



**STUDY REPORT ON A FORUM BETWEEN THE LAW DEVELOPMENT CENTRE AND
SCHOOLS/FACULTIES OF LAW IN UGANDA**

DEPARTMENT OF LAW REPORTING, RESEARCH AND LAW REFORM

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EXECUTIVE SUMMARY

All lawyers who have gone through university usually go through the Law Development Centre for professional legal training if they are to practise law as advocates in Uganda. However, the question that seeks answers is whether they are well prepared by their respective universities to take on the post graduate course. The answer to this question comes with a number of issues especially in regards to the subjects covered, and the practical legal skills and competencies such as research, representation and presentation.

There was a need for a study to ascertain the true facts of this challenge hence this study. The study was guided by the main objective of; to establish/create a permanent forum between LDC and universities which are accredited to offer the law degree. The specific objectives that guided the study were to; examine the relevance/importance of establishing a forum between LDC and Universities accredited to teach law and to determine the functions, scope and operation of the forum.

This report scores the fact that LDC is the only institution mandated to provide professional legal training for all lawyers intending to practice law in Uganda but continues to grapple with quality assurance of its students who may not have covered what it expects. The result is usually poor performance while at LDC due to differences in curriculum, scope of the Bar Course, methods of teaching and assessment and the content of some subjects covered earlier by lawyers.

Further, the report establishes the need for the need for collaboration and dialogue between LDC and Law Faculties/Schools. With formation of the forum, it is envisaged that there will be harmonisation of the university curriculum with the LDC curriculum. Further, the report scores that there will be a resulting creation of a dialogue and collaboration that will contribute to maintenance and improvement of the quality standards of legal education in Uganda especially through competition and quality delivery of legal education in the country.

Finally, there is a relationship between universities that offer the law course and the LDC. Once these institutions work together through an established forum, the product of lawyers will be, what is desired to meet the justice needs of the Ugandan citizenry. The link between the institutions is therefore eminent.

LIST OF ACRONYMS

CGPA	Cumulative Grade Point Average
HURIPEC	Human Rights and Peace Centre
IA	Individual Assessments
ICT	Information and Communication Technology
KI	Key Informants
LDC	Law Development Centre
LLB	Legum Baccalaureus
M.C	Management Committee
MUK	Makerere University Kampala
NCHE	National Council for Higher Education

CHAPTER ONE

INTRODUCTION AND BACKGROUND

The Mandate of the Law Development Centre

The Law Development Centre (LDC) was established in 1970 by the Law Development Centre Act, Cap 132 as a government institution whose main mandate is to organise and conduct courses of instruction for the acquisition of legal knowledge, professional skill and experience by persons intending to practise law as advocates in subjects which are determined by the Law Council.¹ It is also mandated to carry out research, law reform, and law reporting, basic legal training and community legal aid services among others.

All Bar course students trained by LDC are graduates of the various law faculties and schools accredited to teach law. The question as to how well the under graduate degree prepares the student for the post graduate course may remain unanswered if LDC is not aware of the challenges faced by these faculties rather they assume that the students are already equipped with the substantive law and so LDC's duty is to equip them with practical skills. Whereas there may be expectations from law graduates, LDC as the institution that offers practical training may not know the realities of the actual situation.

Statement of the Problem

As the only institution mandated to provide professional legal training for all lawyers intending to practice law in Uganda, LDC has continuously admitted students from various Universities, which accredited to teach law in and outside Uganda.² However, LDC only receives graduates but does not participate in evaluating the quality of basic legal education impacted by these universities. As a result, there has been poor performance at the Bar Course. Incidentally, the poor performance has on several occasions been attributed onto LDC. Nevertheless, poor performance is largely attributed to the limited traditional and narrow curriculum, the teaching methods and methods of assessment employed by universities. In 2015, LDC reviewed its curriculum to widen the scope of the Bar Course, the methods of teaching and assessment and also the content of some subjects. This was done to consider the emerging trends in legal practice and meet the different needs of clientele. Despite these developments and reforms, the curriculum and methods of teaching at the university level remain the same and there is no certainty in some instances as to what LDC expects from students. In this respect, existence of collaboration and dialogue between LDC and Law Faculties/Schools would provide an amicable solution. Thus the formation of a forum is envisaged to harmonise the university curriculum with the LDC curriculum and to create dialogue and collaboration in order to maintain and improve the quality standards of legal education in Uganda.

¹ Section 3, LDC Act, Cap 132

² Look at the advocates Act on requirements to attain post graduate training

Justification for the Study

The legal profession is one field that needs close monitoring to ensure quality of lawyers since they have a major post training role play in society. Therefore, to monitor quality standards and to develop quality assurance measures, there is need to have a forum through which LDC is in constant touch with the universities.

The forum is also a platform through LDC can enhance its effectiveness and relations with other stakeholders both in the legal and others related education fields. This can mainly be evident through consensus building on issues affecting legal education and training and identifying viable solutions.

This dialogue/interaction with the universities is also one way through which quality assurance can be realised from as early as the lower levels of legal education. In turn, this will stimulate competition amongst the universities. Moreover, this competition will come with quality.

Finally, while a number of proposals have been made to have all universities teaching represented on the different committees of institutions providing and regulating legal education, there is no such forum for making the necessary appointments. This therefore calls for establishment of such a forum so that it can act as an axis to appointing the different representatives.

Objectives of the Study

The overall objective of this study was to establish/create a permanent forum between LDC and universities which are accredited to offer the law degree.

The specific objectives of the study were to

1. Examine the relevance/importance of establishing a forum between LDC and Universities accredited to teach law
2. Determine the functions, scope and operation of the forum

Scope of the Study

The study was conducted in reference to institutions providing legal education and training in Uganda. Consultations were under taken in all universities accredited to teach law across the country.

Methodology

The study was undertaken using both qualitative and quantitative methods. Primary data collection involved use of key informant interviews to get views from Deans of the law schools and lectures of law in various universities.

The qualitative methods were used to generate information and explore the possibility of establishing the forum.

Besides primary data collection, review of literature relating to the past and existing relations between LDC, the universities, minutes of meetings and workshop documents to produce a comprehensive report on justification for the forum was conducted.

Population and Sample Selection

The study targeted key stake holders who have knowledge and experience in Legal Education and training. Respondents were purposively identified for consultation in particular Deans/principals of Law schools/facilities and lecturers teaching law both at graduate and professional levels.

Work plan/planned activities

The processes leading to establishment of the forum were executed in accordance with the following programme schedule

ACTIVITY	OUTPUT	TIMELINE
Preparation of concept note	Concept note	June 2017
Discussion of concept note	Concept note	July 2017
Preparation of consultation/Issues paper	Consultation/Issues paper	August 2017
Consideration of papers by the committee	Minutes of meeting	Sept 2017
Drafting of consultation documents	Questionnaires	Oct 2017
Consultations with stakeholders	Field report	Jan 2018
Data analysis	Analysed field data	Feb 2018
Report writing	Draft report	Feb- March 2018
Discussion of the study report	Draft study report	April - July 2018
Consensus building and validation workshop	Workshop report	August 2018
Publication and dissemination of the report	Final report	September 2018

CHAPTER TWO

LEGAL EDUCATION AND TRAINING IN UGANDA

Introduction

This chapter discusses the over view of legal education and training in Uganda.

University Legal Education

University legal education constitutes the academic component intended to train lawyers to become more familiar with the Ugandan law and the legal system in its sociological, political, economic and cultural context. The essence of university education was envisaged by the Gower Committee as to equip lawyers with the substantive law principles and training that the kind of legal personnel which the country wants and accepts.³ At the time, the prospective employment for lawyers was limited to private practice and government institutions like the Attorney General's chambers. However, after 40 years, the social, economic and political set up of Uganda has since changed thus the need to produce lawyers responsive to the current clients' needs and review the conduct of legal education and training. It is surprising that some universities are still training lawyers in accordance with the traditional law that it used to be without taking the emerging trends and developments in context.

The curriculum at the university is rather parochial and traditional in scope largely dependent on the English Law system. Further, few universities have taken steps to review their curriculum. Even for the emerging and new faculties, reliance in developing their teaching and study programmes is usually in comparison with the existing faculties.

Research Based Teaching and Training

Research based teaching and learning has become a 'culture' within many Western universities to the benefit of industries, society and economy.⁴ Whereas as research based training and teaching facilitates a student to acquire the ability to express complex ideas with clarity and confidence which is, a crucial skill for legal practice and producing quality academic work. It also shows a high level of competency in advanced study coupled with critical and analytical skills that are required to be successful as a practitioner at both domestic and international plane and academician. Research-oriented training prepares graduates to conduct independent research on the tasks they face in practice and write meaningful and informative papers for use by policymakers.

Research at universities used to be compulsory but over the years, faculties have made it optional or only made it available only to students that have acquired a certain

³ The Committee was comprised of Professor L.C.B Gower of the London Law Commission, Professor Quintin Johnstone, Dean of the Faculty of Law at Haile, Selassie 1 University, Addis Ababa and Professor R.B Stevens of Yale University.

⁴ Isacc Mbaziira , "Legal education in Uganda: the growing need for a research-based approach to teaching" New Vision Added 29th July 2014 02:02 PM

Cumulative Grade Point Average (CGPA). Makerere university law school has seen a major increase in research especially in human rights and constitutional law, the same is not true for other universities in Uganda.⁵ However it should be noted that most of the research done at the Human Rights and Peace Centre (HURIPEC) is done by Makerere University staff with little contribution by students.

Clinical Legal Education

Clinical Legal Education can be defined as 'study of law and lawyering in context.'⁶ The foundation of Clinical Legal education is learning by doing. Clinical Legal Education involves engaging students with practical situations encountered by lawyers in practice. The role of the student is to provide practical solutions to the problem at hand. This is usually done under supervision of a lecturer. Clinical legal Education also prepares students for legal practice. It arose from the fact that class room i.e. lecture case book method education could not prepare a student for practice. Whereas some universities have adopted clinical legal education in their curriculum, other universities are yet to adopt it.

Whereas legal practice is now evolving to more marketable areas such as taxation, international trade and investment, joint ventures, intellectual property law, petroleum and mining and international arbitration, the LLB programmes largely remain the same in a number of universities.

As noted in the Odoki Committee report, the lawyers are not confident about office management; their mastery of accounting is rudimentary, leading to difficulties in the administration of clients' accounts.⁷ It is a no wonder that the Law Council Disciplinary Committee is now back logged with advocates' indiscipline cases.

The objectives of legal education as stated by the Gower Committee are to enable students to acquire the mastery of legal craftsmanship through the analysis of legal doctrines and the sharpening of legal skills and a critical appreciation of the political, economic and cultural context within which the law operates.

It was further envisaged that the kind of lawyer needed will no longer be the traditional one thus a broad rather than the technical education.

The proposal was that the law students would not only know the rules and concepts of the law but also the environment within which the law operates. This could only be achieved if legal education includes a broad spectrum of scholarship in the humanities and social sciences relevant to law in Uganda.

⁵ Success of Research at Makerere University can be attributed to the ascendance of HURIPEC through Prof Joe Olaka Onyango and others.

⁶ Columbia Law School, Clinical Education at Columbia Law School

⁷ Odoki Report, page 6

Teaching Methods

In the first decade of Makerere School of Law, there was argument on the mechanics of instruction as to whether the case method was more effective than the lecture method.⁸ Most law faculties in Uganda use the lecture method as the predominant means of instruction.

The lecture method involves conveying knowledge to a large passive audience. Usually the numbers of students and sometimes the size of the lecture room make it difficult to engage in any dialogue. Lecturers do not develop or enhance the ability to analyze cases, statutes, and legal principles, and to apply them to new facts.⁹ This however is not to suggest that the lecture method is not effective at all, its most effective when complemented with other methods such as tutorials.

As of 1995, it was noted that there was almost complete non-use of the tutorial method at Makerere University yet this is an indispensable aspect of legal pedagogy because they provide a deeper understanding of the legal principles, legal reasoning.¹⁰ The Committee recommended that the tutorial method of teaching be re-introduced, moots in the last two years of study so as to expose the students to the moot experience before they graduate from university. Currently, the tutorial method of pedagogy is used reluctantly in most universities.

LDC Training

On the other hand, the training offered at LDC aims at imparting professional knowledge and skills into the students on an assumption that the students have already acquired the knowledge in substantive and academic law. The Denning¹¹ Committee couched its reason for a practical / professional training program in the following language:

“In some parts of the world, a university degree in law is considered by itself to be a qualification to practice. We do not take this view. We think that practical training is a necessary part of the equipment of a lawyer just as it is of a doctor. After a man has taken his degree at the university, he should have a period of one year’s practical training at a school of law where he can be taught such things as the drawing of pleadings, trust accounts and bookkeeping, practical convincing, etiquette and professional conduct”

⁸ Argument over these matters showed up in varying staff seminars and faculty barazas in the 1970s

⁹ see Byron D. Cooper, *The Integration of Theory, Doctrine, and Practice in Legal Education*, 1 J. ASS’N LEGAL WRITING DIRS. 50, 52 (2002).

¹⁰ Odoki Report, page 29

¹¹ **Denning, Alfred Thompson Denning, Baron, 1899-1999**, Report of the committee on legal education for students from Africa, **London: H.M.S.O., 1961.**

This has often forced lecturers at LDC to carry out training in substantive law on an adhoc basis. This deficiency can be explained by the following:-

- (i) Inadequate instructions in certain areas of substantive law where the syllabus is not fully or satisfactorily covered;
- (ii) Cases where non mandatory subjects are not offered by a big number of students;
- (iii) Over reliance on the lecture pedagogy method
- (iv) Overcrowding in some universities and disproportionate student faculty ratios. A law school doubles its intake but in students but does not make similar adjustments to number of lecturers, and facilities such as library.
- (v) Inadequate remuneration of lecturers in universities which has compelled lecturers to moonlight hence affecting preparation for teaching and also delivery.
- (vi) Where extensive subjects such as Civil Procedure, Land Law cannot be covered at undergraduate level and with attention being paid to the basic principles; and
- (vii) Legal ethics is a pervasive theme throughout legal education and training and should therefore be addressed at the Faculty of Law as well as LDC.

The other important aspect on how well the programme prepares the students is the incorporation of ICT in the conduct of legal education. LDC has incorporated the use of ICT in all its lectures and this should be reflected in the teaching at universities.

Method of Teaching

At LDC, the method of teaching is the workshop pedagogy where professional advise students on solving legal problems in addition to weekly moot sessions and weekly assessments through Individual Assessments (I.A). To many students, this training is rather rigorous when compared to university legal education.

When graduates from universities enrol for professional legal training at LDC, they are equipped with professional skills and some usually lag behind because of having not attained the basics at undergraduate level. This kind of training is done on an assumption that the graduates are ready for the Bar Course. This is usually not the case as some of the lawyers tend to show that they were not well prepared.

Therefore, all these warrant the need in the change of teaching methods and training. As recommended by the Odoki Committee, there should be constant collaboration and dialogue between the LDC and the Law Faculties so that their efforts in legal education are co-ordinated and dovetail to produce a coherent whole.

Curriculum

In 2015, LDC reviewed its curriculum to widen the scope of the Bar Course including the methods of teaching and assessment and also the content of some subjects. This was done to consider the emerging trends in legal practice and meet the different needs of clientele. The core subjects are, Criminal Proceedings, Land Transactions, Corporate and Commercial Practice, Family Law Practice. The other subjects include Public Legal

Practice, Judicial Practice, Professional Conduct, Trial Advocacy, Legal Writing, Accounting for Lawyers, Tax Practice, Management Skills, Corporate Governance, Legal Aid/probono practice, Advanced Alternative Dispute Resolution, International Commercial Transactions, Legislative Drafting, Clinical Legal Education.

Other developments at LDC

Apart from the review of the curriculum, there are other developments that have taken place at the Centre such as the teaching methods, methods of assessment and inclusion of technology during lectures. Despite these developments and reforms, the curriculum and methods of teaching at the university level remain the same because the students even the law teachers do not know what is expected of them at LDC. Since LDC is the provider of professional legal training, it is important that the universities provide education that is in tandem with the training at LDC so as to produce a versatile lawyer.

Apart from the Bar Course, LDC offers other courses such as Diploma in Law, Diploma in Human Rights, Administrative Officers' Law Course, Court Bailiffs and Court Brokers' course and other short term tailored courses. However, LDC has for long been criticised for limited marketing of its products to the public, stakeholders and consumers. LDC produces the Uganda Law Reports and High Court Bulletins annually and other publications such as reports and reprints of Acts of Parliament and as universities, the various libraries would be a target market for LDC's products yet this is not the case.

Legal Education and Training Representation on Boards and Various Committees

Before the liberalisation of legal education in Uganda, most statutes relating to legal education would cater for only Makerere University because it was the only university teaching law at the time. With liberalisation, there are many universities providing university legal education. This has created need to amend such statutes to cater for private universities accredited by Law Council to teach law in Uganda.

For instance, the Advocates Act of 1970¹² was amended in 2002 to reconstitute the composition of the Law Council but it only catered for the Dean Faculty of Law of Makerere University.¹³ The same is reflected in section 6 of the same Act on constitution of the Committee on Legal Education and Training of the Law council; where only Makerere University is represented yet the issues affecting legal education cut across all universities.

LDC also embarked on the amendment of the LDC Act of 1970¹⁴ and among the proposals for reform is the composition the Management Committee (proposed to be named the Governing Council). The proposal is that both public and private universities accredited by the Law Council be represented on the Committee or have a representative selected by universities. As well put by the Ssempebwa Committee, the composition of all such bodies is to ensure representation and consultation amongst various stakeholders in the

¹² Cap 267, Laws of Uganda

¹³ Section 2 of the Advocates (Amendment) Act, 2002

¹⁴ Cap 132, Laws of Uganda.

legal education system. They recommended that in as far as the representation of teaching institutions is concerned, some changes needed to be made.¹⁵

Because there is no body unifying the law faculties, this could partly explain why there has only been consideration of Makerere University.

CHAPTER THREE

STUDY FINDINGS

Introduction

The findings in this section have been collected from Deans and lecturers teaching law at universities. The study covered all universities accredited to teach law in Uganda. The findings have been augmented by desk research through review of reports on Legal Education and Training, comparative studies and best practices from other countries.

This chapter discusses the perceptions of university lecturers and Deans of law schools on relations with LDC, establishment of a forum between LDC and deans and lecturers universities accredited to teach law in Uganda. It also looks at their perceived views on implementation and operation of the forum, relevance of the forum in improving legal education and training in Uganda generally and also how the forum would help LDC in executing its other statutory functions.

¹⁵ Ssempebwa Committee, page 16

Perceptions on the Relationship Between Faculties/Law Schools and LDC

The study among others sought to establish the perceptions of lecturers and Deans of law schools on LDC's relations with Law schools/ faculties. LDC being the sole provider of professional legal Education and training in Uganda, most of the Deans and law lecturers are alumni of LDC and as such there is a healthy relationship between LDC and the lecturers teaching law in Universities.

Other respondents perceive LDC as a partners and look forward to having their students enrolled at LDC for the Bar Course training.¹⁶ However findings also revealed that students perceive LDC as a wall and not a bridge to becoming advocates. Regarding the public generally, findings indicate that that the public has a perception that LDC intentionally fails the students to reduce the numbers of lawyers who get into practice.¹⁷

The difference in these perceptions can be explained by the fact that students and the general public do not know what exactly happens at LDC. It's no wonder they look at LDC as a wall as opposed to a bridge to legal practice. It should be noted that the failure rates at LDC can be attributed to many issues including social, political, economic which have nothing to do with LDC. This therefore calls for LDC to build relations with audiences that matter especially students learning law, lecturers teaching law and the general public. A good perception about LDC will build a relationship that will advance, promote and benefit the institution and the Uganda citizenry. This may include community relations, public speaking, media relations, employee relations etc.

Recommendations

1. LDC should devise means of increasing the pass rate of students otherwise the public generally is not convinced that a graduate lawyer can fail to pass the Bar exam more than once.
2. LDC should improve its public relations e.g. by participating in corporate social responsibility.

Establishment of a Forum Between LDC, Deans and Lecturers

The study also sought to assess the possibility of establishing a forum between LDC, Deans and lecturers of law schools teaching law in Uganda. Most key informants (KI's) revealed that the forum is way overdue as it would bridge a gap between LDC and universities. Whereas some KI's proposed that the forum should be only for deans of law schools, others proposed that this forum should constitute lecturers teaching law in Uganda whether at LDC or university level.¹⁸ Those supporting establishment of the forum were of the view that it would provide an opportunity to the stake holders to harmonise on the teaching methods, course content, methods of assessment and others.¹⁹

¹⁶ Interview with the Dean of UCU University, March 2018.

¹⁷ Interview with the Dean of Law School St. Augustine University, March 2018

¹⁸ Interview with Acting Principal Makerere University Law School

¹⁹ Dean school of Law Kampala International University, Dean school of Law Uganda Christian University, Dean School of Law St Augustine University

Different universities have different teaching methods. Findings revealed that most universities use the lecture pedagogy method. This in its self should not be a problem because most universities teach theory and therefore the lecture method is most ideal. The forum would provide a platform for a dialogue on the best teaching methods such as combining lecture method with tutorials, use of moot courts, Clinical Legal Education e.tc.

One of the respondents suggested that the forum could be used for mentoring new lecturers into teaching law. He noted that the recruitment of lecturers teaching law both at university²⁰ education and professional education²¹ is radical. There is no training or mentorship that the new lecturer goes through but actually learns on the job. Furthermore, a respondent noted that university legal education has different standards from those of professional legal education.²²

Whereas university education is regulated by National Council for Higher Education²³, professional education is regulated by the Law Council. ²⁴ The forum would be a meeting point of the two in determining the direction of Legal Education.

However one respondent opined that for the forum to influence the curriculum both at university and LDC, Law Council and National Council for higher Education should be represented at the forum; otherwise the recommendations of the forum regarding the curriculum would be in vain.²⁵

From the findings, it can be deduced that the idea of establishing a forum bringing together LDC, Deans and /or lecturers teaching law is vital in improving and advancing legal education in Uganda. Most respondents looked at the forum as platform that can be used to focus stakeholders on local challenges beginning with extensive reform of domestic law schools, curricula and administration.

Curriculum of Universities in Preparing Students for LDC Professional Training

The study also sought to investigate whether the curriculum of university education in Uganda prepares students for professional training. Unlike other jurisdictions where the curriculum is developed by statute,²⁶ in Uganda the curriculum on legal education is developed by National Council for Education in consultation with the Law Council.

Findings revealed that most universities in Uganda still use theoretical programmes that may not be relevant to the job market. Few programmes have internship or practical training in the world of work. Institutions do not liaise with the market to produce graduates for the private sector instead of the traditional civil service. For example some

²⁰ Usually a student with a first class degree or Upper degree is recruited at the Law school as a lecturer

²¹ Consideration is given to advocate who have been in practice for about seven years.

²² Interview with Mr. Peter Wandera Dean of Law school St. Augustine University, March 2018

²³ Established under the Universities and other Tertiary Institutions Act

²⁴ Law Council is established under the Advocates Act.

²⁵ Interview with Ms. Emma Saali Associate Dean Kampala International University, March 2018

²⁶ For example Ghana 1960 Legal Profession Act 32 of 1960 SI 13- 15. The Course structure of Ghana was set out in the Professional Course Regulation (LI)1296 OF 1984

universities have not incorporated clinical legal education in their curriculum yet it's very vital.

Findings also indicated that research based teaching has not been embraced by universities. Actually in some universities the research paper is optional and is dependent on the CGPA of the student.²⁷ Also to note is the absence of moots which is very important in legal pedagogy. LDC and some universities send their students for clerkship to observe the law in practice.

However findings revealed that this clerkship placement is not effective because there is no placement system to assist the student in getting accepted in an established office.²⁸ Even if the student is placed in the established office, there is no system that will guarantee him or her the opportunity to become involved in office routine and practice such as actual handling of cases, assisting in case preparation and trial advocacy. To make matters worse, there is no assurance of performance review such as discussions between the student and his or her superior.²⁹ The forum will provide a platform where some of these may be resolved. Universities may pick good practices from each other and also develop partnerships with others. For example universities that do not have legal aid clinics can partner with those universities that have or better still LDC for purposes of Clinical Legal Education

Recommendations

A forum between LDC, Deans of Law schools and lecturers be established. The objectives of the forum will be as follows:

- a) Advancement of legal education, as well as legal research in Uganda
- b) Advocate for interests of law teachers, legal researchers and legal scholars in Uganda.
- c) Promotion of co-operation and exchange of ideas between LDC, Deans of universities in methods of teaching, assessment and curriculum content.
- d) Advance research and publications to increase legal knowledge and also inform policy.
- e) Mentoring new lecturers into teaching law.

Implementation and Operation of the Forum

The objective of this study was if approved, to establish how best the forum would work. The study was to establish whether the forum should instead bring together all law teachers in Uganda both at university level and professional level. A respondent argued

²⁷ For example Makerere University

²⁸ Most students have to go through lobbying in order to get placements. It would be proper if the placements are based on merit.

²⁹ Associate Dean, Kampala International University.

that a forum for deans of universities teaching law would not be viable as most deans have busy schedules and therefore may not advance the interest of the forum.³⁰

A key informant suggested that the forum should be a body corporate while others suggested that it should be an association requiring members to make an annual subscription to run the affairs of the association³¹. Most respondents proposed the forum should have an annual meeting where decisions are made, an executive of about 5 members who would will coordinate the actives of the forum was proposed.³²

From the above findings, it is clear that the respondents are in support of a forum but what is not clear is its implementation. A case in point is composition of the forum; for example should it be composed of only deans of Law Schools as earlier envisaged by LDC or it should be composed of all lecturers and deans teaching law in Uganda both at professional level and university level.

Respondents in support of the former argued that it would not be wise to have the forum of only deans of law schools together with LDC because most deans do not teach and the purpose of advancing legal education in Uganda would be defeated. That for such a forum to have real impact, it needs real people who do the teaching to come together and share the challenges they face and in the long run create solutions.³³

Recommendation

A forum between LDC and Deans/ principals of law schools should be established.

Other functions Carried out by LDC

Most respondents revealed that they were aware of the courses conducted by LDC since most of the respondents are Alumni of LDC. However most respondents revealed that they were not aware of the Diploma in Human Rights Course.³⁴ Although the respondents were aware of the Law Reporting function, most of them stated that they have not seen the Uganda Law Reports in so many years.³⁵ Respondents also stated that although the Legal Aid Clinic of LDC has remained vibrant, a lot still needs to be done. A respondent suggested that the LDC legal Aid Clinic should consider partnering with universities that do not have clinics for purposes of clinical legal education.³⁶

These findings suggest that LDC has properly executed its core mandate of providing professional legal training in Uganda but has not extensively executed the other requirements as required by law. LDC has conducted the Diploma in Law and Human Rights programmes every year. LDC further boasts of the short courses for Bailiffs and

³⁰ Interview with Christopher Mbazira, Principal Makerere University Law School

³¹ *ibid*

³² Associate Dean Kampala International University, Principal of the Law School Makerere University, Dean St. Augustine University.

³³ *supra* 30

³⁴ Dean St Augustine Law School

³⁵ Dean of Law School, Uganda Christian University

³⁶ *supra* 30

Court Brokers that is conducted twice a year; not forgetting the Certificate for Administrative officers that is conducted in and outside Kampala.

The Law reporting, research and reform function is also carried out. LDC in in 2017 launched three volumes of Uganda Law Reports i.e. However this function has been limited by availability of resources.

Recommendation

LDC should take advantage of the forum to market its publications especially the law reports which are very essential in legal education especially so because Uganda is a common law jurisdiction that relies so much on precedent.

List of respondents

1. Dean Makerere School of Law
2. Dean, Uganda Christian University, Mukono
3. Dean Cavendish University Law school
4. Dean Islamic University law school in Uganda
5. Dean, Kampala International University, law school
6. Dean Uganda Pentecostal University, law school
7. Dean, Busoga University, law school
8. Dean, St. Augustine University, law school
9. Dean Bishop Stuart University, Mbarara law school
10. Dean, Nkumba University, law school
11. LDC Staff

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2. Law Development Centre Act, Cap 132

Reports

Government Memorandum on the Report of a Committee appointed to Study and Make Recommendations Concerning Legal Education, Sessional Paper No 3 of 1969 (Gower Report).

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