



Teaching and Researching International Law in Asia (TRILA) Project

2020 Report

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CIL
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The Centre for International Law (CIL) was established as a university level research institute at the National University of Singapore (NUS) in 2009, in response to the growing need for international law thought leadership and capacity building in the Asia-Pacific region. The mission of CIL is to enable Singapore and the Asia-Pacific region to play a more significant role in the promotion and development of international law.

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Introductory Message of Professor Antony Anghie

Dear Colleagues

Asian states have long recognised that international law plays a significant role in shaping their futures. In earlier times, Asian states striving to maintain their independence in the midst of encroaching European empires urgently sought to translate major texts such as Vattel's *Law of Nations* into their own language. Later, following decolonisation, they created various institutions and organisations to enable them to develop the expertise in international law needed for their own welfare and progress. It is notable for instance that the Bandung Conference of 1955 led to the creation of the Asian Legal Consultative Committee, the predecessor to the Asian African Legal Consultative Organisation. The teaching and researching of international law are central to these broader endeavours.

The National University of Singapore (NUS) has a rich tradition of engagement with the topic of Teaching and Researching International Law in Asia (TRILA). Singapore had organised a round-table discussion dealing with this precise issue as far back as 1964. Indeed, Professor Jayakumar is our link with that much earlier event. A further landmark conference dealing with the same broad theme was organised in Singapore in 2001 by Professor Kevin Tan. Given this history, it is unsurprising then that when Professors Koh and Jayakumar, prominent international lawyers and former deans of NUS law school, created the Centre for International Law in Singapore, they made research and teaching a major element of the work of the Centre. As the mission statement of the Centre affirms, 'CIL's vision is to become a regional intellectual hub and thought leader for research on and teaching of international law'. The structure and agenda of the TRILA Singapore Conference, organised by the Centre in June 2018, were animated by this history and vision.

While the project of enhancing the teaching and research of international law in Asia is an old one, recent developments have given it a new urgency. International law

may once have been regarded as an arcane topic that was philosophically interesting but of little practical value. With the advent of modern globalisation, it is clear, however, that virtually every aspect of society, whether it be social welfare, health, the economy or the environment, is influenced in one way or another by international factors. Thus the need to engage with and shape international law has become an urgent task which has been undertaken in several ways. A number of initiatives have been taken to create international law societies at the national level, and the Asian Society of International Law is now more than a decade old. Similarly, international law journals have now emerged throughout Asia, and the Asian Journal of International Law is now well established. Asia, traditionally viewed as ‘rule takers’ rather than ‘rule makers’ is in various ways now playing a role in the making of international law. The TRILA project complements these efforts, for effective teaching and research are essential for the creation of a vibrant and expert community of international lawyers in Asia.

All these changes are occurring at a time when universities themselves are experiencing new demands as they adapt to an increasingly globalised and competitive world. The role of academics is being correspondingly redefined in myriad ways. Global rankings are becoming increasingly important in driving policy in many institutions. Notably, there is a much higher expectation on faculty members to produce high-quality scholarship. While this focus on scholarship is to be welcomed, it presents many challenges to institutions and faculties that lack both the resources needed to do such work, and the research culture that encourages and fosters it. Technological advances have further transformed both the practice and teaching of law, and TRILA also explored the ways in which technology provides new opportunities to enhance teaching and research.

Although TRILA, as its very title suggests, focuses on the issues facing teachers of international law in Asia itself, this Conference was intended to be international in scope. Throughout the world, new questions and issues are being raised about the pedagogy of international law, the teaching materials used, the perspectives that are

fostered and taught, and the assumptions that drive these approaches to teaching. Thus we were very pleased to include representatives from Europe, America, Africa and Latin America in our programme. TRILA, then, is a part of a larger global project of rethinking the teaching of international law. We hope that the TRILA Singapore Conference, the results of our survey, and CIL's ongoing efforts to enhance the teaching and researching of international law in Asia, in collaboration with our colleagues throughout the region, will contribute and further that urgent and important global initiative.

Professor Antony Anghie

Head, Teaching and Researching International Law in Asia (TRILA), CIL

Introductory Message of Professor Lucy Reed, Former Director of CIL

Dear Friends of CIL

Singapore has established a proud and pioneering tradition in the vital field of teaching and researching international law. In 1964, the University of Singapore convened a Round Table on the Teaching of International Law and Relations. Among the participants were eminent international law scholars including Myres McDougal, Florentino Feliciano, Boutros Boutros-Ghali, Sompong Sucharitkul and BS Murty. Our own Professor S Jayakumar, then recently graduated, served as rapporteur of the proceedings.

In 1971, the Hague Academy of International Law organised a programme on international law in Asia, and Professor Tommy Koh of the NUS Faculty of Law was among the faculty selected to deliver lectures. In 2001, Professor Kevin Tan of the NUS Faculty of Law organised a major conference on Teaching and Researching International Law in Asia.

The Final Report of the 1964 Round Table opens with a prescient comment on the teaching and research of international law in Asia:

[i]t appears ... important, both in the interest of the countries of the region and of the international community in whose life Asia is playing an increasingly significant role, that international lawyers and international relations scholars should have an opportunity to explore informally and candidly ways in which the study, teaching and practice of international law and relations might be improved to strengthen competence in this subject on the Asian continent.

These words, articulated at the Round Table more than 50 years ago, remain urgently relevant today. Since those early years, the study of international law has flourished in Asia. Many outstanding institutions and their faculty members are producing world-class international practitioners and shedding light on the fascinating intricacies of the region's relationship with international law. And yet, old challenges remain and new ones have arisen. Academia has evolved alongside the world around it, creating new expectations for young academics. A continuation of the past endeavours of NUS to promote the teaching and research of international law in Asia today is therefore not just timely—it is necessary.

With these considerations in mind, the NUS Centre for International Law (CIL) convened the 2018 Teaching and Researching International Law in Asia (TRILA) Conference. Our keynote speaker, Judge Raul C Pangalangan of the International Criminal Court, gave us much food for thought on the role of international law in Asia. Urging us to assess cultural intricacies with rigour, he called for a concerted bona fide effort among Asia's scholars to reacquaint ourselves with our legal culture and history, to reclaim our voices as an academic community and to remain concerned promoters of the international legal order.

The mission, then, is to continue insisting that Asia has a role in international law, and to continue working to uncover and develop that role. We could not be more pleased that more than 140 scholars from 34 countries attended the TRILA Singapore Conference. We designed the bottom-up approach to the event to enable all participants to engage with one another, and we are pleased to see how the network formed in Singapore has helped many of those scholars to continue the conference synergies and pursue projects together.

CIL is honoured to bear the torch of our learned predecessors and to carry on their good work as a leader in the teaching and research of international law in Asia. I hope the contents of this report will be useful, and serve as stimuli to continue the work of strengthening scholarship in the region.

From all of us at CIL, we look forward to seeing you at our future events.

Professor Lucy Reed

Former Director, NUS Centre for International Law

Background of the TRILA Project

Asian societies have played a relatively minor role in the making of modern international law. If this historical condition is to change, if Asia is to become a 'rule maker' rather than 'rule taker', then it is imperative for Asian scholars, practitioners, officials and diplomats to be highly skilled, knowledgeable and expert in understanding and shaping a continuously changing international environment. It is crucial for Asia to engage with global debates and develop initiatives that enhance the international rule of law. The teaching and researching of international law (IL) are foundational to these projects. Yet, despite the emergence of many international law societies within Asia, no sustained and united effort has been made recently to identify the challenges facing Asian law schools and to address them in an informed, coherent and collaborative manner. Thus, in early 2016, Professors Lucy Reed and Antony Anghie began to conceptualise the Teaching and Researching International Law in Asia (TRILA) project.

The TRILA Singapore Conference was organised with a keen awareness of the importance of promoting the Asian scholarship and teaching in IL and of the great need in that regard. As Professor Tommy Koh noted in his opening address:

We want to produce world-class international lawyers, so that the practice of international law will no longer be a Western monopoly. We want to produce world-class scholars of international law, so that we will be able to contribute to the jurisprudence and the progressive development of international law. Economically, Asia may have caught up with the West but, intellectually, we are still lagging behind.

The Conference followed in the footsteps of two earlier conferences held in Singapore. The 1964 Round Table in Singapore emerged from a collaboration between the University of Singapore, the Carnegie Endowment for International Peace, and the Asia Foundation. The major concerns of that meeting are uncannily contemporary: it sought to 'explore ways in which the teaching and study of international law and

relations in Asia might be strengthened'.¹ It also asserted that while Asian countries were to some extent influenced by Western legal systems, 'each has its own legal traditions and has a contribution of its own to make in the progressive development of international law and the study of international relations'.²

The 2001 conference was part of an initiative of the Foundation for the Development of International Law in Asia that was established by Professors Ko Swan Sik and JJ Syatauw, and Ambassador MCW Pinto. This conference sought to establish connections and facilitate networking among Asian scholars, take stock of the challenges facing IL teachers and the larger milieu in which they operated, and appreciate the global factors that affected the environment in which IL was taught. Importantly, participants were requested to complete a survey, whose results formed a clearer picture of the challenges facing IL teachers. Several participants from that conference, including Professors Kevin Tan, BS Chimni, Tommy Koh, Thio Li-ann, Raul Pangalangan and Antony Anghie also participated in TRILA Singapore Conference organised by CIL in 2018.

The TRILA Singapore Conference drew upon these earlier meetings, and many of the sessions of the Conference focussed on the same concerns of its predecessors. Unlike its predecessors, this Conference was in the fortunate position to sponsor many participants. CIL believes in providing younger faculty members with the opportunity to further their scholarship and express their views on the key issues being discussed at the Conference. As such, a Junior Faculty Workshop was held the day before the Conference commenced. In broad terms, the aims of the TRILA Conference were to (1) create a forum in which interested academics, especially junior academics from throughout Asia, could meet, share their experiences, and network; (2) identify, discuss and assess the current challenges faced by these scholars with respect to teaching and research; (3) assess Asia's experience in terms of global developments in teaching and

¹ Final Report of Round Table on the Teaching of International Law and Relations, Singapore/Malaysia, 13-16 January 1964, 1.

² Ibid.

research; (4) provide practical guidance on the writing and researching of IL; and (5) provide a framework and foundation for subsequent workshops.

Structure of the Report

This report is divided into two main parts: Part I, containing a brief introduction to the TRILA project and a summary of the 2018 TRILA Singapore Conference sessions, and Part II, containing an analysis of the 2018 TRILA Survey. For context, the cover letter of the TRILA Survey sent to participants and the survey questions are in Annexes I and II respectively. The programme of the TRILA Singapore Conference is in Annex III, and the list of participants arranged according to their home universities is in Annex IV.

I. The 2018 TRILA Singapore Conference

A. Objectives and Organisation

1. The core issues of the TRILA Singapore Conference 2018 concern challenges facing teachers and researchers, appropriate teaching materials and methods, publication platforms and strategies, and the historical and theoretical foundations of IL. The conference was attended by 144 participants comprising both junior and senior faculty from various educational institutions, alongside IL practitioners.
2. The Conference attracted a great deal of interest. Although the large number of participants meant fewer opportunities for in-depth interaction between the audience and panellists during plenary sessions, the organisers eventually decided to expand the reach of the Conference, by involving as many participants from as many countries as possible. It was also hoped that reaching out to scholars from outside the Asia-Pacific region would generate a cascading of information and ideas within the broader global academic community.
3. The Conference's plenary and breakout sessions focussed on different themes in the teaching and researching of IL. Each plenary session generally had six panellists. After the panellists had spoken, the audience was invited to raise questions, which were followed by a discussion among the panellists, facilitated by a moderator. In line with the bottom-up approach of the Conference, two breakout sessions were scheduled so that participants could share their experiences and voice their concerns and suggestions. Each session had six breakout groups composed of a facilitator or moderator, a reporter and about 27 participants. The discussion was summarised and reported in the plenary session following the breakout sessions.

B. Welcome Address and Opening Remarks

4. **Professor Lucy Reed** welcomed the participants to the Conference, a break from the often solitary work of scholars and teachers outside the classroom. She affirmed the importance of TRILA with a quote from the 1964 Round Table on the Teaching of International Law and Relations, a predecessor to the current Conference. She highlighted that the rapporteur of that Round Table was Professor Jayakumar, CIL's Chairman of the International Advisory Panel, and thanked him for his presence at the Conference.
5. **Professor Tommy Koh** delivered some words placing this Conference in its historical context. He pointed out that even after many years since the 1964 Round Table, the challenges and topics continued being as relevant as ever. He narrated how years later, in 1971, The Hague Academy decided to hold a special training programme in Singapore, and how the teachers of that meeting had advanced into prominent positions in IL. He concluded by mentioning how, in 2001, Professor Kevin Tan had convened a conference with a title similar to the present Conference, and how therefore this Conference is the natural continuation of an effort to strengthen IL in the region.
6. **Associate Professor Robert Beckman** highlighted how the teaching and research of international law were established in the mission and vision of CIL as a regional intellectual hub and thought leader. He pointed out that this kind of effort should be continued, and exhorted the participants to keep working on raising the profile and importance of public international law (PIL) courses in the universities in the region, starting with NUS, where he lamented that PIL is not a required course. He also reminded the audience of the many advantages and skills acquired by students who participate in moot court competitions. In Singapore, several student moot court participants have become prominent lawyers, judges and politicians.

C. Keynote Address

7. In his keynote speech, **Judge Raul C Pangalangan** addressed the topic of IL and the way it is perceived in Asia. He began by questioning established methodologies in the teaching and research of IL in Asia, and the marginal role of Asian scholars to that endeavour. He also noted that Asian professors tended to use standard cases or materials from more established authors from the West when teaching different topics in IL. He then pondered that, perhaps, Asian professors preferred using standard Western casebooks as a safe option in order to prevent tensions with other professors from neighbouring countries. He acknowledged that while using distant cases creates a more comfortable atmosphere, such use nevertheless perpetuated an uncritical regional academic culture, supporting the negative perception that ‘the ASEAN Way is to look the other way’.

Why do Asian scholars seem rather distant and aloof to international law? . . . When we teach international criminal law, how much time do we spend on the Nuremberg trials compared to the time we spend on the Tokyo trials? If we speak of ad hoc tribunals, do we use the Yugoslavia and Rwanda tribunals, or do we discuss the Extraordinary Chambers in the Courts of Cambodia, otherwise known as the Khmer Rouge Tribunal? When we discuss *erga omnes* obligations, typically we will use Barcelona Traction—or do we use Portugal vs Australia, on East Timor? If we speak of refugees, we may immediately refer to the 1951 Convention, which was more oriented to the land-borne refugee outflow typical in Europe in World War II, but how much have we studied the phenomenon of the sea-borne mass exodus from Indochina after the fall of Saigon? How about the more recent standoff off the coast of Australia? And of course, most recently, the Rohingya from Myanmar now in refugee camps in Bangladesh?

8. Regarding the issue of marginality of Asian discourse in IL, Judge Pangalangan contemplated that perhaps the problem with IL is not the fact that it is international per se, but rather the fact that it is law. Coupled with Asians' perception on the role of law in their way of life and governance, there seemed to be a tendency to view law not as institutions or traditions, but instead, as instruments to secure immediate desired outcomes. He suggested that a formalistic turn would suit Asian dispositions in the teaching of law, especially in the coverage of controversial issues. However the downside was that practicality in academic research and writing came at the expense of its visionary, change-inducing potential. Yet, this may make it more conducive for an Asian approach to writing and thinking in the field of IL. Thus, in the development of an Asian approach to IL, one had to strike a balance between the two, to distance oneself from one's passions, and yet not to lose one's faith in law.

The call for deeper Asian involvement in international law is necessarily a call for Asian scholars to ask whether the discipline of public international law makes them, to borrow categories from Michael Walzer, the 'dispassionate stranger or estranged native' who plays the international lawyer by standing apart from his Asian-ness, on the one hand, or on the other, whether it calls upon them to become 'connected critics' who are able to transform only for as long as they truly belong.

9. Following Judge Pangalangan, **Professor Antony Anghie** outlined the thinking and planning behind the TRILA Singapore Conference. He narrated how the conferences in 1964, 1971, and 2001 serve as precedents to what he called 'the latest iteration' in this history of discussions among world renowned scholars of the study of IL in Asia. He mentioned the particular emphasis of the Conference in bringing together junior scholars in an effort to prepare and support the great academics of tomorrow.

D. Session 1: Where Are We Now?

Panel Members:

1. **Professor Kevin Tan**, NUS Faculty of Law, Singapore (Moderator)
2. **Professor Thio Li-ann**, NUS Faculty of Law, Singapore
3. **Professor Bhupinder Singh Chimni**, Jawaharlal Nehru University, India
4. **Dr Mohammad Shahabuddin**, University of Birmingham, UK
5. **Professor Rambhatala Venkata Rao**, National Law School of India University, India

We would be failing in our duties as teachers of international law if we did not acquaint our students with the mainstream view. But at the same time, we would not be doing justice to our students if we didn't tell them about different critical approaches—feminist, Marxist, TWAIL [Third World Approaches to International Law] and others—that explain the logic and dynamics of an international system that results in half the world still remaining poor, marginal and oppressed.

Professor BS Chimni, Jawaharlal Nehru University, India

10. The purpose of the panel was to explore the current state of teaching and researching of IL in the Asia-Pacific region. Speakers were asked to identify the current trends in IL, and assess the challenges of teaching IL, as well as examine opportunities for IL research that are open to scholars in the region. They were also asked to discuss current global debates and examine the teaching of IL in Asia in that larger context.
11. **Professor Thio Li-ann** started with a brief deconstruction of the subject PIL, which she hoped would be useful when academics revisit their approach to teaching the course. She reminded the participants that the notion of 'public' must be considered in the light of the origins of IL, particularly the influence of European public law concepts of global governance. This, in turn, caused the central tenets of IL to be conceptualised largely in the context of European wars. With respect to the extent of IL being international, she discussed the tension between notions of 'civilisational superiority and inferiority' and substantive equality, the shift in IL from being 'the language of the conqueror' to 'the

language of resistance’, the importance of critical perspectives in ‘reclaiming the voice’ in IL, and the significance of using Asian materials alongside classic Western texts. On the notion of IL being law, she explained how natural law concepts continue to exist alongside positivist notions of IL and how the traditional divide between *lex ferenda* and *lex lata* should be challenged in view of the importance of upholding expectations through law. She then clarified the significance and impact of IL as a considerable, but not sole, determinant of international relations. It may be useful in teaching to borrow Professor Joseph Weiler’s idea of approaching IL geologically, rather than in a linear fashion, given the existence of clashing principles within a decentralised legal system. In terms of plumbing the roots of IL, it would be profitable to engage in its theological origins, eg the Salamanca school or Grotius in relation to natural law theory, which implicate questions of authority, legitimacy and identity.

12. She then shared how this brief deconstruction of IL could influence one’s pedagogical approach. IL lecturers should first teach their students doctrines with considerable concentration on the sources of law. They should then expose their students to the existing tensions between fundamental principles of IL and allow them to form their own critical perspectives on these principles. In structuring their course, IL teachers may consider using casebooks as the primary reading material for students while supplementing it with textbooks, and introducing domestic materials particularly when addressing the interactions between municipal law and IL.
13. **Professor BS Chimni** followed with a discussion of the state of play of critical perspectives in the teaching of IL in Asia. He lamented that the teaching of critical perspectives of IL has yet to be taken seriously, a state he found regrettable given the considerable contribution of Asian scholars in the discourse. This situation exacerbates the already inadequate commemoration of progressive moments of IL in the region. He then acknowledged a number of factors that must be addressed in order to improve the track record of teaching critical IL perspectives in Asia.

First, he noted the pedagogical conservatism of teachers who continue to adopt the deeply inculcated rote learning approach to teaching law, which only cultivates the students' memorisation techniques, not their critical analysis skills. This was further complicated by the occasionally abstract and unrelated nature of some critical scholarship. He also observed a seemingly regional tradition of academics who are more concerned with supporting state policies, perhaps for a variety of sociological reasons. Similarly, he mentioned the influence of privatisation and market forces in the development of Asian law schools, which unfortunately in many cases lead to IL not being taken seriously.

14. While he recognised the importance of teaching doctrine, he pointed out that teachers should still acquaint their students with critical perspectives in order for them to appreciate the true nature and effects of IL. He also emphasised that Asian law schools should revalue the significance of IL vis-à-vis other law courses, especially with the increasing permeation of IL issues into the everyday affairs of ordinary citizens. He closed his remarks by exhorting Asian instructors and institutions to adopt an interdisciplinary approach to IL, to broaden the internal critiques of the law.
15. **Dr Mohammad Shahabuddin** reflected more broadly on the current challenges and opportunities that IL teachers in Asia face today. Taking stock of the current situation, he noted the continuing standing of European perspectives as the standard reference point for teaching IL. He attributed its continued use to three distinct visions of the law: as a heavily guarded territory and professional identity, as a problem-solving tool, and as a colonial gift. Nevertheless, he noted the continuing relevance of third world perspectives to mainstream IL academia, especially given the desire of Western institutions to include in their roster those who are able to teach TWAIL.
16. He noted that IL teaching in Asia must address many challenges: lack of resources and materials, inadequate mentoring of new teachers and junior scholars, and academic cultures and institutional structures that constrain the adoption of

progressive ideas to teaching the subject. He mentioned that some schools address these issues by increasing the availability of institutional assistance in the field of IL teaching, which includes the development of international partnerships between institutions from the global south and developed countries, and the promotion of a more student-centric pedagogy. However, he warned against the World Bank programmes in the higher education sector in developing countries. Often these programmes generate new challenges, such as the potential commodification of IL teaching and research, including the allure of profit-making ventures to meet the needs of institutions for economic sustainability. Another consideration was the potential danger of compromising institutional autonomy and the adoption of a more market-oriented perspectives of IL teaching brought about by international financial institutions that fund such programmes.

17. **Professor RV Rao** explained the changing relevance and potential impact of IL on the development of the local legal landscape. Using India as an example, he said that IL was at first perceived as a product of colonialism and was thus expounded and taught on those grounds. As IL is about acquired patterns of behaviour in the community of nations, Indian legal culture eventually and increasingly considered IL's importance as a source of law. He thus called on teachers to pay great care in constructing a workable broad IL framework that includes a reconciliation of international and domestic norms. He also cautioned against the modern challenges of IL, including its increased fragmentation, which could make the harmonisation of teaching domestic law and IL an increasingly uphill task. He then reminded the IL teachers that their job is not simply to provide concrete answers but to awaken the curiosity of their students. Teachers must thus guide their students in discovering, not simply covering, the course syllabus.
18. He then mentioned the developments in the teaching of IL in India. He noted that IL was once the last resort of scholars who wanted to join academia but could not teach the traditional domestic law subjects. Furthermore, IL used to be taught only in the country's best schools which focussed only on core IL topics. Now,

there is an increasing number of Indian scholars who plan their careers around teaching and researching various areas of IL. There are more scholars now who actively engage in the critical perspectives of IL through publication in journals and yearbooks. He also observed that Indian law schools have been actively supporting and training their students in competing in IL moot court competitions.

E. Session 2: Teaching Methods and Materials

Panel Members:

1. **Professor Sylvia Wairimu Kang'ara**, Riara University, Kenya
2. **Professor Joan Largo**, University of San Carlos, Philippines
3. **Professor Michael Anthony Peil**, Jigme Singye Wangchuck, Bhutan
4. **Professor Afshin Akhtar-Khavari**, Queensland University of Technology, Australia
5. **Dr Salawati Mat Basir**, Universiti Kebangsaan Malaysia, Malaysia
6. **Professor Upendra Acharya**, Gonzaga University, USA

Internationalisation and international law sometimes go hand in hand. When you are teaching international law, you don't necessarily allow domestic cultural differences to emerge. Teaching international law in this way allows teachers to open the eyes of students to a wider network, a wider set of relationships. It also helps teachers move students away from rules-based thinking and doctrinal-based thinking.

Professor Afshin Akhtar-Khavari
Queensland University of Technology, Australia

19. The first part of the second session featured a breakout meeting in which participants were divided into 5 groups with no more than 30 IL teachers per group. The smaller meeting groups allowed participants to discuss issues in depth, especially teaching challenges and strategies. The session was then followed by a panel discussion to allow the moderators and facilitators to summarise key points made in their respective breakout groups.

20. **Professor Sylvia Kang'ara** opened the plenary session by providing an insightful overview on the legal landscape in Kenya. She described in particular the changing juridical relevance of IL to Kenya's legal system in the last few years since the promulgation of the new constitution, marked by an increased incorporation of IL into domestic law through a process involving both the executive branch and parliament, followed by its application by domestic courts. In view of her observation of the recent developments in Kenya, she encouraged the participants to thoroughly and responsibly analyse the incorporation of IL into their countries' legal systems.
21. She argued that one of the missions of legal academics is to explore avenues through which IL may continue to affect domestic law and, based on such avenues, develop an appropriate approach to teaching IL. Students need to understand how IL is implicated in a great array of claims and issues that before were thought to be purely domestic. One way of tackling this is by scholars reflecting on their domestic legal culture and then considering their conclusions and insights from a comparative law perspective. For example, is there a particular Kenyan interpretation of IL, and does it differ from interpretations from other jurisdictions? Scholars may also explore the concept of the sovereignty of the people and approach the jurisprudence with a critical perspective, including the dialogue between constitutional law and IL. She cautioned, however, that each jurisdiction may face different challenges given their respective constitutional barriers to entry for IL.
22. **Professors Joan Largo, Michael Anthony Peil, Afshin Akhtar-Khavari, Salawati Mat Basir and Upendra Acharya** then shared the discussions in the respective groups that they moderated. According to them, one of the most common challenges that IL teachers in the region face is to get their students interested in studying IL. They talked about the noticeable unwillingness or passivity of a considerable number of students, whether or not their respective institutions made the study of an IL course mandatory. Some students have shown to be either

uninterested in contemporary international issues or indifferent to other cultures and academic disciplines, which could be detrimental to the study of IL given the importance of world history (specifically, Western history, philosophy and culture) and its alternative perspectives. The subject was also perceived as having less importance or relevance to students, with IL being seen as abstract and different from their lived experiences.

23. To increase student interest, the panel talked about the benefits of showing students how the knowledge of IL could make an impact on their future careers as lawyers. This may involve inviting established private practitioners and government officials who could inspire them and explain the real-life applications of IL in their daily work. Professor Anghie mentioned that, incidentally, the participants would be hearing from such individuals in the next session. Some participants suggested teaching emerging or more relatable topics to the current generation of students, such as cyberspace or data privacy.
24. The panel also noted the IL teachers' comments that many students in the region were hesitant to engage actively in class discussions, which foreclosed critical discussions. Possible solutions could be targeted grading practices, pedagogical approaches that encourage the development of reading habits and critical-thinking skills, and innovative teaching methods. Such methods might include discussions of potential IL issues surrounding recent domestic and international events, or even pop culture. Some teachers said that students respond positively to case simulations or internal moot court competitions either within their own class or the entire cohort, perhaps because the competitive and experiential nature of the exercises motivate the students.
25. Another common concern for some Asian institutions is the lack of resources—technological, linguistic, material or even human resource—which hinder students' access to information. For example, teachers are unable to find suitable academic texts and articles in local languages. On the other hand, translated

versions, especially IL-specific terms, were inaccurate. In addition, the prices of textbooks and casebooks written in English are prohibitive.

26. The panel discussed possible solutions such as using new and engaging modes of teaching, such as Moodle, Google Classroom, and other electronic learning management systems. Teachers could prepare course packs, which contain all the assigned reading materials including the texts that are hard to find. Teachers could also collectively petition authors and publishers to offer lower-priced educational editions, which are common in certain countries. Perhaps more fundamentally, there must be an IL casebook that combines IL theory with local and regional practice.
27. The panel summarised their group's discussions on the optimal content and depth of discussion for an introductory IL course, given the multiple areas of IL that are expected to be taught in just one semester. The panel acknowledged that the content and depth of a course highly depend on the situation in each country, as different jurisdictions might have different political considerations affecting an academic's approach to teaching IL. It also depends on what the teachers have evaluated as important topics to focus on.
28. In this regard, the panel said that it was the job of teachers to ascertain and introduce aspects of IL pertinent to the needs of their students or to their home jurisdiction. For example, if teachers find that their students are more interested in learning how IL addresses pollution or rising sea levels, perhaps due to local issues, then teachers might find it advantageous to emphasise IL doctrines and topics relevant to environmental law and climate change. Another class might be more inclined to focus on trade or investment law due to increased economic activity in that particular country.
29. The panel mentioned suggestions from other teachers that it might be helpful to ask the students about their expectations from an IL class. Teachers could then ascertain a good mix of essential IL areas that must be taught and popular topics

that they can offer to teach depending on what the class elects. The panel agreed, however, that IL teachers should not forget the history and theory of IL, and the critical perspectives of IL. At the end of the day, it would depend on the thorough assessment by the IL teachers on what they think their class might need.

F. Session 3: Practitioners and IL—The Global Lawyer

Panel Members:

1. **Dr Romesh Weeramantry**, Clifford Chance LLP, Hong Kong (Moderator)
2. **Professor Lucy Reed**, NUS Centre for International Law, Singapore
3. **Ms Davinia Aziz**, Attorney-General's Chambers, Singapore
4. **Dr Trinh Hai Yen**, Diplomatic Academy of Vietnam, Vietnam
5. **Professor Sheila Lynn M Catacutan-Besario**, Silliman University, Philippines

A good international lawyer always starts as a good national lawyer. And a good national lawyer is, by today's definition, one who is well versed in the basics of international law. Your students are going to be global lawyers involved in international or cross-border transactions. Without a basic understanding of the architecture and the vocabulary of international law, they're not going to be able to spot the issues their clients will most likely face in today's global legal practice.

Professor Lucy Reed, Director, NUS Centre for International Law

30. The panel members addressed the role and relevance of IL to the legal practitioners, from the perspectives of private practice, public legal practice and the foreign service. They focussed on two topics: (i) the knowledge and skills needed for IL practice, and (ii) the regional and global developments and trends, and the way these affect the practice, teaching and researching of IL. One of the purposes of the session was to help IL teachers guide their students in understanding the place of IL in their future jobs as lawyers, and to guide the teachers in preparing their students.

31. **Professor Lucy Reed** opened the discussion by sharing her thoughts on the relevance of teaching IL, especially in light of her experience as a private practitioner. She emphasised that a working knowledge of IL is essential today for any lawyer, given the interconnectivity of legal systems and societies. Lawyers must know how to identify the various sources of hard and soft law, and how to analyse the corresponding practice of states. Without a basic knowledge of the architecture and vocabulary of IL, lawyers are unable to spot IL issues that their clients face. It is also hard for them to be effective in areas such as international commercial and treaty arbitration. Consequently, a good lawyer is one who is well-versed in both national law and IL.
32. Professor Reed then mentioned a number of regional and global IL issues that will affect private practice, such as cyber-regulation due to security and privacy concerns, climate change and plastic pollution, immigration, gender discrimination and violence, China's Belt and Road Initiative and its cross-border infrastructure projects, and the projects and disputes related to the Comprehensive and Progressive Agreement for Trans-Pacific Partnership. She also identified some issues that might arise from the recent United States-DPR Korea Summit in Singapore, such as nuclear non-proliferation and economic sanctions, the law of war, humanitarian law and the repatriation of remains, human rights law in DPR Korea, investment law, and international criminal law. These are clear examples of the relevance of IL to the everyday life of Asian states and their legal systems.
33. **Ms Davinia Aziz** commented in her personal capacity. She discussed the necessary IL knowledge and skills for an effective government legal service officer. She explained how indispensable it is to have a practical understanding of the nuts and bolts of how IL is implemented domestically. According to her, this entailed not just knowledge of the theoretical relevance of IL to the domestic legal system's hierarchy of norms, but it also meant understanding the functions and

processes of one's government, including its legislative processes. Understanding these governmental functions and processes is an area where practitioners can do more to help IL professors.

34. She also touched on the value of having the versatility to be what some have called a 'T-shaped international lawyer' by being both a generalist and specialist, and the need to engaged with clients' non-legal expertise to find interdisciplinary solutions to complex problems. Finally, she mentioned the importance of cultivating creativity and honing tactical thinking.
35. During the discussion on regional and global developments in IL that were most relevant to governments, Ms Aziz highlighted new kinds of infrastructure regulation, such as through the Belt and Road Initiative, and developments relating to cyberspace. More broadly, she noted that the international liberal order on which traditional IL teaching is premised may need re-examination in light of the current inflexion point, which some perceive as the beginning of a new order. The values to be embodied in this new order remain unknown and should be interrogated. Consequently, IL practitioners in the region have the responsibility to participate in the development of IL, to ensure an inclusive and universal IL.
36. **Dr Trinh Hai Yen** spoke on the knowledge and skills relevant to foreign service officers. According to her, the issues that these officers face could go beyond those that involve consular and diplomatic issues. She noted that officers have found themselves advising their government on the possible actions it could take given a particular event or incident, and the limitations to its right to act and the possible implications of such actions. Foreign service officers are also expected to be familiar with their home country's position on certain contentious issues in IL. To understand their country's position, they need to have a good grasp of basic IL doctrines, and those areas of IL that affect their national interests and are important to their government.

37. Due to the nature of their job, foreign service officers must be trained to identify and handle highly confidential information. She also pointed out the value of honing one's negotiation and analytical skills, and one's ability to understand the position of other parties. In diplomatic service, meticulous attention to detail is necessary to avoid any misunderstanding.
38. She said that the issues that could arise from the Trans-Pacific Partnership would affect the foreign service. Hence, IL teachers and students should consider following the latest developments pertaining to the agreement. She then mentioned the value of studying international investment law with an Asian perspective, in light of the increasing attention the topic has received from regional governments, because it is related to new dispute resolution systems included in foreign trade agreements.
39. **Professor Sheila Lynn M Catacutan-Besario** gave her insights on the working knowledge of IL required of practitioner-academics, especially those working for a nongovernmental organisation. She found that an understanding of one's own national law is important to provide the necessary context to understand how governments might be influenced or why they would be constrained from carrying out measures that might have international legal effects. She noted how governments tend to be cautious in implementing IL commitments that could significantly affect their sovereignty. Consequently, one must have a firm understanding of the principle of sovereignty and how it relates to the governance of states. Any discussion on the internal implementation of IL must include consideration on how the governments might react to it, particularly how they might view a specific measure as a form of undue intrusion on their sovereignty and domestic affairs. She highlighted how these ideas and analyses can be incorporated into every class, given that most legal areas in today's world have an international dimension, which does not need to be studied as a different isolated topic, but as a natural extension of domestic issues.

40. She referred to the ASEAN economic integration as an example of how the regional developments might affect the work of lawyers. She said that the integration could significantly impact the domestic job markets of member states, including how legal services would be rendered in the region. This could, in turn, force educational institutions and domestic law- and domestic lawyer-focussed bars to raise their competencies and broaden their qualifications in order to compete with the other lawyers in the region. This is especially true with the increasing incidence of cross-border transactions.

G. Session 4: History, Theory and Doctrine in IL—Towards an Asian IL

Panel Members:

1. **Professor Cheah Wui Ling**, NUS Faculty of Law, Singapore (Moderator)
2. **Professor Ravindra Pratap**, South Asian University, India
3. **Professor Lee Seok-Woo**, Inha University, Republic of Korea
4. **Ms Nishara Mendis**, University of Colombo, Sri Lanka
5. **Professor Chen Yifeng**, Peking University, China
6. **Professor Ebrahim Afsah**, University of Vienna, Austria

Language is power. Language, too, can be colonised. Language is also a constant struggle, a tug-of-war of meanings—it can be weaponised and neutralised. As scholars in the field of international law, human rights and women’s rights, we must be aware and careful of language, for a word can mean so many different things in various contexts. The question is, which meaning and interpretation should prevail?

Ms Nishara Mendis, University of Colombo, Sri Lanka

41. The panel members in this session sought to explore the idea of an ‘Asian perspective’ on IL. They discussed the various doctrinal developments and critical approaches to studying and teaching IL. They then assessed the role of the history and theory of IL in developing an Asian perspective, alongside other critical perspectives, on IL.

42. **Professor Ravindra Pratap** began with his views on the need to develop an Asian perspective on IL in light of the history and theory of IL, which unfolded through certain events occurring between Asian states and involving issues that were advocated by some Asian states. However, he pointed out that it is first important to ascertain whether there could be a common Asian perspective and, if so, what such a perspective might look like. Specific international law issues, such as diplomatic relations, nuclear testing, state responsibility, food security and counterterrorism have been areas in which Asian states have developed shared positions and an Asian perspective can be considered. He explained that we could discern this Asian perspective by examining the common approaches by Asian states, namely the need for observance of IL, rejection of the use of force in international relations, peaceful settlement of disputes, nuclear disarmament, and the protection of human rights in combating terrorism.
43. While there seems to be some common ground on what the Asian perspective might be, he cautioned that Asian states still need to agree on certain issues. For example, Asian states must have a clearer understanding of and, perhaps, a collective approach to peace and security, human rights, and food security for the poor. More importantly, Asian states should coordinate their interests to enhance the group's ability to influence the development of IL. To achieve this, the Asian perspective must be one that can accommodate the great plurality and diversity across Asian countries and their approaches to IL. He emphasised the key role of third-party systems for the settlement of long-term standing disputes in the development of such a perspective.
44. **Professor Lee Seok-Woo** noted that while many speak of the need for an Asian perspective on IL, only a few have articulated about how it could be actually realised. This indicates that there is no fully developed conception of what an Asian perspective of IL is. For his part, he emphasised that there should be a meticulously analysis of the key issues that Asian states face in relation to IL if there is to be thoughtful engagement in ascertaining what an Asian perspective of

IL would be. This means that the key to developing an Asian perspective would be to uncover materials on IL practice and development from Asia. Mainstream Western-produced IL textbooks, which contain very little or no coverage of Asian states and their practice and interests, fail to provide an adequate Asian account of IL.

45. On the methodology of such an endeavour, he suggested that Asian scholars should first focus on their home state jurisdictions to identify pertinent international legal issues that have arisen along narrow topical lines. It would be essential to identify state practice, and to be as faithful to the methodology of empirical study as much as possible. Next, scholars should conceptualise the issues arising out of the state practice they have identified, and then materialise the concepts developed through the drafting of scholarly works on the topic. Fortunately, the number of Asian journals and avenues for publication has increased, and scholars should seize the opportunity that these venues provide for enhancing discussions and dialogue to advance what Western scholars might classify as 'outsiders' perspectives' on IL, which are currently not present in mainstream IL textbooks. Finally, scholars should share these materials and collaborate with other Asian scholars. Only in this way can an Asian perspective on IL be efficiently and collaboratively identified and developed.
46. **Ms Nishara Mendis** focussed on the importance of women and feminist perspectives to the study of the history and theory of IL. Noting that no story could be told with half a history, and no theory should be founded upon half of reality, she said that a feminist perspective is essential for a critical and complete study of IL. An informed critical methodology should thus consider the entire range of perspectives, especially as both conservatism and radical perspectives have the potential to harm women and their rights, as do both an ignorance of violence to women and an unyielding rhetoric of women as mere victims, instead of individuals and persons. When talking about women and gender in IL, one must engage with

the current debates, arguments and issues concerning biological sex, gender and human sexuality, and the way these interface with the rights of women.

47. Alluding to Foucault, she argued that ‘discourse is the power to be seized’, and that feminist IL scholars have the responsibility to contest hierarchies and privileged positions of power. While law could and had served elite interests, more must be done to discover its emancipatory potential and how it would be realised. She further explained that while words and socio-legal constructs might be subject to various interpretations, it would be the role of the critical scholar to be aware of power dynamics and of the importance of the question ‘which is to be master?’ Finally, she noted that the notion of an Asian perspective on IL could be both a ‘cage’ or ‘wings’ to a feminist approach to IL. While an undiscerning focus on the importance of social cohesion and community values might lead to the continued oppression of women, focussing on Asia’s hitherto neglected role in IL development could be used to teach with cultural sensitivity instead of cultural relativism.
48. **Professor Chen Yifeng** explained the importance of history to the study of IL. He explored both the possibilities and difficulties in configuring the teaching of the history of IL as a project of emancipation. He said that history is important as it provides for the foundation of the legitimacy of the discipline of IL as a whole. Yet, while IL’s history was portrayed as heroic, peaceful and progressive, such a narrative remained largely a Eurocentric one even in books produced in and for Asian audiences, marginalising Asian students of IL from positively reflecting upon their own experience.
49. He then lamented how some Asian scholars tend to treat IL’s history as ‘a visit to the museum’, considering it a dead past with no present relevance. He believed that this fortified a positivistic interpretation of IL as merely the practice of states at any given time. To him, this caused students to acquiesce in the current world order which, in turn, inevitably reproduced the very Eurocentric world order that scholars criticised. He further cautioned that viewing IL through a strictly

positivistic lens might leave students trapped in its technicalities, thereby leading them to be ignorant of the existence of higher principles. This may also prevent the possibility of developing a deep indigenous understanding of those principles and of the world order. To escape this vicious cycle, he encouraged scholars to engage with IL's history, by going beyond positive rules to see the context behind them, and by going beyond colonial and passive experiences of IL to imagine what the world order could be.

50. **Professor Ebrahim Afsah** closed the session by highlighting the dangers of post-modern rejections of the international legal order based on inaccurate understandings of IL's interactions with individual states. Speaking in particular about the relationship of Middle Eastern States with IL, and whether an 'Islamic IL' existed, he argued that most of them adopted classical IL concepts out of their own will, rather than the perception that such concepts were merely forced on them by Western powers. Thus, while those states rhetorically claimed that they had rejected the international legal order, in practice, they continued to adopt its central tenets voluntarily, out of certain value they saw and continue to derive from their participation in the system.
51. He emphasised the importance of coming to terms with the existence of an international legal order. He argued that, however unfair and skewed IL's history was, an international legal system existed, and that any other system built to mediate the interests of hostile states would look very much the same. Consequently, he argued that there could be no such thing as an 'Islamic international law', since IL was by definition concretely applicable between distinct political communities, and that any insistence to the contrary was at times dangerously confrontational. IL remained a language that both the West and the Islamic states could both use and share. This meant that engagement could, optimistically, still continue in spite of the seeming hostility between them. Ultimately, it was only by working within the established rules of the international

legal system, rather than protesting its existence wholesale, that any community may genuinely and effectively push for their interests.

H. Session 5: Research in IL—Methods, Theories and Current Trends

Panel Members:

1. **Professor Upendra D Acharya**, Gonzaga University, USA (Moderator)
2. **Dr Tan Hsien-Li**, Asian Journal of International Law
3. **Dr Wang Jiangyu**, Asian Journal of Comparative Law, and Chinese Journal of Comparative Law
4. **Professor Antony Anghie**, Asian Journal of International Law, and American Journal of International Law
5. **Dr Michael Riegner Oliveira**, Humboldt University, Germany
6. **Mr Joe CH Ng**, Cambridge University Press

A familiarity with history and theory is crucial for good scholarship, because history and theory provide the foundation of doctrine, or the rules. And it is impossible to understand properly the character of doctrine and its development without understanding the history and theory on which it is based. Further, originality in scholarship very often arises because of innovation in theory. Theory is the “universal”, and yet sometimes the invisible language that controls the boundaries and possibilities of the discipline, and Asian scholars must be equipped to understand the workings of theory and make their own contributions to it.

Professor Antony Anghie, NUS Centre for International Law, Singapore

52. This panel addressed current trends and practices in IL research and publication, and gave advice to junior faculty members. The panel introduced participants to the various publication platforms and explained the publication process. The panel also provided tips on style and substance in academic work, highlighting the need for strong writing skills and rigorous academic analysis.

53. **Assistant Professor Tan Hsien-Li** opened the discussion with an overview of the IL publication process, focussing on the practice of the Asian Journal of International Law. According to her, academic work generally falls into two categories: articles of 10,000-12,000 words involving original scholarship that are theoretically rigorous, and notes and comments of 4,000-6,000 words that cover recent developments in IL and recommendations on their particular aspects. When submitting to journals, she advised that scholars should read the submission guidelines to ensure that their work fits the journal's focus, format their word according to house style, be patient with the reviewing process and the need to find suitable reviewers for their work, and be courteous to the editorial staff, who often work freely for the journal's cause.
54. She also explained the typical peer-review process of law journals. Editorial boards would usually first determine if the work passes the threshold standard, that is, whether the work contributes to existing scholarship. If the paper does not pass this stage, editors might either reject the work outright or ask the author to resubmit the work as a note or comment. If the work passes the first stage, it will be sent for double-blind peer review. Reviewers usually consider whether the subject of the paper is significant, if it contributes to existing literature, and most importantly if it is original. If the reviewers' recommendations are not unanimous, editors might ask a third reviewer to assess the paper or ask the author to revise and resubmit the paper, depending on the results of the review. The author might be asked to make minor revisions, which would typically entail the modification of certain portions of the paper. Major revisions could also be asked of an author for a number of reasons, such as suggestions to recast the article's structure or to create a framework to help with the flow of arguments in the paper.
55. **Professor Wang Jiangyu** followed by identifying certain issues that typically hamper an article's chances of being accepted for publication. He pointed out that one of the biggest problems is how to make an argument based on critical analysis, and consequently, to make an original contribution to knowledge in the

relevant field. According to him, papers that were mainly descriptive, and lacking any argument and critical analysis, and showcasing only the author's summary skills but not academic originality, would most likely be treated as a mere literature review. Reviewers also commonly encounter papers that lack structure or focus. These papers usually tend to deal only with facts and conclusions without sufficient analysis, thus showing that the paper lacked the necessary critical treatment of the subject-matter.

56. He also identified the political or ideological constraints that scholars face, which may impact the quality of their scholarship. Some scholars, perhaps unintentionally, may appear to take a very nationalistic position, giving an impression that the paper was written solely to defend their home state's actions on a particular issue. Scholars might unconsciously do this for a number of reasons, including the institution's relationship with their home state's government, or the scholar's internalisation of a culture of state loyalty. Conversely, other scholars seem to uncritically adopt Western notions of the international legal order and then assess Asian state practice along those standards, without examining factors such as national or regional perspectives on IL, interests pertinent to the particular issue at hand, or the role of law in resolving such issues. In these cases, scholars tend to ignore counter-arguments to their positions, leaving their work one-sided. He thus reminded scholars to be thoughtful in reviewing their work.
57. **Professor Antony Anghie** advised scholars on navigating through the expectations placed on them in the publication process. For him, scholars should, first and foremost, think about and formulate their own broad research agenda instead of devoting all effort to churning out papers for the sake of producing numerous articles. He then suggested that scholars should read literature outside their specific doctrinal area of research, since the most interesting articles were those that cut across particular doctrinal areas. According to him, not only would writing based on this approach demonstrate the writer's knowledge of the literature surrounding the issue-at-hand but it would also help her ascertain where her work

would fit in the current literature. Further, acquiring a strong knowledge of methodology and theory is important, since theory is considered to be the universal language of the discipline.

58. He then discussed the importance of honing one's writing skills, especially since clearly written scholarship increases one's ability to persuade. For example, he observed that excellent papers would usually begin with a good introduction, presenting the scholar's argument in its strongest form. He thus encouraged the scholars to read other articles critically and learn how good authors structure and present their arguments. Scholars should also spend time reading the articles published in the journal they intend to submit their work to, so that they can assess whether their article fits within the journal's academic agenda and 'personality'. Finally, scholars must remember to distinguish the types of arguments they make in academic articles from other scholarly output such as a policy paper.
59. **Dr Michael Riegner** followed with a discussion on the role and growing importance of academic blogs to IL scholarship. He said that blogs are a different genre of academic work. They do not replace but complement monographs and journal articles. Noting that blogposts go to the zeitgeist of an era in which 'no one has time to read monographs or even articles', he explained the value of blogposts as short, concise (no more than 1,000 words), and ideally argumentative works. Blogposts were also generally open-access, which meant that they were easily accessible. He then acknowledged that while concerns existed on the quality of work, especially with the lack of significant peer-review mechanisms, some quality control is exercised in some blogs. For instance, the Voelkerrechtsblog he co-edits has a rapid peer review process.
60. He also addressed the utility of blogging. He noted that some prominent European and North American academics have turned to blogging to help disseminate their work. In particular, its dialogical nature makes it an optimal domain for academic debate and exchange. Further, the sheer reach of academic blogs makes them a

very attractive platform to publicise one's work, either pre- or post-publication. Finally, he observed that blogs are more diverse geographically and gender-wise. This helps researchers hampered by institutional obstacles in academia to get their voices heard.

61. **Mr Joe Ng** ended the discussion by responding to concerns scholars might have in publishing monographs. He said that scholars often turn to work on monographs mid-way in their career, to further themselves in their fields. He gave an overview of the publishing houses' review process, which typically begins with an editorial assessment of the book proposal, followed by a single-blind peer review by at least two experts and, then, revisions and responses. He shared that the Academic Publishing Committee of Cambridge University Press has the final say in the awarding of a book contract to authors, after further internal sales and marketing reviews are completed.
62. He then gave an overview of the book publication process. Scholars should ensure that their chosen subject fills a gap in the literature or covers an area that requires systematic treatment. In choosing a publisher to work with, scholars should consider its coverage of issues related to their work, market reach, editorial quality, range of access platforms, and general reputation. When submitting a book proposal, scholars should give publishers an adequate background of their specific research area to help commissioning editors understand their work, and send only sample chapters or an introduction rather than full manuscripts. Scholars considering turning their PhD theses into books must also keep in mind that, unlike a thesis which was meant for an examination, a book typically addresses more general readers. Hence, authors should 'paint with a broader brush' to make their monographs more accessible.

I. Session 6: Research and Scholarship

Panel Members:

1. **Professor Enrique PRIETO-RIOS**, Universidad del Rosario, Colombia

2. **Professor Sedfrey CANDELARIA**, Ateneo de Manila University, Philippines
3. **Professor Lutz-Christian WOLFF**, Chinese University of Hong Kong, China
4. **Professor Hitoshi NASU**, University of Exeter, UK
5. **Dr Naazima KAMARDEEN**, University of Colombo, Sri Lanka
6. **Dr TRAN Thang Long**, Ho Chi Minh City University of Law, Vietnam

Collaboration among researchers is a very important tool to overcome challenges in terms of resources and restrictions and in identifying research topics and strategies. Communication in research and teaching on every level creates transparency, creates confidence, and in the end it creates power to convince.

Professor Lutz-Christian Wolff, Chinese University of Hong Kong, China

63. The first part of this session featured a breakout meeting in which participants were divided into 5 groups with no more than 30 IL teachers per group. The session was then followed by a panel discussion to allow the moderators and facilitators to present a summary of key points made in their respective breakout groups.
64. **Professor Enrique Prieto-Rios** set the tone of the panel discussion by providing a comprehensive country report on the state of legal education in Colombia, based on an article co-written with Professor Laura Betancur. He presented a comparative analysis of IL syllabi from the various law programmes in Bogotá, Colombia. Most of the course outlines he examined were Eurocentric and did not offer sufficient materials that would expose students to critical perspectives on IL. He also observed that a significant number of the course outlines focussed on training students for private IL practice. He attributed these shortcomings to the prevailing influence of the US orthodox approaches to IL in South America, perhaps due to the latter's colonial history. He also noted that some scholars remain reluctant to incorporate critical approaches into their teaching and research agenda, possibly due to fear of sacrificing one's publication or employment opportunities. He thus lamented that these situations could create

‘epistemologies of ignorance’, that is the intentional creation of blind spots in knowledge, which continue to plague the teaching of IL in Colombia.

65. **Professors Sedfrey Candelaria, Lutz-Christian Wolff, Hitoshi Nasu, Naazima Kamardeen and Tran Thang Long** shared the results of the group discussions which they moderated. The participants considered the relationship between teaching and research in their home faculties, respective research cultures, publication expectations from their home faculties, the challenges in publishing, methods of developing research agenda, and the availability of publishing platforms.
66. According to the panel members, the participants recognised the significant increase in the importance of publication to a faculty member’s promotion and career progress. However, young scholars often did not have the opportunity to produce academic work at the quantity or quality expected of them. They faced significant time constraints, due to increase in the number of students and teaching workloads, and additional administrative duties. This situation is exacerbated by the absence of policies that would enable them to set aside time for research. Possible solutions raised are the institutionalisation of dedicated research and writing schedules, to ensure that young academics are allocated time to do their research. Others suggested that institutions should as much as possible enable teachers to teach subjects aligned with their field of research, allowing them to use their classes to help develop their own research ideas. They also discussed the benefits of using alternative platforms, like blogs for the publication of shorter, punchier academic pieces.
67. The panel also discussed the observation that young scholars were facing problems in finding their voice in academia. Some fundamental challenges raised concern their lack of comfort with English as the international academic lingua franca. General concerns on the difficulty of developing a sustainable long-term research

agenda were also noted, especially given the biases toward select practice-relevant fields that some institutions have.

68. Furthermore, while the development of a research agenda that dovetails with one's teaching commitments is to be encouraged where possible, it is important to strike a balance between one's research interests and the home faculty's needs, and not to insist on one's own ideas in class at the expense of introducing students to a diversity of perspectives. Finally, the individualistic nature of research, the risk of plagiarism and the potentially hostile environment from intra-institutional competition result in fewer opportunities for collaboration among scholars. Solutions proposed included the development of peer working groups where ideas could be discussed and refined, and cross-institutional mentoring by senior faculty members, which, the panel noted, with optimism, has seen success at the local level in several institutions.
69. The panel noted that the exploitation of young scholars was also a concern. Scholars pressured to publish, but lacking advice or avenues, could turn to predatory journals for publication. Further, privacy issues and fears of theft of ideas were also raised as pertinent points of discussion. In addition, occasional exploitation of young scholars by their senior colleagues was also a concern, in terms of uncredited work, the stealing of ideas, or the off-loading of administrative duties. For these issues, institutional protection and cross-institutional academic networks will prevent young scholars from being exploited.

J. Session 7: What's Next?

Panel Members:

1. **Professor Antony Anghie**, NUS Centre for International Law, Singapore (Moderator)
2. **Dr Xiaohua Chen**, University of Chinese Academy of Social Sciences, China
3. **Dr Prabhakar Singh**, OP Jindal Global University, India
4. **Dr Irawati Handayani**, University of Padjadjaran, Indonesia

5. **Ms Dany Channraksmeychhoukroth**, Royal University of Law and Economics, Cambodia
6. **Dr Yin Yin Win**, Taunggyi University, Myanmar
7. **Dr Pawat Satayanurug**, Chulalongkorn University, Thailand

If international law is compared to language, in learning a language we deliver it in a particular accent...the substance of the law remains the same, [but] in its application [there is] space for some...nuance...while in the 19th century international law was appropriated by Asian States...and presented as positivism and sovereignty...it is important that...we try to decolonise international law by trying to place human[s] as the sovereign in international law.

Dr Prabhakar Singh, OP Jindal Global University, India

70. The Conference concluded with a panel of junior Asian scholars who reflected on the way forward for the teaching and researching of IL in Asia. They reflected on their duties as scholars and teachers of IL, emphasised the need for inter-generational equity and support among scholars, and encouraged inter-institutional collaboration and capacity-building projects to continue the Conference's good work.
71. **Dr Chen Xiaohua** lauded the Conference as a continuation of a great tradition of engaging Asian IL scholars. She shared that her students who participated in mootings and exchange programmes quickly became interested in international law, and had a career in the field after that. She also said that Chinese schools should learn from other Asian institutions in their engagement with global communities focussed on IL teaching and research. Further, these communities, in particular the Asian Society of International Law, should consider periodically providing training in teaching and research of IL for junior Asian scholars. The communities can facilitate the organisation of biennial, small-scale conferences targeting young IL scholars among 3 or 4 Asian countries' IL societies. Finally,

academic exchanges among Asian institutions should be encouraged, so that Asian scholars may learn from each other. Teaching experience abroad enriches the visiting scholars and the host universities, as both parties will improve their understanding of other Asian countries.

72. **Dr Prabhakar Singh** spoke of the importance of IL's history and the role of narrative therein. He noted that while Asian scholars appropriated IL and sovereignty, in defence of oriental sovereigns, this received wisdom needs rethinking in the 21st century. Dr Singh also noted the lack of self-reflection under the darkening cloud of nationalism in Asia and elsewhere. While international law is universal, he said, we are bound to speak in various accents. While discovering our own voice, people-centrality should firmly replace state-centrality in international law.
73. **Dr Irawati Handayani** reflected on the challenges and opportunities of teaching and researching IL in Indonesia. The main issue from her experience has been to attract the interest and attention of the students to draw them into the study of IL. For this, she said that video conferencing and other technological platforms have helped knowledge sharing among Indonesian universities, and participation in international moots (even without academic credits) allows students to develop critical thinking skills alongside international peers. Because Indonesian scholars face difficulties in publishing in peer-reviewed journals, she suggested creating Asian networks to increase publication opportunities.
74. **Ms Dany Channraksmeychhoukroth** then reflected on the state of Cambodia's IL teaching and research. Cambodia lacks human and financial resources, as well as student enthusiasm. However, international support helps teachers and students to gain access to resources and learning opportunities, and overcome these difficulties. Regular meetings such as the Conference will encourage sharing of perspectives. She noted the importance of developing an Asian perspective on IL

to help both students and scholars identify with IL, and including those perspectives in the teaching materials across Asia.

75. **Dr Yin Yin Win** applauded the good work of the Conference and other similar capacity-building initiatives. She acknowledged that the training she and her colleagues in Myanmar had received expanded their available resources and knowledge of foreign legal systems. She said that capacity-building initiatives remain important for teachers and scholars who need improvements at times. She encouraged scholars and teachers to consider disseminating IL knowledge to the general public on matters that affect them, such as environmental and human rights, through clinics and community engagement.
76. **Dr Pawat Satayanurug** closed the session by noting that young scholars have an overwhelming task ahead in promoting the teaching and researching of IL in Asia. Scholars and teachers should aim to equip students with sufficient knowledge of not only doctrines, but also critical IL perspectives, since such perspectives are necessary for a complete working understanding of the field. They should also aim to energise their students by avoiding the mere repetition of syllabi and bringing their classes to life with exercises that simulate real-life IL practice. Finally, they should aim to empower their students with useful advice and opportunities, noting that just as young scholars have been empowered by their seniors, they too should be accessible and caring to their juniors.

II. Analysis of the 2018 TRILA Survey ('2018 Survey')

A. Objectives of the Survey

77. To facilitate preparations for the TRILA Singapore Conference, the investigators conducted a survey (see ANNEX I and ANNEX II) to assess the current state of the teaching and researching of IL in Asia and to understand the needs and concerns of teachers and scholars in the region. They then modified the programme to ensure that the conference would explore themes that were significant and relevant to the participants. They presented the preliminary findings to the participants during the opening session of the conference to set the context for questions and issues to be discussed over the two days.
78. In preparing the 2018 Survey, the investigators referred to Professor Kevin Tan's 2001 Survey³ that was given to participants of the 2001 TRILA conference, which was similarly aimed at understanding the needs and concerns of those who are teaching and researching IL.⁴ Upon studying the design of the 2001 Survey, the investigators found the need to ask similar and additional questions to compare the landscape in teaching and researching in 2011 and 2018.⁵ As with the previous survey, the aim for the present survey was to obtain a data-driven understanding and appreciation of the challenges and opportunities particular to both teaching and studying of IL. They have also used this opportunity to identify individuals who are teaching IL in their respective countries, with the aim of constructing a collaborative network.

³ Kevin Tan, 'The SILS-DILA Conference on Teaching and Researching International Law in Asia: Report and Reflections' *Singapore Journal of International and Comparative Law* (2001) 5 ('2001 Survey').

⁴ 2001 Survey, 448.

⁵ In the 2001 Survey, respondents to the survey were all from Asia, see page 449, 2001 Survey.

B. Methodology

79. The survey, which comprises a combination of 122 multiple choice and free response questions, was divided into two sections (Part I: Questions 1 to 40 and Part II: Questions 41 to 122 of the Survey). The investigators primarily patterned Part I ('Teaching International Law—Country Survey') of the TRILA survey after a similar survey created by Professor Tan for the 2001 conference. The purpose of Part I was to gather general data on a national level, such as information on law schools, research institutions, national curricula, employment of law graduates, and the educational background of IL teachers. Part II ('Questions Relating To Your Own Experience As A Teacher And Researcher') of the survey was more comprehensive in scope and depth. Some of the themes covered include language, materials, pedagogy, training, publishing and networking.
80. The survey was circulated to two types of respondents: country experts and general participants. Country experts would be given the additional task of conducting further research and analysis on the state of teaching and researching IL in their respective countries to answer Parts I and II of the survey, while the general participants were only asked to answer Part II of the survey that focussed more on their experience as IL teachers.
81. The questionnaires were answered by a total of 74 scholars and teachers of IL in Asia out of the 144 participants of the TRILA Singapore Conference, about two months before the Conference. Countries and territories represented in the survey include the following: Bangladesh, Bhutan, Cambodia, China, Hong Kong, India, Indonesia, Kazakhstan, Laos, Malaysia, Mongolia, the Philippines, Singapore, Sri Lanka, Taiwan, Thailand, Vanuatu and Vietnam.
82. Country experts were asked to answer questions in Part I of the survey, regarding the teaching of IL in their respective countries. A total of 32 country experts from 15 different countries or territories responded.

TABLE 1: Number of country experts and their countries or territories

Country or territory	Number of experts
Bangladesh	2
Bhutan	1
Cambodia	4
China	1
India	2
Indonesia	3
Laos	1
Malaysia	2
Myanmar	4
Philippines	3
Singapore	1
Sri Lanka	1
Thailand	3
Vanuatu	1
Vietnam	3
Total	32

83. Both the country experts and the general participants (collectively, the respondents) were asked to answer Part II of the survey on teaching IL as a lecturer

and a researcher. A total of 69 participants from 19 Asia-Pacific countries and territories responded completely to the survey.

Table 2: Number of respondents from Asia-Pacific countries and territories

Country or territory	Number of respondents
Bangladesh	2
Bhutan	1
Cambodia	5
China	3
Hong Kong	2
India	12
Indonesia	10
Kazakhstan	1
Laos	1
Malaysia	3
Mongolia	1
Myanmar	4
Philippines	8
Singapore	1
Sri Lanka	5
Taiwan	1

Country or territory	Number of respondents
Thailand	5
Vanuatu	1
Vietnam	3
Total	69

C. Limitations

84. Though the investigators attempted to gather a diversity of opinions by seeking out as many scholars and teachers in Asia as possible, the survey findings may not be fully representative of the views of scholars and teachers in the region, because of the use of non-probability sampling techniques such as convenience and purposive sampling.
85. To reach out to IL teachers and researchers who would be willing to act as country experts, the investigators issued a call for country experts prior to the Conference (see para 88) and sent the same message to the major law schools in the Asia Pacific region. The investigators tried to get more than one expert per country to ensure consistencies in and verify answers. Ultimately, 32 country experts were selected from a total of 66 applicants from 15 different countries. They were selected based on their assumed expertise and familiarity with the state of IL education and scholarship in their respective jurisdictions, so that they would be able to provide accurate information for the gathering of national-level data.
86. The investigators acknowledged the constraints on time and technical knowledge if they were to ask the country experts to conduct a national survey on the state of teaching and researching IL in their respective countries. To address these constraints, the investigators first asked the country experts to identify the

‘leading law schools’, which would serve as the reference law schools for the sole purpose of answering the questions in Part I. The term ‘leading law schools’ would be those identified by the country experts as belonging to the top 10% of the total number of law schools in their jurisdiction or the top 20 law schools, whichever is fewer, provided that they list at least three institutions where possible. The country experts were asked to consider various factors in generating the list, such as professor-student ratio, academic reputation, research output, place in national and international rankings, acceptance rate, average GPA of entering class, access to materials and facilities, admission exam scores, percentage of state exam passers, employer reputation, competency of professors, etc. The investigators emphasised that the term ‘leading law schools’ was not meant to rank law schools, but was merely used as reference for the country experts.

87. The investigators noted inconsistencies in the country experts’ answers, even to questions that were seemingly objective, such as the numbers of law schools in a particular jurisdiction. One possible reason was that the statistical data may not have been readily available or has not been gathered by the relevant authorities or institutions. Another possible reason is the lack of standardised definition of terms. The investigators have attempted to verify the data and where possible, used such data provided it was obtained from a reliable source. Finally, the investigators noted that the country expert’s responses to questions requiring qualitative answers may have been based on generalisations and/or majority opinion. In the same way, the responses to some questions gave inconsistent or insignificant results, from which the investigators could not draw reliable conclusions.
88. The gathering of data in Part II of the survey was also bound by constraints in the selection of potential respondents. A considerable number of scholars and teachers in the region could not be reached, especially in less technologically well-equipped areas where contact details were scarce. Thus, the investigators relied on the answers of those who have been invited to attend the Conference. The

investigators, however, emphasised that Part II of the survey was meant to ask the respondents about their personal experiences and their experience of teaching and researching IL in their law schools. The investigators also believed that the answers obtained from Part II would provide sufficient basis in further investigation.

89. Currently, there is a scarcity of research on the state of IL education and scholarship in the region, except Professor Tan’s pioneering efforts through his 2001 article and survey—the only known survey that investigates this field. Thus, in spite of the limitations of the 2018 Survey discussed above, the findings are nonetheless significant as they provide a recent assessment of the state of IL education and scholarship in Asia, thereby paving the way for a continued discussion on the teaching and researching of IL in the region.

D. Organisation of Findings and Themes

90. The basic data provided by country experts in the first section of the survey will be presented, alongside comparisons with past trends wherever possible. This will be followed by an analysis of data from the second section of the survey, in which the findings will be categorised thematically. Lastly, interesting points and considerations for further action, including the challenges faced by teachers, will be discussed.

Number of Law Schools

91. From 2001 to 2018, the number of law schools has increased in many of the jurisdictions surveyed, such as China, the Philippines, Sri Lanka, Thailand and Vietnam. However, several country experts from the same country (India, Indonesia and Thailand) gave conflicting answers to the same questions.⁶ To

⁶ Country experts from India, Indonesia and Thailand provided very contrasting numbers. The two Indian country experts gave the numbers 23 and 110, while Indonesian experts listed 40, 338 and 413. On the other hand, the three Thailand country experts provided the data as 50, 94 and 104.

mitigate this, the investigators have reflected the lowest number of schools as given by the country experts, to prevent any overestimation. The higher estimation provided by another country expert is provided in brackets.

Table 3: Comparative number of law schools in 2001 and 2018

Country or territory	Number of Law Schools (as of 2001) ⁷	Number of Law Schools (as of 2018)
Bangladesh	66	52* (55)
Bhutan	0	1
Cambodia	No data from survey	13* (32)
China	300	615
India	100	23* (110)
Indonesia	240	40* (413)
Laos	No data from survey	5
Malaysia	13	10* (15)
Myanmar	No data from survey	19
Philippines	77	144
Singapore	1	3
Sri Lanka	3	12
Thailand	30	50* (104)
Vanuatu	No data from survey	1

⁷ See page 450, 2001 Survey.

Country or territory	Number of Law Schools (as of 2001) ⁷	Number of Law Schools (as of 2018)
Vietnam	6	36

**Due to inconsistencies in figures provided by different country experts in the same country, the lowest number of schools provided by the country experts has been reflected, and the highest number is recorded in parentheses.*

92. When asked about the pros and cons of state-run versus private institutions, the participants came up with a wide array of responses. Among the most mentioned were the certainty in funding that state-run institutions have, along with the cooperation possibilities that come from close ties to ministries and government offices. However, state funding also comes with slow bureaucratic procedures, some levels of censorship or self-censorship, and the limited or specified use of the funds. Private institutions, on the other hand, may struggle to secure funding, but they can spend with more liberty. This autonomy is sometimes reflected in higher salaries, but it also depends on the quality and reputation of the institution.

1. The International Law Course

a. The Study of International Law in Schools

93. As a proxy measure of the importance and reception of IL in law schools, the respondents were asked if their law school curriculum required students to take a course on IL.⁸ Of the 69 respondents, 63 (91.3%) responded that it was compulsory for students to take at least one IL course, whether or not it was an introductory course. The remaining 6 (8.7%) respondents mentioned that their law schools did not require students to take an IL course. Notably, such a requirement existed in 16 out of the 19 surveyed jurisdictions. The data was then compared to the 2001 Survey results (see Table 4). Generally, the situation in this regard did not differ from the 2001 Survey.

⁸ Question 27, 29 and 41, 2018 Survey.

Table 4: Whether or not students are required to take IL course

Country or territory	IL course required in 2001?	IL course required in 2018?
Bangladesh	Yes	Yes
Bhutan	No data from survey	Yes
Cambodia*	No data from survey	Yes
China	Yes	Yes
Hong Kong	No	No
India	Yes	Yes
Indonesia*	No data from survey	Yes
Kazakhstan	No data from survey	Yes
Laos	No data from survey	Yes
Malaysia	Yes	Yes
Mongolia	No data from survey	Yes
Myanmar	Yes	Yes
Philippines	Yes	Yes
Singapore	No	No
Sri Lanka	Yes	Yes
Taiwan	No data from survey	Yes
Thailand	Yes	Yes
Vanuatu	No data from survey	No

Country or territory	IL course required in 2001?	IL course required in 2018?
Vietnam*	Yes	Yes

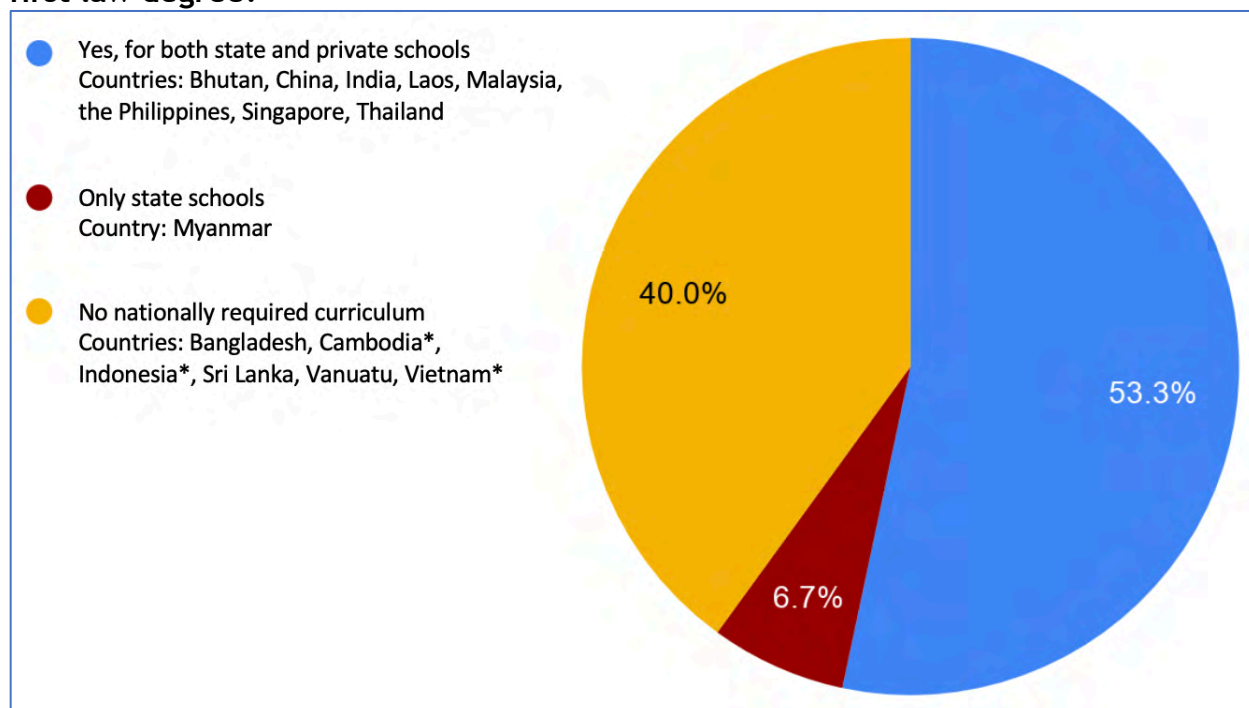
**Where there were inconsistencies among respondents in the same country, the majority opinion was taken.*

94. Under Part I of the survey, the country experts were also asked if there was a nationally required curriculum in their respective countries.⁹ For the purpose of the survey, a curriculum would be considered nationally required if a student is required to take certain subjects as a pre-requisite to graduation. This requirement is set by a government agency or private association. For the analysis of this data, a single country corresponded to one response, and the majority opinion among the country experts was taken. Of 15 responses¹⁰ tabulated, 8 countries (53%) (see Graph 1) had a nationally required curriculum.

⁹ Question 26, 2018 Survey.

¹⁰ One country expert in Bangladesh answered that both schools had a nationally required curriculum, while the other answered that none had a nationally required curriculum. However, after further research, it seems that Bangladesh has no mandatory curriculums for law in general, or IL in particular.

Graph 1: Is there a nationally required curriculum before a student is conferred a first law degree?



**Where there were inconsistencies among country experts in the same country, the majority opinion was taken.*

95. Where curricula were nationally required, country experts were then asked if the study of IL and ASEAN law, whether general or specialised, was compulsory or optional. The aim was to assess the importance of IL in comparison to other subjects such as ASEAN law.¹¹ Similarly, for this question, one country corresponded to one response. Since six countries did not have any nationally required curricula as seen in Graph 1 above, only the responses from the remaining nine countries were considered. Table 5 below shows that the nationally required curricula in IL courses were largely compulsory, as compared to ASEAN law where only Laos and Myanmar had nationally required curricula.¹²

¹¹ Question 27, 2018 Survey.

¹² Bhutan, China and India are not part of ASEAN, and thus there is no rationale for a specialised ASEAN Law course in their universities.

Table 5: Whether or not the studies of IL and ASEAN law are compulsory or optional under a nationally required curriculum

	Compulsory	Optional
International Law course	7 (77.78%)	2 (22.22%)
	Countries: Bhutan, China, India, Laos, Malaysia, Myanmar, Philippines	Countries: Singapore, Thailand*
ASEAN Law course	2 (33.34%)	4 (66.66%)
	Countries: Laos, Myanmar	Countries: Malaysia, Philippines, Singapore, Thailand

**Where there were inconsistencies among country experts in the same country, the majority opinion was taken.*

b. Contents of Introductory IL Course

96. The investigators were also interested to know the contents in an introductory course on PIL in their law schools. The respondents were asked to list some of the topics covered in the introductory PIL course. This data was collected from 69 respondents, out of whom only 9 (13.0%) had not taught an introductory PIL course before. As for the remaining 60 (87.0%) respondents who had taught a PIL course, 'sources of IL' was the most commonly taught topic among the law schools. On the other hand, cyberspace law and international foreign investment law were the least popular topics as part of an introductory course. The records in the table reflect the percentage of teachers who have taught the specific topic in an introductory course on PIL.

Table 6: Most commonly taught topics in a PIL course

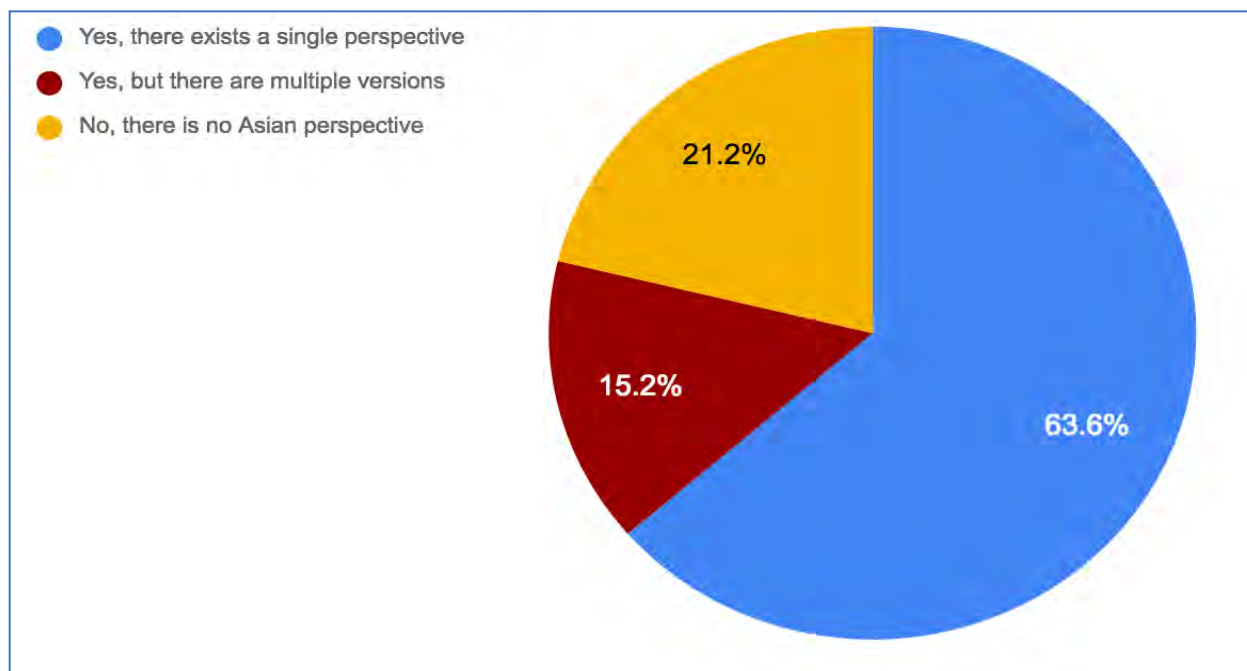
Contents	Percentage of Teachers
Sources of International Law	76.8

Contents	Percentage of Teachers
State Responsibility	66.7
Law of Treaties	66.7
Statehood and Recognition	65.2
History and Theory of International Law	63.7
Jurisdiction	63.7
Actors in the International Legal System	62.3
Territory	59.4
Immunities	59.4
International Law and Municipal Law	59.4
Dispute Settlement	59.4
State Succession	47.8
The Use of Force	47.8
Human Rights	44.9
Law of the Sea	43.5
The United Nations	40.6
International Organisations	39.1
International Environmental Law	27.5
International Humanitarian Law	26.1
International Criminal Law	24.6
International Trade Law	17.4
Cyberspace Law	8.70
International Foreign Investment Law	8.70

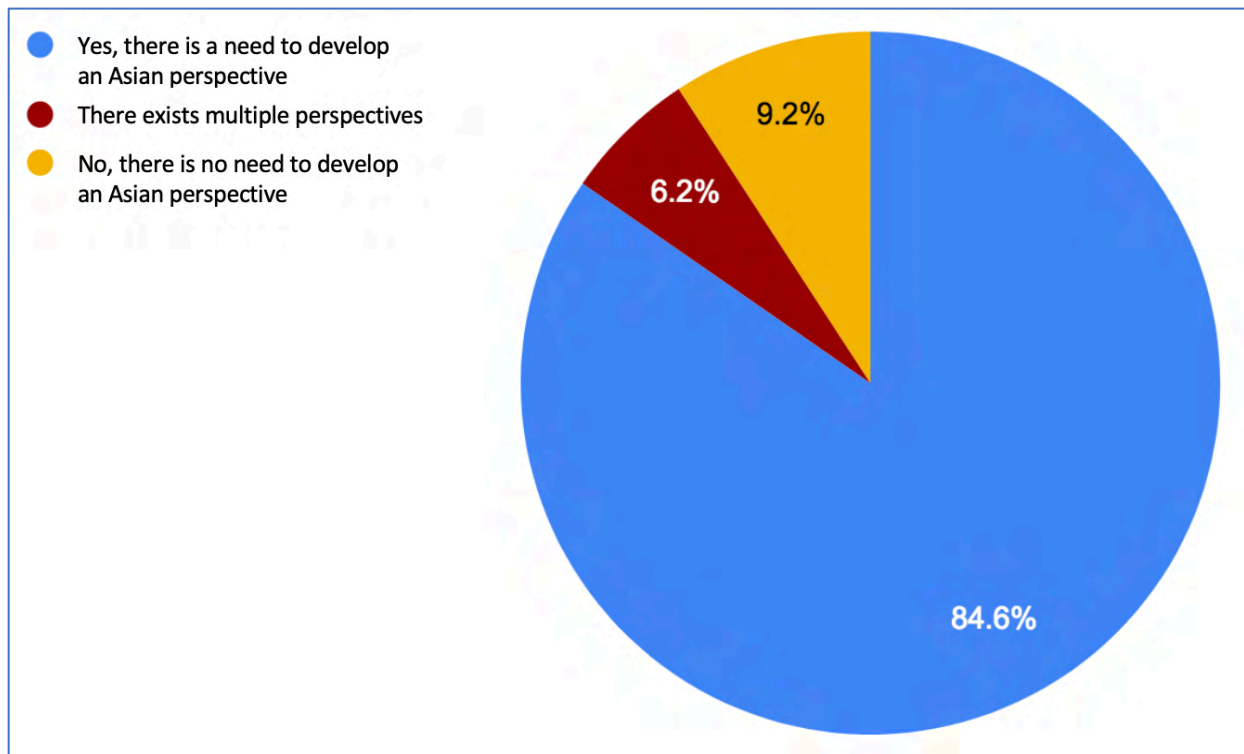
2. Approaches to International Law

97. General participants were asked if there was an 'Asian perspective' on IL and if there was a need to develop an 'Asian perspective'. However, it should be noted that a definition of what constitutes an Asian perspective was not given in the survey question. While many endorsed the existence or development of an Asian perspective, no unanimous concept of said perspective arose in the survey and at the Conference.
98. Out of 66 respondents, 42 (63.6%) agreed that there was a single Asian perspective in IL, whether theoretically or ideologically (Graph 2), and 55 (84.6%) of 65 respondents were in favour of developing such an Asian perspective in IL (Graph 3).

Graph 2: Is there an Asian perspective in IL?



Graph 3: Is there a need to develop an Asian perspective?



99. Most of the respondents stated that an Asian perspective was necessary, because it would allow Asian states to assert their identity and position in the global arena, and reflect the evolving balance of power between Asia and the West in the postcolonial era. The development of an Asian perspective would also balance the strong Eurocentric currents pervading the field of IL.

100. While TWAIL may be one different approach, it does not represent an Asian perspective. As such, there is a need to develop a more contextual perspective that accounts for diverse historical backgrounds, values and cultures in Asia. Thus, the respondents would like to see an Asian perspective that was more holistic and inclusive and that provided a more specialised point of view. An Asian perspective would recognise the contributions made by Asian states, especially with their increasingly important roles in the international legal order.

101. However, some respondents said that there was no reason to push for an Asian IL, because Western hegemony in the field will remain, especially since sources of IL were mainly conceptualised and developed by Western jurisdictions and authorities. Some also brought up a lack of consensus among Asian states due to a diversity of cultures and beliefs. Therefore, a convergence of interests to form one ‘Asian perspective’ was unlikely, although multiple Asian perspectives had, or could be, formed.
102. The respondents were asked to rank their familiarity with different perspectives in the study of IL.¹³ A total of 69 responses were taken. Some responses included choices that were intentionally left blank. These responses were then classified under category of ‘not at all familiar’.

Table 7: Familiarity with different perspective in the study of IL

	Extremely familiar (%)	Moderately familiar (%)	Somewhat familiar (%)	Slightly familiar (%)	Not at all familiar (%)
Doctrinal Approach	40.58	31.88	23.19	0.00	4.35
International Law and International Relations	30.43	42.03	18.84	2.9	5.8
TWAIL	18.84	26.09	24.64	18.84	11.59
Critical Legal Studies	15.9	33.33	33.33	10.4	7.25

¹³ Question 53, 2018 Survey.

Law and Society	13.04	42.03	28.99	13.04	2.9
Feminist Legal Theory	11.59	17.39	33.33	31.88	5.8
Empirical Legal Studies	8.7	37.68	24.64	17.39	11.59
New Haven School	4.35	15.94	18.84	17.39	43.48
LGBTQ Legal Theory	2.90	8.7	26.09	34.78	27.54

103. Table 7 shows that general participants are familiar with the doctrinal approaches (40.58%) and international law and international relations (30.43%). Participants were slightly familiar with LGBTQ (34.78%) and feminist legal theories (31.88%). Many participants were least familiar with the New Haven School, with 43.48% of the participants who had not heard of it before.

3. Challenges to Teaching IL and Teaching Methodologies

a. Challenges to teaching IL

Engaging Students

104. It became clear from the survey that respondents from most countries found difficulty in engaging students' interest in the subject. Participants also confirmed this during the breakout sessions of the Conference. There were several reasons given for the lack of interest among students, including the difficulty for students to see how IL was relevant to Asia and to their specific realities and context. This perception was perhaps perpetuated by the common understanding that studying

IL would require a decent understanding of world history, especially Western history and philosophy. According to the Conference participants, many Asian students tended to feel distant from those non-indigenous concepts, names and events. Furthermore, students were unable to picture a career in IL, as compared to a career in traditional legal practice.

105. In addition, many students were also not interested in contemporary international issues and lacked an in-depth understanding of cultural diversity, intercultural communication skills and interdisciplinary studies. Where there are nationally prescribed curriculums, there is insufficient emphasis on IL, especially in bar exams such as in the Philippines.

Access to IL Teachers

106. Besides student-related challenges, the investigators also asked about the challenges faced by law schools, more specifically, in relation to accessing a ready pool of competent teachers of IL.¹⁴ Of the 15 countries surveyed, country experts from 8 countries felt that all of their law schools had ready access to competent teachers, and experts from 5 countries believed that only some schools had such ready access, while experts from the remaining 2 answered that none had ready access (see Table 8).

Table 8: Access to ready pool of competent IL teachers

Country or territory	All schools	None of the schools	Some schools
Bangladesh*			x
Bhutan	x		

¹⁴ Question 32, 2018 Survey.

Country or territory	All schools	None of the schools	Some schools
Cambodia			x
China	x		
India	x		
Indonesia			x
Laos		x	
Malaysia	x		
Myanmar			x
Philippines	x		
Singapore			x
Sri Lanka	x		
Thailand		x	
Vanuatu	x		
Vietnam*	x		

**Where there were inconsistencies among country experts in the same country, the majority opinion was taken.*

107. Country experts who replied that their countries had some or no access to competent teachers provided the following reasons.

Table 9: Reasons why some countries have some or no access to competent IL teachers

Country	Reasons
Bangladesh	<ul style="list-style-type: none"> • Few or no teachers who specialise in IL
Cambodia	<ul style="list-style-type: none"> • Insufficient demand for IL courses • Lack of interest in teaching IL • No experts in the area • Course seldom taught in law schools
Indonesia	<ul style="list-style-type: none"> • Insufficient demand for IL courses • No experts in the area • Course seldom taught in law schools
Laos	<ul style="list-style-type: none"> • Insufficient demand for IL courses • No experts in the area • Course seldom taught in law schools
Myanmar	<ul style="list-style-type: none"> • Lack of capacity-building opportunities for IL teachers
Singapore	<ul style="list-style-type: none"> • Depends on specialisation of university
Thailand	<ul style="list-style-type: none"> • Insufficient demand for IL courses • Lack of interest in teaching IL • No experts in the area • Course seldom taught in law schools

Language

108. The respondents were asked to list the language of instruction that was being used to teach IL in their respective countries.

Table 10: Language(s) of instruction to teach IL

Country or territory	Languages
Bangladesh	English, Bengali
Bhutan	English
Cambodia	Khmer, English, French
China	Chinese
India	English
Indonesia	Bahasa Indonesia, English
Laos	Lao
Malaysia	Bahasa Malaysia, English
Myanmar	Myanmar, English
Philippines	English
Singapore	English
Sri Lanka	English, Sinhala, Tamil
Thailand	Thai
Vanuatu	English
Vietnam	Vietnamese, English, French

109. In countries where English was not the native language, it was common for teachers to use a mixture of languages, so as to accommodate both the linguistic competencies of students and the dominant language used in IL materials (ie, English). The survey also suggested that courses with English as the medium of

instruction were gaining popularity and attracting more students in countries such as Vietnam, where English is neither their native language nor the typically used language in law schools. A possible explanation could be that more students recognised the benefits of mastering the English language to succeed as a practicing lawyer in the global market.

b. Use of Materials

110. Country experts were also asked to list no more than five of the most widely used textbooks or casebooks in teaching IL in the listed leading law schools.¹⁵ From the survey, 8 out of 15 (53.3%) countries used Shaw's textbook, while 7 (46.6%) used Harris' casebook. The textbook written by Buerghenthal and Murphy was especially commended by all four Cambodian country experts for its explanation of legal terms.

Table 11: Most widely used IL textbooks or casebooks per country

Country	Textbooks or casebooks
Bangladesh	1) Crawford, James , <i>Brownlie's Principles of Public International Law</i> (Oxford University Press) 2) Shaw, Malcolm N, <i>International Law</i> (Cambridge University Press) 3) Harris, David J, <i>Cases & Materials in International Law</i> (Sweet & Maxwell)
Bhutan	Does not use textbooks or casebooks
Cambodia	1) Buerghenthal, Thomas and Murphy, Sean D, <i>Public International Law in a Nutshell</i> (West/Thomson-West) 2) Shaw, Malcolm N, <i>International Law</i> (Cambridge University Press) 3) Harris, David J, <i>Cases & Materials in International Law</i> (Sweet & Maxwell)
China	1) Shao Jin, <i>International Law</i> (Peking University)

¹⁵ Question 9, 2018 Survey. Textbooks were only included in the table if more than one country expert from the same country mentioned it in their list.

Country	Textbooks or casebooks
	2) Bai Guimei, <i>International Law</i> 3) Wang Huhua, <i>Public International Law</i>
India	1) Shaw, Malcolm N, <i>International Law</i> (Cambridge University Press) 2) Oppenheim, <i>International Law</i> (Oxford University Press) 3) Starke, JG, <i>Introduction to International Law</i> (Butterworth & Co/Butterworth-Heinemann)
Indonesia	1) Kusumaatmadja, Mochtar and Agoes, Eddy R, <i>Pengantar Hukum Internasional</i> (Bandung: PT. Alumni) 2) Harris, David J, <i>Cases & Materials in International Law</i> (Sweet & Maxwell)
Laos	1) <i>Public International Law 1 and 2</i> (edited by own group of IL teachers and translated into native language)
Malaysia	1) Dixon, Martin, <i>Textbook on International Law</i> (Oxford University Press)
Myanmar	1) Shaw, Malcolm N, <i>International Law</i> (Cambridge University Press) 2) Khin Maung Sein, <i>Public International Law</i> 3) Harris, David J, <i>Cases & Materials in International Law</i> (Sweet & Maxwell)
Philippines	1) Harris, David J, <i>Cases & Materials in International Law</i> (Sweet & Maxwell) 2) Bernas, Joaquin G, <i>Introduction to Public International Law</i>
Singapore	1) Evans, Malcolm, <i>International Law</i> (Oxford University Press) 2) Dixon, Martin, <i>Textbook on International Law</i> (Oxford University Press) 3) Harris, David J, <i>Cases & Materials in International Law</i> (Sweet & Maxwell)
Sri Lanka	1) Shaw, Malcolm N, <i>International Law</i> (Cambridge University Press) 2) Wallace, Rebecca M M, <i>International Law</i> , (Sweet & Maxwell) 3) Cassese, Antonio, <i>International Law</i>

Country	Textbooks or casebooks
Thailand	<ol style="list-style-type: none"> 1) Saisoonthom, Jumpot, <i>International Law</i> 2) Shaw, Malcolm N, <i>International Law</i> (Cambridge University Press) 3) Thirawat, Jaruton, <i>International Law</i>
Vanuatu	<ol style="list-style-type: none"> 1) Shaw, Malcolm N, <i>International Law</i> (Cambridge University Press) 2) Evans, Malcolm, <i>International Law</i> (Oxford University Press) 3) Harris & Sivakumaran, <i>Cases and Materials on International Law</i>
Vietnam	<ol style="list-style-type: none"> 1) Shaw, Malcolm N, <i>International Law</i> (Cambridge University Press) 2) Hanoi Law University, <i>International Law Textbook</i>, (Justice Publishing)

111. The respondents were also asked to list the textbooks and materials that they used in their teaching.¹⁶ From the 2001 survey, the most commonly used textbooks were the ones written by Malcolm Shaw and Martin Dixon. Based on the recent survey, Shaw's textbook remained the most popular and was used by teachers in 14 out of the 19 countries (see Graph 4). Chinese law schools mainly used translated versions of textbooks or those that were written by local authors. Table 12 shows the most commonly used textbooks and casebooks arranged by popularity; a country or territory was listed as using a specific textbook if more than one respondent included that textbook in his/her list.

¹⁶ Question 68, 2018 survey.

Graph 4: Most popular textbooks or casebooks based on the overall answers of the respondents

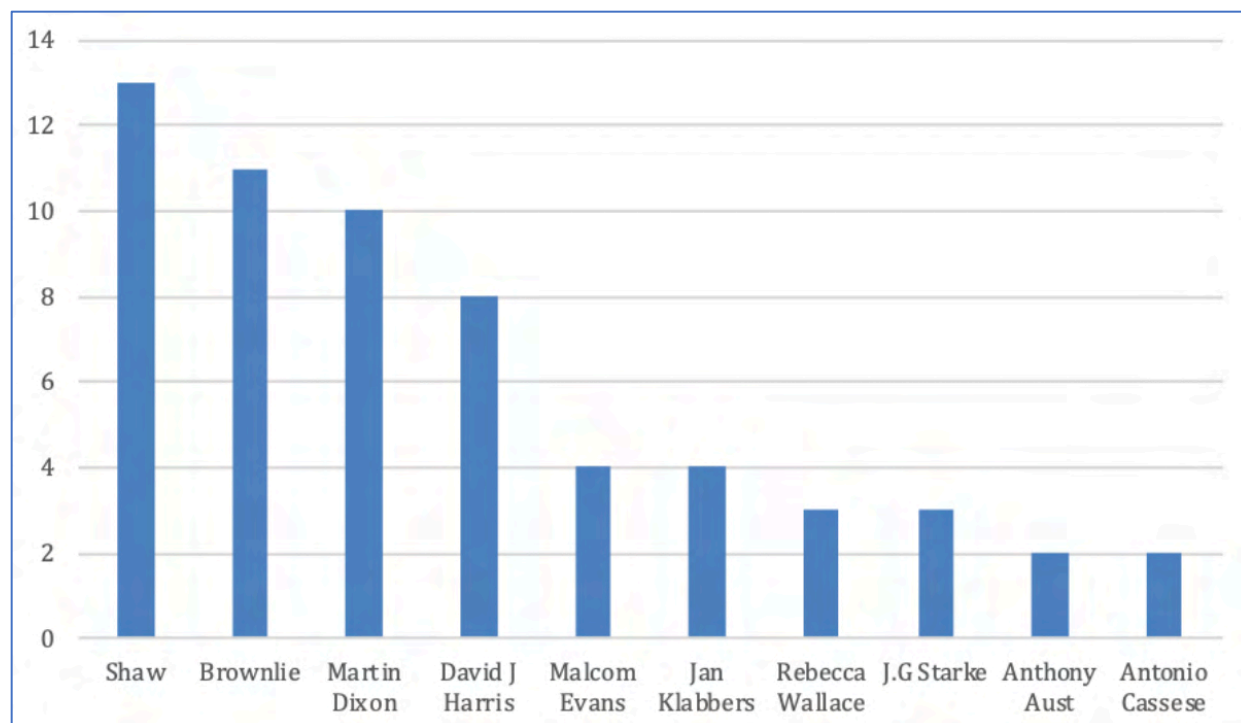


Table 12: Most popular textbooks or casebooks and the countries and territories where they are commonly used

Title	Country or territory
Shaw, Malcolm N, <i>International Law</i> (Cambridge University Press)	Bangladesh, Bhutan, Cambodia, China (translated edition by Bai Guimei), Hong Kong, India, Indonesia, Kazakhstan, Malaysia, Myanmar, Philippines, Sri Lanka, Thailand
Crawford, James, <i>Brownlie's Principles of Public International Law</i> (Oxford University Press)	Bangladesh, Bhutan, India, Indonesia, Kazakhstan, Malaysia, Philippines, Singapore, Sri Lanka, Thailand, Vanuatu

Title	Country or territory
Dixon, Martin, <i>Textbook on International Law</i> (Oxford University Press)	India, Indonesia, Malaysia, Mongolia, Myanmar, Singapore, Sri Lanka, Vietnam, Taiwan, Thailand
Harris, David J, <i>Cases & Materials in International Law</i> (Sweet & Maxwell)	Bangladesh, Cambodia, India, Indonesia, Myanmar, Philippines, Singapore, Vietnam
Evans, Malcom (ed), <i>International Law</i> (Oxford University Press)	Cambodia, Singapore, Thailand, Vietnam
Klabbers, Jan, <i>International Law</i> (Cambridge University Press)	India, Sri Lanka, Taiwan, Thailand
Wallace, Rebecca M. M, <i>International Law</i> , (Sweet & Maxwell)	Indonesia, Cambodia, Sri Lanka
Starke, J. G, <i>Introduction to International Law</i> , (Butterworth & Co/Butterworth-Heinemann)	Bangladesh, India, Indonesia
Aust, Anthony, <i>Handbook of International Law</i> (Cambridge University Press)	Cambodia, India
Cassese, Antonio, <i>International Law</i> (Oxford University Press)	China (translated by Cai Congyan), India
Kapoor, SK, <i>International Law and Human Rights</i> , (Central Law Agency)	Bangladesh, India

112. The survey also reflected the existence of textbooks and casebooks written in native languages, which were used by several IL teachers, as listed in the Table 13.¹⁷

Table 13: Textbooks and casebooks written in native languages

Title	Country
Shao Jin, <i>International Law</i> (Beijing University Press)	China
Kusumaatmadja, Mochtar and Agoes, Etty R, <i>Pengantar Hukum Internasional</i> (PT Alumni)	Indonesia
Manuputty, Alma et.al, <i>Pengantar Hukum Internasional</i> , (Rech-ta)	Indonesia
Marcel Hendrapati, <i>Prinsip-Prinsip Hukum Internasional Mengenai Yurisdiksi dan Tanggungjawab Negara</i> (Pustaka Pena Press)	Indonesia
Kusumaatmadja, Mochtar and Agoes, Etty R, <i>Pengantar Hukum Internasional, Cases and Materials</i> , (PT Alumni)	Indonesia
Thirawat, Jaruton, <i>International Law</i>	Thailand
Saisoonthom, Jumphot, <i>International Law</i>	Thailand
Nguyễn Thị Kim Ngân and Chu Manh Hung, <i>International Textbook</i> (Vietnam Education Publishing House)	Vietnam
Hanoi Law University, <i>International Law Textbook</i> (Justice Publishing)	Vietnam

¹⁷ The books in the table are only included when more than one respondent from the respective country mentioned that textbook/casebook in his/her list of materials used.

c. Incorporation of IL into Domestic Content and Vice Versa

113. The respondents were asked if they had attempted to incorporate local issues and content in their teaching.¹⁸ Of the 69 responses, 67 (97.1%) had tried to use local content while teaching IL. Such efforts appeared to help in connecting IL to local contexts, allowing students to better understand its relevance and application. When asked whether the materials they assigned to their students contain references to their own countries, 39 of them (56.5%) responded negatively.¹⁹ As for the remaining 30 participants (43.5%), Table 14 below is a compilation of materials that have references to their countries.

Table 14: Local materials used in certain countries

Country	Local materials
Cambodia	<ul style="list-style-type: none"> • Cambodian Constitution • Most prominent case used: Preah Vihear temple case
China	<ul style="list-style-type: none"> • Liang Xi, <i>International Law</i>
India	<ul style="list-style-type: none"> • Indian Constitution • S K Kapoor, <i>International Law and Human Rights</i> • H O Agarwal, <i>International Law and Human Rights</i> • Selected articles from <i>Asian Journal of International Law</i>
Indonesia	Selected topics from Mochtar Kusumaatmadja & Etty R. Agoes, <i>Pengantar Hukum Internasional</i> : <ul style="list-style-type: none"> • Relation between IL and national law • Subjects of IL • States • Territories
Malaysia	Selected ICJ Reports: <ul style="list-style-type: none"> • Malaysia/Singapore (topic: sources, territory) • Immunity from Legal Process of a Special Rapporteur case (topic: subjects of IL, international institutions) • Indonesia/Malaysia case (topic: territory)

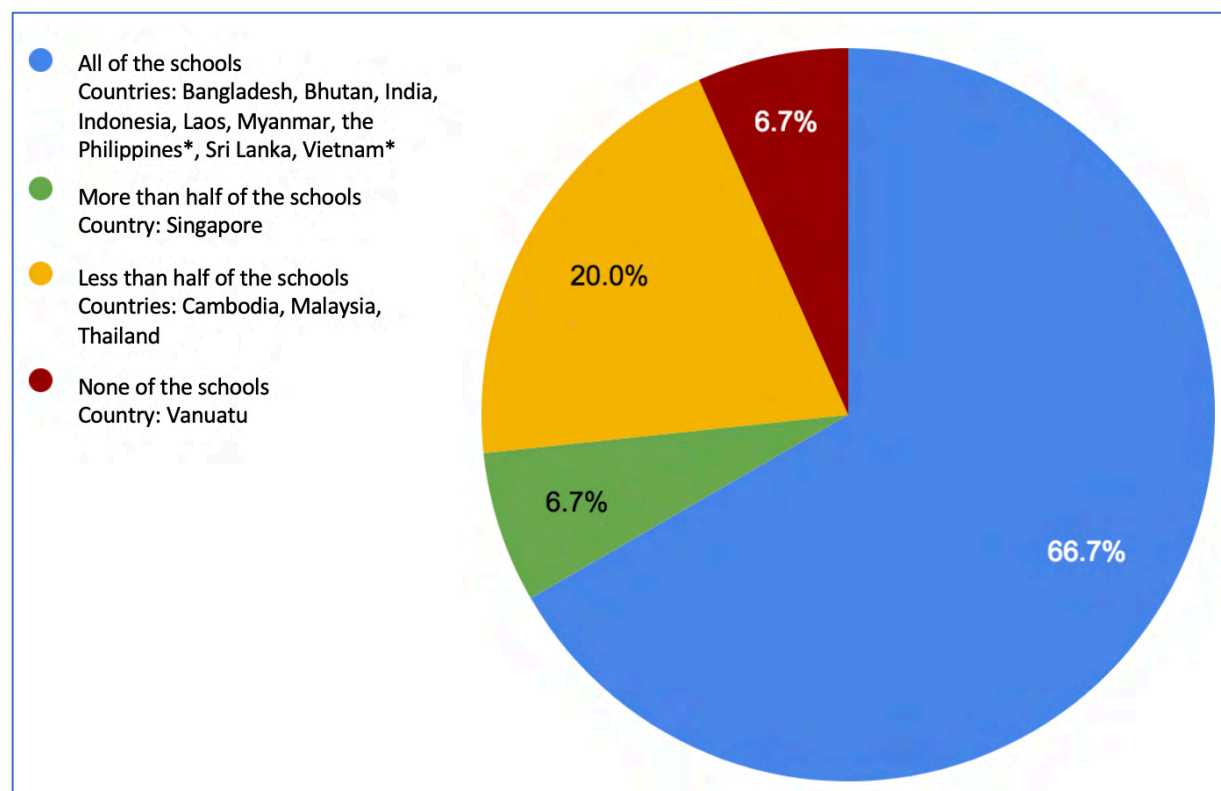
¹⁸ Question 65, 2018 Survey.

¹⁹ Question 69-70, 2018 Survey.

	<ul style="list-style-type: none"> Indonesia/Malaysia on the Philippines' intervention
Myanmar	<ul style="list-style-type: none"> Shaw, Malcolm N, <i>International Law</i> (Cambridge University Press) on New States and Territory Myanmar Constitution
Philippines	<ul style="list-style-type: none"> Philippine Constitution
Thailand	<ul style="list-style-type: none"> Thai Constitution Most prominent case used: Preah Vihear temple case

114. Country experts were also asked if their listed law schools have attempted to incorporate IL topics into domestic law subjects such as international economic law in contract law.²⁰ Their answers showed that law schools in 10 (66.7%) out of 15 jurisdictions do attempt to incorporate IL into domestic law subjects (Graph 5).

Graph 5: Do your listed leading law schools attempt to incorporate international law topics, or global or comparative perspectives into domestic law?

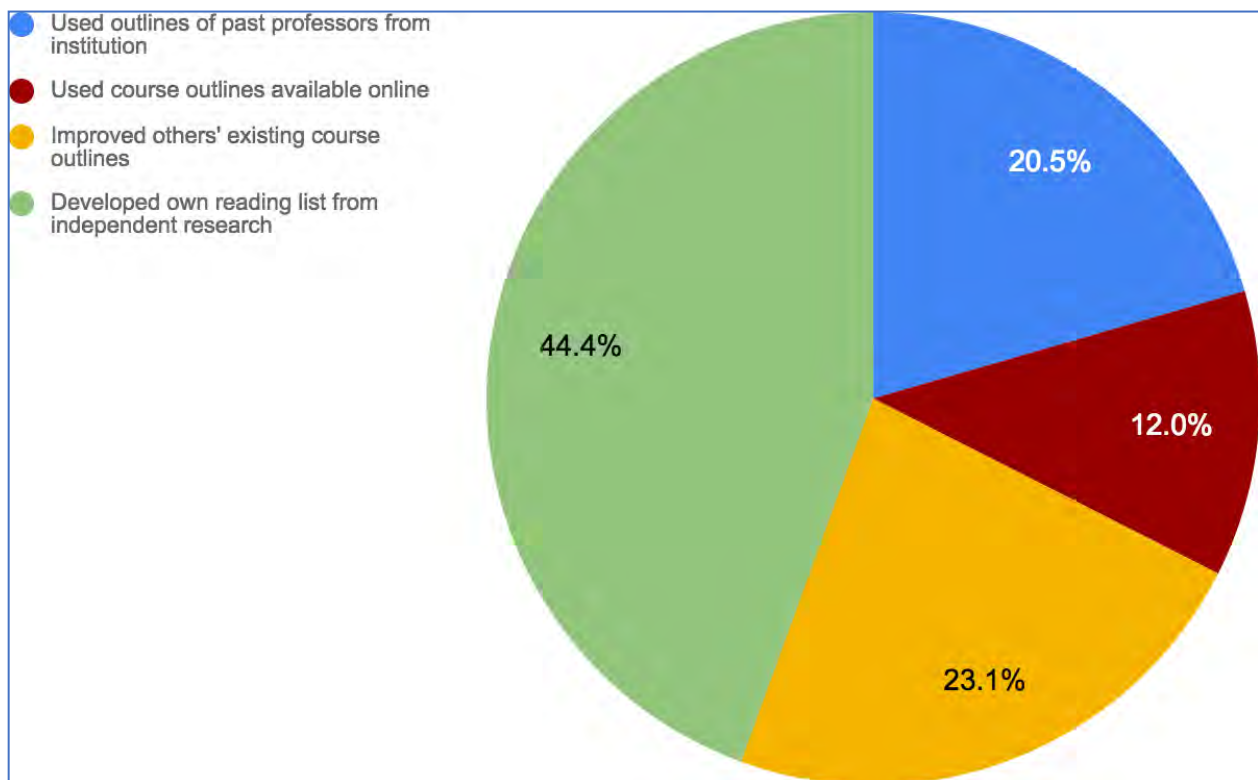


²⁰ Question 31, 2018 Survey.

d. Development of Reading List

115. The respondents were asked how they developed a reading list for students.²¹ Out of 69 respondents, 31 (44.4%) of them seemed to have developed their own reading list from independent research, but some respondents used or improved the reading lists from other professors or online sources (Graph 6).

Graph 6: How were you able to develop your reading list for your students?



e. Students' Materials

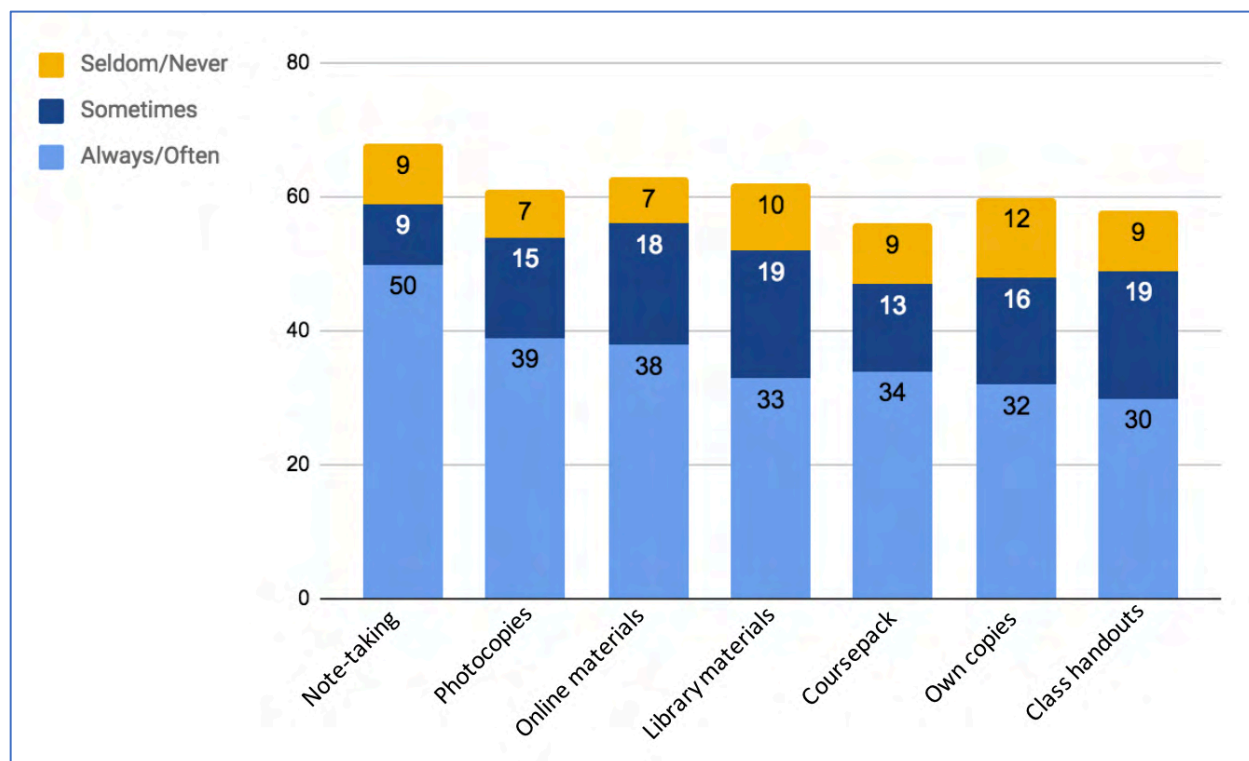
116. The respondents were asked to evaluate how their students obtained the prescribed materials for IL courses.²² Some respondents did not answer this question or left several choices blank. As a result, the total number of responses

²¹ Question 64, 2018 Survey.

²² Question 66, 2018 Survey.

per choices varied. From the graph below, most students obtained materials through note-taking.

Graph 7: How are the students able to obtain the required reading materials?



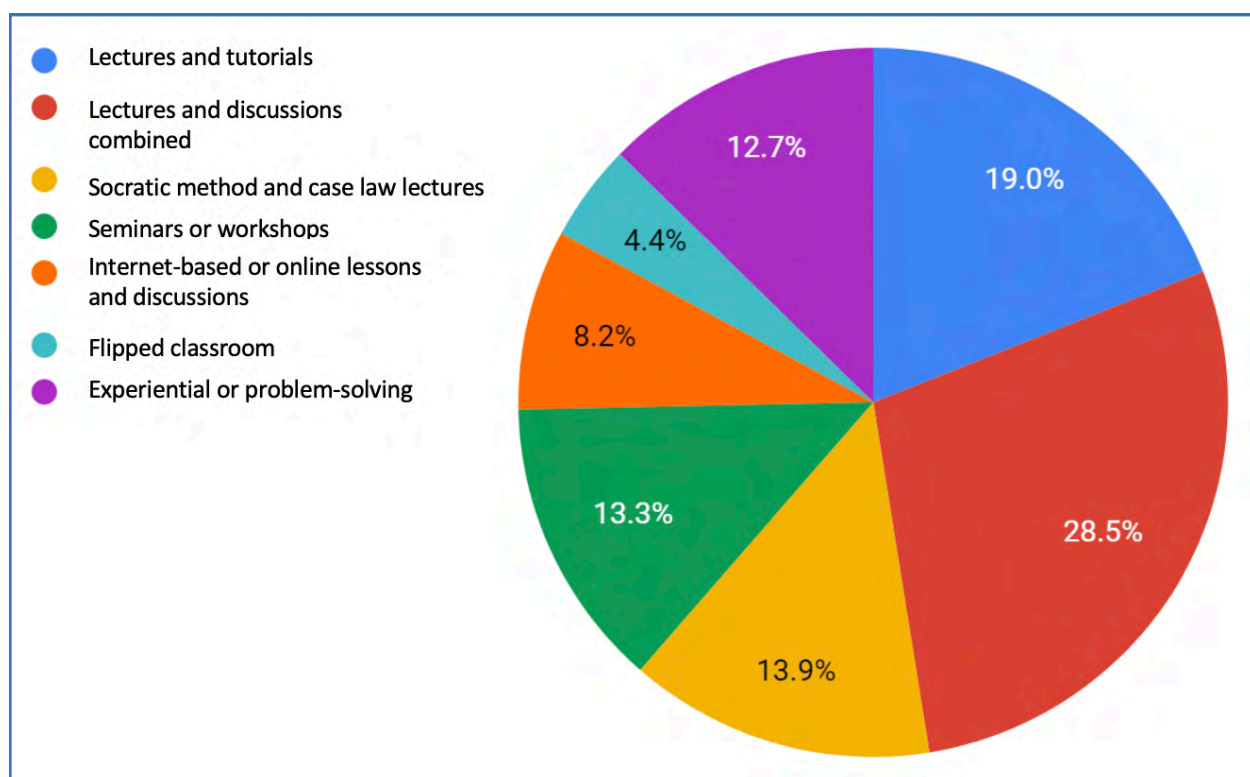
f. Teaching Methods

117. Most of the respondents appeared to combine various teaching methods and thus selected more than one option.²³ Graph 8 below shows that the respondents primarily used lectures and discussions²⁴ for teaching.

²³ Question 57, 2018 Survey.

²⁴ The distinction between 'lectures and tutorials' and 'lectures and discussions combined' is that the latter refers to large classroom situations where both the lecture and discussion parts are conducted, in contrast to having large lectures that are supplemented by one-on-one or small group meetings between students and a tutor or lecturer.

Graph 8: What is the teaching method you primarily use?



118. Country experts were also asked to rank the most common method of teaching IL in their listed leading law schools on a scale of 1 to 6 (1 being most common and 6 being least common).²⁵ Given that there were at least two country experts from one country, the investigators ranked the methods of teaching of that country where possible, especially when the answers given do not have huge disparities.

119. There did not appear to be a common or standardised method of teaching IL in leading law schools in certain countries. Thus, IL teachers used their own preferred methods. What is clear, however, is that conducting lectures remained a very common method of teaching IL.²⁶

²⁵ Question 25, 2018 Survey. Table 15 includes the top three most common teaching methods from countries when there is a majority opinion. It does not include countries with country experts who gave huge contrasting answers (ie, India and the Philippines).

²⁶ Certain challenges on teaching methods were raised during the breakout sessions, such as outdated versions of textbooks due to lack of financial resources, language barriers and limited internet access for both teachers and students. There were also concerns raised on a top-down approach, tight regulations and bureaucratic structure in some schools. In Vietnam, Indonesia, Cambodia, India and Sri Lanka, teaching methods were sometimes strictly dictated by the school administration, which tended to lead to a more conservative and traditional approach to teaching IL.

Table 15: Most common method of teaching IL per country

Country	Teaching Method
Bangladesh	1) Lectures + Discussion 2) Lectures + Tutorials 3) Socratic method/Case law
Bhutan	1) Lectures + Discussion
Cambodia*	1) Lectures + Discussion 2) Socratic method/Case law 3) Experiential/Problem-solving
China	1) Lectures + Tutorials 2) Lectures + Discussion 3) Seminars/Workshops
India	Please see paragraph 120 below
Indonesia*	1) Lectures + Tutorials 2) Lectures + Discussion 3) Socratic method/Case law
Laos	1) Lectures + Tutorials 2) Internet based/Online Lessons
Malaysia	1) Lectures + Discussion 2) Lectures + Tutorials 3) Internet-based/Online Lessons
Myanmar*	1) Lectures + Discussion 2) Lectures + Tutorials 3) Seminars/Workshops
Philippines	Please see paragraph 120 below
Singapore	1) Socratic method/Case law 2) Lectures + Discussion 3) Seminars/Workshops
Sri Lanka	1) Lectures + Tutorials 2) Lectures + Discussion 3) Internet-based/Online Lessons
Thailand*	1) Lectures + Tutorials 2) Internet-based/Online Lessons

Country	Teaching Method
	3) Experiential/Problem-solving
Vietnam	1) Lectures + Tutorials 2) Experiential/Problem-solving 3) Socratic method/Case law

**Where there were inconsistencies among country experts in the same country, the majority opinion was taken.*

120. Country experts from India gave differing answers. One of them answered that the most common teaching method in the top Indian law schools was Lectures + Tutorials, while the other answered Socratic method/Case law. On the other hand, they both agreed that conducting Seminars/Workshops was the least common method of teaching IL in their leading law schools. As for the Philippines, all three country experts had completely different answers, though they agreed that Lectures + Discussion and Socratic method/Case law were common methods.

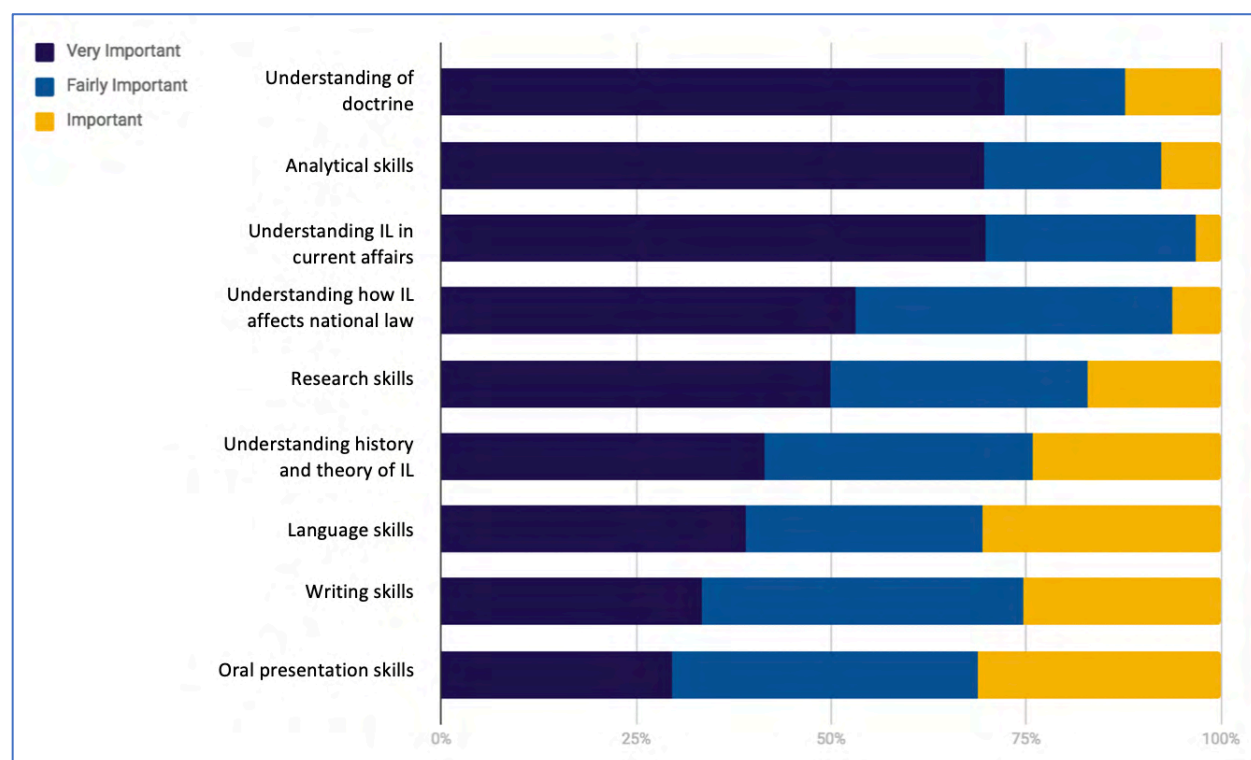
121. The results showed that IL teachers tend to rely more on traditional methods of teaching, and technology-based methods were the least commonly employed, with a mere 17 out of 69 teachers (24.63%) using either the internet-based or flipped classroom method. However, 38 of the 69 (55%) respondents mentioned that their schools had provided training sessions on using technology in teaching.²⁷ This raises the question of whether IL teachers were sufficiently leveraging on (or were equipped to make use of) technological advancements and the pedagogical possibilities that result from such developments.

122. In addition, mooting was not as widespread in the region as in other parts of the world. The most prevalent competitions in Asia seemed to be the Philip C Jessup International Law Moot Court Competition (Jessup), the Willem C Vis International Commercial Arbitration Moot (Vis Moot), and The Red Cross International Humanitarian Law Moot (IHL Moot).

²⁷ Questions 57 and 101, 2018 Survey.

123. From the survey, the investigators also requested IL teachers to rank the types of skills they wished to instil in the students.²⁸ Graph 9 shows that doctrinal understanding was perceived by the majority as the most important, followed by the development of analytical skills.

Graph 9: What skills do you seek to develop in your students?



g. The Use of Internet, Social Media and Networking

124. Respondents indicated that they used the Internet to network and learn for teaching purposes. From the survey, 35 of the 69 (50.7%) respondents mainly relied on social media platforms to keep updated on developments and scholarship in IL, while 31 respondents (45%) relied on journals instead.²⁹ The use of social media was fragmented across different platforms, with Facebook being the most-

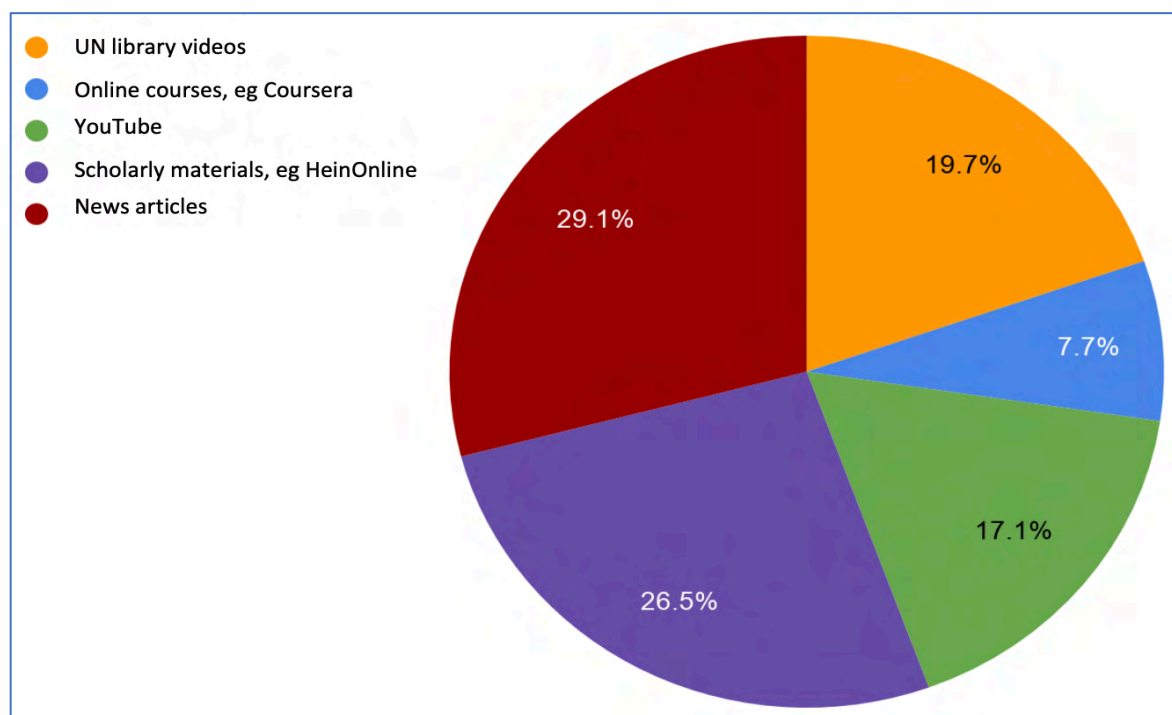
²⁸ Question 82, 2018 Survey.

²⁹ Question 109, 2018 Survey.

used platform (46.37%), followed by LinkedIn (27.5%). Other specific examples tended to be institutional platforms, such as EJIL: Talk and AJIL Unbound.

125. Respondents were asked if they gathered materials online to teach IL. Of the 65 respondents,³⁰ 30 (46%) always used online materials to teach IL, and 23 (33%) often used them. These groups included teachers from Bhutan, China, India, Kazakhstan, Laos, Mongolia, Sri Lanka, Thailand and Vanuatu. Only 3 respondents, from Myanmar and Vietnam, had seldom or never used online materials. Respondents who used online materials were also asked of the source of such materials, such as online courses (eg, Coursera), UN library videos, or others.³¹ Graph 10 shows that news articles and scholarly materials seemed to be the most common online sources, but many respondents had selected more than one option. Respondents mostly used online classroom software, such as Google Classroom, Moodle and Edmodo, in teaching.

Graph 10: Most common online sources gathered by the respondents to teach IL



³⁰ Some participants left this section blank.

³¹ Question 63, 2018 Survey.

4. Facilities

126. Country experts also rated their perception or initial observation of the library holdings of IL materials in their listed leading law schools.³² Of the 15 countries, at least 8 (53.3%) seemed to have very limited IL materials in their libraries.

Table 16: Rating of library holdings

Rating	Countries
Excellent	India, Malaysia, Philippines*, Singapore
Good	Bangladesh, Bhutan, India, Indonesia*, Malaysia, Philippines, Thailand, Sri Lanka
Very Limited	Bangladesh, Cambodia, China, Indonesia, Laos, Myanmar, Thailand*, Vanuatu, Vietnam

**Where there were inconsistencies among country experts in the same country, the majority opinion is marked with an asterisk.*

127. In addition, the country experts were also asked if the law libraries of their listed leading law schools had access to online databases with IL materials.³³ Examples of these online databases include HeinOnline, WestLaw, JSTOR and LexisNexis. A majority of 8 (53.3%) country experts noted that more than 75% of their law schools had access to such online databases.

Table 17: Percentage of law school libraries with access to online databases with IL materials

Percentage of schools	Countries
More than 75%	Bangladesh, Bhutan, China, India, Malaysia, Philippines*, Singapore, Vanuatu

³² Question 7, 2018 Survey.

³³ Question 8, 2018 Survey.

Percentage of schools	Countries
50-75%	Indonesia*, Sri Lanka
25-50%	Myanmar
Less than 25%	Cambodia*, Laos, Thailand*, Vietnam

**Where there were inconsistencies among country experts in the same country, the majority opinion is taken.*

5. Research, Publication and Related Challenges

a. Journals

128. One of the key issues highlighted in the survey was the differences in interest areas between the Asian scholars and established IL journals such as American Journal of International Law and European Journal of International Law. To some extent, the priorities of journals and researchers do not align, as journals may prefer certain topics, or researchers from certain universities. This was a pressing issue, because 62.5% of the respondents mentioned that regularly publishing journal articles was considered a requirement in their academic promotion.³⁴

b. Challenges of Teaching and Researching

129. The respondents mentioned that their research were affected by various factors, including poor library facilities, limited funding and a lack of a guidance network. This situation has persisted since 2001, when the survey similarly identified a lack of proper library facilities and materials.³⁵

130. Time constraint was cited by many respondents as the significant reason that hampered their research and publication process.³⁶ Many teachers were also researchers in law schools and thus, had to balance the demands of their teaching-

³⁴ Question 107, 2018 Survey.

³⁵ 2001 Survey, .456-57.

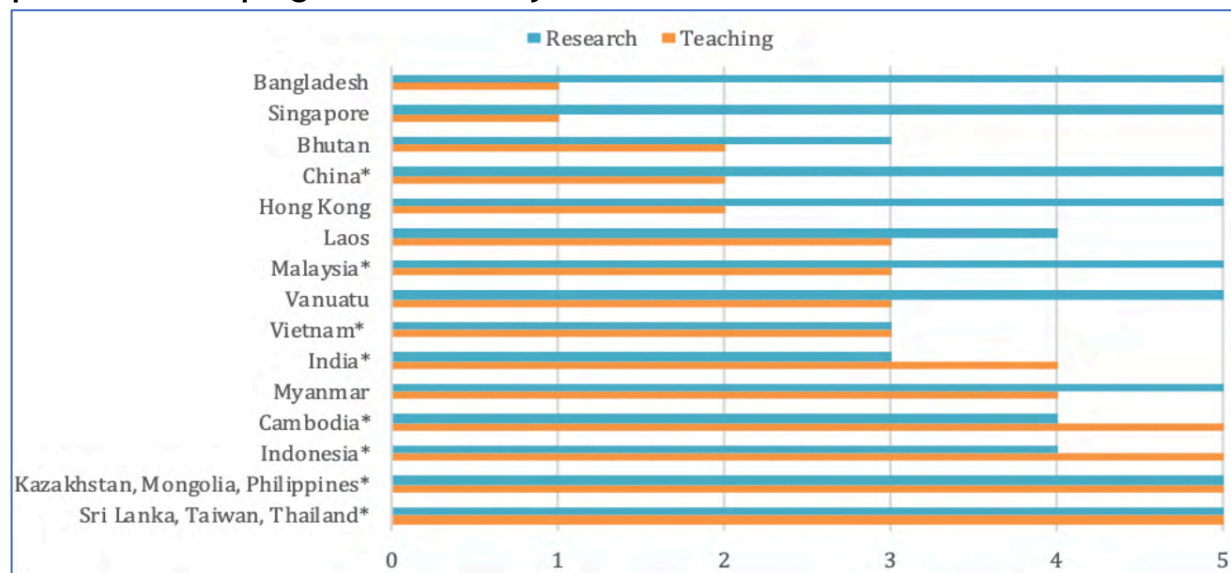
³⁶ Question 108, 2018 Survey.

researching workload. The respondents were also asked to evaluate, on a scale of 1 to 5 (5 being the most important), the importance of effective teaching and scholarly achievement in the promotion and progress as a faculty member in their law school.³⁷

131. Graph 11 shows that research was perceived by most respondents as more important than teaching. Participants from nine countries and territories, notably Bangladesh, China, Hong Kong and Singapore, agreed that for academic promotion, research was a more significant factor than teaching. On the other hand, teachers from seven countries, including Sri Lanka, Taiwan and Thailand, largely agreed that both research and teaching were equally important. Country experts from Cambodia, Indonesia and India viewed teaching as more important than research.
132. There were no huge anomalies in data collection for this question. The answers from general participants in the same country were largely aligned, even though they were from different schools.

³⁷ Question 106 and 107, 2018 Survey.

Graph 11: How important are effective teaching and scholarly achievement in the promotion and progress of a faculty member?



**Where there were inconsistencies among respondents in the same country, the majority opinion was taken.*

133. In addition to these challenges, teachers and scholars in the region also raised concerns relating to the lack of autonomy, censorship of controversial topics and limited academic freedom. Some teachers felt that they lacked the autonomy to decide what to teach or write.³⁸

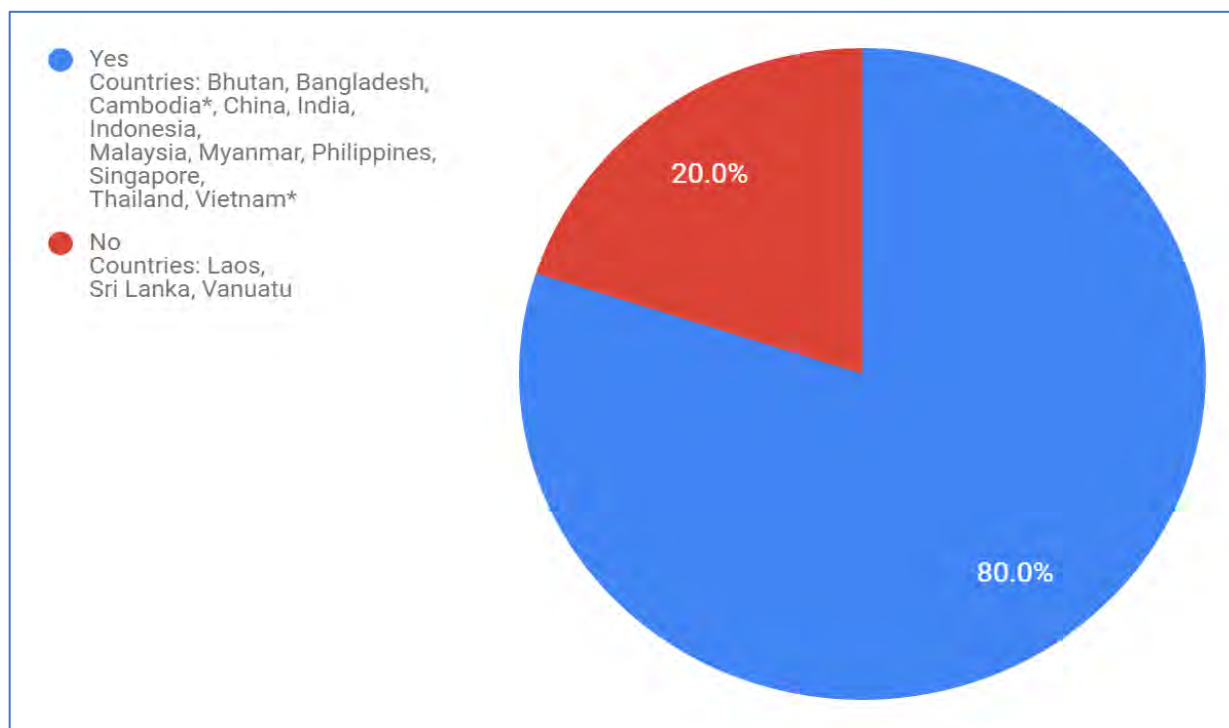
6. Relationship Between Law Schools and Their Government

134. The country experts were also asked to assess the level of cooperation and recognition between governmental authorities and institutions, and law schools and teachers of IL. Country experts were asked if any of their listed leading law schools were consulted formally or informally on IL questions by their government's legal advisors, such as the Ministry of Foreign Affairs or the Attorney-General's Chambers.³⁹ Notably, in 12 out of 15 (80%) jurisdictions the country experts responded that the government's legal advisors consulted their law schools for advice on IL.

³⁸ Due to potential sensitivities, the editors have decided to withhold the name of the countries.

³⁹ Question 35, 2018 Survey.

Graph 12: Are any of the listed leading law schools consulted formally or informally on international law questions being dealt with by the government's legal advisors?



**Where there were inconsistencies among country experts in the same country, the majority opinion was taken.*

7. Moving Forward: Suggestions for The Future

135. The investigators also invited participants to provide feedback on ways to improve future conferences and if any, changes that they would like to see in future CIL TRILA events. In addition, they were also invited to raise concerns and suggestions in relation to the teaching and researching of IL. The key concerns they have raised included the following.

a. Cooperation and Collaboration

136. Many survey respondents hoped to expand their networks, and many conference participants would like to attend more conferences and gatherings to interact with other researchers. In addition, a free and accessible online platform will encourage collaboration on joint research projects, maintaining of network

connections, and exchange of materials and resources. Since the Conference, CIL has launched a Facebook group for such purposes, open to all participants of the TRILA events, and a Twitter account.⁴⁰ Some respondents also suggested inter-school collaboration through joint summer school programmes, exchanges or internships, which will allow students to gain new experiences.

Relevance of International Law

137. Many respondents shared that most of their students did not understand the importance and relevance of IL, because of the lack of IL-related jobs and less lucrative salaries, as compared to a corporate law practice. To increase awareness and stimulate curiosity among students, teachers could create a more cohesive connection between international and domestic law in order for students to understand the relevance of IL.

138. Furthermore, not many institutions in the surveyed jurisdictions seemed to promote the study of IL and its adjacent disciplines.⁴¹ Table 18 below shows that almost half of the respondents listed fewer than five institutions that encourage the study of IL. Some stated that establishing such institutions may encourage the teaching and researching of IL.

Table 18: Number of institutions that promote the study of IL and its adjacent disciplines

Number of institutions promoting the study of IL	Countries
More than 20	China
6-10	India, Indonesia, Malaysia, Myanmar, Philippines, Vietnam

⁴⁰ www.facebook.com/groups/CIL.TRILA, https://twitter.com/CIL_TRILA.

⁴¹ Question 92, 2018 Survey.

Less than 5	Bangladesh, Cambodia, India, Laos, Myanmar, Singapore, Thailand, Vietnam
None	Bhutan, Cambodia, Indonesia

b. Resources and Facilities

139. One of the most common challenges for an IL teacher or researcher to participate in workshops and conferences was the very limited financial support given by their home institutions.⁴² Out of 60 respondents,⁴³ 30 (50%) of respondents could obtain limited financial support from their schools to attend conferences, while 18 (30%) had paid academic leave from their institutions but without support for other expenses. With more financial support to attend conferences, respondents can build knowledge and develop their expertise, while networking with other researchers. Furthermore, many respondents hoped that an online database with a wide range of IL materials would be readily available, especially with IL materials in their own native languages. In some jurisdictions such as India, Myanmar and the Philippines, several respondents mentioned that the internet access can be improved to facilitate research for both students and teachers.

c. Teaching Methods

140. According to the survey, 31 (45%) of the 68 respondents mentioned that their law schools did not provide any workshops that help faculty members use technology in teaching.⁴⁴ Teachers can leverage on technology to enhance their teaching techniques, make learning more engaging and relevant, and continue the learning experience of their students beyond the physical classroom environment.

⁴² Question 98, 2018 Survey.

⁴³ Some participants left this section blank.

⁴⁴ Question 101, 2018 Survey

141. When asked if their schools provided training on development of teaching skills,⁴⁵ only 19 (30.6%) out of 62 responded that workshops were held once every semester, while 20 (32.25%) mentioned that training was not provided. Therefore, in addition to information, communication and technology workshops, regular programmes that develop research, teaching and writing skills are needed.
142. Lack of time was a major hindrance for IL scholars in their teaching and writing. Thus, many scholars suggested the need for a more balanced teaching-research workload, so that they can dedicate sufficient time for research, writing and teaching.

E. Conclusion

Many of the issues that were explored in TRILA Singapore Conference were similar to those that had emerged in the 2001 conference and even the 1964 Round Table. Resources are very often inadequate, language difficulties obstruct the effective teaching of the subject, and training is lacking. The challenges facing younger scholars in particular are daunting, as new demands are made of them to research and publish in a highly competitive environment in which rankings play a major role.

Asian institutions have responded in many ways. It is encouraging to note that several Asian universities publish journals, and that there is a growing number of national IL journals such as the Thailand Journal of International Law and the Sri Lanka Journal of International Law, in addition to established publications such as the Indian Journal of International Law and Chinese Journal of International Law. IL societies now exist in many Asian countries. In these different ways, progress is being made. Asian countries and academic communities continue to work hard finding their voice and place in the international arena. Needless to say, however, more needs to be done.

⁴⁵ Question 100, 2018 Survey.

We hope that this report and the attached survey, despite its imperfections, will provide some sense of the current state of affairs in Asia with regard to TRILA, and that it will also contribute to a broader global inquiry into teaching and researching of IL. A network of scholars was created through TRILA Singapore Conference. It is now in the participants' hands, present and future, to continue working towards a stronger community of teachers and researchers of IL in the region.

Further, CIL is conscious of the need to build on the findings and foundations of TRILA, instead of letting this initiative dissipate. Under the leadership of Professor Antony Anghie, CIL is working to address the specific issues that Asian universities face in teaching and researching IL. A series of country-specific workshops and new initiatives are underway, with the aim of advancing the agenda set during the Conference, supporting young scholars, and responding to the needs and opportunities that were identified through the Survey and Conference. In particular, TRILA has served as a foundation for a number of country specific workshops that so far have been held in Cambodia, Sri Lanka and Myanmar.⁴⁶ Others are planned.

At the same time, we hope that this Report will encourage academics throughout Asia to develop their own programmes focussing on teaching and researching IL. We were both impressed and moved by the dedication and resourcefulness of young teachers who were determined to provide their students with the best education possible despite the many obstacles they faced. We hope that the results of 2018 Survey and the project at large will help all the participants to continue working towards a stronger community of teachers and researchers of IL in the region.

⁴⁶ Information about these workshops may be found at <https://cil.nus.edu.sg/events/?cat=361>.

ANNEX I Cover Letter of Survey

Dear Friends and Colleagues,

Thank you very much for your enthusiasm in contributing to the Teaching and Researching International Law in Asia (TRILA) Conference! We are already excited to work with you on this project and, of course, to welcome you to Singapore.

As you may already be aware, Asian societies have played a relatively minor role in the making of modern international law. If this historical condition is to change, if Asia is to become a 'rule maker' rather than 'rule taker,' then it is imperative for Asian scholars and practitioners, officials and diplomats to be highly skilled, knowledgeable and expert in understanding and shaping a continuously changing international environment. It is crucial for Asia to engage with global debates and develop initiatives that enhance the international rule of law. The teaching and researching of international law are foundational to these projects. Yet, despite the emergence of many international law societies within Asia, no sustained and united effort has been made recently to identify the challenges facing Asian law schools and to address them in an informed, coherent, and collaborative manner.

It is for these reasons that the National University of Singapore Centre of International Law (CIL) is hosting the Teaching and Researching International Law in Asia (TRILA) Conference in order to facilitate the gathering of international law teachers from the leading law schools in the Asia Pacific region. To provide the necessary context for the TRILA Conference, we are asking your assistance to help shed light on the state of teaching and researching international law by surveying your respective jurisdictions. The aim of the study is to obtain an understanding and appreciation of the challenges and opportunities particular to both teaching and researching the subject, and to see how much has changed when the first study was made in 2001. We have attached Prof. Kevin Tan's article on the 2001 conference, which details the result of the first survey conducted on the same topic 17 years ago. We will report the general results of the survey during the TRILA Conference so that we might all have a better appreciation of the general situation in Asia. We will then broadly analyse those results in our overall report on the conference, which will be uploaded to our website and made available for everyone to read and study.

In the light of the importance of this study, we kindly ask you to please take the time to answer the attached survey. Depending on the outcome of this research, we may have

follow-up questions by phone, in person, or email. The research questionnaire is composed of around 125 questions. Rest assured that your personal information will neither be given nor sold to third parties. More importantly, we will redact your name and institutional affiliation to protect you and your institution's privacy. Thank you!

Yours sincerely,

Professor Antony T ANGHIE

Head of Teaching and Research in Asia Project, Centre for International Law
Professor of Law, National University of Singapore

ANNEX II Questionnaire

RESEARCH QUESTIONS ON TEACHING AND RESEARCH OF INTERNATIONAL LAW IN ASIA

Name of Participant: _____
Institution: _____
Jurisdiction/Region _____
Surveyed: _____

Preliminary Notes:

- *Law schools in the context of this questionnaire refer to institutions conferring law degrees*
- *If official data is unavailable concerning your jurisdiction/country, you may at least limit your research on the law schools based in your region. Kindly indicate if this was the case.*
- *For the purpose of this questionnaire, 'state-run' law schools are those primarily funded and/or operated by the government*
- *The term 'leading law schools' for the purpose of this survey refers to the top 10% of the total number of law schools in your jurisdiction or the top 15 law schools, whichever is fewer. Please refer to Question 4, which will serve as the basis of the term insofar as your answers to this research questionnaire are concerned.*

PART I

TEACHING INTERNATIONAL LAW-COUNTRY SURVEY

1. How many law schools are there in your jurisdiction?

2. On which educational level are law degrees (*i.e.*, first law degree) usually conferred in your jurisdiction?

☐ undergraduate level (*i.e.*, prior tertiary-level degree not required)

☐ graduate level (*i.e.*, prior tertiary-level degree required)

☐ others: (please specify)

3. In terms of percentage, how many law schools in your jurisdiction are state-run?

☐ 100%

☐ 75% or more

☐ 50% or more

☐ 25% or more

☐ others: (please specify)

4. Based on your assessment of the factors mentioned in the sub-question below, kindly list the leading law schools in your jurisdiction. Are these state- or private-run institutions?

Note: 'leading law schools' for the purpose of this survey refers to the top 10% of the total number of law schools in your jurisdiction or the top 20 law schools, whichever is fewer. 45, you must have at least three institutions listed.

Name of Institution		City	State or Private?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			

18.			
19.			
20.			

*Note: you may not list more than 20 institutions

May we know the factor/factors you considered in making the list? You may choose more than one answer.

- | | |
|---|---|
| <input type="checkbox"/> professor-student ratio | <input type="checkbox"/> admission exam scores |
| <input type="checkbox"/> academic reputation | <input type="checkbox"/> percentage of state exam passers |
| <input type="checkbox"/> research output | <input type="checkbox"/> employer reputation |
| <input type="checkbox"/> place in national ranking | <input type="checkbox"/> competency of professors |
| <input type="checkbox"/> place in international ranking | <input type="checkbox"/> others: (please specify) |
| <input type="checkbox"/> acceptance rate | _____ |
| <input type="checkbox"/> average GPA of entering class | |
| <input type="checkbox"/> access to materials and facilities | |

5. Reflecting on your list of leading law schools and the factors you considered above, what would you say are the advantages and disadvantages of state-run law schools in offering high-quality legal education? (You may answer in bullet points.)

6. Reflecting on your list of leading law schools and the factors you considered above, what would you say are the advantages and disadvantages of private-run

law schools in offering high-quality legal education? (You may answer in bullet points.)

7. In general, how would you rate the library holdings of your listed leading law schools with respect to international law?

- ☐ *Excellent.* More than 75% of their law libraries have good holdings of primary and secondary materials. Adequate for PhD work.
- ☐ *Good.* More than 75% of their law libraries have good holdings of basic core materials. Sufficient for undergraduate term papers and general research but not more.
- ☐ *Very limited.* More than 75% of their law libraries have very limited holdings even of core materials.

- ☐ Others: _____ (please _____ elaborate)

8. Do law libraries of the listed leading law schools have easy access to online databases containing international law materials (*e.g.*, HeinOnline, Westlaw, JSTOR, LexisNexis, *etc*)?

- ☐ Yes, more than 75% of their law libraries have database access to IL materials
- ☐ Yes, 50% to 75% of their law libraries have database access to IL materials
- ☐ No, 25% to 50% of their law libraries have database access to IL materials
- ☐ No, less than 25% of their law libraries have database access to IL materials

Further comments:

9. As far as you know, can you list no more than five of the most widely used textbooks or casebooks in teaching international law in the listed leading law schools? Kindly include the edition, year of publication, language of the text, and nationality of the author.

a.

b.

c.

d.

e.

Further comments:

10. Are there international law books authored by a national of your jurisdiction that is not part of the above list? Kindly include the author, title, edition, and year of publication.

a.

b. _____

c. _____

Further comments:

11. In addition to these major textbooks, are there any other materials that the listed leading law schools typically use in teaching international law?

a. _____

b. _____

c. _____

Further comments:

12. Do the listed leading law schools in your jurisdiction typically provide teachers adequate access to the Internet, allowing them to search for online materials on international law?

- ☐ More than 85% in the list provide adequate Internet access to teachers
☐ 70% to 85% in the list provide adequate Internet access to teachers
☐ 55% to 70% in the list provide adequate Internet access to teachers
☐ 40% to 55% in the list provide adequate Internet access to teachers

- ☐ 25% to 40% in the list provide adequate Internet access to teachers
- ☐ 10% to 25% in the list provide adequate Internet access to teachers
- ☐ Less than 10% in the list provide adequate Internet access to teachers

Further comments:

13. Do the listed leading law schools in your jurisdiction typically provide law students adequate access to the Internet, allowing them to search for online materials on international law?

- ☐ More than 85% in the list provide adequate Internet access to law students
- ☐ 70% to 85% in the list provide adequate Internet access to law students
- ☐ 55% to 70% in the list provide adequate Internet access to law students
- ☐ 40% to 55% in the list provide adequate Internet access to law students
- ☐ 25% to 40% in the list provide adequate Internet access to law students
- ☐ 10% to 25% in the list provide adequate Internet access to law students
- ☐ Less than 10% in the list provide adequate Internet access to law students

Further comments:

14. Are there any associations, research institutes, and similar institutions dedicated to and promoting the study of international law and adjacent disciplines in your jurisdiction?

- | | |
|--|---|
| <input type="checkbox"/> More than 20 | <input type="checkbox"/> Between 6 and 10 |
| <input type="checkbox"/> Between 16 and 20 | <input type="checkbox"/> Less than 5 |
| <input type="checkbox"/> Between 11 and 15 | <input type="checkbox"/> None |

[If you answered NONE, proceed to Question 17]

15. In terms of percentage, how many of these associations, research institutes, and similar institutions are government-affiliated, university-affiliated, or independent?

	75%-100%	50%-75%	25%-50%	below 25%
Government-affiliated				
University-affiliated				
Independent				

16. Kindly provide information on these associations, research institutes, or institutions:

- a. Name: _____
City: _____
- b. Name: _____
City: _____
- c. Name: _____
City: _____

17. Do international law departments / international law professors in the listed leading law schools maintain regular contacts amongst each other?

- ☐ Yes, informally
- ☐ Yes, through organisations
- ☐ No
- ☐ Others: (please specify) _____

If they maintain regular contacts through organisations, are these dedicated to international law? If so, may we know the names and addresses of these organisations?

18. Do the listed leading law schools in your jurisdiction have access to each other's law libraries, which would allow teachers to gather international law materials?
- ☐ More than 85% in the list provide access to each other's law libraries
 - ☐ 70% to 85% in the list provide access to each other's law libraries
 - ☐ 55% to 70% in the list provide access to each other's law libraries
 - ☐ 40% to 55% in the list provide access to each other's law libraries
 - ☐ 25% to 40% in the list provide access to each other's law libraries
 - ☐ 10% to 25% in the list provide access to each other's law libraries
 - ☐ Less than 10% in the list provide access to each other's law libraries
 - ☐ No, they do not have access to each other's law libraries
19. On the average, how many major conferences, workshops, and symposia on international law topics are being held in your jurisdiction?
- ☐ Once a year
 - ☐ Twice a year
 - ☐ Thrice a year
 - ☐ Others (please specify):
20. Kindly list the three most important meetings or conferences held in your jurisdiction in the last five years:
- a. _____
 - b. _____
 - c. _____
21. Are there any international law moot court competitions (either nationally- or internationally organised) being hosted in your jurisdiction? If so, which ones?
- ☐ Philip C. Jessup International Law Moot Court Competition (Jessup)
 - ☐ Willem C. Vis International Commercial Arbitration Moot (Vis Moot)
 - ☐ Asia Cup Moot Court Competition for Future Int'l. Lawyers in Asia (Asia Cup)
 - ☐ Stetson International Environmental Moot Court Competition (Stetson)
 - ☐ The Red Cross International Humanitarian Law Moot (IHL Moot)
 - ☐ European Law Students' Assoc. Moot Court Competition on WTO Law (EMC²)
 - ☐ Foreign Direct Investment International Arbitration Moot (FDI Moot)
 - ☐ Manfred Lachs Space Law Moot Court Competition (Lachs Moot)

- ☐ International Air and Space Law Academy Space Law Moot Court Competition
- ☐ None
- ☐ Others (please specify): _____

22. How many law graduates (you may include LLB, JD, LLM, SJD/JSD/PHD, etc) do your listed leading law schools produce in a year?

23. How many law graduates in your listed leading law schools ...

a. teach international law out of those who pursue a career in academia?

- ☐ More than 85% of law graduates teach international law
- ☐ 70% to 85% of law graduates teach international law
- ☐ 55% to 70% of law graduates teach international law
- ☐ 40% to 55% of law graduates teach international law
- ☐ 25% to 40% of law graduates teach international law
- ☐ 10% to 25% of law graduates teach international law
- ☐ Less than 10% of law graduates teach international law
- ☐ None, law graduates do not aspire to teach international law
- ☐ Others (please specify): _____

b. do research in international law out of those who pursue a career in academia?

- ☐ More than 85% of law graduates do research in international law
- ☐ 70% to 85% of law graduates do research in international law
- ☐ 55% to 70% of law graduates do research in international law
- ☐ 40% to 55% of law graduates do research in international law
- ☐ 25% to 40% of law graduates do research in international law
- ☐ 10% to 25% of law graduates do research in international law
- ☐ Less than 10% of law graduates do research in international law
- ☐ None, law graduates do not aspire to do research international law
- ☐ Others (please specify): _____

c. primarily engage in the practice of international law (eg, law firms, government agencies/departments, non-government organisations, etc)?

- ☐ More than 85% of law graduates primarily practice in international law
- ☐ 70% to 85% of law graduates primarily practice in international law
- ☐ 55% to 70% of law graduates primarily practice in international law
- ☐ 40% to 55% of law graduates primarily practice in international law
- ☐ 25% to 40% of law graduates primarily practice in international law
- ☐ 10% to 25% of law graduates primarily practice in international law
- ☐ Less than 10% of law graduates primarily practice in international law
- ☐ None, law graduates do not aspire to primarily practice in international law
- ☐ Others (please specify):

24. What would you say are the most popular topics / areas of research in international law in your jurisdiction? Please also indicate the level of research (ie, first law degree, advanced law degree, doctorate degree, post-doctorate degree, teacher, practitioner)

a. Topic/Area: _____
Level: _____

b. Topic/Area: _____
Level: _____

c. Topic/Area: _____
Level: _____

25. Based on your assessment, which of the following is the most common method of teaching international law in your listed leading law schools? Rate them on a scale of 1 to 6 (or 10) with 1 being the most popular and the highest number being the least popular.

- _____ Lectures and tutorials
- _____ Lectures and discussions combined
- _____ Socratic or Caselaw Lectures
- _____ Seminars or Workshops
- _____ Internet-based or online lessons
- _____ Experiential or problem-solving

____ Others (please elaborate):

____ Others (please elaborate):

____ Others (please elaborate):

____ Others (please elaborate):

26. Is there a nationally required curriculum before a student is conferred a first law degree in your jurisdiction? (The requirement may come from any government agency or private association that has the power to issue such requirement.)

- ☐ Yes, for all state- and private-run law schools
- ☐ Yes, but only for all state-run law schools
- ☐ Yes, but only for all private-run law schools
- ☐ None
- ☐ Others: (please specify) _____

[If you answered NONE, proceed to Question 29]

27. If there is a nationally required curriculum (given your answer in Question 26), is the study of an international law course (general or specialised area) compulsory or optional under the curriculum?

- ☐ Compulsory. Law school has no choice but to offer an international law course.
- ☐ Optional. Law schools have the power to decide whether to offer an international course or not.

If you answered 'Optional,' how many of the listed leading law schools, nonetheless, require their students to take an international law course (general or specialised area)?

28. If there is a nationally required curriculum (given your answer in Question 25), is the study of ASEAN law (general or specialised area) required or optional under the curriculum?

- ☐ Compulsory. Law school has no choice but to offer an ASEAN law course.
- ☐ Optional. Law schools have the power to decide whether to offer a course.

If you answered 'Optional,' how many of the listed leading law schools, nonetheless, require their students to take an ASEAN law course (general or specialised area)? _____

[If you answered Questions 26 and 27, please proceed to Question 31]

29. If your jurisdiction does not have a nationally required curriculum (given your answer in Question 25), how many of the listed leading law schools, nonetheless, require their students to take an international law course (general or specialised area) before they are conferred their first law degree?
 - ☐ All of the listed leading law schools offer an international law course
 - ☐ None of the listed leading law schools offer an international law course
 - ☐ Only _____ (number) of the listed law schools offer an international law course

30. If your jurisdiction does not have a nationally required curriculum (given your answer in Question 25), how many of the listed leading law schools, nonetheless, require their students to take an ASEAN law course (general or specialised area) before they are conferred their first law degree?
 - ☐ All of the listed leading law schools offer an ASEAN law course
 - ☐ None of the listed leading law schools offer an ASEAN law course
 - ☐ Only _____ (number) of the listed law schools offer an ASEAN law course

31. Do your listed leading law schools attempt to incorporate international law topics, or global or comparative perspectives into domestic law subjects (eg, international economic law in contract law, international criminal law in criminal law, etc)?
 - ☐ All of the listed leading law schools incorporate international law subjects
 - ☐ None of the listed leading law schools incorporate international law subjects
 - ☐ Only _____ (number) of the listed law schools incorporate international law subjects

32. Do your listed leading law schools have access to a ready pool of competent teachers of international law?
- ☐ All of them have access to a ready pool of competent IL teachers
 - ☐ None of them have access to a ready pool of competent IL teachers
 - ☐ Only _____ (number) of them have access to a ready pool of competent IL teachers
33. If some / all of your listed leading law schools do not have access to a ready pool of competent teachers of international law, what do you think would be the reason/s for this? (You may choose more than one)
- ☐ insufficient demand for international law courses
 - ☐ lack of interest in teaching international law
 - ☐ no experts in the area
 - ☐ course seldom taught in law schools
 - ☐ others: (please specify)
-
34. In your listed leading law schools, are international law teachers typically...
- a. employed full-time or part-time?
- ☐ All international law teachers in the leading law schools are employed full-time
 - ☐ None of the international law teachers in the leading law schools are employed full-time
 - ☐ Only _____ (number of teachers) of them out of _____ (total number of teachers) are employed full-time
- b. educated in the United States, Europe, Australia, or New Zealand?
- ☐ All international law teachers in the leading law schools were educated in the listed countries
 - ☐ None of the international law teachers in the leading law schools were educated in the listed countries
 - ☐ Only _____ (number of teachers) of them out of _____ (total number of teachers) were educated in the listed countries

- c. earned degrees with a focus in international law (*i.e.*, at least more than 12 credits in international law)?
- ☐ All international law teachers in the leading law schools earned degrees with an IL focus
 - ☐ None of the international law teachers in the leading law earned degrees with an IL focus
 - ☐ Only _____ (number of teachers) of them out of _____ (total number of teachers) earned degrees with an IL focus
- d. earned doctoral degrees in international law (eg, PhD, SJD, JSD)?
- ☐ All international law teachers in the leading law schools earned doctoral degrees in international law
 - ☐ None of the international law teachers in the leading law earned doctoral degrees in international law
 - ☐ Only _____ (number of teachers) of them out of _____ (total number of teachers) earned doctoral degrees in international law
- e. published an article or book on international law or tackling a primarily international law issue?
- ☐ All international law teachers in the leading law published an article or book on international law
 - ☐ None of the international law teachers in the leading law published an article or book on international law
 - ☐ Only _____ (number of teachers) of them out of _____ (total number of teachers) published an article or book on international law
35. Are any of the listed leading law schools consulted formally or informally on international law questions being dealt with by the government's legal advisors (eg, Foreign Affairs Ministry / Department, Attorney-General's Chambers, others)? A one-time consultation with the law school or with any of their international law professors would suffice.
- ☐ All of the listed leading law schools were consulted on international law questions by the government
 - ☐ None of the listed leading law schools had been consulted on international law questions by the government

☐ Only _____ (number) of the listed law schools had been consulted on international law questions by the government

36. In which language/s is international law typically taught in your listed leading law schools?

37. Are there law schools in your country that offer joint-degree courses where international law is also taught, eg, International Law and International Relations?

☐ Yes

☐ No

If you answered YES, which schools?

If possible, describe these types of courses

38. Are there any journals or other periodical publications specializing in international law in your jurisdiction?

☐ Yes

☐ None

If YES, kindly list at least three major publications:

- a. _____
- b. _____
- c. _____

If NONE, where are papers on international law topics, if any, are usually being published?

39. Do your listed leading law schools join international law moot court competitions?

- ☐ All of the listed leading law schools have joined an IL moot court competition
- ☐ None of the listed leading law schools have joined an IL moot court competition
- ☐ Only _____ (number) of the listed law schools have joined an IL moot court competition

[If you answered NONE, proceed to Question 41]

40. If your listed leading law schools have joined international law moot court competitions (either nationally or internationally organised) in which event did they participate? (You may have more than one answer)

- ☐ Philip C. Jessup International Law Moot Court Competition (Jessup)
- ☐ Willem C. Vis International Commercial Arbitration Moot (Vis Moot)
- ☐ Asia Cup Moot Court Competition for Future Int'l. Lawyers in Asia (Asia Cup)
- ☐ Stetson International Environmental Moot Court Competition (Stetson)
- ☐ The Red Cross International Humanitarian Law Moot (IHL Moot)
- ☐ European Law Students' Assoc. Moot Court Competition on WTO Law (EMC²)
- ☐ Foreign Direct Investment International Arbitration Moot (FDI Moot)
- ☐ Manfred Lachs Space Law Moot Court Competition (Lachs Moot)

- ☐ International Air and Space Law Academy Space Law Moot Court Competition
- ☐ None
- ☐ Others (please specify): _____

PART II

QUESTIONS RELATING TO YOUR OWN EXPERIENCE AS A TEACHER AND RESEARCHER

41. Does your law school curriculum require students to take a course on international law?

- ☐ A. Yes, students are required to take an introductory course on public international law
- ☐ B. Yes, students are required to take at least one international law course regardless of whether it is an introductory course or not
- ☐ C. No, students are not required to take an international law course

If you answered Option A, how many credits/units/total hours are required to be taken? _____

If you answered Option B, how many credits/units/total hours are required to be taken? _____

42. On which year level is an international law course typically taught in your law school?

- ☐ Year 1 ☐ Year 4
- ☐ Year 2 ☐ Others: (please specify)
- ☐ Year 3 _____

43. Approximately how many students at your law school study an international law course (introductory or advanced class) each year? If possible, kindly indicate both the total number of students and the percentage out of the total population of students.

44. What is the usual class size for international law courses in your law school?

- ☐ 10 students or less ☐ 11 to 20 students

- | | |
|---|---|
| <input type="checkbox"/> 21 to 30 students | <input type="checkbox"/> More than 100 students |
| <input type="checkbox"/> 31 to 40 students | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> 41 to 50 students | <input type="checkbox"/> Others (please approximate): |
| <input type="checkbox"/> 51 to 100 students | _____ |

45. Aside from an introductory course on public international law, what other international law subjects are being taught in your law school?

- | | |
|--|--|
| <input type="checkbox"/> An introductory course on public international law is not offered | <input type="checkbox"/> Use of Force |
| <input type="checkbox"/> International Environmental Law | <input type="checkbox"/> Law of State Responsibility |
| <input type="checkbox"/> International Human Rights Law | <input type="checkbox"/> Diplomatic and Consular Relations Law |
| <input type="checkbox"/> International Humanitarian Law | <input type="checkbox"/> ASEAN Law |
| <input type="checkbox"/> International Criminal Law | <input type="checkbox"/> European Union Law |
| <input type="checkbox"/> International Investment Law | <input type="checkbox"/> Int'l. Business Transactions |
| <input type="checkbox"/> International Space Law | <input type="checkbox"/> International Trade Law |
| <input type="checkbox"/> Law of the Treaties | <input type="checkbox"/> Private International Law |
| | <input type="checkbox"/> Law of the Sea |
| | <input type="checkbox"/> None |
| | <input type="checkbox"/> Others (please specify): |
| | _____ |

46. Does your law school attempt to incorporate international law topics, or global or comparative perspectives into domestic law subjects (eg, international economic law in contract law, international criminal law in criminal law, etc)?

- ☐ Yes, consistently
- ☐ Yes, occasionally
- ☐ Yes, but rarely
- ☐ Never
- ☐ The issue has not been considered in my law school

If you answered YES, kindly elaborate:

47. Does your law school offer post-graduate specialty courses in international law?

- ☐ Yes
- ☐ No

If answered YES, in which subjects?

48. What International Law related subjects do you teach?

For students doing their first law degree

For students doing their advanced law degree

49. What are the contents of your introductory course on public international law?

- | | |
|---|--|
| <input type="checkbox"/> I have not taught an introductory course on public international law | <input type="checkbox"/> State Responsibility |
| <input type="checkbox"/> History and Theory of International Law | <input type="checkbox"/> The Law of Treaties |
| <input type="checkbox"/> The Sources of International Law | <input type="checkbox"/> The Law of the Sea |
| <input type="checkbox"/> Actors in the International Legal System | <input type="checkbox"/> International Law and Municipal Law |
| <input type="checkbox"/> Statehood and Recognition | <input type="checkbox"/> Jurisdiction |
| <input type="checkbox"/> Territory | <input type="checkbox"/> Dispute Settlement |
| <input type="checkbox"/> Immunities | <input type="checkbox"/> Human Rights |
| | <input type="checkbox"/> State Succession |
| | <input type="checkbox"/> International Environmental Law |
| | <input type="checkbox"/> International Criminal Law |

- | | |
|---|---|
| <input type="checkbox"/> Law of Cyberspace | <input type="checkbox"/> The United Nations |
| <input type="checkbox"/> The Use of Force | <input type="checkbox"/> International Trade Law |
| <input type="checkbox"/> International Humanitarian Law | <input type="checkbox"/> International Foreign Investment Law |
| <input type="checkbox"/> International Organisations | |
| <input type="checkbox"/> Others (please elaborate): | |
| <hr/> | |
| <input type="checkbox"/> Others (please elaborate): | |
| <hr/> | |
| <input type="checkbox"/> Others (please elaborate): | |
| <hr/> | |
| <input type="checkbox"/> Others (please elaborate): | |
| <hr/> | |

Do you think the time allotted for an introductory course on public international law is sufficient? Why or why not?

50. What **mandatory** international law courses do you think should be incorporated into your law school curriculum? (You may choose more than one answer)

- | | |
|--|---|
| <input type="checkbox"/> An introductory course on public international law | <input type="checkbox"/> International Criminal Law |
| <input type="checkbox"/> History and Theory of International Law (dedicated course on) | <input type="checkbox"/> Law of Cyberspace |
| <input type="checkbox"/> International Economic Law | <input type="checkbox"/> The Use of Force |
| <input type="checkbox"/> Law of Treaties | <input type="checkbox"/> International Humanitarian Law |
| <input type="checkbox"/> The Law of the Sea | <input type="checkbox"/> International Organisations |
| <input type="checkbox"/> Int'l. Law and Municipal Law | <input type="checkbox"/> The United Nations |
| <input type="checkbox"/> Dispute Settlement | <input type="checkbox"/> International Trade Law |
| <input type="checkbox"/> Human Rights | <input type="checkbox"/> Int'l. Foreign Investment Law |
| <input type="checkbox"/> Int'l. Business Transactions | <input type="checkbox"/> None, international law courses should be optional |
| <input type="checkbox"/> International Environmental Law | <input type="checkbox"/> None, international law courses should not be taught |

☐ Others (please elaborate):

☐ Others (please elaborate):

If you answered NONE, why do you think so?

51. What **optional** international law courses do you think should be incorporated into your law school curriculum? (You may choose more than one answer)

- ☐ An introductory course on public international law
- ☐ History and Theory of International Law (dedicated course on)
- ☐ International Economic Law
- ☐ Int'l. Business Transactions
- ☐ State Responsibility
- ☐ The Law of Treaties
- ☐ The Law of the Sea
- ☐ Int'l. Law and Municipal Law
- ☐ Jurisdiction
- ☐ Dispute Settlement
- ☐ Human Rights
- ☐ Others (please elaborate):

- ☐ International Environmental Law
- ☐ International Criminal Law
- ☐ Law of Cyberspace
- ☐ The Use of Force
- ☐ International Humanitarian Law
- ☐ International Organisations
- ☐ The United Nations
- ☐ International Trade Law
- ☐ Int'l. Foreign Investment Law
- ☐ None, international law courses should not be taught

☐ Others (please elaborate):

If you answered NONE, why do you think so?

52. How many subjects (including non-public international law courses) do you teach each year?

☐ 1

☐ 4

☐ 2

☐ 5

☐ 3

☐ 6 or more

53. How familiar are you with any of the following perspectives in understanding international law? Kindly mark the appropriate box.

	Extremely Familiar (extensively read the materials)	Moderately Familiar (read and engaged with it somewhat)	Somewhat Familiar (understands basic concepts)	Slightly Familiar (heard of it but needs to read more about it)	Not at all familiar (have not heard of it before this)
Doctrinal Approach					
Int'l. Law and Int'l. Relations					
New Haven School					
Feminist Legal Theory					
Law and Society					
Critical Legal Studies					
LGBT Legal Theory					
	Extremely	Moderately	Somewhat	Slightly	Not at all

	Familiar (extensively read the materials)	Familiar (read and engaged with it somewhat)	Familiar (understand s basic concepts)	Familiar (heard of it but needs to read more about it)	familiar (have not heard of it before this)
Empirical Legal Studies					
Third World Approaches to Int'l. Law					
Others					

54. Have you used or discussed any of the above perspectives in your class discussions?

- ☐ Yes
☐ No

If you answered YES, which perspective did you use or discuss? Was it for an introductory class or special topics class? Kindly explain.

55. Do you think there is an 'Asian perspective' in international law? Why or why not?

56. Do you think there is a need to develop an 'Asian perspective'? Why or why not?

57. What is the teaching method you **primarily** use? If you generally combine teaching methods, you may select more than one.

- | | |
|--|---|
| <input type="checkbox"/> Lectures and tutorials | <input type="checkbox"/> Internet-based or online lessons and discussions |
| <input type="checkbox"/> Lectures and discussions combined | <input type="checkbox"/> Flipped Classroom |
| <input type="checkbox"/> Socratic or Caselaw Lectures | <input type="checkbox"/> Experiential or problem-solving |
| <input type="checkbox"/> Seminars or Workshops | |
| <input type="checkbox"/> Others (please elaborate): | |

58. Which teaching methods appear to be favored by most students?

59. Do you also use any of these additional teaching methods to **supplement** your primary teaching method?

- | | |
|---|---|
| <input type="checkbox"/> Lectures and tutorials | <input type="checkbox"/> Internet-based or online lessons and discussions |
| <input type="checkbox"/> Lectures and discussions | <input type="checkbox"/> Experiential or problem-solving |
| <input type="checkbox"/> Socratic or Caselaw Lectures | <input type="checkbox"/> Others (please elaborate): |
| <input type="checkbox"/> Seminars or Workshops | <hr/> |
| <input type="checkbox"/> Flipped Classroom | |

60. Do you employ tutorial and seminar elements in your teaching method in order to supplement lectures?

- ☐ Yes
☐ No

If YES, we would like to know the following:

How many tutorial/seminars do you offer per course?

What is the size of each tutorial/seminar group?

Who convenes these seminars/tutorials?

- | | |
|---|---|
| <input type="checkbox"/> Myself | <input type="checkbox"/> Student organisations |
| <input type="checkbox"/> Guest Lecturer | <input type="checkbox"/> Others (please elaborate): |
| <input type="checkbox"/> Law Department | <hr/> |
| <input type="checkbox"/> University | |

61. Do you employ elements of student-led learning in your teaching practices, which allows students to take lead in learning activities (especially, in seminars)?

- ☐ Yes

☐ No

If you answered YES, what role do you play, if any, during those sessions?

62. Do you prepare any handout for lectures/seminars?

☐ Yes

☐ No

If so, do you share those with students in advance?

☐ Yes

☐ No

Do you use presentation software (eg, PowerPoint, KeyNote, Impress, etc)?

☐ Yes

☐ No

Do you write any detailed session plan for yourself?

☐ Yes

☐ No

63. Do you gather available materials online to teach international law?

☐ Always

☐ Often

☐ Sometimes

☐ Seldom

☐ Never

If you have gathered online materials, did you obtain any of the following?

☐ Video lectures from the UN library

☐ Video lectures from online courses (eg, Coursera, edX, OpenClassrooms, etc)

☐ Video lectures from YouTube

☐ Scholarly materials (eg, WestLaw, Lexis, HeinOnline, JSTOR, etc)

☐ Articles from various local and foreign news agencies (eg, BBC, Al Jazeera, etc)

64. If you provide your students with a reading list, how were you able to develop such list?

- ☐ Relied on outline of past professors from our institution
- ☐ Relied on course outlines available online
- ☐ Improved on existing course outlines of others
- ☐ Developed own reading list based on independent research
- ☐ Others (please specify):

65. Do you incorporate local issues and content in your teaching?

- ☐ Yes occasionally
- ☐ Yes systematically
- ☐ Yes, it is an integral part of my teaching method
- ☐ Rarely
- ☐ Never

Kindly elaborate on your answer:

66. How are students able to obtain the materials needed to achieve a productive class day? Kindly choose among the following answers: Always – Often – Sometimes – Seldom – Never

- _____ they obtain their own copies of the recommended textbook
- _____ they rely on photocopied materials
- _____ they use library materials
- _____ they access the materials online
- _____ they are provided with a compilation of reading materials / course pack

_____	they rely on note-taking during class
_____	they rely on class handouts
_____	Others (please elaborate):

_____	Others (please elaborate):

_____	Others (please elaborate):

_____	Others (please elaborate):

67. Are students required to obtain a copy of a particular textbook for the class?

- ☐ Yes
☐ No

a. If you answered YES, kindly identify the author, title, and year of the textbook.

b. If you answered NO, kindly share your reasons for not having a required textbook.

68. What textbook/s or materials do you personally use for teaching, if any? Kindly identify the author, title, and/or year of the textbook or material.

69. Does the textbook **you assign to your students** contain materials or references relating to your own country? If so, kindly identify the complete title of the material (eg, constitution, case, law, document, instrument, incident, event, etc) and the topic in which it was discussed (eg, history, state practice, state responsibility, investment protection, etc)

70. Does the textbook or material **you use personally** contain references relating to your own country? If so, kindly identify the complete title of the material (eg, constitution, case, law, document, instrument, incident, event, etc) and the topic in which it was discussed (eg, history, state practice, state responsibility, investment protection, etc).

71. What other types of teaching materials would you think would be useful?

72. In which language/s do you teach international law?

☐ I teach in a local language, which is/are (pls. specify)

☐ I teach in a non-local language, which is/are (pls. specify)

73. Does your law school offer the same international law course in two or more languages (eg, an introductory public international law course offered in English and in a local language)?

☐ Yes, we teach the same international law course in _____ and _____

☐ No, we only offer international law courses in this language:

If you answered YES:

a. in terms of percentage, which language stream is preferred by students when studying international law?

☐ 75% enroll in English while 25% enroll in this local language

☐ 50% enroll in English while 50% enroll in this local language

☐ 25% enroll in English while 75% enroll in this local language

☐ 75% enroll in English while 75% enroll in this local language

☐ Others (please specify):

_____ % enroll in _____ while _____ % enroll in

b. are seminars and workshops also conducted in the languages mentioned above?

☐ Yes, in these languages:

☐ No, only in this language:

☐ Others (please specify):

c. are there sufficient text books, journals, and course and research materials available in the languages mentioned above?

☐ Yes, in these languages:

☐ No, only in this language:

☐ Others (please specify):

d. how does your law school establish and ensure that there is a uniform standard of teaching in both languages?

74. What are the languages (eg, English, Mandarin, Arabic, etc) generally and adequately understood by students in your jurisdiction, which would enable them to use materials available in that language for coursework and research?

75. Is information available through the internet in your language/s of instruction?

☐ Yes, information is generally available in my language of instruction, which is/are:

☐ No, information is not generally available in my language of instruction, which is/are:

☐ Others (please explain):

76. If you assign books or other reading materials to students, in which language/s are they typically written?

☐ original foreign language, which is

☐ translation to a native language, which is

☐ translation to a third language, which is

- a. If the book assigned is in the **original foreign language**, is knowledge of that foreign language adequate among your students?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Other Comments:

- b. If the book assigned is in the **original foreign language**, do you feel that there should be a local translation of that foreign text available in your jurisdiction?

- ☐ Yes, the original foreign language text should be translated
- ☐ No, students can understand the original foreign language text

Kindly explain your answer:

- c. If the book assigned is a **translation to a native language**, are the available translations of the texts in your jurisdiction satisfactory translations, given the nuances and differences in meaning in the words and terminologies used?

- ☐ Yes
- ☐ No

Kindly explain your answer:

d. If the book assigned is a **translation to a native language**, do you feel that a good/better local translation of a foreign text is necessary in your jurisdiction?

- ☐ Yes, the current local translations of foreign texts needs improvement
- ☐ No, the current local translations of foreign texts are sufficient
- ☐ Not applicable, students can understand the foreign texts

Kindly explain your answer:

77. Are important and essential international and national materials – such as constitutions, treaty texts, legislation, and judicial decisions – readily available for teaching purposes?

- ☐ Yes, both international and national materials
- ☐ Yes, but only international materials
- ☐ Yes, but only national materials
- ☐ No, both are not readily available

If you answered YES, are there common challenges as to its accessibility (eg, materials must be purchased using personal funds, online materials require paid service, etc)?

78. Do students (first law degree) have the opportunity to submit written work on international law during their course of studies at your law school?

- ☐ Yes
- ☐ No

If you answered YES, is submission of a written work on international law a prerequisite for graduation at your law school?

- ☐ Yes
- ☐ No

79. Typically, what is the length of a student research paper you would require in your international law course (first law degree)?

- | | |
|---|--|
| <input type="checkbox"/> 2,000 words or less | <input type="checkbox"/> between 10,000 and 12,000 words |
| <input type="checkbox"/> between 3,000 and 4,000 words | <input type="checkbox"/> between 12,000 and 14,000 words |
| <input type="checkbox"/> between 4,000 and 5,000 words | <input type="checkbox"/> Student are not required to submit a research paper |
| <input type="checkbox"/> between 5,000 and 6,000 words | <input type="checkbox"/> Others (please specify): |
| <input type="checkbox"/> between 6,000 and 8,000 words | <hr/> |
| <input type="checkbox"/> between 8,000 and 10,000 words | |

80. If your institution offers a master's degree (advanced law degree), what is the length of the required research paper/thesis?

- | | |
|---|--|
| <input type="checkbox"/> 2,000 words or less | <input type="checkbox"/> between 10,000 and 12,000 words |
| <input type="checkbox"/> between 3,000 and 4,000 words | <input type="checkbox"/> between 12,000 and 14,000 words |
| <input type="checkbox"/> between 4,000 and 5,000 words | <input type="checkbox"/> Student are not required to submit a research paper |
| <input type="checkbox"/> between 5,000 and 6,000 words | <input type="checkbox"/> Others (please specify): |
| <input type="checkbox"/> between 6,000 and 8,000 words | <hr/> |
| <input type="checkbox"/> between 8,000 and 10,000 words | |

81. If your institution offers a doctoral degree in law (JSD/SJD/PhD/etc), what is the length of the required thesis?

- | | |
|--|--|
| <input type="checkbox"/> 2,000 words or less | <input type="checkbox"/> between 8,000 and 10,000 words |
| <input type="checkbox"/> between 3,000 and 4,000 words | <input type="checkbox"/> between 10,000 and 12,000 words |
| <input type="checkbox"/> between 4,000 and 5,000 words | |
| <input type="checkbox"/> between 5,000 and 6,000 words | |
| <input type="checkbox"/> between 6,000 and 8,000 words | |

- ☐ between 12,000 and 14,000 words
- ☐ Others (please specify): _____
- ☐ Student are not required to submit a research paper

82. Given your personal views, what skills do you seek to develop in your students through your teaching? Please indicate their level of importance on a scale of 0-5 with 5 being very important. Choose as many as may apply. *Note: (0 = No Opinion; 1 = Not at all important; 2 = Slightly Important; 3 = Important; 4 = Fairly Important; and 5 = Very Important)*

- _____ Understanding of doctrine
- _____ Language skills
- _____ Development of writing skills
- _____ Development of research skills
- _____ Development of analytic skills
- _____ Development of oral presentation skills
- _____ Understanding of history and theory of international law
- _____ Understanding of the role of international law in current affairs
- _____ Understanding of how international law affects national law
- _____ Others (please outline):
- _____
- _____
- _____

83. What assessment method/s do you use to test your students' understanding of international law at the end of the course? Kindly choose among the following answers: Always – Often – Sometimes – Seldom – Never

- _____ problem-solving / fact pattern
- _____ moot court
- _____ class presentations
- _____ essay questions
- _____ short questions
- _____ research papers
- _____ Others (please elaborate):
- _____
- _____ Others (please elaborate):
- _____

_____ Others (please elaborate):

84. Does your law school join any of the following international law moot court competitions (either nationally or internationally organised)?

- ☐ Philip C. Jessup International Law Moot Court Competition (Jessup)
- ☐ Willem C. Vis International Commercial Arbitration Moot (Vis Moot)
- ☐ Asia Cup Moot Court Competition for Future Int'l. Lawyers in Asia (Asia Cup)
- ☐ Stetson International Environmental Moot Court Competition (Stetson)
- ☐ The Red Cross International Humanitarian Law Moot (IHL Moot)
- ☐ European Law Students' Assoc. Moot Court Competition on WTO Law (EMC²)
- ☐ Foreign Direct Investment International Arbitration Moot (FDI Moot)
- ☐ Manfred Lachs Space Law Moot Court Competition (Lachs Moot)
- ☐ International Air and Space Law Academy Space Law Moot Court Competition
- ☐ None
- ☐ Others (please specify): _____

If you answered NONE, what would be the most likely reason/s why your law school does not join international law moot court competitions:

85. Does your law school or faculty require teachers to publish or produce a scholarly work on a regular basis?

- ☐ Yes
- ☐ No

If you answered YES, what is that expectation? (eg, one article a year, two articles or chapters a year, etc). Please describe:

86. How would you rate your school's law library facilities in relation to international law?

☐ *Excellent.* Our library has good holdings of primary and secondary materials. Adequate for PhD work.

☐ *Good.* Our library has good holdings of basic core materials. Sufficient for undergraduate term papers and general research but not more.

☐ *Very limited.* Our library has very limited holdings even of core materials.

☐ Others: _____ (please _____ elaborate)

87. Does your law library have easy access to online databases containing international law materials (eg, HeinOnline, Westlaw, JSTOR, LexisNexis, etc)?

☐ Yes

☐ No

If you answered YES, to which online databases do you have access?

☐ WestLaw

☐ HeinOnline

☐ JSTOR

☐ LexisNexis

☐ Max Planck Encyclopedia of Public International Law

☐ Cambridge Core

☐ Oxford Scholarship Online

☐ Oxford Reports on International Law

☐ Brill Online

☐ SpringerLink

☐ Kluwer Law Online

☐ EISIL (Electronic Information System for International Law)

☐ Others (please specify):

☐ Others (please specify):

☐ Others (please specify):

☐ Others (please specify):

☐ Others (please specify):

88. What law journals do you consider to be the most important in the field?

89. As far as you know, can you list the three most widely used textbooks or casebooks in teaching international law in your law school? If possible, kindly include the edition, year of publication, and nationality of the author.

a. _____

b. _____

c. _____

Further comments:

90. Does your law school provide faculty members adequate access to the Internet so as to allow them to search for online materials on international law?

- ☐ Yes, Internet access is adequate
- ☐ Yes, but Internet access is not always available
- ☐ No, we are expected to use our own resources

Further comments:

91. Does your law school provide students adequate access to the Internet so as to allow them to search for online materials on international law?

- ☐ Yes, Internet access is adequate
- ☐ Yes, but Internet access is not always available
- ☐ No, students are expected to use their own resources

Further comments:

92. Are there any associations, research institutes, and similar institutions dedicated to and promoting the study of international law and adjacent disciplines at your law school?

- ☐ Yes
- ☐ None

If you answered YES, kindly mention their names and focus areas:

93. Does your international law department / professors maintain regular contacts with the international law departments / professors of other law schools?

- ☐ Yes, informally
- ☐ Yes, through organisations
- ☐ No
- ☐ Others: (please specify) _____

If regular contacts are maintained through organisations, are these dedicated to international law? If so, may we know the names and addresses of these organisations?

94. Does your law school have access to the law libraries of other law schools so as to allow you to search for international law materials?

- ☐ Yes
- ☐ No

95. On the average, how many major conferences, workshops, and symposia on international law topics are being held in your law school?

- ☐ Once a year
- ☐ Twice a year
- ☐ Thrice a year
- ☐ None
- ☐ Others (please specify): _____

96. Kindly list the three most important meetings or conferences held in your law school in the last 10 years:

- a. _____
- b. _____
- c. _____

97. Does your law school host faculty presentation sessions where you can present your scholarly work?

- ☐ Yes, once a month
- ☐ Yes, once a semester
- ☐ Yes, once a year
- ☐ No, the law school does not host faculty presentation sessions
- ☐ Others (please describe):

98. What kind/s support does your law school or faculty provide you to attend conferences? You may choose more than one answer.

- ☐ Regular conferences organised by the school
- ☐ Unlimited financial support for related expenses (eg, accommodation, airfare, etc)
- ☐ Limited financial support for related expenses (eg, accommodation, airfare, etc)
- ☐ Paid academic leaves but without support for other expenses
- ☐ Unpaid leave
- ☐ Formal recognition and other methods of moral support
- ☐ No support whatsoever
- ☐ Others (please specify):

☐ Others (please specify):

☐ Others (please specify):

☐ Others (please specify):

99. Have you attended conference/s, training/s, course/s or workshop/s in the last five years?

- ☐ Yes
- ☐ No

If you answered YES, kindly identify the three most important events you attended.

100. Does your school provide workshops or other training sessions to help faculty members develop their teaching skills?

- ☐ Yes, once a month
- ☐ Yes, once a semester
- ☐ Yes, once a year
- ☐ No, the law school does not host faculty presentation sessions
- ☐ Others (please describe):

If you answered YES, please describe:

101. Does your school provide workshops or other training sessions to help faculty members use technology in teaching?

- ☐ Yes
- ☐ No

If you answered YES, kindly describe the workshop/session:

102. Does your school provide workshops or other training on research and writing for faculty members?

- ☐ Yes, on a regular basis
- ☐ Yes, but not regularly

☐ No

If you answered YES, please describe:

103. What kind of support or training does your law school provide to develop teaching skills? You may choose more than one answer.

☐ Unlimited financial support for related expenses (eg, accommodation, airfare, etc)

☐ Limited financial support for related expenses (eg, accommodation, airfare, etc)

☐ Paid academic leaves but without support for other expenses

☐ Unpaid leave

☐ Formal recognition and other methods of moral support

☐ No support whatsoever

☐ Others (please specify):

☐ Others (please specify):

☐ Others (please specify):

☐ Others (please specify):

104. Have you attended conference/s, training/s, course/s or workshop/s in the last five years to develop your teaching skills?

☐ Yes

☐ No

If you answered YES, kindly identify the three most important events you attended.

105. Does your law school actively request for student evaluations for each course?

☐ Yes

☐ No

If you answered YES, kindly describe how the student evaluations are conducted.

106. On a scale of 1 to 5 (with 5 being very important), how important is effective teaching in the promotion and progress of a faculty member in your law school?

☐ 5: Very Important

☐ 4: Fairly Important

☐ 3: Important

☐ 2: Slightly Important

☐ 1: Not at all important

107. On a scale of 1 to 5 (with 5 being very important), how important is scholarly achievement in the promotion and progress of a faculty member in your law school?

☐ 5: Very Important

☐ 4: Fairly Important

☐ 3: Important

☐ 2: Slightly Important

☐ 1: Not at all important

108. What do you perceive as the main challenges you encounter in researching and publishing your work? Please elaborate?

109. On which platform / media do you mainly rely in keeping informed about developments and scholarship in international law?

- ☐ Journals
- ☐ Others (please specify):

110. How frequent do you read or check international law blogs (eg, *Opinio Juris*, *EJIL Talk!*, *Erga Omnes*, etc)?

- ☐ Once a year
- ☐ Never
- ☐ Others (please specify):

111. If any, what international law-related social media accounts do you follow (eg, Twitter, Facebook, LinkedIn, etc)?

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112. If any, what blogs within your own jurisdiction deals with international law matters?

113. Do you believe these blogs within your own jurisdiction cover all the matters and perspectives in which you are interested?

114. Do you maintain a social media account?

- ☐ Twitter
- ☐ Sina Weibo
- ☐ Facebook
- ☐ LinkedIn
- ☐ Academia.edu
- ☐ VKontakte
- ☐ Google+
- ☐ Others (please specify):

115. Aside from those mentioned above, are there other ways in which you maximise the use technology to help you teach and research?

116. In your opinion, list the three most important things that need to be done to improve or innovate the teaching of and researching in international law in your country?

a.

b.

c.

117. In your opinion, how can scholars and researchers in international law better cooperate and work together?

QUESTIONS ABOUT TRILA AND OTHER FUTURE EVENTS

118. What steps do you think we should do in order to ensure that the discussions and lessons from the TRILA Conference could be cascaded to those who were not able to attend today?

119. If you were to propose materials in international law that are specifically relevant to Asia, what would these be? (you can list as much as you want)

- a.

- b.

- c.

- d.

- e.

- f.

- g.

120. If an institution were to initiate a project to compile one or several collections of (international) materials for use in teaching international law, would the use of a cheaply available collection in the English language be considered feasible and desirable?

- ☐ Yes
☐ No

Other Comments:

121. So that we can build a network of international law teachers in the region, can you refer us to some of your colleagues from your jurisdiction as well as your law school dean / head who you think might be interested in TRILA? You may email it to rgreal@nus.edu.sg instead of filling in the blanks below.

Name	Designation	Institution	Email Address / Contact Information
1.			
2.			
3.			
4.			
5.			

122. We would be happy to hear any other thoughts or comments you may have, which you feel will be helpful in drafting an agenda for the future.

Declaration:

I agree to the use of the data I have provided to the NUS Centre for International Law for scholarly and academic research purposes, including its incorporation in the centre's final report on the TRILA Conference. I understand that the centre will make the final report available to everyone but with my name and institutional affiliation removed in the published version.

ANNEX III Conference Programme

Junior Faculty Workshop

20 June 2018

The Junior Faculty Workshop on 20 June (Wednesday) is directed at exploring the challenges junior faculty confront at the beginning of their careers in establishing themselves as teachers and in developing a scholarly agenda. Through presentations and discussions, the workshop will serve as a platform for participants to share and exchange scholarly ideas.

In each half-hour session of the workshop, there will be three concurrent panels (A, B and C). Participants are free to join any of the three panels in each session and are encouraged to remain in the seminar room for the full half an hour. Each session will be divided into three parts:

1. The first 10 minutes will be dedicated to a speaker who will present his/her paper.
2. A senior scholar, who will serve as commentator, will then respond to the presentation and the paper for up to 10 minutes.
3. The last 10 minutes will be an open discussion in which fellow participants can give comments and raise questions.

To enable a greater degree of engagement with the presentation and discussion, all participants will receive copies of the presenters' final abstract (no more than 600 words) that summarises their papers, while senior faculty commentators will be given copies of the presenters' completed papers (no more than 8000 words). At least one of the senior faculty commentators in each panel listed below will comment on the paper and presentation.

Panels	Commentators
Panel A Seminar Room 5-1	Professor Antony ANGHIE , NUS Centre for International Law, Singapore Professor Sylvia Wairimu KANG'ARA , Riara University, Kenya Professor LEE Seok-Woo , Inha University, Republic of Korea
Panel B Seminar Room 5-2	Judge Raul PANGALANGAN , International Criminal Court Professor Upendra ACHARYA , Gonzaga University, USA Professor Enrique PRIETO-RIOS , Universidad del Rosario, Colombia

	Professor CHEN Yifeng , Peking University, China Research Associate Professor (CIL) Jansen CALAMITA , NUS Centre for International Law, Singapore
Panel C Seminar Room 5-5	Professor BS CHIMNI , Jawaharlal Nehru University, India Associate Professor Pasha L HSIEH , Singapore Management University, Singapore Associate Professor WANG Jiangyu , NUS Faculty of Law, Singapore Professor Upendra ACHARYA , Gonzaga University, USA

Time	Sessions (20 June, Wednesday)	
9 am – 9.30 am	Registration Level 5, Block B, NUS Bukit Timah Campus	
9.30 am – 10 am	Opening Remarks and Introduction Seminar Room 5-4	
10 am – 10.30 am	SESSION 1	
	Presentation	Venue
	Conciliation Between Timor-Leste and Australia—A Timely Reminder for the Significance of Conciliation in Settling Disputes Concerning Law of the Sea Ms VO Ngoc Diep Research Fellow, Diplomatic Academy of Vietnam, Vietnam	Panel A Seminar Room 5-1
	More Norms, Less Justice: Refugees, the Republic and Everyone in Between Dr Prabhakar SINGH Associate Professor and Assistant Dean of Research, OP Jindal Global University, India	Panel B Seminar Room 5-2

	Transcending Traditional Concepts of Space: Examining Human Rights in the Cyber Age Professor Maria Luisa Isabel ROSALES Adjunct Professor, Ateneo de Manila University, Philippines	Panel C Seminar Room 5-5
Short Break (10 minutes)		
10.40 am – 11.10 am	SESSION 2	
	Presentation	Venue
	Mapping World Cultural Heritage: The Colonial Pedigree of a Global Legal Concept Mr Sebastian M SPITRA PhD Candidate and Research Fellow, University of Vienna, Austria	Panel A Seminar Room 5-1
	The Role of International Standards in Global Governance and its Status in Sources of International Law Ms Yinling ZHOU Postdoctoral Fellow and Lecturer, Wuhan University, China	Panel B Seminar Room 5-2
	Towards an (Plural) Ontology of Rights in International Law Mr Romel Regalado BAGARES Executive Director, Center for International Law, Philippines	Panel C Seminar Room 5-5
Short Break (10 minutes)		
11.20 am – 11.50 am	SESSION 3	
	Presentation	Venue
	Security Threats in the Eastern Coast of Sabah: Issues and Challenges Dr Su Wai MON Lecturer, Multimedia University, Malaysia	Panel A Seminar Room 5-1

	The Human Rights of the Stateless Surrogate-Born Child under the United Nations Convention on the Rights of the Child Ms Claudia Hsuan LIU Lecturer, Thammasat University, Thailand	Panel B Seminar Room 5-2
	The Transfer of Asylum Seekers in Australia to the Third Countries Based on the 1951 Refugee Convention Ms Eka WIDI ASTUTI Postgraduate, Airlangga University, Indonesia	Panel C Seminar Room 5-5
11.50 am – 1 pm	Lunch Break	
1 pm – 1.30 pm	SESSION 4	
	Presentation	Venue
	Commissions of Inquiry: Renaissance Actors in International Law Mr Francis Tom TEMPROSA SJD Student, University of Michigan Law School, USA	Panel A Seminar Room 5-1
	The ASEAN System of Human Rights Protection: An Appraisal in the Light of Cultural Diversity Ms Marcella FERRI Adjunct Professor, University of Bergamo, Italy	Panel B Seminar Room 5-2
	International Refugees in Indonesia: Problems and Solutions Mr Kadarudin FNU Lecturer, Awang Long School of Law, Indonesia	Panel C Seminar Room 5-5
Short Break (10 minutes)		
1.40 pm – 2.10 pm	SESSION 5	
	Presentation	Venue

	<p>Addressing Main Human Rights Violations and Demands of Construction Workers in Cambodia: A Legal Pluralist Approach to the Issues</p> <p>Ms Ratana LY PhD Student, Royal University of Law and Economics, Center for the Study of Humanitarian Law, Cambodia</p>	<p>Panel A Seminar Room 5-1</p>
	<p>A Monism or Dualism State? Dilemma for Junior Lecturers</p> <p>Ms Yokhebed Arumdika PROBOSAMBODO Lecturer, Batam International University, Indonesia</p>	<p>Panel B Seminar Room 5-2</p>
	<p>Rethinking International Law Through the Lens of Globalisation: A Case for Legal Pluralism</p> <p>Dr Monika NEGI Assistant Professor, National Law University, Delhi, India</p>	<p>Panel C Seminar Room 5-5</p>
<p>Short Break (10 minutes)</p>		
2.10 pm – 2.40 pm	<p>SESSION 6</p>	
	<p>Presentation</p>	<p>Venue</p>
	<p>Empowerment of Sri Lankan Female Workers with International Law</p> <p>Ms Thesara VP JAYAWARDANE Senior Lecturer, University of Moratuwa, Sri Lanka</p>	<p>Panel A Seminar Room 5-1</p>
	<p>Implementing International Law in the Domestic Sphere: A Case Study of BTS Skytrain in Thailand</p> <p>Ms Lalin KOVUDHIKULRUNGSRI Lecturer, Thammasat University, Thailand</p>	<p>Panel B Seminar Room 5-2</p>
	<p>Talking Across the Boundaries: Engagement Between International Trade and Investment Adjudicators</p> <p>Ms Michelle Q ZANG</p>	<p>Panel C Seminar Room 5-5</p>

	Senior Lecturer, Victoria University of Wellington, New Zealand	
Short Break (10 minutes)		
2.50 pm – 3.20 pm	SESSION 7	
	Presentation	Venue
	Cyber Attack under International Humanitarian Law Ms CUI Yan Lecturer, Shandong University, China	Panel A Seminar Room 5-1
	Analyzing the (Extra)Territorial Applicability of Right to be 'Forgotten' in Indonesia Ms Anbar JAYADI Assistant Lecturer, Universitas Indonesia, Indonesia	Panel B Seminar Room 5-2
	Legal Indeterminacy and Investment Treaty Interpretation Mr Phattharaphong Phil SAENGKRAI Lecturer, Thammasat University, Thailand	Panel C Seminar Room 5-5
Short Break (10 minutes)		
3.30 pm – 4 pm	SESSION 8	
	Presentation	Venue
	Groundwater Governance and International Law: Appraisal of Legislative and Policy Response in Bangladesh Mr M Rubaiyat RAHMAN Assistant Professor, Bangabandhu Sheikh Mujibar Rahman Science and Technology University, Bangladesh	Panel A Seminar Room 5-1
	Myanmar Committing Crime Against Humanity to the Rohingya Md Razidur RAHAMAN	Panel B Seminar Room 5-2

	Lecturer, Cox's Bazar International University, Bangladesh	
	<p>Is the BRICS a pathway to use WHO's health policies to curb WTO law for a fairer world trade?</p> <p>Dr Meryl Thiel Teacher and Researcher, University of Kuala Lumpur, Malaysia</p>	<p>Panel C Seminar Room 5-5</p>
Short Break (10 minutes)		
4.10 pm – 4.40 pm	SESSION 9	
	Presentation	Venue
	<p>Maritime Boundary Disputes and Article 298 of UNCLOS: A Safety Net of Peaceful Dispute Settlement Options</p> <p>Ms Christine SIM Research Associate and Practice Fellow, NUS Centre for International Law, Singapore</p>	<p>Panel A Seminar Room 5-1</p>
	<p>International Individual Responsibility Beyond the Criminal Paradigm: Building the Foundations of an Ad Hoc Regime</p> <p>Dr Vincent-Joël PROULX Assistant Professor, NUS Faculty of Law, Singapore</p>	<p>Panel B Seminar Room 5-2</p>
	<p>Making Irresponsible Flag States Responsible Through Trade Related Measures</p> <p>Ms Dita LILIANSA Assistant Lecturer and Researcher, Universitas Indonesia, Indonesia</p>	<p>Panel C Seminar Room 5-5</p>
Short Break (10 minutes)		
4.50 pm – 5.30 pm	<p>Open Discussion and Closing Remarks Seminar Room 5-4</p>	

TRILA Conference

21–22 June 2018

Asian societies have played a relatively minor role in the making of modern international law. If this historical condition is to change, if Asia is to become a ‘rule maker’ rather than a ‘rule taker’, then it is imperative for Asian scholars and practitioners, officials and diplomats to be highly skilled and knowledgeable in understanding and shaping a continuously changing international environment. It is crucial for Asia to engage with global debates and develop initiatives that enhance the international rule of law. This is especially the case because international law now affects every aspect of national life—the economy, human welfare, the environment, technology and finance. The teaching and researching of international law are foundational to these projects.

Yet, despite the emergence of many international law societies within Asia, no sustained and united effort has been recently made to identify the challenges facing Asian law schools and address them in an informed, coherent and collaborative manner. The Centre for International Law at the National University of Singapore is thus delighted to host a conference from 21 to 22 June 2018 on ‘Teaching and Researching International Law in Asia’ (TRILA). This conference is the first in many years to provide a forum where scholars from Asia and throughout the world can meet to discuss crucial topics, including teaching methods, materials for teaching international law in Asia, the development of skills, and the development of a research culture that fosters scholarship and publication. This conference will be the first in a series of events that explores these vital issues.

Day One (21 June, Thursday)	
Time	Sessions
8.30 am – 9 am	Registration (Lecture Theatre, Level 3, Block B, NUS Bukit Timah Campus)
9 am – 10.30 am	Welcome Address Professor Lucy REED

	<p>NUS Centre for International Law, Singapore</p> <p>Opening Remarks Professor Tommy KOH NUS Centre for International Law, Singapore</p> <p>Associate Professor Robert BECKMAN NUS Centre for International Law, Singapore</p> <p>Keynote Judge Raul C PANGALANGAN International Criminal Court, The Hague</p> <p>Overview of the Conference Professor Antony ANGHIE NUS Centre for International Law, Singapore</p>
10.30 am – 11 am	Tea Break and Group Photo
11 am – 12.30 pm	<p>Session 1: Where Are We Now? Plenary Session (Lecture Theatre)</p> <p>Speakers in this panel will explore the state of teaching and researching of international law in the Asia-Pacific region. They will identify and explore current trends and assess the challenges to teaching as well as opportunities for research that are open to scholars in the region. They will also discuss current global debates and examine the teaching of international law in Asia in that larger context.</p> <p>Panel Members:</p> <p>1. Professor Kevin TAN, NUS Faculty of Law, Singapore (Moderator)</p>

	<ol style="list-style-type: none"> 2. Professor THIO Li-ann, NUS Faculty of Law, Singapore 3. Professor Bhupinder Singh CHIMNI, Jawaharlal Nehru University, India 4. Dr Mohammad SHAHABUDDIN, University of Birmingham, UK 5. Professor Rambhatala Venkata RAO, National Law School of India University, India
12.30 pm – 1.30 pm	<p>Lunch Meeting (Staff Lounge, Level 2)</p> <p>Participants will have the opportunity to join interest-specific tables to meet with colleagues who are interested in certain areas of law such as law of the sea, international economic law and human rights. Participants are, of course, welcome to discuss topics other than the suggested ones at each table.</p>
1.30 pm – 3 pm	<p>Session 2: Teaching Methods and Materials Parallel Breakout Session (Seminar Rooms, Level 5)</p> <p>In line with the bottom-up approach of the TRILA Conference, the first part of this session will provide participants the opportunity to discuss among themselves the major challenges faced by teachers and the strategies they have employed in addressing them. It will tackle issues ranging from limited materials and resources, to concerns about the creation of a course outline, to identification of subjects that may be included in introductory and advanced public international law classes. The session will also explore the advantages and disadvantages of different teaching methods and the skills developed from these methods. Another topic to be discussed is the challenges of teaching in a local language. Finally, the session will reflect on the question of teaching non-traditional topics that allow students to engage in current regional and global issues, and will consider proposals to incorporate relevant international law subjects as part of the study of general, domestic law courses.</p>

3 pm – 3.30 pm	Tea Break
3.30 pm – 4.30 pm	<p>Session 2: Teaching Methods and Materials (continued) Plenary Session (Lecture Theatre)</p> <p>This second part of Session 6 will commence with a country report on Kenya that will provide us with an important comparative perspective. Breakout session facilitators will then engage in a roundtable discussion to talk about the common challenges and experiences that teachers of international law face, as discussed in their respective groups. They will then discuss the various techniques and potential courses of action that participants have identified and employed to address such challenges.</p> <p>Panel Members:</p> <ol style="list-style-type: none"> 1. Professor Sylvia Wairimu KANG'ARA, Riara University, Kenya 2. Professor Joan LARGO, University of San Carlos, Philippines 3. Professor Michael Anthony PEIL, Jigme Singye Wangchuck, Bhutan 4. Professor Afshin AKHTAR-KHAVARI, Queensland University of Technology, Australia 5. Dr Salawati MAT BASIR, Universiti Kebangsaan Malaysia, Malaysia 6. Professor Upendra ACHARYA, Gonzaga University, USA
4.30 pm – 5.30 pm	<p>Session 3: Practitioners and International Law—The Global Lawyer Plenary Session (Lecture Theatre)</p> <p>This roundtable discussion will explore the knowledge and skills that legal practitioners with different responsibilities and roles regard as important. The roundtable will also discuss current regional and global developments and trends and how these affect the practice, teaching and researching of international law.</p> <p>Roundtable Members:</p>

	<p>6. Dr Romesh WEERAMANTRY, Clifford Chance LLP, Hong Kong (Moderator)</p> <p>7. Professor Lucy REED, NUS Centre for International Law, Singapore</p> <p>8. Ms Davinia AZIZ, Attorney-General's Chambers, Singapore</p> <p>9. Dr TRINH Hai Yen, Diplomatic Academy of Vietnam, Vietnam</p> <p>10. Professor Sheila Lynn M CATAUTAN-BESARIO, Silliman University, Philippines</p>
6 pm	<p>Welcome Reception (Heritage Boat Ride along Singapore River and Dinner at Little Saigon)</p>

Day Two (22 June, Friday)	
Time	Sessions
8.30 am – 9 am	Morning Coffee
9 am – 10.30 am	<p>Session 4: History, Theory and Doctrine in International Law—Towards an Asian International Law Plenary Session (Lecture Theatre)</p> <p>This panel will examine the issue of ‘Asian perspectives’ on international law, share ideas on the various doctrinal developments and perspectives in studying international law, and assess the role of the history and theory of international law in developing such perspectives. It will also discuss the relationship between the teaching and the practice of both national and international law.</p> <p>Panel Members:</p> <ol style="list-style-type: none"> 1. Professor CHEAH Wui Ling, NUS Faculty of Law, Singapore (Moderator) 2. Professor Ravindra PRATAP, South Asian University, India 3. Professor LEE Seok-Woo, Inha University, Republic of Korea 4. Ms Nishara MENDIS, University of Colombo, Sri Lanka 5. Professor CHEN Yifeng, Peking University, China 6. Professor Ebrahim AFSAH, University of Vienna, Austria
10.30 am – 11 am	Tea Break
11 am – 12.30 pm	<p>Session 5: Research in International Law—Methods, Theories and Current Trends Plenary Session (Lecture Theatre)</p>

	<p>Given the rapidly evolving and demanding research culture in academia and the pressures on scholars to publish, this roundtable will discuss publication and research in the context of emerging trends and developments in international law scholarship. It will explore changes in the use of media, such as the role of blogging. In particular, it will discuss practical strategies for researching and publishing in an increasingly competitive environment, through presentations by publishers and journal editors.</p> <p>Panel Members:</p> <p>7. Professor Upendra D ACHARYA, Gonzaga University, USA (Moderator)</p> <p>8. Dr TAN Hsien-Li, Asian Journal of International Law</p> <p>9. Dr WANG Jiangyu, Asian Journal of Comparative Law, and Chinese Journal of Comparative Law</p>
	<p>10. Professor Antony ANGHIE, Asian Journal of International Law, and American Journal of International Law</p> <p>11. Dr Michael Riegner OLIVEIRA, Humboldt University, Germany</p> <p>12. Mr Joe CH NG, Cambridge University Press</p>
12.30 pm – 1.30 pm	Lunch Meeting (Staff Lounge, Level 2)
1.30 pm – 3 pm	<p>Session 6: Research and Scholarship Parallel Breakout Session (Seminar Rooms, Level 5)</p> <p>The first part of this session will provide participants with the opportunity to discuss among themselves the major challenges faced by teachers in engaging in scholarly work and the strategies to overcome them. This session will also consider the importance and relevance of scholarship, the relationship between teaching and scholarship, the scholarly expectations and the various techniques to improve one's work, as well as the current culture of scholarship</p>

	and what we can do as a community to help one other foster a research- and publication-oriented culture.
3 pm – 3.30 pm	Tea Break
3.30 pm – 4.30 pm	<p>Session 6: Research and Scholarship (continued) Plenary Session (Lecture Theatre)</p> <p>This second part of Session 6 will commence with a country report on Colombia that will provide us with an important comparative perspective. Breakout session facilitators will then engage in a roundtable discussion to talk about the common challenges and experiences of teachers in pursuing their scholarly work. They will then discuss the various techniques and potential courses of action that participants have identified and employed to address such challenges.</p> <p>Panel Members:</p> <ol style="list-style-type: none"> 1. Professor Enrique PRIETO-RIOS, Universidad del Rosario, Colombia 2. Professor Sedfrey CANDELARIA, Ateneo de Manila University, Philippines 3. Professor Lutz-Christian WOLFF, Chinese University of Hong Kong, China 4. Professor Hitoshi NASU, University of Exeter, UK 5. Dr Naazima KAMARDEEN, University of Colombo, Sri Lanka 6. Dr TRAN Thang Long, Ho Chi Minh City University of Law, Vietnam

4.30 pm – 5.30 pm	<p>Session 7: What's Next? Plenary Session (Lecture Theatre)</p> <p>The last session will explore the way forward and endeavour to formulate a programme of further action and activities to assist</p>
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	<p>individuals and institutions in enhancing their teaching and researching of international law.</p> <p>Panel Members:</p> <ol style="list-style-type: none"> 1. Professor Antony ANGHIE, NUS Centre for International Law, Singapore (Moderator) 2. Dr Xiaohua CHEN, University of Chinese Academy of Social Sciences, China 3. Dr Prabhakar SINGH, OP Jindal Global University, India 4. Dr Irawati HANDAYANI, University of Padjadjaran, Indonesia 5. Ms DANY Channraksmeychhoukroth, Royal University of Law and Economics, Cambodia 6. Dr Yin Yin WIN, Taunggyi University, Myanmar 7. Dr Pawat SATAYANURUG, Chulalongkorn University, Thailand
5.30 pm	Closing Remarks

ANNEX IV List of Delegates

Australia

Professor Afshin AKHTAR-KHAVARI,
Queensland University of Technology
(QUT)

Austria

Professor Ebrahim AFSAH, University
of Vienna
Mr Sebastian SPITRA, University of
Vienna

Bangladesh

Professor Abul Bashar Mohammad ABU
NOMAN, University of Chittagong
Mr Tapos Kumar DAS, Jahangirnagar
University
Dr Muhammad Ekramul HAQUE,
University of Dhaka
Mr Md Razidur RAHAMAN, Cox's
Bazar International University
Mr Mohammad Rubaiyat RAHMAN,
Bangabandhu Sheikh Mujibur Rahman
Science & Technology University

Bhutan

Mr Michael Anthony PEIL, Jigme
Singye Wangchuck School of Law

Cambodia

Ms Sivhoang CHEA, Royal University
of Law and Economics
Ms DANY Channraksmeychhoukroth,
Royal University of Law and Economics
Mr Buntheng KEO, Cambodian Mekong
University

Dr MEAS Bora, Paññāsāstra University
of Cambodia/ Cambodian University for
Specialties
Mr THOL Theany, Paññāsāstra
University of Cambodia

Canada

Ms Ratana LY, University of Victoria

China

Professor CHEN Yifeng, Peking
University Law School
Ms Si CHEN, McGill University
Professor Xiaohua CHEN, University of
Chinese Academy of Social Sciences
Ms CUI Yan, Shandong University
(Weihai)
Ms Yinling ZHOU, Wuhan University

Colombia

Dr Enrique PRIETO-RIOS, Universidad
del Rosario
Mr Rafael TAMAYO, Universidad de
los Andes

Germany

Dr Michael Riegner OLIVEIRA,
Humboldt University Berlin

Hong Kong

Dr Romesh WEERAMANTRY, Clifford
Chance LLP
Professor Lutz-Christian WOLFF, The
Chinese University of Hong Kong
Dr Noam ZAMIR, City University of
Hong Kong

India

Professor Sandeepa BHAT B, The WB
National University of Juridical Sciences
Professor Dr B S CHIMNI , Jawaharlal
Nehru University
Professor Pritam GHOSH, IFIM Law
College, Bangalore
Dr Biswanath GUPTA, National
University of Study and Research in
Law
Mr Harsh MAHASETH, NALSAR
University of Law
Dr Monika NEGI, National Law
University, Delhi
Dr Sankaralingam PANDIARAJ,
Saveetha University
Dr Ravindra PRATAP, South Asian
University
Professor Venkata Rao RAMBHATALA,
National law School of India University
Professor Subhash Chandra ROY,
Chanakya National Law University,
Patna
Ms Rohini SEN, OP Jindal Global
University
MS Amritha Viswanath SHENOY,
National Law University Centre for
Comparative Law
Dr Prabhakar SINGH, OP Jindal Global
University

Indonesia

Mr Kadarudin FNU, Awang Long
School of Law
Dr Irawati HANDAYANI, University of
Padjadjaran
Professor Marcel HENDRAPATI,
Hasanuddin University
Ms Anbar JAYADI, Universitas
Indonesia

Dr Koesrianti KOESRIANTI, Universitas
Airlangga
Ms Dita LILIANSA, Universitas
Indonesia
Ms Jessica LOS BAÑOS, Universitas
Pelita Harapan
Dr Abdul Maasba MAGASSING ,
Hasanuddin University
Mr Dodik Setiawan NUR HERIYANTO,
Islamic University of Indonesia
Ms Yokhebed Arumdika
PROBOSAMBODO, Universitas
Internasional Batam
Mr Yaries Mahardika PUTRO,
Universitas Islam Indonesia
Dr Susi SUSANTIJO, Universitas Pelita
Harapan
Ms Winsherly TAN, Universitas
Internasional Batam
Ms Eka WIDI ASTUTI, Airlangga
University

Italy

Dr Marcella FERRI, University of
Bergamo

Kazakhstan

Dr Sergey SAYAPIN, KIMEP University

Kenya

Professor Sylvia Wairimu KANG'ARA,
Riara Law School

Laos

Professor Bounyadeth DAOPASITH,
National University of Laos
Professor Sengphet OUTHAY, National
University of Laos

Malaysia

Mr LAI Mun Onn, Taylor's University
DR Salawati MAT BASIR , National
University of Malaysia (Universiti
Kebangsaan Malaysia)
Dr Su Wai MON, Multimedia
University
Dr Meryl THIEL, Universiti Kuala
Lumpur

Mongolia

Dr Battogtokh JAVZANDOLGOR,
National University of Mongolia
Ms Bayarjargal UILSDELGER, Tavan
Bogd Trade LLC

Myanmar

Dr Mon Mon KYAW, Taunggyi
University
Ms Nang Su Su SHEIN, Taunggyi
University
Dr Khin Lay WIN, Dagon University
Professor Dr Yin Yin WIN, Taunggyi
University

Norway

Dr Michelle Q ZANG, Victoria
University of Wellington/University of
Oslo

Philippines

Judge Raul PANGALANGAN,
International Criminal Court
Mr Romel Regalado BAGARES, Center
for International Law–Philippines
Professor Sedfrey M CANDELARIA,
Ateneo de Manila University
Professor Rommel Jaen CASIS,
University of the Philippines

Professor Sheila Lynn M
CATACUTAN-BESARIO, Silliman
University
Professor Joan S LARGO, University of
San Carlos
Professor Daryl Bretch M LARGO,
University of San Carlos
Ms Maria Luisa Isabel L ROSALES,
Ateneo de Manila University
Mr Francis Tom TEMPOROSA, Ateneo de
Manila University
Professor John Paolo Robert Araneta
VILLASOR, University of Negros
Occidental– Recoletos
Mr Andre PALACIOS, University of the
Philippines

Singapore

Professor Antony ANGHIE, NUS
Centre for International Law
Ms Kate APOSTOLOVA, Freshfields
Ms Davinia AZIZ, Attorney-General's
Chambers, Singapore
Mr Eugenio GOMEZ-CHICO
BARBARA, NUS Centre for
International Law
Professor Robert BECKMAN, NUS
Centre for International Law
Ms Ayelet BERMAN, NUS Centre for
International Law
Research Associate Professor N Jansen
CALAMITA, NUS Centre for
International Law
Dr CHEAH Wui Ling, NUS Faculty of
Law
Ms Janet C CHECKLEY, Singapore
International Dispute Resolution
Academy
Ms Emily CHOO, NUS Centre for
International Law

Ms Eliana Teresa CUSATO, NUS
Faculty of Law
Ms Tara DAVENPORT, NUS Faculty of
Law
Associate Professor Pasha HSIEH,
Singapore Management University
Professor S JAYAKUMAR, NUS Centre
for International Law
Ms Marija JOVANOVIĆ, NUS Centre
for International Law
Mr Shaun KANG Wei Hsiang, NUS
Centre for International Law
Professor Tommy KOH, NUS Centre for
International Law
Ms Millicent Jean MCCREATH, NUS
Centre for International Law
Mr Joe NG, Cambridge University Press
Dr Vincent-Joël PROULX, NUS Faculty
of Law
Mr JR Robert REAL, NUS Centre for
International Law
Professor Lucy REED, NUS Centre for
International Law
Ms Elsa SARDINHA, NUS Centre for
International Law
Mr Matthew SEET, NUS Faculty of Law
Ms Christine SIM, NUS Centre for
International Law
Dr TAN Hsien-Li, NUS Faculty of Law
Professor Kevin TAN, NUS Faculty of
Law
Professor THIO Li-ann, NUS Faculty of
Law
Dr WANG Jiangyu, NUS Faculty of Law
Ms Ranyta YUSRAN, NUS Centre for
International Law

South Korea

Professor LEE Seok-Woo, Inha
University School of Law

Ms Youngjoo LEE, Yonsei University

Sri Lanka

Dr Thesara V. P. JAAYWARDANE,
University of Moratuwa
Dr Naazima KAMARDEEN, University
of Colombo
Mrs Achalie Monaliza KUMARAGE,
University of Colombo
Ms Nishara MENDIS, University of
Colombo
Mr Mohamed Abubackar MOHAMED
HAKEEM, University of Colombo
Mr David Sanjayan RAJASINGHAM,
University of Jaffna
Ms Janaka SELVARAS, The Open
University of Sri Lanka
Mrs Wasantha SENEVIRATNE,
University of Colombo

Taiwan

Professor Yean-Sen TENG, Soochow
University

Thailand

Dr Lalin KOVUDHIKULRUNGSRI,
Thammasat University
Ms I Hsuan LIU (Claudia), Thammasat
University
Mr Naporn POPATTANACHAI,
Thammasat University
Mr Phattharaphong SAENGKRAI,
Thammasat University
Dr Pawat SATAYANURUG,
Chulalongkorn University
Dr Nutchra SUKHAWATTANAKUN,
Prince of Songkla University (Hat Yai
Campus)

Ms Thitirat THIPSAMRITKUL,
Thammasat University

Timor-Leste

Mr Fonseca DOS SANTOS PEREIRA,
Ministry of Foreign Affairs and
Cooperation of Timor-Leste

Turkey

Professor Hakan KARAN, Ankara
University

United Kingdom

Professor Hitoshi NASU, University of
Exeter
Dr Mohammad SHAHABUDDIN,
University of Birmingham

United States

Professor Upendra D ACHARYA,
Gonzaga University

Asst Dean Theresa KAISER-JARVIS,
University of Michigan Law School

Vanuatu

Dr Lili SONG, The University of the
South Pacific

Vietnam

Mr DAO Gia Phuc, University of
Economics and Law, Viet Nam National
University
Ms NGUYEN Thi Hong Yen, Hanoi
Law University
Ms PHAM Thanh Nga, TOPICA Edtech
Group
Dr TRAN Thang Long, Ho Chi Minh
City University of Law
Dr TRINH Hai Yen, Diplomatic
Academy of Viet Nam
Ms VO Ngoc Diep, Diplomatic
Academy of Viet Nam