

Human Rights Law Clinic
LW5110

2026-2027 Course Outline

Objective	This module introduces students to the concept and methods of ‘movement lawyering’ (or, ‘social change lawyering’) and prepares and enables students to contribute to movements for human rights-based social change in Ireland and internationally. The module facilitates students to develop their knowledge, skills, ethical awareness and relationships with a view to influencing their future career paths while making concrete societal impact during the academic year. The Human Rights Law Clinic has a webpage on the Irish Centre for Human Rights website: https://www.nuigalway.ie/irish-centre-human-rights/public/clinic/ This is a 10 ECTS module, spread over two semesters.	
Teaching Team	Name Dr. Maeve O’Rourke Salvador Leyva	E-mail maeve.orourke@nuigalway.ie S.Leyva1@universityofgalway.ie
Learning Outcomes	On successful completion of this module you will have: 1. Constructed a research-based legal analysis of a problem of social injustice in relation to which a community-based movement or group is currently organising; 2. Devised movement lawyering strategies with the aim of assisting an ongoing movement for social justice; 3. Produced one or more pieces of research and/or advocacy work (in written or another creative form) designed to be of assistance to a community-based movement for social justice; 4. Communicated your research, analysis and/or arguments in relevant and accessible ways to individuals involved in the community-based movement for social justice and/or to the general public and/or in a specialised forum; 5. Collaborated with a community organiser involved in a movement for social justice and with classmates in a team, and possibly with others affected by and/or participating in organising against the relevant problem of social injustice, to achieve learning outcomes 1 to 4; and 6. Reflected on your actions, position and relationships in the course of achieving learning outcomes 1 to 5.	
Timetable	Lectures / class meetings generally take place on Mondays 5-7pm in the ICHR Seminar Room. Exact schedule TBC: please consult Canvas. You will work in small groups outside of these lecture / class times also.	
Workload	250 hours in total (10 ECTS)	
Format	The learning opportunities in this module are infinite because students (with their diverse backgrounds and perspectives) take responsibility for collaborating with each other and with community organisers and human rights practitioners to investigate, and to devise strategies to help tackle, problems of social injustice. In order to benefit from the Clinic’s flexibility and to ensure ethical engagement with the community	

organisers, students must be prepared to participate fully and responsibly as a member of a team in all of the Clinic's learning and assessment activities.

The format of the Clinic can be adjusted at any time to take account of a student's particular needs, so students should not hesitate to let the Lecturer and/or Tutors know about any reasonable accommodations that could make the Clinic more accessible or inclusive.

During Semester 1, several whole-class sessions will focus on (1) movement lawyering / social justice lawyering, (2) research and advocacy techniques, and (3) sources of human rights law and standards.

Also towards the beginning of the module, before students are assigned to work with a particular community organiser or human rights practitioner, there will be a series of presentations and Q&A sessions with community organisers and human rights practitioners (**Practitioner Introductions**). These events will enable students to gain an insight into the various issues that those who have agreed to work with Clinic teams are currently experiencing / working on.

Following the Practitioner Introduction series, students will have the opportunity to submit their preferences along with their CV, and the Lecturer and Tutors will match student teams to their partner (the CV being used to ensure a mix of backgrounds and skills in each group, bearing in mind some students will have prior legal knowledge whereas others have different expertise).

Thereafter, students will work in their small team to respond to the issues which their partner raises with them. Students should refer to the **assessment rubric for Group Presentation of Methods** in the 'Assessment' section below for a list of questions to guide their work together and with the community organiser/human rights practitioner throughout the module.

There is a list below of **previous Clinic outputs** for you to consider as examples of the work that you might undertake, depending on what you consider in collaboration with the community organiser/human rights practitioner to be effective. Students' outputs during and/or at the conclusion of the module may take the form of, for example:

- An archive of literature and other data gathered
- A research briefing or memo
- A research report
- Written correspondence by the students, or draft correspondence for the community-based organisation or individuals, to send to relevant bodies
- Legislative drafting materials (draft amendments, draft Heads of Bill, draft explanatory memorandum)
- Public education or advocacy activities (meetings, presentations, online activity, publication of educational / advocacy materials)
- Website design and publication
- Podcast and/or other multimedia creation

Prior to beginning work with the community organiser/human rights practitioner, students will be required to complete the **Human Rights Law Clinic ethical protocol** and further ethical protocols may be required to be completed during the module depending on the work that students seek to undertake. Students may find themselves wishing to speak with an array of individuals (e.g. practising lawyers, other activists, academics) and adherence to the ethical protocols is essential in this respect.

	Students will be expected to keep a spreadsheet of their hours worked on Clinic projects (see the template spreadsheet on Canvas). Students must complete a minimum of 80 hours of work on their projects which: - Does <u>not</u> include class time. - Does <u>not</u> include time spent writing their short reflective paper. - <u>Does</u> include all other time spent on activities relating to the Clinic, including preparing for the final group presentation. Supervision by the Teaching Team of students' work will take place regularly as agreed with each group; students may request additional <i>ad hoc</i> supervision or feedback over the two semesters which will be provided subject to the Teaching Team's reasonable availability.
Programme(s)	LLM (International Human Rights)
Course Material	Course materials, including resources co-created by students, will be shared on Canvas. Students should also establish shared folders online, in compliance with the Clinic ethical protocols, to collaborate with each other.
Assessment	1. Group presentation of methods (30%) Each group of students will give a presentation towards the end of Semester 2 on the movement lawyering methods that they have been using since being introduced to a community organiser in Semester 1. The marking rubric for the presentations will evaluate the students' communication/demonstration of how they have worked continuously during the two semesters to: • Understand the factual problem(s) • Understand the potential solution(s) • Understand the potential role of law • Devise their contribution to the community-based movement • Set their commitments to the community-based movement • Support each other (including by being accountable to each other) This rubric should also act as a guide to students throughout the module, indicating the framework for their groupwork, i.e. the steps that they should take as a group repeatedly in order to engage in movement lawyering and to produce the outputs required under assessment activity 2. The group presentation of methods will be graded by the Teaching Team, and the mark awarded will be to the group as a whole (i.e. the same mark will be awarded to all members). 2. Group outputs (40%) The absolute deadline for finished outputs, while bearing in mind that (1) some outputs may be completed and/or published before the module ends, and (2) all outputs will require review by the Teaching Team prior to publication meaning that any drafts will

need to be submitted for review well in advance of the final deadline, is **4pm on a date TBC in April 2027**.

The mark for the group's outputs is wholly group-based and awarded by the Teaching Team. Instructions will be provided towards the end of the module regarding the format in which the group should collect and make available to the Teaching Team a record of all outputs (some of which may already have been published). The marking rubric will evaluate the following aspects of the group's outputs:

- Responsiveness to community organiser / movement
- Definition and explanation of the factual problem of injustice to which the piece of research / advocacy / communication ('output') relates
- Clarity of the findings / conclusions / message of the output
- Accuracy of the legal analysis involved in the output
- Review / incorporation of feedback in the final version of the output
- Accessibility of the method chosen / innovation pursued for the intended recipient / audience

3. 1,000 – 1,500 word personal reflective paper (30%)

This short reflective paper activity invites students to consider and articulate the knowledge, skills and sense of self that they have developed and to reflect on how their experience relates to existing literature on the practice of movement lawyering / social change lawyering / rebellious lawyering. The purpose of this paper is to offer a space to acknowledge, and to process the diverse emotions that often arise from experiencing, the counter-hegemonic nature of movement lawyering and the challenges and possibilities that the method presents. This assessment activity aims to tie all aspects of the module together and to help students to make sense of their experience for their future benefit. Students will be required to attach their excel spreadsheet of 80 hours contributed to their reflective paper.

Students are invited to write this reflective paper in the first person and are requested to refer to at least one academic source (one is sufficient, although students are free to refer to more sources if they choose) as a guide or prompt to assist the student's reflection and analysis. Suggested academic sources are listed below and on Canvas.

The 1,000 – 1,500 word limit is inclusive of footnotes (no need for a bibliography). The deadline for submission is **4pm on a date TBC in April 2027**.

Indicative reading list

Perspectives on movement lawyering / social justice lawyering

William P Quigley, '[Ten Questions for Social Change Lawyers](#)' (2012) 17 Loy. Pub. Int. L. Rep. 204

William P Quigley, '[Letter to a Law Student Interested in Social Justice](#)' (2007) 1(1) De Paul Journal for Social Justice 7

William P Quigley, '[Revolutionary Lawyering: Addressing the Root Causes of Poverty and Wealth](#)' (2006) 20 Washington University Journal of Law & Policy 101

William P Quigley, 'Reflections of Community Organizers: Lawyering for Empowerment of Community Organizations' (1995) 21 Ohio N.U.L Rev 455

Kelly Hayes and Mariame Kaba, *Let This Radicalize You: Organizing and the Revolution of Reciprocal Care* (Haymarket 2023)

https://search.library.nuigalway.ie/permalink/f/1pmb9lf/353GAL_ALMA_DS51209951250003626

Alexi Nunn Freeman and Jim Freeman, 'It's about power, not policy: movement lawyering for large-scale social change' (2016) 23 Clinical L Rev 147

Lydia Lyle Gibson, 'Rebel Lawyer: Gerald Lopez's radical theory—and practice' *Harvard Magazine* (September-October 2018), <https://www.harvardmagazine.com/2018/09/gerald-lopez-rebellious-lawyering>

'What is "Rebellious Lawyering"?', *Rebellious Lawyering Institute*, <https://rebelliouslawyeringinstitute.org/what-is-rebellious-lawyering/>

Sarah Knuckey and Margaret Satterthwaite and Adam Brown, 'Trauma, Depression, and Burnout in the Human Rights Field: Identifying Barriers and Pathways to Resilient Advocacy' (2018) 49 Columbia Human Rights Law Review 267

Bertha Social Justice Institute, *Movement Lawyering Reading Guide* (April 2013) <https://hls.harvard.edu/wp-content/uploads/2022/08/MovementLawyeringReadingGuide.pdf>

Hofstra Law Review, Movement Lawyering Symposium, Vol 47, Issue 1 (2018) <https://scholarlycommons.law.hofstra.edu/hlr/vol47/iss1/>

Illan Rua Wall, Freya Middleton & Sahar Shah (eds) *The Critical Legal Pocketbook* (Counterpress 2021)

Human rights research and advocacy methods

Irish Human Rights and Equality Commission, [Human Rights Explained: Guide to Human Rights Law](#) (2015)

Oireachtas Library and Research Service, [International Human Rights Law: Operation and Impact](#)

Free Legal Advice Centres (FLAC), [A Guide to taking individual complaints to UN Human Rights Treaty Bodies](#) (2016)

FLAC, [A guide to engaging with UN Special Procedures mandate holders](#)

EU Fundamental Rights Agency, [Where to Turn for Help](#)

Ken Foxe, [A beginner's guide to FOI](#)

Houses of the Oireachtas, [A Brief Guide to How Your Parliament Works](#)

Brian Harvey, [Working for Change: A Guide to Influencing Policy in Ireland](#) (Combat Poverty Agency, 3rd Edn, 2008)

Margaret Satterthwaite, 'Finding, Verifying, and Curating Human Rights Facts' (2013) 107 Proceedings of the ASIL Annual Meeting 62

Impact Law for Social Justice, Strategic litigation as a tool for social change: [What we Do](#); [Further Resources](#)

Kenya Human Rights Commission: [Theory of Change and Key Strategies](#)

Human Rights Law Network, India: [Our Journey](#)

Erika Rackley and Rosemary Auchmuty, Women's Legal Landmarks, <https://womenslegallandmarks.com>

Claire McGettrick, Katherine O'Donnell, Maeve O'Rourke, James M Smith and Mari Steed, *Ireland and the Magdalene Laundries: A Campaign for Justice* (Bloomsbury/IB Tauris 2021) https://search.library.nuigalway.ie/permalink/f/1pmb9lf/353GAL_ALMA_DS51174301750003626

Climate justice

- In 2019/20 students worked with John McElligott of the voluntary activist group, 'Safety Before LNG', to research, legally analyse and produce public education resources regarding the campaign to prohibit the importation of fracked gas into Ireland, and the related campaign to prevent the development of a proposed liquified natural gas terminal on the Shannon estuary known as 'Shannon LNG'.
 - The group published an [episode](#) of the ICHR's Human Rights Podcast based on their research, which featured interviews with numerous environmental campaigners in Ireland and abroad.
 - They created a [twitter and email campaign](#) to encourage General Election candidates to pledge their support for prohibiting the importation of fracked gas. These efforts contributed to a broad civil society campaign that achieved a [Programme for Government commitment](#) to develop a policy statement establishing that 'as Ireland moves towards carbon neutrality, it does not make sense to develop LNG projects importing fracked gas.'
 - Most significantly, the students produced a [detailed legal opinion](#) regarding the compatibility with EU and WTO trade law of legislation to prohibit the importation to Ireland of fracked gas. This legal opinion was the basis for a November 2020 [joint submission](#) by ICHR staff and postgraduate students and several NGOs to the Oireachtas Joint Committee on Climate Action, proposing a legislative ban on importing fracked gas by way of amendments to the Petroleum and Other Minerals Development Act 1960 (according to draft legislation written by Gerry Liston of the Global Legal Action Network). Resulting from the submission, the Joint Committee on Climate Action recommended in its December 2020 [report on pre-legislative scrutiny](#) of the Climate Action and Low Carbon Development (Amendment) Bill 2020 'that the Minister address in the Bill and/or revert to the Committee with a comprehensive plan to ban the importation of fracked gas and specifically to ban LNG terminals in Ireland within the year 2021'. In May 2021, the Government issued the [Policy Statement](#) promised in the Programme for Government—which, while not committing to a legislative ban on importing fracked gas, committed to not allowing the development of LNG terminals in Ireland, to working with European States to allow the importation of fracked gas to be restricted, and to working with international partners 'to promote the phasing out of fracking at an international level within the wider context of the phasing out of fossil fuel extraction.'
- In 2020/21 students worked with community groups North and South of the Irish border, and internationally, to further raise public awareness of the human rights harms arising from fracking and to facilitate human rights research-based advocacy for: (i) a ban on fracking in Northern Ireland (to match the existing legislative ban on fracking in the Republic of Ireland), and (ii) Irish government support for a UN General Assembly resolution calling for a global ban on fracking.
 - The group researched and produced a [56-page report](#) and [summary report](#) entitled 'International Human Rights Impacts of Fracking', which drew on published public health and other research and on international human rights jurisprudence to analyse the implications of fracking for the rights to life; health; water; food; housing; access to information; public participation; a safe, clean, healthy and sustainable environment; and non-discrimination. The report played a major role in the campaigning of numerous Irish civil society groups (see [here](#) for example), and the summary report was translated into Spanish by concerned individuals. The report was used by Letterbreen and Mullaghduin Partnership for public advocacy purposes and as part of their submissions to a Northern Ireland Executive-commissioned study on the environmental, social and economic impacts of fracking. In February 2022, the Northern Ireland Executive [committed](#) to prohibiting fracking in Northern Ireland; this commitment was [renewed](#) in April 2024.

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- The students led the legal re-drafting of a **proposed UNGA resolution** calling for a global ban on fracking, and they communicated this proposal and its human rights-based justifications to numerous Irish government representatives and officials. Together with Friends of the Earth, Safety Before LNG, Belcoo Frack Free, Fridays for Future Ireland, Love Leitrim, FutureProof Clare, and Sister Majella McCarron) the students **co-convened a [national and international civil society coalition](#)** to advocate for Ireland's support of such a resolution (see further [here](#) and [here](#)). The Government's May 2021 [Policy Statement](#) committed to working with international partners 'to promote the phasing out of fracking at an international level within the wider context of the phasing out of fossil fuel extraction.'
- In 2020/21 students worked with Saoirse McHugh and Bridgit Murphy of Talamh Beo to research the potential human rights-related impacts of the planned EU-Mercosur Free Trade Agreement. The students produced a [five-part podcast series](#) as part of the Irish Centre for Human Rights' 'Human Rights Podcast', and a [research report](#), finding the trade deal to risk drastically increasing deforestation, carbon emissions and the abuse of indigenous communities.
- In 2024/25 students collaborated with the Fossil Fuels Non-Proliferation Treaty Initiative to raise public awareness of the campaign for a Fossil Fuel Treaty (to halt the expansion of fossil fuel globally) by (1) **researching and creating informational posters** which were placed on campus and in the locality of Galway, and (2) helping to organise a [High Level Panel event in Dublin](#) (featuring Mary Robinson among other speakers).

Social care rights

- In 2019/20 students worked with Evgeny Shtorn of the Movement of Asylum Seekers in Ireland to research and advocate in relation to the ongoing human rights violations in the Direct Provision system.
 - The students created a [project](#) entitled 'Ask About Direct Provision', with a [website](#) and **twitter feed** during the General Election to create public awareness and pressure on candidates regarding the need to ensure human rights protection of asylum seekers. They spread public awareness about these activities through the **media** (for example [here](#) and [here](#)).
 - The group also contributed research and analysis regarding children's rights violations in Direct Provision to the ICHR's [Shadow Report to the UN Committee on the Elimination of All Forms of Racial Discrimination](#) (CERD) in November 2019 and the ICHR's [NGO submission to the UN Committee Against Torture](#) in January 2020. Two students made **oral arguments to CERD** while other students organised a [live public screening](#) in the ICHR of the CERD examination in Geneva.
 - The group's largest piece of work was a **research report** entitled '[Direct Provision's Impact on Children: A Human Rights Analysis](#)'. This 150-page report, with a foreword by Emily Logan, Adjunct Professor at the Irish Centre for Human Rights and former Ombudsman for Children and Chief Commissioner of the Irish Human Rights and Equality Commission, was **submitted to the UN Committee on the Rights of the Child** (CRC), influencing the CRC's [List of Issues Prior to Reporting](#). It was also [published](#) in autumn 2020 as a **submission to the Minister for Children** with accompanying public outreach and media activity (including [Irish Examiner](#) and [Irish Independent](#) reports).
- In 2020/21, again working with Evgeny Shtorn to respond to the priorities of the Movement of Asylum Seekers in Ireland, students published a **71-page research report** entitled 'Introducing Timelines into the Irish International Protection System: A Path Towards Accountability and Transparency: A Submission to the Minister for Justice'. The report, with a foreword by Professor Siobhán Mullally, recommended the insertion of statutory time-limits for decision-making into the International Protection Act 2015 which governs Ireland's international protection system. The students' submission and recommendations were reported by [The Irish Times](#). The students further designed a [one-page](#)

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[summary](#) infographic and other [public campaign-focused infographics](#) to assist MASI in its ongoing advocacy.

- In 2021/22, students [worked with Care Champions](#) to research and inform Care Champions' advocacy concerning human rights issues arising from people's experiences in nursing homes and other institutional 'care' settings in Ireland during the Covid pandemic. The group wrote a [Preliminary Research Report](#) for Care Champions on human rights norms relevant to the treatment of people living in Irish nursing homes and their relatives during the Covid-19 pandemic. They also collected the **testimonies** of five bereaved relatives and analysed them and further interview excerpts provided by a postgraduate student of applied psychology at University College Cork by reference to human rights norms. Most significantly, the students co-authored a **detailed [submission to the Irish Human Rights and Equality Commission](#)** requesting use of IHREC's statutory power to initiate a human rights-based public inquiry. The submission was reported on in the Irish Times by [Mark Hilliard](#) in March 2023 and [Suzanne Cahill](#) in April 2023.

Survivors' access to historical abuse records

- In 2019/20, students including Mary Harney worked with Claire McGettrick of Adoption Rights Alliance and Justice for Magdalenes Research to create a **website**, www.mydatarights.ie, containing written **Guides and template letters** to assist survivors of industrial and reformatory schools to use the EU General Data Protection Regulation (GDPR) and the Data Protection Commission complaints process if necessary to obtain their personal data. This group obtained the *pro bono* assistance of a Galway-based data protection solicitor to help their work. They issued a **press statement** upon publication of the website, which was covered in the [Irish Examiner](#) and elsewhere. They also **emailed information** about the website and the printable Guides to a large array of survivor and Irish immigrant support organisations in Ireland and abroad. Mary Harney and Dr Maeve O'Rourke gave [written](#) and **oral evidence to the Oireachtas Education Committee** about the Government's Retention of Records Bill in November 2019, and other group members **live tweeted** the hearing, contributing to public awareness of the legal and policy issues, including the necessity for Government to ensure survivors' access to their personal data in accordance with GDPR law.
- In 2020/21, students worked with Loughlin O'Nolan of Article 8 Advocacy, Cassie Roddy-Mullineaux of AWO data rights agency, and Claire McGettrick of Adoption Rights Alliance to research, design and publish a mini website within the www.datasubject.ie website entitled **Mother and Baby Homes data protection hub** <https://datasubject.ie/mbh/>. The project aimed (1) immediately to empower people affected by the Mother and Baby Homes and related unlawful adoption practices in their search for information, and (2) to emphasise for the public and those in power the relevance of GDPR to the questions of legislating for information access, and affected people's immediate access to the archive of the Mother and Baby Homes Commission of Investigation. In an accessible manner the site provides [guides and templates](#) to help individuals make subject access requests of all relevant bodies, and it further **explains the [legal framework of the GDPR](#) and the factual background** (including personal narratives, updates and news, and ways of participating in the public advocacy campaign for identity rights). The [Irish Examiner](#) published an **opinion editorial** by the students explaining their work.

Human rights-based memorialisation

- In 2019/20 students [worked with](#) an array of activists and academics to create a **website**, www.openheartcitydublin.ie, that communicates and houses a collaborative project, Open Heart City, aiming to encourage and facilitate the envisioning and concrete design of national memorialisation regarding Ireland's 20th century history of systematic institutional, gender-based abuses. The students worked particularly closely with Master's students of architecture in Queen's University and University College Dublin to incorporate their work into the overall communication of the project. The NUIG students' research, analysis and activism, which is displayed on the website, included a [General](#)

[Election communication campaign](#), seeking to highlight the need for truth-telling and memorialisation with candidates and to extract commitments from them; compilation of [resources](#) including a list of supports for survivors and research concerning Ireland's 20th century institutional and gender-based abuses; and [explanation](#) of international human rights law standards on memorialisation and truth-telling concerning gross and systematic human rights violations, and international practice in implementing such standards

- In 2020/21, in partnership with Mary Harney and Fionna Fox, first- and second-generation survivors, and the Clann Project, students published [secondary school teaching materials](#) to assist in the teaching of Ireland's twentieth century institutional and family separation system and the human rights violations it caused. The materials, which are based on the students' extensive research into Ireland's 20th century institutional and family separation abuses and comparative international examples of human rights-based teaching, include a **guidebook for teachers**, **powerpoint presentations** (both general and Galway-focused), **lesson scripts**, a **student brochure**, and an **online database of further sources** for students' independent research. The students **trialled their classroom materials** with Transition Year students in Coláiste na Coiribe, Knocknacarra, in May 2021. The materials' publication was covered in the [Irish Examiner](#) and by [KFM](#). In 2022, with Mary Harney, the same students organised a **one-day event** entitled 'Teaching the Dark History of Ireland's Institutions: Engaging Educators and Policymakers', covered in the media [here](#).
- Also in 2020/21, with a coalition of affected people and academic researchers, Clinic student Erika Hayes co-authored an [Oireachtas submission](#) on the General Scheme of a Certain Institutional Burials (Authorised Interventions) Bill. The 61-page document, among other things, emphasised the importance of coronial inquests as an element of human rights-based accountability and reparation, and provided in-depth analysis of the Mother and Baby Homes Commission of Investigation findings concerning the deaths and burials which are, and are not, yet accounted for.
- In 2021/22, with Mary Harney, students published a **seven-episode podcast series** entitled '[My Country Is My Prison](#)' to explore and raise public awareness of the continuing human rights violations arising from Ireland's 20th century institutional and family separation system. Interviewees included Dr Conor O'Mahony, Special Rapporteur on Child Protection to the Government of Ireland, and Elizabeth Coppin, litigant before the UN Committee Against Torture.
- In 2019/20 students worked with archivists in NUIG and Elizabeth Coppin, a survivor of a County Home, industrial school and three Magdalene Laundries, to create a **digital repository** of the papers in her [case before the UN Committee against Torture](#). The students also designed a draft **website** to accompany and explain the digital repository.

Strengthening the United Nations human rights system

- In 2019/20:
 - students and ICHR staff jointly submitted a [Shadow Report](#) to the **UN Committee on the Elimination of Racial Discrimination** for its periodic review of Ireland; they also made **oral submissions** to inform the session in Geneva.
 - students and ICHR staff made a joint [submission](#) to the **UN Human Rights Committee** to inform its List of Issues Prior to Reporting.
 - students and ICHR staff made a joint [submission](#) to the **UN Committee Against Torture** for its List of Issues Prior to Reporting.
 - students made a [submission](#) to the **UN Committee on the Rights of the Child** for its Pre-Sessional Working Group.
- In 2020/21, students **assisted Professor Siobhán Mullally in her capacity as UN Special Rapporteur** on Trafficking in Persons, especially women and children. The group carried out research and drafting to assist Prof Mullally's reporting to the UN General Assembly and Human Rights Council.

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They also supported event management, and published a [blog](#) on anti-trafficking law and policy internationally and in selected domestic jurisdictions.

- In 2021/22 students worked with Safety Before LNG to produce a 15-page written **Communication to the UN Special Rapporteur on Human Rights and the Environment** concerning the proposed Shannon LNG regasification terminal in north County Kerry, Ireland. The submission explains the detail and history of the proposed Shannon LNG project, including the interplay between successive planning permission applications and the Irish government's policy position against the importation of fracked gas. The submission discusses Ireland's legal obligations under domestic and EU climate change-related legislation, and it explores the environmental and human rights-related impacts that the project is likely to have if it is permitted to proceed. The submission further delves into the question of the proposed project's extraterritorial effects, at all stages including at source in Pennsylvania, US.
- In 2024/25, students contributed to an [NGO submission by the Clann Project](#) to the **UN Committee on the Elimination of Discrimination Against Women**, to inform the Committee's periodic review of Ireland under the Convention on the Elimination of All Forms of Discrimination Against Women. The students' **written and oral submissions to the Committee in Geneva** influenced its [Concluding Observations](#) to Ireland, to '[r]emove arbitrary barriers to redress for survivors of historic abuse in Mother and Baby Institutions, the Magdalene Laundries and other residential institutions...'. (These students also participated in the Government's consultation on Ireland's National Strategy for Women and Girls 2025-2030.)
- In 2024/25 students worked with Professor Siobhán Mullally in her capacity as **UN Special Rapporteur** on Trafficking in Persons, especially women and children. They researched factual and legal issues arising in the case of [Shamima Begum v United Kingdom](#), and regarding attacks on migrants in the Mediterranean Sea.
- In 2025/24 students assisted the **UN Special Rapporteur on the situation of human rights in the occupied Palestinian territory**, Francesca Albanese. The students' research and legal analysis contributed to the Special Rapporteur's public advocacy and formal speeches, and most significantly to the Special Rapporteur's July 2025 [report](#) to the UN Human Rights Council, 'From economy of occupation to economy of genocide' (UN Doc A/HRC/59/23).

Women's rights

- In 2019/20, in response to a request from **Dublin Rape Crisis Centre**, Clinic student Judit Villena-Rodo published a [working paper](#) explaining the State's obligations to provide services to women survivors of violence, pursuant to the Council of Europe Convention on preventing and combating violence against women and domestic violence (the Istanbul Convention).
- In 2020/21, Clinic student Maelle Noir worked with **Domestic Violence Response Galway** to write an application to the Courts Service, seeking the establishment of a victim support service in Galway courthouse on the basis of human rights law and best practice.
- In 2020/21, students worked with the voluntary group, **Galway Hygiene Bank**, to produce a 35-page [report](#) analysing period poverty as a multi-dimensional human rights issue and making legislative recommendations for Ireland. The report was launched at a webinar which numerous stakeholders attended.

International humanitarian law

- In 2020/21, students worked with the voluntary group, **Shannonwatch**, to produce Know Your Rights guides for protestors focusing on (1) non-violent direct action, (2) arrest and detention, (3) Shannon Airport byelaws.
- In 2024/25, students partnered with **Global Legal Action Network (GLAN)** to provide research and analysis to inform litigation strategizing relevant to Israel's genocide in Gaza, including on the topics

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of international supply chains for the F-35 fighter jet, states' obligations to prevent genocide under international law, states' obligations as clarified by the International Court of Justice July 2024 'Advisory Opinion on Legal Consequences arising from the Policies and Practices of Israel in the Occupied Palestinian Territory, including East Jerusalem', and the United Kingdom's cooperation with Israeli authorities in performing [surveillance flights over Gaza](#).

- In 2024/25, students worked with **Sadaka – The Ireland Palestine Alliance** to raise public awareness and political pressure in support of the campaign for an Occupied Territories Bill that would outlaw trade with businesses located in the occupied Palestinian territory and other occupied territories internationally. Students created a General Election campaign which sought and published candidates' positions on the proposed legislation, they researched and published information posters and flyers, and they engaged directly with students on the University of Galway campus including through a stall and by organising a public event with invited speakers and opportunity for discussion.