IMPROVED ACCESS TO JUSTICE IN THE CARIBBEAN

(IMPACT JUSTICE)

LEGAL EDUCATION SURVEY

REPORT ON OPINIONS OF LAW STUDENTS AND MEMBERS OF THE LEGAL PROFESSION

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for

IMPACT JUSTICE

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This report presents the results of a quantitative survey commissioned by the Improved Access To Justice in the Caribbean (IMPACT JUSTICE) Project. The survey was administered among law students and members of the legal profession (including attorneys, law educators and members of the judiciary) in 13 CARICOM states as an anonymous, online questionnaire between March 29th and April 25th 2016. Four hundred and six (406) respondents completed the questionnaire. This is one of two surveys intended to assist consultants appointed by IMPACT Justice in the preparation of their report on legal education in the region. That report will be submitted to the Legal Affairs Committee of CARICOM.

Section 1: Respondent profile

Findings

Most survey respondents were based in Jamaica and Trinidad & Tobago (31% each), with a further 14% based in Barbados at the time of completing the questionnaire. Respondents were most likely to be female (70%) and aged 40 or less (63%).

70% of respondents (285 in total) had completed both an LLB and LEC, including 54% who had attended both a Faculty of Law and Law School based in the CARICOM region. 25% of respondents were attending either a Faculty of Law (16%) or Law School (9%) in the CARICOM region. Among respondents who had completed Law School (whether in the CARICOM region or elsewhere), 56% had graduated within the last 10 years.

Conclusions & Implications

The survey results reflect primarily the experiences and views of current Law students and graduates based in Jamaica, Trinidad & Tobago and Barbados. The data are likely to offer a contemporary view of legal education in the region, particularly given the high representation of fairly young Law School graduates and current students (age 40 or under) and, given the predominance of Law School graduates who had completed their LEC within the last 10 years.

Section 2: Expected and actual outcomes of legal education: employment prospects and status

Findings

69% of current LLB students planned to seek employment as an attorney-at-law after completing their studies and most anticipated securing such a job within 1 year of graduating (78%). 83% of Law graduates surveyed were employed in the legal profession, either as attorneys-at-law (72%) or members of the judiciary (11%). 13% worked as law lecturers or other types of educator.

Practising attorneys were most likely to be in private practice (40%), working for a government department (31%) or based at a law firm (26%). At least three-quarters (76%) of attorneys surveyed specialised in select areas of the law, with the most popular areas being Non-family Civil law (55%),
Contract law (52%), Corporate law (49%) and Family Civil law (34%). Members of the Judiciary within the sample were likely to be high court judges (45%) or magistrates (36%). At least half of the members of the Judiciary specialised in Non-family Civil law (76%), Family Civil law (52%) and Criminal law (52%). Most respondents (94%) employed other than as attorneys or members of the Judiciary had found a job within one year of graduating. Within this group, 22% had expected to find work related to their studies or join a law firm/ chambers upon graduation.

Conclusions & Implications

Most LLB students surveyed seem to be undertaking their current studies with a clear and predictable career path as an attorney-at-law in mind and they are very confident about their job prospects upon graduation. However, nearly one-fifth appear to be contemplating alternative career paths or undertakings. As such, the results suggest both sustained confidence in Law as a viable career option and, possibly, a fair understanding among students of the wider applicability of a Law degree. Current LLB students’ career ambitions match the actual distribution of careers of graduates in the survey sample and the survey results suggest that, in only a minority of cases, graduates who had taken up alternative professions had done so because of an unfavourable view of the legal profession (e.g. lower salaries) or unfavourable circumstances (e.g. failing the Law School entrance exam). This augurs well for the career prospects of current law students’ (within or outside of the legal profession).

In general across the region, attorneys are less likely to work for the State and more likely to find themselves in solo private practice or employed by law firms. Based on current general regional trends, attorneys are likely to specialise in Non-family Civil law, Contract law and Corporate law during their careers, though Family Civil law is also a significant area of practice. Judges can expect opportunities to specialise in Non-family Civil law, Family Civil law and Criminal law.

Section 3: Funding of Legal Education

Findings

While current LLB students were more likely to have other sources of funding (55%), current LEC students were more likely to fund their own studies (40% relied on alternative sources). Overall, respondents were more likely to have secured loans to finance study at the LLB level (31% of both current students and graduates) than the LEC level (20%); however, the majority (57%) had not relied on any loans to finance their legal education at either level.

When taken, loans were far more likely to be from government (58%) than any other source. Among current LLB students with loans, 78% had borrowed between US $1,001 and US $10,000. Most current LEC students with loans (55%) had borrowed between US $5,001 and US $30,000.

Most respondents with education loans estimated repayment periods of up to 5 years (58%), though more current students expected repayment to take longer (52% said 5 years or less), compared to those who had already graduated (61%).
While only approximately one-third of respondents believed that the current economic climate demands greater assistance from governments to Law students and disagreed that state funding should be shifted to other priorities, close to three-quarters believed that it is the responsibility of governments and educational providers, including the UWI, to provide loans and other LLB financing schemes, respectively, for Law students. 63% expected financial institutions to provide special loans for Law students. Overall, nearly half of respondents (48%) were unsure whether or not private sector loans were available for Law students in their jurisdiction and just 30% confirmed that they were available.

**Conclusions & Implications**

Trends in sources of funding among current LLB and LEC students suggest that either LEC students have been typically in a better financial position and better able to support themselves than their LLB colleagues, or that more external funding (e.g. education loans, state sponsorship) has been available to LLB students than those at Law School. The limited usage of education loans (especially for the LEC level) suggests that Law students have had access to other sources of funding and that only a minority have incurred debt in the pursuit of a legal education.

Students who do need to borrow to finance their studies may typically rely on government or government-arranged facilities – primarily student loan programmes – rather than other lenders. In such cases, based on loans of current students, borrowers can expect to need up to US $10,000 on average to finance an LLB and US $30,000 for LEC studies. Typically, a student who borrows to finance legal studies should be in a position to clear his/her debt within five years’ time.

Respondent feedback suggests that the legal community (both students and graduates) does not harbour notions of entitlement to special treatment or consideration from the state as a result of the recent economic downturn. However, there is a general expectation of joint responsibility on the part of governments, educational providers and, to a lesser extent, banks and other financial institutions, to offer financing options for the benefit of Law students. Across the region, there is considerable scope to address the gap in awareness regarding the availability of non-governmental financing for legal studies.

**Section 4: General perceptions of the purpose, focus and provision of legal education in the CARICOM region**

**Findings**

At least 75% of respondents felt that each of the stated objectives of law teaching (based on the Report of Joint Consultations between Sir Hugh Wooding and Professor Roy Marshall) was realistic. They agreed that teaching at the LLB stage should encompass the organisation and pursuit of research; provide an academic base for students who intend to practise law, as well as suitable programmes for those who do not; and offer courses to students reading for other degrees as well as extra-mural courses for civil servants, social workers, police officers and the general public.

Overall, 88% of the sample agreed that, after Law School, a graduate would still need to ‘learn the ropes’ in order to effectively practise law, with graduates slightly more likely to agree than current students.
(89% vs. 84%). Overall, respondents were slightly more inclined to think it unreasonable (51%) to expect a graduate to have been exposed to all he/she needs to know as a practitioner, during studies at a Faculty of Law and Law School. However, current students were less likely to see this as unreasonable than graduates (44% vs 54%).

Overall, less than 10% of respondents felt that current provisions for input of legal professionals into the course offerings and approach to legal education are adequate. More than one-third (38%) of the overall sample could not determine whether or not current quality assurance systems for legal training were adequate and only 12% agreed that they were. Most respondents (72%) were unsure whether or not the views of external examiners are taken into account during assessment of student performance.

Just 22% of the sample considered the current focus of legal education appropriate. 36% felt that there was too much emphasis on the production of lawyers and 28% believed that too much attention is paid to providing an academic grounding for students who plan to practise law.

60% or more of the sample considered the following skills to be critical for a recent law graduate (from the most critical to the least critical): written communication, analytical skills, critical thinking, oral communication, research skills, time management, interpersonal skills, negotiation and teamwork skills. The most critical characteristics for a recent law graduate (cited by at least half of respondents) were: work ethic (96%), adaptability (75%), judgement (60%), maturity (57%) and emotional intelligence (50%). According to judges and magistrates surveyed, the average attorney is more likely to be somewhat prepared (58%) rather than well prepared (36%) for court, primarily due to insufficient research being done.

72% of respondents were in favour of expanding the system of legal education in the region to provide more occasional courses for the public and 82% would support provision of more para-legal assistants and courses for other civil servants, social workers, police offers and the like. Respondents suggested the addition of several new fields to the regional law curriculum including: Cyber / Internet law (17% of 780 suggestions), Financial services (13%), E-commerce specifically (9%) and Intellectual Property (7%).

**Conclusions & Implications**

The survey results seem to re-confirm the findings of the Joint Consultations between Sir Hugh Wooding and Professor Roy Marshall. Initiatives aimed at expanding access to LLB courses for persons pursuing other degrees or employed in other professions (civil servants, social workers, police officers) and the general public are likely to be broadly supported by the legal community (students and graduates) though it may be worthwhile to take account of some respondents’ suggestions to consider if and how courses for these groups need to be structured specifically to address their needs.

Based on the survey feedback, there is an expectation that employers of recent Law graduates should allow such recruits a period of ‘on-the-job training’ during which they learn by experience in the field. This has implications for both (1) the arrangements that employers may make in order to orient new recruits and the performance standards set for recent graduates and (2) the mindset that students and recent graduates should be encouraged to adopt (by educators, mentors, employers etc.), i.e. having a
disposition to continue their training and avoiding over-estimating their capabilities. That said, there are mixed expectations about the minimum level of competence of recent graduates. Again, students’ apparent tendency to be slightly over-confident concerning recent graduates’ capabilities (compared to lawyers with some experience in the field) supports the case for some sensitization in this regard.

The findings suggest a need to expand current provisions for legal professionals to consult, discuss and critique the course offerings and approach to legal education at the Faculties of Law and Law Schools. Based on the responses of those who are currently in the know, confidence is quite low regarding current quality assurance systems’ capacity to maintain high standards and there is very limited use of external examiners as part of student assessment systems.

Feedback from respondents (at least 64%) suggests that some adjustment to the focus of legal education in the region is warranted. The findings suggest that there is scope for enhancement through diversification of curricula and/or changes to programme structures such that the outputs of the legal education system are manifested beyond growing numbers of qualified lawyers. Respondents’ overwhelming support for a system that delivers more para-legal assistants, courses for civil servants and key workers and occasional open enrolment courses may inform deliberations on this issue.

A review and reduction of the current emphasis on getting would-be attorneys to develop an academic knowledge base would also be in order, though to a lesser extent. Such a review might take account of the identified need to supplement academic knowledge and legal training with the development of important transferable skills and key attributes among law students. Most critically, teaching and learning activities and the general student experience should be designed to (1) facilitate the development of skills in written and oral communications, critical thinking and analysis, research and time management and (2) encourage the inculcation of work ethic, adaptability, judgment, maturity and emotional intelligence.

Section 5: Satisfaction with the quality of legal education at Faculties of Law

Findings

80% of all LLB current students and graduates surveyed felt satisfied with the legal teaching they received, with graduates (83%) more satisfied than students (69%). When asked to identify the strengths of their Faculty, both current students and graduates were far more likely to cite the quality of teaching / qualified academic staff than any other factor (43% overall). Beyond this, both groups were impressed by the range of courses or programmes offered by their Faculty (10% of current students; 12% of graduates) and the availability of a good library/ access to reading or research materials (13% of graduates; 5% of current students). Considering opportunities for improvement, overall, the most frequently-cited suggestions were for changes to: curriculum to improve the variety, currency, practical orientation or relevance of courses offered (cited by 25% of LLB students and graduates); teaching approaches and quality, including the recruitment of suitably qualified staff (22%); the nature, timing and grading of assignments/ assessments (10%); and programme structures (10%).
At least 63% of students and graduates were satisfied with the LLB curriculum in terms of its level of diversification, its relevance to the CARICOM region and its delivery of courses from a regional perspective. However, more than half felt there is scope for greater use of technology, exposure to locally used litigation technology and applicability to the region’s developmental needs.

Current students reported generally good learning experiences at the Faculties of Law, especially as regards course design and instructor communication. However, there is scope for more consistent use of learning activities that are varied (just 26% said this was often or usually the case), are interesting or intellectually stimulating (43%), encourage student interaction (36%), encourage students to draw on their previous experience or knowledge (43%) and make helpful use of ICTs (44%). While feedback on assignments / assessments is usually helpful, it is typically delayed, students are not usually clear about the criteria on which they will be assessed and just 49% felt that they are usually or always graded fairly. Additionally, students reported problems managing their workload (just 33% said they can usually or always do this).

50% of current students described washroom facilities at Faculties of Law as adequate, but less than half felt the same about classroom accommodations (39%), student meeting spaces (44%), lunchroom facilities (26%) and photocopiers (17%).

LLB student respondents reported that Faculty Office staff tended to be sometimes (45%) friendly or courteous, more so than usually or always (37%), while Law Library staff members were more likely to be usually or always friendly and courteous (55%). However, students who found staff in either location to be rarely or never friendly or courteous indicated that this affected their work (at least 58% of respondents in this group).

Overall, a majority of current LLB students confirmed that their Law Library provides access to useful online resources (62%) and legislation from their country of residence (58%), though the results suggest significant variations by Faculty of Law, with respondents at UWI Faculties tending to be much more satisfied than others. Most respondents (overall and at individual Faculties) said insufficient copies of recommended texts were available. Most LLB students who had used the CariLaw database were satisfied with its helpfulness (75% rated this as good), comprehensiveness (57%), ease of access (59%) and user-friendliness (52%). Students appreciated that it greatly facilitated the process of finding Caribbean cases (compared to other methods) but noted that search functionality could be enhanced.

Conclusions & Implications

Current students’ tendency to be less satisfied than graduates does not necessarily suggest a decline in the quality of teaching at Faculties of Law over the years (especially since at least 40% of both student and graduate subsets identified the quality of academic staff/ teaching as a strength of Law Faculties). It may be the case that current students (1) have higher expectations of their teachers and/or (2) do not yet fully appreciate the value of their LLB education. That said, Faculties of Law may pursue interventions aimed at increasing the use of more varied and interesting learning activities (including discussions, debates, exercises, presentations, lectures, projects etc), fostering student interaction and collaboration through classroom activities and assessments, relating students’ new learning to their...
previous experiences and knowledge and using technology. Critically, Faculties should pay attention to improving the administration of assessments (including consistently providing clear outlines of how assignments will be graded and ensuring that actual grading is seen to be in line with the specified rubric).

Overall, satisfaction with LLB curricula is mixed and, in particular, Faculties of Law may need to explore opportunities to incorporate greater use of technology (considering both learning technologies and exposure to litigation technology) as well as teaching approaches and curriculum content that can be seen to advance the development agenda of the CARICOM region. Curricula might also be reviewed to ensure an appropriate balance of content delivery and assessment, given the timeframe available for coverage of syllabi.

Overall, reviews of physical student accommodations may also be in order in light of students’ dissatisfaction with almost all areas assessed, including classroom capacity. This will need to be further assessed and addressed at the level of individual Faculties. Faculties should note the significant extent to which students’ work is affected in cases where staff members in Faculty Offices and Law Libraries are unfriendly or discourteous and take steps to ensure that customer service standards are maintained if not enhanced.

Overall, Law Libraries seem to provide fair access to online resources and legislation from different jurisdictions. The results suggest that, while students at UWI campuses (Cave Hill and St. Augustine) enjoy good access, at other Faculties, there is scope for improvement in these areas. However, due to the small numbers of respondents from each Faculty, these results may need to be substantiated. Perceptions of low availability of recommended texts at Law Libraries are common across Faculties and warrant some concern, suggesting that a significant increase in resources may be required at Libraries, alternative methods of providing access to recommended texts should be explored and/or students’ expectations in this regard should be more closely managed.

Satisfaction with the Carilaw database is moderate on most dimensions, apart from its helpfulness, with which satisfaction is high. In particular, student feedback suggests that there is scope to make the system much more user-friendly and comprehensive (by expanding the range of cases available).

Section 6: Satisfaction with the quality of legal education at Law Schools

Findings

Overall, 60% of graduates and current students of CARICOM Law Schools felt satisfied with their legal training, with graduates (62%) more likely to be satisfied than current students (50%). Respondents identified the greatest strengths of CARICOM Law Schools as quality teaching/qualified academic staff (cited by 25% of graduates and current students), being taught by practising attorneys (18%), having opportunities to participate in experiential learning (15%) and the emphasis given to practical application of knowledge within the curriculum (12%). When they considered areas for improvement at Law Schools, overall, respondents gave priority to making the curriculum more practical in orientation (cited by 35% of graduates and students), enhancing experiential learning opportunities, such as legal
aid clinics, in-service training and court visits (16%), improving the quality of teaching/teachers (14%), offering more varied and relevant courses (13%) and covering the laws of jurisdictions other than the one in which a Law School is based (11%).

When asked for their views on the Law School curriculum, most respondents considered this sufficiently diversified (51%), regionally relevant (63%) and regionally orientated (56%). However, less than half felt there was sufficient use of technology (40%) or relevance to the CARICOM region’s developmental needs (33%).

Although most are usually or always able to discern the relationship between their assessments and their course topics (70%), less than half of current Law School students said they could usually or always follow the sequence of course topics (48%) or manage their course/programme workload (46%). Most respondents were able to understand their course learning outcomes (62%), relevance of their learning (63%) and assignment instructions (57%) for the most part or completely. However, the majority (54%) confirmed little to no understanding of the criteria used to grade their assessments. Most Law School students are consistently (often or usually) exposed to learning activities that employ useful learning resources (51%), promote understanding of course topics (57%) and require application of knowledge and skills learnt (56%). However, for most students, learning activities are only sometimes varied or intellectually stimulating, do not make regular use of appropriate ICTs, encourage student collaboration or reference to prior knowledge/experience and do not facilitate the development of learning outcomes established for the course. Nearly 60% of Law School respondents confirmed that they rarely or never receive feedback on assignments in sufficient time for this to be useful. Feedback is almost equally likely to be helpful as not, and grades are almost equally likely to be awarded based on pre-specified criteria as not.

Conclusions & Implications

Unlike at the Faculties of Law, satisfaction with education provided at Law School level is moderate at best. Law School graduates and students value the training delivered by their instructors and, in particular, they appreciate the knowledge and advice imparted by practising attorneys who serve as tutors or lecturers. That said, their feedback suggests that there is still scope for improvement in this area, especially as it relates to teaching methodologies and approaches. Of the seven dimensions assessed in relation to learning activities, students reported that three were common practice. Given the high level of inconsistency in the employment of pedagogical practices that facilitate effective learning, Law Schools may consider methods of addressing the limited use of technology highlighted in the ratings of the curriculum and limited use of teaching approaches that are varied; build on students’ backgrounds; encourage them to collaborate; and critically, facilitate students’ achievement of learning outcomes.

Students and graduates also recognised the opportunities for experiential and practically-oriented learning as strengths of Law Schools; however, graduates, in particular, were more likely to cite these as areas for improvement, with several lamenting the fact that they felt somewhat unprepared to function in the real world as attorneys, though they had had a sound academic grounding in the law.
Challenges with providing Law School students with feedback on their assessments are as grave, if not more so, than at the LLB level. Law Schools should ideally pursue improvement on all dimensions – timely return of grades, transparency in the awarding of grades and usefulness of feedback for further development of students’ knowledge and skills.

Satisfaction with the degree of diversification, regional relevance and regional perspective of the LEC curriculum is also moderate rather than high. Indeed, both students and graduates had identified opportunities to improve the range and relevance of courses and programmes on offer. There is also a particular need for interventions to increase the use of technology for teaching and learning and the relevance of the training to the development needs of the CARICOM region.

Student feedback suggests a need for greater attention to the structuring of both programmes and courses at LEC level in order to enable students to more consistently follow the sequence of their learning and keep up with the volume of work involved.

Section 7: Administration of legal education in the CARICOM region – admissions and accreditation

Findings

A majority of respondents supported the current CAPE-based system of admission to Faculties of Law (63%) and the direct entry system for applicants who already have a university degree (53%). However, views on treating law as a postgraduate programme and implementing a separate entrance exam were mixed, with no clear majority emerging in favour or against.

Most respondents (up to 75%) were in favour of changing the system of admission to Law Schools. They tended to favour having applicants compete equally for places (44%) over expanding Law Schools’ capacity in order to meet demand (27%). 41% of respondents would like to see the Council of Legal Education become the body that accredits lawyers across the region. However, 31% of respondents were not sure that it should.

Conclusions & Implications

At present, the legal community feels that the system of admission to Faculties of Law provides for an acceptable degree of access to those interested in studying law and is somewhat comfortable with the direct entry system, which allows faster progression for degree holders. Further probing of views on the latter may be worthwhile, however, given that close to one-fifth of the sample were undecided about its merit.

The results regarding designating law a postgraduate programme and implementing an entrance exam for LLB programmes are inconclusive. Most respondents felt confident about taking a position; however, any attempts at implementation are likely to be met with as much support as opposition and this should be taken into account.

The current system of admission to Law Schools is widely seen to be less than ideal on two levels: (1) automatic entry discriminates against many deserving/qualified/committed candidates and potentially
undermines quality in the profession and (2) space constraints (especially at LEC level) rob many would-be lawyers of the opportunity to complete training for a desired career and reduce the quality of provision for those who do matriculate (e.g. classroom overcrowding; large classes). However, respondents were mindful of the implications of expanding capacity at Law Schools, which may produce more lawyers than can be gainfully employed (in most jurisdictions); hence the tendency to give greater support to the proposal to have all LLB graduates compete equally.

The high level of indecision surrounding the proposal for the Council of Legal Education to accredit lawyers in the region suggests scope for discussion/ information dissemination about the practical implications of the proposal.

Section 8: Clinical Legal Education (CLE) at Law Schools

Findings

Roughly 90% of LEC students and graduates said their Law School offered a clinical legal education programme. While most current students found such programmes to be well organised (63%), most graduates did not (40%). Likewise, most current students who participated in CLE thought their CLE clinic was staffed by a sufficient number of qualified instructors (71%) and believed their Law School allocated enough time for students to work in clinics (57%), while most graduates were dissatisfied on both dimensions.

Current second year Law School students seem to be more active participants in CLE programmes, with 85% attending more than 3 sessions per semester, compared to 77% of graduates. Current students found their programmes more useful than graduates, both in terms of helping them to apply what they were learning at Law School (76% of current students vs 65% of graduates) and become prepared for the world of work as an attorney (76% vs 54%). At least half of participants said their CLE programme allowed them to hone most skills assessed, especially skills in drafting (67%) and communications (65%).

Conclusions & Implications

Clinical Legal Education programmes have been available for some time at all Law Schools and, based on respondent feedback, seem to have improved over the years in terms of being well organised, adequately staffed and appropriately scheduled within the overall curriculum. However, as satisfaction among current students remains moderate rather than high with respect to programme organisation and the time allocated for them to participate, Law Schools may consider means to enhance these dimensions.

The findings suggest that, over time, these programmes have also been more effective in delivering valued learning experiences to participants, both in terms of offering supervised opportunities to apply their knowledge and skills and providing an orientation to the world of work. Nevertheless, in order to achieve further enhancement, Law Schools may consider reviewing and, if feasible, modifying these experiential learning experiences to ensure that they are designed to hone some of the skills which seem to be currently underdeveloped, including negotiating and counselling.
Section 9: Continuing Legal Professional Development (CLPD)

Findings

Overall, 84% of respondents who had graduated from Law School had undertaken further legal professional training. The most popular areas of law for CLPD were: Alternative Dispute Resolution (12% of training undertaken); Financial Services law (6%); Criminal law (5%); Ethics (5%); International law (5%); Intellectual property (4%); Fraud/corruption/Anti-money laundering (4%); Corporate/commercial/business law (4%) and Conveyancing/Real property (4%). Respondents identified the following as critical general training needs for legal professionals following completion of Law School: Advocacy (10% of all suggestions); Ethics (9%); general refresher/further training (8%); Alternative Dispute Resolution (7%); Business management/acumen (6%); and Drafting (6%).

The most popular choices of CLPD training modality were: training conferences (cited by 57%), blended learning activities (56%) and e-learning modules (55%). 57% of law educators would also be happy to earn credits for courses/lectures they deliver and at least one third of the sample had an interest in each of the modalities listed.

Although overall, 57% of respondents confirmed that opportunities to complete CLPD were available, there were significant variations across jurisdictions, with more than half of respondents confirming availability only in Grenada (1 respondent; 100%), Jamaica (90%), St. Kitts & Nevis (2 respondents; 50%) and Trinidad and Tobago (59%).

While the need for CLPD was acknowledged by at least 80% of respondents in each CARICOM state surveyed, majority support for making CLPD mandatory for practising attorneys was only evident in Grenada (1 respondent), Jamaica, St. Kitts & Nevis (2 respondents) and Trinidad & Tobago. Still, apart from Montserrat (2 respondents), in every jurisdiction at least 50% of respondents said they would support an amendment to their Legal Profession Act to provide for mandatory CLPD. Similarly, except for St. Kitts & Nevis and Grenada, respondents in every jurisdiction were more likely to support the implementation of a credit system similar to the one in operation in Jamaica, which requires practising attorneys to earn a minimum number of credits each year. There was support from at least 75% of respondents in each state for a regional CLPD programme and overall, 58% believed this should be regulated by the Council of Legal Education.

Conclusions & Implications

Overall, among Law School graduates of all professions and in almost all jurisdictions surveyed, participation in CLPD has been high. This reflects the widely held view that such further training is a necessity, though the data do not provide details on the frequency or date of training undertaken. The selection of CLPD training areas may suggest trends in the development of the profession, with Alternative Dispute Resolution, Financial services law, Criminal law, Ethics and International law featuring most frequently.
When asked to consider critical training needs for Law School graduates in general, apart from Alternative Dispute Resolution, survey respondents were most likely to cite very practical/ applied subject areas (advocacy, ethics, drafting, court etiquette and processes, research), which may be considered as possible areas of focus should their suggestion to make Law School curricula more practically-oriented be taken on board. If not incorporated into the Law School curriculum, demand for these should be taken into account in the design of CLPD programmes.

CLPD providers will find that nearly all modes of training delivery are likely to attract substantial numbers of participants, reflecting the variety of learning preferences among graduates. That said, delivery through training conferences, blended learning activities and e-learning modules are the most favoured as respondents seemed to value interaction/networking opportunities on one hand and flexibility/convenience on the other.

Unavailability of CLPD within their jurisdiction was the top reason for graduates’ non-participation in such training. Current significant variations in availability across jurisdictions will need to be addressed (through programme development in certain territories and/or through an emphasis on quality distance/online/blended offerings), especially if a regional, CLE-administered programme is to be rolled out (this is widely supported) or if CLPD is to be made mandatory. The data showed a clear link between underdeveloped programmes (based on respondents’ confirmation of availability) and hesitation to support making CLPD mandatory.

Section 10: Development of the legal profession and legal services in the region

Findings

Overall, the vast majority (93%) of respondents confirmed significant growth in the number of lawyers in the last 10 years and this finding was consistent across individual jurisdictions. Respondents were more likely to attribute this growth to the higher number of attorneys graduating from Law Schools (94%) than any other factor and 59% felt that Law Schools are producing more lawyers than needed. However, most respondents from The Bahamas, Guyana, Montserrat (2 respondents) and St. Lucia (2 respondents) disagreed that there was an oversupply of attorneys. 62% of all respondents said that there had been no decline in demand for legal services in their jurisdiction. Overall, while 36% of respondents supported the expansion of the scope of legal services offered by paralegals, 44% disagreed and 21% were undecided.

Overall, less than half of respondents described the delivery of legal services in their country of residence as ‘reliable’ (36%) or ‘prompt’ (10%). Low ratings for efficiency were consistent across all jurisdictions; however, there were significant variations with regard to reliability, with respondents from Antigua & Barbuda, Barbados, The Bahamas, Belize, Jamaica, Montserrat and St. Lucia going against the trend.

When asked to identify the most critical legal needs in their country of residence, respondents were most likely to cite needs for: (1) greater or improved access to legal aid (12% of all suggested needs); a more efficient judicial system (12%); more staff within the judicial system (5%); updates to the law in
specific areas/fields, including trade, labour, cyber, ICT and child law (4%); more effective regulation of the profession (4%); greater use of or capacity to use alternative dispute resolution (4%); and legislative drafting or legal reform (in general) (4%).

Among the most commonly cited weaknesses of the legal community were: an inefficient judicial system (10% of all identified weaknesses); unethical lawyers (8%); lack of collaborative working relations and tendencies for exclusion, prejudice and nepotism among lawyers (6%); insufficient regulation of the profession (5%); excessive or unregulated legal fees (5%); and incompetence/ poor preparation among lawyers (5%).

Respondents were evenly divided on the issue of regulation of the cost of all legal services, with 46% in favour and 46% against.

Conclusions & Implications

With the exception of a few territories, there is a general perception that the region’s Law Schools are producing lawyers at a rate that is higher than necessary and this is in spite of the widely held view that demand for legal services has either increased or been sustained. Any plans for rationalisation of Law School (and/or LLB) admissions should, however, take particular account of The Bahamas and Guyana, where substantial majorities felt there were not enough lawyers.

Support for the expansion of the scope of services delivered by paralegals is not definitive and this may reflect the current perception that there is generally not enough demand for legal services to make effective use of the numbers of qualified lawyers.

Though lawyers in some jurisdictions seem to offer reliable service, perceptions of delays in service to clients are widespread and may be linked to perceptions of a general lack of efficiency in the legal system, which was one of the two most commonly cited unmet legal needs and the primary reported weakness of the legal community. Efficiency may be improved by addressing the apparent need for more staff in various roles within the legal system, including numbers of judges and magistrates and the staff who support their work. The other critical need was for greater access to legal services for the underprivileged and some respondents’ suggestions to make doing some pro bono or legal aid work mandatory may be taken into account. Additionally, suggestions for legislative review in general and in specific fields should be considered, as well as the differences in priority (of needs) that are evident across the jurisdictions surveyed.

Self-reflection by the legal community has highlighted several other weaknesses, some of which may be addressed through policy interventions (e.g. regulation of practitioners’ conduct through legislation or ombudsman’s offices and regulation of fees (though opinion is split on the latter point)). However, addressing the most critical ones is likely to require considerable cultural change (ethical behaviour, collaborative working, commitment to inclusiveness), which will be much more difficult to achieve and likely to require multi-faceted approaches.
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The Improved Access To Justice In The Caribbean (IMPACT JUSTICE) Project is being funded by the Government of Canada under a contribution agreement with the University of the West Indies. IMPACT JUSTICE is undertaking a comprehensive four-part study of the legal education system in the CARICOM region. This study comprises:

i. a desk review of the development of the West Indian system of legal education, legal education service providers, the use of technology in legal education institutions and the supporting infrastructure at such institutions;

ii. a market survey administered to a cross-section of the public in six CARICOM states (Barbados, Belize, Guyana, Jamaica, St. Kitts & Nevis and St. Lucia);

iii. a survey of law students and members of the legal profession in 13 CARICOM states (Antigua & Barbuda, The Bahamas, Barbados, Belize, the Commonwealth of Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Lucia, St. Kitts & Nevis, St. Vincent & the Grenadines, Trinidad & Tobago); and

iv. a series of interviews of legal education stakeholders based in selected CARICOM states.

This report presents the results of the quantitative survey (item iii above) undertaken among law students and members of the legal profession (including attorneys, law educators and members of the judiciary). It is intended to inform the deliberations of the Legal Affairs Committee of CARICOM as regards legal education in the CARICOM region. Specifically, the survey was designed to assess:

i. The expected and actual outcomes of legal education in terms of employment prospects and status of law students and graduates, respectively

ii. Actual funding of legal studies and opinions on financing options

iii. Satisfaction with the quality of legal teaching and training delivered at Faculties of Law (including satisfaction with the physical environment and educational infrastructure) and at Law Schools

iv. Opinions on the current system of admission to Faculties of Law and Law Schools and possible changes to the system

v. General perceptions of the purpose and current focus (in terms of content and structure) of legal education in the region

vi. Opinions on the delivery of Clinical Legal Education at Law Schools

vii. Opinions on the design and administration of Continuing Legal Professional Development (CLPD) and actual participation in CLPD

viii. Perceptions of the relative importance of basic skills/ competencies of Law graduates

ix. Perceptions of the development of the legal profession and of the demand for and delivery of legal services in the region
The survey was administered as an anonymous, online questionnaire between March 29th and April 25th 2016. An invitation letter was issued by email to prospective participants in the 13 target territories through Faculties of Law, Law Schools, Bar Associations and the Judiciary.

406 respondents completed the questionnaire. The respondent profile appears in Section 1 of this report. The findings, conclusions and implications related to the survey objectives outlined above appear in Sections 2-10. The Appendix includes verbatim comments and suggestions from survey respondents.

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**Acronyms used in this report:**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARICOM</td>
<td>Caribbean Community</td>
</tr>
<tr>
<td>CLPD</td>
<td>Continuing Legal Professional Development</td>
</tr>
<tr>
<td>GATE</td>
<td>Government Assistance for Tuition Expenses Programme (Trinidad &amp; Tobago)</td>
</tr>
<tr>
<td>ICTs</td>
<td>Information and Communication Technologies</td>
</tr>
<tr>
<td>LEC</td>
<td>Legal Education Certificate</td>
</tr>
<tr>
<td>LLB</td>
<td>Bachelor of Laws</td>
</tr>
<tr>
<td>UG</td>
<td>The University of Guyana</td>
</tr>
<tr>
<td>UWI</td>
<td>The University of the West Indies</td>
</tr>
</tbody>
</table>

*Note: Percentages may add to slightly more than 100% due to rounding.*
### SECTION 1: RESPONDENT PROFILE

**Summary**

- Most survey respondents were based in Jamaica and Trinidad & Tobago (31% each), with a further 14% based in Barbados at the time of completing the questionnaire.
- Respondents were most likely to be female (70%) and aged 40 or less (63%).
- 70% of respondents (285 in total) had completed both an LLB and LEC, including 54% who had attended both a Faculty of Law and Law School based in the CARICOM region.
- 25% of respondents were attending either a Faculty of Law (16%) or Law School (9%) in the CARICOM region. Current LLB students were most likely to be based at the UWI Cave Hill or St. Augustine Campuses (35% and 27%, respectively) and in first or second year (56%). Respondents currently at Law School were most likely to be enrolled at the Hugh Wooding Law School in Trinidad (54%) and in their 2nd year.
- Among respondents who had completed Law School (whether in the CARICOM region or elsewhere), 56% had graduated within the last 10 years.
Section 1: Respondent Profile

1.1 Country of residence

Jamaica and Trinidad & Tobago each accounted for 31% of the survey sample. 14% of respondents lived in Barbados, while 9% were based in Belize.

In which CARICOM Member State are you based/ do you reside?

1.2 Sex

70% of survey respondents were female.

Please confirm your sex
1.3 Age
While there were no respondents below age 18, the survey sample was fairly evenly distributed across all remaining age brackets. Respondents aged 31-40 accounted for the single highest percentage (23%).

1.4 Educational background
The majority of respondents had already completed both an LLB and Law School in the CARICOM region (54%, 218 respondents). A further 10% had completed an LLB outside of the region, but attended a CARICOM-based Law School. Current students (103 in all; 25% of the sample) included those enrolled at a Faculty of Law (16%) or Law School (9%) in the CARICOM region.
1.5 Reasons for not attending Law School in the CARICOM region

33 respondents had completed an LLB but either not gone on to Law School or attended Law School outside of the CARICOM region. 20 of these offered reasons for choosing to attend Law School elsewhere. One fifth (4) said they were already based overseas (US, UK or Barbados) at the time they made the choice. An equal number cited ‘Other’ reasons, including 1 respondent who was waiting to sit the examination for entry to the Norman Manley Law School.

*Please see the Appendix for verbatim responses.*

1.6 Current students by institution

1.6.1 Faculty of Law

Among respondents who were pursuing an LLB at the time of taking the survey (66 in total), 35% were based at the UWI Cave Hill Campus, while 27% attended the Faculty of Law at the UWI St. Augustine Campus. 20% and 18% were enrolled in the University of Technology in Jamaica and the University of Guyana respectively.

*In which Faculty of Law are you enrolled?*
1.6.2 Faculty of Law students by year of study
Among students enrolled in a Faculty of Law, 44% were in their third year, 34% in year two and 22% in the first year of their programme.

What year are you in? (LLB)

1.6.3 Law School
37 respondents were enrolled at Law School when they took the survey, with the majority based at Hugh Wooding (54%; 20 students) and a further 41% at Normal Manley Law School.

Which Law School are you attending?
1.6.4 Law School students by year of study
63% of Law School students were in their 2nd year while 37% were in year one.

What year are you in? (LEC)

1.7 Years since graduation from Law School
282 respondents had completed Law School (in the CARICOM region or elsewhere). More than half (57%) had graduated within the last 10 years, including one quarter who were recent graduates (up to 3 years ago). 44% had graduated more than 11 years ago, including 23% who had done so more than 20 years ago.

How long ago did you graduate from Law School?
### Section 1: Conclusions & Implications

- The survey results reflect primarily the experiences and views of current Law students and graduates based in Jamaica, Trinidad & Tobago and Barbados. Respondent numbers are sufficiently high to enable cross-country comparisons for these three jurisdictions, but statistics related to the remaining CARICOM states should be interpreted with care.

- The data are likely to offer a contemporary view of legal education in the region, particularly given the high representation of fairly young Law School graduates and current students (age 40 or under) and, given the predominance of Law School graduates who had completed their LEC within the last 10 years. Nevertheless, sufficient numbers of respondents over age 40 and the large group of those whose Law School graduation dates back 11 years or more will make it feasible to make preliminary comparisons between current provision and experiences and those related to the more distant past.

- While the survey captures the experiences and views of those who have attained their legal education (in whole or in part) beyond the CARICOM region, given that 90% of respondents have experienced the CARICOM legal education system (at LLB and/or LEC level), it provides robust data to inform changes at the regional level.
SECTION 2: EXPECTED AND ACTUAL OUTCOMES OF LEGAL EDUCATION: EMPLOYMENT PROSPECTS AND STATUS

Summary

- 69% of current LLB students planned to seek employment as an attorney-at-law after completing their studies and most anticipated securing such a job within 1 year of graduating (78%, including 62% who expected to find a job within 6 months).

- 83% of Law graduates surveyed were employed in the legal profession, either as attorneys-at-law (72%) or members of the judiciary (11%). 13% worked as law lecturers or other types of educator while the remainder (7%) worked in various fields and sectors including government, legal research, intellectual property, policy, business, media and administration.

- In most cases, graduates who had pursued alternative career paths had done so because they had personal or professional interest in the specific field (43% of non-attorneys/ Judiciary/ legal educators) and/or previous training and/or experience in the field (24%).

- Practising attorneys were most likely to be in private practice (40%), working for a government department (31%, typically in the office of the attorney general/ solicitor general or ministry of legal affairs) or based at a law firm (26%). More recently-qualified attorneys (those who had graduated within the last 8 years) were more likely to work for a government department while the most seasoned practitioners (qualified more than 20 years ago) were most likely to be in private practice.

- The distribution of attorneys by the nature of their practice varied across the region, with private practice accounting for the single largest groups in Antigua & Barbuda, Barbados, Guyana, Jamaica and Trinidad & Tobago, though government departments in the Bahamas, Belize and Trinidad & Tobago were also significant employers of attorneys.

- At least three-quarters (76%) of attorneys surveyed do specialise in select areas of the law, with the most popular areas (cited by at least 34%) being Non-family Civil law (55%), Contract law (52%), Corporate law (49%) and Family Civil law (34%). The least popular areas of focus were Taxation and Trade matters (each cited by 7%). Respondents who cited ‘Other’ areas were most likely to specify industry-specific areas, conveyancing, intellectual property and probate.

- Members of the Judiciary within the sample were likely to be high court judges (45% of this group) or magistrates (36%). The vast majority of respondents with more than 20 years’ experience were judges (85% of this group), while the least experienced Judiciary members were most likely to be magistrates (80% of those who had graduated within the last 3 years). Most members of the Judiciary surveyed had held their current position for no more than 8 years (81%).

- At least half of the members of the Judiciary specialised in Non-family Civil law (76%), Family Civil law (52%) and Criminal law (52%). The least cited fields of specialisation were Trade Matters (cited by 3%) and International Law (6%).

- Most respondents (94%) employed other than as attorneys or members of the Judiciary had found a job within one year of graduating. Within this group, 22% had expected to find work related to their studies or join a law firm/ chambers upon graduation. Those who had graduated more than 10 years ago were more likely than more recent graduates to have found a job within a year.
Section 2: Expected and actual outcomes of legal education: employment prospects and status

CURRENT STUDENTS

2.1 Employment intent – current LLB students

More than two-thirds (69%) of students who were pursuing an LLB at the time of the survey intended to seek employment as an attorney-at-law upon graduation.

Are you planning to seek employment as an attorney-at-law after graduation?

2.2 Employment expectations – current LLB students

Most LLB students who hoped to work as attorneys-at-law expected to find jobs within 6 months of graduating (62%). A further 16% anticipated finding jobs within 1 year.

Within what period of time do you expect to find employment as an attorney-at-law after graduation?
2.3 Employment status of LLB and LEC graduates

More than 70% of respondents who had already graduated from a Faculty of Law and/or Law School were employed as attorneys-at-law (72%)*. 13% were teaching Law within the region and 11% were members of the judiciary. 7% (21 respondents) were employed in other fields.

*Note: Only 6 respondents had completed an LLB, but not completed Law School.

2.3.1 Other fields of employment of LLB and LEC graduates

Among the 21 respondents who were employed other than as attorneys, members of the Judiciary or legal educators, 3 (14%) worked in the state sector and an equal number were involved in legal research. At least 2 (10%) were involved in other fields including: Administration, Media, Management / Business, Policy and Intellectual Property.

Please see the Appendix for verbatim responses.
2.3.2 Reasons for choosing other fields of employment

More than 40% of the 21 respondents employed in alternative fields indicated that they had selected their current field because of personal or professional interest (43%; 9 respondents). 5 respondents (24%) explained that they had previously worked or trained in their current field.

*Please see the Appendix for verbatim responses.*

<table>
<thead>
<tr>
<th>Reason for Choosing Other Field</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal/ professional interest</td>
<td>9</td>
</tr>
<tr>
<td>Had previous training and/or experience in my current field</td>
<td>5</td>
</tr>
<tr>
<td>Attractive salaries</td>
<td>2</td>
</tr>
<tr>
<td>Current field requires legal background/ training</td>
<td>2</td>
</tr>
<tr>
<td>Opportunity presented itself</td>
<td>2</td>
</tr>
<tr>
<td>Not my choice/ Circumstances beyond my control</td>
<td>2</td>
</tr>
<tr>
<td>Wanted a career change</td>
<td>1</td>
</tr>
<tr>
<td>Unsuccessful at Law School entrance exam</td>
<td>1</td>
</tr>
<tr>
<td>Current field allows me to maintain my lifestyle</td>
<td>1</td>
</tr>
</tbody>
</table>

Why have you chosen to work in this area?

PRACTISING ATTORNEYS

2.4 Nature of practice of attorneys

Among 217 attorneys surveyed, 40% were in private practice, while 31% were based in state departments and 26% worked at law firms.

*Please indicate the nature of your work as an attorney-at-law. (Please select all that apply)*
2.4.1 Nature of practice of attorneys – specific Government Department

62 respondents specified their Government Department. More than half (53%; 33 respondents) worked in the office of the Attorney General / Solicitor General / Ministry of Legal Affairs. 8% worked for a statutory authority or body and 6% were based in the office of the Director of Public Prosecutions.

*Please see the Appendix for verbatim responses.*

<table>
<thead>
<tr>
<th>Attorney General / Solicitor General / Ministry of Legal Affairs</th>
<th>53%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutory authority</td>
<td>8%</td>
</tr>
<tr>
<td>Director of Public Prosecutions</td>
<td>6%</td>
</tr>
<tr>
<td>Parliament / Central Government</td>
<td>5%</td>
</tr>
<tr>
<td>Supreme Court</td>
<td>3%</td>
</tr>
<tr>
<td>Legal Reform / Law Reform Commission</td>
<td>3%</td>
</tr>
<tr>
<td>High Court</td>
<td>3%</td>
</tr>
<tr>
<td>Other Government Ministry (not Legal Affairs/...)</td>
<td>3%</td>
</tr>
<tr>
<td>Intellectual Property &amp; Commerce</td>
<td>3%</td>
</tr>
<tr>
<td>Judicial Clerk / Research Assistant</td>
<td>3%</td>
</tr>
<tr>
<td>Administrator General</td>
<td>2%</td>
</tr>
<tr>
<td>Public Utility</td>
<td>2%</td>
</tr>
<tr>
<td>Legislative Drafting</td>
<td>2%</td>
</tr>
<tr>
<td>Commonwealth Secretariat</td>
<td>2%</td>
</tr>
<tr>
<td>International Law &amp; Human Rights</td>
<td>2%</td>
</tr>
</tbody>
</table>

2.4.2 Nature of practice of attorneys by graduation date

Attorneys who had graduated within the last 8 years were more likely to be employed at Government Departments than more experienced graduates (approximately 40% of this group), though at least 31% of these more recent graduates were in private practice.

Those who had graduated more than 20 years ago were more likely than others to be in private practice (56% of this group) or working at Law firms (39%) and less likely to work in a Government Department (15%).
2.4.3 Nature of practice of attorneys by country of residence

Among selected jurisdictions (those accounting for 10 or more survey respondents), attorneys based in Antigua & Barbuda, Guyana and Jamaica were more likely to be in private practice (at least 48% within each jurisdiction or based at law firms (at least 39%). In Barbados, private practitioners represented the single largest group (44%), but more than one-third worked as solo practitioners. In The Bahamas and Belize, most respondent attorneys worked in Government Departments (50% and 57% respectively). In Trinidad & Tobago, while private practice and Government Department accounted for 37% each, 21% of attorneys reported that they were solo practitioners.

2.5 Area of practice of attorneys

Just over three-quarters (76%) of attorneys surveyed confirmed that they focus on one or more particular areas of law.
2.6 Area of focus of practice of attorneys

Attorneys surveyed were most likely to focus their practice on the Civil (non-family) (55%), Contract (52%), Corporate (49%) and Civil (family) (34%) areas of law. 38% cited other areas of practice (see below).

In which of the following areas of law do you focus your practice? (Please select all that apply.)

2.6.1 Area of focus of practice of attorneys – specific other areas

61 attorneys specified ‘Other’ areas of focus of their practice. 18% (11) cited industry-specific fields including telecommunications, financial services, aviation, construction and oil & gas law. An equal number cited Conveyancing and Intellectual Property. 15% said they focused on Probate / Estates / Estate Planning while 11% cited Legislative Drafting.

13% of respondents cited other areas: Real Property, Serious Fraud / Financial Crime, Customs laws, Procurement, Gaming Law, Personal Injury, Data Protection and Judicial review (each cited once).

Please see the Appendix for verbatim responses.
2.6.2 Area of focus of practice of attorneys by country of residence

Across selected jurisdictions, the three most popular areas of practice were Civil (non-family), Contract and Corporate law. One notable exception was Guyana (7 respondents), where Contract law was cited less frequently than Civil (family). Civil (family) also represented a significant share (above 50%) in Antigua & Barbuda and The Bahamas; however the small number of respondents from these jurisdictions should be taken into account.

MEMBERS OF THE JUDICIARY

2.7 Current position of members of the Judiciary

33 members of the Judiciary stated their current position. (These were based in 5 jurisdictions: Belize, Grenada, Jamaica, St. Vincent & The Grenadines and Trinidad & Tobago.) 45% were high court judges and 36% were magistrates. The sample did not include any court of appeal judges; however, 6 respondents specified other positions including: Chief Justice, Crown Counsel, Assistant Registrar, Parish Judge, Judicial Research Counsel and Assistant Registrar & Deputy Marshall.
2.7.1 Current position by graduation date
Respondents who had graduated from Law School within the last 10 years were most likely to be magistrates or to cite ‘other’ positions.

More seasoned respondents (who had graduated 11 more years ago) were more likely to be high court judges. Among the 22 respondents in this graduation group, 68% (15) were high court judges.

2.8 Tenure in current position - Judiciary
Approaching half (45%) of respondents who were members of the Judiciary had held their current position for 3 years or less. 81% had been in their position for up to 8 years.

How long have you been in this position?
2.9 Area of speciality of members of the Judiciary

Just over three-quarters (76%) of the members of the Judiciary surveyed specialised in Non-family Civil law. 52% specialised in Family Civil law, with an equal percentage specialising in Criminal law. Less than 10% of the group cited International Law and Trade matters.

2.9.1 Area of speciality of members of the Judiciary by country of residence

In Trinidad, members of the Judiciary were most likely to specialise in Non-family Civil law (83%). Respondents from Jamaica were most likely to cite Non-family and Family Civil law (84% each). In Belize, Non-family Civil law and Criminal law were both cited by 62% of respondents.
The vast majority of respondents who had graduated from a Faculty of Law or Law School but who were not employed as attorneys or members of the judiciary confirmed that they had been searching for a job for 1 year or less before finding one after graduation. (97% of educators and 86% of those otherwise employed had been job hunting for no more than 1 year.)

After graduation, how long were you looking for a job before finding one?

Respondents who had graduated more than 10 years ago were slightly more likely (100%) to have found a job within 1 year, compared to more recent graduates.
2.11 Employment expectations – non attorneys/ Judiciary

50 respondents described their employment expectations upon graduation. At least one-fifth (22%) expected to find work related to their legal studies (employer unspecified). An equal percentage expected to join a law firm or chambers specifically and a further 6% expected to work as a lawyer or attorney specifically. 12% anticipated working for the state while 10% explained that they were already employed at the time and expected to continue in their position/company. 12% said they had no expectations or assumptions that they would be employed quickly or in the legal field.

What were your employment expectations?
### Section 2: Conclusions & Implications

- **Most LLB students surveyed (69%)** seem to be undertaking their current studies with a clear and predictable career path as an attorney-at-law in mind and they are very confident about their job prospects upon graduation. However, nearly one-fifth appear to be contemplating alternative career paths or undertakings, though it is not possible to say, based on the data, if and how they expect their current studies to contribute to such. As such, the results suggest both sustained confidence in Law as a viable career option and, possibly, a fair understanding among students of the wider applicability of a Law degree.

- **Current LLB students’ career ambitions** match the actual distribution of careers of graduates in the survey sample, insofar as the vast majority of graduates surveyed do in fact work as attorneys or members of the judiciary. As a percentage of all Law graduates, however, this may be somewhat overstated compared to the actual population, given that the survey was administered via Faculties of Law, Law Schools and professional law associations and may have, therefore, missed some graduates who were no longer or had never been actively involved in the legal profession because they had followed other career paths.

- The survey results suggest that, for the most part, graduates who had taken up alternative professions had either been drawn to those fields (due to personal or professional interest) or had worked in those fields before undertaking their legal studies (and then resumed work). Only a minority indicated that their current profession was the result of an unfavourable view of the legal profession (e.g. lower salaries) or unfavourable circumstances (e.g. failing the Law School entrance exam). This augurs well for the career prospects of current law students’ (within or outside of the legal profession). It may be useful for future research to more closely examine current and prospective students’ motivation for undertaking their legal studies, in particular, with a view to assessing the percentage who intend such studies to complement their training or experience in some other field, and so, enhance their job prospects, but do not intend to become attorneys. This may have implications for the nature of courses (including electives) offered at the LLB level and certificate programmes.

- In general across the region, attorneys are less likely to work for the State (except in the case of Belize and the Bahamas) and more likely to find themselves in private practice or employed by law firms. In the first eight years of their career, attorneys are likely to enjoy the most favourable prospects in either private practice or government departments. Mid-career (between years eleven and twenty), they can expect near equal options for employment at government departments, as solo practitioners, in law firms or in private practice.

- Based on current general regional trends, attorneys are likely to specialise in Non-family Civil law, Contract law and Corporate law during their careers, though Family Civil law is also a significant area of practice.

- Across the region, based on the sample, progression to the level of a judge (typically of the High Court) is likely to be delayed until 10 years or more after graduation from Law School. Judges can expect opportunities to specialise in Non-family Civil law, Family Civil law and Criminal law.

- In general, graduates who were either unsuccessful in their efforts to establish a career as an attorney or member of the judiciary, or who chose to pursue other career paths, have, so far, been
able to begin other employment within a relatively short space of time after graduating (1 year or less). However, the trend suggests that finding work has become somewhat more difficult within the last 10 years.
SECTION 3: FUNDING OF LEGAL EDUCATION

Summary

- Overall, half of current students surveyed confirmed that their studies were not self-financed. However, while current LLB students were more likely to have other sources of funding (55%), LEC students were more likely to fund their own studies (40% relied on alternative sources).

- Respondents were more likely to have secured loans to finance study at the LLB level (31% of both current students and graduates) than the LEC level (20%); however, the majority (57%) had not relied on any loans to finance their legal education at either level.

- When taken, loans were far more likely to be from government (58% of respondents had borrowed from the state) than any other source (23% and 12% from banks and credit unions, respectively).

- 57% of loans for study at the LLB level and 63% of those for the LEC level ranged in value from US $2,001 to US $15,000. Among current LLB students with loans, 78% had borrowed between US $1,001 and US $10,000. Most current LEC students with loans (55%) had borrowed between US $5,001 and US $30,000.

- Most respondents with education loans estimated repayment periods of up to 5 years (58%), though more current students expected repayment to take longer (52% said 5 years or less), compared to those who had already graduated (61%). Graduates who had left Law School within the last 8 years were more likely to estimate a longer repayment horizon (53% estimated this to take more than 5 years), than more seasoned graduates (just 28% felt more than 5 years would be needed).

- While only approximately one-third of respondents believed that the current economic climate demands greater assistance from governments to Law students and disagreed that state funding should be shifted to other priorities, close to three-quarters believed that it is the responsibility of governments and educational providers, including the UWI, to provide loans and other LLB financing schemes, respectively, for Law students. 63% expected financial institutions to provide special loans for Law students.

- Overall, nearly half of respondents (48%) were unsure whether or not private sector loans were available for Law students in their jurisdiction and just 30% confirmed that they were available. At least 40% of residents of Barbados, The Bahamas, Montserrat and St. Kitts & Nevis confirmed that such loans were available in those states.
Section 3: Funding of legal education

3.1 Self-financing of legal education - All current students

Students who were pursuing an LLB or LEC were slightly less likely to be funding their studies themselves (46%) rather than by other means (50%).

![Pie chart showing self-financing by students]

Are your studies self-financed?

3.1.1 Self-financing of legal education by level of study

Students at Law School were more likely to be financing their own education (54%) than those enrolled at a Faculty of Law (41%).

![Bar charts showing self-financing by level of study]
3.2 Source of funding of legal education

Among both current students and graduates surveyed, a majority (57%) did not rely on an education loan to complete their LLB and/or LEC. 31% confirmed that they had taken out a loan to finance their LLB and 20% did so for their LEC.

Note: Current LLB and LEC students were only slightly more likely to rely on education loans compared to graduates (52% of current students had no loans compared to 58% of graduates).

3.3 Nature of loans for legal education

Among respondents who had taken loans for their studies (166 in total), 58% confirmed that they had secured government loans, while 23% borrowed from a commercial bank.
3.3.1 Nature of loans for legal education – government loans
66 respondents specified the type of government loan they had secured. The vast majority (88%) were student / educational loans, including facilities such as Student Revolving Loans and GATE.

Please see the Appendix for verbatim responses.

Please specify the type of loan you have/ had (government loans).

3.3.2 Nature of loans for legal education – commercial loans
25 respondents provided more details about their commercial loans. Nearly two-thirds (64%) confirmed that their loan was a special student/ educational facility offered by their bank, while close to one-quarter (24%) had secured regular personal or demand loans from their bank.

Please see the Appendix for verbatim responses.

Please specify the type of loan you have/ had (commercial loans).
3.4 Value of loans for legal education - LLB

57% of loans for financing an LLB were valued between US$2,001 and US$15,000.

3.4.1 Value of loans for legal education – LLB – by graduation date

Respondents who had graduated more than 20 years ago and who had taken out loans for their LLB were most likely to have borrowed no more than US$1,000 (71% of this group). Current LLB and/or LEC students were most likely to have LLB loans between US$1,001 and US$10,000 (78% of this group) and the most recent LEC graduates (those who graduated from Law School up to 3 years ago) tended to have taken out loans between US$10,001 and US$15,000 (45% of this group).
3.5 Value of loans for legal education - LEC

35 respondents specified the value of their LEC loan. Nearly two-thirds of these (63%) had borrowed between US $2,001 and US $15,000 for their studies.

How much was your loan? (Please specify the currency)

3.5.1 Value of loans for legal education – LEC – by graduation date

Amounts borrowed by current LEC students varied considerably within the sample. The single highest percentage had borrowed between US $20,001 and US $30,000 (33% of this group; 3 respondents). Graduates who had left Law School within the last three years were most likely to have had loans ranging from US $2,001 to US $10,000 (60%; 6 respondents). The two most seasoned respondents (who graduated over 20 years ago) had borrowed no more than US $5,000 for their LEC.
3.6 Loan repayment period or expectations

58% of all respondents who had borrowed to fund their LLB or LEC confirmed that they either expected to repay (current students) or had repaid (graduates) their loans within 5 years. Less than one-fifth of respondents estimated repayment to take more than 10 years.

3.6.1 Loan repayment period or expectations – current students

Among 41 current students with loans, just over half (52%) felt they would be able to repay within 5 years.
3.6.2 Loan repayment period or expectations – graduates
Among 98 graduates who had borrowed for their studies, 61% estimated repayment within five years’ time.

Within this group, 47% of those who had graduated within the last 8 years estimated repayment to take no more than 5 years. This compares to 72% of those who had graduated more than 8 years ago.

3.7 Funding of legal education by governments and other entities
Respondents were less likely to consider funding of legal education a state responsibility. Just 33% agreed that, given the current economic climate, governments should increase assistance to Law students while 42% felt that greater attention should be paid to other priorities. In both cases, close to one-fifth or respondents were ambivalent (neither disagreeing nor agreeing).

Nevertheless, a majority agreed that governments should continue to provide loans to Law students (75%); that provider institutions should offer financing for the LLB (77%); and that financial institutions should offer special loans for Law students (63%).

Please indicate how much you agree / disagree with the following statements.
3.8 Availability of private sector loans for legal education

Across all jurisdictions, 30% of respondents confirmed that private sector loans are available for legal education; however, nearly half were unsure (48%).

(These results were comparable for current students and graduates.)

To your knowledge, is any assistance in the form of loans being offered by the private sector in your country of residence?

3.8.1 Availability of private sector loans for legal education by country of residence

Within individual territories, at least 40% of respondents confirmed the availability of private sector loans in Barbados, The Bahamas, Montserrat and St. Kitts & Nevis. At least half of respondents based in Dominica, St. Kitts & Nevis and St. Vincent & The Grenadines believed loans were not available.

In most cases, there was considerable uncertainty on this question.
3.9 Justification of the cost of legal education

56% of graduates surveyed believed that, based on their earnings, their legal education has been worth the cost. One-third disagreed.

3.9.1 Justification of the cost of legal education – Reasons for agreement

Graduates who felt that the cost of their studies had been justified cited reasons including: having earned enough to satisfy their needs/ desires (25%); being able to repay their education loans or recoup the cost of their studies (23%); increasing their earnings as a result of their studies (15%) or improving their job prospects (8%); and finding intrinsic satisfaction in their work (7%).

Please see the Appendix for verbatim responses.
3.9.2 Justification of the cost of legal education – Reasons for disagreement

Graduates who did not believe that their earnings justified the cost of their legal education noted that: their income was insufficient to repay their education loan or recoup the cost of their studies (24%); it was possible to earn more in other professions (17%); earnings were generally low (9%); junior attorneys, in particular, were paid low salaries (9%); and there were too many lawyers competing for work (9%).

*Please see the Appendix for verbatim responses.*

3.9.3 Justification of the cost of legal education – Reasons for uncertainty

Among graduates who were unsure whether or not the cost of their legal education was justified, reasons included the economic downturn (23%, 3 respondents) and tuition fees being lower at the time of their graduation (15%, 2 respondents). 3 respondents suggested that it was difficult to judge because, in their experience, earnings were dependent on factors such as employer type and an attorney’s own efforts.

*Please see the Appendix for verbatim responses.*
Section 3: Conclusions & Implications

- Trends in sources of funding among current LLB and LEC students suggest that either LEC students have been typically in a better financial position and better able to support themselves than their LLB colleagues, or that more external funding (e.g. education loans, state sponsorship) has been available to LLB students than those at Law School.

- The limited usage of education loans (especially for the LEC level) suggests that Law students have access to other sources of funding and that only a minority have incurred debt in the pursuit of a legal education.

- Students who do need to borrow to finance their studies may typically rely on government or government-arranged facilities – primarily student loan programmes – rather than other lenders. In such cases, based on loans of current students, borrowers can expect to need US $10,000 on average to finance an LLB and US $30,000 for LEC studies.

- Typically, a student who borrows to finance legal studies should be in a position to clear his/her debt within five years’ time. However, borrowers should be mindful that repayment experiences of graduates within the last 8 years suggest that this timeline is being pushed closer to 10 years.

- Respondent feedback suggests that the legal community (both students and graduates) does not harbour notions of entitlement to special treatment or consideration from the state as a result of the recent economic downturn. However, there is a general expectation of joint responsibility on the part of governments, educational providers and, to a lesser extent, banks and other financial institutions, to offer financing options for the benefit of Law students.

- Across the region, there is considerable uncertainty about the existence of financing solutions for Law students from the private sector. This may be a symptom of the historic trend of dependence on the state. However, given the expectation that financial institutions will offer special packages for Law students, there is considerable scope to address this gap in awareness.
SECTION 4: GENERAL PERCEPTIONS OF THE PURPOSE, FOCUS AND PROVISION OF LEGAL EDUCATION IN THE CARICOM REGION

Summary

At least 75% of respondents felt that each of the stated objectives of law teaching (based on the Report of Joint Consultations between Sir Hugh Wooding and Professor Roy Marshall) was realistic. They agreed that teaching at the LLB stage should encompass the organisation and pursuit of research; provide an academic base for students who intend to practise law, as well as suitable programmes for those who do not; and offer courses to students reading for other degrees as well extra-mural courses for civil servants, social workers, police officers and the general public. Respondents were slower to agree regarding the provision of courses for non-Law degree students (up to 80% agreed that the last two objectives were realistic). Those who did not consider them realistic tended to be ‘unsure’, citing concerns about such students’ capacity to manage course workload/material (in the case of students reading for other degrees) and suggesting that separate courses be structured to cater to those groups’ particular needs.

Overall, 88% of the sample agreed that, after Law School, a graduate would still need to ‘learn the ropes’ in order to effectively practise law, with graduates slightly more likely to agree than current students (89% vs. 84%). Overall, respondents were slightly more inclined to think it unreasonable (51%) to expect a graduate to have been exposed to all he/she needs to know as a practitioner, during studies at a Faculty of Law and Law School. However, current students were less likely to see this as unreasonable than graduates (44% vs 54%).

Overall, less than 10% of respondents felt that current provisions for input of legal professionals into the course offerings and approach to legal education are adequate. Law educators were in a better position than most other groups to give an opinion (just 23% were ‘unsure’) but only 18% of these felt provisions were adequate.

More than one-third (38%) of the overall sample could not determine whether or not current quality assurance systems for legal training were adequate and only 12% agreed that they were. A significant percentage of Law educators were not confident about expressing a view (41% were unsure), though 22% felt the mechanisms were adequate to ensure the highest possible standards of legal training.

Most respondents (72%) were unsure whether or not the views of external examiners are taken into account during assessment of student performance. Just 12% confirmed that they were. Most Law educators (61%) were also unsure, though 18% confirmed incorporation of external examiners’ views.

Just 22% of the sample considered the current focus of legal education appropriate. 36% felt that there was too much emphasis on the production of lawyers and 28% believed that too much attention is paid to providing an academic grounding for students who plan to practise law.

60% or more of the sample considered the following skills to be critical for a recent law graduate (from the most critical to the least critical): written communication, analytical skills, critical thinking, oral communication, research skills, time management, interpersonal skills, negotiation and teamwork skills. The most critical characteristics for a recent law graduate (cited by at least half of respondents) were: work ethic (96%), adaptability (75%), judgement (60%), maturity (57%) and emotional intelligence (50%).
According to judges and magistrates surveyed, the average attorney is more likely to be somewhat prepared (58%) rather than well prepared (36%) for court, primarily due to insufficient research being done.

72% of respondents were in favour of expanding the system of legal education in the region to provide more occasional courses for the public and 82% would support provision of more para-legal assistants and courses for other civil servants, social workers, police officers and the like.

Respondents suggested the addition of several new fields to the regional law curriculum including: Cyber / Internet law (17% of 780 suggestions), Financial services (13%), E-commerce specifically (9%) and Intellectual Property (7%).
Section 4: General perceptions of the purpose, focus and provision of legal education in the CARICOM region

PURPOSE OF LEGAL EDUCATION

4.1 Objectives of Law teaching at the LLB stage

At least three-quarters of respondents agreed that each of the objectives for LLB teaching outlined in the Report of Joint Consultations between Sir Hugh Wooding and Professor Roy Marshall was realistic.

Do you think it is realistic for teaching at the LLB stage to encompass the following?

4.1.1 Reasons for considering the following objective unrealistic: ‘The organisation and pursuit of research’

Among the 14 respondents who considered it unrealistic for teaching at the LLB stage to encompass the organisation and pursuit of research, half felt that this should be undertaken at postgraduate level or after students had fully understood fundamental aspects of law, while 36% felt the LLB curriculum did not allow sufficient time or flexibility for this.

Please see the Appendix for verbatim responses.

Why do you think the following objectives are unrealistic?
4.1.2 Reasons for considering the following objective unrealistic: ‘The provision of an academic base for those who intend to practise law’

Respondents who felt it was unrealistic for an LLB programme to provide an academic base for those who intend to practise law (3) offered varying reasons including the financial climate, the need to balance academics and practise and greater applicability to the LEC stage.

Why do you think the following objectives are unrealistic?

4.1.3 Reasons for considering the following objective unrealistic: ‘The provision of law degree programmes which are suitable for students who intend to practise law as well as those who do not’

30 respondents explained why they did not agree that LLB programmes should be suited to both students who intend to practise law and those who do not. Close to one quarter (23%) believed this would deny the former group opportunities for adequate exposure / skills development and a further 13% insisted that the focus should be on those intending to practise, rather than both groups of students. 17% suggested that different types of programmes / educational options should be offered/ taken up by the distinct groups while an equal number felt there should be no differentiation.

Please see the Appendix for verbatim responses.

Why do you think the following objectives are unrealistic?
4.1.4 Reasons for considering the following objective unrealistic: ‘The provision of courses in law for students reading for other degrees’

Among 24 respondents who felt that LLB degrees should not provide courses in law for students reading for other degrees, 33% suggested that it would be difficult for students from other disciplines to manage the workload or master the material for law courses, while 21% recommended that separate courses be structured for students on other degrees, which would be better suited to their educational background and/or career intentions.

*Please see the Appendix for verbatim responses.*

Why do you think the following objectives are unrealistic?

4.1.5 Reasons for considering the following objective unrealistic: ‘The provision of extra-mural courses in law for civil servants, social workers, police officers and the general public’

35 respondents explained why they felt it would be unrealistic for LLB programmes to encompass the provision of extra-mural courses in law for the specified groups. 34% felt it would be more beneficial to structure separate courses for civil servants, social workers, police officers and the general public, including several who noted that these groups would require more practical/procedural knowledge, rather than the more academic orientation of LLB courses. 11% felt that Faculties of Law did not currently have sufficient resources to cater to LLB students as well as these groups.

*Please see the Appendix for verbatim responses.*

Why do you think the following objectives are unrealistic?
### 4.2 Expected level of preparedness of qualified lawyers

The vast majority of respondents (86%) agreed that a fully qualified lawyer would still need to ‘learn the ropes’ after graduating, including 55% who agreed strongly.

A small majority (51%) disagreed that, after completing the LLB and Law School, a lawyer should be fully prepared to function in practice. 46% agreed with this view.

#### 4.2.1 Expected level of preparedness – needing to ‘learn the ropes’ – by educational status

Graduates were slightly more likely (89%) to accept a requirement for a period to ‘learn the ropes’ than students currently pursuing an LLB or LEC (84%).

How much do you agree/disagree with the following? ‘It is reasonable to expect that a fully qualified lawyer might still need to “learn the ropes” in practice after graduating despite the fact that the practical part of training as a lawyer is done over a 2 year period at Law School, which includes in service training.’
4.2.2 Expected level of preparedness – adequacy of exposure during LLB and Law School – by educational status

While a small majority of current students felt that LLB and Law School should provide sufficient exposure to allow a graduate to function in practice (51% agreed with the statement), graduates were more inclined to disagree with this view (45% felt LLB and Law School would be sufficient).

DELIVERY OF LEGAL EDUCATION
4.3 Opportunities for legal professionals to have input into decisions about legal education

Nearly two-thirds (65%) of respondents felt that legal professionals were not afforded ample opportunity to contribute to the design and delivery of legal education at Faculties of Law and Law Schools.

Do you believe that there is adequate provision for legal professionals to consult, discuss and critique the course offerings and approach to legal education at the Faculties of Law and Law Schools?
4.3.1 Opportunities for legal professionals to have input into decisions about legal education by current employment

Law educators were more likely than other groups to believe that there was adequate provision for legal professionals to have an input into legal education (18%); however, these remained in the minority. Practising attorneys were least likely to consider current provision adequate (71% said ‘No’).

4.4 Adequacy of quality assurance mechanisms

Just 12% of respondents felt that the quality assurance systems currently in place are sufficient to ensure that legal training meets the highest possible standards. More than one-third of the sample could not say either way.

On the issue of quality assurance, are the systems currently in place adequate to ensure that legal training meets the highest possible standards?
4.4.1 Adequacy of quality assurance mechanisms – views of current students
Current students were slightly more likely to believe that quality assurance mechanisms were adequate (17%).

4.4.2 Adequacy of quality assurance mechanisms – views of Law educators
22% of Law educators considered quality assurance mechanisms adequate; however, this group was more likely than the average to be unsure whether they were adequate or not.
4.5 Input of external examiners
Nearly three-quarters (72%) of those surveyed were not able to judge whether the views of external examiners are taken into account in assessing student performance in courses.

4.5.1 Input of external examiners – views of Law educators
Law educators were only slightly more capable of providing a definitive answer than the sample average; however, less than one-fifth (18%) believed that external examiners’ views are taken into account during student assessment.
FUTURE DEVELOPMENT OF LEGAL EDUCATION

4.6 Focus of legal education in the CARICOM region

Roughly one-fifth (22%) of respondents felt that the current focus of legal education in the region is appropriate. They were more likely to believe that there was inordinate emphasis on the production of lawyers (36%) or on the provision of an academic base (28%).

Which of the following best encapsulates your feelings on the current focus of legal education in the region?

4.7 Critical skills for a recent law graduate

At least 60% of the sample felt that each of the skills listed would be critical for a recent graduate, with written communication (94%), oral communication (91%) and critical thinking (91%) most frequently cited.

Please indicate which of the following skills you consider to be critical for a recent graduate. (Please select all that apply.)
4.7.1 Critical skills for a recent law graduate – top 3 skills
When asked to identify their top 3 skills, respondents were most likely to cite written communication (60%), analytical skills (53%) and critical thinking (47%). Interpersonal skills, teamwork skills and negotiation skills tended to be less valued than others.

Of the skills you selected, which would be the top three (3) most important. (Please select only 3.)

4.8 Critical characteristics for a recent law graduate
Among the characteristics listed, at least 50% of respondents felt that the following would be critical for a recent graduate: work ethic (96%), adaptability (75%), judgement (60%), maturity (57%) and emotional intelligence (50%). The least critical characteristics were personal energy (27%), financial acumen (20%) and charisma (17%).

Please indicate which of the following characteristics you consider to be critical for a recent graduate. (Please select all that apply.)
4.8.1 ‘Other’ critical characteristics for a recent law graduate

6% (26) of the respondents specified other characteristics that they felt would be critical. Among these, the most frequently cited was ethics / integrity / honesty (cited by 62% of this group or 4% of the total sample).

Please specify any additional characteristics that you consider critical for a recent graduate.

4.9 Level of preparedness of attorneys-at-law for court (perceptions of the Judiciary)

Most members of the Judiciary (58%) felt that, on average, attorneys are only somewhat prepared for court, often attributing this to a lack of thorough research (see below). 36% described them as ‘well prepared’.

How prepared for work is the average attorney-at-law who comes before you in court?
4.9.1 Explanation of assessment of attorneys’ level of preparedness for court (verbatim responses)

**Why do you say that?**

The vast majority are conversant with the issues and the law with a few noticeable exceptions.

Matters are scheduled in advance and with the concurrence of Counsel thus they are prepared.

They are prepared to address the issues therefore the court process is not time consuming.

Most are very familiar with the law and the facts of the case.

They are.

They can explain the case’s contents.

**How prepared for work is the average attorney...**

Well prepared

Well prepared

Well prepared

Well prepared

Well prepared

Well prepared

Why do you say that?

They weakness is that they do not do thorough case analysis.

I do not believe that they take their work for their clients at Magistrate Court seriously.

Some are not prepared at all. The majority are somewhat prepared.

Many attorneys lack efficient time management skills.

Most attorneys act extemporaneously.

They usually show some competence in the area, and rarely able to assist the Court sufficiently.

Many have not the read their file, especially for pre trial hearings.

Pleadings are askew; Basic Legal and procedural principles sometimes not within easy reach;

Lack of research on the law and procedure required. Basic knowledge extends to making applications.

The average attorney has not done sufficient research on the issues of law prior to filing an action.

Basic level of competence exists. Better can be done in preparation, drafting, co-operating.

THEY HAVE A GENERAL KNOWLEDGE OF MATTER AND BASIC INSTRUCTIONS BUT MOST ARE NOT FULLY RESEARCHED

Based on the submissions, attention to detail and questions asked.

Based on the amount of request for adjournment or for the matters to be stood down where they have other matters to attend they ask for adjournments for far dates.

SUBMISSIONS ARE NOT WELL THOUGHT OUT OR REASONED

**How prepared for work is the average attorney...**

Somewhat prepared

Somewhat prepared

Somewhat prepared

Somewhat prepared

Somewhat prepared

Somewhat prepared

Somewhat prepared

Somewhat prepared

Somewhat prepared

Somewhat prepared

Minimally prepared
4.11 Fields of law to be added to the regional law curriculum

Respondents offered 780 suggestions for fields of law that should be added to the region’s law curriculum. The most popular suggestions were Cyber / Internet law (17% of suggested fields), Financial services (13%), E-commerce specifically (9%) and Intellectual Property (7%).

Several new fields of law have emerged over the past few years including e-commerce / internet law and financial services. Which new fields do you think might be a useful addition to the region’s law curriculum? Please list
Section 4: Conclusions & Implications

Purpose of legal education

The survey results seem to re-confirm the findings of the Joint Consultations between Sir Hugh Wooding and Professor Roy Marshall, insofar as the vast majority of respondents agreed with their propositions regarding the scope and objectives of legal teaching at the LLB stage. Initiatives aimed at expanding access to LLB courses for persons pursuing other degrees or employed in other professions (civil servants, social workers, police officers) and the general public are likely to be broadly supported by the legal community (students and graduates) though it may be worthwhile to take account of some respondents’ suggestions to consider if and how courses for these groups need to be structured specifically to address their needs.

Based on the survey feedback, there is an expectation that employers of recent Law graduates should allow such recruits a period of ‘on-the-job training’ during which they learn by experience in the field. This has implications for both (1) the arrangements that employers may make in order to orient new recruits (in particular, the provision of early opportunities for development of competencies such as would not be possible in the formal educational setting) and the performance standards to which graduates are held in the early stages of their careers and (2) the mindset that students and recent graduates should be encouraged to adopt (by educators, mentors, employers etc.), i.e. having a disposition to continue their training and avoiding over-estimating their capabilities. That said, the small difference overall between those who believed and did not believe that LLB teaching and LEC training should expose a lawyer to enough to allow him/her to function immediately upon graduation suggests that there are mixed expectations about the minimum level of competence of recent graduates. Again, however, students’ apparent tendency to be slightly over-confident concerning recent graduates’ capabilities (compared to lawyers with some experience in the field) supports the case for some sensitization in this regard.

Delivery of legal education

The findings suggest a need to expand current provisions for legal professionals to consult, discuss and critique the course offerings and approach to legal education at the Faculties of Law and Law Schools.

They also suggest that there is either significant ambivalence about quality assurance systems for legal education, including the use of external examiners, or a need to increase awareness of such systems among the general legal community (including Law educators). In any event, based on the responses of those who are currently in the know, confidence is quite low regarding current quality assurance systems’ capacity to maintain high standards and there is very limited use of external examiners as part of student assessment systems.

Future development of legal education

Feedback from respondents (at least 64%) suggests that some adjustment to the focus of legal education in the region is warranted. The findings suggest that there is scope for enhancement through diversification of curricula and/or changes to programme structures such that the outputs of the legal education system are manifested beyond growing numbers of qualified lawyers. Respondents’ overwhelming support for a system that delivers more para-legal assistants, courses
for civil servants and key workers and occasional open enrolment courses may inform deliberations on this issue.

- A review and reduction of the current emphasis on getting would-be attorneys to develop an academic knowledge base would also be in order, though to a lesser extent. Such a review might take account of the identified need to supplement academic knowledge and legal training with the development of important transferable skills and key attributes among law students. Most critically, teaching and learning activities and the general student experience should be designed to (1) facilitate the development of skills in written and oral communications, critical thinking and analysis, research and time management and (2) encourage the inculcation of work ethic, adaptability, judgement, maturity and emotional intelligence. This is supported by judges’/ magistrates’ views on attorneys’ level of preparedness for court.

- If not already offered, Faculties of Law and Law Schools should explore opportunities to offer courses in new fields of law, especially Cyber / Internet law and E-commerce, Financial services and Intellectual Property.
SECTION 5: SATISFACTION WITH THE QUALITY OF LEGAL EDUCATION AT FACULTIES OF LAW

Summary

- 80% of all LLB current students and graduates surveyed felt satisfied with the legal teaching they received, with graduates (83%) more satisfied than students (69%) and students currently based at UWI Cave Hill more satisfied than those at other Law Faculties.

- When asked to identify the strengths of their Faculty, both current students and graduates were far more likely to cite the quality of teaching / qualified academic staff than any other factor (43% overall). Beyond this, both groups were impressed by the range of courses or programmes offered by their Faculty (10% of current students; 12% of graduates) and the availability of a good library/access to reading or research materials (13% of graduates; 5% of current students).

- Considering opportunities for improvement, overall, the most frequently-cited suggestions were for changes to: curriculum to improve the variety, currency, practical orientation and relevance of courses offered (cited by 25% of LLB students and graduates); teaching approaches and quality, including the recruitment of suitably qualified staff (22%); the nature, timing and grading of assignments/assessments (10%); and programme structures (10%). However, current students gave the greatest priority to teaching approaches, assessment, student accommodations and curriculum (in that order), whereas graduates were more likely to highlight curriculum, teaching approaches and programme structure.

- At least 63% of students and graduates were satisfied with the LLB curriculum in terms of its level of diversification, its relevance to the CARICOM region and its delivery of courses from a regional perspective. However, more than half felt there is scope for greater use of technology, exposure to locally used litigation technology and applicability to the region’s developmental needs.

- Current students reported generally good learning experiences at the Faculties of Law, especially as regards course design and instructor communication. However, there appears to be less consistency in the quality of learning activities employed and feedback given by instructors. Specifically, there is scope for more consistent use of learning activities that are varied (just 26% said this was often or usually the case), are interesting or intellectually stimulating (43%), encourage student interaction (36%), encourage students to draw on their previous experience or knowledge (43%) and make helpful use of ICTs (44%). While feedback on assignments/assessments is usually helpful, it is typically delayed, students are not usually clear about the criteria on which they will be assessed and just 49% felt that they are usually or always graded fairly. Additionally, students reported problems managing their workload (just 33% said they can usually or always do this).

- Current students were generally dissatisfied with the physical environment and infrastructure at Faculties of Law. 50% described washroom facilities as adequate, but less than half felt the same about classroom accommodations (39%), student meeting spaces (44%), lunchroom facilities (26%) and photocopiers (17%).

- LLB student respondents reported mixed experiences with non-academic staff at their Faculty. Faculty Office staff tended to be sometimes (45%) friendly or courteous, more so than usually or always (37%), while Law Library staff members were more likely to be usually or always friendly and courteous (55%). However, students who found staff in either location to be rarely or never friendly or courteous indicated that this affected their work (at least 58% of respondents in this group).
Overall, a majority of current LLB students confirmed that their Law Library provides access to useful online resources (62%) and legislation from their country of residence (58%), though the results suggest significant variations by Faculty of Law, with respondents at UWI Faculties tending to be much more satisfied than others. Most respondents (75% overall) said insufficient copies of recommended texts were available at their Law Library and this result was consistent across Faculties.

Most LLB students who had used the CariLaw database were satisfied with its helpfulness (75% rated this as good), comprehensiveness (57%), ease of access (59%) and user-friendliness (52%). Students appreciated that it greatly facilitated the process of finding Caribbean cases (compared to other methods) but noted that search functionality could be enhanced.
Section 5: Satisfaction with the quality of legal education at Faculties of Law

OVERALL SATISFACTION, STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

5.1 Satisfaction with legal teaching – current students and graduates

Overall, 80% of surveyed students and graduates of LLB programmes based in the CARICOM region expressed satisfaction with their legal teaching.

Graduates (83%) were more satisfied than current students (69%).

Were/ Are you dissatisfied or satisfied with the legal teaching you receive(d) at LLB stage?

5.1.1 Satisfaction with legal teaching – by Faculty of Law of current students

Across the four Faculties of Law surveyed, currently enrolled students at the UWI Cave Hill Campus tended to be the most satisfied (82%).
5.2 Strengths of Faculties of Law

249 LLB current students and graduates in the sample identified the strengths of their Faculty of Law. 43% cited the quality of teaching or of teaching staff (including their qualifications, experience and teaching approaches). 11% cited access to research or reading materials, including through Law libraries and an equal percentage highlighted the course or programme options offered.

Please see the Appendix for verbatim responses.

<table>
<thead>
<tr>
<th>Strength</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quality teaching and/or qualified academic staff</td>
<td>43%</td>
</tr>
<tr>
<td>Good library / access to research or reading materials</td>
<td>11%</td>
</tr>
<tr>
<td>Availability of suitable/ varied course/ programme...</td>
<td>11%</td>
</tr>
<tr>
<td>Solid academic base</td>
<td>7%</td>
</tr>
<tr>
<td>Regional perspective offered in teaching</td>
<td>7%</td>
</tr>
<tr>
<td>Diverse student and/or staff population</td>
<td>6%</td>
</tr>
<tr>
<td>Tutorials / small class sizes</td>
<td>5%</td>
</tr>
<tr>
<td>Exposure to research techniques</td>
<td>4%</td>
</tr>
<tr>
<td>Teaching and/or research facilities</td>
<td>2%</td>
</tr>
<tr>
<td>Suitable programme structure [duration, depth,...]</td>
<td>2%</td>
</tr>
<tr>
<td>Emphasis on critical analysis</td>
<td>2%</td>
</tr>
<tr>
<td>Flexibility of class hours / part-time study</td>
<td>1%</td>
</tr>
<tr>
<td>Emphasis on practical application</td>
<td>1%</td>
</tr>
<tr>
<td>Student activities / student life</td>
<td>1%</td>
</tr>
<tr>
<td>Learning resources / materials</td>
<td>1%</td>
</tr>
<tr>
<td>Coursework component</td>
<td>1%</td>
</tr>
<tr>
<td>Incorporation of technology</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>12%</td>
</tr>
</tbody>
</table>

In your opinion, what were/ are the strengths of the Faculty of Law which you attend(ed)?

5.2.1 Strengths of Faculties of Law – views of current LLB students

Among the subset of current LLB students (58 in total), the quality of teaching or academic staff was also the most frequently cited strength of Faculties of Law (cited by 50%), followed by the availability of suitable or varied course and programme options (10%).
5.2.1 Strengths of Faculties of Law – views of LLB graduates

Respondents who had already graduated from Faculties of Law (190 in total) were also most impressed by the quality of academic staff or teaching (41%), followed by access to good libraries or materials for reading or research (13%) and the range of course and programme options (12%).

5.3 Areas for improvement of Faculties of Law

240 graduate and student respondents made 288 suggestions for improvement. One-quarter of this group recommended changes to LLB curricula to improve the variety, currency, practical orientation and relevance of courses offered. 22% identified deficiencies related to teaching methods and approaches, including the recruitment of suitably qualified staff. 10% each cited changes in assessment approaches (including type, timing and grading) and programme structure (including recommendations for practical components to be added or related to the feasibility of the semester system). 6% called for improved accommodations or facilities for students.

*Please see the Appendix for verbatim responses.*

*In your opinion, what did/ does the Faculty of Law which you attend(ed) need to improve on?*
5.3.1 Areas for improvement of Faculties of Law – views of current LLB students

For current LLB students, the most pressing areas for improvement were in teaching approaches/quality of teachers (cited by 25%), assessment (21%), accommodations for students (15%) and curriculum (11%). 10% raised concerns about elements of programme administration and/or administrative staff in their Faculty.

5.3.2 Areas for improvement of Faculties of Law – views of LLB graduates

Among LLB graduates, priorities for improvement were curriculum (cited by 29%), teaching approaches/quality of teachers (20%) and programme structure (11%).
5.4 Satisfaction with LLB curricula

A majority of respondents felt that the curriculum at the LLB stage is sufficiently diversified (64%), relevant to the CARICOM region (74%) and sufficiently regional in its perspective (63%). However, less than half of LLB students and graduates believed that the curriculum makes sufficient use of technology (40%), exposes students sufficiently to litigation technology (25%) and relevant to the region’s developmental needs specifically (41%).

How much do you disagree/agree with the following statements relating to the curriculum at the LLB stage?

5.5 Satisfaction with course design

Most current LLB students who rated their learning experience in terms of course design confirmed that they are at least usually able to follow the sequence of their course topics (67%) and that their assignments or assessments are usually relevant to their course topics (72%). However, half of respondents said they are only sometimes able to manage their workload, with just 33% confirming that they are usually or always able to do so.

In general, during my courses/programme I’ve been able to...
5.6 Satisfaction with communication

A majority of the LLB students surveyed indicated that, based on what their instructors say and do, they understand their course learning outcomes (73%), the relevance of their learning (69%) and the instructions for completing assignments (74%) either for the most part or completely. Less than one-third (32%) could say the same regarding the criteria that are used to grade their assessments.

In general, based on what my lecturers/instructors say and do...

5.7 Satisfaction with learning activities

At least half of current LLB students confirmed that their learning activities were often or usually supported by useful learning resources (66%), helpful for understanding course topics (60%) and helpful for developing the knowledge or skills specified in their course learning outcomes (52%). However, no more than 44% said that these were often or usually varied (26%) or interesting/intellectually stimulating (43%), that they encouraged student interaction (36%) or reference to prior experience or knowledge (43%) or that they made helpful use of ICTs (44%).

In general, learning activities during my classes...
5.8 Satisfaction with feedback on assignments / assessments

62% of current LLB students confirmed that feedback from their instructors is usually or always helpful for developing or improving their knowledge or skills. However, less than half confirmed that feedback is usually or always prompt (22%) or that their grades are typically based on pre-specified criteria (49%).

In general, ...

5.9 Satisfaction with the physical environment and infrastructure

Overall, while 50% of current LLB student noted that their Faculty of Law provides adequate washroom facilities, no more than 44% confirmed that there were sufficient rooms to accommodate classes, space for Law society meetings and other events, lunchroom facilities or functioning photocopiers. This trend was consistent across Faculties.

At your Faculty, are there/ is there ...?
5.10 Satisfaction with staff of the Faculty Office

45% of students surveyed said that staff members based in the Faculty Office are sometimes friendly and helpful and 37% said this is usually or always the case.

Are staff of the Office of the Faculty of Law friendly and helpful?

5.10.1 Satisfaction with staff of the Faculty Office by Faculty of Law

The overall trend was fairly consistent across individual Faculties; however due to the low numbers per Faculty, these findings should be interpreted with caution.
5.10.2 Impact of unfriendly/unhelpful staff of the Faculty Office

Nearly 60% of respondents who indicated that Faculty Office staff members are rarely or never friendly or helpful confirmed that this has an impact on their work.

Does this affect your work in any way?

5.10.3 Explanation of impact of staff of the Faculty Office

Please explain:

- Usually very unpleasant (secretaries) and difficult to communicate with. The lecturers are a lot easier to communicate with directly once they are available.
- Negativity experienced is a deterrent which results only to going to faculty on a needs basis.
- Lecturers are friendly but administrative and staff, in my opinion are sometimes hostile towards students.
- Two of members of staff are very helpful. Unfortunately the one that is not, is often with who we have to deal with and she is not helpful, has bad manners, is rude and dismissive.
- They are unaware of policies and are unwilling to assist with basic questions. Poor attitudes.
- On one occasion, I went to the administrative office in search for an article and was told that only one administrative assistant manages the database for articles. I learned that the person was on lunch and could not assist me. When I returned an hour later, the person was speaking with someone and completely ignored me. Another assistant was kind enough to take note of my request. The following day when I returned, the article was not yet ready. In the end, it took 2.5 days for me to obtain an article located right within the Faculty. There needs to be more efficient systems in place.
- Some lecturers are very standoffish and are incredibly unapproachable, therefore, when there is need for clarification, it rarely is given.
5.11 Satisfaction with staff of the Law Library

Nearly one-third of LLB student respondents said that staff based in their Law Library are always helpful and friendly (31%) and a further 24% said this is usually so.

5.11.1 Satisfaction with staff of the Law Library by Faculty of Law

There were significant variations in the findings by individual Faculties; however, due to the low numbers per Faculty, these should be interpreted with caution.
5.11.2 Impact of unfriendly/ unhelpful staff of the Law Library
Among the small minority of students who found Law Library staff to be typically unfriendly and unhelpful, other quarters confirmed that this affects their work.

Does this affect your work in any way?

5.11.3 Explanation of impact of staff of the Law Library

<table>
<thead>
<tr>
<th>Explanation</th>
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<tbody>
<tr>
<td>- Seemingly simple issues are often portrayed as complex, which can easily</td>
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<tr>
<td>be resolved by going the extra mile.</td>
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<tr>
<td>- Help which is needed to access information isn't properly rendered.</td>
</tr>
<tr>
<td>- Relevant study material is not readily available.</td>
</tr>
<tr>
<td>- There are excellent resources which we cannot access due to the poor line</td>
</tr>
<tr>
<td>staff. When additional online resources were made available, only some</td>
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<tr>
<td>people were told.</td>
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<tr>
<td>- The law section in the University's Library is not updated and the staff</td>
</tr>
<tr>
<td>generally aren't familiar with legal issues etc.</td>
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<tr>
<td>- It caused me to refrain from seeking assistance from the staff unless it</td>
</tr>
<tr>
<td>was crucial.</td>
</tr>
<tr>
<td>- The staff at the library are sometimes hostile and as a result of this it</td>
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<tr>
<td>deters me from asking questions.</td>
</tr>
<tr>
<td>- The staff of the Law Library are very uptight, and sharp, most of them are</td>
</tr>
<tr>
<td>very unfriendly, and they make it seem like asking them questions is a chore.</td>
</tr>
</tbody>
</table>

...
ACCESS TO RESOURCES AT LAW LIBRARIES

5.12 Access to online resources

Nearly one-fifth of respondents could not say whether or not their Law Library provided access to useful online resources. 62% (or 75% of the remainder) confirmed that it does.

Does the Law Library provide access to useful online resources?

5.12.1 Access to online resources by Faculty of Law

Across individual Faculties of Law, while at least 87% of respondents from UWI Cave Hill and UWI St. Augustine confirmed having access to useful online resources, 92% of those enrolled at the University of Guyana said ‘No’. The majority of respondents from the University of Technology were unsure (54%). Due to the low numbers per Faculty, these results should be interpreted with caution.
5.13 Access to recommended texts

Nearly three-quarters of LLB students in the sample said there were insufficient copies of recommended texts at their Law Library.

Are sufficient copies of recommended texts available at the Law Library?

5.13.1 Access to recommended texts by Faculty of Law

Across individual Faculties, no more than 43% of respondents confirmed that their Law Library provided sufficient copies of recommended texts. Due to the low numbers per Faculty, these results should be interpreted with caution.
5.14 Access to legislation of country of residence

81% of the sample had tried to gain access to legislation of their jurisdiction from the Law Library. Among these, 58% confirmed that they had been able to gain access.

Are you able to access legislation of your country of residence from the Law Library in order to complete assignments?

5.14.1 Access to legislation of country of residence by country of residence

While responses across individual jurisdictions are low and should be interpreted with caution, the findings suggest that there is good access to legislation of Barbados, Jamaica and Trinidad and Tobago, at least.
5.14.2 Access to legislation of country of residence by Faculty of Law

A majority of respondents based at UWI Campuses confirmed access to legislation of their country of residence; however the opposite was true at the University of Guyana. At the University of Jamaica, while 22% were unsure, respondents were more inclined to confirm access (44%) than not (33%). Due to the low numbers per Faculty, these results should be interpreted with caution.

5.14 Satisfaction with CariLaw database

79% (52 of 66) of current LLB student respondents had used the CariLaw database. A majority of these rated it as good on all assessed dimensions. In particular, they found it to be helpful for their studies (75%), comprehensive (57%) and easy to access (59%). Only a small majority felt it was user-friendly (52%).

How would you rate the CariLaw database in terms of the following?
5.15 Usefulness of CariLaw database

Most users of the CariLaw database explained that it was useful for finding Caribbean cases or cases related to specific areas of law (55%). 13% noted that it made searching easier (compared to using other sources) and 10% said it provided access to cases that would not otherwise be available. 10% noted that the search functionality could be improved, however.

*Please see the Appendix for verbatim responses.*
Section 5: Conclusions & Implications

Faculties of Law have been providing and continue to provide quality legal teaching. Current students’ tendency to be less satisfied than graduates does not necessarily suggest a decline in the quality of teaching over the years (especially since at least 40% of both student and graduate subsets identified the quality of academic staff/teaching as a strength of Law Faculties). It may be the case that current students (1) have higher expectations of their teachers and/or (2) do not yet fully appreciate the value of their LLB education.

That said, feedback from current students about their actual educational experience substantiates their suggestion that improvement of certain aspects of teaching and assessment is warranted. It may be worthwhile for Faculties of Law to pursue interventions (with lecturers and other instructors) to address these shortcomings in order to optimise the learning experience for students, based on modern pedagogical principles. In particular, these may be aimed at increasing the use of more varied and interesting learning activities (including discussions, debates, exercises, presentations, lectures, projects etc), fostering student interaction and collaboration through classroom activities and assessments, relating students’ new learning to their previous experiences and knowledge and using technology (see below). Critically, Faculties should pay attention to improving the administration of assessments (including consistently providing clear outlines of how assignments will be graded and ensuring that actual grading is seen to be in line with the specified rubric).

Overall, satisfaction with LLB curricula is mixed and, in particular, Faculties of Law may need to explore opportunities to incorporate greater use of technology (considering both learning technologies and exposure to litigation technology) as well as teaching approaches and curriculum content that can be seen to advance the development agenda of the CARICOM region. Current students’ feedback about their challenges in managing their workload suggests that curricula might also be reviewed to ensure an appropriate balance of content delivery and assessment, given the timeframe available for coverage of syllabi.

Overall, reviews of physical student accommodations may also be in order in light of students’ dissatisfaction with almost all areas assessed, including classroom capacity. This will need to be further assessed and addressed at the level of individual Faculties.

Most students found that staff members in Faculty Offices and Law Libraries are at least sometimes friendly or courteous. However, Faculties should note the significant extent to which students’ work is affected in cases where staff attitudes are the opposite and take steps to ensure that customer service standards are maintained if not enhanced.

Overall, Law Libraries seem to provide fair access to online resources and legislation from different jurisdictions. The results suggest that, while students at UWI campuses (Cave Hill and St. Augustine) enjoy good access, at other Faculties, there is scope for improvement in these areas. However, due to the small numbers of respondents from each Faculty, these results may need to be substantiated. Perceptions of low availability of recommended texts at Law Libraries are common across Faculties and warrant some concern, suggesting that a significant increase in resources may be required at Libraries, alternative methods of providing access to recommended texts should be explored and/or students’ expectations in this regard should be more closely managed.
Satisfaction with the CariLaw database is moderate on most dimensions, apart from its helpfulness, with which satisfaction is high. In particular, student feedback suggests that there is scope to make the system much more user-friendly and comprehensive (by expanding the range of cases available).
SECTION 6: SATISFACTION WITH THE QUALITY OF LEGAL EDUCATION AT LAW SCHOOLS

Summary

Overall, 60% of graduates and current students of CARICOM Law Schools felt satisfied with their legal training, with graduates (62%) more likely to be satisfied than current students (50%).

Respondents identified the greatest strengths of CARICOM Law Schools as quality teaching/qualified academic staff (cited by 25% of graduates and current students), being taught by practising attorneys (18%), having opportunities to participate in experiential learning (15%) and the emphasis given to practical application of knowledge within the curriculum (12%). This finding was sustained among both graduates and current students.

When they considered areas for improvement at Law Schools, overall, respondents gave priority to making the curriculum more practical in orientation (cited by 35% of graduates and students), enhancing experiential learning opportunities, such as legal aid clinics, in-service training and court visits (16%), improving the quality of teaching/teachers (14%), offering more varied and relevant courses (13%) and covering the laws of jurisdictions other than the one in which a Law School is based (11%). Law School graduates’ priorities matched those of the overall group; however, while current students were also most likely to request a more practically-oriented curriculum, they gave higher priority to changes to assessment approaches and to the administration/organisation at Law Schools compared to the need to expand or improve opportunities for experiential learning.

When asked for their views on the Law School curriculum, most respondents considered this sufficiently diversified (51%), regionally relevant (63%) and regionally orientated (56%). However, less than half felt there was sufficient use of technology (40%) or relevance to the CARICOM region’s developmental needs (33%).

Although most are usually or always able to discern the relationship between their assessments and their course topics (70%), less than half of current Law School students said they could usually or always follow the sequence of course topics (48%) or manage their course/programme workload (46%).

Most respondents were able to understand their course learning outcomes (62%), relevance of their learning (63%) and assignment instructions (57%) for the most part or completely. However, the majority (54%) confirmed little to no understanding of the criteria used to grade their assessments.

Most Law School students are consistently (often or usually) exposed to learning activities that employ useful learning resources (51%), promote understanding of course topics (57%) and require application of knowledge and skills learnt (56%). However, for most students, learning activities are only sometimes varied or intellectually stimulating, do not make regular use of appropriate ICTs, encourage student collaboration or reference to prior knowledge/experience and do not facilitate the development of learning outcomes established for the course.

Nearly 60% of Law School respondents confirmed that they rarely or never receive feedback on assignments in sufficient time for this to be useful. Feedback is almost equally likely to be helpful as not, and grades are almost equally likely to be awarded based on pre-specified criteria as not.
Section 6: Satisfaction with the quality of legal education at Law Schools

OVERALL SATISFACTION, STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

6.1 Satisfaction with legal training – current students and graduates

60% of Law School graduates and students expressed satisfaction with their legal training. Graduates (62%) were somewhat more satisfied than current students (50%). More than one-third (36%) of student respondents were dissatisfied.

Were / Are you dissatisfied or satisfied with the legal training you receive(d) at the Law School stage?

6.1.1 Satisfaction with legal training at Law School – by Law School of current students

Across the three Law Schools specified by respondents, most current students were satisfied with the legal training received at Hugh Wooding (60%) and Eugene Dupuch (100%, only 1 respondent) but 47% were dissatisfied with Normal Manley Law School.
6.2 Strengths of Law Schools

246 Law School graduates and students offered 306 comments regarding strengths of their Law Schools. 25% of respondents cited the quality of teaching or of academic staff and a further 18% highlighted the fact that they were taught by practising attorneys or members of the judiciary. 15% referred to the opportunities offered for experiential learning (including in-service training, legal aid, clinics etc) and a further 12% highlighted the practical (rather than theoretical) orientation of their studies.

*Please see the Appendix for verbatim responses.*

In your opinion, what were / are the strengths of the Law School which you attend(ed)?

6.2.1 Strengths of Law Schools – views of current students

Among current Law School students, the most frequently cited strengths of the Law Schools mirrored those of the total sample – quality teaching, teaching by practitioners, experiential learning and emphasis on practical application.
6.2.2 Strengths of Law Schools – views of graduates

While Law School graduates identified a broader range of strengths, the most commonly occurring ones matched those of current students.

6.3 Areas for improvement of Law Schools

Among the 260 graduates and students who suggested opportunities for improvement at Law Schools, 35% called for a more practical orientation to the LEC curriculum (i.e. equipping graduates with practical skills needed to function as attorneys) and a further 16% requested greater opportunity for experiential learning in particular (including mandatory student participation in legal aid clinics, in-service training, court visits etc). Beyond this, respondents would like to see improvement in teaching approaches/ quality of teaching (14%) and greater relevance of course content or a wider range of courses (13%). 11% noted that instructors should be capable of teaching in relation to the law of other Caribbean jurisdictions and not just the one in which the Law School is based.

Please see the Appendix for verbatim responses.

In your opinion, what did/ does the Law School which you attend(ed) need to improve on?
### 6.3.1 Areas for improvement of Law Schools – views of current students

Respondents currently at Law School were most likely to highlight the need for a more practically oriented curriculum among their list of improvement opportunities (40%) and a further 14% requested enhancement in the area of experiential learning. One-fifth of this group would like to see changes to assessment at Law Schools, while 17% recommended improvement in relation to administrative arrangements for their programme and/or administrative staff.

### 6.3.2 Areas for improvement of Law Schools – views of graduates

Like current students, graduates cited the need for a more practically-oriented LEC curriculum as the top area for improvement (40%), with a further 16% identifying the need for enhanced opportunities for experiential learning. 14% suggested scope for improvement in teaching approaches/quality of teachers and 13% would like to see changes related to the range, relevance or content of course offered.
6.4 Satisfaction with Law School curricula
At least half of respondents agreed or strongly agreed that Law School curricula are sufficiently diversified (51%), relevant to the CARICOM region (63%) and sufficiently regional in perspective (56%). However, most believed there was insufficient use of technology (40% agreed) and insufficient relevance to the region’s developmental needs, specifically (33%).

How much do you disagree / agree with the following statements relating to the curriculum at the Law School stage?

SATISFACTION WITH THE QUALITY OF THE EDUCATIONAL EXPERIENCE AT LAW SCHOOLS

6.5 Satisfaction with course design
While most students currently attending regional Law Schools were usually or always able to easily see how their course assessments were related to their course topics (70%), less than half were usually or always able to follow the progression of their course topics (48%) or manage their workload (46%).

In general, during my courses/ programme I’ve been able to...
6.6 Satisfaction with communication

Most Law School students confirmed that they understood their course learning outcomes (62%), how they could use their new knowledge and skills (63%) and instructions for their assignments (57%) either for the most part or completely. Just 16% understood the criteria used to grade their assignments to the same extent and 54% said they did not really or did not at all understand such criteria.

In general, based on what my lecturers/ instructors say and do...

6.7 Satisfaction with learning activities

Learning activities employed by Law School instructors are often or usually supported by useful learning resources (51%), helpful for understanding course topics/content (57%) and require students to apply their knowledge and skills to problems or new scenarios (56%).

They are less likely to often or usually be varied in nature (27%), be interesting or intellectually stimulating (29%), encourage student collaboration (32%), make reference to students’ previous experience or knowledge (38%), develop skills or knowledge set out in course learning outcomes (41%) or make helpful/appropriate use of ICTs (27%).

In general, learning activities during my classes...
6.8 Satisfaction with feedback on assignments/assessments

A majority of Law School respondents confirmed that they never or rarely receive prompt feedback on their assignments or in-course assessments (59%).

They were almost equally likely as not to find instructor feedback helpful and to believe that they were graded fairly. Nearly 30% said either occurred only sometimes.

In general...
Section 6: Conclusions & Implications

Unlike at the Faculties of Law, satisfaction with education provided at Law School level is moderate at best and the fact that no more than half of current students expressed satisfaction is cause for considerable concern. The results by Law School suggest that there may be considerable variation across current providers though the small numbers will require substantiation.

Law School graduates and students value the training delivered by their instructors and, in particular, they appreciate the knowledge and advice imparted by practising attorneys who serve as tutors or lecturers. That said, their feedback suggests that there is still scope for improvement in this area, especially as it relates to teaching methodologies and approaches, and this is borne out by their reported experiences during learning activities.

Of the seven dimensions assessed in relation to learning activities, students reported that three were common practice. Given the high level of inconsistency in the employment of pedagogical practices that facilitate effective learning (in almost all cases, nearly one-third of students said these were used ‘sometimes’), Law Schools may consider methods of enhancing capacity for good teaching among their instructors and/or encouraging more widespread application of recognised teaching and learning principles. In particular, students’ classroom experience at Law School bears out the limited use of technology highlighted in the ratings of the curriculum and this should be addressed, along with interventions to increase use of teaching approaches that: are varied; build on students’ backgrounds; encourage them to collaborate; and critically, facilitate students’ achievement of learning outcomes. It is worth noting that, with the exception of the last, these were also areas of concern at the LLB level, though to a lesser extent.

Students and graduates also recognised the opportunities for experiential and practically-oriented learning as strengths of Law Schools; however, graduates, in particular, were more likely to cite these as areas for improvement, with several lamenting the fact that they felt somewhat unprepared to function in the real world as attorneys, though they had had a sound academic grounding in the law. The differences between graduates and current students are worth noting, however. Both groups would welcome a more practical approach to teaching. However, current students were less likely to call for more opportunities for experiential learning, suggesting that (1) over the years, Law Schools have gone some way towards addressing this need, including through mock trials, legal aid clinics and the like and/or (2) they do not yet appreciate the value of this type of learning to their future practice.

Unlike graduates, many current students in the sample would appreciate a review of assessment approaches at Law Schools. Again, this is borne out by their feedback on their learning experience. For instance, classroom communication is good on most dimensions (re: learning outcomes and their relevance; and instructions for assignments) but severely lacking in the case of providing clear explanations of how students’ work will be graded. Challenges with providing Law School students with feedback on their assessments are as grave, if not more so, than at the LLB level. Law Schools should ideally pursue improvement on all dimensions – timely return of grades, transparency in the awarding of grades and usefulness of feedback for further development of students’ knowledge and skills.

Satisfaction with the degree of diversification, regional relevance and regional perspective of the LEC curriculum is also moderate rather than high, suggesting ample scope for improvement across
all dimensions considered. Indeed, both students and graduates had identified opportunities to improve the range and relevance of courses and programmes on offer. Apart from these areas, there is a particular need for interventions to increase the use of technology for teaching and learning and the relevance of the training to the development needs of the CARICOM region.

Student feedback suggests a need for greater attention to the structuring of both programmes and courses at LEC level in order to enable students to more consistently follow the sequence of their learning and keep up with the volume of work involved. Current students, in particular, have also pointed to the need to improve administration at Law Schools and providers should consider the impact of management approaches on students’ ability to progress through their training.
SECTION 7: ADMINISTRATION OF LEGAL EDUCATION IN THE CARICOM REGION – ADMISSIONS AND ACCREDITATION

Summary

- A majority of respondents supported the current CAPE-based system of admission to Faculties of Law (63%) and the direct entry system for applicants who already have a university degree (53%). However, views on treating law as a postgraduate programme and implementing a separate entrance exam were mixed, with no clear majority emerging in favour or against.

- Most respondents (up to 75%) were in favour of changing the system of admission to Law Schools. They tended to favour having applicants compete equally for places (44%) over expanding Law Schools’ capacity in order to meet demand (27%). Those who supported an end to preferential admission of UWI and UG graduates were persuaded by the principle of fairness (48%) but also recognised this as a mechanism to reduce the numbers of lawyers being produced and ensure that the best matriculated (34%). Those in favour of expanding Law Schools to meet demand also saw this as a means of improving equity in the system by making it possible for more students to complete their law studies (40%) and felt that the legal education system should be responsive to market demand (13%).

- 41% of respondents would like to see the Council of Legal Education become the body that accredits lawyers across the region. However, 31% of respondents were not sure that it should.
Section 7: Administration of legal education in the CARICOM region – admissions and accreditation

7.1 Opinions on the current system of admission to LLB programmes

Most respondents (63%) do not consider the current system of entrance to Law Faculties (based on CAPE) too restrictive and a small majority (53%) are in favour of the direct entry system for candidates who already hold a degree. (69% of Law educators supported direct entry, compared to 48% and 53% of practising attorneys and members of the judiciary, respectively.)

However, views were mixed in the remaining areas (including among Law educators): respondents were only slightly more like to support the view that law should be treated as a postgraduate programme (45%) as not (40%); and to be against implementing a separate law entrance exam (47%) as not (40%).

How much do you disagree / agree with the following statements?

7.2 Opinions on possible changes to the system of admission to Law Schools

Just one-quarter of the sample was against changing the current system of admission to Law School, which guarantees UWI / University of Guyana graduates a place at a CARICOM Law School. Those who were in favour of some type of change were more likely to support the proposal to change the system such that all applicants would compete for places (44%) rather than the suggestion that Law Schools be expanded to accommodate demand (27%).

Considering that the Law School system guarantees UWI/University of Guyana graduates a place while graduates of other universities have to compete for available places, which of the following statements encapsulate your opinion? (Please select all that apply.)
7.2.1 Reasons for supporting the proposal: “The system is fine and should be left alone”

Among the minority of respondents who felt the system should remain as is, 84 gave their reasons. One-quarter argued that, while the standard of education at UWI/UG is recognised as good, the standard of LLB programmes from external providers cannot be confirmed or is lower. 15% noted that the current system takes account of the fact that some knowledge of Caribbean jurisprudence is required for effective pursuit of the LEC at regional Law Schools (which external graduates could not be guaranteed to possess otherwise). 13% said the current system should be maintained because it rightly guarantees that students who begin legal studies within the region will be able to complete such studies within the region. 12% pointed out that the curriculum at UWI / UG is designed to facilitate progression to the Law Schools and 11% felt the present system helps to reduce the number of graduates entering an already saturated market.

Please see the Appendix for verbatim responses.
7.2.2 Reasons for supporting the proposal: “The system should be changed to force all applicants to Law School to compete for available spaces equally”

Among the 44% who would welcome a requirement for all Law School applicants to compete for places, 164 respondents explained their position. Nearly half (48%) felt the current system is inherently unfair and this change would ensure equal opportunity to all LLB holders. A further 16% noted that the present system is unfair specifically because it guarantees even UWI/UG graduates with only a ‘pass degree’ a place, while potentially denying graduates from external programmes who have higher degree classes. More than one-third (34%) noted that open competition would also reduce the number of Law School graduates (which they believe now exceeds demand) and ensure that only the best candidates proceed to Law School, thereby serving to assure quality. 10% noted that UWI/UG standards are not/ can no longer be assumed to be higher than those of other institutions, and as such, their graduates were not necessarily more qualified than others to enter Law School.

Please see the Appendix for verbatim responses.
7.2.3 Reasons for supporting the proposal: “The Law Schools should be expanded to accommodate demand”

Of the 27% of respondents who believed that Law Schools should be expanded, 97 provided explanations. 40% believed that this would promote fairness and inclusion, specifically by granting more persons who had undertaken a law degree the opportunity to progress to the next level of study. 13% suggested that expanding the Law Schools would be a reasonable response to growing market demand for educational provision at that level. A further 9% noted that this expansion should be a matter of course, given the expansion of access to/numbers enrolled in both regional and external LLB programmes. Please see the Appendix for verbatim responses.

7.3 Regional accrediting body lawyers

The single highest percentage of respondents (41%) felt that the Council of Legal Education should also be responsible for accrediting lawyers across the region. 28% disagreed with this view. However, nearly one-third (31%) were unsure. (The overall result closely matches the views of the subset of practising attorneys in the sample; however 58% of members of the judiciary supported the Council fulfilling this role.)
Section 7: Conclusions & Implications

- At present, the legal community feels that the system of admission to Faculties of Law provides for an acceptable degree of access to those interested in studying law and is somewhat comfortable with the direct entry system, which allows faster progression for degree holders. Further probing of views on the latter may be worthwhile, however, given that close to one-fifth of the sample were undecided about its merit. It is worth noting that 69% of law educators surveyed support this practice, though attorneys and members of the judiciary tended to be more sceptical.

- The results regarding designating law a postgraduate programme and implementing an entrance exam for LLB programmes are inconclusive. Most respondents felt confident about taking a position (i.e. small minorities either did not know or were ambivalent), suggesting that lack of understanding of the implications of these proposals is not an issue. However, any attempts at implementation are likely to be met with as much support as opposition and this should be taken into account if and when planning to pursue these.

- The legal community seems to accept the inevitability of a change to the system of admission to Law Schools. The current situation is widely seen to be less than ideal on two levels: (1) automatic entry discriminates against many deserving/qualified/committed candidates and potentially undermines quality in the profession and (2) space constraints (especially at LEC level) rob many would-be lawyers of the opportunity to complete training for a desired career and reduce the quality of provision for those who do matriculate (e.g. classroom overcrowding; large classes). However, respondents were mindful of the implications of expanding capacity at Law Schools, which may produce more lawyers than can be gainfully employed (in most jurisdictions); hence the tendency to give greater support to the proposal to have all LLB graduates compete equally.

- The high level of indecision surrounding the proposal for the Council of Legal Education to accredit lawyers in the region suggests scope for discussion/information dissemination about the practical implications of the proposal. However, it is worth noting that this development would be more likely to garner support than not.
SECTION 8: CLINICAL LEGAL EDUCATION (CLE) AT LAW SCHOOLS

Summary

- Roughly 90% of LEC students and graduates said their Law School offered a clinical legal education programme. While most current students found such programmes to be well organised (63%), most graduates did not (40%). Likewise, most current students who participated in CLE thought their CLE clinic was staffed by a sufficient number of qualified instructors (71%) and believed their Law School allocated enough time for students to work in clinics (57%), while most graduates were dissatisfied on both dimensions.

- Current second year Law School students seem to be more active participants in CLE programmes, with 85% attending more than 3 sessions per semester, compared to 77% of graduates. Current students found their programmes more useful than graduates, both in terms of helping them to apply what they were learning at Law School (76% of current students vs 65% of graduates) and become prepared for the world of work as an attorney (76% vs 54%). Regarding the latter, respondents were most likely to attribute this to the fact that CLE offered the chance to apply their learning/practise their existing skills (33% of those who found it useful for work), gain exposure to practical legal work (22%), experience real-life cases (17%) and develop new skills (14%).

- Although only up to 42% of CLE participants (graduates and students) agreed that the programme helped them to hone their skills in counselling and negotiating, at least half said it allowed them to hone most other skills assessed, especially skills in drafting (67%) and communications (65%).
Section 8: Clinical Legal Education (CLE) at Law Schools

8.1 Availability of Clinical Legal Education programmes

At least 90% of LEC students and graduates confirmed that their Law School offered a CLE programme.

Is/ Was there a clinical legal education programme at your Law School?

8.1.1 Availability of Clinical Legal Education programmes – by Law Schools (current students only)

Availability of CLE programmes was confirmed by at least 87% of current students surveyed from each of the three Law Schools.

Hugh Wooding

<table>
<thead>
<tr>
<th>Yes</th>
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<tbody>
<tr>
<td>19 (95%)</td>
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Norman Manley

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<tbody>
<tr>
<td>13 (87%)</td>
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Eugene Dupuch

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<tr>
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<tr>
<td>2 (100%)</td>
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All current LEC students

<table>
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<tr>
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<th>No</th>
<th>Unsure</th>
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<tbody>
<tr>
<td>34 (92%)</td>
<td>3 (8%)</td>
<td></td>
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</tbody>
</table>
8.2 Satisfaction with organisation of Clinical Legal Education programmes

Overall, less than half (42%) of LEC students and graduates described the CLE programme at their Law School as well or very well organised. Current students (63%) were more likely to find their programmes well organised than graduates (40%).

8.2.1 Satisfaction with organisation of Clinical Legal Education programmes – by Law School (current students only)

Respondents currently enrolled at Hugh Wooding Law School tended to be more satisfied with the organisation of their programme than others (71%); however, the low numbers of responses should be borne in mind.
8.3 Participation in Clinical Legal Education programmes

Overall, roughly three quarters of second year Law School students and graduates attended more than three CLE sessions per semester. (First year students are not usually eligible to participate.) Current students were more likely to participate in the programme than graduates – 85% attended more than three sessions, compared to 77% of graduates.

8.4 Usefulness of CLE programme for application of knowledge gained at Law School

Overall, two-thirds of CLE participants confirmed that the programme allowed them to apply the knowledge gained in the classroom at Law School. Current students (76%) were more likely to find the programme useful than graduates (65%).
8.5 Usefulness of CLE programme for preparation for work as an attorney

56% of students and graduates in the sample said their CLE programme helped them to become prepared for work as an attorney. Current students were more likely to describe their programme as useful for this purpose (76%) compared to graduates (54%).

Overall, have you found the clinical legal education programme useful in preparing you for the world of work as an attorney?

8.5.1 Reasons for considering the CLE programme useful preparation for work as an attorney

86 students and graduates who found their CLE experience to be useful preparation for work offered reasons. One-third valued the opportunity to apply what they had been learning in the classroom. 22% noted that they had gained exposure to practical aspects of the legal profession and a further 15% valued the exposure to real-life cases.

Please see the Appendix for verbatim responses.
8.5.2 Reasons for not considering the CLE programme useful preparation for work as an attorney

For 66 students and graduates who did not consider their CLE useful for work, the most common reason was that students worked on cases which tended to be longstanding and unable to be followed through or resolved during the time of their CLE experience (23%). 20% noted that the programme was poorly organised and the same percentage highlighted that tutors were poor or provided insufficient guidance. 18% felt the programme’s potential usefulness was hampered by their limited number of contact hours and 14% felt overall exposure was insufficient.

Please see the Appendix for verbatim responses.

8.5.3 Reasons for uncertainty about whether the CLE programme provided useful preparation for work as an attorney

Among respondents who were unsure about the usefulness of their CLE experience, the most common reason was insufficient contact hours (30% of 10 respondents).

Please see the Appendix for verbatim responses.
8.6 Satisfaction with staffing of Clinical Legal Education clinics

Respondents reported mixed experiences with staffing at CLE clinics, with most current students satisfied that this was adequate (71% said ‘yes’) and most graduates dissatisfied (34%).

In your opinion, is/ was the clinic staffed by a sufficient number of instructors who are/ were qualified to practise the law?

8.6.1 Satisfaction with staffing of Clinical Legal Education clinics – by Law School (current students only)

Across Law Schools, at least half of current student respondents were satisfied with staffing of CLE clinics.
8.7 Satisfaction with scheduling of Clinical Legal Education clinics

Overall, 66% of students and graduates would have liked to have more time allocated to CLE clinics. However, among current students, a majority was satisfied (57%), though only one-quarter of graduates were.

Do/ did you feel that your Law School allocates/allocated enough time for students to work in the clinic?

8.7.1 Satisfaction with scheduling of Clinical Legal Education clinics – by Law School (current students only)

Across the three Law Schools, at least half of respondents were satisfied that enough time was allocated for students to work in the CLE clinic.
8.8 Impact of CLE programmes
At least half of respondents confirmed that the CLE programme had helped them to hone each of the skills specified, with the exceptions of counselling (42%) and negotiating (25%). The programme was most helpful for developing skills in drafting (67%) and communications (65%).

Please indicate whether or not the programme has succeeded in honing your skills in the following?

8.9 Further comments on Clinical Legal Education
Respondents offered 94 further comments on CLE. 15% of these comments confirmed the value of CLE programmes and a further 9% represented other positive feedback about CLE experiences. Most other comments were suggested enhancements of CLE programmes, including: that more time be allocated to CLE (11%); that CLE become a more integral part of Law School training (10%); that CLE tutelage be improved/quality assured (10%); and that CLE programmes be better organised/resourced (6%).

Please see the Appendix for verbatim responses.

Please add any further comments on Clinical Legal Education.
Clinical Legal Education programmes have been available for some time at all Law Schools and, based on respondent feedback, seem to have improved over the years in terms of being well organised, adequately staffed and appropriately scheduled within the overall curriculum. However, as satisfaction among current students remains moderate rather than high with respect to programme organisation and the time allocated for them to participate, Law Schools may consider means to enhance these dimensions.

The findings suggest that, over time, these programmes have also been more effective in delivering valued learning experiences to participants, both in terms of offering supervised opportunities to apply their knowledge and skills and providing an orientation to the world of work. Nevertheless, in order to achieve further enhancement, Law Schools may consider reviewing and, if feasible, modifying these experiential learning experiences to ensure that they are designed to hone some of the skills which seem to be currently underdeveloped, including negotiating and counselling.
SECTION 9: CONTINUING LEGAL PROFESSIONAL DEVELOPMENT (CLPD)

Summary

- Overall, 84% of respondents who had graduated from Law School had undertaken further legal professional training. The most popular areas of law for CLPD were: Alternative Dispute Resolution (12% of training undertaken); Financial Services law (6%); Criminal law (5%); Ethics (5%); International law (5%); Intellectual property (4%), Fraud/ corruption/ Anti-money laundering (4%), Corporate/ commercial/ business law (4%) and Conveyancing/ Real property (4%). Among the minority of graduates who had not participated in CLPD, the most common reasons were that CLPD was not available in their jurisdiction (26%); training times clashed with their work or other schedules (23%); and few / unappealing training options were available.

- Respondents identified the following as critical general training needs for legal professionals following completion of Law School: Advocacy (10% of all suggestions); Ethics (9%); general refresher/ further training (8%); Alternative Dispute Resolution (7%); Business management / acumen (6%); and Drafting (6%). When specific fields of employment were considered, while attorneys were most likely to cite Drafting, Research, Advocacy, Alternative dispute resolution, Communication skills and Court practice/ procedure/ etiquette, Law educators tended to favour Drafting, Pedagogical training and practical training/ exposure and members of the Judiciary identified Writing (judgements, opinions), Updates in specialist or new areas and training related to investigations/ evidence/ submissions.

- The most popular choices of CLPD training modality were: training conferences (cited by 57%), blended learning activities (56%) and e-learning modules (55%). Respondents felt that conferences would offer opportunities for interaction and sharing of ideas as well as networking and would be an efficient learning experience (maximum exposure to multiple topics). They appreciated the flexibility and convenience of blended learning and its capacity to offer the best of face-to-face and online modalities and also highlighted the flexibility/ convenience of e-learning. 57% of law educators would also be happy to earn credits for courses/ lectures they deliver and at least one third of the sample had an interest in each of the modalities listed.

- Although overall, 57% of respondents confirmed that opportunities to complete CLPD were available, there were significant variations across jurisdictions, with more than half of respondents confirming availability only in Grenada (1 respondent; 100%), Jamaica (90%), St. Kitts & Nevis (2 respondents; 50%) and Trinidad and Tobago (59%).

- While the need for CLPD was acknowledged by at least 80% of respondents in each CARICOM state surveyed, majority support for making CLPD mandatory for practising attorneys was only evident in Grenada (1 respondent), Jamaica, St. Kitts & Nevis (2 respondents) and Trinidad & Tobago. In Barbados, 43% supported mandatory CLPD, while 34% did not and in The Bahamas, apart from those who could not decide either way, opinion was evenly split. Still, apart from Montserrat (2 respondents), in every jurisdiction at least 50% of respondents said they would support an amendment to their Legal Profession Act to provide for mandatory CLPD. Similarly, except for St. Kitts & Nevis and Grenada, respondents in every jurisdiction were more likely to support the implementation of a credit system similar to the one in operation in Jamaica, which requires practising attorneys to earn a minimum number of credits each year.

- There was support from at least 75% of respondents in each state for a regional CLPD programme and overall, 58% believed this should be regulated by the Council of Legal Education.
84% of Law School graduates in the sample had done further legal professional training or short courses. This trend was sustained across all legal professions (attorneys, educators, members of the Judiciary).

Across all jurisdictions, at least two-thirds of respondents had undertaken CLPD, with the exception of Guyana (7 respondents), where 43% had done so.

Why haven’t you participated in any further legal professional training or short course?

35 respondents explained why they had not participated in CLPD. Roughly one-quarter (26%) indicated that such training was not available in their jurisdiction. 23% each noted that their schedules did not permit participation or they were not interested in the options available/very few options were available. 17% said they could not afford further training.

Why haven’t you participated in any further legal professional training or short course?
9.3 Subject areas covered during CLPD training/courses

Respondents had participated in at least 501 CLPD offerings covering areas of law. The most popular subjects were:

- Alternative Dispute Resolution (accounting for 12% of all training reported)
- Finance/Banking/Insurance/Securities related law (6%)
- Criminal law (including cyber and financial crime) (5%)
- Ethics (5%)
- International law (5%)
- Intellectual Property (4%)
- Fraud/Corruption/(Anti-)money laundering (4%)
- Corporate/Commercial/Business law (4%)
- Conveyancing/Real property (4%)

10% of subjects taken were in other areas, each of which was cited by only 1 or 2 respondents.

Please provide details of the areas of law in which further legal profession training was completed.
9.4 Most critical training needs after completion of Law School

Respondents offered 471 suggestions for critical training needs of Law School graduates. The most popular suggestions were:

- Advocacy (accounting for 10% of all suggested training needs)
- Ethics (9%)
- Continuing/ Refresher/ Further training (general) (8%)
- Alternative Dispute Resolution (7%)
- Business management/ acumen (6%)
- Drafting (6%)
- Accounting/ Financial management (4%)
- Court decorum/ etiquette/ processes/ skills (4%)
- Research (4%)

10% of suggestions were related to other areas, each of which was cited by only 1 or 2 respondents.

Please list the training needs that, in your opinion, are the most critical for those in the legal profession after completion of Law School.
9.5 Training needs by field of practice

Across the overall sample, the most frequently cited training needs of Law School graduates were:

- Drafting (contracts, pleadings, legislative, submissions etc) (representing 8% of all 298 suggestions for training)
- Advocacy (6%)
- Research (5%)
- Communication/ interpersonal skills (5%)
- Alternative dispute resolution (4%)
- Updates/ developments in specialist or new areas (4%)

10% of suggestions were related to other areas, each of which was cited by only 1 or 2 respondents.

In your opinion, what are the training needs of your particular field?
9.5.1 Training needs by field of practice - Attorneys

Attorneys in the sample made 220 suggestions for training related to their field of work. The most popular were:

- Drafting (contracts, pleadings, legislative, submissions etc) (10%)
- Research (7%)
- Advocacy (6%)
- Alternative dispute resolution (5%)
- Communication/ interpersonal skills (4%)
- Practical training/ exposure (4%)
- Court practice / procedure/ etiquette (4%)
9.5.2 Training needs by field of practice – Law educators

Among Law educators surveyed, the most frequently cited of 39 suggestions for training were:

- Drafting (contracts, pleadings, legislative, submissions etc) (13%)
- Pedagogy (8%)
- Practical training/ exposure (8%)
9.5.3 Training needs by field of practice – Members of the Judiciary

From 57 suggestions offered by members of the Judiciary, the most popular were for training in:

- Writing (judgements, opinions) (11%)
- Updates/ developments in specialist or new areas (7%)
- Investigations / Evidence/ Submissions (7%)
- Civil (law, procedure, costs) (5%)
- Ethics (5%)
- Communication/ interpersonal skills (5%)

9.6 Preferred training modalities

A majority of respondents would like to see CLPD programmes offered as training conferences (57%), blended learning activities (56%) and e-learning modules (55%). At least one-third of respondents were in favour of all remaining options.

20% of the overall sample or 57% of Law educators were in favour of CLPD through credits earned for courses delivered.

Among the training modalities listed, which ones would you prefer to see included in Legal Professional Development programmes?
(Please select all that apply.)
9.6.1 Additional preferred training modalities

2 respondents suggested additional training modalities. Please specify other training modalities:

Please specify other training modalities:

9.6.2 Reasons for preference of training modalities: Face to face training sessions

Among respondents who expressed a preference for face-to-face training, the most common reason was that this modality facilitated interaction between students and/or between students and tutor (cited by 35% of 74 respondents). Related to that, a further 19% explained that face-to-face teaching made it possible for students to seek clarification on topics and receive the instructor’s feedback immediately. 11% each felt this modality was more engaging/impactful and, for some topics, more effective than others. Please see the Appendix for verbatim responses.

Please provide reasons for your choice of training modality: face to face training sessions

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Facilitates class and tutor interaction</td>
<td>35%</td>
</tr>
<tr>
<td>Facilitates clarification/understanding of topics/feedback</td>
<td>19%</td>
</tr>
<tr>
<td>More engaging/impactful</td>
<td>11%</td>
</tr>
<tr>
<td>More appropriate/effective (for certain topics)</td>
<td>11%</td>
</tr>
<tr>
<td>Facilitates class participation/active learning</td>
<td>8%</td>
</tr>
<tr>
<td>In keeping with tradition/tested and proven</td>
<td>7%</td>
</tr>
<tr>
<td>Facilitates individualized attention</td>
<td>5%</td>
</tr>
<tr>
<td>Immediacy of delivery</td>
<td>3%</td>
</tr>
<tr>
<td>Facilitates adult learning</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
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</tbody>
</table>

9.6.3 Reasons for preference of training modalities: Training conferences

For respondents who explained why they were in favour of training delivered via conferences (86), reasons included the fact that these promote interaction and sharing of varied views/experiences (28% of this group), facilitate networking (24%) and make learning more efficient by covering a range of topics and catering to a broad audience at one event (22%). Please see the Appendix for verbatim responses.

Please provide reasons for your choice of training modality: training conferences

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
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<tr>
<td>Promotes interaction/sharing of varied opinions/experiences</td>
<td>28%</td>
</tr>
<tr>
<td>Networking</td>
<td>24%</td>
</tr>
<tr>
<td>More efficient/maximum exposure/multiple topics</td>
<td>22%</td>
</tr>
<tr>
<td>Facilitates practical experience/active learning/participation</td>
<td>7%</td>
</tr>
<tr>
<td>Facilitates exposure to new/emerging issues</td>
<td>5%</td>
</tr>
<tr>
<td>More appropriate/effective (for certain topics)</td>
<td>5%</td>
</tr>
<tr>
<td>Exposure to expert speakers/panelists</td>
<td>3%</td>
</tr>
<tr>
<td>Tested and proven</td>
<td>2%</td>
</tr>
<tr>
<td>Requires ‘time out’/dedicated break</td>
<td>2%</td>
</tr>
<tr>
<td>Facilitates upgrading of skills</td>
<td>2%</td>
</tr>
<tr>
<td>Renews interest in/passion for the profession</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
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</tbody>
</table>
9.6.4 Reasons for preference of training modalities: Distance training sessions

42% of respondents who explained their preference for distance training sessions (66 in total) noted that these offered flexibility/convenience. A further 21% specified that they eliminated the need for travel and 15% said they were more affordable.

_Please see the Appendix for verbatim responses._

9.6.5 Reasons for preference of training modalities: E-learning modules

Most respondents (56%) who offered reasons for selecting E-learning modules cited the flexibility/convenience that these offer.

_Please see the Appendix for verbatim responses._
9.6.6 Reasons for preference of training modalities: Blended learning activities

Respondents who were in favour of blended learning activities (83 in total) were persuaded by their flexibility/convenience (40%) and 17% noted that they combined the benefits of face-to-face and online delivery. 13% suggested that this modality was effective for learning, 12% noted that it allowed for human interaction and 11% said it made learning more easily/widely accessible.

*Please see the Appendix for verbatim responses.*

9.6.7 Reasons for preference of training modalities: Earning credit for courses/lectures that you deliver

Among 12 Law educators who would welcome the opportunity to earn credit for courses/lectures they deliver, 42% pointed out that this would serve to recognise and encourage continuous development among teaching staff and a further 33% said it would motivate lecturers to improve their teaching specifically or contribute to society beyond their jobs.

*Please see the Appendix for verbatim responses.*
9.6.8 Reasons for preference of training modalities: Watching a webinar

Respondents who explained why they would opt to complete CPLD by watching webinars (66 respondents) noted that these offered a flexible/convenient option (44% of those in this group) and were cost effective (11%).

*Please see the Appendix for verbatim responses.

<table>
<thead>
<tr>
<th>Reason for Preference</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Flexibility / convenience</td>
<td>44%</td>
</tr>
<tr>
<td>Cost effective</td>
<td>11%</td>
</tr>
<tr>
<td>More appropriate/effective (for certain topics)</td>
<td>9%</td>
</tr>
<tr>
<td>No need to travel to access overseas training</td>
<td>8%</td>
</tr>
<tr>
<td>Facilitates information sharing</td>
<td>6%</td>
</tr>
<tr>
<td>Access to broader range of training</td>
<td>5%</td>
</tr>
<tr>
<td>Easily accessible</td>
<td>5%</td>
</tr>
<tr>
<td>Learner controls pace and place of learning</td>
<td>5%</td>
</tr>
<tr>
<td>Appeals to certain learning styles</td>
<td>3%</td>
</tr>
<tr>
<td>Easy to follow</td>
<td>3%</td>
</tr>
<tr>
<td>Facilitates human interaction</td>
<td>2%</td>
</tr>
<tr>
<td>Effective for learning</td>
<td>2%</td>
</tr>
<tr>
<td>Facilitates participation</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
</tr>
</tbody>
</table>

Please provide reasons for your choice of training modality: watching a webinar

9.10 Availability of opportunities for CLPD

Overall, 57% of respondents confirmed that CLPD training was offered in their country of residence.

Are opportunities for continuing legal professional development currently available in your country of residence?

- Yes: 227 (57%)
- No: 105 (27%)
- Unsure: 64 (16%)
9.10.1 Availability of opportunities for CLPD by country of residence

Across the CARICOM states represented in the sample, at least half of respondents confirmed the availability of CLPD opportunities in Grenada (1 respondent; 100%), Jamaica (90%), St. Kitts & Nevis (2 respondents; 50%) and Trinidad and Tobago (59%).

At least one-fifth of respondents were unsure about availability in Antigua & Barbuda, Barbados and Trinidad & Tobago.

9.11 Perceived need for CLPD

Overall, almost all respondents (98%) saw a need for CLPD in their jurisdiction.

Do you believe that there is a need for continuing legal professional development in your country of residence?
9.11.1 Perceived need for CLPD by country of residence
Across all jurisdictions, with the exception of Dominica and Guyana, all respondents felt CLPD was necessary.

9.12 Preferred status of CLPD: mandatory or voluntary
Three-quarters of respondents supported making CLPD a requirement for attorneys in the region to practise.

Do you believe that continuing legal professional development should be made mandatory for attorneys to practise in the region?
9.12.1 Preferred status of CLPD: mandatory or voluntary – by country of residence

Across individual CARICOM states, 50% or more of respondents were in favour of mandatory CLPD in Grenada (1 respondent; 100%); Jamaica (90%); St. Kitts & Nevis (2 respondents; 50%) and Trinidad & Tobago (59%).

9.12.2 Preferred status of CLPD: mandatory or voluntary – by occupation

While legal educators were more supportive of mandatory CLPD than other groups (79% said ‘yes’), a majority of all occupational groups were in favour.

Among current students, nearly one-third did not feel qualified to say either way; however, 38% (or 55% of the remainder) supported mandatory CLPD.
9.13 Support for amendment to Legal Profession Act regarding mandatory CLPD

Overall, 73% of respondents would support amending their Legal Profession Act to make CLPD mandatory for practising lawyers.

Would you support an amendment to your country’s Legal Profession Act to provide for mandatory continuing legal professional development?

9.13.1 Support for amendment to Legal Profession Act regarding mandatory CLPD by country of residence

With the exception of Montserrat and Grenada (where respondents were ‘unsure’) across all CARICOM states surveyed, at least 50% of respondents would support legislative change to make CLPD mandatory.
9.14 Support for requirement to earn credits annually for award of practising certificate

On average, 62% of respondents were in favour of adopting a system requiring attorneys to earn a minimum number of credits annually in order to qualify for a practising certificate.

Would you support a credit system similar to what obtains in Jamaica whereby an attorney is required to earn a certain number of credits each year in order to satisfy the requirements for the grant of a practising certificate?

9.14.1 Support for requirement to earn credits annually for award of practising certificate by country of residence

At least 50% of respondents from all states supported the proposed credit system, with the exception of those based in Barbados and St. Kitts & Nevis (where opinion was divided) and Grenada (where the lone respondent was unsure). Respondents from Jamaica were the most supportive (84%).
9.15 Support for a regional CLPD programme

The vast majority (83%) of respondents supported the proposal for a regional CLPD programme.

Do you believe that there should be a regional programme so that attorneys can obtain credits for attending courses in another country in the region as well as their own?

9.15.1 Support for a regional CLPD programme by country of residence

In each CARICOM state, at least 75% of respondents supported the development of a regional CLPD programme.
9.16 Preferred regulator of proposed regional CLPD programme

58% of respondents were in favour of the Council of Legal Education regulating the proposed CLPD programme.

Who do you believe should be the regulator of such a regional law programme?

9.16.1 Other suggestions for regulator of proposed regional CLPD programme

Among alternative suggestions for a regulator, the most common was the bar association or other local body in each territory.

<table>
<thead>
<tr>
<th>Please specify the entity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Bar Associations</td>
</tr>
<tr>
<td>This should be on a self reporting basis e.g. those who qualified in England can do their CPD hours</td>
</tr>
<tr>
<td>A local body, by jurisdiction, can certify or make recommendation to the Council of Legal Education</td>
</tr>
<tr>
<td>An entity such as the General Legal Council in Jamaica</td>
</tr>
<tr>
<td>Government</td>
</tr>
<tr>
<td>General Legal Council</td>
</tr>
<tr>
<td>The General Legal Council (Jamaica) and its equivalent in other Caribbean countries</td>
</tr>
<tr>
<td>Any organisation which is accredited to offer the course</td>
</tr>
<tr>
<td>Not yet established a new entity</td>
</tr>
<tr>
<td>Both the Council of Legal Education and the UWI</td>
</tr>
<tr>
<td>Law Associations</td>
</tr>
<tr>
<td>Bar Association in conjunction with a Legal Education Organisation</td>
</tr>
<tr>
<td>It doesn’t matter which entity, as long as attorney are given credit for courses completed</td>
</tr>
</tbody>
</table>
Section 9: Conclusions & Implications

Overall, among Law School graduates of all professions and in almost all jurisdictions surveyed, participation in CLPD has been high. This reflects the widely held view that such further training is a necessity, though the data do not provide details on the frequency or date of training undertaken. The selection of CLPD training areas may suggest trends in the development of the profession, with Alternative Dispute Resolution, Financial services law, Criminal law, Ethics and International law featuring most frequently. It is worth noting that Financial services and Intellectual Property were also among the list of areas that respondents would like to see LLB and LEC curricula incorporate (see Section 4 above). The other areas cited for curriculum diversification were Cyber / Internet law and E-commerce, yet these have not so far been taken up through CLPD. This may suggest a gap in the current range of CLPD offerings.

When asked to consider critical training needs for Law School graduates in general, apart from Alternative Dispute Resolution, survey respondents were most likely to cite very practical/ applied subject areas (advocacy, ethics, drafting, court etiquette and processes, research), which may be considered as possible areas of focus should their suggestion to make Law School curricula more practically-oriented be taken on board. If not incorporated into the Law School curriculum, demand for these should be taken into account in the design of CLPD programmes. Interestingly, the survey findings have thrown up a need for training outside of the legal domain as well, namely business and accounting/financial management, with respondents tending to think in terms of skills required to successfully run a law practice. Again, opportunities to meet such demand not only through CLPD programming, but possibly as options at LEC (and perhaps even LLB) level may be considered. Understandably, legal educators and judges/magistrates had slightly different training emphases than practising attorneys and there should be opportunities to provide both the pedagogical training and practical exposure that the former group requires, as well as attend to the latter group’s need for skills and attribute development (writing and interpersonal skills, ethics) and specific training related to investigations/ evidence and Civil law in particular.

CLPD providers will find that nearly all modes of training delivery are likely to attract substantial numbers of participants, reflecting the variety of learning preferences among graduates. That said, delivery through training conferences, blended learning activities and e-learning modules are the most favoured as respondents seemed to value interaction/networking opportunities on one hand and flexibility/convenience on the other.

Unavailability of CLPD within their jurisdiction was the top reason for graduates’ non-participation in such training. Current significant variations in availability across jurisdictions will need to be addressed (through programme development in certain territories and/or through an emphasis on quality distance/online/blended offerings), especially if a regional, CLE-administered programme is to be rolled out (this is widely supported) or if CLPD is to be made mandatory. The data showed a clear link between underdeveloped programmes (based on respondents’ confirmation of availability) and hesitation to support making CLPD mandatory. Jamaica’s CLPD seems to be the most developed, which is undoubtedly related to its existing mandatory credit system for practising attorneys. It is worth noting that, in almost all jurisdictions, there was majority support for both amendment to the Legal Profession Act to provide for mandatory CLPD and implementation of a credit system similar to Jamaica’s. Perhaps respondents anticipate that legislative change will force the necessary provision (training opportunities) to be put into place.
SECTION 10: DEVELOPMENT OF THE LEGAL PROFESSION AND LEGAL SERVICES IN THE REGION

Summary

- Overall, the vast majority (93%) of respondents confirmed significant growth in the number of lawyers in the last 10 years and this finding was consistent across individual jurisdictions. Respondents were more likely to attribute this growth to the higher number of attorneys graduating from Law Schools (94%) than any other factor and 59% felt that Law Schools are producing more lawyers than needed. However, most respondents from The Bahamas, Guyana, Montserrat (2 respondents) and St. Lucia (2 respondents) disagreed that there was an oversupply of attorneys.

- Overall, while 36% of respondents supported the expansion of the scope of legal services offered by paralegals, 44% disagreed and 21% were undecided. This result was sustained across the region, except in Antigua & Barbuda, Montserrat (2 respondents) and Trinidad and Tobago.

- 62% of all respondents said that there had been no decline in demand for legal services in their jurisdiction and, in individual territories, respondents were more likely to agree than disagree with this view.

- Overall, less than half of respondents described the delivery of legal services in their country of residence as ‘reliable’ (36%) or ‘prompt’ (10%). Low ratings for efficiency were consistent across all jurisdictions; however, there were significant variations with regard to reliability, with respondents from Antigua & Barbuda, Barbados, The Bahamas, Belize, Jamaica, Montserrat and St. Lucia going against the trend.

- When asked to identify the most critical legal needs in their country of residence, respondents were most likely to cite needs for: (1) greater or improved access to legal aid (12% of all suggested needs); a more efficient judicial system (12%); more staff within the judicial system (5%); updates to the law in specific areas/fields, including trade, labour, cyber, ICT and child law (4%); more effective regulation of the profession (4%); greater use of or capacity to use alternative dispute resolution (4%); and legislative drafting or legal reform (in general) (4%).

- Among the most commonly cited weaknesses of the legal community were: an inefficient judicial system (10% of all identified weaknesses); unethical lawyers (8%); lack of collaborative working relations and tendencies for exclusion, prejudice and nepotism among lawyers (6%); insufficient regulation of the profession (5%); excessive or unregulated legal fees (5%); and incompetence/ poor preparation among lawyers (5%).

- Respondents were evenly divided on the issue of regulation of the cost of all legal services, with 46% in favour and 46% against.
Section 10: Development of the legal profession and legal services in the region

SUPPLY OF AND DEMAND FOR LAWYERS AND LEGAL SERVICES

10.1 Growth in the number of lawyers since 2006

93% of respondents reported significant growth in the number of lawyers in their jurisdiction since 2006.

In your opinion, has there been significant growth in the number of lawyers in your country of residence over the past ten years?

10.1.1 Growth in the number of lawyers since 2006 by country of residence

Across all jurisdictions, at least 70% or respondents said there had been significant growth in the number of lawyers in the last ten years, with the exception of respondents based in St. Lucia (2).
10.2 Factors contributing to significant growth in the number of lawyers since 2006

Respondents identified greater numbers of attorneys graduating from Law Schools as the single greatest contributor to growth in the number of lawyers (94% cited this). 14% also cited increased demand for all kinds of legal services.

Which of the following do you think have accounted for this growth? (Please select all that apply.)

10.2.1 Factors contributing to significant growth in the number of lawyers since 2006 by country of residence (selected)

Across each of the seven jurisdictions with at least 13 respondents, the increase in Law School graduates was most frequently identified as a contributing factor (cited by at least 79% of respondents).

In Guyana (14 respondents) and The Bahamas (13 respondents), at least 23% of respondents also cited increased demand for all kinds of legal services and an increased number of persons seeking legal assistance. In addition, 23% of respondents from The Bahamas cited greater specialisation in law practice and increased division of labour among lawyers.
10.3 Other factors contributing to significant growth in the number of lawyers since 2006

<table>
<thead>
<tr>
<th>Please specify other contributing factors:</th>
<th>In which CARICOM Member State are you based / do you res...</th>
</tr>
</thead>
<tbody>
<tr>
<td>lack of proper entrance requirements to law faculty, it should be more restrictive aimed at getting a better quality of lawyer rather than more lawyers, nothing is worse than trained lawyers who not only know the basics but are unwilling to learn more interest in law and an expectation of a career with high returns Some demystification of legal skills and what it takes to be a lawyer The persistent perception that a law degree is a good way to earn and enjoy a high standard of living. The increase access with offerings of LLB now at UTECH among other institutions. CSME. Many law school graduates choose to remain in Trinidad and Tobago after graduation. people please wanting to get rich quickly and not becoming lawyers to assist people in need!! the external law programs available in the Caribbean Commonwealth countries which do not teach Caribbean law! Yet still is allowed to produce lawyers. More persons accessing tertiary education. With subsidies cut to NMLS, it has had to expand to generate more revenue to be self-sustaining. This should not be. The prestige of the profession and presumed lucrative nature of legal practice without any real correlation and emphasis on demand for legal services in Jamaica. Law still ascribes a great degree of social status to which many persons aspire. The Law School has increased the number of students being admitted. greater number of attorneys being admitted to the bar after obtaining postgrad degrees in London despite the increase in intake locally. greater number of lawyers graduating through the UK Law Schools and obtaining certificates only after six months pupillage. In 2000 in Trinidad there was an amendment to the Legal Profession Act Chap 90:03 that allowed persons to be admitted to the profession without having to pass through the CLE Law Schools. After being conferred an LLB degree, they could go to any number of schools in England for 9 months, get an LPC and then return to Trinidad and work in the chambers of any Attorney. This has led to what I perceive to be a flooding of the profession. It is much more easy to qualify as a lawyer now and therefore those seeking self actualization and recognition see law as a viable avenue to realize these aspirations. the advent of other online or distant learning programmes offering the law degree at competitive prices and time frames. The majority lawyers I know did law primarily to make big money fast. It is seen as an elite profession and one with high monetary returns on legal services. Expansion of the LLB being offered at the 3 UWI physical campuses. Expansion of UK LLB in private institutions in the region.</td>
<td></td>
</tr>
<tr>
<td>Barbados</td>
<td>Jamaica</td>
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<tr>
<td>Barbados</td>
<td>Jamaica</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>Jamaica</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Brazil</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Jamaica</td>
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<tr>
<td>Jamaica</td>
<td>Jamaica</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
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<td>Jamaica</td>
<td>Trinidad &amp; Tobago</td>
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<td>Trinidad &amp; Tobago</td>
<td>Trinidad &amp; Tobago</td>
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<td>Jamaica</td>
<td>Jamaica</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
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<td>Jamaica</td>
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<td>Trinidad &amp; Tobago</td>
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<td>Trinidad &amp; Tobago</td>
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<td>Jamaica</td>
<td>Jamaica</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
<td>Caribbean</td>
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<td>Jamaica</td>
<td>Jamaica</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
<td>Trinidad &amp; Tobago</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
<td>Trinidad &amp; Tobago</td>
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<tr>
<td>Jamaica</td>
<td>Jamaica</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Trinidad &amp; Tobago</td>
</tr>
</tbody>
</table>

Please specify other contributing factors
10.4 Supply of lawyers

Most respondents (59%) believed that regional law schools are producing more lawyers than necessary. 16% could not say either way.

In your opinion, are law schools in the region currently producing more lawyers than needed?

10.4.1 Supply of lawyers by country of residence

A majority of respondents based in Barbados, Belize, Jamaica and Trinidad and Tobago felt there is an oversupply of lawyers by Law Schools. However, in The Bahamas, Guyana, Montserrat and St. Lucia, most respondents disagreed. Excluding those who were unsure, opinion was evenly split in Dominica (7 respondents) and St. Kitts & Nevis (2 respondents).

At least 30% of respondents in Antigua & Barbuda, Grenada (1 respondent) and St. Vincent & The Grenadines (4 respondents) were unsure.
10.5 Expansion of scope of services offered by paralegals

Roughly one-fifth (21%) of respondents were undecided regarding the expansion of the scope of paralegal services. Among the remainder, 44% were against such expansion, while 36% were in favour.

Do you believe that the scope of legal services offered by paralegals should be expanded?

10.5.1 Expansion of scope of services offered by paralegals by country of residence

Across individual jurisdictions, participants were more likely to support than oppose the proposed expansion if they were based in Antigua & Barbuda, Montserrat (2 respondents) and Trinidad & Tobago. Excluding those who were unsure, opinion was evenly divided in Belize, Guyana and St. Kitts & Nevis (2 respondents).
10.6 Reduction in the demand for services of lawyers

62% of respondents denied that the demand for legal services had fallen in their jurisdiction. However, nearly one-quarter (24%) were unsure.

Has there been a reduction in the demand for the services of lawyers in your country of residence?

10.6.1 Reduction in the demand for services of lawyers by country of residence

Across jurisdictions, at least 50% of respondents said there had not been a reduction in demand for legal services, with the exception of Barbados, where 44% said there had been no reduction, compared to 27% who said the opposite.
10.7 Factors contributing to the reduction in the demand for services of lawyers

Among the minority of respondents who believed that demand for legal services had fallen, the most common reason was that clients had less money to spend on such services (cited by 69% of this group). Other reasons cited by at least half of these respondents were the high cost of legal services (55%) and clients having a more diverse set of options for legal advice (51%).

To which of the following do you believe this reduction can be attributed? (Please select all that apply.)

10.7.1 Factors contributing to the reduction in the demand for services of lawyers by country of residence

Across individual jurisdictions, clients having less money to spend was one of the most frequently cited contributing factors, except in Trinidad & Tobago where respondents were more likely to cite the high cost of legal services or clients having a more diverse set of options.
10.7.2 Other factors contributing to the reduction in the demand for services of lawyers

<table>
<thead>
<tr>
<th>Please specify other contributing factors:</th>
<th>In which CARICOM Member State are you based / do you reside?</th>
</tr>
</thead>
<tbody>
<tr>
<td>clients exercising self help - they go online and provide legal services to</td>
<td>Barbados</td>
</tr>
<tr>
<td>themselves</td>
<td></td>
</tr>
<tr>
<td>Steady decline in spending, loss of jobs, general contraction of the economy</td>
<td>Barbados</td>
</tr>
<tr>
<td>for the last 8 years on account of the recession</td>
<td></td>
</tr>
<tr>
<td>Too many lawyers without the equal job opportunities</td>
<td>Trinidad &amp; Tobago</td>
</tr>
<tr>
<td>For commercial transactions, clients have become savvy and are re-using</td>
<td>Jamaica</td>
</tr>
<tr>
<td>agreements previously generated for past work to satisfy new transactions.</td>
<td></td>
</tr>
<tr>
<td>Some clients are also taking to resolving matters on their own, having been</td>
<td></td>
</tr>
<tr>
<td>exposed to the mediation process and in a bid to curb costs.</td>
<td></td>
</tr>
</tbody>
</table>

QUALITY, RELEVANCE AND COST OF LEGAL SERVICES

10.8 Nature of legal services delivery

9% of respondents described legal services in their jurisdiction as prompt and reliable, while 41% said these were slow and unreliable. 27% felt they were slow and reliable.

Which of the following best captures your opinion on the delivery of legal services to clients in your country of residence?
### 10.8.1 Nature of legal services delivery by country of residence

Across jurisdictions, respondents were more likely to describe legal services as reliable (rather than unreliable) in Antigua & Barbuda, Barbados, The Bahamas, Belize, Jamaica, Montserrat and St. Lucia.

No more than 21% of respondents in any single jurisdiction felt legal services were prompt (rather than slow).

### 10.8.2 Other descriptions of legal services delivery by country of residence

<table>
<thead>
<tr>
<th>Description</th>
<th>Antigua &amp; Barbuda</th>
<th>Barbados</th>
<th>The Bahamas</th>
<th>Belize</th>
<th>Dominica</th>
<th>Grenada</th>
<th>Guyana</th>
<th>Jamaica</th>
<th>Montserrat</th>
<th>St. Kitts &amp; Nevis</th>
<th>St. Lucia</th>
<th>St. Vincent &amp; The Grenadines</th>
<th>Trinidad &amp; Tobago</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality varies according to experience of the practitioner</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>Depends on the situation. Not all lawyers are made equal. It depends on the firm or attorney-at-law</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>It is slow in quite a number of instances and likewise reliable in a number of instances</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>It's a mixed bag. Sometimes access is prompt and reliable. At other times it is slow but reliable.</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>Generally moves along a continuum: slow yet reliable to prompt and unreliable</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>The quality of legal services delivered to clients varies widely over the suggested spectrum</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>It varies; you can easily find all of the above.</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>Reliable, price dependent on variables.</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>Reasonably prompt and reliable in most cases</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
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<td>Slow and unreliable</td>
</tr>
<tr>
<td>depends on the lawyer and client: those with money have quick justice</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
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<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>The delivery of legal services to clients is a function of the legal system</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
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<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
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<td>Slow and unreliable</td>
</tr>
<tr>
<td>Inconsistent, based on a number of variables.</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>vary from very good to poor, top lawyers even do not ensure that clients understand</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>moderate and reliable for the most part; contingent on the lawyer providing the services.</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>Variable. Courts have improved efficiency. Lawyers not of equal ability.</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
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<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>depends on attorney - it ranges from slow, incompetent, insufficient prompt, reliable, knowledgeable</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
</tr>
<tr>
<td>moderate and reliable</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Don't know/Ursure</td>
<td>Prompt and reliable</td>
<td>Prompt and unreliable</td>
<td>Prompt and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
<td>Slow and unreliable</td>
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<td>Slow and unreliable</td>
</tr>
</tbody>
</table>

**CARIOM Member States**

- Antigua & Barbuda
- Barbados
- The Bahamas
- Belize
- Dominica
- Grenada
- Guyana
- Jamaica
- Montserrat
- St. Kitts & Nevis
- St. Lucia
- St. Vincent & The Grenadines
- Trinidad & Tobago

**Location**

- Jamaica
- Antigua & Barbuda
- Barbados
- The Bahamas
- Belize
- Dominica
- Grenada
- Guyana
- Jamaica
- Montserrat
- St. Kitts & Nevis
- St. Lucia
- St. Vincent & The Grenadines
- Trinidad & Tobago
Overall, respondents identified the most critical unmet legal needs as:

1. Providing greater or improved access to legal services for underprivileged persons through legal aid or pro bono work (accounting for 12% of 858 identified needs)

2. Improving the efficiency of the judicial system (i.e. the progress of cases through the courts) (12%)

3. Increasing human resources within the judicial system, including numbers of judges and magistrates, staff in DPP offices and at courts, lawyers and paralegals (5%)

4. Updating the law in specific areas/fields, including trade, labour, cyber, ICT and child law (4%)

5. Improving the regulation of lawyers’ and/or judges’ conduct e.g. through an ombudsman, Legal Profession Act or other mechanism which would impose sanctions (4%)

6. Making greater use of or increasing competence in the use of alternative dispute resolution (4%)

7. Legislative drafting or legal reform in general (4%)

Please see the Appendix for verbatim responses (with jurisdiction specified).
### Critical unmet legal needs by country of residence (top 5 needs)

<table>
<thead>
<tr>
<th>Country</th>
<th>Needs</th>
</tr>
</thead>
</table>
| Antigua & Barbuda| - Improved/ greater access to legal aid (incl. criminal cases)  
                   - More efficient judicial system  
                   - Capacity for [alternative] dispute resolution  
                   - More efficient/ effective provision of legal services by government departments (incl. registries)  
                   - More staff (judges, DPP offices, court staff, magistrates, lawyers, paralegals etc) |
| Barbados         | - More efficient judicial system  
                   - Capacity for [alternative] dispute resolution  
                   - Improved/ greater access to legal aid (incl. criminal cases)  
                   - More efficient/ effective provision of legal services by government departments (incl. registries)  
                   - Public legal education |
| Belize           | - Improved/ greater access to legal aid (incl. criminal cases)  
                   - More efficient judicial system  
                   - More staff (judges, DPP offices, court staff, magistrates, lawyers, paralegals etc)  
                   - Continuing legal professional development  
                   - Criminal defence counsel / prosecutors |
| Dominica         | - Ombudsman/ Greater regulation of lawyers/judges; Legal Profession Act  
                   - Improved/ greater access to legal aid (incl. criminal cases)  
                   - More efficient judicial system  
                   - Ethical lawyers  
                   - More staff (judges, DPP offices, court staff, magistrates, lawyers, paralegals etc) |
| Grenada (1 respondent) | - Improved/ greater access to legal aid (incl. criminal cases)  
                          - More staff (judges, DPP offices, court staff, magistrates, lawyers, paralegals etc)  
                          - More efficient/ effective provision of legal services by government departments (incl. registries)  
                          - Improved support resources (e.g. crime labs, clerks for judges)  
                          - Expanded/ upgraded physical plant (court rooms/ houses) |
| Guyana           | - More efficient judicial system  
                   - Improved/ greater access to legal aid (incl. criminal cases)  
                   - Technology use/ upgrades/ modernisation of courts/ court system  
                   - Human rights protection / law / Constitutional law  
                   - Ombudsman/ Greater regulation of lawyers/judges; Legal Profession Act |
Jamaica
- Improved/ greater access to legal aid (incl. criminal cases)
- More efficient judicial system
- More staff (judges, DPP offices, court staff, magistrates, lawyers, paralegals etc)
- Expanded/ upgraded physical plant (court rooms/ houses)
- Update/ development of other specific areas of law (trade, labour, cyber, ICT, child)

Montserrat
- Improved/ greater access to legal aid (incl. criminal cases)
- [Improved] Family court/ law
- Capacity for [alternative] dispute resolution
- Public legal education
- Access to legal documents/ laws/ cases (incl. online)

St. Kitts & Nevis
- Human rights protection / law / Constitutional law
- More staff (judges, DPP offices, court staff, magistrates, lawyers, paralegals etc)
- Update/ development of other specific areas of law (trade, labour, cyber, ICT, child)
- Industry-specific legislation/ legal services
- More efficient/ effective provision of legal services by government departments (incl. registries)

St. Vincent & The Grenadines
- Improved/ greater access to legal aid (incl. criminal cases)
- Expanded/ upgraded physical plant (court rooms/ houses)
- Public legal education
- Access to legal documents/ laws/ cases (incl. online)
- Ombudsman/ Greater regulation of lawyers/judges; Legal Profession Act

The Bahamas
- Improved/ greater access to legal aid (incl. criminal cases)
- Technology use/ upgrades/ modernisation of courts/ court system
- Industry-specific legislation/ legal services
- Capacity for [alternative] dispute resolution
- Ombudsman/ Greater regulation of lawyers/judges; Legal Profession Act

Trinidad & Tobago
- More efficient judicial system
- Improved/ greater access to legal aid (incl. criminal cases)
- Legislative drafting/ reform (general, various areas)
- Update/ development of other specific areas of law (trade, labour, cyber, ICT, child)
- Ombudsman/ Greater regulation of lawyers/judges; Legal Profession Act
10.10 Weaknesses of the legal community

In your opinion, what are the five main weaknesses of the legal community within your country of residence?

Overall, respondents who identified the weaknesses of the legal community were most likely to cite:

1. Inefficiency of the judicial system (10% of 852 identified weaknesses)
2. Lack of ethics or integrity among lawyers (8%)
3. Poor working relations among attorneys – in particular, lack of a collaborative approach and tendencies for exclusion by certain groups/ prejudice and nepotism (6%)
4. Insufficient regulation of the conduct of lawyers or judges or the ineffectiveness of existing systems which are intended to achieve such regulation (5%)
5. Excessive legal fees being charged or insufficient regulation of fees and handling of clients’ funds (5%)
6. Incompetent lawyers – due to a lack of preparation, knowledge of the law pertinent to their cases, misrepresentation of their skills etc. (5%).

Please see the Appendix for verbatim responses.
<table>
<thead>
<tr>
<th>Country</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Antigua & Barbuda| - Inefficient judicial system  
                     - Human rights protection / law / Constitutional law  
                     - Unethical lawyers  
                     - Insufficient regulation/ disciplining of lawyers/ judges  
                     - Outdated/ cumbersome/ inconsistent procedures and practices |
| Barbados         | - Inefficient judicial system  
                     - Unethical lawyers  
                     - Poor working relations among attorneys; nepotism; prejudice  
                     - Poor client relations/ customer service/ low reliability  
                     - Insufficient regulation/ disciplining of lawyers/ judges |
| Belize           | - Insufficient regulation/ disciplining of lawyers/ judges  
                     - Insufficient pro bono / legal aid cases accepted  
                     - Poor working relations among attorneys; nepotism; prejudice  
                     - Political allegiance/ interference  
                     - Lack of regulation of legal fees/ handling of client funds |
| Dominica         | - Insufficient regulation/ disciplining of lawyers/ judges  
                     - Insufficient pro bono / legal aid cases accepted  
                     - Poor working relations among attorneys; nepotism; prejudice  
                     - Political allegiance/ interference  
                     - Lack of regulation of legal fees/ handling of client funds |
| Guyana           | - Unethical lawyers  
                     - Incompetence/ insufficient knowledge of law; poor representation/ preparation  
                     - Poor working relations among attorneys; nepotism; prejudice  
                     - Inefficient judicial system  
                     - Insufficient mentorship/ support for young lawyers |
| Jamaica          | - Inefficient judicial system  
                     - Unethical lawyers  
                     - Poor working relations among attorneys; nepotism; prejudice  
                     - Insufficient mentorship/ support for young lawyers  
                     - Incompetence/ insufficient knowledge of law; poor representation/ preparation |
| Montserrat       | - Insufficient participation in/ Limited provision of CLPD  
                     - Too few lawyers  
                     - Too few and/or demotivated magistrates/ judges  
                     - Limited access / availability  
                     - Insufficient regulation/ disciplining of lawyers/ judges |
St. Kitts & Nevis (1 respondent)  – Insufficient regulation/ disciplining of lawyers/ judges  
  – Insufficient research  
  – Loss of public trust in lawyers/ legal system  
  – Inefficient judicial system  
  – Poor working relations among attorneys; nepotism; prejudice

St. Vincent & The Grenadines  – Poor working relations among attorneys; nepotism; prejudice  
  – Insufficient participation in/ Limited provision of CLPD  
  – Insufficient regulation/ disciplining of lawyers/ judges  
  – Insufficient research  
  – Insufficient support for change/advancement of the profession/ system

The Bahamas  – Insufficient pro bono / legal aid cases accepted  
  – Insufficient participation in/ Limited provision of CLPD  
  – Insufficient use of technology use in courts/ court system  
  – Inordinate focus on personal gain/ No community focus  
  – Poor working relations among attorneys; nepotism; prejudice

Trinidad & Tobago  – Unethical lawyers  
  – Inefficient judicial system  
  – Lack of regulation of legal fees/ handling of client funds  
  – Incompetence/ insufficient knowledge of law; poor representation/ preparation  
  – Insufficient regulation/ disciplining of lawyers/ judges

10.11 Regulation of the cost of legal services
Respondents were evenly divided on the issue of regulation of the cost of all legal services, with 46% in favour and 46% against.

At present, most countries in the region provide guidelines for minimum fees for non-contentious work. Do you believe that the cost of all legal services within your country of residence should be regulated?
10.11.1 Regulation of the cost of legal services by country of residence

At least 50% of respondents in the following jurisdictions were in favour of regulation of the cost of all legal services: Antigua & Barbuda, The Bahamas, Belize, Dominica (7 respondents), Grenada (1 respondent), Guyana, Montserrat (2 respondents), St. Kitts & Nevis (2 respondents) and Trinidad & Tobago.
Section 10: Conclusions & Implications

With the exception of a few territories, there is a general perception that the region’s Law Schools are producing lawyers at a rate that is higher than necessary and this is in spite of the widely held view that demand for legal services has either increased or been sustained. Some respondents have pointed out that higher numbers graduating from Law School is a knock-on effect of higher numbers of students being admitted to Law Faculties and pursuing external LLB programmes. Any plans for rationalisation of Law School and/or LLB admissions should, however, take particular account of The Bahamas and Guyana, where substantial majorities felt there were not enough lawyers.

Support for the expansion of the scope of services delivered by paralegals is not definitive and this may reflect the current perception that there is generally not enough demand for legal services to make effective use of the numbers of qualified lawyers. It is worth noting, however, that respondents from Trinidad & Tobago were far more likely than most others to confirm that there were too many lawyers (68%) but also more likely to support expanding the scope of paralegal work (45%). This may warrant further investigation into the nature of legal services delivery in that territory.

Though lawyers in some jurisdictions seem to offer reliable service, perceptions of delays in service to clients are widespread and may be linked to perceptions of a general lack of efficiency in the legal system, which was one of the two most commonly cited unmet legal needs and the primary reported weakness of the legal community. Efficiency may be improved by addressing the apparent need for more staff in various roles within the legal system, including numbers of judges and magistrates and the staff who support their work. The other critical need was for greater access to legal services for the underprivileged and some respondents’ suggestions to make doing some pro bono or legal aid work mandatory may be taken into account. Additionally, suggestions for legislative review in general and in specific fields should be considered, as well as the differences in priority (of needs) that are evident across the jurisdictions surveyed.

Self-reflection by the legal community has highlighted several other weaknesses, some of which may be addressed through policy interventions (e.g. regulation of practitioners’ conduct through legislation or ombudsman’s offices and regulation of fees (though opinion is split on the latter point)). However, addressing the most critical ones is likely to require considerable cultural change (ethical behaviour, collaborative working, commitment to inclusiveness), which will be much more difficult to achieve and likely to require multi-faceted approaches, including inculcation of desirable attributes and values during the formal law teaching and training phases and through mentorship, though the latter is itself considered inadequate at present.
APPENDIX

(Verbatim responses to open-ended questions)

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Appendix 1 – Reasons for not attending Law School in the CARICOM region

<table>
<thead>
<tr>
<th>Reason</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not want to move abroad / Was based overseas</td>
<td>Having to leave Barbados for the LEC</td>
</tr>
<tr>
<td></td>
<td>I was living in the US.</td>
</tr>
<tr>
<td></td>
<td>I was living in the UK</td>
</tr>
<tr>
<td></td>
<td>I was based in England at the time and there was a bias in favour of local LLB candidates.</td>
</tr>
<tr>
<td>Other</td>
<td>I did not attend law school</td>
</tr>
<tr>
<td></td>
<td>IM waiting to sit my the nmls entrance exam once accepted I will attend law school</td>
</tr>
<tr>
<td></td>
<td>It was easier to come here to Barbados to study</td>
</tr>
<tr>
<td></td>
<td>I attended outside and then did the 6 month course at NMLS</td>
</tr>
<tr>
<td>Personal choice</td>
<td>Personal choice</td>
</tr>
<tr>
<td></td>
<td>Didn’t feel the need to immediately</td>
</tr>
<tr>
<td></td>
<td>They did not exist at the time</td>
</tr>
<tr>
<td></td>
<td>did not exist</td>
</tr>
<tr>
<td></td>
<td>There was no Law School in the Caricom Region</td>
</tr>
<tr>
<td>Had completed LLB outside of CARICOM region</td>
<td>I completed the LLB in England and therefore wanted to also attend Law School and be called to the Bar in England before returning to Antigua.</td>
</tr>
<tr>
<td></td>
<td>I moved to Canada after High School. I attended both undergraduate and law school in Ontario.</td>
</tr>
<tr>
<td>Wanted to maximise professional options</td>
<td>I also did not want to hamper my Commonwealth wide opportunities post-qualification and the practicality of doing 2 years in CARICOM as opposed to 9 months in England + 6 months conversion in CARICOM</td>
</tr>
<tr>
<td></td>
<td>I wanted the international exposure of the Legal Practice Course to keep my professional options open</td>
</tr>
<tr>
<td>Received scholarship to study abroad</td>
<td>Recipient of a scholarship to study abroad</td>
</tr>
<tr>
<td></td>
<td>Was accepted at Law School outside of CARICOM region</td>
</tr>
<tr>
<td></td>
<td>I was accepted into Bar School in the UK and I chose that option</td>
</tr>
<tr>
<td>Difficulty arranging study leave</td>
<td>Time for study leave --- was a factor</td>
</tr>
<tr>
<td></td>
<td>Limited space for non-UWI students</td>
</tr>
<tr>
<td></td>
<td>Limited spaces for students who did not attend UWI at the Hugh Wooding Law School</td>
</tr>
<tr>
<td>Cheaper to do the English Bar</td>
<td>It was cheaper to do the English Bar, I was able to work and study hence I am now debt free,</td>
</tr>
<tr>
<td></td>
<td>Objected to requirement to do LEC entrance exam</td>
</tr>
<tr>
<td></td>
<td>and having do the LEC Entrance Exam - this I believe is discriminatory and an injustice to one who chose another option to study.</td>
</tr>
</tbody>
</table>

Appendix 2 – Other fields of employment of LLB and LEC graduates (apart from attorneys, Judiciary and legal educators)

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Government Service</td>
</tr>
<tr>
<td></td>
<td>Government-Land Registration</td>
</tr>
<tr>
<td></td>
<td>Government- Land Registry</td>
</tr>
<tr>
<td>Legal research</td>
<td>In a law firm specializing in Personal Injuries and Probate matters. Additionally, I conduct research for</td>
</tr>
</tbody>
</table>
two UK based professors in International, specifically WTO Law
Legal research in University setting
Legal Researcher

**Intellectual property**

**Intellectual Property**

**Intellectual Property Technical Examination**

**Policy**

Legal Reform
Research and Policy development.

**Management / Business**

Court management
Business Operations

**Media**

Media Industry development
Media Management

**Administration**

Legal Secretary
Administration

**Anti-Trust**

Anti-Trust

**Information Technology**

Information Technology

**Aviation**

Aviation Safety Inspector with the Regulatory Oversight Body for Aviation

**Alternative Dispute Resolution**

Alternative dispute resolution

**Finance**

Financial System

---

**Appendix 3 – Reasons for choosing other fields of employment (apart from as attorneys, Judiciary and legal educators)**

**Personal/ professional interest (9)**

Personal interest
I like the area
Professional interest
Interest
Met my career goals
and it seemed like something I would be interested in.
Easy fit
Because it gives an opportunity to identify issues and develop policies and procedures to address issues.
High interest in Intellectual Property Law

**Had previous training and/or experience in my current field (5)**

My initial training in communications, as well as my experience as a development practitioner
I have been employed in the aviation industry prior to starting law
, but use my other qualifications and experiences
area of specialisation before studying law and the area of immediate employment after law studies
I have a BSc and an MSc in information Technology
<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractive salaries (2)</td>
<td></td>
</tr>
<tr>
<td>It pays well.</td>
<td></td>
</tr>
<tr>
<td>salary</td>
<td></td>
</tr>
<tr>
<td>Current field requires legal background/training (2)</td>
<td></td>
</tr>
<tr>
<td>and it requires a legal background.</td>
<td></td>
</tr>
<tr>
<td>Desire to remain close to the law</td>
<td></td>
</tr>
<tr>
<td>Opportunity presented itself (2)</td>
<td></td>
</tr>
<tr>
<td>Available Vacancy</td>
<td></td>
</tr>
<tr>
<td>The opportunity presented itself</td>
<td></td>
</tr>
<tr>
<td>Not my choice / Circumstances beyond my control (2)</td>
<td></td>
</tr>
<tr>
<td>Available Vacancy</td>
<td></td>
</tr>
<tr>
<td>The opportunity presented itself</td>
<td></td>
</tr>
<tr>
<td>Wanted a career change (1)</td>
<td></td>
</tr>
<tr>
<td>I was looking for a career change that was not too far away from the law</td>
<td></td>
</tr>
<tr>
<td>Unsuccessful at Law School entrance exam (1)</td>
<td></td>
</tr>
<tr>
<td>My first passion is law however, I did the entrance exam to attend law school but was unsuccessful hence I have moved into this area.</td>
<td></td>
</tr>
<tr>
<td>Current field allows me to maintain my lifestyle (1)</td>
<td></td>
</tr>
<tr>
<td>I did not have to go anywhere outside of my family life to work in my chosen area.</td>
<td></td>
</tr>
</tbody>
</table>

**Appendix 4 – Specific Government Departments at which attorneys are employed**

**Attorney General / Solicitor General/ Ministry of Justice/Legal Affairs**

- Attorney General's Chambers
- Attorney General's Office - Legislative Drafting
- OAG
- Solicitor General's Chambers
- Legislative drafting department at attorney general's ministry
- Senior Crown Counsel, Attorney General's Ministry attached to the Customs and Excise Department
- Attorney General's Ministry
- ATTORNEY GENERAL'S MINISTRY
- Attorney General's Ministry, Solicitor General's Chamber
- Attorney General's Ministry
- Attorney General's Ministry
- Justice
- Under the Attorney General's Ministry
- Justice
- Solicitor General's Chambers, Attorney General's Ministry
- Attorney General's Chambers
- Ministry of Justice
- Justice
- Office of the Attorney-General
- Ministry of Attorney General
- Ministry
- Chief State Solicitors Department of the Attorney General's Office
- Ministry of the Attorney General and Legal Affairs
- Ministry of the Attorney General
- Ministry of the Attorney General and Legal Affairs Trinidad and Tobago
- Ministry of the Attorney General
<table>
<thead>
<tr>
<th>Ministry of the Attorney General and Legal Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry(ies) of the Attorney General - Legislative Drafting Department (in various Caribbean territories)</td>
</tr>
<tr>
<td>Ministry of the Attorney General and Legal Affairs</td>
</tr>
<tr>
<td>Ministry of Legal Affairs</td>
</tr>
<tr>
<td>Ministry of the Attorney General and Legal Affairs</td>
</tr>
<tr>
<td>AG</td>
</tr>
<tr>
<td>Solicitor General's Chambers</td>
</tr>
<tr>
<td>Attorney General's Chambers</td>
</tr>
<tr>
<td>Attorney General's Office - Legislative Drafting</td>
</tr>
<tr>
<td>OAG</td>
</tr>
<tr>
<td>Solicitor General's Chambers</td>
</tr>
<tr>
<td><strong>Statutory authority</strong></td>
</tr>
<tr>
<td>Jamaica Civil Aviation Authority</td>
</tr>
<tr>
<td>Ombudsman</td>
</tr>
<tr>
<td>police complaints authority</td>
</tr>
<tr>
<td>Securities and Exchange Commission</td>
</tr>
<tr>
<td>The dept. is a statutory authority responsible for enforcing its enabling legislation. It operates in the sphere of public law, human rights</td>
</tr>
<tr>
<td><strong>Director of Public Prosecutions</strong></td>
</tr>
<tr>
<td>DPP Chambers</td>
</tr>
<tr>
<td>Office of the DPP</td>
</tr>
<tr>
<td>Office of the DPP</td>
</tr>
<tr>
<td>DPP's Office</td>
</tr>
<tr>
<td><strong>Parliament / Central Government</strong></td>
</tr>
<tr>
<td>Chief Parliamentary Counsel's Office</td>
</tr>
<tr>
<td>Central Government</td>
</tr>
<tr>
<td>Parliament</td>
</tr>
<tr>
<td><strong>Supreme Court</strong></td>
</tr>
<tr>
<td>Supreme Court</td>
</tr>
<tr>
<td>Supreme Court of Jamaica</td>
</tr>
<tr>
<td><strong>Legal Reform / Law Reform Commission</strong></td>
</tr>
<tr>
<td>Legal Reform Department</td>
</tr>
<tr>
<td>Law Reform Commission</td>
</tr>
<tr>
<td><strong>High Court</strong></td>
</tr>
<tr>
<td>High Court</td>
</tr>
<tr>
<td>High Court</td>
</tr>
<tr>
<td><strong>Other Government Ministry (not Legal Affairs/ Justice)</strong></td>
</tr>
<tr>
<td>Legal Officer within the Ministry of Social Protection, Guyana attached to the Childcare and Protection Agency</td>
</tr>
<tr>
<td><strong>Ministry of Tourism</strong></td>
</tr>
<tr>
<td><strong>Intellectual Property &amp; Commerce</strong></td>
</tr>
<tr>
<td>Intellectual Property and Commerce</td>
</tr>
<tr>
<td>Intellectual Property Office</td>
</tr>
<tr>
<td><strong>Judicial Clerk / Research Assistant</strong></td>
</tr>
<tr>
<td>Judicial Clerk</td>
</tr>
<tr>
<td>Judicial Research Assistant</td>
</tr>
<tr>
<td><strong>Administrator General</strong></td>
</tr>
<tr>
<td>Administrator-General's Department</td>
</tr>
</tbody>
</table>
Public Utility
Legal Department of a Public Utility Government owned Company

Legislative Drafting
Legislative Drafting

Commonwealth Secretariat (1)
Consulting for the Rule of Law Division at the Commonwealth Secretariat

International Law & Human Rights (1)
International Law and Human Rights

**Appendix 5 – Specific ‘Other’ areas of focus of practice of attorneys**

**Industry-specific (Telecomms, IT, Financial Services, Aviation, Construction, Oil & Gas)**

- Pensions
- Aviation
- Banking
- Telecommunications
- Construction
- Securities
- Telecommunications
- Financial Services
- Oil and Gas
- Information Technology Law
- Healthcare

**Conveyancing**

- Conveyancing
- Conveyancing
- Conveyancing
- Conveyancing
- Conveyancing
- Civil - Conveyancing & Probate
- Conveyancing
- Conveyancing
- Conveyancing
- Conveyancing

**Intellectual Property**

- Intellectual Property
- Intellectual Property
- Intellectual Property
- Intellectual Property
- intellectual property
- Intellectual Property
- Intellectual Property
- Intellectual Property
- Intellectual Property
- Intellectual Property
- Intellectual Property

**Probate / Estate**

- probate
Estate Planning, Administration of Estates
Estate Planning
Probate
probate & estate planning
Estate Administration
Probate
Probate

Legislative Drafting
Legislative Drafting
Legislative Drafting
Legislative
Legislative Drafting
Legislation
Legislative drafting
Legislative Drafting

Employment
Employment
employment
Labour & Employment
Labour Law
Labour
Employment and Labour

Regulatory/ Administrative/ Parliamentary
Regulatory/administrative law
Regulatory
Regulatory
Parliamentary law
Administrative Law

Real Estate
Commercial Real Estate
Real Estate.
Real Estate
Land

Succession, Trust
Succession and trust.
Succession
Succession
Succession

Maritime
maritime law
Maritime
Maritime Law
Maritime Law

Public law / Human rights / Discrimination
Public Interest Litigation
public law, human rights, discrimination
Human rights and anti-discrimination law
**Child/ Youth-related (Adoption, Custody etc)**
- international adoptions
- Mostly Child related matters: Adoption, Custody, Protective Intervention
- Youth Justice Law

**Commercial**
- Offshore Commercial
- General Commercial
- Commercial

**Immigration**
- Immigration
- Immigration

**Environmental**
- Environmental Law
- Environmental Law

**Alternative Dispute Resolution**
- ADR
- Mediation

**Other**
- Real Property
- Serious Fraud / Financial Crime
- Customs laws
- Procurement
- GAMING LAW
- Personal Injury
- Data Protection
- judicial review

**Appendix 6 – Type of government loan secured for legal education**

**Student / Educational**
- Educational
- Student Revolving Loan Fund

I obtained a student loan from the Ministry of Education in Barbados in order to complete the Legal Practice Course in England
- Student Revolving Loan
- Student Loan and Scholarship
- student loan through the government
- Student Loan Bureau
- Student Loan
- Government student loan programme.
- Student Loan
- Student loan Bureau
- Student Revolving Loan Fund
- Students Loan Bureau
- LEC: Student Revolving Loan
- Student Loan
- STUDENTS LOAN
- education loan
Students Loan Bureau
Education loan.
GATE
Student Loan
Student Loan
Student Loan
Student loan
GATE
Student Loan Bureau
Government funded student loan
Student Loan
Higher Education Loan Programme.
Student Loan
STUDENTS LOAN
Student Loan
Student Revolving Loan
Student Loan
Student Loan
Student Loan
Loan from the Student Loan Bureau
students loan bureau
Students Loan
Students Loan
Government Assistance for tertiary education (GATE)
Gov’t guaranteed Students Loans
Students Loan
Student loan bureau
Student Loan
Student loan
Government Assistance Tuition Assistance (GATE)
Higher Education Learning Programme (HELP) Loan
Student Revolving Loan
Student revolving loan
Help Loan
HELP Loan- a coalition with the government and the bank to offer a loan at a discounted interest rate for a student.
student loan
Student Loan Bureau
Student Revolving Loan
Government Assisted Tertiary Education-A grant by the Government of Trinidad and Tobago
Student Revolving Loan
Barbados Student Revolving Loan fund
Other
Economic cost
I am not sure. I will start the loan system from September 2016 since my First Year this year was paid through scholarship
fully funded
Bonded scholarship
Bonded Scholarship
Government bond. Payment of tuition in exchange for 2 years of employment in country.

Loan scholarship

Other bond
Bond
Government (unspecified)
Government

Appendix 7 – Type of commercial loan secured for legal education

Student / Educational
Student Loan
educational
Student
Student's Loan
Student loan
student loan
HELP Loan
Student loan
Student loan
Educational Loan
student loan
Student
Student Loan to pay for LLB
Student Loan
student loan
student loan

Personal / Demand loan
A regular demand loan. Paid for by parents and continued by when as soon as I begun to work.
A loan at a commercial bank to supplement my Government scholarship.

and commercial
Personal Loan
Demand loan
Personal loan
Mortgage (3)
and a mortgage
Mortgage
Mortgage

Appendix 8 – Justification of the cost of legal education – Reasons for agreement

Adequate earnings
I have learned a lot, been mentored by the best and earned a decent living - enjoyed my career
I make an adequate living from the practice of law

REASONABLE INCOME
I am able to meet my financial needs
I consider the income earned to be fair
I have managed to eke out a decent subsistence. This, however is not the same for later graduates.
paid well
i am financially independent
Attorneys tend to received relatively high salaries in most government and private sector postings.
My law practice has enabled me to be financially independent
I am doing well financially
I have been able to earn a decent standard of living to support myself and my family as a practising
Attorney at Law and now a Judge
I'm comfortable with my starring salary, even though I had to relocate in order to benefit from a
comfortable salary
I have earned a comfortable living from law. It has not made me rich. But that is not important.
I have been sufficiently renumerated as an attorney, with pay increases almost every 2 years;
I am able to pay my bills.
i was able to make a decent living over time
I have no educational debt and earn a decent income. However, I had scholarships for
much of my LLB and LLM.

Income covers student loans / expenses
I was able to repay my loans and see no reason why someone with proper financial management skills
cannot repay student loan.
The cost has been more than repaid in the years since, by both financial earnings and the earnings in
terms of personal growth. The financial rewards have also provided the ability to give back to the
community
I have been able to pay off my student loan
Prior to the recession, the ability to earn a reasonable income, from legal practice, facilitated repayment
of loans
I do believe that my earnings if I had taken a loan would be sufficient to repay a student loan.
Was able to repay student loan before it was due and have been able to acquire assets such as a home
(with a mortgage)
I was able to pay off my loan within five years
Although I was on scholarship, the funds provided by the government toward my education have been
superseded by the income earned through the years.
My position as a Senior Executive in a financial institution has generated substantially more income than
the cost of both my LLB and LEC
I have repaid the cost of my education several times over
Earnings more than adequately make up for the funds expended during study
I have been able to earn more than the amount invested in my education.
Recent graduates in Trinidad are often paid comparatively low salaries often for performing the duties of
more experienced practitioners with similar levels of competence. It is worthwhile having regard to the
costs of the studies however a greater improvement in salaries for Attorneys-at-Law in Trinidad is
required to enable them to adopt the lifestyle of a true professional.
The monthly payments were affordable
I have been able to recover a significant amount of monies which was spent on my legal education.
It has covered the cost and provided a higher standard of living than before

Higher earnings since graduation
However, due to economic conditions, more attorneys and more para legal employment as an attorney
is somewhat difficult to obtain especially young attorneys
I earn in a higher income bracket.
Higher pay scale.
Greater earning power
My income has increased substantially since I started practicing law to a greater extent that if I had
stayed in the job I had immediately before beginning legal studies.
Income increased
graduating as an attorney-at-law allows one to access a job that generally pays better
Generated a level of fees that would have been unlikely without the professional qualification
My income has more than trebled since graduation
My income has increased gradually.
It has covered the cost and provided a higher standard of living than before

**Legal training improves competitiveness on job market**
My legal training, added to my other areas of specialisation have made me appealing on the job market.
The educational cost was a good investment. The legal training is quite versatile, and equips me for various employment opportunities.
Graduation as a lawyer gave me the foundation to become a successful lawyer
I have been able to use my LEC as a platform to earn money in other spheres other than as a practising attorney-at-Law e.g. consultant
The law opened up several employment opportunities for me and has helped me to achieve some personal goals.
the LLB has helped me to access better paying job opportunities

**Fulfilling career / Intrinsic reward**
I have learned a lot, been mentored by the best and earned a decent living - enjoyed my career
The satisfaction of legal practice and subsequently as an educator cannot be measured financially. I have benefitted as a person and have been able to contribute to improving the lives of many that cannot equated to a monetary amount.
The investment over 20 years ago has given me a skill and a profession that has formed the basis of my professional working life
Practice can be rewarding after several years
It has been fulfilling and rewarding as a profession.

**Higher earnings than other fields of employment**
I earn above the average university graduate
I have greater earning potential than some of my contemporaries in other fields.
The salary is above average compared to persons who have specialised in other fields.
The qualifications obtained placed me in a higher earning bracket within the Government.

**Earnings commensurate with performance/ competence/ specialisation**
Most Lawyers are paid both in accordance with his/her performance and years of call. Most Lawyers are well able to set up their own Law Chambers and manage their offices.
It is all about competence and versatility
Yes I have always been able to earn an income commensurate with being a lawyer and then a judge in this region.
Very slow at first. But after 5 years or so the financial reward is linked to how hard you are able/ willing to work.

**Steady earnings / employment**
I'm gainfully and steadily employed, which is a key purpose of tertiary education
The study of law has led to a sustainable career.
i am working.

**Education was sponsored**
I was a scholarship student.
paid for by the Government and I am currently working in a Government entity
**Significant career progression / long career since graduation**
My progress in the legal profession at a relatively young age, provides more than enough justification.
Practiced as an attorney for 37 years

**Graduated when tuition fees were still low**
When I completed law school, tuition was relatively low and so the cost benefit ratio is favourable.

**Other**
At present yes
My choice of career in law proved a good one
N/A

### Appendix 9 – Justification of the cost of legal education – Reasons for disagreement

<table>
<thead>
<tr>
<th>Insufficient income from legal work to repay student loans/ recoup student expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not sufficient work in legal to pay off student loans</td>
</tr>
<tr>
<td>My income is not sufficient to cover payments on the expenses associated with LLB; LEC and practising fees.</td>
</tr>
<tr>
<td>The cost of the LLB is way beyond the average earnings of a prospective student of Law. The LEC, because of currency value significantly added to the financial cost. The Government stop paying the economic cost and so the entire sum was borne by me.</td>
</tr>
<tr>
<td>My LL.B was paid for by scholarships and my LEC was fully funded by The Bahamas Government. After 3 years of practice, my salary does no equal the investment for my education.</td>
</tr>
<tr>
<td>I earn less now than I did before I completed my law studies</td>
</tr>
<tr>
<td>I had assistance to repay my loans. Had I not had assistance, I would still be struggling to repay them and would not be able to enjoy the fruits of my studies.</td>
</tr>
<tr>
<td>The cost of my education is more than just the cost of tuition. It’s also the thousands of dollars in plane tickets, room and board, food, etc. With my meagre salary it will take years to pay half of that investment back!!</td>
</tr>
<tr>
<td>My income is less than USD$1000 PER MONTH AND I SPENT OVER A MILLION PER YEAR PURSING MY EDUCATION</td>
</tr>
<tr>
<td>It will take years to pay off my loan.</td>
</tr>
<tr>
<td>I was on Scholarship but the treatment and salary you are afforded as a public legal officer working on bond after scholarship causes many to reconsider accepting the scholarship</td>
</tr>
<tr>
<td>NO- AS IT WAS DONE IN THE UK DUE TO INSUFFICIENT SPACES AT HUGH WOODING. IT IS RIDICULOUS THAT THE LAW SCHOOL DOES NOT HAVE THE CAPACITY FOR THE LOCAL STUDENTS. NOR IS THE QUALIFICATION FROM UWI OR HUGH WOODING INTERNATIONALLY RECOGNISED. IT SEEMS THAT HUGH WOODING AND UWI SERVES TO PROVIDE FOR THE DOMESTIC LABOUR MARKET. A STUDENT FROM UWI/HUGH WOODING IS NOT SPECIALISED AND THE TREND IS THAT EXTERNALLY EDUCATED PERSONS EARN MORE THAN THEIR UWI COUNTERPARTS...FOR WHICH I AM GRATEFUL.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lower earnings than other fields of employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure on study outweighs income received after completion of study.</td>
</tr>
<tr>
<td>I could make the same amount of money or more in another field which required fewer years to complete my education and the cost of that education would also be cheaper</td>
</tr>
<tr>
<td>Attorney salaries are paltry. This is true for me because I had a separate career before perusing law. Had I stayed within that area, my salary would have far exceeded what i currently earn as an attorney</td>
</tr>
<tr>
<td>Persons outside of law earn much more</td>
</tr>
<tr>
<td>My qualification has not impacted my earnings, as I am not employed as a lawyer. Further, I earn much more than if I were employed as a lawyer.</td>
</tr>
<tr>
<td>My current job in information technology pays far better at the moment</td>
</tr>
</tbody>
</table>
the salary of a junior attorney is the same or in some cases less than a graduate from UWI in another field, considering the additional 2 years spent at law school one would expect a high compensation.

My income since graduation is comparable to a police officer constable or a teacher with a bachelor’s degree. I work comparable hours to a police man that does regular overtime and am expected to undertake serious responsibility for people. However, I could make the same amount of money with less qualifications in another industry.

**Low salaries in general**
I am employed temporarily getting minimum wage
Salary can always be better
payment rates for attorneys in Trinidad are shockingly low, especially for a non-T&T citizen who had to pay full fees at Hugh Wooding Law School

**Junior attorneys underpaid**
also when working with seniors, they DONOT like to pay or if they do, you hardly are compensated adequately for the work that you have put in.
I haven’t yet secured a job that pays me well enough. The stratification based on years called to the Bar coupled with the limited practical knowledge of new lawyers, adversely affect one’s earning power.
Although the provision is lucrative, it takes an average 10 years to start realising the legitimate profits of which one can be proud.

Recent graduates get paid lower than persons with just Bachelor degrees in other fields

**Too many lawyers per capita**
There are so many lawyers now, it is difficult to make a living
nobody wants to pay you, bank tellers are better/similarly paid because there are so many attorneys on the market
worked for a year as an associate, did an LLM, now working as a sole practitioner, greater competition now, market flooded every year with another 200 lawyers
Bargaining power has greatly reduced owing to the large number of attorneys who are being admitted to practice each year. Income has therefore remain steady.

**Economic climate / sluggish market contributes to low earnings**
LLB is an expensive acquisition as such I do not believe my country in the present financial climate can afford to pay lawyers what they are worth.
I strongly believe that my income does not justify however the market must be considered
Business has been very slow these last few years.

**Focused on other aspects instead of remuneration (e.g. job satisfaction, further training)**
No amount of remuneration can compensate for the years of study and the monies expended; only job satisfaction can do so.
I personally chose to focus on training, further education and pro bono for the first couple years since graduation.
My income has not, but it has given me security in that I have a career and not just a job

**Difficult to find work due to lack of social connections / opportunities**
it is difficult to get into chambers or a firm. If you don’t know somebody its tough for you.
I have not been afforded the opportunity to reach my potential due to social stratification, racial bias and absence of connection to the decision makers in my country.
starting out on your own due to lack of other opportunities is not a viable option for new lawyer who has spent money for their qualifications

**Not yet employed full-time (in legal field)**
Haven’t commenced full time work yet
The income of a junior attorney for the first 8 years is considerably less than the amount spent in pursuing a degree

<table>
<thead>
<tr>
<th>Not currently/ recently employed as a lawyer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since my circumstances are somewhat unique and as a result I work as a legal secretary, my pay in no way justifies the money spent to pursue my legal studies as there are other secretaries in the firm where I work who are paid more than I am with just CXC and or secretarial certificates. Most recent employment was a part time non-legal job.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monthly income does not support desired lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some months I work for less than what is comfortable at my stage. My income as is, and still having to pay loans, gives me less cash flow than I had before I went to study.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Higher earnings outside of the region</th>
</tr>
</thead>
<tbody>
<tr>
<td>I moved back to Jamaica after practicing in Canada for 4 years post articling. The devaluation of the dollar has caused my present income to be far less than I would be making had I remained overseas and by consequence does not truly justify what I actually spent to get the degree.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earnings dependent on jurisdiction and area of law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earning potential is dependent on country of residence and area of law practised, inclusive of whether one practises for government vs private sector.</td>
</tr>
</tbody>
</table>

**Appendix 10 – Justification of the cost of legal education – Reasons for uncertainty**

<table>
<thead>
<tr>
<th>Economic climate / sluggish market contributes to low earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was previously employed as a para legal. The income after graduation has been somewhat bit more than my previous wages. The current economic climate has resulted in a reduction of what was considered realisable income for most persons in the profession. Not enough clients</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduated when tuition fees were still low</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I just graduated yes, however with the inflation rate I am not sure my salary is justifiable. The fees were raised exponentially after I graduated. I worked only in Government service so never enjoyed the high rates of private practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Income not justified by negative aspects of career</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reputational risk, the emotional abuse and the uncertainty in collecting fees from clients far outweigh the level of financial compensation one receives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State paid for my education</th>
</tr>
</thead>
<tbody>
<tr>
<td>GATE paid for my tuition and I don't know how much tuition cost. My income after 2.5 years of practice is currently $9,000/month. I can't say whether this income would have been worth a loan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earnings dependent on employer type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working in the private sector did not justify the cost, however the transition to public sector (with the benefits/allowances) has ameliorated the situation somewhat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earnings commensurate with performance/ competence/ specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have pursued specialisation via Masters degree and short courses and that is what has influenced the level of income. I do not believe that I would have been satisfied with my income had I not taken on further education. The field was so competitive that the lawyer willing to accept the lowest amount for a job offer is likely the one hired.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fulfilling career / Intrinsic reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income was not a factor in pursuing law.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net income reduced by government taxes and fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>and government penalise persons through taxes and fees</td>
</tr>
</tbody>
</table>
Too many lawyers per capita
There are over 1000 lawyers in a region that has 250000

Other
I dont know how to judge this
I think the the cost of education is generally justifiable. However, whether the higher cost for Law over
some of the other programmes is justifiable...I am not sure!

Appendix 11 – Reasons for considering the following objective unrealistic: ‘The organisation and pursuit
of research’

Requires a first degree/ in-depth core knowledge of law
Institute a first degree requirement
LLB students will not to learn about research (beyond the basics of finding relevant legal materials to
answer questions of law) unless they go on to post-graduate study, which most will not.
Focus on the core and related subjects of law must be paramount. Without a full and thorough
understanding of the core and related subjects, research and interpretation of the material will be
flawed.
The undergraduate syllabus will be encumbered; research should be reserved for post graduate
students.
This should be at the LEC stage
Focus on research is more applicable to the post graduate level
The time spent in the LLB is to get an understanding of the law and how to do legal studies. Maybe it is
possible in third year when some experience and knowledge is gained but not before that.

Insufficient time/ flexibility available given curriculum
Except for researching cases, legislation and legal opinions, there is insufficient time for teaching
research methods meaning 'scientific methodology' which is a programme in itself.
Because of the volume of work one already has to learn. There may not be enough time for extra
research
Because the degree covers a lot of academic material, which is necessary. It would be difficult to
adequately teach on research
The LLB program may not offer that level of flexibility
The structure of the program now puts pressure on students to do in-depth research and meet other
course objectives.

Students not capable of selecting areas for specialisation
Most students at this stage are not sure of which area to specialise

Not relevant to those who want to practise law
If by research you mean, the methods and methodologies of different types of research etc; then, no.
This would undesirable for persons who want to practice law.

Appendix 12 – Reasons for considering the following objective unrealistic: ‘The provision of law degree
programmes which are suitable for students who intend to practise law as well as those who do not’

Dual focus may undermine the value of the degree to those who want to practise
Future practitioners would be short changed
Limited resources are better focused to address the needs of those whose intended career is law -
facilitating a wider array of possible subjects of legal interest and laying the foundation for the myriad of
ways in which lawyers work nowadays. Non law career persons ought to be able to pursue relevant
electives or extra mural courses.
The question of how to overlap the curriculum of the Law Degree to make it appropriate for the
requirements of those who have no intention to practise law is so tricky that the result could undermine the utility of the contents of the resulting course to such an extent as to cause it to fail to achieve its objective; its primary objective. Any law degree programme should equip a student thereof to practise law, otherwise there is potential for misrepresentation. A law degree is different from a law course. The latter would be a more realistic objective for persons who do not intend to practise law.

The needs of persons who intend to practise law are different to persons who do not. While it could be beneficial, I do not think the focus should be on tailoring to accommodate persons who don’t intend to practise, which is what may inevitably happen, that could have the effect of watering down the course so that persons not intending to be attorneys can keep up and understand. It may be more beneficial to have a separate course geared towards a specific area for those persons.

If you are pursuing a law degree you should do the entire thing that allows you to practise law. The provision of another degree suggests that it may be considered a 'watered-down' or diluted degree. It will water down the law degree programme for those who intend to practice law.

There should be no differentiation in programme/ Core knowledge is key

I do not think there should be any differentiation in programme for those who intend to practise or not. Whether one intends to practice or not, knowledge of substantive and procedural law is key.

The courses are suitable whether or not you intend to practice law. They provide the framework for legal education.

There is less administrative pressure to offer one full program than to manage several different degree programs especially since the other programs are likely to be just a subset of the full program. Offer one full program and then persons can subsequently choose whether they wish to practise.

The LLB program by nature is intended to be very academic. The choice is that of the student to pursue the practical aspect provided in the various law schools in the region after graduating the LLB program. I also believe the academic focus of the LLB is a great foundation to becoming a good lawyer.

Different career intentions require different types of programme

How can academic planning in an institution be based on the wishes of students who may or may not practise when complete? Mixed degree problems with more diverse law offerings can assist to encourage the completion of non-law degrees with strong legal knowledge and ability instead.

Different depths of knowledge and practical exposure required.

I have found the LLB level of study does not adequately prepare a student for the academic challenges of law school. I believe that students who do not want to pursue law should have a different stream of law courses.

They seem mutually exclusive.

The LLB should be focused strictly on those who intend to practice law. Other courses with law elements can be made available to those who do not wish to practice law (e.g. BA in Law and Social Justice)

Focus should be on students who intend to practise law

I do not think the LLB should be for those who do not wish to practise law in some manner or form. The focus should be on those who intend to practise - even if it is additional material for the future non-practitioners, it would still be useful to them. I draw the analogy with other academic endeavours. There can be certificate or other levels for those not intending to practise.

The Law Degree should provide all students with the skill set to practice law and for those who do not intend to practice they don’t have to use those skill sets. However, they may find them at a later stage to be an invaluable tool.

LLB should be for persons who want to go and pursue Law School. Persons just pursuing LLB do not have great career prospects. It is best they pursue other degrees rather than the LLB if they do not intend to go to Law School.
Insufficient resources/time to cater to both groups of students
The resources are not available as there would probably be an extremely large number of students in this category.
There is not enough time in the school year to teach the existing curriculum as well as additional courses for those who do not intend to practice law.
Because UWI’s resources are limited. The focus should be on students who intend to practise law.

Focus should be on students who are pursuing an LLB
The focus must be on persons who have applied for an LLB so that an appropriate foundation is set.
Already provided by other tertiary institutions
Other tertiary organisations and bodies already provide this...would be duplicative.

Other
Because it is important for everyone to have an understanding of the law
Need more information on what is intended here
The path to completion of legal studies is a long one so individuals should be fully committed from inception to participate in ALL activities with a view to absorbing everything. If a person from inception has the mind set that they do not intend to practise they may pick and choose the level of 'seriousness' that they give to particular areas. An individual has a choice on what they do upon completion of studies.
Some persons may just be interested in attaining a LLB.

Appendix 13 – Reasons for considering the following objective unrealistic: ‘The provision of courses in law for students reading for other degrees’

Students on other programmes unlikely to manage workload/course material
Some of their workloads are already hectic, with doing multiple math and English courses, which is challenging enough without the additional stress of law added to the mix.
Course material may be too advanced for persons in non-law field
Law is hard.
Due to the intensive nature of the LLB and the importance of properly grasping the fundamentals.
Due to the specialized nature of law courses with case law and legal codes etc such as the Civil Procedure Code, 2002 Jamaica this would only help to confuse persons not enrolled in legal education.
It always seems very difficult for students with little to no experience in legal writing etc to pursue law courses. I’ve seen them have grave difficulty in following the course, briefing cases etc.
The level of organisation required within an already hectic and overburdened system would be difficult.
The reading material is somewhat written in technical terms and some concepts may not be easily grasped if the reader does not have a foundation in law or reading legal documents.

Separate courses should be structured for students on other degree programmes
The courses will have to be specifically structured to accommodate these differing objective and should not be intermingled with courses designed for persons desiring to be lawyers. To try both would be to do a disservice to both.
The courses would have to structured differently to accommodate those not primarily engaged in the study of law.
Course for these student ought to be separate and distinct from the LLB programme courses (for non-LLB students) since -(1) The approach to teaching and assessing may be different. The focus for LLB student should be to ensure that essential skills (research, analysis and application) are developed. The focus, for a non-law student may (should be) the acquisition of information on the law applicable to the specific area of study (eg. banking/insurance). (2) Developing a course for both law and non-law students at the LLB level may require the ‘watering-down’ of the course to include basic principles and concepts that the LLB-Student would have acquired in other introductory (Level 1) courses.
Students reading for other degrees and who require law related courses should have same tailored to suit the nature of their degree programme, to avoid an impression that the contents of the law related course are absolute. Many are left with presumptions that can only be clarified through further specialist studies in law.

As an individual that completed 1 year at UWI in the Social Sciences Faculty and transferred to Law after that 1 year, I have seen the vast difference in year 1 Law courses as opposed to year 1 Social Sciences courses (Social Psychology, Psychology, Politics, Statistics etc). The law is a completely different language that the legal mind is trained to navigate. Legal texts and case law can simply look like words on a page to an untrained mind. As such tailor made courses for out of faculty students that are pursuing other degrees are recommended as they are not training to be an attorney, they just need to know the landscape of the particular law they are considering.

**LLB courses should be exclusive to Law students**

The LLB program was meant to encapsulate the LEC and so to produce lawyers. The LLB degree ought to be recognized as a pillar and not as a by standing support to another degree. With the demand in LLB programs at its highest focus needs to be on such programs, with an aim for specializations within legal areas.

The LLB should be focused strictly on those who intend to practice law. Other courses with law elements can be made available to those who do not wish to practice law (e.g. BA in Law and Social Justice)

**Minimal value in offering such courses**

Most courses are interrelated and doing a course here and there are to a great extent meaningless. These seem to be law courses unrelated to the LLB. If they are then that is nonsensical.

**Law is undervalued by students from other disciplines**

Reading the law requires a skill that is not generally appreciated by those in different disciplines. Although currently students in social sciences and political sciences are exposed to law, there is generally an attitude of unwillingness to understand the law and its relevance to their particular discipline outside of passing the particular subject being offered.

Lack of interest or focus

**Would result in large classes, to Law students’ detriment**

Creates classes that are too large thereby depriving the full-time law students of greater interaction among themselves and with their lecturers.

**Other**

that should be provided in those other degrees

No comment

Why is this in the LLB stage? Doesn’t this already occur eg in Business degrees.

**Appendix 14 – Reasons for considering the following objective unrealistic: ‘The provision of extra-mural courses in law for civil servants, social workers, police officers and the general public’**

Separate courses should be structured for these groups

the reality is that courses that are relevant to civil servants, police etc need a greater emphasis on procedural issues while most of the courses usually have too heavy an academic emphasis.

Perhaps as a separate Degree or field of study but I see no reason to incorporate extra-mural courses in an already material heavy degree. However, I can see someone being more marketable with additional courses under their belt.

the target group needs are often different from the needs of those in an LLB programme and should be recognised as such

Law related, not as specific law degree courses. yes. the extent to which they are generally aware of the law and its purposes but not so specific that its a law degree in a nutshell.
At the LLB level the work is too theoretical and not practical for persons in those hands-on industries. These objectives may require unique tailoring - not necessarily as part of the LLB stage per se, rather needs-specific short courses (at varying education levels) as part of continuing learning. These persons can be tutored at a lower level, eg certificate or diploma. (using the example of civil servants being trained in public/administrative law) Courses in an LLB degree build on each other, so that it would not be possible for a student to read a Year 3 course in Public Law Remedies without first reading Year 1 and Year 2 courses in constitutional and administrative law respectively (as well as foundation and ongoing training in legal research, writing etc). Moreover each of these three courses are beyond the depth of what the civil servant would require. The civil servants may be better off with stand-alone courses in Public Law I and II that are structured to their needs (and for example may begin with some sensitization in legal research and writing). Their focus is more practical than academic and, to be most effective, should be taught in a more appropriate manner.

See my comment re. courses for students reading for other degrees. Similarly, the focus of teaching the two categories of students will be and ought to be different. These courses and programmes for civil servants etc ought to be separate and distinct from the LLB-courses and programmes. Why do you have to do a LLB for this? Just provide those courses. Police Officers need more legal training but I would hate to think they would have to do something like Trust and Equity. Such courses should not be directly related to an LLB Degree and should be restricted to an informative nature only.

Insufficient resources to cater to these groups within Faculties of Law

The faculty of law has limited resources. Just lack of the personnel to do it and frankly making that type of education attractive to its intended recipients.

My concern focuses on capacity - both in terms of human resources and physical teaching space. LLB programs and courses are over subscribed at present.

Minimal value in offering courses in law to these specialist groups

These areas are already highly specialized providing them with courses in law will not necessarily make them better practitioners in their field.

Unless people have a dedicated interest in law, this would be seen as unnecessary and a burden for our less industrious society. That aspect of law can be easily confined to the arena of governance and it would thus be unnecessary to include extra-mural courses.

These groups would be unlikely to manage the course material/ workload

The detailed nature of legal training. Those professions often do not have the foundational law courses like Legal Systems, Criminal Justice and Constitutional Law. The curriculum is already loaded with legal courses, which under the Semester System is difficult for law students to have a comprehensive grasp of the areas.

Already provided by other tertiary institutions/ providers

Other tertiary organisations and bodies already provide this...would be duplicative. This can be addressed by the Open campus by skilled legal professionals. Too wide especially when other institutions are proving such services. Perfect the core craft.

LLB courses should be exclusive to Law students

The LLB teaching should not be distracted by other faculties. Let Social Sciences do this. The LLB should be focused strictly on those who intend to practice law. Other courses with law elements can be made available to those who do not wish to practice law (e.g. BA in Law and Social Justice)
**Diminishes the value of the LLB**
If this is done, everybody will feel they are a 'lawyer' and they could represent themselves leaving no jobs for the persons who studied hard to become an attorney

**Demand for such courses may be insufficient**
The net is just too broad. Were a survey to be done to determine the areas of law that the various groups, in a particular region, are interested in and it is found to be viable then I would accept that finding.

**Such training should be provided by civil servants' employers**
that should be included in that civil servant's training program - perhaps they need short courses in law approx. 1-2 semesters

**Extra-mural courses not compatible with full-time LLB degree courses**
Extra mural courses are usually part time and not compatible with full time LLB degree courses

**Other**
Ditto for students reading for other degree programmes.
No comment
The same as above

Course requirements are becoming increasingly difficult and heavier each year but offers in regards to legal internships during the summer vacation are a better alternative for most prospective lawyers

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**Appendix 15 – Strengths of Faculties of Law**

**Quality teaching and/or qualified academic staff**
Some of the lecturers are very good
Quality lecturers
Excellent teaching staff who were passionate about their chosen fields.
Competent staff 1981 – 1983
Lecturers who knew their material and effective tutors
A number of qualified and experienced lecturers
The lecturers
Lecturers who are thorough in their presentations and have the ability to make topics and points of law easily understood.
Had some sound teachers and excellent library
Organization, structure, good lecturers.
Exposed to a myriad of law courses and lecturers who specialized in each field
An experience Head of Department who provided mentorship.
Knowledgeable professors and tutors who encouraged high standards of performance.
Experienced lecturers, and a clear effort to provide courses in topical legal areas.
Strong academics teaching. Set programmes which are directly relevant to the practise within the region. Prevents a learning curve in the real world.
The high quality of teaching supported by tutorials and handouts and the high standard demanded from students. (The latter might only be fully appreciated later in legal practice).
Good lecturers and tutors
the lecturers
At that time, the level of academia was excellent and there were sufficient lecturers with advanced degrees as well as practising lawyers as tutors to give balanced instruction
Quality of teaching of some of the lecturers.
The Faculty was staffed by experienced and talented educators who were dedicated to their craft
They have some very good lecturers.
The vast and varied experience and knowledge of the lecturers as well as a very good library. Excellent and committed lecturers like Tony Bland in trust and Nick Liverpool in conveyancing and Francis Alexis in constitutional law.

Dedicated lecturers and tutors
Their level of teaching and the vast amount of materials provided to assist in the learning process
The brilliance of the lectures coupled with their enthusiasm towards ensuring that we succeed in becoming fine attorneys
strong academics and support staff, as well as access to good library facilities
The lecturers ensure that students grasp a topic before moving on to the next.
Knowledgeable faculty, encouragement of critical thinking, dedicated and passionate lecturers, and deep ethical desire to produce better lawyers and individuals.
qualified and experienced teachers/ ready access to research materials/ direct access to law school
It is a well rounded faculty and has a lot of capable and established lecturers
Experienced lecturers
Approachable lecturers and availability of reading material
Educated Lecturers
Quality and professional teachers, curriculum and content are covered
We have well qualified lecturers, who all possess a wealth of knowledge and years of experience.
Their ability to cover certain courses within the stipulated time and not encroaching on time needed to prepare for exams
Experienced Lecturers, small class size and flexibility of class hours
Some excellent lecturers
Excellent Lecturers. Extremely well equipped library and library staff.
Recognized lecturers....
Diligent and respectful but approachable teaching, library and administrative staff. Comfortable teaching and Research facilities. Student activities. Interaction with regional students
Knowledgeable Lecturers
UWI has exceptional and well qualified lectures
Great teachers
Variety of courses, experienced and knowledgeable tutors
The quality of the instructors in particular, Prof. Kodilinye, Ms. Tracy Robinson, Mr. Prince Neto Waite, Mr. Miguel Williams and Ms. Eulalee Greenaway.
I was taught by Practitioners who brought a realistic approach to the theory of law
Excellent academic staff
The strengths of the faculty included: excellent teachers; well resourced library; and a wide curriculum.
Each lecturer manages to finish the work load in time for exams
High quality of lecturers and tutors
Lecturers who were industry professionals
The highly qualified and motivated teaching staff.
Very good lecturers who were accessible
Excellent Lecturers and Tutors ; excellent and wide course selections
The teachers, were very knowledgeable
To some extent the teaching staff but more importantly the availability of reading materials to enhance studies.
Lecturers where very approachable and willing to help you to understand the law
Lecturers were extremely helpful
A few of the lecturers were great. they were concerned about whether the student was absorbing anything. I laud them for that
We definitely have excellent lecturers, but we also have a few lecturers that leave students bewildered. This encapsulates the strengths and weaknesses.

Good lecturers who were interested in not just doing their job, but ensuring students understood the material and were able to apply it. Long tradition of producing law students.

Provision of Lecturers who mastered the relevant subject areas
Lecturers were highly knowledgeable and clearly conducted a lot of research. High degree of competence in academic staff in general.

High quality teaching. Highly competent lecturers.

Research Facilities at Cave Hill at the time were second to none. The teaching Faculty was interested in teaching and dissemination of knowledge

knowledgeable lecturers and well planned courses

Teaching
High level of academic staff and thorough guidance in tutorials

The quality of the Teaching staff.

Quality of lecturers / tutors / students. There has been some watering down of standards.
A lot of student / lecturer interactions

Well trained academic staff.

Some lecturers were very clear with their expectations of in terms of legal writing and were willing to help you at any reasonable time before the start of examinations

I think the lecturers are highly qualified, which speaks to the academic standard of UWI as a learning institution;

Resources of the library including online resources, teaching staff who were in touch with practical and current affairs

reading materials were readily available, experienced lecturers

Accessibility to Lecturers

UWI Cave Hill had a variety of knowledgeable and competent academic staff, and exceptional library resources

Readily available resource material; knowledgeable lecturers

Lecturers

We have experienced lecturers however there are other practical areas that are neglected in shaping students at law

The Lecturers offer a unique perspective whether it be there views on the local practice or where they think the law is lacking or should go

well educated lecturers

Knowledgeable and qualified lecturers, flexible hours, great library

The lecturers tend to very knowledgeable in their fields of study

Good teachers, Great library facilities

Able to attract well experienced lawyers as lecturers and tutors.

The staff, the resources (Library)

High standards; rigorous teaching / generally excellent faculty; facilitated research and self-teaching;

availability of range of legal materials

delivery of material was for the most part clear and of a high standard

I am personally engaged in Corporate law. The Cavehill Campus was extremely efficient in offering an array of courses geared toward this field. The library at the campus was second to none and the lecturers apt for their position.
Provided senior experienced lecturers and tutors, many with judicial backgrounds;
The Faculty comprised excellent lecturers
The lecturers
world class lecturers, wide course selection
The lecturers knew what they were doing and were confident in their delivery. Also there was
appropriate reading material/ texts for the courses pursued
The practical way the law is taught and the helpfulness of the teachers
Some of the teachers possess remarkable teaching skills
Course content which is relevant. Courses which bring understanding to the foundation of law generally
and within the region, such as Contract which connects to third year courses such as Insurance.
The lecturers have a hands on approach to learning information as well as encourage/invite interaction
outside of slated lecture times.
The Physical Law Faculty is nice and promotes a great working environment. The Cave Hill Faculty of law
also has a large and comfortable Law Library and online resources that makes it very easy to search for
materials. In addition i am very satisfied with the quality of the teaching staff, as they are extremely
knowledgeable and are great teachers.

**Good library / access to research or reading materials**

Had some sound teachers and excellent library
A well equipped library and an excellent librarian
The vast and varied experience and knowledge of the lecturers as well as a very good library.
strong academics and support staff, as well as access to good library facilities
qualified and experienced teachers/ ready access to research materials/ direct access to law school
Approachable lecturers and availability of reading material
Excellent Lecturers. Extremely well equipped library and library staff.
There was a good library system, Westlaw and LexisNexis.
library, the tutorials
The strengths of the faculty included: excellent teachers; well resourced library; and a wide curriculum.
To some extent the teaching staff but more importantly the availability of reading materials to enhance
studies.
At the time, excellent library resource facilities Lecturers/tutors drawn from various jurisdictions with
credible qualifications and practical as well as academic experience.
A comfortable learning environment with a myriad of resources from which to do research/read/study.
Resources of the library including online resources, teaching staff who were in touch with practical and
current affairs
Reading materials were readily available, experienced lecturers
The Faculty of Law I attended was strong in the provision of research materials and the depth of
research available to you.
a fully stocked and comprehensive library
UWI Cave Hill had a variety of knowledgeable and competent academic staff, and exceptional library
resources
Readily available resource material; knowledgeable lecturers
Knowledgeable and qualified lecturers, flexible hours, great library
Good teachers, Great library facilities
The staff, the resources (Library)
Available resources for research
High standards; rigorous teaching/generally excellent faculty; facilitated research and self-teaching;
availability of range of legal materials
I am personally engaged in Corporate law. The Cavehill Campus was extremely efficient in offering an
array of courses geared toward this field. The library at the campus was second to none and the
lecturers apt for their position.
Easy access to faculty members, great law library and helpful staff.
The lecturers knew what they were doing and were confident in their delivery. Also there was
appropriate reading material/texts for the courses pursued
the Physical Law Faculty is nice and promotes a great working environment. The Cave Hill Faculty of law
also has a large and comfortable Law Library and online resources that makes it very easy to search for
materials. In addition i am very satisfied with the quality of the teaching staff, as they are extremely
knowledgeable and are great teachers.

**Availability of suitable/varied course/programme options**

Variation in the courses being offered
I was able to focus on the areas of law that interested me.
Balanced program
Wide variety of courses
Exposed to a myriad of law courses and lecturers who specialized in each field
The wide array of courses to choose from in final year of the programme.
Experienced lecturers, and a clear effort to provide courses in topical legal areas.
exposure to different areas of law
Exposure to research techniques and the ability to select courses reflective of one's individual career
choices.
the variety of law courses provided
In my opinion the strength of the Law Faculty at UWI St. Augustine is the wide range of courses which
are offered.
The wide cross section of courses that enable a student to become acquainted with the different areas
of the legal discipline.
Variety of courses, experienced and knowledgeable tutors
A hands on approach and a lot of the courses are those which are also done in Law School
The strengths of the faculty included: excellent teachers; well resourced library; and a wide curriculum.
Exposure to a reasonable variety of areas.
Excellent Lecturers and Tutors; excellent and wide course selections
The Faculty exposed students to sufficient areas of law that would help in determining specific areas in
which one may choose to practice
The variety of courses offered in the third year exposed you to a number of specialised areas.
Great public law and international law focus and learning, diversity of academic areas of interest
The Faculty of Law has a very good selection of law courses to choose from.
A variety of subject areas to choose from with competent lecturers
Types of courses
Well respected and qualified members of staff.
I am personally engaged in Corporate law. The Cave Hill Campus was extremely efficient in offering an
array of courses geared toward this field. The library at the campus was second to none and the
lecturers apt for their position.
world class lecturers, wide course selection
Variety of options in third year as electives
the courses are focus topics, relatable

**Solid academic base**

Good academic base
A very, very academic programme set the groundwork in knowing legal principles.
At that time, the level of academia was excellent and there were sufficient lecturers with advanced
degrees as well as practising lawyers as tutors to give balanced instruction
The appropriate academic foundation was laid.
The academic aspect is very good
the introduction to the principles of common law
good basic training
Courses provided adequate knowledge of the legal principles required for the primary areas of law such
as contract, tort, land law.
Strong Academic emphasis
The curriculum in the faculty was strong on theory but weak on what to expect in the actual practice of
law
Teaching the theory of the law in preparation for the aspects of practise taught at the Law Schools.
Research facilities; strength of the legal academia
Learned research skills and received a strong theoretical base as well as some social science introduction
(history and introduction to politics)
Fostered exceptional academic discipline.
good knowledge based training
Good grounding in different areas of the law.
Strong academic basis
Strong academics

Regional perspective offered in teaching
THE REGIONAL/COMPARATIVE PERSPECTIVES THAT WERE INTEGRATED INTO TEACHING. THE FACT THAT
LECTURERS CAME FROM/WERE FAMILIAR WITH THE REGION, ITS HISTORY AND CULTURE
regional integration
The Caribbean experience - both in case law and social and cultural norms which will influence the law
and its application
Exposed students to laws from other countries in the Caribbean
Strong academics teaching. Set programmes which are directly relevant to the practise within the
region. Prevents a learning curve in the real world.
Being taught the law applicable to the Caricom jurisdiction by predominantly Caricom nationals
The use of local and regional cases, legislation and statute rather than a heavy reliance on English
authorities
Regional and International approach to the study of various areas of law
Class sizes and availability of courses of study that reflected the needs of the region at that time
content relevant to life in the region
The relevance to our Laws assisted and also the familiarity with the respective criminal and civil filings.
At the time, excellent library resource facilities. Lecturers/tutors drawn from various jurisdictions with
credible qualifications and practical as well as academic experience.
The Regional context in which the Law is taught!!!
The difference in regional perspectives with respect to the application of the law
The focus on the Commonwealth Caribbean
Region focused learning
Regional integration, lecturers were very informative, exposed students to various topics well
(1) The focus on Caribbean Constitutions and other legislation and cases (an early appreciation of the
hierarchy of law and role of precedence in the Caribbean context)

Diverse student and/or staff population
Intake included very young students who may lack the maturity and life experience that could help them
to better grasp and apply the specialised legal concepts
Presence of students from all over the region. Diverse faculty members with diverse experiences and
nationalities
The diverse student base
UWI Cave Hill has teachers from the region/world who are experienced and experts in their area of expertise which made learning fun
Diligent and respectful but approachable teaching, library and administrative staff. Comfortable teaching and Research facilities. Student activities. Interaction with regional students
I attended cave Hill and there were so many different Cultures represented
Caribbean Integration
Courses taught by Caribbean and foreign lecturers
Diversity in students and comparative nature of the Cave Hill programme, with a faculty with good mixture of academics and practitioners.
Wide range of lecturers with international exposure, au courant with the latest developments, encouraging stimulating discourse among the students.
Mixture of students from the entire region so exposure to all the laws
Being able to mix with students from other CARICOM countries, however, this opportunity is being extinguished by the provision of the 3 year programme in 4 campuses.
diversity in teaching styles and educational background of lecturers
access and integration
Contact with students from other jurisdictions
Regionality
Tutorials / small class sizes
The tutorial which give the students individual attention and also an opportunity to ask questions and discuss
Small class, which allowed for more focus on the individual student
Experienced Lecturers, small class size and flexibility of class hours
library, the tutorials
The tutorial sessions as they enabled students to have one on one interaction with lecturers/tutors. This is turn aided in better retention and understanding of sometimes difficult subject areas/topics.
small classes and able to receive almost individual attention
Class sizes and availability of courses of study that reflected the needs of the region at that time
The tutorial sessions were well organised and useful for interactive learning to reinforce what is learnt from lectures and individual reading.
In comparison to other campuses: smaller sized classes which facilitate individual attention; small pool of lecturers and therefore they are more friendly and approachable outside the classrooms; and being a new faculty there is plenty room for growth/ innovation.
Small class size
Weekly tutorials; Lecturers were generally accessible
The Tutorials
The tutorials
Exposure to research techniques
The strengths were having faculty who encouraged critical thinking and the law and its role in society. Who engaged in meaningful research taught effective research skills that were transferable. Who were interested in encouraging student critique and not student repetition.
Was well coordinated by the then Professor.
Exposure to research techniques and the ability to select courses reflective of one’s individual career choices.
Research
The stress of practical application and high level of research in assignments
Got opportunity to research
Learning the law and research skills
Heavy focus on case law and research skills.
Strong focus on independent research
Learned research skills and received a strong theoretical base as well as some social science introduction (history and introduction to politics)
Good instruction on research, precedent and critical thinking.

**Teaching and/or research facilities**
Diligent and respectful but approachable teaching, library and administrative staff. Comfortable teaching and Research facilities. Student activities. Interaction with regional students
Research facilities
Research Facilities at Cave Hill at the time were second to none. The teaching Faculty was interested in teaching and dissemination of knowledge
A comfortable learning environment with a myriad of resources from which to do research/read/study.
The Physical Law Faculty is nice and promotes a great working environment. The Cave Hill Faculty of law also has a large and comfortable Law Library and online resources that makes it very easy to search for materials. In addition i am very satisfied with the quality of the teaching staff, as they are extremely knowledgeable and are great teachers.

**Suitable programme structure (duration, depth, components)**
The semester system did not exist so there was time for a proper foundation to be set
Organization, structure, good lecturers.
The lecture and seminar structures allowed for teaching and practice for all courses
A properly planned program where courses per semester are inter-related in some instances
The tutorial/lecture system was reinforcing each lesson, we had great lecturers/tutors who were really passionate about imparting their knowledge
knowledgeable lecturers and well planned courses

**Emphasis on critical analysis**
The emphasis was on the development of critical analysis and vigorous intellectual engagement with lecturers and fellow students.
The strengths were having faculty who encouraged critical thinking and the law and its role in society.
Who engaged in meaningful research taught effective research skills that were transferable. Who were interested in encouraging student critique and not student repetition.
I believe the focus on case analysis and presentations were critical considering the importance of those areas in practice.
Knowledgeable faculty, encouragement of critical thinking, dedicated and passionate lecturers, and deep ethical desire to produce better lawyers and individuals.

(2) Opportunities (in some courses) to not merely learn Caribbean law but to critique it and consider ways in which it may be improve (sowing seeds for change and improvement)

**Flexibility of class hours / part-time study**
Experienced Lecturers, small class size and flexibility of class hours
I went to the University of Technology. I work and so I would not have been able to do law if the University had only a full time program. The part time degree program offered by the University of Technology was a Godsend. Also, the University offered law courses as part of their LLB that UWI did not offer. Further the program at the University of Technology was car more affordable.
Knowledgeable and qualified lecturers, flexible hours, great library
Emphasis on practical application
Practical knowledge and expertise training
The stress of practical application and high level of research in assignments
A hands on approach and a lot of the courses are those which are also done in Law School

Student activities / student life
Diligent and respectful but approachable teaching, library and administrative staff. Comfortable teaching and Research facilities. Student activities. Interaction with regional students
The overall community and student life

Learning resources / materials
Their level of teaching and the vast amount of materials provided to assist in the learning process
Focused course readings giving a broad overview of certain topics.

Coursework component
It has a coursework component which goes along with the final exam component of the course.
We get to do coursework assignments that helps us to do research and also to read for the exam.

Incorporation of technology
There is an incorporation of technology which benefits one’s legal research and at large progress of work.
A robust use of technology.

Other
3 years
no problems
Not enough practical examples. Focus was too much on content of texts.
Ambivalent. Was just happy to leave.
Too long ago. Don't remember.
Lack of integration
more practical component instead of theory based teaching, flexible delivery of programme
The willingness of other students to help as well as some of the staff members.
It is pretty basic.
Helpful if you intend to practice in the Caribbean as you have access to all of your colleagues and their areas of speciality in the region
A clear focus on the need for a Law School in Guyana, therefore special emphasis is placed having students of high academic standards who excel when attending law school.
the approach was student centered
Very High Standard - out to prove its authenticity.
Thorough
Not enough Bahamian material in 1970
Very competitive.
Feedback on opinions or advise was one on one
None. No alternative
At the UWI Cave Hill Campus, the networking amongst different persons within the region was priceless.
None
I really cannot recall very much of that.
The strength of the Faculty is its small size in relation to student population.
Easy access to faculty members, great law library and helpful staff.
The 100% exams.
Legal jargons, terms simplified for a better understanding of the courses.
Qualified and experienced teachers/ ready access to research materials/ direct access to law school
Great focus on writing and communication skills by the teaching not only of law courses but also non law courses that focused on logic and reason, which is essential for effective practice
A lot of emphasis was placed on the core subjects which included basic principles of law. It appears to be lost today as there are too many electives which takes away from the foundation of law and legal systems.

Appendix 16 – Areas for improvement of Faculties of Law
Curriculum (range/ relevance of courses offered; practical orientation)
Making the information as current and practical as possible
Better subject options
A wider variety of courses needed
Providing more relevant courses
Diversity of subject areas;
Create a more practical curriculum less theoretical and academic.
Also, introduction of law courses focused on the ecommerce
Innovative electives in third year courses
More practical
The provision of a course in evidence as a subject of substantive law.
More practical examples of how concepts would work in the practice of law
22 years ago there was not much scope for selecting niche areas nor sufficient post graduate courses offered. Cannot speak for now but certainly the saturation of the profession in some jurisdictions and the opening of new areas and international prospects requires far greater options in the selections available at the LLB stage.
Permitting law students to study more courses which relate to the legal profession but which are not strictly law courses
In my opinion the Faculty needs to improve on the amount of practical skills which are offered.
Also lecturers need to be more approachable in their delivery of lecturing.
Furthermore there needs to be a wider variety of courses offered that accommodate field work.
The more practical aspects of law
Other areas of law should be introduced at this level. Futuristically thinking, oil and gas and maybe cyber laws, given the rampant increase in cyber crimes. They should definitely do more lobbying for the establishment of a local law school.
The curriculum needs to be revised to cater for changing trends in the legal society
Subject areas dealing with the practise of law, and not merely the principles
The courses thought needed to be more relevant and applicable to changing society
Making the link to social issues
The more practical aspect of law
Also, the LLB teaching needs to be linked more to practice.
More practical material on the practice of law.
Practical application of material (not necessarily to the certificate level, just to demonstrate how meaningful and helpful the principles are/can be)
Practical application of the law
More critical analysis and interaction with legal information and trends in emerging areas such as money laundering; data security and privacy; and environment.
More course choices, more specialized streams such as public policy and governance, commercial law, conveyancing etc
Include courses that are applicable to the region as well as globally
More emphasis on practically oriented courses
need to introduce cross-cutting courses such as development law
Course Selection Offerings at 3rd Year
Be more practical. The study of law is far different to the practice of law. In my experience, after graduating law school and being called to the Bar I was excellent at researching and reading cases but fumbled a lot in day to day practice and client service.
 Increase the range of specialized courses in third year.
A wider range of choices in courses in final year and perhaps some choices in 2nd year
Exposure to the application of legal principles in practice
It has been a while since I left the Faculty but my recall is that there was not much exposure to the practical aspects of the law; ie real life court experiences
courses in international trade and e-commerce etc
catering to the specific needs of the students in the region.
wider selection of courses
A more diverse syllabus that gives you an appreciation of non-law subjects in addition to the legal training.
practical skills
There was not enough instruction on 'thinking like a lawyer' and solving problems.
Less academic, more practicality for those intending to practise.
more electives
At the same time I felt that our training in certain fundamental areas, in particular, jurisprudence was lacking. By contrast, English and American universities treat jurisprudence as pivotal, as it allows you to understand the different schools of thought by which we view the law, and allows you to form your own ideological basis: are you a feminist? a positivist? do you identify more with Austin? Bentham? etc
Practical application of the law and processes to be followed.
The course options offered
the variety of courses offered
Practical approached to the law and showing the student how it applies to the lawyer after graduation
More aspects of law.
The lecturers were largely teaching material regurgitated over the years with very little added.
more emphasis could be placed on practical hands on training
communication, application of law in real situations
urgent need to run a 'social conscience' course. These new lawyers, all they think of is making money.
Areas such as domestic violence and maintenance cases attract low fees.
Practical Training
The y can offer more course in the innovative and growing fields of law
More practical exposure
Diversity of courses offered. Bringing back some courses which are not currently offered - International Mooting for example.

**Teaching approaches/ Quality of teachers**

More Teaching less lecturing. More focus on application rather than memorizing, Lecturers whose actual focus is the area they are allowed to teach
Use of more realistic experiences in showing the application of the law.
Teach students how to develop the major legal premise, the minor factual premise and conclusion as a deliberate skill and not hope that they learn it incidentally.
Making the connection between the academic and the practical. For example, the academic understanding of land law is lost by the time you do conveyancing and actually need it in practice.

To produce critical thinkers and problem solvers; to produce graduates who understand the law and can apply it to practical situations and not simply be able to pass exams but not understand what they have learnt and cannot distinguish between negligence and trespass as causes of action.

Perhaps recruitment of teachers, not all of whom were effective

Improve on stressing the actual practical side of the legal profession and fine tuning research and interpretation skills

Involving a more practical approach to the law and more exposure to non lawyer jobs

Considering alternate learning styles that will encourage all students to participate and thrive.

To prepare students for practice and for the rigors of Law School, more emphasis should be place on practical exercises. A few moots and mock trials are not enough.

The delivery skills of lecturers and the organization of material

More mooting scenarios in classes

pedagogical training, and cross faculty exposure

Hire Caribbean trained lawyers; there are several teachers from outside the Caribbean with no knowledge of our statues, case law and constitution

The inclusion of more specialized lecturers or practitioners to lecture specific courses.

Some of the lecturers need to learn how to be coherent in their lecturing, mark base on analysis inter alia and not on regurgitation, and compartmentalize their notes for easy following.

Their teaching mechanisms. Long lectures without visual aids can become dreary especially when teaching technical concepts

Some lecturers not up to scratch, Too much emphasis on academia

There are some professors who have served too long and are no longer at the top of their profession.

They may be overworked in some instances.

More experienced and knowledgeable tutors.

Better lecturers who can communicate clearly

Making clear what the law is as opposed to focussing on the lecturer’s philosophy or opinion of the area.

Being more selective in the hiring of tutors and eradicating nepotism from the selection process.

there needs to be a focus on learning rather than on regurgitation. Adherence to stated deliverables. Eg in a course that had as a deliverable 24 contact hours for the semester, the lecturer only delivered 4 hours.

method of delivering course

Better lecturers and more consistency in the degree of teaching

The faculty needed to improve upon its advocacy programme and incorporate more practical aspects of practice.

The teaching skills of the professors. The idea of one famous professor that he only teaches the top 10% of the class was an ignorant statement of a very bright man

Balanced teaching

Consistency in quality of lecturers and tutors

An appreciation of objective thinking rather than regurgitation.

The quality of lecturers which they provided

Courses were sometimes so academic, missing out on real opportunities for learning, with a system focused on ‘cramming’ to pass an exam. The Faculty needs to inculcate more experiential learning methods rather than regurgitation.

There were some instances where lecturers’ attendance record for lectures and/or completion of course material required improvement.

teaching methods
The standard of education is exceedingly low when compared to North America where I also studied. It is a myth that the standard of education at the UWI is high. The focus should be on thinking rather than rote and memory.

It needs to incorporate unique methods in the delivery of information

Teaching
make courses more geared towards interactive learning and problem solving

The quality of the teaching
Quality of delivery especially in tutorial sessions

Probably how they transfer that information. Yes, they’re brilliant but the ability to pass that knowledge to the student can sometimes be lacking.

4) Lecturers qualified to teach (a great lawyer does not necessarily make a good lecturer)

Tutors for tutorials need to be better trained in delivery and review of course material so that students in different groups generally get a similar experience.

Tutorials were not helpful as they did not assist with course material if the Tutor was not the lecturer

Interactive classes,

Tutorial sessions were limited

Staff

teaching methods eg. provision of more visual aids (besides PowerPoint presentations)

Some need to improve on their lecturing abilities as there are a few who are very unapproachable and inflexible.

More rigorous standards for recruitment of staff and matriculation requirements for prospective students.

Greater emphasis on problem solving and less theoretically slant

Some of the teachers who lack a genuine interest in the welfare of the student so they don’t provide enough guidance. More activities geared at teaching or tutors

Assessments/ assignments

The concept of having assignments during the same period which is due at similar dates. It is also a challenge for tutors and lectures to assess them.

They recently implemented coursework and I do feel that there needs to be better harmony amongst the faculty upon implementation. Also the time frame in which we receive our marks is too long.

Cave Hill could integrate more assignments or interim assessments instead of a final exam alone at the end of the semester

Greater focus should be placed on providing pragmatic/applied assignments. accountability, transparency and reliability in assessments and awarding of academic prizes

The way knowledge of the law was tested. I think it needs more rigorous testing to ensure full understanding of the areas taught

The use of 100% exams do not properly analyse the capability for a student to be a lawyer. In practice, some lawyers have months to prepare.

Assessment methods

Definitely need to work on the delay of information on examinations/course work due to delay of information sent from UWI Cave Hill.

Everything e.g. handouts need to be made available in a timely manner. Additionally we should have course work material for all classes. It is not fair that we have just a final exam. Failing one exam should not make you fail a course

Method of Assessment. The practice of Law is concerned with research but the method of assessment does not bolster this skill.

Giving graded course work in addition to exams

transparency in examining scripts
Standardized grading schemes
Schedules of in course assessments
Some lecturers need to reevaluate their teaching styles or reduce heavy course content rather than passing off consistently high fail rates as students' fault
there needs to be a framework put in place for coursework which was recently incorporated for the assessment of students...sometimes doing well in a particular course is almost like a gamble. I think there should be a proper grading system that all lectures can use for coursework instead of that being dependent on their discretion. The faculty also needs to have more programmes, financial and otherwise to assist students who may not be able to afford books and other expenses associated with school.
Examinations
It needs to improve on having more coursework as opposed to 100% exams
The Faculty of Law I attended needed to improve on teaching clear communication styles, the methodologies of analysing a matter and the interaction of legal principles across subjects
Greater student support, not enough emphasis on tutorials, should be more continuous assessment to discourage semester-long absence from classes only to cram for exams
A little more emphasis on learning without the strictures of examinations only
The weight of the course work
Structure and management of coursework assignments and in course assessments.
How students are assessed especially in the courses that are 100% exams. More assessment like assignments, research, etc. should be provided.
Programme structure (additional/ mandatory components, rationalisation, duration)
Making Legal aid clinic a mandatory part of the program for a term.
BEetter rationalisation of course offerings
Also time is needed for student to read, assimilate and reflect on cases and other material as part of the learning experience.
exposure to practical practice of law
more practical sessions, visits to courts...procedural issues
1. Changing from a semester system to a year long programme. Graduates of the past were better prepared to practise law and for Law School.
They need to improve on the time frame for each module taught
We probably could be exposed to at least one court hearing in an area of law so as to give us experience in litigation.
maybe make a summer internships with a firm mandatory to training at LLB level
the students should be exposed to some short term practical training at the LLB level
Disorganisation, Irrelevant topics in some courses
more practical courses
Should have some practical courses in drafting and filing of legal documents and in the ethics of the practice
More clinical legal education, less exams and more reflective practice
To allow students to pursue more out of faculty courses to expand our knowledge base
The courses needed to be longer, so that students can grasp the material before going on to other areas.
Court room practise/ litigation.
How the courses are structured
Think a lot of focus was put into offering a wide range of subjects and topics in a short academic year as opposed to specific instruction in core subjects and legal concepts.
More moots; and opportunity for discussion of key topical and emerging issues
More teaching time. Semester system does not work
I am not sure the semester system works as well as it should. Too much emphasis on foundation courses.

Too much emphasis was placed solely on passing exams especially at the LLB stage. A holistic approach needs to be encouraged when it comes to researching, participating in moots (practical exercises) as well as being successful in the ultimate examination.

(1) Opportunities for independent legal research (finding the law) on an issue and possibly debating it;
(2) Early introduction of legislative studies (statutory interpretation and drafting) at the LLB stage; (3) Seminars or topical Caribbean issues (hosting these and making attendance at some of these mandatory would have helped to promote general interest in law & legal issues beyond interest in passing exams);
(4) More research-based assessment (from Level 1-Semester II)- informed by (1), (2) and (3)

### Accommodations/ facilities for students

- **Space**
  - It needs classrooms for law students
  - Expanded student physical facilities, more exposure of students to conference and lectures

- **Proper infrastructure**
  - Classroom atmosphere more conducive to learning

- **Space**
  - At Cave Hill, infrastructure is in need of improvement.
  - We need better facilities, i.e. classrooms, lecture halls, study rooms, student lunch areas etc.
  - They need better facilities for the classrooms, research and study. They need a fully equipped law library. Would be good too for the faculty to have its own law school because the current admissions policy at the Norman Manley Law School is egregiously unfair.

- **Research facilities at the time**
  - having larger classrooms for tutorials
  - Some infrastructural changes are required. Some of the theatres are too dark and cold, and in my year, too small. Many students sat on the steps during lectures.

- **2) Better teaching facilities**
  - Space, materials, student service
  - The Faculty needs to update its infrastructure to cater to the various developments of legal work.

  **Example:** rooms that facilitate active discussion and group work. Moreover, the course seem to be thought in a vacuum at times (lack of real world scenario engagements)

### Library/ reading resources (currency, range)

- **Current appropriate library materials**
  - Greater access to legal databases in the Law Library as well as at home (as was provided at the Norman Manley LS)
  - Library with more material for law programme
  - access to updated/new Library Books
  - Having more resources available for getting information needed to prepare for classes.

- **access to information i.e. cases, reports etc.** I do believe however, that there has been some improvement since my time there

  **At that time improved access to Bahamian legal materials, that has since been addressed**

- **The availability of case law from smaller CARICOM jurisdictions**

- **More books by Caribbean authors.**

  I attended in the late 1990’s before there were online databases (Lexis, Westlaw) and too much time was spent ‘hunting down’ and photocopying cases in the library - Austin? Bentham? etc

  **Availability of books etc. which has improved because of the digital age we now live in**

  Further there should be more access to updated literature e.g. Lexis- Nexis

3) A proper library.
Administration
administration can be improved
Administrative areas.
Better training for administrative staff who often made that aspect of the experience extremely difficult
Administrative staff needs to be of more help to students.
Very, very, very poor administration of documented process and no tracking of cancelled lectures or tutorials. This reached 55% in some cases.
The administration of the LLB i.e. return of exams grades in a timely manner, setting of timetable and distribution of handouts/notes.
Classes with certain lecturers were sometimes cancelled and rescheduled which I find unacceptable.
Some students have jobs and rescheduled time may not be convenient. There ought to be a better system of having tutors perhaps fill in for lecturers.
The administration is somewhat rigid and sometimes fails to consider the needs of a particular student under unusual circumstances.
In my honest opinion, I was mostly disappointed in the administrative organisation of the faculties.
Especially where arrangements had to made between multiple campuses. There is no way CARICOM can work if the institutions educating our students cannot even work seamlessly together. [Special mention of the interaction between Cavehill and St. Augustine Law Faculties]
Notifying students via e-mail if a class was going to be cancelled
Organisation
The administration star need to learn how to better interact with students in a friendly way, after all, it's a University, where interaction with people is a main way of teaching/learning
Diversity (in teaching; student population; lecturers)
Diversity in the amount of regional students they take in.
Making legal teaching diversified in terms of ensuring that the jurisprudence from small territories are highlighted during lectures and tutorials and overall course content
Not having enough resource material for my jurisdiction. Not enough emphasis placed on teaching the law applicable to some jurisdictions
Familiarity with laws and practices from other jurisdictions
it needs to focus more on Belize Law. Not all lectures could fully address the Belize perspective
recruiting more lecturers from the Caribbean.
Have a more diverse faculty. All the lecturers at Cave Hill are from Barbados or Jamaica. Not enough OECS lecturers. I have been applying for ages without any response. Make it happen
1) Lecturers who are well versed in Caribbean jurisprudence.
Providing information, lectures and tutorials based on the students jurisdiction and not just focusing on Barbados, Jamaica and Trinidad. Other CARICOM students attend and expect to learn principles that are also relevant to their jurisdiction.
Class sizes / tutorials
The number of students in a class
More tutorial
2. Class sizes. They need to be reduced to realistic levels. The massification of education has impacted quality. 3. Training students properly in legal research and writing.
electronic database and more academic staff to assist with small group tutorials
More tutorials and practical sessions to support what is being taught at the time
Tutorials should be more practical. As such actual practitioners should play a vital role in conducting tutorials as opposed to lecturers who have no practical knowledge of the subject area.
The quality of its smaller group classes/tutorials. Expanding in size to accommodate students
comfortably. Tutorials should be smaller - I think 5 students per group would be good. The tutorials needed to be better structured and examine certain areas in depth.

**Opportunities for networking (practitioner sessions; conferences etc)**

- plus a session where lawyers can interface with other lawyers to hear how a law degree can be used in practice and in other spheres - eg international organisations, as CEOs etc.
- there need to be (1) More networking opportunities
- more exposure of students to conference and lectures
- More emphasis on student publications, debates, interaction with other University Law Faculties. All being dependent on a final examination
- More integration of students and the legal fraternity on a social level through sponsored dinners and other events
- Fewer students should be admitted.
- Quality of interaction with foreign students.

(3) Seminars or topical Caribbean issues (hosting these and making attendance at some of these mandatory would have helped to promote general interest in law & legal issues beyond interest in passing exams)

**Encouraging student publishing/ development of research skills**

- CREATING A WRITING/PUBLICATION CULTURE WITHIN THE STUDENT BODY;
- Teaching of research skills
- there need to be (2) More opportunities for research. On this note I must say a UWI Cave Hill lecturer said to the class 'nobody cares what class of degree you get'. This is very misleading as academia, up to PhD level should be encouraged at an early stage.
- 3. Training students properly in legal research and writing.
- and greater focus should also be on research skills
- Training in research
- The legal research guidance/curriculum is in desperate need of a review. It was woefully inadequate.
- (4) More research-based assessment (from Level 1-Semester II)- informed by (1), (2) and (3)

**Opportunities for internships/ attachments/ in-service training**

- CREATING OPPORTUNITIES FOR STUDENTS TO DO INTERNSHIPS/ATTACHMENTS WITH REGIONAL INSTITUTIONS ETC
- Opportunities for practical experience prior to graduating.
- Exposure to in-service training grounds.
- More attention to students within the final year with job opportunities
- Frequent postponement of lectures should never be. Practical training should be introduced from this very level, not until we hit law school. Recommendation would be to set up an alumni, and persons can be selected from there for internship programs during the holiday if they so desire. .
- Opportunities for real life practice of the academic principles taught

**Communications**

- The faculty needs to improve the communication as it relates to different functions being held by the faculty.
- keep institutional disputes between faculty and staff away from students and classrooms
- Greater interaction between the lecturers and students.
- Transparency / inappropriate links between academic staff and students
Use of technology
integration of more modern methods of learning and more wide spread access to information through electronic means
Technology
Delivery of the content using technology eg lecture recordings

Academic and/or career advice to students
In the final year to provide more guidance to students when choosing the subjects which are electives.
There needs to be some emphasis on personal development, etiquette, business communication and legal traditions
Better orientation on nature, purpose of law etc. in 1st year

More student friendly/ responsive environment
Create a more student friendly environment geared at the success of students rather than merely delivering academic information.
Providing better feedback and responding to student concerns in a more timely manner.
More effort was needed in preparing students from other jurisdictions.

Admissions system/ policies
I believe that my Faculty has lost focus. The grab for the dollar has seen a real decline in the calibre of students both selected and leaving the institution with degrees that they just could not have achieved in my time given the level of skills both written and oral that they are displaying.
Also, being more stringent with the admissions process.
More rigorous standards for recruitment of staff and matriculation requirements for prospective students.

Accreditation
Developing our own accreditation so that we do not have to rely on UWI Cavehill

Currency of course material
The courses are antiquated.
and the availability of current learning materials

Flexible study options
Providing law studies for students who are working whilst reading for the degree. Includes classes during the summer.
Working on both a part-time and full time course

Other
nothing at my time of attendance
No idea currently - it was too long ago to give a sound present-day opinion
Not applicable .
I attended too long ago. I don’t know what currently obtains.
General attitude towards students. Less about numbers and more about quality of graduates.
Getting involved in student affairs, rather than just strictly academics

I strongly believe that the faculty need to focus on helping the students to matriculate to law school considering the fact that only Norman Manley students has a safe passage. Failing to do so will only lead to greater dissatisfaction with the programme and pass students migrating which may in the future lead to a brain drain.
At the time of my attendance it was fine.
It is so basic and it doesn't motivate me to do work. Rather, it scares me and I am at a point where I just don't care and I will fail.

The Bahamas Faculty of Law no longer exists under the UWI Programme, it has been taken over by COB. I believe that it should RETURN back to UWI!

Real Prop needs to be revised, I can't see why the failure rate for that course was so high!

Having graduated over ten years ago it is difficult to say at this time.

Not sure i had a terrific faculty experience

I attended so long ago that I am sure that everything which they needed to improve on then have been improved on by now.

Where a lecturer is not techno-savy he/she should write on the board the cases cited. Too often we cannot find the cases because we did not hear correctly or we misspelled the names. The microphone works erratically. sometimes it works sometimes it does not.

It is difficult to say as my experiences were many years ago. I am of the opinion that the Law Faculty has as adequately embraced the thrusts of the technological era while still continuing to offer the traditional paper based alternatives that are absolutely important in the discipline of law.

Accountability. Its easy to slide

Modernity, technology, practical ethics, business modalities

Such a long time ago - might be unfair to judge them now by 'yesterday's' experience

Unsure

needs more teaching staff

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Appendix 17 – Explanations of how the CariLaw database has assisted LLB students in completing their work

Permitted access to Caribbean/ specific cases

Was able to search for and find the relevant cases. Found cases dealing with subject matter under study
It gave me access to Caribbean cases.
It helps in locating Caribbean cases which aren't as popular as other, and in less popular areas of law, easily
Access certain cases providing cases
Great in finding unreported and most Caribbean Cases which is essential in Caribbean Law.
It has helped me have easy access to cases that were relevant to different assignments.
useful when cases are assigned from the respective jurisdictions.
It provides all the necessary regional cases.
Makes Caribbean judgments easy to locate
Provides local cases
helped me to find all the cases i needed to study family law
It has provided me with relevant Caribbean Commonwealth jurisprudence necessary for my courses.
The use of Regional cases in understanding the judicial approach of the Caribbean courts in various body of law
It’s been useful with courses such as Family Law where we need to find Caribbean jurisprudence to support general principles
Providing necessary cases to read for assignments and exams.
Provided a database of cases

Easier than searching through law reports / other sources
Finding Caribbean cases for research papers and examination preparation as opposed to the long pain
staking task of reading through various Caribbean law reports to find relevant cases/leading authorities. The search function has reduced time spend in research. Being able to access it on-line makes it convenient.

efficient for West Indian cases

It has assisted me in completing a research assignment by providing a refined search option that allowed me to get the work done faster.

**Provides cases not otherwise available**

lexis is my go to resource because it generally has what CariLaw has as well but where CariLaw is required it has been very useful

It includes some pivotal Caribbean cases that would not be found on mainstream law research databases or textbooks.

Easiest way to find CWC cases that may not be on other databases

**Limited search functionality**

Diversity in search fields assists in narrowing sources. However, sometimes the entries require too much precision in order to locate a result.

For the most part, I can retrieve Caribbean cases. However, I am somewhat limited in my search methods as the site, (while I can search for a case successfully using the NAME search criteria,) does not allow me to locate any cases when I search for them using the CITATION only field.

A better search engine is needed.

**Missing earlier cases**

Sometimes, but it is missing earlier cases.

**Other**

it has not

Yes it has

Yes

Excellent resource provision.

### Appendix 18 – Strengths of Law Schools

**Quality teaching and/or qualified academic staff**

Some of the lecturers and tutors were very competent

Lecturers

Qualified Trained Professionals were the Lecturers

80 percent competent staff

Academics were strong

Peer based learning and presentation, with corrections from teachers only when mistakes made.

We have excellent tutors.

The tutors are the strengths because they work very well with the little information they have from other jurisdictions than the home territory.

1. Great Teachers.

The Lecturers.

A number of qualified and experienced lecturers

Lecturers

Had some effective teachers

Good tutors for the most part

Tutors were really attentive to one’s understanding of the course material and gave real life principles to be applied to clients and legal matters as an attorney.

Experienced lecturers
the lecturers
Teaching how to quickly identify legal issues
dedicated lecturers and tutors
Great teaching staff and faculty lecturers to get a hands on experience
The knowledge and experience of certain tutors and their ability to explain complex matters of law
Some of the lectures are fantastic. They bring a very practical element to the learning.
Lecturers were very knowledgeable.
Excellent Lecturers, Tutors
Diligent and respectful but approachable teaching staff.
Knowledgeable tutors
Commitment of the tutors and course directors to achieving a the goal of preparing students as best as possible for life after school.
great tutors
Focus was on training students and not on making money to keep the doors open
Excellent academic staff
Great teachers
Supportive academic staff
The strengths of the law school included: excellent teachers
knowledgeable lecturers/tutors, excellent quality of training, good resources
Excellent lecturers/tutors
Knowledgeable Lecturers and Tutors
dedicated faculty
High quality of lecturers and tutors
The strengths are in the practical experiences and expertise of the lecturers in the practice of law generally.
They had some extraordinary tutors
The calibre of lecturers and tutors were above par
Excellent Lecturers and Tutors
High quality of course directors
Excellent cadre of lecturers/tutors.
The lecturers and tutors are experienced and knowledgeable.
and the lecturers and tutors were highly competent, with a wide range of practical experience in the area taught or tutored
Training/teaching
The faculty was experienced and knowledgeable not just from an academic perspective but based on the realities of practice in the region.
Some members of the Teaching Staff were good.
Good staff.
good staff
Ms. Dwana Davis-Imhoff, Mr. Shaka Serville, Ms. Nicole Sutherland King.
Rigorous and effective training
approachable teachers
knowledgeable teachers
very knowledgeable tutors
Knowledgeable lecturers
The Faculty
HAD GOOD TUTORS AND LECTURERS
Some engaging Lecturers
Attention to detail by most tutors

**Exposure to / teaching by practitioners**

**THE USE OF ACTUAL PRACTITIONERS AS TUTORS/STAFF**

the exposure to current practitioners
Availability of judges and good practitioners on staff.
The tutors were generally all practitioners so the instructions and teaching method would be geared to what we would face in practice.
The tutors are practitioners and so they give a lot of practical tips.

4. Guest lectures.
The availability of tutors who have had a great many years in practice and are currently practicing
Helpful teaching staff who were primarily practising lawyers.
The teachers are practitioners and so can pass on knowledge of procedure that textbooks do not encompass.

I studied at the Norman Manley Law School (NMLS). It was an absolute pleasure and a delight to be taught and have daily one-on-one discussions with appellate judges, the DPP himself & other legal luminaries who were the best in their particular fields. The information, strategies and insights which they passed on from real cases, were priceless - a clear advantage over a having a brilliant lecturer who might not have had a client of his own (no disrespect intended.)
tutors who were in actual practice or on the Bench.
The lecturers who were practitioners gave valuable insights into the practice of law professionally.
The interaction with judges and senior practitioners who taught at the Law School helped student to be exposed to actual practice.
very senior attorneys as lecturers/tutors
Tutors were actual legal practitioners who were not there merely from an academic standpoint but actually applied what was being thought
Experienced and professional staff; As close to the real thing as possible;
The interaction with practitioners (senior attorneys, RMs and judges) as your tutors/lecturers. The practical guidance given by them
Exposure to the judiciary as teachers.

Experienced tutors

The ability to recruit highly qualified practitioners as lecturers/tutors
opportunity to learn from actual practitioners as against past practitioners or academics
Exposure via tutorial programme to current practitioners who are able to provide practical experience to the academic practice

interaction with judges and lawyers
Courses were taught by practising Attorneys and Judges
The exposure to actual lawyers/ judges in practice who attempt to stylize their teaching methods from a more practical viewpoint. This better enables us to be able to appreciate the academia learnt as it applies in real time to the actual practice of the law in the legal arena.

Taught by QC’s, Expert Attorneys/ Members of the Judiciary in particular courses
Lecturers who are industry professionals and whom were in many cases sitting or retired judges
We were tutored by sitting Judges who could relate their experiences to us
Some of the strengths are the 1) the experienced tutors; 2) the tutors willingness to help

Tutoring by respected practitioners with practical experience over a substantial period in both the public and private sectors.
faculty at the time were for the most part practitioners who had worked in the jurisdiction so training was very practical
Lecturers versed in their area of expertise, with practical exposure.
The inclusion of Judges of both Court of Appeal and Supreme Court as Lectures/Tutors
Practitioners taught the students and the tutorials were very helpful
Some tutors were current practitioners.
The ability to interact with practitioners who act as tutors of the courses. The material we received on
etiquette etc.
Judges as lecturers
Practitioners as tutors
(2) Tutors who were senior practitioners (judges, senior counsels, senior legislative drafters etc)
The interactions with well respected Attorneys like Gilbert Peterson S.C. Dana Seetahal S.C. Gillian Lucky
(Justice) who taught based on practical knowledge and skill. It gave the basics to build on. Where to find
the applicable law - how to apply.
Tutelage from judges and lawyers.
lecturers who are eminent legal professionals
The focus on interaction with practitioners in tutorial sessions
many practitioners were on board...first-hand knowledge and experience

Opportunities for experiential learning
5. Legal Aid and Mock Trials. 6. Judicial clerkship and Judicial Assistance 7. The requirement for in-service
Exposure to in-service training and practical applications
practical opportunities (eg. moot, court attendance, tutorials)
Legal Aid Clinic
Mock Trials
The In-Service training over the two years was invaluable.
Also, I received excellent 'in service training'.
Exposure to some practical aspects of the legal profession, including required attendance at the legal aid
clinic
Trial advocacy helped tremendously with character and career development for me. I'm no longer that
shy
Clinics
Advocacy program
strong mock trial program.
the mooting opportunities.
Legal Aid training
exposure to legal aid, court attendance and practical experience with a law firm during the summer
vacation after Year 1.
That being said Trial Advocacy this year was most helpful.
Some attention was placed on mooting while I was at NMLS either for international/regional
competitions or among students at the school. This helped to hone advocacy skills both oral and written.
Exposure to industry through in-service training and legal aid clinics
The ability to attend court sittings and the hands on training during Inservice.
I believe the 6 week internship was an excellent method of exposure to law in practice; perhaps the
duration of that aspect could be lengthened
i got great practical experience at the legal aid clinic
Practical and hands on in terms of clinics
The In-Service periods served me in good stead for the actual world.
Legal aid and in service training
Legal aid, which allowed some practical experience with clients.
The involvement of the Law School in various international as well as regional Moots.
The Law School provided an emphasis on timeliness of delivery of work, access to opportunities to train
as a advocate and an opportunity to work in the field

Moot Program is excellent as well as the various legal clinics. They give a good practical perspective.
The practical element of the training - court visits; mooting; the trial advocacy classes were especially helpful.

trial advocacy
the opportunity to get actual legal practice at the Legal Aid Clinic

the trial advocacy course which provided students with the opportunity to interact and learn from experienced practitioners and members of the judiciary

Mooting opportunities and practical advocacy courses.
a well-run legal aid clinic.
the legal aid clinic, trial advocacy

trial advocacy
I attended the 6-month course at Norman Manley law school, given that I was already a qualified solicitor in the UK. The Law School has certain strengths, e.g. in mooting and academic preparation, but the 6 month students were not exposed to many of the strengths.

Trial Advocacy programme

Emphasis on practical application
the law became real at that point. Very good at making it real.

Practice and procedure taught, along with 'common issues which will be met in practice' are useful, and give students a good idea of what to expect.

Practical training was provide for the young attorney to function in their home territory

the practical approach

More in depth and practical

Concentration on etiquette

There was a more practical focus, however there was room for improvement.

Very practical

The Law School provides a look into the more practical side of being able to practice law and students are exposed to the practicalities of practice.

Attempt by a few to let us know how the real world operates

good grounding in procedural law

The exposure to more academic and practical areas of law as opposed to the faculty where the focus is more academic

practical questions posed

Courses were very suited to actual law practice

Exposure to matters which actually happen in practice

The practical approach of most of the lecturers.

Emphasis on practical aspects of the law despite some duplication in areas that were offered at the faculty level – i.e. Revenue Law

the practical experience whilst a student, as I am a Trinidadian and I attend school at Hugh Wooding Law School analysing the law in light of our social circumstances, even by teachers have proved helpful

Practicality of course at the time

Taught areas practical to the practise of law in my country.

Practical skills

Basic knowledge of civil procedure

A lot of practical work

Very practical training.

Great focus on practical skills

Wide exposure was given to practical elements of legal study
course material relevant to actual practice
solid practical skills
The focus was more on the practical aspects of the law and practice
The practical approach to reality in the form of mock trials, assignments that constitute the drafting of essential documents.

Tutorials / small class size
The small size which allowed for more focused training in tutorials.
Small tutorial groups
Participatory tutorials
At that time tutorial groups were small which allowed for better learning
Tutorials were very helpful
Tutorials
small class size, individual (almost) attention
Small classes
Tutorial groups were very helpful
Class sizes were appropriate
Relatively small tutorial groups to facilitate closer interaction with tutors
Ideal number of students for effective learning to take place.
Tutorials
I also appreciated the equal amount of emphasis placed on seminars/tutorials.
Small class size
(1) Small tutorial groups and the participatory-approach to tutorial sessions
The Tutorials
small manageable classes

Availability of suitable/ varied course/ programme options
Wide range of programs
The courses were varied and enabled me to determine whether I wanted to be can advocate or an instructing attorney.
The strengths of the law school included: a wide curriculum.
The range of courses was good for that era
Academically they cover both civil and criminal litigation.
excellent programme for Criminal, Civil, and Landlord & Tenant
The courses offered
wide exposure to practice areas
The curriculum was appropriate and if covered by the student, prepared one fully for practise from day 1 - at that time.
The second year courses were excellent, especially the trial advocacy programme, ethics and probate practice and procedure.
The range of the curriculum was wide enough to prepare you for everything you might encounter should you decide to set up your own chambers - wills and probate, landlord and tenant, civil, criminal, damages for breach of contract and tort etc.
The High Wooding Law School has a good Civil and Criminal Procedure Rules Programme.
I don't feel qualified to give an opinion on this. I appreciated the Law office Management course and the examination of the civil procedure rules
As a six-month student, it gave some insight into the practice of law in the Caribbean.

Focused programme structure (duration, depth, components)
3. A feeling of the synthesis with what learned in the LLB degree. Making court attendance mandatory also helped in understanding and practicing proper court etiquette and aided in the proper preparation and delivery whilst in the judicial arena. Provided a basic link between some of the academic information taught at the Faculty of Law and the practice of the area. A good balance of theoretical and practical training of the legal profession.

Strong curriculum

Lecture/tutorial structure

Thorough
The heavy workload and scheduling prepared me well for the vagaries of actual practice. Thorough and focused.

Excellent programme
It taught me how to balance my time with a heavily workload and showed me that no matter how overwhelmed you feel, you must still push through.

The structure of the semesters.

Regional perspective offered in teaching
It had great tutors who made an effort to learn the law from jurisdictions other than its own. The exposure to law from both Jamaica and Belize (at NMLS)

Regional scope
The supposed strength of Norman Manley Law School is that it provides a learning based on my jurisdiction.
training was based on Caribbean legislation - eg, conveyancing, probate, family.
Relevant Caribbean material.
It was geared to the Caribbean perspective
The content designed for the particular jurisdictions
Focus on legal principles applicable to the jurisdiction
An exposure to the different laws in the region

Administrative staff
Good, friendly and helpful administrative staff.
Excellent Administrative Staff.
Diligent and respectful but approachable library and administrative staff.
approachable administrative staff
Supportive administrative staff
The staff, though limited in numbers, are efficient and responsive to the needs of students, particularly at the clerical/administrative levels.

Good library / access to research or reading materials
Good research facilities
Research material was adequate.
the library
The strengths of the law school included: well resourced library
excellent library
Well resourced library

Course design
course content and shared experiences .
Clear course content and manageable workload
Although the pace was faster than that of the LLB, the courses were more relevant and focused.
The various courses taught of which the content of such will be applicable in practice
good practical courses
Extremely efficient in provided the necessary tools to transition from an academic to practical method of
thinking.

Diverse student and/or staff population
Meeting and interacting with Legal minds across the region, gaining practical exposure
The fact that there was a healthy mix of local and regional scholars was a strength. Limitations on space
and resources was a challenge
Diversity of students
Inclusion of foreign students in all activities.
There was opportunity to network with attorneys from around the region and internationally.

(4) Studying with national of other Caribbean territories

Solid academic base
Good if you liked theory only
It provided an academic framework of the law relating to the practice areas.
Provision of an academic base
Thorough academic program
Teaching theory.
I attended the 6-month course at Norman Manley law school, given that I was already
a qualified solicitor in the UK. The Law School has certain strengths, e.g. in mooting and academic preparation, but
the 6 month students were not exposed to many of the strengths.

Networking/ exposure opportunities
2. Great opportunities for exposure through mooting and various other competitions.
There were many networking opportunities
Ability to build relationships with local practitioners and judges who often served as Tutors.
Providing opportunities to participate internationally and regionally.
Many opportunities to take part in competitions and workshops around the world

Facilities
Good facilities and central location.
Comfortable teaching and Research facilities.
Infrastructure
At the time I attended the facilities were a strength

Assessment
Course assessment
Final grade per course is determined by a combination of course work/papers and final exams, at the
Norman Manley Law School
(3) the assignment element of final assessment

Opportunities to develop research skills
The focus on legal research and writing in diverse subject areas which prepared attorneys for a future in
which they were equipped not only to know the law but to be able to find information on the law when
needed.
Heavy focus on case law and research skills.
Strong focus on independent research
High admissions and/or progression standards  
the standard for entry and graduation was high  
High standards  
Academic rigor  

**Flexibility of class hours / part-time study**  
Time flexibility  
good timetable to accommodate students who were working part-time  

**Learning resources / materials**  
provision of study material  
at the time i attended the resource materials available were a strength  

**Well organised**  
It was very organised.  
VERY ORGANIZED  

**Other**  
None  
no problems  
Not enough practical examples. Focus was too much on content of texts.  
NMLS - Too much academic work is still a part of the training at the law school  
unsure, it feels like a holding area, until they let you out.  
Same as above  
the material is a bit too much. maybe instead of end of year assessments- assessments every academic semester as at the LLB stage  
Cooperation and openness  
I can't think of any strengths, beyond a few of the course directors  
I attended law school in England and the 12 month programme in Jamaica. The Jamaican programme was not a strong programme  
The mere fact that a law school exists in Jamaica  
Legal Writing  
Very student friendly  
Not sure  
Nothing to speak off  
The strengths of Hugh Wooding Law School are that it has a monopoly in the country and so I had to attend it as a non-Caribbean citizen who wished to practise in Trinidad.  
So little to talk about  
same as above  
Still trying to decide.  
Too long  
There was too much emphasis on the academics and not enough on the practice of law before the courts.  
solid analytical skills  
career guidance  
it was located in Trinidad which is cheaper than Barbados
Appendix 19 – Areas for improvement of Law Schools

Practical orientation of curriculum

No practical knowledge. not enough tuition on practical matters especially in preparation for litigation and chambers matters- eg BPP in the UK - look at their programme
Still too theoretical. Insufficient exposure to the practical side.
Practical application rather than academic teaching
Practical programs with less exam focus
Use of more realistic experiences in showing the application of the law.
Practicality of the work and how to handle clients
Greater emphasis on practical aspects of legal practice
Opportunities for practical experience prior to graduating.
The curriculum at this stage should be geared more towards the actual practice of law
It was more academic and less practical for a law school.
It needs to be more practice-oriented engaging in clinical training such as experiential learning, simulations, the application of ICT to legal practice, professional engagement outside the classroom. It needs to understand that professional training requires practical experience and meaningful interaction with legal practitioners outside the classroom to socialise students to the norms, values and culture of the profession.
Stressing more practical approaches in handling legal materials
Too much attention was given to the academic base and evaluations based on examinations as opposed to practical assessments and greater in-service exposure.
more practical
More practical work and address procedural issues. we had to get our own forms and rules
More teaching of how to present cases both in chamber court and at trials
Practical preparation. A few mock trials is insufficient. New attorneys appear to lack preparation in courtroom forensics thus advocacy programs need to be more realistic and based on actual in court procedure.
Providing knowledge of the day-to-day procedure eg filing documents, etc
At time of attendance needed more practical exposure to workings of court and law office set up and management
the training is not practical enough. A two legal aid setting would be more appropriate, so we would essentially have two years of experience when we leave law school.
Increase practical training. I found that the content was still very much theoretical.
Bridging the gap between what is taught in the classrooms and what actually happens in practice!
Totally different especially for probate and conveyancing
Finally, courses at the law school are too academic. This year, court visits were no longer mandatory and this places us at a great disadvantage.
more focus on the practical aspect of the law.
Delivery of the courses in a more practical way rather than academic especially in year 1
practical aspect of the program
The approach to Civil Procedure & Practice requires more practicality in learning how to be a Civil attorney. The learning at Law School, though slightly more practical than the LLB stage is still too academic to the detriment of students truly being prepared for practice.
More practical
Everything - It is not practical enough!
More practical application to the teaching of law. More focus on skills - how to be a lawyer and less focus on the law itself, which is dynamic in particular areas and would need to be researched anyhow
once in practice.
More focus on practical (real life) teaching of the law. More focus needs to be placed on court room experience and what is expected in 'real life' practice
Ensuring that the students are more ready for practice, especially in the Resident Magistrates' Courts.
Advocacy, civil litigation, practical application of what is taught
exposure to the actual practice of law
They did not provide adequate training on the practice of law. It was merely a repetition of the academic base as in the faculty.
Opportunities to explore the relevance of the knowledge gained
emphasis on practical preparation
practical skills and knowledge
training such as decorum.
Practical training on issues of HOW to operate in the administrative systems that make law practice possible, eg you learn how to draft a document but issues such as where and how to file, how many copies need to be done etc are not taught. Therefore the student graduates with still a lot of theory but no real idea of how to practice.
Less class time and more time in the field/internship
The law school needed to incorporate more practical aspects of practice in its programme.
More realistic training to enable the prospective practitioner to be able to have relatively smooth transition from theory to practice
More practical training
Too heavily focused on academics, and not as strong of a practical programme as it could be. Law clinic experience was weak and everything was focused on exams.
Too academic. Not enough focus on practice! The practice of law is not regurgitating or a test of memory. It is a test of one's knowledge of the law coupled with its application to real life circumstances.
The law school does not allow its students to think, but rather adhere to rigid academia which in my view is taking a step back as opposed to moving forward.
Practical, better teaching
Needs to offer a more practical approach as oppose to the theoretical approach
Practical Experience
Students need to have more practical experience in legal matters
The Law School was much too academic - the distinction was not properly made between the Faculty and the Law School. Law School should have resulted in a LLM
Be more practical. The study of law is far different to the practice of law. In my experience, after graduating law school and being called to the Bar I was excellent at researching and reading cases but fumbled a lot in day to day practice and client service.
2) Making the courses more practical
There is a huge gap between what is taught at the law school and what is obtained in the world of legal practice.
Course content too academic. Need for more drafting and preparation of documents. Little or no guidance on the practice and procedure of the RM courts.
Course materials were too theoretical and not enough focus on the practical aspect of law which made me felt that I was still reading for the LLB
Providing more practical experienced
Preparing students for the practical application of the Law
A more practical approach to the courses e.g with the new CPR Rules, actually completing drafting exercises in ALL areas e.g how to do a Bill of Costs, calculate prescribed costs
More practical exposure
I believe there should be more focus on the practical aspects of the law and less of a lecture environment.

less academic instruction and more from the practitioners perspective
We need better, more thorough practical experience/knowledge. I left the law school feeling quite incapable in a practical sense. The law school needs to ensure the students get better real world experience. Students should leave feeling fully competent to hold their own in court.

More practical and less theory, no legal practice requires an amount of work to be retained as does a law exam, it is unreasonable, practical work and assessment in courses is helpful, also midterms probably
To structure the programme to make it more practical than theoretical for the students

Less academic courses
Some courses could have been taught in the degree program. More time needed for practical courses.
Preparation of a junior lawyer into the profession. Students should be equipped with practice, knowledge and experience to enter the workforce and if necessary to start on their own if unemployed.

More focus needs to be placed on areas which a junior attorney can enter the field and work comfortably such as personal injuries, bail applications, debt recoveries, employment law.

Students need a more practical approach to the practice of law as at times they are unprepared for the real world and this is seen in the quality of their work.

During my training at law school the focus was still heavily academic. It needed to be more practical.

Less focus on exams and theory. More practical experience, eg drafting wills, leases etc.
The teaching approach should be revamped. It still feels as though it is more academic than practical.
The Law School approach to learning mirrors that of the LL.B programme.

Too academic in approach
more practicality in teaching
Practical issues, filings, court deadlines, bill of costs etc.
More individual attention and practical application of the law.

Even greater focus on advocacy skills, much greater focus on legal writing skills
lack of practical hands on court room experience
advocacy/practical training for the realities of legal practise
less academic and more practical curriculum.

there is not enough emphasis on practical training
It was not practical enough
Practical approached to the law and showing the student how it applies to the lawyer after graduation
Training could have been more practice-oriented; but have seen where there has been a significant improvement in this regard

The practical aspects of a practice. Being an employer. How to do your taxes. Not so much formal accounting and management but one designed for a legal practice. Business arrangements with other lawyers - firms, chambers etc

Training for the Magistrates court.
Integrate a more practical approach to the law, make legal aid the basis of the training program and ensure that though an academic understanding of the law is important a more practical approach should be place at the forefront

Improvement on the practical aspect.
The focus needs to move away from such an academic curriculum to more practical and specialized matters.

NEEDS TO PREPARE STUDENTS FOR THE PRACTICAL ASPECTS
There needs to be strong emphasis on the practice of the law in all respects, especially regarding procedures.
Opportunities for experiential learning
more focus on 'In service'.
Greater allotment of time towards legal aid, in service training and court attendance.
More exposure to actual practice - along lines of current structure with mock trials, trial advocacy etc
Need more practical experiences.
I also believe more emphasis should be placed on the practical aspects of being a lawyer, so more hours should be mandated for working in the legal aid clinics, as this is real hands on experience that will benefit any attorney when they start practicing.
Expansion of the Legal Aid Clinic (LAC) Prog. and the sessions/attachments at the magistrate court legal aid clinic needs to be taken more seriously
The Legal Aid clinic did not function. The In Service training was unstructured.
Preparing students for practice by using the Legal Aid Clinics at the Law Schools as the teaching platform for all courses so that the training is more hands on and practical.
Mandatory summer internship and assessment during the LEC 2 year period
Mandatory court attendance was a waste of time as many times students just sat through hours of adjournments, having not once witnessed a trial or part thereof.
Legal aid teaching programme,
Encouraging more field work such as working at the Legal Aid for a longer period.
maybe longer in service training programmes
much more exposure needed to practice eg exposure at legal aid clinic seriously inadequate and lacking.
Feels like make work. Not run as a proper functioning system in which cases progress & students go to court, only focus was on divorce applications
There needs to be less emphasis on learning the procedure from a book and more practical experiences.
There also needs to be more training with the RM rules and procedures
More emphasis should be on the practise of law so the legal aid clinic should be more in involved in the training with students doing more in service training the half day I spent while being a student.
In my opinion, students should be mandated in Year 1 to attend court to be exposed to the practical aspects, which the Law School purports to teach. It is communication barrier in classes which makes learning difficult and tedious. Students will not attend court voluntarily.
Clerkship (apprenticeship)
Making the courses less theoretical and more practical
Legal Aid Training Guidance
Mock Trials, Advocacy Programme, Legal Aid Clinic
More court attendance is needed
more mock applications for various remedies in law
The Legal Aid Clinic can be more effective if resources are made available to improve the service to the public and the experience of the law students.
Pinning the theory of the practise areas taught to practical experience (perhaps through apprentice-type pairings). I did not find in-service training effective for that purpose. Greater direction and supervision is also desirable at the Legal Aid Clinics.
Legal Aid was largely unsupervised. We learnt legal drafting, but lacked expertise on how to draft for particular matters.
court room practise/litigation.
Then and from what I have seen now - the quality of the mock trials. They are far too academic in nature and bears very little resemblance to what happens in the real courts.
Court visits
practical experiences
increase mooting programmes
more advocacy
Perhaps the period of in-service could be extended to a year.
The In-service training period was too short and when I started practising law I realised how much I did not know/ was not exposed to at Law School
Internship programme placement.
greater opportunities for students involved in specialist legal aid clinics
more opportunities to work directly with clients and go to court in those matters
Law School should extend the length of time in which the legal aid program is conducted. I can honestly say I have used more information from that program than any other course offered. This program should begin in year 1 and extend to 6 months after qualification. Perhaps a student must only be able to graduate where they participated in a real life case pertinent to each course.
Practical Training, Placement and Supervision of students and young attorneys
the Legal Aid Clinic needed committed tutors.

Teaching approaches/ Quality of teachers
The pedagogical skills of the full-time tutors. The way in which part-time tutors were recruited and their experience used.
Availability of Tutors
Up to this day there is still incompetent staff at Hugh Wooding. Staff that started from 1983 – 1985. The teaching of accounts and legislative drafting remains a farce.
Case study method of teaching rather stand-and-deliver
Improving how lectures are conducted. They are not helpful for the material which we are expected to know to complete exams
more interaction from seasoned practitioners
Also, finding proper lecturers and tutors with the proper knowledge and skills in not only delivering proper legal education, but who also had an interest in the method of delivery to students.
Weak pedagogical skills (less reliance on traditional lectures)
At time of attendance needed better cadre of lecturer.
Many of the classes at the law school I attended were poorly conducted and 2 of the instructors/lecturers were very old and lacked energy to lead interesting discussions on the legal topics.
Consistency in the teachings of the tutors who are teaching the same course.
Getting law lecturers who can communicate clearly
Ensuring that the lecturers are qualified in TEACHING the law
the promotion and rewarding of critical independent thinking
the critical and constant evaluation of tutors who deliver tutorials and lectures
some of the teachers at that time were sub-standard.
Many attorneys are not good instructors/teachers and so had problems relating their knowledge better quality tutors in some courses.
drawing upon a wide range of teaching methods.
At that time the lecturers and tutors were invariably quite poor
Quality of Tutors
Tutors being selected were not as knowledgeable on some matters as one would have hoped, some lecturers performed liked they had something to prove instead of focusing on teaching. Persons with a particular demeanor to teach should be selected and knowledge in a particular area.
Certain members of the Teaching Staff did not provide much value or impart much knowledge about their subject.
more qualified tutors
The Law School needs to improve on the consistency of material taught, the methods of developing collaboration, the emphasis on academic style work as opposed to academics as taught through
experimentation
The delivery style was horrible - you go to lectures and take verbatim notes. It did not engage the intellect, encourage any inquiry or discussion. In Year 3 at Cave Hill more courses were taught by seminars. Entering Year 1 at HWLS was a step backward
Better lecturers.
higher quality tutors and lecturers
Update the accounting system. The quality of teaching in the seminar system is uneven. Regular lectures delivered by the course director should provide the teaching methods are outdated
The teaching skills of tutorial facilitators. Many facilitators, while academically proficient and knowledgeable on both theory and practice, were not proficient in delivery methods and classroom techniques that would assist in better facilitating the students
To rote learning driven. Too much memorization required
More knowledgeable staff
More direct interaction between practitioners and students.
The quality of teachers. Many are practising attorneys and the way in which they treated students was deplorable
More full time tutors

Range/ relevance/ content of courses offered
Better subjects options
There is a strong emphasis on litigation. Particularly CIVIL litigation and LITIGATION in the Supreme/High Court. Little to no mention of the RM procedure. Expand courses to accommodate other relevant areas of law. More emphasis on IP/Maritime/Finance/Contract/ADR
The focus seems to be more on the litigating attorney aspect. While this is good as a base, I think for students who express no desire at all to do advocacy/ litigation that they should be able to 'opt out' of certain sessions -- perhaps with the requirement that should it become necessary in the future, they may attend specific courses designed to address this.
Need to incorporate more of the Resident Magistrates/ Magistrates Court practice and procedure into the curriculum which is focused solely at current on Supreme/High Court proceedings exposing students to more courses and areas of law.
Diversify courses/course material for those who do not intend to practice the usual areas of law such as Contract, Criminal or land matters.
The Hugh Wooding Law School should offer diplomas in Legal Drafting and Corporate Law, as well as the opportunity to do an LL.M. This makes students more competitive.
More emphasis on drafting submissions and skeleton arguments, affidavits, how to properly do applications in open court and in chambers, the proper way to do a bail application, application to have a judge or magistrate recuse himself etc. More emphasis needs to be placed on etiquette at the bar, court room demeanour and etiquette.
The provision of more extensive practical courses in advocacy would greatly benefit future practising lawyers.
Some courses such as Legal Drafting were watered down.
Actually going through the course material, updating the curriculum to focus on something other than the original courses
The Jamaican programme at that time (1994) did little to 'initiate' me into the significant differences in the Jamaican legal system. Mandatory courses were of little value and did not equate to my areas of practice interest. I still hear similar complaints that persons are forced to do subjects they never have or never will practice. However I attended law school so long ago that I cannot provide reliable feedback on its current status/offerings.
The curriculum
Advocacy, civil litigation
increased awareness of varying statutes and legislative processes albeit some these matters are now being addressed through Continuing Legal Professional Development.

Ethics
The course content in some areas was out of date and lacked current relevance
equal focus on the barrister side of law along to the solicitor training

Courses in Ethics
Expand the areas of teaching: For example very little training involved the Resident Magistrates Court
The curriculum should be carefully reviewed to ensure that new and dynamic areas in the law are included in the course of study.
Training in ethics and customs of the legal profession.
More thorough training in research and drafting. The large numbers of students at the Law School is having an adverse effect on the quality of the graduates
Need to offer a more diverse range of courses for the 21st Century rather than the old traditional law courses.
The Trial Advocacy and Legislative Drafting programmes needs to be strengthened.
The curriculum is outdated... there is too much focus on advocacy and then too much focus on criminal advocacy
It needs to approve in all areas. Compared to my experience in the UK and the US, the school was woefully inadequate academically
There is too much focus on criminal practice and procedure in the advocacy tutorials and there should be more focus on training for the management of civil matters. Perhaps there could be optional workshops on areas of law that are more practice-based and for which there are limited written guidance resources based such as conveyancing.
Content of material thought (lack of context provided)
Perhaps the school could offer more training in the areas of completing trial bundles and writing submissions. I would also suggest offering specialty courses for converting students and 2nd students to pursue with in depth training on the basic areas of the specialty
For the Six Month Programme, there needs to be much greater emphasis on teaching what an attorney qualified in another Commonwealth jurisdiction would need in order to practice in Jamaica, e.g. Conveyancing, Corporate Law, Probate, Civil Procedure (which, surprisingly is still an optional course), and the Legal Practice Act and Regulations.
I believe there should be a revision of the courses on offer to six-month students. Conveyancing and Law of Succession should be added to the course, as this type of work is done by solicitors in, for e.g. the UK. So a person who has been called to the UK Bar would have done intense training in litigation/advocacy, but very little training in the work of a solicitor. In the Caribbean there is a fused profession, so a balance must be achieved. I found it very helpful that I was allowed to attend the classes on conveyancing and law of succession without having to register for the courses.

NEEDS TO DIVERSIFY STUDY AREAS
Too many courses

Insufficient regional perspective offered in teaching
It was not prepared to teach students from other jurisdictions even though they accepted those students to be enrolled at the institution
Making the exposure more specific to the jurisdiction in which one has to practice.
The fact that they have lecturers and tutors who do not know the laws of the various jurisdictions. It is unreasonable to have a tutor who only knows the laws of Trinidad and Tobago and tries to force those laws on a student from another island because they do not know the laws of other jurisdictions.
tutors were poor - only focused on TT law
More focus should be given to the legal systems of CARICOM member states outside of host country
While I can see that there are attempts made to provide this learning based on my jurisdiction, more needs to be done. In some areas, there is very little guidance. Lecturers are not properly familiarized with the practice and statutes of the OECS countries and often times the student has to do much of the research his/herself. At University level, students were told, for some courses, to learn the statutes for three countries namely; Barbados, Jamaica and Trinidad and were provided with material based on those three.
3. being more aware of the laws of the other jurisdictions so as to better teach the non national students.
They should have Lecturers from other countries in the region who are familiar with and understand the law and practice in the jurisdictions the students are from.
Lecturer’s knowledge of the Law and practice in specific jurisdictions.
Lecturers who are experts in the law in other jurisdictions apart from the host country.
Providing precedents and practical guidance to working outside the students home territory (within CARICOM)
more regional teaching of law, rather than heavy emphasis on Trinidadian law
More effort was needed in preparing students from other jurisdictions. The lectures programs were usually specific to the territory where the Faculty was located.
Lecturers need to be more knowledgeable of the laws outside of the campus jurisdiction, from which other students hail
Information about conveyancing in Belize
Familiarity with laws and practices from other jurisdictions
Need lecturers to be knowledgeable of jurisdictions other than the one which they were in presently particularly given that students come from various jurisdictions
Tutors other than course directors need to be more familiar with practices outside of Trinidad and Tobago in a number of areas e.g. Conveyancing and Registration of Title, Probate Practice and Procedure; students from other territories are not sufficiently exposed to a working knowledge of how to practice in their home territories.
More lectures need to be able to address the Belize Perspective
Greater focus on different jurisdictions.
Employing lecturers and tutors who are well versed in Belizean laws as opposed to only knowing the Jamaican perspective.
Tutors requiring more experience in the practice of law in jurisdictions outside of where the school is located so that we are not being taught what is incorrect in terms of precedents etc.; The mixing of jurisdictions within the classes impedes learning and causes confusion especially where tutors are unsure as to what applies to which jurisdiction
diversity in smaller CARICOM member state laws
Teaching the Jurisdiction you from its laws
Exposure to other laws in the Caribbean not just the country of your citizenship as with the LEC one can practice anywhere in the Caribbean
Because HWLS is in Trinidad, why not hire faculty from the PECS which it serves?
The lectures and tutorials were specific to the jurisdiction of the law school and did not address the needs of students from other jurisdictions
Catering the lectures and tutorials to all students of various jurisdictions. Providing information on the law as it relates to the different jurisdictions. Mock trials as it relates to the laws applicable to the different jurisdictions.
Assessments/ assignments
they are not transparent in their grading system
Exam load is too heavy given that moving on is based in majority on ability to pass.
1. Better guidance for assignments.
Assessment likewise should reflect a more practical approach.
The grading system was arbitrary
Enforcing attendance, transparency as it relates to grading (i.e. developing a grading system that is known to all).
Method of examination. Currently the 3.5 hour exams for 5 question are designed with bias toward females, who are able to concentrate better over longer period. At this stage where the aim is to prepare future legal practitioners, the emphasis should not be on written exams and recall, but presentations, internship, legal aid and papers.
3) Doing away with exams for courses such as Legal Drafting, Civil Procedure and Practice - one cannot be expected to draft a proper Statement of Case under exam conditions.

Poor preparation for assignments
Students who had access to attorneys in practice were able to get precedents for assignments other students did not have access to and the grading of assignments were not weighted to properly factor this in. Also model answers to assignments were not provided so that students could learn from that.
A higher focus of assignments for every course, consistency in marking scripts
Allowing students to take photos/make copies of their marked assignments instead of having just a few minutes to look through and note tutors' comments
Too much focus on exams.
Assignments/Exams should be re-structured to be more competitive and should be marked by persons who are highly familiar the law of the jurisdiction of the specific student

Administration / organisation
ADMINISTRATIVE STAFF extremely incompetent throughout my entire two years there, including the Principal, senior registrar and assistant registrar
there is an overall 'attitude' problem from the staff especially the principal and other 'senior' members of the school.
Also the tutors miss class regularly with make up sessions rarely made.
organisation- in terms of how to answer effectively queries of students and have uniformity in their answers.
At law school we are all adults, and yet the administration still treats students like children. I find this to be very disturbing especially since I am a mature student.
Improved organisation
The standard of practice and/or procedure needs to be regularised. Too often students fall victim of their tutor's 'style' which largely differs from that of the course director.
management of time /office/employees/clients
administration
reduction in the number of make-up classes near exams
It needs to approve in all areas. Compared to my experience in the UK and the US, the school was woefully inadequate administratively and practically.
Administration is rigid and made arbitrary decisions without consultation with the student body.
The Court Attendance and Legal-Aid Clinic component of the programme lacked structure. A Drafting Clinic(Legislative Drafting and Other) would have been beneficial.

Facilities
This list is extensive. First, the building is dates and too small for the number of students. In the
Caribbean we must rise to the place where we strive to want to do more than what is just necessary to meet our goals.

NMLS at that time needed a bigger physical space (which has now been rectified as I understand)
Needs a Building
Facilities. Need for it's own campus

Improvement: 1) infrastructure in terms of the classrooms and facilities to operate the Legal Aid
Establishment of a proper physical plant
The infrastructure i.e. the building
Providing adequate places for students to study.
There will always be the need for improvement! The physical plant that currently houses the law school should improve
Space issues
its physical facilities - space
Space, materials

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<tr>
<th>Class sizes / tutorials</th>
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<td>the classes were too large. not given enough attention to hone skills needed.</td>
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<table>
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<tr>
<th>Class sizes too large</th>
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<tr>
<td>The groups are too large in size and the students tend to exhibit disgusting behaviour. I strongly advocate that interviews be conducted before candidates are allowed entrance into the institution. Too many students. Not enough knowledge base for all the various jurisdictions that need to be taught. better tutorials, better everything</td>
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| lack of resources, different tutorial groups allowed for differences in course work taught |
| Classes were too large, tutorials were not consistent (when you compare and discuss with your colleagues from another group) |

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<tr>
<th>More student friendly/ responsive environment</th>
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<tr>
<td>Taking actual consideration of the critiques, concerns &amp; opinions of its students. Facilities and general attitude towards students. Caribbean law schools know they have monopolies and so seem very set in their ways despite obvious needs for new ideas and approaches. Encouraging student morale student support</td>
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<tr>
<th>More Student friendly</th>
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<tr>
<td>Respect for students' time and opinions - more than once during my tenure disrespectful high-handed decisions were made. School's shuttle system also needs work</td>
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<tr>
<th>Library/ reading resources (currency, range, access)</th>
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<tr>
<td>The availability and provision of resource material (precedent authorities and procedural forms. legislation, etc. for students out of other jurisdictions especially Belize at NMLS. library facilities</td>
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<tr>
<th>Sufficient access to legal resources</th>
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<td>twenty-four hour access to the library better Library Facilities</td>
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| Needs to improve on the availability and updates of amended acts of every jurisdiction that the law school facilitates. |

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<th>Communications</th>
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<td>Communication with students</td>
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| It's communication skills with students and their ability to understand and reason where a problem arises |

| poor student/administrative/faculty relationship, |

| More proactive communication to students as to what is happening in terms of changes etc within the |
school
Short notices for make up classes

**Use of technology**

4. Better use of audiovisual lectures to supplement the written course materials.

**Admissions and/or progression policies**

That being said, I have to admit, that many of the students are immature for this course of study and I really think consideration needs to be given to not admitting persons into the LLB unless they have a degree first.

Improving the standard of admission, notwithstanding that there is a treaty enforce, there should be a general entrance examination and an interview to determine admission. There ultimately should be no preference to the type of degree obtained once it is from a duly accredited faculty.

Too many students. Programme being watered down to pass unprepared students.

the Law School does not act as enough of a filter to ensure that candidates with insufficient knowledge and skill are not unleashed on an unsuspecting public.

**Programme structure (additional/ mandatory components, rationalisation, duration)**

Extend the period of practical training
lightening the course load before thinking of adding more stuff like mediation advocacy

The first year courses were a little disjointed. For example, the criminal and evidence courses should have dovetailed more into the trial advocacy programme.

**Learning resources**
The delivery of comprehensive manuals for students
better materials

**Tuition fees**

tuition increases are ridiculous
The law school seems to be profit driven. Tuition increases each year to facilitate the building of a new building, which is then closed to students on weekends and evenings because it is not profitable to do so.

**Other**

UNSURED
nothing
2. Preparing the student who won’t find a place in a firm or government and will have to set up his shingle while being young and inexperienced.

Not applicable.

I attended too long ago. I don’t know what currently obtains.

Same as above

N/A

Course directors and their tutors need to be more synchronised;

pay more attention to the students who come from another territory and have them feel included in lectures as they are left out in the lecture.

Too many lawyers are being produced, and, when they are unable to find jobs and set up their own shingle, the quality of work is too low. Solo practice should be prohibited until one has at least 2 years PQE under a practitioner of not less than 5 years PQE.

Currently young lawyers do not seem to know the evidence that needs to be led in order to succeed in the relief sought. It wastes SO MUCH of the limited court time.
Each student needs to be personally accountable
So many things to explain
same as above
Not sure, having left more than 20 years ago.
Everything

Appendix 20 – Reasons for supporting the proposal: “The system is fine and should be left alone”

Higher/known standards at UWI/UG than at other institutions
secondly the acceptance criteria is higher than outside school. Law school attendance is the reason people try hard and pay to attend UWI
The quality of educational content/teaching/standards is known, the same cannot be said for other colleges/universities offering law programmes
As an reputable scholastic body UWI would be charged with the responsibility of ensuring that the curriculum is 'academically sound'. I cannot say the same about the other institutions.
The standard in UWI is higher than other institutions offering a law degree.
The integrity of the LLB. obtained by these institutions is sound. I am not sure of the other institutions.
Further the UWI LLB carries more weight in the region and should therefore give a student an edge over non UWI LLB students.
This is so because the UWI system is known to be very robust and produces the students who are at the industry’s standard to enter law school
It was initially rigorous to gain entry into the Faculty
The standard of education at the Faculty of Law is superior to the standard being taught to those doing external degrees. The persons who have pursued an external degree should be tested to ensure that they meet the required standard for entry to the Law Schools
Having had the chance to see some of the exam results for the non-UWI/UG applicants, I do not think that they are generally as qualified as the UWI graduates. I definitely support the inclusion of UG graduates in the programme.
graduates of the UWI and UG are of a high standard and ought to be afforded a space without having to compete
The UWI/UG graduates are already of a high standard
The UWI legal product is certain and superior
It is very competitive at the LLB stage when it comes to securing a place at one of these institutions unlike with the external programmes where anyone can obtain an LLB and therefore these applicants will need to be tested to ensure they are able to properly function in Law School.
The attendees of UWI and UGE are already chosen on the basis of their good performance at CAPE . Further screening them is waste of time.
I am also displeased with the laissez-faire entry requirements of the external schools.
The courses offered are not of equal quality
Often times the quality of work coming from students with degrees from these schools are much higher than that coming from students who studied at external programmes.
Persons are accepted to UWI on merit and are required to transition from a teenager out of secondary school to tertiary level and maintain appropriate grades to earn the LL.B (again on merit). UWI students who made their way forward based on merit should not be required to write yet another examine to compete to enter Law School simply to 'equalize' the ground for the 'external' students. If one considers why an individual did not go through the UWI system so they would not have to compete to enter law school, it is in some instances that UWI did not accept the individual for a reason and that reason is that they did not earn the requisite merit. These individuals would have eventually gone on to learn UK law &the requirement of an entrance exam on our regional law is necessary
There are too many persons doing the London LLB degree (external) and being admitted entry to HWLS. These persons often lack basic research and critical thinking skills as they are most often taught to pass an exam and not to think. I think that if a person successfully completes an LLB then they can go to Law School and perform well, as making it through an LLB is tough. Many persons drop out along the way.

**Recognises prior knowledge of CARICOM law of UWI/UG students**

First preference should be given to those students who have undergone a course of study particular to the Caribbean region. Students who practiced law in other countries need to show that they have some base knowledge of the Caribbean legal system and how it operates. The regional graduates complete a curriculum designed on areas of regional law while other law degree programs like the London External Degree focus on UK law and it is fair for those candidates to write an entrance exam before they gain admission to one of the Council Schools.

At the UWI students are most definitely exposed to Caribbean jurisprudence and Caribbean laws whilst the other law schools may not necessarily foster these learning.

It is a fair system that ensures that all entrants are exposed to the Caribbean Commonwealth Legal System.

Students of the UWI and UG are taught Caribbean Commonwealth Law as it is intended that they will become practitioners in their own Caribbean territories. When English based law students come to the CARICOM law schools, they know nothing of Caribbean law, Jurisprudence and its applicability and as such they are ill equipped to handle the practice of law in the Caribbean as it stands. If they learn English law at the LLB level then why fight for a place at a CARICOM jurisprudence? It makes absolutely no sense! Leave the CARICOM students to learn the Caribbean Commonwealth law and not be denied any spaces by an English Based law student! English Law students ought to go to England since that is the type of law they were taught at the LLB level.

My belief is that persons who have graduated from UWI have already proven that they understand and can manage studying at a Caribbean Bar school because they have studied Caribbean law at the LLB level for three years. There is no need for them to further prove to the Council of Legal Education that they can handle the rigours of the Bar course. However, persons who chose to study for their LLB outside of the region are the ones who need to prove that they can understand Caribbean law. Most persons studied in the UK where the laws are dramatically different from the Caribbean. The system should remain the same.

The UWI continues to be the best place to read for the LLB and those students should have the preference, in the same way that students in some US states have preference by virtue of the where they obtained their LLB.

The system is designed to educate Caribbean lawyers. Caribbean LLB graduates should receive preference.

The presumption is that these graduates have been adequately schooled in the laws of the region and are suitable candidates to continue training in the region. I do not think there should be an entrance for or students at this level perhaps for entry into the LLB programme.

Persons coming from external LLB programmes do not have the exposure such as the Guyanese and UWI students in local laws and constitutions.

I find that students I have interacted with, of whom attended external law schools [Not UWI], have had no holistic exposure to Caribbean Law. They learn basic principles from English Common Law which is far too archaic if we were to progress as a Caribbean Community. I do find that the entrance examination is great to determine aptitude for the law school.

The students who study at the regional university are better equipped in understanding regional legislation and cases. Therefore preference should be given to these students who study regional jurisprudence. Further the decision to utilize regional institutions for legal education should be
encouraged and therefore this provides some advantage. The primary reason that I pursued with LLB with UWI is the guaranteed entry into law school. UWI/University of Guyana graduates are more exposed to the Caribbean nature of the law

**Guarantees continuing CARICOM education for UWI & UG students**

These students have a guaranteed Caricom education

Because I was able to meet the criteria for UWI then I should be given first preference to Law School. UWI and Law Schools were set up to work in tandem with each other for the benefit of CARICOM students who gained a place at UWI.

There must be some benefit to membership and as a regional institution, persons who choose to be educated in the region should be guaranteed a place once they have obtained the academic qualification set by the said institution. If we believe in the system of the Caribbean Institutions, then we must treat it as the first priority in the ‘entrance system’.

It can be viewed as a great benefit and avenue for regional citizens to thrive in one’s own region.

Since the focus of training of UWI/UG graduates is compatible with the regional system and its needs it is reasonable that where availability is limited, these graduates be guaranteed a place in the law schools, and that other graduates should compete for the remaining available spaces.

Because the legal education council should be catering for those regionally taught lawyers. Ensures that our graduates will move forward

The system currently in place honors the regional goals. Any other system would be geared to the individualistic goals of the potential entrants.

Graduates of other universities, to the best of my knowledge, have the option to go to the law schools which are affiliated with or readily accept the LLB certification provided by that other university, whereas the graduates of UWI/UG do not as readily have the option to attend law school outside the Caribbean.

Preference should be given to attendees of the primary regional universities. Creating more competition for all students will lengthen the training process.

Ensure that UWI students further their law degree guaranteed

**UWI/UG systems/curriculum aligned to Law School training**

Persons from UWI and UG have followed a specific curriculum and were marked or remarked by Tutors of the UWI and achieved a certain GPA that is based on the same or similar criteria in order to enter the law school. There is no guarantee that persons not from UWI and UG have studied the same or similar curriculum and how they were assessed so they should therefore write an entrance examination.

The entire five year curriculum is already worked out.

The system was based on the curriculum of each school. The university of Guyana has already accepted the entrance exam and the procedure works fine as is.

The Curriculum taught at UWI is in keeping with that which is taught at the law schools.

Because the UWI LLB is a precursor to the LEC in curriculum content UWI program would have provided its students with the foundation to matriculate into Law School; other programs may not have provided the regional foundation needed to so matriculate.

The courses offered at the undergraduate level are precursor to that offered in the Law School. Further, what one needs to know at the law school stage is specifically tailored to from the LLB stage by UWI, the knowledge of the entrant from UWI is therefore in line with what is desired by default.

Because the UWI and Guyana graduates deal with Caribbean jurisprudence at the LLB levels and so are already geared towards local practice.

Because student’s from other Universities have not been trained in CARICOM Commonwealth Law as those from the UWI/University of Guyana

**Helps to limit the number of lawyers graduating/safeguard quality**

Each state in the region can only accommodate so many lawyers. There is now the problem of too many
lawyers. The quantity of graduates produced by the current system appears to be adequate for the needs of the region.

Finally, close the flood gates. So many persons are already having problems finding jobs in law, it does a disservice to the profession to have a million persons dabbling part time because they cannot get full time work.

I say this because there is currently an over supply of lawyers in places such as Jamaica. Due to the demand for Law School those who provide legal education now see it as a profitable enterprise as against whether there will be jobs for the new graduates.

This system allows a certain number of lawyers to be called annually and it will be more likely that quality of graduates is maintained

Reason being, the market is currently saturated with lawyers and expanding the law school to accommodate demand may result in a higher unemployment rate as budding lawyers would have less opportunity to obtain employment.

The admittance requirement to enter the study of law has become so encompassing that too many persons are entering the system. There must be some filtering process to ensure that the most competent are allowed to progress,

There are too many persons currently entering the profession resulting in hundreds of graduates a year. There needs to be restrictions to that number, and the original criteria of automatic entry for UWI graduates should be maintained.

Any changes or expansion may open the flood gates

**Nationals/ residents/ CARICOM graduates have a right of first access**

Those who are nationals or residents of a country must be given priority of access to any service or privilege in that country.

Governments commit time and resources to training of resident CARICOM nationals. These nationals should have first choice.

These are Caricom based institutions we must make our own nationals our priority. they ought not to be forced to seek education elsewhere because outsiders wish to attend and may or may not better them in some entrance exam.

I am not sure whether the founding fathers of the Caribbean Law Schools intended for all applicants to compete for available spaces.

There will never be enough places to accommodate demand and it is fair that the graduates of the UWI and UG be given preference as the institutions are from the CARICOM Community

**Poses no challenges**

I am not aware of any challenges this causes at present.

If it not broken, don’t fix it

I chose this as the best of the four options presented. I would chose the option of all applicants competing equally if this was based on all sitting the same entrance exam, but not if it was based on a system of grades obtained in the LLB programme of the university concerned.

I fail to recognize what is wrong with the system as it is now. Change is welcomed but not necessary in any event, if it is not broke then don’t fix it.

**Safeguards enrolments at UWI/UG or preference for UWI/UG degrees**

Also this is a means of safeguarding enrolment within UWI. If it was not for this rule enrolment might drop since there is no preference of a UWI degree

This will encourage persons wishing to pursue law degrees to enrol at the University of the West Indies/University of Guyana. Simultaneously, UWI/UG need to strengthen their systems to ensure that students attain the highest standards so that they are not allowed to be mediocre at university level because of their automatic entry into a regional law school.
While it may seem inequitable, I think the current system forces students to opt in and invest in regional LLB programmes. The problem lies in whether the regional programmes are willing to become more flexible in light of the modern student, who is flexible and may require part-time education as a prerequisite. These other programmes are clearly meeting demand and if the system is changed it risks making the regional programmes more irrelevant to the potential consumer.

Should be more selective/restrictive (even for UWI students)

It should be more restrictive with a focus on attracting quality students who will aid and develop better jurisprudence.

The Law Schools know the quality of the UWI law programme but not the other universities. However, it may be that automatic entry from UWI should be guaranteed only for Honours degrees, while Pass degree holders should compete with non-UWI applicants. However, I think that it should be modified so that only those with 2nd class and up (1st class, upper 2nd and lower 2nd) from UWI/UG get automatic entry, and if you have a 3rd class or pass degree you should have to write an entrance exam.

Avoids discrimination against UG students

As the UG is not a contributing country, the students are somewhat disadvantaged therefore this system allows them an advantage without being discriminator.

Guyana does not have its own law school even though it has its own university. Students pay full tuition and given the number of students competing to enter law school it is the only way they can guarantee entry. That is.

System works, but UWI should expand LLB places/flexible access

Better to ask UWI to expand its LLB program and encourage our nationals to spend their money with UWI!

To me, the system of entrance to the UWI Faculty of Law should be expanded so that those who, for whatever reason, felt compelled to do an external LLB have UWI Faculty of Law as a realistic option. I also think that UWI Faculty of Law should have night classes/correspondence options so that those who work can more easily get a UWI law degree.

System works as non-UWI/UG students still have route to entry

It’s a matter of matriculation. There is an avenue if you went to another university.

Furthermore, there are options for people who have graduated from a foreign law school to get certified in Trinidad.

System works, but first class non-UWI/UG graduates should be accepted based on grades

There is no rationale why a person who scraps a bare pass from UWI should be allowed to sail in but someone who has demonstrated high standards of competence and performance by getting a 1st class from London or Oxford, should be told that they must write an entrance exam. On that note, I also believe that consideration should be given to allowing open access to non-UWI/UG degree holders provided that they have achieved a degree of a high calibre: Persons with a 1st class from London should also be allowed entrance without having to sit the exam.

Questionable integrity of current Law School entrance exam

Law school entry examination not transparent. That system should definitely not be expanded. High quality applicants rejected. Candidates of questionable ability accepted.

System encourages regional integration

A large part of the purpose of UWI, and the Law Schools, is to encourage regional integration. To the extent we can facilitate that, we should, even if it means giving preference to a specific set.

Non-UWI/UG students are aware, in advance, of limits on places

Firstly, those institutions granting LLB should ensure that the capacity is there for those of their students who intend to attend Law School that spaces are available to accommodate them. Students who attend other institutions knew that that acceptance is not automatic to Law School.
Automatic entry justifies the higher fees at UWI
People who attend UWI pay more fees firstly

System works, but should expand Law School places
The UWI or UG graduate should continue to have an automatic place but the ability for students from other universities to access legal education should be expanded.

Other
Because of several life matters my grades are not what they should be. I am grateful for the direct entry system.
Amendment of the treaty has to be done first
Law School acts as a quality gate. Once a person has made it that far there is a legitimate expectation. Legitimate expectation, ensures the law schools have a steady flow of income without burdening them beyond what is solvable.
The quality of recent graduates is not what it should be. Many of the newly minted attorneys seem ill equipped to perform in court at a minimum standard.
Concepts and approaches to legal issues have been entrenched across board in UWI, the same cannot be said for graduates from the University of Guyana. I have witnesses graduates from UG in law school having to struggle with the basic approach taught from the courses in Year 1 Semester 1 as to identifying the issues, interpreting the law etc.

Appendix 21 – Reasons for supporting the proposal: “The system should be changed to force all applicants to Law School to compete for available spaces equally”

Would level the playing field/ Ensure fair consideration
It puts all persons on an even playing field for entrance into law school
That is the real world - competition.
It is vital to ensure fairness and equality of access, especially as spaces remain limited.
The present system is discriminatory and unfair. This should not be supported in a system subsidized by public funding.
Law deals with fairness. If that option offered to Guyana is not available for all graduates it is unfair. This is not limited to University of Guyana. The problem exists in Barbados and Trinidad as well which places quotas on the other island as opposed to truly being a merocratic system.
I am an older student, and have completed three degrees including a post-graduate degree. I chose not to go to a Faculty of Law at UWI, and went abroad to complete my LLB. I had to do the entrance exam, while I gained entrance on my first attempt, I think that it was fundamentally unfair that I had undergo the rigors of the exam and most of my colleagues did not. I know that I am a better student than most of them, as my grades reflect this.
It is an unfair system and I believe that many possibly more committed individuals are not given the opportunity. Additionally, as it is, it favors the certifying of candidates from the home jurisdiction who often get the bulk of the available spaces. Because of that, the Law Schools are more of a home territory law school rather than a Caribbean law school.
This is the fairest way to assess applicants and benefits the region as well as it ensures the best candidates matriculate to serve the region
Considering the time and money spent on doing the entire LLB programme and additionally the expense for some having to sit and re-sit entrance exams, where they may have just missed a place by 1 grade: it is better to have a level playing field for everyone wishing to enter the Law Schools. So look at all applicants’ resumes, transcripts, etc, (perhaps even shortlist from here) and (then) have a general exam for all. This should enhance transparency...
Principle of fairness - unclear that UWI graduates better equipped than others to enter Law School
This provides a level playing field for all who have begun legal education to continue in a fair way. I believe it would create a fairer and more just atmosphere, where everyone is competing at the same level, and the creme of the crop will be awarded. The legal field is becoming saturated so expansion to allow more persons is a no-no, however ensuring everyone works for their place on the same level seems more balanced.

There should be no discrimination against students on the basis of which University a student attended for the LLB programme. I am not sure about the original rationale for the policy but I do not think a policy which basically discriminates against students who did not attend UWI or University of Guyana is fair or desirable. The allocation of the limited Law School places should be on the basis of admissions criteria which are applied equally to all applicants.

It would ensure fairness and it is equitable.

It is unfair for potential legal luminaries to be denied an opportunity to enter law school due to space restraints.

Spaces are limited however, Mona and Cave Hill students seem to get a free pass. I realize that the situation will have changed now that Mona offers the full programme.

This process would provide a uniform standard for the selection of entrants to law Schools.

It is only fair that everyone is judged on the same basis. It is in some way discriminatory that your university is a critical factor which decides whether you attend law school or not as most of the automatic spaces are filled mediocre students while above average students are excluded because only a certain amount can be admitted.

The current system is discriminatory, and this would remedy this and level the playing field to balance playing no space should be reserved.

The whole idea of law surrounds fairness, progression and continuity. The present position lacks fairness, and does not bolster progression, seeing how we are stuck in time by a treaty.

At the LLB section, all students are basically being taught the same thing and as such, if one university has to take exams to get into law school then the same should apply for the remaining universities.

Equality

the current system is discriminatory towards those who have to compete for a place. it does not allow for equal opportunities as we are lead to believe.

It would allow for a fair opportunity to all who wishes to practise law.

This seems to be more equitable in my humble opinion. In this way no student across the various campuses will feel prejudiced or disadvantaged since all will placed on the same pedestal.

It is the fairest way considering the demand.

The current systems places students who are or graduates of the UWI or the University of Guyana at a real disadvantage.

It is a just and reasonable that all students enter on an equal footing and have the same opportunity to enter.

This is as a result of the fact that all person receive the same legal training however there is discrimination as it relates to non-Guyanese students attending law school....Given the increase in attendance overall the entrance should be more competitive and fair to all prospective entrants.

a student from Belize that goes to Guyana because of zoning has to take an entrance exam to enter Norman Manley, while a student from Belize attending UWI has direct entrance. It is bias and unfair because the Belizean student from Guyana may have better grades than the Belizean student from UWI (JA, BIM) who has the privilege of automatic entry.

Equality, should be a big deal.

Allows for equal access

Equal opportunity for everyone

based on the current practice of giving UWI preference yet forcing the others to do an exam and then
they ALL PAY the same is GROSSLY UNFAIR. If UWI student do not do an exam to get into law school the students that attend UOL, UTECH etc. should not be required to do the same. There should be no automatic entrance just for some. Once the law school isn't able to accept everyone with a law degree, everyone should be required to sit the exam and compete for whatever space is available.

Fairness
There are a large number of applicants and given the great numbers over the years it would only be beneficial for the available spaces to be allotted equally.

For fairness. This creates another problem of inability of UWI/UG graduates to complete what they started, though.

Equality of opportunity.
1. Most fair system to all students, especially since UWI does not accommodate part time students.
There should be a level playing field with all students having an equal chance to enter the school.
It allows for equality
This should be so to level the playing field and afford for equality.
The current system discriminates against applicants who have not graduated from UWI or University of Guyana
Law school is not a 'right'.
The system as it now exist discriminates against students who falls outside these institutions and does not necessarily mean that the best candidates are the one who are given the opportunity to eventually becomes lawyers.

All students should be treated fairly and equally.
Everyone deserves a fair chance
That is more fair.
So as to allow for entry based solely on merit and not perceived preferential entry by virtue of an applicant having graduated from UWI.
Some non UWI Students may qualify over UWI Students and they deserve a fair chance.
Every one who is qualified should have the same opportunity to advance as long as the quality of training is similar in the institutions from which they came.
All applicants, irrespective of the University they attended, must compete for the available placement at Law School
Essential underpinnings of law and legal systems are those of fairness, justice and equality. A system of preferential treatment to a select group is unfair, unjust and unequal in the eyes of the law.
That is fair
It is fair
Unless there are more law schools created for individual countries, then there should be the same requirement across the board.
that would be more equitable
Not an equal scoring of talent
to level the playing field and ensure the best quality candidates are accepted rather than mediocre candidates being guaranteed a space while brilliant candidates being rejected based on lack of space
This would enable all persons, those that studied internationally or regionally, the equal opportunity to attend.
Let everyone have a chance. No one should have a right of entry.
It is a fairer system
Fair competition
Too even the playing field.
Places should be awarded based on merit with an entrance exam identifyable by ID number only (no
names, nationalities, etc.)
There should be a level playing field.
The statement says it all why should one have a guaranteed space when someone who is performing
better than that individual has to fight. If you want the best in the School, you are from UWI and
performing well then you get in but a guaranteed spot is not fair.
If all applicants are unable to attend the faculty of law and there are other school options available the
persons should not be prohibited from entry to Hugh Wooding because they did not do the LLB program there
All applicants should compete based on the merits of their applications. Entry should not be automatic. it
levels the playing field
This allows the system to be fair as all persons, despite the universities from they graduated are
presented with equal opportunity. Preference ought not to be given to one university over another.
Everyone deserves an equal chance.
It is a case of discrimination based on where a degree has been awarded rather than merit or the quality
of the degree
I believe that this would be the fairest resolution to the problem, which would ensure that all law
graduates have an equal opportunity to access law school, based purely on merit.
If students from other universities have to compete for a space, UWI and UG students should also
compete. What of the UTECH (Jamaica) student? They are also required to compete even though they
studied in the Caribbean?
Would help to limit the number of lawyers graduating/ safeguard quality
the numbers coming from those jurisdictions has also significantly increased and places a strain on the
law schools.
WITH LIMITED SPACE AND RESOURCES IT IS IMPORTANT THAT WE ENSURE THAT WHAT RESOURCES WE
HAVE ARE UTILISED AS BEST AS POSSIBLE. THIS WOULD ALSO HOPEFULLY ACT AS A QUALITY ASSURANCE
MECHANISM IN TERMS OF PERSONS WHO ENTER THE PROFESSION.
The programme also benefits from inter-mingling of the best and brightest no matter their original LLB.
Would improve the calibre of students and make the programme more competitive
There is a glut of attorneys in the CARICOM job market resulting in large scale under and unemployment
among newly qualified attorneys. My personal experience has been that the UWI and regional law
schools are physically unable to cope with the number of students.
If everyone had to undergo the exam, then the numbers into law school could be reduced thereby
ensuring that the quality of education is not affected.
That is only reasonable and just solution to solve the problem of the increased numbers of graduates.
Certainly expanding will cause a glut.
This is the fairest way to assess applicants and benefits the region as well as it ensures the best
candidates matriculate to serve the region
Ensures the best students get placed in the Law schools
I believe it would create a fairer and more just atmosphere, where everyone is competing at the same
level, and the creme of the crop will be awarded. The legal field is becoming saturated so expansion to
allow more persons is a no-no, however ensuring everyone works for their place on the same level
seems more balanced.
Automatic entry does not filter out bad quality students.
Competition will raise standards and develop an equal level of graduates across the region.
Competition will force a higher standard and ultimately better qualified professional. Merit should be
the basis of admission and not quota or unfairly run examination. However, there is nothing wrong with
presuming that because the UWI program is accredited in a measurable way that graduates of UWI
should be taken to meet a standard. Perhaps graduates at the honours level be guaranteed automatic
places but a pass degree be made to take the entrance exam along with all other non uwi degree holders.
An oversupply of lawyers is never a good thing for a jurisdiction. Young lawyers need to be supervised in practice and the demand is currently outstripping the need.
This is because the law profession is becoming increasingly populated and as such ALL should compete for a space.
this allows only those truly worthy of being accepted
In many Jurisdictions that is the practice and Caricom should follow suit if they want the best of the best to become lawyers.
To ensure that the best applicants become lawyers having regard to the serious nature of the profession and the impact on citizens.
this way you get the best of the group accepted into law school
Make the field more competitive because if you churn out funders of lawyers in the region every year you have to think of employment for all of these lawyers.
If you want a space, you should be forced to work for it. Nothing worth having comes easy. Competition is good. Less attorneys being churned out is good.
It would be more competitive
Too many students, law school is crowded, classes are full and more students means less attention for an individual student to interact with a teacher.
The markets throughout the region for attorneys are almost completely saturated and the law schools are putting out more attorneys than there is a need for them. Many graduates do not find employment within a year of graduating. If entry into Law School were more competitive, the schools should be better able to manage their resources and the supply of attorneys to the region.
Law should not become saturated in any way. I believe that fair competition for non citizens of Trinidad and Tobago should compete for spaces to ensure the high standards required to be an attorney are met. That would allow us to choose from the very best no matter where the candidate qualified. In Jamaica, with so many graduates now, it's hard to argue that the system should be opened up even further for quality control.
The limited spaces should be awarded to the most qualified and intellectually advanced.
It allows for a higher standard of learning.
Some of these external students have found themselves sitting the entrance examinations numerous times only to be refused due to space constraints, while the automatic entrants have been graduated and have been comprising the standard of the practice.
I think that the supply of qualified attorneys in Jamaica has significantly outstripped the economy's need and capacity to absorb them. Limited resources to fund education requires strategic prioritisation of resources. The numbers allowed in to Law School should reflect the effective demand for legal services, and the available places should be awarded strictly on merit, with no category of LLB graduates having priority. Available funding subsidies for Law School students should be allocated based on financial need (85%) and scholastic merit (15%).
Ensuring that UWI graduates get into the Law School does not mean we are getting the best and brightest into the law school, there should be equal competition between ALL LLB students for placement.
if students attended below par University, an entrance exam would filter.
The system as it now exist discriminates against students who falls outside these institutions and does not necessarily mean that the best candidates are the one who are given the opportunity to eventually becomes lawyers.
The point at which a law graduate is selected for training as an attorney should be based on their aptitude and performance on an entrance exam after they become eligible for acceptance, rather than
based on a decision that was taken 3 or 4 years before. Only the most suitable candidates should be accepted to law school and if all law graduates are made to take an entrance exam that will certainly ensure that only the best and brightest students with the greatest aptitude for excelling in the legal profession will be trained as attorneys-at-law.

Because of the saturation of the profession, time has come for there to be some sort of regulation in the numbers admitted to read for the LEC.

The current system is anti-competitive, biased and does not ensure that the best persons qualified enter the Law Schools.

The free-for-all system that is now in place at Mona for example means every one can get into the Faculty of Law once they have the full fees and much compromise is given to such students who may not meet the minimum requirements for entry in the first place. The results - mediocrity.

As in overseas ivy league law schools, entrance is based on merit and ability to perform. Only the best should be admitted.

That admissions policy ensures that only the best and brightest are admitted for the limited space at the law schools.

This way admission will be given to best applicants.

Selection is done on a transparent and competitive basis. The quality of graduate emerging over the years has deteriorated significantly.

If everyone is given an equal opportunity to compete for the spaces, it will force persons to put their best foot forward instead of behaving like they are entitled to something or something is owed to them, a prevailing attitude which is coming from the law school at present.

The system should be such that it allows the best candidates, wherever they might study, to go forward.

Law Schools admissions should not be driven by the amount of students graduating from UWI or UG but by a real assessment of the profession's needs.

This change will allow the Law School crop to be strengthened by admitting the top performers with strong exam taking ability. This will allow the Law School to reduce the emphasis on exam taking to implement other types of experiential modes of assessment that can be qualitative as opposed to quantitative. It will also ensure that the graduates will have the opportunity for more in-depth tutelage during the Law School experience.

There are too many law graduates coming out into the profession who have neither the basic skill set or personal integrity to be considered true legal professionals and as such the profession is being eroded.

To ensure quality.

Because law school spaces should be reserved for graduates of law who perform the best, regardless of where they matriculated from. Therefore, if an entrance exam were given, then each and every LLB graduate would have an equal opportunity to attend Law School.

There are limited resources to be allocated and a limited number of highly qualified legal educators.

There is an apparent glut of lawyers in some jurisdictions and a lack of lawyers in others.

That is one way of ensuring that only the best candidates from the pool are admitted.

Ensures competitiveness

Especially since UG graduates stay and practice in Trinidad and Tobago. Serious problems with that.

It ensures that the best candidates are chosen -

The Caribbean is overrun with lawyers right now to the extent that a saying I heard as a youth keeps ringing in my ears: Hungry lawyers make cases where none exist!

The only fair approach is to permit everyone to take the entrance exam and to grant admission solely on merit without having to expand intake. This would improve the standard of legal professionals.

Unfairly rewards mediocre UWI/UG graduates

What about the class of the degree awarded. Should a student with second class honours (lower division) be permitted to supersede another with first class honours from an institution that is not UG or
If the degree for example in a UK University is just as recognised as the degree coming from UWI, why should one be given preference over the other. I do not think that a student with a pass degree from UWI should have automatic entry while a student with a degree from England with a distinction still must undertake an entrance exam just because it was not obtained from a Caricom University.

Save for the Treaty, there is absolutely no justification for allowing a U.W.I. graduate with a pass degree preferential access to the law schools before graduates from other Universities who laboured under very different conditions often distance learning with out the support system of UWI and still manage to do better.

Also there may be situations where some persons would slack off at the LLB stage and get through and thus taking up space at the law school resulting in serious applicants being turned down from outside schools.

It is only fair that everyone is judged on the same basis. It is in some way discriminatory that your university is a critical factor which decides whether you attend law school or not as most of the automatic spaces are filled mediocre students while above average students are excluded because only a certain amount can be admitted.

It is unfair that individuals who have in some instances a higher honor of degree is left out to facilitate a barely passing UWI student.

The simple fact is that students with an LLB from an 'outside' university need to perform highly in the exam to attain a spot in the LEC programme whereas students who barely pass LLB at UWI are granted an automatic entry which in my opinion is biased towards LLB UWI holders and these same students perform very poorly at law school. I think everyone should be made to do the entrance exam so we can determine the quality of student entering the law school.

There must have been a good reason for providing the guarantee. I don't know what that was. However, on its face it seems more fair to ask everyone to compete for a place - thus reducing or eliminating any anomalies that presumably arise when less capable students are awarded places when more capable students are conversely denied them purely because of the university they attended.

There are external students with say first class honours who are excluded in preference of a UWI student who merely passed.

Imagine a graduate of Cambridge, Oxford, Harvard etc has to take exam to enter but a person a bottom of class take non and all are citizens of same country.

The legal profession is oversaturated. It is unfair that there are students failing exams and being allowed to repeat exams when there are other 'external' students who are better suited for that spot.

2) Current system allows a mediocre UWI/Guyana Student to have an automatic spot at the expense of a student with greater potential from another university.

Meritocracy has value. A C student from UWI has an assured place while an A student from Oxford or Harvard would have to compete for a place.

The current system has resulted in the guaranteed admittance of students who are performing at a much lower level or who have merely grasped the concept of law, over students with external degrees who have performed at a much higher level.

Students often take advantage of the existing policy and do not put in the effort to graduate with more than a 'pass' degree due to their space being guaranteed at the Law School.

All students should be forced to compete in the sense that top performers (students with honorary degrees) of UWI/UOG and perhaps other universities can be guaranteed spaces however, those students who have performed moderately should all face entrance exams.

The current system is flawed in that it doesn't capture the best students. Well at least UWI students who have an upper second or 1st class degree of a certain GPA should be exempt from an entrance exam but certainly UWI grad with only a pass degree should compete with
It is not fair that students with just a 'Pass' at the LLB level gain automatic entry whereas a student with First or Upper Second Class Honours from another institution has to sit an examination to enter. The current system may exclude good candidates from other universities and promote substandard candidates from UWI/UG.

To level the playing field and ensure the best quality candidates are accepted rather than mediocre candidates being guaranteed a space while brilliant candidates are rejected based on lack of space, many students who automatically qualify may not have the capacity and deny external students a space at law school.

I think it should be based on grades. Not an exam per se. The bare pass person from UWI should not be entitled to a spot over a first class candidate from elsewhere. The current system allows persons who may have a less stellar academic record direct entry to the detriment of persons with a more stellar record simply on the basis of the institution attended. This does not promote meritocracy and can help in the fostering of mediocre standards.

Only students who attain at least a Lower Second Class honours degree should be admitted based on GPA’s or other assessment. There is no reason why a Pass student at UWI should be preferred to a student who got a First at Yale or Harvard.

UWI/UG standards are not necessarily higher than those of external programmes

Attention should be paid to the accreditation of the other institutions. Arguably, the Council can ‘vouch’ for the curricula taught at UWI and UG, hence it is satisfied that a student emerging from that institution is equipped to commence reading for the LEC. Is the curricula of the other institutions examined? The qualities which were peculiar to the UWI, i.e. to produce students who were educated in the history and culture of the region to be able to contribute to it have not materialised with the graduates over the last 5 - 10 years. In relation to their knowledge and understanding of the law, they are at the same level as students from the external programmes, perhaps even worse. If they are on the same level and UWI is not doing anything to address this situation, then the original rationale to discriminate is no longer there and they should compete equally for space.

Principle of fairness - unclear that UWI graduates better equipped than others to enter Law School. This provides a level playing field for all who have begun legal education to continue in a fair way. There is no way of showing that one degree is superior to another. This is in keeping with fairness. Many graduates of UWI or UG are weaker students than graduates of other universities. Places should be awarded on the basis of merit.

Because those who did their LLB outside of the 2 universities mentioned are probably more qualified than those who get the automatic entry (e.g. their GPA at the end of the programme), acceptance to the Law School should be based on an independent and equal assessment for all applicants as the assessments and curricula at respective universities differ.

The current system makes an assumption that UWI graduates have already proved themselves capable and deserving of automatic matriculation, but other graduates have to prove themselves. This must be unfair. If UWI graduates are superior they should have no difficulty proving so in an entrance exam. The current system is based on a presumption that graduates of UWI/UG have attained a certain standard of competence. If that is so, they should be required to demonstrate that by competing with students from other institutions. Further, the current system prejudices (unfairly) graduates of other universities who may wish to attend one of the regional law schools.

There is no convincing reason to think that UWI graduates are so superior to others that they need not sit an exam while others do.

There is no longer the guarantee that UWI graduates are better equipped for law school than individuals who obtained their Degrees from other institutions especially degrees obtained via UK-based institutions.
UWI students are no more capable than other students and should be placed on an equal footing in the competitive circle. 

and there is nothing to say that a graduate student from another university is more or less deserving of the same confidence to permit automatic entrance.

Generally the training is better abroad e.g. England. There is therefore no reason to block these better trained candidates.

There is no legitimate rationale for allowing UWI/UG graduates direct entry. In several instances, graduates with other law degrees are just as competent or even more so.

UWI standards have fallen.

Guaranteed entrants take their matriculation for granted/ are not committed

Persons with guaranteed entry take it for granted

As it stands, I hated my experience at NMLS. The students are unruly and are generally not interested in the learning experience, but rather are just interested coasting at NMLS to attain the LEC.

Right now a number of students at the law school readily admit they have no idea why they are studying law. I think space should be given to those who really want to work in this area and not those who are just here because ‘mommy and daddy said so’.

it would be fair to say that the students that qualify for entrance to the school are prepared for the level of work and dedication than those who progress automatically

In my experience there have been students that came from UWI and they feel as though they are ‘superior’ than the external students, e.g. A student once purposely did not complete an assignment because they did not feel like it, and honestly that kind of attitude is not fit for an attorney

Because it appears that UWI students allow the fact that they have automatic entrance to be complacent

It creates a system of laziness and entitlement among UWI or UG law students that they need to simple graduate to make it to Law School

Would take account of changes in the region/ market since the system was first set up

The methods of entry to the system are no longer what they once were. The UWI is no longer the exclusive provider of LLB degrees as it was. There are persons who get their LLB otherwise, by more cost-effective means, in programmes with other methods of assessment (other than 100%) who are just as good as if not better than the UWI graduates. Even as a UWI graduate I think that the Law School should accommodate the best of what the cohort of LLB holders has to offer. Not just those who can afford the UWI School Fees.

The Caribbean region has evolved over the years, it will be anachronistic and unfair in this modern era to not have applicants each compete for spaces.

The whole idea of law surrounds fairness, progression and continuity. The present position lacks fairness, and does not bolster progression., seeing how we are stuck in time by a treaty.

BUT the whole system that exists now was built to address needs that existed 40 years ago. The region needs to determine what current needs are and design the system appropriately.

It is archaic and has outlived its usefulness and must be removed without delay.

Would confirm students' level of preparedness for Law School

Not everyone who has completed the LLB program is 'ready' to complete law school, most of the time due to immaturity and inability to think critically as is needed at that stage.

To ensure that students attending law school are sufficiently tested on their basic knowledge of the law

Current system discourages some students with a real interest in the law

A total review of the entrance requirement is needed. It frustrates interested students and discourages others who just want to learn the lean and not necessarily practice law. We need to change the idea that people who attend law school want to become lawyers, that is not so. Plus a society with knowledge of the law results is far less breaking of the law.
Other
Not everyone who has completed the LLB program is 'ready' to complete law school, most of the time due to immaturity and inability to think critically as is needed at that stage.
To ensure that students attending law school are sufficiently tested on their basic knowledge of the law

Appendix 22 – Reasons for supporting the proposal: “The Law Schools should be expanded to accommodate demand”

Would promote fairness / inclusion/ wider access
Let all have a chance, the cream naturally rises to the top
Inclusiveness. Children of the well to do have an immense advantage.
Everybody who wishes to have the training should have access to it.
All students who intend to practise in the Caribbean should be exposed to practical and legal knowledge of Caribbean law and practice
It is unfair for a person who has successfully completed an LLB to be unable to complete an LEC due to the lack of space. While the profession may become saturated, each person should be afforded the opportunity to pursue the career of their choice to the highest possible point.
If this is possible, it can only help in the access to education and the development of our region. Legal training teaches people how to think, and overall it is a versatile area which can strengthen persons in various disciplines.
All persons should be allowed to attend law school
It is unreasonable for a student, having completed their LLB, not to be allowed to complete the LEC which would enable them to be called to the Bar or to otherwise be recognised professionally...
The field is a growing one. If there are persons interested, they should be accommodated. Unfair for a person to excel at LLB and still not get accepted into the Law School
Expanding means the law school is able to accept more student, increase the possibility of entering the programme
I believe once an individual has successfully completed their law degree they should be adequate provisions for direct entry to the Law School. It is unfortunate that in modern society a student can complete his/her law degree and yet cannot find a place in a law school for want of space. Until this is changed I believe as a nation we will lose plenty of our greatest talent to other nations.
Recently there have been even more graduates from Law Schools and provisions should be made for them as well. As of right now it is difficult for students who do not attend UWI to get into Law Schools such as Hugh Wooding.
it should be expanded to accomodate demand because only accommodating UWI students and UG students, place the other university law students at limbo and unsure about their future as a lawyer, because they are always left unsure whether they will be admitted into law school despite having good grades.
The current system of requiring students to sit an entrance exam while other students are guaranteed a space is discriminatory especially where the standard of legal teaching at the LLB level is on par.
'Outsiders' should be given equal opportunity to pursue an education at the law school.
There is a legitimate expectation which most students have when they register to study Law, that is, that they will be accepted/go on into law school as the Law School stage essentially completes the first leg of legal studies required for becoming an attorney at law. Not every student may wish to continue for their own purposes and can opt out, however, all students pursuing the LLB program should be allowed to go on to complete their legal studies at the Law School if they so desire.
There has been a significant increase in the number of persons entering law the LLB program thus the dire need to expand the law schools to accommodate the intake.
An additional Law school can be established in Guyana which has about 50 students yearly seeking
admission. Another 60-80 students can be facilitated from the other Caribbean nations, there making a legal education more accessible in the region.

As the decision has already been taken to expand the LLB programme it is unfair to these students to not have the opportunity to pursue their LEC. It is equally unfair for UWI students to have to take an entrance exam when their training was based on regional law and not UK law as is the case with external students.

This makes sense. If anyone can get an LLB from UWI or elsewhere why shouldn't they be able to complete their legal education at a law school?

It is unfair that UWI & University of Guyana students gain automatic entry while all others have to compete for limited space

To ensure that students have the opportunity to obtain the degree and enter the law school, more resources should be put into place so as not to disenfranchise students who have the same qualifications as UWI/Guyana.

It takes far too long for applicants to be admitted even if they have the qualifications

Many students who graduated from the London LLB find great difficulty in getting in to Law School. Many have spent moneys they can ill afford and then have to wait years to compete to get in. Those with high scores supposed to automatically get in. It is a matter of meritocracy. Students who graduate from reputable universities which offer the LLB should be afforded better opportunities.

by definition the more legally trained persons in society the better it should be. If we create institutions that offer a law degree then provided standards are regulated those who matriculate should be given the opportunity to obtain their practicing certificate.

everyone deserves an equal chance market forces will deal with over supply.

Simply put: everyone deserves a chance

For it is for all Caribbean people to achieve academic and professional development by whatever path they choose without restrictions based on their social and economic needs. This is the is human right.

While I have no difficulty with UWI law faculty graduates having automatic entry, I do believe that there are other suitably qualified and brilliant persons who are not allowed the opportunity to study at regional Law Schools because the physical capacity of the institution is too restrictive.

Since exams are stressful for some people and if everyone is not doing an entrance exam then the law school need to be expanded to accommodate demand.

Completion of law school is fundamental to practice thus there should be access for all persons who have achieved the LLB.

There are 80 students in the class competing for 25 spaces at HWLS. This is unrealistic and barbaric.

Having successfully completed the LLB I believe that should be the qualification for entry into the law school. The approach therefore should be that all students should be accepted.

Provided an applicant’s LLB qualification sufficiently covers the basic learning requirement of the programme of the Law School, there shouldn’t be any hindrance to entry.

If everyone does not have to compete for a place, then the law schools should be expanded to accommodate demand. (This my personal preference). Students from other universities have already gone through the rigors of obtaining an LLB, like the UWI student. So there should be no discrimination.

How is the current system fair when there are persons who may have obtained very high grades (e.g. 1st class honours) at other universities but have to compete to get into law school, when someone from UWI with a lower second class honours gets in automatically? This system is very unfair, especially as students from other universities are already required to take Caribbean law and legal systems and Caribbean constitutional law courses at law school. The discrimination is unwarranted.

I had to endure the emotional and financial hardships in addition to leaving my family behind to pursue the BPTC in England while some students who were failing law courses at UWI, St. Augustine and Cave Hill campuses were allowed automatic entry to HWLS.
If other LLB degrees (like UK and Canada) are acceptable, the law schools should not discriminate against persons who choose these routes, which at times tend to be more flexible and reasonably priced that UWI.

All persons are equal holders of LLB degrees and it is discrimination to continue with the present practice

Would meet increasing demand for educational provision by Law Schools

The market should influence supply. Legal services is an export for the region. UWI currently enjoys preferential treatment in respect of the LLB because of the automatic entrance ...

UWI and UG graduates should maintain privilege. However other graduates should be allowed to enter the program. The provision of education is a business. Supply and demand will steer the path of graduates!

Eventually there may be limited space for applicants as such it would be sufficient to expand to accommodate more

increase in number of law programme results in increased number of students competing for entry into law school

Demand for those wishing to become Attorneys, for various reasons having regard to the different facets of law

The population of law students is growing and as such the law schools such as Norman Manley Law School should be expanded to accommodate all students from the surrounding law faculties.

There is no such thing as having too much Lawyers, as such Law Schools should seek to accommodate all who are desirous of doing so.

Twenty five Guyanese students accepted yearly is not sufficient, what about the others? are we going to neglect them and kill their dreams o becoming an attorney at law simply because they didn't make the top 25?

Guyana should definitely establish a local law school. It has more than enough space right on the University of Guyana Campus. Tons of economic benefits. We already have Jamaicans and Belizians coming to our University for the LL.B program, of course they will come in droves to attend a local law school in Guyana. In addition the competition for space at Hugh Wooding and the alleged unfair treatment meted out to Guyanese students can finally be remedied. The growing economy can benefit from foreign exchange. There can be an overall increase in the literacy level throughout Guyana and the Caribbean. Policemen, Entrepreneurs, Teachers etc. can benefit from this.

The reality is if there is a demand for law the law school should try to meet that demand and once students are qualified having achieved an LLB then the law school should either accept those students with the highest LLB degrees or expand to facilitate the increasing demand.

Supply and Demand

To accommodate the number of applicants

The Law Schools cannot keep up with increased demand

Supports expanded programme access seen at the LLB level

It is obvious that the capacity at Norman Manley cannot keep up with the graduates from Cave Hill, UTECH and the faculty of law at Mona. Therefore the facilities need to be expanded.

Law students are reading for the LLB from their living rooms in non traditional form, therefore as the demand for Law School has risen so opportunity should.

More and More students are venturing into the area of Law and as such all systems have to expand with the growing intake or venture into establishing other law schools in the Caribbean

There has already been expansion at the LLB level, and so even if UWI/University of Guyana Students will continue to get automatic entry, there will not be sufficient spaces for all these students, so the expansion is necessary with a view of accepting all.

With a large group of LLB applicants, the Law Schools need to be fully equipped to meet the
requirements to ensure they are properly trained. due to the fact that there are various local institutions that offer the LLB with the University of London International Programmes the Law Schools should expand

If we are expanding at the LLB stage, it is only logical to expand at the LEC stage. It is unfair to have that bottleneck with some getting left behind. A test will just mean that those who pass get in, but there will be people with the requisite entrance grades getting left out. That would be unfair all around. There are some persons based on certain circumstances may not be able to afford Legal Education outside of the region but still have the ability to perform to standard or exceed regional standards. Expanding will accommodate such persons while simultaneously retaining revenue which would have gone to foreign based institutions. This will be great for persons especially bent on practising in the region as well.

The growing numbers of students studying law requires more space at law schools for those who would like to practice law.

**Additional Law Schools would address needs of specific territories**

Guyana should definitely establish a local law school. It has more than enough space right on the University of Guyana Campus. Tons of economic benefits. We already have Jamaicans and Belizians coming to our University for the LL.B program, of course they will come in droves to attend a local law school in Guyana. In addition the competition for space at Hugh Wooding and the alleged unfair treatment meted out to Guyanese students can finally be remedied. The growing economy can benefit from foreign exchange. There can be an overall increase in the literacy level throughout Guyana and the Caribbean. Policemen, Entrepreneurs, Teachers etc. can benefit from this. Guyanese students are usually disenfranchised in gaining a space at HWLS, especially when only 25 students can enter per year

I think it is time to establish a law school in the OECS to serve the demands of that sub-region. The time has now come for the establishment of a law school in the OECS. This will increase space and allow even more persons who are eligible to gain entry.

Law Schools should be expanded or created in new jurisdictions such as Guyana and Barbados to accommodate the growing demand because four law schools to service the needs of the majority of the region disadvantages graduates who gain high scores but fall short of gaining the limited placements available to them

The growing number of persons desirous of entering the legal fraternity cannot be accommodated by the current system. Barbados needs to look at setting up its own law school. This can be an added value for the university as it can offer courses to an international student base as well.

**Would address excess demand for attorneys (in specific areas of practice/ jurisdictions)**

More attorneys are needed in areas outside of traditional practice, to support state bodies and other agencies contributing to regional development

There is demand for lawyers in several jurisdictions not satisfied by current output

More lawyers are needed. To help in society

There is a need for more lawyers and counsel, today.

The Caribbean needs lawyers and there are so many persons who are turned down simply because there is no space.

The population is growing and the needs of the society across all jurisdictions are expanding. The justice systems in most jurisdictions are in need of restructuring to facilitate speedier delivery of justice. Employing more trained practitioners in the justice system instead of untrained personnel could aid more timely delivery of justice.

**Would help enhance quality of educational provision at Law Schools**

The law schools need to expand their physical structure. They are all in need of dire space.

If the demand clearly has outgrown the facility then the school either must be expanded or the
placements reduced. An overcrowded and burdened facility brings down the level of education provided which affects the profession as a whole. Introduce streaming perhaps to all persons to make a choice of active practice, non-contentious practice, academia, public bar, international organisations etc. Plus the law schools may be able to attract investment, improve their offerings and be more attractive internationally.

The Facilities at the Law Schools are outdated and generally too small

**Unreasonable to continue without expansion**

The capacity of the law schools has not changed since I was a student over 30 years ago; how can they continue to meet the demand when there has been a significant increase in graduates from the faculty? Most educational institutions are facing the problem of higher demand. It is unrealistic to continue with a system which was designed only for a limited/select group. This is the norm in other regions where there is a large demand the faculties expand to accommodate.

**Takes account of limited LLB spaces at UWI/UG**

All of us cannot and do not attend law schools in the region why therefore should we be discriminated against if all schools are accredited. The growing awareness and development of new areas of law, as well as the demand for legal services in the Caribbean necessitates this expansion. Limited quota at UWI may force students to apply elsewhere.

**Provided that standards maintained (admission / progression)**

Yes and no -- you just don't want numbers. You also need quality and making 'hard' to get in may give the best. Only if the students are qualified i.e. meet a specific level of proficiency

**Entrance exam unfair (to UWI/UG and external graduates)**

I think this because it would be unfair to subject UWI students to an entrance exam. Provided that all law schools teach the substantive law, it seems unfair to require external students to write an additional exam. Additionally most of the courses taught at UWI aren't restricted to Caribbean jurisprudence only so these students would most like have learnt the same law that we learn when pursuing our LLB.

**Provided that entrants can fund their studies (at least in part)**

Provided that entrants pay the cost there is no problem with expansion. There should be minimal restrictions on the opportunities for persons to study in a chosen area once qualifications are met and the cost of such study is not unduly subsidised by the State. In order to reduce the phenomenon of over-crowding in the profession Law Schools should embark on public relations programmes so persons are made aware of the pros/cons of a career in law and whether or not they are suited to such before undertaking the training.

**The 6-month course for external graduates does not prepare them adequately**

If they aren't then they go to Bar School in the UK, come back and are given a 6 months crash course where they then struggle with Caribbean law and procedures and lower the level of practice in the region.

**Would take account of changes in the region/ market since the system was first set up**

When the Treaty was signed, it was expected that the persons who would be attending law school would come from the University of the West Indies, this institution being the only one at the time regionally that offered the LL.B degree. However, decades later, there are other regional universities at which one can attain the LL.B. Therefore, it only makes sense that like the University of Guyana, these Universities be given a certain number of spots for its top students to gain automatic acceptance like UWI degree holders. Law is a privileged area of study and for good reason, not everyone should be allowed in, the professional and personal obligations that come with being an attorney-at-law is high.
and the standard should be maintained. Therefore, the admissions exams should remain in place. UWI/UG standards are not necessarily higher than those of external programmes. A LLB degree from an accredited university is not as good as one from UWI.

Other
Not all persons want to practise law; some just want knowledge of law. To offer the world a better chance of getting good lawyers, Law Schools must be more oriented to detailed and practical training. The mission of the Council of Legal Education is to meet the diverse needs of the people of the region and in the context of access to justice in the region, there has been a patent failure to ensure that the masses of people in the region have access to justice. The recent influx of persons who gain their respective practising certificates in the UK demonstrates that there is need for a more practical and local approach to their practice. The quality of such graduate is quite poor and reflects badly on the standards of the Profession. Many of the students that get into Law are students who did not get into Medicine and just put Law as their last option. I am unsure as to whether this applies solely to Trinidad, but it happens a lot. It’s easier financially/time wise to do the London course, so students should be accommodated.

Appendix 23 – Reasons for considering the CLE programme useful preparation for work as an attorney
Opportunities to practice/apply/test skills or knowledge (with supervision)
Opportunity to practice/apply my legal skills in a non-academic environment i.e. where it really mattered.
I had to conduct client interviews. That practice was most helpful.
The sessions I had in interviewing clients (More than three) went smoothly in my identifying the issues, using the information acquired during interviews to commence the documents required to file claims, the reassurance that I was able to give the clients that the Legal Aid clinic is able to address their needs.
The 2 Clinical programmes that come to mind are the time required to be spent in the Legal Aid Clinic and the Mock Trials. These programmes have given us immersion into the legal world and has allowed us to handle the cases.
It tested my time management, organisational and communication skills.
I had the opportunity to interview real clients, write letters to individuals/agencies on their behalf, draft legal documents for court & attend court with the attorney assigned to the LAC.
It exposed me to real clients who have problems that allow me to apply the lessons and my knowledge acquired at law school.
I was able to interview clients and resolve their matters.
It provided the opportunity to apply skills that you were taught.
It provides the opportunity to deal with live clients and to provide advice and where possible solutions to their problems under the supervision of an experienced attorney.
It allowed for drafting of documents and meeting with clients.
It offered one of the most practical learning experience.
It gave me practice in the office environment and communicating with clients.
Provided supervised client interaction.
Allowed us to apply the academic teaching to an actual case.
It gives law students the avenue to practice as opposed to opening a book and regurgitating words for at the discretion of a marker of scripts.
It gave enough practice in areas of drafting and communicating with clients which prepared students for the legal field.
Allowed students to come face to face with real clients, where we had to also be counsellors and...
mediators. Developed professional interpersonal skills
This was the only practical experience I received at law school. Otherwise, law school could very well be
deemed as focusing on academia, which should not be the case.
Meeting with clients and preparing documents based on instructions
It was good practice
It was one of the few practical aspects of Law School. It helped in preparing me to interact with clients.
Other than in service training this is the only opportunity many students have to apply legal knowledge
to real world situations.
This was the one and only opportunity I got to draft submissions and opinions is a closely supervised
environment. I still rely on the documents drafted in school as a format for my practice today, where I
get much less support.
Interacting with clients was a necessary experience that the programme afforded me. Also managing an
assigned matter.
I was able to deal with "real" cases and clients under the supervision of the Director before I was
admitted to the bar.
The clinical legal education programme allows for practical application of skills, a critical component of
any legal education programme.
given practical work to do
Exposure to practical legal work
It was my first real example of practical legal work and how to effectively advise a client.
It provided the most practical approach to actual legal practice
Many of the areas learned I did not have the opportunity prior with only academic exposure
It provided the opportunity to see the practical aspect of what you were taught
Allowed for some form of practical training experience needed, although only geared toward particular
host jurisdiction.
It provided the only practical experience
Different. Exposure
Allowed students to have that hands on experience.
The Legal Aid Programme provides first hand experience of how a practice is run and is the only
available resource that allows students to be exposed to what the world of practice is like.
I got to work see how cases would progress in the field as if i were a practi
tioner
We were exposed to being instructed by real clients, drafting documents, albeit restricted to mainly
family matters.
I was exposed to the realities of a law practice, although it was limited.
It gives you the ultimate practical experience. From just preparing for exams to actually advising a real
life person. Great experience.
It gave exposure to court practise and procedure and articulating real life problems in a legal
perspective.
It was the closest to actual practice
It allowed me to be exposed to what practice would be like.
I learnt so much about the day-to-day practice of a law.
Good exposure to what it is really like
It gives a handsome experience and should be increased in time
Exposure to real-life cases aided preparation for work
It provides an Avenue for you to interact with clients with real problems, rather than the fanciful ones
put on paper in Tutorials
Practical exposure assisted in preparation for interaction with clients.
The 2 Clinical programmes that come to mind are the time required to be spent in the Legal Aid Clinic
and the Mock Trials. These programmes have given us immersion into the legal world and has allowed us to have conduct of the cases because we dealt with real people having real problems Interactions with real clients and real problems It was an immersion into the real world of legal work it simulated real life matters.

It prepared me well as a practitioner because of the relevant cases managed and also the environment. The experiences where real life situations.

Because it gave real life situation and experiences that you are able to appreciate and would not get from just being in the classroom

It is the first exposure to clients that you experience before you commence practice. first sight of the real world

It gave some exposure although minimal to real clients

It allowed for exposure to real situations that can occur through out the life as an attorney

It allowed for real encounters with members of public

Helped me to develop key skills

Provided the necessary skills

The interaction with clients was very helpful as well as the research required

It prepares the student in dealing with clients and the proper conduct of files.

Working with deadlines, setting timelines, research etc while balancing regular studies

It emphasized time management skills, file management and updating, client care, & the ethical approaches to certain requests made by unscrupulous clients.

put research skills to the test.

because of the skills developed

It has dealt with core skills. More skills have to be dealt with.

Because I had to manage cases with court scheduled deadlines while managing my school work. It was a complete real life scenario.

Although limited, it did provide interaction with client, how to manage time, how to manage files, how to liaise with Senior Attorneys on matters. This was very useful in practice.

The Clinic is the only option available and there is some amount of encouragement from staff of the clinic for students to be proactive and take on additional work over and above the files assigned for the school year. The more matters students are willing to take on the more practical skills you get.

I'm now decent at drafting legal documents

Promoted better understanding of what to expect at work

MORE REALISTIC EXPECTATIONS OF WHAT PRACTICE MIGHT ENTAIL

Based on the work like environment we were placed in to meet with real clients and work on their situations

It gave me a taste of what being an attorney would be like.

It gives an idea or the work outside a school setting

I knew what to expect when I got my first job.

Because I was able to understand how everything works

It made the transition less frightening.

It is a prototype of the work in the market place.

Promoted better understanding of my role/ service/ responsibilities

Clients wanted solutions and assistance, and the importance of my role and service became immediately clear.

(To an extent) It brought an acute awareness of the impact of an attorney's preparedness can bear on the presentation of a client's case. Many of the research assignments were precursors to legal situations
I encountered in the workplace
You get to experience the responsibility that comes with practising and working on your own initiative.
The utility of the program was borne out by the injection of responsibility and potential for real consequences for poor representation

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<th>Received useful/practical advice or guidance</th>
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<td>Practical useful advice</td>
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I now practice the same principles I learnt through the tutors at the legal aid clinic.
I am referring to the HWLS moot Programme where a real magistrate provided. Advice from a real magistrate is as best preparation as you can get.
I have come across legal issues by client that i can directly tap into the manuals prepared by the instructors at Law School that assists me

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<tr>
<th>Improved my understanding of legal concepts</th>
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<tr>
<td>It was the law actually coming to life.</td>
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<tr>
<td>Personal interaction with clients makes the concepts more alive</td>
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<th>Networking opportunities</th>
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<tr>
<td>It allowed me to network</td>
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<td>I worked alongside the lawyers and did extra work there during the summer</td>
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<th>Increased my confidence in my knowledge/skills</th>
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<td>and the comfort I feel in being ready to go into practice upon my completion of the 2 years of study.</td>
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<tr>
<td>It helped me to gain confidence when interacting with the general public.</td>
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<th>Appendix 24 – Reasons for not considering the CLE programme useful preparation for work as an attorney</th>
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<tr>
<td>Most cases longstanding/no follow through</td>
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<tr>
<td>no follow through to tell you the outcome</td>
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The cases assigned were usually long standing matters that could not be resolved in the time frame. therefore one never had the satisfaction of completing anything |
| lack of follow through with legal aid clients |
The potential is there for it to be a successful program but there needs to be better progress of matters so a student could see a greater part of the process than drafting. |
| Not diverse. It was a bit of a joke. You came and worked on files that had been there for years, making no progress. Disgraceful situation for clients |
| Lack of individual guidance and follow up on work commenced |
The cases assigned were usually long standing matters that could not be resolved in the time frame. therefore one never had the satisfaction of completing anything |
| Most matters were stagnant & unable to be resolved. |
| Did not see through an entire matter and we weren't given the impression that it was being taken seriously |
| There are hundreds of dead files, the matters never move before the 10 weeks is completed and some files are so old that clients do not remember coming to the clinic. |
| Lack of guidance and lack of any real learning. |
| It would be if I got live cases to move. It was dead cases with little work to produce. |
| I was the same person at the start as at the finish. |
| We largely had old files that were going nowhere. Program not slanted towards advocacy. |
| little opportunity to see a matter through from start to significant maturity or conclusion |
| The average Legal aid matter took years to complete so the student added no value to the process and the process added no value to the student |

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<tr>
<th>Poor structure/organisation</th>
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The potential is there for it to be a successful program but there needs to be a better structure
It was poorly organized.
Was dysfunctional at time I attended Law School in Trinidad.
It was purely organized
Poorly organized and managed
needed refining
POOR management
THE PROGRAM WAS UNDERDEVELOPED WHEN I WAS A STUDENT.
The programme needs a lot more structure and more exposure with actual law practices or the courts.
In my time, the clinical legal education programme was poorly organized
It was not very organized and not much was taught
The potential benefits of the Clinic were undermined by its poor organisation
The organization was poor

Poor tutelage

tutors were poor, no real effort to teach - just done because it had to be done
The potential is there for it to be a successful program but there needs to be better tutelage, access to the attorneys dealing with the matter
The tutor did not provide feedback for me to ascertain whether I was improving or not.
During Legal Aid clinics received very little guidance
There was not enough guidance provided so that students could see where clients benefited or guidance in how to actually help the clients.
I was never supervised.
There was no practical guidance at the time and the Clinic was not well publicised.
Guidance was completely absent.
I felt as though I was still a law student being handed legal work to aid qualified attorneys, rather than an attorney-in-training being supervised by a qualified attorney.
The instructor was more interested in doing the least amount of work possible than in teaching me anything.
None of the instructors took it seriously
lack of/ inadequate supervision and lack of timely feedback
I received little to no instruction or supervision.

Insufficient contact hours

Insufficient contact hours
It was too short
There was too little time allotted to the Clinic.
We needed more sessions and more activities. However, it did provide some level of exposure which was good but not sufficient.
The time was insufficient to gather enough knowledge
Eugene Dupuch Students do not spend enough time in the clinic
There was not even nearly enough time getting g real world exposure. The practical aspects of law school need to be far more complete and far more thorough
Because if should have been longer and included court visits.
It would have been very useful if we were able to be more involved in it.
short duration of sessions.
I'm not sure how much that could be accomplished in the time allotted
MORE TIME WAS NEEDED IN THE CLINIC TO PUT THE KNOWLEDGE TO USE

Exposure was limited

It was very limited
scenarios too basic, no follow through to tell you the outcome, no real effort to teach - just done
because it had to be done
exposure was too limited
Not diverse.
It was woefully insufficient
It was insufficient
I WAS NOT EXPOSED TO COMMERCIAL MATTERS
Number of matters exposed to was limited
lack of matters

**Insufficient numbers of tutors**
We had only one instructor who attended to many students and could not adequately assist all of us.
That was, however, more than 25 years ago. Things may have improved since then.
There was inadequate supervision
Not enough involvement by the tutor because there were too many students allotted to the tutor.
Student to lawyer ratio doesn't allow the potential benefits.
When I attended Law School, I was given files and instructed to work on them. There were too many students for the tutors to have quality time interacting with each student.

**Insufficient facilities/capacity for students**
the law school was too full. There was not adequate room for students and it was mere confusion.
The clinic was so crowded that the tutors could hardly find any case for me
We had approximately 75 students to 2 attorneys in the clinic. The attorneys were often in court dealing with the matters and so in practice there was little to no interaction and guidance from them.
there were too many students in attendance at any single session

**No real impact on learning**
I did not take away much from the clinical legal education programme.
It had no impact on my learning whatsoever. It was merely something to be endured.

**Experience not comparable to real practice**
Theory only makes sense in practise, practical scenarios.
If i were in practice in a firm, it would be more applicable.

**Too much time spent on drafting documents**
Clinic based primarily on drafting documents for client. Not much engagement with client or attorney overseeing file.
the task were tasks that never progressed further than redrafting of documents which had already been previously drafted

**Tutors only appreciated laws of the home jurisdiction**
As a Barbadian student in Trinidad the lecturers had no appreciation for the difference in jurisdictions eg family law
My jurisdiction operated under old rules and continues to do so. The new rules were predominantly followed.

**CLE training at odds with requirements in actual practice**
Sometimes what is taught differs from what is required in actual practice

**CLE practice area different from eventual employment**
The clinical experience entailed family law matters and I did not practise in that area at all.

**Disconnect between classroom learning and clinic practice**
Many matters in the RM Court while most of our learning was about the Supreme Court. Definite disconnect between what was being taught & what we were practising.

**Other**
Essentially non existent 1983 - 1985
I went to work as a prosecutor and in clinical programme dealt with this
Many matters in the RM Court while most of our learning was about the Supreme Court. Definite disconnect between what was being taught & what we were practising.
My overall expectations of the clinical legal education were not met.
I don’t think there was any real interest in achieving that objective; it was merely a requirement for completion of the programme
At that time it was not focussed upon.

see answers above

Appendix 25 – Reasons for uncertainty about whether the CLE programme provided useful preparation for work as an attorney

Insufficient contact hours
The length of time I spent in the clinic was not sufficient to fully prepare me for the world of work. It however was a learning experience
The time allotted was insufficient so students were unable to complete a case assigned.
It was too short and not enough interaction with clients.

Programme underdeveloped
The programme was not fully developed at the time.

No real impact on learning
Did not gain much or benefit from the programme in my opinion.

Greater participation of practising attorneys required
More participation is needed from attorneys practicing at the Bar in terms of assisting at the clinic. These persons are in the field, its only so much an academically geared attorney can teach.

Exposure was limited
I only worked on divorce matters rather than a diverse set of legal matters

Insufficient number of cases available
Because very little contact was actually possible. There were more students than clients.

Don’t remember
Don’t have vivid memory of utility of Legal Aid - but this over 30 years ago

CLE practice area different from eventual employment
I have not engaged in traditional legal work, so I am unsure of the Clinical Legal Ed programme's usefulness in that sphere.

Appendix 26 – Further comments on Clinical Legal Education

Confirmation of importance/value
A well run clinical legal education programme with an adequate number of trained instructors and resources would help greatly in bridging the gap between the student and the professional.
Would have been desirable
Incredibly useful, students should be provided with transportation (with the Clerk/Bearer) to the courts for filing etc.
While courses were instructive, I had most of these skill prior to coming to the law. However, they did assist in enhancing the skills mentioned
The most valuable thing learnt was interviewing clients
Good programme especially for those who wish to practice in the courts.
the operation of a legal aid clinic also introduced us to those in society who needed but could not afford legal services
Clinical legal education was introduced after I graduated. My opinion is that this can be very helpful to
expose the students to the reality of litigation and should be maintained and expanded to make all students attend. This was one of the most effective aspects of my Law School education. There were moots, and there were tutorials where we addressed problem questions. It is useful for practical experience. Please do not ever remove this aspect, it was the most educational/useful part of the programme. I was very happy with the programme. I would be very supportive if it could be expanded. The programme should be maintained and even enhanced where possible.

**More/ minimum contact hours should be required/ allotted**

There should be a minimum number of hours per week that each student should have to attain and which goes towards his/her final grade. We need to utilise this venture more, especially as it relates to how much time is allocated per week to law students. Two hours was most time insufficient to complete the work and meet clients. More hours and staff need to be provided. More time needs to be given to its programme. The programme should be for a longer duration to allow students to participate in the progress and development of cases. I personally believe that more time should be allotted to the legal aid clinic. In addition, more marketing and advertising must be done by the school so that there are sufficient matters to be handled. More time should be devoted to clinical legal education as after graduation you will be providing a practical service and while academics is integral to your ability to perform it, the faculty program and the first year of law school should be used to impart that academic aspect of the profession. New attorneys who are not able to get a job with a firm with experienced professionals would find practical exposure at clinics more useful than what a classroom has to offer. After all, we are all expected to read for our degrees and therefore we should all be to handle the academic aspect with minimal guidance from experienced lecturers/tutors. Young attorney need practical exposure overall. Once per week for one year. I think it should be offered more than 1 semester and in other areas than family law. Extremely useful but much more time should be given to it.

**Not applicable to me**

The Clinic programme is implemented in second year. I am a first year student. This is done in Year Two at Norman Manley Law School, so I cannot comment on frequency of sessions at this time.

none
n/a
clinical legal education takes place in second year
In 1st year, have not done the legal aid clinic yet
N/A
Clinic is in year 2 and i am in year 1 so i am unsure
Now available

**Should be more integral to Law School programme**

More of it and less lectures. More case studies.

At the time that I attended law school there was a very poor legal aid programme. However, that has changed and the programme is very good but disassociated from the rest of the teaching programme. It is seen as a separate entity when it should be the core of the entire teaching programme at the law school. Clinical education also needs to be redefined away from a legal aid clinic to encompass experiential learning, simulations and other real-world strategies. It also needs to incorporate technology used in practice as part of the culture of the law school and embrace both year groups.
A larger portion of the Law School curriculum should be dedicated to Clinical Legal Education-Legal Aid and Trial Advocacy. CLE serves as an apt assessment of how well knowledge can be applied in practice. The Clinic should be the hub of training over the two year period at the Law School. This should be a major focus of Law school. It provides essential learning and experience which allows students exposure to real life practice.
Law school should be focused more on clinical legal education and less on theory. More attention needs to be put in this area rather than examinations as this is where you are taught how the system operates and how you can use the learning. Legal Aid Clinic should play seminal role in Law programme. It should count for at least 40% overall performance and grade and involve students actually assisting lawyers to court on matters they helped in. Matters should be diversely criminal and civil. It provided a very practical approach to the practice of Law which the Law School did not provide overly much. As such the Clinic should be incorporated in a more vigorous way in the Law School Programme

**Improve tutelage/guidance for students/quality control**

Make it more involved for the students. Lawyers in Legal Aid Clinic seemed preoccupied with their own matters vs helping students push matters along. The persons who were on staff at the clinic were not the best that the profession could allocate. There is a need to have the Clinic staffed with more practitioners who have mastered the relevant areas concerned.

Too many lawyers. Quality control systems inadequate. It has made significant improvements but much has to be done to ensure quality control. This area is so very important but is definitely not a priority for the Law Schools. The quality of the instruction in the clinical education programme is poor. There is no quality control in this area.

**THERE IS A NEED FOR MORE QUALIFIED INSTRUCTORS TO WORK ALONGSIDE AND MENTOR YOUNG ATTORNEYS**

My tutor was too busy with her own private practice and failed to show up on most occasions on time or at all. Persons should on accept more responsibility if they can allocate the time and energy.

More supervision and more tutors needed

**Limited impact on learning**

I learnt nothing and really did nothing. So sad about the experience. the nature of the cases are such that students may complete the course without any real time experience in the practice of law. The law school program barely brushes against the surface moreover to scratch the surface with regard to practical exposure.

It was a waste of students' time. I obtained more knowledge and experience from my part time work in a law chambers whilst I attended law school.

In-service training was more beneficial to me as a student than the clinics. The in service training is more beneficial. It would be great if at the end if this exercise we see some significant changes for the better.

**Other commendation**

Overall, I believe that the Legal Aid clinic at Norman Manley Law School has a very committed and helpful staff and cadre of attorneys who display the ability to and achieve a high level of success. Very well led by Dr Kathy Gonzales back in my time. Good Practical experience in the law school training. It's a new human rights / poverty law clinic and feedback from students has been very positive. It was an overall good experience. The programme has improved significantly since then an is adequately staffed.
Has probably improved since
There has been a vast improvement

Requires better organisation and/or resources

Requires better organization and increased staffing
Physical facilities were thoroughly inadequate and the times within which the clinic could be accessed were very restrictive.

Dion Hanna (Director) and Elsworth Johnson (Asst Director) and Clinic staff were amazing, but the structure of the clinic and its relationship with the school is problematic. Clinic needs to be ran like a PRIVATE law firm where students go to get class hours.
However, the infrastructure for the proper running of the clinic is lacking. There aren't sufficient telephones or rooms to do overtime hours or interview clients. There needs to be some expansion.
The Clinical Education should include more assessment of practical work and drafting of documents instead of being examinations driven. Assessment of a practical approach to learning can enhance development of legal skills and advocacy.
Structure should be achieved.

Should cover broader/ more areas of practice
Clinical legal education has to be come broad based, rather than, only family law alone or mediation.
Needs to be diversified to allow students to focus on areas of interest rather than generic areas of law.
Students should be allowed to gain exposure to a wider area of matters, including civil non-family matters.
Maybe it could incorporate court observations.

Needs to allow for greater follow through of cases
The only drawback was that we were never able to see a case through from beginning to end. I think that some simulated exercises might have been useful.
Not enough time spent in the Clinic to see the progression of matters
Students should be taken through a matter from the beginning to end

Should be mandatory
I believe that it should be mandatory as part of any law school program.
should be mandatory along with court visits

Should take account of practice in other jurisdictions
They needs to be more consideration for jurisdictions other than Jamaica or Trinidad, especially procedurally. for example, there can be a requirement to do clinical legal education in one's own jurisdiction. Learning how Jamaica does something procedurally might not help me in Belize. Several times I found myself having to find out, on my own, how things are done in Belize, eg. forms used, who to go to for what
Despite its benefits in preparing students in how to deal with clients, the program however, does not aid in proper document preparation for students who reside in other territories outside of the host state.

Needs better coordination with other experiential learning
There should be coordination between the programme and in-service /internships to make the theory, practical

Does not provide good service to the public
This clinic at the law schools should be the preferred place for legal aid for people in the surrounding communities. Students should be assisting with public interest lawsuits, instead I would recommend to the public that they run a mile before taking matters to the law school clinic. Terrible situation

Should be offered during LLB
It should be offered during the LL.B Program
More cases required (given number of students)
there were too many students and not enough files.

Replace with longer in service training
eliminate it and have longer in service training

Other
The LAC also had a precedent book from which I copied a number of precedents for a variety of cases, which I used with confidence and success during the 1st years of practice.  
It was not a programme it was an assignment.
It needs to be computerized
None.
The clinical legal education/legal aid centre attached to the Law School did not cater to all the students.
I thought this was a shortcoming of the programme

Appendix 27 – Reasons for non-participation in CLPD
Not offered in my jurisdiction
I am unaware of any such program locally.
It is not offered at the moment in my jurisdiction.
Have not had the opportunity.
None has been offered in the jurisdiction; and unaware of any online training.
None hosted
There are none available
lack of availability on the jurisdiction
availability
There has been no training offered yet

Clashes with work/ other schedules
AND ALSO TIME CONFLICTS WITH MY TEACHING SCHEDULE
Few continuing legal education programme has been made available to me and those which have been held were facilitated on Sabbath.
work, clad
Insufficient time/hectic schedule
I do not have the time
No Time
Too busy.
EMPLOYERS NOT WILLING TO SUPPORT THE EFFORT AND ALLOW TIME

Limited/ unappealing options available
mostly seminars are offered rather than real courses
LIMITED OFFERINGS
Few continuing legal education programme has been made available to me and those which have been held were facilitated on Sabbath.
there are very few available in Belize
There are none offered except seminars
No opportunities of interest to me have arisen. I have seen short courses provided by the Law Association on advocacy, witness statements, mediation, but I do very little advocacy. If there were courses on conveyancing and advising clients on how to manage their estates and drafting wills, I would definitely attend these.
availability of courses is limited
none offered that is appealing
Cannot afford it
Finances
insufficient funds
I do not have the money
and No Money
very expensive
Not financially able to do so. plus trying to build a clientel!

Have undertaken other non-legal training/ studies
Wanted to diversify academic training to supplement legal training
I have opted to focus on areas that are more relevant to my employment
I opted to diversify my professional portfolio by embarking upon my MBA

Will not impact my current job
Because it will have no impact on my career being only a legal secretary
I haven't seen the direct benefit to the work I am currently doing

It is not necessary
Dont see the need
Mature students need to get on with the business or WORKING when they graduate from law school

Graduated within the last year
With the exception of continuing legal education courses it made no sense to engage in further studies when I am less than a year out of law school.

Not working in legal profession
Have not been able to find employment in the legal profession and am currently seeking non-legal work.
Further expenditure on legal training would be a waste of time and money.

Appendix 28 – Reasons for preference of training modalities: Face to face training sessions

Facilitates class and tutor interaction
opportunity for more interaction with tutor during and after class
more interactive.
Interaction with a trainer often has an impact on trainees that is positive and that for some people may be lacking if the session is not face to face.
in person interaction yields the best results in my opinion
Its my preference, it allows more interaction
facilitate exchanges with peers
Provides greater interaction
Can be very interactive
Ability to interact directly
This allows for personal interaction and forming of relationships (networking)
I prefer this method of training. I like the interaction.
able to hold discussions and network
Permits greater interaction with students
for the interactions it will provide
helps in dealing with clients
The interactivity and spontaneous sharing of information.
INTERACTIVE
for easy interaction
This allows the opportunity to ask questions and for other useful interaction
Necessary for discussions and interaction
opportunity to interact and network
direct interaction is the most helpful
Helps to concretise ideas from discussions
allows good interaction
Provides the personal interaction which is basis to legal practice.
always good to have human interaction

**Facilitates clarification/ understanding of topics/ feedback**
necessary to provide guidance and ensure that persons leave the sessions understand
ability to ask specific questions and follow up ones for clarity
Allows for immediate Q&A and discussions
Better understanding. One on one ability to question and answer
Allows quick appreciation of assimilation of knowledge
allows questions
Allows for instantaneous feedback and communication
Ability to ask questions in real time
So that questions may be answered as they arise
Will ensure greater understanding as one to one questions can be asked in smaller group settings
Provides an opportunity to network and to ask questions that may arise as a result of another persons
question or answer from the presenter
you can readily treat with any queries
Most effective - instant feedback
Opportunity for asking questions

**More engaging / impactful**
It assist with the engagement aspect
greater impact
Keeps focus and practical nature of course
Our current mode of training conferences do not guarantee that real knowledge is gained. There is no
graded individual assessment of the participants afterward. There are some participants who go just for
the CLPD points and barely much more.
Helps with internalisation of course material
Better understanding of the learning material. Makes it become alive and relatable.
There are nuances that are only picked up upon in a live situation
This is generally exciting

**More appropriate/ effective (for certain topics)**
Useful for topics such as mediation
Effective
The tried and true method of training, very effective generally.
This is best suited for practical training as for instance in advocacy
Appropriate for practical skills designed to change behaviour
Best way to learn
e.g. interviewing
allows persons to learn

**Facilitates class participation/ active learning**
tell me I may remember. Involve me, I do it
practical and hands on
Best type of training, greater ability to contribute to training session, hands on practical work
good to learn that way – sort of hands-on
Opportunity for participation
hands-on experience with direct delivery
In keeping with tradition / tested and proven
traditional
I am very accustomed to this method and quite comfortable with it
Tried and proven
Well tried and tested
Best way to learn
Facilitates individualized attention
Can address individual concerns...weaknesses. One person's strength may be another's weakness
Direct and individual access to tutor. Also it helps with building advocacy skills.
permits teachers to identify strength and weakness
This will provide the most individually tailored quality teaching for an individual and is best used for finer points/advanced material
Immediacy of delivery
IMMEDIACY OF DELIVERY
Personal touch is always better.
Facilitates adult learning
Adults learn differently and retain differently therefore the wider the modality the better the retention and participation
Other
Favoured
self-evident preference
One will be able to learn from someone who is an experienced Attorney and become confident in discussing the Law

Appendix 29 – Reasons for preference of training modalities: Training conferences
Promotes interaction/sharing of varied opinions / experiences
Conferences bring together a diverse cross-section of experiences and opinions that can go a long way in one's own professional development as well as one's practice
ability to meet and speak to different persons/ get different perspectives
Have access to other views
Provides opportunity with local/regional colleagues to share/update law on various topics/issues
One can often learn from the questions and answers posed by ones colleagues
This modality promotes sharing of experiences and sharing of knowledge
wholistic approach....we can learn from each other
Facilitates discussions between colleagues
Benefit of hearing questions asked by others that you not have taught about
Greater interaction and participation by students
More interactive
Would provide opportunities for interaction and forming new partnerships.
you can interface with others and share from the experiences of others
This allows for knowledge sharing and contact with other legal professionals
They allow for sharing and focused learning
Very useful as they encourage discussions beyond the views of the actual presenter.
Simultaneously, allowing attendees to share their personal experiences to enrich the audience
interactive sessions are always helpful
Interactive
Having a wider understanding of the legal application
Interaction with peers is also good
Provides the personal interaction which is basis to legal practice, but that allows greater exposure to differing views.
I anticipate that this would include case studies with the opportunity to get different perspectives from various attendees
These provide opportunities to meet with others and to share experiences, thus enhancing the learning.

**Networking**

Networking
networking opportunities
Provides opportunities for networking in addition to professional development
It allows more interaction
Offers opportunity to interact with other professionals
Allows for great networking
Also allows for networking opportunities
Enables forums to network and exchange thought provoking ideas
plus good opportunity for networking
also in small society good for the fraternity
Will provide opportunities to Interact and form new partnerships
conferences allow you to meet and interact with colleagues, develop networks
Networking opportunities
to foster professional community
Meet other practitioners in the same field
Networking opportunities
allows for large networking.
Regional conferences are important for networking with Caribbean & other attorneys in your field-
platform for knowledge sharing
Useful for relatively general information and developing networking - particularly if role playing is involved.
interpersonal skills and networking
Opportunity to learn and socialise with other members of the professional

**More efficient learning/ maximum exposure/ multiple topics**

Offers opportunities for ‘bulk learning’ for attorneys with limited time
Targets potentially larger audiences
SOME AREAS BEST COVERED AT CONFERENCE DELIVERING MULTIPLE TOPICS
These can be very focused, intense, and scheduled at convenient times in the court calendar
Access to training to a maximum number of participants.
Allows for multiplicity of topics
Students can be exposed to a wider variety of experts in one sitting.
allows more participation
For the convenience they offer for attorneys who maybe too usy to enroll in face to face courses
convenience
wider scope
This allows for a greater number of participants being exposed to the training materials at a convenient time
Ease of scheduling
listen to lectures on various areas
Flexibility
time constraint
wide range of activities, different opinions
Greater coverage in terms of numbers.
These are usually one week
Facilitates practical experience/ active learning/ participation
Offer a practical experience
Making conferences more practical may very well expose many young attorneys to good practise which they would otherwise not be aware of so early
to ensure participation and assimilation
PARTICIPATIVE
practical
interactive method
Facilitates exposure to new/ emerging issues
Necessary for continuing education to explore new current issues
In view of the fact that the law changes and new developments emerge
This is great to enlighten many people about new developments and to share general information about the state of the industry and the implications of recent decisions.
So that there would be further learning on particular areas.
More appropriate/ effective (for certain topics)
specific training in necessary in some practice areas - CPR, Probate and land especially
Appropriate for imparting new information
Help lawyers in knowing the do's and don't
Necessary for some topics
Presence of potential experts as speakers/panelists
Exposure to expert speakers/ panellists
The gathering and assimilation of information delivered by experts.
these attract skilled persons to give the lectures
Tested and proven
Tried and proven
It works
Requires 'time out' / dedicated break
Gives attorney time to refresh their knowledge and recharge devoted time
Facilitates upgrading of skills
Upgrades skills
there are many skills that can be learned from a conference.
Renews interest in/ passion for the profession
Often provide a source of renewed interest in the practice of law.
Other
Prior experience
Continued legal education is paramount
personal preference
group sessions with scenarios tend all for persons to train their mind in a particular way

Appendix 30 – Reasons for preference of training modalities: Distance training sessions
Flexibility / convenience
FLEXIBILITY AND CONVENIENCE
can be done on your own time
Cost effectiveness; face to face but permits direct discussion
Convenience, flexibility
makes sense for persons without time to do anything face to face
MORE FLEXIBILITY
more flexibility
Provides the opportunity to learn while working
because this allows for flexibility and convenience of persons located in various parts of the region.
Convenience
more flexible
Flexibility for those who might have difficulties attending face to face on the regular.
Convenient
This is more flexibility to fit into a work schedule
can be done at a time convenient for me
flexibility
flexibility
Convenient
This affords flexibility to counsel in the allocation of the resource of time and is in keeping with the best practices of other jurisdictions.
allows flexibility for students who work
achieve effective time management.
time saving
flexibility
Convenient
to allow for training own your own time
Convenient. You can be anywhere with an internet connection and still participate
Flexibility
Busy schedule

| No need to travel to access opportunities abroad |
---|---|
Can participate without having to travel
Offers opportunities in larger territories e.g. Jamaica, Guyana
Would make access to training easier for us in the non campus territories.
can be done from home
useful for those that cannot physically attend a session
Ease of participation not requiring persons to leave their jurisdiction.
can be done at the desk
can learn while not at a particular place
International courses relevant to the region could be done by distance learning
you can get the benefit without having to pay airfare and accommodation
enables persons who cannot physically travel to the face to face session to also participate
exposure to global training programmes
Ability to benefit from training taking place elsewhere that would be difficult to travel to
the nature of the region makes travelling prohibitive

| Cost effective |
---|---|
Affordable
Less costly and allows for an opportunity to participate in needed training
and low cost
cost saving
cost effective
This may be one way of overcoming economic constraints encountered by persons who wish to become Attorneys.

cost effective means of providing continuous education

saves costs to the individual
Ensures delivery without the expense

These can be effective and at the same time, save on costs while providing necessary training.

Easily accessible

Easily accessible

Sometimes it is difficult to attend the sessions

These can be accessed from different locations and can be done part time outside of work hours to make it easier to attend lectures

Option for those unable to attend the live training sessions

Access to broader range of training

A broader array of training and specialty areas can be made available locally if done by distance wider scope

Permits training in areas not covered in a particular law school

more education

Enables external/ ex-regional networking or exposure

Allows for external networking and switches up the momentum of learning.

get training from persons outside the jurisdiction

Enables learning of new techniques

allows one to learn new techniques

The understanding and familiarisation of technologically advanced modalities.

Encourages greater preparation by lecturers

Forces the lecturer to focus and prepare in advance as material would have to be prepared

Suitable for persons who like working on their own

I work well on my own

Other

Commercial law

See certain laws being practiced hands on

self-evident

Appendix 31 – Reasons for preference of training modalities: E-learning modules

Flexibility / convenience

FLEXIBILITY AND CONVENIENCE

t raining should be effective yet flexible

allows flexible study times

Convenient

Convenience, flexibility

convenience

Convenience

These can be accessed after hours.
The convenience of learning at your convenience any time day or night.

Convenience of time and location

You can access the information at your convenience

much more convenient
Convenience to attendees to do whenever and wherever more flexible
This allows for greater flexibility and ease of learning so one can participate from home or office convenient
Most convenient way to learn
can be done at a time convenient for me
convenience
flexibility
flexibility
Allows flexibility in attorneys schedules
fit into my schedule
Convenience of being able to obtain training as you require rather than being compelled to attend a seminar which may not be useful to you at that particular time.
Convenience
No time constraints
This is more convenient for the average practitioner.
convenience
flexibility
More flexibility in time one can use to complete courses
to facilitate persons who may not be able to physically attend the seminar owing to time constraints
Provide for flexibility
This methodology is much more convenient for busy practitioners
The way forward! The convenience and practicality
Persons who are employed may benefit for this training modality
Convenience
Convenience and Forward Lookindg
This type of training is flexible as it can be done at the time most convenient to the Attorney
Flexibility of time
timely
Convenient and flexible
At my convenience
Convenient Time schedule
flexibility
More convenient
Convenient for students who have a more demanding schedule outside of school.
Again Convenient for Attorneys with a busy schedule.
Let’s face it, Attorneys have the best intentions but lack the time to focus on training. E-learning allows them to fit the modules within their own schedules.
easy, convenient, better if done on my own time and not limited to any time-slot
More convenient thus soliciting a greater level of participation.
time constraint
Convenience -no need to travel, and individual can complete at own pace and at convenient time
More convenient
Can be done at nights
Easily accessible
Accessibility
For Attorneys who cannot make the face to face
More accessible
allows for an opportunity to participate in needed training
Easily accessible
Option for those unable to attend the live training sessions
Accessibility

<table>
<thead>
<tr>
<th>Learner controls pace and place of learning</th>
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<tbody>
<tr>
<td>Time management</td>
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<tr>
<td>can be done on your own time</td>
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<tr>
<td>This serves to reduce time spent away from duties</td>
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<tr>
<td>Empowers students to learn at their own pace</td>
</tr>
<tr>
<td>Learning in your own time</td>
</tr>
<tr>
<td>achieve time management.</td>
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<tr>
<td>Access to training on your own schedule</td>
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Facilitates use of technology for learning
Many persons prefer to use their technology devices to work/learn

EXPLOITING TECHNOLOGY
E-learning modules would be beneficial overall in this technological age.
Encourages use of technology
Allows for the integration of technology in learning
These are vital in the world today as people conduct business online more than in previous times.

Cost effective
Cost effective
affordable
Less costly
low cost
cost saving
possible reduction in costs.

No need to travel to access opportunities abroad
Can participate without having to travel
This will be beneficial to overseas based attorneys who want to maintain their accreditation in CARICOM countries and those based locally who cannot attend day or week long ceremonies.

enables persons who cannot physically travel to the face to face session to also participate and training can be fitted in on own time
Eliminates the need for travel.
All travel among the Caribbean is prohibitive. Technology needs to be utilized.

Makes training more widely accessible / efficient
Moving along with technology...can reach a wider audience
The use of modern technology is an efficient method of imparting and acquiring knowledge.
a larger audience can be met

Suited to persons who like working on their own
Some people learn better on their own that in a classroom setting.
I have the discipline to complete tasks set in e-learning modules
Ability to learn on my own

Exposure to technology of the profession
Exposure to the technological advancements in legal profession
Assist with familiarity with technology

Facilitates exposure to new/ emerging issues
Allows you to stay current
allows one to get new knowledge
Appeals to modern lawyers
This is the modern way of learning and thus the way to reach the new generation of lawyers.

Facilitates greater depth of learning
more depth

Other
international organizations and trade disputes, etc
Alternate Dispute Resolution
Prior experience
Continuous training
Providing resources to refresh at varying points.
self-evident
 Unsure
Only useful if very clear - can increase uncertainty.

Appendix 32 – Reasons for preference of training modalities: Blended learning activities
Flexibility / Convenience

FLEXIBILITY AND CONVENIENCE
training should be effective yet flexible
Online learning is often more convenient to many people who should not lose out on the opportunity to benefit if this is the convenient method for them.

more flexibility
For convenience
Online allows flexibility to work on own time.
more convenient
One doesn't always have the time to go elsewhere to be trained. Online training can be done at your own convenience.
Further those are networking and interacting opportunities as well.

Convenience
More options
flexibility
flexibility
Saves time as a busy professional
but convenience would warrant online sometimes
Provides formal training need with the necessary flexibility
able to learn at own pace with online training
This introduces flexibility

Convenience
Online learning allows one to learn wherever they are and the prospects of this is far reaching
provides flexibility of learning in free time

Convenience
Convenience to both instructor and students
flexibility for personal study

Convenience.
saves time and allows flexibility
online is the most convenient
flexibility
Flexibility
Convenience
adds convenience

**Benefits of both online and face to face delivery (flexibility, effectiveness)**

YOU GET THE BEST OF BOTH WORLDS - FLEXIBILITY AND CONVENIENCE BUT ALSO DIRECT PERSONAL INTERACTION
gives benefits of both -see above
For the same reason, the individual modalities are effective.
Best of both worlds
A combination of the above reasons
Best of both worlds
The best of both worlds
best of both worlds
The ideal mix.
This allows for the best of both
Best of both worlds
There are benefits to both methods.
Achieves the benefits of both conferences and e-learning to a certain extent (the dissadvantages as well)
The best of both concepts

**Effective for learning**

training should be effective yet flexible
Effective
Another definition is putting the responsibility of learning on the student and facilitating that process through the approach of online and f2f interaction. We can no longer teach content effectively based on its increasing volume. We should focus on helping students engage with content effectively and discriminatingly so as to be in understanding it and applying it to new situations.
Maintain some degree of monitoring and control to ensure effectiveness.
This allows for the assimilation of basic material by online methods and reinforced in face-to-face sessions
increase knowledge
blended learning is generally more useful
This is an opportunity to learn, relearn and test iteratively, in public and private to ensure mastery of a subject.
while direct is most helpful
From my experience this is the most effective training method

**Maintains human interaction**

BUT ALSO DIRECT PERSONAL INTERACTION
Works better with humans around
Gives you the option to have online and keep that inter personal relationship which can be important when learning
Pure online might lose the human element and interaction between colleagues
and allows for interaction
interactive learning
Face to face ensures a presence
Allows for discussions
Can actually talk to someone one on one
This is a good way to provide some human interaction with technology
More easily / widely accessible
and allows for an opportunity to participate in needed training
In the corporate sphere time is a scarce commodity. Attorney is able to catch up with information especially on line when s/he is offshore or in rural areas inter alia.
Allows the opportunity for reaching different learners
able to affect many people
To allow for persons who cannot sit in a classroom.
It allows lecturers from other jurisdiction an opportunity to teach at different faculties
caters for persons who may not always be able to be physically present
Option for those unable to attend the live training sessions
a larger audience can be met

More appropriate/ effective (for certain topics)
However there are some areas that will need that face to face contact especially depending on the nature of the course
There is merit in utilizing both methods as some topics are better delivered face-to face while there are others that could be adequately delivered online
Certain aspects of the course may require this type of modality
to accommodate all persons - some things do not require face time but other things do
Online training is important but there is a need for the lawyers to get guidance from more experienced practitioners and this would best be achieved in face to face training
Great for mid-level subjects

Facilitates clarification/ understanding of topics/ feedback
Helps to clarify some issues
and with face to face able to get immediate response to concerns
at the same time the face to face often better allows for questions and a gauging of the needs of the group
while having the opportunity to question instructors in person
Face to face can provide greater benefit as you also have the benefit of questions posed by your colleagues
opportunity for asking questions

Facilitates practical experience/ active learning/ participation
Practicality
allows for more participation
Allows for greater participation when actual attendance is not possible
Allows for integration of technology
Uses e-tech, which is the huge part of the future of legal practice.
opportunity for participation

Cost effective
affordable
Less costly
saves costs
This will be lower cost
reduce the cost of travel

Facilitates use of technology for learning
and forces use of technology
Some persons like using their technology while networking
Modern way of training with use of technology
Allows for practical application
Appeals to various learning styles
Allows for own work
appeals to various learning styles
A variety of techniques can help to maintain interest.
Facilitates networking
Some persons like using their technology while networking
Face to face learning enables attorneys to meet and socialise; which has become increasingly important in light of the increasing number of attorneys graduating.
allowing the development of communities based on the niche subject under discussion.
Enhances overall learning experience
Improved learning experience
A mixture of learning activities provides for a more rounded learning experience
The fusion of the two pedagogical approaches ensure a more comprehensive learning experience
Aids development of interpersonal skills
interpersonal skills develop through these types of exchanges
Other

Appendix 33 – Reasons for preference of training modalities: Earning credit for courses/lectures that you deliver (Law educators only)
Recognises/ encourages instructors' own continuous training/ development
PERSONAL DEVELOPMENT
would allow lectures to be credited to reflect their own continuous education and improvement
Gives credit for ongoing study and research necessary to deliver course content
Encourages application and research.
This recognizes the time spent by an Educator in furthering his own knowledge of the law for the benefit of his students.
Motivates lecturers to improve their teaching / do more
This will motivate the lecturer to work more efficiently in assisting the students
added incentive to do them
These encourage / motivate lecturers to do more
this would open the field of law educators and encourage people to give back to the community
Reduces need for other training (for instructors)
Limits the number of other sessions one would have to attend to learning since teaching is also a learning experience for the instructor
Demonstrates competence in subject area
Demonstrates comfort with subject area, builds confidence
Other
self-evident

Appendix 34 – Reasons for preference of training modalities: Watching a webinar
Flexibility / convenience
FLEXIBILITY AND CONVENIENCE
Usually short duration; can be slipped into an otherwise busy schedule
Convenient
more flexibility
Can be done on your own time
much more convenient
Convenience
Flexibility of attendance.
can be done at a time convenient for me
flexibility
convenience
Ease of use - can be accomplished anywhere
flexibility
convenience
It can be watched at a convenient time, from one's home computer
Convenience
Convenience
convenience
convenient
Flexible
At my convenience and choice of webinar
allows flexibility to the student
flexibility
Convenience
Convenient
Both convenient and interactive.
Convenience - no need to travel, and individual can complete at own pace and at convenient time
My country is far away from the main legal educational centers of Jamaica, Barbados and Trinidad and so web or e-learning programmes would assist by removing the need to buy expensive plane tickets
more convenient
Cost effective
Cost effective
Less costly
low cost
cost saving
more cost efficient in terms of eliminating travelling costs
The electronic alternative to the face to face training conferences and possible cost reduction.
cost effective
More appropriate/ effective (for certain topics)
adequate means of learning for some topics
Good overview of unfamiliar territory
Some courses are cross-cutting and are best delivered via media, with videos and stories from other jurisdictions. eg. cyber crime and money laundering
new material
This is great to keep current with the industry and legal standards as they develop. Further, this material will always be online as a refresher for those so interested and therefore, adds to the industry’s community knowledge that raises the bar’s standard. Very good for standardised best practices and common points of law.
These are an excellent way to refresh yourself on key areas of the law. Very focused
No need to travel to access overseas training/ subject experts
Can participate without having to travel
Can provide access to material from experts who would not be able to be physically present or otherwise unavailable in house.
without borders
exposure to global training programmes
My country is far away from the main legal educational centers of Jamaica, Barbados and Trinidad and so web or e-learning programmes would cut out travel time.

<table>
<thead>
<tr>
<th>Facilitates information sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>a popular means of sharing information</td>
</tr>
<tr>
<td>allows you to be informed</td>
</tr>
<tr>
<td>Modern useful way of disseminating information</td>
</tr>
<tr>
<td>Very informative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Access to broader range of training</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are insufficient training opportunities in my jurisdiction</td>
</tr>
<tr>
<td>Some subject areas are not taught frequently in my country but may be available in another country via technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily accessible</td>
</tr>
<tr>
<td>Do not have to leave the office</td>
</tr>
<tr>
<td>allows for an opportunity to participate in needed training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner controls pace and place of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
</tr>
<tr>
<td>achieves the goal in with the most effective method of time management.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appeals to certain learning styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>the practical nature is will assist those who are visual learners</td>
</tr>
<tr>
<td>some people learn better with this method</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Easy to follow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy going learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitates human interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both convenient and interactive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective for learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern method that works</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitates participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows for greater participation when actual attendance is not possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
</tr>
<tr>
<td>Prior experience</td>
</tr>
<tr>
<td>ANOTHER OPTION</td>
</tr>
<tr>
<td>Same as for e-learning</td>
</tr>
<tr>
<td>personal preference</td>
</tr>
<tr>
<td>Currently employed worldwide</td>
</tr>
<tr>
<td>self-evident</td>
</tr>
</tbody>
</table>

### Appendix 35 – Critical unmet legal needs (jurisdiction specified)

<table>
<thead>
<tr>
<th>Improved/ greater access to legal aid (incl. criminal cases)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados</td>
</tr>
<tr>
<td>Belize</td>
</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
</tr>
</tbody>
</table>
Guyana - Poor persons
Jamaica - More Representation for those who cannot afford it
Jamaica - Greater access to legal aid
St. Vincent & The Grenadines - Access to justice in the High Court for persons unable to pay a lawyer.
Antigua & Barbuda - Criminal Legal Aid
Belize - Access to Legal Aid
Belize - legal aid (being met partially but with great challenges)
Belize - Universal Legal Aid
Belize - pro bono work by attorneys
Belize - Legal aid for poor persons.
Belize - Legal aid clinics that are fully staffed and in all judicial districts
Belize - Legal Aid
St. Vincent & The Grenadines - Legal Aid in Criminal matters.
Jamaica - A proper Legal Aid Service for the less fortunate
Trinidad & Tobago - Effective public defense
Belize - Access to legal services by the poorer class of society
Belize - Providing pro bono work
Barbados - Legal aid for those who need it
Trinidad & Tobago - Prompt and Quality Legal Aid Provision
Belize - Pro Bono work
Jamaica - legal aid for civil cases
Jamaica - Legal Aid
Jamaica - Legal aid
Jamaica - Legal Aid for all kinds of matters
Jamaica - access to legal representation in non-criminal matters for the poor
Jamaica - Legal aid to the poor especially criminal defendants
Jamaica - accessibility to the justice system
Jamaica - Basic, non-contentious civil legal services for persons who lack the resources to pay a lawyer
The Bahamas - Legal Aid/Public Defenders
Antigua & Barbuda - Legal aid
Trinidad & Tobago - Access to proper legal representation
Jamaica - Legal Aid in Civil Cases for litigants who are unable to attend a Legal Aid Clinic.
The Bahamas - Legal Aid
The Bahamas - Access to Legal Aid
Jamaica - legal aid for civil matters
Trinidad & Tobago - more pro bono work required to be done for the public
Jamaica - Civil legal aid
Jamaica - The uneducated, disadvantaged poor do not have sufficient access to legal services
Montserrat - Legal Aid
Montserrat - Legal Aid
Trinidad & Tobago - A cadre of lawyers for persons who don't qualify for Legal Aid yet cannot afford legal representation
Grenada - legal aid
Jamaica - Access to quality legal representation by all members of society
Trinidad & Tobago - Adequate Legal Aid
Trinidad & Tobago - greater legal aid
<table>
<thead>
<tr>
<th>Country</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legal Aid for a greater income bracket</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>increased access to cost-effective legal services</td>
</tr>
<tr>
<td>Jamaica</td>
<td>legal aid</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Properly funded legal aid for criminal defence cases.</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>need for a proper legal aid service</td>
</tr>
<tr>
<td>Dominica</td>
<td>legal aid</td>
</tr>
<tr>
<td>Belize</td>
<td>legal aid for indigents</td>
</tr>
<tr>
<td>Jamaica</td>
<td>More quality Legal Aid attorneys to defend indigent accused persons in criminal cases</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>Legal Aid needs to be strengthened and its scope expanded.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legal Aid for the many citizens in need</td>
</tr>
<tr>
<td>Barbados</td>
<td>more efficient legal aid system</td>
</tr>
<tr>
<td>Barbados</td>
<td>legal aid</td>
</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
<td>legal aid</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>pro bono legal services and accessible legal aid</td>
</tr>
<tr>
<td>Jamaica</td>
<td>increased funding for legal aid</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Greater access to justice</td>
</tr>
<tr>
<td>Belize</td>
<td>Legal aid for juveniles</td>
</tr>
<tr>
<td>Belize</td>
<td>Legal Aid</td>
</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
<td>Legal Aid in Civil matters</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>adequate legal representation of the poor</td>
</tr>
<tr>
<td>Dominica</td>
<td>a legal aid clinic</td>
</tr>
<tr>
<td>Guyana</td>
<td>accessibility to affordable legal counsel</td>
</tr>
<tr>
<td>Guyana</td>
<td>legal Aid</td>
</tr>
<tr>
<td>Belize</td>
<td>Legal aid for criminal matters is under-funded</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Access to justice by lower/middle income persons</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Insufficient legal aid</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>public defender</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Massive funding to legal aid, what exists is a joke.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Expanded system of civil and non-civil legal aid</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Robust legal aid representation</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legal aid lawyers</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Improved government support for legal aid</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>efficient and financially rewarding legal aid</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legal Aid needs to be expanded</td>
</tr>
<tr>
<td>Jamaica</td>
<td>legal aid civil</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Properly funded legal aid for civil cases.</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>provision legal representation in all criminal matters to those who cannot afford it</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Legal Aid for indigent claimants or defendants in civil cases</td>
</tr>
<tr>
<td>Barbados</td>
<td>Legal aid system being abused by client who can afford to pay</td>
</tr>
<tr>
<td>Guyana</td>
<td>legal Aid</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Not enough duty counsel / legal aid lawyers for accused persons</td>
</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
<td>Legal aid for indigent persons.</td>
</tr>
<tr>
<td>Belize</td>
<td>Legal assistance to juveniles charged with crimes.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>More lawyers working on cases at the legal aid clinic</td>
</tr>
<tr>
<td>Jamaica</td>
<td>lawyers who give back - NEED PRO BONO &amp; VOLUNTEER SERVICE!!</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>More Legal Aid Clinics (Civil and Criminal)</td>
</tr>
<tr>
<td>Country</td>
<td>Issue</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Barbados</td>
<td>Legal assistance to vulnerable in society</td>
</tr>
<tr>
<td>Belize</td>
<td>Access to representation in criminal matters</td>
</tr>
<tr>
<td>Barbados</td>
<td>Community legal services in all areas of law</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Legal representation for unrepresented litigants whose cases are referred to the DRF for mediation</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legal Aid</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>better access to justice for indigent individuals - both in civil and criminal sector</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Legal Aid</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>legal aid</td>
</tr>
<tr>
<td>Belize</td>
<td>legal aid for the poor</td>
</tr>
<tr>
<td>More efficient judicial system</td>
<td></td>
</tr>
<tr>
<td>Barbados</td>
<td>Inefficient judicial system</td>
</tr>
<tr>
<td>Barbados</td>
<td>SPEEDY ACCESS TO JUSTICE</td>
</tr>
<tr>
<td>Barbados</td>
<td>Prompt resolution of matters taken to court</td>
</tr>
<tr>
<td>Barbados</td>
<td>more efficient judicial system</td>
</tr>
<tr>
<td>Barbados</td>
<td>access to justice which is prompt</td>
</tr>
<tr>
<td>Barbados</td>
<td>efficiency and consistency in the judicial system</td>
</tr>
<tr>
<td>Barbados</td>
<td>assistance to judges to make processes more efficient and timely</td>
</tr>
<tr>
<td>Dominica</td>
<td>Ineffective and slow judiciary</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Streamlining the judicial process</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Speedy Divorces</td>
</tr>
<tr>
<td>Jamaica</td>
<td>timely disposition of cases for clients' benefit; too many adjournments, delays</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Prompt access to legal persons</td>
</tr>
<tr>
<td>Guyana</td>
<td>Timely hearing of a matters</td>
</tr>
<tr>
<td>Barbados</td>
<td>timely probating of wills</td>
</tr>
<tr>
<td>Belize</td>
<td>prompt and efficient service</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Access to the court</td>
</tr>
<tr>
<td>Barbados</td>
<td>Prompt court decisions</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>efficient justice system</td>
</tr>
<tr>
<td>Jamaica</td>
<td>More efficient court proceedings to reduce the back log of cases</td>
</tr>
<tr>
<td>Guyana</td>
<td>Speedy litigation process</td>
</tr>
<tr>
<td>Barbados</td>
<td>Promptness in obtaining judgments</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Timely delivery of Justice</td>
</tr>
<tr>
<td>Jamaica</td>
<td>backlog of court cases</td>
</tr>
<tr>
<td>Jamaica</td>
<td>the pace of achieving justice is currently too slow</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Reduction of caseload in the court</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Sluggish justice system</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Timely hearing of matters</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>access to swift and fair justice</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Lengthy time in which it takes for a matter to 'churn' its way through the court system</td>
</tr>
<tr>
<td>Jamaica</td>
<td>speedy access to justice</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Timely criminal trial process</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Speedier trials</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>prompt dealing with minor matters</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>the length of trials for those incarcerated that causes an unnecessary burden on the State</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Early Court Dates and Hearings</td>
</tr>
</tbody>
</table>
Trinidad & Tobago - Swift legal service in the courts
Trinidad & Tobago - Urgent attention to matters.
Trinidad & Tobago - Matters being brought to trial or settled in a timely matter (in particular criminal law)
Trinidad & Tobago - faster movement of cases through the system
Trinidad & Tobago - the pace of the criminal justice system is too slow
Trinidad & Tobago - Prompt Service
Trinidad & Tobago - Quick service
Trinidad & Tobago - Quick service from the judiciary and attorneys-at-Law
Trinidad & Tobago - Timely and affordable access to justice
Trinidad & Tobago - Timely manner in dealing with cases.
Barbados - Desperate need for a reduced backlog in court trials. Persons are being remanded for too long
Barbados - Improved administrative of justice by more timely court hearings and delivery of judgements
Barbados - More efficient courts
Antigua & Barbuda - Needs for Magistrates to write decision in a timely manner
Jamaica - Better court management
Jamaica - Speedy winding up of estates
Trinidad & Tobago - prompt access to cases being heard at the courts
Guyana - Timely decisions in matters
Belize - Faster delivery of Judgements
Belize - Trials in a reasonable time
Trinidad & Tobago - Faster hearing of criminal matters
Jamaica - The reduction of the length of trials
Belize - Properly functioning Courts
Jamaica - timely and efficient processing of matters in the court system
Jamaica - Referral of some cases where they can be dealt with quickly
Jamaica - Processing of claims in a timely manner
Jamaica - An efficient delivery of justice by the judiciary
Barbados - decreasing back log of cases
Trinidad & Tobago - quick resolution of minor matters
Trinidad & Tobago - Backlog of the Judiciary
Trinidad & Tobago - civil litigation--time frames are too long
Trinidad & Tobago - Timely processing of matters in the courts.
Dominica - swifter justice particularly in civil matters
Belize - prompt delivery of legal outcomes...decisions
Trinidad & Tobago - Judicial case backlog
Trinidad & Tobago - More efficient time management in the judicial process
Jamaica - Speedier determination of matters
Belize - Faster hearing of matters
Barbados - Drastic reduction in backlog of cases, adequate no. of judges to cope with load,
Jamaica - Improvement in the backlog
Belize - Need to ensure that justice is not delayed - current backlog of criminal cases unacceptable
Barbados - Efficient Court practices
Belize - better time management with cases
Jamaica - Greater access to justice
Appendix

Jamaica - Improve speed with which matters are handled
Barbados - length of time court matters take
Trinidad & Tobago - quick resolution of high court matters and Court of Appeal matters
Antigua & Barbuda - Time- especially in relation to the handing down of judgments by the Court
Antigua & Barbuda - Addressing legal work in a timely manner
Guyana - Timely decisions
Guyana - Prompt access to Justice
Jamaica - Reduction of the backlog of matters
Jamaica - speedy process in court
Trinidad & Tobago - Timely hearing of matters
Trinidad & Tobago - Length of time awaiting trial
Barbados - clear backlog of cases
Antigua & Barbuda - Streamlining of administrative/bureaucratic processes required for delivery of prompt legal services
Guyana - Timely processing of orders of court
Barbados - Appointment system for hearings. Time matters, not only for judges, but for lawyers, clients, others
Trinidad & Tobago - Expeditious legal proceedings
Jamaica - speedy administration of estates
Trinidad & Tobago - More streamlined procedures
Trinidad & Tobago - clearing backlog of matters
Jamaica - Much faster and more efficient judicial / court system

More staff (judges, DPP offices, court staff, magistrates, lawyers, paralegals etc)

Jamaica - Shortage of Judges
Jamaica - Provision of more staff in the office of the DPP
Dominica - There are not enough judges. Only 2 judges. This allows lawyers to manipulate system w/ adjournments
Jamaica - More lawyer working in the office of the DPP
Jamaica - More court personnel
Jamaica - Expansion of the DPP's office to have more layers to handle a huge number of cases going there
Guyana - More magistrates to deal with those backlogging cases
Jamaica - More judges needed
Jamaica - Judges
St. Kitts & Nevis - Need for resident judges, at least two for each state (one for civil and other for criminal).
The Bahamas - Labour
Jamaica - Quintuple the number of judges, clerks and courtrooms.
Trinidad & Tobago - Criminal lawyers to represent accused persons and prosecutors
Trinidad & Tobago - insufficient prosecutors
Antigua & Barbuda - We more train paralegals/legal assistants
Belize - PROSECUTORS
Belize - Sufficient personnel in public service
Jamaica - Some parishes are under serviced
Barbados - promotion of the ancillary services needed by lawyers in practice - finance, secretarial
Belize - (from time to time) Crown officers
Belize - more judges and magistrates needed.
Jamaica - More lawyers working in the office of the public defender
Jamaica - The Supreme Court should be expanded and more judges appointed to handle the backlog of cases
Barbados - Availability of representation
Jamaica - More judges
The Bahamas - Increased members of the judiciary
Jamaica - lawyers are needed as judicial clerks to assist judges thereby increasing turnover of legal work
Grenada - paralegals
Trinidad & Tobago - expanded judicial officers i.e. more magistrates and Judges
Belize - lack of local judges
Belize - Magistrates and Judges
Belize - more attorneys at legal aid
Trinidad & Tobago - adequate staffing in public prosecution
Jamaica - The need for more judges
Jamaica - Increase in government legal posts (prosecutors, judges, parliamentary counsel, crown counsel etc.)
Antigua & Barbuda - more Magistrates
Jamaica - Larger number of judges, especially at the Supreme Court level
Jamaica - More stenographers
Barbados - more Magistrates needed
Jamaica - The need for more prosecutors
Jamaica - More Resident Magistrates are needed to man these courts to handle the backlog
Jamaica - More Judges to be appointed
Jamaica - Appointment of more judges.
Trinidad & Tobago - more attorneys at the criminal bar
Jamaica - Paralegals in every court building on staff to assist indigent members of the public.

**Update/ development of other specific areas of law (trade, labour, cyber, ICT, child)**

Jamaica - Trade law related issue
Jamaica - labour law
Trinidad & Tobago - update laws
Trinidad & Tobago - Cyber law so online bullies can be prosecuted
Trinidad & Tobago - Trade policies
Jamaica - ICT Policy and Regulation
Trinidad & Tobago - updated laws
Barbados - adequate and up to date laws
Trinidad & Tobago - laws catered to the reduction of poverty
Trinidad & Tobago - Children related legal matters.
Barbados - e-commerce
Antigua & Barbuda - Corporate Governance
Jamaica - Analyse the existing legislation- especially old Acts, with a view as to how they impact citizens
Belize - Internet law
Trinidad & Tobago - Financial services
Jamaica - personal injury
Guyana - Laws need to be continously updated
Jamaica - Child Protection
Jamaica - Employment matters
Appendix

Trinidad & Tobago - child protection
Trinidad & Tobago - Immigration Law
Belize - New area specialties - environmental, fisheries, climate change, indigenous rights
Trinidad & Tobago - Contract Law
Jamaica - Personal Injury/Insurance
Jamaica - Immigration Law
The Bahamas - Entertainment law
St. Kitts & Nevis - Employment Law
Trinidad & Tobago - Animal rights laws should be re-drafted properly
Jamaica - Maritime/Int'l Law & incorporating Treaties into Domestic Law
Trinidad & Tobago - labour law services
Jamaica - immigration
Jamaica - cyber-law
Barbados - stricter laws, particularly with sexual offenses
Trinidad & Tobago - Consumer Law (Internet and Other)
Trinidad & Tobago - redefinition of legal services to take account of global trends and the needs of the Caribbean
The Bahamas - Immigration law
Trinidad & Tobago - Housing legislation for homeless persons

Ombudsman/ Greater regulation of lawyers/judges; Legal Profession Act
Guyana - Ethics / Disciplinary Committee
Jamaica - My opinion is there needs to be more regulative framework in so far as conduct, client expectation,
Dominica - An ombudsman
Barbados - Need to establish the use of escrow accounts with independent third parties i.e. commercial banks
Trinidad & Tobago - Independent disciplinary body for attorneys with powers of immediate sanction
Jamaica - for more lawyers with integrity and fairness
The Bahamas - proper regulation of lawyers
Belize - sanctions for unethical attorneys
Jamaica - Regulation of entry into practice
Barbados - Clients need effective recourse for poor service.
Trinidad & Tobago - more professional legal conduct
Trinidad & Tobago - Greater regulation of lawyer conduct especially in area of conveyancing
Dominica - Legal Profession Act
Barbados - Disciplining of Attorneys
Dominica - Lack of Legal Profession Act
St. Vincent & The Grenadines - Inadequate regulation of legal practitioners
Guyana - Performance Review of Lawyers
Belize - honest representation
Trinidad & Tobago - Review of advertising code for attorneys
Trinidad & Tobago - Integrity in the practice
Jamaica - Effective disciplinary supervision
Trinidad & Tobago - Need to improve standards of legal practice - certain conventions are now disregarded
Jamaica - reliable legal information and reasonable cost for the general public
Trinidad & Tobago - Review of Judicial officials
The Bahamas - Public Defenders Office
Trinidad & Tobago - Stronger disciplinary action against dishonest lawyers
Trinidad & Tobago - scrutiny of judicial officers
The Bahamas - Legal Ombudsman
Trinidad & Tobago - Accountability of practitioners.
Trinidad & Tobago - Stronger framework for reporting and expeditiously dealing with ethical breaches/practices
Dominica - scrutiny of the judiciary
Dominica - No disciplinary body exists
Trinidad & Tobago - A more effective Disciplinary Committee for breaches of the Act and Code
Guyana - Addressing the issue of Attorneys not turning up in court to defend clients, especially prisoners.
Jamaica - Greater regulation of sole practitioners
Trinidad & Tobago - Accountability of attorneys

**Capacity for [alternative] dispute resolution**

<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados</td>
<td>Dispute resolution</td>
</tr>
<tr>
<td>Barbados</td>
<td>ALTERNATIVE DISPUTE RESOLUTION SYSTEMS</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>Alternative dispute resolution options</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Attorneys trained in mediation and other ADR skills</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Arbitration</td>
</tr>
<tr>
<td>Guyana</td>
<td>More attention should be placed on Alternative Dispute Resolution Processes</td>
</tr>
<tr>
<td>Guyana</td>
<td>Greater use of ADR</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Mediation/Arbitration</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Arbitration Services</td>
</tr>
<tr>
<td>Barbados</td>
<td>Alternative Dispute Resolution</td>
</tr>
<tr>
<td>Barbados</td>
<td>Better use of ADR to reduce backlogs in the judicial system</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>Broad based community mediation</td>
</tr>
<tr>
<td>Jamaica</td>
<td>ADR</td>
</tr>
<tr>
<td>Guyana</td>
<td>underdeveloped ADR system due to lack of up to date legislation</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Alternative Dispute Resolution procedures</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Mediation Services (Community &amp; Family) as an alternative to legal process</td>
</tr>
<tr>
<td>Barbados</td>
<td>greater focus on ADR by all legal professionals</td>
</tr>
<tr>
<td>Barbados</td>
<td>ADR</td>
</tr>
<tr>
<td>Guyana</td>
<td>Mediation and other ADR services</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Improved access to ADR</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Arbitration as a viable alternative to litigation</td>
</tr>
<tr>
<td>Montserrat</td>
<td>More Persons trained in Mediation</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Court annexed mediation</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>increased use of ADR</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Alternatives to formal legal processes for eg, mediation.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Training and use of Alternative Dispute Resolution methodologies by Lawyers</td>
</tr>
<tr>
<td>Barbados</td>
<td>Speed of Arbitration</td>
</tr>
<tr>
<td>Barbados</td>
<td>better time and case management</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Alternative Dispute Resolution</td>
</tr>
</tbody>
</table>
Trinidad & Tobago - A better balance between Case Flow Management and the interests of the litigants in the High Court
Belize - ADR
Montserrat - more training on dispute resolution negotiation and mediation
Trinidad & Tobago - Mediation

**Legislative drafting/ reform (general, various areas)**

<table>
<thead>
<tr>
<th>Country</th>
<th>Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legislative Drafting</td>
</tr>
<tr>
<td>Belize</td>
<td>Legislative drafting</td>
</tr>
<tr>
<td>Jamaica</td>
<td>legal drafting</td>
</tr>
<tr>
<td>Guyana</td>
<td>More experts on of legal drafting</td>
</tr>
<tr>
<td>Jamaica</td>
<td>legislative reform/drafting</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Comprehensive law reform - it depends on political whim</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>LAW REFORM(in every area of law)</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>legislative drafting</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>legislative drafting</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Law Reform</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Law reform especially as it relates to minors because criminals are getting younger</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Energy law reform - promote production of renewable energy/reduce hydrocarbon use eg.tariff</td>
</tr>
<tr>
<td>Jamaica</td>
<td>development and legal and justice reform experts</td>
</tr>
<tr>
<td>Dominica</td>
<td>Participation of the Bar in suggesting legislative reforms</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legislative Reform</td>
</tr>
<tr>
<td>Barbados</td>
<td>Legal draftsmen</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legislative reforms</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Treaty Review, Negotiation and Drafting</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>amended legislation and new legislation</td>
</tr>
<tr>
<td>Belize</td>
<td>Permanent law reform body</td>
</tr>
<tr>
<td>Guyana</td>
<td>Legal Drafting needs to be offered at the University so that a new cadre of drafters can emerge</td>
</tr>
<tr>
<td>Jamaica</td>
<td>legal reform</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Constitutional Reform</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Law Reform Commission to actively review and recommend updates for current laws.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Constitutional reforms</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>A disinterested Legislature in addressing the legal needs of society.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Better laws</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Law Reform &amp; Continuous Updating of Laws.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>legislative reform - Outdated fines needs updating, the Hodgepodge amendments to laws must stop</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>legislative reform</td>
</tr>
<tr>
<td>Guyana</td>
<td>Law Reform commission should be established</td>
</tr>
</tbody>
</table>

**More competent staff (judges, lawyers, magistrates, paralegals)**

<table>
<thead>
<tr>
<th>Country</th>
<th>Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belize</td>
<td>Competent Judges</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Lawyer understanding of what 'excellent and prompt customer service means'</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>competent prosecutors</td>
</tr>
<tr>
<td>Jamaica</td>
<td>insufficient number of quality prosecutors</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>A Lawyer who knows basic law</td>
</tr>
</tbody>
</table>
Appendix

Trinidad & Tobago - Lawyers who have done proper research before bringing actions
Trinidad & Tobago - Well trained Judges and Magistrates
Trinidad & Tobago - Knowledgeable Attorneys who provide feedback to their clients and accurate information on their case
Trinidad & Tobago - Reliable Attorneys
Trinidad & Tobago - poor case management
Belize - more qualified magistrates.
The Bahamas - Legal Training for Judges (like in Germany, there is a school for judges)
Jamaica - Capacity building of Court Staff in relation to recently enacted legislation
Trinidad & Tobago - A Lawyer who is reliable
Trinidad & Tobago - Proper legal advice to clients
Trinidad & Tobago - Competent Attorneys
Barbados - Elevation of persons with little experience to key decision making areas.
Jamaica - Better trained para legals
Belize - failure to settle disputes due to incompetent judges
Barbados - Judicial confidence which will enable judges to rule on procedural matters and move matters along
Trinidad & Tobago - Better educated attorneys
Guyana - A proper prosecution team
Trinidad & Tobago - Reliable legal care.
Antigua & Barbuda - training for Magistrates
Dominica - Totally useless and politicized bar
Guyana - Limited judicial capacity
The Bahamas - more legal education for the judiciary

Continuing legal professional development

Barbados - ongoing legal education - real opportunities for learning and growing as a professional
Barbados - Continuing legal education
Guyana - Specialised training programs for lawyers -postgraduates
Trinidad & Tobago - mandatory continued legal education for practitioners
Jamaica - Continuing legal education for attorneys and judges.
The Bahamas - Continued education
Trinidad & Tobago - Continuing legal education
Belize - Compulsory ongoing legal education as a prerequisite to annual practice certificate
Trinidad & Tobago - continuing legal education services
Guyana - Continuing legal education should be made mandatory
Belize - Having training to refresh skills after a period of time
Trinidad & Tobago - need to tie annual law practising certification (renewal) to continuing legal education courses
Jamaica - Mandatory continuing legal education for judiciary.
Jamaica - Monitoring of the Continuing Educational system
Trinidad & Tobago - Continuous legal education and sensitisation to new/emerging legal trends
Belize - lack of ongoing legal education
Trinidad & Tobago - Continuous education
Belize - continual judicial education
Trinidad & Tobago - Mandatory continuing legal education to qualify for the annual renewal of practising certificate
<table>
<thead>
<tr>
<th>Country</th>
<th>Initiative/Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belize</td>
<td>Increased training opportunities</td>
</tr>
<tr>
<td>Guyana</td>
<td>Continuing Legal Education</td>
</tr>
<tr>
<td>Belize</td>
<td>Continuing Legal Education for all and not simply Judicial Officers</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Requirement for mentoring and continuous skill development</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Focused ethics training that inspires not scares</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>A Lawyer not averse to Continuing Legal Education</td>
</tr>
<tr>
<td>Jamaica</td>
<td>more accounting training</td>
</tr>
<tr>
<td><strong>Public legal education</strong></td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Public legal education</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Public awareness on basic human rights and other constitutional/ legal rights.</td>
</tr>
<tr>
<td>Barbados</td>
<td>ordinary citizens are not aware of their rights</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Advocacy/views/publications on controversial current issues</td>
</tr>
<tr>
<td>Barbados</td>
<td>PUBLIC EDUCATION ABOUT CONSTITUTIONAL/HUMAN RIGHTS MATTERS</td>
</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
<td>Public education on basic legal principles.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Legal information to residents and non residents - general and specialised</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>Public legal education</td>
</tr>
<tr>
<td>Guyana</td>
<td>Awareness of the content of the law</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>explanation of the law</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Public awareness and education on political issues</td>
</tr>
<tr>
<td>Barbados</td>
<td>Public Development</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Public Legal education- The public needs to be aware of the remedies available to them</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Understanding of the law and how it affects/ serves the society</td>
</tr>
<tr>
<td>Guyana</td>
<td>Sufficient dispersion of the law countrywide</td>
</tr>
<tr>
<td>Jamaica</td>
<td>basic legal information should be accessible to the public</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Public education concerning recently enacted Legislation</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Education of the Public on their rights- property rights, actions against public officials (JR)</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Educating the Public about the Law itself</td>
</tr>
<tr>
<td>Guyana</td>
<td>Legal awareness and education for populace; many persons still don't know the law</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Public education on access to justice</td>
</tr>
<tr>
<td>Montserrat</td>
<td>more training and awareness to members of the public on how the law can assist them.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>the need for awareness of the domestic violence act and the implications if breached</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Consumer Rights Education</td>
</tr>
<tr>
<td>Jamaica</td>
<td>More information being provided to the layman</td>
</tr>
<tr>
<td>Barbados</td>
<td>Public awareness of legal options</td>
</tr>
<tr>
<td><strong>Technology use/ upgrades/ modernisation of courts/ court system</strong></td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Technology upgrade at magistrate's court</td>
</tr>
<tr>
<td>Guyana</td>
<td>Use of technology in the court rooms</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Increase use of technology in courts</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Use of technology</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Greater use of technology in the courts</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Computerize Registry System</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Technological upgrades</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Increase use of technology.</td>
</tr>
<tr>
<td>Guyana</td>
<td>Technology in the courts</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Modernisation of the Court Process</td>
</tr>
<tr>
<td>Country</td>
<td>Legal Issues</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>improvements in courts (technological advances)</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Technical updates</td>
</tr>
<tr>
<td>Barbados</td>
<td>communication and information technology within the Court system</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>modernization of court systems</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Technology needs to be in every courtroom for judges</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>incorporation of ICT in legal practice</td>
</tr>
<tr>
<td>Guyana</td>
<td>Improved Technology</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Greater use of Technology</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>technology</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>More automation in the courts and filings</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Improvement of courts and technological enhancements.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>lack of judicial technology</td>
</tr>
<tr>
<td>Guyana</td>
<td>Introduction of Technology for quicker access to court records and notes of proceedings</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Stronger framework for computerised legal services/open source legal services</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Ways to create and file their own documents with the court.</td>
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<tr>
<td></td>
<td><strong>Human rights protection / law / Constitutional law</strong></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Human Rights Law</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Violation of Human Rights particularly as it relates to accused individuals</td>
</tr>
<tr>
<td>Guyana</td>
<td>Prisoners’ Rights</td>
</tr>
<tr>
<td>Jamaica</td>
<td>human rights</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Implementation of the United Nations Declaration of Basic Rights for Victims of Crime etc.</td>
</tr>
<tr>
<td>St. Kitts &amp; Nevis</td>
<td>Constitutional Law</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Human Rights Legal Assistance</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Human rights</td>
</tr>
<tr>
<td>Guyana</td>
<td>juvenile rights</td>
</tr>
<tr>
<td>Jamaica</td>
<td>constitutional breaches</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>Human rights protection</td>
</tr>
<tr>
<td>Jamaica</td>
<td>lawyers willing to do constitutional matters</td>
</tr>
<tr>
<td>St. Kitts &amp; Nevis</td>
<td>Human Rights Law</td>
</tr>
<tr>
<td>Barbados</td>
<td>Constitutional law and Administrative Law</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Child rights</td>
</tr>
<tr>
<td>Jamaica</td>
<td>experts in administrative, constitutional and public law and procurement</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Human Rights lawyers</td>
</tr>
<tr>
<td>Jamaica</td>
<td>anti discrimination legislation</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Women’s rights</td>
</tr>
<tr>
<td>Guyana</td>
<td>disabled person rights</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Human rights violations, especially police abuse</td>
</tr>
<tr>
<td>Jamaica</td>
<td>human rights</td>
</tr>
<tr>
<td>Guyana</td>
<td>victims of crime rights</td>
</tr>
<tr>
<td>Jamaica</td>
<td>expression of human rights within the ambit of public service employment</td>
</tr>
<tr>
<td></td>
<td><strong>Industry-specific legislation/ legal services</strong></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Insurance law</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Banking</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>maritime</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Music, Sports and Entertainment Legal Services</td>
</tr>
</tbody>
</table>
The Bahamas - Law of the sea
Antigua & Barbuda - Wealth Management
Belize - Financial law
Jamaica - Corporate and Financial Law
Jamaica - medical negligence
Jamaica - Medical negligence education for medical professions
The Bahamas - health
Trinidad & Tobago - Lawyers to represent persons in cases of medical malpractice
Trinidad & Tobago - Contracts for the purchase of cars
Jamaica - Energy Law
Trinidad & Tobago - Entertainment law
Jamaica - Financial
The Bahamas - Financial services
Jamaica - Medical malpractice
Trinidad & Tobago - medical malpractice laws
Jamaica - Entertainment Law
St. Kitts & Nevis - Investment Law
Trinidad & Tobago - the need for doctors to be held more criminally liable for medical negligence
Trinidad & Tobago - sport/entertainment laws

**Expanded/ upgraded physical plant (court rooms/ houses)**

Jamaica - Shortage of courtrooms
Jamaica - Court rooms/houses
Jamaica - The need for more courts
Trinidad & Tobago - Access to court facilities to the disabled
Guyana - Better security facilities in court
Jamaica - Provision of more court rooms
Jamaica - More court
Jamaica - Need for better infrastructure
Jamaica - more court spaces and judges are needed to reduce the backlog and administer justice
Jamaica - The need to upgrade courts
Antigua & Barbuda - Physical Resources and Staffing at the Magistrates Court
St. Vincent & The Grenadines - Adequate physical accommodation for courts
Trinidad & Tobago - Better facilities for Magistrates Courts where most of the matters are heard
Jamaica - More courts
St. Vincent & The Grenadines - Inadequate court facilities
Jamaica - More Courts are needed to handle the backlog of cases
The Bahamas - Better facilities
Grenada - larger court facilities
Jamaica - Proper infrastructure in every court building.
St. Vincent & The Grenadines - Improved physical spaces to hold court at the high court level.
Jamaica - Improvement of courts infrastructure

**Criminal defence counsel / prosecutors**

Antigua & Barbuda - Criminal Defence Counsel
St. Vincent & The Grenadines - Representation at the Magistrates Court for criminal offences
Trinidad & Tobago - Need for more criminal defence lawyers
Trinidad & Tobago - Criminal defence representation
Trinidad & Tobago - More Attorneys in the Criminal Law arena. Both Prosecuting and Defending
Trinidad & Tobago - More Criminal attorney needed
Barbados - Criminal Law practice needs more persons
Guyana - Criminal defendants
Belize - Criminal law practice
Trinidad & Tobago - Availability of criminal lawyers
Trinidad & Tobago - insufficient criminal defense attorneys
Trinidad & Tobago - increased number of criminal defence attorneys
Trinidad & Tobago - More competent criminal law attorneys
Belize - CRIMINAL DEFENCE ATTORNEYS
Belize - legal representation in criminal matters
Jamaica - Criminal Defence Attorneys
Barbados - defence criminal attorneys

Reduced/ affordable/ regulated legal fees
Jamaica - lawyers that are cost effect the fees charge are exorbitant
Jamaica - Affordable legal service
Antigua & Barbuda - Affordable representation
Trinidad & Tobago - cost efficient legal advice
Trinidad & Tobago - Affordable legal representation by experienced persons
Trinidad & Tobago - Affordable legal representation of all kinds
Trinidad & Tobago - Access to legal services at a reasonable cost.
Dominica - There is no scale of fees
Jamaica - MORE REGULATION ON LEGAL FEES NEEDED
Trinidad & Tobago - Better regulation of fees charged
Trinidad & Tobago - Consistent fees
Antigua & Barbuda - Reasonable cost of appeals and legal work
Trinidad & Tobago - Payment on a contingency fee basis.
Trinidad & Tobago - Cost effective court remedies
Trinidad & Tobago - Affordable legal help.
Belize - regulated legal fees

More efficient/ effective provision of legal services by government departments (incl. registries)
Barbados - Better functioning registries
Barbados - Administration of Justice in terms of timely provision of legal services by Governmental departments
Barbados - Support system in Registration Departments that is efficient
Antigua & Barbuda - Physical Resources and Staffing at the Land Registry
Barbados - Prompt and clear and customer friendly court administration
St. Kitts & Nevis - Training (should be continuous training) of Registry staff
Trinidad & Tobago - More efficient court filing and service systems
Barbados - certainty in procedural requirements which will not vary with the length of the Registrar's foot.
Antigua & Barbuda - Training of staff of civil/commercial registries for the delivery of prompt and courteous service
Belize - Properly functioning Registries
Barbados & gen. public - Generally re-order& re-direct the 3 Registries for efficient facilitation of business
Barbados - More efficient Processing of documents at the Registry
<table>
<thead>
<tr>
<th>Country</th>
<th>Issues/Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Proper / efficient administration of public legal records by the state</td>
</tr>
<tr>
<td>Belize</td>
<td>Corruption and incompetence at the land registry which frustrates property transactions</td>
</tr>
<tr>
<td>Grenada</td>
<td>Proper storage of court documents</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Efficient working public sector.</td>
</tr>
<tr>
<td>Access to legal documents/ laws/ cases (incl. online)</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>(Additionally, The Gazette Needs to be online :)</td>
</tr>
<tr>
<td>Barbados</td>
<td>Online access to updated Laws of Barbados either for free or a reasonable fee.</td>
</tr>
<tr>
<td>Barbados</td>
<td>Publication for sale of the entire volumes of laws of Barbados.</td>
</tr>
<tr>
<td>Barbados</td>
<td>Online data base of cases decided locally but capable of being searched by subject, issues, date etc</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Access to legal information</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Availability of consolidated statute of laws online</td>
</tr>
<tr>
<td>Barbados</td>
<td>Library resources annexed to the High Court</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>We need better access to research databases</td>
</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
<td>Inadequate legal research facilities</td>
</tr>
<tr>
<td>Montserrat</td>
<td>Increased affordable access to legal research material.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Database of current legal forms on Law Association website</td>
</tr>
<tr>
<td>Guyana</td>
<td>Publication of recent decisions</td>
</tr>
<tr>
<td>Dominica</td>
<td>The Civil Procedure Rules are not even sold here or at ECSC in St. Lucia. We have to download &amp; print</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Electronic access to updated laws including civil proceedings rules</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Proper reporting of case law</td>
</tr>
<tr>
<td>Improved enforcement of judgements/ legislation</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Proper enforcement of the laws</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>The punishment of sexual offenders found guilty</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>The methods of enforcement of judgments need to be improved</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Proper enforcement. Wrong charge/ wrong section, case usually thrown out</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legal enforcement of Protection of Wildlife and preventing pollution.</td>
</tr>
<tr>
<td>Barbados</td>
<td>Increase in convictions</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Enforcement of cybercrime laws &amp; defamation laws where acts are committed via social media</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Capacity of law enforcement to investigate, charge and prosecute criminal defendants</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>Training of police officers in the appropriate use of force and appropriate procedure on arrest</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Reliable prosecutors and police witnesses. Revamp police sector.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Police reform, they believe they are THE LAW, and will engage in corruption to secure convictions</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Lack of enforcement of existing laws</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Environmental laws need to be enforced</td>
</tr>
<tr>
<td>More specialized attorneys/ judges (e.g. youth justice, cyber, intellectual property, family)</td>
<td></td>
</tr>
<tr>
<td>Belize</td>
<td>More specialized attorney</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Greater number of specialist courses and accreditation for specialists is needed</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Youth Justice Professionals</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Specialization in the area of cybercrimes/internet frauds and intellectual property law</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>There are just a handful of lawyers that can provide expertise in financial services</td>
</tr>
</tbody>
</table>
Belize - legal advice in family law matters
Trinidad & Tobago - Oil and gas knowledge
Trinidad & Tobago - Lawyers to represent children in especially those in conflict with school administrations
Trinidad & Tobago - Need to develop specific expertise in different areas of law
Antigua & Barbuda - More specialization
Jamaica - Development of various new and emerging roles
Trinidad & Tobago - More specialized legal services.
Jamaica - More specialised judges, especially commercial judges

[Improved] Family court/ law
Guyana - Family Court
Belize - Representation in family court
Guyana - Family court deficient in ensuring that father’s pay child support
Jamaica - Family /Divorce
Montserrat - Provision or establishment of a Family Court
Montserrat - Establishment of a Family Court
Guyana - protect of family rights d
Jamaica - Domestic disputes
Trinidad & Tobago - Specific Family Law Courts need to be established nationwide and not just in Port of Spain.
Jamaica - family law - divorce and division of matrimonial property
Dominica - family court
Trinidad & Tobago - Family courts
Antigua & Barbuda - Family Law Related Matters

Criminal justice system reform
Belize - Criminal law
Trinidad & Tobago - Need for prison reform
Trinidad & Tobago - criminal justice system is greatly flawed, in need of substantial reform
Trinidad & Tobago - Prison reform
Trinidad & Tobago - Criminal
Trinidad & Tobago - Criminal law advocates
Trinidad & Tobago - criminal justice system
Trinidad & Tobago - Criminal justice
Trinidad & Tobago - Criminal Justice Reform
Trinidad & Tobago - Criminal justice reform - matters taking too long, too many prisoners on remand for years
Trinidad & Tobago - better prison system (security)
Trinidad & Tobago - Prison reform - eg. restorative justice.

Intellectual Property
Barbados - trademarks
Antigua & Barbuda - Intellectual Property work not being protected
Jamaica - Copy Right Law
Trinidad & Tobago - Patent drafting and other related intellectual property services
Jamaica - Intellectual Property law
Guyana - Protection of Intellectual property
Jamaica - IP
Trinidad & Tobago - intellectual property rights
Belize - Intellectual property
Jamaica - protection of copyrights
Jamaica - Addressing intellectual property breaches

**Improved support resources (e.g. crime labs, clerks for judges)**

Antigua & Barbuda - Access to resources such as proper crime labs for DNA testing, ballistics, etc.
Jamaica - need for judicial clerks to provide assistance to judges in the preparation of judgments
The Bahamas - Stenographers
Jamaica - Judges need to stop taking longhand notes - We need stenographers for all judges including Magistrates
Jamaica - Cash. The courts lack resources to perform tasks efficiently.
Jamaica - all judges and each resident magistrate court should be assigned at least 1 judicial clerk
Jamaica - More Clerks of court are needed to assist Resident Magistrates and Judges with legal research
Grenada - legal clerks
Jamaica - A lack of resources being supplied to the judiciary
St. Vincent & The Grenadines - Judicial Support Officers
Guyana - A proper forensic lab to facilitate better results in relation to investigations and testing of evidence

**Conveyancing / Real property**
Trinidad & Tobago - To advise the illiterate property owners so that they will not be cheated.
Jamaica - Conveyancing
Trinidad & Tobago - Advise on the difference between joint tenancy and co-ownership
Barbados - titling process for land with no title deeds
Trinidad & Tobago - Land law
Trinidad & Tobago - A fairer system of conveyancing
St. Vincent & The Grenadines - Modern legislation re title to land.
Trinidad & Tobago - Land use, speculation and rental advice

**Expanded career paths/ opportunities for law graduates**
Trinidad & Tobago - Jobs
Jamaica - Greater opportunities for lawyers
The Bahamas - creating opportunities in terms of career paths for the increase of law graduates
Barbados - greater scope of areas for non attorneys for example a legal executive like myself
Trinidad & Tobago - Employment for graduates of the Law Schools in Trinidad and Tobago
Jamaica - More jobs in the legal field
Jamaica - A greater diversity in the legal profession
Trinidad & Tobago - more opportunity for specialisation

**Approach to training of lawyers**
Jamaica - Insufficient Practical Experience for Lawyers coming into the system
Trinidad & Tobago - Better trained graduates
Barbados - Adequate period of in-service training
Jamaica - All new graduates MUST article with a firm or senior attorney before being licensed to practise.
Trinidad & Tobago - Proper training for recent graduates
Trinidad & Tobago - Review of legal school curriculum
Guyana - More practical involvement of budding legal officers
Jamaica - More practical/hand on approach to teaching at the law school
## Child advocacy/protection
- **Guyana**: Child protection (for children of the State or those suffering from abuse)
- **Trinidad & Tobago**: Child advocacy
- **The Bahamas**: Minor's Advocate Office which is legislated but not in force
- **Trinidad & Tobago**: Persons to assist children, vulnerable groups
- **Trinidad & Tobago**: Juvenile facilities - advocates for children
- **Jamaica**: Personal services for children
- **Belize**: Legal representation provided by the State for children and disadvantaged litigants

## Other specialized courts (e.g. juvenile)
- **Trinidad & Tobago**: Specialized courts
- **Trinidad & Tobago**: Reform of the Justice System to include specialized courts
- **Trinidad & Tobago**: the need for a specialist juvenile court
- **Trinidad & Tobago**: Dedicated environmental court
- **Trinidad & Tobago**: Dedicated Human right/constitutional court
- **Trinidad & Tobago**: More specialized Courts - Petty Civil Courts need more attention. Can't have just tacked on to
- **Trinidad & Tobago**: A petty crime court dealing with weed charges only. Too much wasted time in magistrate's court

## Greater/Improved mentorship
- **Jamaica**: Greater mentorship of young attorneys.
- **Barbados**: Guidance and direction from senior attorneys to new attorneys
- **Trinidad & Tobago**: More willingness required to mentor and train junior attorneys (mentorship)
- **The Bahamas**: Adequately regulating pupillage
- **Trinidad & Tobago**: Too many young attorneys are entering the profession without adequate guidance and training
- **Jamaica**: Active mentorship

## Access to court/justice
- **Jamaica**: Full availability of Court remedies without reference to value and without geographic limitations
- **Jamaica**: Access to the highest court
- **Trinidad & Tobago**: Night Court
- **Jamaica**: More night court
- **Trinidad & Tobago**: Ease of Access to justice and lack of education of the public on legal options/remedies
- **Barbados**: Round the clock working of law courts. Should examin a night court.

## Ethical lawyers
- **Jamaica**: More Attorneys with integrity
- **Trinidad & Tobago**: A lawyer with a basic sense of right and wrong
- **Dominica**: Unethical practitioners
- **Jamaica**: Too many dishonest lawyers- what to do???
- **Trinidad & Tobago**: A lawyer with at least a working knowledge of the Code of Ethics
- **Dominica**: Some mechanism to imbue lawyers with a social conscience

## Environmental law/legal services
- **Trinidad & Tobago**: Environmental protection
- **Trinidad & Tobago**: Laws catered to the preservation of environmental and natural resources
- **The Bahamas**: Environmental Legal Assistance
<table>
<thead>
<tr>
<th>Country</th>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Environmental law</td>
<td>- Environmental law</td>
</tr>
<tr>
<td></td>
<td>Small claims litigation</td>
<td>- Small claims litigation</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Improved access to small claims court</td>
<td>- Improved access to small claims court</td>
</tr>
<tr>
<td></td>
<td>Small claims court</td>
<td>- Small claims court</td>
</tr>
<tr>
<td>Jamaica</td>
<td>A fast, tailor-made system (outside the court system) for adjudicating personal injury claims</td>
<td>- A fast, tailor-made system (outside the court system) for adjudicating personal injury claims</td>
</tr>
<tr>
<td>Estates/ Estate planning/ Probate</td>
<td>Barbados</td>
<td>- complicated estates</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Estate Planning</td>
<td>- Estate Planning</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Writing of Wills</td>
<td>- Writing of Wills</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Probate</td>
<td>- Probate</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Estate</td>
<td>- Estate</td>
</tr>
<tr>
<td>Taxation</td>
<td>Belize</td>
<td>- Taxes</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Taxation</td>
<td>- Tax</td>
</tr>
<tr>
<td>Jamaic</td>
<td>Tax law</td>
<td>- Tax law</td>
</tr>
<tr>
<td>Legal advice to state entities</td>
<td>Barbados</td>
<td>- legal advice to state entities</td>
</tr>
<tr>
<td>Belize</td>
<td>public sector lawyers</td>
<td>- public sector lawyers</td>
</tr>
<tr>
<td>Belize</td>
<td>Government Attorneys</td>
<td>- Government Attorneys</td>
</tr>
<tr>
<td>Jamaica</td>
<td>lawyers are needed in government agencies</td>
<td>- lawyers are needed in government agencies</td>
</tr>
<tr>
<td>Negotiation</td>
<td>The Bahamas</td>
<td>- Negotiation</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Negotiation</td>
<td>- Negotiation and deal finalisation</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Negotiated settlements</td>
<td>- Negotiated settlements</td>
</tr>
<tr>
<td>Addressing corruption</td>
<td>Trinidad &amp; Tobago</td>
<td>- Prosecuting government and non-government officials for corruption</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Anti - Corruption Practices</td>
<td>- Anti - Corruption Practices</td>
</tr>
<tr>
<td>Defined criteria for sentences/ Review of penalties</td>
<td>Barbados</td>
<td>- defined criteria for magistrates courts fines and sentences - despite the magistrate court act</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Uniformity in the awards for personal injuries claims</td>
<td>- Uniformity in the awards for personal injuries claims</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Greater and more stricter penalties for sexual offences especially against children</td>
<td>- Greater and more stricter penalties for sexual offences especially against children</td>
</tr>
<tr>
<td>Civil litigation/ procedure rules</td>
<td>Jamaica</td>
<td>- Civil litigation</td>
</tr>
<tr>
<td>Barbados</td>
<td>Civil procedure rules - too complex and confusing</td>
<td>- Civil procedure rules - too complex and confusing</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Law of Torts</td>
<td>- Law of Torts</td>
</tr>
<tr>
<td>Law School/ Wider access to Law Schools</td>
<td>Guyana</td>
<td>- The establishment of a law school</td>
</tr>
<tr>
<td>Belize</td>
<td>Accessibility to law schools by a greater number of students.</td>
<td>- Accessibility to law schools by a greater number of students.</td>
</tr>
<tr>
<td>Barbados</td>
<td>LAW SCHOOLS</td>
<td>- LAW SCHOOLS</td>
</tr>
<tr>
<td>Acceding to CCJ</td>
<td>Trinidad &amp; Tobago</td>
<td>- Acceding to CCJ</td>
</tr>
<tr>
<td>Country</td>
<td>Issue</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Implementation of the Caribbean Court of Justice as the final appellate court</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>A proper and working witness protection program.</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Domestic violence protection</td>
<td></td>
</tr>
<tr>
<td>Barbados</td>
<td>Legal research</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Proper research and understanding when creating legislation</td>
<td></td>
</tr>
<tr>
<td>St. Kitts &amp; Nevis</td>
<td>Need for land registrar</td>
<td></td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Land Registration System</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>Non-contentious work: estate planning, leases, contracts</td>
<td></td>
</tr>
<tr>
<td>Barbados</td>
<td>Legal research</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Proper research and understanding when creating legislation</td>
<td></td>
</tr>
<tr>
<td>St. Kitts &amp; Nevis</td>
<td>Need for land registrar</td>
<td></td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Land Registration System</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>Scholarships for post graduate studies to ensure specialists in certain critical areas.</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>MORE REGULATION ON THE NUMBER OF LAW STUDENTS BEING ADMITTED TO LAW SCHOOL NEEDED</td>
<td></td>
</tr>
<tr>
<td>Guyana</td>
<td>Accreditation for Lawyers</td>
<td></td>
</tr>
<tr>
<td>Barbados</td>
<td>Affordable indemnity insurance</td>
<td></td>
</tr>
<tr>
<td>Barbados</td>
<td>Affordable indemnity insurance to sole practitioners</td>
<td></td>
</tr>
<tr>
<td>Barbados</td>
<td>Adequate compensation for work done by juniors</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>Project Finance</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Not sure</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Development of quality local jurisprudence - too often the emphasis is litigation for pecuniary gain</td>
<td></td>
</tr>
<tr>
<td>Belize</td>
<td>The need to ensure a stable Magistracy</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>Lawyers who are diligent and passionate about legal service</td>
<td></td>
</tr>
<tr>
<td>Belize</td>
<td>Having attorney's who practice is varying areas of law as opposed to the traditional criminal areas.</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>Collaborative culture with each other and other professions</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Plea deals</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legal Compliance within different industries</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Proper representation of Attorneys- by law Association; more communication between association -public</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Access to attorneys who cannot advertise.</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Change in the adversarial attitude of lawyers</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Due process</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Clear information about costs before litigation is embarked upon.</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Many legal players are bribed thus making citizens prey to those in power.</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Not sure</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>Investigations for civil work</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Male related issues.</td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Children protection housing for young offenders</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 36 – Weaknesses of the legal community (jurisdiction specified)

#### Inefficient judicial system

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados</td>
<td>it is perceived that access to justice is slow</td>
</tr>
<tr>
<td>Barbados</td>
<td>court system - length of time it takes for cases to be heard</td>
</tr>
<tr>
<td>Barbados</td>
<td>long and delayed process of justice</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>I don’t think the court needs a holiday. It only adds to the backlog of cases.</td>
</tr>
<tr>
<td>Barbados</td>
<td>quality control of case management (lost files, vacated dates, old nonsensical practices)</td>
</tr>
<tr>
<td>St. Kitts &amp; Nevis</td>
<td>Caribbean Integration / Immigration Law</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Decriminalization of Marijuana.</td>
</tr>
<tr>
<td>Barbados</td>
<td>emotional intelligence</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>lack of harmonisation in the region of laws is very costly on persons</td>
</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
<td>Probation and social welfare services</td>
</tr>
<tr>
<td>Jamaica</td>
<td>The need for more financial support in the justice system</td>
</tr>
<tr>
<td>Barbados</td>
<td>More visible Chief justice</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Abuse of state power</td>
</tr>
<tr>
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**IMPACT JUSTICE Legal Education Survey Report**  
**June 2016**
Antigua & Barbuda - Timeliness of decisions
Jamaica - Inefficiency
Jamaica - Slow
Guyana - Timely execution of cases
Jamaica - Huge case backlog in our courts
Jamaica - Relative to criminal law. Lawyers not fully cooperating when they can to relieve backlog of cases
Barbados - Inherent delay in system.
Jamaica - The backlog of cases before the courts
Guyana - Very slow to address issues
Belize - Delays
Barbados - Back log of cases at the High Court level
Belize - length of time of legal process
Jamaica - court system is slow, inefficient and prone to corruption
Jamaica - The speed within which matters are dealt with in the Courts
Jamaica - The time it takes to bring matters to a conclusion is far too long
Jamaica - Cases take too long to be tried
Jamaica - Inefficient
Jamaica - cases take too long to move from start to finish
Antigua & Barbuda - Slow justice
Barbados - delay
Trinidad & Tobago - unnecessary delay of trials
Guyana - Trial and appeal process is convoluted and takes extremely long
Jamaica - Slow pace of justice
Trinidad & Tobago - slow, tardy justice
Trinidad & Tobago - slow pace of matters being dealt with in the magistrates courts
Trinidad & Tobago - Slow Court System
Jamaica - bureaucratic court system
Jamaica - Delay by police and attorneys in criminal and attorneys civil trials.
Barbados - inability to complete trials in a good time
Belize - failure of the judiciary to deliver judgments in a timely manner
Trinidad & Tobago - Criminal trials take to long to go to court
Trinidad & Tobago - Tardiness in matters being brought to the Court
Barbados - uncertainty in the length of time in which a transaction should take.
Barbados - Length of time for certain cases
Jamaica - Lengthy delays in trials
Barbados - Severely delayed judicial decisions for years, instead of days, weeks or months
Jamaica - Back log of cases in court systems
Trinidad & Tobago - Judges and Magistrates constantly grant adjournments
Guyana - unnecessary delays in having matters heard by the court
Barbados - Inefficient Magistrates Court system
Jamaica - Waiting period for delivery of judgment too long
Jamaica - Police need to do their investigation efficiently
Jamaica - Slow output of work
Jamaica - Court System Painfully slow
The Bahamas - lack of access to timely trials
Jamaica - ability to get matters through the High Court
Barbados - Court cases not being on appointment basis
Barbados - Backlog of cases
St. Kitts & Nevis - Timeliness
Trinidad & Tobago - inability to conclude criminal matters
Trinidad & Tobago - Slow court system
Trinidad & Tobago - tardiness in completing matters
Trinidad & Tobago - efficiency of the judiciary and all attorneys involved in trials
Trinidad & Tobago - Culture of delay
Trinidad & Tobago - Very time consuming
Barbados - not timely - takes too long to decide cases
Antigua & Barbuda - Delays in delivery of legal services through an overburdened court system
Trinidad & Tobago - Time management in the judicial process
Antigua & Barbuda - Length of time it takes to resolve a matter
Jamaica - Slow court system
Barbados - Overworked court system
Jamaica - Some judges have a poor work ethic and don't ensure that counsel respect court time
Trinidad & Tobago - time wastage on minor issues
Jamaica - slow movement of cases in the courts
Jamaica - Courts are too slow and inefficient, and cases are too frequently adjourned
Trinidad & Tobago - Slow court system
The Bahamas - slow
Jamaica - Speed of court system
Barbados - Time-wasting system where all parties for the day's cases appear at 9:30a.m
Trinidad & Tobago - Slow pace of justice
Trinidad & Tobago - Inability to deal with matter swiftly
Jamaica - At the resident magistrate level too much delays in having matters heard
Jamaica - Inefficient court management system
Jamaica - delayed judgments
Trinidad & Tobago - Bureaucracy
Trinidad & Tobago - Judges/Magistrates allowing matters to be adjourned too many times
Jamaica - Clogging of the court system with cases not going to trial in a timely manner
Jamaica - Tardiness
Trinidad & Tobago - lack of use of time saving methods like written submissions

**Unethical lawyers**

Barbados - refusal to work
Barbados - Unethical practitioners
Barbados - Disrepute of the profession because of unscrupulous behavior of lawyers in recent times
Dominica - Corrupt
Antigua & Barbuda - Unethical practices by lawyers
The Bahamas - ethics
Guyana - Corruption
Belize - Taking clients' money and not coming to court (dishonesty)
Barbados - Dishonesty
Jamaica - Unscrupulous person giving lawyers a bad name
Jamaica - The lack of integrity
Jamaica - The increased number of attorneys charged for legal infraction - i.e. fraud
Belize - Lack of Ethics
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<td>Dishonesty of some</td>
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<tr>
<td>Barbados</td>
<td>unethical behaviour</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>exploitation of legal loopholes</td>
</tr>
<tr>
<td>Guyana</td>
<td>Many attorneys fall prey to dishonesty and bribery</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Dishonesty</td>
</tr>
<tr>
<td>Jamaica</td>
<td>The need for stronger systems to entrench ethical behaviour from early</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Dishonesty</td>
</tr>
<tr>
<td>Guyana</td>
<td>Lawyers are taking advantage of the slow process to exploit citizens</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>dishonesty</td>
</tr>
<tr>
<td>Barbados</td>
<td>Corrupt lawyers</td>
</tr>
<tr>
<td>Barbados</td>
<td>Lawyers in Barbados are notorious for stealing money and title deeds etc.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Too many lawyers are being disbarred because of corruption</td>
</tr>
<tr>
<td>Jamaica</td>
<td>The ethical practices of members of the profession</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Some take on clients even though they know they cannot win.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Non-compliance with the ethics of the profession</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>ethical shortcomings</td>
</tr>
<tr>
<td>Barbados</td>
<td>Corruption-some believe they are above the law so they evade it</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Nepotism and corruption when awarding state legal briefs and the</td>
</tr>
<tr>
<td>Guyana</td>
<td>Lawyers have been known to scam clients</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Scheming lawyers who take clients work and do nothing</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Attorneys who have been involved in dishonest transactions seem to get</td>
</tr>
</tbody>
</table>
more work from the Government
Jamaica- Too many lawyers are found to be involved in fraud.

<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Corruption</td>
</tr>
<tr>
<td>Jamaica</td>
<td>lack of integrity, dishonesty, impartiality and nepotism</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Unscrupulous practitioners (not many; but effect devastating)</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Real or perceived corruption in the judiciary and magistracy.</td>
</tr>
<tr>
<td>Dominica</td>
<td>Total disregard for judicial ethics</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Inadequate attention to ethics</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>attorneys taking advantage of public</td>
</tr>
</tbody>
</table>

**Poor working relations among attorneys; nepotism; prejudice**

<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados</td>
<td>NOT VERY INTEGRATED AS A FRATERNITY/COMMUNITY OF PROFESSIONALS</td>
</tr>
<tr>
<td>Barbados</td>
<td>do not collaborate - they are selfish</td>
</tr>
<tr>
<td>Dominica</td>
<td>secretive</td>
</tr>
<tr>
<td>Barbados</td>
<td>could be seen as a clique and difficult to seek redress if something goes wrong</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Transparency</td>
</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
<td>too politically divided</td>
</tr>
<tr>
<td>Guyana</td>
<td>Absence of professional caucus</td>
</tr>
<tr>
<td>Belize</td>
<td>Lack of inclusivity</td>
</tr>
<tr>
<td>Belize</td>
<td>Divided Bar Association</td>
</tr>
<tr>
<td>Belize</td>
<td>Closed fraternity</td>
</tr>
<tr>
<td>Jamaica</td>
<td>fragmented</td>
</tr>
<tr>
<td>St. Kitts &amp; Nevis</td>
<td>Cut throat attitude</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Lack of Professional respect for each other</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Closed social circle</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Nepotism</td>
</tr>
<tr>
<td>Jamaica</td>
<td>sharing of information</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>divisiveness and operation of cliques</td>
</tr>
<tr>
<td>Barbados</td>
<td>We are not very united</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>too adversarial</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Select groups getting the bulk of the briefs/matters</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Discrimination on various basis e.g. political affiliation, race, wealth, social status etc.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Ideological prejudice / Political allegiance on the part of actors</td>
</tr>
<tr>
<td>Barbados</td>
<td>with respect to conveyancing the larger firms usually attempt to undermine the smaller attorneys</td>
</tr>
<tr>
<td>Dominica</td>
<td>non-cooperativeness of fellow attorneys</td>
</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
<td>Political Strife and infighting / Financial impropriety</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Non unified state of the legal fraternity.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>insularity</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Sometimes too adversarial, so that wider interests of justice undermined</td>
</tr>
<tr>
<td>Guyana</td>
<td>Favouritism</td>
</tr>
<tr>
<td>Belize</td>
<td>lack of unity</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Certain firms dominating certain areas of law</td>
</tr>
<tr>
<td>Barbados</td>
<td>Undermining of colleagues</td>
</tr>
<tr>
<td>Jamaica</td>
<td>individualistic</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Fragmentation of the profession</td>
</tr>
<tr>
<td>Jamaica</td>
<td>High level of segregation in the fraternity</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Favouritism</td>
</tr>
</tbody>
</table>
Barbados - not enough fora for lawyers to meet to discuss law in social setting  
Jamaica - bigotry  
Jamaica - bias, having more regard to UWI graduates  
Guyana - It’s almost a rat race, instead of comradery  
Belize - Distrust  
Jamaica - Lack of cordiality from the young counsels  
Trinidad & Tobago - Lack of respect for colleagues within the profession  
Trinidad & Tobago - Very unresponsive to support requests from the judiciary  
Trinidad & Tobago - Too insular  
Trinidad & Tobago - Favouritism and bias  
Jamaica - classism  
Guyana - Some members of the legal community base decisions/judgement on their friendships  
Jamaica - Lack of collaborative culture  
Trinidad & Tobago - divisiveness  
Barbados - Lack of unity  
Trinidad & Tobago - Nepotism  
Trinidad & Tobago - cronyism/ nepotism  
Trinidad & Tobago - Corruption/nepotism/racism  

### Insufficient regulation/ disciplining of lawyers/ judges

Barbados - Disciplining of Attorneys  
Belize - It fails to properly monitor and supervise those attorneys under its supervision.  
St. Vincent & The Grenadines - Absence of Legal Profession Act to regulate conduct of practitioners.  
Belize - Lawyers not adhering to the rules  
Dominica - No disciplinary body exists  
Belize - Ineffective regulation of profession  
Trinidad & Tobago - lack of accountability among peers  
The Bahamas - Bar Council is slow to sanction or punish bad lawyers  
Jamaica - Weak peer review and sanction system  
Trinidad & Tobago - Dishonest lawyers face few consequences  
Barbados - Self regulation has not worked.  
Trinidad & Tobago - Discipline/ Regulation - There is no independent policing mechanism.  
Trinidad & Tobago - Lack of regulation  
Trinidad & Tobago - Non-enforcement of Code of Ethic/ insufficient Regulation of Practices (eg. for excessive fees)  
Trinidad & Tobago - Attorneys are allowed to get away with dishonest conduct. No one has been struck off.  
Belize - absence of functional regulatory mechanisms  
Trinidad & Tobago - Regulation of unscrupulous and unethical practices by lawyers  
Barbados - more checks and balances on legal professionals  
Barbados - Lack of support for disciplinary system  
Antigua & Barbuda - Inability or unwillingness of attorneys to report or appropriately sanction unethical practices  
Belize - attorneys are not penalized for dishonesty  
Belize - Ineffective system of complaints against lawyers and their resolution  
Trinidad & Tobago - No sanctions for crooked attorneys  
Jamaica - QUALITY CONTROL  
Montserrat - Unregulated legal fraternity.
<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Lack of quality control</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>The public has no way of knowing if an Attorney has been convicted of a disciplinary offence</td>
</tr>
<tr>
<td>Barbados</td>
<td>Code of conduct for attorneys</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Lack of strong punishment for the abuse of adjournments</td>
</tr>
<tr>
<td>Belize</td>
<td>Lack of enforcement of legal profession act</td>
</tr>
<tr>
<td>Guyana</td>
<td>The BAR Association does not sanction Attorneys for misconduct or breaking the law.</td>
</tr>
<tr>
<td>St. Kitts &amp; Nevis</td>
<td>Lawyers being charged with fraud yet no steps are taken to have them disbarred</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Lack of quality control</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Allowing solicitors from England to become Attorneys with little regulation</td>
</tr>
<tr>
<td>Dominica</td>
<td>There should be a mechanism to regularly assess the performance of members of the bench</td>
</tr>
<tr>
<td>Belize</td>
<td>Failure to prosecute and even reprimand attorneys for unethical and incompetent legal services</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>Proper Statutory Regulation of Attorneys</td>
</tr>
<tr>
<td>Guyana</td>
<td>Lack of effective monitoring of the legal fraternity - Ethics &amp; Discipline</td>
</tr>
<tr>
<td>Dominica</td>
<td>Practising lawyers break the rules and even refuse to pay their professional license</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Sanctions against attorneys not present in court should be enforced</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Accountability</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Not enough persons being disbarred for flagrant breaches of the Legal Profession Act</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Ineffective disciplinary body</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Inefficient disciplinary committee of the Law Association</td>
</tr>
<tr>
<td><strong>Lack of regulation of legal fees/ handling of client funds</strong></td>
<td></td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Irregularity of fees</td>
</tr>
<tr>
<td>Barbados</td>
<td>Handling of client funds</td>
</tr>
<tr>
<td>Belize</td>
<td>Great disparity in salaries/ fees between the public and private bar.</td>
</tr>
<tr>
<td>Barbados</td>
<td>Price</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Fees for attorneys are too high, and should not be indexed to years of practice. Same fee for all.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Excessive fees, unreasonable charges</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Overcharging clients</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>The Cost</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Unregulated fees structure</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>No audit of fees charged by attorneys</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Very expensive</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Legal services are too expensive</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Price Gouging</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Inconsistent fees</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Extortion</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Financial accounting</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Exorbitant fees</td>
</tr>
<tr>
<td>Barbados</td>
<td>Lawyers in Barbados are notorious for charging exorbitant prices</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Over charging</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>Cost of litigations and appeals and legal work</td>
</tr>
<tr>
<td>Dominica</td>
<td>There is no scale of fees for lawyers</td>
</tr>
</tbody>
</table>
Jamaica - poor financial recordkeeping
St. Kitts & Nevis - No standard in place for fees which results in major undercutting
Belize - Cost of services
Jamaica - public/private bar dichotomy
Trinidad & Tobago - The fees are enormous
Trinidad & Tobago - exorbitant fees charged by attorneys
Trinidad & Tobago - Expensive legal services
Trinidad & Tobago - exorbitant fees by some lawyers
Barbados - over pricing sometimes
Trinidad & Tobago - Accounting to clients as to the methodology of calculating fees, disbursements
Jamaica - Cost
Belize - Unaffordable legal fees
Belize - High cost/unavailability of legal aid
Jamaica - Costs of legal services
Trinidad & Tobago - the inordinate costs that are associated with litigation
Trinidad & Tobago - CHARGING OF EXORBITANT FEES
Trinidad & Tobago - high cost of legal advice
Jamaica - costs of ligation especially in contingency cases
Barbados - Regulated legal fees.
Trinidad & Tobago - Attorneys overcharge for services and sometimes don’t even provide the service.

Incompetence/ insufficient knowledge of law; poor representation/ preparation
Trinidad & Tobago - Ignorance of the law
Guyana - Dissatisfactory representation on behalf of aggrieved persons
Jamaica - To many attorneys at law not properly qualified to practice being produce and put into legal system
Trinidad & Tobago - Ill prepared and overpriced
Trinidad & Tobago - unconscious incompetence
Dominica - Weak Attorney General
Trinidad & Tobago - Not knowledgeable
Jamaica - lack of preparation for matters to go forward
Trinidad & Tobago - QUALITY OF ADVICE
Jamaica - A complete understanding of how the law is to ensure justice is done in society
Belize - Lack of preparation resulting in shoddy representation
Guyana - Not properly prepare
Jamaica - many lawyers in JA are taking cases that they do not have the knowledge to handle
Jamaica - Ability to practice fully in all areas of law without minimum experience demonstrated
Jamaica - Not being adequately prepared
Trinidad & Tobago - lack of preparation
Trinidad & Tobago - Unwillingness to work long hours to fully prepare their matters
Barbados - There are many who do not take the time to produce quality work.
Trinidad & Tobago - No follow-up
Trinidad & Tobago - Inadequate and below standard services provided by legal officers
Trinidad & Tobago - Incompetence of too many lawyers
Trinidad & Tobago - Non-attorneys appearing in the Magistrates Court
Guyana - poor representation
Appendix

Jamaica - Ignorant lawyers and judges
Jamaica - Unwillingness to disclose lack of expertise in certain areas
St. Kitts & Nevis - Quality of Advocacy
Trinidad & Tobago - Attorneys not being ready to proceed
Barbados - Poor advocacy
Barbados - Poor work ethic
Jamaica - Inadequate knowledge on legal trade related matters
Guyana - Lack of knowledge
Trinidad & Tobago - Failure to keep deadlines and manage time
Trinidad & Tobago - Lack of reliability on lawyers
Trinidad & Tobago - Young Attorneys experiment on unsuspecting members of the public without supervision
The Bahamas - Lack of preparation in court cases
Trinidad & Tobago - Lack of knowledge of the law
Guyana - Competent
Jamaica - Judges and litigators have a lack of appreciation for non-contentious areas of legal practice
Trinidad & Tobago - Being unhelpful to the Court in their submissions

**Insufficient participation in/ Limited provision of CLPD**
Belize - Insufficient involvement in professional development
The Bahamas - Continued education
Trinidad & Tobago - Lack of adequate continuing education
Trinidad & Tobago - Insufficient post graduate training
Trinidad & Tobago - Failure to keep up to date with legislative and judicial developments
Trinidad & Tobago - Seems to be a lack of ongoing legal education post Law School.
Barbados - No Continuing Legal Education System
St. Vincent & The Grenadines - Not enough continuing legal education
Guyana - Lack of participation of Lawyers at professional development programs
Jamaica - No post qualification training being required
Jamaica - Practitioners need to do more to keep up with developments in the law
Jamaica - Courses offered by the bar are too traditional
The Bahamas - Lack of Continuing Education
Jamaica - Courses offered as part of the continuing legal education
Jamaica - The structure of the continuing legal education program
Trinidad & Tobago - More willingness required to keep retraining, becoming au courant with the latest developments
Montserrat - Insufficient provision for continuous Legal Education
Trinidad & Tobago - The lack of a requirement for continuous training
Barbados - Lack of required continuing legal education allows attorneys to grow stale
Jamaica - Access to continuing legal education through non-traditional means, e.g. via webinars
Montserrat - Insufficient access to continuous legal education.
Trinidad & Tobago - Lack of continuous legal education opportunities
Trinidad & Tobago - Insufficient continuing education seminars and workshops
Barbados - There needs to be greater focus on continuing professional education
Barbados - Lack of continuous education for attorneys to stay current re: technology
The Bahamas - Lack of professional development requirements
Trinidad & Tobago - There is no continuing legal education
Trinidad & Tobago - Lack of post graduate legal training/professional development
Appendix

St. Vincent & The Grenadines - Lack of continuous legal education / CPD
Belize - Absence of a compulsory system of ongoing legal education
Trinidad & Tobago - Lack of continuing education requirements in Trinidad and Tobago
Belize - Failure to implement mandatory continuing legal education for attorneys

Insufficient mentorship/support for young lawyers
Barbados - they are not willing to help and guide young/new attorneys
Jamaica - Not enough Mentorship to young lawyers
Jamaica - Lack of a strong culture of mentorship (the law was built upon that).
Trinidad & Tobago - need for mentor-ship programs for young attorneys
Guyana - Members of the legal community are rarely interested in grooming young lawyers/lawyers in training
Guyana - The seniors lawyers not getting the junior counsels much suport
Jamaica - insufficient support and oversight for newly graduated lawyers
Jamaica - inadequate mentorship of junior attorneys
Jamaica - Mentoring of young attorneys
Jamaica - Limited mentoring of new graduates
Belize - lack of mentorship for new attorneys
Barbados - older attorneys do not mentor young ones any more...or young ones do not want mentoring
Barbados - Unwillingness to help younger practitioners
Trinidad & Tobago - Lack of mentoring by senior practitioners
Trinidad & Tobago - Senior attorneys not making way for junior attorneys to learn and develop their competency in a quick manner
Barbados - Not even guidance for new attorneys
Jamaica - No proper mentorship of newly qualified Attorneys
Jamaica - The mentorship program for junior lawyers needs to be strengthened
The Bahamas - unavailability of sufficient pupillage opportunities
Jamaica - Not enough guidance or support given to new graduates
Trinidad & Tobago - Lack of proper guidance of younger attorneys
Trinidad & Tobago - Seeming reduction in a culture of mentoring and nurturing of younger attorneys by senior members
Trinidad & Tobago - Insufficient mentoring of new attorneys
Guyana - Little to no support from prominent lawyers to budding lawyers
Jamaica - lack of mentorship
The Bahamas - Lack of suitable pupillage
Trinidad & Tobago - There is no mentoring support for graduate attorneys
Trinidad & Tobago - Senior Attorneys are reluctant to train Junior Attorneys
Belize - lack of apprenticeship/post-legal education training
Jamaica - Insufficient mentoring of young lawyers.
Jamaica - more supervision of young attorneys

Insufficient pro bono/legal aid cases accepted
Jamaica - Lack of sufficient pro bono work done for those who Need it (not just the 'needy')
Jamaica - Not enough availability of lawyers for legal aid
Jamaica - absence of attorney willing to work pro bono
Belize - Providing pro bono work
Jamaica - Pro Bono service lacking
Jamaica - Back log of cases in court
<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>No serious legal aid</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>unwilling to work with the poor</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>no public defense system</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Legal aid is virtually absent other than the service provided by the law school</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Unwillingness of practitioners to offer themselves for legal aid.</td>
</tr>
<tr>
<td>Belize</td>
<td>not assisting the poor</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>lack of pro bono</td>
</tr>
<tr>
<td>Dominica</td>
<td>too few people are able to access legal aid</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>more opportunity for attorneys to give back to the community through programs like legal aid service</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>legal aid</td>
</tr>
<tr>
<td>Jamaica</td>
<td>A robust and effective system of government sponsored legal aid that assures access to justice.</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>The unwillingness to provide pro bono services for citizens in need</td>
</tr>
<tr>
<td>Belize</td>
<td>It does not give enough pro bono services.</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>pro bono work</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>absence of legal services for the middle class and poor</td>
</tr>
<tr>
<td>Belize</td>
<td>Insufficient pro bono work</td>
</tr>
<tr>
<td>Belize</td>
<td>Weak Legal Aid</td>
</tr>
<tr>
<td>Guyana</td>
<td>Legal aid needs to be strengthened to help in both civil and criminal defences</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Affordability of poor people to the justice system</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>Lack of Legal Aid/ Public Defenders</td>
</tr>
<tr>
<td>Guyana</td>
<td>Not enough access to Legal-aid - Legal aid provided is insufficient or incompetent</td>
</tr>
<tr>
<td>Dominica</td>
<td>Every lawyer should have to do compulsory pro bono work</td>
</tr>
<tr>
<td>Belize</td>
<td>failure to fund legal aid for the poor</td>
</tr>
<tr>
<td>Jamaica</td>
<td>lack of interest and time in in representing client from lower socioeconomic background</td>
</tr>
<tr>
<td>Jamaica</td>
<td>In sufficient Attorneys to offer services under the Legal Aid Act</td>
</tr>
</tbody>
</table>

### Poor client relations / customer service / low reliability

<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados</td>
<td>delivery and communication from an attorney</td>
</tr>
<tr>
<td>Barbados</td>
<td>Reliability</td>
</tr>
<tr>
<td>Barbados</td>
<td>Unreliability</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Lack of diligence and adherence to timelines and deadlines by attorneys generally.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Lack of courtesy</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Late arrival at court</td>
</tr>
<tr>
<td>St. Kitts &amp; Nevis</td>
<td>Reliability</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Apathy and lax attitude to client and client obligations</td>
</tr>
<tr>
<td>Barbados</td>
<td>delay in providing their services</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Not enough focus is being placed on the client's best interest or problem solving.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Unreliable</td>
</tr>
<tr>
<td>Barbados</td>
<td>failure/ inability to explain in simple English - use of lots of jargon 'legalese'</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Reliability</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Not prompt- no feedback to clients</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>lackadaisical</td>
</tr>
<tr>
<td>Belize</td>
<td>Lack of effective communication with clients</td>
</tr>
<tr>
<td>Belize</td>
<td>attorneys do not provide efficient service</td>
</tr>
<tr>
<td>Jamaica</td>
<td>giving clients unreasonable expectation -</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Attorneys are misleading clients in their expectations</td>
</tr>
</tbody>
</table>
Appendix - IMPACT JUSTICE Legal Education Survey Report

Trinidad & Tobago - poor communication
Trinidad & Tobago - Communication with Client and Colleagues
Barbados - poor communication

Inadequate training of lawyers (in-service, advocacy, analysis)
Barbados - Inadequate in-service training before qualification
Belize - Recently qualified lawyers are weak in advocacy
Jamaica - Lack of Analytical skills
Jamaica - Inadequate/unregulated in service training opportunities
Jamaica - Lack of proper Training
Belize - need more emphasis on legal writing
Belize - COURT ROOM ADVOCACY
Trinidad & Tobago - LACK OF CRITICAL THOUGHT
Barbados - Poor drafting
Barbados - Lack of training of key personnel on new CPR Rules
Jamaica - Most lawyers have insufficient training on the area of running a practice as a business
Jamaica - Need greater options on mandatory bar courses
Trinidad & Tobago - Writing skills inadequate
Jamaica - Insufficiency of analytical thinking and research.
Trinidad & Tobago - Not enough emphasis on proper legal writing
Trinidad & Tobago - Education of attorneys
Trinidad & Tobago - Poor written and verbal communication in submissions
Trinidad & Tobago - Advocacy skills inadequate
Guyana - Lack of CLE
Trinidad & Tobago - Analytical Skills
Trinidad & Tobago - Interpersonal skills inadequate

Inordinate focus on personal gain/ No community focus
Trinidad & Tobago - self-interest
Belize - non action by the legal community in giving back to the community
Jamaica - not given to volunteerism
Belize - most attorneys work ONLY for profit rather than for justice
Jamaica - Lawyers are generally too focused on financial reward, rather than improving the justice system
Trinidad & Tobago - money comes before justice at times
Trinidad & Tobago - Over emphasis on being financially successful
The Bahamas - Greedy, the Legal Profession Act, Mature Individuals
Jamaica - too much emphasis on money
Jamaica - Profits is seen as more important to provision of quality service
Trinidad & Tobago - Its not about justice for the client but how much legal fees you can extract
Trinidad & Tobago - Financial gain is priority.
Jamaica - Money should not be the main driving force to represent clients
The Bahamas - Greed
Trinidad & Tobago - Over emphasis on the glamour of being a lawyer
Dominica - Driven by greed
The Bahamas - only willing to work for funds
Trinidad & Tobago - attorneys being financially driven at the expense of the client
Barbados - Greed
Jamaica - profit-motivated and not driven by desire to improve justice / access to justice; not
<table>
<thead>
<tr>
<th>Client-centric</th>
<th>Giving back to faculty of law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados</td>
<td>too many lawyers</td>
</tr>
<tr>
<td>Guyana</td>
<td>Quantity over quality.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Oversupply of lawyers</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Too many lawyers</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Reducing number of criminal attorneys</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Mass production of attorneys without proper grounding</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Too many lawyers</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>explosion of lawyers with no experience</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Too many lawyers</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Desperation for jobs</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Oversaturation of lawyers in the market</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>I believe there are many lawyers, do not know if my country has the room to accommodate them</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Too many attorneys, with many not being quality attorneys</td>
</tr>
<tr>
<td>Jamaica</td>
<td>a belief that everybody who wants to be a lawyer should be allowed to qualify</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>The large number of practicing attorneys</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Too many lawyers often means junior attorneys don't get the best opportunities for professional development</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Excessive Lawyers-poor service</td>
</tr>
<tr>
<td>Dominica</td>
<td>because of the great number of lawyers it can become a dog eat dog situation</td>
</tr>
</tbody>
</table>

### Insufficient use of technology use in courts/ court system

| Trinidad & Tobago | insufficient reliance on modern technology |
| Barbados          | Refusal to utilise technology to modernise legal systems |
| Jamaica           | Not enough use of technology |
| Jamaica           | too much reliance on paper |
| The Bahamas       | automation |
| Jamaica           | need greater use of technology in the administration of justice |
| Guyana            | Lack of technology resulting in judges being tasked with writing their own notes |
| Belize            | Technology not being fully utilized |
| Barbados          | Lack of use of digital technology eg filing documents online etc. |
| Jamaica           | inadequate technology |
| Barbados          | Too much reliance on tedious handwriting |
| Guyana            | Lack of technology |
| Jamaica           | Too much reliance on paper instead of technology |
| The Bahamas       | technical updates |
| Antigua & Barbuda | Lack of use of technology |
| Jamaica           | No adequate Technology to manage cases in our courts (Judicial Management Software is one) |
| Jamaica           | Lack of use of technology |
| The Bahamas       | better appeals automation |

### Insufficient support for change/advancement of the profession/ system

| Jamaica           | Resistance to change. |
| Trinidad & Tobago | Too culturally static. |
| Trinidad & Tobago | Frustratingly immobile |
| Jamaica           | Inadequate emphasis on legal matter on CARICOM |
Trinidad & Tobago - ignorance of what is going on globally in legal practice
Jamaica - Sometimes too resistant to change, to preserve status quo
Jamaica - not sufficiently proactive
Trinidad & Tobago - lack of progressive will to improve the justice system
Jamaica - Lack of building for the future of law
St. Vincent & The Grenadines - Lack of interest in academic development of the law
Trinidad & Tobago - Could be more enterprising and innovative when it comes to providing legal services in new ways.
Belize - It fails to act enough in a way to develop the legal profession
Trinidad & Tobago - aversion to change
Trinidad & Tobago - The legal community adopts a too relaxed approach
St. Kitts & Nevis - Jurisprudential Thought and Development
Trinidad & Tobago - Limited critical analysis of legal developments
Trinidad & Tobago - Accepting

**Ineffective association / governing body (incl. due to low participation)**

Jamaica - Redundant General Bar Association
Jamaica - Bar associations are regional rather than one national bar association
Jamaica - The General Legal Council
Barbados - Ineffectiveness of the Bar Association
Trinidad & Tobago - Ineffective Law Association
Barbados - Low participation in legal association
Trinidad & Tobago - an ineffective law association
Trinidad & Tobago - Law Association seems impotent to deal with unethical conduct
St. Vincent & The Grenadines - Lack of interest in anything vaguely resembling the Bar as a body
Guyana - Lack of interest of Lawyers in Bar activities
Trinidad & Tobago - Ineffective Law Association
Belize - Lack of meaningful activity from the Bar in the area of community and social services
Jamaica - Lack of unity and synergies of the various associations which represent lawyers
Trinidad & Tobago - Weak law association
Antigua & Barbuda - the Bar Association seems too far removed from the things that affect the general public
Trinidad & Tobago - LATT is a weak institution for coordinating the legal community - greater participation needed.
Trinidad & Tobago - Silent Law Association on legal issues affecting the nation and the region

**Poor quality of legal practice/ lack of professionalism**

Trinidad & Tobago - Quality of legal practice is falling - conventional standards of courtroom practice are disregarded
Jamaica - The decorum of Attorneys has lowered significantly
Trinidad & Tobago - Good Behaviour in the Court Room
Trinidad & Tobago - professionalism
Trinidad & Tobago - Inconsistency of quality among the profession
Antigua & Barbuda - professionalism
Trinidad & Tobago - Professionalism among colleagues
Trinidad & Tobago - poor legal practice standards
Trinidad & Tobago - lack of professionalism
Jamaica - Mediocre work and standards are accepted, rather than encouraging excellence
Jamaica - In appropriate attire for court and chamber matters
Trinidad & Tobago - lack of adherence to legal traditions e.g. courtesy to fellow Attorneys
Trinidad & Tobago - Over-aggressive style of advancing cases - particularly inexperienced younger attorneys
Trinidad & Tobago - death of long established codes of conduct
Trinidad & Tobago - Low standards of the legal profession.
Trinidad & Tobago - Too much public interference - not enough emphasis placed on confidentiality and discrete practices.

<table>
<thead>
<tr>
<th>Political allegiance/ interference</th>
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</thead>
<tbody>
<tr>
<td>Dominica - Political</td>
</tr>
<tr>
<td>Belize - Political interference in some processes</td>
</tr>
<tr>
<td>Guyana - Members of the legal community are usually silent on the arbitrary use of power of some politicians</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - Too much politics in Legislature</td>
</tr>
<tr>
<td>Dominica - Politicized Bar Council</td>
</tr>
<tr>
<td>Belize - political divisions</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - Senior attorneys too close to politicians, so their opinions are coloured</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - Overly strong allegiances to political parties</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - A biased local judiciary and magistracy.</td>
</tr>
<tr>
<td>Belize - Its members are too quick to act on issues that promote a political agenda.</td>
</tr>
<tr>
<td>Belize - Political influence</td>
</tr>
<tr>
<td>Montserrat - securing greater independence of the Judiciary</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - SUSCEPTIBLE TO POLITICAL PATRONAGE</td>
</tr>
<tr>
<td>Belize - too much political influence</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - apolitical stance</td>
</tr>
<tr>
<td>Guyana - Political affiliations over what is legally/ constitutionally prescribed. Disrespecting the law.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inadequate / insufficient court facilities/ infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad &amp; Tobago - Lack of facilities for adequate courts</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - need for more resources to modernise the Court facilities to provide for video facilities</td>
</tr>
<tr>
<td>Belize - Lack of proper infrastructure</td>
</tr>
<tr>
<td>Jamaica- inadequate infrastructure for the courts</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda - Appropriate facilities</td>
</tr>
<tr>
<td>Jamaica- Most courts are in need of repairs</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - Inadequate facilities.</td>
</tr>
<tr>
<td>Belize - Not enough court rooms to manage case load</td>
</tr>
<tr>
<td>Jamaica- Resident Magistrate Courts are too small in number to handle the backlog of cases</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - lack of courts both Magisterial and High Court</td>
</tr>
<tr>
<td>Jamaica- The need for more courts and more judges</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - magistrates courts overworked</td>
</tr>
<tr>
<td>Jamaica- Poor infrastructure.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - Inappropriate/outdated infrastructure (e.g. one Judge/Magistrate dealing with children issues)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Access to information/ legal documents/ laws/ cases (incl. online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamaica- Access to information. The process of retrieving information is still somewhat antiquated</td>
</tr>
<tr>
<td>Belize - dissemination of information</td>
</tr>
<tr>
<td>Jamaica- Difficulty in timely obtaining updated versions of current Law (with amendments</td>
</tr>
</tbody>
</table>
consolidated)  
Barbados - all laws of the country should be available online as is the case in a lot of other jurisdictions
Barbados - Poorly functioning, cumbersome online access to legal databases with a list of cases by year
Guyana - decisions of the court are not readily available for future precedents
Jamaica - development of more texts/materials for this jurisdiction
The Bahamas - Difficulty in accessing judgments/transcripts in local matters
Jamaica - written judgments are few and far apart
Trinidad & Tobago - Lack of information
Guyana - Failure to take adequate measures to ensure knowledge of the laws are readily available to all
Trinidad & Tobago - Poor research facilities
Dominica - The Civil Procedure Rules are not even sold here or at ECSC in St Lucia. We have to download & print
Barbados - Unavailability of up to date laws to legal practitioners

Insufficient research
St. Vincent & The Grenadines - Lack of research
Barbados - refusal to do research
Guyana - Insufficient research
Belize - Lack of legal research and discussion on pertinent issues
Jamaica - Inadequate research
Trinidad & Tobago - Failure to research current law adequately before advising
Jamaica - research capabilities
Trinidad & Tobago - Lack of initiative by younger attorneys with respect to searching the law & applying the law to case
Trinidad & Tobago - Submissions are sometimes poorly researched/presented
St. Kitts & Nevis - Research and Legal Writing
Trinidad & Tobago - Lack or research skills and interest in improving the law
Trinidad & Tobago - Research and communication skills
Montserrat - Securing access to more affordable service providers to conduct legal research.

Outdated/cumbersome/inconsistent procedures and practices
Barbados - Use of archaic and outdated procedures and practices
Jamaica - Too much paper trail
Antigua & Barbuda - I also think the system is too cumbersome i.e. all the complement parts needed to be filed etc
Jamaica - Tedium
Belize - Inconsistent practice and procedure
Jamaica - justice system infrastructure is poor and outdated including record keeping, processes etc
Dominica - Cumbersome court proceedings. People seeking legal redress for minor things should be empowered
Trinidad & Tobago - Persons should not have to be physically present at a court ie accused/victims
Barbados - inconsistent policies
Barbados - Old methods of policing and court administration.
Trinidad & Tobago - antiquated System
Trinidad & Tobago - The new rules of Court are too rigid.
Antigua & Barbuda - too much red tape in accessing judicial services  

**Loss of public trust in lawyers/legal system**  
Antigua & Barbuda - Lack of public trust - issue to be addressed by the Bar Assoc.  
Belize - Lost of public trust  
Trinidad & Tobago - Reputations of lawyers is not good - looked at as liars and thieves  
The Bahamas - Profession appears to have lost its prestigious nobility  
Jamaica - Not even cases being brought because people believe the courts are biased towards upper class  
Antigua & Barbuda - Justice is often not seen to be done  
Barbados - Lawyers generally have a bad reputation in Barbados.  
St. Kitts & Nevis - Lawyers are viewed by the public as being fraudsters  
Trinidad & Tobago - Perceptions of corruption  
Montserrat - lack of confidence in the administration of justice generally.  
Barbados - Justice sometimes not SEEN to be done  
Jamaica - users of the justice system distrust the system which in turn causes problems for practitioners  

**Too few and/or demotivated magistrates/judges**  
Jamaica - demotivated judiciary  
Antigua & Barbuda - Not enough Magistrates  
Antigua & Barbuda - Number of Judges  
Jamaica - The shortage of judges  
Trinidad & Tobago - few magistrates  
Jamaica - Limited members on the judiciary  
Belize - Not enough judges to manage case load  
Jamaica - Insufficient judges  
Montserrat - Need for strengthening of the Judiciary including provision of improved terms and conditions of work  
Guyana - Judicial overload  
Trinidad & Tobago - too few judges  
Guyana - Insufficient judges  

**[Insufficient lobbying for] update/development of specific areas of law**  
Jamaica - Not active enough in agitating for amendments to some laws or for the creation of new laws  
Belize - It does not speak out enough on the issues that impact the public that have a legal background.  
Trinidad & Tobago - Not sufficiently involved in law reform  
Trinidad & Tobago - Commitment to outdated statutory provisions that ought to be repealed  
Trinidad & Tobago - Better animal rights laws  
Trinidad & Tobago - outdated legislation  
Barbados - Old irrelevant common law laws  
Trinidad & Tobago - Ignorance/unwillingness to incorporate new/emerging legal trends in certain types of matters  
Trinidad & Tobago - Inconsistent laws  
The Bahamas - lack of maritime law and ACR  

**Public legal education/engagement**  
Trinidad & Tobago - lack of public discussions by judges  
Trinidad & Tobago - Not enough active public involvement in social justice issues.  
The Bahamas - The lack of involvement in public education as it relates to serious legal issues
within the country
Trinidad & Tobago - lack of basic legal education to the public
Barbados - Disconnect to Public
Trinidad & Tobago - Outreach programs for persons to know their legal rights
Belize - Poor community outreach for sensitisation of rights
The Bahamas - Lack of involvement in the social development of the country
Trinidad & Tobago - poor communication and voice in matters of public policy
Guyana - Persons are unaware of the law

<table>
<thead>
<tr>
<th>Limited use of/ delays with [alternative] dispute resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamaica - ADR</td>
</tr>
<tr>
<td>Barbados - Delay of arbitration</td>
</tr>
<tr>
<td>Jamaica - Too often persons resort to LITIGATION to solve problems. Court system overworked and under-resourced</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - Heavy burden placed on the courts for cases that can be settled out of court.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - lack of arbitration and mediation being explored over litigation</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - too much focus on advocacy rather than mediation and settling of disputes amicably</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - Failure to try to introduce settlement processes as early as possible in proceedings</td>
</tr>
<tr>
<td>Barbados - Alternative means to litigation</td>
</tr>
<tr>
<td>Barbados - not sufficient use of ADR</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - Lack of enthusiasm for alternative dispute resolution at a practical level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Insufficient specialized attorneys/ judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados - Insufficient specialized expertise for some matters.</td>
</tr>
<tr>
<td>Jamaica - More specialists less general practitioners</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - Too many general practitioners masquerading as experts in specific areas</td>
</tr>
<tr>
<td>Jamaica - Too many lawyers doing too many things and not at all well - need for specialization</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - Insufficient Specialisation (too many 'jacks of all trades' and masters of none) - Also base-less practice</td>
</tr>
<tr>
<td>Jamaica - Too many attorneys fighting over same work. Most trained to do the same thing. Never differentiated.</td>
</tr>
<tr>
<td>Jamaica - No real specialist Attorneys. These are few.</td>
</tr>
<tr>
<td>Jamaica - lawyers not specialising enough</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago - lack of expertise of lawyer in certain areas: child abuse, domestic violence etc.</td>
</tr>
<tr>
<td>Jamaica - judges not specialising</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Limited access / availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamaica - Availability</td>
</tr>
<tr>
<td>The Bahamas - ability to make access to legal services easily accessible by common man</td>
</tr>
<tr>
<td>Jamaica - Availability</td>
</tr>
<tr>
<td>Belize - Distribution of lawyers spread throughout country. The lawyers are all concentrated in main city.</td>
</tr>
<tr>
<td>Jamaica - Access to legal services</td>
</tr>
<tr>
<td>Jamaica - Too much urban concentration of legal services</td>
</tr>
<tr>
<td>Belize - Accessibility to services</td>
</tr>
<tr>
<td>Montserrat - Provision of increased access to Judicial Officers.</td>
</tr>
</tbody>
</table>
**Belize** - Centralisation of some court services to the deterrence of court users out of central city

**Poor management of cases/ case load**

<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Lawyers refuse to turn down a brief so they are forever seeking an adjournment</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Take on too much work - clients get left behind; extensions required from court</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Poor load work</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Lack of respect for court time and ensuring cases are efficiently managed to final disposal</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Attorneys should plan their time so as not to have several matters at the same time in court</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Poor time management</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Many attorneys are so busy that they often miss court appearance</td>
</tr>
</tbody>
</table>

**Antiquated/ inefficient court registry system**

<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados</td>
<td>Court registry system is antiquated</td>
</tr>
<tr>
<td>Barbados</td>
<td>A Registry which is currently slow, time-wasting &amp; apparently insensitive to needs of clients</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Public Section is too inefficient. e.g It takes too long to register a document.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Court administrative system is inefficient. e.g Documents are lost and orders are not ready on time.</td>
</tr>
<tr>
<td>Dominica</td>
<td>Slow registry staff</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Public servants who take a prescriptive and not a common sense approach to registries</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Archaic filing/management</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Court registries - civil, criminal - RM and supreme Courts.</td>
</tr>
</tbody>
</table>

**Inadequate enforcement of judgements/ legislation**

<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guyana</td>
<td>Enforcement of judgments</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Corrupt police</td>
</tr>
<tr>
<td>Barbados</td>
<td>Lack of preparation by Police and misplacement of Police files.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Poor enforcement of the law</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Corrupt police</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Poor investigative work by the police.</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Credibility of police</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Low conviction rates</td>
</tr>
</tbody>
</table>

**Too few lawyers**

<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
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<tbody>
<tr>
<td>Montserrat</td>
<td>Insufficient numbers of attorneys in private practice.</td>
</tr>
<tr>
<td>Montserrat</td>
<td>Insufficient numbers of attorneys to provide the wide range of legal services needed.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>Insufficient lawyers in certain areas of practice</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Limited funds to hire more attorneys to do work which is overwhelming the few attorneys in some firm</td>
</tr>
<tr>
<td>Belize</td>
<td>Not enough lawyers to manage case load</td>
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<tr>
<td>Issue</td>
<td>Country</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Unfair/inadequate compensation for junior lawyers</td>
<td>Barbados</td>
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<td>Jamaica</td>
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<td></td>
<td>Jamaica</td>
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<td>Trinidad &amp; Tobago</td>
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<td></td>
<td>Jamaica</td>
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<tr>
<td>Human rights protection / law / Constitutional law</td>
<td>Antigua &amp; Barbuda</td>
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<td></td>
<td>Trinidad &amp; Tobago</td>
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<td>Jamaica</td>
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<td>Antigua &amp; Barbuda</td>
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<td></td>
<td>Antigua &amp; Barbuda</td>
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<tr>
<td>Legislative drafting/reform (general, various areas)</td>
<td>Trinidad &amp; Tobago</td>
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<td></td>
<td>Trinidad &amp; Tobago</td>
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<td>Trinidad &amp; Tobago</td>
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<td></td>
<td>Jamaica</td>
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<tr>
<td>Inadequate support resources for judiciary</td>
<td>The Bahamas</td>
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<td></td>
<td>Barbados</td>
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<td></td>
<td>Trinidad &amp; Tobago</td>
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<tr>
<td>Inability to compete/advertise</td>
<td>Trinidad &amp; Tobago</td>
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<td></td>
<td>Jamaica</td>
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<td>Barbados</td>
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<tr>
<td>Criminal justice system reform</td>
<td>Antigua &amp; Barbuda</td>
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<td></td>
<td>Barbados</td>
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<tr>
<td></td>
<td>Trinidad &amp; Tobago</td>
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<tr>
<td>Narrow scope/insufficient diversity of law practice</td>
<td>Belize</td>
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<td></td>
<td>Jamaica</td>
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<td></td>
<td>Jamaica</td>
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<tr>
<td>Lack of specialized courts</td>
<td>Trinidad &amp; Tobago</td>
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<td></td>
<td>Trinidad &amp; Tobago</td>
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<tr>
<td>Progression based on seniority rather than merit</td>
<td>Jamaica</td>
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<td></td>
<td>Trinidad &amp; Tobago</td>
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<tr>
<td>Continued reliance on the Privy Council</td>
<td>Trinidad &amp; Tobago</td>
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<tr>
<td>Country</td>
<td>Issue</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Jamaica</td>
<td>non implementation of CCJ as final court of appeal</td>
</tr>
<tr>
<td>Limited</td>
<td>appreciation of] career paths/ opportunities for law graduates</td>
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<tr>
<td>Barbados</td>
<td>Limited understanding of usefulness of legal training outside of</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
<td>lack of opportunities for new attorneys</td>
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<tr>
<td>Senior</td>
<td>counsel appointments</td>
</tr>
<tr>
<td>Guyana</td>
<td>Lack of senior counsel appointments</td>
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<tr>
<td>The Bahamas</td>
<td>Unfair awards of QCs and Red Bags</td>
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<tr>
<td>Disproportionate</td>
<td>sentencing is disproportionate</td>
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<tr>
<td>Guyana</td>
<td>Sentencing is disproportionate</td>
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<tr>
<td>Barbados</td>
<td>large fines for small amounts of marijuana use is ridiculous and</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>needs to reform</td>
</tr>
<tr>
<td>Lack of</td>
<td>specialized insurance provider for lawyers</td>
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<tr>
<td>Jamaica</td>
<td>No specialized insurance provider for lawyers; e.g. such as LAWPRO</td>
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<tr>
<td>Insufficient</td>
<td>proactive use of attorneys (by clients)</td>
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<tr>
<td>Jamaica</td>
<td>Too often Attorneys are engaged reactively not proactively. Prevention</td>
</tr>
<tr>
<td>Unwillingness</td>
<td>to accept capital cases</td>
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<tr>
<td>Jamaica</td>
<td>Too often Attorneys are engaged reactively not proactively. Prevention</td>
</tr>
<tr>
<td>Lack of</td>
<td>interest in taking capital case assignments.</td>
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<tr>
<td>Other</td>
<td>open discrimination to foreigners by judges and police officers.</td>
</tr>
<tr>
<td>Dominica</td>
<td>open discrimination to foreigners by judges and police officers.</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>constitution/structure of parliament, (votes based on small minded</td>
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<tr>
<td>Grenada</td>
<td>storage</td>
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<tr>
<td>Barbados</td>
<td>Police relationship with community</td>
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<td>Trinidad &amp; Tobago</td>
<td>Criminal</td>
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<tr>
<td>Belize</td>
<td>Poor financial management of law offices</td>
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<tr>
<td>Jamaica</td>
<td>DPP office is woefully short of lawyers to handle the case backlog</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
<td>No fear of the law</td>
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<tr>
<td>The Bahamas</td>
<td>UK graduates are incorrectly labelled as superior students</td>
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<td>The Bahamas</td>
<td>Arrogance</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
<td>lack of use of plea deals</td>
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<tr>
<td>Barbados</td>
<td>arbitrary directives without practice directions</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
<td>overly formal</td>
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<tr>
<td>Jamaica</td>
<td>shortage of willing citizens to perform jury duty</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
<td>no specific and transparent criteria for appointment of judges</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
<td>A failure to appreciate the independence and impartiality of the</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
<td>lack of public interest litigation</td>
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<td>Trinidad &amp; Tobago</td>
<td>Expansion of the establishment in the Office of the Director of Public</td>
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<td>Prosecutions</td>
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<tr>
<td>Belize</td>
<td>failure by the Government to address corruption in the land registry</td>
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<tr>
<td>Barbados</td>
<td>Lack of motivation</td>
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<tr>
<td>Dominica</td>
<td>Inexperienced 70 per cent or more</td>
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<tr>
<td>Jamaica</td>
<td>Many athletes/poets/entertainers seek legal advice elsewhere with</td>
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<tr>
<td>IP/Offshore Banking</td>
<td>respect to</td>
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<tr>
<td>Jamaica</td>
<td>Unnecessary pageantry</td>
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<tr>
<td>Guyana</td>
<td>Untrained staff and assistants</td>
</tr>
<tr>
<td>Dominica</td>
<td>The LLB is not offered domestically</td>
</tr>
</tbody>
</table>
Trinidad & Tobago - Cases are thrown out too easily. Prosecutors should be able to amend the charge
Jamaica - No jurors
Jamaica - Financial Expectation exceeds reality
Jamaica - pre-trial publicity
Trinidad & Tobago - over representation of trivial matters in the criminal justice system
Jamaica - Lack of political will to provide this funding.
Jamaica - investigation of accident claims
Trinidad & Tobago - Judiciary focuses predominantly on ADR, often at the expense of legal principle and procedure
Antigua & Barbuda - Lack of harmonisation in the region of laws very hard on business sector
Jamaica - Arrogant lawyers and judges
Trinidad & Tobago - Poor recognition system for good attorneys
Barbados - High cost of Professional registration
Trinidad & Tobago - Acrimonious nature of litigation affects how legal submissions are presented - key cases omitted
Trinidad & Tobago - Excessive regard for foreign principles without an appreciation of the local context
Trinidad & Tobago - Insufficient salaries for support legal services
Antigua & Barbuda - Inappropriate police involvement/interference in civil issues
Belize - Major difference in the treatment of public and private counsel
Trinidad & Tobago - Poor leadership and exemplars in Judiciary
The Bahamas - Transparency
Trinidad & Tobago - Lack of proper communication between agencies

Appendix 37 – General comments

Because of the structure of the legal system in Barbados and I believe most other Caribbean territories there is very little scope for persons who are highly qualified professionals but are unable to practice as attorneys. It means that persons are having to work in lower paid and skilled jobs even though they have the knowledge and professional training to work in a wider capacity. I believe that the legal profession needs to be revamped to effectively allow for a more effective legal system as a whole.

Legal education would benefit from a greater understanding of the wide array of sectors in which it is extremely useful, and the contribution that can be made to Caribbean development by persons with such training.

Continuing legal education - should be mandatory but realistic in the context of what is available in each country; should include credits from foreign entities e.g International Trademark Association, CFATC, WIPO etc; registration/subscription fees should be ring-fenced for regional Bar Associations to be able to provide seminars or educational programmes. Disciplinary procedures - professional registration fees should also be ring-fenced to provide adequate support to these functions

Exams for regional LLB programs need to be based less on memory and more on application, hence casebooks and statute books should be allowed in exams. Otherwise we are going off what a person remembers rather than their knowledge of how to apply their knowledge to scenarios. If you don’t have a good memory then you don’t have a chance in law school, when you might actually be a great lawyer based on your analysis etc.

Still a student, so I am sorry that I could not have been more help. However take heed of my law school answers please

Continuous education for attorneys should be mandatory for continuation in the profession (ie
attorneys should be mandated to complete training programmes and review courses every few years to ensure that their knowledge matches that which is purported to be offered by the profession). Further, specialist areas such as legislative drafting and law reform require continuous training opportunities to be offered to professionals in the region to ensure that the professionals are on par with their counterparts who operate under systems that are more progressive in those areas.

I think they system as it regards quotas should be fair and currently it is not.

Questionnaire takes too long to complete. As you can see did not complete all.

Education cannot be free. It is not sustainable in Jamaica. While I myself and my parents had to make a sacrifice to pay for it, and it was difficult to pay for, in the current economic climate, the Government cannot afford to heavily subsidize costs, both at LLB and Law School. This is especially true, as in my opinion more money is needed at the basic school, primary school and secondary school levels, and UWI has decided to expand the faculties to accept more people thereby obliging NMLS to accept them all. The numbers should be reduced.

Law (like Medicine) was once a limited profession with limited numbers. The increase in numbers is producing more lawyers than is necessary. Govt needs to shift focus to subsidize more needed programmes such as research in natural and social sciences and even outside of academia in terms of certifying persons who can be tradesmen and other professions. Lawyer and Doctor isn’t the only profession in the world. If you really want to be one then you should find the money to be one. The gov’t should spend it’s $ equipping the labour force it needs. Otherwise it will subsidize these doctors and lawyers & when they finish & can't find work in Jamaica (or whichever country) they’ll go elsewhere & benefit another gov’t.

From what I have seen and experienced, even those who are on government scholarships require additional assistance so the private sector needs to invest some of its money in the study of law and governments must offer more assistance to students of law.

in SVG we have no Legal Profession Act to amend

The questionnaire needs to be supplemented by other research methodologies in order to get a more complete picture of the needs to be addressed and the manner in which such needs can be met for reforming legal education in the Caribbean. The system of education is very weak at both the Faculty of Law, UWI and the Council’s law schools and there needs to be a fundamental readjustment in light of current circumstances in and out of the Caribbean that requires broader treatment.

Governments in the Caribbean need to invest more into the tertiary education of the nation as a means of retaining skilled workers and promoting economic development

Excellent survey with questions which require deep thought and reflection.

This questionnaire is flawed because some questions would be answered differently if one is assessing the Law Schools vs assessing the LLB programmes, and yet such distinctions cannot be made with the choices provided to answer the questions.

The practice of Law is the most rewarding and noble career - having the advantage of knowledge of law which touches every facet of life and the ability to assist and defend others in difficult and stressful situations,

It is important to standardize education, qualifications to be called, continuing legal education, earnings, etc. particularly since there is increasing movement across countries in the region.

Law students appear to be insufficiently exposed to the possible professional areas outside of the practice of law available to law graduates and lawyers.

There are some academic courses which are currently taught at law school (eg Evidence, Landlord & Tenant) that are more suited to the degree program. I believe those courses should be transferred to the degree program leaving more time at law school for practical work. I also believe that the law school...
academic aspect should be condensed into a year coupled with a year of internship. I learnt more in my first year of practice than I learnt in two years at law school.

Norman Manley Law School should not be able to raise the tuition so often. It's already for students already especially with those who have a loan to repay already.

THE ISSUE OF ADMITTANCE TO LAW SCHOOLS BY NON-UWI GRADUATES NEED TO BE ADDRESS URGENTLY.

I believe there should be better provision for law students who wish to proceed to do the CLE. At present the situation seems grim for students who did not do their LLB at UWI in order to get a direct place.

I hope this information will really assist in making meaningful changes and not another Survey that is placed in file 13

Thank you for providing this medium whereby facilitating frank expression.

This survey takes too much time to complete and would be a disincentive to other persons because of this.

n/a

I believe that anyone having a LLB degree seeking to enter into the Norman Manley Law School should sit the entry exam. There needs to be a Revision of the Treaty as soon as is possible. It makes no sense having a law degree and then it takes years before being accepted in Norman Manley to continue pursuing your course of study and to fulfil your goal of becoming an Attorney-at-Law. Further I believe their is cause for discrimination for Non UWI and Cave Hill students on the grounds of not being freely able to enter Norman Manley Law School.

This survey was too long! I believe there was a typo in a section above where with respect to the Law School there was mention of the LLB degree program

I perceive a lack of collective will among our region’s legal professionals to prepare the region for the 21st century. The talent is clearly present but there remains institutional barriers and legal traditions/snobbery that discourages progress. I hope in due time the status quo is challenged and that much needed reform begins.

This was so long I eventually just gave up. I am sorry.

The increase in fees for the LEC programme at Hugh Wooding law school is highly unreasonable for students from OECS countries, and something should be done to rectify that.

The students’ loan bureau should also aim to make repaying loans easier and at way lower interest rates.

I personally got very tired. Hope it’s helpful nonetheless.

Education both at Tertiary and beyond is very important. Having a Masters Degree and gaining the exposure and experience in specialized areas is invaluable.

I am very happy that I participated in this survey as there were many things within that I think needed this type of attention. Law students in Guyana would strongly like the Council of Legal education to consider and approve of a Local Law School being established in Guyana. Not only will it generate economic wealth and encourage persons to travel here to finish their legal studies, but it will also provide a much needed alternative for Guyanese students who really cannot afford to pay the hike in prices to attend Hugh Wooding Law School. Guyana will be 50 years old as a nation in May of this year.
and it would be a great joy to have an accredited legal body to elevate the standard of legal practice, awareness and interest in this country. Thank you and please consider strongly.

I would like Guyana to have its own law school, tired of depending on Hugh Wooding. It is time to put Guyanese first, we deserve to be treated better than what is and has been meted out to us in the past. The circulation of this survey, requesting such vast information tells me that the future of legal education throughout the region is being looked into. I use this opportunity only to stress on the fact of how feasible and beneficial it would be, to set up a local Law School in Guyana. Not only will it be a tremendous boost towards economic growth, but the overall literacy of the population can increase, and, the 25 limitation entry to Hugh Wooding can be removed from Guyanese and residents of other neighbouring countries seeking to achieve their LEC at the aforementioned Law school. Therefore I appeal to you, reader, to please lend a hand however possible, in having this information reach the relevant persons so that the needs of the people can be met. Thank you

The University of the West Indies Cave Hill campus should release grades in a timely manner. Every single year students at the University of Guyana have to wait at least three months to get grades back. Something is seriously wrong with the system.

The time has come for another University to extend its service to offer the LEC in accordance with the CLE regulations and accreditation

I would like to suggest that we become more innovative with our legal education so that it mirrors our cultural and social context. We need to find betters of administering legal education in region and stop continuing to follow the old colonial methods which are no defunct. We can and should do better. 'Signed a very disappointed law student'

A Law School (LEC) needed to be established in Guyana. Guyanese students are the top of their class every year at LEC’s in the Caribbean, yet the face uncertainty in attending these Law schools. This opportunity is greatly welcomed. Also, one of my great concerns is the insufficiency of legal writing, commentary and reporting in the CARICOM Region.

I wish that when I attended UWI and Norman Manley that the courses were geared more towards the practice and procedure in Belize legal system and Law. I believe I learned more about Jamaica legal practice and procedure than Belize's.

I hope the results of this survey will assist to improve legal education in the region and the delivery of legal services generally. Good luck!

This survey does not adequately account for the several attorneys in the region with a Juris Doctor Degree + Legal Education Certificate; loan for the J.D. but the LEC was self-financed.

Wish I never did law

Graduate are not trained to practice needs a contract of service to be implemented after leaving law school

I hope doing this path of life will and trust that this Legal Education is enough to help me to help those in need.

At the current cost of pursuing a legal education in Jamaica and the high level of supply of lawyers, graduate may no earn enough to justify the cost of their education. Not if they intend to stay in Jamaica at any rate.

The Law schools need to provide a business plan and development programme. It only exists now as a certification mill without reference to the societal needs

I agree with mandatory courses for lawyers ONLY if there are appropriate OPTIONS and only if they can be taken on-line, and ONLY if the cost is reasonable.

Professionalism must be the hallmark of all Attorneys in attire and behaviour
Tertiary education should not be a right, thus pursuing a tertiary education should be the responsibility of the person choosing to do so. No special provision should be made for one discipline over the other, unless the persons obtaining the privilege is bonded to the government.

While continuing legal professional development programme is necessary, the process of implementation and regulation are more important. Needs assessment must be developed to determine the gaps per jurisdiction, if any. The cost per course, courses offered, and methods of delivery must be done after consulting lawyers/stakeholders. In fact, I think the requirement should be biennially instead of yearly because already for example in Jamaica, the sector is running out of course ideas and the costs is also prohibitive. Note, the developmental needs of private sector lawyers might be different from those in public sector.

I would like to see a law school where all territories attending are treated fairly. Where lecturers are both knowledgeable of the laws of the host state and those of visitors.

This survey was too long and tedious.

There is great need for more legally trained persons especially for public defenders.

Too many lawyers are being produced.

Interesting survey. I’d like to see what becomes of it.

It is time that UWI and other universities in the region consider putting a cap on the number of persons allowed to do law since, the large number of graduates are driving down the profits which can be made from the profession. Pretty soon a law degree and practicing certificate will not be worth the paper they are printed on.

Practitioners of the last ten years have shown a lack of practical consideration and an abundant inclination to score 'A' grades, as if still at Law School.

There are many things that are wrong with the legal profession that needs fixing; this can be done by having stronger Bar Associations across the region.

I endorse UWI Law schools highly.

This questionnaire is too long. I wouldn’t be surprised if most people start but don’t complete it.

In Hugh Wooding Law School you are forced to repeat an entire year if you fail more than two subjects, but at University of London you have 3 chances to repeat the subjects that you fail (you don’t have to do over subjects that you passed) Therefore HWLS’s regulations are unfair and not student oriented.

Those who are already in the system should be allowed to complete the LLB and move on to the LEC.

Looking forward to the results of the survey. I think it was a good idea, reforms are necessary in the region in respect of the legal field.

This questionnaire is well structured and balanced and ought to assist in formulating proposals for the enhancement of the legal profession regionally.

The Norman Manley Law School program needs to be revamped and re-energized. It does not nearly offer sufficient practical exposure.

Considering that Attorneys are social engineers, the programme (regionally) should have a leadership component added to it.

The length of time needed to complete this survey should have been stated from the outset.

The effort made to gather data on legal education and the legal profession is commendable as it will provide the basis for improvements. I look forward to seeing some of the findings if same are to be shared with participants in the survey.

This is a really long questionnaire. I doubt most people will complete it.

The Council of Legal Education is badly constituted. It is anachronistic. It needs to be led by trained
educators with involvement from the profession. It is slow and unresponsive to the needs of the profession. There is need for urgent reform of it. The Law Schools should be given more autonomy. The burgeoning size of the legal profession must be addressed.

I do not think that artificial limits should be placed on the number of lawyers, but I do think that prospective students should have an idea of the challenges they will face in gaining employment. Although this survey was exhaustingly long, the legal fraternity and law students should provide feedback via this medium on a more frequent basis. It will allow for all stakeholders to get involved in understanding so many needs that are lacking from an important arm of society that is the rule of law, governance and justice.

I must re-emphasize that I was a student at UWI and HWLS in the late 1990s so that it is possible that some of my comments are not as relevant today. This was a very long survey. It has been a rude and disappointing awakening and wished that I had never returned to the Caribbean. This took too long to complete and one had no idea it was so time consuming.

The Law schools in the region are providing the best possible education with limited resources. Governments should give assistance to law schools for capacity building and selected legal programme development including legislative drafting programmes. Building capacity and legal skills to handle intellectual property matters and estates planning is critical to economic development in a society where the entertainment industry is rapidly expanding.

I think the Law School programme is vital for local practice. The CLE should have the same curriculum though-out each of the schools. It is unsatisfactory that EDLS not only is assessed differently than HWLS, but also is burdened by having to learn more. EDLS students are also burdened by the fact that while the other law schools have finished their syllabuses and have been focusing on studying since the end of March/first Week in April, that EDLS students still have classes/tutorials as of the 17th of April. Also, the Senior Tutor at EDLS seems not to care about substance only for form and in that regard he is rather unpleasant to deal with. Also, there seems to be a lot of policies floating about which are not been communicated to students until a student has actually breached it. There should be no minimum attendance rate.

Survey was a great idea, thank you. Young attorneys are generally underpaid especially in state enterprises. There is need for more benefits to attorneys e.g. health care; continuing education; seminars; informal get together sessions.

Students generally don't know what is the average income of an Attorney-at-Law. We often have grand ideas which are not the reality. It may be useful to do a survey on income based on experience / area of practice so that potential students can make more informed decisions.

Thanks for the initiative.

Law students who have trained in the UK and only do a period of attachment to be called to the bar are dangerous to the public. This has to be stopped. The quality of graduates is deteriorating rapidly. The level of deportment is ghastly. Tight, short clothes with shoes more appropriate for the club is now the norm. Inappropriate Facebook posts. Young lawyers over billing and feeling entitled. No service to community. Arrogant graduates with no respect for tradition and for colleagues. How do you teach this? Maybe you can't maybe there needs to be a way to screen a better quality of law student. We need to stop attracting fraudsters and making it easy to become an Attorney.

There is a need for a Law School in Barbados, the opportunity for this will enhance Cave Hill's stance in
the international community....we can actually start to specialise is the respective areas, where T’dad looks at for example, matters relating to International law, Bdos looks at all the elements involved in the business arena, Jamaica looks at policy development etc. I do look forward to this!
None.

law should always focus on people and their concerns

There is no morality and ethics in the legal fraternity in Trinidad and Tobago. In T&T the law operates on a 'who is who' basis. When members of the fraternity openly declare their political affiliation all falls down.

Significant reform is required in terms of the Laws of Trinidad and Tobago to make same more conducive to the expectations of a free, democratic society. Some changes may soon be required for entrants to the profession given the tremendous number of annual graduates.

UWI IS ABSOLUTELY DYSFUNCTIONAL AND LACKING IN THEIR APPROACH IN LEGAL EDUCATION. INSTEAD OF MAKING IT MORE DIFFICULT FOR EXTERNALLY EDUCATED STUDENTS TO JOIN THE BAR...MAYBE THEY SHOULD FOCUS ON ENSURING THAT THEY HAVE ADEQUATE SPACES, INTERNATIONAL ACCREDITATION AND RECOGNITION, SPECIALISATIONS AND PRACTICAL COURSES THAT DO NOT RESULT IN LAW GRADUATES BEING LOST OR ADVANTAGED BY SENIOR ATTORNEYS. THE CULTURE FORCES STUDENTS INTO LOWER PAYING POSITIONS IN BOTH PUBLIC AND PRIVATE SECTOR DUE TO THE FACT THAT A GRADUATE IS NOT FURNISHED WITH TEMPLATES/CHECKLISTS OR ANY OTHER VALUABLE INFORMATION TO ALLOW THEM TO PRACTICE. THERE IS ABSOLUTELY NO TANGIBLE SUPPORT AND GRADUATES MUST RELY ON THE KINDNESS OR CONNECTIONS THEY MAKE.

My comments are based on my experience as a commercial attorney who got an LLB, did a Legal Practice Course and qualified as a solicitor in another jurisdiction, and therefore did the Six Month Course at Norman Manley Law School to qualify to practice in Jamaica. The three primary things I would like to see changed in respect of legal education are 1) Greatly improve the Six Month Course, 2) Have robust career advice and career experience for students in high school and university so that they are better aware of the employment and salary prospects currently in the legal profession, and 3) More Continuing Professional Development course offerings aimed at non-litigation / commercial attorneys.

If the LLB continues, perhaps it should be for four years. UWI should re-evaluate the required curriculum. More clinical courses should be offered where clients are represented.

I believe that pupillage should be reintroduced and that internship should be for at least two summers. One summer in insufficient

This survey was quite timely.
The system should be revamped to allow for students who complete the LPC in the UK to have automatic entry in local law schools.

Please note I graduated from Law School over 20 years ago so some of the questions did not reflect my reality then

Questionnaire was TOO lengthy

Legal education should include skill and behavioural development in ethics, justice and the implications of being an officer of the legal system. Assessments in the LLB programme need to be reviewed in terms of having to memorize legislation and treaty provisions as opposed to understanding an applying them being the focus. UWI needs to ensure consistency across the campuses in their LLB programme. Given the geographical nature of the Caribbean, there needs to be a distance learning option for the LLB and law school. The internet makes this possible today.

My study at the faculty of law at Cave Hill has been enjoyable thus far, however, the Faculty is in danger of stagnation and is in dire need of improvement and an external assessment to make sure infrastructure is in place which meets the updated goals of the faculty. Furthermore, enough is not being
done for students in general as it relates to opportunities to gain work experience. Also, the faculty does not provide sufficiently for students who do not want to become attorneys.

The economic downturn has forced the government to stop paying for Barbadians' tertiary education. This has some pros along with the cons, one being that persons are now more serious about their education because they are paying from their own pockets or loans, instead of wasting the Government's money.