

Report on USA Visit into the Establishment of a Mediation Clinic

By Ben Waters¹

Introduction

In December 2006 The Department of Crime and Policing made a successful bid for funding support from the HEFCE *Teaching Informed and Enriched by Research Initiative (RIT)*. This is a report on part five of the bid regarding the visits made in phase one of the project to other international institutions who teach programmes with alternative dispute resolution (ADR) components, some of which engage in experiential learning through clinical legal education (CLE).

The successful funding bid will enable the Department for Crime and Policing to set up a pilot mediation clinic during the second phase of the project, which will ultimately aim to provide students with actual experience of 'real life mediation'. CLE focuses on enabling students to understand how the law operates by becoming involved in the process. The overall purpose of the mediation clinic from a learning perspective will be to provide students with a good understanding of mediation as a method used to resolve disputes and clear knowledge of how the process operates. CLE is well established in universities in the United States; most law schools in the US which are accredited with the American Bar Association have CLE programmes, in fact twenty percent of law schools in the US run specialist mediation CLE programmes.²

US models in the area of mediation are more likely to be the most useful from a research perspective given the lack of mediation clinics in law schools in the UK. Brayne et al suggest that a developing clinical movement in the UK would be wise to consider the issues which have faced clinicians in the US, both to understand better what they are doing through analysis of differences and similarities in the contexts and to avoid pitfalls experienced by others.³ Indeed James Stark, an Australian academic, recommends that any Australian

¹ BA (Hons), PGDipL, Lecturer in Law at Canterbury Christ Church University.

² M. Goldstein, 'Students Gain Practice in Mediation' Dec. 13 1993, New York Journal cited in James H. Stark, *Developing the Links Between Clinical Legal Education and Alternative Dispute Resolution* at www.griffith.edu.au/school/law/assets/cle

³ Brayne et al., (1998), *Clinical Legal Education Active Learning in Your Law School*, Blackstone Press.

academics interested in developing a specialist mediation clinic would be well advised to forge links with similar programmes in the US.⁴

Ben Waters has engaged in extensive literature review, and online research in order to determine the shape and model of the pilot mediation clinic to be set up in Jan 2008 and to consider the nature of the curriculum to be constructed around it. To enhance this Ben Waters and Leo Raznovich arranged visits to 6 institutions in the United States over a five day period between 21st to 25th May 2007, where they met faculty had tours of their institutions and entered into discussions with senior academic practitioners, some of whom are very well known in their fields of specialism. Each institution presented differing models and provided valuable research material for the proposals which are the subject of the successful RIT bid. In Boston a visit was made to Harvard Law School. Meetings had been arranged with professors at The Fletcher School at Tufts and the Benjamin Cardozo Law School in New York, but both those meetings had to be cancelled at short notice. In New York visits were made to Columbia Law School, Fordham University School of Law, they were entertained by a members of the academic staff at the John Jay Institute of Criminal Justice and met the Chair of the NYC Commission on Human Rights and members of her department. Overall the visit was very worthwhile.

What follows is a summary of findings;

The Program on Negotiation at Harvard Law School

1563 Massachusetts Ave.,
513 Pound Hall
Cambridge
Boston

On Monday 21st May a visit was made to Harvard Law School where the contact Courtney McCreesh at Programme on Negotiation at Harvard Law (PON), provided full access to the resources supporting the Programme. The PON sells itself as a world-renowned interdisciplinary centre on negotiation and conflict resolution. It was founded in 1983 as a special research project and comprises students, faculty and staff not only from Harvard Law

⁴ James H. Stark, *ibid*, see note 2

School but also from other local academic institutions, namely, Tufts University and the Massachusetts Institute of Technology. The PON states that it is able to draw from numerous fields of study, including law, business, government, psychology, economics, anthropology, and education. The PON delivers lectures, seminars and conferences, in addition to producing publications and teaching materials.⁵

The Programme's main focus is the development of the theory and practice of negotiation and dispute resolution. As a community of scholars and practitioners, the PON suggests that it serves a unique role in the world negotiation community. The Chairman of the programme is Robert Mnookin a Samuel Williston Professor of Law at Harvard Law School and Susan Hackley is the programme's Managing Director.⁶

The PON has a wealth of useful information to assist in designing a clinical programme of study at CCCU, both in the literature we were provided with, the e-resources and the library resources made available during the visit. If ADR is to be a core module at level three and the clinical ADR option also offered at level three, careful thought must be applied to curriculum design for both modules.⁷ Perusing the library shelves provided an opportunity to consider what texts could potentially be used for the modules but perhaps the most helpful of all were the resources available on the PON website and particularly the Clearinghouse area of the site. Clearinghouse is an educational resource centre which describes itself as 'a resource centre for negotiation education'. Here can be found some very helpful pedagogical materials relating to negotiation and conflict management many of which are free to download. The resource section of this area of the PON website provides materials on role play simulation, curriculum packages, books, videos and DVDs, case studies and discussion exercises. Of particular interest are the resources available from the link to the Association of American Law Schools website where there is a collection of syllabi for law schools in the form of teaching materials, model law school ADR programmes and useful links to other ADR based websites.⁸

⁵ www.pon.harvard.edu

⁶ *ibid*

⁷ *The Handbook of Dispute Resolution* by Moffitt and Bordone, *Beyond Winning – Create in Deals and Disputes*, by Robert H Mnookin et al. (2004) are two texts for consideration for the core module and *The Teachers' Manual and Simulation Materials Dispute Resolution Beyond the Adversarial Model* by Carrie Menkel-Meadow et al. (2004) may be a helpful guide when coming to design the curriculum for the practical course.

⁸ The ADR section of the AALS website is very useful. It provides a collection of syllabi on all forms of ADR including negotiation, mediation, arbitration and comparative and international dispute resolution which can be found at: www.law.missouri.edu/aalsadr/DR_syllabi.htm

The PON publishes three journals. It may be worthwhile thinking about a subscription to at least one of them. The Harvard Negotiation Law Review⁹, which is an annual publication, The Negotiation Journal, published quarterly and the Negotiation Newsletter, published monthly.

The clinical programmes offered by Harvard Law School include the Negotiation Clinical Programme (HNCP), set up by faculty members with the assistance of the administration staff at PON. According to the Law School literature, HNCP provides Harvard Law School students with practical, real-world experience in the fields of negotiation, dispute resolution and conflict management, with a focus on conflict mapping and dispute systems design. Students in the programme are paired with outside organizations, institutions or individuals who provide projects related to negotiation, dispute resolution or conflict management. These projects may span a wide range of contexts. For example, they could involve helping a client prepare for an upcoming negotiation, designing and delivering a negotiation curriculum for a client, or writing a research paper with recommendations for constructing an institutional dispute resolution mechanism.¹⁰

The Fletcher School of Law and Diplomacy at Tufts University

Tufts University
160 Packard Avenue
Medford
Boston

A meeting had been arranged with Eileen F. Babbitt Professor of International Conflict Management Practice and Director of the International Negotiation and Conflict Resolution Programme at the Fletcher School of Law and Diplomacy at Tufts University in Boston on Wednesday 23rd May, but she was unable to keep the meeting due to last minute commitments. Professor Babbitt is also a Faculty Associate of the Programme on Negotiation at the Harvard Law School and a member of the Council on Foreign Relations. Her research interests include identity-based conflicts; coexistence and trust-building in the aftermath of civil war; and the interface between human rights concerns and peace building. Her practice

⁹ The HNLN describes itself as a 'multidisciplinary journal on dispute resolution' and welcomes submissions from those looking to publish articles etc., which are then reviewed by the HNLN board, full details of the procedure are provided in the PON leaflet or by visiting www.pon.harvard.edu/publications/hnlr

¹⁰ www.pon.harvard.edu

as a facilitator and trainer has included work in the Middle East, the Balkans, and with U.S. government agencies, regional intergovernmental organizations, and international and local NGOs. Before joining the Fletcher faculty, Professor Babbitt was Director of Education and Training at the United States Institute of Peace in Washington, D.C. and Deputy Director of the Programme on International Conflict Analysis and Resolution at the Weatherhead Centre for International Affairs, Harvard University.¹¹

Professor Babbitt did however make her course syllabus on *International Mediation as an Intervention in International Conflict* available by email and the course objectives of this module are summarised as follows;

- To introduce and explore the role of mediation in the current international system as an intervention for preventing, managing, or resolving conflicts.
- To become acquainted with the perspective of an international mediator, and to see how it differs from that of a negotiator or disputant in a conflict.
- To analyse the challenges of international mediation, and the potential strengths and weaknesses that different kinds of mediators bring to their work.
- To understand the strategies and tactics that have been adopted in previous mediation efforts, in order to assess their usefulness in the future.¹²

The course focuses on the roles and functions provided by mediators in the international arena. The course outline describes mediation as being located within the broader family of international intervention approaches, as practiced by individuals, international and transnational organizations: the course aims to provide students with an understanding of the perspective of a mediator as opposed to other parties in a dispute; analysing the strengths and weaknesses of different kinds of international mediators; understanding the strategies and tactics that have been adopted in previous mediation efforts; and exploring how mediation might be used in current conflicts.¹³

¹¹ www.fletcherschool.com

¹² Syllabus for course on *International Mediation as an Intervention in International Conflict* at The Fletcher School of Law and Diplomacy, Tufts University, Fall 2006.

¹³ www.fletcherschool.com

Other courses offered by International Negotiation and Conflict Resolution Programme at the Fletcher School of Law and Diplomacy are: *Processes of International Negotiation* and *Conflict Resolution Theory*. Although the Centre for Dispute Resolution at CCCU does not initially anticipate adopting a course solely based on international mediation, elements based on the Tufts syllabi may well be usefully incorporated into the level three ADR theoretical module.

Professor Babbitt's latest publications include the forthcoming book, *Principled Peace: Conflict Resolution and Human Rights in Intrastate Conflict*, University of Michigan Press; and *Negotiating Self-Determination*,

Fordham University School of Law

Beth Schwartz Associate Clinical Professor of Law
Fordham University School of Law
Clinical Legal Education
33 West 60th Street, 3rd Floor
New York

Beth Schwartz Associate Clinical Professor of Law and Marcella Silverman were interested to hear of the proposed mediation clinic project and were informative and helpful.

The mediation programme at Fordham has been established for over 20 years. After one year at law school students can have access to the mediation clinical programme. The student to staff ratio is 8:1 on clinical programmes including mediation. Criteria for choosing students for the clinical programmes - Faculty often choose the weaker students for the clinical programmes. The courses are over subscribed and student persistence pays off.

In the fieldwork portion of the course, students mediate cases in Small Claims Courts in the five districts of New York under faculty supervision. These are cases of a maximum monetary value of \$5,000. The types of disputes which students typically mediate include those between landlords and tenants and employers and employees, as well as claims of defective goods and services. In seminar, students explore the legal, policy and professional responsibility issues of mediation practice. Primary emphasis is placed on the non-adversarial role of the lawyer-mediator. Students also consider the role of the attorney advocate in mediation. The course

requirements include submission of weekly case journals, an oral class presentation and the option of either a take-home final exam or a research paper (which may be used to satisfy the writing requirement).

The adjunct professors, i.e. those who are not faculty and our equivalent of sessional lecturers, are based at court. More often than not the parties to a small claims' dispute are not represented and when they arrive at court they are then given the choice to have their cases decided by a mediator. If they decide this course then the students can offer mediation as an alternative. The students are able to mediate their own cases and represent clients as the law school has a practice order.

The two textbooks that Professor Swartz recommended were:

Dispute Resolution - Negotiation, Mediation and Other Processes, Fifth Edition (just published in 2007) by Goldberg, Sander, Rogers and Cole.

Resolving Disputes - Theory, Practice, and Law by Folberg, Golan, Kloppenburg and Stipanowich (2005).

Both textbooks are published by Aspen Publishers (which is now owned by Wolters Kluwer Publishing).

The textbook which Professor Swartz will be using next academic year is entitled *Mediation - Principles and Practice*, Third Edition, by Kimberlee Kovach. It is published by Thomson/West.

Columbia Law School

435 West 116th St.
New York, NY 10027-7297

Carol Liebman is Clinical Professor of Law specialising in negotiation, mediation and legal education. She has wide experience in the field of clinical legal education having taught all

around the world. She has taught negotiation and mediation in Vietnam, Brazil, Israel and China and designed and presented mediation training for a variety of groups including the Certification Program in Bioethics of Montefiore Medical Centre, Albert Einstein College of Medicine; New York's First Department, Appellate Division, Attorney Disciplinary Committee; the Association of the Bar of the City of New York; and high school students, parents and teachers.¹⁴

Professor Liebman is a member of the New York City's Civilian Complaint Review Board and a former member of the Executive Committee of the Association of the Bar of the City of New York. She is co-principal investigator of the Mediating Suits against Hospitals (MeSH) project, and was co-principal investigator of the Demonstration Mediation and ADR Project, a part of the Project on Medical Liability in Pennsylvania, funded by the Pew Charitable Trusts. She is co-author of *Mediating Bioethics Disputes: A Guide to Shaping Shared Solutions*.¹⁵

Students in the Mediation Clinic have the opportunity to develop skills that are important to effective problem solving. In particular, they explore the rapidly developing field of Alternative Dispute Resolution (ADR) while providing much-needed services to people in conflict. Students in the Mediation Clinic participate in various court and community-based dispute resolution programs in New York City. In addition, the Mediation Clinic offers free dispute resolution services to the Columbia community.¹⁶

Students mediate actual community disputes at the Community Mediation Centre at Safe Horizon, a non-profit victim-assistance, advocacy, and violence-prevention organization. Typical cases include disputes between neighbours, roommates, and co-workers, as well as business and organizational conflicts. Students also mediate civil cases at New York City Civil Court Personal Appearance Part and small claims cases at the Harlem Small Claims Court, as well as employment-discrimination claims brought by federal employees and referred by EEOC administrative law judges.¹⁷

Carol Liebman outlined the main challenges presented by setting up a mediation clinic–

- finding cases – 5 cases a year is possibly the best you will do

¹⁴ www.law.columbia.edu

¹⁵ *ibid*

¹⁶ *ibid*

¹⁷ *ibid*

- supervision – staffing, CU has a team of adjuncts (sessional lecturers who are experienced mediators) – think about ratios - 8:1 on programme at CU.
- how to connect the programme intellectually – reflective learning through journals – co-mediation skills assessment – project at end of year

From her own experience of running clinical legal programmes, Professor Liebman confirmed that “students love experiential learning” and that there were some 180 students doing the negotiation experiential learning course alone.

She provided some helpful thoughts on setting up a “live” clinic one of which being that we should target certain groups eg university referrals. We should therefore try to build an option to mediation within CCCU disciplinary process. Town and gown disputes are an option as are Inter-student and student-staff disputes.

When asked about the process of selecting students onto her clinical mediation programme Professor Liebman confirmed that this is made by application. She uses Myers Briggs testing to determine the learning styles of the students and as a result of this she is able to choose those students whom she believes to be most suited to the clinic. The testing methods for programme demonstrate that it favours extroverts and she genuinely feels that it is important to establish what the students’ learning styles are.

Other involvement includes the Criminal Justice Review body, which is similar to the Independent Police Complaints Commission, which deals with police complaints.

The clinical mediation programme at Columbia uses simulated mediation, which includes the use of DVDs and students are given feedback following their simulated role-play scenarios.. Professor Liebman suggested that in this regard thought should be applied to developing CCCU’s close relations with the police and perhaps make use of simulated role play mediation in conjunction with Kent Police.

Professor Liebman suggested that when designing the curriculum for the mediation course there could be a combination of theory, including conflict resolution and simulations during the first two terms, then practical elements in the third term. Assessments could take the form of reflective journals, observations, peer and self-review, role play and there could be a final

summative exam or research paper. The more experienced students can help the newer students with their learning (peer assistance).

With regard to logistics, when providing mediation services consideration needs to be given about when we mediation sessions are to be offered. The approach here could perhaps be to say that “these are the days we are available” and stick to those. Once someone has a good experience of the CCCU mediation process, word will spread.

Resources:

Professor Liebman suggested the following;

Goldberg, Sanders and Rogers on Dispute Resolution (for an overview and possible core text for theory)

Carrie Menkel-Meadow, Clinical Professor at Georgetown University, has developed some very useful materials.

Len Riskin, Casebook on ADR is a recommended text.

Lela Love’s training manual is perhaps a little too prescriptive, but it very much depends on whether we want students to focus on a particular style or leave the process descriptors broader.

Professor Liebman pointed out that James Stark at the University of Connecticut and Doug Frenkel at the University of Pennsylvania are about to bring out a book on simulated mediation skills¹⁸ which will include useful resources, Professor Liebman suggested that it may be worthwhile contacting Doug Frenkel, introducing ourselves and requesting a preview copy of the book.

Ben Waters contacted Professor Frenkel by email and he thanked him for his enquiry suggesting that he would very much like to help. He revealed that an actual preview publisher copy of the text of his forthcoming book with James Stark (which will have DVD’s integrated

¹⁸ Frenkel, D, *Mediation Skills, Processes, Ethics: The Lawyer as Neutral*, (with James Stark), Aspen Law & Business, forthcoming.

into it) will not be available until later in the Autumn. (The text itself is being completed this summer.) He was very accommodating and even offered to make available the unpublished draft (without the DVDs) this summer. Professor Frenkel also confirmed that whilst he has both designed and taught a "live" mediation clinic for many years, the course (and others with which he has been involved) include a substantial dose of simulation, ranging from student-student role plays to more elaborate "cases" using actors and lawyers to technology-based (e.g. video conference) formats and he confirmed that he would be prepared to provide help in this regard as we go along.

Other contacts which Professor Liebman suggested may be of help to us are; Deena Jansenson, who is an adjunct on the mediation programme at Columbia University, and Carrie Menkel-Meadow at Georgetown University. She suggested that contact should also perhaps be made with the Association of American Law Schools (AALS)¹⁹, who have an annual meeting in January and a clinical conference in May and also the American Bar Association (ABA) who run an ADR conference in the Spring.

The final piece of advice given by Professor Liebman was to think about our goals. These should be clearly set out and worked towards.

The John Jay College of Criminal Justice at City University of New York School of Law

CUNY School of Law
65-21 Main Street
Flushing, NY 11367

The John Jay College of Criminal Justice is part of the City University of New York and is based at Main Street Flushing, however we were entertained by Department of Consumer Affairs 42 Broadway where Professor Volpe's year 3 undergraduate students had recently completed an externship with the DAC. During their placement students learnt how to undertake telephone mediation and performed a large number of telephone mediations, initially under supervision of the DCA mediation staff. Telephone mediation is not the usual kind of mediation in the true

¹⁹ See www.aals.org. where the AALS describes itself as "a resource for the improvement of the quality of legal education by networking law school faculty, professional staff and deans to information and resources." It is the principal representative of legal education to the US federal government, other national organisations, learned societies and international law schools.

sense, as mediators are very much encouraged to lead the parties to settlement rather than act as facilitators of the mediation process.

When questioned about their experience students stated that they gained invaluable communication and inter-personal skills, the ability to construct strategies for resolution and gained greatly in confidence as a result of their placements. Professor Volpe revealed that many of the students on the programme had grown in confidence and developed in many ways as a result of having been part of the clinical programme.

The clinical programme is very much a joint venture with the DCA. Marla Tepper, general counsel at the department recognised a need for assistance in dealing with the large volume of complaints forwarded to the Department. She then approached Professor Volpe who as the director of the CUNY dispute resolution consortium/programme, was receptive to the idea of her undergraduate students engaging in experiential learning in the context offered by Ms Tepper and her team at the DCA.

Ms Tepper had some useful advice to give in relation to the proposals we have to set up a live mediation clinic and suggested that we speak to local organisations eg old peoples' homes etc.

The piece of advice given by Professor Volpe in relation to the mediation clinic set up was "don't underestimate the task". She applauded the proposals but made it clear that the task in hand is a real challenge.

New York City Commission on Human Rights

40 Rector Street
10th Floor
New York City

Upon a referral from Professor Volpe at John Jay, during the afternoon of Friday 25th May a meeting was arranged with members of the the NYC Commission on Human Rights, including the Commissioner, Patricia L Gatling, the Deputy Commissioner/General Counsel Cliff Mulqueen and the Executive Director of Community Relations Alexander Korkhov. The Commission, can trace its origins back to the 1940's with the establishment of the "Mayor's

Committee on Unity”, and largely through the influence of the US civil rights movement, has evolved into the agency it is today. It describes its main purpose as being:

“to make our city a place where ALL people may work and live side by side in harmony and have mutual respect for each other, and where democracy is a living reality. “²⁰

Through Local Law 55 the Commission was designated as an official city agency to encourage:

“mutual understanding and respect among all groups in the city and eliminate prejudice, intolerance, bigotry, discrimination and disorder,”²¹

Through a number of amendments to the Law which increased powers and duties to the Commission, including the power to receiving and investigate complaints and hold public hearings, the New York City Human Rights Law is now one of the most comprehensive civil rights laws in the nation. The Law prohibits discrimination in employment, housing and public accommodations based on race, colour, creed, age, national origin, alienage or citizenship status, gender (including gender identity and sexual harassment), sexual orientation, disability, marital status, and partnership status. In addition, the Law affords protection against discrimination in employment based on arrest or conviction record and status as a victim of domestic violence, stalking and sex offences. In housing, the Law affords additional protections based on lawful occupation and family status. The City Human Rights Law also prohibits retaliation and bias-related harassment.²²

The practice of peer mediation is actively promoted in schools through the Commission’s initiatives. In the US peer mediation as a concept developed as a response to the Vietnam War and the harsh realities of the Cold War. The ability to handle conflicts in a peaceful manner became of the utmost importance.²³

“A community’s interest in solving their own problems also led to a growth of conflict resolution and mediation. Mediation taught individuals that when they improved their

²⁰ Rosalyn Kim, et al, edited by Lee Hudson, (2004), *Talk it Over A Peer Mediator’s Guide*, Providence Publications, p.3.

²¹ *ibid*

²² www.nyc.gov/html/cchr/

²³ Rosalyn Kim, et al, p.7

interpersonal relationships, they build stronger, more helpful communities and more rewarding lives.”

The Carter administration established the idea of Neighbourhood Justice Centres during the 1970’s, these were also known as community mediation programmes.²⁴ The idea behind these community based programmes was to encourage members of the community to use these centres to discuss and resolve their disputes without having to litigate their disputes through the court system which was already over-burdened. The success of these programmes led to the introduction of mediation into schools and the school peer mediation programmes were developed with high schools.

We were given a copy of Richard Cohen’s handbook on School Mediation, in which he considers that cultural diversity represents a resource of tremendous potential for educators, he takes the view that there is no better way to learn about different cultures than from your peers and their families, but acknowledges that when differences are misunderstood or disrespected this can lead to interpersonal conflicts. People have prejudices, and when they act upon them, insensitive behaviour, discrimination or explicit harassment can result. Mediation, Cohn states, can effectively help students and adults resolve these conflicts involving prejudice.²⁵ Peer mediation is perhaps something to consider once the curriculum has been designed and implemented.

Summary of Mediation Clinic Goals

1. Curriculum Design

- Set the educational goals of the clinic
- Write theoretical course for Michaelmas term and prepare course handbook
Consider use of US resources and materials to assist with this.
Buy books/resources

²⁴ Guanci, John A. “Peer Mediation: A Winning Solution to Conflict Resolution,” Education Digest (Feb 2000), in Rosalyn Kim, et al, p.7

²⁵ Richard Cohen, *The School Mediator’s Field Guide*, (1999), School Mediation Associates, Watertown, MA.

Timeframe – End September 2007

- Write practical course for Lent term

We need to have in mind here the fact that the mediation clinic pilot may not have the throughput of cases and thus will not be able to provide students with “live” experiential opportunities.

We therefore need to write a course to include the following;

- The use of outside agencies. This may be through liaising with existing mediation service providers including CEDR and the local county court.
- Simulated role play (need to consider how to structure this, are we to use outside role players?)

Timeframe – End December 2007

2. Set Up Pilot Clinic

This should be done by January 2008. So that from that date the Clinic can offer full mediation services to the university and the local and even wider community.

To do this the following steps need to be taken;

- Reinforcement of proposals – CEDR have been approached to provide reinforcement of proposals and to give guidance on set up. It may be that they will require payment if they are to provide meaningful advice and assistance (the second stage of funding can cover this)

Such broad issues to be considered here are;

- staffing
- resources
- case management
- insurance
- marketing

- The integration of mediation within the framework of pastoral care at CCCU

- Other contacts need to be made/developed
 - CLEO
 - UK Universities with “live” clinics – Northumbria (live clinic), Warwick (simulated clinic) and Kent (live clinic) (visits required)
 - Civil Mediation Council (we need to be approved as a mediation provider to get on National Mediation Helpline panel for this area if we are to have cases referred to us from the court).
 - Wandsworth Mediation Services or similar provider (possible visit)
 - Citizens Advice Bureaux in the area
 - Kent Police
 - Thames Valley Police (restorative justice)
 - Canterbury County Court
 - Canterbury City Council
 - Local solicitors firms

- Assistant mediation experience for both BDW and LJR is crucial to the success of the clinic and every effort must be made to gain experience of acting as assistant mediator before January 2008.

Timeframe – January 2008