

# Clinical Manual on

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# Child Rights Advocacy

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## **INTRODUCTION**

Welcome to child advocacy clinical program!

Unlike most traditional courses, a clinical course offers the unique opportunity to learn by doing. This manual is prepared to acquaint students with the objectives and operations of the Child Rights Advocacy Legal Clinic. Thus, students shall read it prior to the first class of this particular clinical program. This manual comprises of the description of the clinical program; the general and specific objectives of the clinical program; teaching methodology; components of the program; mode of assessment; case and file handling obligations of students; office procedures; the content and purpose of engagement agreements; attendance and performance follow-up; code of conduct; level of the court in which students will handle cases; criteria for the legal representation of clients; the ratio of class activity to practice; the level of students who will take part in the clinical program; class size and supervisors' experience.

## 1. Clinical Program Identification

- **Title of the Program:** Legal Clinic on Child Rights Advocacy
- **Program Code:** \_\_\_\_\_
- **Credit Hours:** 3
- **Pre-requisite Courses:** Civil Procedure, Constitutional Law, Criminal Law, Criminal Procedure, Human Rights Law, Legal Profession and Ethics, Legal Research Methods, and Legal Writing.

## 2. Clinical Course Description

Unlike more traditional courses, a clinical course offers the unique opportunity to learn by doing. Accordingly, you, the students, are the lawyers. Students actively assume the role of a practicing attorney in real or simulated situations, under the close supervision of an experienced practitioner and teacher. The Child Rights Advocacy Legal Clinic is a live-client experience; students will be working with real people who have real legal problems. The client will be a student's client and the case will be student's responsibility. The key lawyering decisions, choices, strategies and implementation are the students to make.

Professional skills are developed and honed in the practical component of the clinical course. In the classroom component, students learn substantive, procedural, tactical, and ethical issues presented by the particular practice.

Clinical legal education prepares students to become competent and ethical practitioners; as trial lawyers, counselors, and mediators. The clinical program provides the essential bridge between life (and learning) before and after graduation from law school. Although students find a multitude of opportunities to sharpen their lawyering skills, the deeper value of clinical education is student's enhanced understanding of the legal process and the professional role they are to play.

Representing clients for the first time can be heady stuff. For some, it may be frightening or unsettling; yet for other it may be exhilarating. No matter how it seems, the best way to learn professionalism and good lawyer judgment is to practice it in a setting that is designed for and focused on learning.

### **3. Objectives of the Course**

#### **3.1. General Objectives**

Consistent with the essence of the Legal Education Reform Document, the general objectives of this clinical program include:

- providing students with the opportunity to acquire professional and/or practical skills, responsibility and ethics;
- assisting the needy part of society;
- instilling fundamental values of the legal profession, including the obligation of providing public as well as pro bono services and the promotion of justice, fairness and morality;
- supporting the constitutional right of ‘access to justice’; and
- enabling students to develop the self-confidence needed to practice effectively in a competitive and fast-paced field.

#### **3.2. Specific Objectives**

Specifically, this clinical program aims to:

- provide opportunities for students to identify the legal regime of Child Rights;
- enhance students’ professional skills through participation in activities such as interviewing, counseling, negotiation, oral and written advocacy, investigation, and the formulation of case strategy;
- develop student’s sensitivity to issues of professional responsibility and ethics and their interrelationship with strategic considerations;

- teach students how to identify problems and generate strategies and solutions within the context of legal practice;
- provide students with insight into the realities of the legal system, its institutions, and limitations;
- develop good professional working habits;
- develop the abilities to critique own work, learn from experience and understand how personal feelings, background, personal values affect ones performance in a professional role;
- develop the student's ability to learn from experience, including critical professional feedback on performance; and
- enable students to acquire the administrative skills necessary for legal practice, such as file keeping and time keeping.

## **4. Teaching Methodology**

### **4.1. The Role of the Student**

A law student is not a licensed lawyer and therefore is legally and ethically not permitted to bring a case before a court. A student taking part in a clinical program is involved in assisting his/her clients but only under the supervision of a licensed lawyer. They are responsible for performing the interviewing, counseling, drafting and other tasks necessary to assist their clients and will, in general, make all of the of the lawyering decision on their cases. Moreover, they are responsible for scheduling their work so as to meet any client deadlines and to complete their matters no later than the end of the academic year. The students are expected to take responsibility for their own learning and demonstrate professional behavior at all times.

### **4.2 The Role of the Supervisor**

The role of the supervisor is to undertake a balancing act. On the one hand, the students are practicing law under his/her license and the supervisor is ultimately responsible for making sure that the clients are well served. He/she is also responsible in preparing and organizing the

pedagogical aspect of the program like organizing seminars, giving exercises, preparing readings, offering communication skills and simulation, taking part as an observer in the activities of the student etc. In addition, he/she is responsible for carrying out ongoing evaluation to ensure the academic integrity of the clinical course, consistent with the educational objectives of the manual. Finally, he/she is responsible for the final determination of satisfactory completion of clinical fieldwork experience.

### **4.3. Specific Methodologies**

#### **4.3.1. Class Lecture**

With the view to refresh the memories of the students on the relevant courses they have previously taken in relation to Child Right Advocacy Legal Clinic, the supervisor is expected to prepare some introductory session at the beginning of the class. In addition to that, the supervisor is also expected to give preliminary introduction on certain theoretical and practical aspects of the Clinic. Unlike the traditional lecture method, classes need to be highly participatory and interactive.

#### **4.3.2. Communication Skills**

Communication with children is not the same as communicating with adults. You don't talk in the same way to your daughter, your son, your little niece or nephew as you do to your grand parents, your parents, and your husband or wife.

In the Child Rights Advocacy Clinic, communication plays a crucial role in almost all the actions of the student. The student has to be child sensitive. Child sensitive communication implies that students communicate with a child in a language that is appropriate to the child's age, maturity and developmental stage so that the child can easily understand him/her. It also means that you listen attentively to the child's story, thoughts and feelings and consider what the child says as important and meaningful. You are supposed to take into account the child's needs and what is best for the child in a particular situation according to what the child has expressed as the best solution for him/her self.

#### **4.3.2.1. Demonstration and Group Work**

This specific methodology is meant to let students know the appropriate ways of conducting communication in a manner that is sensitive and responsive to the special needs of children. Although most of the communication and simulations require you to take the role of a lawyer, you may sometimes be asked to take the role of a client. Through video-viewing, students will be provided with the opportunity to see communication skills being practiced.

As it is a more practical approach, the instructor has to request the students to be as interactive and responsive as possible. Practice and demonstration help the instructor to know whether or not the students understand the topic. In the demonstration, the students are not only required to take the role of lawyers but also that of clients so that they can see how various ways of performing lawyering tasks affect them and imagine how they might affect an actual client.

#### **4.3.2.2 Counseling Techniques**

When the students communicate with children professionally, they should even pay more attention to the way they communicate to make sure that the children are not harassed in any way. In most cases, children do not express their feelings freely, like most adults so when they do not feel at ease, are threatened, in doubt, etc. The students need to know how the children they are dealing with feel. To that end, the students must learn counseling techniques so that they understand what children feel and so as to help them be child sensitive.

#### **4.3.3. Critical Reflection (Learning from Experience)**

It is believed that lawyers get better and better as their careers progress. Therefore it is important to train the students to evaluate and learn from their experience without the supervisor as they will not always have teachers or supervisors. To help them do this, the students are supposed to prepare feedback and evaluation forum so that they learn from each other. Moreover, the clinic administrators will be videotaping both simulations and (with the client's permission) actual client meetings so that students can go back over their work and learn from it.

Through out the clinic experience, students must try to take responsibility for analyzing how they might more effectively deal with the issues that arise, whether they involve relationships (e.g.,

with their partner, clients, supervisor, government officials or clinic staff), skills, ethical issues or some other aspect of their clinic work.

#### **4.3.4. Collaborative Work**

Students in the clinic generally work in pairs. The pairs will be arranged early in the semester in which the clinical program will be offered. Moreover, if appropriate, a new adjustment would be made (e.g. to allow students to do some independent work; to work with a new partner on one or more matters and finally to invite two or more students to observe and make a comment on how the other students work).

#### **4.3.5. Feedback on Written Work**

Among other things, the clinic involves drafting of documents, advocacy briefs and the like. Students can, therefore, expect a lot of feedbacks on their written work, and they will find themselves revising some documents many times. One reason for multiple revisions is that the better a draft gets the more possibilities for improvement that the students are likely to see. Students must keep looking for ways to make the document clearer, more consistent, more user-friendly, and students shouldn't be surprised if they get feedback on language in the third draft of a document that was not remarked upon in the first draft. In Draft 1, there may have been major conceptual or structural problems that made the language in question seem unworthy of comment; in the new, improved draft, the language may leap out at careful edition.

#### **4.3.6. Observations**

To observe the practical situation, at the beginning of the course, the students will visit institutions that are relevant to the Child Rights Advocacy Legal Clinic, such as child friendly courts, the police (particularly working on child rights) and public prosecutor offices. Moreover observation at other governmental and non governmental institutions working on child rights is important.

#### **4.3.7. Seminars and Workshops**

Seminars and workshops are very important to share experience and to draw lessons from one another. To that end, students shall prepare seminars and workshops and make presentations on topical issues relevant to child rights.

### **5. Components of the Clinical Program**

This clinical program has three components. These are: class work, team meetings and casework. Class will be held on \_\_\_\_\_ and \_\_\_\_\_ from \_\_\_\_ to \_\_\_\_ and Class work will be heavy at the beginning of the program in order to prepare students to see clients and represent them effectively as early in the semester as possible. Later, when the client work is heavier, students will have fewer classes and class preparation.

The class work aims at refreshing the memories of the students on the relevant courses they have previously taken in relation to the Child Rights Advocacy Clinical Program. It also aims at giving preliminary introduction on certain practical aspects of the program and revising the theoretical and legal issues applicable to Child Rights.

#### **5.1. The pertinent areas that needs to be included are the following**

##### **Chapter One: An Overview**

1. Clinical Legal Education: A Brief Overview
  - 1.1. What is Clinical Legal Education?
  - 1.2. History of Clinical Legal Education
  - 1.3. What Students do and What They Learn in Legal Clinics
  - 1.4. Core Concepts in Clinical Legal Education
2. Client-centered Lawyering/Counseling
3. Reflective Learning
4. Non-directive Teaching
5. Others

## **Chapter Two: Children, Childhood and Development**

1. International and National Definition of a Child
2. Age Determination of Children
  - 2.1. Absence of Birth Registration
  - 2.2. Practice of Age Determination
3. Five Developmental Stages of a Child
  - 3.1. Infancy
  - 3.2. Early Childhood
  - 3.3. Late Childhood
  - 3.4. Puberty
  - 3.5. Adolescence
4. Children Specific Needs

## **Chapter Three: Child Rights**

1. Global Perspective
2. Regional Perspective
3. International Standards on Child Rights
4. National Instruments on Child Rights

## **Chapter Four: Communication with Children**

1. Verbal Communication
2. Non-verbal Communication
3. Communicating with Children with Disabilities
4. Communication Blocks
5. Child Sensitive Communication

In order to carry out the class revision effectively, students should refer to the following materials, cases and internet sources.

**National Laws:**

1. The Federal Democratic Republic of Ethiopia Constitution, Proclamation
2. No. 1/1996
3. The Criminal Code, Proclamation No. 414/2004, May 2005
4. The Criminal Procedure Code, 1961
5. The Revised Family code of The Federal Government
6. The Civil Code
7. Labor Proclamation 377/2003

**International and Regional Standards:**

1. The African Charter on The Rights and Welfare Of a Child, 1990
2. UN Convention on the Rights of the Child (CRC) (1989)
3. UN Standard Minimum Rules for the Administration of Juvenile Justice
4. (Beijing Rules) (1985).
5. UN Optional Protocol to the CRC on the Involvement of Children in Armed
6. Conflict (OPAC) (2000).
7. UN Protocol to Prevent, Suppress and Punish Trafficking in Persons,
8. Especially Women and Children.
9. UN Guidelines on Justice in Matters involving Child Victims and Witnesses
10. of Crime (Guidelines CVWC) (2004).
11. ILO Convention No. 182 on Worst Forms of Child Labor.
12. International Covenant on Civil and Political Rights, 1966.
13. International Covenant on Economic, Social and Cultural Rights, 1966

**N.B Relevant cases are found in all reports and particularly in the training manual indicated on number nine below**

## **Books, Reports and Other Materials:**

1. Henrik Haggstrom (2003), *Children Rights in Ethiopia*. A situation analysis. Save the Children Sweden.
2. Andargachew Tesfaye, (prof) *An evaluation of the child protection program operated by the Addis Ababa city Administration police, commission and forum on street children*. Addis Ababa August 2001.
3. African Child Policy Forum, *A report on violence against children*, Addis Ababa ,2005
4. Askale Mekonnen, *An assessment report of best practice of child protection program undertaken by police and forum on street children*, Addis Ababa, November 2001.
5. Desalegn Chalchisa, *Psychological guide lines for child protection unit and procedural manual for police working in child protection unit*, Addis Ababa, July 1997
6. Federal Democratic Republic of Ethiopia, Comprehensive Justice System Reform Program. Base line study report, Ministry of Capacity Building, Justice reform program office, Addis Ababa , February 2005.
7. International Save the Children Alliance ; *The right not to lose hope* ; an analyses of violence in the lives of children in conflicts with law , with examples of good practice in community based response, 2005
8. Save the children Denmark, prison fellowship Ethiopia and daystar consult international, *the situation of children in Ethiopia*, Addis Ababa, February 2005.
9. UNICEF, *Juvenile, Innocent Digest 3*, 1998
10. UNICEF and MOLSA, *violence against children in Ethiopia: Manifestation, the legal and policy farm work and challenges of implementation*, Addis Ababa< June 2005.
11. UNICEF and The Federal justice professional training center ,*In-service training manual on justice for children for judges and prosecutor* January 2008.

## **5.2. Team Meetings**

At the end of every week a meeting will be held to discuss any concerned issues and to share experience. It is also better to discuss goals relating to personal and interpersonal issues (e.g. learn to accept or give constructive criticism, improve ability to collaborate with partner,

improve to work with people of different age, sex, race, etc). Learn to enjoy your work, increase confidence about professional responsibility, and learn to inspire confidence or to be better liked. The students are expected to come to these meetings with an agenda of items that they want to discuss. Topics might include particular communication techniques students are finding difficult or any issues that they think the other colleague should take up in class.

The case meeting consists of a student, his/her partner and the supervisor. The team will meet each week to plan and review client work and to address other issues of concern to students. The composition of each case team and a schedule of case team meeting times will be arranged early in the semester

### **5.3. Casework**

Each pair of students will have two or more matters initially, such as representing a client, seeking help in drafting a pleading or a defense or preparing another document. Matters will be added throughout the program, as appropriate. Although students may know the identity of one or more clients early at the beginning of the semester, they probably will not meet with a client for several weeks; this will give them time both to master the substantive law and to work on their interviewing and counseling skills.

## **6. Student Performance**

Student evaluation by the supervisor of the site will be filed on the student evaluation form. These documents will be provided to the office of clinical education. The student evaluation form must be completed for each student on each case by the instructor to whom the student has been assigned, and submitted to the office for review and signature.

If there is more than one supervisor, the office is responsible for combining evaluations and forwarding over all evaluation of the students to the law office.

Specific comments on students are encouraged. When recording unsatisfactory performance, written comments, or other supporting documentation must accompany the evaluation or else it may be returned to the site for further clarification. Daily meetings at the end of each week between student and supervisors are encouraged. Perceived weakness as well as strength in student's performance should be identified. Direction should be given to the students as to how to improve in the areas of deficiency.

The following are points to be considered in the evaluation of the students' performance

### **6.1. Professional Responsibility**

**A. Professional Ethics:** Was the student alert to ethical issue as they arise in a case? Did he/she initiate discussion of these ethical issues with his/her partner and instructor and work towards finding acceptable solutions?

**B. Effort:** In representing clients, did the student make a zealous attempt to do the best possible job? Did the student show initiative in trying to complete matters as professionally and expeditious a possible?

**C. Reliability:** Was the student punctual with regard to appointment and assignments? Did the student leave enough time to prepare adequately for each stage of each matter? Were files properly organized and maintained? Were deadlines met? Were any pending cases passed on in a manner facilitating continuation of service?

**D. Professional Behavior/Interpersonal Relations:** Were appropriate and effective relationship maintained with clients, government officials, office staff, the instructor and the clinic partner?

### **6.2. Educational Responsibility**

**A. Case Team Meetings:** Did the student prepare adequately for case team meetings? Did the student take the initiative in raising issues? Was the student responsive to criticism?

**B. Class Participation /Simulation:** Was the student present and prepared at all classes? Did the student prepare carefully for all simulations? Did the student contribute significantly to making the class simulations successful learning experience?

**C. Professional Development:** Did the student take advantage of the opportunity to learn from readings, simulations and actual experience? Did the student do a thoughtful job of analyzing and reflecting on his/her own experience and that of classmates? Did the student use course material(s) effectively in analyzing problems raised by cases?

**D. Learning Goals:** Did the student thoroughly define learning objectives and develop appropriate plan for achieving them? Did the student take advantage of the opportunity in the clinic to pursue these goals? Did the student modify his/her goals, when appropriate?

### **6.3. Lawyering Skills**

#### **A. Decision-Making and Planning**

**Case Planning:** Did the student think through the legal, strategic, ethical and interpersonal issues arising in each case? Did the student develop an appropriate plan for the case? Did the student reassess and modify the plan, whenever necessary, to reflect new developments?

**Judgment:** Given the available information and resources, did the student make appropriate priorities?

#### **B. Interviewing and Counseling**

Did the student develop an appropriate plan for each interview or counseling? Was the student successful in eliciting the relevant information? Did the student develop an appropriate rapport with the client? Did the student help clients to define their concerns and to identify and choose among options?

## **C. Legal Analysis and Writing**

**Legal Research and Analysis:** Was the student's research and analysis of legal issues thorough and accurate? Was it recorded in a fashion that made it usable for subsequent students?

## **7. Number of Clients**

The number of clients assisted by the students will depend up on the client volume. However, there should be time provided for preparation of any procedural issues and follow up, all of which should be critiqued by the instructors along with feedbacks to the students. In addition to time designated for direct client contact, the student must be allowed some time for studying and preparing the case for court hearing and other matters.

## **8. Case Handling Obligations**

1. Student must take responsibility for handling their matters expeditiously and for making and executing all decisions relating to their matter. Students must represent their clients until the conclusion of the year or the matter, which means, unless some unforeseen circumstance necessitates early withdrawal or unless they are interested in continuing the representation beyond the end of the year.
2. The student must keep files orderly and up-to-date. They may not take files out of the office.
3. The student must prepare a detailed work plan for each case (including target date for each step) and submit it to the instructor.
4. The students must submit to the instructor before mailing or filing, all documents to be seen by a client, another party or government agency. They are also supposed to make sure that each document represents their best effort.
5. The student must prepare a memo for each client meeting, and give it to the instructor, in addition to placing it in the case file. The memos need to be thorough, covering what the student said and what the client said, with all handouts attached. Keep in mind that some one

else may wind up working on matters and will need to have a complete understanding of the information you elicited.

6. The students must put all documents which they prepared for a client in an orderly manner. This will allow the instructor and other clinic students to have access to them. The students are supposed to create folder for each client with client's name.
7. The Students must codify all significant research that they did in a form that will be usable to future students. This generally means writing up their research in a memo form and then putting it in appropriate place.
8. The students must keep the clients fully informed of the developments pertaining to the case.

## **9. Files**

The student must take files seriously because:

1. Proper file maintenance is essential for good representation. Students need up-to-date files in order to stay on top of what has happened, what they have promised to do, what the client has promised to do etc. Up-to-date files are particularly important given that two students will generally be working on a matter and each needs to know what the other has done.
2. There may be a time when a client or someone else involved in a case will call the clinic, needing information from a case file. If documents are missing or misplaced or a detailed record of activities has not been kept, other members of the clinic may be unable to help. While most cases will be completed by the end of the year, some may be transferred to the following year. The ability of subsequent students to work effectively on the case will be drastically affected by the state of the files.
3. Case files must stay in the clinic office and should be kept in alphabetical order in the file drawer for the clinic.

## **10. Office Procedure**

### **10.1 Rooms**

The clinic administrator has to schedule rooms for meeting with clients and for demonstration. The administrator will also schedule and set up video equipment if the simulation or meeting is to be taped or students wish to review a tape. But the students are supposed to let the administrator know the schedule in advance and as early as possible. Students shouldn't confirm the times of client meetings until they are sure a room and all necessary equipments are available.

### **10.2. Word Processing**

The Computers in the clinic office must be available for the students' use. Students do their own word processing. However, the administrators must be available to help them with technical problems.

### **10.3. Copying**

The office of the clinic must arrange a copier for the students. The administrator must also help the students if they need help in copying documents pertaining to the case they are handling.

### **10.4. Telephone and E-mail**

The clinic is also supposed to arrange telephone/e-mail service so that the students can easily communicate with their clients.

### **10.5. Supplies**

Stationery and all forms of supplies should be available in the clinic office.

## **10.6. Security**

When students use the clinic, it is extremely important that they remember to lock the doors and the windows upon leaving and that they not to admit anyone other than a student or teacher of one of the clinics.

## **10.7. Transportation**

If client meetings take place away from the law school, the Clinic will reimburse students for the cost of transportation.

## **10.8. Person with Disability**

Persons with disabilities are entitled to reasonable accommodations and academic adjustments. Any law student who requires accommodation based on the impact of a disability should contact the Law School Office

## **11. Engagement Letter**

Student should enter into an engagement letter with each client they represent. An engagement letter is a useful device for:

- formalizing the scope of the work that the student should undertake;
- setting forth any other obligations expected of the client; and
- establishing who the clients (e.g. one or more individual) are.

## **12. The Ratio of Class Activity to Practice**

The ratio of class activity to practice should be 30% to 70%, respectively.

### **13. Class Size**

The size of the class for the clinical program should be small as the students are supposed to practice tasks to build upon their skills. Therefore, the class size for this clinical program shall be 20-30 students per class.

### **14. Student Admission Criteria to the Clinical Program**

1. Students of this clinical program shall be selected on the basis of their entrance exam and previous commutative grades.
2. Entrance exam and previous commutative grade shall account for 50% each.

### **15. Supervisors' Experience**

1. As much as possible, persons in charge of supervising the clinical programs have to be:
  - Instructors who are or used to be in the practice; and
  - In default of such instructors, Committed Practitioners.
2. At least two supervisors shall be assigned to supervise this clinical program.

### **16. Level of the Court**

The students should start practice at the lowest level of the courts. However, if the case that they are handling proceeds to a higher level of court, they should not be restricted to handle that case. Moreover, if the supervisor believes and decides that the students may handle cases that are at a higher level of court, the students may be allowed to do so.

### **17. Who should be represented?**

1. The Clinic may offer legal representation and other legal services to indigent parts of society.

2. For the purpose of section 1, whosoever is not in possession of sufficient means to enable him/her to pay all or part of payments for legal services shall be deemed to be indigent and may apply for legal services offered by the Clinic.
3. An application under section 2 shall be adduced by evidence showing his/her indigence, such as a letter written from his/her kebele attesting this fact.

## **18. Level of Students**

Students shall take this clinical program at second semester of fifth year, provided that they have already taken all the pre-requisite courses, i.e. Constitutional Law, Criminal Law, Civil Code, Criminal Procedure Code, Civil Procedure Code, Legal Ethics, Human Rights Law, Legal Writing, Legal Research Methods, and Human Rights Law.

## **19. Attendance and Performance Follow-up**

Attending each and every breakdown of the program content is a mandatory requirement for the students. The supervisor has to follow-up the performance of each student in each breakdown of the program. The so-called “portfolio method” has to be applied, whereby the students will record the activities that they have undertaken in relation to the clinical program in a certain journal that is to be kept with the supervisor

## **20. Code of Conduct**

1. Regarding liability of students, the relevant provisions of the Civil and Criminal Codes of Ethiopia will be applicable. For administrative breaches, the code of conduct to govern the students as well as the supervisors will be defined by the clinic after further study.
2. Students must comply with the code of conduct that regulates students' engagement in legal clinics. To that effect, they shall sign commitment before they begin the clinical programmes.
3. Every law school shall find other options to engage their students in legal clinics if they cannot take part in clinical programs offered in the places where their universities are situated due to linguistic barriers.

### **20.1. Dress**

Students are supposed to dress like a lawyer or give attention to the culture of the area if they will be meeting with client. Giving great concern to attire is important and focus should be given to what will make a student's particular client feel respected, comfortable and confident in him/her.

### **20.2. Confidentiality**

Students are governed by the same restrictions on confidentiality that govern lawyers and judges. The attorney-client privilege and the prohibition against disclosing confidences of a client extends through the attorney to those who work directly with him/her, including employees, associates, clerical staff, and law students. Students must be acutely aware of these confidences and take pains not to disclose any confidences without client permission and the approval of the supervising attorney. The attorney-client confidential relationship protects clients who call seeking only advice as well as clients involved in protracted representation. It extends beyond the end of the semester or the termination of the case.

To the extent that you gain knowledge of any pending investigations, cases, or administrative proceedings you have a public responsibility not to jeopardize the justice system.

### **20.3. Student Attendance**

It is the students responsibility to contact each site of practicing for the clinical program in time, and to obtain instructions regarding the orientation session and service. It is especially important for the students to call the contact person listed in their manual for the arrival time (if given). Students are to arrive on time at their clinical site.

In the event that a student expects to be unavoidably late for the assigned site, the student must seek advance approval from the responsible person of the site or from the office of the clinic.

All absence from an assigned site must be notified to the office of clinical Education in writing. In the event of unexcused absence, including an absence due to emergency, sudden illness or whenever approval can be obtained, the university's office must be immediately notified of the emergency situation. A written explanation from the students must be sent to the faculty's office as soon as possible. When applicable, supporting documentation must be included with the explanation

#### **20.4. Respect of Children and their Views**

Those involved in this clinical program must choose methods and processes that best facilitate forms for children to express their views. However, respecting children's views does not mean allowing them to dictate conclusion. A child's input, like that of any other stakeholder must be weighed as one perspective and interpreted in light of his/her experience, interests and evolving capacities. Assumptions and frameworks for interpreting information must be appropriate to the children involved and transparent to ensure credibility.

#### **20.5. Protection of Children's Best Interests**

Children must not be exposed to unnecessary risks if there is no benefit to them. These include the psychological effects on the individual child who needs legal assistance (for example in cases of abuse where the fears and pain of past experiences re-emerge); the social costs of participating, such as negative effects on family and community relations; and more acute threats such as reprisals by people who feel threatened by children's participation and misuse of information, ranging from sensationalist media attention or to more sinister uses in situations of conflict and humanitarian crisis. Weighing these risks against possible benefits requires careful judgment, particularly where risks to individual children are likely to occur in the name of broad, sometimes incremental, societal changes.