

## INTEGRATING ARTIFICIAL INTELLIGENCE INTO LEGAL EDUCATION IN NIGERIA FOR A SUSTAINABLE FUTURE

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### Abstract

*Legal education in Nigeria is a well-structured method of training and raising legal practitioners, following years of rigorous study of specific courses in law in all its spheres, ultimately leading to the conferment of Bachelor of Laws (LLB) and Barrister at Law (B.L) degrees, and subsequent call to the Nigerian Bar. Artificial Intelligence (AI), a form of non-human intelligence created through programmed instructions, has significantly impacted various legal domains. This paper seeks the integration of AI technologies into legal curricula as a paradigm shift that enhances educational experiences while preparing students for a technology-driven environment. Employing a doctrinal research methodology, the paper analysed primary sources, such as statutes and case law, as well as secondary sources, including journal articles and online materials. The findings*

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*reveal that AI literacy is yet to be fully integrated into legal education in Nigeria, there are several challenges facing legal education in Nigeria such as poor funding, inadequate facilities etc. The paper recommends the necessity for the Council of Legal Education to develop comprehensive curricula that incorporate AI literacy, ethical considerations, and technical skills; faculty training programmes that will keep teachers updated on AI advancements, thereby enriching student learning among many other recommendations.*

**Keywords:** Legal Education, Sustainable Future, Artificial Intelligence (AI), Legal Practice

## **1.0 Introduction**

The integration of Artificial Intelligence (AI) into various sectors has transformed traditional practices, and legal education is no exception. In Nigeria, where the demand for modernised legal frameworks and practices is increasing, incorporating AI into legal education presents a unique opportunity to enhance the training of future legal professionals. As the landscape of law evolves with rapid technological advancements, it is essential for legal education institutions to adapt their curricula and teaching methodologies accordingly. This integration not only prepares students for the complexities of contemporary legal practice but also equips them with the necessary skills to navigate an increasingly digital world.

Despite the challenges faced by legal education in Nigeria, including outdated curricula, inadequate facilities, and insufficient funding,

embracing AI can engender a much-needed transformation. AI technologies can facilitate personalised learning experiences, improve research capabilities, and streamline administrative processes within law faculties. Moreover, by fostering a culture of innovation and adaptability, AI can help bridge the gap between theoretical knowledge and practical application, thereby enhancing the overall quality of legal education.

This paper aims to explore the potential benefits and challenges of integrating AI into legal education in Nigeria. It will examine current trends in legal technology, evaluate the readiness of Nigerian law faculties to adopt AI tools, and propose strategies for successful implementation. By addressing these critical issues, this study seeks to contribute to the development of a sustainable legal education framework that meets the needs of today's legal professionals while preparing them for the future challenges of the profession. Ultimately, the successful integration of AI into legal education will play a pivotal role in advancing the Nigerian legal system and ensuring its relevance in a rapidly changing global context. To this end, the article is divided into six parts to wit, part one contains the introduction, part two looks at the meaning of artificial intelligence, part three examines legal education in Nigeria, part four deals with the challenges facing legal education in Nigeria, part five considers the role of artificial intelligence for sustainable legal education in Nigeria and part six contains the conclusion and recommendations.

## **2.0 Artificial Intelligence**

Artificial intelligence (AI) encompasses a broad array of computer systems designed to execute complex tasks that were traditionally the domain of human intelligence. These tasks include reasoning, decision-making, and problem-solving, which are essential in various professional fields. Today, AI

technologies underpin many of the services and products that we encounter in our daily lives, transforming the way we interact with the world around us.<sup>2</sup> At its core, AI represents a branch of computer science focused on creating intelligent machines capable of performing tasks autonomously. An intelligent agent, in this context, is a system designed to take actions that maximise its chances of achieving specific goals, thereby enhancing efficiency and effectiveness.<sup>3</sup> The capacity of AI programmes to process vast quantities of data, identify patterns, and execute complex instructions is revolutionising numerous sectors.<sup>4</sup> A common definition of AI is that it is a technology that enables machines to imitate various complex human skills.<sup>5</sup>

The application of AI is increasingly evident in various facets of modern life, making it an integral part of our daily routines. From healthcare to finance, education to entertainment, AI systems are being employed to tackle intricate problems with remarkable efficiency. This technological advancement is not just a trend; it represents a fundamental shift in how industries operate and how individuals engage with technology.<sup>6</sup>

AI's transformative potential spans multiple sectors, offering opportunities to reinvent business models and reshape the future of work. In industries such as

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<sup>2</sup> Coursera, <<https://www.coursera.org/articles/what-is-artificial-intelligence>> accessed 15 July 2025.

<sup>3</sup> Neha Saini, 'Artificial Intelligence & Its Applications' (2023) 8 (4) *International Journal for Research Trends and Innovation IJRTI* <<https://www.ijri.org/papers/IJRI2304061.PDF>> accessed 17 July 2025.

<sup>4</sup> BBC NEWS, < <https://www.bbc.com/news/technology-65855333> > accessed 15 July 2025.

<sup>5</sup> Haroon Sheikh, Corien Prins and Erik Schrijvers, 'Artificial Intelligence: Definition and Background' [https://www.link.springer.com/chapter/10.1007/978-3-031-21448-6\\_2](https://www.link.springer.com/chapter/10.1007/978-3-031-21448-6_2)> accessed 17 July 2025.

<sup>6</sup> Neha Saini (n.3).

supply chain management and medicine, AI is driving performance improvements and enhancing human capabilities.<sup>7</sup> For instance, in healthcare, AI algorithms can analyse patient data to provide personalised treatment recommendations, thereby improving outcomes and streamlining processes. Similarly, in finance, AI-driven analytics can optimise investment strategies and detect fraudulent activities more effectively than traditional methods.

Moreover, the integration of AI into various industries is not merely about automation; it is also about augmenting human intelligence. AI systems can assist professionals by providing insights and recommendations that allow for more informed decision-making. This synergy between human and artificial intelligence has the potential to elevate productivity and foster innovation across sectors.

The use of artificial intelligence (AI) in higher education has risen quickly in the last 5 years,<sup>8</sup> with a concomitant proliferation of new AI tools available.<sup>9</sup> As we explore the implications of integrating AI into legal education in Nigeria, it is crucial to recognise the significance of this technology in shaping future legal

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<sup>7</sup> Christopher Collins, Denis Dennehy, Kiera Conboy and Patrick Mikalef, 'Artificial Intelligence in Information Systems Research: A Systematic Literature Review and Research Agenda' (2021) (60) *International Journal of Information Management*, (2021) <<https://www.sciencedirect.com/science/article/pii/S0268401221000761>> accessed 17/07/2025.

<sup>8</sup> Hui-Chun Chu, Gwo-Haur Hwang, Yun-Fang Tu, and Kai-Hsiang Yang, 'Roles and Research Trends of Artificial Intelligence in Higher Education: A Systematic Review of the Top 50 Most-cited Articles.' (2022) 38 (3) *Australasian Journal of Educational Technology*, (2022) 38(3) <<https://www.doi.org/10.14742/ajet.7526>> accessed 17 July 2025.

<sup>9</sup> Helen Crompton, and Diana Burke, 'Artificial Intelligence in Higher Education: the State of the Field.' (2023) 20 (22) *Int J Educ Technol High Educ* .<<https://www.doi.org/10.1186/s41239-023-00392-8>> accessed 17 July 2025.

practitioners. The legal field, like many others, stands to benefit immensely from AI technologies, which can enhance research capabilities, streamline case management, and improve access to justice. By embedding AI into legal education, we can equip future lawyers with the tools necessary to navigate an increasingly complex legal landscape.

### 3.0 Legal Education in Nigeria

Legal education serves as the cornerstone of understanding and practicing law, evolving alongside the socio-economic landscape of a country. As economies develop and face new challenges, the knowledge of law adapts to meet these demands, functioning as an essential tool for social engineering. This educational framework not only imparts legal knowledge but also trains individuals to engage effectively in the legal profession.<sup>10</sup> Adewumi. posits that the quality of legal practitioners is intrinsically linked to the quality of their legal education. He emphasises that ‘the quality of a legal practitioner is the same as the quality of legal education that produced him.’<sup>11</sup> This assertion highlights the critical role of a robust law curriculum, which forms the basis of legal education. A well-structured curriculum ensures the delivery of quality legal education, and any transformation in legal education systems must begin with a thorough reform of the

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<sup>10</sup> Ohiare J.A, ‘Problems and Prospects of Legal Education in Nigeria: An Assessment of the Council for Legal Education Act in Nigeria.’ (5) (1) *IJSRHLIR* <<https://internationalpolicybrief.org/wp-content/uploads/2023/10/ARTICLE19-14.pdf> > accessed 17 July 2025.

<sup>11</sup> Afolasade A. Adewumi, ‘Revolutionising Legal Education as a Response to Globalisation and ICT in Nigeria.’ *The Journal of Commonwealth Law and Legal Education*. <<https://law-school.open.ac.uk/overview/journal-commonwealth-law-and-legal-education/revolutionising-legal-education-response> > accessed 17 July 2025.

curriculum. This reform typically delineates course content and teaching methodologies aimed at enhancing student knowledge.<sup>12</sup>

In today's digital age, the significance of Information and Communication Technology (ICT) in legal education, research, and practice cannot be overstated. However, many legal education administrators and stakeholders have yet to fully embrace global technological advancements. A considerable portion of academic activities continues to rely on outdated, manual processes, hindering the effectiveness of legal education.<sup>13</sup>

Education, broadly defined, is a systematic approach to knowledge acquisition, enabling individuals to navigate complex legal landscapes effectively. It involves transferring knowledge from one generation to the next and developing critical thinking, problem-solving, and communication skills. It can also be defined as the systematic process which allows the acquisition of knowledge by a child or adult.<sup>14</sup> Legal education can be defined as a 'process which equips the future lawyer, judge, administrator, counsellor and legal scientists to know how legislative, executive, judicial organs of the government are designed and how they operate.'<sup>15</sup> This process not only involves the transfer of knowledge but also the

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<sup>12</sup> *Ibid.*

<sup>13</sup> Emeka Ngige, and S Udemezue, 'Navigating the Future of Legal Education in Contemporary Nigeria: Effective Strategies for Addressing Current Challenges and Proposals for Reforms.' <[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=504065](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=504065)>accessed 17 July 2025.

<sup>14</sup> J Parankimalil, 'Meaning, Nature and Aims of Education' Cited in Afolasade A. Adewumi (n.11).

<sup>15</sup> MR Burra and VN Madasu, 'Importance of Internet Facility in Support of Legal Education and Legal Research. Cited in Afolasade A. Adewumi (n.11).

development of critical thinking, problem-solving, and communication skills.

The quality of legal education directly influences the efficacy of the Justice Delivery System.<sup>16</sup> Judicial decisions and the reasoning behind them rely heavily on the arguments presented in court, which in turn depend on the legal education of both practitioners and judges. The business of training and instructing young Nigerians in the knowledge and practice of the law is one of the few gains attributable to the period of Colonial Administration.<sup>17</sup>

The foundation of legal education in Nigeria can be traced back to the colonial era, which established a system for training young Nigerians in legal knowledge and practice. The journey to becoming a lawyer in Nigeria begins at the university level, with various faculties of law across the country. A prospective lawyer may also choose to study Law at a foreign University.<sup>18</sup> Admission requirements, as outlined by the Joint Admissions and Matriculation Board (JAMB), stipulate that, prospective students must have completed their secondary education, passing the West African Senior Secondary School Certificate Examination or an equivalent qualification. Typically, candidates are required to achieve at least five 'O' level credit

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<sup>16</sup> Idem Udem Jacob and Halimat Adeniran, 'Challenges of Legal Education in Nigeria and the Effects on National Development'. (2019) 6 (10) *International Journal of Multidisciplinary Research and Development*. <<https://www.allsubjectjournal.com/assets/archives/2019/vol6issue10/6-9-63-222.pdf>> accessed 17 July 2025.

<sup>17</sup> Olusola, A. "An Appraisal of the Standard of Nigerian Legal Education" (2010) available at <https://www.academia.edu/26316750>. Cited in Idem Udem Jacob and Halimat Adeniran (N.16).

<sup>18</sup> Nwogugu, E. A. 'Quarter Century of Legal Education in Nigeria: An Appraisal.' *Occasional Paper* No. 10, NIALS Lagos, (1985) P.2.



passes in relevant subjects, including English, Mathematics, and Literature-in-English. In the case of Sharia Law, an additional credit in Arabic or Islamic Studies is required.<sup>19</sup>

Admission into Nigerian law faculties occurs either through direct entry or by taking the JAMB Unified Tertiary Matriculation Examination (UTME). Direct entry candidates may be placed in the second year of the five-year LLB (Bachelor of Laws) programme, streamlining their path to legal education. In Nigeria, prospective law students seeking direct entry into law faculties must meet specific qualifications beyond the standard 'O' level subjects. Acceptable qualifications include: a university degree in fields unrelated to law; a two-year diploma in law and other relevant qualifications, such as a Higher National Diploma in related disciplines. A level in subjects like History, Government, Economics, Religious Studies, and Literature-in-English. Completing a law degree in Nigeria typically requires five years of study, culminating in the award of an LLB (Bachelor of Laws). However, students often spend more than five years due to unforeseen circumstances-such as industrial actions (commonly referred to as 'ASUU' strikes) and internal administrative issues.

The Nigerian Law School, established under the Legal Education Act,<sup>20</sup> plays a crucial role in training law graduates from accredited faculties. Initially, the main campus was located in Lagos, later relocated to Bwari, Abuja, in 1997, while the Lagos Campus continues to operate as a

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<sup>19</sup> The Nation Newspaper, '50 Years of Legal Education in Nigeria: A Critique' 20th June, 2019, available at <<https://thenationonline.net>. > Cited in Idem Udem Jacob and Halimat Adeniran (n.16).

<sup>20</sup> The Legal Education (Consolidation) Act, 1962.

secondary site.<sup>21</sup> And now the Lagos Campus of the Nigerian Law School. Subsequently, other campuses were created such as the Enugu and Kano Campuses in 2005, the Yola and Yenagoa Campuses in 2010 and the Port-Harcourt Campus in 2022. The seven (7) Campuses, except for the Abuja Campus which is the Headquarters, are headed by Deputy Directors-General. The Director-General heads the Headquarters and is the overall administrative head of the Nigerian Law School. The Nigerian Law School admits graduates from foreign universities, provided these institutions are recognised by the Council and offer common law courses. Accepted subjects include Constitutional Law, Criminal Law, Contract Law, Tort Law, Land Law, Equity and Trusts, Commercial Law, and Evidence. Admission is also open to individuals who have passed the final Bar Examinations in England, Scotland, or Ireland. Students trained outside Nigeria must first pass the Bar Part I examinations before joining their Nigerian counterparts for Bar Part II courses, which focus on practical aspects of law.<sup>22</sup>

A distinctive feature of the Nigerian Law School's assessment system is that a student's lowest grade in their Bar Finals determines their overall assessment. For instance, if a student achieves four A's and one C, the final grade reflects the C. This policy encourages students to perform well across all subjects, emphasising a well-rounded legal education aimed at producing competent lawyers. The primary objective of the Nigerian Law School is to ensure that lawyers in Nigeria are trained to meet the highest standards of the profession. By maintaining rigorous academic

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<sup>21</sup> Idem Udem Jacob and Halimat Adeniran (n.16).

<sup>22</sup> Ibid. (n.16).

requirements and a comprehensive curriculum, the Law School aims to uphold the integrity and quality of legal practice in Nigeria.<sup>23</sup>

In Nigeria, the oversight of legal education is primarily the responsibility of two key bodies: the Council of Legal Education (CLE) and the National Universities Commission (NUC). Established under section 1(1) of the Legal Education (Consolidation, etc.) Act of 1976, the Council of Legal Education is tasked with overseeing the legal education of individuals aspiring to join the legal profession. Historically, the CLE has focused more on the infrastructural development of law faculties than on the curriculum content and teaching methodologies, which raises concerns about the overall quality of legal education in the country.<sup>24</sup>

The National Universities Commission (NUC) and the Council of Legal Education (CLE) have advocated for significant reforms in legal education in Nigeria, particularly in teaching methodologies. One of the most impactful changes has been the introduction and promotion of clinical legal education across various law faculties. Traditionally, legal education in Nigeria relied heavily on passive teaching methods, where lecturers would dictate notes and distribute study materials, leading to a rote-learning environment.<sup>25</sup> However, with the adoption of clinical legal education, students now engage more actively in their learning experiences. This approach emphasises activity-based methods, fostering a dynamic learning atmosphere that encourages hands-on involvement rather than mere memorisation. Clinical legal education cultivates professional relationships akin to lawyer-client interactions, effectively bridging the gap between

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<sup>23</sup> *Ibid.*

<sup>24</sup> Afolasade A. Adewumi (n.11).

<sup>25</sup> *Ibid.*

theoretical knowledge and practical application. This shift has revitalised students' interest in the study of law, transforming it from a passive field into an active, student-centered educational process. By integrating clinical reforms throughout the law school curriculum, clinical legal education not only enhances students' understanding of legal principles but also prepares them for the realities of legal practice.

The global clinical movement emphasises the importance of equipping future lawyers with the skills necessary for ethical and high-quality legal practice, grounded in a commitment to social justice. This initiative recognises the diverse legal systems worldwide while focusing on the local context in which lawyers operate. By nurturing a new generation of lawyers who are not only knowledgeable but also socially aware and ethically responsible, clinical legal education aims to reshape the landscape of legal practice in Nigeria and beyond. Overall, these reforms signify a crucial step towards aligning legal education with contemporary societal needs and professional standards.

#### **4.0 Challenges Facing Legal Education in Nigeria**

##### **a. Poor Funding**

One of the most significant challenges facing legal education in Nigeria is poor funding. Public educational institutions primarily rely on government allocations and tuition fees from students, while private institutions are funded by their owners and students' fees. Unfortunately, funding for public universities has been declining, leading to increased tuition fees that students must bear. This rise in fees often sparks protests and demonstrations, which can escalate

tensions and sometimes result in school closures.<sup>26</sup> For instance, the Nigerian Law School recently raised its tuition,<sup>27</sup> prompting complaints from prospective students. This situation led to intervention<sup>28</sup> by Nigeria's House of Representatives<sup>29</sup> in an attempt to address the concerns. In contrast, private universities charge exorbitant fees, making education unaffordable for many low-income students. The absence of a robust student loan scheme further complicates matters. Although the Federal Government has introduced the 'Nigerian Education Loan Fund,' aimed at providing interest-free loans to students, its effectiveness in improving access to education for financially disadvantaged students remains uncertain.<sup>30</sup> Overall, the chronic underfunding of both universities and legal education institutions severely hampers the effective administration and delivery of legal education in Nigeria. Also, the dream of transforming legal education with ICT will remain a dream without adequate funding of such programmes by the universities.<sup>31</sup> This financial strain not only affects the quality of education but also limits access for many aspiring law students. Addressing these

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<sup>26</sup> Chinagorom Ugwu, 'Fee Hike: Nigerian University Shut Down Indefinitely Over Students' Protest' *Premium Times Nigeria* <<https://www.premiumtimes.com>> ; "Qosim Suleiman and Mariam Ileyemi, "UNILAG: Protest against Fee Hike Continues as VC Prepares to Meet Student Leaders' *Premium Times Nigeria* <<https://www.premiumtimesng.com>> accessed 21 July 2025.

<sup>27</sup> Chioma Unini, 'Nigerian Law School Jacks Up Tuition Fee to N476,000 Amid Economic Hardship' <<https://thenigerianlawyer.com>> accessed 21 July 2025.

<sup>28</sup> Dirisu Yakubu, 'Reps Ask Law School to Reverse 60% Fee Hike' *Punch Newspapers* <<https://punchng.com>> accessed 21 July 2025.

<sup>29</sup> The House of Representatives is the lower House of the National Assembly (the Legislature)

<sup>30</sup> 'Nigerian Education Loan Fund' (Home, 2024)

<sup>31</sup> Afolasade A. Adewumi (n.11).

funding challenges is crucial for ensuring that legal education in Nigeria can meet the needs of its students and the broader society.<sup>32</sup>

**b. Gaps in the Legal Framework Governing the Nigerian Law School**

The Legal Education (Consolidation, etc) Act, 2004 being the current legal framework governing the Nigerian Law School is a very radical departure from the Legal Education Act, 1962. Its contents are novel and it entirely superseded its predecessor.<sup>33</sup> However, it still reveals significant gaps that undermine its operational integrity and adherence to the rule of law. Notably, there is no provision in the Act regarding the modalities for appointing the Director-General of the Nigerian Law School. This absence raises concerns about transparency and accountability in leadership selection.

**c. Over-Admission of Students and violation of Quota by Nigerian Law Faculties**

One of the critical issues facing legal education in Nigeria is the violation of student admission quotas set by the Council of Legal Education. Each law faculty is assigned a maximum number of students it can admit per academic session, yet many universities consistently exceed this limit. This over-admission has created significant problems for the Nigerian Law School, which struggles to accommodate the increasing number of graduates seeking admission, often leading to the necessity of running two academic

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<sup>32</sup> Emeka Ngige and S. Udemezue (n.13).

<sup>33</sup> Ohiare J.A. (n.10).

sessions within a single calendar year to manage the backlog.<sup>34</sup> Graduates from these over-enrolled faculties sometimes wait several years after completing their degrees before gaining entry into the Law School, resulting in many losing touch with current legal issues. This situation exacerbates the challenges faced by the Nigerian Law School in effectively managing the influx of students. Additionally, the disparity in the number of Law School forms allocated to faculties contributes to this problem; some universities may receive over 100 forms while others get fewer than 50, depending on their ratings by the Council of Legal Education and the National Universities Commission. Despite these ratings, some faculties continue to admit students beyond their prescribed quotas, leading to cases where a faculty entitled to 50 forms graduates as many as 250 students.<sup>35</sup> Consequently, many students find themselves waiting for up to five years after graduation for the opportunity to enroll in the Law School, highlighting the pressing need for better management of admissions and resources across Nigerian law faculties.

#### **d. Rigid Curriculum in Nigerian Legal Education**

The curricula of several legal education institutions in Nigeria, particularly in certain universities, fall short of meeting contemporary standards and international benchmarks for the 21st century.<sup>36</sup> The infrequent and ineffective review of teaching curricula has resulted in outdated content and teaching methods, which pose significant challenges to legal education in the country.

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<sup>34</sup> *Ibid.*

<sup>35</sup> Idem Udem Jacob and Halimat Adeniran (n.16).

<sup>36</sup> Emeka Ngige and S. Udemezue (n.13).

Many law faculties do not incorporate modern law courses or employ innovative teaching techniques, adversely impacting the quality of graduates. This stagnation creates obstacles for both legal education and the legal profession in Nigeria. As noted by Okangla, the curriculum in most law faculties has largely remained unchanged, significantly hindering innovations that could enhance legal studies and the profession as a whole. The failure to adapt to current legal trends and educational methodologies not only limits students' knowledge but also diminishes their preparedness for the evolving demands of the legal landscape. Addressing these curriculum deficiencies is crucial for fostering a robust legal education system that equips future lawyers with the skills necessary to thrive in today's dynamic legal environment.<sup>37</sup>

**e. Insufficient Infrastructure and Inadequate Resources**

Inadequate facilities represent a significant challenge for Nigerian universities and their law faculties, stemming largely from insufficient funding. These institutions must meet the rising standards of legal practice, yet they often struggle with a range of issues, including inadequate infrastructure, unreliable power supply, substandard lecture halls, insufficient Information Technology resources, poorly equipped libraries, and inadequate accommodation and transportation systems. Additionally, management issues frequently arise, compounding the difficulties faced by students. While law faculties in other countries, including neighboring Ghana and Benin, have found effective solutions to

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<sup>37</sup> Stephen Peter Okangla, 'The Challenges of Legal Education in Nigeria and Prospects' <<https://thenigerialawyer.com>> accessed 21 July 2025.



similar challenges, many Nigerian law faculties appear resigned to their circumstances rather than seeking innovative approaches. As a result, law students often find themselves lacking in IT skills, not due to any shortcomings on their part, but because the educational environment fails to support their development. A conducive learning environment is crucial for effective assimilation; however, when students lack access to essential information, relevant textbooks, and basic amenities like electricity and water, they are forced to devote time and energy to overcoming these obstacles rather than focusing on their studies. This unfortunate reality particularly affects students at public institutions. The impact of these inadequate facilities becomes even more apparent when considering their performance abroad, where they often excel. It is clear that poor infrastructure and inadequate integration of technology significantly hinder Nigerian law students from realising their full potential.

## **5.0 The Role of Artificial Intelligence for Sustainable Legal Education**

The fourth goal of the United Nations Sustainable Development Goals (SDG 4) emphasises the importance of ensuring inclusive and equitable quality education while promoting lifelong learning opportunities for everyone.<sup>38</sup> In this context, Artificial Intelligence (AI) has emerged as a transformative force in legal education, significantly enhancing the learning experience and improving administrative efficiency. AI's role is to improve

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<sup>38</sup> United Nations, Department of Economic and Social Affairs - Sustainable Development. <<https://sdgs.un.org/goals/goal4> > accessed 21 July 2025.

and supplement the educational process,<sup>39</sup> enabling students to conduct thorough legal research and analysis faster than traditional methods allow. By leveraging AI technologies, the Law Schools can provide personalised learning pathways that cater to individual student needs, fostering deeper engagement with tailored resources and feedback.

AI-powered tools streamline research processes, making a wide range of legal knowledge more accessible. They enable students to efficiently explore vast legal databases, case law, and statutes. This not only enhances their understanding of complex legal concepts but also prepares them for real-world challenges. Furthermore, AI facilitates collaborative learning environments through virtual simulations and interactive platforms, making legal education more dynamic, accessible, and affordable. The effective use of AI in legal education is crucial for achieving the SDGs set for 2030, as it holds significant promise in expanding access and improving the overall quality of legal training.<sup>40</sup>

AI-assisted legal research platforms, intelligent tutoring systems, and automated contract review tools are quickly becoming standard in leading

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<sup>39</sup> Ahmed Salisu Garba and Abdulsalam Idris Waziri, 'Integrating Artificial Intelligence into Legal Education in Nigeria: Navigating the New Frontier for the Judicial System.' (2023) 5 (2) *Kampala International University Law Journal (KIULJ)* <[www.kiulj.kiu.ac.ug](http://www.kiulj.kiu.ac.ug)> accessed 21 July 2025.

<sup>40</sup> Prashant Kumar Varun, 'Assessing the Role of Artificial Intelligence in Quality of Legal Education with Special Reference to Sustainable Development Goal. Published in Law, Politics & International Studies. <<https://communities.springernature.com/posts/assessing-the-role-of-artificial-intelligence-in-quality-of-legal-education-with-special-reference-to-sustainable-development-goal>> accessed 21 July 2025.

law firms, revolutionising how legal research is conducted.<sup>41</sup> By serving as a subject of study, an instructional tool, and a model for anticipated legal outcomes, AI empowers future legal professionals to perform their duties with greater accuracy and efficiency, contributing to a more equitable legal landscape that aligns with sustainable development goals.

Legal education has historically focused on cultivating essential skills such as analytical reasoning, doctrinal understanding, and persuasive advocacy. While these competencies remain vital, the rapid advancement of Artificial Intelligence (AI) necessitates a reevaluation of curricula to incorporate technological competence and digital literacy.<sup>42</sup> The integration of AI into legal education can be understood through several key dimensions, each contributing to the preparation of future legal professionals for a technology-driven landscape. The application of AI also extends beyond the classroom and into the realm of legal research, where it has dramatically transformed how legal professionals conduct their work. The efficiency, accuracy, and depth of insight provided by AI technologies are reshaping the landscape of legal research. The following represent some of the innovative features of incorporating AI into legal education:<sup>43</sup>

#### **a. Customised and Adaptive Learning Experiences**

Intelligent tutoring systems represent a significant advancement in legal education, offering personalised and adaptive learning

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<sup>41</sup> Tatia Dolidze, 'The Evolving Role of Artificial Intelligence in Legal Education and Research' (2025). *Law and World*, 11(33), 92-105. <<https://doi.org/10.36475/11.1.7>> accessed 21 July 25.

<sup>42</sup> Ashley, K.D. *Artificial Intelligence and Legal Analytics: New Tools for Law Practice in the Digital Age*. Cambridge University Press, (New York, 2017), pp. 23-45. Cited in Tatia Dolidze (n.41).

<sup>43</sup> Tatia Dolidze (n.41).

experiences. These systems can monitor students' performance in real-time, identify specific areas where individuals struggle, and provide tailored feedback to address those weaknesses.<sup>44</sup> By facilitating a learning environment where students can progress at their own pace, these platforms empower learners to focus on enhancing their skills, ultimately leading to a more robust understanding of legal concepts. Such personalised approaches not only improve academic outcomes but also foster a greater sense of ownership over the learning process, encouraging students to take charge of their educational journeys.

**b. Advanced Research Skills Development**

As the legal profession increasingly relies on AI-driven research tools, familiarity with these technologies is essential for modern students. Exposure to advanced legal research platforms equips learners with the skills needed to navigate extensive databases and conduct efficient legal information retrieval. Tools such as Westlaw Edge and LexisNexis Context utilise Natural Language Processing (NLP) and Machine Learning (ML) to refine search queries and recommend relevant materials, thereby enhancing the research acumen of law students.<sup>45</sup> This proficiency not only streamlines legal research but also prepares students to operate effectively in a profession where automation is becoming the norm.

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<sup>44</sup> Bryant S., Davis D and Surden H., 'Emerging Technologies in Legal Education' (2020) *Legal Education Review*, 30(2), LexisNexis, Sydney, pp. 52-54.

<sup>45</sup> Lauritsen, M. 'Artificial Intelligence in Law: The State of Play 2016. Law Practice'. 42(3), *American Bar Association*, Chicago, pp. 42-43.

**c. Critical Analysis of Technology in Legal Practice**

The integration of AI into legal education also necessitates a critical examination of the ethical implications surrounding technological use. By incorporating discussions on AI ethics, data privacy, and algorithmic bias into the curriculum, educators can cultivate a generation of lawyers who are not only adept at using technology but also capable of assessing its trustworthiness and fairness.<sup>46</sup> This critical engagement encourages students to think deeply about the implications of the tools they utilise, fostering a conscientious approach to legal practice that prioritises ethical considerations alongside technical proficiency.

**d. Collaborative Skills Across Disciplines**

As legal work increasingly intersects with technology, the ability to collaborate across disciplines becomes a valuable asset for aspiring lawyers. Legal education should encourage students to work alongside data scientists, technologists, and designers, equipping them with interdisciplinary skills that enhance their competitiveness in the job market. Such collaboration enables future legal professionals to contribute meaningfully to teams that develop or manage AI tools, ensuring that legal insights are effectively integrated into technological solutions.<sup>47</sup> This cooperative approach not only enriches the educational experience but also prepares students for the realities of modern legal practice.

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<sup>46</sup> Gelter, M. and Siems, M., 'Networks, Dialogue, and Learning in Legal Education. (2021) 70 (2) *Journal of Legal Education*, Association of American Law Schools, Washington, DC, pp. 349-383.

<sup>47</sup> Surden, H, *Computable Contracts and Contract Analytics: AI and Legal Text Processing*. Oxford University Press (New York, 2021). pp. 77-89, 105-108.

**e. Streamlined Information Retrieval**

AI-driven tools enhance information retrieval processes significantly. NLP-powered search engines can understand and refine queries semantically, allowing researchers to access documents that align closely with their intent. By leveraging machine learning algorithms, platforms like Westlaw Edge and LexisNexis Context can suggest related materials and streamline the research process, ultimately saving time and improving the quality of legal analysis.<sup>48</sup> This efficient retrieval of information not only enhances the productivity of legal practitioners but also empowers them to make informed decisions based on comprehensive data.

**f. Forecasting Case Outcomes with Predictive Analytics**

One of the most compelling applications of AI in legal research is the use of predictive analytics to forecast case outcomes. Certain AI models analyse historical judicial decisions to predict potential litigation results, providing lawyers with insights that can inform their case strategies. While these predictions are not definitive, they allow legal professionals to gauge litigation risks more effectively, ultimately leading to more strategic and informed decision-making.<sup>49</sup> This capability enhances the overall quality of legal practice by equipping lawyers with data-driven insights.

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<sup>48</sup> Lauritsen, M (n.45).

<sup>49</sup> Katz, D. M., Bommarito, M. J., and Blackman, J. 'A General Approach for Predicting the Behavior of the Supreme Court of the United States, Plos One' 12 (4), *Public Library of Science*, (San Francisco, 2017) pp. 3-5.

**g. Identifying Patterns and Analysing Legal Trends**

AI's ability to recognise patterns and analyse trends is invaluable in understanding the evolving legal landscape. Machine learning algorithms can detect shifts in legal doctrines, identify patterns in judicial reasoning, and reveal correlations between precedents.<sup>50</sup> This analytical capability assists scholars, policymakers, and practitioners in navigating the complexities of the law, providing a clearer understanding of emerging trends and potential future developments. By harnessing AI for trend analysis, legal professionals can stay ahead of changes in the legal environment, ensuring their practices remain relevant and informed.

**h. Ensuring Quality and Consistency in Legal Work**

AI tools play a crucial role in maintaining quality control and consistency in legal research. Automated review systems can identify contradictory precedents, outdated citations, and errors in legal documents, significantly reducing the risk of oversight. This consistency check enhances the overall quality of legal work, ensuring that legal practitioners are relying on accurate and up-to-date information. By integrating AI into the quality control process, legal professionals can improve the reliability of their research outcomes, ultimately leading to more effective legal practice.<sup>51</sup>

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<sup>50</sup> B Alarie, A Niblett and A Yoon, 'How Artificial Intelligence Will Affect the Practice of Law.' *University of Toronto Law Journal*, 68(1), University of Toronto Press, (Toronto, 2018). pp. 110-115.

<sup>51</sup> Ashley K.D. (n.42).

## **6.0 Conclusion/Recommendations**

In conclusion, legal education is a dynamic and essential pillar of the legal profession, impacting both individual careers and the broader justice system. As society continues to evolve, educational frameworks must adapt to ensure that future practitioners are well-prepared to navigate the complexities of the law and contribute effectively to justice delivery. The integration of Artificial Intelligence (AI) into legal education and research represents a significant shift, enhancing the educational experience and equipping future legal professionals for a technology-driven landscape. By embracing personalised learning, improving research capabilities, fostering critical engagement with technology, and encouraging interdisciplinary collaboration, legal education can evolve to meet the demands of a modern legal environment.

Furthermore, the transformative potential of AI in legal research underscores the necessity of this integration, paving the way for a more efficient, accurate, and insightful legal profession. However, it is essential to address the limitations of current regulatory frameworks, such as those governing the Council of Legal Education in Nigeria, which primarily apply to the Nigerian Law School. To adopt a more comprehensive approach, the functions of the Council should extend to universities and institutions like the Nigerian Institute for Advanced Legal Studies and the Nigeria Judicial Institute. Clear provisions should be established to ensure that these entities are included, thereby promoting a more integrated and effective legal education system. This holistic approach will not only enhance the quality of legal education but also strengthen the foundation of the justice system in Nigeria and beyond.



To ensure the sustainability of AI use in legal education, this work has suggested several comprehensive recommendations to be implemented as follows:

**a. Curriculum Development**

Integrating AI literacy into the legal curriculum is essential. This entails creating dedicated courses that explore AI technologies, their applications, and their implications within the legal field. Such courses should cover both the technical aspects of AI and ethical considerations, enabling students to understand the potential benefits and risks associated with these technologies. An interdisciplinary approach should also be encouraged by promoting collaboration between law faculties and computer science departments. This collaboration can help develop a comprehensive curriculum that effectively blends legal studies with technological insights, preparing students for a future where law and technology are increasingly intertwined.

**b. Training and Professional Development**

Training for faculty members is crucial, alongside curriculum enhancements. Educators must stay updated on the latest AI tools and technologies to teach these concepts effectively. Regular workshops and seminars should be organised, focusing on the ethical use of AI and its implications for the legal profession. Such professional development initiatives will ensure that faculty members not only grasp the technology but can also convey its significance to students meaningfully.

**c. Partnerships with Tech Firms**

Establishing partnerships with technology companies can significantly enrich the educational experience. Collaborations with tech firms can facilitate research and the development of innovative

AI tools specifically designed for legal education and practice. By leveraging the expertise of these companies, law schools can gain access to cutting-edge resources and knowledge, fostering a culture of sharing that allows students and faculty to benefit from the latest advancements in AI technology.

**d. Ethical and Regulatory Frameworks**

As AI becomes more integrated into legal education, developing robust ethical guidelines is paramount. These guidelines should address critical issues such as data privacy, algorithmic bias, and transparency. By establishing clear ethical standards, legal education institutions can promote responsible AI usage among students. Additionally, there should be advocacy for regulatory frameworks that support the responsible integration of AI into legal education and practice, ensuring that AI technologies align with legal and ethical standards.

**e. Investment in Infrastructure**

Investing in modern technological infrastructure within law schools is a critical step. This investment will support the effective implementation of AI tools and platforms, creating a conducive environment for learning and innovation. Moreover, providing students with access to advanced AI research tools enhances their research capabilities and practical skills, which is vital for preparing them to operate efficiently in a technology-driven legal landscape.

**f. Assessment and Evaluation**

To measure the effectiveness of AI integration, regular assessment of educational outcomes is necessary. This evaluation process should involve gathering feedback from both students and faculty regarding the impact of AI tools and resources on learning. By continuously monitoring and adjusting strategies based on

performance metrics, legal education institutions can ensure they remain responsive to the evolving needs of students and the legal profession.

**g. Promote Lifelong Learning**

Finally, promoting continuous education programmes in AI for legal professionals is vital for adapting to technological advancements throughout their careers. Law School can facilitate these programmes by offering workshops and seminars tailored to practicing attorneys. Engaging alumni in discussions about their experiences with AI applications in the legal field can also provide current students with valuable insights and perspectives, enriching their educational experience.

When these recommendations are implemented, legal education can effectively harness the potential of AI, ensuring that future legal professionals are well-prepared to navigate the complexities of a rapidly evolving legal landscape. This holistic approach will not only enhance the quality of legal education but also strengthen the foundation of the justice system as a whole.