

OPEN PEER REVIEW

# Reforming Legal Education in the Global South: Colonial Legacies and Critical Pedagogy

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Received: 2024-09-24	Revised: 2025-11-26	Accepted: 2024-12-07	Published: 2025-01-01
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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The phrase “legal education in the Global South reflects a complex intersection of inherited structures, evolving pedagogies, and persistent inequalities” would benefit from a brief empirical example or citation to strengthen the opening assertion and anchor the claim in evidence.

The discussion of language as a colonial legacy could be expanded to mention how bilingual or multilingual legal education programs have been used as potential solutions in some jurisdictions.

The quote “curriculum of most law schools remains grounded in Roman-Dutch law and British common law” is very informative. However, the authors might briefly indicate how curriculum reform efforts (if any) in South Africa are trying to balance or hybridize legal traditions.

The claim “limited opportunities for practical engagement or critical discussion” requires elaboration. Can the authors provide quantitative data or studies that report classroom time allocations or practical course availability?

The sentence “regulatory frameworks governing legal education are rigid” is a strong normative claim. Please specify which regulatory frameworks (e.g., legal councils, ministry guidelines) and cite corresponding policies or documents.

The phrase “shift the pedagogical emphasis from theory to praxis” is theoretically sound. Still, consider citing empirical studies that have assessed learning outcomes or student engagement in clinical programs.

Authors revised the manuscript and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The statement “legal education risks reinforcing the very systems of power and exclusion it ought to challenge” is compelling but would be more impactful if followed by a concrete example from a recent policy or institutional practice illustrating such reinforcement.

When discussing “the continued dominance of Western legal doctrines”, the authors might consider clarifying how this dominance specifically impacts course content, assessment methods, or faculty composition across regions, with at least one comparative case.

The authors refer to “critical pedagogy” without offering sufficient definitional clarity for non-expert readers. Consider briefly summarizing Paulo Freire’s core principles before discussing their application to legal education.

The discussion on neoliberalism is insightful but may benefit from empirical grounding. For instance, are there statistics or studies on tuition increases, privatization rates, or employability metrics in legal education across key countries?

The article states “reconfigure legal curricula to include diverse sources of legal knowledge.” Please elaborate on what these “diverse sources” might be—case studies from feminist legal theory, oral customary law, etc.

The citation of Enebeli’s work is promising. However, the description of “digital tools and social justice themes” is too general. What specific digital interventions (e.g., legal tech simulations, remote community engagement) were employed?

Authors revised the manuscript and uploaded the document.

## 2. Revised

Editor’s decision: Accepted.

Editor in Chief’s decision: Accepted.