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Mooting and Clinical Legal Education in Pakistan: Opportunities and Challenges

Dr. Khurram Baig

Professor

Head of Department, School of Law

Multan University of Science and Technology, Multan, Pakistan.

mkb5729@gmail.com

Muhammad Mohsin

LLM (The Islamia University Bahawalpur)

msmohsinabidy@gmail.com

Hadi Ali Jafary

PHD Scholar

Visiting Lecturer

University Gillani Law College

Bahauddin Zakariya University, Multan, Pakistan

hadialij@gmail.com

Abstract

Legal education has over the past few years moved away from doctrinal teaching to experiential and skills-based education worldwide. However, an education based on lectures only and theory has been the traditional method used in legal education in Pakistan. Moot court exercises and clinical legal education (CLE), have become useful tools that can help to close the gap between theory and practice. Mooting involves, training in legal advocacy, legal research, drafting and analysis skills, whereas clinical legal education involves delivering legal services and skills of clinical, social justice training. Since then, the Supreme Court's efforts on legal education and the Pakistan Bar Council Legal Education Rules have given a new lease on life to legal education which has recently placed greater emphasis on experiential learning in law schools in Pakistan. However, the institutional disadvantage, poor infrastructure, lack of trained faculty, less resources and lack of a holistic clinical framework are still challenges in the effective implementation process. The paper critically analyses the role of mooting and Clinical Legal Education in Pakistan in terms of its evolution and pedagogical value, the opportunities it provides to students and the challenges it faces in Pakistan. Based on current research and international experience, the study contends that the combination of mooting with clinical pedagogy in the traditional classroom environment can make a significant contribution to the enhancement of key skills involving professional knowledge, ethical behavior and access to justice. The paper concludes by recommending certain reforms to ensure bolstering of experiential legal education and to provide a legal education in Pakistan in line with the international standard.

Keywords: *Clinical Legal Education, Moot Court, Experiential Learning, Legal Education, Pakistan, Advocacy Skills, Access to Justice.*

1. Introduction

The students of law and legal education play a key role in the administration of justice as a profession that is grounded in legal education. Since legal education is the base of the legal profession, it should be a central position in the administration of justice. The expertise of lawyers, judges, prosecutors and policymakers are related to legal education. As a traditional education system, the legal education within Pakistan has been largely doctrine-based, academic and teaching-led with hardly any focus placed on acquirement of skills; the word "traditional" is very much applicable here. In Pakistan, legal education has largely been doctrinal and teacher-centered and there is considerable emphasis laid on operation of the statutes and theoretical knowledge without much emphasis being laid on skill development; the word "traditional" can truly be used (Munir, 2021a). In doing so, a disconnect has very frequently been generated between legal education and legal practice.

In the last few decades, legal educators globally have gained awareness of the need for a more holistic approach to education that extends beyond the classroom. Achievement of these skills has become a focal point of legal education, with "experimental" modes of teaching, such as moot courts and clinical legal education (CLE) taking on new significance as tools to prepare law students for the practice of the law (Nicolson et al., 2023a). These learning methods aim to make theory practice the reality presented to the student by exposing the student to simulated and real-life legal problems. For this reason, various jurisdictions have included coursework focusing on practical legal aspects in their educational programs, with the aim of training students to meet today's needs of the legal profession (Bloch, 2008a).

Clinical legal education began by holding that law students must be taught in the same ways as other students of all disciplines: through readings, lectures, but, importantly, through direct legal experience in the arena of legal issues that impact society. It is a blend of learning and social responsibility and access to justice endeavors. Students acquire professional skills by providing legal aid and supervised practical experience and help protect vulnerable and marginalized groups (Zahoor et al., 2021a). As well, simulated judicial proceedings during moot court exercises offer students the chance to cultivate their advocacy skills, legal reasoning abilities and teamwork and confidence. Students may also become acquainted with comparative legal systems and international legal norms through actively participating in national and international moot court competitions (McFaul, 2020a).

However, in Pakistan, experiential learning in Law has seen some lagging in development. English legal education had long been plagued by poor institutional monitoring and management, a content curriculum and a lack of emphasis on problem-solving training. The falling standard of academic achievement and lack of quality of lawyers drew the attention of judges and lead to reforms. This was followed by a major landmark judgment by the Supreme Court of Pakistan in *Pakistan Bar Council v. Federation of Pakistan* (PLD 2018 SC 178) that directed to provide detailed changes in the legal system to enhance its professional standards and bring about all round reform in the field of legal education (Z. Ashraf, 2023a). In response to this, the Pakistan Bar Council took some steps to update and modernize legal education and promote practical learning.

Due to these reforms, mooting and clinical law education is still not being implemented uniformly in law schools of Pakistan. A few institutions have established legal clinics and actively take part in renowned international competitions like Philip C. Jessup International Law Moot Court Competition and Henry Dunant International Humanitarian Law Moot Court Competition. At the same time, many institutions of learning, especially those of the public sector continue to experience high level problems due to poor infrastructure, insufficient manpower, financial

shortages and inadequate liaison with both the legal community and the profession (Z. Ashraf, 2023b).

In recent years, it was made evident that experiential learning is a critical way through strengthening legal education in Pakistan. There have been suggestions that CLI can instill professional ethics, social justice and practical expertise and mooting can cultivate analytical and advocacy skills adequately for the practice of law (Z. Ashraf, 2022a). Furthermore, the digitalization of the law sector and the introduction of artificial intelligence are changing the legal profession and there is a need for new skills and innovative legal education (Hashmi & Butt, n.d.-a). Experience is therefore now an essential part of educating a new generation of lawyers faced with technology and a growing complexity of legal issues.

In this context, this paper critically evaluates the opportunities and challenges faced by mooting and Clinical Legal Education in Pakistan. It traces the conceptual underpinnings and development of these pedagogical methods; it addresses the problem's impact on legal education and access to justice; it highlights institutional and structural impediments; and it offers suggestions for reform. The study recommends potential contribution of MOOT courts and CLI in Pakistani law schools with respect to professional excellence, moral consciousness and to build a more socially engaged legal system.

2. Conceptual Framework and Evolution of Mooting and Clinical Legal Education

As the practice of law has changed and problems in the modern legal world have become more complex, more of a focus on skills training and experiential learning is required over a traditional legal doctrinal framework. In this overall shift, 'moot courts' and 'clinical legal education' (CLE) have become better adapted teaching practices that aim to connect 'theoretical knowledge with professional skills (Munir, 2021b). Both methods are consistent with the philosophy that an education in Law does not simply focus on the rules of Law but also the practical application, ethical duty and commitment to social justice.

2.1 Concept and Objectives of Mooting

Mooting is the simulated trial of a hypothetical case presented by law students to a 'Moots Bench' that acts as a 'real court'. Moot court differs from traditional classroom instruction in that it requires students to research legal principles and materials, draft a memorial, make oral arguments before the "judges," and then respond to questions from the "judges." By engaging in mooting students can practice using legal concepts in real-life and build their analytical and advocacy skills (Wolski, 2009).

Mooting encourages students to consider the education behind advocacy as well as the advocacy they will do. Moot competitions build legal writing skills, critical thinking, team work, time management and public speaking skills. Additionally, it introduces students to the procedural matters of litigation and fortifies their knowledge of the actual law. Students have opportunities for comparative and international legal issues from international moot law competitions like Philip C. Jessup International Law Moot Court Competition, the Vis International Commercial Arbitration Moot, Henry Dunant Moot Court Competition and other moot competitions (McFaul, 2020b).

The pedagogical nature of Mooting represents experiential learning as students will learn through doing as opposed to passively receiving information. This type of learning fosters self-confidence and professional identity and equips students with the skills needed for courtroom practice and other methods of dispute resolution (Bloch, 2008b).

2.2 Meaning and Objectives of Clinical Legal Education

Clinical legal education (cle), a form of legal teaching that enables students to learn the law in action, supervised by academics. It is student-focused on the law but service oriented to society

with an emphasis of theory to practice integration. Students engaged in legal clinics are introduced to actual or simulated legal situations which include procedures such as client interviewing, law drafting, legal counseling, mediation and dispute resolution (Zahoor et al., 2021b).

Cognition, namely producing professionally able and ethically responsible lawyers have been the first goal of clinical legal education. Clinical education is more of a problem solving and reflection learning approach compared to traditional legal education that is focused in memorizing and taking examinations. Access to justice is a second key goal of CLE. In university legal aid clinics, students can pursue social work and responsibility in law, while helping less fortunate communities by giving them legal aid under the supervision of faculty members (Z. Ashraf, 2023c).

Communication, Ethics, Professional Judgment and Interdisciplinary Understanding skills are also developed through clinical legal education. These qualities are becoming more valuable in the twenty first century legal profession, when time is taken to train and recruit lawyers to be practical as well as theoretical.

2.3 Historical Development of Clinical Legal Education and Mooting

Clinical legal education has its origins in the United States in the early twentieth century. Legal academics started to question the constraints of the traditional case-method approach to training and called for a greater focus on practical training in the 1960s and clinical training efforts proliferated and spread around the globe: North America, Europe, Australia and developing nation (Nicolson et al., 2023b). Above all, international experts and legal professionals began to realize that experiential learning also had the potential to help them towards access to justice and legal empowerment.

The traditions of moot law practice—as opposed to moot court—also had their roots in Anglo-American legal education but have slowly spread to the legal education system globally. Moot competitions grew from the classroom to be more and more advanced international events with complex public international law, human rights, commercial arbitration and humanitarian law issues. It is considered a measure of academic excellence and reputation today to join international moot competitions.

2.4 Evolution of Mooting and Clinical Legal Education in Pakistan

The British model accentuated the theoretical teaching and examinations and was passed down to the legal system in Pakistan. Practical training was not properly emphasized and for many years law graduates were allowed to enter into the field of legal practice without proper training or advocacy skills (Munir, 2021c). There were private schools or law colleges that organized moot court contests, but it was not considered an integral part of legal training.

There has been increasing concern about the falling standards of education and the judiciary, legal scholars and the Pakistan Bar Council demanded reforms. One such milestone was the judgment of the Supreme Court of Pakistan in *Pakistan Bar Council v. Federation of Pakistan* (PLD 2018 SC 178) wherein serious shortcomings and inadequacies in the legal education system were identified and a call for much needed institutional overhaul in the system (M. A. Ashraf et al., 2025). The judgment highlighted the need for better professional competence and for there to be a greater focus on practical legal training.

As a result of these reforms, several Universities started Moot court societies, Legal aid Clinics and Advocacy office. More and more institutions like Lahore University of Management Sciences, International Islamic University Islamabad, Quaid-i-Azam University and other provincial universities are supporting the students in national and international moots. The students of the law have been successful in the Jessup International Law Moot Court Competition and the Henry

Dunant International Humanitarian Law Moot Competition to some extent highlighting the potential of experiential legal education (McFaul, 2020c).

Analyses of developments in clinical legal education review that, despite the positive trends, the clinical legal education in Pakistan is still underdeveloped. The existing laws for legal education do not effectively, or comprehensively, incorporate clinical learning into the design of the legal education curriculum and the experience varies widely across the education sector. In practical training, therefore little is provided of systematic formal education and instead much relies on individual initiatives.

Recent studies are urging legal education to focus more on experiential learning and technological change in order to provide the future generation of Pakistan with a promising vision for legal education. With the advent of Artificial Intelligence, digital justice systems and online dispute resolution, the need for law related, hands-on and multi-disciplinary training has further grown (Zahoor et al., 2021c). Consequently, moot and clinical legal education should be seen not only as supplementary initiatives, but essential elements of an education for producing qualified, ethical and socially conscious attorneys today.

3. Pedagogical Significance of Mooting and Clinical Legal Education in Pakistan

Legal education is an expression of cultural healthfulness not only in terms of imparting knowledge of substantive law, but also in the skills that its students acquire, including the aptitude for putting the knowledge into practice. The elements of moot and clinical legal education (CLE) have become integral to the learning process and essential to bring law theory and practice closer together (Gurpur & Rautdesai, 2014). Changes made in legal education that shifted the focus to competency-based education have marked positively the professional preparedness of the legal workforce, particularly also through experiential learning approaches. Advocacy and legal research skills are among the main benefits of moot court exercises. Students develop skills in identifying legal issues and interpreting statutes, analyzing precedents and making effective oral arguments in court as they draft memorials and make oral arguments (Watt, 2018). Mooting also helps to develop confidence and communication skills which are vital for litigation and dispute resolution. Students gain experience in simulated proceedings to familiarize them with the complexities of court proceedings and learn courtroom etiquette.

Clinical legal education also fosters practical legal skills; it offers students a chance to experience legal problems while supervised by a professor. Legal clinics provide an opportunity for students to engage in client counseling, fact investigation, legal document drafting and dispute resolution (Bloch, 2008c). Such experiences allow students to gain an understanding of the social aspects of law and reinforce a sense of obligation toward law ethics and public service.

Another pedagogical benefit of experience-based learning is the facilitation of reflection on learning. Instead of rote-learning, clinical programs and moot courts involve students in assessing conflicting legal theories, as well as making their own professional judgments (McFaul, 2020d). This way, analytical thinking and problem-solving skills are enhanced. It also provides an interdisciplinary learning by presenting to students with problems related to sociology, economics, psychology and technology.

In addition, experiential learning adds to the employability. An employer is becoming more and more interested in skills as well as academic qualifications. Students with moot court and clinical experience are typically better equipped to litigate and arbitrate, to consult with others and to practice corporate law (Giddings, 2024a). Experiential learning also supports students to adjust to new demands of the job market in the light of new technologies and new justice systems.

Clinical legal education and its social purpose are of equal importance. Legal aid clinics offer opportunities for students to help the marginalized communities and also offer professional

values and ethical awareness education (Z. Ashraf, 2022b). These projects help to improve access to justice and the university-society bond. The mooting and clinical legal education should therefore be seen as more than just an extra-curricular activity, but as part of the modern legal curriculum to equip legal practitioners with the necessary skills, values and norms to become competent, ethical and socially responsible in the profession.

4. Opportunities Presented by Mooting and Clinical Legal Education in Pakistan

In recent years, many reforms were introduced and a greater realization of the shortcomings of the conventional legal education system has opened up tremendous opportunities to enhance experiential learning in Pakistan. Mooting and Clinical legal education have a great scope to enrich legal training, foster access to justice and uplift the international image of the legal institutions of Pakistan (Zahoor et al., 2021d).

A prominent opportunity is the greater involvement in international moot court competitions. There is encouraging performance of Pakistani universities at prestigious competitions like the Philip C. Jessup International Law Moot Court Competition, International Humanitarian Law Moot Competition (Henry Dunant) and international arbitrations moots. Competitions provide opportunities for students to learn about other legal systems and international norms and to develop their research and advocacy abilities (Z. Ashraf, 2023d).

An additional possibility is the creation of legal aid clinics in universities. Clinical programs can play a role in access to justice in providing legal services in partnership with faculty to underprivileged communities (Bloch, 2008d). In a nation where access to legal services is still inaccessible for many of its citizens, university-based legal clinics could become a crucial tool to create awareness and justice in the people.

awareness and justice in the people. The availability of new technology has also provided opportunities for experiential learning. The practicality of legal education has been extended with the introduction of online dispute resolution, virtual moot courts and digital legal databases (A. N. Khan et al., 2023a). After the COVID-19 pandemic, a number of the universities were forced to use virtual platforms for advocacy competitions and academic activities. These inventions have enabled experiential learning to be more available and affordable.

Another positive trend is an increasing number of judges and regulations that support growth. The reforms by Supreme Court and Pakistan Bar Council have made it clear that there is a need to reform the legal education and make it more modern and upgrade the standards of practicing lawyers through practical training. These reforms have introduced an institutional framework which can help in reforming the legal education system and making it more practical and modern. There are further opportunities for international cooperation. Faculty training and exchange programs as well as joint research projects can be achieved through collaboration between Pakistani universities and foreign universities (Z. Ashraf, 2022c). These alliances could contribute to the implementation of best practices and enhanced legal education.

As technology has become more and more a part of the practice of law, there must be new methods of hands-on learning. The literature on AI and digital justice systems indicates that the future lawyer needs to have interdisciplinary skills and technological literacy (Giddings, 2024b). Mooting and clinical legal education can be valuable resources to equip students to function in this changing landscape.

5. Challenges Confronting Mooting and Clinical Legal Education in Pakistan

While there is a great appreciation of experiential learning, there remain many structural and institutional hurdles in the way of the effective development of moot court programs in Pakistan and clinical legal education (Hashmi & Butt, n.d.-b). All of this has hindered the ability of law schools to infuse hands-on experiences into the core of legal education.

The most important challenge is the use of traditional teaching methods. Many law schools persist in teaching and evaluating through lectures and examinations. This takes little account of practice or the innovation of pedagogical approaches (McFaul, 2020e). Consequently, experiential learning is frequently seen as an optional subject for legal education instead of a core part. Instead, experiential learning is often regarded as an extra-curriculum subject rather than a mandatory part of legal education

Another significant barrier is the lack of finance and infrastructure. Moot court is time consuming and expensive to attend, as well as register and coach. Likewise, to establish and run legal clinics, office facilities, libraries, technological resources and administrative assistance are required (Zahoor et al., 2021e). Such programs are frequently difficult to develop due to resource constraints in public sector universities especially.

Lack of trained faculty is a matter of concern. To supervise clinical legal education, supervisors must have both academic knowledge and experience in the field (Giddings, 2024c). But, a majority of the law teachers in Pakistan are not trained in experiential approach to teaching. As a result, the provision of legal clinics and moot court programs often relies on individuals and not institutional arrangements.

Yet another challenge is that there is no comprehensive regulatory framework. There is a lack of clarity around the structure and aims of clinical legal education (CLE) and its evaluation systems in the existing legal education policies (Z. Ashraf, 2022d). There have been different standards across the universities and not much commitment to practical trainings.

There is also a lack of collaboration between the law schools and the legal profession, which has a negative impact on experiential learning. There are not systematic partnerships developed between the bar associations, law firms and judicial institutions with law schools, for internships, legal clinics and lawyering mentoring (A. N. Khan et al., 2023b). This disconnect limits opportunities of hands-on experience and professional growth.

All these challenges are made even more difficult by the differences in technology. While digitalization has revolutionized legal practice all over the world, a significant number of institutions in Pakistan are still not connected to the updated legal databases and online learning infrastructure (Hashmi & Butt, n.d.-c). Thus, students may still miss out on opportunities that are available to their peers in developed jurisdictions.

Thus, institutional changes, financial resources, training of faculty and better institutional linkages between the universities, the regulatory bodies and the legal profession are necessary to address these challenges.

6. Comparative Perspectives and International Best Practices

In many places, the focus on experience has revolutionized legal education. In countries like the United States, the United Kingdom, or Australia, the introduction of moot court programs and clinical legal education in legal education has been institutionalized, becoming a vital part of legal education (Nicolson et al., 2023c). The comparative experiences from these jurisdictions offer valuable suggestions for Pakistan to create a system of legal education which is more effective and practice oriented.

Clinical legal education is seen as having begun with the United States. Legal clinics are now a part of the legal education system at American law schools, as part of a series of specialties that specialize in constitutional law, criminal defense, human rights, environmental law, immigration and mediation. Most clinical programs are taught by faculty experienced in their field and are accepted as credit courses (Bloch, 2008e). The American Bar Association also has set standards for law schools that mandate that a significant portion of the education takes place through experiential activities.

In the UK, too, there has been significant growth in clinical legal education in the past 20 years. Many universities have created pro bono clinics, legal advice centers and simulated practice modules designed to improve employability and to foster access to justice. These activities have helped build a bond between the academic community and the community and enhanced the students' practical abilities (ENGLAND & TO, n.d.).

Australia is taking a holistic approach, combining clinical programs and professional accreditation requirements. Supervised practical experience is also a common way for students to gain experience in Australian Universities, by working in courts, legal aid and community institutions. The focus of this model is on reflective learning, ethical responsibility and technical skills (Evans et al., 2017).

India is an important case study in South Asia for Pakistan. In order to give due importance to legal education, Moots and Legal Aid Clinics have been made compulsory as per the recommendation of Bar Council of India. The National Law Universities have developed their own system of clinical training and have excelled in international Moot Courts (Sharma, 2017). These advances demonstrate the potential of effective policy and institutional change to enhance education.

Technology has continued to revolutionize experiential learning on a jurisdiction-by-jurisdiction basis. The development of virtual court hearings, online platforms for dispute resolution and digital legal clinics has also become a novel approach to imparting 'real-life' legal education (A. N. Khan et al., 2023c). These advancements were even more noticeable following COVID-19 when technology was increasingly effective at improving access and making things more affordable.

There are a number of lessons that Pakistan can learn from these comparative experiences. First, C.L.E. should be acknowledged as a credit-granting, instead of optional, part of a legal curriculum. Secondly, there is a need for institutionalization of collaboration between universities, bar associations and judicial bodies. Third, faculty development programmes need to be introduced to augment supervisory capacity. Lastly, the use of technology to support increased experiential learning opportunities.

The experiences of other jurisdictions have shown that a successful legal education reform needs regulatory support, institutional commitment and on-going investment of human resources. In incorporating the best practices to the context of Pakistan, it will be possible to enhance the quality of legal education and produce graduates who can fulfill the requirements of modern legal profession.

7. Recommendations and the Way Forward

A complete strategy is needed to transform legal education in Pakistan and make experiential learning a part of the mainstream education. The term "supplementary" should be discarded from the discussion of mootings and clinical legal education, because both are crucial tools to build professionally competent and socially responsible lawyers. (Z. Ashraf, 2022e).

First, the legal clinic/moot court model should be formally integrated into undergraduate legal education by making courses a required part of the curriculum and awarding them credit. There are no sufficient practical exposure in existing curricula, which still focus on theoretical lessons and written examinations. The Higher Education Commission and the Pakistan Bar Council have introduced reforms into the curriculum with specific emphasis on structured clinical programs and advocacy training which ought to be included in the curriculum (H. A. Khan et al., 2019).

Second, graduate schools, universities and other educational institutes should provide legal assistants to the public in the form of an institutional legal aid clinic under the direction of faculty members. Such clinics would not only improve the students' practical abilities, but also help to

increase the access to justice and legal awareness of the marginalized communities, as well (Aiken & Wizner, 2004). Cooperation with district bar associations, legal aid societies and non-governmental organizations can enhance their effectiveness as well.

Thirdly, programs for faculty development should be emphasized. Teaching the law in a clinical setting must be supplemented by a clinical supervisor who is trained and has academic and practical expertise. The incorporation of experiential learning in teaching can be facilitated by workshops, exchange programs and international cooperation to develop pedagogical skills (Wilson, 1986).

Fourthly, financial aid and infrastructural development are needed. Shortage of resources is a common problem faced by public sector universities for participation in National and International Moot competitions. Special funding mechanisms should thus be provided for moot court societies, legal clinics and advocacy training (Bloch, 2010).

Fifth, Technology should be a part of experiential legal education. The era of online libraries, AI technologies, virtual courts and online dispute resolution has become more and more relevant today. Adding technological literacy to legal education would help the students to meet future challenges of digital justice systems (Hashmi & Butt, n.d.-d).

Sixthly, the interaction of academics with the legal profession needs to be enhanced. The courts, law firms, bar councils and legal aid institutions have the opportunity to contribute to practical training in various ways, such as by offering internships, mentorship programs, collaborative research projects etc. This would help to connect legal education and profession (Lerner & Talati, 2006).

Last but not least, a national policy on clinical legal education should be drawn up to bring uniformity in clinical legal education across the nation. Establishment of a set of uniform standards for supervision, evaluation and ethical and professional practice would help promote effective practice and quality education.

To facilitate the future of Legal Education in Pakistan, experiential learning and adaptation to the new realities of the profession is necessary. If reforms are done meaningfully in moot and clinical legal education, it can result in improvements in the professional competence, access to justice and making the legal education in Pakistan like any other country in the world.

8. Conclusion

The need for a change in the legal education system in Pakistan has been growing with the increasing demands of legal practice and the importance of professional expertise. The traditional way of teaching law, which heavily emphasizes theory and relied heavily on exams, has failed to equip lawyers with the skills needed for practice. As a result, experiential education processes like moot courts and clinical legal education are increasingly becoming relevant in the modern legal education system.

It is clear from this study that the clinical legal education and moot process can make a significant contribution to bridging the academic-practical divide. Through moot court, advocacy, legal research, legal draft, analytical reasoning and communication skills are developed, while clinical programs promote professional ethics, social responsibility and access to justice. Through these experiential learning methods, students are given opportunities to put legal principles into practice in a real-world environment, thus improving their professional preparation.

The study also shows that while there have been significant changes and improvements in the past few years and awareness about experiential education has grown, progress in the adoption of moot court and clinical programs in Pakistan has been uneven. The fundamental problems, financial restrictions, poor infrastructure, lack of faculty skills and institutional backing continue to affect the effective integration of practical legal education in many law schools. A lack of a

comprehensive and uniform framework has also helped to drive the differences in standards between institutions.

Meanwhile, there is huge potential for enhancement of experiential legal education in Pakistan. The conditions for positive change are good due to technological developments, increased international cooperation, legal education reforms in the courts and the legal profession's increasing appreciation of practical skills. International experiences show that well-designed clinical programs and advocacy trainings can have a meaningful impact on enhancing the quality of legal education and in supporting the administration of justice.

But mootings should not be seen as add-on or extra-curriculum and clinical legal education must not be viewed as a substitute for it. Their successful incorporation in the legal curriculum can create competent, ethical, socially conscious and future-ready lawyers who are ready to address the legal challenges of the changing environment. The sustainable reforms, institutional commitment and cooperation among the universities, regulators and legal profession are needed to advance legal education and hence the rule of law and access to justice, in Pakistan.

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