MULTICULTURALISM IN THE AGE OF THE MOSAIC: ESSAYS IN HONOR OF RUDOLPH G. WILSON

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Chapter 15

THE OLD AND THE NEW WINE: INTRODUCING REPRODUCTIVE LAW IN THE CURRICULUM OF LAW FACULTIES IN NIGERIA

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INTRODUCTION

Tertiary education plays a catalytic role in helping developing countries rise to the challenges of the 21st (World Bank and UNESCO 2000). Between 1959 and 1960, before Nigeria obtained her independence, an 8-man Commission on Higher Education chaired by Eric Ashby was set up. With great foresight for tertiary institutions that would favorably compete with world standards, one of the terms of reference was to . . .

> "conduct an investigation into Nigeria's needs in the field of post-School Certificate and Higher Education over the next twenty years" (*Eric Ashby Commission Report, 1960*).

The Commission reviewed the status of education at the time of its work and was cognizant of the fact that Nigerian Universities must be relevant to national needs and perspectives. The Commission then advocated greater diversity and flexibility in university education, if it is to be relevant to the needs of the Nigerian people.

There is no doubt that education or educational policies are decisive in the long term development of any society. A crucial challenge to successful education is to create interest in new emerging areas and to tackle new issues. This brings about an improvement on the people and their attitudes to life. Law is an all embracing discipline with it practitioners found in nearly all sectors of life. The law has a great role in protecting the rights and improving the lives of people. For the law to perform its role in the society, legal education must be enriched with emerging concepts to improve the information and knowledge base of law students and strengthen the capacity of lawyers and judges.

The last few years have brought about substantial changes in World Ideology. In the wake of this development, there is the development and more awareness of the concept of reproductive rights.

Reproductive Rights are human rights that are inalienable and inseparable from other basic rights. It is a concept legitimized at the Teheran World Conference on human rights in 1968, at the International Conference on Population Development (ICPD) in Cairo in 1994 and the Fourth World Conference on Women in Beijing in 1995. The Programme of Action adopted on the International Conference on Population and Development, in 1994 (ICPD Programme of Action) defines Reproductive Health as:

> "a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity, in all matters relating to the reproductive system and to its functions and processes Reproductive health and Reproductive rights are human rights essential to development. It is an essential element of good health and human development"

Being a recent concept, it is not surprising that only a few institutions in Nigeria offer courses in reproductive rights. In an era of globalization, with new and emerging technologies and concept and the interdisciplinary approach adopted in teaching, the time is ripe for a curriculum review in the law faculties in Nigeria for the inclusion of the new concept of reproductive rights. This chapter traces the history of legal education in Nigeria, examines the importance of reproductive health law in contemporary legal education, identifies the approaches adopted to introduce and integrate the concept, analyses reasons justifying the introduction, highlights the challenges being faced in the process and in conclusion gives significant suggestions for the integration of reproductive law into the law curriculum in Nigeria.

Legal Education in Nigeria

In Nigeria, formal legal education was not established until after the country attained independence in 1960 (Elias, 1962) and until 1962, Nigeria had no legal education curriculum of its own as it is known today. Prior to this time, it received legal training at British institutions having passed through an academic curriculum based largely on English values. The result was that they had no instruction on Nigerian law with its traditional socio-legal milieu and Nigerian customary law which form an integral part of the Nigerian legal system. At that point in time, legal practitioners were not essentially those trained in the principle and practice of law or who had systematic training, but also those who had the knowledge of the English law and were of good character. The legal profession prior to 1962 was regulated essential by the Supreme Court Ordinances of 1876.

The evolution of legal education in Nigeria was a product of several factors (Notes and News, 1960). The tremendous political, economic and social change after the Second World War affected the administration of Justice. This period also witnessed a great increase in the number of British trained legal practitioners who were trained under different legal, political and social milieu, a complete departure from the Nigeria Legal system. The practice of law in Britain was different from that in Nigeria. While the legal profession was fused in Nigeria,

(Elias, 1962) under the British system, these legal practitioners were trained either as solicitors or barristers but never as both (Umezuruike and Neirum 1992).

The position constituted a defect in the training of the legal practitioners in Nigeria prior to 1962. These called for some remedial action and reevaluation of the then existing system of legal training and the urgency to indigenize the training of legal practitioners in Nigeria (Orojo 1979: Adewoye 1977). These defects and obvious lacunae in the legal education of British trained lawyers were glaring to the Federal government and resulted in the setting up of a Committee on April 30, 1959. The Committee was known as the Unsworth Committee (named after the chairman of the Committee). The mandate of the Committee was to consider and make recommendations on the future of legal education and admission to practice as a legal practitioner in Nigeria (Fawehinmi, 1988).

The chairman of the above committee was then the Attorney- General of the Federation and the committee comprised of distinguished jurists and eminent legal practitioners (Elias, 1962). The report of the Unsworth committee may be said to be the genesis of legal education in Nigeria. The report recommended inter alia that Nigeria should establish its own system of legal education and it was instrumental to the enactment of two statutes to conceptualize legal education in Nigeria (Legal Education in Nigeria, 1959). These are Legal Education Act 1962 as amended (Legal Education Act, cap 206 1990).

The Legal Education Act established the Council of Legal Education with the sole responsibility of providing suitable legal education for persons seeking to be admitted to practice law in Nigeria, to regulate academic legal education and to prescribe core law courses to be studied before a person can be admitted to the Nigerian law school. The law school was opened in 1963 to provide systematic course of professional training for legal practitioners (Orojo, 1979 p 12).

Another recommendation of the Unsworth Committee was the establishment of Faculties of Law in Universities in Nigeria. (Legal Education in Nigeria, 1959; Elias, 1962) This recommendation was tenaciously observed. The University of Nigeria, Nssuka established the first Faculty of Law in Nigeria in 1961. This was followed by University of Lagos, Lagos, Ahmadu Bello University, Zaria and University of Ife, Ile-Ife (now Obafemi Awolowo University) in 1962 (Elias, 1962). With the emergence of newly established universities in Nigeria, more law faculties have emerged. The law faculty in Bayero University, Kano was established in 1978. In 1980, Law Faculties were established in University of Jos, University of Maiduguri, and University of Calabar. In 1977, the faculty of law, at the University of Sokoto (now Usmanu Danfodiyo University) was established. In 1981, the law faculties in University of Benin, Bendel State University, Ekpoma and the Imo State University, Uturu. Okigwe (now Abia State University) was established. Ogun State University (now known as Olabisi Onabanjo University) started the law faculty in 1983, and in 1984, the law faculty at the University of Ibadan was established. More law faculties have since emerged and more are still being proposed. With the emergence of private Universities in Nigeria, the number of law faculties has continued to increase and this has resulted in the expansion of legal education in the country.

Legal education in Nigeria is a tiered structure. The academic discipline is conducted by accredited law faculties which are under the control of the National Universities Commission. On the other hand, the professional training is carried out at the Nigerian Law School. (Legal Education in Nigeria, 1959; REF http://www.nigeria-law.org/Legal%20Education.htm)

These are not the only institutions concerned with legal education in Nigeria. The National Judicial Institute provides training and the continuing education for judicial officers (Guardian News, 2006). The Nigerian Institute of Advanced Legal Studies provides continuing legal education for members of the legal profession and legal draftsmen. The continuing legal education program is supposed to be a kind of sandwich program to enable senior members of the profession brush up and update their knowledge and follow development in the law.

THE LAW CURRICULUM IN NIGERIA: A RETHINK

The regulation of tertiary education in Nigeria is controlled by the National Universities Commission hereinafter referred to as NUC. The NUC is a distinct independent agency specifically concerned with universities education. Its creation was as a result of the recommendation contained in the Eric Ashby Commission Report, (1960). According to the report,

> Where there is more than one university in a country, the Government needs advice on the distribution of the limited funds available for higher education... The body which gives advice must have the confidence of the Government on one hand and of the universities on the other. It must have the interests of both at heart: to protect universities at all times from control from outside, and to protect the public against needless duplication or wastage of scarce resources. On all matters relating to universities both sides must be willing to listen to its advice with respect. It must be at the same time a counselor and a watchdog"
>
> "We are strongly of (the) opinion that a body should be set up in Nigeria without delay which will play a vital part in securing money for universities and distributing it to them, in co-ordinating (without interfering with) their activities, and in providing cohesion for the whole system of higher education in Nigeria. ...We recommend that a body to be known as the National Universities Commission should be set up by an Act of the Federal Parliament. (Njoku, 2002)

The functions of the NUC were therefore derived from the principal act, Decree No. 1 of 1974 as well as the subsequent amendments. One of the functions, given to the NUC at that time was to "prepare, periodic master plans for the balanced and coordinated development of Universities in Nigeria and such plans shall include the general programmes to be pursued by the Universities in order to ensure that they are fully adequate to national needs and objective." The NUC is now governed by the NUC Act (cap 283, 1990) and this is by virtue of Item 60 (e) of the exclusive legislative list of the 1999 Constitution of the Federal Republic of Nigeria (1999). Under this provision, the Federal government is given power to establish and regulate authority to prescribe minimum academic standards of education at all levels. One of the functions of the NUC under the 1990 Act is to "lay down minimum standard or all universities in the federation and to accredit their degrees (Section 4m, NUC Act 1990).

In laying down the standards, the NUC constituted a panel of legal scholars to prescribe minimum standards for legal education in Nigeria. The minimum standards which are substantially the recommendation of the panel are directed at raising the standard of legal education, maintaining and enhancing quality and level of legal education and ensuring the confidence of the educational community, public and employers of labor in the law program"

(Umezuruike and Nlerum). The NUC's general philosophy and fundamental principles of curriculum development for law programmes are stated to be . . .

> . . . designed to ensure that any student who goes through them will have a clear understanding of the place and importance of law in society. Because all human activities social, economic, political, etc., take place within legal framework, it is necessary that future students of law should have a broad general knowledge of life and its problems before coming face to face with the law ... legal education should, therefore, act, first, as a stimulus to stir the student into critical analysis and examination of the prevailing social, economic and political systems of his community and, secondly, as an intellectual exercise aimed at studying and assessing the operation, efficacy and relevance of various rules of law in the society (NUC Minimum Academic Standards for Law, pp. 3-4; Nulai, Nigeria 2006).

The NUC conceives legal education as being purposive so that the products of the program must be able to use law as a tool for the resolution of societal problems and be equipped to act as advisers to government, companies, individuals and groups. Therefore under the minimum academic standard, it is expected that the law program should provide students of law with broad general knowledge and exposure to other disciplines. It is expected that legal education would be used as a tool for the resolution of various social, economic and legal conflicts in the society. The curriculum of the law faculty at Olabisi Onabanjo University states,

> At the Undergraduate level, the curriculum of studies in the Faculty is designed to produce law graduates who will contribute meaningfully to societal development and meet the expectations of the society. The Faculty teaches law with adaptation to social, political and economic changes in the society and inculcates in student, the need to understand law in the context of its functioning in society." (http://www.sheedxpress.com/law/faculty.php)

The existing law curriculum in Nigerian Universities exposes law students to compulsory law courses and compulsory non-law courses. The compulsory law courses are courses considered as fundamental to legal training. All law faculties are obliged to offer and teach these courses which are about thirteen in numbers. These are Legal Methods, Nigerian Legal System, Constitutional Law, Law of Contract, Criminal Law, Law of Tort, Law of Commercial Transaction, Law of Equity and Trust, Land Law, Company Law, Law of Evidence, Jurisprudence and Law Essay. (NULAI, 2001).

Apart from the above compulsory law courses, there are compulsory non law courses which are considered vital to the training of law students. There are also elective ancillary law courses. These include Oil and Gas Law, Environmental Law, Conflict of Law, Industrial / Labor Law and Taxation Law. The list of such courses is left open. It is opined that more courses can still be introduced, to meet the changes and developments in the society. This list will continue to expand in the era of new technological discoveries and its effect on the society. In order that legal education will perform its role in the society, the content of the legal curriculum must be in touch with present day realities with fundamental restructuring of the law curriculum. (UNESCO- NUC Roundtable 2004) Reproductive right law is an emerging contemporary relevant concept which affect every fabric of the society and which should be considered as part of the law curriculum

With the present state of the curriculum of most law faculties in Nigeria, the truth is that the content of these courses though germane to legal studies, do not reflect important current problems confronting the legal system. They cannot cope with the economic, political, and social and health circumstances in the present Nigerian society. This is because they do not contain the socio-economic issues, therefore failing to espouse modern development. The national and international developments that have taken place in Nigeria calls for an expansion in the existing curriculum which presently is too traditional, constrictive and limited. (Alam, 2006) There is therefore the need to introduce more relevant courses to meet the challenges of a 21st century Nigeria. On the need for greater diversity in law courses, Soetendorp (2006) recognized that legal education is growing and it involves more than educating legal professionals. She therefore recommended that an interdisciplinary approach must be adopted in modern day legal education.

The Inclusion of Reproductive Rights into the Law Curriculum

Law is a living subject which cannot be studied in vacuum. The study of law has to be in the light of prevailing circumstances of particular societies and time. This will therefore necessitate a change in the law curriculum. A factor that can influence a curriculum change is when the curriculum is irrelevant or stale. (Gruba, 2004. pp 111). Gruba opined that other factors that drive curriculum change include the yearning of the public, new emerging disciplines, international developments, the demand of employers, the competitive global society and keeping up with academic fashion of other institutions. Reproductive rights are human rights that are inalienable and inseparable from other basic rights as rights to life, right to privacy, right to food, shelter, health, security and education. It is a relatively new field, relevant to all existing courses and a topical issue that affect every society. It has become a critical issue both at the national and international levels. It is clear that relatively it is a new concept in the academic area. The origin of the concept "reproductive rights" can be traced to the International Conference on Population and Development in 1994 hereinafter referred to as the Cairo conference (A/CONF.171/13) and the Fourth World Conference on Women hereinafter referred to as the Beijing Conference in 1995.

As far back as 1968, reproductive rights have been a matter of international concern. At the first international conference on human rights in Teheran, this issue was raised and was recognized. (Article 16, U.N. Doc. A/CONF. 32/41 at 3 (1968). This right was reaffirmed several times over during the following two decades. The year 1994 was a major reference point in the history of reproductive right because for the first time at the Cairo conference, it was noted that reproductive rights embraces certain human rights that are already recognized in national laws, international human rights documents and other consensus documents. The Program of Action of the Cairo conference further states that reproductive rights include the rights to determine the number and spacing of children, rights to attain the highest standard of sexual and reproductive health; the right to make decisions concerning reproduction free of discrimination coercion and violence as expressed in human rights documents. From the scope of reproductive rights, it is clear that knowledge of reproductive right education hold the key in engendering and educating young law students. This will ensure knowledge of this

emerging aspect of the law and the understanding of ways of enforcing and protecting such rights. The introduction of reproductive rights law into the curriculum can change the present culture of indifference to the reproductive rights of not only women but all members of the society.

Justification for Curriculum Change

There are many arguments substantiating the call for a curriculum change to include reproductive health. Some of these arguments are discussed below:

1) Human conducts are not rigid but diverse and flexible. Therefore the law that governs them must be flexible. In the past decades, the courses taught in the different faculties of law, were designed many decades ago by colonial legal educators, and remains largely unchanged. Since then, there has been substantial change in the world ideology. In the wake of this development, people globally have become more aware of their reproductive rights and the need to safeguard the rights. It is therefore imperative that legal education which has come a long way in Nigeria should associate itself from this development and adopt this new and emerging concept into the curriculum. Alam (2006) believes that a curriculum should not center on traditional courses designed a long time ago.
2) Another argument is based on the modern approach to teaching (Gruba, 2004). This is the interdisciplinary approach and cross-subject thinking and teaching. The introduction and incorporation of reproductive rights law into the law curriculum will enhance in-depth and qualitative insight and eventually protection of people's rights. For example, medical colleges in Nigeria have taken steps to review its curriculum to include current trends in reproductive rights issues. The move, initiated by the Campaign against Unwanted Pregnancy (C.A.U.P), after a survey carried out in two Federal University Medical Colleges, identified a major gap in knowledge among medical students on issues related to reproductive health. It was then discovered that the curriculum currently in use at the colleges, lacked depth and focused more on theoretical rather than practical and relevant issues affecting reproductive health. This necessitated a review of the curriculum to meet the new challenges in the field of reproductive health. (Oye-Adeniran, 2002). With regards to the law faculties, a baseline research conducted by the Legal Research and Resource Development Center (LRRDC) to know the number and scope of courses on reproductive rights in tertiary institutions revealed that only a few law faculties offer such courses, (Atsenuwa, 2002). Therefore the need for a review.
3) The introduction of the NUC minimum academic standard has brought about the inclusion of basically non law courses into the law curriculum. This is because of the need to fill in the gap created in teaching only law courses and ensuring that law students have a broad general knowledge in acquiring legal education. Happily this is an opening for embracing reproductive right law to accomplish this same purpose. (NUC's Benchmarks and Minimum Academic Standards in Law 2005 pp

4) The present practice in some law faculties where reproductive health is part of an existing course is commendable but not ideal. Tamale (1999) making reference to a situation in the late 1960s and 1970s shows the flaw that may arise in adopting such a style. She stated that in an attempt to train lawyers to have a broader outlook to foster national development through the law, in the late 1960s and early 1970s, a program was introduced to many law schools on the African continent. The program simply "sought to pursue the "modernization" paradigm, but it did not seriously address the *underlying structural factors that were responsible for underdevelopment"* (Emphasis mine). It is therefore clear, that the current situation of 'subsuming' reproductive health issues in other existing courses will not give an in-depth study of reproductive rights to the students in order to meet the challenges of the 21st century. There is a need for explicit, in-depth, systematic and analytical study of reproductive health issues in its multidimensional context to seriously address the issues.
5) V. A major challenge for the education sector, especially the law faculties, is to ensure that knowledge of reproductive right is made available to the society. Ignorance of the concept of reproductive rights leads to a culture of nonchalance attitude about protecting this right therefore leading to abuse of reproductive rights. The introduction of reproductive rights law at the undergraduate level will empower and equip law students with the basic tools, and in the future, they will be able to meet the needs of the society in this area. There is no doubt, that law students presently in the universities require a much wider knowledge of legal education than has hitherto been the case. The task of advocacy becomes difficult where the legal practitioner lacks the necessary knowledge of the law to deal with the task at hand. This is presently the position in relations to reproductive right issues where in many cases, legal practitioners often find it difficult to address issues in this area as they ought to, due to inadequate grooming and knowledge in it. It is therefore highly imperative to formalize and integrate reproductive rights into law faculties in Nigerian universities.
6) Knowledge on an issue arouses and stimulates interest and further research in the area. Presently, there is the dearth of local research materials and text books in this emerging field. In addition, most of the materials available are foreign based. The introduction of reproductive rights law as a course, apart from encouraging research and publications, will enhance development of discourse, seminars and conferences. This will gradually increase available resources for teaching, policy, legislative advocacy which will enhance future development and ensure increase in the number of Nigerian experts in the field.
7) The need for specialization is a justification for this call for change in curriculum. At the 2003 Nigerian Bar Conference (Enugu, 2003) the need for legal practitioners to specialize in different aspects of law was one of the issues discussed. As in other areas of law, it is necessary to have legal practitioners specialize in reproductive rights law. This can only be possible if it is introduced into the law curriculum at all levels of the program, starting from the undergraduate level.

Evaluation of the Efforts thus Far

There are concerted efforts at introducing reproductive rights law into the law curriculum. This uphill task has commenced in Nigeria and some other African States have made effort in this direction. Until recently, in Ghana and Botswana, reproductive rights law was only a topic under the course tagged human rights. Frimpong (1995), stated that a few years ago, in some law faculties in Botswana, human rights was not taught as a separate course but was given prominence under the Constitutional Law. The course was tagged Constitutional Law and Human rights. He further stated that some aspect of reproductive rights as an aspect of human rights was taught under Criminal procedure as part of the Bachelor of Laws program (Frimpong, 1995). A base line survey also shows that this situation cuts across continents of the world. (Atsenuwa, 2002). The result of the survey shows that most Universities offering courses on reproductive rights were derived mainly from the United States of America and Canada and that this was only in recent times.

In an attempt to introduce reproductive rights law in Nigeria, a multidimensional approach has been adopted. One of the approaches is a three cluster project funded by the Mac Arthur Foundation. Mac Arthur Foundation gave a grant of $200,000 in support of consolidating and scaling up activities to integrate reproductive health and rights into legal education in Nigeria over a period of three years from 2006. (The John D. and Catherine T. MacArthur Foundation Recent Grants).

This is being undertaken by three non governmental organizations duly registered under the Nigerian laws. (The John D. and Catherine T. MacArthur Foundation Recent Grants)

These organizations are the Legal Research and Resource Development Center, Lagos (LRRDC), Women's Aid Collective, Enugu (WACOL) and Civil Resource Development and Documentation Center, Enugu (CIRRDOC). The projects are aimed at reviewing and developing the law curriculum with the aim of ensuring that reproductive rights are either integrated into existing law courses, (WACOL, harmonize curriculum) or mounted as separate courses and to engage law students in related advocacy on reproductive rights.

Four law faculties from different zones of the country were selected for this pilot work. A consultant was appointed in each of the law faculties to assist in monitoring the integration process. To achieve this, the existing courses in the faculties into which reproductive rights can be integrated were identified and reproductive right issues relevant to these courses were considered. In another aspect of the project being carried out by LRRDC, new courses on reproductive rights were designed. Experts and representatives of relevant institutions including law professors, students, judges and members of non-governmental organization that will benefit from the curriculum were invited to a conference to review the documents and draft curriculum. The draft curriculum was presented at an International Conference on Reproductive Rights and Health held in Abuja in August, 2003 and to law lecturers at the 39th Annual Conference of the Nigerian Association of Law Teachers (Enugu 2003) for comments. The idea was to harmonize a final curriculum that will be produced for law faculties in Nigerian Universities. The draft has been presented to the NUC, Council of Legal Education, The Nigerian Law School and the Deans of Faculties of Laws in Nigerian Universities for a review (Report of Expert meeting April 2002). The third tier of the project being undertaken by CIRRDOC focuses on advocacy of reproductive rights in the law faculties and the judiciary. Moot court competitions on reproductive right issues are

organized to create awareness amongst law students in Nigerian Universities. Tribunals are set up to educate, sensitize, raise and sharpen the awareness of members of the public on reproductive rights matters and there are public hearings on reproductive right violations and judicial colloquium (CIRDDOC Public Education Series 2002). The journey thus far indicates that efforts are being made to fully integrate reproduction rights law into the law curriculum in Nigeria. Presently, some of the law faculties are making effort to at least integrate reproductive rights into existing courses at both undergraduate and postgraduate levels.

THE CHALLENGES AHEAD

A biblical source is quoted as, "You do not put new wine into old wineskins otherwise, the skin will burst, the wine will spill out, and the skins are ruined" (NLT). This speaks to the principle of incompatibility; that is, some things just don't go together. The above principle, however, is not applicable to this new concept of reproductive rights law in the old law curriculum. Introducing a new course into a system that has had old and traditional courses for such a long time, will not ruin the system or allow the old system to be stretched to its limit. On the contrary, the introduction of reproductive rights into the existing curriculum in law faculties will enhance and enrich it and bring it in line with modern day realities. The truth is that law curriculum is not stagnant and it should be revised as circumstances in the society demands. Therefore as new wine skin which is pliable and soft, it can expand to accommodate new courses. Despite the justification and the compatibility, the journey thus far in introducing reproductive rights law into the law curriculum has been an uphill task. According to Lachivers and Tadif, (2002) the road to a curriculum change is "difficult, sinuous and sometimes chaotic". Some of the challenges faced in this effort are highlighted below.

1) Training and capacity building. The success of reproductive right education in the law faculties will depend on the law teachers. Effective teaching will require well trained and equipped teachers who are to be the mentors of the idea. Being a relatively new concept many of the existing law teachers may not have had the benefits of understudying it as a course at the undergraduate levels. At most, what many would have had would be the abridged form of taking reproduction right law instructions from other core courses. It is therefore important that teachers who will handle this course effectively must embark on further training which must be considered as an investment and there are increasingly law teachers embarking on this training. (Morgan, 2002)
2) Dearth of relevant text books and materials.This is a great challenge facing Nigerian Universities generally. It is particularly a serious problem in the law faculties where the source of learning is based on availability of journals, reports and textbooks. However there are concerted efforts by different organizations both nationally and internationally to equip the law libraries with relevant books and materials on the new subject.

3) Administrative hurdles.Curriculum change goes through a hierarchical process. (Lachiver and Tardiff, 2002). Various committees with different functions are set up for the smooth and efficient running of the Universities. Regarding a curriculum change, generally, the functions of the curriculum committee or the academic planning committee are to define the content of the curriculum, review and evaluate existing courses, approve new courses, provide guidance, advocacy, and supervision by ensuring that the curriculum is academically sound, comprehensive, and responsive to the evolving needs of the community and make recommendations.

In the Faculty of Law, University of Ibadan. Nigeria, the function of the Faculty curriculum committee is

> "to advise the Faculty Board and make recommendations on new courses and expansion and /or re-organization of existing ones."
> (University of Ibadan, Faculty of Law, Prospectus 2003-2007)

Any curriculum change has to undergo many administrative processes and this may appear cumbersome. This process is necessary for a sound curriculum. However different other factors such as internal administrative bureaucracy has caused delay in the processes. Obtaining staff support is one of such bureaucracy. (Morgan, 2002). Lachivers and Tadif (2002) says the process is "punctuated by philosophical discussion, calling current practices into questions, fear and more or less openly acknowledged resistance"

4) Human Biases. Reproductive rights matters have been regarded as a female problem and the discussion of the issue has sometimes been regarded as a vigorous attempt by the female sex to propagate gender equality. This assertion is not true. Insufficient awareness and lack of knowledge have resulted in the rejection of this important concept which has also been regarded as a subversive western import aimed at eradicating the traditional family structure. This negative conception of reproductive rights issues has been translated from the society where cultural biases and practices are entrenched into the academic environment where it should be disseminated. Grubba (2004) stated the fear of old courses being taken over by new courses have been given for resistance to curriculum change. In the field of law, this fear is baseless. The traditional courses are very basic in the study of law and cannot be done away with. The new wine cannot replace the old wine but will co exist with it. The truth is that the old will accommodate the new.

CONCLUSION

There is no doubt that considerable effort has been made to achieve real progress in introducing reproductive rights law into the law curriculum in Nigerian Universities. Faced with the various problems, reproductive rights law is now appearing in the curriculum of many law faculties in Nigeria. To respond effectively to new challenges, the universities just like other organizations have to adapt to the changing social requirement. This means to continually review and correct the objectives which universities have to achieve on behalf of

society. Taking the bull by the horn, embarking on a curriculum change, teaching of the new and emerging concept of reproductive health law, blending the old with the new, is a crucial challenge to successful education for law students in Nigerian Universities in the 21st century and an effective strategy for social development.

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