



The Incorporation of Legal Education into Gambian Governance Models: An Ethnographic Inquiry into Rule of Law Promotion

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Abstract

This ethnographic study examines how legal education contributes to governance in Gambia, focusing on rule of law promotion. The study employed ethnographic methods including participant observation, semi-structured interviews with legal educators, policymakers, and practitioners, as well as document analysis from Gambian governmental bodies. Data collected was analysed using thematic content analysis. Legal education programmes in Gambia predominantly focus on traditional law rather than modern statutes, which is a significant finding indicating an underutilized resource for comprehensive governance reform. The integration of legal education into governance models has the potential to significantly enhance rule of law and transparency but requires tailored educational approaches that align with contemporary legal frameworks. There should be a push towards integrating modern legal studies in curricula, alongside traditional subjects. Additionally, partnerships between academia and governmental bodies are recommended for effective dissemination of knowledge and policy.

Keywords: *Africanization, Legal Pluralism, Participatory Research, Jurisprudence, Cultural Adaptation, Ethnography, Indigenous Law Systems*

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