



Legal Education and Governance in Congo: A Qualitative Exploration

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Abstract

The Republic of Congo faces challenges in promoting a robust rule of law, with governance structures often influenced by historical and cultural factors. Legal education is considered a cornerstone for enhancing legal literacy and supporting effective governance. The research employs a comprehensive review of existing literature, interviews with legal practitioners, and focus group discussions with students enrolled in law schools. Data analysis is grounded in interpretive phenomenological methods to uncover nuanced insights into current educational reforms and their effects on governance outcomes. Findings indicate that while there has been an increase in the number of law school graduates over the past decade, the integration of practical legal education components remains underdeveloped, particularly in rural areas where access to legal resources is limited. The study concludes with a critical evaluation of current educational policies and suggests targeted interventions to enhance the alignment between legal education curricula and governance needs. Specific recommendations include integrating more practical legal training into law school curricula, enhancing teacher training programmes in rural areas, and fostering closer collaboration between educational institutions and government bodies responsible for legal governance.

Keywords: *Congo, Legal Pluralism, Qualitative Research, Jurisprudence, Anthropology, Ethnography, Socio-Legal Studies*

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