

The Present Situation and Prosperous Future of China Clinical Legal Education

October 7th, 2005

一、 The germination and rising of Chinese clinical legal education

The science of law is highly practical and thus its theoretical research cannot be alienated from reality. In September 2000, with the support from the Ford Foundation, clinical legal education programs based on American models were offered by the law schools of Peking University, Tsinghua University, Renmin University of China, Wuhan University, Zhongnan University of Economics and Law, East China University of Politics & Law, and Fudan University. In 2002, this program became available as well in the law departments and or schools of Sun Yat-Sen University, Northwest University of Politics & Law, Sichuan University and Yunnan University.

On July 28, 2002, the China Law Society approved the founding of the Committee of Chinese Clinical Legal Educators (CCCLE) by the aforesaid eleven universities, as a non-profit academic body voluntarily attended by clinical legal educators throughout

the country. Its mission is to bring all clinical legal educators, administrators and others together to perform theoretical and practical research of foreign and Chinese clinical legal education programs, cooperate and carry out exchange clinical legal education activities with counterparts abroad and at home, and promote the growth of clinical legal education in China.

Over the past five years, clinical legal education has entered more universities and colleges in China. Besides the aforesaid 11 universities have founded clinical legal education program, up to June, 2005, with the sponsorship of the Ford Foundation, the Asian Foundation and CCCLE, China University of Political Science and Law, Law Department of China Academy of Social Science, Nanjing University, Zhengzhou University and law departments / schools of other 16 universities have also made clinical legal education courses available. Therefore, CCCLE now has a formal membership of 35 law schools/departments.

Clinical legal education has been thriving and has proved to be highly efficient as an innovation and breakthrough in Chinese existing legal education. As it were, clinical legal education is both a significant reform of China's legal education in this new century, and a successful attempt to integrate foreign advanced education models into China's situation. This will certainly

produce positive influences in cultivating top-level legal talents in China.

二、The achievements and development of Chinese clinical legal education

As a result of the dedicated work and committed endeavors of CCCLE and the teachers and students of clinical legal education programs in higher learning institutions, clinical legal education has acquired credibility from both the people receiving legal aid and the relevant government departments. This credibility has allowed it to acquire support from all circles particularly in the light of the following achievements:

1. Varieties of special legal clinics with unique features established: at present, there are altogether 161 intramural clinical teachers and 59 extramural supervisors in the 31 universities which have made clinical legal education courses available. In the past five years, they have trained 3, 590 students with clinical legal education programs, processed 1, 782 cases of legal aid, and provided more than 10 thousand of person-hours of legal advisory services. A number of special legal clinics with different characteristics and of different

focuses have been set up in the higher learning institutes. They include legal clinics for labor rights protection, consumer rights protection, public interests protection, disadvantaged groups' rights protection, women's rights protection, and civil rights protection. They also touch on criminal law, environmental law, civil law, procedural law, legislation law, and community law and comprehensive legal clinics. They have been established in cities, on college campuses, in villages and even those areas where minority people reside. Both teachers and students of the legal clinics are even now working on the promotion of legal concepts, answering legal questions, and providing legal aid for the weak. All that, as well as striving for the realization of a legal society that makes all men equal.

2. Clinical teaching exchanges intensified between teachers at home and abroad: the ability to teach clinical courses requires that clinical teachers to be very good at hosting, encouraging and controlling the school room. Exchanges and cooperation are necessary for teaching. For this purpose, five groups of 36 Chinese legal clinical teachers have been sent in the past five years by the Ford Foundation and CCCLE to legal clinics in law schools of famous American universities and

colleges. Long-term friendly partnerships for teaching exchanges and academic cooperation with the law faculties of the Universities of Yale, Columbia, New York, Washington and Connecticut have been formed.

We also invite foreign legal clinical teachers into China on exchanges of teaching ideas. These ideas include teaching methods and contents, advising techniques, course evaluation as well as teaching experiences with their Chinese counterparts.

Exchanges are made much more frequently among domestic clinical teachers and attending lectures and discussion. From 2000 till now, National clinical program inspection and training programs are organized, initiated by a lead university and supported by others. In 2000, the lead was in Beijing, 2001 in Wuhan, 2002 in Zhuhai, 2003 in Kunming, 2004 in Xian, 2005 in Yinchuan. During each year's group meeting there would be training courses for clinical teachers and it is the common practice to exchange between the different clinics.

From August 8th to 9th, 2004, CCCLE and Law Department of China Academy of Social Science held the Communication Conference of Clinical Legal Education. Its mission is, through

communication and training, to introduce and demonstrate the general disciplines in courses setup, teaching administration, teaching contents and methods and to share experiences of clinical legal education with new teachers. More than 50 teachers from 18 law schools/departments, the director of Women's Rights of Labor clinic in Kingmen University of U.S.A. attended this conference, as well as the officials of law program of the Ford Foundation. This is the first training activity for clinic teachers independently held by CCCLE and acquired energetic support from the China Law Society, the law school of Peking university, the Legal Aid Center of Ministry of Justice, the Higher Education Department of Ministry of Education and the Law Department of China Academy of Social Science.

From October 15th to 17th, 2004, CCCLE and the Northwest University of Politics & law held the National Demonstration and Research Conference of Clinical Legal Education in Xian. More than 50 teachers from 27 law schools/departments, as well as the officials of law program of the Ford Foundation, attended this conference. For 60 percent of the teachers it was their first time to take part in activities organized by CCCLE. This conference, which was composed of theoretical lecture, class

demonstration and discussion about rules, posed great influence on regulating courses, training teachers and popularizing methods of clinical legal education. This bidirectional and multi-directional communication not only provided a platform for communication but also promoted the friendship among universities. It is beneficial to the healthy development of the clinical legal courses.

3. Teaching methods applicable to other disciplines: students in legal clinical education are highly interested and motivated to learn on their own initiative. Their attitude has switched from “asked to learn” to “demand to learn”; that is, from passive to active learning. We can see that serious studying of the past has become a pleasure for the students, and accordingly results in conversion to the ideas that we hold towards education. For example, we believe “all for students”, “interaction, complementation and mutual benefits between teaching and learning”, and “equal participation, equal teaching and learning”. These ideas and methods are also applicable to other disciplines.

Published Textbooks, Monographs And Translation

Works Of Clinical Legal Education: clinical teachers have compiled a series of teaching and learning brochures featuring collections of teaching materials and actual cases processed by students. They include: *Clinical Legal Education in China*, *Clinical Legal Education*, *Legal Education and Clinical Educational Method*, *Interactive Teaching—Clinical Legal Education*, *4. Practical Skills Training for the Legal Professional--The Clinical Experience*, *China Clinical Legal Education In Its Rising—Corpus of Clinical Legal Education 2002-2004*, *Theme Discussion: Clinical Legal Education in Global Law Review*, Vol.27, No.3 May 2005. and more than 90 published academic theses. These all will make clinical legal education more standardized, scientific and localized. As a result, we may have more direct access to clinical legal education through these books and learn from the latest research findings and experiences of foreign clinical legal education programs. In addition, the Ministry of Education has listed the compilation of textbooks on clinical legal education within the tenth Five Year Program Of National Higher Education Textbooks, thereby indicating its support and affirmation to this new subject. Since May 2003, CCCLE has given financial aid to seventeen research projects related to clinical legal education. In the future, such sponsorship

activities will support new research projects so as to encourage clinical teachers to undertake academic research, enhance academic researching capacity and encourage pilot projects of academic research for legal clinics. This will be of great significance for both the prosperity of theoretical research in clinical legal education and the establishment of specialized research teams for clinical legal education.

5. Convening and participating a series of clinical education teaching seminars at home and abroad: at the beginning of December 2000, the Forum for Clinical Legal Education and 21st Century Law Education Reform was held in Renmin University of China in Beijing. The International Seminar for the Establishment of the Committee of Chinese Clinical Legal Educators (CCCLE) of the China Law Society was held in a branch of Zhongshan University in Zhuhai, China at the end of July 2002. The Symposium of Clinical Legal Education was held in Renmin University of China in Beijing at December 2003. Sponsored by CCCLE, cosponsored by Zhongnan University of Economics and Law and South-central University for Nationalities, the International Clinical Legal Education Conference and Third China Clinical Legal Education

Conference, which was attended by 53 universities from 7 countries, more than 180 clinical teachers and representatives of various circles, was held in Wuhan, China at July 9-12, 2005. These conferences aroused intensive interest from the community and more than 20 newspapers and websites reported both these conferences and the progress of clinical education in China's universities.

The Ford Foundation and CCCLE organized teachers of clinical education from universities to take part in a series of technical seminars at home and abroad such as the Second Global Alliance for Justice Education held at December 2001 in South Africa, and The Workshop on the Implementation of the International Covenant on Economy, Social and Cultural Rights in China at October 2003 in Wuhan. Chinese clinical education teachers made outstanding presentations at these conferences. Their professional knowledge, comprehensive qualifications and persistence in the pursuit of, and devotion to the clinical legal education and Legal Aid won widely respect from the participants. In July 2004, CCCLE has sent some clinical teachers to participate the course named Global Public Interests Services for Lawyers: Theory and Practice. New York University and the Summer University of Central Europe

University in Hungary organized the course. In July 2004, CCCLE also send three clinical teachers to attend the Third Global Alliance for Justice Education held in Krakov, Poland and in this conference, Mao Lin from Zhongnan University of Economics and Law was elected the Asian Steering member of GAJE.

Over the past five years, nearly 30 technical conferences or seminars, gave opportunities for exchange activities and training supported by the Ford Foundation and each university. These conferences have had positive impacts not only in the development of clinical legal education but also on the exchanges of clinical legal education teachers at home and abroad.

CCCLE supports the clinical teachers to attend these technical conferences or seminars actively and this is the very important way to spread the influence of clinical legal education program. The secretary of CCCLE plays the very important functions to collect all kinds of information about clinical legal education in order to enlarge the development space of the program. CCCLE send clinical teachers to participate the International Training for Lawyers on Criminal Legal Aid, which was organized by

Ministry of Justice of China, the Training Course for the Lawyers on the Skills to Protect the Women's Rights, which was organized by Ministry of Justice of China, Spanberg Fund and China Law and Development Consultant Co. Ltd, The Seminar on Woman and Land Rights, which was organized by the Ford Foundation, the seminar on Public Interests and Legal Aid in CASS and seminar on Legal Aid and Civil Rights Protection in Tsinghua University, etc.

6. Apply websites to expand the influence of clinical legal education: CCCLE pays much attention to publicizing clinical education and serve society by utilizing network technology. A special clinical legal education website: www.cliniclaw.cn has been established and is regularly maintained and updated by assigned persons. Till October 7th, 2005, there are over 76,000 persons who have visited the website. The progress of clinical legal education at each university is reported by the use of modern media methods, which also build up a wide following of legal aid seekers on the Internet. Plans are under development to conduct and win the battle of Brand and Best Quality in Education Reform.

7. High Attainments of Clinical Students: clinical legal education programs have become an optional course hotly favored by many law students in institutions of higher learning, and have even become compulsory in some universities and colleges. A questionnaire to which graduates from clinics responded, revealed that almost all of them favored and identified with the course contents and its teaching methods and learned a lot. The following is a brief summary of students' comments as made at the completion ceremony:

- ✓ Have learnt skills in making contact with a variety of principles under different circumstances and in dealing with various legal problems;
- ✓ Have developed speech craft including capacities to raise and answer questions and in summarizing;
- ✓ Have learnt how to start on a case, for example, how to plan for the case, how to figure out clues and solutions from a plethora of confusing materials and from among many options so as to be able to analyze and to propose solutions to problems;
- ✓ The Combination of theories and practices gives a deeper and better understanding of theories and knowledge necessary for practice;
- ✓ Have learned to be practical and to put their feet on the

ground, to be serious and responsible, and to care for the public interests;

✓ Have learned to give prior consideration to the interests of principals instead to of their own preferences and to strive for the maximum rights and interests legally allowed;

✓ Have acquired many useful ways of conduct and behavior;

✓ Have learnt to be more tolerant and less argumentative;

✓ Have determined with confidence to devote them to law.

8. Provide legal aid to the disadvantaged: clinical legal education through dealing with real cases on behalf on real clients, has not only promoted reform of law education in universities and colleges, but also provided legal advisory services for clients who cannot afford a lawyer. Thus, another goal of clinical legal education has been realized: providing legal aid to disadvantaged groups. In dealing with cases, students in the clinics provide legal aid to clients and so deepen their understanding of the lawyer's professional codes and ethics, while, at the same time, greater widespread social benefit is brought about through clinical legal education. At present, the legal aid resources in our country are far from abundant. Under the circumstance that needs for legal aid exceed demand,

teachers and students in legal aid clinics should be a supplemental force providing legal aid of high quality. So far, some legal aid clinics have made contact with local law enforcement departments including public security bureaus, procuratorates and courts. Some of the clinics have reached agreements with the relevant departments to hear cases from these local legal aid centers and to participate in the legal aid services under the name of legal aid substations of local legal aid centers. Many legal aid cases undertaken by students of legal clinics have been excellently prepared and presented. For example:

- ✓ Presenting and defending the case in which a woman, long a victim of domestic violence, killed her husband;
- ✓ Counsel in a civil claim for a cardiac pacemaker against a hospital and a foreign medical apparatus company for and on behalf of a country woman in Gu'an County, Hebei Province;
- ✓ A civil claim for and on behalf of an 8yr child for electric shock;
- ✓ Lease dispute case for and on behalf of a client surnamed Mu;
- ✓ A collective appeal for the quality of water heater for and on behalf of more than 150 consumers; an industrial injury claim

against an automobile maintenance plant for and on behalf of a laborer;

✓ An administrative omission case against a jail administration for and on behalf of a client surnamed Liu; and

✓ An administrative review case against a taxi administration for and on behalf of a client surnamed Li.

9. Promote reform and innovation of law education: the effect of clinical legal education on the reform of modern law education is embodied in the following aspects:

✓ Course setup: The setup of practical and skills-training courses of legal advisory clinic style gives priority to professional law education and is bound to give rise to reform of the traditional structural setup of courses;

✓ Education methods: Reserving the form of teaching in class, clinical legal education pursues case-analysis and diagnostic other teaching methods, lays importance on the training of professional skills in legal services and changes the means of evaluating students and courses.

✓ The quality of teaching staff: Law schools can give students the chance to know more about society, master basic professional skills in legal services and lay a firm foundation for

their future legal services through inviting senior law experts, experienced judges, procurators or lawyers to give lectures as guest professors.

✓ Internship before graduation: Clinical legal education not only includes curricular activities in the strict sense, but also many practical courses and a series of social activities in which the students can deepen the understanding of their knowledge learned in class through practicing laws. It is a breakthrough in internship before graduation, and has become a new and important factor in the reform on internship before graduation.

10. Clinical Legal Education Has Got Commendation for the Legal Education Reform in Many Universities

According to the draft data, one side, clinical legal education courses have been one of the best warmly received courses, the other side, it also gets commendations for the legal education reform in many universities. Below are the examples: in Sun Yat-sen University, the program named Experiment and Practice of Clinical Legal Education had got the first commendation in Sun Yat-sen University and Guangdong Province. The program was also recommended as the candidate of the national reward. In Northwest University of Political Science and Law, Clinical

Legal Education Course had got the first commendation and is applying the national reward. In Remin University, Clinical Legal Education Course had got the first commendation in Remin University and the second commendation in Beijing. In Wuhan University, Clinical Legal Education Course had got the first commendation in Wuhan University and second commendation in Hubei. In Nanyang Institute of Technology, the program named Research on Situation and Suggestion of Legal Education in Henan had got the first commendation and second commendation for technical progress. The article named Research on Legal Aid in Universities had published in the magazine named Research on High Education and the article had got the first commendation from Henan Law Society and Henan Legal Aid Centre. In Second Northwest University for Minorities, Clinical Legal Education Course had got the first commendation in Ningxia and is applying national commendation.

The fact that Clinical Legal Education Course had get commendation shows that scholars of high education and the section of government concerned appreciate Clinical Legal Education Courses taking in the universities.

11. Legal clinics have become a platform for far-ranging contacts between law education circles and functional departments: clinical legal education lays importance on contacts with functional departments. What have been achieved on the one hand is benefits from the interests and support of the Chinese Ministry of Education, the Chinese Ministry of Justice, the courts at various levels, the National Legal Aid Center, governments and departments at various levels and the China Law Society. On the other hand, the projects and the programs would be impossible without the support and encouragement from local law offices, arbitral bodies, labor unions, women's federations, aged citizens' groups, federations of the disabled, community services centers, news media and various other social groups in China. In 2004, CCCLE begin to contact with other foreign funds and international organizations, such as International Justice Bridge Fund, European Commission, British Council of Culture, Raul Wallenberg Institute of Human Rights and Humanitarian Law, China-Canada Cooperation Office, International Institute for Environment and Development, Asian Foundation, Asian Legal Resource Centre and China Law and Development Consultant Co. Ltd. Through the communication, it deepens the mutual

understanding and found the base for the future cooperation.

In addition, the funds, personnel and experience contributed by the international community have made an indelible contribution to the progress and development of Chinese clinical legal education.

12. Improving systems-structure of the CCCLE. At the beginning of the CCCLE, she has paid attention to the system construction of herself. Now, there is built and formed a set of democracy and effective systems of organization and function. On the chief source of Article and Development Plan, the CCCLE ascertains her character, mission, organization structure and working plan.

The CCCLE is led and managed by the Chinese Law Society, and is self-financing. In the organization of the CCCLE, there are Member Representative Committee and Permanent Committee. 11 Permanent Committee members are from different law schools. The Committee carries out the system of democracy management and makes group decision. Through the telephone conference and meeting periodically or aperiodically, the Permanent Committee decides important business according to the principle of minority being subordinated to majority.

There are one Director and three Assistant Directors in the Permanent Committee. Director and Assistant Directors are responsible to the CCCLE. One Committee Secretariat exists. One General-Secretary is directly responsible for the work of the Secretariat, and is responsible to the Director and Assistant Directors. The Committee establishes an advisory sub-committee underneath the Permanent Committee including of 10 well-known Chinese and 12 American experts, scholars, or relevant leaders, who bring into big play in the Committer programs such as evaluation to applicant clinical proposal, demonstration on clinical projects, and etc.

During the three years, the CCCLE has early or late acted, modified and perfected several items system and rules. For instance, in allusion to financial affairs, there is MEASURE ON USING FUNDING MANAGEMENT; in order to fund clinical courses in law schools, the CCCLE established FORMULA ON ACCEPTING NEW CLINICS AND EXTENDING CLINICAL PROGRAM, REGULATION ON USING THE FUNDS TO CLINICAL COURSE, and worked out GUIDE ON APPLYING GRANTS TO CLINICAL COURSE, OUTLINE ON OBSERVATIING NEW CLINIC; to clinical researching, there

are acted REGULATION ON MONOGRAPH AND SURVEY REPORT YEARLY, REGULATION ON USING FUNDS TO RESEARCH PROGRAM; to international communion and funds using, there is MEASURE ON USING FUNDS FOR EXTERNAL COMMUNION; to the secretariat, SETTING AND RESPONSIBILITY OF THE SECRETARIAT, OFFICE MEASURE OF THE SECRETARIAT, MEASURE ON MANAGING FUNDS AND FINANCIAL BUSINESS OF THE SECRETARIAT; etc.

In the present, the CCCLE has been growing up her working aims. With actively striving for funds support by various circles, the Permanent Committee has made working plan till 2007. The keystones of the work are fixed on funding Chinese clinical legal education course, clinical legal education programs and research, publication of clinical theory results, holding clinical legal educational conference, training clinical legal teachers, international communion and cooperation, fund raising, and so on.

三、 The difficulties and problems faced by the Chinese clinical legal education

China clinical legal education still faces problems as it grows.

1. Status of students when handling the cases in the clinic:

legal clinics provide students with a platform to apply their law theories in practice and provide to legal services and aid to the disadvantaged groups in society. But restricted by existing laws in China, the rights of students in the clinic while handling cases are far less than lawyers, and society has not yet reached a consensus on making coordinated efforts to realize the various goals of law education. Therefore, striving for the “quasi-lawyer” status for students in legal clinics is still a goal that teachers and students in legal clinics and law education specialists’ committee should strive for. We also call for the support and concerns from all circles of society especially the legislative and judicial organizations to improve the laws concerning this area as soon as possible and to give a reasonable and lawful status for students in legal clinics.

2. Expense of legal clinics:

today, most universities and colleges possess basic facilities to practice clinical legal education, and the source of funds has expanded from donations from overseas funds to donations and support from schools, law offices and a number of funds. In view of the huge need of students eager to take this course, the large number of new

schools applying for admission into CCCLE funds are needed to set up this course and to assist disadvantaged groups in need of legal aid. The extent of funding for clinics and the existence of a stable financial base to defray the costs of handling cases will influence not only the scale and direction of development for clinical legal education, but also on the localization and standardization of clinics. Only when clinic law education has become an integral part of the law education system in China will the problem of costs for teaching and handling cases in clinic law education be fundamentally solved. In immediate future, CCCLE will set fund raising and expanding funds flow in its work, as one of its main goals. At the same time CCCLE will continue to seek the support and interests from the education and judicial circles in China, from domestic and foreign enterprises, and relevant education and law funds and charities.

3. Teachers in the clinics are overloaded: at present, there is still no independent assessment and promotion mechanism for teachers in the clinics who all have their own specialized areas of research. They have to accomplish the assigned teaching and research work in their own specialized areas, but also

conduct clinic class teaching in an innovative manner. This manner requires them to direct each student individually in the handling of cases and also monitoring the whole process. It is not hard to imagine what a heavy work it is. They make up the lack of titles and teachers' assessments in universities and colleges with their passion, sense of responsibility, creativity and their spirit of devotion. Therefore, the flourishing of clinical legal education in China today has been brought about by the painstaking efforts of dedicated and committed teachers.

4. Localization of clinical legal education: in the course of localization, the clinical legal education, as an exotic thing, must resolve such important problems as whether it can take root and grow healthily in China, whether it can be combined with local educational environment and resources in China, and whether it can integrate itself into the Chinese local educational system, framework and purpose. In legal educational area of China, a *pays du droit écrit*, the teaching oriented idea and inoculating teaching method also exist. It needs consistent explorations of Chinese teachers and continuous reform of the clinical legal education system to apply the educational ideas, knowledge system and theoretical research findings of clinical legal

education in Chinese to the legal educational area, and to make it the breakthrough of resolving some problems existed in that area. It will be a long process for the clinic legal education to integrate into Chinese legal educational system and to be identified with and accepted by educational, judicial and other circles of society.

5. Standardization and evaluation of clinical legal education:

There are still some problems which need urgent resolutions in China, such as, how to evaluate the educational and social effect of clinical legal education, how to standardize the class teaching and outside direction of clinical legal education, how to evaluate the academic record of students in the clinics, how to evaluate the cases handled by students in the clinics, how to evaluate the workload of teachers in the clinic, etc. In Chinese legal educational system, there is a system to evaluate lecturing teaching and an evaluation standard from assistant to professor, but the society has not set up a system to evaluate clinical legal education and a unique system to evaluate the teachers who work specially for clinical legal education. As a result, the teachers in the clinics and clinical teaching in China have to be evaluated by and be tired with double standard.

6. Publicizing clinical legal education: Publicizing clinical legal education encountered difficulties because of its differences from traditional legal education. Without broad acceptance in Chinese legal circles, clinical legal education has to change its name to attend teaching evaluation and always seeks acceptance in the name of legal practicing class, which can not reflect the essence and characteristics of clinical legal education. Moreover, it is easy to make mistakes in publicizing and understanding, if people can not correctly understand the relationships between clinical legal education and legal aid, between clinical legal education and agency.

7. Mutual supplement and mixture of clinical legal education and traditional legal education: The successful introduction of clinical legal education accelerates the reform and improvement of Chinese legal education, but we must recognize that education has its own rules, which is influenced by political, cultural, historical factors of a country, and is interrelated in innumerable ways with traditional legal education. Basing on learning and transplanting, we must strengthen the communication, supplementation and mixture between clinical

legal education and traditional legal education. Only when clinical legal education serves us well, it can deeply root in China.

8. Coordination and cooperation between clinical legal education and legislative, judicial and other circles of society:

One of the teaching ideas in clinical legal education is to break through campus teaching in university and to make students in the clinic to learn from society and reality. In clinical teaching, we lead students to learn from cases, clients, litigant participants, and other people in the society, and to learn the practical skills during the dynamic course of handling cases, so as to test, deepen and sublimate the book and theoretical knowledge in reality. Therefore, we will strive for a good environment to develop the clinical legal education, for the understanding and support of various circles of society to cultivate professional legal talents, and also especially for the convenience, acceptance and cooperation given by legislative, judicial and administrative organizations during the students' handling cases.

9. Research and improvement of clinical legal education:

Many teachers in the legal clinics come from lawyers, judges

and procurators. Besides, they are experts in some area. This lays a firm foundation for theoretical discussion and academic sublimation of clinical legal education. We shall reform our teaching method and strengthen basic academic research on clinical legal education, aiming to make it a great knowledge with its own integrated theoretical system, knowledge framework and practical value instead of an insignificant skill. Therefore, we call for all teachers in Chinese clinics to strengthen academic research and discussion, so as to consistently improve the research standard of Chinese clinical legal education.

四、 The future of Chinese clinical education

Clinical legal education came into existence at the beginning of 21st century and, at this beginning of the new millennium, has already developed into a business. Although there are still some difficulties and problems faced by Chinese clinical education, we have every reason to believe that the problems arising from development must be resolved in continuous development. The clinical legal education, like a blossoming flower in the garden of law education, is bound to grow healthily. Such healthy growth will need continuing support and care from the Ministry

of Education, Ministry of Justice and, above all, from men of insight from all walks of life in society. As that flower becomes more beautiful and ripens into fruit to be harvested, it will contribute mightily to the reform and innovation of Chinese law education.

It is my sincere hope that clinical legal education will develop further as time goes by and that it will flourish in the future.

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