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The Amsterdam International Law Clinic

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DOI

[10.1017/9781316678589.017](https://doi.org/10.1017/9781316678589.017)

Publication date

2018

Document Version

Final published version

Published in

Reinventing Legal Education

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Citation for published version (APA):

Kjos, H. E., & Nollkaemper, A. (2018). The Amsterdam International Law Clinic. In A. Alemanno, & L. Khadar (Eds.), *Reinventing Legal Education: How clinical education is reforming the teaching and practice of law in Europe* (pp. 309-321). Cambridge University Press. <https://doi.org/10.1017/9781316678589.017>

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The Amsterdam International Law Clinic

Hege Elisabeth Kjos and André Nollkaemper

INTRODUCTION

The Amsterdam International Law Clinic (AILC or Clinic) at the University of Amsterdam (UvA) was set up in 1999, and, since then, it has been providing legal advice on questions of international and European law for an equitable fee.¹ The legal issues are of a broad variety, including international human rights law, international criminal law, international environmental law, the law of immunities, and international trade and investment law, as well as a range of European Union law issues. Clients include law firms, nongovernmental organizations (NGOs), (staff unions of) international NGOs, government ministries, companies, and private individuals. Also in view of its low fees, in these respects, the Clinic can be seen to complement the Dutch legal aid system.

The legal advice is provided by law students in their final years of study. The AILC is an elective course in the master's degree-level programmes "Public International Law", "European Union Law," and "International Trade and Investment Law." It is open also to students from other LLM tracks and to exchange students. Successful participation for one semester provides six European Credit Transfer System (ECTS) credits. For shorter assignments, three ECTS can be awarded. The AILC is coordinated by co-author Dr. Hege Elisabeth Kjos, who also serves as Acting Director. The overall responsibility rests with the other co-author, Professor Dr. André Nollkaemper.

On average, the AILC has taken on about five to six cases each semester. The students generally work in teams of two to three members per assignment, and the number of students per semester is linked to the number of cases. Students are invited to apply twice a year, at the start of each semester. The AILC receives many applications; in the academic year 2015–2016 there were about forty-five applications. When applying, students are asked to submit a motivation letter, a curriculum vitae (CV), a list of courses and grades, and a sample paper. We also interview applicants. Due to the competitive nature of the application process, the AILC is able to select the

¹ University of Amsterdam, Faculty of Law, Amsterdam International Law Clinic <http://ailc.uva.nl/>.

best students and match their interest and qualifications with the various legal issues involved in the cases that we are working on each semester.

As a rule, the students and their supervisor(s) all meet with our clients, and, in the case of law firms, the lawyers' clients. The legal advice is provided under close supervision of staff members of the Department of Public International Law and European Law² and the Amsterdam Center for International Law³ at the UvA Faculty of Law. We appoint one or two faculty supervisors per case, depending on the nature of the case and the expertise required. The subject matter of the case forms a key criterion for supervision, and staff supervisors can include professors, assistant and associate professors, and, at times, also doctoral researchers. The students work in the Clinic Office made available at the Faculty, and they meet with their supervisors on a regular basis.

Emphasis is placed on respect for confidentiality, professionalism, and team work; before students are admitted, they must sign a contract of confidentiality that covers current and past cases. The students receive intensive, hands-on guidance on how to conduct legal research and to write legal opinions for our clients. For that purpose, there is also a compulsory Clinic course in which staff and guest speakers deal with various aspects of the legal profession, including the client–attorney relationship. Furthermore, the UvA Law Library offers a course in legal research specifically designed for the AILC. The course is tailored for the nature of cases taken on each semester. Thus, when one of the cases deals with European human rights law, extra attention will be paid to, for example, the HUDOC database of the European Court of Human Rights;⁴ or, for international investment law, the Investor-State Law Guide.⁵

Following this introduction, we proceed to relate our experience with the Amsterdam International Law Clinic to the emergence of clinical legal education (CLE) in general (discussed in the next section). Next, we reflect on CLE as a means of reforming the teaching and practice of law in Europe, after which general conclusions are offered.

EMERGENCE OF CLINICAL LEGAL EDUCATION

Genesis and Context

The AILC was set up by Professor Nollkaemper shortly after accepting the Chair of Public International Law at the University of Amsterdam. Prior to coming to

² University of Amsterdam, Faculty of Law, Department of Public International Law and European law, www.uva.nl/en/about-the-uva/organisation/organisational-structure/content/faculties/faculty-of-law/departement-of-public-international-law-and-european-law/departement-of-public-international-law-and-european-law.html.

³ University of Amsterdam, Faculty of Law, Amsterdam Center for International law <http://acil.uva.nl/>.

⁴ European Court of Human Rights, HUDOC database, <http://hudoc.echr.coe.int/>.

⁵ Investor-State Law Guide, www.investorstatelawguide.com/.

Amsterdam, Nollkaemper had visited several law schools in the United States, including the University of Washington School of Law in 1993–1994. During these visits, he became familiar with the key role that CLE can play in law schools. After taking up his position in Amsterdam, he decided to introduce this type of education, specifically in the context of international law.

Nollkaemper succeeded in establishing the AILC at the beginning of the academic year 1999–2000, and it was officially made an elective course on January 2, 2000. At that time, cooperation between external clients on the one hand and law students and professors on the other hand was new in Dutch legal practice, at least as concerns its focus on international and European law.⁶ Especially the integration of the AILC in a university education programme sets it apart from the Dutch tradition of *rechtswinkels* (“law shops”) – institutions where clients can get legal advice at very low or no cost and generally supported by students who participate in these *rechtswinkels* during their study.⁷

It is noted in this context that the Dutch rules regulating the qualifications required for the rendering of legal advice appear to be more flexible than those in other countries. As Kolb observes, “[r]emarkably, the *advocaats* have no monopoly on giving legal advice. It is therefore permitted for a *rechtskundig adviseur* to give legal advice without a formal qualification or indeed a law degree.”⁸ It is likely that these more liberal rules facilitated the development of *rechtswinkels* as well as the faculty’s approval of the Clinic.⁹

The AILC further benefits from another comparative advantage: for its focus on public international law and EU law, the Netherlands offers fertile soil. The Dutch legal system is especially open to international law,¹⁰ and its location in the “global legal capital” can be seen to provide easier access to clients seeking expertise in

⁶ Richard J. Wilson, *Clinical Legal Education in Dutch Legal Culture: Clashes of Tradition, Tolerance, and Progress in Global Law’s Capital* (2010) 31–32, <http://ssrn.com/abstract=1695137> (noting that the Maastricht Legal Clinic opened in 1988).

⁷ *Id.* at 30–31. For an overview of “law shops” in the Netherlands, see e.g., Platform Rechtswinkels! Nederland, www.platformrechtswinkels.nl/page.php?12 (observing that there are about eighty law shops in the Netherlands).

⁸ Christian Kolb, *How to Qualify as a Lawyer in Netherlands*, www.ibanet.org/PPID/Constituent/Student_Committee/qualify_lawyer_Netherlands.aspx. See also, Lycaeus Juridisch Woordenboek, www.juridischwoordenboek.nl/woordenboekrechtsh.html#17726 (*Rechtskundig adviseur* is defined as a “person who gives advice in legal cases. This can be a lawyer or jurist, or anyone. The title is namely not protected. The *rechtskundig adviseur* does not have to have a law degree. After all, a person can be knowledgeable about the law without *having* attended law school” [translation by authors]).

⁹ Kolb, *supra* note 8. (The liberal rules have “led to the commendable development of a substantial number of law centres (*rechtswinkels*) and law clinics, which in turn have brought down the costs for legal advice, particularly for smaller cases.”)

¹⁰ See e.g., C. M. Brölmann and E. W. Vierdag, *International Law and European Community Law in the Netherlands*, in *THE INTEGRATION OF INTERNATIONAL AND EUROPEAN COMMUNITY LAW INTO THE NATIONAL LEGAL ORDER* (P. M. Eisemann, ed., Kluwer Law International 1996) 433.

matters pertaining to international criminal law and the law of immunities of international organizations, for instance.¹¹

Drivers

Six drivers in particular can explain the genesis and continued support for the AILC, and, to some extent, these can be considered to be drivers behind this type of clinic more generally.

First, the emergence of clinics has been driven by an increasing recognition that legal education has been too doctrinal and theoretical and may insufficiently prepare students for what is required of them once they enter the legal profession. After the Bologna reform process,¹² Dutch legal education, like that in many European countries, was divided into a three-year bachelor of laws degree, followed by a one- or two-year master of laws degree.¹³ Most students seek to obtain “civil effect,” which allows them to be admitted to the bar. In order to do so, students must take a required set of courses at the University,¹⁴ after which follows a three-year legal apprenticeship.¹⁵

The emphasis placed on theory versus practice has been criticized.¹⁶ Learning about legal systems, rules, and doctrine in a classroom setting does not adequately train students for interaction with clients, team members, and supervisors; for providing legal advice in support of specific interests of clients (rather than formulating the “best exam answers”); and for analyses of a variety of factual and legal situations of a cross-cutting nature that require knowledge stemming from separate areas of law. Thus, commenting on the Dutch system, Wilson argues:

¹¹ Wilson, *supra* note 6, at 1–2, 8–10.

¹² On the Bologna Process, see European Commission, The Bologna Process and the European Higher Education Area, http://ec.europa.eu/education/policy/higher-education/bologna-process_en. See also, The Bologna Declaration of June 19, 1999, a joint declaration of the European Ministers of Education, http://media.ehea.info/file/Ministerial_conferences/02/8/1999_Bologna_Declaration_English_553028.pdf.

¹³ Kolb, *supra* note 8. See also Wilson *supra* note 6, at 26; Nederlandse orde van advocaten [Dutch Bar Association], Juridische bachelor en master met civiel effect, <https://www.advocatenorde.nl/258/studenten/juridische-bachelor-en-master.html>.

¹⁴ Wilson, *supra* note 6, at 20; Nederlandse orde van advocaten, *supra* note 13); Convenant inzake het civiel effect, March 22, 2016, <https://www.advocatenorde.nl/11848/20160322-convenant-civiel-effect>. For an example of required courses, see Faculty of Law, University of Amsterdam, Civiel effect, <http://student.uva.nl/rechten/az/content/civiel-effect/civiel-effect.html>.

¹⁵ Kolb, *supra* note 8. See also Richard Wilson, *Practical Training in Law in the Netherlands: Big Law Model or Clinical Model, and the Call of Public Interest Law*, 8 (1) *UTRECHT LAW REVIEW* 177–80 (2012); Wilson, *supra* note 6, at 22–24; Nederlandse orde van advocaten, *supra* note 13.

¹⁶ Wilson, *supra* note 6, at 20. (Dutch academic legal education has maintained a “profoundly conservative character,” characterized by “its heavy reliance on required courses; a conservative professoriate who are products of a system that emphasizes theory over practice; and the rigid segregation of legal training into academic and practical tracks controlled by the academy and the profession or the courts, respectively.”); *Id.*, at 26–27 (referring also to remarks by Prof. Rob van Otterloo, former Dutch Bar official).

Neither law school nor practical training in the Netherlands, as currently conceived, adequately prepare practicing lawyers with the problem-solving skills, and perhaps more importantly, with the ethics and the values that all lawyers need for effective interaction with their clients and communities as professionals.¹⁷

For law schools, CLE can be seen to answer the call of the Bologna reform process for universities to give increased attention to competencies and skills required for a successful career and active participation in the economy and society.¹⁸ The AILC not only shares these aspirations, as elaborated later in the section on goals and methods, they also are to a large extent its *raison d'être*. When in 2003–2004 the Faculty adopted the bachelor-master structure following the Bologna reform process,¹⁹ the AILC had already successfully run as a course for a number of years. Thus, it was easy to integrate it into the new structure not only from an educational point of view but also practically. At the same time, it should be noted that the AILC teaches students to understand the law in the various contexts in which it is to be applied. This means that the Clinic is not just a course that connects legal education to practice. Placing the law in context also contributes to the students' academic development.²⁰

Second, the work of the AILC is part of a quest for innovation in legal education that places the individual student more in the centre – in contrast to the traditional modes of legal education dominated by large class settings, often hundreds of students.²¹ When participating in the Clinic, students are assessed individually in the light of demands that are placed upon them.²² Students are evaluated not only on their end product, but also on their application of the skills they acquire on the road towards delivering the final product.

Third, in an increasingly competitive market for students, law schools perceive the need to distinguish themselves by offering specialized courses, *inter alia* with a strong link to practice. This development goes hand in hand with a challenging job

¹⁷ Wilson, *supra* note 15, at 170.

¹⁸ *Id.*, at 27; Andreas Bücker and William A. Woodruff, *The Bologna Process and German Legal Education: Developing Professional Competence Through Clinical Experiences*, 9 GERMAN LAW JOURNAL 575, 614 (2008), <http://ssrn.com/abstract=1375457>; see also Alberto Alemanno and Lamin Khadar, Chapter 9 in this volume.

¹⁹ On the Bologna Process, see *supra* note 6.

²⁰ Cf. International Legal Center, *LEGAL EDUCATION IN A CHANGING WORLD: REPORT OF THE COMMITTEE ON LEGAL EDUCATION IN THE DEVELOPING COUNTRIES* (Nordic Africa Institute 1975) 62: "Much evidence seems to indicate that students who are given opportunity to engage in applied legal work (even when it is simulated) while they are engaged in 'academic' studies become better motivated and often better oriented towards law study."

²¹ Cf. Wilson, *supra* note 6, at 21: "Courses throughout undergraduate study tend to be taught in large classrooms with many students and in a very theoretical, code-based style."

²² Cf. American Bar Association, ABA Standards and Rules of Procedure for Approval of Law Schools 2016–2017, Interpretation 303–2: "Factors to be considered in evaluating the rigor of a writing experience include the number and nature of writing projects assigned to students, the form and extent of individualized assessment of a student's written products, and the number of drafts that a student must produce for any writing experience."

market for graduates, who more and more need to excel vis-à-vis other job seekers. As noted earlier in this section, legal education in the Netherlands is highly regulated by demands (laid down in the law) of the legal profession.²³ This means that the programmes of Dutch law schools are all largely similar in terms of core courses. Correspondingly, there is only a relatively limited space for expressing a law school's unique identity. CLE is one means to create an exclusive profile both for law schools who provide and for students who participate in such education. In fact, it is our experience that many students apply to the master's programme in international and European Law at the University of Amsterdam precisely because of our clinical programme.

Fourth, the establishment of the AILC has been driven by the fact that, in an increasing number of cases, lawyers, NGOs, and other institutions are facing questions of international law for which they do not have expertise in house. Also, prior to the Clinic coming into existence, staff members at our Department were regularly contacted for advice on various legal issues involving international and European Union law. The AILC provides a means by which these institutions acquire expert knowledge on questions of law to which they otherwise would have little or no access.

There continues to be a growing interest in and need for lawyers with a deeper understanding of the functioning and application of international and EU law and with experience in handling arguments based on these sources of law. Since staff members have limited time for engaging in requests for advice, the establishment of the Clinic offered the possibility to provide legal advice and, at the same time, let students gain important experience. This created a "win-win" situation: students could acquire important skills that allowed them to make contact with their future profession in a direct manner and prepared them for their future as lawyers, and, for a reasonable fee, clients could receive legal advice, the quality of which was guaranteed through the supervision of faculty members who were experts in the field. In this respect, reference should also be made to the Dutch legal aid system, which has been characterized as comparatively "expansive and generously funded."²⁴ Indeed, several of the Clinic reports have been written for lawyers offering legal advice to clients on the basis of legal aid.

A fifth and related driver concerns the increasing attention being paid to knowledge valorization or social value creation. As stated by the Dutch Association of Universities:

The social responsibility of the Dutch universities is three-fold. In addition to educating almost 250,000 students and carrying out high quality scientific and

²³ Cf. Nederlandse orde van advocaten, *supra* note 13.

²⁴ Wilson, *supra* note 6, at 10. See also the Dutch Legal Aid Board [Raad voor Rechtsbijstand], Legal Aid in the Netherlands: A Broad Outline (2015), www.rvr.org/binaries/content/assets/rvrorg/informatie-over-de-raad/legalaid-brochure_online-2015.pdf.

academic research, the universities are making this scientific and academic knowledge valuable to society. The Dutch term “valorisatie” translates into valorisation, a concept also referred to in an international context as “knowledge transfer.” Since 2000 valorisation has gained a prominent place on the European agenda. At the start of the millennium it even became an additional core task of Dutch universities, alongside education and research.²⁵

Valorization is high on the agenda of the University of Amsterdam.²⁶ Because staff members are appointed based on their expertise in the various cases, Clinic supervision also allows researchers at our University to contribute to the valorization of (legal) research in a broader societal setting. All reports are in principle confidential, unless confidentiality is explicitly waived. If this is not the case, valorization is limited to the client, although this is often a (larger) organization/firm. At times, however, confidentiality is waived, such as when the client seeks a broader audience/attention for its cause. In these situations, the report may be published online either by the client²⁷ and/or on the Clinic’s website.²⁸ Clinic research has also been published in law journals, such as an article on accountability of international organizations vis-à-vis their staff members which built on a report commissioned by the Staff Union of the European Patent Organization.²⁹ Further means of dissemination of research are discussed later in the section on cooperation in clinical legal education.

Sixth and finally, the existence of the AILC is seen to support the aim of placing education generally (and legal education in particular) in the context of internationalization (of the law). We discuss this driver in more detail later, in the section concerning the weight and value of internationalisation.

²⁵ VSNU [Association of Universities], Research at Dutch Universities, www.vsnunl.nl/NL/research-at-dutch-universities-en.html.

²⁶ Louise J. Gunning-Schepers, Foreword, in *Valorisation at the University of Amsterdam* (2014), www.uva.nl/binaries/content/assets/uva/en/about-the-uva/uva-profile/rules-and-regulations/uva_eng_valorisation_bij_de_uva_final.pdf?2845731035267. (“[T]he UvA strives to have the greatest possible impact with the knowledge it develops and the way in which it shares this knowledge.”)

²⁷ See e.g., Center for Civilians in Conflict, Amsterdam International Law Clinic: Monetary Payments for Civilian Harm in International and National Practice (2013), http://civiliansinconflict.org/uploads/files/publications/Valuation_Final_Oct_2013pdf.pdf; Friends of the Earth Netherlands, Amsterdam International Law Clinic, Michael G. Faure and André Nollkaemper, Climate Change Litigation Cases (2007), www.banktrack.org/download/climate_change_litigation_cases_analyses_of_issues_to_be_addressed/0_071215_climate_change_litigation_cases.pdf; Staff Union of the European Patent Office, Amsterdam International Law Clinic: Application of European Community Law to (Staff Members of) the European Patent Organisation (2007), <https://suepo.org/documents/42584/53721.pdf>.

²⁸ Amsterdam International Law Clinic, Completed Reports, <http://ailc.uva.nl/legal-services/recent-reports/completed-reports.html>.

²⁹ R. Boryslawska, L. Martinez Lopez, and V. Skoric, *Identifying the Actors Responsible for Human Rights Violations Committed Against Staff Members of International Organizations: An Impossible Quest for Justice?* 1(2) HUMAN RIGHTS & INTERNATIONAL LEGAL DISCOURSE 381 (2007).

REFORMING THE TEACHING AND PRACTICE OF LAW IN EUROPE

Goals and Methods

In terms of educational goals, the AILC strives to accomplish two main goals that challenge the traditional mode of legal education. First, the Clinic aims to teach students how the law operates in an international setting. As Kornet observes, due to the processes of European integration and globalization, “[l]egal problems are no longer neatly confined to national jurisdictions, exclusively subject to law originating from the nation-state.”³⁰ Our Clinic responds to her assessment that legal education that continues to treat the law as a nationally oriented discipline “does not prepare the future generation of legal professionals to function in this complex, ever-changing, globalized legal world.”³¹ The focus on international and European law ensures that the great majority of cases on which the AILC works concern global issues with a cross-border dimension.

Second, through problem-based learning, the Clinic programme seeks to help students understand the law in the context in which it is to be applied and to “think outside the box” in a way that serves our clients’ needs.³² This requires consideration of legal questions in their particular factual contexts, as well as an openness to consider legal arguments from different fields of law. Clinic reports are generally written in the form of comprehensive studies, often of a cross-cutting nature. They are designed to be balanced, and in length they are usually between fifty and one hundred pages. Yet, on occasion, clients have requested a report supporting only one side of potential arguments, for example, when preparing an appeal.³³

In terms of educational methods, AILC students are trained and evaluated not only with their end result (“exam”) in mind, but also during the process in which they interact with clients, team members, and supervisors in working towards the final report to be submitted to the clients. The meetings between the students and their supervisor(s), on the one hand, and the clients, on the other hand, serve a key role in this respect. While most of the meetings take place either in the client’s offices or at our Faculty, for international clients, we have made use of Skype. At times, clients have invited us to their offices abroad. Clinic students and supervisors have, for instance, been invited to meet with and also present their research for staff unions of international organizations in Germany and Switzerland.

Through meetings, we gain knowledge about the background context to the client request; thereby, the Clinic is in a better position to understand and serve the specific needs of the client. In particular, conversations with clients allow a “meeting of the minds” as concerns the discrete questions of law to be addressed by the students. These questions are included in a contract entered into between the

³⁰ Nicole Kornet, *Future-Minded Legal Education in Europe: The European Law School*, 3 CHINA-EU LAW JOURNAL 23 (2014).

³¹ *Id.* ³² Cf. Juan Pérez-Léon, Chapter 14 in this volume. ³³ Cf. Wilson, *supra* note 6, at 34.

Clinic and each client, and the students and their supervisor(s) spend time (re-)drafting the contract to ensure feasibility in the scope and timing of the report.

In terms of a conception of the lawyer, the AILC is premised on and contributes to the formation of lawyers who work in an international arena rather than in a purely domestic one. This applies to both the substantive areas of law covered in the Clinic as well as to the network of Clinic alumni around the globe. By virtue of the nature of the various assignments taken on by the Clinic, students are also exposed to the frequent interconnectedness of different fields of law in concrete cases. In addition, the AILC recognizes the importance of legal research, legal writing, and teamwork and the duty of confidentiality for the legal profession. Hence, these aspects and corresponding skills receive particular attention throughout the Clinic course.

Beyond the Educational Goals

The AILC first and foremost seeks to realize educational goals for its students. However, beyond this, its establishment was driven by the aim to contribute to the internationalization of the law, and, more particularly, to the proper application of public international law and EU law in the Netherlands. As the Dutch legal system is open to international law, an increasing number of areas of law and practice are influenced by international law.³⁴ As the knowledge and understanding of international law generally and its modes of interaction with domestic law in particular often remain limited, conflicts and tensions are likely to occur between legal systems. Behind this formal notion of legal conflicts there lies a question of legal protection of rights by multiple layers of governance. The AILC is part of a broader set of institutions and processes that seek to reconcile such layers and to position its clients in a new internationalized legal environment.

In the context of access to justice, in the large majority of its cases, the AILC has advised clients with few or no means to get access to professional legal advice, which, as a rule, is quite expensive. Typical cases involved questions put by NGOs or lawyers acting on the basis of legal aid. As concerns the latter cases, the Dutch legal aid system provides legal aid to persons of limited means. Anyone in need of professional legal aid but unable to (fully) bear the costs is entitled to call upon the provisions as set down in the Dutch Legal Aid Act.³⁵ As noted earlier in the section on drivers, a significant number of the cases that come to the Clinic have originated in cases brought by persons or institutions who depended on legal aid. The AILC has set its fees low so that it is accessible for these type of clients. This is also based on the consideration that precisely this category of clients will otherwise have difficulty in accessing expert knowledge on matters of international and EU law.

The AILC has developed several partnerships with law firms and institutions that seek specifically to provide legal services for persons relying on legal aid. It has

³⁴ See e.g., Brölmann and Vierdag, *supra* note 10. ³⁵ Dutch Legal Aid Board, *supra* note 24.

established close cooperation the law firm Prakken d'Oliveira (previously Van den Biesen Prakken Böhler)³⁶ and, in the past, the Liga voor de Rechten van de Mens, an NGO providing legal support in cases where victims have difficulty in getting access to justice.³⁷ The private sector has made relatively little use of the Clinic. There is reason to presume that this sector has access to other means for securing expert knowledge on matters of international and EU law.

The Weight and Value of Internationalization

The need for internationalization has been embraced in the strategic plans of the University of Amsterdam.³⁸ The aim is further reflected in the Faculty of Law's curriculum and research,³⁹ but also in the establishment of legal master's programmes taught in English, the recruitment of international staff, and increasing collaboration in teaching and research with universities in other states. With the opening of the Clinic for international students, the AILC fits with this international profile.

The same can be said about the AILC's focus on international and EU law. Some cases are purely of an international or EU law nature, whereas in other cases questions of international and/or EU law connect to domestic law. However, also in the latter type of cases, AILC's contribution concerns questions of international and/or EU law. As observed earlier in the introductory section, this covers a wide variety of areas, including human rights law, refugee law, international criminal law, international environmental law, international trade law, and the law of (immunities of) international organizations, as well as numerous EU law topics.

The Clinic is also international in terms of its orientation for students. Students from the Netherlands and abroad work together with staff members who are from both the Netherlands and abroad. The connection of different legal backgrounds of students and staff provides an internationalized setting in which students learn from each other and their backgrounds and experiences.

³⁶ Advocatenkantoor Prakken d'Oliveira, www.prakkendoliveira.nl/en/home/.

³⁷ Liga voor de Rechten van de Mens, www.ligarechtenvandemens.nl/.

³⁸ The strategic plans of the University of Amsterdam for the periods 2007–2011 (“Learning to Excel”), 2011–2014 (“An Eye for Talent”) and 2015–2020 (“Boundless Curiosity”) are available at www.uva.nl/en/about-the-uva/uva-profile/identity/aims-and-ambitions/strategic-plan/strategic-plan.html. Internationalization features as a central theme in all three plans. On internationalization in particular, see also University of Amsterdam, Internationalisation, www.uva.nl/en/about-the-uva/uva-profile/identity/internationalisation/internationalisation.html.

³⁹ University of Amsterdam, Faculty of Law, Education, www.uva.nl/en/about-the-uva/organisation/faculties/faculties/faculties/content/faculteit-der-rechtsgeleerdheid/education/education.html. (“The Faculty of Law prides itself on integrating international law across the faculty's entire curriculum, not only in the international law master's programmes.”); *Id.*, Research, www.uva.nl/en/about-the-uva/organisation/faculties/faculties/faculties/content/faculteit-der-rechtsgeleerdheid/research/research.html.

The rise in the number of international students is not only a result of the Bologna reform process⁴⁰; the EU law on mobility of lawyers also plays a crucial role.⁴¹ Furthermore, the learning experience and skills related to public international law and EU law are adaptable for legal careers abroad. In this respect, we note that the AILC has been instrumental in helping students seeking employment. While it is not possible to attribute success solely to the Clinic, a sizable number of Dutch and foreign Clinic students have been successful in finding employment at international (non-)governmental organizations and/or international law firms or other institutions at home and abroad. Some of these employers have also been using the services of the Clinic, and, in this sense, the AILC is building bridges between the University and legal practice beyond the concrete cases on which it is working.

Cooperation in Clinical Legal Education

The AILC has established relations with international clients, such as staff unions for international organizations, and, as a consequence thereof, it has taken up several cases for the same client. It has also been working together with institutions such as the Centre for Accountability of International Organizations in Geneva⁴² and the Center for Civilians in Conflict in Washington DC⁴³; sometimes, together with these institutions, Clinic staff and students have presented Clinic work at conferences or workshops.⁴⁴

At the AILC, we strive to keep in contact with our alumni, *inter alia* through a separate LinkedIn Group. We have received cases and leads from former students. Former students have also given presentations to current students on various aspects of the legal profession.

⁴⁰ On the Bologna reform process, see *supra* note 12.

⁴¹ Wilson, *supra* note 6, at 17–18; Anne-Lise Sibony, *Internationalising Legal Education in Belgium: Why Are We Doing It?* in *THE INTERNATIONALISATION OF LEGAL EDUCATION* (Christophe Jamin and William van Gaenegem eds., Springer 2016) 47, 58 (referring to Council Directive 77/249/EEC of March 22, 1977; Directive 98/5/EC of the European Parliament and of the Council of February 16, 1998; and Directive 2005/36/EC of the European Parliament and of the Council of September 7, 2005).

⁴² Centre for Accountability of International Organisations, www.caio-ch.org/.

⁴³ Center for Civilians in Conflict, <http://civiliansinconflict.org/>. Cf. Lynn Welchman, Chapter 13 in this volume (on SOAS's institutional partners in the UK and overseas).

⁴⁴ See e.g., Amsterdam International Law Clinic, Law Students Research the Value of a Human Life (October 11, 2013), <http://ailc.uva.nl/sample-projects/content/2013/10/law-students-research-the-value-of-human-life.html>; Hege Elisabeth Kjos, Does the Administrative Tribunal for the International Labour Organization Offer an Adequate Level of Protection for Staff Members of International Organizations?, Brussels, March 17, 2007, Human Rights & International Legal Discourse, International Conference: Accountability for Human Rights Violations by International Organizations, <https://www.law.kuleuven.be/iir/nl/activiteiten/documentatie/OldActivities/HRILD-kleur-international%20conference.pdf>.

Diffusion of Clinical Legal Education

As noted earlier, in the section on the genesis of our Clinic, the decision to establish the AILC was to a great extent inspired by the practice of CLE in the United States.⁴⁵ This practice indicated that clinics are instrumental in allowing students to get hands-on experience in the application of international law in practice and in context. This not only enhances their technical legal skills, but also informs their understanding of the law as such.

In Europe – and this also held for the University of Amsterdam – international law was taught in a rather abstract, doctrinal way. Introducing CLE in the style taught in the United States allowed legal education to become more practical and hence more relevant. As a result, it also greatly benefited the engagement of students in their studies of the law.

In the context of the yearly congress of law schools in the Netherlands, the AILC has presented on its work to staff from other Dutch universities.⁴⁶ Furthermore, the Clinic has received questions from other law schools both at home and abroad on the nature of its work. In this context, the present authors are grateful for the opportunities for cooperation and dissemination of knowledge made possible through the conference organized by the editors and the subsequent publication of this volume.

Future of Clinic Legal Education in Europe

There is every reason to expect CLE to play a larger role at the University of Amsterdam and more widely in the Netherlands. This expectation is supported by three complementary developments. First, in an increasingly competitive international market for legal education, universities increasingly design programmes that allow individual students to engage and excel. The AILC has demonstrated that CLE has the potential to significantly increase the engagement of students and thereby their legal understanding and skills. Second, there is an increasing demand to connect legal studies to legal practice and to prepare students better for the requirements that the legal profession will make on them. Third, in an increasingly competitive job market, it will be necessary that students are provided with opportunities to make their individual mark and distinguish themselves. Working with real-life clients in the setting of clinics is one of the means by which this can be realized.

It is difficult to predict with any certainty to what extent CLE will develop more widely in Europe. Yet, judging from the testimonies given by the authors of the other

⁴⁵ Cf. Philip M. Genty, Chapter 1 in this volume.

⁴⁶ See e.g., Jaarcongres der Juridische Faculteiten [Yearly Congress of Law Faculties], January 28, 2011, University of Utrecht, <https://www.rechtenonline.nl/upload/201161171083842081890.pdf>.

contributions in this edited volume, there is reason to believe that not only are clinics here to stay, but that they will grow in number.

CONCLUSION

From a European perspective, the AILC has been operating successfully for a relatively long time. Its establishment was made possible through the initiative of one person who had drawn inspiration from US law clinics. Yet, the faculty and its staff members have continued to support the Clinic. Without doubt, this is because they realize the positive effects of the Clinic for the students, the clients, the staff, and also the University. CLE is a unique way to prepare students for their future profession. In addition to gaining expertise in various areas of international and/or EU law, they acquire skills pertaining to teamwork, legal research, and writing. Perhaps most importantly, they also learn to identify and apply the law to the facts in a way that serves the client's needs.

The Clinic as a University course is time intensive,⁴⁷ and, in budget discussions, this can be its drawback. Yet, CLE should be embraced for its larger significance beyond student credits. Its existence prepares law faculties and students for the future as it dovetails with an increased recognition of the importance of practical legal education and the symbiosis that can be realized between the universities and society in general. Considering our own experience with the AILC, we would applaud increasing attention to and use of law clinics in Europe and across the world.

⁴⁷ International Legal Center, *supra* note 20, at 65. (Clinical legal education is “usually costly requiring intensive teach or other supervisory ratios and other resources as well.”). See also Welchman, Chapter 13 in this volume.