

Commonwealth Legal Education

Newsletter of the Commonwealth
Legal Education Association

Vol 105

March 2009



Contents

❖ Regulars

- 4** Welcome

- 5** CLEA Activities

- 7** CLEA News

- 19** Essay Competition

- 28** About the Commonwealth Legal
Education Association

- 30** Benefits of CLEA Membership

- 31** CLEA Executive Committee Members

WELCOME

From Selina Goulbourne
General Secretary

Newsletter 105 will be launched at the Commonwealth Legal Education Conference in Hong Kong 2009. This year marks the 60th Anniversary of the Commonwealth and we anticipate that the Hong Kong Conference will reflect the commitment of participants to the ideals of sharing experiences in legal education in the Commonwealth. The draft conference programme appears below.

The 2009 Conference papers will be a significant contribution to the CLEA refereed publication *Journal of the Commonwealth Law and Legal Education* and the *Asia Pacific Law Review*.

CLEA continues to be a key player in the DFID funded Human Rights Capacity Building in the British Overseas Territories Project. A brief overview of the progress of the project and the role of CLEA in the next round of project activities is included in the text of the Newsletter.

Congratulations to Betty Mould-Iddrisu, the Honorary Treasurer who has left the Commonwealth Secretariat to take up her new office of Minister of Justice and Attorney General of Ghana. Special thank you to Betty who supported the activities of CLEA for the five years that she was in office and was instrumental in engaging the Commonwealth organisations in the activities of LCAD.

Katalaina Sapolu, Acting Director of LCAD has kindly agreed to take over the role of Honorary Treasurer.

Welcome to Graeme Broadbent, Principal Lecturer at Kingston University who has taken over from Selina Goulbourne as UK and Europe representative on the CLEA executive. Graeme has taught at the University of West Indies Barbados campus and has experience of working with our European Union partners. Graeme intends to revive the CLEA UK lecture series, to strengthen ties across the UK and to develop new links in Europe.

CLEA ACTIVITIES

CLEA'S CONTINUES TO PLAY A DEFINING ROLE IN THE HUMAN RIGHTS CAPACITY BUILDING PROJECT IN THE BRITISH OVERSEAS TERRITORIES

Rosanna Mesquita, Project Coordinator

CLEA continues to play a key role in the Human Rights Capacity Building Project in the British Overseas Territories which is being funded by the British Government's Department for International Development. To date, CLEA has completed a preliminary report setting out the laws protecting human rights in Anguilla, Bermuda, British Virgin Islands, Cayman Islands, Falkland Islands, Montserrat, Pitcairn, Turks and Caicos Islands, St Helena and its Dependencies for the project. This report, being the project's first activity aims at informing the project and its participants of the legal context within which the project is working. In addition to this, CLEA continues to give major input into the project, as it unfolds.

The project's overall goal is to provide government institutions and civil society with knowledge and tools in order to enhance the way in which they address human rights issues. To achieve this goal, the majority of the project's activities will provide training either through formal seminars and workshops or through one to one assistance. Even though, the project itself will only be working within the framework of rights set out in the European Convention on Human Rights, the International Covenant on Civil and Political Rights and Convention on the Elimination of all forms of Discrimination against

Women, the underlying principles and tools to ensure the protection of these rights can be applied to other rights.

These activities range from providing training on the scope of rights and on advocacy tools to promote such rights, to international networking opportunities for those working or wishing to start work within the arena of human rights. It will also provide specialist training to the Attorney General's chambers on the use and application of model laws and technical assistance to government officials on the implementation of policies and programmes relating to rights, as well as activities on periodic reporting to United Nations (UN) treaty bodies (UN Human Rights Committee and the UN Committee on the Elimination of Discrimination against Women) and the role of National Human Rights Institutions within a national context. The project will also administer a small grants scheme. The responsibility of delivering these activities will be shared between CLEA, the Commonwealth Human Rights Initiative (CHRI) and the Commonwealth Foundation, with CLEA and CHRI taking the lead on the training activities and the Commonwealth Foundation administering the small grants scheme. The project will end with a conference where participants will be encouraged to identify strategies for their own Territory in order to continue

the project's overarching aim of enhancing human rights protection, and to ultimately encourage the sustainability of the knowledge and tools gained from the project.

Following the compilation of CLEA's preliminary report and its distribution to each territory, the project's two regional coordinators held consultations with a wide range of participants to inform them about the project and its activities. Participants included the Governor, Chief Ministers and their equivalent, the Attorney General and other government officials, senior public officials such as senior magistrate, justices of the peace, judges and civil society such as community based groups, professional associations, faith-based organisations, the media and academia. The coordinators have also asked each participating groups to identify how they wish to use the different activities in relation to their capacity needs. For the project, the task of asking participants to identify their needs has been crucial in confirming that the activities are wanted and needed by its participants. Also, as part of the consultation process, the coordinators have sought feedback on the preliminary report in each Territory in order for CLEA to put the report into its final form.

The Consultation process in the Caribbean region entailed a series of meetings in Anguilla, the Cayman Islands, Montserrat, and the Turks and Caicos Islands. Consultations are due to take place in the British Virgin Islands shortly. For the South Atlantic, the coordinator held consultations in St Helena and in the Falkland Islands as well as conducting consultations remotely with participants in Tristan da Cunha. For Pitcairn, the coordinator has completed consultations using video link facilities. Despite the

diversity which exists amongst these Territories, the consultation process confirmed the participants' keen support for the project. In each territory, there was an overwhelming response from participants in all sectors wishing to enhance their knowledge of rights and their capacity to respond to the challenges involved in the protection of rights.

In order to ensure that the project is driven by the needs identified by its participants, CLEA, CHRI and the Foundation have tailored the project's activities based on the outcomes of the consultation process. As participants expressed an interest in all project activities, changes have been made to the delivery of the activities rather than the activities themselves. It is hoped that these changes will enable the project to reach a wider audience than first planned. The project is also asking each territory to set up a Committee which will be asked to agree on a plan setting out how the activities will be delivered to their territories. By taking this additional step, the project will confirm that the changes it has made has the full backing of its participants and that it is the participants who are driving the project forward.

Over the next two and a half years, CLEA will be tasked with compiling a situational report on the development of National Human Rights Institutions in each Territory following by training workshops, as well as conducting a study into periodic reporting to UN Treaty Bodies in each Territory and delivering training on legislative drafting in each territory. As this is very much a collaborative project, CLEA will work closely with CHRI; CLEA will draw on CHRI's experience and expertise when implementing these activities. Likewise CLEA will also assist CHRI with the knowledge

based training in each Territory, having developed and well tested its curriculum for CLEA's street law programmes. The results of CLEA's treaty body reporting study will also assist CHRI in developing the curriculum for the training on the matter. In addition to this, CLEA will put the preliminary report into a final form by including the comments received from participants. The report will then be distributed widely.

There is much work to be done in order to maximise the project's impact in each of the participating territories. With it, come a number of challenges. For instance, the diversity which exists between the territories will be a major challenge to the effective delivery of the project's activities; not only are these territories socially, economically, demographically different but also their institutional structures vary enormously. CLEA and its partners will need to ensure that its activities are tailored to meet the needs and context of each Territory. A further challenge is the different approaches towards human rights both between

territories and within each territory. As with any human rights project which is seeking to give knowledge and tools, it is likely to challenge existing attitudes and practices. So ensuring the continued support of its participants will be crucial for the success of the project. Planning and responding to the ongoing needs of participants in the different Territories will be extremely important as well.

From CLEA's perspective, the project provides an exciting and unique prospect of being able to offer a full range of activities needed for the effective protection of rights in each Territory and the partnership between CLEA, CHRI and the Commonwealth Foundation combines the technical skills, expertise and networks to deliver these activities. Although the project will not provide any quick fixes, it will give participants the essential knowledge and tools for them to identify and implement the changes needed to ensure the effective protection of rights within their own Territories.

THE COMMONWEALTH LEGAL FORUM

Peter Slinn
Vice-President, CLEA

The CLEA was a founder member of this small and informal body, usually known as the CLF, which meets three times a year in London. Membership includes the Commonwealth Association of Law Reform Agencies (CALRAs), the Commonwealth Lawyers Association (CLA), the Commonwealth Magistrates and Judges Association (CMJA), the British Institute of International and Comparative Law (BIICL), the Legal and Constitutional Affairs Division (LCAD) of the Commonwealth Secretariat and the Commonwealth Association of Public Sector Lawyers (CAPSL). Meetings are chaired by each association in rotation. The purpose of the CLF is to co-ordinate the activities of those bodies which form part of the Commonwealth legal community based in London. In particular, the CLF acts as a channel of communication with the LCAD. The meetings provide a valuable medium for the exchange of information in general, the value of which had been demonstrated within a narrower compass by the Latimer House Group meetings over the last decade.

The meetings follow an established pattern in which the bulk of the time is taken up by activity reports by the member associations. Thus, at the meeting in March, 2009, the CMJA reported on judicial independence issues relating to Fiji and Pakistan. The CLA provided information on the organisation of the Commonwealth Law Conference in Hong Kong in April, 2009, and on plans for a future

regional meeting in Abuja in 2010 and the next CLC in India in 2011. It was also hoped to hold a training workshop for Zimbabwean lawyers in Mozambique later this year. The LCAD representative referred to planned organisational changes in the Division, which was awaiting the appointment of a new Director after the departure of Betty Mould-Iddrisu to take up her new office of Minister of Justice and Attorney-General of Ghana. On behalf of the CLEA, I reminded the meeting of the CLEA Conference in Hong Kong in advance of the CLC. A number of members of CLF will be in Hong Kong at that time and I was able to arrange for Professor Cooray to extend invitations to them. Michael Sayers, the Honorary General Secretary of CALRAs will address the CLEA Conference on Law Schools and law Reformers. Other issues discussed included the co-ordination of a response to Senior Officials of Commonwealth Law Ministers (SOLM) concerning the participation of civil society organisations in the deliberations of Law Ministers and Officials, a proposed training workshop on funding applications, and plans for a Law Lecture to celebrate the Commonwealth at 60.

Although modest in scope and achievement, the CLF does ensure that each member is aware of the activities of the others and indeed, as indicated above, of opportunities for co-operation and participation in each others' conferences and projects.

CLEA NEWS

PRESIDENT OF CLEA RECEIVES HONORARY DCL FROM CANADIAN UNIVERSITY

Professor David McQuoid-Mason received an Honorary Doctorate from the University of Windsor, Ontario in October 2008 for his work on access to justice around the world.

In his acceptance speech Professor McQuoid-Mason explained to the graduates the importance of good ethical practice for whatever careers they were planning to follow. He suggested to them that the four bioethical principles of client autonomy, beneficence, non-maleficence and justice provide useful signposts for ethical behaviour in their professional and private lives. If they always followed these principles it is likely that they would be complying with the myriad of professional rules that govern their particular professions.

SYMPOSIUM ON THE LAW OF THE SEA

Held in Nicosia, Cyprus, 24 February 2009

The Department of Law of the University of Nicosia, Cyprus in collaboration with the Austrian Embassy in Cyprus organized a one-day symposium on the Law of the Sea on the theme "The Waning Freedom of the Seas". The event, which held in Nicosia, the capital city of Cyprus, on 24 February 2009, was organized in two sessions, afternoon and evening; and was well-attended by the cream of the legal profession in Cyprus (Advocates and Judges, including Judges of the Supreme Court of Cyprus), Principal Officers of the University of Nicosia, the diplomatic community in Cyprus, academics and students. The event was opened by the Rector of the University of Nicosia, Prof. Michalis Attalides, while the keynote paper was delivered by Dr Helmut Tuerk, Vice President of the International Tribunal for the Law of the Sea. The Head of the Law Department of the University, Prof. Kaniye Ebeku, gave the closing speech. The conference deliberations were particularly relevant to the Commonwealth in view of the threats of piracy in the Somali coastline and the disputes regarding maritime resources on the West African coast.

The University of Nicosia, Cyprus has been accredited by the legal Council of the Republic of Cyprus to run the LLB programme from January 2009. Graduates from this programme will now be able to pursue vocational training for entry to the legal profession. This is a major contribution to professional training in small jurisdictions and will open opportunities for students who may not previously been able to invest in professional training in the UK.



COMMONWEALTH LEGAL EDUCATION ASSOCIATION 2009 PROGRAMME

TEACHING LAW IN THE MODERN GLOBAL BUSINESS ENVIRONMENT
31 March - 2 April 2009

An International Conference jointly organised by

CITY UNIVERSITY OF HONG KONG

and

THE COMMONWEALTH LEGAL EDUCATION ASSOCIATION

PROGRAMME

All sessions on 1st and 2nd April will be held in Multi Media Conference Room, except the parallel sessions which will be held in the School of Law—Seminar Room and the Conference Room

31 March 2009 (Tuesday)

17:30 CLEA Executive Committee Meeting
19:30 Welcome Dinner for overseas delegates (Royal Plaza Hotel)

1 April 2009 (Wednesday)

9:15 – 10:00

Inauguration

Speakers:

Professor Wang Gui Guo,
Dean of Law City University of
Hong Kong

Professor David Mcquoid-
Mason
President CLEA

Guest of Honour Mr Justice
Geoffrey Ma, Chief Judge of
the High Court

Professor Richard Ho, Provost
of City University of Hong
Kong, who will declare open
the conference

Group Photograph

Session I
10:00-11:00

Chair: Mr Benny Tai
Associate Professor
Department of Law
Hong Kong University

Justice Kemal Bokhary
Permanent Judge of the Court
of Final Appeal

The Ombudsman's Role : a
Judicial Perspective

Prof Gavin Drewry
Royal Holloway
University of London

Ombudsman and
Administrative Law: Bright
Stars in a Parallel Universe?

<p>Prof Shimon Shetreet Greenblatt Professor of International & Public Law, Faculty of Law Hebrew University of Jerusalem Israel</p>	<p>The normative cycle of shaping judicial independence in international and domestic law: the mutual impact of national and international jurisprudence and contemporary practical and conceptual challenges</p>
--	---

Commentor: Dr Wilson Wong
Dept of Government and Public
Administration
Chinese University of Hong
Kong

11:00 – 11:15 Tea Break

**11:15 am – 12:45
Session II** **Chair:** Dr Ros Macdonald
Director Graduate Programs
School of Law
Queensland University of
Technology, Australia

<p>Mr Michael Bromby Research Fellow Division of Law Glasgow Caledonian University Scotland</p>	<p>Online problem-based learning in law—a Commonwealth collaborative approach</p>
---	---

<p>Ms Mary Wyburn Senior Lecturer Faculty of Economics & Business University of Sydney Australia</p>	<p>Confusing Plagiarism in Legal Education and Legal Practice in Australia</p>
--	--

<p>Ms Angel Adrian Bournemouth University UK, and Dr Clare Chambers Senior Law Lecturer Bristol Law School University of West of England</p>	<p>Legal Pedagogy: The Story Unfolds</p>
--	--

12:45 –14:15 Lunch

<p>Dr Peter Slinn Vice President CLEA</p>	<p>The CLEA's Role in the Promotion of Human Rights and Good Governance in the Commonwealth</p>
---	---

**14:15 –16:30
Session III**

Chair: Dr Lin Feng

Prof Michael Furmston
Dean
School of Law
Singapore Management
University

Some Problems of
Assessment

Ms Joel Butler
Senior Teaching Fellow
Bond University
Australia

Learning law in the twenty
first century through a
practical approach: some
preliminary thoughts

Prof Isa Hayatu Chiroma
Professor of Law & CLEA
Representative in Nigeria
Faculty of Law
University of Maiduguri

Access to Justice to the Poor
and the Role of Clinical Law
Students in Nigeria

Ms Swethaa Ballakrishnen
Research Fellow
Harvard Law School Program
on the Legal Profession
USA

Where did we come from?
Where do we go?

16:30 – 16:45

Tea Break

**16.45 –17:45
Section IV**

Chair: Mr Tony Upham

Prof David Mcquoid-Mason
President CLEA
Centre for Socio-Legal Studies
Howard College School of Law
University of KwaZulu-Natal
Durban 4041, South Africa

Some lessons from bioethics
on the ethical duties of the
legal profession

Prof Michael Sayers
Secretary, Commonwealth
Association of Law Reform
Agencies (CALRAs)

Law Schools and Law
Reformers

Prof Chris Gale
Head of Law
University of Bradford, UK

Why should we trust the
executive?

20:00

Conference Dinner

2 April 2009 (Thursday)

9:15 – 10:45 Parallel Sessions IA (Law School Conference Room)

Chair: Kath Hall
Senior Lecturer in Law
ANU College of Law
Australian National University
Australia

Mrs Preesha Seetal
Lecturer
College of Law
University of Kwa-Zulu Natal –
Durban, South Africa

Global perspectives on shari'ah
(Islamic) banking

Ms Selina Goulbourne
Head of Law, Holborn Law
School, UK
and General Secretary CLEA

Teaching Islamic Law in a
Comparative Legal Framework

Mr Michael Peters
Lecturer
University of New South Wales
Australia

The Current Global Credit Crisis:
Towards Global Regulation of
Credit

Prof A Raghunadha Reddy
Dean-Research Studies
The Tamil Nadu Dr Ambedkar
Law University, India

Integrative Law Teaching and
Interactive Learning-A Critique
with Special Reference in India

9:15 – 10:45 Parallel Sessions IB (Seminar Room)

Chair tbc

Mr Michael Buthelezi
Lecturer
Faculty of Law
University of KwaZulu-Natal,
South Africa

The Battle Against Price-Fixing
in the South African Market: Are
Fines the Apposite Weapon?

Dr Austin Pulle
Practice Associate Professor
Singapore Management
University

Protecting Host Countries from
Corrupt Investors - Closing the
Gap in Investment Protection
Agreements

Prof Managay Reddi
Faculty of Law
University of KwaZulu-Natal
South Africa

Sex, Sale and Slavery : Human
Trafficking in South

Dr Md. Aminur Rahaman
Upazilla Nirbahi Officer
Bangladesh

Educational status in
Bangladesh: whether right or not

10:45 – 11:00	Tea Break	
11:00 – 12:30 Parallel Sessions IIA (Conference Room)	Chair: Ms Sushma Sharma	
	Mrs Robyn Merrett Lecturer School of Law University of Canterbury New Zealand	Financial services law reform in New Zealand - the impact on the insurance industry
	Dr Shalini Perera Lecturer in Corporate Law School of Law University of London	Ownership & control in corporate governance & economic development
	Prof Robin Wickham Palmer Associate Professor Faculty of Law University of KwaZulu-Natal South Africa	Towards a Tipping Point: Corruption and Good Governance in the New South Africa
11:00 – 12:30 Parallel Sessions IIB (Seminar Room)	Chair: Mr Gu Minkang	
	Mr Maxwell Opoku Agyemang Ghana School of Law	Territorial Jurisdiction and ICT: Can a President Govern out of Jurisdiction: Review of the Decision in Asare v AG
	Dr Harpreet Kaur Asst. Prof (Business Law) IILM Graduate School of Management India	Legal Challenges presented by Global Environmental Crisis and Indian Experience
	Mr Amos Saurombe College of Law University of South Africa	SADC and EU as Linear Models of Regional Integration: A Comparative Analysis
	Prof Marita Carnelley Professor Faculty of Law University of KwaZulu-Natal South Africa	The Regulation of Interactive Gambling – A overview of Global Trends, Legal Problems and Possible Solutions
12:30 – 14:00	Lunch	

14:00 – 16:30 Session III	Chair: Dr Surya Deva	
	Prof Gary J Slapper Professor of Law The Open University UK	Teaching corporate crime in a global business environment
	Dr Aurora Voiculescu Lecturer in Law The Open University UK	Human Rights Law on the Corporate Agenda: Conceptual Developments and Policy Implications
	Prof John Hatchard Centre for Law The Open University HK	Individuals do the bribing: corporations benefit". Tackling bribery in international business transactions and its implications for legal education in the Commonwealth
	Ms Alexandra Dobson Lecturer in Law University of Wales UK	Corporate Manslaughter-A Symbolic deterrent
	Prof Shannon Hctor Faculty of Law University of KwaZulu Natal South Africa	Evaluating the effectiveness of the South African anti-corruption legislation
16:30 – 17:30	CLEA Annual General Meeting and Closing Ceremony	
17:30	Farewell Reception	

COMMONWEALTH LAW 2009 MOOT COMPETITION

TEAMS

Team 1. University of Hong Kong (Host City)	
Mooters Jamie <u>Hu</u> Ying (F) Yvonne <u>Ngai</u> Yee Yen (F) Jacqueline <u>Law</u> Hoi Man (F) (R)	Phone + 852 2219 4777
Coach Tim Parker (M)	Fax + 852 2559 3543
Law school postal address Faculty of Law 4.f, KK Leung Building Pokfulam Road Hong Kong	Mobile + 852 6447 8388
Team contact address Miss Yulin Cheng As above	Email address yulinc@hku.hk
Team 2. Universidade Eduardo Mondlane Mozambique –East Africa	
Mooters Egidio Canuma (M) Zwinonhanha Tamele (F)	Phone +258 2188882
Coach Orquidea Massarongo Jona (F)	Fax +258 21494630
Law school postal address Faculdade de Direito 960 Keneth Kaunda Avenue PO Box 257 Bairro Sommerchield Maputo, Mozambique	Mobile +258823215660
Coach contact address As above	Email address orquidea.massarongo@uem.mz
Team 3. University of Calgary Canada	
Mooters Alex Dutton (F) Jocelyn Stacey(F) Christy Elliott (Reserve)	Phone + 1 403 220 7117
Coaches Jolaine Antonio (F) Abby Griener (F)	Fax + 1 4032828325
Law school postal address University of Calgary Faculty of law, 2500 University Drive NW Calgary, Alberta Canada T2N1N4	Email address pegg@ucalgary.ca
Team contact address Chantal Pegg As above	Phone in Hong Kong +1 403 836 6631

Team 4. National University of Singapore South East Asia	
<p>Mooters Danny Quah Wei Sheng (M) Huang Haogen (M)</p> <p>Coach Nil</p> <p>Law school postal address Faculty of Law National University of Singapore Eu Tong Sen Building 469G Bukit Timah Road Singapore 259776</p> <p>Team contact address Danny Quah Pine Grove Block 1D# 13-16 Singapore 593001</p>	<p>Phone + 65 67280003</p> <p>Fax Nil</p> <p>Mobile +65 96961130</p> <p>email address dannyquahws@gmail.com</p>
Team 5. Ghana School of Law West Africa	
<p>Mooters Nii Kpakpo Saamoa Addo (M) Kay Amoah Jr (M)</p> <p>Coach None</p> <p>Law school postal address Ghana School of Law PO Box 179 Accra, Ghana West Africa</p> <p>Team contact address Nii Kpakpo Saamoa Addo PO Box C1214 Cantonments Accra, Ghana West Africa</p>	<p>Phone + 233 (24) 4654368</p> <p>Mobile +233 (24) 4654368</p> <p>Email address nksa2@yahoo.com</p>
Team 6. University of Western Sydney Australia	
<p>Mooters Matt Carr (M) Tim McGrath (M) Jonathan Adamopoulos (M)</p> <p>Coach John Juriansz</p> <p>Law school postal address University of Western Sydney Locked Bag 1797 Penrith South DC NSW 1797, Australia</p> <p>Coach postal address As above</p>	<p>Phone +61 2 96859397</p> <p>Fax +61 2 9685 9630</p> <p>Mobile +61 415 184 024</p> <p>Email address j.juriansz@uws.edu.au</p> <p>Phone in Hong Kong +61 415 184 024</p>

Team 7. University of Hertfordshire United Kingdom	
<p>Mooters Daniel Berger (M) Beverley Cottrell (F) Rebecca Gore (F)</p> <p>Coach Neal Geach (M)</p> <p>Law school postal address School of Law 7 Hatfield Road St Albans Herts AL13RR United Kingdom</p> <p>Coach postal address As above</p>	<p>Phone +441707286214</p> <p>Fax +441707286250</p> <p>Mobile +447782275150</p> <p>Email address n.geach@herts.ac.uk</p>
Team 8. Sri Lanka Law College South Asia (Pakistan, Sri Lanka, Bangladesh)	
<p>Mooters Punjima Charuka Ekanayake (M) Dakshina Buveendra Illangage (M)</p> <p>Coach None</p> <p>Law school postal address 244 Hulftsdorp Colombo 12 Sri Lanka</p> <p>Team contact address Punjima Charuka Ekanayake 110/1 Wijerama Mawatha Colombo 7 Sri Lanka</p>	<p>Phone +94 112 688879</p> <p>Mobile +94722469129</p> <p>Email address charukaeluwa6@hotmail.com buvi@sltnet.lk</p> <p>Phone in Hong Kong +94 776 330 310</p>
Team 9. University of Pretoria South Africa	
<p>Mooters Ian Learmonth (M) Katherine Harding (F)</p> <p>Coach Johann Spies (M)</p> <p>Law school postal address c/o Lourens Grove Law clinic Faculty of Law University of Pretoria 0002 Pretoria South Africa</p> <p>Team contact address Johann Spies PO Box 61771 Marshalltown South Africa, 2107</p>	<p>Phone +27115305881</p> <p>Fax +27 11 530 6881</p> <p>Mobile +27 736967292</p> <p>Email Address johann.spies@webberwentzel.com</p>

Team 10. NALSAR South Asia India	
<p>Mooters Rachita Raj (F) Vikramaditya Singh Malik (M) Aanchal Jain (F) Reserve</p> <p>Coach Bindu K Nair (F)</p> <p>Law school postal address NALSAR (National Academy of Legal Studies and Research) University of law Hyderabad Jstice City Shameerpet, RR District Hyderabad 500078 Andra Pradesh India</p> <p>Team contact address Rachita Raj Address as above</p>	<p>Phone + 91 9347 336393/ +91 9347026066</p> <p>Email aanchal.nalsar@gmail.com</p>
Team 11. Victoria University of Wellington New Zealand	
<p>Mooters Jamie Eng (M) Oliver Searle (M) Helen Williams (F)</p> <p>Coach Professor Campbell McLachlan QC (M)</p> <p>Law school postal address c/o Law Faculty Office Room 31 Victoria University of Wellington PO Box 600 Wellington 6410 New Zealand</p> <p>Team contact address Jamie Eng c/o as above</p>	<p>Phone +64 4463 6338</p> <p>Mobile +64 273334341</p> <p>Email jamie.eng@gmail.com ojsearle@gmail.com</p>

SPECIAL FEATURE

ESSAY COMPETITION

“Over the coming year, the Commonwealth Legal Education Association will be assisting Commonwealth law schools to develop the law curriculum. In the light of your knowledge of the current law school curriculum, what specific proposals for its reform and improvement would you advocate to better equip law students to meet contemporary challenges?”

Direction for Reform: Educating the 21st Century Legal Practitioner

**Rajindh Perera
Sri Lanka Law College**

1. Introduction

As legal education is only a means and not an end, every effort must be taken to ensure that the quality of the education imparted to students of law is one fit enough to make them worthy products of the profession they seek to enter.

The result of a poor legal education has wider implications. The repercussions are not confined to an unemployable individual or a disreputable profession (which in itself is undesirable). Gradually it will lead to an erosion of Access to Justice and ultimately of the Rule of Law. While the Rule of Law is not a concept confined to the legal profession, the vindication of rights, and the control of excessive power, which are essential for the preservation of the Rule of Law, are within the sphere of legal competence. An incompetent profession will make legal services illusory and lead to a break down in law and order. An incompetent profession is the product of an insufficient, inadequate and incoherent legal education.

2. Focus and Framework of Discussion¹

This paper assumes that legal education could be divided into two facets, namely structural and curriculum. The structural facets of legal education could be said to relate to the institutions and individuals who provide legal education, whereas the curricula relates to what is taught in an institution of legal education. So the primary difference being that the structure of legal education refers to the infrastructure within which legal education is imparted and the curricula relates to the content of what is taught.

It is granted that such a distinction could be illusory to some extent. For example a proposal to introduce mooting as a compulsory component of legal education could be regarded as a change both to the structure and curricula of legal education.

¹ The argument herein is by the author for the purpose of the paper. Such a division may not always be practical.

This paper is limited to what should be taught in law schools to equip students to face up to challenges of the current era. It has been confined to aspects of the curriculum as the author is of the opinion that once it is decided what should be taught, thereafter it is best to decide how it should be taught.

It should be mentioned that there are two main structures within which legal education could be imparted. On the one hand it could be an academic course of study, on the other it could be a professional course of study. Some countries adopt a one-track system whereby persons entitled to practice must complete both an academic course and subsequently a professional course. Others adopt a two-track system whereby persons who want to practice must follow a professional course of study while those who follow an academic course can practice after sitting a professional course (Goonesekere).

Once the curricula has been ascertained it can be worked into either model, a combination of the two or even move away completely from the existing structures. Whatever model is chosen it is necessary to be guided by the principle that what is essential is not what the lawyers 'need to know' but what they 'need to be able to do².' In other words the program should not encourage students to memorise the syllabus but make them able to apply it practically (Fernando (2003)).

3. Agenda for Change: Legal Education must be Socially Relevant and Professionally Useful

Legal education at its inception in Sri Lanka under Colonial rule took the form of a stewardship or apprenticeship in the Chambers of a Barrister or Solicitor, which was followed by an Examination by judges of the Supreme Court (Goonesekere). Thereafter an individual could be admitted to the Bar if he was found to be of '...good repute and of competent knowledge, and ability...'

While stewardship still plays a vital role in the profession the task of legal education has been taken over by institutions of learning dedicated to legal studies. While the former system was by no means unsuccessful, the rapid development of the law and its ever-expanding canvass of subjects required a formal legal education in addition to practical experience. Likewise as we approach the 21st Century there is a need to take stock of the ever-changing horizons of the Law and ensure that the system of imparting legal knowledge and reason are capable of meeting the challenges posed by these expanding frontiers.

Law and its institutions change with social change. Thus we must focus first on society and the changes within society before diverting our attention to the changes that should be implemented in the curricula of Legal Education. A natural consequence of this is to pose the question 'what are the dominant forces in 21st century society?'

Justice John Perry's (Perry (2000)) statement given below seems to answer the question posed above.

There has never been a greater need for well-educated and well-motivated lawyers in the community. At the time when the twin forces of **Globalisation** and **Information Technology** are creating new horizons in most fields of human endeavour, they pose new challenges for the practices of law. **(emphasis added)**

The focus of this paper will be about introducing into the legal curricula, changes based on the impact of the said social forces that is rapidly changing the world.

² The words are taken from but not used in the same context as an article by Sally Kift (Kift (2004))

Globalisation is a direct result of economic and market forces. With this phenomenon the concept of 'a world without borders' has been introduced. This has had a direct impact on the sphere of law governing the relations among nations, commonly referred to as International Law. Given the omni-present nature of International Law there have been far ranging implications that have pierced even domestic law.

Consequent to the Free Trade regime for the supply of 'goods' that is sought to be implemented, there has also been much changes with the liberalisation of the 'services' sector in the post WTO context. To this end many professions, who have been traditionally regarded as persons who carry out a vocation, have tended to become market oriented. Thus there is a challenge posed to the legal community by multi-disciplinary practices (MDP's), which are essentially non-lawyers carrying out legal services.

To argue whether Globalisation or Information Technology occasioned the other, is as productive as arguing if the chicken or the egg came first. It is suffice to say that at present both rely on each other to a great extent. With the advent of the 'age of information' the legal community has been blessed with an aid, which must be utilised in legal education and a duty to regulate a new frontier.

Thus in order to equip law students to meet the challenges of a 21st century legal practice changes in the curricula of law schools must be made taking into consideration changes in international law, the use and control of information technology by lawyers and challenges posed by multi-disciplinary practices.

4.1. From an International Law of 'Diplomatic Relations' to the 'Law of Nations'

The focus of International Law has changed from co-existence to co-operation. It was only natural that International Law in the 16th and 17th centuries would concentrate on the smooth relations or co-existence between nations as it was necessarily a diplomatic law between maritime powers, in the backdrop of religious wars (Perera (1997)). However primarily due to economic factors states have been forced to accept the reality that that there was a need for active co-operation in International Relations. No longer is International Law the law between nations, it is now the law of nations. The acceptance of this reality has led to intense changes within the legal sphere, of which legal education should take cognisance.

The doctrine of sovereign equality of all States has been a cornerstone of International Law. From this flows treasured principles such as State immunity, immunity for head of State, impunity for crimes and non-interference. Most if not all these concepts are now of academic value as International Law now legitimately permits intervention in domestic affairs.

From the Statute of the International Criminal Tribunal for the former Yugoslavia to the Statute of Rome, the veil of immunity for acts of the state and purely domestic issues has been pierced. With the creation of the Rome Statute and as the International Criminal Court issues its first warrants it is safe to conclude that States and rulers are no longer a law unto themselves.

While there will be valid arguments against such trans-national courts it must be accepted that a new era of international criminal law has dawned, and proponents and opponents of the regime cannot remain in ignorance of their impact. There is a need for students of law to be aware of the competence of these institutions and their relationship with domestic laws and institutions. Sachithananda quite correctly points out that people should also be aware how the inequalities of the world order can affect the functioning of these Tribunals.

4.2. States are the Sole and Exclusive Subjects of International Law

International Organisations, one of the most powerful non-state actors on the world stage today, emerged in the aftermath of the World Wars. Thus the Organisation we see today is a direct result of the commitment to peaceful existence. The spirit of cooperation is essential if not a pre-requisite for their functioning. While a substantial number of international organisations are part of the regime of the United Nations (UN), there are other who function outside the UN system.

Although these bodies are primarily policy-making bodies that advise governments or act as partners with Government Agencies in carrying out projects related to their specialised field, an important role is being played by these organisations in the development of International Law.

Similarly Non-Governmental Organisations (NGO's) make a significant contribution particularly in the development of principles of Environmental law, law of human rights etc.

International Organisations have been in the forefront of advancing Treaty law as a primary source of International Law. By providing a forum for policy makers of the world to exchange views, they are able to produce Conventions, Model Laws or even Policy papers that can either have a direct impact of domestic law or can be used as the basis for domestic legislation. What is also heartening to note is that most of these treaties have been free from the accusation of 'neglecting the concerns of developing nations.' Ndulo uses the Trade-related Aspects of Intellectual Rights (TRIPS) Agreement, which was the result of the efforts of the World Intellectual Property Organisation (WIPO) and the World Trade Organisation (WTO) as an example of this. Furthermore this system promotes the harmonisation of laws and legal systems.

The inter-relationship between international organisations and States has been a much-neglected area of law within the curricula of colleges of legal education. The traditional doctrine that States are the sole and exclusive subjects of International Law (a corollary of Sovereignty) has been eroded. It is time that legal education takes cognisance of this development and moves away from a State-centric approach to legal education.

Sachithanadan argues that in addition to teaching the functions of these organisations and their utility it is also necessary to learn about the legitimacy and accountability of these organisations. This argument gains much significance when taking into consideration the current developments within the United Nations.

4.3. Mutual Assistance in Criminal Matters

A natural consequence of the regime of co-operation has been mutual assistance in criminal matters. For years law schools have been content with teaching students criminal law, criminal procedure and the law of evidence from a domestic perspective based on the presumptions that the 'Actus Reus' of a crime takes place in one jurisdiction. This is particularly so in Common Law jurisdictions where criminal law is territorial in character. Furthermore there has also been an assumption that all evidence including the proceeds of crime could be collected by searching the immediate scene of the crime. This as Hatchard (Hatchard (2004)) notes is far from the truth. The scene of the crime, evidence that is necessary to establish the crime and the proceeds of the crime can be in more than one jurisdiction. In order to successfully prosecute a crime there is a necessity for co-operation or assistance between States.

Mutual assistance in criminal matters currently receives much attention due to the threat posed by terrorists, and the global anti-terror movement that has arisen in response to it. International networks between terrorist organisations necessitate efficient and effective methods of prevention and investigation of terrorist threats through greater international

collaboration. No single State however powerful can counter the trans-boundary character of terrorism without such co-operation.

Hatchard notes 'alarmingly' that only a few schools in the Commonwealth include topics such as extradition, mutual assistance, restraint and forfeiture of proceeds of crime in their syllabi.

4.4. The Scope of International Law

International Law has been given step-motherly treatment in the syllabi of law schools. In some institutions it is not even compulsory subject. Perhaps this is a result of John Austin's positivist proposition that 'International Law is not law.' Furthermore the scope of the subject has been ill defined. Certain subjects which are disciplines in themselves, such as 'International Trade Law' and 'International Environmental Law' have been smuggled under the heading 'International Law. Thus law schools must refocus their syllabi. In doing so, the core area's must be laid out with regard to fundamental principles of International Law and the current developments discussed above. The wealth of jurisprudence on legal issues concerning international trade and the environment merit their removal from the scope of International Law and being taught as separate subjects. A requirement to follow a course in international trade law for persons doing subjects that would fall under the category of commercial law is recommended. We live in an age where basic commercial transactions such as foreign direct investment requires an understanding of its possible implications outside the country.

5. Global Movement for Justice: Human Rights

From the journey that began with Magna Carta rights consciousness has affected both the domestic and international sphere. National courts have been increasingly willing to check any excess or abuse of power, where there has been an infringement of person's fundamental rights. Immunities and exceptions have been effectively whittled down in the process of protecting Human Rights.

The same applies to International tribunals. As discussed previously International Tribunals have been able pierce the veil of domestic immunity and hold persons responsible for their conduct. This has been a natural corollary of the Human Rights movement. Human Rights have proved to be the best rubric in which to base such a proposition. The traditional position has been that a Government was supreme within its borders. Accordingly the international communities hands were tied in the face of blatant violations of rights within another State's territorial boundaries. However the current thinking is that while the Sovereignty of States will be respected where there are violations of human rights by the State the international community will be able to intervene. The concept of Responsibility to Protect reflected in the Summit Outcome Document of Heads of State or Government adopted at the recent 60th anniversary session of the United Nations requires the international community to step in where a State is unable or unwilling to protect its own nationals.

Crimes for which the International Criminal Court may on its own volition institute proceedings are essentially violations of Human Rights.

Furthermore the Human Rights Committee established under the International Convention for Civil and Political Rights (ICCPR) has the jurisdiction to hear and determine cases of violations of human rights that have been canvassed before the highest Court of a Nation. This too highlights the importance given to Human Rights in society.

Thus in a rights conscious world it is necessary that lawyers are able to defend the rights of individuals. At the very core of vindicating rights lies the requirement for a legal community

willing and able to represent such complainants. It is the task of legal educationists to emphasise not only the substantive and procedural aspects of Human Rights but also the importance of vindicating such rights, especially of economically disadvantaged communities. Programs on Legal Aid and Public Interest Litigation could satisfy such a requirement. While many legal programs today cover Human Rights a part of Constitutional Law or International Law it is timely to recognise the study of Human Rights as a distinct discipline. Keeping them confined in such manner will only explain the background or the basis on which Human Rights are founded or vindicated and will not involve an in-depth discourse on the very rights.

Some argue that there is an over-emphasis on Human Rights. There are also arguments that the Jurisdiction of the International Criminal Court is far too wide. Observers have also voiced the concern that Human Rights could be used to interfere with the domestic affairs of States. These arguments do not take away from the study of Human Rights. A thorough knowledge would be the most effective way to rebut any argument that falsely uses Human Rights as a pretext for interference.

6. Electronic Legal Education

Processors and hard drives are fast replacing files and papers. In many countries while all commercial activity is done by the aid of technology, most countries are in the process of using computers to aid land transaction, by storing all the information in copious number of folders in computers. It is only inevitable that someday the legal profession will be fully automated (if not already). Electronic means of filing papers and listing cases are being implemented or discussed in most jurisdictions. Thus there is a necessity for lawyers to be computer literate (if not for any other reason). One way of achieving this is by incorporating the usage of computers for law students. By the use of electronic teaching methodologies, students could familiarise themselves with the work environment they will face. It need not be stated that 'e-learning' will enable legal education to be taken to beyond the confines of the classroom walls.

Unfortunately it is not only the legal profession who has realised the power of the internet age. The world of criminals has duly noted and familiarised themselves with the benefits of technology, creating a new and frightening dimension to criminal activity. Mutual assistance in criminal matters will be pushed to its limits as criminals, the evidence, the scene of the crime, and the retention of stolen goods could be anywhere in the world. While buttressing the argument for the incorporation of matters of mutual assistance into the curricula it also calls for the lawyers to be knowledgeable about such matters. Walden (Walden (2005)) states that there is not an insufficiency of law in this area but excess. He states the problem with 'cyber terrorism' lies in enforcement. While persons who want to specialise in telecommunication and information technology laws can concern themselves with enforcement procedures, it is necessary that every lawyer has a basic understanding of electronic offences. From the tangible world they are used to working in, lawyers must be made to come to terms with the realities of crimes committed by intangible means. A practitioner must at least be able know the jurisdiction for illegal activities carried out by electronic means. At minimum law schools must take note of this phenomena in civil and criminal procedure courses as well as any course on the law of evidence.

7. Challenges to the Profession: Multi Disciplinary Practices

Wikramanayake (Wikramanayake (2003)) notes that the shift to free markets has led to unprecedented growth in economic activity. He further notes that this growth has opened up new opportunities in the services sectors. The uniqueness of the opportunities that arise are that they are multi-disciplinary in nature and require the expertise of professionals from a number of disciplines.

The impact on the legal profession has been two-fold:

1. Members of other professions carrying out legal services
2. Members of the legal profession carrying services outside the traditional expertise of a legal practice.

With the first proposition the legal profession has to be concerned about being forced out, with the second the legal profession must be in a position to take advantage of the new opportunities. It must be borne in mind that persons who are not members of the legal profession and provide legal services will not be bound by the codes of conduct for lawyers, giving them an advantage. To this end centres of learning must ensure that the qualities of education that their students receive is of a high standard so that would-be clients will choose the services of a client over another professional. On the other hand to take advantage of the 'open doors' legal education must be 'market driven.' We must bear in mind that the legal profession is a vocation that is not driven by profits. So a fine line must be drawn between being competent in financial activity and the need to maintain the standards of the profession.

8. Suggestions for Reform: Shift of Emphasis

Suggestions for reform have been made herein. Most of which relate to changes within subjects already taught and the introduction of new subjects. However it is recognised that such changes are not easy to be carried out. From cost to suitability of lecturers reform or new courses within existing curricula will always be hard to achieve.

However the fundamental change to the Curricula that is advocated, is a shift of emphasis. Even if there is no change to the curricula (which is very undesirable) there must be a shift of emphasis. Keeping in mind the forces that are shaping society, and knowing that it is these very forces that will affect the clients who will seek advise in the future from these law students, emphasis must be placed on thinking of and approaching legal issues in a socially relevant manner.

9. Conclusion

Reform without a purpose or reform that is not implemented with an equal amount of zest that it was advocated have been the recipe for the failure of reforms. Therefore in reforming the curricula for law schools a sensible and practical approach must be taken. While areas for reform and suggestions will continue to flood legal literature what is needed is a practical approach based on the ultimate effect on the legal profession and society.

Whether it is timely to reform or not ultimately rests in the hands on policy makers and depends on the social and cultural context such reforms will be implemented.

“Legal Education must be Socially Relevant and Professionally Useful,³” whatever and whenever reforms are implemented they must echo this principle in order to prepare law students to face the intricacies of a legal practice in the 21st century.

³ Words of Madhava Menon at the inaugural meeting of CLEA, 1994.

BIBLIOGRAPHY

Amerasinghe, A.R.B (1993) *Professional Ethics and Responsibilities of Lawyers*, Colombo: Lake House Investments

Davidson, A (2003) 'Electronic Legal Education', 2(1) JCLLE 15-30

Fernando, M (1992) 'Educating the Lawyer For the 21st Century', Sri Lanka Law College Review 5-7

Goonsekere, S 'Legal Education in Independent Sri Lanka: 1948 – 1997',

Hatchard, J (2004) 'Incorporating Trans-national Crime Issues into the Law Curriculum: The Commonwealth Approach', 2(2) JCLLE 89 –96

Kift, S (2004) 'A Tale of Two Sectors: Dynamic Curriculum Change for a Dynamically Changing profession', 2(2) JCLLE 5-22

Munro, V (2003) 'The Discipline of Law – Legal Education at the Intersection of the Juridical and the Disciplinary', 2 (1) JCLLE 31-45

Ndulo, M (2004) 'Legal Education, Internationalisation and African Law Schools', 2(2) JCLLE 23-47

Perera, R. (1997) *International Law – Changing Horizons*, Colombo: Sarvodaya Vishva Lekha Publishers

Perry, J (2000) 'Challenges to the New Millenium, Address to the Commonwealth Legal education Conference 2000', No.84 CLEA *Newsletter*, June

Sachithanandan, P (2003) 'Lessons from the International Criminal Court: The case for Trans-national Governance and its implications to Legal Education' Law College Law Review 103-111

Walden, I (2004) 'Crime and Security in Cyberspace' Law College Law Review 21-42

Wikramanayake, A (2003) 'Trojan Horse or Wind of Change: The Challenge of Multi-disciplinary Practices and Legal Services' Law College Law Review 4-10

CALLING LAW STUDENTS TO BE CORROSPONDENTS FOR THE NEWSLETTER

We invite law students to act as voluntary correspondents for the Newsletter from all parts of the Commonwealth. Important events and developments related to legal education, constitutional and legal changes, current events can be the basis of reports. This is an ideal opportunity for law students to gain recognition for their writing skills and also an important item to appear in their CVs. Those who are capable and have the time to send regular news items are requested to contact:

Dr. Joe Silva
Vice President, CLEA
Email: silvahjf@yahoo.co.uk

About the Commonwealth Legal Education Association

The CLEA fosters and promotes high standards of legal education in the Commonwealth. Founded in 1971, it is a Commonwealth-wide body with regional Chapters and Committees in South Asia, Southern Africa, West Africa, the Caribbean and the UK.

Membership is open to individuals, schools of law and other institutions concerned with legal education and research.

The Association's Programme of Action is based on the need to make legal education socially relevant and professionally useful, particularly through:

- the development of law curricula and teaching methodology;
- assisting law schools to prepare themselves for the demands of the profession in the context of the information revolution and other global challenges; and
- supporting continuing legal education and distance learning programmes.

Publications and research

- Journal of Commonwealth Law and Legal Education is published twice a year and contains news and views about law and legal education developments in the Commonwealth.
- A variety of books on law and legal education in the Commonwealth is also published.

The Association's website provides access to a wide range of Commonwealth legal materials, model curricula and some publications.

Conferences

The Association organises regular international and regional conferences and seminars. Recently, it has organised/co-sponsored conferences on topics such as law and development, human rights and just and honest government, as well as on legal education. Venues have included Australia, Nigeria, Cayman Islands, UK, Jamaica, Sri Lanka, Malaysia, South Africa, Canada and Kenya.

Commonwealth Law Lecture Series

This is a unique series that takes place on a Commonwealth-wide basis. Lectures are given by leading legal academics and judges.

Curriculum development

The Association is committed to developing new curricula that reflect both the importance of Commonwealth jurisprudence and the need for law schools in the Commonwealth (and beyond) to equip their students to meet the demands of the 21st century lawyer. Subjects include:

- human rights for the Commonwealth;
- transnational crime/anti-terrorism law;
- environmental justice (in preparation);
- international trade law (in preparation).

Strengthening law schools

- Providing training and materials for the teaching of a transnational crime course.
- Assisting in the distribution of law books to Commonwealth law schools.
- Establishing the Commonwealth Legal Education Research Centre in Cameroon.

Strengthening the Harare Commonwealth Principles

The Association works with the Commonwealth and three other Commonwealth professional organisations: the Commonwealth Magistrates' and Judges Association, the Commonwealth Lawyers' Association and the Commonwealth Parliamentary Association, on the development of the Latimer House Guidelines for the Commonwealth.

The Association supports the work of the Commonwealth Human Rights Initiative.

Activities for law students

The Commonwealth Moot Competition is held biennially, with the last three competitions being held in Malaysia, United Kingdom and Kenya.

The Commonwealth Students' Essay Competition is also held biennially

For further information on the work of the Association and details of membership, please contact:

The General Secretary
Commonwealth Legal Education
Association
c/o LCAD
Commonwealth Secretariat,
Marlborough House
Pall Mall
London SW1Y 5HX, UK.

Tel: +44 (0)20 7747 6415
Fax: +44 (0)20 7004 3649
e-mail: clea@commonwealth.int

Benefits of CLEA Membership

The benefits of a one-year institutional subscription include:

- Copy of the CLEA's Journal of Commonwealth Law and Legal Education.
- Copy of the CLEA's Newsletter Commonwealth Legal Education.
- Priority booking for all CLEA events.

The benefits of a three-year institutional subscription include:

- Those for a one-year subscription plus.
- Significant discount of membership rate.
- Significant discount on all CLEA publications.

MEMBERSHIP APPLICATION FORM

Please tick

- Individual membership (one year) (US\$80; £50) Individual membership (three years) (US\$190; £120)
 Institutional membership (one year) (US\$240; £150) Institutional membership (three years)(US\$600; £400)

Title: First name: Surname:

Institution:

Address:

.....

.....

Country:

e-mail: Fax:

Signature: Date:

Please make cheques payable to CLEA and return the completed form and cheque to:

CLEA, c/o Legal and Constitutional Affairs Division, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, United Kingdom.
Tel: +44 (0)20 7747 6415 Fax: +44 (0)20 7004 3649 e-mail: clea@commonwealth.int

CLEA Executive Committee Members

Australasia

Ros Macdonald
Queensland University of Technology
Faculty of Law, GPO Box 2434
Brisbane, Old 4001
Australia
Tel: +61 7386 42707
Fax: +61 738642222
e-mail: r.macdonald@qut.edu.au

Europe

Graeme Broadbent
Principal Lecturer
Kingston Law School
Kingston University, Kingston Hill
Kingston Upon Thames KT2 7LB
Fax: +44 (0)20 8547 7038
e-mail: broadbent@Kingston.ac.uk

The Caribbean

Ronnie Boodoosingh
Hugh Wooding Law School
P O Bag 323, Tunapuna,
Trinidad & Tobago
Tel: +1 8686625835
Fax: +1 868 662 0927
e-mail:
ronnieboodoosingh@yahoo.com

Canada

Paul Ocheje
Faculty of Law, University of Windsor
Ontario N9B 3P4
Canada
Tel: +1 5192523000
Fax: +1 519 973 7064
e-mail: pocheje@uwindsor.ca

East Africa

Professor W Kulunde-Bitonye
Director, Kenya School of Law
Nairobi, Kenya
e-mail: lawschool@ksl.ac.ke

Southern Africa

David MacQuoid-Mason
President, CLEA
University of KwaZulu-Natal
Howard College of Law
Durban 4001
South Africa
Fax: +27 (031) 260 2559
e-mail: mcquoidm@ukzn.ac.za

West Africa

Maxwell Opoku-Agyemang
Ghana School of Law
PO Box 179
Accra, Ghana
email: admax@msn.com

Nigeria

Isa Hayatu Chiroma
University of Maiduguri
Nigeria
email: isa_chiroma@yahoo.com

South Asia (Bangladesh, Pakistan, Sri Lanka)

Mir Aurangzeb
University of Quetta
39-Army Officers Housing Scheme
Airport Road, Quetta
Pakistan
Tel: +92-81-2826492;
+92-333-7802076
e-mail: miraurangzeb@yahoo.com

South Asia (India)

Siva Sivakumar
Indian Law Institute (Deemed
University), Bhagwandas Road,
New Delhi-11 0 001
India
Tel: +91 11 23388849
Fax: +91 11 23782140
e-mail: drssivakumar@sify.com;
cleaasia@yahoo.co.in

South East Asia

Kumaralingam Amirthalingam
13 Law Link
Faculty of Law
National University of Singapore
Singapore 117590
Tel: +65 65161518
Fax: +65 6779 0979
e-mail: lawka@nus.edu.sg

Ad hoc members

David Barker
University of Technology Sydney
e-mail: david.barker@uts.edu.au

Austin Davis
e-mail: austin.davis@btinternet.com

Muna Ndulo
Cornell Law School
e-mail:
muna-ndulo@postoffice.law.cornell.edu

Hon Treasurer

Katalaina Sapolu
Acting Director
Legal and Constitutional Affairs
Division
Commonwealth Secretariat
Marlborough House, Pall Mall
London SW1Y 5HX, UK
Tel: +44 (0)207 747 6415
Fax: +44 (0)207 747 6406
e-mail:
k.sapolu@commonwealth.int

Vice-Presidents

Peter Slinn
e-mail: slinn@docs@hotmail.com

Joe Silva
e-mail: silvahjf@yahoo.co.uk

Professor John Hatchard
Open University, UK
e-mail: j.hatchard@open.ac.uk