

LEGAL TRAINING IN NIGERIA: INNOVATION, TECHNOLOGY AND REGULATORY REFORMS

Hassan Ismail Adebowale*

Abstract

Information technology is the new face of the World system from which comes the legal education system and it is well in sync with the present generation of students in this new information age. Law teachers and students are gradually catching up with this new innovation with the introduction of clinical legal education in most of the law faculties in Nigeria. Also, the incorporation of the Core Curriculum and Minimum Academic Standards (CCMAS) into the Nigerian Universities System, and the mandatory implementation of the clinical legal education in Nigerian law faculties are strong indications that the law faculties in Nigeria are open to innovations and technology in their teaching methodologies. The paper explains the regulatory reforms introduced by the National Universities Commission and the Council of Legal Education which are paradigm shift from the traditional teaching methods to students' friendly modern learning approach. The paper concludes that law teachers are also in need of training as the teachers cannot impart the skills they do not possess. The paper, therefore, recommends that the Council of Legal Education should work together with the National Universities Commission for proper implementation of the new teaching innovations in Nigeria.

Keywords: Legal Education, Innovation, Teaching, Technology and Students

* PhD, Professor of Law and Research Coordinator, School of Law, Kampala International University, Kampala, Uganda. Email: walehas2000@yahoo.com

1.0 Introduction

The fast-paced era of science, technology and innovations blossom in the 21st century. The unfolding evolution has tremendous impact on legal education and legal practitioners in general. Course contents of legal programmes need to adhere to the recent development in the society, especially in the area of electronic transactions, and interactions. To this end, lawyers and judges need to undergo further training and retaining in order to conform to the high demands of the 21st century. By definition, legal education is: A system of education that produces skillful and ethical lawyers who must have, among other things, a technical competence to analyse legal issues against the background of existing law, the direction the law is or should be developing and the key policy considerations.¹

Historically, a committee chaired by Mr. E.I.G. Unsworth² was set up by the Nigerian government in 1959 ‘to consider and make recommendations for the future of the legal profession in Nigeria, with particular reference to legal education and admission to practice’.³ One of the recommendations of the Unsworth Committee was establishment in Lagos of the Nigerian Law School for the provision of vocational training for eventual admission to the Bar of Barristers and Solicitors of the Supreme Court of Nigeria. The direct effect of the Unsworth Committee was the establishment of the Council of Legal Education (CLE) and the Nigerian Law School (NLS) in 1962. The primary responsibility of the CLE is the education of persons aspiring to the legal profession/control of legal education in Nigeria.

2.0 Nigerian Universities Commission and Legal Education

The Federal Government of Nigeria established the National Universities Commission (NUC) to oversee the external administration and supervision of all universities in Nigeria. The NUC became a

¹Madubuike-Ekwe N. J. ‘Challenges and Prospects of Legal Education in Nigeria: An Overview’ [2017] 8 (1) *NAUJILJ*; 128-139.

²Mr. E.I.G. Unsworth was a Queens Counsel and the Attorney General of Nigeria in 1959.

³ See Madubuike-Ekwe N.J., note 1. See also Report of the Committee on the Future of Nigerian Legal Profession (Lagos, Federal Government Press, 1959).

statutory body in 1974 after its establishment in 1962 as an advisory agency on higher education in the Cabinet Office. It is now a Parastatal and part of the Federal Ministry of Education.⁴ The NUC ‘was charged with the responsibility of advising government on financial need of the universities and to handle the planning of a balanced and coordinated development of university education in Nigeria.’⁵ In accordance with the NUC roles as quality assurance agency on university programmes, it issued the Benchmark Minimum Academic Standard (BMAS) for Undergraduate Programmes in Nigerian Universities in April 2007. BMAS 2007 was a revision of the Minimum Academic Standard (MAS) of 2001. The BMAS 2007 was further revised in 2014 with very few amendments. A major reason for the review of the Minimum Academic Standards was to keep abreast of “the impact of information and communications technologies on teaching and learning and the competitiveness engendered by globalization...”⁶ The updating and replacement of the Minimum Academic Standard 1989 with the Benchmark Minimum Academic Standard (BMAS) was in exercise of one of the functions of NUC to periodically review courses and curriculum of approved programmes in the universities:⁷

Given the scenario, the commission therefore considered the merger of the Benchmark Style Statements and the revised Minimum Academic Standards (BMAS) as an amalgam that crisply enunciates the learning outcomes and competences expected of graduates of each academic programmes

⁴Abubakar B. ‘Academic Libraries in Nigeria in the 21st Century’ [2011] *Library Philosophy and Practice* (E-journal) available at www.digitalcommons.uni.edu/libphilprac/446/ accessed 8 June 2023.

⁵Adeoti, E. ‘The Role of the National Universities Commission (NUC) in the Development of University Education in Nigeria and Projections. Reflections [2015] 2 (4) *Advances in Social Sciences Research Journal*.

⁶ National Universities Commission, ‘Benchmark Minimum Academic Standard for Undergraduate Programmes (Law) in Nigerian Universities, April 2007, p.1 <http://www.nuc.edu.ng/nucsite/file/DASS/BMAS%20Law.pdf> accessed 12 August 2023.

⁷ Note, however, that the course content for both optional and compulsory law courses in the faculties of law substantially remain the same.

without being overly prescriptive while at the same time, providing the requisite flexibility and innovations consistent with a milieu of increased institutional autonomy.⁸

One of the mandatory requirements for faculties of law in Nigerian Universities is well-equipped law libraries with standard precedent books such as Encyclopedia of Forms and Precedents, Black's Law Dictionary and Law Reports from British, American, Australian, Indian, Kenyan and Canadian jurisdictions. The NUC has the power to withhold the approval of any faculty or academic unit that has not fully satisfied the NUC BMAS requirements.⁹

3.0 Legal Framework for the Quality Assurance of the Nigerian Universities Commission

The National Universities Commission core responsibilities include setting up benchmark minimum academic standards and accrediting degree and other academic programmes in Nigerian universities. NUC also carry out periodic assessment of faculties for the purpose of accreditation of their programmes or withdrawal of such accreditation if they are considered sub-standard. The quality assurance and regulatory mandates of NUC are in pursuance of the provisions of the National Universities Commission Act¹⁰ and the Education (National Minimum Standards and Establishment of Institutions) Act.¹¹ The NUC Act “sets up the National Universities Commission as a body corporate charged with the responsibility of advising the Federal and State Governments of all aspects of university education and the general development of universities in

⁸NUC Benchmark Minimum Academic Standards for Undergraduate Programmes in Nigerian Universities 2007 [n6] p.2, and BMAS Law 2014, p.ii.

⁹National Universities Commission Act, Cap. N81 LFN 2004, Section 4(1) (b) (iii); and Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3 LFN 2004, Section 18.

¹⁰NUC Act No.81 Laws of Federation Nigeria (LFN) 2011.

¹¹Education (National Minimum Standards and Establishment of Institutions) Act No. E3 LFN 2004.

Nigeria”.¹² The Education (National Minimum Standards and Establishment of Institutions) Act, on the other part, is “An Act to deal amongst other things with the specification of various authorities empowered to prescribe the minimum standards of education in Nigeria: and to impose penalties for any contravention of its provisions”.¹³ Thus, the Education Act provides that:

The power to lay down minimum standards for all universities and other institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards is hereby vested in the National Universities Commission in formal consultation with the universities for that purpose, after obtaining prior approval therefore through the Minister, from the President.¹⁴

As evidenced in the above provisions, the NUC is saddled with strategically carrying out quality assurance activity, by way of developing minimum academic standards for Nigerian universities. The Minimum Academic Standard (MAS) developed in 1989 was presented as the reference documents for the pioneer accreditation exercise conducted by NUC in 1990.¹⁵ In compliance with the mandate conferred on NUC by the Education (National Minimum Standard and Establishment of Institutions) Act¹⁶, the Federal Ministry of Education and the NUC approved a new curriculum named ‘Core Curriculum and Minimum Academic Standards’ (CCMAS). The CCMAS was officially presented and incorporated into the Nigerian Universities System (NUS) on the 6th of December, 2022.

¹²See Preamble to the NUC Act [n10].

¹³See Preamble to the Education Act, [n11].

¹⁴ Education Act [n11], section 10.

¹⁵NUC developed the first set of Minimum Academic Standards (MAS) in 1989 for all academic programmes in Nigerian University System (NUS) in that period. The MAS was replaced with the BMAS in 2004 after a comprehensive curriculum review, and the documents were approved for use in Nigerian Universities in 2007.

¹⁶Education Act [n14].

The CCMAS documents are uniquely structured to provide for 70% core courses for each programme, while allowing universities to make use of their innovative skills by producing 30% based on their domain peculiarities and focus.¹⁷ The CCMAS approved three new courses in the NUS, viz Allied Health Sciences, Architecture and Communication and Menial Studies.¹⁸ In clear terms, it is safe to describe the CCMAS as community service inclined due to each university's 30% innovative courses. The underlining aim and objective of the CCMAS was succinctly narrated as follows:

The idea behind the 70:30 NUC University provision for the curriculum is to eventually place the curriculum in the domain of the universities where it belongs. It is the belief of the Commission that with the full implementation of the idea, universities will run the general requirements for their programmes in line with global realities such that they will be able to create a niche for themselves by introducing courses based on their peculiarities...¹⁹

With regards to the faculties of law in Nigerian universities, the core curriculum and Minimum Academic Standards:

... are designed for the education and training of undergraduate students wishing to obtain first degree in Law in the Nigerian university system... to achieve the cardinal goal of producing graduates in Law with sufficient academic background and professional exposure to face the challenges of a developing

¹⁷Anon, 'New Curriculum: FG plans six-month training for lecturers' *The Punch* (Online) <https://punchng.com/new-curriculum-fg-plans-six-month-training-for-lecturers/> accessed 19 August 2023.

¹⁸ Note that the CCMAS has 17 disciplines and 238 academic programmes to replace the BMAS. Mass Communication was split-up to Advertising, Broadcasting, Development Communication Studies, Film and Multimedia, Information and Media Studies, Journalism and Media Studies, Mass Communication, Public Relations and Strategic Communication.

¹⁹ Saliu N. Biodun, 'The Core Curriculum Minimum Academic Standards (CCMAS) in the Nigerian University System: Setting the Records Straight' [https://nuc/ccmas%20-setting%20the%20records%20straight%20\(5\).pdf](https://nuc/ccmas%20-setting%20the%20records%20straight%20(5).pdf) accessed 19 August 2023.

economy in the increasingly globalised world economy... CCMAS is expected to guide institutions in the design of curricula for their Law programmes by stipulating the minimum requirements... institutions are encouraged to take due cognizance of the CCMAS while bringing necessary innovation into the content and delivery of their programmes towards achieving the overall goals of legal education and training in the country.²⁰

The NUC-CCMAS document for the faculties of Law highlights the law programme and degree, philosophy and fundamental principles of the law discipline, aims and objectives of the discipline, admission requirements, duration of law programmes, learning outcomes (analytical, research and advocacy skills, and application), graduation requirements (course system), grading of courses (grade point system), grade point average and cumulative grade point average (calculation of GPA or CGPA), degree classifications, course duration (probation, withdrawal and tutorials) evaluation, techniques of student assessment (continuous assessments, examinations and external examiner system), student evaluation of course (maintenance of curricular relevance), and performance evaluation criteria.²¹

4.0 Council of Legal Education and Legal Training in Nigeria

The Legal Education (Consolidation, etc.) Act provides that the Council of Legal Education (CLE) shall be charged with the responsibility for the legal education of prospective members or persons seeking to be members of the legal profession.²² The Council of Legal Education is empowered to award or issue a qualifying certificate of eligibility for call to the Nigerian Bar after a successful completion of a course of practical training in the Nigerian Law

²⁰ See Preamble to NUC-CCMAS (LAW) 2022 <https://nuc-ccmas.ng/law> accessed 19 August 2023.

²¹ Ibid.

²² See the Legal Education (Consolidation etc) Act, CAP. L10 LFN 2004 (which repealed the Legal Education Act. 1962), Section 1 (2).

School, within the period fixed by the CLE as an academic year.²³ The candidates must have, however, fulfilled other requirements such as being a citizen of Nigeria and possession of a law degree from a university whose courses are recognised and approved by CLE or a pass in the English, Irish or Scottish Bar Final Examinations or a pass in the English, Irish or Scottish Solicitors' Final Examinations.²⁴

However, the CLE is not empowered to set admission requirements for entry into Nigerian universities for the study of law as a discipline. In other words, each university in Nigeria sets its own standard for admission. There is, therefore, a dual training system and test of competence regime in respect of training of prospective legal practitioners in Nigeria. Thus, it is possible for a law degree programme to be accredited by NUC, and yet not recognised or accredited by the CLE. It is also not impossible for the NUC and CLE to be at loggerheads because the NUC is not legally obliged to consult the CLE before setting up a faculty of law in Nigeria.²⁵ Nevertheless, any established faculty of law must also satisfy the CLE minimum requirements in respect of its curriculum and facilities.²⁶

The underlying principle for the development of a curriculum in law is to provide:

A law graduate [who] must be able to use law as a tool for the resolution of various social, economic and political conflicts in [the] society. The law is specifically aimed at producing lawyers whose level of education would equip them properly to serve as advisers, solicitors or advocates to governments and

²³ Ibid, Section 5(1).

²⁴ CLE in this respect, insists that only degrees awarded by a university in the common law jurisdictions and to internal students only will be considered

²⁵ This is similar to the United Kingdom legal education system where the quality control unit of the Ministry of Education regulates standard in the university and the Law Society accredits universities for training for the Bar examinations as solicitors or Barristers.

²⁶ NUC Act (n10), section 4 (1) (b) (iii).

agencies, companies, business firms, associations,
individuals and families e.t.c. ...²⁷

A duty, is therefore, placed on the faculties of law to be more practical in their approach to the teaching of law as a discipline, towards achieving the above-stated objectives –

... faculties of law in the country should approach the study of law as a discipline of learning in tertiary institutions from the vantage of law as it functions in society and not just as rules that have been set and must be applied against the backdrop of our colonial legal heritage which still persists.²⁸

The Council of Legal Education (CLE) is responsible for the management or arrangement of the Nigerian Law School (NLS). The NLS is primarily established for vocational and professional training of legal practitioners in Nigeria.²⁹ It is mandatory for a prospective member of the legal profession to attend the NLS after the acquisition of a Law Degree from an accredited university in Nigeria or abroad before he or she could qualify to practise as barrister and solicitor of the Supreme Court of Nigeria.³⁰ However, candidates from abroad need to undergo a two-tier programme of study at the NLS.³¹ The students in the NLS go through the externship exercise of both the Courtroom and Law Firm attachment training as part of their academic curriculum. In summary, the NLS is the sole institution established by law for vocational and professional training of would-be lawyers, and

²⁷NUC BMAS for undergraduate programmes in Nigerian Universities 2007, p.2, BMAS Law, 2014 p.ii; Ojukwu E. 'Trends on Legal Education: A Comparative Analysis of Nigeria, USA, UK and South Africa' in *Nigerian Law School Four Decades of Service to the Legal Profession* (Council of Legal Education, 2003) 134.

²⁸Ibid.

²⁹ Legal Education (Consolidation etc) Act (n22).

³⁰ Candidates who pass the Bar Final Examinations (Bar Part II examinations) receive a certificate from the CLE and thereafter called to the Nigerian Bar by the Body of Benchers in line with the Legal Practitioners Act.

³¹ Such candidates (from abroad) are required to initially take vocational legal education – referred to as Bar Part 1 under the NLS module

has been in existence for over five decades.³² The NLS provides educational programs to groom successful legal practitioners by giving requisite skills, training and knowledge for a period of one year.³³ There are currently fourteen NLS campuses in Nigeria, viz: Jos Campus (Plateau State), Kabba Campus (Kogi State), Yola Campus (Adamawa State), Maiduguri Campus (Borno State), Kano Campus (Kano State), Argungun Campus (Kebbi State), Enugu Campus (Enugu State), Okija Campus (Anambra State), Yenogoa Campus (Bayelsa State), Portharcourt Campus (Rivers State), Orogun Campus (Delta State), Lagos Campus (Lagos State), Ilawe Campus (Ekiti State) and Abuja Headquarters (Bwari, Abuja).³⁴ The headquarter of the NLS was relocated to Bwari (Abuja) from Victoria Island, Lagos in 1997.

5.0 Dual Training and Test of Competence for the Training of Prospective Members of the Legal Profession

Legal Education in Nigeria is a two-way affair involving the universities and the Nigerian Law School – the universities teach law students in the fundamental principles of substantive law, whilst the NLS provides legal training on the subsisting rules of procedural law and law practices. The establishment and functions of the NUC and CLE indicate that their rules have not made each of them mutually exclusive, albeit, they are separate and independent bodies. The two bodies play important roles in the training of prospective members of the Bar and therefore dependent on each other. Statutorily the NUC has power to approve the establishment of new faculties and accreditation of existing faculties in accordance with its benchmark, on its own part, the CLE has the power to deny accreditation of the same

³²At its inception, the NLS had one campus located in Lagos headed by its first Director-General, Mr. G. Rudd (1962-1967).

³³One year for students who earned their LLB in any accredited university offering Law in Nigeria.

³⁴ In February 2022, the Senate approved additional seven (7) campuses in Kabba, Jos, Maiduguri, Argungu, Okija, Orogun and Ilawe to join the existing campuses in Abuja, Yola, Kano, Enugu, Port harcourt and Yenagoo, following the consideration of a report by the Judiciary, Human Rights and Legal Matters on the Legal Education Act (Amendment) Bill, 2021.

programme in any law faculty so approved by the NUC, based on CLE parameters. There is some level of collaboration between the two bodies, for example, the CLE and the NUC established a joint team to issue guidelines and conditions that must be complied with by any university applying to establish a faculty of law in the country. These guidelines are compulsory and students are not to be admitted or enrolled to study law until the mandatory approval has been granted by the NUC and the CLE.³⁵ Also, in the composition of the board of the NUC, a representative of the legal profession is always included as a member.³⁶ There is, however, no reciprocal representation of the NUC in the CLE.³⁷

The undergraduate curriculum for law students in Nigeria allows the minimum of twelve compulsory core law courses within five years in the Nigerian university system. After the successful completion of five years, the students proceed to the Nigerian Law School for Bar Part II programme, where they are trained in vocational knowledge and practical skills.³⁸ Also, the students are required to attend three dinners, as well as being actively involved in two periods of externship in a law firm and in a court room.³⁹ All successful students in the Bar Finals examination will be eligible to be called to the Nigerian Bar. In the Call to Bar ceremony, successful candidates would be presented with Certificate of Call to Bar, and thereafter proceed to enroll at the

³⁵ See 'Council of Legal Education Guidelines & Conditions for the Establishment of Faculties of Law in Nigeria' (Abuja, Council of Legal Education) 10-114. NUC Benchmark Minimum Academic Standards for Undergraduate Programme in Nigerian Universities (2007); National Universities Commission Programme Evaluation Form.

³⁶ See National Universities Commission Act, Cap. N81 LFN, Section 2 (d) (viii).

³⁷ For instance, the National Open University of Nigeria (NOUN) law degree programme was not approved by the CLE for failure to meet up with its requirements. See *Thisday* Newspaper (Lagos, 10 April 2013) <http://www.thisdaylive.com> accessed 3 September 2023.

³⁸ All the courses in the Bar Part II programme are compulsory and students must obtain, at least, a Pass grade in each of the courses offered to successfully complete the programme.

³⁹ The duration of the externship in a law firm and in a court room is between four (4) to six (6) weeks each.

Supreme Court of Nigeria in the Roll of Legal Practitioners maintained by the Chief Registrar of the Supreme Court of Nigeria.⁴⁰

6.0 Legal Training in the New Era of Innovation and Technology

In the case of *Parker v. Parker*,⁴¹ Lord Denning underlined the precept on the essentiality of the law to stay at par in society's effort towards progress. There is an urgent need to integrate information and communication technology into legal procedures in order to overcome societal problems and threats - such as security, governance, fiscal issues, energy, education, economy, legislations, prosecution, and administration of justice e.t.c. The essence of technology in modern era has been clearly stated thus:

The imperatives of information and communication technology (ICT) in contemporary world order can be situated within the context of the necessity to discharge duties entrusted by societies in a more efficacious, speedy and problem-solving manner.⁴²

Digital divide has been identified as a major limiting factor to the technological advancement of the developing countries of the world. Digital divide in this context, indicate the existing gap "between developed and developing world in relation to technological skill, deployment and access".⁴³ Developing countries, therefore, stand to

⁴⁰ Anon, What are the steps to becoming a lawyer. <http://www.lawpadi.com> accessed 21 November 2023.

⁴¹ (1954) All ER p.22. See also *UAC v. McFoy* (1962) AC 152 where it was stated that you cannot build something on nothing (these cases are insightful when considering the adoption of technology by law).

⁴² Olusesan Oliyide, M. N. Imasogie, O. A. Leigh and O. A. Ogunsakin 'ICT in Twenty-first Century Legal Education in: A. N. Muzan (ed.) Legal Education in the 21st Century, Proceedings of the 43rd Annual Conference of the Nigerian Association of Law Teachers (NALT), 17th-20th May, 2010 at Kogi State University, Anyigba, p.351.

⁴³ Obutte, P. C., Olatunbosun, A. I. and Ilesanmi, S. I. "Artificial Intelligence and Law in Nigeria: Framework for Optimization and Standardization; in A. I. Olatunbosun and S. O. Akintola (eds) Legal Education, Research and Innovation. Proceedings of the 52nd Annual Conference of the Nigerian Association of Law

significantly benefit from ICT-driven global trend through information and communication technology.⁴⁴ Although the Nigerian curriculum for legal education is well structured, the teaching methods in Nigerian law faculties are traditional and conservative. Lecturers in law faculties make use of textbooks, materials and oral delivery (dictating notes) to students. The world has, however, advanced beyond these traditional modes and moved to the era of innovations, technology and advanced teaching methodologies. The teaching space is now moving towards the adoption of artificial intelligence. Artificial intelligence has been described as “the simulation or improvement of human intelligence processes by computer systems”.⁴⁵

It is commendable that most faculties of law in Nigeria have incorporated clinical legal education in their academic curricular.⁴⁶ With this development, internship is no longer the exclusive preserve of the Nigerian Law School, as some Nigerian universities now have specialized clinics to address some issues in their communities.⁴⁷ Clinical legal education:

... is a learning environment where students identify, research and apply knowledge in a setting which replicates, at least in part, the world where it is practised... It almost inevitably means that the student

Teachers (NALT), 30th June – 5th July, 2019 at University of Ibadan, Ibadan, Nigeria, p.261.

⁴⁴Grace Tokthan, ‘Nigeria must key into ICT for economic growth’ <https://news-af.op-mobile.opera.com/news/detail/d0c0caf01719ff1f557f6fc71ba6bfd2?country=ug&language=en&share=1&client=> accessed 21 November 2023.

⁴⁵Richard Grigonis 2004, Dictionary of IP Communications, VON Publishing LLC, p.29.

⁴⁶Clinical legal education became officially recognised in Nigeria in 2003 after the participation of some scholars in the All-African Clinical Education Colloquium in Durban. The Network of University Legal Aids Institutions (NULAI) was later established same year with pilot law clinics in the Abuja, Kano, Lagos and Enugu Law School Campuses.

⁴⁷ For example, Women’s Law Clinic in the Faculty of Law, University of Ibadan, Ibadan, Nigeria.

takes on some aspects of a case and conducts this as it would be conducted in the real world.⁴⁸

The Nigerian Law faculties' practice and experience on legal education has been succinctly explained as:

The introduction of a new interactive method of teaching which focuses on immediate use and develops lawyering skills through group discussions, brainstorming exercise, debates, case studies, role plays, trials, simulations, use of ICT and multimedia's in-training and considers ethical issues and also combines real life services...⁴⁹

Clinical legal education is thus, a multidisciplinary and multipurpose type of education which seeks to develop the skills and competences needed to strengthen the legal system and it further creates the opportunities for learning justice concepts.⁵⁰

Legal education in Nigeria could further embrace new technological development by adopting gamification as a teaching tool. Gamification is the use of game thinking and game mechanics to solve problems.⁵¹ In other words, gamification is about "thinking of problem-solving through the prism of games".⁵² Game Mechanics have been defined as

⁴⁸Grimes, R. 'The Theory and Practice of Clinical Legal Education' in Teaching Lawyers Skills 138 J. Webb C. Maugham (eds) (1996).

⁴⁹Udigie-Emmanuel, O. L. 'The Impact of Clinical Legal Education Curriculum and Delivery on Students Performance: A Case Study of the Nigerian Law School. Being Paper Presentation at 6th SAGE Worldwide Conference, Valencia, Spain, between July 11-15 2011 <https://www.gaje.org/wp-content/uploads/2011/06/RESEARCH-FINDINGS.pdf> accessed 21 November, 2023.

⁵⁰ This is the position of NULAI on clinical legal education. See NULAI Nigeria, 'The Development of Clinical Legal Education', NULAI Nigeria, 2015 <http://www.org/index.php/blog/33-cle> accessed 21 November 2023.

⁵¹ GoogleTechtalks, 'Fun is the Future: Mastering Gamification, 2010 <http://www.youtube/60IgNVeaE4g> accessed 21 November, 2023.

⁵² Carosa, C. 'Exclusive Interview: Gabe Zichermann on How Game-Like Techniques Can Motivate Behaviour', *Fiduciary News*, 2015 <fiduciarynews.com/2015/03> in Ferguson, D., *The Gamification of Legal*

“the building blocks games, such as levels, points and leader bands”.⁵³ Gamification operates by creating challenges that otherwise may not exist, focusing on efforts to achieve clear goals.⁵⁴ Gamification can operate through Audience Response System (ARS) – this allows lecturers to ask questions from students. It thus creates a safe environment for students to learn, whereby failure is an option, as well as encourages them to explore different options for success.⁵⁵ Audience Response System is possible through web-based applications, accessible through students’ laptops and smartphones.⁵⁶ One of such games is ‘Flipped Classroom’, whereby lectures are posted online as videos outside the classroom to enable personalized learning.⁵⁷ These learning games “boost the students’ confidence, encourage participation, improve doctrinal and professional skills and values, and demonstrate the relevance of the material”.⁵⁸

Without mincing words, it has been established that there is an intimate connection between the usage of modern technology and educational purposes. Thus, there is a high possibility that students could switch from “the regular use of digital technology such as face booking, texting and communication to utilizing these modern technologies for educational purposes”.⁵⁹

Education: Why Games Transcend the Langedellian Model and How They Can Revolutionize Law School (2016) *Chapman Law Review*, Vol.19, no.2, p.631.

⁵³ Ibid, p.631.

⁵⁴ See McGonigal, J., ‘Reality is Broken: Why Games make us better and how they can change the World’ (2011) in Ferguson, D. 2016, *op cit*, p.631.

⁵⁵ Ferguson, D., *ibid*, p.643.

⁵⁶ Anon. “Poll Everywhere” <http://polleverywhere.com>; <http://per.cc/9JRKQR33> accessed 21 November 2023. In Ferguson, D., *Ibid*, p.645.

⁵⁷ See Khan, S. (2012) *The One World Schoolhouse: Education Re-Imagined* (New York, USA: Grand Central Publishing) p.85.

⁵⁸ Rosato, J.L. ‘All I Ever Needed to Know about Teaching Law School I Learned Teaching Kindergarten: Introducing Gaming Techniques Into the Law School Classroom’ (1995) *LegitDig*, vol.45, pp. 568, 569-70.

⁵⁹ See Robin, B. ‘Digital Storytelling: A Powerful Technology Tool for the 21st Century Classrooms’ *Theory into Practice* (2009) vol.47: 220-228.

7.0 Conclusion and Recommendation

The curriculum for legal education in Nigeria is prescribed and well-structured. A good number of law faculties in Nigerian Universities embrace transition to the use of technology, clinical legal education and other 21st century teaching techniques. Legal education however requires adequate funding and more technological integration to strengthen the legal education system and the legal profession in Nigeria. However, technological innovations cannot adequately substitute sound learning and teaching pedagogy, face to face lectures are still germane to legal education and pedagogy. Law teachers should therefore be trained and re-trained to meet up with the challenges of training the next generation of hi-tech lawyers and practitioners. On modern technology in the classrooms, the following statement is instructive:

Whereas computers and learning applications and the internet can extend and enhance our teaching and our courses and help us to individualize our students' education and monitor their progress, they cannot replace the human presence and intelligence and emotion that we bring to the educational process.⁶⁰

It has also been argued that students learn to express their ideas and communicate with clarity when they improve their writing skills,⁶¹ "effective writing is a skill that is grounded in the cognitive domain which encompasses creative inspiration, problem solving and reflection".⁶² Texting and email were identified as language of communication by students, however, students at all levels should be

⁶⁰Warren, B. 'How to be the World's Best Law Professor' *Journal of Legal Education*, (2015) vol.64, no.4: 542-561 <http://www.jstor.org/stable/24716712> accessed 21 November 2023.

⁶¹ Crème, P. and Lea, M.R. 'Writing in the University: A Guide for Students (Buckingham Open University Press, 2007). See also Segall, M. and Smart, R. 'Direct from the Discipline: Writing Across the Curriculum (Portsmouth: NIL-Boynton/Cook Publishers Inc., 2005).

⁶² See DeFazio, J. and Jones, J. 'Academic Literacy: the Importance and Impact of Writing Across the Curriculum – A Case Study' (2010) *Journal of Scholarship of Teaching and Learning*, Vol.10, no.20: 34-47.

encouraged to be good communicators, as well as develop the capacity to access the writings of others.⁶³ In spite of its range of challenges,⁶⁴ writing has been consistent as a mainstream method constantly adopted by teachers in their various disciplines to examine and evaluate students in institutions of higher learning.⁶⁵

In the light of the foregoing, it is safe to conclude that the teaching of law in Nigeria is gradually shifting from the “Sage on Stage” style (teacher centered) to the independent problem-solving approach (student-centered). Indubitably, the most popular innovative law teaching technique in Nigeria is the adoption of the clinical legal education. Clinical legal education aims at training legal practitioners with requisite skills to:

Combine different types of knowledge, assess alternatives, develop innovative strategies, debate and persuade, enhance research and writing skills, build listening and argumentative skills, discern underlying ideological assumptions, suggest reforms and keeping with an effective value system, respect diversity, use

⁶³ Ibid, p.35. See also Randolph, P. T. *Using Creative Writing as a Bridge to Enhance Academic Writing*. “New Horizon: Striding into the Future” Selected Proceedings of 2011 Michigan Teachers of English to Speakers of Other Languages Conference, Kalama 200, Michigan, October 7-8 2011.

⁶⁴ The problem encountered by students while writing, according to some scholars, includes lack of understanding of the nature, the process of academic writing and the confusion about the requirement and expectations of academic writing. See Clerehan, R. and Walker, I. ‘Student Perceptions of Preparedness for First year University Assignment Writing: The Discipline of Marketing’ in Dellar-Evans, K. and Zeegars, P. (eds.) *In the Future*, Refereed Proceedings of 2003 Biannual Language and Academic Skills in Higher Education Conference, Adelaide Student Learning Centre Flinder University (2004). See also, Emerson, L., Rees, M. and Mackay, B. “Scaffolding Academic Integrity: Creating a Learning Context for Teaching Referencing Skills” (2005) *Journal of University Teaching & Learning Practice*, vol.2, no.3a: pp. 12-24.

⁶⁵ See Linda, Y. L., ‘Exploring the Use of Focused Freewriting in Developing Academic Writing’ (2007) *Journal of University and Learning Practice*, vol.4, no.1, pp. 37-53, available at <http://ro.uow.edu.au/jutlp/vol4/iss1/5> accessed 21 November, 2023.

ICT to improve professional capabilities, and above all, prepare for the world that confronts them.⁶⁶

In Nigerian law faculties, it is now expedient that the traditional methods of teaching via notes and tutorials should be blended with the latest teaching innovations in line with 21st century international best practices. It is thereby recommended that law teachers should be well trained in the use of modern educational technologies so as to evolve as positive drivers of teaching innovations. The 21st century law teachers should explore modern methods of teaching that will stimulate deep thinking, foster interactions and attract students' rapt attention. Legal experts and expatriates should be invited as visiting professors and for career talks in the law faculties. In other words, accomplished legal practitioners and jurists should be invited for seminars, workshops and lectures. In general, law teachers should adopt blended teaching method in achieving the goals of: teaching students strong grasp of the rules, how to apply the rules, how to identify and see-through problems, stimulating the ability for critical analysis, focusing on procedural rules, acquainting students with ethical and professional responsibility and legal orientation skills e.t.c.⁶⁷ In conclusion, it is apt to state that the curriculum for the clinical legal education in Nigeria was designed to enable students to achieve the teaching and learning goals necessary in training legal practitioners in the country.⁶⁸ Thus, it is recommended that the curriculum for the clinical legal education in Nigeria should be harmonised with the new innovations introduced by the NUC CCMAS, to ensure requisite knowledge and skills are acquired by law students, as well as encourage the training of lawyers that are more technology-driven.

⁶⁶See Gupur, S. and Rupal, R. "Revitising Legal Education for Human Development: Best Practices in South Asia" (2014) 157 *Procedia SOC. BEHAV. SCI.* 254, 255.

⁶⁷ See Howard E. K. and O'Neill, K. F. *Strategies and Techniques of Law School Teaching* (U.S.A.: ASPEN Publishers, 2009).

⁶⁸ Ernest, O. J., "Clinical Legal Education for Nigerian Universities Law Faculties/Clinics" NULAI Nigeria (Oct. 8-10, 2006).