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an institution developed institutional strategies 'consistent with internal priorities and policies'. The level of risk and its changing nature must be kept in focus by management or administration.

repeat, the process of risk management covers the following activities:

- (i) identifying risks;
- (ii) determining risk tolerance level;
- (iii) adoption of appropriate risk management policy and this must be consistently implemented, and refined as needs arise;
- (iv) measuring, monitoring, and reporting risks.

Risk management is key to institutions achieving their objectives without being exposed to uncertainties. It must be adopted in a manner that it is relevant to the objectives of the institution.

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THE DYNAMICS OF STREET LAW COMMUNITY AWARENESS: Revisiting the Syllabus of Clinical Education in Nigeria

By

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Oluyemisi Bamgbose†

INTRODUCTION

The title of this article is apt for such a time as this in the legal history of Nigeria as a nation. The advent of clinical legal education (CLE) has brought with it many dynamics of which street law is one. It is thus necessary to revisit the syllabus of clinical education in faculties of law in Nigeria. This article examines the extent to which street law has contributed to community awareness about law, democracy and human rights, and invariably empowered citizens to use the law and become more active citizens. The article then makes a general argument that the curriculum of all law faculties in Nigeria should be revisited to include street law. This article is divided into five parts. The first part addresses the issue of legal education in Nigeria. It traces the history of legal education in Nigeria and discusses the present position. The second part examines the emergence of clinical legal education in Nigeria and its relevance (in Nigeria). The third part discusses the dynamics and benefits of street law. Finally, the article concludes by advocating that law faculties in Nigeria need to revisit the syllabus of clinical education in Nigeria and embrace the street law programme.

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LEGAL EDUCATION IN NIGERIA

Nigeria was a colony under the British until she gained independence in 1960. Prior to the arrival of the British into Nigeria, there existed the various indigenous legal institutions, with variety in the different cultural groups in the country.¹ These range from the family to the community levels. It suffices to say that the formal structures of the legal profession and that of legal education in present day Nigeria was not in existence.² This was not to say, that there was no form of legal education in Nigeria. Right from childhood, persons were informally taught the customary laws and practices within the community. In the traditional societies, chiefs and elders in some cultures were formally taught the customary laws, the customs, the norms, and practices of their communities. This was not peculiar to Nigeria. According to Ayittey³, amongst the Akan ethnic group of Ghana, as part of the chieftaincy rites before the installation of a chief, a number of weeks are set aside for the chief to be specially taught the norms and customs of the people. In the traditional cultures, the elders performed some of the roles that present day legal practitioners play. However, this was not in the area of litigation. Manteaw⁴, stated that legal representation was not usually necessary because persons were taught right from childhood to speak for themselves. The traditional chiefs and elders were relevant in the area of public interest services, where they used mediation to resolve disputes and maintain

¹ Bamgbose, O. (2005), *Dispute Settlement under the Yoruba Culture: Lessons for the Criminal Justice System* in Falola and A. Genova (2005), *The Yoruba in Transition: History, Values and Modernity*. Durham, North Carolina: Carolina Academic Press, pp. 125 – 149.

² George, A.B.N. (2006), *Indigenous African Institutions*. Transnational Pub, Second Edition (September).

³ *Ibid*

⁴ Manteaw, S.O. (2008), *Legal Education in Africa: What Type of Lawyer Does Africa Need?* 39 *McGeorge Law Review*. http://www.mcgeorge.edu/Documents/Publications/02_Manteaw_MasterMLR39.pd (accessed 1 July 2013).

balance and harmony between parties in the community. This method is still used in rural communities in Nigeria. There was no doubt that great importance was attached to law under the Nigerian traditional system. Colonial rule brought with it enormous socio-economic and political changes to the Nigerian communities. Onalaja stated that the socio-economic and political development brought about by colonialism created the need for lawyers.⁵

Prior to independence, Nigerians received legal training at British institutions, having passed through an academic curriculum based largely on English values.⁶ It is apt to state that throughout the colonial period, there was no institution for the formal training of lawyers in Nigeria. Lawyers who practised in Nigeria, were trained overseas, especially in Britain. This had its advantages and disadvantages. Three of the disadvantages are highlighted. Firstly, Nigerians who received legal education under the British system were trained either as barristers or solicitors, and most of them trained only as solicitors as they did not sit for the English Bar examination. However, on their return to Nigeria, due to the fact that there was no institution for legal training in Nigeria, they came to practise as Barristers in Nigeria. Secondly, the Nigerians who trained under the British legal system were trained under an unwritten constitution of the Westminster model and a unitary system of government, whilst they were expected to practise

⁵ Onalaja, M.O. (2010), *Problem of Legal Education in Nigeria*, <http://www.alimiandco.com/publications/ACCREDITATION%20AND%20LEGAL%20EDUCATION%20IN%20NIGERIA.pdf> (accessed 1 July 2013).

⁶ Bamgbose, O. (2010), *The Old and the New Wine: Introducing Reproductive Law in the Curriculum of Faculties in Nigeria*. In Afolayan, M.A. (ed.), *Multiculturalism in the Age of the Mosaic Universities*. Essays in Honour of Rudolph G. Wilson, Chapter 15: Nova Publishers.

in Nigeria with a written Constitution and a Federal structure.⁷ Thirdly, the British trained lawyers were given training of the English legislations and case laws and were not knowledgeable in or exposed to the Nigerian laws and the customary laws.

Formal legal education was not established in Nigeria until after the country attained independence in 1960.⁸ In the era immediately following independence, the state of legal education in Nigeria became a matter that required attention. This was because, law was considered as a critical instrument in the development of the country. The issue of training of lawyers in Nigeria, which hitherto was not in existence, became a matter to be addressed. Until 1962, Nigeria had no legal education curriculum of its own as it is known today. The effect was that the country had no instructions on Nigerian law with its traditional socio-legal milieu and Nigerian customary law.⁹ It was then realised that there was the need to indigenise training of legal practitioners in Nigeria, the need to correct defects and lacuna in legal education of British trained lawyers.¹⁰ The recommendation of the Unsworth Committee set up by the Federal Government on the future of legal education in Nigeria is the genesis of legal education in Nigeria.¹¹ The report is hereinafter referred to as the Unsworth Committee Report.

⁷ Honourable Justice Niki Tobi, Meeting the Needs of Profession and the Nation: A View from The Bench: Nigerian Law School, Four Decades of Service to the Legal Profession (published by the Council of Legal Education to Commemorate the 40th Anniversary of the Nigerian Law School, Lagos p. 73.

⁸ Elias, T.O. (1962), *Journal of African Law*, Vol. 6, No 2 (summer 1962) pp. 17-125.

⁹ Bamgbose, O. and Olomola, O. (2011), Clinical Legal Education and Cultural Relativism: The Realities in the 21st Century. Paper presented at the 6th Worldwide Global Alliance for Justice Conference and the 9th International Journal of Clinical Legal Education Conference at the University of Valencia in Valencia, 11-15 July, 2011.

¹⁰ *Ibid.*

¹¹ See the Report of the Committee on the Future of Nigerian Legal Profession (1959), Federal Government Press, Lagos, para 1, p.1.

The committee recommended that Nigeria should establish its own system of legal education and also recommended the establishment of Faculties of Law in universities in Nigeria.¹² These recommendations also formed the basis of the enactment of the Legal Education Act of 1962.¹³ The enactment has been amended several times, culminating in the current Legal Education Act.¹⁴ Legal education in Nigeria begins at the university level. It is an undergraduate course of study. In the University of Ibadan, law started as a postgraduate programme but it was later changed to an undergraduate programme in the early 1990s. The undergraduate law degree is the Bachelor of Laws (LLB)

In Nigeria, there is a unified standard curriculum for all Faculties running the law programmes. The curriculum and the regulations are prescribed by a national statutory body known as the National Universities Commission¹⁵ (hereinafter referred to as NUC) and approved by the Council of Legal Education which is established under the Legal Education Act.¹⁶ The NUC is a parastatal under the Federal Ministry of Education. The Bachelor of Laws degree programme is either a five-year programme under the Unified Tertiary Matriculation Examination mode or a four-year programme for the direct entry mode. The five-year programme is primarily for candidates applying from the senior secondary school certificate known as high school in some jurisdictions, while the direct entry programme is mainly for advanced level students and those

¹² *Supra* note 8.

¹³ Legal Education (Consolidation, etc.) Act, Chapter 206 of the Laws of the Federation of Nigeria, 1962.

¹⁴ Legal Education (Consolidation, etc.) Cap L10 of the Laws of the Federation of Nigeria, 2004; see Legal Education Bill 2012: it is a Bill for an Act to strengthen the Council of Legal Education and the Nigerian Law School, also to allow Private Law Schools, and make other Provisions for Legal Education.

¹⁵ NUC Act, Cap N81, LFN 2004.

¹⁶ *Supra* note 14.

with a minimum of a first degree from a recognised institution of higher learning, or its equivalent. Candidates must satisfy the NUC bench mark standards¹⁷ otherwise known as BMAS and the requirements of the university applied to.

The four or five-year programmes are divided into sessions. Each session is an academic year. The sessions are divided into two semesters each. The NUC curriculum is wide. It contains both law and some non-law subjects. The non-law subjects include the general studies programme, which exposes the law students to courses such as Nigerian People and Culture, Use of Library and Information Communication Techniques and Introduction to Entrepreneurship Studies. This is because, it is believed that lawyers must receive a broad education and be exposed to other disciplines apart from law.

At the successful completion of the Bachelor of Laws programme from any of the recognised and accredited Faculties of Law in Nigeria, students who wish to practise law, proceed to the Nigerian Law School for a one-year training programme. At the Nigerian Law School, the Bar qualifying examination must be passed. The students who are successful, are called to the Nigerian Bar, thereby becoming Solicitors and Advocates of the Supreme Court of Nigeria. Students who may have obtained their Law degrees outside the country, mostly in common law countries, also have the opportunity of undergoing the Bar qualifying examinations under a different programme, which is for two years in the Nigerian Law School. The students first undergo the Bar Part I courses on Nigerian law before proceeding to the Bar final course.

¹⁷ National Universities Commission Benchmark Minimum Academic Standards for Undergraduate Programmes in Nigerian Universities for Law Schools (April 2007) BMAS, para 1.3, <http://www.nuc.edu.ng/nucsite/File/DASS/BMAS%20Law.pdf> (accessed 1 July 2013).

According to the philosophy and objectives of the NUC,

the Law programme is designed to ensure that the graduate of Law will have good general knowledge of Law, including a clear understanding of the place and importance of Law in society. All human activities social, economic, political take place within legal framework.¹⁸

The philosophy and objective further state in the BMAS document of the NUC that

Legal education should 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.¹⁹

The purpose of the BMAS includes providing for variety and flexibility in the design of programmes and encouraging innovation within agreed overall frameworks.²⁰ Furthermore, the benchmark standards are also to guide institutions (in this, case Law Faculties) in reporting clearly and accurately to the wider public, the nature of the knowledge and training they impart in a standard way.²¹

It is also important to note that the Benchmark standards are “intended to provide faculties, in general terms, with the

¹⁸ BMAS, para 1.2 <http://www.nuc.edu.ng/nucsite/File/DASS/BMAS%20Law.pdf> (accessed 1 July 2013).

¹⁹ National Universities Commission Benchmark Minimum Academic Standards for Undergraduate Programmes in Nigerian Universities for Law Schools (April 2007) p. 5.

²⁰ *Ibid.*

²¹ *Supra* note 18.

essential elements of a robust legal training in law, without necessarily limiting them but allowing them such flexibility aimed at producing well-seasoned law graduates.²²

A law graduate must be able to use law as a tool for the resolution of various social, economic and political conflicts in society. The training in 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 their agencies, companies, business firms, associations, individuals and families. Therefore, the output or end result of the Law programme should meet the needs of such agencies and institutions as international organisations, academic teaching and research institutions, federal, state and local government bodies, various industrial, commercial and mercantile associations and various social, family and domestic groups.

There is no doubt that legal education is an instrument for transforming any society.²³ It is important to state that the manner in which the curriculum of legal education is structured in a Faculty, will, to a large extent, affect the outlook of the law students when they start legal practice. A student who was never exposed to techniques and teaching of public lawyering and its values, would not appreciate the fact that it is the role of lawyers as agents of change and builders of civil society to bridge the gap that exists between the lawyer and the end users of the laws within the communities they live. Onalaja then states that, a lawyer can only be as good as the system of legal education that produced him or her.²⁴ The Clinical Legal Education Curriculum developed by NULAI, which has been

²²*Ibid.*

²³ Ndulo, M. (2002), *Legal Education in Africa in the Era of Globalisation and Structural Adjustment*, 20 *Penn St. Int'l L. Rev.* 487, 503.

²⁴ Onalaja, M.O. (2010), *Problem of Legal Education in Nigeria*, <http://www.alimiandco.com/publications/ACCREDITATION%20AND%20LEGAL%20EDUCATION%20IN%20NIGERIA.pdf> (accessed 1 July 2013).

adopted fully or partially by some law Faculties in Nigeria, is a step in the right direction towards achieving these goals.

EMERGENCE AND RELEVANCE OF CLINICAL LEGAL EDUCATION IN NIGERIA

According to Bamgbose, education and educational policies are decisive in the long term development of any society.²⁵ New issues of life can be successfully tackled by education. This will no doubt improve the lives of people in any given society.

The importance of law in any society is to prevent a situation of anarchy and misrule. Thus, every human society is governed by laws of some sorts. Law is thus the body of rules made by the state to regulate the activities of men and women in the community as they go about their daily aspirations.

In order to achieve the philosophy of the NUC minimum academic stated earlier requirements in this article²⁶ and the laudable objectives in reality, the actual content and teaching methods adopted in legal education in the different Faculties of Law must inculcate clinical legal education modalities with its many models into the curriculum.

According to Ojukwu, clinical legal education emerged out of recognition that while a traditional academic curriculum could teach legal principles, it took practical experience to know how to apply those principles correctly and with confidence. He further states that clinical legal education offers students the opportunity to experience the realities of legal practice and the context in which laws develop within the structured laboratory of legal education.²⁷

²⁵*Supra* note 6.

²⁶*Supra* note 18.

²⁷Ojukwu, E. (2006), *Clinical Legal Education Curriculum for Nigerian Universities' Law Faculties/Clinics* (October 2006) NULAI, Nigeria.

A Clinical Legal Education Curriculum was developed for Nigerian universities, Law Faculties and Clinics by the Network of University Legal Aid Institutions (NULAI) in 2006. NULAI Nigeria was established in 2003 as a non-governmental, non-profit and non-political organisation committed to promoting clinical legal education, legal education reform, legal aid and access to justice in Nigeria and the development of future public interest lawyers.²⁸

Prior to the introduction of clinical legal education into the law curriculum in Nigeria, the Law Faculties continued to function with strict and conservative attitudes towards the training programme. The Law Faculties taught only the theories of law without imparting practical or applicable [methods].²⁹

In line with the philosophy of the NUC and the benchmark on the law programme in Nigeria (BMAS), and in order to achieve the laudable objectives stated in the NUC standards, the actual content and teaching methods adopted in legal education in the different Faculties of Law in Nigeria had to change.³⁰ This was made possible by the introduction of the Clinical Legal Education Curriculum.

Originally, Clinical Legal Education had two major goals. This was the training of Law students in lawyering skills and provision of access to justice to litigants without legal representation.³¹ Accordingly, the legal realists movement of the 1920s and 1930s provided support for the goal of teaching

²⁸<http://www.nulai.org/>.

²⁹Supra note 27.

³⁰ NUC's Draft Benchmarks and Minimum Academic Standards in Law, pp. 14-15, published in March 2005 now recognises and sets out Benchmarks Statements on Learning outcomes and attainment levels for law students such as knowledge and skill, practical skills, communication and literacy skills, computer literacy, numeric and interpersonal skills, organisational skills, life-long learning capabilities and behavioural attributes.

³¹ New York State Judicial Institute Partners in Justice: A Colloquium on Developing Collaborations Among Courts, Law School Clinical Programmes and the Practising Bar (2005), *Introduction to Clinical Legal Education*, p. 9.

lawyering skills and professional values in Law School legal aid clinics.³² Thus, legal writers like Llewellyn and Frank projected the view that students must learn about law as a means to an end rather than as an end itself.³³ It is therefore not surprising that Llewellyn and Frank were early advocates of clinical legal education.³⁴ In 1965, Charles E. Ares³⁵, a major proponent of clinical experiences in law schools, identified the need for relevance in legal education and a desire on the part of a significant number of law students to help make the law serve the needs of the poor.³⁶

The demand for relevance is still one of the major forces driving legal education in Nigeria as of today, and it is a germane issue discussed in this article.

In order for legal education to be useful to Nigerian communities, there is a need to inculcate Street Law model of clinical legal education to the study of law. Diverging from the earlier views³⁷, on clinical legal education, which are majorly-based on taking up of pro-bono cases and representation of indigent populace, the essence of law on the street is to educate members of the public on their basic rights and obligations through informal pedagogy.

The defining concept of clinical legal education is that law students learn through engaging in real cases and the public receive a service they might not otherwise access.³⁸

³²*Ibid.*

³³*Ibid.*

³⁴*Ibid.*

³⁵ Charles, E. (1965), Ares, *Legal Education and the Problem of the Poor*, 17*J. Legal Educ.* 307, 310.

³⁶*Ibid.*

³⁷ Kinoy, A. (1969), *The Present Crisis in Legal Education*, 24*Rutgers L. Rev.* 1, 7.

³⁸ Grimes, R. *et al.* (2011), *Street Law and Social Justice Education in Frank S. Bloch, The Global Clinical Movement: Educating Lawyers for Social Justice*, <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195381146.001.0001/acprof-9780195381146>, chapter 15.

As stated earlier, whilst most clinics focus on helping individuals with their legal problems, Street Law clinics look at the wider perspectives of personal and community awareness of day to day legal issues. The importance of Street Law cannot be over-emphasised because of the advantages that will eventually come from it.

(a) Relevance of Clinical Legal Education

The role of lawyers is said to be a pervasive one, straddling the political, economic as well as social life of the society.³⁹ Taking a cue from the statement above, and the fact that the burden of legal education is placed on the different Faculties of Law and the Council of Legal Education through the Nigerian Law Schools, there is the need for the training of law students to extend beyond the classroom and made relevant to the society.

It is widely reported that low literacy level is a major concern of developing economies. According to International Education Statistics⁴⁰, sub-Saharan Africa has the highest number of children out of school, which is stated to be about thirty million when compared with other parts of the world like South and West Asia and the Pacific. Furthermore, sub-Saharan Africa is also considered to have the highest out-of-school rate of all regions with 23 per cent of children of primary school-age who have never either attended school at all or left school without completing primary education.⁴¹ In addition, the UNESCO Institute for Statistics (UIS), literacy data as at April 2012, stipulates that in the year 2010, 84 per cent of the global populations, which are fifteen years and above were estimated

³⁹ Onalaja, M.O. (2010), Problem of Legal Education in Nigeria, <http://www.alimiandco.com/publications/ACCREDITATION%20AND%20LEGAL%20EDUCATION%20IN%20NIGERIA.pdf> (accessed 1 July 2013).

⁴⁰ Huebler, F. (2012), International Education Statistics Analysis, UNESCO Institute for Statistics, July 2012, <http://huebler.blogspot.com/> (accessed 12 July 2013).

⁴¹ *Ibid.*

to be able to read and write. At the regional level however, literacy rates are highest in Central Asia, Central and Eastern Europe, East Asia and the Pacific, and Latin America and the Caribbean. In these regions, at least nine out of ten adults are literate. The situation is directly opposite in sub-Saharan Africa and some parts of Asia.⁴² Historically, sub-Saharan Africa is known to have large numbers of out-of-school children, literacy rate has been slow, more modest and by comparison the number of children out of school decreased from a high of 43 million in 1996 to 31 million in 2010.⁴³ In essence, sub-Saharan Africa today is home to half of all out-of-school children worldwide.⁴⁴ The low literacy rate in Nigeria has been a matter of concern. A newspaper reported that in October 2012, the Minister of Education, Prof. Ruqayyatu Rufa'I while speaking at the 13th Biennial National Conference and 30 Years Anniversary of the Reading Association of Nigeria (RAN) decried the low literacy level of Nigerians.⁴⁵

A National Literacy Survey (2010) conducted by the National Bureau of Statistics in Nigeria estimated the adult literacy rate as 56.9 per cent.⁴⁶ According to the Country Comparison Index of Literacy Level by country in 2012, Nigeria ranked a dismal

⁴² <http://www.uis.unesco.org/>.

⁴³ <http://www.uis.unesco.org/>.

⁴⁴ *Ibid.*

⁴⁵ Leadership Newspapers Group (2012), 'Minister Decries Low Literacy Rate in Nigeria', http://leadership.ng/nga/articles/38858/2012/10/31/minister_decries_low_literacy_rate_nigeria.html (accessed 1 July 2013).

⁴⁶ High Level International Round Table on Literacy 'Reaching the 2015 Literacy Target: Delivering on the Promise' Action Plan Nigeria, UNESCO, Paris 6-7, September 2012, <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/Nigeria.pdf>. See also Adeyemi, M.A. (2011), 'Illiteracy rate in Nigeria is 56.9 per cent, UNILORIN VC' in *Nigerian Tribune*, Thursday, 13 October 2011, <http://www.tribune.com.ng/index.php/education/29589-illiteracy-rate-in-nigeria-is-569-per-cent-unilorin-vc> (accessed 1 July 2013).

66 per cent literacy rate.⁴⁷ In a July 2013 report, the literacy rate of Nigeria was put at 68 per cent.⁴⁸

Reiterating this fact of low literacy, the Vice-Chancellor of the University of Ibadan, stated that education data survey of Nigerians between the age of nineteen and fifty showed that only 20 per cent of males in the category could read and write, while 70 per cent could not, whereas about 50 per cent of females in the same category were literate.⁴⁹ This he attributed to lack of attention to the education sector.⁵⁰

At this rate, Nigeria may not be able to achieve the much desired Millennium Development Goal on Education for all by 2015, if necessary and drastic steps are not taken to improve literacy levels in Nigerian communities.

Clinical legal education can make a significant contribution at this time, as it provides law students with the necessary practical skills to become competent and conscientious lawyers from a societal perspective and from the experience of other jurisdictions. Legal clinics serve a second purpose by meeting the legal needs of the poor and under-represented, particularly in a developing country such as Nigeria, where the standard of living is still very low. In summary, therefore, the relevance of clinical legal education includes providing professional skills instructions in areas such as interviewing, counselling and teaching methods of learning from experience. Also, instructing students in professional responsibility by exposing

⁴⁷ Olupohunda, B. (2012), 'The burden of illiteracy in Nigeria', in *The Punch*, 24 September 2012, <http://www.punchng.com/opinion/the-burden-of-illiteracy-in-nigeria/> (accessed 1 July 2013).

⁴⁸ Share, F. (2013), 'Zim rules roost on literacy in *Herald*', http://www.herald.co.zw/index.php?option=com_content&view=article&id=86275:zim-rules-roost-on-literacy&catid=37:top-stories&Itemid=130 (accessed 9 July 2013), citing *The African Economist* as the source of information.

⁴⁹ Adekanmbi, D. (2011), '70 per cent of Nigerians are illiterates - VC', *Nigerian Tribune*, Online Edition of 25 September 2011, <http://tribune.com.ng/sun/news/5168-70-per-cent-of-nigerians-are-illiterates-vc> (accessed 1 July 2013).

⁵⁰ *Ibid.*

them directly to the ethics of the profession, imparting the obligation of service to clients, giving information about how to engage in such representation, and knowledge about the impact of the legal system on poor people. It also exposes students to the demands and methods of acting in the role of attorney, especially to the underprivileged persons in the society.

It is therefore important to explore models of clinical legal education which can be used to educate the society generally on basic facts about the law.

DYNAMICS AND BENEFITS OF STREET LAW

According to Gower, the rule of law is a dynamic concept which should be employed not only to safeguard and advance the civil and political right of the individual in a free society, but also to establish social, economic, educational and cultural conditions under which his legitimate aspirations and dignity may be realised.⁵¹ It is the moral duty of lawyers to teach and educate the public about the law and how to use the law to achieve common good that will positively impact on all the people with the same characteristics.

Faculties of Law play a critical role in shaping the community's respect for, and understanding of, the law.

The First Street Law programme was established at Georgetown Law Centre in 1972, when law students developed a legal curriculum to teach practical law lessons to high school students in the Washington DC public school system.⁵² The founders selected the name Street Law to represent the content of the course-practical law is importance in students' everyday life on the street. Programmes modelled on Street Law have now been introduced around the globe.

⁵¹ Gower, L.C.B. (1968), *Independent Africa: The Challenge to Legal Profession*, 18 *U.TORONTO L.J.* 209 (book review).

⁵² D.C. Street Law Programme, <http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/our-clinics/DC-Street-Law-Programme/index.cfm> (accessed 1 July 2013).

Street Law is a practical law curriculum designed as part of a clinical legal education model. It is an initiative in which law students go into the society, be it schools, market places or communities and teach some of the basics of law. It uses interactive methods to teach the participants and to demystify the law. It is a participatory educational programme that teaches about law, democracy, and human rights. It teaches in the ordinary lay man's language, what the laws are and how they relate to the lifestyles and goals of the people in the society. Street Law programmes and curricula promote knowledge of legal rights and responsibilities, engagement in the democratic process, and belief in the rule of law, among the participants. Subjects of law taught range from family law, abuses of various types, search and seizure, landlord-tenant and human rights, crime prevention and conflict resolution. With a unique blend of content and methodology, Street Law uses interactive techniques that promote cooperative learning, critical thinking, and the ability to participate in a democratic society. It is important that topics taught are timely, relevant and of particular interest to the society.

Street Law develops classroom and grassroots programmes that educate students and communities. It empowers law students to use the law and motivates them to become active participants in society. It exposes law students to economic and social disparities. Street Law empowers the youth and adults to use their knowledge to solve problems and better their communities.

(b) Advantages of the Street Law Programme

The advantages of the street law programme are multi-faceted. Street Law can be addressed from the angle of the participating community, be it a school, or any group of persons or the law students enrolled in the law programme. Through the

street law programme, people learn about their legal rights and responsibilities, the basic workings of government, and legal issues that pervade daily life. The programme gives the participating community the opportunity to clarify knotty issues and to change preconceptions they may have on certain issues of law. The Street Law programme helps participating communities to develop analytical, critical thinking, advocacy, negotiation and persuasion skills. These are skills that are of immense help in applying the law at any given time. Better understanding of the law and the legal system encourages citizens to effectively participate in the development of the society. On the part of the students, law students enrolled on the programme earn academic credit, which is commonly referred to as continuous assessment in Nigeria. The programme strengthens and helps to sharpen public speaking and presentation skills, collaborative, organisational, written and communication skills of the law students. It provides excellent practical training in client relations skills. It links participating law students with their immediate communities through law-related education. Through the teaching of the law to others, it enhances and deepens their understanding of the law subjects taught. Street Law provides an opportunity for enrolled law students to serve the public and the community. It makes the law students understand more about their community while it strengthens the relationship between the institution and the participating community.

(c) Women's Law Clinic Street Law Programme

The Street Law programme in the Faculty of Law, University of Ibadan, Nigeria, is one of the many projects under the Women's Law Clinic (WLC). The WLC was established in 2007 under the Consortium for Development Partnerships (CDP) Project on The Rule of Law: Access to Justice. The CDP is an

international consortium of institutions devoted to conducting collaborative research and capacity-building activities in West Africa. The goals of the WLC include providing legal services to the less advantaged women in society.⁵³ The WLC adopts a multi-disciplinary approach in the representation of indigent women among which it provides free legal and counseling services, educates women on their rights through the Street Law programmes and follows-up on its cases. The WLC is a member of NULAI and the staff and student clinicians in the WLC have enjoyed capacity building trainings and instructions through NULAI

The decision of the Faculty to start a Street Law programme stems out of the fact that it is committed to the transformation of the society and particularly the desire to fulfill the mission of the University, which is to contribute to the transformation of society through creativity and innovation.⁵⁴ The decision also stems out of fulfilling the Vision of the Faculty 'to be a World Class Faculty of Law, dedicated to excellent legal training, research and development aimed at meeting the needs of the society' and the Mission of the Faculty is:

To expand the frontiers of legal knowledge through learning and research; to produce law graduates who are worthy in character, learning and sound judgment; to contribute to the transformation of society through legal creativity, research and clinical legal education; to serve as a dynamic custodian of society's legal rights and values and thus sustain its integrity; to be a centre of excellence in research

⁵³ Olomola, O. and Bamgbose, O. (2013), Collaborating with other Disciplines: Best Practice for Legal Clinics: A Case Study of the Women's Law Clinic, University of Ibadan Nigeria, *International Journal of Clinical Legal Education*, Issue 19, p. 257.

⁵⁴ Vision of the University of Ibadan, <http://www.ui.edu.ng/content/vision-and-mission/> (accessed 30 June 2012).

for legal models of cutting edge global issues; to be a focal point and voice for law faculties and legal education in sub-Saharan Africa.⁵⁵

The clinic creates opportunities for registered undergraduate law students of Human Rights and Criminology in their 400 and 500 level, respectively, to educate indigent women on family law issues, human rights issues covering civil and political rights, women's right and legal aid services to women in communities that are under-served.

At WLC Street Law programme, law students enrolled in the programme attend a seminar course at the beginning of the academic session, where they learn about street law, courses to be taught as well as innovative and effective teaching methodologies. The law students are instructed to adapt indigenous philosophical jurisprudence and values and apply African values in resolving problems. This brings the law in reality to the people being educated. The law students receive credit for their participation in the programme. The WLC Street Law programme is an educational, legal outreach programme that trains enrolled law students to educate indigent women especially on issues of law that relate to their everyday life. The students distill complicated legal concepts to the level of the women who are indigent and mostly illiterates. This is a skill that benefits their future attorney-client relationships. The law students use interactive teaching strategies, such as mock trials, role-plays, to explain the law to the indigent women.

The benefits of the WLC Street Law programme can be seen from three dimensions; firstly, the women are empowered through interactive education about legal issues and human rights; secondly, the students obtain course credit while they experience a unique, professional developmental opportunity;

⁵⁵ Vision of the Faculty of Law, University of Ibadan, <http://law.ui.edu.ng/visionandmission> (accessed 30 June 2012).

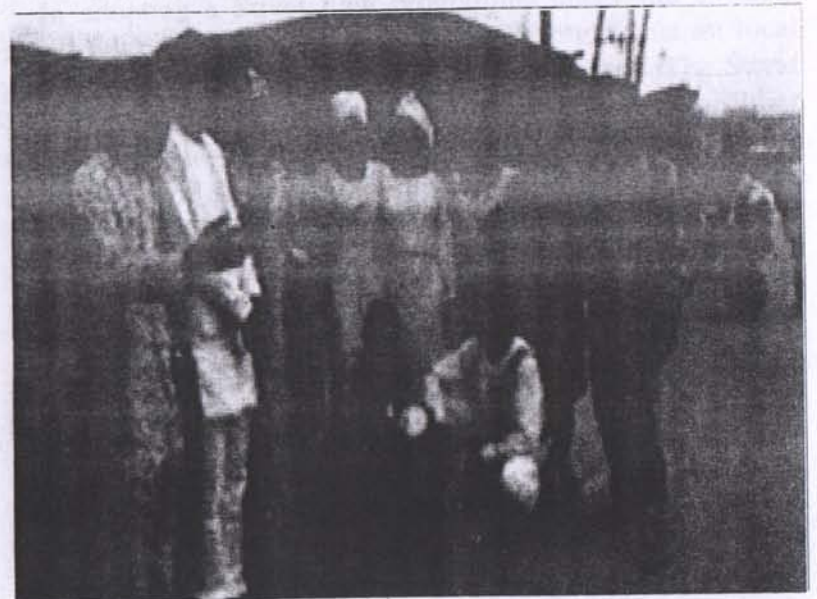
and thirdly, there is the additional benefit to the Law Clinic. Through the programme, there is awareness of the existence of the clinic and this increases the clientele in the WLC.

Law students during a Street Law programme on Family Law for Sango Market Women in Ibadan, Nigeria.





A group of students at a Street Law Outreach programme.



REVISITING THE SYLLABUS TO INCLUDE STREET LAW

Curriculum change requires the positive involvement of the Faculty of Law, the University and the NUC.⁵⁶ Both curriculum change and methodology change can never be achieved without the stakeholders desiring it and a positive attitude towards successful implementation of the desired change.⁵⁷ Some conservative senior teachers and legal practitioners have queried the need to introduce skills-based and student-centred legal training instead of retaining the traditional lecture room theoretical method. They based their queries on the ground that skills can only be acquired over a long period of practice. It is true that a person's skills become more effective over time in practice, but that person may never be capable of learning over time or would find it more rigorous once he or she fails to benefit from a foundation level. The lack of proper foundation in the training programmes is the major cause of the crisis in the legal education.⁵⁸ Pedagogical theory and practice conclude that adults learn best through active experience and that experiential learning is the strongest learning.⁵⁹

There is no doubt that the curriculum for Faculties of Law in Nigerian universities is sufficient and capable of delivering a sound academic Legal Education. This is well laid out in the NUC's Benchmarks and Minimum Academic Standards in Law.⁶⁰ The BMAS prescribes as mandatory, the introduction in the 4th year LLB Programme, a community based course

⁵⁶ *Supra* note 27.

⁵⁷ *Ibid.*

⁵⁸ *Ibid.*

⁵⁹ Asiema, J.K., and McKinney, L.W. (2003), 'The Clinical Programme of the Faculty of Law, University of Nairobi: a hybrid model'. Paper presented at the 1st All Africa Clinical Legal Education Colloquium, 23 – 27 June 2003, Durban, South Africa.

⁶⁰ BMAS, March 2005, p. 19.

including moot court, prison services, community legal assistance to the poor, minority and the under-privileged. The universities are expected to produce the curricular that would determine the content of the community service course or programme. With the assistance of NULAI at training, workshops and capacity building, many Nigerian Law faculties are embracing one or more models of Clinical Legal Education programme.

While the moot court programme of Clinical Legal Education can be said to be available in all accredited Law Faculties in Nigeria, the same cannot be said for the street law programme

There is the need for Law Faculties in Nigeria undergoing the academic legal education programme, to aim at producing graduates with legal and analytical minds and also, sociological outlooks. There is also the need for Law Faculties to teach practical lawyering skills and train law students to be more sensitive and responsive to local and societal needs and aspirations.

In adopting a Street Law programme under the Clinical Legal Education, Law Faculties might have to focus on local and societal programmes that need to be addressed. The Street Law programme should have relevance to Nigeria's peculiar socio-economic and geopolitical needs. Mateaw says 'any system of legal education should aim at producing the lawyers Africa needs: well-trained lawyers who have the highest levels of competence and responsibility..... and who are in touch with local realities, needs, and aspirations'⁶¹.

In Nigeria, the low literacy rate is the reality and therefore a factor that has to be taken into consideration. This makes the inclusion of the Street Law programme very important in the Clinical Legal Education syllabus of all Law Faculties in Nigeria.

⁶¹ Manteaw, S.O. [n.d.], Legal Education in Africa: What Type of Lawyer Does Africa Need? *McGeorge Law Review*, Vol. 39, Issue 4, p. 939, http://www.mcgeorge.edu/Documents/Publications/02_Manteaw_MasterMLR39.pdf.

The Street Law programme in Clinical Legal Education adopts a method different from the traditional and conventional mode of teaching or lecturing in the classroom. The conventional method of teaching is basically theoretical with no writing skills, no oral skills nor presentation skills, no interviewing skills, and no counselling skills. One could not but agree with Onalaja that 'there is an increasing consensus in the academic world that the key task in the 21st century is to enrich the learning experience by empowering the student'.

He went further to state that,

rather than seeing students as passive vessels to be arranged neatly in rows in the lecture theatre and fed information by the lecturer, students are increasingly regarded as active and self-motivated. This move from lecturer-dominated to student-centred education has been characterised as a move from passive absorption to active engagement, from imposed discipline to self-motivation, from slavish imitation to creativity, from dependency to self-reliance, from institutional to life-long learning.

The Street Law programme is student-centred, where more interactive teaching strategies are adopted. Law students derive all the advantages of the Street Law programme.

CONCLUSION

There is a need for continuous orientations programmes, trainings and workshops for Law teachers in Nigerian universities to keep them abreast of contemporary issues in Clinical Legal Education.

A lot also depends on the Dean or Head of the Faculty at any given time, a conservative Head of a Law Faculty may not

appreciate issues canvassed in the NUC BMAS or as contained in the Clinical Legal Education Curriculum of NULAI. The existence of a body like NULAI in Nigeria, to coordinate the activities of Law Faculties under the Clinical Legal Education programme is very helpful. In addition, the establishment of the African Law Deans Forum was a step in the right direction. Issues on improving Legal Education in various countries in Africa can be discussed. The Association is working together with the Association of Deans of Law Schools in other regions and most especially the International Association of Law Schools (IALS) USA. A Global Law Deans Forum is scheduled to be held in Singapore, whose focus is of the Law School Leadership in the 21st Century, Commonalities for a Legal Education Globally and other Issues Confronting Legal Education.

There must be an attitudinal change by all stakeholders in the Faculties of Law in Nigeria to embrace the Street Law programme. The method adopted, that is learning more by practice is part of the African jurisprudence and practised in most African cultures. Education by practice known in the Nigerian culture should come to fore in revisiting the syllabus of Clinical Legal Education in Nigeria.