

Self-Assessment Checklist for the Human Rights-Based Approach in Clinical Legal Education (CLE)

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Introduction

The human rights-based approach (HRBA) is a **conceptual framework for the process of human development that is normatively based on international human rights standards and** operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of societal problems and redress discriminatory practices and unjust distributions of power that impede progress and often result in groups of people being left behind.¹

Programming reflecting the HRBA have the following features:

- The fulfillment of human rights is the ultimate goal of all programs.
- Participation is both a means and a goal.
- Processes and outcomes are closely monitored.
- Strategies empower rights-holders.
- Rights-holders play an active role in their own development.
- Programs prioritize the marginalized.
- Accountability systems are strong.²

The purpose of this checklist is for law clinics to review how current practices are aligned with the HRBA and to identify possible avenues for improvement. Staff, students and other stakeholders may need to discuss and agree on their understanding of the criteria presented and the ratings options – both before completing the checklist and afterwards. The development of this common understanding within a clinic is part of the aim of the HRBA checklist. Clinics may also choose to adapt the checklist or use it as a starting point for a deeper, empirical analysis of these HRBA dimensions.

¹ UN Sustainable Development Group (nd). [UNSDG | Human Rights-Based Approach](#)

² UNFPA (nd). “The Human Rights Based Approach”. [The Human Rights-Based Approach | United Nations Population Fund \(unfpa.org\)](#)



Background Information on Legal Clinic

Name of Legal Clinic: _____

University: _____

Location (including city and country): _____

Characteristics of Legal Clinic: (check all that apply)

- Free legal advice
- Public legal education
- Other (please specify): _____

Brief description of the clinic:

Ownership of RBA Principles

4-Fully implemented; 3- Mostly implemented; 2- Partially implemented; 1- Not implemented.

All staff have a clear understanding of the key principles of HRBA.

Rating: _____

Staff are competent to apply HRBA in their work in the clinic.

Rating: _____

Students understand the key principles of HRBA and its relevance for the clinic.

Rating: _____

CLE partners have a clear understanding of HRBA and apply HRBA in their cooperation with the clinic.

Rating: _____

Evidence or rationale for above ratings:

Results in this section might lead to training and information dissemination with staff and students in order to familiarize them with the HRBA and to consider concrete and practical applications with the CLE program.

CLE Program Components

4-Fully implemented; 3- Mostly implemented; 2- Partially implemented; 1- Not implemented.

The program goals include explicit human rights language, with reference to international or regional standards, or use of “rights” language.

Rating: _____

The program makes an explicit link to human rights principles, such as equality, non-discrimination, empowerment or rights holders and accountability of duty bearers.

Rating: _____

The program serves populations in vulnerable situations (e.g., living with poverty, human rights violations)

Rating: _____

Evidence or rationale for above ratings:

Results in this section might lead to a revision of program goals so that the clinic aim and learning outcomes have an explicit mention of human rights and HRBA, and the role of students in promoting the human rights of vulnerable populations.

CLE Pedagogy

4-Fully implemented; 3- Mostly implemented; 2- Partially implemented; 1- Not implemented.

CLE students learn about the themes of human rights, gender equality and HRBA in their studies

Rating: _____

If the CLE offers public legal education, human right and gender equality themes are reflected in the curriculum used with learners.

Rating: _____

CLE educational processes are participatory and learner-centered.

Rating: _____

CLE educational processes encourage critical thinking, analysis and open discussion.

Rating: _____

The CLE curriculum includes a diversity of sources, reflecting the backgrounds of learners.

Rating: _____

Evidence or rationale for above ratings:

Results in this section might lead to a detailed review of curriculum in relation to human rights content, methodologies and diversity of sources and approaches, resulting in a revision of course syllabi.

CLE Program Processes

4-Fully implemented; 3- Mostly implemented; 2- Partially implemented; 1- Not implemented.

A needs assessment is carried out inclusively with beneficiaries and partners in order to identify highest priority needs.

Rating: _____

All staff/clinical supervisors and students receive training in the HRBA.

Rating: _____

The CLE program (both for students and beneficiaries) is accessible for persons with disabilities and those speaking a minority language.

Rating: _____

Feedback is encouraged from beneficiaries, partners and students for program improvement.

Rating: _____

Evidence or rationale for above ratings:

Results in this section might lead to more inclusive program processes related to program development, training, evaluation, and accessibility.

CLE Staff, Students and Partners

4-Fully implemented; 3- Mostly implemented; 2- Partially implemented; 1- Not implemented.

There is a gender balance among CLE staff.

Rating: _____

There is a gender balance among CLE students.

Rating: _____

Faculty and staff are diverse, including representatives of groups in vulnerable situations.

Rating: _____

Students are diverse, including representatives of groups in vulnerable situations.

Rating: _____

Partners are diverse, including representatives of groups in vulnerable situations.

Rating: _____

Evidence or rationale for above ratings:

Results in this section might lead to new recruitment policies and financial aid.