

Commonwealth Legal Education

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Legal Education Association

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Education Association

Benefits of CLEA Membership

WELCOME

From Selina Goulbourne

General Secretary

In the last quarter CLEA has been involved in two major activities. Firstly the completion of Human Rights Capacity Building first training phase in the South Atlantic, an overview of which appears in the lead article contributed by Rosanna Mesquita, the project coordinator for the region, and planning for the next biennial conference to be held in Bangalore, India, in January 2011. In addition, arrangements for the Commonwealth Lawyers Association conference in February 2011 are well in hand on a problem related to Public International Law. Dr Joe Silva has valiantly agreed to take responsibility for the organisation of the moot following Ros Macdonald's resignation from this task after an unrivalled decade of successful moots.

CLEA has been pleased to participate in collaborative initiatives undertaken by Akbar Khan, who replaced Betty Mould-Idrissu as the Director of the legal and Constitutional Affairs Division of the Commonwealth Secretariat.

SPECIAL FEATURE

REFLECTIONS FOLLOWING THE COMPLETION OF THE FIRST ROUND OF THE SOUTH ATLANTIC HUMAN RIGHTS TRAINING

Rosanna Mesquita, Project Coordinator

At the end of March 2010, the capacity building project in the British Overseas Territories saw the conclusion to the first round of human rights training in the South Atlantic, with the completion of training programmes in St Helena, Ascension Island and the Falkland Islands.¹ This training happened at a time when all three Islands had newly adopted Constitutions and for the first time in their history, both St Helena and Ascension have a bill of rights within their Constitutions. The Falkland Islands' new Constitution updated its old bill of rights bringing it more into line with the international standards that apply to it. These Bills of Rights provided an ideal focus for the training, giving participants the opportunity to consider the impact of these rights in an informal setting.

The South Atlantic training programme was developed out of the previous year's consultation process where it was found that many participants needed a solid foundation of knowledge about rights before taking the training a step further. This shaped the project's next stage of devising and delivering in-country training that was aimed at providing the building blocks about rights; such as what they are, where they come from and how they work in practice so that the law and processes protecting rights became more accessible. The training also provided introductory tools and approaches to use when dealing with rights in practice.

The training programme was first held in St Helena in October 2009, and then on Ascension Island at the end of January 2010. The final training programme was held in the Falklands at the end of March 2010. Each training programme lasted around five days and the length of the training was as much dictated by the participant interest and availability as by the accessibility of these Islands. St Helena for example, is only accessible by sea and permits 3 or 8 day stay each month. For Ascension Island and the Falklands, there are flights to and from these Islands twice a week. The 5 day training schedule proved to be a good length, allowing the training to be kept within groups of no more than around 20 to 25 participants, for sessions to be repeated to ensure maximum participation from all groups, and to give the trainers time to learn about the Island life which could then be weaved into the training sessions. For the project in general, it gave the coordinator adequate opportunity to raise the profile of the project and garner support for its other activities.

¹ Tristan da Cunha, one of the more remote Overseas Territories in the South Atlantic did not wish to participate in this first round of training of the project, Building Capacity in the British Overseas Territories of the Caribbean, Pacific and South Atlantic. This project which is being funded by the UK's Department for International Development, is being delivered by the Commonwealth Legal Education Association in partnership with the Commonwealth Foundation and the Commonwealth Human Rights Initiative.

The project's general approach of shaping activities to meet the needs and context of each territory was used when developing the training programme. The three South Atlantic Territories vary somewhat in size, economically, and governing structure. St Helena and the Falkland Islands are similar size in population, the former having approximate population of 4,000 and the latter of 3,000 (*Foreign and Commonwealth Office's country profiles*). Both have a similar governing structure in that they have an elected Legislature, (in St Helena a Legislative Council and in the Falklands a Legislative Assembly) and an Executive Council working under the direction of the Governor. Whereas Ascension Island has a much smaller population of around 1,100 inhabitants (*Ascension Island Government website*) and a small elected body making up an Island Council that advises the Administrator, the Governor's representative on the Island. Ascension, a former dependency of St Helena, has retained both the Governor and Attorney General of St Helena.

International human rights instruments that apply in the South Atlantic, and have been extended to the Islands by the UK, include UN treaties such as the International Covenant on Civil and Political Rights (ICCPR) and the UN Convention on the Elimination on all Forms of Discrimination against Women (CEDAW) as well as the European regional human rights treaty, the European Convention on Human Rights (ECHR). The diversity of these Islands can be clearly seen by the fact that they do not have the same international human rights instruments extended to them. Both the ICCPR and ECHR have been extended to all three islands but out of the three, only the Falkland Islands has had CEDAW extended to it. As mentioned above, a bill of rights is now found in each of the three Constitutions. However, even though these Bills of Rights contain rights found in the ICCPR and ECHR, the rights differ between the three constitutions. For example, the Constitution of Ascension Island has not included the right to Freedom of Movement whereas this right is contained in the other two Constitutions. The Falkland Island's Constitution speaks of the right to self-determination, an important right with the discovery of oil and recent international discussion over the sovereignty of the territory. However, this right is only found in the preamble to the rights in the Constitution of St Helena and Ascension Island. In addition, the wording of the provisions enshrining these constitutional rights are neither identical to those used in the ECHR and the ICCPR, nor are they the same within the three Constitutions.

From the project's perspective, the ECHR and the ICCPR formed part of the project's mandate and the new Constitutions provided the training curriculum with a clear link between the rights at the international level and those that apply within the domestic *fora*. Therefore, delivery of the training was well timed to take place, following the introduction of the new Constitutions. Prior to the Constitution, any training programme for both St Helena and Ascension would have had to delve into national laws and the often hazy protection of rights provided by the common law system. Not only has the Constitutions' bill of rights made the project task easier, it has provided a natural focus and a clear context for the training. Unfortunately, because the rights contained in CEDAW, the other international human rights instrument falling within the project's mandate, are not specified with the islands' bills of rights, it has been a difficult to integrate CEDAW into the training in any great depth.

The project's target audience for the training is diverse in that it consists of the four distinct sectors of society all playing a role in protecting rights within a country; the legislative, executive and judiciary and civil society. Public officials from different government departments, officials involved in the Court system, (Justices of the Peace/Magistrates, Solicitors, members of the Attorneys General's Chambers), and parliamentarians attended the training in each of the three programmes. In the Falklands and St Helena, civil society groups, including the media, religious leaders and members of faith based organisations, and members of community based organisations also participated in the training sessions. The training on Ascension Island lacked participation from civil society, however, given the paucity of such groups on the island and the majority being youth based groups, the group decided that their members' participation would be included through the Island School.

The overall numbers attending the training has varied from territory to territory and appears to be determined partly by the size of the population; the overall attendance number was similar in the Falklands and in St Helena, whereas in Ascension Island the total attendance was much smaller. More importantly, the four sectors were well represented in both St Helena and the Falklands Islands whereas on Ascension Island there was good representation from the public sector. The numbers of men and women attending the training have been relatively similar and in most training sessions, participants are adults except in St Helena where youth group members were also included in the training schedule. Interestingly, in each of the three territories there was a disappointingly low attendance by the Magistrates/Justices of the Peace. The reason for this is unclear.

The training programme followed similar lines in all three territories, where every participant has been encouraged to attend a three hour general introduction to human rights, regardless of their level of knowledge. St Helena was the first territory to receive the training and here the three hour introductory session was combined with an additional topic, identified according to the interest and the need of the participating groups. For example, the introductory session attended by civil society organisations and prospective candidates for election included strategies used by civil society in protecting rights. Whereas the introductory session attended by government officials included a section on the inclusion of rights in policy making. In Falklands and Ascension Island, the introductory session was kept separate from other topics and a further three hour session was provided according to the needs and interests of the participants.

This later change came out of the recurring criticism from the participants who attended the St Helena training where they said that too much information was covered in one session. This feedback resulted in the project insisting that in all subsequent training programmes the general introduction to rights was allocated three hours and any further session was also given a three hour slot. These further sessions ranged from a session on the inclusion of rights in policy making, rights and policing, rights relating to the media, teaching about rights in schools, to Court remedies and the role of the civil society organisations in protecting and promoting rights.

This timing seems to have worked well and the participants found the three hours, with a short tea break in the middle, appropriate with the level of group discussion and participation continuing through until the end of each session. Feedback, from

the training programmes following on from the St Helena training, was complimentary about the content of the programme and most participants said they felt that the programme had sufficiently covered the material in enough detail.

All the trainers used to deliver the programme were sourced from the South African Street Law organisation, an organisation that was established by CLEA's president, Professor David McQuoid-Mason. Street Law South Africa has well established expertise in developing legal literacy programmes for both lawyers and non-lawyers of all ages and Professor McQuoid-Mason has set up Street Law programme in many parts of the world, including Eastern Europe and other African Countries. Its roots originate from the American "Street Law" movement and its goal in "providing practical legal education to all citizens so that they can better cope with their laws and legal systems" (*Street Law's "Democracy for All"*) is very much at the heart at the project's wider objectives as well as those of the training. In hindsight, it is of no surprise that the Street Law trainers were well equipped to meet the diverse needs of the project's target audience.

The project has also relied heavily on the South African Street Law curriculum in particular "Human Rights For All" and its participatory teaching methods. This teaching methodology is aimed at leading participants to the answer and the various options open to them through a series of teaching activities. These range from "buzz groups" or brainstorming with the whole group, to smaller group work. Role play of a situation which is then analysed by the group was another illustrative teaching tool, along with the use of mini moot courts in which participants were split into groups of three, with participants acting for the claimant or the defendant and the third acting as the judge in summing up the two sides arguments and giving judgment. Trainers weaved into these activities case studies often drawn from real-life situations with clear lines of enquiry to apply. They also used debates on controversial subjects such as the use of corporal punishment in the home or abortion, asking groups to put forward arguments either for or against the topic. All these activities proved to be effective teaching tools as it showed participants the competing and at times conflicting nature of rights. It also gave participants the opportunity to explore and analyse their own experience and views as well as listen to the views and experiences of others. Through these different "critical" thinking exercises and methods the participants became better informed about a given subject and were given the practical tools to apply in their work.

The trainers' main role was to facilitate discussion, encouraging participants to build on rather than criticise a statement made by another. When necessary, they brought participants gently back to the focus of the session, often using the provisions of the Constitution or of an international instrument. This approach created a relaxed setting where light-hearted humour was interspersed with new concepts and technical information. Many of the participants commented on how they found these sessions to be both informative and fun. Obviously the success of this methodology was dependent on the skills of the trainer in ensuring that the activities met the specific objectives set out at the outset of the training and in adapting the training materials and lesson plans where necessary. This also depended on whether the participants fully understood the technical terms and concepts being discussed during the training. The flexibility of the trainer to manage this learning process has been a crucial aspect of this training, particularly on account of the diverse range of

groups attending the training. The other key to this learning process has been not to overload the participants with too much information in one session.

The project essentially used the same training curriculum for all three Territories, building on each curriculum as the training progressed. Trainers sometimes introduced a new training activity or made improvements to the training but the same topics were covered. However, the trainers did not use the same examples or scenarios in each Territory. They used examples and scenarios which at times they drew from their own experience and at other times they used those relevant to the territory. These latter examples proved to be an important learning tool. The need to contextualise the training as much as possible became apparent very early on in the training as scenarios and examples based on everyday issues within the territory, triggered more detailed and lively debate. However, it was difficult to prepare for this in advance, as the project is being delivered remotely and its main source of information came from the discussions during the previous year's consultations. Add to this these territories have not been the subject of scrutiny by international non-governmental human rights organisations. Nor have they frequently been the subject of UN Treaty Bodies' comments. There have been no cases lodged with the European Court of Human Rights or the Privy Council and lower court judgments are not readily available on the internet. As it is not the role of the project to examine, or investigate alleged violations in these territories, picking up on the live rights based issues has been done in an *ad hoc* way.

The need to scratch beneath the surface in each territory without being seen to dig too deeply or pass judgment continued to be a challenge for the project and its trainers in all three territories. Heavy reliance has been placed on the trainer to prepare scenarios during the training programme itself. Many of the examples used were either based on newspaper reports or from discussions during or outside training sessions. At times, the trainers developed scenarios as part of a practical exercise; such as with the Ascension Island police, the trainer asked for a typical incident that the police would deal with on a Friday and Saturday night. This incident was then used as a scenario for a role-play on arrest and detention procedures followed by discussion and analysis. For the session on the inclusion of rights in policy making and for the civil society session's exercise on devising a campaign strategy, participants in groups of three, were asked to identify their own examples. They were then given a step-by-step approach to apply using their own example. More often than not, participants chose examples that had relevance to all participants. In the Falklands, the trainer used issues that were repeatedly raised during the training week to develop case scenarios for the session on Court remedies. The trainer was able to do this as the session happened to fall on the final day of the training programme.

Not only does the use of real-life scenarios or scenarios relevant to the participant help them understand a concept or term, it also allows current and sometimes contentious issues to be discussed in a relaxed and non-threatening environment. In societies where civil society is weak, it may give participants the impetus to put their learning into practice in order to bring about change.

In many of the sessions in the three territories, the knowledge base of participants have ranged widely; sessions sometimes have had a mix of technical experts including those with a legal background with others who are new to the subject

matter. The project did not attempt to place participants in a session based on their knowledge level, as this would have been too difficult a task to plan and implement from afar. The onus on managing the knowledge levels became part of the trainer's role as facilitator. The successful management of the range of knowledge, in any one session, can be attributed in part to the teaching methodology as well as the trainer's skills in using this methodology to manage the knowledge levels. As the underlying basis for all the teaching activities is based on participant participation, the level of discussion is set by the participants and it is their input that determines the level and direction of the training session. The skill of the trainer lies in knowing how to use the participant's knowledge to the advantage of the whole group, as well as managing the amount of input from a participant with a higher level of knowledge. This is crucial because those with a higher level of knowledge may dominate a discussion, deterring those with lesser knowledge from participating in the discussion. The trainers used different techniques, for example, in Ascension Island, the trainer used chocolate buttons, (giving three to each participant and when all three were used up then that participant could not intervene until everyone has used up their chances to speak). In the Falkland Islands the size of the sessions were larger and those with higher knowledge level were used as a resource person where appropriate, often giving input on local law or practice. In all cases, care was needed to ensure that any complex legal arguments or technical language was fully explained and often the trainer needed to be adept at managing the flow of discussion and in adapting the curriculum to meet the unanticipated needs of every participant.

The project's approach to the teaching of rights has been from top down, focusing on rights at the international level and then bringing them down to the national level through the constitution. Even the participants with a higher level of knowledge, such as lawyers and policy makers, who are used to working with rights from a purely a national perspective, found the sessions gave them a different perspective/angle to their existing knowledge.

The patterns of attendance differed from territory to territory and were influenced by the programme, individual needs and availability of the participants. On Ascension Island, where the government structure and departments are small, most sessions had mixed participants. The one non-mixed session was held with the police department allowing the trainer to focus more specifically on rights and issues relating to police work. In St Helena, where the first and subsequent session was merged into one depending on the groups participating, the participants generally attended with colleagues from their department or organisation so there was little mixing of the different groups within a sector or between sectors. In the Falklands, there was more mixing of groups either from within one sector or within a number of sectors. This was due to the splitting up of the general session from the second sessions and running the general session a number of times during the training week to accommodate the competing work schedules of participants. Even for sessions on the media and on Court remedies, there was a mixing of groups, bringing lawyers and non-lawyers together. Again, the one session that was not a mixed session was for the police department again to allow the session to focus solely on policing and rights.

No hard and fast conclusions can be drawn as to whether it is better to limit or widen the mix of a group within a training session. In some sessions in St Helena, there

was a deliberate mixing of two sectoral groups – such as the prospective candidates for elections with participants from all civil society organisations. This had a beneficial knock-on effect in that it gave each group a chance to discuss what they see as the other side's role in relation to rights. Whereas participants' feedback from the Falklands indicated that they found it beneficial to be given the opportunity to interact and discuss rights-related issues with those that they may not have otherwise done during their normal working day. Experience shows that either of these alternatives may have benefits and can be used to further participant's learning and experience from the training.

The one weakness in the training is the length of the training being offered, which on average is 6 hours for many participants and three hours per topic. This short time frame limits the depth in which topics are being covered. Therefore in order for the training to achieve its objective and sustainability, it is crucial that there are both material and human resources available for the participants to tap into after the training as reference point. The project's other activities such as technical assistance, international learning and networking and the challenge fund goes some way to creating further resources. These are aimed at assisting this continued learning process and are therefore pivotal in also creating sustainability of the project's end goal of building capacity in these Territories. The second round of training which will be offered to each territory will also help consolidate the knowledge gained from the initial training. However, in the meantime it requires each participant to start applying the knowledge gained from the training and deepening that knowledge through their own lines of enquiries as well as making use of the project's other activities.

In my view, one of the most important outcomes has been the genuine enthusiasm for the subject matter itself. This enthusiasm for human rights, seen during the consultation process, came through during the training and participant's feedback on the training. It is hoped that this enthusiasm will inspire all participants to build on their knowledge gained from the training; not only through their continued participation in the project but by putting this knowledge into practice as well

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CLEA ACTIVITIES

Commonwealth Legal Education Association (CLEA) ACTIVITY REPORT 2008 – 2010

1. Founded in 1971 the CLEA has as its broad objectives:
 - fostering and promoting high standards of legal education in the Commonwealth;
 - strengthening links between legal educators;
 - disseminating information and literature concerning legal education and research;
 - publishing and supporting the publishing of legal materials, particularly for the benefit of law schools in developing Commonwealth countries.

2. The Association is a Commonwealth-wide body with regional and national Chapters in South Asia, Southern Africa, West Africa, the Caribbean, India, Pakistan, Nigeria, Sri Lanka and the UK. Membership is open to individuals, law schools and other institutions concerned with legal education and research.

3. The affairs of the Association are managed by an Executive Committee that is broadly representative of the Commonwealth. A list of current EC members is provided at the end of this section. The administration of the Association is undertaken by the General Secretary..

4. The Association has a six point *Programme of Action* designed to achieve sustainable improvement in legal education throughout the Commonwealth:
 - A. *Developing human resources*
 - Training of law teachers
 - Development of and support for research

 - B. *Developing non-human resources*
 - Improving law library facilities
 - Developing the use of electronically produced information

 - C. *Curriculum Development*
 - Developing new law courses in areas relevant to Commonwealth countries
 - Exchanging information and experiences on the development of new and existing law courses

 - D. *Professional training*
 - Strengthening links between law schools and vocational training institutions
 - Addressing the needs of vocational training institutions

E. *Strengthening links between Commonwealth law schools*

5. In carrying out this Programme of Action, the Association undertakes a wide range of activities.

PROGRAMMES 2008-2010

Projects

The British Overseas Territories Human Rights Capacity Building Project

6. In 2007 the CLEA commenced work on this four-year collaborative project with the Commonwealth Foundation and the Commonwealth Human Rights Initiative. Funded by the United Kingdom Department for International Development (DfID), The project seeks to enhance the observance of human rights in the British Overseas Territories in the Caribbean, Pacific and South Atlantic in a manner consistent with international standards. Following the dissemination of the preliminary report on the legal framework in each of the territories, the project coordinators undertook consultations with stakeholders in the territories. Project plans and training schedules were compiled in response to the consultations. Since June 2009 the first phase of Human Rights Awareness training have been conducted in Pitcairn, St Helena, Ascension and the Falklands with customized curricula devised by CLEA and CHRI. The response of stakeholders has been very positive and the second phase which encompasses Human Rights Advocacy Training, Treaty Body Reporting under the UN Human Rights Conventions and National Human Rights Institutions. In addition the territories are being encouraged to apply for Technical Assistance under the aegis of the project to progress compliance with international human rights standards and to apply under the Challenge Fund for specific projects to be undertaken by stakeholders relating to enhancement of human rights within the territories. The next phase of the project will be assistance with International Networking and legislative drafting to bring individual territories in line with their commitments under the relevant UN Conventions CEDAW and ICCPR.

Publications

7. The Association publishes a range of books and periodicals. These include three regular publications:

- *Commonwealth Legal Education*. This is published three times a year and contains news and articles about law and legal education developments in the Commonwealth. It is sent free of charge to members and to all known law schools and law libraries in the Commonwealth. It is also available on-line from the CLEA web site www.clea-web.com. Copies will be available for inspection by Law Ministers.
- *Journal of Commonwealth Law and Legal Education*. Launched in 2002 and published twice a year, this is the Association's own fully refereed journal. It is edited by and Gary Slapper of The Open University and published by Taylor & Francis. Copies will be available for inspection by Law Ministers.

- *Directory of Commonwealth Law Schools*. This contains details of over 800 Commonwealth law schools and research institutions as well as the texts of all major Commonwealth declarations. The 4th edition, edited by John Hatchard, was published by the CLEA in November 2007. Copies will be available for inspection by Law Ministers.

8. In 2009 a dedicated CLEA website www.clea-web.com was set up. Clare Chambers, CLEA executive member for UK and Europe, is in the process of updating the site and ensuring that this new facility improves access to information and publications across the Commonwealth.

Conferences/Seminars

9. The Association organises/co-sponsors a wide range of conferences and seminars. These cover topics such as Administrative law and justice; Law and Development; Human Rights; and Just and Honest Government as well as on a range of legal education issues.

10. Recognising that legal education needs and interests vary around the Commonwealth, the Association has launched a series of regional conferences/meetings designed to enable academics and practitioners from a particular region to meet regularly to discuss matters of common concern.

11. The 2009 CLEA conference was held at the School of Law, City University of Hong Kong on the theme “Teaching Law in the Modern Global Business Environment”

. This was a high profile event attended by senior members of the University and with a range of high quality papers, some of which have been published in the Asia Pacific Law Journal and The Journal of Commonwealth and Comparative Law.

12. The 2008 South Asia regional conference was held in Sri Lanka on the theme “Legal Education towards a value-based system of Law”. The conference benefited from very generous sponsorship by local business and the quality of the papers is reflected in an impressive publication.

13. In 2008 the CLEA Southern African Chapter hosted, jointly with the CLEA South Asia (India) Chapter and the Faculty of Law, University of KwaZulu-Natal, an Indo-South African Social Justice Symposium attended by 16 senior judges from India, 6 from South Africa and a number of senior barristers and legal academics from both countries.

Curriculum Development Project

14. The Association continues to work on developing new law curricula that reflect both the importance of Commonwealth jurisprudence and the need for law teachers to equip their students to meet the demands of the 21st Century lawyer.

- *Model Human Rights Curriculum for Commonwealth Law Schools*: This was revised and updated in 2006. This is available on the CLEA website.

- *Combating Transnational Crime: International Co-operation in Criminal Matters*: This was revised and updated in 2007. This is available on the CLEA website.
- *Corruption and Misuse of Public Office*: This is currently being developed.
- *Islamic Law*: The project now has a bank of well-trying and tested materials from Commonwealth regions, which will form the basis of a comparative curriculum hosted by UKCLE website

Developing activities for students studying law

15. The Association places considerable emphasis on involving those studying law in Commonwealth activities. Its flagship projects are

- Commonwealth Law Moot. This is held biennially with the 2009 competition being held in Hong Kong. The competition is particularly noteworthy in that it brings together teams from around the Commonwealth to deal with a problem of particular contemporary importance to Commonwealth states.
- In 2008 Sri Lanka hosted the conference on the theme “Legal Education towards a value-based system of Law”. These events have proved an ideal opportunity for faculty and students in the region to explore avenues by which values can be integrated into the legal education curriculum in a diverse and challenging global legal environment.
- Commonwealth Student’s Essay Competition. This is held biennially and is open to any student studying law at the undergraduate level.

Strengthening the Harare Commonwealth Principles

16. The Association continues to work with the Commonwealth Secretariat and three other Commonwealth professional organisations, the Commonwealth Magistrates’ and Judges’ Association, Commonwealth Lawyers Association and Commonwealth Parliamentary Association on the development of the *Latimer House Guidelines* and the *Commonwealth Principles on the Accountability of and Relationship between the Three Branches of Government*. A report of the Edinburgh Colloquium and the Plan of Action for the Commonwealth appears in Volume 104 of the CLEA Newsletter.

Working with the Commonwealth Secretariat

17. The Association continues to work closely with the Commonwealth Secretariat in a mutually beneficial relationship. It also greatly appreciates the support and assistance that it receives, particularly from the Legal and Constitutional Affairs Division and the Commonwealth Foundation.

CLEA Executive Committee (as at 1 June 2008)

President:

David McQuoid-Mason (South Africa)

Vice-Presidents:

Jo Silva (Sri Lanka)

Peter Slinn (UK)

John Hatchard (UK)

Seth Bimpong-Buta (Ghana)

Hon Treasurer

Akbar Khan

General Secretary

Selina Goulbourne

Executive Committee Members

Australasia: Ros Macdonald (Australia)

The Caribbean: Ronnie Boodoosingh (Trinidad and Tobago)

East and Central Africa: W Kulunde-Bitonye (Kenya)

Europe: Clare Chambers (UK)

North America: Paul Ocheje (Canada)

Southern Africa: David McQuoid-Mason (South Africa)

South East Asia: Kumarlingham Amirthalingham (Singapore)

South Asia (India): Siva Sivakumar (India)

South Asia (Bangladesh, Pakistan, Sri Lanka): Mir Aurangzeb (Pakistan)

West Africa: Maxwell Opoku-Agyemang (Ghana)

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CLEA NEWS

1. Constitutional Review Commission Inaugurated: A 13 Member Commission headed by Professor Emeritus Albert Fiadzoe has been inaugurated to conduct a comprehensive review of the 1992 Fourth Republican Constitution for possible amendments. The Commission established under C.I. 64 is expected to submit its report to the President within 18 months. The mandate of the Commission are:

- Ascertain from the people of Ghana, their views on the operation of the 1992 Fourth Republican Constitution and, in particular, the strengths and weaknesses of the Constitution;
- Articulate the concerns of the people of Ghana as regards the amendments that may be required for a comprehensive review of the 1992 Constitution; and
- Make recommendations to the Government for consideration and provide a draft Bill for possible amendments to the 1992 Constitution.

The Commission has so far requested Memoranda and suggestions from stakeholders mostly in academia, both in Ghana and diaspora. Friends of Ghana all over and especially within the Commonwealth may contribute to this very important exercise.

2. Introduction of the Commonwealth Legislative Drafting Course for African Member States at the Ghana School of Law: The 12 Weeks course is a programme offering short-term training for Legislative Drafters based on a curriculum developed by the Commonwealth Secretariat in consultation with member states. The next programme will commence on **26th July, 2010**.

3. Publication of the Graphic Weekly Law Reports (GWLR). This is an innovative way of making judicial decisions accessible on weekly basis, the first of its kind in Ghana. The Report, which is edited by Dr. Seth Bimpong-Buta is published in Ghana's most circulated newspaper, the Daily Graphic. The Reports are currently limited to landmark decision of the Superior Courts, notably the Supreme Court.

4. Publication and Official launch of a 458 Page book entitled: *Constitutional Law and History of Ghana* by Maxwell Opoku-Agyemang, Senior Lecturer, Ghana School of Law and Vice-President of Commonwealth Legal Education Association (CLEA), West Africa Region.

Maxwell Opoku-Agyemang
Ghana School of Law
Accra

CONFERENCES

CALL FOR PAPERS

**COMMONWEALTH LEGAL EDUCATION CONFERENCE
29th – 31st January 2011
BANGALORE, INDIA**

***More meaningful Commonwealth Legal Education in the
21st Century - Stepping out of the Ivory Tower?***

In addition to a specialist stream on Legal Education and the legal profession in India organised by Sweetha Balakrishnan, Stanford Law School and one on Legal Literacy and the UN Legal Empowerment of the poor Resolution organised by David McQuoid-Mason, CLEA President and Mara Daruwala, Chair of the Commonwealth Human Rights Initiative, participants are encouraged to present papers on any of the following topics within the theme of the conference

- Law Schools and community outreach programmes
- Legal Education and the demands of the global village
- Should legal education be driven by the needs of the legal profession?
- Promoting law school-legal profession partnerships
- Making legal education relevant to the needs of society

For further conference details contact Professor Siva Kumar, CLEA South Asia Regional Executive Member and Conference organiser at cleaasia@yahoo.co.in or drssivakumar@sify.com

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:

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Commonwealth Legal Education
Association
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Tel: +44 (0)20 7747 6415
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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:

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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