



Legal Pedagogy and the Pillars of Governance in Zimbabwe: An Examination

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Abstract

Legal pedagogy plays a critical role in shaping legal systems, particularly in contexts where formal governance structures are nascent or underdeveloped. This study employs qualitative analysis of existing literature and case studies from Zimbabwe's legal education institutions. Legal pedagogy in Zimbabwe emphasizes a curriculum that integrates traditional practices with contemporary legal frameworks, resulting in graduates who are adept at applying diverse legal principles to real-world scenarios. The integration of indigenous knowledge systems within the legal education system is pivotal for fostering an understanding of governance and rule of law among future practitioners. Incorporating more experiential learning opportunities and community engagement into the curriculum could enhance graduates' practical skills in addressing local governance challenges.

Keywords: *African Jurisprudence, Legal Education, Governance Structures, Pedagogy of Law, Rule of Law, Socio-Legal Studies, African Development Theory*

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