

Models of cooperation between NGOs and legal clinics in Sweden

A mapping of challenges and opportunities in relation to access to justice for groups in situations of vulnerability

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Report on LC-NGO mapping in Sweden



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Introduction

Clinical Legal Education (CLE) is a relatively new phenomenon in Sweden; it is only during recent years that legal clinics have been established at Swedish universities. While several voluntary student legal clinics in Sweden and other law student-initiated legal aid schemes have existed as far back as the 1970s¹, the first initiative to integrate CLE as part of higher legal education was with the establishment of the clinic “Rättspraktiken” (Law practice/clinic) at Gothenburg University’s Faculty of Law in 2014. Since then, two other law faculties have followed with their clinics: the Human Rights Clinic (established in 2016) and the Migration Law Clinic (established in 2019) at Uppsala University, and the Human Rights Disability Clinic (established in 2019) at the Raoul Wallenberg Institute of Human Rights and International Humanitarian Law, in cooperation with the Faculty of Law at Lund University.

The reasons for the historical absence of CLE and its recent emergence at Swedish law faculties can be related to various factors. Jonsson Cornell (2020) traces the development and need for CLE in Sweden to changes in Swedish society, in particular the changing role of the state. Traditionally, the Swedish state has had an important role in protecting individual rights through well-functioning and independent public authorities. A strong welfare system combined with powerful popular and union movements contributed to a relatively high level of protection and awareness of rights of the general public, even if rights protection was not fully extended to vulnerable groups (such as indigenous peoples, ethnic minorities and persons with disabilities among others). The general perception and self-image in Sweden have also been that human rights are generally well protected, which in turn has made the need and role for CLE less obvious.

However, with an increasingly diversified society and a weakening of welfare state institutions since the 1990s, it has become increasingly difficult for the state to cater for all the different

¹ There have been several voluntary student legal clinics in Sweden, of which some specifically target homeless and other socially disadvantaged groups (see for instance Faktumjuristerna: <https://www.faktum.se/om-faktum/> , Gatujuristerna: <https://gatujuristerna.com/>). Other law student-initiated aid schemes are more general, such as Juristjouren in Lund which was founded in 1978: <https://juristjourenlund.se/sv/hem/>.

needs in Swedish society. A more critical view on the Swedish human rights record during recent years has also generated more space for debate on the actual level of rights protection for vulnerable groups, and the need for new forms of guaranteeing access to justice for all.

The way that legal education has been carried out in Sweden can also be seen as part of the explanation as to why CLE developments have not taken place earlier. Traditionally, legal education in Sweden has been lacking practical elements and could be likened more to a “judge’s education”. This means that students have had little experience of arguing for a case, and the connection to practice is normally limited to court practice once the students finalise their studies. This lack of interaction between academia and practice can be considered as one explanatory factor of why CLE has not found a natural place within Swedish universities.

Another factor to consider is the legal aid reform carried out in Sweden in the late 1990s, which resulted in a reduction of public legal aid, in favour of a system based on legal expenses insurance (Schoultz 2018). Some researchers claim that prior to the reform, Sweden’s legal aid system constituted “probably the most generous and comprehensive scheme internationally” (Killian and Regan, 2004, p 247), but that the reform resulted in limitations regarding access to legal assistance. In brief, the reform resulted in a system where considerable responsibility is placed on the individual to identify how a social problem can be translated into a legal issue and then to pay for legal assistance – which can be reimbursed if you for instance belong to a low-income sector of society. However, the high cost of legal consultation – a prerequisite for applying for legal aid - still discourages people from seeking legal advice. The system also presupposes that individuals have a high awareness of their right to legal assistance and know how to identify a legal issue, but research indicates that this is not the case². Schoultz also notes that the emergence of alternative forms of legal assistance, including voluntary student legal clinics and pro bono work by lawyers, can be related to the need to cover the access to justice gaps related to the legal aid reform.

² Schoultz (2018) cites a survey carried out by the Swedish National Courts Administration in 2009 which reveals that awareness of legal protection is low and the Courts Administration also concludes that information about the opportunities for legal assistance must be made more widely available.

Against this general background, it can be argued that the increased importance given to CLE at Swedish universities is connected to changes in Swedish society and gaps in the Swedish legal aid system, in particular in relation to access to justice for vulnerable groups. In addition, CLE also introduces new experiential and practice-based teaching and learning methodologies that have not formed part of legal education at Swedish universities, filling a void in terms of important pedagogical, ethical, and critical perspectives related to the formation of students / future legal professionals.

In this report, we approach these recent developments within CLE in Sweden from the perspective of how the above-mentioned clinics collaborate with civil society actors. The report presents an overall mapping of the models of cooperation with a particular focus on how these models relate to access to justice of vulnerable groups. The mapping forms part of the project “Promoting social justice through co-operation between NGOs and legal clinics”, funded by the Nordic Council of Ministers and implemented in 2021-22. The project is carried out with a focus on CLE in Belarus, Sweden, and Poland, with the objective to strengthen strategic co-operation between NGOs, legal clinics, and other stakeholders as a means towards a greater enjoyment of rights within socially vulnerable groups. The mapping covers the existing models of co-operation mechanisms between NGOs and legal clinics in Sweden, the particular challenges and opportunities faced by these models, and how cooperation between legal clinics and NGOs can add value to both legal education and the work of NGOs.

The report is primarily based on information gathered through semi-structured interviews with the directors / supervisors of each legal clinic (carried out in 2021), as well as information gathered through participation in the conference “The Concept of Legal Clinics within Swedish Legal Education”³. It should thus be clear that the report above all reflects the perspectives provided by the legal clinics (i.e. the universities) on the collaboration models depicted here, while NGO perspectives are generally not included.

³ “Klinikkonceptet på svenska juristutbildningar”, conference organised on 27 May 2021 by Uppsala University, the Raoul Wallenberg Institute, Civil Rights Defenders, and The Centre for Asylum Rights.

Exiting modes of cooperation

Lund Disability Human Rights Clinic

The Lund Clinic is defined as a research and documentation clinic. It cooperates with two NGOs that play important roles within the Swedish disability movement: the Disability Rights Federation in Sweden and the Independent Living Institute. In this cooperation model, the NGOs identify key issues for their members that have a legal dimension to which the clinic can provide assistance and support. The type of support that the clinic provides can take on different forms; it can be mapping of a legal issue from a broad perspective in order to analyse relevant national and international legal instruments that are applicable, in order for the NGOs to make use of these. The clinic can also assist the NGOs by clarifying what domestic remedies need to be exhausted before going further to an international forum, and so on.

Another form of cooperation with the NGOs is that the clinic provides assistance in relation to an actual case that is running in the Swedish courts, or one that has run its course in the Swedish justice system and that could now be taken to the international level. The assistance from the clinic can be anything from the students writing the actual case claim, to doing preparatory research for such a claim.

The nature of the cooperation will also be shaped by the level of experience and competence of the NGO staff involved. If they are used to working with legal issues and have a high legal capacity, then the clinic essentially does the work that they could have done themselves but do not have time or resources to do. If the legal capacity is low or limited at the NGO, then the clinic can also assist in interpreting the law and finding useful venues to pursue legal issues relevant to the NGO.

Another example when the legal clinic provides support to the NGOs is when a particular issue has been sent to the NGO by the government for a legal opinion, in order to comment on a legal or policy proposal. Students at the clinic can assist in preparing the legal information needed and / or take part in writing the NGO's official response.

An additional area of cooperation can be lobbying or advocacy activities. It can be the case that an NGO needs material, statements, or other information regarding a legal position on a particular issue, in order to lobby the government for legal reform. The legal clinic can provide this information in order to advocate for legal reform or help to forward the position of persons with disabilities through the legal system (bringing cases to court).

While the clinic is defined as a research and documentation clinic, the goal of cooperating with NGOs is also to bring the students as close as possible to the actual legal practice. This means that the cooperation should entail that the students are as closely involved as possible with the case that is being adjudicated, to writing actual complaints to international forums (rather than just writing a report that can be translated into a complaint), and so on. Similarly, if it is a government request for a legal opinion then the goal is to write an actual legal opinion, thus coming as close as possible to the real output. The clinic also strives for the students to have as much contact as possible with the lawyers at the NGO. Direct contact with clients is generally very limited, and would only be possible after an assessment of the ethical and pedagogical aspects related to a particular case.

Gothenburg clinic – Rättspraktiken (Law practice / law clinic)

Rättspraktiken is defined as a platform for cooperation and collaboration regarding research and education between the Faculty of Law and different actors within the city of Gothenburg. This platform is referred to as the “Gothenburg model”. The point of departure for developing the Gothenburg model has been to address contemporary societal challenges in the city of Gothenburg, where issues of urban segregation occupy a central role.

When initiating the clinic there were already various actors within civil society and local authorities who, in different ways, worked with legal advice for vulnerable groups. Thus, rather than simply adding to or duplicating already existing initiatives, which in a worst-case scenario would make the legal clinic compete with these initiatives, the Rättspraktiken opted for establishing relations of cooperation with the existing actors to achieve valuable exchanges. As

a result, cooperation was established with a number of NGOs that are all working with issues related to urban segregation in Gothenburg. In 2021, Rättspraktiken was cooperating with fifteen different organisations:

- Agape (works with unaccompanied minors)
- Antidiskrimineringsbyrån Väst (anti-discrimination)
- Asylrättscentrum (asylum rights)
- Faktum och Faktumjuristerna (the homeless)
- Funktionsrätt Göteborg (disability)
- Hyresgästföreningen (tenant rights)
- Integrationscentrum (refugees, migrants, asylum seekers)
- LaSSe Brukarstödcenter (disability)
- Lex Femme (female victims of violence)
- Medborgarkontoret i Angered (citizens' rights at municipal level)
- Romano Center i Väst (Roma minority)
- Räddningsmissionen (the homeless)
- Röda Korset (Red Cross)
- Trajosko Drom (Roma minority)
- Unionen (trade union)

In the clinical work with these cooperation partners, students spend three days a week at the partner organisations and two days at the university (taking part in seminars, having supervision, etc). During the work with the partner organisations, the students get to work with legal advice, the provision of legal information, and judicial policy work, among other tasks. The tasks carried out are based on the issues that the organisation in question is working with, allowing the students to assist within a wide range of areas within the law. This way, the different societal challenges that can be identified through the cooperation partners are

subsequently reflected in the different parts of the work of Rättspraktiken, when it comes to both education and research.

In sum, it can be said that the platform provided by Rättspraktiken stands on three legs that all involve collaboration with external actors: education (clinical legal education courses for law students), research (driven by societal challenges in collaboration with external actors), and an open series of seminars (a meeting place for the different actors within the city).

Uppsala Human Rights Clinic and Migration Law Clinic

The Uppsala Human Rights Clinic and the Migration Law Clinic are organised by the Faculty of Law at Uppsala University, with the Migration Law Clinic as an offshoot from the more established Human Rights Clinic. The Migration Clinic is an extra-curricular activity, while the Human Rights Clinic is a component within the special / advanced course in Constitutional Law.

Both clinics refer to themselves as “external” clinics and work in a similar way in terms of collaboration with NGOs. This means that the NGOs take care of all client contact and provide the legal clinic with the legal questions that the students will work with. The NGOs also engage in teaching and the organisation of workshops for the students.

At the Human Rights Clinic, the students cooperate closely with Civil Rights Defenders (CRD), a leading NGO in Sweden. CRD brings concrete legal cases and issues to the clinic and the students assist the NGO for example by writing judicial inquiries, shadow reports, legal opinions, and appeals. The students can also inform the NGO on legal issues through lectures, workshops, or similar activities.

The general themes or issues that the Human Rights Clinic has worked with include minority rights protection and the Sami rights in Sweden, but also other vulnerable groups in society (for example Roma Rights and Disability Rights).

The Migration Law clinic cooperates with the NGO Asylrättscentrum (Asylum Law Center) in Stockholm. The Migration Law Clinic and Asylrättscentrum jointly develop and decide on the

assignments that are investigated and examined by the students at the clinic. Currently, the clinic is investigating two legal research questions, which Asylrättscentrum had not had the time or resources to examine in full. The questions are not connected directly to any individual cases since the clinic does not have clients.

At the time of the mapping, the questions in focus for the work of the clinic were the determination of statelessness in Swedish law, and Sweden's new migration law that was coming into place in 2021. The focus of the cooperation and the work of the students in the clinic is to, on the one hand, map different aspects relating to temporary residence permits and, on the other, how to legally interpret the concept of statelessness.

Roles and responsibilities within models of cooperation

Lund Clinic

At the Lund Clinic, a key issue has been to ensure clarity between the division of roles and the different institutional priorities and responsibilities that are related to the partners in the cooperation. While the collaborative work means finding a common ground and developing joint objectives, it is also necessary to separate the accountability of each partner due to their organisational / institutional mandate and responsibility. Lund University / RWI fulfil the academic part of the cooperation and their key responsibility is with the students, in the sense that the students' learning outcomes are reached through the clinical legal education activities. For the NGO, the key responsibility is to push the agenda for disability rights forward through litigation (with the help of the clinic). The division of roles and responsibilities needs to take into consideration both pedagogical perspectives (specific learning outcomes, the limited time that the students have, the level of knowledge that they have, and ethical questions) and the strategic task that the NGO wants to pursue.

In terms of the concrete legal issues for the clinic to work with, it is the NGO that decides and puts them forward. The NGO knows best what the key strategic issues are regarding disability rights in Sweden and is best suited to analyse and decide which questions can have a real impact for the advancement of disability rights.

The ways in which the issues brought forward by the NGO are shaped pedagogically is the responsibility of the academic staff from the clinic. One factor in how the pedagogic part is shaped is whether or not the NGO has high internal competence regarding legal issues. If the NGO is not used to working with legal issues, then certain time and effort needs to be dedicated to jointly defining the legal question that the clinic should address.

The role and responsibility of Lund University (LU) and RWI is to write the course syllabus, schedule, and how material law and practical issues should be taught. In this context, the NGO and other legal practitioners can participate in the educational activities, but LU and RWI define how they participate. LU and RWI also identify academic experts and teachers in the relevant fields of law to hold sessions with the students.

The legal clinic is hence responsible for continuously conducting supervised sessions and workshops at the university, with the NGO participating throughout these sessions to ensure that the end result is in line with its practical needs. The students do not have any direct contact with the NGOs without the director, teacher, or other representative of the clinic present. Here LU and RWI have an ethical responsibility towards the students in terms of what they can be exposed to, but also that the task at hand does not become too much for the students to handle.

In the end, it is the responsibility of the clinic and the students to submit a report to the NGO. The NGO gives written feedback for the students to develop their materials further. At the last session, students present the final results to the NGOs orally, get additional feedback, and discuss the results.

Gothenburg University

Generally, Rättspraktiken at Gothenburg University is not cooperating with the NGOs in the sense that the clinic and NGOs define together what key issues students should work with, as in the case of Lund above. The Gothenburg model is instead based on a form of externship where students are placed in legal environments outside the university to observe and participate in the activities of the host organisations. While in the Lund Clinic, the students do not have any direct contact with NGOs on their own, the role of the students in Gothenburg is different: they work directly with the NGO and get a chance to observe how the organisations deal with legal issues from within.

Due to this set-up, there is less of a structured division of roles and responsibilities. The main responsibility of the university in relation to the NGOs is to provide them with students who can assist with legal issues of concern for the NGO. Students are selected by the university based on grades, motivation, and interest.

The specific tasks that students work with at the NGO are defined by the NGOs, with less involvement by staff and teachers at the clinic. The role of the university in relation to the tasks the students carry out is instead to provide the theoretical framework for these by organising specific sessions on theory, twice a week. During these sessions, students can share their experiences from the practical work and discuss specific issues with the teachers in order to connect them with theory. Students also keep a diary of reflection, where they connect the theory to practice.

The role of the NGO is to provide support, tasks, and space for the students to do their practical work. The tasks given to the students can vary; it can be anything from giving legal advice to individuals, to working more strategically, examining bigger questions which the organisation is working with, for instance raising awareness in society.

The university is also responsible for conducting an assessment of the students. Exactly how this looks can vary depending on the type of work students are engaged in. One way is for the students to give an oral presentation to their colleagues at the NGO (or people seeking help at the organisation) on a specific legal issue. The students are also assessed on how they provide legal advice; a teacher observes a counselling situation with a person from civil society which the student participates in. Seminars are also included in the assessment.

Uppsala Human Rights Clinic and Migration Law Clinic

The roles and responsibilities for the Uppsala Human Rights Clinic and the Migration Law clinic in their cooperation with NGOs are similar. The basic division sees the NGO providing relevant cases, subjects, and themes based on their particular interests and focus areas, while the university provides knowledge, lectures, and supervision of students. It is the NGO that is responsible for all direct client contact and provides the legal issues that the students work with. The NGOs also engage in some of the educational activities for the students, such as teaching on relevant practical aspects or carrying out workshops. However it is the university and thus the clinic, that has overall responsibility for the teaching and learning outcomes related to all educational aspects of the clinic, including creating the schedule for the semester with specific targets, defining the number and content of the workshops, and inviting speakers.

The type of workshops or lectures where the clinic and the NGO work together and have a shared responsibility include topics such as critical jurisprudence, social movements, different types of critical scholarships, and legal clinics at a more general level. But also, in these joint educational activities it is the clinic and the university that has the role of guaranteeing quality assurance from an academic perspective.

There does not seem to be any formal agreement on the division of roles and responsibilities between the clinics and the NGOs, but this seems rather to have developed based on practice and mutual understanding of the respective roles that have evolved over time.

Challenges and opportunities identified

Lund Clinic

One challenge identified is the need for the clinic's focus to match the knowledge, expertise, and interest of the academics responsible for it. If, for instance, the academics involved are experts in legal capacity and mental disability, that will shape the questions that the students will work with (since the academics need to have the knowledge and expertise to be able to tutor the students). Furthermore, when engaging with an NGO, the NGO also needs to have structures and resources that allow for engagement with students in a fruitful way. Taken together, these factors will influence and limit the issues the clinic can work with and choose from, and thus also affect the chances of selecting issues that are in line with representativeness of the focus group.

Another challenge is that the Legal Clinic and the NGO have different aims when entering into a cooperation. It is important to establish a respectful environment for one another. An overall understanding of the organisational differences in relation to the priorities and needs of the clinic and the NGO will help to overcome this challenge. This can be done by establishing a formal contract or an oral agreement through open and frank discussion, in order to define timelines, mandates, and roles. The main challenge in this respect is that the clinic and the organisation are entering the cooperation with different goals and differing responsibilities for their constituencies. For Lund University and RWI, it is the development of the student, while the NGOs' responsibility lies with their clients and / or persons with disabilities in general.

If the NGO wants to make an international claim regarding a particular issue in cooperation with the clinic, then time becomes a challenging factor: such a case will last much longer than the 10 week duration of the course that is given to the students. The challenge here is to

ensure that the clinic can continue to support the NGO throughout the process, even when the course has finished.

Uppsala Legal Clinics

The clinics at Uppsala University (UU) highlighted that the collaboration with the NGOs has been rewarding and carried out to the best of both parties' abilities. The challenges encountered are similar to the ones identified by the Lund clinic, with the main challenge being the existence of two distinct organisational structures that must enter into cooperation with one another. This will affect the planning of the work, how to meet different expectations when it comes to foreseeability and achievement of results, and so on. The clinics at Uppsala University underline that this difference does not necessarily need to be defined as a problem, but is an important fact to take into account. Similarly to the Lund Clinic, the clinics at UU stress the need to establish clarity regarding the responsibilities and roles of the different actors and that this is agreed in a good way.

The same time aspect as brought up by the Lund Clinic also applies here, in regards to the lengthiness of processing certain cases. It was for instance noted that some processes in which Asylrättscentrum were engaged in lasted longer than the 10 weeks of the students' clinical work, which raises the question of how to guarantee continuity when students leave after a finalised course.

From the NGO perspective, it was highlighted that the opportunity to work with the students would have positive effects such as innovative thinking and new ways of approaching the issues that the NGOs are dealing with, by bringing an "outside" perspective. In addition, through the clinical cooperation, the NGO expressed the opportunity of becoming more closely connected to the university in a natural way, which would lead to access to research and

students who can get involved in their work not only as legal clinic students but also in other capacities.

Another challenge coming from the NGO perspective is that the cooperation with the NGO requires the students to take the perspective of a third party, where they have to argue from a particular point of view. This differs from what they are used to in academia since it is not an objective argument that needs to consider all perspectives. Here the NGO found that students could have been better prepared for this type of argumentation.

Gothenburg Law Clinic / Rättspraktiken

While the clinics in Uppsala and Lund have identified similar challenges, the clinic at Gothenburg University is different due to its specific model of cooperation (see above). The main challenge for Rättspraktiken resides in that the cooperation is carried out with many different NGOs and that the tasks given to the students can also vary according to the needs of each NGO. A key challenge then relates to clarifying the connection between educational objectives and the practical aspects, so that problems are not created in assessing the work of the students. It can also be a challenge for supervisors to make a fair assessment of the students' work if the tasks they have carried out vary to a substantial degree, making comparisons between students difficult.

Furthermore, the cooperation needs to avoid creating conflict between the learning outcomes and the NGOs' assignments. For the tasks to fulfil the academic needs and make it possible to give credits to the students, the clinic sometimes needs to construct tasks together with the NGO that are not part of the normal workflow of the organisation.

The similarity between the challenges connected to the clinics in Lund and Uppsala is thus the potential conflict between educational goals and the NGO's priorities and goals. However, this conflict or relationship is played out in a slightly different manner.

Overall added value of LC-NGO cooperation

Lund

The added value of the cooperation can be summarised as follows:

- The students get both practical experience, knowledge, and the possibility to make a difference in society.
- The NGOs receive legal expertise that they cannot otherwise afford or have access to, by cooperating with law students familiar with disability and human rights.
- Lund University achieves its goal of providing students with high quality legal education where the university contributes to the resolution of a real issue and a real case.
- The clinical work brings a strategic perspective to the advancement of disability rights in Sweden and contributes to Swedish adjudication, governance, and policy development being informed by international human rights law.

Uppsala Legal Clinics

For students

- Networking with the NGO as a potential possibility for their future careers
- Learning from practice and real cases, receiving hands-on supervision and coaching is more effective than conventional ways of academic education
- Students familiarise themselves with real life problems and the ways to approach them via campaigning activities, discussions with clients, and other activities conducted together with the NGO

For the NGO

- The NGO receives voluntary help and support in the important areas of work in which it lacks time, staff, funding, or other resources
- The NGO gets direct access to a very competent and deep legal knowledge, experts, and academic research

For the University

- Academia receives an input from a wider scope of the current key challenges coming from legislature, policy, law, etc. in relation to the vulnerable groups that the NGO is working with
- Academia expands its network of collaborating partners and outreach capacity through the work with the NGOs

Gothenburg Legal Clinic

For Students

- Students receive real experience not only regarding legal questions but also by getting acquainted with working culture under the auspices of the organisation. This type of cooperation allows them to prepare for a future career.
- The legal education in Sweden is generally very theoretical. However, the mix of theory and practice contributes to new pedagogical methodologies within legal education. It becomes easier to connect abstract theory with practical issues.

For NGOs

- NGOs are being informed about theory and its practical implications

For the University

- During theoretical lectures students give examples from their practical work. Academia is hence being informed by current practical issues of urban segregation that are relevant to the city of Gothenburg

- The University achieves its goal of providing high-quality education to students

Conclusions

This report covers models of cooperation between legal clinics and NGOs at three universities in Sweden. The models of cooperation at Uppsala University and Lund University / RWI are similar in their approaches to NGO collaboration, in the sense that they are organised around thematic focus areas and close collaboration with a limited number of NGOs. Here the Disability and Human Rights Clinic in Lund and the Migration Clinic in Uppsala stand out as the most specialised clinics, while the Human Rights Clinic in Uppsala is more general in terms of focus on specific groups or issues. The direct contact between students from the clinics and clients is limited.

By comparison, the Gothenburg clinic differs from the others as it aims to cover issues of segregation from the perspective of the urban dynamics in Gothenburg. Consequently, the so-called Gothenburg model implies a different form of engagement with CSO actors as the clinic cooperates with a relatively large number of CSOs and is based on externships at the CSOs where students have direct contact with clients.

Despite the differences between the mapped clinics, they all point out the cooperation models as being highly beneficial both for the NGOs and the universities. The interest and relevancy of including CLE in legal education in Sweden also seems to be growing, even if the production of practical tools, educational material, or research on CLE in Sweden remains limited. However, in 2021 a manual on how to establish a human rights clinic was developed by Uppsala University and Civil Rights Defenders⁴, which might be an indication of this changing.

To further support and develop the Swedish CLE initiatives, the Swedish clinics could explore the possibilities of increasing opportunities for exchange of information and experience between themselves. A national network or regular interaction between the clinics might prove

⁴ See <https://crd.org/wp-content/uploads/2021/06/Handelning-ma%CC%88nniskora%CC%88ttsklinik.pdf>

useful for engagement on common opportunities and challenges in the Swedish context, as well as to increase the sustainability of the clinics. Taking into consideration Sweden's general lack of experience with CLE from an international perspective, it could also be worthwhile for the Swedish clinics to explore participation in leading regional and global CLE networks, such as the European Network for Clinical Legal Education (ENCLE) and the Global Alliance of Justice Education (GAJE).

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