

Legal Education in the 21st Century Nigeria: Need for Diversity in Content Paradigm

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Abstract

Many aspects of education including legal education are driven by new market dynamics of demand and supply. The old adage remains that law is an instrument of social engineering, and the addendum is that lawyers are part and parcel of agents of social engineering resulting to change. Therefore legal education must diversify for Law, law students and lawyers to impact positively in today's world. Perhaps these concepts explain the ever growing course content, in the current legal education curriculum. This paper seeks to: 1. examine the previous course content in legal education and the current courses as well as the frequency of assessment. 2. The impact of present curriculum modalities for legal education and 3. Effects of innovations in legal education on Nigerian lecturers, students and society at large.

The methodology is based on literature review, classroom experience, and societal reactions to lawyers and public interest lawyer-ring. It examines whether there is adequate diversification of courses for legal education in Nigeria and what needs to be done to effectively maintain relevance of law and the legal professional within and outside the Nigerian society.

Key words: Legal education, Nigeria, content diversity

1.1 Introduction:

The dynamics of globalisation and expansion in commercial transactions constantly demand that law intervenes in political, economic and social interactions. This in turn involves members of the legal profession. Therefore, law and legal education cannot be static.

At the outset, legal education was non-existent in Nigeria. Lawyers were trained abroad especially in Britain. Nigeria being a colony of Britain, borrowed from the British legal System. The first attempt to regulate the legal profession in Nigeria was by: Section 1 of the Supreme Court Ordinance 1876. It provided for 3 categories of persons who can practice law in Nigeria to be those appointed by the Chief Justice of Nigeria (CJN) and must be as provided in the following sections:

Section 71 – Persons who were entitled to practice law in Great Britain as Barristers or Solicitors. They could practice in both capacities in Nigeria.

Section 73 - Persons who had been articled for five consecutive years in the office of a practicing Barrister or Solicitor residing within jurisdiction of the Court and who had passed examinations on the principles and practices of law prescribed by the Chief Justice.

Section 74 - Persons of good character who had acquired some working knowledge of law. They were temporarily admitted for a renewable periods of six months to practice as Persons in the following categories a. Barristers b. Solicitors c. Proctors. They were not trained. Interestingly the Council of legal Education (CLE) somewhat augmented their training. Persons in Sections 73 and 74 were called Local Attorneys.

By 1914, the Local Attorneys were phased out and only trained and qualified practitioners were allowed to practice.³³⁵

³³⁵ Only those called as Barristers in any of the 4 Inns of Court in England – The Grays Inn, Inner Temple, Middle Temple

It must be noted that the CLE and the Nigerian Law School were established in 1962 as well as the Nigeria Law school as an outcome of the Unsworth Committee of 1958. The CLE Act was thus enacted in 1962.

The main duty of the CLE is the control legal education.³³⁶

The Nigeria Universities Commission (NUC) then an Agency of the Executive arm of Government was also created in 1962 as an advisory body of the Federal Government. Legal education in Nigeria started with few Courses such as Legal Methods, Law of Evidence, Law of Contract, Torts, Equity and Trust with emphasis on Latin, *Maximas*³³⁷. Later, more courses were introduced by the CLE and the NUC. The NUC became a Commission in 1974, since then working together with the NUC to ensure appropriate Legal Education curriculum in Nigeria.

To meet market demands and public expectation from members of the legal profession, a robust curriculum ought to be constantly in place to address practical issues. Obviously, daily economic acts throw up new challenges. Therefore legal education must be dynamic to accommodate and address new issues. The concept of Law Clinic is perceived to being imbibed by all Stakeholders. Thus, law will not just be said to be an instrument of social engineering but must be seen to be so. Else it will be confined to history. More so legal education must, as a matter of urgency, be seen to produce employable law graduates with diverse skills and experience garnered during training.

The focus of this paper is to discover whether there is need for a shift in content of the legal education curriculum in Nigeria with an aim at employability of graduates of law based on diversity in training, cutting across other disciplines as well as assessing the possibilities of mobility of labour on a global pedestal.

It is noteworthy that Legal education curriculum must be organic and not static for law to grow with the growth of any nation³³⁸. It presupposes that the curriculum for legal education must accord with such growth. Thus, Law graduates will be armed with the necessary tools to address political, economic and social issues in any given society.³³⁹ That will definitely guarantee law as an instrument of social engineering and lawyers as agents of change.

One of the ways and means of being abreast is for members of the Legal profession and those in training to imbibe new technology skills especially in the areas of information communication technologies (ICT) which is the concept of the moment particularly on the value of the internet and websites. Unfortunately many lawyers are ignorant in this area. This notion was captured by a scholar³⁴⁰ thus:

The internet represents both a threat and an opportunity to the members of the legal profession... Most lawyers have simply refused to wake up to the challenges thrown up by information technology as a whole. How else can

and Lincoln's Inn and were qualified to practice in Great Britain.

³³⁶ <http://www.Nigeria-Law.org/legal%20Education.htm>

³³⁷ A.A. Oba, *Towards Regaining Learning and correcting Learnings in the legal profession in Nigeria: CALS Review of Nigeria law and practice* Vol. 1(1) 2007.

³³⁸ As expressed in the decided cases of *Aku v Aneku* [1991]8NWLR (pt209) 280 *Oyewuni v Ogunesan* [1996]3NWLR (pt 137) 182 where His Lordship of blessed memory stretched customary law to living law of the people regulating their lives and transactions.

³³⁹ T. Mamman, "*Globalization and Challenges for legal Education in Nigeria*" *The Punch* 21st December 2009

³⁴⁰ O. Bali, *information Technology and Law* (Lagos, Digest publishing 2002) quoted in *Legal Education in the 21st Century* proceedings of the 43rd Annual Conference of NALT held 17th -20th May 2010. Ed. Prof. Allswell, O. Muzan, Cinnamon Press International Ltd. Port-Harcourt, Nigeria pp 252-253.

one explain the fact that most lawyers (and Judges) are not computer literate not to talk of Internet literacy.... Most countries (Nigeria inclusive) are producing a generation of children for whom information technology holds no fear. They are the Nintendo Generation... No perception of the television as technologies within few years... young people in law firms will use computers, software and the internet as no different from using the phone... Time is not on the side of the techno-phobic...

The Writer suggests that ICT is the key to scholarship in all the activities, whether presentations at conferences, classroom teaching and research.

There is also urgent need for practicality in training and practice which is best carried out by Clinical Legal Education (CLE) and Law Clinics. Complimentary to this, is the Pro-bono and Public Interest Litigation (PIL) contextualization. This is the way the legal profession is going in most climes and Nigeria and members of the legal profession cannot afford to be static or adhere to the old ways of doing things.

2.1 Currency of Contents of Legal Education Curriculum in Nigeria

Curriculum relates to subjects taught at an educational institution or the topic taught within a subject.³⁴¹ It also means the course of study at school, college, university³⁴² etc while education relates to bringing up or training, instruction at a school, or university by strengthening of the powers of the body or mind.³⁴³ Legal education pedagogy deals with the theory and practice, the thoughts, concerns of study of law and how best to teach law. It aims at full development of the human mind via both liberal and narrower vocational specifics including training and acquisition of specific legal skills³⁴⁴

2.2 List of Offered Courses

Presently more courses, have been added. A look at the National Universities Commission (NUC) Minimum Academic Benchmarks (Bmas)³⁴⁵ show good layout of courses and their weight in Credit Units demonstrating great improvement in content of legal education courses as follows:

2.2.1 12 Compulsory Courses:	Weight in Credit Units
1. Legal Methods	4 Credit Units
2. Nigeria Legal System	8 Credit Units
3. Constitutional Law	8 Credit Units
4. Law of Contract Law of Tort	8 Credit Units
5. Criminal Law	8 Credit Units
6. Company Law	8 Credit Units
7. Commercial Law	8 Credit Units
8. Law of Equity and Trust	8 Credit Units
9. Law of Evidence	8 Credit Units
10. Jurisprudence	8 Credit Units

³⁴¹ Encarter Dictionary- en.wikipedia.org/wiki/encarter. Published by Microsoft corporation 2009

³⁴² Chambers Dictionary, (10th Ed. Allied Publishers Private), India, 2006, p. 371

³⁴³ Ibid p. 477

³⁴⁴ L.A Kloppenberg, "*Engaging students to Education*". Problem Solving Lawyers for Client and Communities <http://digitalcommon.law.scu.edu/facpubs>

³⁴⁵ Points 2.1.6 and 2.1.6.1 Course Contents and Descriptions Note that the Courses so provided are the Benchmark for minimum Academic Standards (Bmas) for under graduate programme in Nigeria universities for law 2007

11. Property Law	8 Credit Units
12. Long Essay	6 Credit Units

2.2.2 Compulsory Non-Law Courses are:-

1. Use of English	4 Credit Units
2. History & Philosophy of Science	2 Credit Units
3. Logic and Philosophical of Thought	6 Credit Units
4. Nigerian People and Culture	2 Credit Units
5. Introduction to Computers and Applications	6 Credit Units
6. Social Science	6 Credit Units
7. English Literature	6 Credit Units

2.3 Optional Law Courses³⁴⁶

1. Administrative Law	8 Credit Units
2. Revenue/Taxation Law	8 Credit Units
3. Industrial Law or Labour Law	8 Credit Units
4. Oil and Gas Law	8 Credit Units
5. Public International Law	8 Credit Units
6. Conflict of Laws	8 Credit Units
7. Family Law/The Family and the Law	8 Credit Units
8. Conveyancing	8 Credit Units
9. Criminology	8 Credit Units
10. Introduction to Islamic Law	8 Credit Units
11. Law of Banking	8 Credit Units
12. Law of Insurance	8 Credit Units
13. Law of Intellectual Property	8 Credit Units
14. Maritime Law	8 Credit Units
15. Human Rights and Nigerian Law	8 Credit Units
16. Customary Law	8 Credit Units
17. Environmental Law	8 Credit Units
18. African Comparative Law	8 Credit Units
19. Information and Communication Technologies Law	8 Credit Units
20. Health Law or Law and Medicine	8 Credit Units
21. Islamic Law of Crimes and Tort	8 Credit Units
22. Islamic Law of Transactions	8 Credit Units
23. Islamic Law of Procedure and Evidence	8 Credit Units
24. Islamic Family Law and Succession	8 Credit Units
25. Islamic Jurisprudence	8 Credit Units

2.3.1

8 Optional Non-Law Courses	Weight in Credit Units
1. Economics	6 Credit Units
2. Elements of Business/Management	6 Credit Units
3. Political Science/Elements of Government	6 Credit Units
4. Philosophy	6 Credit Units
5. Social Relations	6 Credit Units
6. Psychology	6 Credit Units

³⁴⁶Point 2.1.6.6 are Faculties of Law based.

7. English 6 Credit Units
8. Such other non-law courses as the faculty may determine from time to time³⁴⁷.

2.4 Quantifying Contact Hours and Ascribed Credit(s)

Every 1 credit unit is equivalent to 1 contact hour per Session (academic year). Note that every session is divided into two semesters

2.5 Effects of Provision 8

This Provision 8 affords stakeholders the opportunity to develop contents of law courses without undue delay to productively see to professional high standards. The interest of the writer is geared towards development of practical contents in legal education curriculum to enable Nigerian law graduates to be globally relevant with reference to mobility of labour and employability; and to cure the impression that Nigerian law graduates lack the necessary skills with reference to solving legal and social problems and research skills.³⁴⁸ It calls for further reforms in the curricula of legal education by:

- i. Making CLE and Law Clinics mandatory for qualification
- ii. Ensure inbuilt interdisciplinary courses
- iii. Guarantee inter or multi-disciplinary researches for diversity in skills acquisition.

in all Faculties of Law so as to prepare students and lawyers to meet the market demands of the profession:³⁴⁹

2.6 What is the Goal of Training?³⁵⁰

The NUC puts it thus:

To produce a well rounded morally and intellectually capable graduates with vision and entrepreneurial skills in an environment of peace and social cohesiveness

2.7 Need For Greater Diversity in Legal Education

The growing global specialisation demand exerts some challenges in legal education. It becomes very obvious that there is need for greater diversity³⁵¹ in schools or Faculties of law and the law profession. The outcome of a US based scholarly research is the need for interdisciplinarity and multi-disciplinarity in practice as opined hereunder:

... particularly concerned about the gap between the academy and the profession and sought to prepare our students better for practice, without sacrificing a strong, broad foundation in analytical thinking and doctrinal coverage. Legal education must evolve to meet the demands of twenty-first century practice....new curriculum with emphasis on experiential learning and more comprehensive integration of lawyering skills... We seek to prepare students better for practice while recognising that new lawyers will still have much more to learn on the job.

³⁴⁷ This No.8 gives the Stakeholders in the legal profession opportunity to improve on legal education in Nigeria to any extent in line with the exigencies of time and to conform to international best practices as law is basically international by nature.

³⁴⁸ D. Woolfrey, "Curriculum Development in legal Education – Some Reflections" South African Law Journal Vol. 112 1995 pp 151-159

³⁴⁹ See THE SCHOOL SURVEY OF STUDENT ENGAGEMENT, STUDENT ENGAGEMENT IN LAW SCHOOL PREPARING 21ST CENTURY LAWYERS 7(2008)

[http:// Issue.iub.edu/2008-Annual Report/jpdf/j4u5h7eg/LISSE _ 2008_Report pdf](http://Issue.iub.edu/2008-Annual%20Report/jpdf/j4u5h7eg/LISSE_2008_Report.pdf)

³⁵⁰ NUC Bmas point 1.7

³⁵¹ J.O. Sonsterg et al, A Legal Education Renaissance: A Practical Approach for the Twenty-first Century, 34 wm.MITCHELL L. REV. 303 2007

It allows us to bridge the gap between the academy and the profession by encouraging more collaborative efforts between town and gown³⁵²

This position demonstrates the present focus in legal education in Nigeria and other developing nations such as Ethiopia and South Africa.

3.1 Recent Approach in Nigeria

Since 2004 the Clinical Legal Education (CLE) and Law Clinics establishment were introduced. Its curriculum is designed based on an integrative approach that deals with legal education as both a liberal art and as a vocation-presenting knowledge, skill and values³⁵³ The objectives of CLE curriculum was put by a Scholar – Professor Ernest Ojukwu, now a Senior Advocate of Nigeria (SAN) thus:

A law clinic provides the platform for the academic and service components of the goal of legal education. The Clinic ,... does provide an opportunity of addressing both what is taught at law schools (faculties) and, most importantly, how to achieve many of the teaching and learning goals implicit in educating lawyers.³⁵⁴

3.2 Characteristics of CLE

Network of University Legal Aid Institutions (NULAI) Nigeria, identified 8 characteristics of CLE as follows:

1. There is an Institutional goal for Legal education.
2. There is a fully fledged curriculum with clear objectives for each module
3. Curriculum is designed based on an integrative approach that deals with and as a vocation presenting knowledge, skills and values
4. Teaching learning is learner-centred as opposed to teacher centred education.
5. Teaching and Learning are very active and interactive.
6. Lessons are planned with clear lesson outcomes known by everybody including the learner.
7. Learner is exposed to stimulated and real life experience of the profession.
8. There is a clear assessment plan with a heavy dose of formative assessment and also a continuous evaluation of the institutional goals, curriculum, lessons and activities³⁵⁵

In the same vane, reseachers³⁵⁶ wrote that:

Across the otherwise disparate-seeming educational experiences of seminary, medical school, nursing school, engineering school and law school, we identified a common goal: professional education aims to initiate novice practitioners to think, to perform and to conduct themselves (that is to act morally and ethically)³⁵⁷ like professionals... towards this goal of knowledge, skills and attitude, education to prepare professionals involves six tasks³⁵⁸:

1. Developing in students the fundamental knowledge and skill, especially an academic knowledge base and research.

³⁵² L. A. Kloppenberg, “*Lawyer as Problem Solver*” Curricular Innovation at Dayton, 61 Putgers L. Rev. 1099,2009

³⁵³ E. Ojukwu et al, Under the Goals of legal education and Characteristic of Clinical Legal Education in CLE Curriculum, Lessons and Materials, NULAI, Abuja. See www.cleaweb.org accessed 2013.p.7

³⁵⁴ See E. Ojukwu Clinical Legal Education in : For Nigerian Universities Law Faculties/Clinics NULAI Nigeria, October, 2006 pp. 8-9.

³⁵⁵ Bryne et al, Clinical Legal Education: Active learning in your law school, (Blackstone press Ltd, 2007) p.5

³⁵⁶ S. Roy, et al, Best Practices for Legal Education: A vision and a Road Map, in CLE curriculum Lessons and Material s (Abuja, NULAI) p.8

³⁵⁷ It tallies with the NUC goals for University Education – Point 1.7 NUC Bmas.

³⁵⁸ W.M Sullivan et al, in the Carnegie Foundation’s Educating lawyers Preparation for the Profession of Law.

2. Providing students with the capacity to engage in complex practice
3. Enabling students to learn to make judgements under conditions of uncertainty .
4. Teaching students to the discipline of creating and participating in a responsible and effective professional community service.
5. Introducing student to learn from experience.
6. Forming students capable of and willing to join an enterprise of public service³⁵⁹

Interestingly the CLE / Law Clinic programme has been adopted and put into practice by some Nigerian universities³⁶⁰ and many more hopefully will commence the programme. It is high time all Faculties of Law in Nigeria commenced the CLE and Law Clinics programme. It is obviously beneficial to the students, teachers, the university community as well as the society at large. It has been stated that the clinics offer different services and can actually be divided into units by way of specialisation such as distinct clinics for human rights, business law/arbitration, taxation, family law, policy. Examples are shown in Table 2.

3.3 Importance of Research

Issues have been raised as to the adequacy of research skills acquisition training in the content of legal education in Nigeria.³⁶¹ Issues are also raised as to research capabilities of law educators. Consequently, it is advocated that law educators key into university based research institutes or those outside the university domain as well as liaise with other educational disciplines in the course of carrying out their research.

3.3.1 Effects of Acquisition of Research Skills

It creates analytical minds, produces result that if used, may impact positively on a given society. It informs the researcher better, produces database for planning and execution of government polices and also aids prevention of disasters. It helps guarantee jobs, development and security. Furthermore, it creates a platform for interdisciplinarity for one research proposal will invariably cut across several educational disciplines. No doubt legal education must encourage diverse research works so as to ensure that law graduates can be functional in whatever field of endeavour they find themselves. This could be as public or private persons, policy makers, advisers or working in any field that will impact greatly on any society.

This concept is buttressed by the analysis to her³⁶² own university poser; Why Study Law?

The answer was proffered as:

“Law is relevant to everyone not just for those who work within the legal profession, law provides the framework of rules for society affecting almost all aspects of our lives, its of direct interest to all of us. As law graduate, your choice of career might be greater than you think. The skills you develop during your studies not only give you access to legal professions themselves but also other careers that link to law, such as the police or prison

³⁵⁹ See E. Ojukwu Clinical Legal Education curriculum for Nigeria University Law Faculties /Clinics NULAI Nigeria October, 2006 pp.8-9.

³⁶⁰ The universities based law Clinics are about 15 viz: ABSU Law Clinic Abia State university; Akungba Law Clinic, Adekule Ajasin University, Madugri law Clinic, University of Madugri, UniUyo Law Clinic, University of Uyo; EBSU law Clinic, Ebonyi State University; AAU law Clinic, Ambrose Alli University; UniIbadan Women's Law, University of Ibadan; UniAbuja Law Clinic, University of Abuja; legal Advice Centre and law Clinic, Augustine Nnamani Campus, NLS, UNEC Law Clinic, University of Nigeria, Enugu campus; ABU Law Clinic, Ahmadu Bello University; Olabisi Onabanjo University Law Clinic, Nasarawa State University Law Clinic; Yola Campus Law Clinic, Nigeria Law school, Yola Campus, Nigeria Law school Abuja Campus Law Clinic.

³⁶¹ D. Wodfrey “Curriculum Development in Legal Education – some Reflection” (South Africa Law Journal Vol. 112 1995) pp 151-159 same was noted by J. Power in his report of “visit to Faculty of Law University of Jos, Nigeria on legal Information Management”2007.

³⁶² Refers to Anglia Ruskin University, United Kingdom (UK) <http://www.anglia.ac.uk/arts-law-and-social-sciences/anglia-law-school/why-study-law> assessed 20/5/15

services. You will find that legal skills³⁶³ are in demand in local government, politics, the civil service, business, management and in administration, to name just a few”

It is worthy of note that emphasis here is basically on skills acquisition as the greatest tools of education particularly in the legal profession. The presenter strongly points that diligent execution of the CLE and Law Clinic programmes would address to a great extent the skills acquisition deficiencies in Nigeria’s Legal education training.

4.1 Development of legal Education in Other Climes

In the course of developing this article, it was clear to the writer that the law profession and legal education in other climes have moved on to ensuring that law remains an uncompromised instrument for social engineering. Laws are developed for development and further jurisprudential growth, thereby encouraging dynamism in law and legal education. Without going into great details three schools were examined in the USA (the Chicago Law School), the UK (Anglia Ruskin University) and Africa (Mekelle University) respectively. See Tables 1, 2, 3, and the goal of Mekelle University, Ethiopia.

All three have not only entrenched CLE and Law Clinics but have developed Law courses to the minutest course content with emphasis on specialisation and research which clearly demonstrate a shift in content paradigm. If a question is asked as to whether Nigeria has achieved such heights, the answer may be in the negative. It therefore calls for a shift in Nigeria’s legal education content paradigm.

The writer wishes to give a brief illustration with the Chicago Law School as hereunder demonstrated in the form of tabular summary of some of its legal education curricula.

CONCENTRATIONS		
Certificates	Tracks	Dual Degree
Advocacy	Corporate Law	JD/MBA w. Quinlan School of Business
Child & Family Law	Criminal Law	JD/MSW w. School of Social Work
Health Law	Estate Planning	JD/MA w. Dept. of Political Science
Int’l Law	Intellectual Property	JD/MA w. School of Education
Tax	Anti-trust Law	JD/MPP w. Master of Public Policy Pgm
Public Interest	Alternative Dispute Resolution	

Table 1. Concentrations

³⁶³ The legal skills included capacity to think logically, enjoy solving problems, have good eye for details, enjoy working with words, using information to communicate clear analysis and application of law, writing, time management, to evaluate etc.

SKILLS/EXPERIENTIAL LEARNING		
Clinics	Course Work	Externships
Business Law Clinic	<i>Advanced Writing Courses**</i>	Child & Family
Child & Family Law Clinic	Alternative Dispute Resolution	Corporate
Child Law Legislation & Policy Clinic	Client Counseling	Criminal
Community Law Center	Contract Drafting	Gov't. & /or Agency
Federal Tax Clinic	Negotiation Seminars	Health Law
Health Justice Project	Trial Practice: I & II	Judicial
Life After Innocence Advocacy		Specialized Focus/ Interests

Table 2. Skills /Experiential Learning

CO-CURRICULAR & EXTRA-CURRICULAR OPPORTUNITIES
Journals
Annals of Health Law
Children's Legal Rights Journal
Consumer Law Review
International Law Review
Loyola Law Journal
Public Interest Law Reporter

Table 3. Extracurricular Opportunities

4.2 GOAL OF MEKELLE UNIVERSITY, MEKELLE ETHIOPIA AFRICA

Summarized thus:

Reorienting and educating faculty and students through empirical research on courts, local administration, and the protection of Constitutional rights; analyzing how every part of the law interacts with economic development...to provide million members with key legal services, exploring new State /Federal and State/State relationship; and providing consulting services to policy and law makers.

4.1.1 Examination of the Tables

The Chicago Law School shows in Table 1. a very interesting aspect of legal training, certification and dual Degrees. It shows expansive curriculum as well as intensity of training. No wonder it offers 170 courses in legal training. There is need to understudy the manner of their curriculum development and adapt it for schools and faculties of law in Nigeria. It is noteworthy that some of the courses are taught by lectures invited from other disciplines or in practice. This also obtains in most Nigerian universities and the Nigerian Law School.

Table 2 on skills and experiential learning shows categorisation of Clinics into units of interests³⁶⁴ It is noteworthy that the University of Ibadan and Augustine Nnamani Campus of the Nigerian Law School appear to have intended categorisation.

However, whether the clinics are functional as they ought to remain to be ascertained, probably by research. It is proposed that, some form of categorisation is done in our Law Clinics. It will further encourage students as well as target stimulation in areas of interest while aiming at specialisation during the course of studies.

Still Table 3 on extracurricular opportunities lays emphasis on writing and research as well as production of journals and Reports.

It is on record that Harvard Law School offers 400 Courses while Chicago Law School offers 170 Courses. The courses are also taught as a routine by invitation of lecturers in other disciplines.

5.1 Is There Need to Further Enhance Legal Education Curriculum

The answer to the above question will be in the positive for many reasons. New horizons are explored in world economics on a daily basis. New research areas are fashioned and new areas of demand by members of the society are made on the legal profession.

Therefore, Law Educators, Lawyers and Law Students must all brace up to the challenges of the 21st Century demands. There is an urgent need for new courses such as Forensic law, Immigration law, Poverty law, Regional bodies law and United Nations organization law.³⁶⁵

The CLE and law Clinics ought to be made mandatory using the curriculum such as was developed in 2004 by Ojukwu and other scholars. It could be variedly expounded with possible adaptations where desired or necessary. Nonetheless, embracing empirical research is also encouraged as a shift in the paradigm of doctrinal methods of research adopted by most faculties of law in Nigeria. That is the Long Essays methodology. The empirical research methodology will expose members of the legal profession to working with other disciplines

³⁶⁴ Yet the units are not limited to just the seven shown. There are still the Human rights clinic, Negotiation clinic, Succession clinic etc.

³⁶⁵ Such Courses as Poverty Law, Advertising Law, Aeronautic Law as well as Brief Writing Skills Courses.

and learning other ways of doing things other than the pedagogy of legal education. Prof. Sally Kift³⁶⁶ captured it as:

‘...an irony’ especially for the profession that prides itself as learned but forecloses learning strategies especially new ones... it is even more ironical now that efforts are being intensified in moving legal education towards, and reconceptualising it for the 21st Century. It is becomes highly imperative to leave doctrinal

research to empirical research even as Traditionalist in legal education and research are now being forced to embrace the new clinical legal research agenda... set by institutional colleagues

5.2 Necessity of Interdisciplinary Approach to Legal Education

Interdisciplinarity involves combination of two or more academic disciplines into one activity, for example in a research project. It is all about creating something new by crossing traditional boundaries and thinking across them as new needs arise.

It is often used in educational field.³⁶⁷ It is applied within educational and training to describe studies that use methods and insights of several established disciplines.

Interdisciplinarity, involves researchers, students and teachers with the goal of connecting and integrating several academic schools of thought, professions and technologies along with their specific perspectives in the pursuit of a common task.³⁶⁸ This buttresses the necessity for diversity in content paradigm. The Writer hopes that the legal profession curriculum will be developed to imbibe this move of being student focused and practical.³⁶⁹ This is to enable the educators groom law professionals who will not only be employable but will also have at their disposal the capabilities that will expose them to high and successful gainful mobility of labour. This will therefore avail Nigerian Lawyers employment globally in this era of globalisation. It is indeed sad whenever there appears the slightest inference that a law graduate cannot access gainful employment due to lack of skills. Such a person is, simply put, unemployable in today’s highly skill-oriented global market and aggressively upward mobile economic demands. The answers have been posited to be located in demonstration of real practical clientele handing in legal education in Nigeria, together with interdisciplinary perspectives in legal analysis...³⁷⁰

5.3 What Disciplines Can be Integrated with Law

Some disciplines by way of their departmental base can integrate with law especially in terms of research, courses and effects. Such integrations are demonstrated here under:

5.3.1 Land Law:

The following departments may integrate:

- Survey
- Environmental
- Agriculture

³⁶⁶ S. Kift, For Better or for Worse? 21st Century Legal Education. A paper presented in Australia March 2005.

³⁶⁷ Wiki – encyclopedia 2015.

³⁶⁸ For example in the epidemiology of AIDs and Global Warming require the understanding of diverse disciplines to solve neglected problems. It is used when 2 or more disciplines, pull their approaches and modify them so that they are better suited to the problems at hand including cases of team – thought where students are required to understand a given subject in terms if a multiple tradition disciplines. For instance the subject of land use may appear differently when examined by different disciplines such as Biology, geography, Economics, Law Politics etc

³⁶⁹ M. Keys and R. Johnstone, ‘Changing legal education; Rhetoric, Reality and prospects for the Future (Sydney, SydL. Rev, 2004) p.38.’

³⁷⁰ Richard Susskind, ‘The End of Lawyers? Rethinking the Nature of Legal Services, Oxford, Oxford University Press 2008.

- Physical and Planning etc

5.3.2 Health Law:

Such departments as:

- Medical science
- Laboratory science
- Physiotherapy
- Nursing
- Economics etc

5.3.3 Human Rights Law

The departments which may be involved include:

- Philosophy
- Sociology
- Psychology

5.3.4 Advertising law:

The following department may be involved:

- Marketing
- Environment
- Accounting

6.1 Conclusion

Suffice it to state that the present legal education curriculum together with Clinical Legal Education and Law Clinics curricula appear adequate. However, the curriculum seems not to be applied in all the schools and Faculties of Law, especially in the areas of course diversity and interdisciplinary research. There is the need to further expand and reform the legal education curriculum to accommodate the growing yearnings of new areas of market economics and developmental studies not yet within the Nigerian experience, but which are available in many climes.. There is also the need to expand interdisciplinary research works in legal education. A Brief writing course is very necessary as the written address concept cuts across all levels of litigation including Customary Court practice in all States in Nigeria. It will guarantee development of the society in all spheres of life including production of employable law graduates to be engaged in all fields of endeavour. It will also result in jurisprudential development as well as better legal profession in the 21st century Nigeria.

6.2 Recommendations

The following are recommended as a matter of necessity:

1. Reform or expansion of the Legal education curriculum. There is need to set up a curriculum committee of the Nigerian Association of Law Teachers (NALT) to develop a curriculum that will address every existing inadequacy with focus on designing research, participation in research as well as encouraging multicentre work involving many Faculties of Law.
2. Schools and faculties of Law to engage in interdisciplinary research.
3. Intensified training and retraining of legal educators.
4. Establishment of mandatory CLE / Law Clinics and practice in all Faculties of Law in Nigeria.
5. Frequent assessment of Schools/faculties of Law by the regulatory bodies - the Council of Legal Education (CLE) in accordance with the intendments of sections of the CLE Act 1962 and the NUC Decree (now Act) of 1974

NOTES

1. Only those called as Barristers in any of the 4 Inns of Court in England – The Grays Inn, Inner Temple, Middle Temple and Lincoln’s Inn and were qualified to practice in Great Britain.

2. <http://www.Nigeria-Law.org/legal%20Education.htm>.
3. A.A. Oba, Towards Regaining Learning and correcting Learnings in the legal profession in Nigeria: CALS Review of Nigeria law and practice Vol. 1(1) 2007.
4. As expressed in the decided cases of *Aku v Aneku* [1991]8NWLR (pt209) 280 *Oyewuni v Ogunesan* [1996]3NWLR (pt 137) 182 where His Lordship of blessed memory stretched customary law to living law of the people regulating their lives and transactions.
5. T. Mamman, “*Globalization and Challenges for legal Education in Nigeria*” The Punch 21st December 2009
6. O. Bali, information Technology and Law (Lagos, Digest publishing 2002)quoted in Legal Education in the 21st Century proceedings of the 43rd Annual Conference of NALT held 17th -20th May 2010. Ed. Prof. Allswell, O. Muzan, Cinnamon Press International Ltd. Port-Harcourt, Nigeria pp 252-253.
7. Encarter Dictionary- en.wikipedia.org/wiki/encarter. Published by Microsoft corporation 2009
8. Chambers Dictionary, (10th Ed. Allied Publishers Private), India, 2006, p. 371
9. Ibid p. 477
10. L.A Kloppenberg, “*Engaging students to Education*”. Problem Solving Lawyers for Client and Communities
<http://digitalcommon.law.scu.edu/facpubs>
11. Points 2.1.6 and 2.1.6.1 Course Contents and Descriptions Note that the Courses so provided are the Benchmark for minimum Academic Standards (Bmas) for under graduate programme in Nigeria universities for law 2007
12. Point 2.1.6.6 are Faculties of law based.
13. This Nos 8 gives the Stakeholders in the legal professor opportunity to improve on legal education in Nigeria to any extent in line with the exigencies of time and to conform to international best. Practices as law is basically international by nature.
14. D. Woolfrey, “Curriculum Development in legal Education – Some Reflections” South African Law Journal Vol. 112 1995 pp 151-159
15. See THE SCHOOL SURVEY OF STUDENT ENGAGEMENT, STUDENT ENGAGEMENT IN LAW SCHOOL PREPARING 21ST CENTURY LAWYERS 7(2008)
[http:// Issue.iub.edu/2008-Annual Report/jpdf/j4u5h7eg/LISSE_2008_Report.pdf](http://Issue.iub.edu/2008-Annual Report/jpdf/j4u5h7eg/LISSE_2008_Report.pdf)
16. NUC Bmas point 1.7
17. J.O. Sonsterg et al, A Legal Education Renaissance: A Practical Approach for the Twenty-first Century, 34 *wm.MITCHELL L. REV.* 303 2007
18. L. A. Kloppenberg, “*Lawyer as Problem Solver*” Curricular Innovation at Dayton, 61 *Putgers L. Rev.* 1099,2009
19. E. Ojukwu et al, Under the Goals of legal education and Characteristic of Clinical Legal Education in *CLE Curriculum, Lessons and Materials*, NULAI, Abuja. See www.cleaweb.org/accessed, 2013,p.7
20. See E. Ojukwu Clinical Legal Education in : For Nigeria Universities law Faculties/Clinics NULAI Nigeria, October, 2006 pp. 8-9.
21. Bryne et al, *Clinical Legal Education: Active learning in your law school*, (Blackstone press Ltd, 2007) p.5
22. S. Roy, et al, Best Practices for Legal Education: A vision and a Road Map, in *CLE curriculum Lessons and Material s* (Abuja, NULAI) p.8
23. It tallies with the NUC goals for University Education – Point 1.7 NUC Bmas.
24. W.M Sullivan et al, in the Carnegie Foundation’s *Educating lawyers Preparation for the Profession of Law*.
25. See E. Ojukwu Clinical Legal Education curriculum for Nigeria University Law Faculties /Clinics NULAI Nigeria October, 2006 pp.8-9.
26. The universities based law Clinics are about 15 viz:ABSU Law Clinic Abia State university; Akungba Law Cline, Adekule Ajasin University, Madugri law Clinic, University of Madugri, UniUyo Law Clinic, University of Uyo; EBSU law Clinic, Ebonyi State University; AAU law Clinic, Ambrose Alli University; Unilbadan Women’s Law, University of Ibadan; UniAbuja Law Clinic, University of Abuja; legal Advice Centre and law Clinic, Augustine Nnamani Campus, NLS, UNEC Law Clinic, University of Nigeria, Enugu campus; ABU Law Clinic, Ahmadu Bello University; Olabisi Onabanjo University Law Clinic, Nasarawa State University Law Clinic; Yola Campus Law Clinic, Nigeria Law school, Yola Campus, Nigeria Law school Abuja Campus Law Clinic.
27. D. Wodfrey “Curriculum Development in Legal Education – some Reflection” (South Africa Law Journal Vol. 112 1995) pp 151-159 same was noted by J. Power in his report of “visit to Faculty of Law University of Jos, Nigeria on legal Information Management”2007.

28. Refers to Anglia Ruskin University, United Kingdom (UK) <http://www.anglia.ac.uk/arts-law-and-social-sciences/anglia-law-school/why-study-law> assessed 20/5/15
29. The legal skills included capacity to think logically, enjoy solving problems, have good eye for details, enjoy working with words, using information to communicate clear analysis and application of law, writing, time management, to evaluate etc.
30. Yet the units are not limited to just the seven shown. There are still the Human rights clinic, Negotiation clinic, Succession clinic etc.
31. Such Courses as Poverty Law, Advertising Law, Aeronautic Law as well as Brief Writing Skills Courses.
32. S. Kift, For Better or for Worse? 21st Century Legal Education. A paper presented in Australia March 2005.
33. Wiki – encyclopedia 2015.
34. For example in the epidemiology of AIDs and Global Warming require the understanding of diverse disciplines to solve neglected problems. It is used when 2 or more disciplines, pull their approaches and modify them so that they are better suited to the problems at hand including cases of team – thought where students are required to understand a given subject in terms if a multiple tradition disciplines. For instance the subject of land use may appear differently when examined by different disciplines such as Biology, geography, Economics, Law Politics etc
35. M. Keys and R. Johnstone, ‘Changing legal education; Rhetoric, Reality and prospects for the Future (Sydney, Syd. Rev, 2004) p.38.’
36. Richard Susskind, ‘The End of Lawyers? Rethinking the Nature of Legal Services, Oxford, Oxford University Press 2008

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