourage participants to become knowledgeable on the national transpositions of the European legislation.
- **Digital activities:** First of all, a website was planned as a platform to showcase the work of the consortium and offer open access to EU consumer rights and consumer rights legal clinic resources. It has been developed to directly address the target groups of the project and was supposed to be regularly updated with news, information and project results. All public deliverables are available to download from the website. It also is a very useful tool for students participating in summer schools in order to download documentation and to upload quality questionnaires and remarks on the STARS projects. Initially, the Moodle platform was supposed to host many clinic activities and it was expected to be opened to the European clinics community to serve a digital bridge. However, open access for outsiders to the respective universities was not possible for security and privacy reasons, as Moodle works based on the university address. Nevertheless, access to the Moodle Clinics Platform is ensured under requests to all the clinicians interested in it.

- **Legal database of the cases dealt with:** This database gathers all the real-life cases the students dealt with. It was supposed to be a resource on its own, but for technical practicality this platform was embedded in the website. Accessible from a gateway, this data collection contains a search engine and a tag tool to efficiently look for precise cases. Each case has a standardised summary of the elements, procedure and final result.
- **Set quality assurance criteria:** The goal was to formalise criteria about the teaching methods, and to create performance indicators in the field of legal clinical teaching. The quality assurance system was thought to be elaborated on a common ground by the Academic staff of partner universities in close collaboration with practitioners involved in the consortium's clinics.

2. METHODOLOGY OF THE EVALUATION

Learning Avenue consultancy conducted the independent evaluation of the STARS project with a qualitative approach. The resources used include the following: universities' self-assessment (specifically completed for this evaluation), interviews with various stakeholders of each university (academics and professionals), surveys on the summer and winter schools, and other accessible resources, such as websites.

a. Objectives of the evaluation

This evaluation aims at assessing the relevance of the project for the 5 partner universities and the added value of the quality guidelines for the law clinics. It focuses on the educational and pedagogical value of the program, with particular attention to the students' experience. It does not investigate the quality of the legal services provided by the Law Clinics.

b. Self-assessment by the five partner universities' law clinics (see appendix 3)

With the support of the UL law clinic as coordinator of the STARS project, Learning Avenue designed a self-assessment to be completed by each participating law clinic to describe its activities and how it functions. The self-assessment was organised in two parts. The part covered the description of the organisation and activities of the law clinic, including:

- Number of students (numerus clausus)
- Number and qualifications of clinical staff (lecturers and practitioners)
- Semester in which the clinical programme is run
- Students allowed to participate in the clinic (1st, 2nd3rdyear etc.)
- Specific selection criteria-EU credits granted
- Assessment of students in order to receive the credits granted for the clinic
- Type and field of expertise of your clinic
- Rules of competence of your clinic
- How to reach the clinic
- How are cases processed-Statistics on cases, if available-How compliance with GDPR rules is handled.

The second part required the law clinic to self-judge their functioning and their likely compliance with the recently agreed quality guidelines.

The heads of each law clinic completed these reports and sent them back to the evaluators in December 2020.

c. Interviews

After reviewing each university's self-assessment and the summer schools' feedback, Learning Avenue designed semi-structured questionnaires to further document and supplement shed light on the information still missing. The questionnaires templates were designed depending on the three categories of respondents, namely: head of law clinic, professor or lawyer, and students.

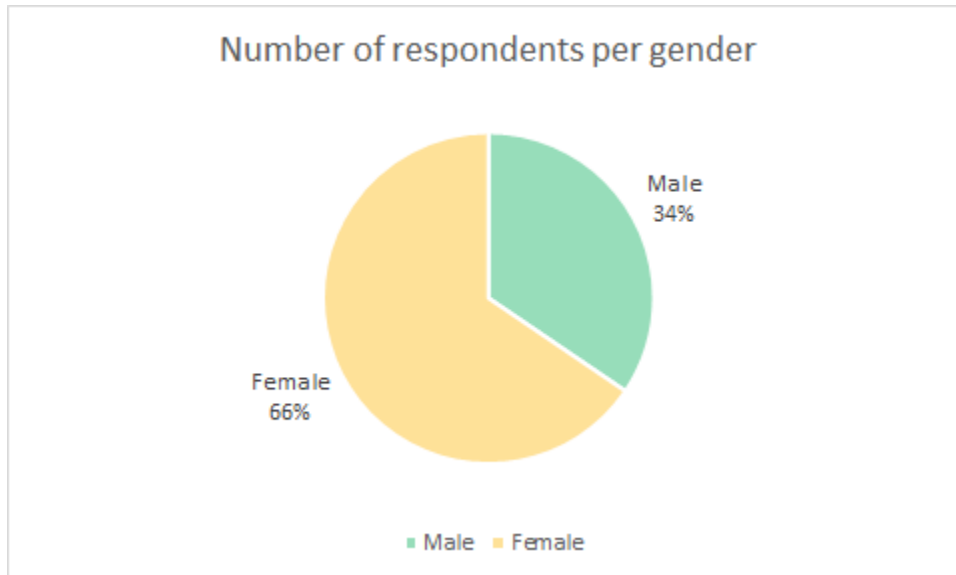
The heads of law clinic were responsible for providing Learning Avenue with a list of people that agreed to be interviewed. All interviewees were volunteers, and chosen randomly among the name lists received, with regards to: gender parity; and year of student enrolment.

The interviews took place between mid-December 2020 and the end of January 2021 (see list of interviewees with appendix 5). Due to the ongoing sanitary situation crisis, all interviews were held online (via Zoom), in English or in French, and lasted between 30 minutes and one hour. After asking for the explicit consent of the interviewees, the questions followed the questionnaire. The interviews finished with open-ended questions to offer room for possible recommendations or final remarks.

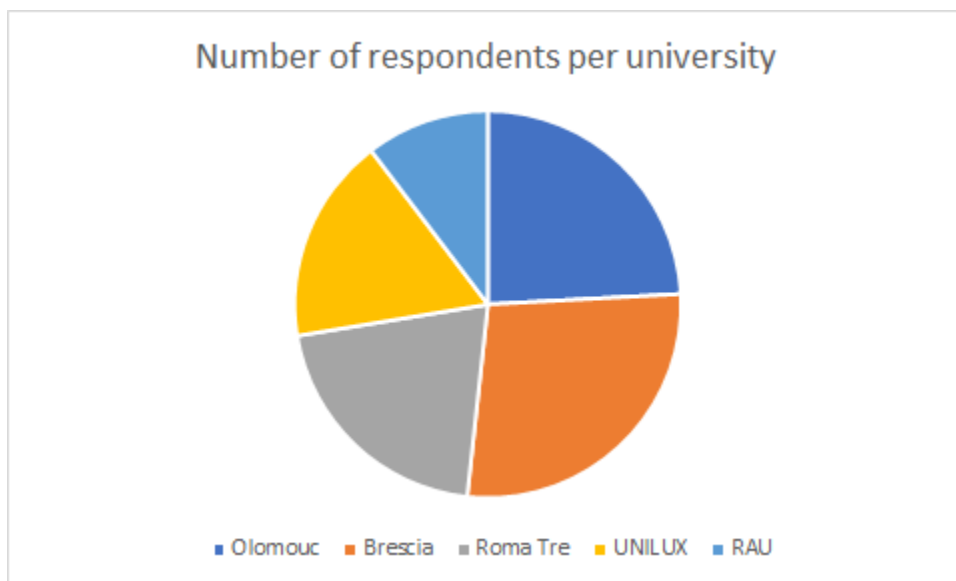
None of these interviews were recorded, and the data were anonymised for the analysis.

d. Interviewees' representativity

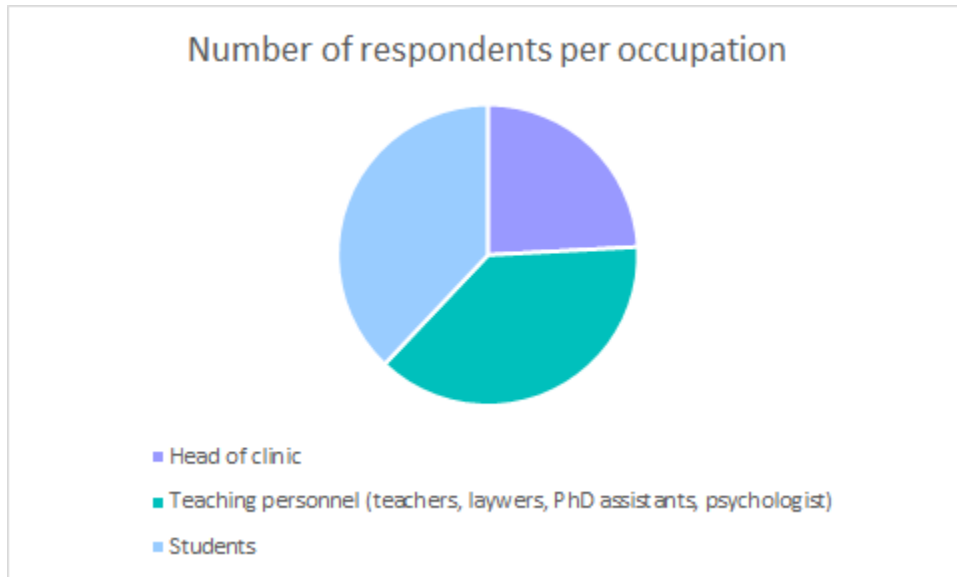
The sample of respondents presented a majority of females, as women made up 19 out of 30 interviewees. There are various reasons underpinning this data most students who agreed to participate were female, the head of clinic were mainly female, and one female interviewee participated twice, once as head of clinic and once as a teacher.



Regarding the number of respondents per university, it varies from 3 to 8, and can be explained as some clinics had more guest lawyers or practitioners than others. Some students responded by email, feeling more at ease in written English than taking an interview in a foreign language.



Finally, when disaggregating per occupation, one can observe a majority of students or teaching personals.



The content of the interviews was used for part 5 (Results) and 6 (Analysis).



Luxembourg Summer school – July 2019

3. IMPLEMENTATION OF THE STARS PROJECT

a. Distribution of responsibilities

The University of Luxembourg was the project coordinator and was responsible for the smooth development of the project UL on the overall coordination as well as the establishment of the STARS database although each partner is responsible for the development of the project at a local level. Two project meetings were organised each year of the project.

Each partner had its own responsibilities according to their previous experience or comparative advantage: UL on the overall coordination, University of Roma 3 on the website, University of Brescia on the Moodle platform, RAU in charge of establishing its own law clinic, and University of Olomouc was responsible for producing the bases of the Guidelines, due to their longstanding experience with law clinic (established in 1996).

The launch of the conference was organised by the Romanian-American University in Bucharest. The final conference was organized by the University of Luxembourg and held on line due to the pandemic.

Each university organising a summer-winter school was responsible for its logistics. Each partner was expected to promote and ensure summer schools for the maximum students possible.

b. COVID-19 adaptations and challenges

Overall, the students reckoned that their teachers adapted well to this unprecedented crisis. The main criticism addressed is the lack of effective communication at the onset of the crisis, and with some of their tutors who were less responsive via digital means (email, for calls, etc) than in person. For example, at the Faculty of Law of Palacký University, the coordinator set up groups on Teams, but students only talked once a month with their supervisors.

The pandemic did have significant impacts on the activities. First, the Summer School supposed to take place at the Faculty of Law of Palacký University in Olomouc on 5-9 July 2020 was cancelled.

For the clinics where the students are allowed to meet in person with the users in regular times (Luxembourg, Olomouc), this opportunity was swept away and they talked through digital intermediaries. Some conferences had to be held online (e.g., RAU conference with Qatar University, Closing conference of the STARS project), for some clinics there were less cases to process at the beginning of the various lockdowns (e.g., in Olomouc, it was reduced from 5 to 4). New challenges emerged: for example, during the initial one-day role-play at UL, where the newly enrolled students met members of the users association playing disgruntled users, the teachers had not anticipated that the online version of the seminar would be much more tiring for students due the time spent on the screen. They had to take this factor into account for the second day.

The clinics registered less demand to enrol in the program at the Palacký University and Roma 3 University for the spring 2021 semester, as the students knew it would operate via teleworking. Indeed, most students consider that the added-value of the teaching lies in its practical experience, and that the remote learning will cancel that benefit. Therefore, the clinic generated less enthusiasm. However, for those who did attend the course, they worked as hard as their previous peers, and handled pretty much the same number of cases (4 per group).

Student respondents highlighted another issue: the decrease in communication with their fellow classmates. For example, at Roma 3, whereas students usually work in groups, the administration decided to adjust to the pandemic by abandoning the group principle, and asked students to work on their own.

But the pandemic also offered opportunities for new challenges and cooperation. For example, the five law clinics organised an online event: "Consumer Law Clinics in Europe - New Challenges of Covid 19" on 1 July 2020. In addition, due to the specificities of this crisis, many consumer clinics took on new responsibilities, such as processing cases due to flight tickets or hotel cancellation, and worked on contractual issues. At Brescia, the students dealt with cases via Microsoft teams, but also worked on an informative brochure about on: Travel and Holiday cancellation and changes, Event cancellations, Tickets and subscriptions for public transport and rail transport, Gym, swimming pool, sport facilities memberships, School Fees, House Rental, Car Insurance. In Luxembourg, two additional tasks were created. First, students drafted an internal newsletter on legal measures taken by Luxembourg, Belgium, France and Germany to inform the University's workers. Besides, the clinic also benefited from a temporary extension of its

competence of jurisdiction to deal with cases of flight cancellation by airlines, to lessen the burden of Luxembourg consumers associations, which were at the time overwhelmed by requests for help from consumers. A teacher also explained that it made her agenda easier. It is noteworthy to mention that all students interviewed deemed that all the necessary was made to ensure their well-being in terms of workload; and that the team groups throughout the crisis were also good social links.

Obviously, the disruptions generated by the COVID-19 were taken into account for the following analysis of the project.

4 - RESULTS OF THE PROJECT

Overall, the STARS project met its numerous goals with flying colours: the Guidelines were developed and drafted, the RAU Consumer Clinic was established, and the activities scheduled (summer/white schools, conferences, website) took place on time, when not disturbed by the pandemic.

a. Quality guidelines (named hereafter the Guidelines)

The Guidelines aim at streamlining and upgrading the structure and the value of the Law Clinic experience as a pedagogical tool, but also as professional service that must ensure appropriate respect of the beneficiaries (see appendix 2). They provide a reference and a framework for the head of clinics, for any teaching personal, and can help students define their reasonable expectations before enrolling the program.

The five Law Clinic jointly discussed the structure, then the content, and later on gradually specified each provision. The heads of clinics first introduced their standards on 2 July in Brescia during a general meeting. It was further discussed and refined during ENCLE meeting in Turin in 2018 and during ENCLE workshop in Valencia in 2019.

Originally labelled “quality standards”, their name changed as it was perceived too binding, and the final version is “Guidelines”. It is a set of 12 articles divided in four sections. A first section covers the goals and definitions, a second part focuses on the overall structure and functioning, a third part offers guidelines for pedagogical purposes, and the last part deals with the quality of the legal services provided.

The Guidelines cover students’ well-being and information, transparency, resources, the quality of the service provided, users’ positions and interests, confidentiality and use of personal data, and conflict of interest. The Guidelines emphasise on the pedagogical tools the clinic should use, and define its methodology as “practice-oriented, student-centred, problem-based, interactive teaching”. They also stress on ethics, deontology and confidentiality rules.

Some provisions are general directives, e.g., 9.1 “Legal clinics should aim at providing services of professional quality” or leave leeway for each clinic, that “should have a clear policy” on such or such topic. But others are straightforward and compelling, such as article 11.3 “All clinical activities must be conducted in accordance with GDPR rules” or 12.2 “Students participating in legal clinic receive training to identify and avoid conflicts of interests”.

b. Romanian-American University Law Clinic

Over the course of the STARS project, the Romanian-American University legal clinic was first informally established in March 2018, and later on officially embedded in October 2019. It is a Law Clinic on Human Rights and Consumers Rights (HRCL Clinic) that focuses on legal research, policy and street law activities. The Clinic was set within the Center for Human Rights and Migration. Additionally, the clinic is equipped with clearly established International regulations, in English and Romanian, that inform the reader about the rights, duties and relations between the stakeholders.

The major challenge this newbie clinic faced was the lack of favourable legal framework in Romania, which hindered partnership and short-circuited the possibility to cope with real ongoing cases as in other clinics in Europe. In general, the clinic activities revolve around legal research and problem-solving rather than providing services, as students do not take on real ongoing cases. This is due to the specificities of Romanian law, that forbid lawyers to have side activities, such as teaching or to help students with real cases. The head of the clinic also attempted to create partnerships with big law companies in Romania, but they were only interested in recruiting the students.

The clinic also suffered from the lack of law clinics spreading in Romania, as the method is not trendy, and there was only one law clinic at the State university, which collapsed with the departure of its founder. Currently, RAU clinic is the only one in the entire country. This has a negative impact as few people know what a law clinic entails. Most think it simply means inviting professional guest speakers.

The law clinic is a year-long project, with different curricula for the two semesters. During the first semester, students work on Human Rights, and in the spring semester on consumers' protection. During each semester, students work on past cases to propose a solution and study the multiple contentious points. They also organized events and performed some street law activities.

During the first semester of activities (March-July 2018), students were interested in social media consumer's rights, in the aftermath of the international scandal regarding Cambridge Analytica and Facebook. The creation of a consumer clinic also revitalised the other part of the clinic, which generated much enthusiasm from the students who work organ trafficking, a good example of the “mercantilization” of the human body.

Last year, they worked on two projects, “Empowering All Women” and “Observance of Rules of International Human Rights Law in Addressing the Coronavirus Crisis”. 12 students were involved in the project on women's regarding the consumer law dimension. They chose to use online platforms and courses to identify the challenges women face, and found out that women need more training on Information Technologies (IT). The students proposed to work on the management of online individual security. As a result, some students are also involved in a global conference organised by RAU “Women in Data Science” -<https://www.rau.ro/wids-romania/?lang=en>

The last project was a conference implemented with Qatar University and 30 other universities around the globe. It was held virtually on 30 November 2020. Each country had to present how COVID-19 affected human rights, mainly their population's health, education, business and consumer rights, movement of people and so on.

In addition to these research exercises, they also do “street law” activities when possible. That is, they go to public spaces to inform people about their right and raise awareness. Last year, they visited high schools and groups of students on different legal topics, to talk about legal aspect in fields such as fake news and disinformation of online platform consumers, human trafficking, rights of migrants/asylum seekers etc.

So far, RAU is more a research legal clinic than a practical legal clinic, due the pandemic, lack of recognition and other challenges. In the future, the clinic plans to work on ongoing cases as well. However, Learning Avenue was only able to interview three people pertaining to RAU Law Clinic, which makes it infeasible to assess the overall students’ and teachers’ satisfaction regarding the functioning and activities.



Students of the RAU Clinic

c. Summer and winter schools

The following table was filled with the feedback questionnaires that students who participated in summer and winter schools completed, as well as some hindsight from the organisers. Overall, both the students and the teachers who organised the summer and winter schools deemed that it was an enriching experience, although the organisation can be slightly tricky as it is hard to assess the applicants' level or proficiency in English, especially if they are from non-partner universities. This matrix is likely to value good practice when it comes to organise a training on law clinic.

<u>Summer/Winter School</u>	<u>Strengths</u>	<u>Weaknesses</u>
University of Brescia <i>2-6 July 2018</i>	<ul style="list-style-type: none"> • Good organization of the practical course and venue. • Material and documentation in general was useful and appropriate. • Students believed they learned new skills from the course. • Most of the participants believe the course will help them improve their studying skills. • Students would recommend a similar course to other people. • The number of participants in the course was judged as adequate. • Most of the students agree that teachers have a good knowledge and that they generate interest in class. • Teamwork and learning methods. • International context, cultural exchange and different legal cultures 	<ul style="list-style-type: none"> • Information about the course prior to the arrival of participants was seen as non sufficient to some participants. • The pace of the course was mostly seen as right even though some students do not agree with that. • Information on the accommodation was not provided early enough. • A student suggested that the course should have used more interactive and multimedia tools, simulations and would have liked to meet the users. • The programme of the course was not sent previous to the arrival of participants and suffered some changes during the course of the week. • Little free time for students to visit the city since the programme was intense.
University of Luxembourg <i>8-12 July 2019</i>	<ul style="list-style-type: none"> • Team work activities. • Balance between free time and working hours. • Choice of documents handed to the students. • Inclusion of logos in all documents. • Two-hour format had proven to be suitable for drawing the attention of students. • Students appeared to be motivated for the immersion in the clinical process. • Tutors accompanied students in the resolution of their case. • Number of 4 students per group allowed efficient and interesting arguments. • Participation of most students in mock interviews. • Introduction to mediation given by Mr. Kayser. • Visit of the Court of Justice. • Good relations between participants. • Positive proximity of students with tutors. 	<ul style="list-style-type: none"> • Few explanations on activities to do in Luxembourg. • Lack of information given to students prior to their arrival. • More time required to prepare mock interviews or resolve cases. • Lack of free time during which participants build relationships with each other. • Lack of a general debriefing on legal issues. • Lack of additional activities allowing participants as breaks in the resolution of cases. <p>Suggestion by the clinic manager</p> <ul style="list-style-type: none"> • Calls for applications should be delayed for outside university students. • Anticipated handing of the documents (should be given to the students during the week). • Groups can be made based on the diversity of mother tongue to create heterogeneous

	<ul style="list-style-type: none"> • 6 applications from non-partner universities (e.g., Spain, Croatia, etc) • Students had different methods approaching the cases. 	group where students are encouraged to speak in English
University of Roma Tre 10-14 February 2020	<ul style="list-style-type: none"> • Assignment of one tutor per work group. • Former students were deemed to be good tutors. • Collecting all the documents at the end of each day so students would not forget them. • No particular language issue registered. • Constant presence of the students helped them to better follow the methodology of legal clinics. • Visit of the Unidroit and other extra-curricular activities was enjoyed by students. • Students were generally satisfied by the course, especially regarding the previous information regarding the course, the skills that the course provided and the number of participants in the course. • Generally, students agree that they would recommend a similar Winter School to other people. 	<ul style="list-style-type: none"> • Different levels of skills and legal knowledge between students. • Mixing advanced and junior students led less experienced participants to be more passive. • Students agreed less that the material and documentation in general was useful and appropriate. • Students were also less in accordance when they were asked whether the course and venue were well organized, and that the course will help improve studying skills.



Students during Roma Tre winter school

Overall, the students were satisfied with their summer/winter school experiences. They enjoyed visiting EU countries, discovering new teaching methods, and working intensively with their teammates. They reported minor mishaps (documentation handed over at the last minute), disagreed on the working pace (for some, it was too slow, for others, too rapid), and some of their critics pinpoint the very relevance of the project. For example, they highlighted the difficulty and heterogeneity of their English proficiency, or the different academic levels and approaches, whereas the precise goal of the summer and winter schools are to blend students from various countries to learn from the intercultural divides.

d. Conferences

The opening and closing conferences took place on 23-24 November 2017 in Bucharest and 4 December 2020 on the WebEx platform.

The opening session aimed at presenting the project, the partnership, and launching a discussion about legal teaching. It staged prestigious guest speakers, such as a judge at the European Court of Justice, the president of Global Alliance for Justice Education, lawyers, international consultants, and academics from renowned universities that were not part of the program (Columbia, Northumbria, Valencia).

The closing session presented the conclusion of the project, the Guidelines, featured guest speakers such as the Dean of the Law faculty or a UK ENCLE member, members of national Bar Associations and allowed fruitful discussions, notably on the guidelines.

e. Digital activities: the website and the Moodle platform

The matrix below lists the activities and level of achievement associated to the website and the Moodle platform.

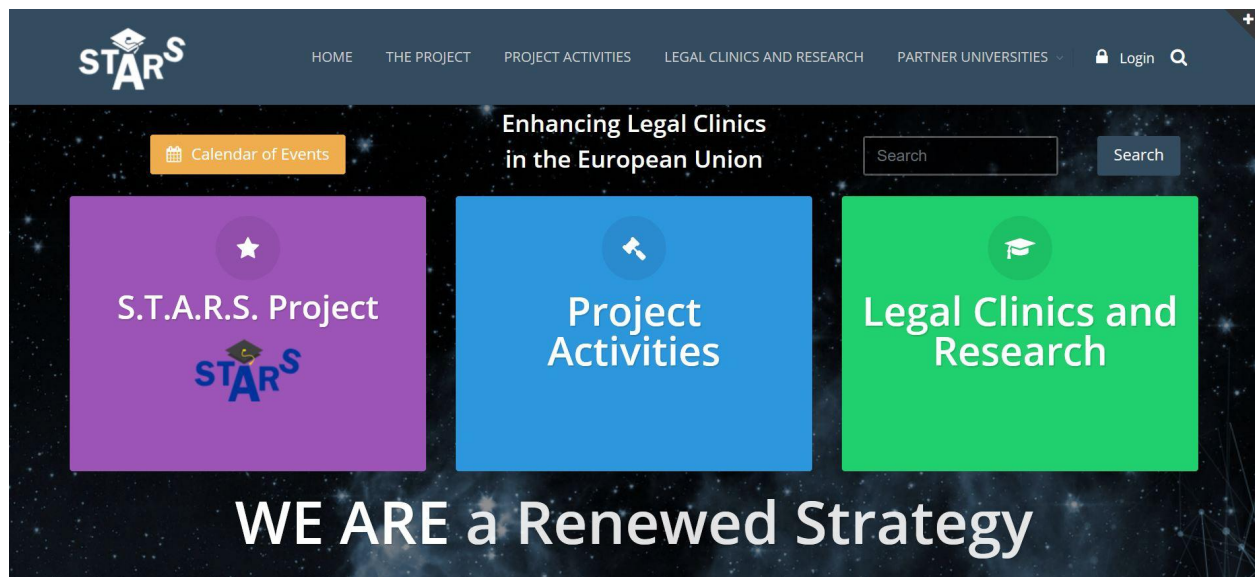
	Output Title	Activity	Level of achievement
O1	Website, online platform, social media	Creation of website and Moodle platform	Complete
		Showcases the work of the consortium	Complete
		Addresses to targeted groups	Yes
		Regularly updated	Yes
		Public deliverables are available to download	Yes
		Content can be uploaded by all partners	Yes

		The website includes a workspace reserved for project managers	Yes
		The website is in English language	Yes
		Relevant pages are available in the national languages of the partners	Yes
		The website was online in the first 6 months of the project	It took between 6 months and one year
		The chosen Moodle system allows plugins for several collaborative activities	Yes
		The platform helps in the exchange of good practices, material and increase in the number of consumer clinics in Europe	Yes
		The Moodle Clinics is opened to the European clinics community	Yes
O2	Pedagogical material, including podcast and web tutorial	Each clinic uploaded on the Moodle platform its specific syllabuses (which content depend on the type of legal clinic)	Yes, except for RAU
		Luxembourg clinic was dedicated to the “test croisé” method (method that allows to propose to consumers the most appropriate solution to her/his case)	Yes
		Practical training sessions were conducted in the different clinics in forms of podcasts. The videos or broadcasts were uploaded to the consortium website.	The videos were sometimes recorded, as in Luxembourg but some students refused to be uploaded online. For Roma 3, it is on the website.
		Web tutorials were realised during summer schools and published in the consortium website	Some
O3	Quality Measures	Criteria was set in order to formalise the teaching methods and create performance indicators.	Yes
		Innovative criteria was set taking into account the European context and for other European Universities' clinics.	Yes

Website

One of the main outputs of the STARS project was to launch an official website, accessible at: www.lawstars.eu. Statistics below are delivered by Roma Tre University, in charge of the website.

This appealing, well-functioning, easy to navigate and interactive website is a showcase of the work of the Consortium, and offers open access to EU consumer rights and consumer rights legal clinic resources.

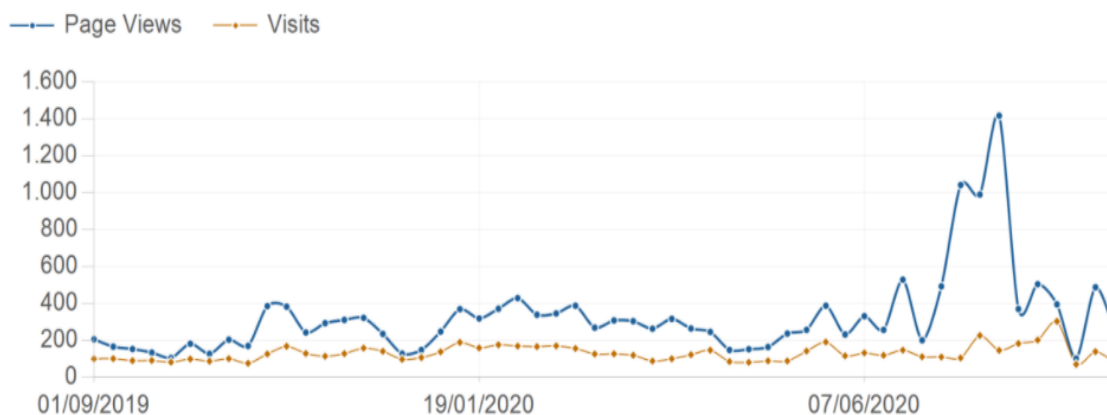


A screenshot of the STARS website home, whose frozen aspect does not do justice to its moving galactic background and its interactivity (when one moves the mouse over one of the three squares, they turn to reveal their subsections).

It addresses both clinicians and the target groups of the project. That is, part of the website is relevant for any person interested in consumer law or law clinic in general, whereas the other part traces back all the activities conducted for the STARS project, with the Guidelines, documentations about the summer and winter schools, pictures, legal database, the syllabi of each university and so on, and therefore is more interesting for former or future participants.

Traffic Trend

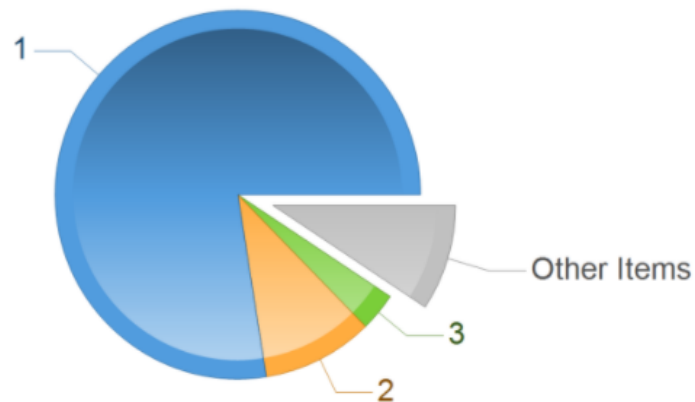
01/09/2019 - 08/09/2020



In terms of visibility, between July 2018 and early February 2021, there were 7.012 visitors and 17.624 page views. It appears among the first Google results with the key words "legal clinics European union", or some other similar combination. The web designer deemed these results very good since the website covers a highly specific content, and no Web search engine was paid for. The website has had a good number of visitors between September 2019 and September

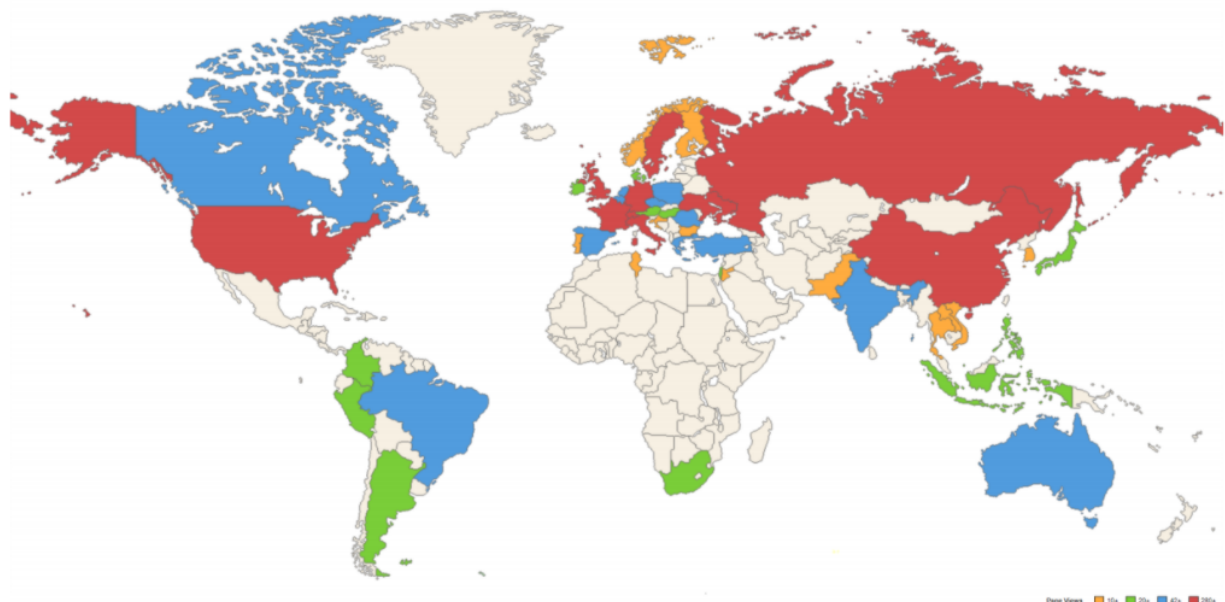
Return Visits

01/07/2018 - 08/09/2020



World Countries

01/07/2018 - 08/09/2020



2020, with a net increase of visitors in the page in the summer of 2020. It also shows good results in terms of impact worldwide since viewers from several countries in the world have reached the website. However, more than $\frac{3}{4}$ of the visitors have only viewed the page once.

Roma Tre was University, in charge of the website, updated it almost every second week. The website is programmed in a content management system in order to allow content uploading by all partners and includes a workspace reserved for the project partners. Each Partner University has its own credential to login in their personal webpage and can easily upload .pdf, images, pictures (.jpg), Docs (Office).

The website has been partially re-designed in July 2020, to enhance user-friendliness, supplying new contents, making available all information about the project and the clinical legal teaching in general, with easy on-line consultation. However, it can be a bit hard to find the latest news and events.

Moodle

In addition, each university works with a dedicated Moodle, where students can exchange, upload files, download templates of legal documents, etc. For example, during the unibs summer school online forums (a general one as well as forums reserved and dedicated to each group) were created on the Moodle platform to act as a bridge of communication between students, trainers, and enable discussion outside of classroom meetings.

Moreover, each student had access to a special section dedicated to the legal case that she/he handled (it will be filled with the description of the case, legal documents and used to share research materials, work done during the separate session and so on).

The Moodle could not be open to non-partner universities for security reasons, but can be accessed on demand.

f. Database

Further, the website hosts a legal cases database with search entries. This constitutes a pool of the cases all law clinics dealt with, with the fact anonymised, the suggested legal analysis and propositions. UL was responsible for this database, they managed a committee of academics which decides how to attribute the key words, legal provisions, and other relevant information to classify the cases. The tags are used to browse the case according to their topic or the regulations they mobilise. For example, one can click on “car insurance” or “gym subscription” to display the cases treating those themes. These cases also include contributions to ongoing debates, grey areas of law or difficult cases, such as “Opinion on the application of the EBA Opinion: Arguments on transitional rules for payment systems to migrate to ‘Strong User Authentication’”. Some cases can have several tags, such as “competence of the legal clinic” and “cancellation of place tickets due to the COVID-19 pandemic”.

This database is another instance of shared knowledge, that benefits not only the partner universities, but goes beyond as it can be accessed by anyone. As it provides the solution proposed by the legal clinic, this knowledge can be used as case-study, or to see how another clinic dealt with an issue. As such, it is a valuable effort of exchange of best practices. For a teacher, this is a resource for examples and for a student, this is a pool of past cases and a source of inspiration when proposing a legal solution.

It also means it systemises and streamlines the process of recording case information, building up English archives and increasing open data available on consumer law.

g. Missing results

Some minor side activities announced, such as the completion of the target to increase the number of law clinics in Europe are hard to assess, as it constitutes an ongoing process. This goal was based on the Bartoli report, a European Parliament census of the law clinics in Europe, but as ENCLE is still updating the exhaustive list, the results are unclear.

5 - CROSS-CUT ANALYSIS OF THE LAW CLINIC FUNCTIONING AND OF THE STARS PROJECT ADDED-VALUE

This part draws mainly on the interviews to assess the global successes, best practices and outputs of the STARS project as per the four existing law clinics and the newly established law clinic at RAU (as component of the project). This part compares and analyses the law clinics characteristics, then their challenges (parts 6) and the recommendations (part 7).

a. Harmonisation, formalisation and accreditation of the law clinics practices

Relative homogenisation of the law clinics

One of the Guidelines’ goals was to standardise the law clinics practices. The Guidelines (complementary to the summer and winter schools) help to create a sense of common framework and general objectives associated with the clinics amongst the partner universities. In practice, the 5 Law Clinics participating use quite differentiated teaching styles and conduct specific activities, which reflect their different understandings and operationalisation of the law clinic concept. This is not a negative point per se, and rather reflects the diversity of priorities and activities that could be implemented within each clinic.

The difference found among law clinics per university engaged in the STARS project was imputable to:

- **The variety of fields of law.** Although all clinics have a consumer law component, some also have other clinics dealing with Human Right, Labour Law, Financial Law, Family law, etc, and harmonised their overall clinic teaching style to cover these. The Guidelines took into account the variety of fields.
- **The different emphasis on research/practice:** Some clinics have both components, others only focus on practice (e.g., UL) and others on research (RAU).
- **The atmosphere of “clinic-friendliness” or “clinic-adversity” of the local legal environment,** especially the relation with the bar association, influences whether students can deal with real cases, can go to hearings. It also impacts on the number and substance of the partnerships could be established between the law clinic and the professional law. It then influences eventually the recognition and reputation of the law clinic by the law profession and incidentally by the law students themselves.
- **The number of cases processed,** that ranges from 1 to 5 per team and per semester.

- **Number of semesters allocated and eligible years of enrolment.** Some students participated up to 4 semesters in a law clinic, some only just one. In some universities, students can enrol regardless of their year of program, for others it is only open to the last level (4th and 5th year).
- **The number of meetings with student’s supervisors,** which varies from two meetings per semester to two meetings per week.
- **The targeted users.** Some clinics focus on the disadvantaged, penniless users, others on the interest and exemplarity of the case for teaching, whether it is more or less pedagogical or altruistic (social justice).
- **The limitations of the legal setting allowing law clinics to operate without prejudicing the legal profession.** For example, in Roma 3, students were initially allowed to work on cases up to 1,000€ only, but then the clinic dismissed this monetary threshold. In Luxembourg, the clinic has discretion until 5,000€. In Romania, the law clinic is constrained by the impossibility to provide services to the society.

These variations resulted in differences in how the cases are chosen and processed. For instance, in Olomouc, the teaching staff chose cases that were “not overly complex”, whereas in Roma 3, the National Union of Consumers Association send the most difficult cases to the LC, as the students can work it for a long time, with high level of specialisation, but they take no losing cases. Some cases were also set aside for different reasons. In Olomouc, the winding up of a company case was abandoned because it was reckoned too complicated.

The activities conducted also differed a lot, from research, street law, conference, role-play and simulations to working on past or present cases.

Formalisation and accreditation

Most heads of clinic reported a greater formalisation of their clinic, especially in Romania as the LC started from scratch as an informal project before being institutionalised.

Although one of the objectives of the project was the institutionalisation of the law clinic via accreditation, this has moved slowly over the past three years. The quality guidelines could be used as a complementary evaluation framework for the accreditation agencies. The structure of the guidelines is fully compliant with the existing quality assurance frameworks such as the European standards and guidelines for quality assurance (to which they explicitly refer to). The evaluators collected signals showing that the agencies could use the guidelines, once they are agreed upon by the national quality assurance system. For instance, in Romania, ARACIS (the national quality assurance agency who accredits the programmes) is reportedly very keen to explore the contribution of the law clinic to professional development. It is worth noting that the quality standards is no longer the terminology used and is replaced by Guidelines. This change is not anecdotal and reflects the engagement of the STARS projects’ partners to ensure the inclusiveness of the quality dimensions for law clinics, the preservation of the diversity of the higher education institutions and teaching-learning modalities across the EU (and the Bologna process members). Above all, the Guidelines are meant to inspire the law clinics and not instruct

them or impose quality norms. This will be up to each national quality assurance system to define the status of the Guidelines should they be used for accreditation.

From now on, at the end of the STARS projects, the major impact is the value of the Guidelines as an instrument to help law clinics to position themselves, self-assess their strengths and weaknesses, identify rooms for development and above all, create a sense of European community amongst them. This will ultimately contribute to the recognition and hence expansion of quality-ensured law clinics while keeping their distinctive features depending on the country and the university. This will demonstrate also that law clinics are **pedagogical instruments** aimed at stimulating law students, fostering their connexion to the real societal needs and ultimately provide a better response to its needs. This is a significant step permitted by the STARS project.

b. Participants' experience and benefits

Laid-back and original teaching method.

All participants, regardless of their category (students, teachers, heads of clinic), described the law clinic as an innovative teaching methodology that balances the sometimes too theoretical legal pedagogy in law. They considered the law clinic as a tool meant to complement, illustrate or operationalise the theoretical concepts taught and learned during the class. The practice-based approach that many law teachers increasingly apply at the law faculty exposes the students to real cases. However, they do not practice as such like at the law clinic with genuine cases requiring them to take action, providing a response to a user who is in need. At the law clinic, students are the actors, feel responsible and discover and improve their analytical skills. For most, they are confronted with the real life that underpins each legal case. As a teacher pointed out: “our students eventually understand that “law does not operate in a vacuum”.

In addition, the law clinics offer a motivating learning environment that European students are not so familiar with, specifically in law schools where teaching often remains traditional (i.e. based on transmissive knowledge from academics who keep strong hierarchical relations with their students). Thanks to the law clinic, the interviewees highlighted a very stimulating yet time-consuming extra-curricular activity (as no Clinic is mandatory, it is an elective course). Everyone mentioned the relaxed, “good-natured” atmosphere; the small intimate groups; the connection, friendly relations and quality time spent with supervisors; the recreational activities (role-play, simulations); and the practice, field-oriented approach (dealing with cases, visiting tribunal). This positive environment accounted for a significant part of the satisfaction of present and former participants, and the shaping of sweet memories in the long run.

Students' perceptions, experience and evolution

All students interviewed were not only satisfied, but also enthusiastic and grateful for their experience. They reported to have gained many skills, values, knowledge of law, and deeper understanding of their future job - not only as a lawyer but as a professional using law and have an appropriate approach using law as an analytical grid. The single most mentioned quality acquired was communication skills, although the participants also referred to patience, expertise, learning how to listen, understanding procedure, gaining critical thinking skills, personal growth,

teamwork aptitudes. Most highlighted their increased self-confidence in their capability to use law for their analysis, thanks to their engagement into the law clinic

Gratefulness

Testimony of Roma 3 student: “I am grateful to the clinic, because when I was half-way through university, I wanted to quit, because I used to see no way out and no purpose in what I was studying. But the legal clinic made me passionate about law.”

Most students understood that there is no single answer to a problem, and that the legal response is one option among others to overcome the problem. For example, a student explained that “every divorce is different”, whereas others were particularly happy with their training on mediation and alternative dispute resolution mechanisms. Their expertise was also useful on a personal level.

In addition, both students and their teachers noticed significant improvement in their **emotional skills** with the users. For instance, they learned how to operate with more neutrality, refraining from friendliness with the user while building up their sense of empathy. They also gained **English** proficiency and drafting skills. Consequently, all students met for the evaluation felt empowered and proud of their achievements.

The **teaching staff** confirmed the progress made by their students. One lawyer explained that beforehand, his students had no insight regarding a lawyer’s daily job. They were just out of high school, sometimes they were privileged students and had never seen a real case before. At the end of the semester, they were much more comfortable speaking with users and taking initiatives.

Personal empowerment

A former student of the University of Luxembourg told an anecdote: “Once, right after the clinic, I wanted to buy a coffee machine. I went to the shop, and the salesman boasted, all proud, about the 2-year guarantee of one product, as if it was an exclusive feature of this coffee machine. However, the 2-year guarantee applies for all products because it’s an EU directive. So I told him that it was a spurious selling argument. So, the clinic provided me with good legal bases for my personal consumption as well!”

When asked about the downside of the law clinic, most students could not find one. Yet, the most common was its time-consuming aspect. Their involvement ranged from 2 hours a day during an intense case to two hours a week in regular, laid-back times. Some students also mention paperwork and legal drafting, especially Italian and Czech students, who are not used to extensive report-writing.

Professional perspective and added-value on the students’ resume

Most students felt that this experience, however useful and professionalising for them, might not appear as an added-value as it should, and might not increase straightforwardly their employability. They declared that the law clinics **are not renowned enough** to constitute a bonus on their CV, as most people still do not know what it is. In Romania, a student declared that firms do not rely much on past experience such as internships, but rather on whether you seem like a good match, and they will only judge you on the spot. Students from the other law clinics highlighted the importance of doing an internship in a prestigious law firm or the reputation of the

law faculty as such (irrespective of having a law clinic), that counts more than any practice at the law clinic. Hence, having the law clinic experience “might not open more doors to a high-level position” as a student summed up.

There are however signals showing that the law clinic could be recognised as a value for future recruitment, **depending on the recognition of the clinic and its partnership with the legal profession in the country**. For example, some law students in Roma Tre did find internships through a scheme specific to the partnership between the clinic and the Bank of Italy. Approximately 10 graduate students found a job in banking law and in the consumer field and 2 former students are working on areas directly connected to the courses and cases they worked on.

Status of the teaching staffs and their benefits

The teaching staff at the law clinic are always full-member of the faculty, therefore enjoying a full-time contract. By contrast, most guest speakers, lawyers and other lecturers are volunteers at the law clinic. They give their time and transmit their skills without any, or very symbolic, financial compensation (e.g., in Brescia, the lawyers have an annual contract of 250€, that is, they are doing this course pro bono).

When asked why they agreed to commit for free, all respondents mentioned intellectual benefits and match with their values of social engagement. For instance, lawyers from UL or Roma Tre underlined their desire to train the new generations, as they do it with new bar recruits anyway. They also displayed compassionate reasons, such as their regret that nothing as such existed while they were students themselves, and their wish to remedy this by offering the practical aspect they lacked then. The psychologist at UL also expressed her interest in learning from a new professional field, i.e., the legal realm, and to learn from diverse, young and talented individuals. All pointed out the human added-value this experience brings them, and their pleasure to work with highly motivated students.

One issue was the constraints of the **university calendar** that might not match with the unpredictable time to take care of a legal case. The holiday breaks and exam periods pause the case for a while and require the law clinics to find remediation (e.g., rotating student teams on the same case to ensure continuity). It is worth noting the seriousness of the teaching staff who make sure the users are not affected by the university calendar and get the high-quality service they deserve. For instance, in some law clinics of this project, the students must write down every single activity they perform for the clinic in a diary. Therefore, the teachers are able to track users' satisfaction at the end of the semester, while grading the diaries.

In addition, the professionals engaged in the law clinic make sure **the user's satisfaction** is fulfilled and may substitute the absence of students where needed (for he/she takes exams for instance). A lawyer stated that even when a case cannot be processed due to the limitation of the clinic discretion, the students still help them with research, address them to relevant organisms, assist them in drafting legal correspondence, etc. In the end, the students will have participated in the legal case, directly and indirectly with the user.

c. Compliance with the Guidelines

The Guidelines were an expected output of the STARS project. The evaluation could not hence assess the level of compliance. However, some law clinics had already engaged in quality assurance and others were keen to comply with minimum standards. Hence research and activities such as those conducted at ENCLE offered some quality-related reference points that could be relevant for quality compliance and improvement of the law clinics. For instance, law clinics already comply with quality standards like: employing qualified staff with extensive and relevant experience, ensuring a reasonable workload for students, or a reasonable number of students to be supervised per tutor.

The evaluators tried to identify the most challenging quality standards that are stipulated in the STARS Guidelines, to be fulfilled by the law clinics. They then identified if the conditions were met to ensure a full implementation of the Guidelines, in the coming years.

Transparent selection of students and grading system

The Guidelines recommend adopting a **transparent selection criterion for students**, and for grading them. Some clinics are actually open to all law students, but most of them request to send an application containing few requirements on language, motivation and grades to attract the most committed, hard-working and brilliant students. There are very few disparities, such as some asking for the students' CV as well. Overall, all students interviewed felt that the recruitment process was fair and transparent, with the criteria clearly stated and sent in advance. However, Learning Avenue was not able to ask the opinions of students who were denied the entry in the program, who might have a different perspective. Moreover, no clinic provides feedback for those who were not selected.

Regarding the **grading requirements**, most law clinics currently include an assessment by the teacher or supervisor, a paper or a research. In Brescia, students must keep track of their activities via diary, to write how they felt, what they fought, how they improved over the semester, and they enjoyed this practice. There were no complaints regarding the marking.

Regarding this item, all clinics did an honourable job at setting up criteria for admission and for passing the course exam.

Deontology and initial training on ethics

The Guidelines explicitly request an initial training for all students integrating the program on legal procedure, deontology and working ethics. This requirement was already embedded at Olomouc law clinic when they started operating and was expanded and then discussed with the 5 partners to be a key section of the quality guidelines. This quality part of it is highly technical to help them process real cases, and part of it is more of behavioural standards. Students must also sign a charter with their rights and responsibilities.

The four clinics that cope with real cases already have some kind of training in place, although its depth and content vary a lot, and all clinics but Roma 3 already had a charter for the students (Roma 3 administration only had waiver, and is working on a charter). At RAU, the activities at the newly established law clinic relate more to research but ethics is a major part of concern and

study of the students, and the clinic already has designed high-level Internal Regulations. In all clinics, “ethical aspects of cases are central and not peripheral” as a student confirmed.

Regarding the initial training, in Brescia, one contractual lawyer’s mission is to lecture the students about deontology. It happens at the very beginning of each semester for 4 hours. He covers the definition, they have debates, and then role-play where students act as a lawyer talking with their opponents, the judge, etc. Olomouc clinic has an original approach, as its initial training take place in the mountains: every semester, there is a weekend before or the first day of course, where student travel in the mountains in a hotel rented, and attend some course for street law and clinic students, share some skills, talk with “fake” user, etc. They also received a printed version of what they learned.

In Roma 3, students work on mock cases made up specifically to teach the student to solve the cases in the clinic way and learn about confidentiality during the 1st and 2nd lessons. But this training has become more important as now they can meet with the users, so the administration is working on a new training.

In Luxembourg, students have a special class on the relevant jurisdiction depending on the financial amount of the case, they attend an introduction to mediation, and a training with a psychologist and people facing consumers’ claims in their work environment. This is a two-day workshop where students work in a team of two students. The “fake” consumers play the role of different “hard-to-manage” users, such as: someone who gives a lot of personal information but little legal relevant data, disgruntled user, angry user, etc. The students interview the “fake” user to decide whether they can process their case, and are being recorded. Then, the psychologist analyses their behaviour, how their body language was, who was leading the conversation, and so on, and gives them personal advice. Then, they have a second chance to improve their first performance. All students enjoyed this exercise very much. They believed that it helped them to improve their attitude, but also their personal awareness. It was hard to received criticism on their very personality traits (e.g., “your teammate controlled the conversation, you might lack confidence, you were fidgety, you seem to poorly manage time”, etc), but they reported how much it helped them to build self-confidence, and their desire to have more sessions with the psychologist.

Ergo, although all clinics start with some type of training, they are very different, more or less formal, and more or less formative. All students acknowledged the usefulness of these training, but for some they thought it was not enough to prepare them for the “real world”.

Conflicts of interest

One article of the Guidelines encourages the law clinics to have clear policies to “prevent” conflicts of interest with any current or part users, members of the LC or students, without defining it. It led to different interpretations of what constitutes a conflict of interest, and some clinics seemingly have stricter rules than others. Obviously, this issue is not specific to law clinics, and lies in the fact that national bar associations do not have the same approaches to conflict of interests and clinics’ practices abide by domestic practices.

For example, in Luxembourg, a student and his partner were assigned to a case where someone had a conflict with a mobile phone company. The students realised that he was in the exact same

situation. After a joint discussion in class, it was decided to allocate the case to another team of students. However, the UL law clinic also treated cases of the members of the administration, although they might have known the person. In Olomouc, Brescia and Roma 3, the teachers shortlist the cases to be dealt with. A teacher of Roma 3 deemed that this would avoid any conflict of interest. Yet, the interviewee mentioned that one student once asked for help for his godfather, which was not perceived as a conflict of interest.

Confidentiality

The Guidelines aim at protecting confidentiality throughout the cases, and have therefore established a couple of directives, such as the use of:

- Secure space for confidential communication with users and work on users' cases,
- Secure space to store confidential information,
- Secure digital technologies necessary for activities of the legal clinic (computers, phone, e-mail, legal information system, user database and others)

Overall, the confidentiality of users and/or of students was very well protected. Most universities protect the students email address by requesting their students to only write via a clinic special email address to communicate with the users so that they can follow the email chain in carbon copy. Some clinics do not disclose the name of the user, and students never interact with them. In Luxembourg, Brescia and Roma 3, students can benefit from a special room to talk with the users. In Olomouc, students can dispose of one big room where they can work, use half a dozen computers, phones to call users and two printers. In other clinics, students had to use their own device. The Moodle and the administration were used to store hard-copy and virtual documents.

d. Added-value of the STARS Project

The evaluators collected enough evidence to make the case of the added value of the STARS project. There are some valuable outputs, thanks to the peer learning activities or the setting of the data base on the law clinics. There are also some outputs that are likely to generate further impacts for the expansion and quality assurance of the law clinics: the Guidelines.

The added value of the Guidelines

One of the key outputs of the project, the Guidelines, are meant to help **harmonise and upgrade the practices at the law clinic**. For clinics already established, the Guidelines help them to stay on the right track and make sure they constantly strive for rigor and quality. For newly established clinics, or clinics-to-be, it provides a model based on best practices.

The guidelines focus on the **key risks** to be prevented and the likely remediation to envisage when the risks materialise and may affect the quality of the law clinics (for example a limitation of the number of students per supervisor, or the estimated desirable workload for students, which is helpful guidance for those who want to embark on the law clinic journey).

The Guidelines goal is to become a **reference in terms of legal teaching**, mainly relevant for European universities, but that can be exported to other contexts and specifically over the European higher education area and its 48 countries. In that sense, the guidelines did help to upgrade the quality of all law clinics involved, and offer a European alternative to American models.

A head of a well-established clinic declared “The quality guidelines are key, we were so programmatic but less formalised. They can help us improve our own teaching and connect with other Law Clinics (...) It will have an impact on the way we are accredited by the national authorities. We got a higher mark thanks to the improved quality of teaching and our law clinic”.

Further, the Guidelines were a responsive project, as the GDPR regulation came into force during the STARS project. Hence, they helped to better address the data protection in law clinics and allowed to question the relevance and pedagogy of law clinics, even in long established law schools.

A head of clinic summarised, speaking about the Guidelines: “More flexible, more adaptable, more client-oriented, more inclusive, more transversal in their approach, more capable of absorbing new trends such as IT, more multi-linguistic, more intercultural. (...) It is a key instrument to help both teachers and students evolve along the societal trends.”

The RAU, the only law clinic in Romania, was able to sprout and in spite of the fact that it does not handle real cases, it still constitutes a very practice-oriented approach with the study of past cases, street law activities, research on current legal debates, etc. Therefore, this item is also deemed to be completed.

In addition, the STARS program nurtured **exchanges** amongst academics and law students, e.g. conferences and summer/winter schools fostered networking and exchange of best practices. For example, all the students who participated in the school in UL requested a psychologist as well, the Italian head of clinic found interesting the UL system of online cases application (people can request the law clinic service through a digital gateway). It can be considered that it fulfilled its “Erasmus” component as it facilitated exchanges among European peers. It is worth reminding here that law students are not as mobile across Europe as to others studying in social sciences - this is mainly due to the national specifications of law. The STARS project offered a unique opportunity to discover alternative models and pave the way for future collaboration amongst the youth in law.

The STARS project allows the establishment of a **clearing house on law clinic education** in Europe. The website and Moodle platform offered common spaces for resources and interaction about consumer law, and improved the visibility of legal clinics on the web.

For academics engaged in the STARS project, they could formalise their relationships within a common framework, pursuing shared goals and constituting a **task force** for the benefit of the expansion, reputation and recognition of the law clinics across Europe. The project produced robust material (the Guidelines, the dedicated website and the data base) and authoritative evidence of the value of the law clinic education for the benefit of the European society. Decision-

makers at policy and university levels now have the possibility to further develop this type of education, and **better match the law studies with the societal needs.**

7- REMAINING CHALLENGES COMMON TO ALL OR MOST LAW CLINICS

Most of the current cross-cutting challenges stem from the lack of recognition of the law clinics, their lack of visibility, funding and partnership and their extensive reliance of a bunch of highly motivated people which jeopardise their sustainability and opportunities to grow.

a. Lack of recognition and institutionalisation

Although the universities are responding well to the creation of law clinics, the institutional regulation can hinder its development. The surrounding environment plays a very important role, as it can be hostile to law clinics, or facilitate its embedding into the culture and the university. For example, in Romania, the law clinic concept is not well known, which leads to misunderstanding (people think inviting practitioners is enough to be a law clinic), and the legal framework is unfavourable, as lawyers are not allowed to teach. Therefore, it is harder to establish partnerships. Also, the bar can perceive the law clinic as a competitor; the bigger the city in which the university is, and the more specialised the lawyers are. It means that the clinic which provides general services is not perceived as a competitor. But in smaller cities, the law clinic was regarded as a threat: “law clinics are optional courses and there are competitions since we always ask for money to have contracts with lawyers...We need more money than traditional courses”. Finally, a lawyer confessed that at first, the bar was reluctant toward this “competition” (the establishment of a law clinic) and asked them to be “a spy” to make sure that the law clinic does not cross the line of its jurisdiction.

Conversely, fruitful partnerships with the bar allows more lawyers to know about the law clinic. Likewise, useful partnerships with a consumers’ association such as Roma 3 with Unione Nazionale Consumatori Association, UL with the Luxembourg association, Brescia with Adiconsum or Lega Consumatori, or partnership with a bank (Roma 3) permits to find real and interesting cases, job opportunities for the graduate, etc. Developing partnerships appears a necessary step to attract guest speakers and students.

b. Lack of financial support

Due to the low widespread knowledge about the law clinics, universities do not provide consistent funds for the creation or functioning of the legal clinics, which hampers the development of their activities and their capacities to support students. For example, as stated above, only one clinic provided law clinic students with computers and phones to work on their cases. When asked what would they do should they have a magic wand, clinic directors and teachers unanimously answered: more financial resources. They also reported feeling restricted by their budget in terms of the teaching activities, as the heads of clinics have to find volunteers.

c. Lack of dedicated coordination

As a direct consequence of the lack of funding and recognition, the law clinics struggle in setting dedicated coordination and have solid administrative support. The law clinics operate with users, students and lawyers, who have their own agenda. They pursue differing objectives and are

subject to various quality requirements (for quality of academic teaching, for a wise and robust response to the user). All teaching staff, professionals and students law clinics engaged in the STARS project that were met for the evaluation regretted the lack of time that the heads could allot to the clinic. The heads are in charge of too many functions (functioning of the law clinic, advocating to the bar and the university top management, identifying professionals and training them, supervising students, managing conflicts, mobilising teaching staff....) along with their other teaching loads and research obligations. There is a clear need for enhanced coordination, requiring a dedicated team to roll out the law clinic.

d. Over-dependence on volunteers

All clinics extensively rely on volunteering and the commitment of few very dedicated people. Although most clinic heads benefit from institutional support from their universities, this translates in very low funding. Indeed, most lawyers do not teach on a contract, but voluntarily. In Luxembourg, the “fake” consumers and the psychologist are contractual, but the funding is limited.

Most teaching staff and lawyers got involved in their Law Clinic via chance encounters and personal relations, not because they were informed from the bar or the university, but because they knew someone who was involved as well. For example, a lawyer heard about the clinic from a colleague who was retired from it, or someone discovered the existence of the legal clinic during a meeting. In Luxembourg, the psychologist (an associate professor) and the head of the clinic started cooperating at first because a common lawyer friend introduced them to each other. These personal connections are helpful to start a partnership, but also threaten the sustainability of these cooperation if the linking person leaves or retires. For example, in Roma 3, the agreement with the Unione Nazionale Consumatori Association is not formalised and only relies on the personal ties between a member and the association.

The clinics should try to diversify their financial support, while increasing its prestige and attractiveness to continue appealing to the involvement of students, teachers, lawyers and partners alike.

e. Management of conflicts of interest

Notwithstanding the clinics already outstanding efforts in ensuring confidentiality, deontology training and identification of the conflicts of interest, they have not yet defined how to properly manage a conflict of interest as there is no EU common definition. Each clinic relies on its national directives. It led to diverse degrees of interpretation regarding conflicts of interest. Although this is not something that can be fully addressed by the clinics themselves, it means that there is still room for improving the harmonisation and the *modus operandi* on addressing and preventing conflicts of interest.

f. Management of students engaged in law clinics

Teachers felt rather unprepared to solve teamwork issues and were surprised by students' reactions to criticism or how they interacted with users. Olomouc, Luxembourg and RAU heads of clinic expressed difficulties to manage students' teamwork and psychology, as they may lack time to dedicate to students' problems, or managerial skills to coordinate their staff. The head of a clinic declared that students have a hard time dealing with users that sometimes are involved

in serious problems, and thinks they need to be psychologically prepared. “Most students are discovering life, and many at the law schools’ students are well-off and suddenly discover the horrific life!”. Most students also demanded a psychologist after tasting it in Luxembourg.

8 - RECOMMENDATIONS

These recommendations derive from the 6 identified challenges described above. They are meant to improve the smooth expansion of the law clinics.

Improve the quality of teaching via staff’s capacity and content

- **Develop additional “training of trainers”**, that is, a coaching for legal tutors on non-legal issues where they have little expertise, such as management, teamwork, supervision need, communication, teambuilding and leadership. As ENCLE members, all clinics have participated in training of trainers, but as some teachers reported feeling unprepared for the psychological needs of students, maybe they could work with ENCLE to design another training more specifically dedicated to accompanying and guiding students. In Italy, the Italian clinical association also provided them with training of trainers, therefore, the clinical staff already has experience and practice with these teachings, and could contribute to craft a joint training. These training can be pooled between the five law clinics, with common parts that are relevant for all legal clinics (e.g., how to mediate between two conflicting students, or to guide a student toward more self-confidence and public-speaking ability) and some are country-specific or legal field-specific.
- **Consider the possibility of hiring full-time teachers** focused on practical teaching and not having to conduct research in parallel (as all academics are required to do according to their status and career progression requirements). It might nevertheless be worth exploring if teaching staff with PhD candidates could further develop research on law clinics as a new pedagogical tool and service to the society.
- **Jointly create an online short initial training on ethics and deontology for students that could be declined in each national language, and presenting the different national understandings of a conflict of interest.** For example, it can be a movie with examples comparing prohibited and desirable attitudes in front of users or examples of conflict of interest. It could be a students’ project, and if there is a common part English, it would benefit all law clinics. It will also expand their understanding of the different legal notions of conflict of interest. It will also make sure that everyone is on the same page, and could be accessed and re-watched through the Moodle. This training will come before the in-person training at the beginning of each semester.

Further expand the experience for students

- Explore how to allow more responsibilities for students (e.g., contact users themselves, defend them in hearings). The legal clinics could do a benchmarking of the legal responsibilities, risks and insurances of the contacts that medical schools use for their students when they perform surgery for example while not being fully accredited doctors.

- When possible, provide more psychological training and support for students to better understand the user and societal issues.

Increase recognition.

- Harness the law clinic model into the university-wide strategy and the faculty of law specific strategy.
- Encourage academic research that would investigate how Law Clinic prepare students' employability compared to traditional legal teaching.
- Explore the extent to which the diploma supplement includes the skills gained out of the engagement into the law clinic.
- Explore cooperation with national quality assurance agencies (e.g., accreditation agencies) and with the ministries of higher education to consider the quality guidelines as a complementary instrument to ensure the quality of law education. Advocate to ENCLE so that the Guidelines become a recognised framework for the association.
- Further engage new partnerships with the bar, associations, NGOs and lecturers on projects so that the law clinic becomes a specific partner at the interface between academia, economics and society.
- Advocate for amending the accreditation process and request to dismiss the name “law clinic” in the course title for those who do not meet the standards to prevent the all-out use of the label.

Increase visibility

- Create partnerships with the university's journalistic department, if relevant, or student radio or local media association to publish articles about successfully solved cases, and spread the word about the clinic.
- Although these activities are outside the scope of the STARS project, explore how to promote clinics in the job market by relying on past students' networks, and current students' knowledge of social media to promote the law clinics via LinkedIn, Instagram, Twitter, etc. Current students could also engage in street law activities as already done by some clinics by meeting high schoolers, which would spread knowledge about the existence of law clinics. They could also create an association of alumni to create a network for specific internships, job vacancies, etc.

Financial security and diversification

- Look for joint applications with foundations or NGOs for legal grants or public funding opportunities.
- Continue to advocate to the university management on a specific budget allocated to the faculty of law for the law clinic, with a view to recognising and developing the coordination function and administrative support.

9 - CONCLUSION

The three-year long STARS project came to an end in December 2020 after meeting all of its major objectives: designing common Guidelines to harmonise and upgrade the excellency of the law clinic methodology; establishing a consumer law clinic in RAU; organising summer and winter schools open to all students from partners universities; crafting a website and a Moodle platform; and holding two international conferences at the beginning and the end of the program. These goals were all met with high level completion. In addition, the target beneficiaries all expressed their utter satisfaction.

Despite the end of the program, its outputs can continue to benefit a larger population and bear fruits. Indeed, the network established will continue to be mobilised, the open-access Guidelines and the website can be used by anyone, the RAU clinic is now grounded in its university and can expand. Therefore, this program will also have a long-term impact that is currently impossible to assess.

As a not-so-new pedagogical tool, the law clinics still face significant challenges due their lack of visibility, and broader institutional and national recognition. As such, they could benefit from larger university budget donations to expand and improve their activities. They also should pursue greater recognition, partnership and visibility by advocating with different audiences, seeking new partnerships, and publicising their results. To aim at an optimum quality of education, law clinics could also consider working together on training of trainers for legal practitioners who are not prepared for the psychological and social difficulties of working with students. Finally, to continue their cooperation, increase their pioneer and leadership status in Europe, and target to maximum rigour, the law clinics could work on initial deontological training for students, which will produce both intellectual reflection regarding the definition of legal ethics, but also innovative pedagogical material.

10 - APPENDICES

1. Interviewees' name and dates

This evaluation is based on 30 semi-structured interviews. Here is the list of the participants, per university:

Brescia:

- Cristina Amato (head of clinic): 25/01/2021
- Laura Bugatti (academic researcher): 25/01/2021
- Chiara di Stasio (teaching assistant): 26/02/2021
- Elena Togni (academic supervisor): 29/01/2021
- Marco Capra (lawyer): 29/01/2021
- Giovanni Salvi (lawyer): 29/01/2021
- Alessandra Varone (student): 23/01/2021
- Jessica Sbalzer (student): 27/01/2021
-

Luxembourg:

- Elise Poillot (head of clinic): 20/01/2021
- Mathieu Richard (lawyer): 20/01/2021
- Antonietta Specogna (psychologist): 02/02/2021
- Saïd Simmou (student): 21/01/2021
- Céline Schmitz (student): 21/01/2021

Olomouc:

- Tomoszek, Maxim (head of clinic): 24/12/2020
- Lucia Madleňáková (teaching staff): 24/12/2020 and 29/01/2021
- Martina Grochová: (teaching staff): 29/01/2021
- Sára Králová (student): sent the questionnaire filled in written form
- Hana Schubertová (student): sent the questionnaire filled in written form
- Matěj Landa (student): 31/01/2021
- Alžběta Oujezská (student): 26/01/2021

RAU:

- Silvia (Martis) Tabusca (head of clinic): 24/01/2021
- Andra- Elena Eftimie (teacher and lawyer): 26/01/2021
- Matt Ian David (student): 31/01/2021

Roma Tre:

- Maria Cecilia Paglietti (as representative of clinic): 25/01/2021, and as teacher 26/01/2021
- Vincenzo Zeno Zencovich (head of clinic): 25/01/2021
- Matteo Ghisalberti (lawyer): 26/01/2021
- Michela Mastrantonio (student): 30/01/2021
- Armando Di Cello (student): 30/01/2021

2. References

Poillot, E. (2017). Comparing Legal Clinics: Is There a Way to a European Clinical Culture?, *European Journal of Comparative Law and Governance*, 4(2), 111-139. doi: <https://doi.org/10.1163/22134514-00402003>

Polish Standards: <http://www.fupp.org.pl/en/legal-clinics/standards>

STARS website: <http://www.lawstars.eu/>

3. Terms of References for the evaluation

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Paris, 1st December 2020

Estimates – evaluation of the STARS Erasmus + project

A/ Scope of the evaluation:

Evaluation of the STARS project with a focus on:

- The compliance of the law clinics with the quality standard
- The law clinic of Romania
- The outputs of the project.

B/ Tasks

- Reviewing questionnaire for self- assessment
- Analysis of self- assessment reports of each partner university
- Interviews with heads of clinics
- Interviews with academic teachers and students of each partner university
- Documentary analysis
- Drafting reports

C/ Schedule:

- Questionnaire to be sent early December 2020
- 1st round of interviews with heads of the clinic before the end of December 2020
- Analysis of self-assessment report early January 2021
- 2nd round of interviews with academic teachers and students in the course of January 2021
- Drafting reports by the end of January 2021, finalization early February 2021

D/ Deliverables: draft and final reports

E/ Estimates :

Fees : 600 € * 12 working days : 7.200 € net of tax
No travel or any other associated costs.

Sincerely
Fabrice Hénard,



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4. Guidelines

Guidelines for Legal Clinics Involved in Erasmus+ project STARS: Skills Transfer In Academia: A Renewed Strategy

Preliminary remark

The purpose of these guidelines is to ensure the quality of activities carried out by the project partners within the project STARS, but at the same time to provide goals for further development of clinical legal education activities for each partner.

These guidelines apply to all clinical legal education activities carried out in the framework of the STARS project as a minimum threshold, unless stated otherwise. They also have the ambition to guide anyone wishing to establish a legal clinic.

SECTION 1 – GENERAL PROVISIONS

Article 1 – Aim and Purpose of the Guidelines

Article 2 - Definitions:

- 1) Clinical legal education is a legal teaching method based on experiential learning, which fosters the growth of knowledge, personal skills, competences and values, as well as promoting social justice, by providing pro bono services. Clinical legal education uses practice-oriented, studentcentred, problem-based, interactive teaching methods including, but not limited to, the practical work of students on real cases and social issues supervised by academics and professionals. These educational activities aim to develop professional attitudes and foster the growth of the practical skills of students with regard to the modern understanding of the role of the socially oriented professional in promoting the rule of law, providing access to justice and peaceful conflict resolutions, and solving social problems.
- 2) Legal clinics are educational organizational units applying clinical legal education methodology. Legal clinics differ by their methodology from other student-centred educational programmes such as, for example, moot courts or (in civil law jurisdictions) student presentation and analysis of existing case-law, since in legal clinics students are not involved in simulated proceedings but operate on the contrary in a real-life context.
- 3) Legal clinics' activities result from the cooperation of students, supervisors and/or users that benefit people or organizations outside the clinic.
- 4) A User is a person, group of persons, community, organization, or a public/private entity that is in demand of services from the law clinic.

SECTION 2 – GUIDELINES FOR ORGANIZATIONAL STRUCTURE AND OPERATION OF LEGAL CLINICS

Article 3 – Student well-being

- 1) Legal clinics should aim at providing secure and safe learning environment for students, designed in a way to optimize the learning experience and quality of provided services.
- 2) Students should be selected for participation in the clinic in a non-arbitrary and transparent manner, which ensures they fulfil the necessary and clearly stated requirements to participate in the clinic.
- 3) In the beginning of their clinical activities, students should be informed in a clear and complete manner about their rights and duties including:
 - a) liability for clinic's services,
 - b) confidentiality,
 - c) conflicts of interests,
 - d) professional ethics,
 - e) internal regulations and procedures of the clinic,
 - f) scope of their work in the clinic, and
 - g) the requirements to receive credit for it.
- 4) In the beginning of their clinical activities, students should receive training on skills, procedures, internal regulations and other areas necessary for participating in the clinic, which are not developed in other parts of the law school curriculum.
- 5) Supervisors should be regularly available to students for consultations, encourage their feedback and the development of professional behaviour and attitudes.
- 6) Legal clinics should adopt measures to ensure that students do not exceed reasonable workload during their participation in the clinic, provide training in time and case management in order to make sure that students are able to organize their work in a sustainable and healthy way. Legal clinics should have measure in place to prevent burnout and other negative effects of clinical experience on students.

Article 4 - Transparency

- 1) Basic information about the clinic, the services it provides, the procedure for requesting its services and its rules should be publicly available.
- 2) At the beginning of clinical activities, users should be informed about the rules that regulate their relationship with the clinic, the services provided and the protection of confidential information and data.
- 3) Clinics should publish annual reports about their activities.
- 4) Students and supervisors should record and report the amount of their time dedicated to their clinical activities

Article 5 - Resources

- 1) The law school should ensure that basic human and material resources are available to the clinic.
- 2) The clinic should provide to its students necessary resources for clinical activities:
 - a) Secure space for confidential communication with users and work on users’ cases,
 - b) Secure space to store confidential information,
 - c) Secure digital technologies necessary for activities of the legal clinic (computers, phone, e-mail, legal information system, user database and others)
 - d) Access to sufficient extent of legal information relevant for areas of provided services.
- 3) Considering the amount of administrative and academic staff working in the clinic, at least one of the supervisors must have substantial practical experience in the area of law, where the legal clinic provides its services. One supervisor should not supervise more than 10 students or 5 cases.
- 4) In case of change among the members of administrative or academic staff involved with the legal clinic, the clinic should implement procedures ensuring continuity of the services.
- 5) At least one member of the academic staff who supervise the work of the students in the clinic, should have a clear and formalized permanent or long-term employment contract with the law school. Academic staff’s time spent on clinical activities should be recognised as part of the workload of their position.
- 6) Supervisors should have sufficient professional qualification in the subject matter addressed by their legal clinic, such as doctoral degree, bar examination or substantial practical experience.
- 7) The members of administrative and academic staff should have opportunities to develop their skills, knowledge and professional values related to their activities in the clinic.

Article 6 - Documentation

- 1) The rules and internal procedures of the clinic, including rights and obligations of students and code of professional ethics regulating the activities of the clinic, should be included in formal written documents readily available to students, staff and users.
- 2) The clinic should keep record of all communication with users and consent forms signed by the users. Files of users are archived for at least 5 years after the file was closed.

SECTION 3 – GUIDELINES OF EDUCATIONAL PROCESSES IN CLINICAL LEGAL EDUCATION

Article 7 – Educational Design

- 1) Legal clinic is a course formally embedded within the law school curriculum and students receive credit upon successful completion of the course.

- 2) The clinic should provide substantial professional experience in particular area of law practice by using practice-oriented, student-centred, problem-based, interactive learning methods to promote reflective learning.
- 3) Educational objectives and learning outcomes consisting of knowledge, skills and values should be clearly stated.
- 4) The clinic should be designed in a manner that ensures reasonable balance between educational objectives and quality of services to users.
- 5) The requirements for the students to successfully complete the legal clinic programme should be clearly defined in advance and correspond with educational objectives.

Article 8 – Learning and Teaching Objectives

The educational objectives of legal clinics should include, among others:

- 1) deepening of theoretical knowledge and integration of doctrine and theory from different areas of law,
- 2) development of practical skills such as communication with users, drafting of legal documents, legal research, time and case management and others,
- 3) development of understanding of professional values and professional responsibility, 4) fostering awareness of social justice,
- 5) multiple opportunities for student performance, self-evaluation, and feedback from supervisor.

SECTION 4 – GUIDELINES FOR SERVICES PROVIDED BY LEGAL CLINICS

Article 9 – Quality of Services

- 1) Legal clinics should aim at providing services of professional quality.
- 2) Supervisors should verify each information provided to the user as part of the legal clinic's service by students in advance.
- 3) The clinic should ensure sufficient expertise of supervisors and students in areas of law, where it provides services.
- 4) The clinic should set internal procedures for delegating users to other specialists in situations, where the clinic cannot provide sufficient level, extent, amount or quality of services. In such situations, besides delegating users, the clinic should take all necessary measures to protect users' interests.

Article 10 – Position of Users and Protection of their Interests

- 1) Legal clinics provide its services in the best interest of the user and based on explicit agreement, what are the goals of the client.

- 2) Students, supervisors and all other staff involved in legal clinics must respect dignity of users and act in accordance with professional standards and values.
- 3) Before providing legal services, legal clinics should inform users about the type of service they provide, the legal basis and principles governing their relationship with users, the extent of students’ work within their legal clinic.
- 4) Legal clinics should disclose to the user the extent of the liability of their legal clinic for the services they provide to the user. Legal entities responsible for legal clinics should have insurance covering all activities of the clinic or have equivalent internal policy ensuring protection of interests of users.
- 5) Legal clinic should have a clear policy on user complaints, which is easily accessible to users.

Article 11 – Confidentiality and Personal Data Protection

- 1) Confidentiality of user’s information: clinics must have internal policy which encompasses all relevant national and international and professional rules related to activities carried out by their clinic, to ensure the protection of users’ confidential information;
- 2) Users should be informed about the extent of legal protection of their confidential information.
- 3) All clinical activities must be conducted in accordance with GDPR rules.

Article 12 – Prevention of Conflict of Interests

- 1) Legal clinics should have a clear policy to prevent conflicts of interests between current and previous users, entities connected with legal clinic and all staff and students involved within their legal clinic. Legal clinics should keep records of users in order to be able to assess whether there is a conflict of interest for previous or/and current users.
- 2) Students participating in legal clinic receive training to identify and avoid conflicts of interests.

5. Self-assessment report for STARS Clinic template

Self-Assessment Report on STARS Clinics

1/ Functioning of your Clinic

Please provide a description of your clinic including the following points, if/where applicable:

- Number of students (*numerus clausus*)
- Number and qualifications of clinical staff (lecturers and practitioners)
- Semester in which the clinical programme is run
- Students allowed to participate in the clinic (1st, 2nd 3rd year etc.)
- Specific selection criteria
- EU credits granted
- Assessment of students in order to receive the credits granted for the clinic
- Type and field of expertise of your clinic
- Rules of competence of your clinic
- How to reach the clinic
- How are cases processed
- Statistics on cases, if available
- How compliance with GDPR rules is handled

2/ Compliance with STARS standards

2. 1. How, in the beginning of their clinical activities, are students informed (or will be informed, if your clinic does not yet offer legal information to users) in a clear and complete manner about their rights and duties, including:

- a) liability for clinic's services,
- b) confidentiality,
- c) conflicts of interests,
- d) professional ethics,
- e) internal regulations and procedures of the clinic,
- f) scope of their work in the clinic,
- g) the requirements to receive credit for it.

2. 2. What kind of training on skills do students receive at the beginning of their clinical activities?

2. 3. Please describe the procedures and/or internal regulations of your clinic.

2. 4. What kind of measures does your clinic adopt to ensure that students do not exceed reasonable workload during their participation in the clinic?

2. 5. Please explain how basic information about the clinic (rules regulating the user's relationship with the clinic, protection of confidential information and personal data), the services it provides, the procedure for requesting its services and its rules are made available to the public.

2. 6. Is there a depository of annual reports of your clinic's activities and is it available to the public?

2. 7. Please indicate the available administrative and teaching staff working in your clinic. For teaching staff (academic staff and practitioners), please indicate their status qualifications.

2. 8. What kind of opportunities are offered to the members of administrative and academic staff to develop their skills, knowledge and professional values related to their activities in your clinic?

2. 9. Is there a formal document reporting the rights and obligations of students and the professional ethics regulating the activities of the clinic?

2. 10. Please indicate how records of all communication with users and consent forms they signed are stored.

Instructions

The objective of the self-assessment

The aim of the self-evaluation is to depict the situation of the legal clinic and the level of compliance with the quality standards. The self-evaluation report will serve as a basis for the external evaluation of the SAR STARS project, to be conducted in November- December 2020.

How will the self-assessment be analysed?

The report will be analysed by the project team and external evaluator but will not be shared with other partners, neither will they be shared within the STARS project partners as such.

Compliance with GDPR rules is ensured for data collection, analysis and dissemination.

It is up to each partner to disseminate the results of the self-**assessment** within the university.

How to complete the self-assessment report?

The questionnaire enables each partner to self-assess the achievement of the legal clinic. The value of the questionnaire is to **demonstrate** the progress made and the obstacles encountered during the design, implementation and monitoring of the legal clinic through the STARS project.

The respondents might be the head of the clinic or a team who has been engaged in the activities of the legal clinic (lecturers, students). It is advised to indicate if the self-**assessment** have been completed by the sole head of the clinic or a wider group.

The project leader will need to:

- provide a picture of the functioning of the legal clinic (part 1): these information are **factual**.

- Identify the level of compliance with quality standards (part 2): these information are **judgmental**. They encompass:
 - key strengths and weaknesses of the legal clinic as per each quality standards ;
 - Highlight factors that depend on the country-specific context (e.g., regulations on higher education) and how the legal clinic has integrated these factors to operate (e.g., remediation has been implemented to overcome the constraints).
 - The adequacy of resources and identify their limitations;
 - A clear understanding of the improvement to be engaged in order to achieve best the quality standards in the future.

The legal clinic should be evaluated on their **current status** in relation to the quality standards, as the date of November 2020. The answers should make the clear distinction between what has been achieved (i.e., observable outputs) from what will be done in the future (i.e., activities planned in the near future).

It is vital that the self-assessment identifies the **evidence** that illustrates or substantiates the answers. Evidence might be quoted (e.g., “a satisfaction questionnaire has been conducted in 2019”) and the piece of evidence might be annexed to keep the answers short.

In exceptional cases it may not be possible to measure a quality standard; this must be highlighted.

Which quantitative data should be provided ?

It is strongly encouraged to use of existing texts and documents and not to produce much new information. The head of the clinic should select information that is only necessary to understand and set out the context within which the university and its law clinic functions.

The evaluators might not be fully acquainted with the specific definitions so it is advised to provide definitions in footnotes where needed for a foreign reader.

What should be the self-evaluation’s length?

No more than 10 pages (main text). Some questions might require more explanations than others, but all answers should be substantiated.

Annexes are not limited in number or volume. It is advised to select annexes that are needed to document the answers.

Deadline : Monday 14 December 2020.

6. *Templates of the questionnaires for teachers and lawyers, and students.*

Below are the templates used for students and lawyers/teachers. These were adapted before each interview to ask specific questions regarding the clinic, the country, etc. For the heads of clinic, all questionnaires were specific (no template).

Interview project STARS template students

Name and surname of interviewee	Name and surname of interviewer
Student	University concerned

1. **Introduction protocol:** reminders of the evaluation objectives, no recording and anonymity preserved.
2. **Targetted questions:**

Questions	Answers	Remarks from the interviewee (hesitation...)
Can you tell us about your Clinic experience overall?		
What were your expectations, and were they met?		
Do you feel like the Clinic was an added-value compared to your regular curriculum?		
What was the hardest part of the Clinic? How to improve it?		
Did the clinic provide you with: a) Secure space for confidential communication with users and work on users' cases, b) Secure space to store confidential information, c) Secure digital technologies necessary for activities of the legal clinic (computers, phone, e-mail, legal information system, user database and others d) Access to sufficient extent of legal information relevant for areas of provided services		
What were the skills, values and knowledge you gained from the clinic, and do you feel like it could be improved in one of these 3 areas (skills, knowledge, value)?		
What was your average workload?		
How did the teamwork go?		
Did you receive initial training on skills, procedures, internal regulations and other areas necessary for participating in the clinic?		
Did you feel like the students' selection and evaluation criteria were transparent? If not, what could be improved? (do you know student who were not selected?)		

Have you encountered any conflict of interest (defending a cause you disagree with, or at the opposite choosing a case because you want to, at the expense of others, etc?)		
Can you tell us about a time, if relevant, where you struggled with professional ethics, such as a dispute with a user, not dressing appropriately, did not respect a deadline, etc?		
How did you ensure the confidentiality of the case?		
(for current students) do you feel like this experience with the Law Clinic will be valued on the job market, and do you think it will help you to achieve your professional goal?		
(For former students): do you feel like this experience with the Law Clinic is valued on the job market, and do you think it helped you to find a job/you're your current position?		
Final recommendations?		
Would you advise us to speak to someone in particular of relevance for the evaluation?		

3. **Thanks**

4. **Note duration of the interview**

5.

Interview project STARS Template teachers and lawyers

Name and surname of interviewee	Name and surname of interviewer
Professors/lawyers	University concerned

1. **Introduction protocol:** reminders of the evaluation objectives, no recording and anonymity preserved.

2. **Targeted questions:**

Questions	Answers	Remarks on the interviewee's reaction to the question (hesitation,...)
Can you tell us about your Clinic experience overall?		
Does the clinic attract students?		
What is, according to you, the value of the quality standards?		
The accreditation agency?		
What was the maximum number of students and cases you supervised at the same time? and the average range?		
What is your workload as a supervisor/ guest speaker?		
What is your employment contract exactly (part-time, consultancy, full-time) and how long have you been working with the Law School overall (not the Clinic specifically?)		

How many administrative and academic staff work at the clinic approximately? What is their experience in the area of law?		
Was there any change in the teachers during the academic year and if yes, how was it manage to ensure continuity?		
Did you have benefit as teacher? Did you develop your professional skills, knowledge, and how?		
What do you teach? What is your methodology (case-studies, textbook, etc)?		
Any final recommendation?		

3. Thanks

4. Note duration of the interview