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The Old and New Wine: Introducing Reproductive Health and Rights in the Curriculum of the Law Faculty in the University of Ibadan, Nigeria-Revisiting the Position a Decade After

Oluyemisi Bamgbose¹

Introduction

In 2009, my paper, *The Old and the New Wine: Introducing Reproductive Law in the Curriculum of Law Faculties in Nigeria*, was published in a book.² The paper was written sequel to an initiative that was started in 2006, when the John D and Catherine T MacArthur Foundation gave a grant of \$200,000 in support of consolidating and scaling up activities to integrate reproductive health and rights into legal education in Nigeria over a period of three years, from 2006 to 2009. Three non-governmental organizations were mobilized to undertake the project. The 2006 John D and Catherine T MacArthur Foundation project was aimed at reviewing and developing the law curriculum with the aim of ensuring that reproductive health and rights law was integrated into existing law courses, ensuring that reproductive health and rights law is mounted as a separate course and engaging law students in advocacy on reproductive health and rights issues.

Four law faculties from different zones in the country were selected for the pilot work. The Faculty of Law, University of Ibadan, Nigeria was selected to represent the southwestern part of the country. By 2009, when the project ended, the above mentioned paper was presented at a conference and later published. The facts in the paper was the position of legal education as at that time with respect to reproductive health and rights in

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2. Oluyemisi Bamgbose (2009). The old and the new wine: Introducing reproductive law in the curriculum of law faculties in Nigeria. In: M.A. Afolayan, editor. *Multiculturalism in the Age of the Mosaic: Essays in Honor of Rudolph G Wilson*. Nova Publishers, USA, p. 171-184.

law faculties in Nigeria. In the paper, the following challenges were envisaged:

- Attitude of law teachers to introducing reproductive right education;
- Administrative hurdles to overcome for the curriculum change;
- Dearth of relevant textbooks and literature on the subject matter; and
- Societal biases on the subject of reproductive health issues.

January 2019 marks a decade after the process to introduce reproductive rights and health law in the curriculum of law faculties started. It is apt to evaluate and reflect on how reproductive health and rights issues have fared in the last ten years in the law faculty in the University of Ibadan, Nigeria.

Some references will be made to the 2009 paper which is the basis of the history of legal education in Nigeria and the process that led to the introduction of reproductive health law in the Faculty of Law, University of Ibadan, Nigeria. In particular, the challenges envisaged in 2009 and how they were surmounted are considered. The paper ends with a discourse, using raw facts, pictures and result of an unstructured interview to discuss the future of legal education and showcase the reproductive health and rights law programme in the Faculty of Law, University of Ibadan, Nigeria (hereinafter referred to as the Law Faculty or Faculty). Results show that the reproductive health and rights law programme in the faculty has progressed tremendously. The scope of work does not address the reasons for the results.

Introduction of Reproductive Health Law in the Curriculum at the Law Faculty, University of Ibadan

A curriculum is the heart of any institution and Le COQ says it is the *sine qua non* for its existence.³ No institution can exist without a curriculum. There are numerous political, economic, social, medical and legal changes occurring within the country which has made curriculum development a

3 J. P. Le Coq (1974) *The Essence of the Curriculum*. *The Journal of Higher Education*. Vol.12, No.1 (Jan. 1941), pp.21-25. Accessed in <https://www.jstor.org/stable/1975324> on 20 March, 2019.

dynamic process.⁴ Curriculum must be relevant to the society and needs of the market in which it operates. There is therefore the need for regular update of the curriculum.

The issue of health is an exclusive right and a basic human right. Reproductive rights embraces human rights. While reproductive health is a right for men, women and adolescents, the reproductive and sexual health issues affecting women and girls are more critical.⁵ These include sexual abuse, rape, coercion, harassment, sexually transmitted infections, unsafe sex, unwanted pregnancy and illegal abortion, infertility and inability to regulate fertility or negotiate sex and female genital mutilation, amongst others.⁶ In September 1994, several countries, including Nigeria, participated in the International Conference on Population and Development held in Cairo, Egypt. At the conference, these nations affirmed that reproductive health is a right for all. A goal was set to achieve universal access to reproductive health information by the year 2015.⁷

Pre-2009 Era in the Law Faculty, University of Ibadan, Ibadan, Nigeria

Prior to the taking of proactive steps to formally introduce reproductive health law into the curriculum of the law faculty in the University of Ibadan in 2009, reproductive health issues was not a common topic of discussions amongst faculty members and students. Of the 12 law faculty members on ground at the time, only one staff (8.33%) showed much interest, conducted research and published in the reproductive health law field. The very little interest in this field of law was not peculiar to the law faculty in Ibadan. On

4 Alvior, M. G. (2014) The Meaning and Importance of Curriculum Development DECEMBER 13, 2014. Accessed in <https://simplyeducate.me/2014/12/13/the-meaning-and-importance-of-curriculum-development> on 18 March, 2019.

5 Cook R. J., Dickens B. M. and Fathalla M. F.: *Reproductive Health and Human Rights: Integrating Medicine, ethics and Law*, New York: Oxford University Press, 2003, p.8.

6 Tafita Folake and Bamgbose Oluyemisi (2015) "Access to Justice for Reproductive and Sexual Health Rights of Women through Law Faculty based Legal Clinics". University of Ibadan Journal of Public and International Law UIJPL Vol 5, pp.82-109.

7 Tafita Folake and Bamgbose Oluyemisi (2015) *supra* pp.83

the above fact, as at that period in time, Atsenuwa opined that "while the language of rights has become globally accepted in discourses around reproductive health and rights, as well as sexual health and rights, legal discourses within academia do not reflect such acceptance."⁸ According to reports, from the early 1990 till the mid-1990s, in the West African region of Ghana,⁹ in the South African country of Botswana¹⁰ and generally across the continents of the world,¹¹ this was the same experience. This was not to say that the issues of reproductive health law were not discussed but the issues were subsumed under the broad issues of human rights, which was also considered under constitutional law. Frimpong also stated that the issues of reproductive law was also discussed in some law faculties under the course criminal procedure law.¹² By the late 1990s and the new decade, there was a remarkable change in the reception of reproductive health law in the law faculties.

The steps that led to the introduction of reproductive health law into the law curriculum in the law faculties in Nigeria in general and the law faculty at the University of Ibadan, Ibadan, Nigeria, started in the early 2000s. The MacArthur Foundation gave a grant of \$200,000 in support of consolidating and scaling up activities to integrate reproductive health and rights into legal education in Nigeria over a period of three years from

8 Atsenuwa A., Olubamise B., Oluwatayo S., Akpovire E., Olubowale A. (2004). Reproductive Health and Rights Education: A Compilation of Resources. Legal Research and Resource Development Centre, Lagos.

9 Frimpong Kwame, (1995) Criminal Justice and Human Rights in Legal Education and Post-Professional Education in Botswana and Ghana. In *The Protection of Human Rights in Africa Criminal Proceedings* ed M. Cherif Bassiouni and Ziyah Motala. Martinus Nijhoff Publishers. Dordrecht Netherlands Pp.323-330.

10 Frimpong (1995) *ibid*.

11 Atsenuwa A (2002) Second Activity Report. Project to integrate Material Health and Reproductive rights into Legal Education Curriculum of Nigeria, Legal Research and Resource Development Centre, Lagos Nigeria 1st January 2002 - 31st December, 2002.

12 Frimpong (1995) *supra*

2006.¹³ The project was to be undertaken by three non-governmental organization in three phases.¹⁴ The projects were aimed at "reviewing and developing the law curriculum with the aim of ensuring that reproductive rights are either integrated into existing law courses, or mounted as separate courses and to engage law students in related advocacy on reproductive rights."¹⁵

The first phase of the project was undertaken by Women's Aid, Collective, Enugu (WACOL). The task of WACOL was to facilitate the integration of reproductive rights into existing law courses.¹⁶ The second phase was handled by the Legal Research and Resource Development Center, Lagos (LRRDC), which was saddled with the responsibility of ensuring the development of the reproductive rights law curriculum and ensuring that reproductive rights is mounted as separate courses. The third phase was handled by the Civil Resource Development and Documentation Center (CIRDDOC), Enugu. CIRDDOC was to facilitate the engagement of law students in related advocacy on reproductive rights.¹⁷

In executing the project, the NGOs jointly chose four universities in different zones of the country for the pilot study. To ensure effective monitoring of the project, consultants were appointed in each of the four law faculties. Faculty of Law, University of Ibadan, represented the Western zone and this marked the formal beginning of the faculty's involvement in reproductive health law issues and the later integration of same into the

13 (The John D., and Catherine T. MacArthur Foundation. Recent Grants).

14 Atsenuwa A, Olubamise B, Oluwatayo S, Akpovire E, Olubowale, A (2004). Reproductive Health and Rights Education: a Compilation of Resources. Legal Research and Resource Development Centre, Lagos.

15 Bangbose Oluyemisi (2009) The Old and the New Wine: Introducing Reproductive Law in the Curriculum of Law Faculties in Nigeria in Afolayan M. A. (Ed) Multiculturalism in the Age of the Mosaic: Essays in Honor of Rudolph G Wilson Chapter 15, Nova Publishers 9USA) (171-184) Pp.171.

16 Harmonized Curriculum for The Introduction of reproductive rights and Health into Legal Education in Nigeria, DRAFT. WOMEN'S AID COLLECTIVE (WACOL).

17 Ibid.

curriculum. This writer was the consultant for the faculty. The three phases of the project ran concurrently. WACOL's mandate was to facilitate the integration of reproductive health into the existing curriculum of the pilot institutions. At the faculty, the existing approved courses where reproductive health issues could be integrated were identified. These were Constitutional Law, Criminal Law, Family Law, Law of Succession, Law of Tort, Criminology, International Law, Law of Evidence and Labour Law. Some of these were compulsory courses, while the others were elective courses. Workshops were organized on reproductive health and the applicability of the issues in the different courses for law teachers to integrate. The second cluster phase of the project undertaken by LRRDC was on the development of a new law curriculum on reproductive health and ensuring that reproductive rights is mounted as separate courses.¹⁸ The LRRDC organized a meeting for experts in the field of law to design the new law curriculum on reproductive health. The draft curriculum was presented at different workshops for law lecturers, judges, experts and stakeholders.¹⁹ Law lecturers from the University of Ibadan who successfully integrated reproductive health into their existing courses were the participants who represented the faculty at the workshops. The draft curriculum was submitted to the NUC, the Council of Legal Education – the two agencies and institutions whose functions are crucial and germane to the legal education in Nigeria – and also to the Deans of Faculties of Law, the end users of the curriculum for critical discussion and possible review.²⁰ The Dean of Law of the Faculty attended this crucial meeting and made useful contributions. After the above meeting, which held in August 2002 with the above institution, agencies and persons, the draft curriculum was improved on. The improved draft curriculum was also presented a year later at the International Conference on Reproductive Rights and Health held in Abuja

18 Harmonized Curriculum for The Introduction of Reproductive Rights and Health into Legal Education in Nigeria DRAFT. WOMEN'S AID COLLECTIVE (WACOL).

19 *ibid*

20 Harmonized Curriculum for The Introduction of Reproductive Rights and Health into Legal Education in Nigeria DRAFT. WOMEN'S AID COLLECTIVE (WACOL).

between August 19 and 22, 2003 and for law lecturers at the 39th Annual Conference of the Nigerian Association of Law Teachers held at University of Lagos, Akoka, in June 2003 for further comments and improvement. The robust discussions, contributions, feedbacks and approval from the conferences, account for an enriched reproductive health law curriculum that is used in law faculties in Nigeria till date.

The third phase of the cluster project was handled by CIRDDOC²¹ simultaneously with the other phases. As part of the activities in this phase, the organization was to facilitate the engagement of law students in reproductive health activities and programmes, and to stir up interest among the society in general on the issues of reproductive health.²² To this end, programmes such as moot and mock trial competition were organized between students of law faculties on reproductive rights issues.²³ In addition, workshops were organized to educate, sensitize, raise and sharpen the awareness of members of the public on reproductive rights matters, and tribunals were also set up and there were public hearings on reproductive right violations. A judicial colloquium was organized to sensitize the members of the judiciary.²⁴

21 (CIRDDOC Public Education Series (2002) Public Education Series No.10 National Tribunal on Reproductive Health and Abortion in Nigeria, Enugu, Nigeria Fourth Dimension Publication.

22 Bamgbose Oluyemisi (2009) *The Old and the New Wine: Introducing Reproductive Law in the Curriculum of Law Faculties in Nigeria* in Afolayan M. A. (Ed) *Multiculturalism in the Age of the Mosaic: Essays in Honor of Rudolph G Wilson* Chapter 15, Neva Publishers 9USA) (171-184) Pp.171.

23 (CIRDDOC Public Education Series (2002) Public Education Series No.10 National Tribunal on Reproductive Health and Abortion in Nigeria, Enugu, Nigeria Fourth Dimension Publication.

24 (CIRDDOC Public Education Series (2002) Public Education Series No.10 National Tribunal on Reproductive Health and Abortion in Nigeria, Enugu, Nigeria Fourth Dimension Publication.

The 2009 Era: The Challenges and Solutions

Prior to 2009, reproductive health and rights issues were not prominently positioned in the Faculty of Law in the University of Ibadan, Nigeria. As at that time, there were emphasis on the general issues of human rights. However, there were calls from several quarters for "content of the legal curriculum to be in touch with present day realities with fundamental restructuring of the law curriculum"²⁵ In 2003, at the Nigerian Bar Conference in Enugu State, "the need for lawyers to specialize in different aspects of law"²⁶ was emphasized and reference was made to reproductive health and rights law amongst other evolving areas. Alam in 2006, also made a similar call for an expansion in the existing curriculum in Nigeria, which at that time she stated "was too traditional, constrictive and limited taking into consideration the national and international developments that had taken place."²⁷ Soetendorp also recognized that legal education was growing, and that it involved more than educating legal professionals.²⁸ She therefore recommended that an interdisciplinary approach be adopted in modern day legal education. With all the calls and emphasis on the need for curriculum change and expansion, inclusion of basically non-law courses into the law curriculum, specialization in different aspects of law, need for greater diversity in law courses and imbibing interdisciplinary approach, there was the urgent need to introduce more relevant courses to meet the challenges of a 21st century Nigeria. 2009 was a turning point for the law

25 (CIRDDOC Public Education Series (2002) Public Education Series No.10 National Tribunal on Reproductive Health and Abortion in Nigeria, Enugu, Nigeria Fourth Dimension Publication.

26 Bamgbose Oluyemisi (2009) The Old and the New Wine: Introducing Reproductive Law in the Curriculum of Law Faculties in Nigeria in Afolayan M. A. (Ed) Multiculturalism in the Age of the Mosaic: Essays in Honor of Rudolph G Wilson Chapter 15, Nova Publishers 9USA) (171-184) Pp.171.

27 Alam M.S. (2006) reviewing our Legal Education retrieved in <http://www.thedailystar.net/law/2006/12/01/index.htm>

28 Soetendorp Ruth "International Property for Engineers: A curriculum Development Project <http://www.wukele.ac.uk/interactlili/2006/papers/soetendrop.html>.

faculty in University of Ibadan with regard to reproductive health issues. The participation of the faculty in the three cluster projects of the MacArthur Foundation served as a catalyst for embracing reproductive health and rights.

With regards to the first phase of the three cluster projects of the MacArthur Foundation implemented by WACOL, the resultant effect of the integration workshops held was that law lecturers in charge of Criminal Law, Family Law, Law of Succession, Law of Tort, Law of Evidence and Criminology successfully implemented the informal integration into their existing courses. In an unstructured interview with these lecturers who implemented the integration on why and how they were able to integrate the reproductive rights issues into existing courses in the faculty, the lecturers all attributed the success to the fact that the existing course description and curriculum had topics under which the issues of reproductive health could be discussed without deviation. Another issue that came out of the interview was that the integration did not have to go through the rigours, biases and bureaucracy of any curriculum committee for approval. With regards to the other existing courses where the desired result was not achieved, the lecturers, during an unstructured interview, were also asked why they were not able to or did not integrate reproductive health into their existing courses, and whether it was because it was inconvenient to integrate it into their courses. In response, the law lecturers claimed that they did not see any relevance of reproductive health issues in their courses and that they preferred to stick to the existing curriculum of their various courses. The above discussions led to to a large extent the introduction and the entrenchment of reproductive health law into the curriculum of the faculty.

The Challenges and Solutions in Introducing Reproductive Health and Rights Law

Lachiver and Tardif say that "the road to a curriculum change is difficult, sinuous and sometimes chaotic."²⁹ In the process of introducing reproductive

²⁹ Lachiver G, and Tardif, J. (2002), *Fostering and Managing Curriculum change and Innovation in 'Proc. Thirty-Second. ASEE/IEEE Frontiers in Education Conf.'*, Vol.2, Boston,

health and rights into the curriculum of the faculty, there were some challenges encountered. In the 2009 publication referred to at the beginning of this paper, the challenges foreseen in the process as at 2009 were training and capacity building, dearth of relevant text books and materials, administrative hurdles and human biases. These challenges and how the faculty surmounted them are highlighted below.

Training and Capacity Building

It was not in doubt that effective teaching of the relatively new concept of reproductive health and rights law would depend on the law teachers and would require "well trained and equipped teachers," as what many of the teachers would have was an abridged knowledge from other courses.³⁰ There was the need for further training.

Between 2004 and 2005, one of the law teachers from the faculty was awarded a scholarship for a Master of Laws programme (LLM) (Reproductive Health Law) at the University of Toronto, Canada, where she had the opportunity to meet with leading scholars in the field. The law lecturer was slated to defend her thesis in the field of Reproductive and Sexual Health and Rights Law in June 2019.

Furthermore, in 2009, another law lecturer attended a six-month training at the University of Toronto, Canada, to understudy the curriculum of International Reproductive and Sexual Law programme in that university with a view to returning to the faculty to teach the course when the curriculum is approved. Pursuant to this training, this lecturer obtained her PhD in 2013 in the field of Reproductive and Sexual Health and Rights Law. The law lecturer also obtained a certificate course in International Humanitarian Law from the University of South Africa, Pretoria, in 2015, to

MA, pp.F2F7-12. Session F2F 0-7S03-7444-4/02/S17.00©2002 IEEE November 6-9, 2002, Boston, M.A. 32ND ASEE/IEEE Frontiers in Education Conference F2F-7 <http://fie.engrng.pitt.edu/fie2002/papers/1266.pdf>

30 Bamgbose Oluyemisi (2009) *The Old and the New Wine: Introducing Reproductive Law in the Curriculum of Law Faculties in Nigeria* in Afolayan M. A. (Ed) *Multiculturalism in the Age of the Mosaic: Essays in Honor of Rudolph G Wilson* Chapter 15, Nova Publishers 9USA) (171-184) Pp.171.

enhance her knowledge in the field. It is of note that she is one of the lecturers taking Reproductive Health and Rights Law in the faculty.

In addition, the LLRDC, WACOL and CIRDDOC, who were facilitators of the project, organized a series of workshops which the faculty benefitted from. Law lecturers from the faculty attended and actively participated at different international and national conferences where the focus was on reproductive health and rights. The faculty has law lecturers that are qualified, well trained and equipped to advance reproductive health rights.

Dearth of Relevant Text books and Materials

The source of learning in the law programme is based on availability of journal, reports and textbooks.³¹ The dearth of relevant text book is a major problem in many universities in Nigeria. Relevant books and materials were donated by the three NGOs that were involved in the MacArthur cluster project and some other donor agencies. In addition, the awareness of the concept of reproductive health and rights has increased considerably resulting in scholars researching and publishing in the area, and law students embarking on their research project work in the area. Law teachers in the faculty have also contributed to the increase in publications in this field, and it can be said that there is a significant improvement in the available texts and materials in this area of law.

Administrative Hurdles

Lachiver and Tardif have stated how difficult and chaotic the road to curriculum change is.³² The scholars further stated that the process is "punctuated by philosophical discussion, calling current practices into questions, fear and more or less openly acknowledged resistance, many administrative processes, the bureaucracy of a curriculum change buttresses

31 Bamgbose Oluyemisi (2009) *The Old and the New Wine: Introducing Reproductive Law in the Curriculum of Law Faculties in Nigeria* in Afolayan M. A. (Ed) *Multiculturalism in the Age of the Mosaic: Essays in Honor of Rudolph G Wilson* Chapter 15, Nova Publishers (USA) (171-184)

32 Larchiver and Tardif (2002) *supra*

the statement above.³³ Within the faculty, the process also met with some administrative difficulties. However, good leadership within the faculty that forged ahead despite the hurdles was one of the factors that ensured the mounting of the reproductive health and rights programme in the faculty.

Human Biases

There are misconception that reproductive health or rights issues are women-related issues. This fact is far from true. While it can be conceded that reproductive health is of special importance to women particularly during reproductive years, the United Nations Population Information Network (POPIN) states that men too have reproductive health concerns though of lesser extent than that of women.³⁴ Grubba stated that the fear of old courses being taken over by new courses have been given as the reason for the resistance to curriculum change.³⁵ Bamgbose agrees with Grubba and states that in the field of law, this fear is baseless.³⁶ She further states that the traditional courses are very basic in the study of law and cannot be done away with.³⁷ She added that the new wine cannot replace the old wine, but will co-exist with it and the truth is that the old will accommodate the new.³⁸ The inclusion of male law lecturers and students in reproductive health and

33 Larchiver and Tardif (2002) *supra*

34 Guidelines on Reproductive. United Nations population Information Network (POPIN), Retrieved in WWW>UN.org/popin/unfpa/taskforce/guide/iatfreph.gd.html

35 Grubba Paul, Moffat Alistair, Sondergaard Harald and Jobel Justin (2004) What drives curriculum change ACM International Conference Proceeding Series; Vol.57 Proceedings of the sixth conference on Australasian computing education - Volume 30 Dunedin, New Zealand Pages:109/1 17 <http://scholar.google>

36 Bamgbose Oluyemisi (2009) The Old and the New Wine: Introducing Reproductive Law in the Curriculum of Law Faculties in Nigeria in Afolayan m.a. (Ed) *Multiculturalism in the Age of the Mosaic: Essays in Honor of Rudolph G Wilson* Chapter 15, Nova Publishers (USA) (171-184)

37 *Ibid.*

38 *Ibid.*

rights programmes in the faculty to a great extent helped in overcoming this challenge.

A Decade After: Showcasing the Reproductive Health Law Programme at the Law Faculty in the University of Ibadan .

Between 2009 and 2019, the Law Faculty in the University of Ibadan experienced tremendous achievements in her reproductive health and rights programme and can now show the laudable achievements. The need for the focus in the field and a justification for the introduction is the spread in the number of reproductive health violations in the country. This warranted the need for more education and sensitization of the society.

To a large extent, the first phase, the integrating phase of reproductive health into the existing law curriculum, was successful at the University of Ibadan. Of the nine approved and existing courses identified for integration, reproductive health and rights issues was successfully integrated into the curriculum of 6 of these courses (66.66%), while the integration was not possible in the remaining 3 courses (33.33%).

On the second phase of the three cluster projects of the MacArthur Foundation, which was the development of a Reproductive Rights and Health curriculum for law faculties in Nigeria and mounting of same as a stand-alone course, the faculty achieved a 100% success. In 2015, a curriculum review exercise in the faculty for the undergraduate programme provided an avenue for the integration of a reproductive health course into the undergraduate programme of the faculty. At the Faculty Board Meeting of 23 February 2016, the board approved the new curriculum which included a new course known as Reproductive and Sexual Health Rights Law I (LPP 201) and Reproductive and Sexual Health Rights Law II (LPP 202) as an elective course in 200 level of a five year law programme.³⁹ On 7 April, 2016, the Senate Curriculum Committee of the university approved same. This approval was in the middle of the 2016/2017 session. In the 2017/2018 session, the Reproductive and Sexual Health Rights Law I (LPP

³⁹ UNIVERSITY OF IBADAN, FACULTY OF LAW REVIEWED 5-YEAR DEGREE PROGRAMME for LL.B. LAW Approved at the Faculty Board Meeting of 23 February, 2016. Approved at the Senate Curriculum Committee on 7 April, 2016.

legal services to less privileged (indigent) women in Ibadan and its environs.⁴³ Students at the undergraduate and postgraduate levels in Criminology and International Law, two elective courses at the undergraduate level, where the instructors integrated reproductive health issues, are benefits to achieving the aims of WACOL in advocacy and sensitization of reproductive right issues. The staff and student clinicians engaged in providing free legal and counseling services and the education of women on their rights.

Faculty of Law, University of Ibadan

Out of the 11 legal clinicians made up of two males and nine females, 6 (54.54%) have conducted research and published in the field of reproductive health and rights. A total of 44 publications have been published.

Of the 322 cases reported and handled in the WLC, a total of 12 (3.7%) are on reproductive health issues. Because the percentage of cases on reproductive right issues may appear small, it is instructive to state the fact that the law clinic was not solely established to consider only reproductive health and rights issues. The scope of work at the WLC covers all issues relating to women. Many other cases have been covered in the WLC between 2008 and 2019.

On the issue of advocacy, which is one of the mandates of WACOL, the student legal clinicians are actively involved in advocacy and sensitization programmes on women's right issues at designated places where women are to be found. These are baby clinics, women's programmes in religious places, market places, community meetings, secondary schools and door-to-door outreaches. The students are given credits for their participation in the clinic. The credit counts towards their grades.

In addition to the objectives of the third cluster of the MacArthur project is the facilitation and involvement of law students in moot and mock trial competitions on issues relating to reproductive health and rights. Between January 2018 and March 2019, the Law Students Society (LSS) of the faculty participated in 6 national and international moot and mock

43 Ibid. pp. 6

201) and Reproductive and Sexual Health Rights Law II (LPP 202) was listed as an elective course for the session. Seventy-five (47.77%) out of the one hundred and fifty-seven registered students in 200 level for the 2017/2018 session offered the course. Of the 75 students that offered the course and sat the examinations in the first and second semesters, 74 students (98.66%) scored between A and B-minus, while only one student (1.33%) scored a C category grade.

The third phase of the cluster project was undertaken by WACOL to focus on advocacy and facilitate the engagement of law students in reproductive health and rights issues. One area of great societal concern has been the gross discriminatory practices against women and infringements of their rights, including reproductive rights. The infringement has gone unabated for a long time due to social, political and even legal reasons. Lack of access to justice was another factor identified for the continued infringement.

In 2005, at a stakeholder's forum in Ibadan, Oyo state, Nigeria, it was noted that systematic efforts at protecting the rights of women would require the provision of additional legal services.⁴⁰ It was also recognized that contribution from the academic community, including the legal education system, could have a significant impact in advancing response to justice for women in Nigeria.⁴¹ The stakeholders considered it desirable to establish a legal clinic at the University of Ibadan that would provide free legal services to indigent women.⁴²

The Women's Law Clinic (WLC), a specialized legal clinic for women and the only one in any law faculty in Nigeria, an initiative of the Consortium for Development Partnerships (CDP), was established in the faculty on 18 July 2009. One of the objectives of the clinic is to provide free

40 Bamigboye Olujemisi, Olarinde Smaranda, Akintayo John, Ekundayo Osifunke, Olaleye Folake, Olomola Omolade, Akinbola Bukola, Adejumo Isaac, Lifu Peter, Byron Ibiyoke (2011) "Access To Justice And Human Rights For Women Project Under CDP 11" Final Report On CDP Phase II Codesria. Submitted by the Women's Law Clinic, Faculty of Law, University of Ibadan, Ibadan, Nigeria (NIGERIA).

41 *Ibid.*

42 *Ibid.* pp. 3.

competitions, of which 2 (33.33%) were on reproductive health and rights issues.

The activities of staff and students in advocacy, sensitization and the establishment of a Women's Law Clinic are clear indications of the active role of the faculty in promoting reproductive health and rights issues. To complement existing materials and literature on Reproductive Health and Rights, law lecturers have engaged in research and publications in this area. Of the 27 lecturers in the faculty, 11 (40.7%) published on issues relating to reproductive rights issues between 2009 and 2019. Out of the 11 faculty members who published in the area of Reproductive Health and Rights, 3 (27%) were male while 8 (73%) were female. It should be noted that a few of the 11 lecturers had publications on Reproductive Health and Rights prior to the time frame of the study. This was not taken into consideration.

Another area in which the law faculty at the University of Ibadan can showcase her Reproductive Health and Rights programme is with the long essay/final year projects of students in their final year of study. Students at both the undergraduate and postgraduate level have shown interest in this field of study and have carried out research work in the field. At the Ph.D level, one doctoral candidate, a faculty member, completed and defended her thesis in this field in 2013, while another faculty member defended her thesis in August 2019. At the undergraduate level, between 2009 and 2019, out of a total of 1,290 final year students who wrote their long essays, 21 (1.6%) chose their topics in the area of reproductive health and rights. Though the percentage may appear very small, it should be noted that there are diverse areas of law from which students choose their topics.

Conclusion

The law faculty at the University of Ibadan, Nigeria, started a journey in pursuit of the field of reproductive health and rights in 2009 with little or nothing. Faced with some challenges in this pursuit, the faculty forged ahead, and a decade after, the faculty has garnered a substantial number of achievements which has been showcased in this paper. The journey has not ended for the faculty; it rather continues. The reason for the introduction of reproductive health and rights into the law curriculum was not because the

curriculum was bad, neither was the new curriculum introduced to cover a fault in the old. Reproductive health and rights was introduced to enhance the old curriculum. There is no doubt that there are emerging areas of reproductive health and rights law. However, as new areas develop, the new will continue to blend with the old.

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