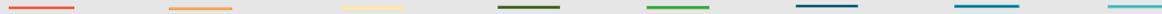


BLUEPRINT FOR GLOBAL LEGAL EDUCATION

NOVEMBER 2020



Blueprint on global legal education by the IBA Commission on the Future of Legal Services

Executive Committee

Co-Chairs:

Fernando Peláez-Pier, IBA Council Honorary Life Member and Chair of the Commission on the Future of Legal Services

Soledad Atienza, Dean, IE Law School

Members:

Sarah Hutchinson, Chair, IBA SPPI

Amnon Lehavi, President, LSGL

Gonçalo Matias, President, LSGL

Ken Murphy, Co-Chair, IBA Bar Executives Committee

Petra Zijp, LPD Council Member and Past Co-Chair, IBA Capital Markets Forum

Authors of the Report and Project Coordinators:

Soledad Atienza, Dean, IE Law School

Sonsoles Arias, Professor of Law, IE Law School

Data analyst: Natalia Uliana



agenda

blueprint for global legal education

01

PROJECT SCOPE & RESEARCH TEAM

02

ANALYSIS & RESULTS

LITERATURE REVIEW
WEBSITES RESEARCH
SURVEY
INTERVIEWS
COVID-19 AND LEGAL EDUCATION

03

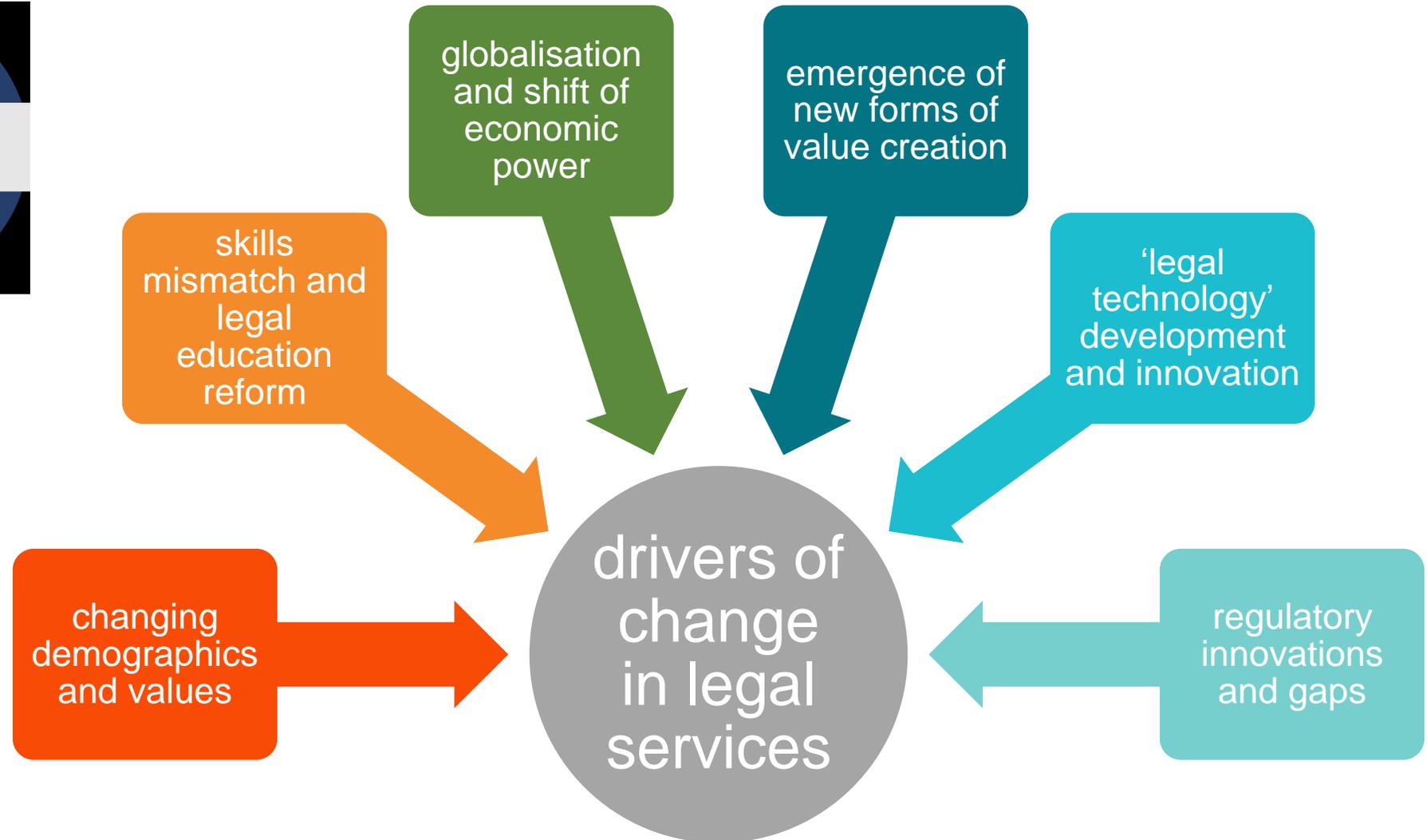
CONCLUSIONS & RECOMMENDATIONS

04

ANNEXES

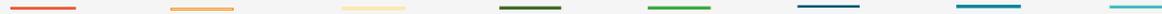
background

previous research + building on results



01

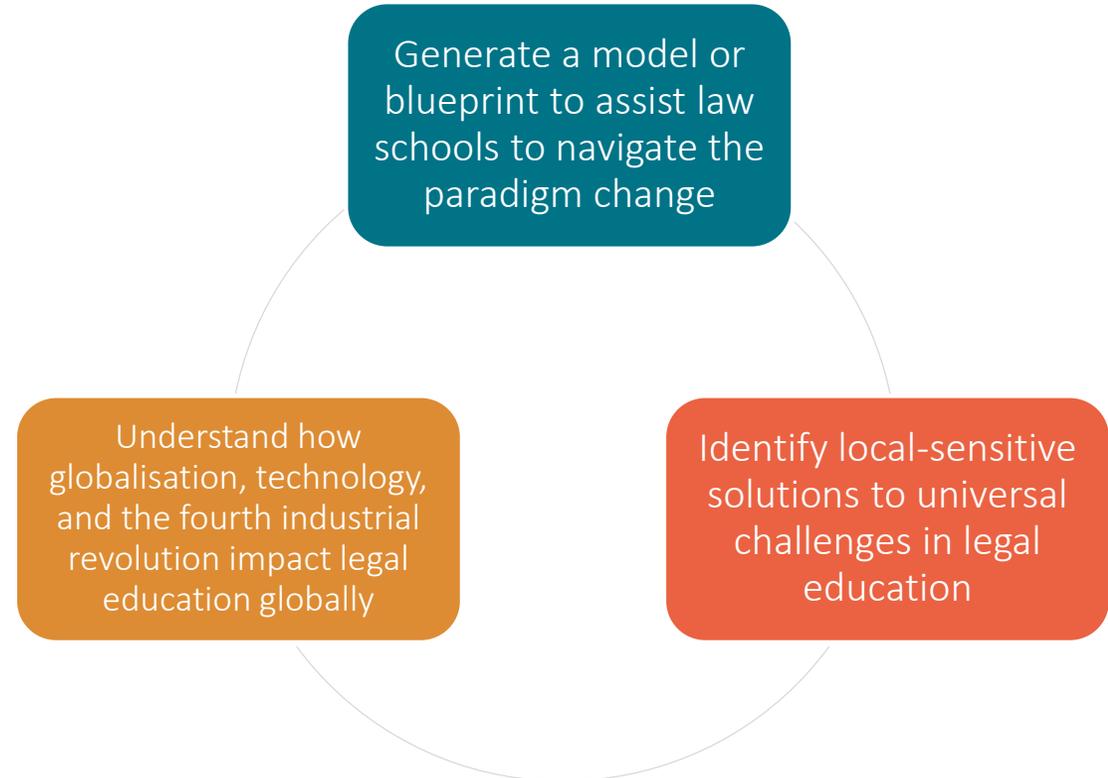
PROJECT SCOPE & RESEARCH TEAM



project scope

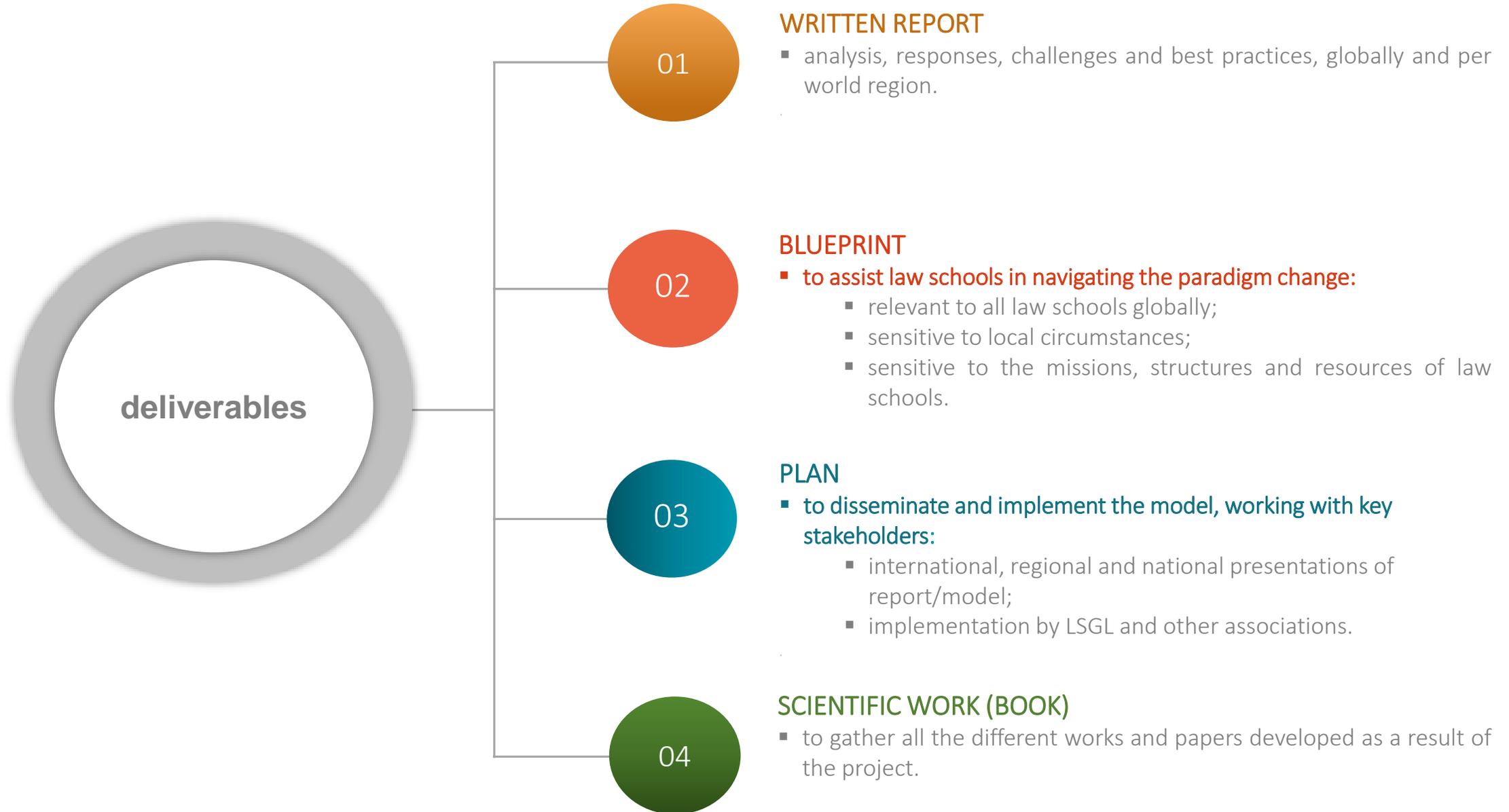
key objectives + deliverables

Development of a 'blueprint' outlining the main **key trends, challenges, and opportunities** emerging in legal education at the current time.



project scope

key objectives + deliverables



project scope

quantitative + qualitative data

Literature Review

Qualitative research

- Selection of literature is done by the following search criteria:
 - Keywords;
 - Impact term: Legal Education;
 - Population terms: Globalisation, Challenges, Trends.
- Academic data basis (WorldCat discovery).
- 715 documents published after 2010, out of which 200 were selected, including various regions.



Quantitative research

- Literature review done by extracting the trends and challenges described in documents;
- The result: most cited challenges and trends for legal education, and the number of times they have been cited.

Desk research: website

- Study and analysis of all the outstanding literature regarding legal education as well as law schools' websites over the regions;
- Approximately 400 law schools reviewed.

Survey

- The survey was completed by law schools, Bar associations and other legal organisations per region: a total of 420 surveys.
- The survey was distributed through the IBA to its members.
- Additionally, the survey was launched in open access by the IBA and the LSGL, in order to give the opportunity to any legal institution to participate.

Interviews

- The interview was answered by each law school's senior members/ Deans per region.
- The interview questions were designed by IE in coordination with all regional coordinators. IE consulted experts in the legal sector and legal education in order to design the interview.

research team

global project: seven regions



REGION I - UK & Ireland*

*Selected as an independent region
due to its relevance in legal education

REGION II - US & Canada

REGION III – Continental Europe



REGION IV - South East Asia, Australia & Hong Kong

REGION V - Latin America

REGION VI - Asia (including Russia)*

REGION VII - Africa

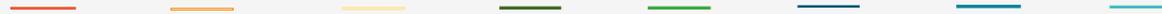
* Spotlight on India & Mainland China

02

ANALYSIS & RESULTS



LITERATURE REVIEW



literature review

criteria for data analysis

- In order to analyse the literature review we have established the criteria described below.

database research

Research on various databases, all gathered within the same motor engine:
Worldcat
Discovery



inclusion criteria

The search results are limited to the English language, but not limited to country of origin.

Limited to documents published between January 2010 and December 2019, to obtain the most up-to-date studies that consider challenges and trends regarding global legal education.

The study sample was limited to global legal education and the main regions and countries.

Limited to documents including legal education with a significant impact in the population sample.

Search terms included in title.

impact term

The search included one basic impact term: Legal education, and three population terms:

Globalization/Globalisation
Challenge/Challenges and Trends

Additionally, a time limitation was included: only documents published after 2010 were included in the search

literature review

criteria for data analysis

- The previously-mentioned keywords and inclusion criteria were then used to search within the following databases and journals:

databases and journals

ABI/INFORM Collection
Business Source Complete
Emerald Group Publishing
IEEE Publications Database
JSTOR Arts & Sciences I Collection
JSTOR Arts & Sciences II Collection
JSTOR Business I Collection
JSTOR Business II Collection
JSTOR Mathematics & Statistics
Collection

OAlsterUnion catalog of digital resources
OECD iLibrary
PsycARTICLES
Research Library
SAGE Knowledge
SciELO Journals
ScienceDirect
Taylor and Francis Journals
Wiley Online Library
WorldCat.org



- The steps taken and terms used for the selection of the final documents to be analysed are described below.

selection of final documents

1. advanced research combining as Title both 'legal education' and 'globalization' / 'globalization' in the search index. 228 documents were found and only 95 were ultimately useful for our research;
2. input as Title both 'Legal education' and 'Challenge' or 'Challenges', with 394 documents found. Out of these, only 65 documents were relevant for the purposes of our research;
3. input as Title both 'Legal education' and 'Trends', with 98 documents found. Out of these, only 21 were relevant for the purposes of our research;
4. Out of the 181 papers found, there are 46 papers that appear more than once. In total, the research team analysed 135 papers.



- The selected documents were read by the research team, who identified and conceptualised the most relevant challenges and trends that were referenced in each document and that had an impact on global legal education.

classification of trends and

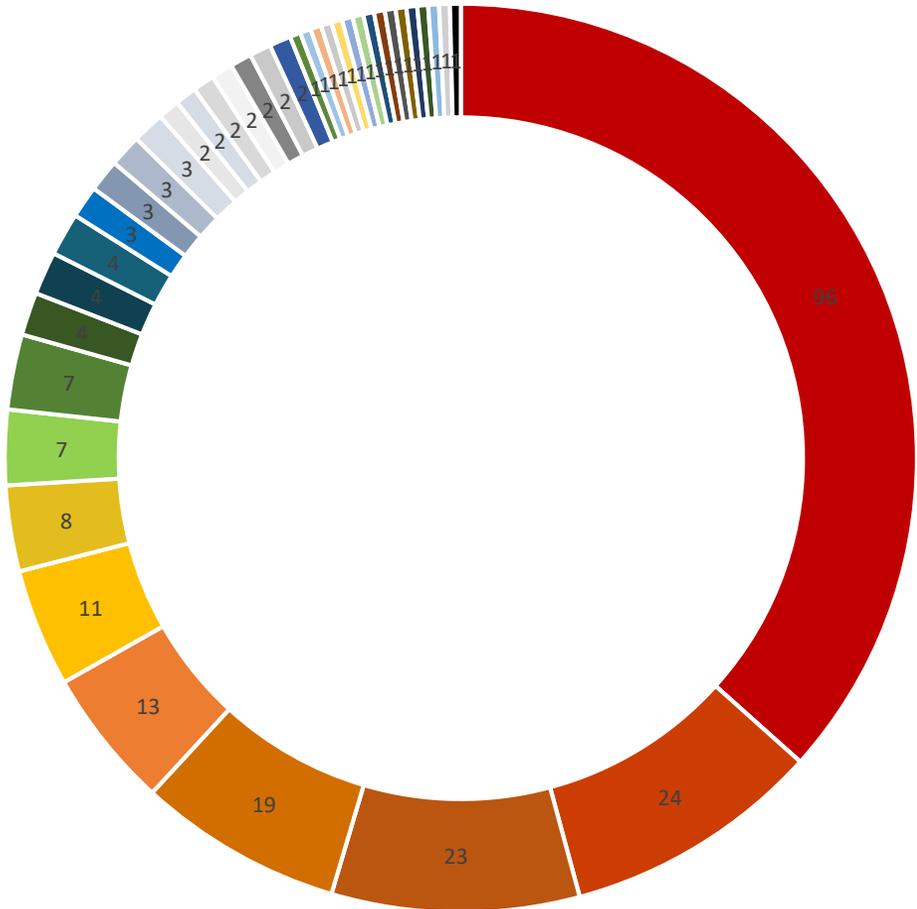
For identifying the different trends and challenges, a tree diagram/systematic diagram/tree analysis or hierarchical diagram was implemented. It started with all the diverse trends and challenges we found in the document and then we branched and grouped them together according to conceptual similarities (in common or similar trends or challenges), from generalities to specifics.



final trends globally and regionally combined

literature research results

135 articles reviewed
39 final trends



- Globalization / Internationalization
- New Skills for the practice of Law
- Technology
- Gaps in Legal Education
- Regulatory gaps of legal practice
- US legal education as a pattern
- Legal Clinic as a challenge
- Legal education as a consumer good
- Multidisciplinarity
- Economy as a driving force
- New skills for legal teaching
- Surplus in Legal Education
- Education framework
- Gender as a challenge in Legal Education
- Neoliberal Approach to legal education
- New Skills for the legal teaching
- Diversity gaps for legal education
- Ethics as a value in legal education
- Increasing demand of law graduates
- Legal Education reform in BRICS countries
- New Skills for the legal practice
- Other institutions different than Law Schools as legal educators
- Transnationalization
- Case method in Legal education
- Challenges in Reforming Legal Education
- Chinese college students' legal environment
- Current Problems in Legal Market
- Current Responses in Legal Market
- EU Legal Education as a pattern
- Europeanization of Legal Education
- Gaps on legal skills
- Legal Education as Study of Experience
- Legal education worldwide
- Modernization of Legal Education
- New methods of legal research
- New modern Challenges
- New values for Legal Education
- Prevention of corruption in Legal Education
- Problems and reforms to be made in legal education

Globalisation/ Internationalisation | 37 per cent

- Challenges for globalisation;
- Comparative methodology
- Cultural globalisation
- Dual legal training
- US and UK Legal Education as a pattern
- Europeanisation
- Evolution of legal education
- Importance of multicultural education
- Institution and state-motivated globalisation
- Internalisation of law schools and legal careers
- Common law as a pattern
- Internationally-focused teaching approach
- Language as a tool
- International firms and law students
- Globalisation per region
- Diversity
- Equity
- International law as its own system rather than a single course
- Transnational legal education

New skills for the practice of law | Nine per cent

- Global society in addition to a global economy;
- Employability and the future;
- Globalisation/legal skills for the international practice of law;
- International skills for practice;
- Legal new skills for a globalised practice;
- Legal skills for the practice of law;
- Professionalisation of Curricula;
- Reforms in legal education and new skills;
- New spaces to learn; and
- New skills.

Technology | Nine per cent

- Use of technology in legal practice;
- Impact of technology in Legal Education;
- Challenges for legal education;
- New modern challenges;
- Internet plus law;
- Legal technology and its outcomes in the legal market;
- Need for the evolution of legal education; and
- New technologies.

Gaps in legal education | Seven per cent

- Gaps per region;
- Legal Education as a study of experience;
- Legal Education challenges in developing countries;
- The pre-reform model;
- Human rights and the rule of law;
- Preexisting problems for legal education;
- Tertiary public policy;
- Teaching approach and means available;
- Economic situation; and
- Access to legal education.

Regulatory gaps of legal practice | Five per cent

- Regulatory gaps per region;
- Professionalism ;
- Regulation of the legal practice;
- Street law clinic model; and
- Local context of law schools.

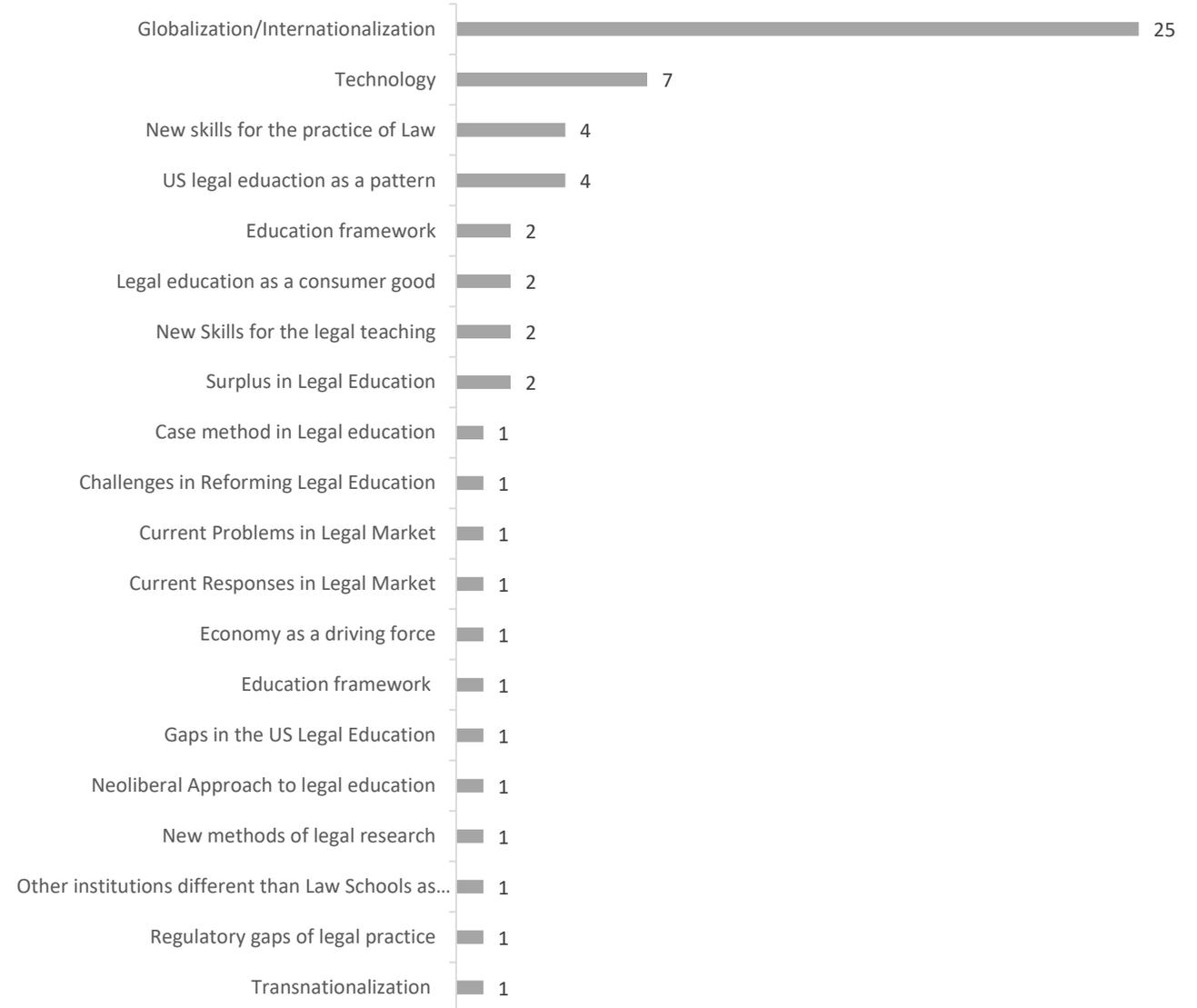
final trends by region

literature research results

Region I: UK and Ireland



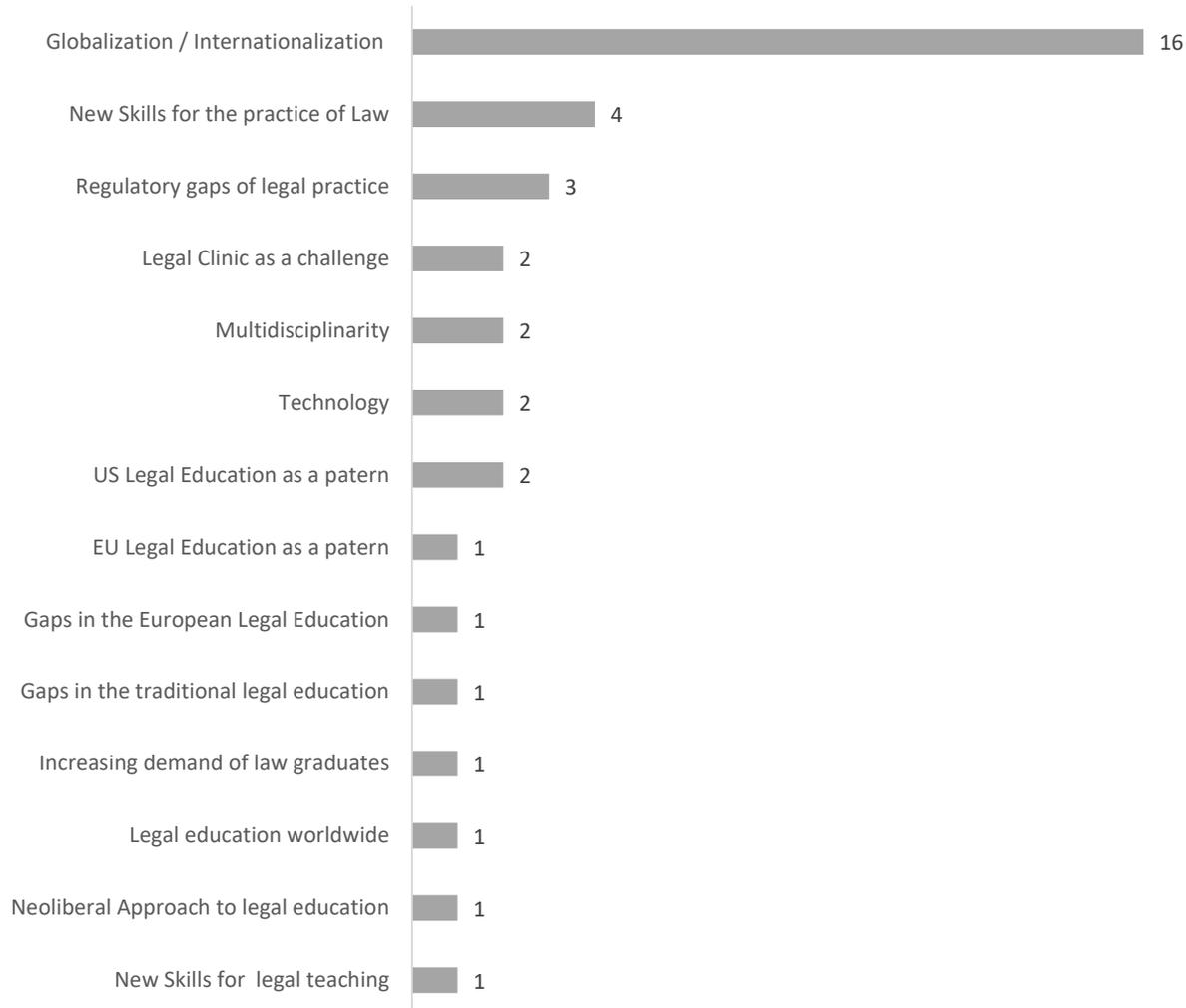
Region II: US and Canada



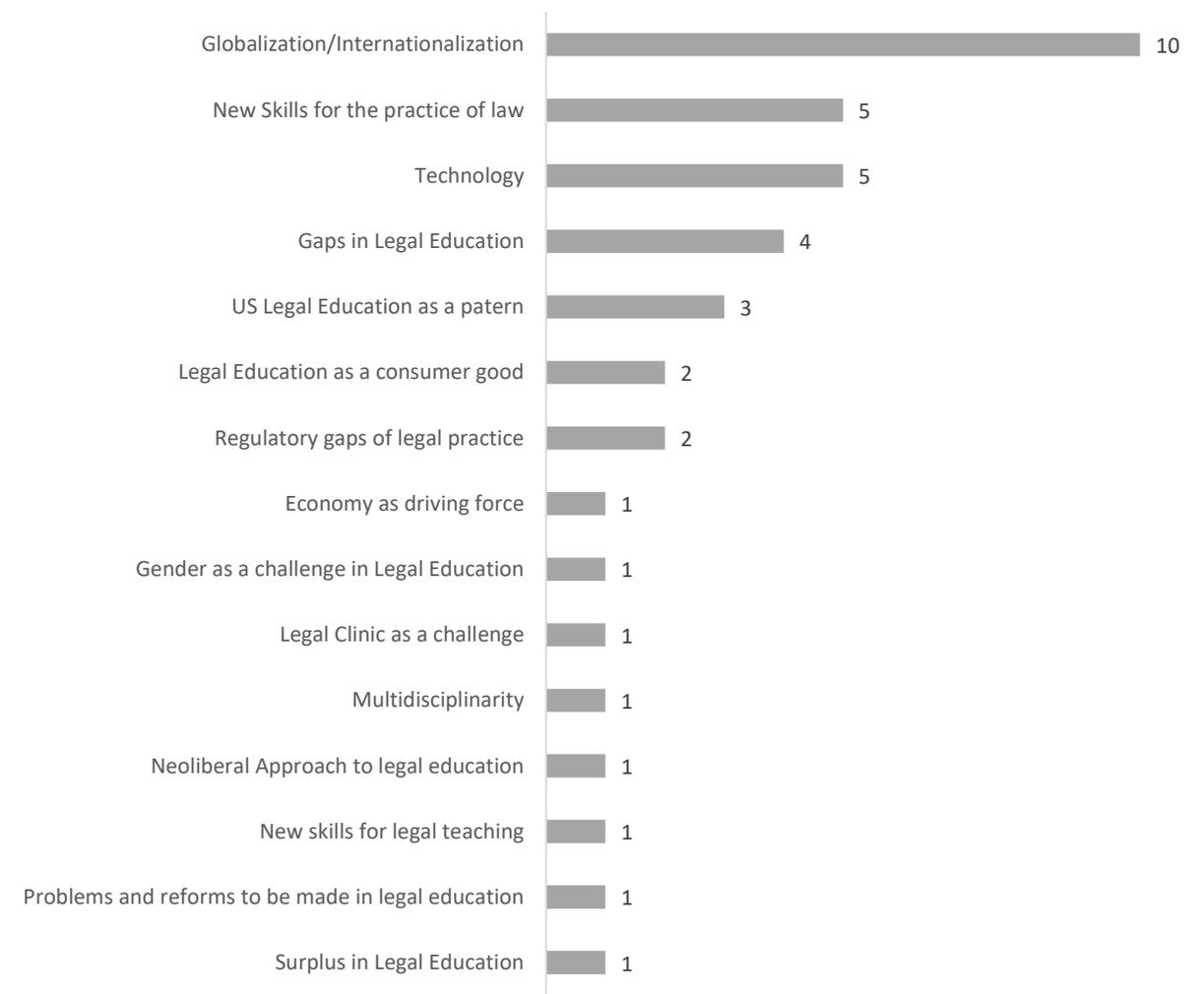
final trends by region

literature research results

Region III: Continental Europe



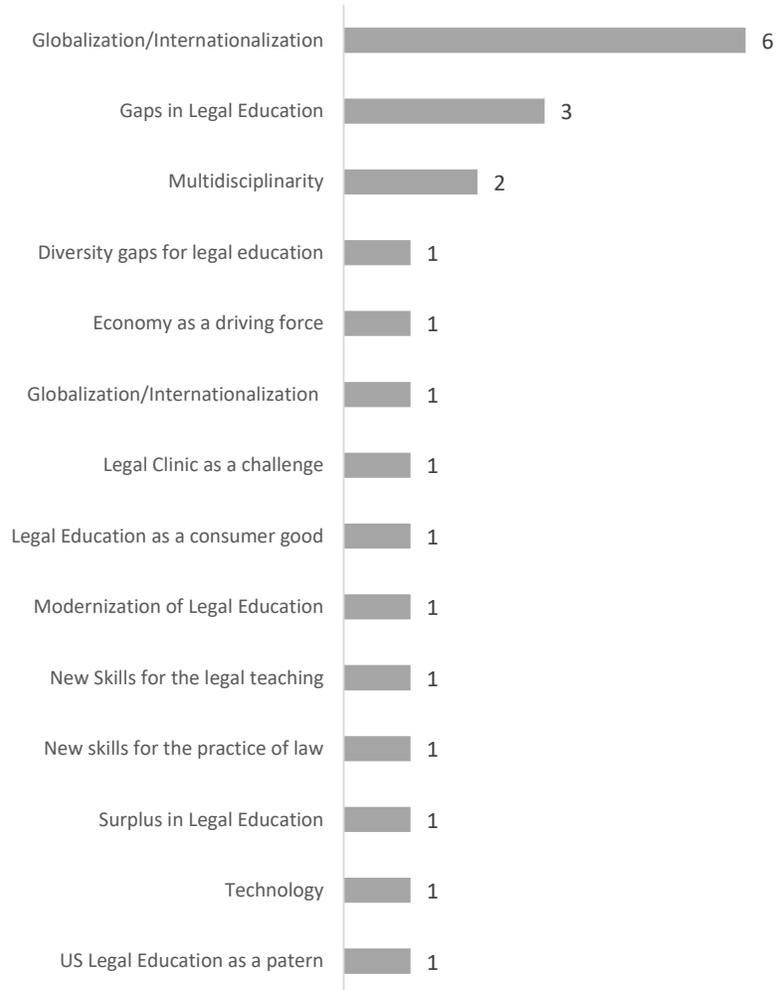
Region IV: South East Asia/Australia and Hong Kong



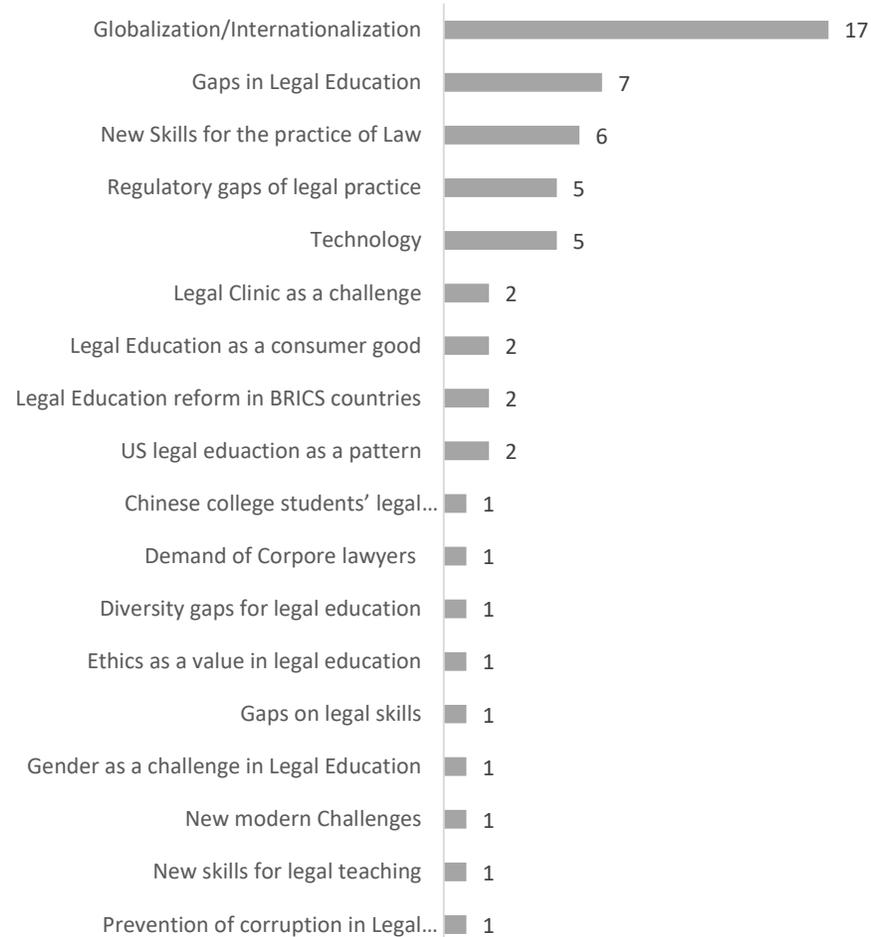
final trends by region

literature research results

Region V: Latin America



Region VI: Asia (including Russia)



Region VII: Africa



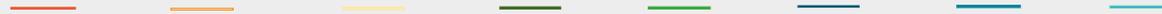
Top five FINAL TRENDS in Legal Education globally are:

- Globalisation/Internationalisation;
- New skills for the practice of law;
- Technology;
- Gaps in Legal Education;
- Regulatory gaps of Legal Practice.

Top three FINAL TRENDS in Legal Education per region are:

- Region I: UK and Ireland | Globalisation/Internationalisation; new skills for the practice of law; legal clinic as a challenge;
- Region II: USA and Canada | Globalisation/Internationalisation; technology; new skills for the practice of law;
- Region III: Continental Europe | Globalisation / Internationalisation; new skills for the practice of law; regulatory gaps of legal practice;
- Region IV: South East Asia/Australia & HK | Globalisation/Internationalisation; new skills for the practice of law; technology;
- Region V: Latin America | Globalisation/Internationalisation; gaps in legal education; multidisciplinary;
- Region VI: Asia (including Russia) | Globalisation/Internationalisation; gaps in legal education; new skills for the practice of law;
- Region VII: Africa | Globalisation/Internationalisation; diversity gaps in legal education; gaps in legal education.

WEBSITE RESEARCH



website research

research topics



- Region;
- Country;
- University (name);
- Law school (name);
- Public;
- Private;
- Religious affiliation;
- Non-religious affiliation;
- Independent law school (not part of a larger university);
- Law school belongs to a university.

General Information
Law School General Information



- Mission/vision of the law school described as one with an international/global scope;
- Law school described as one open to diversity and international students;
- International faculty;
- Percentage of international students;
- Courses with an international approach.

Globalisation/
Internationalisation



- Mission/vision of the law school described as one with a focus on technology;
- Use of technology as a teaching tool;
- Online or blended programmes; programmes fully focused on law and technology;
- Courses on technology (mandatory or electives) and/or innovation.

Technology/
Legal Tech/Innovation



- Law School's programs contain any course on skills
 - 1. Legal Skills
 - 2. Writing Skills
 - 3 Oral Skills (including Presentation Skills)
 - 4. Professional Skills
 - 5. Management

Skills



- Law school information on the diversity of its students and its faculty members.

Diversity

website research

criteria for data analysis

- In order to analyse the dataset obtained from the website data gathering (420 law schools, 60 per region), we established the criteria described below:
- This is a quantitative analysis based on the website descriptions only.
- The dataset is organised into four topics:

Globalization/
Internationalization



Technology/
Legal Tech/Innovation



Skills



Diversity



- Within each of these areas, the criteria that determines the level (from low to top) of depth of each of these elements is defined.
- These results show the information as described on the websites.

Globalization/
Internationalization



We have established four levels of globalisation at law schools (low, medium, high and top). Each level builds on the previous one.

Low level

- For law schools that describe themselves through their websites as international law schools. Schools that have a positive answer to these questions will be marked as **low level** (these law schools will not have marked as a yes to the questions for the medium, high or top level).
- international mission and vision;
 - diversity (open to diversity and international students).

Medium level

- Schools that mention on their website that they have some elements of internationalisation (faculty and student body).
 - Schools that have a positive answer to at least three out of these questions will be marked as **medium level** (these law schools will not have marked as a yes to the questions for the high or top level).
- international faculty;
 - international students percentage;
 - nationalities of students;
 - international approach.

High level

- Schools that mention on their website that they have a higher level of international elements, mainly international content in their programmes.
 - Schools that have a positive answer to at least eight of these questions will be marked as **high level** (these law schools will not have marked as a yes to the questions for the top level).
- Programmes include courses with an international approach;
 - international summer courses;
 - international PhD/SjD;
 - international dual degrees;
 - exchange programmes;
 - incoming/outgoing information;
 - international competitions;
 - comparative law methodology;
 - comparative law courses.

Top level

- For law schools that describe on their websites elements of deep internationalisation, such as those who offer programmes that allow graduates to obtain legal qualifications for more than one jurisdiction or other sophisticated elements of internationalisation.
 - Schools that have a positive answer to at least three of these questions will be marked as **top level** (these law schools will have also marked as a yes to the questions for the low, medium, and high level).
- Two jurisdictions qualification;
 - international internships;
 - international researchers;
 - international research projects;
 - international networks.

Technology/
Legal Tech/Innovation



We have established three levels of technology at law schools (low, medium and high). Each of these levels builds on the previous one.

Low level

- For law schools that describe themselves as having a focus on technology.
- Schools will be marked as **low level** if the answer to the following question is yes (but they do not answer yes to the questions for medium or high level):
 1. focus on technology.

Medium level

- For law schools that mention on their website the use of technology as a teaching tool.
- Schools will be marked as **medium level** if the answer to these questions is positive (but they do not answer yes to the questions for high level):
 1. technology as a teaching tool;
 2. online/blended.

High level

- For law schools that mention on their website the inclusion of technology as part of their programmes.
- Schools will be marked as **high level** if the answer to at least three of these questions is positive (these law schools will have also marked as yes to the questions for the low and medium level).
 1. law and tech focus;
 2. courses on technology;
 3. legal tech;
 4. programming;
 5. technology;
 6. other courses.

Skills



We have established two levels of skills at law schools (low and high). Each of these levels builds on the previous one.

Low level

- For law schools that describe on their websites programmes that include basic skills.
- Schools that answer yes to at least two of these questions will be marked as **low level** (these law schools will not have marked yes to the questions for high level):
 1. legal skills;
 2. writing skills; and
 3. oral skills.

High level

- For law schools that describe on their websites programmes that include more sophisticated skills.
- Schools that answer yes to at least two of these questions as well as marking yes to the question for the low level will be marked as **high level**.
 1. professional skills;
 2. management; and
 3. other courses.

Diversity



To measure diversity we did not establish levels, we simply counted the number of 'yes' answers to each question related to diversity.

Diversity level

- Diversity of:
 1. students; and
 2. faculty.

Criteria used to select universities:

- geographical spread;
- diversity in ranking (top, medium and bottom-ranking law schools);
- age of school (before/after 1992).

Rankings used to select universities*:

- Times Higher Education (THE);
- World University (Law);
- The Complete University Guide League Tables (Law).

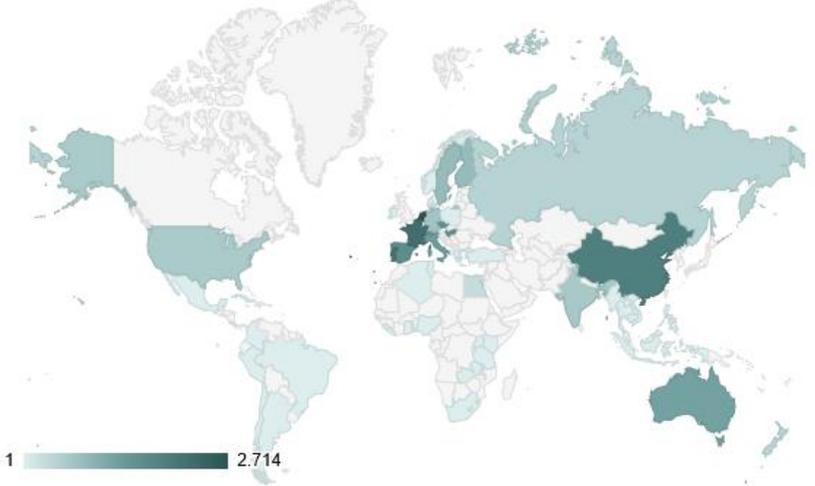
*In addition for Southeast Asia, Australia and Hong Kong:

- we included more law schools to provide diversity in terms of location (rural/regional) or not ranked; and
- carried out additional consultation with higher education specialists in the region.

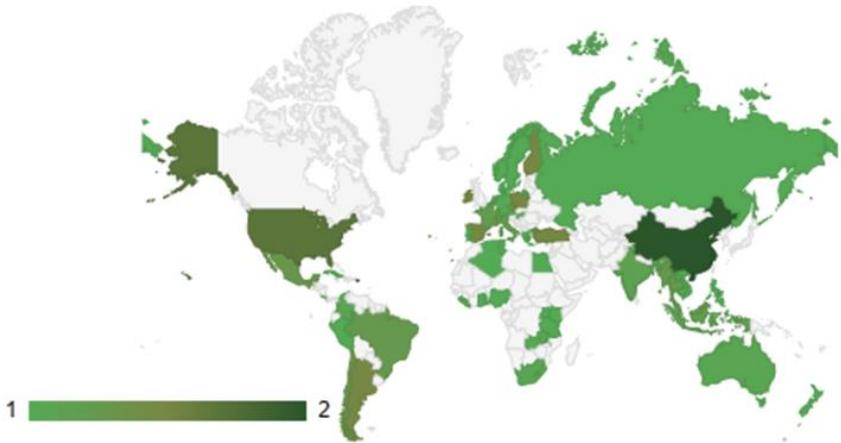
global view: regions I through VII

website research results: average by country

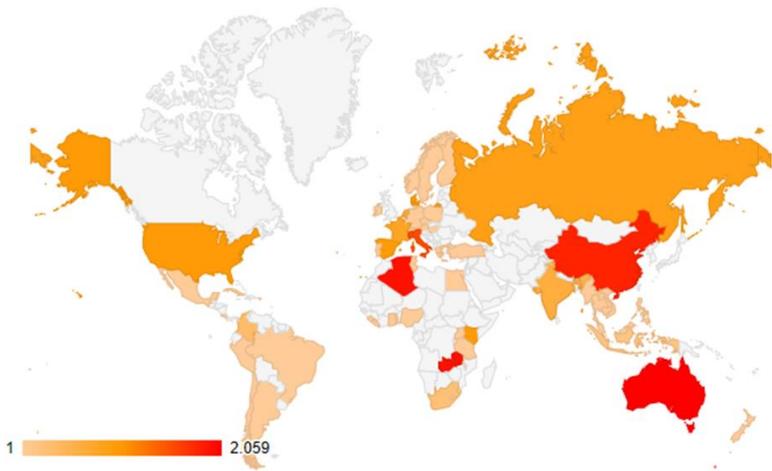
Globalisation / internationalisation level



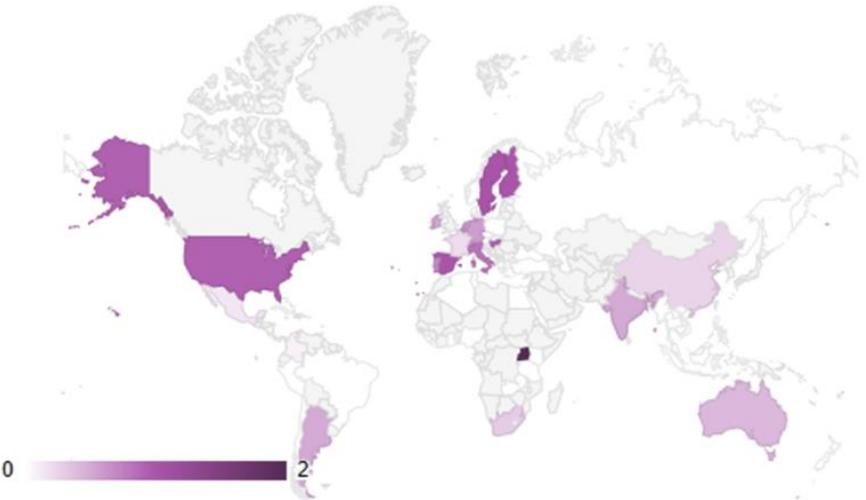
Skills level



Technology/legal tech/innovation level



Diversity level

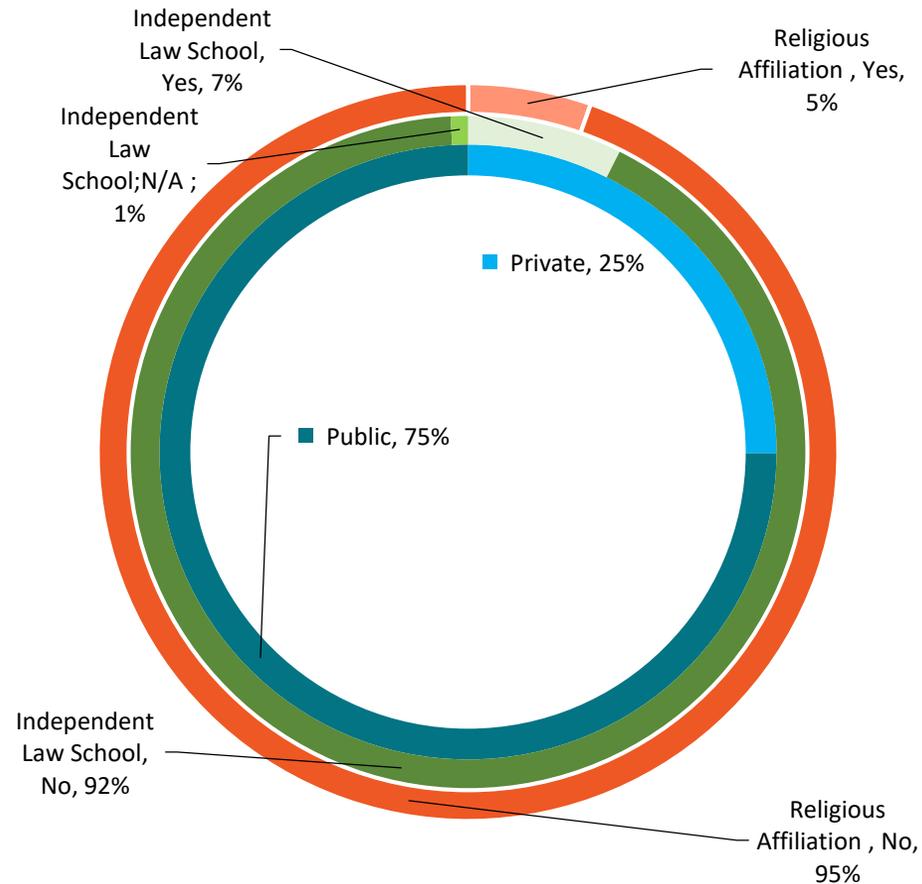


global view: regions I through VII

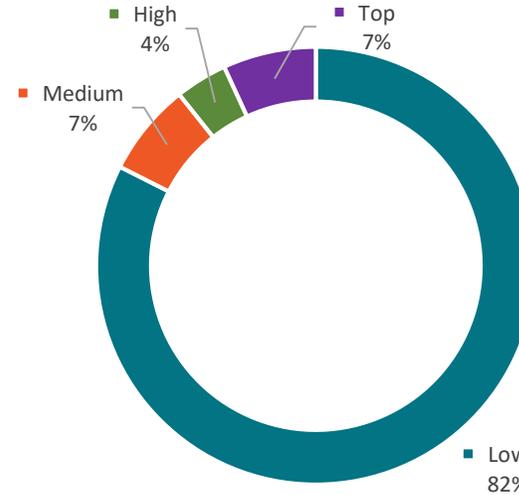
website research results

Overall, law schools mostly show a low level in the four criteria, although there is also a relevant presence of law schools that present a high level (from four per cent to a 28 per cent)

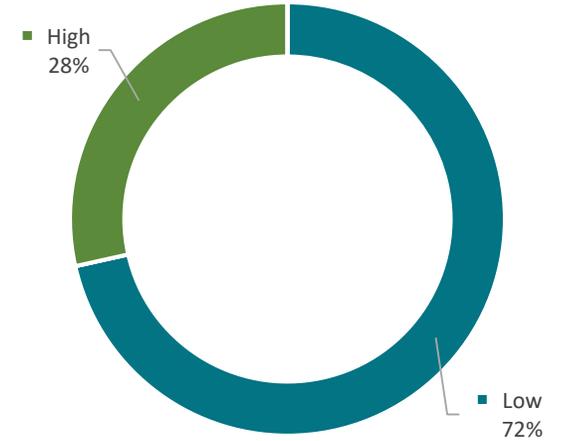
Universities profile



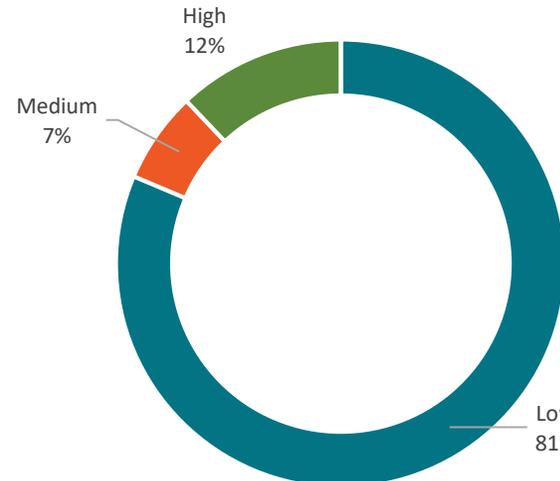
Globalisation/internationalisation level



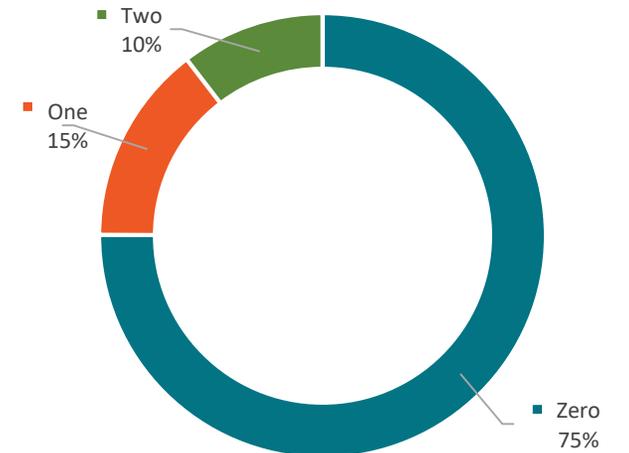
Skill level



Technology/legal tech/innovation level



Diversity level

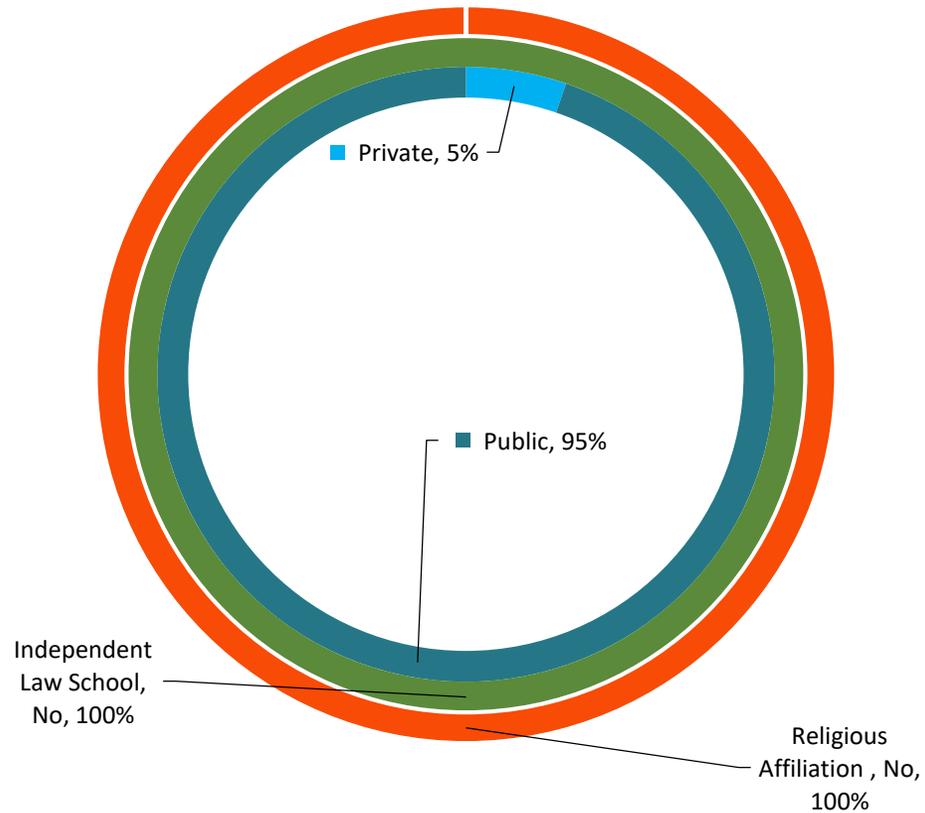


region I: UK and Ireland

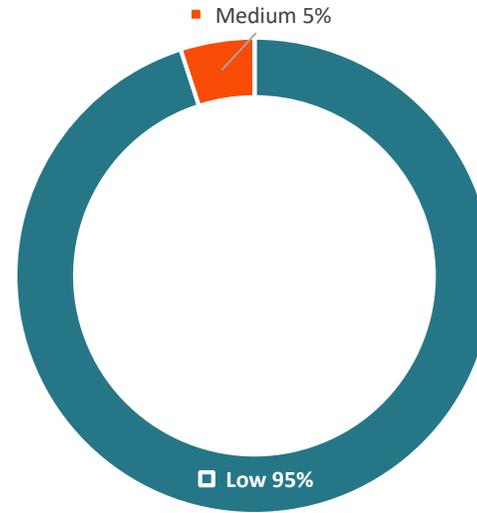
website research results

UK and Ireland law schools define themselves with a low degree of globalisation, technology, skills and diversity.

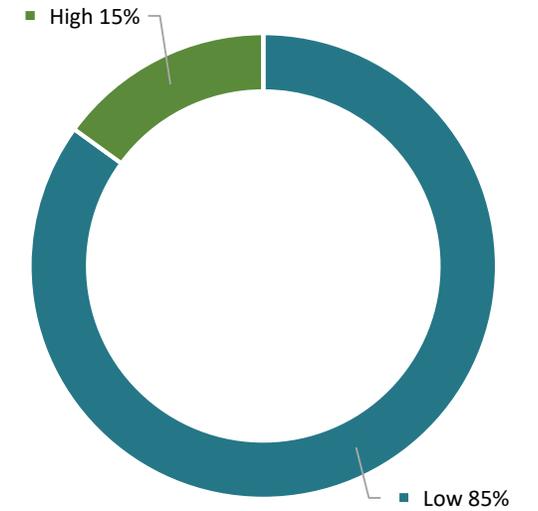
Universities profile



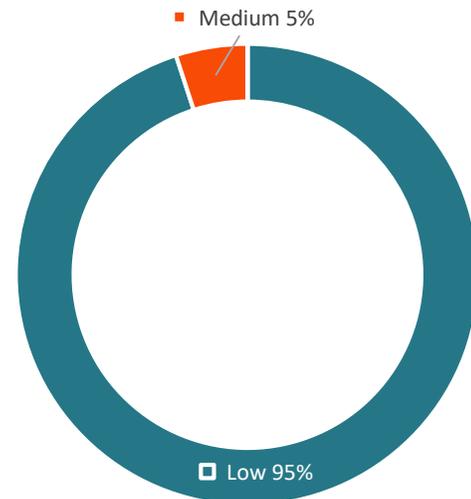
Globalisation/internationalisation level



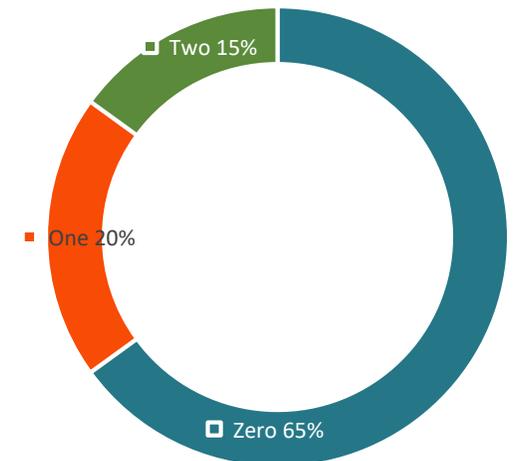
Skill level



Technology/legal tech/innovation level



Diversity level

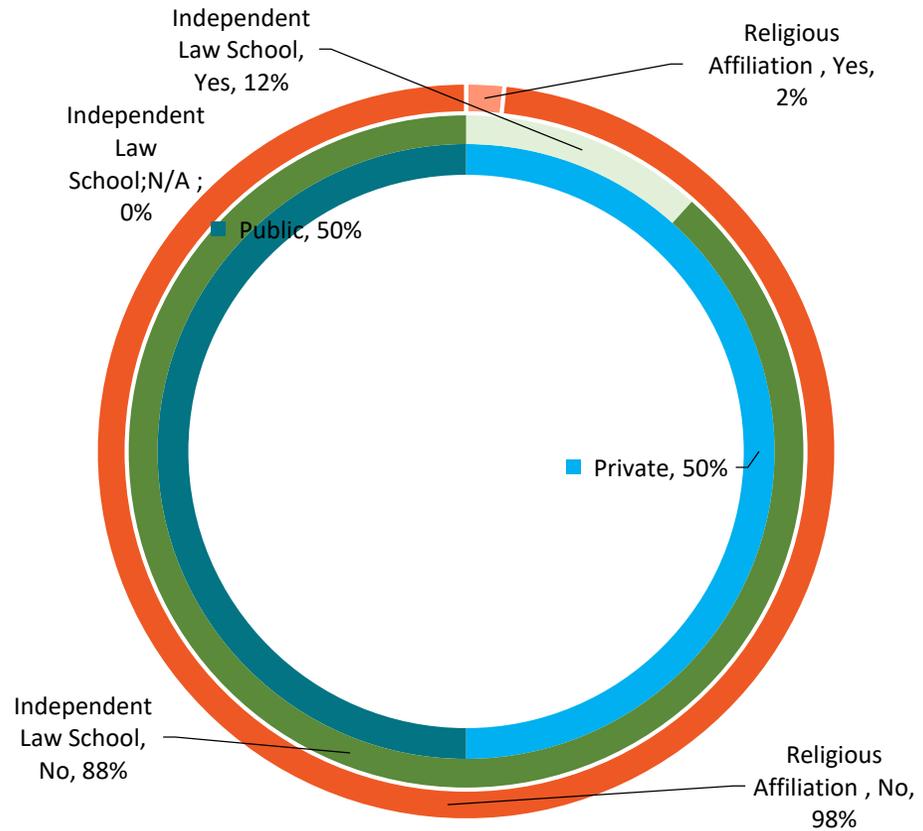


region II: US and Canada

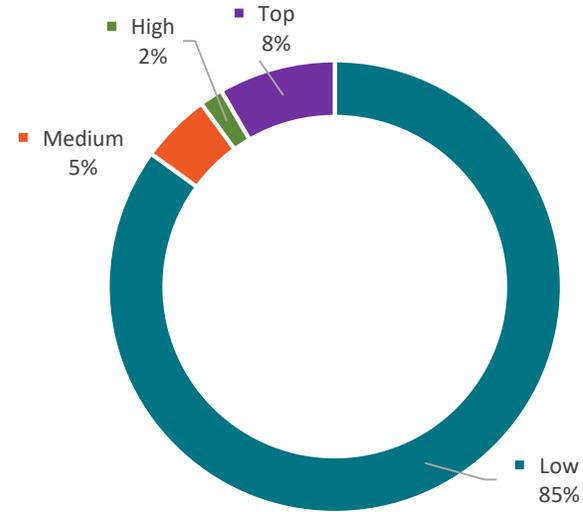
website research results

Law schools define themselves with a low level of globalisation and technology, but an increasing level of skills and diversity.

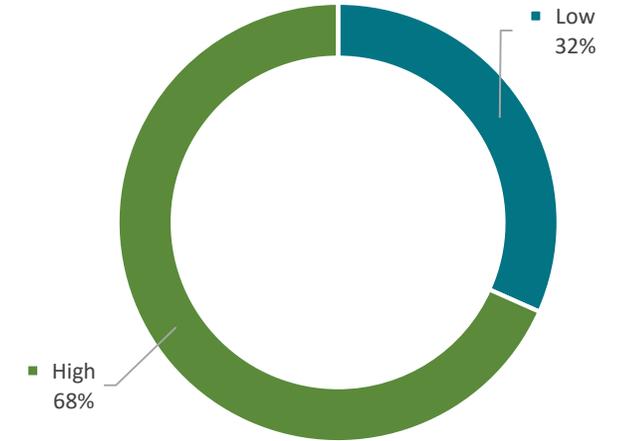
Universities profile



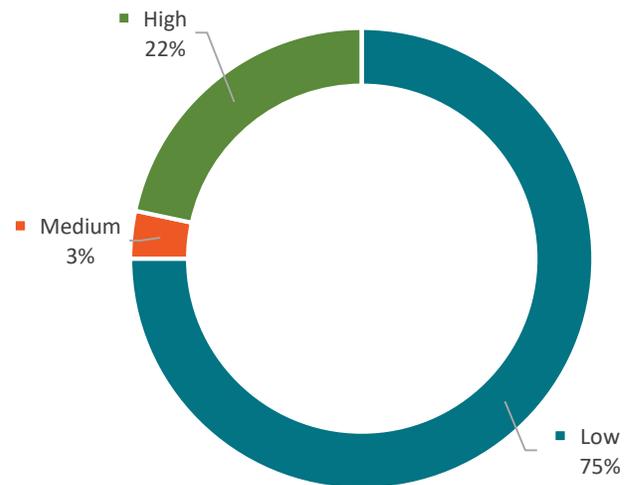
Globalisation/internationalisation level



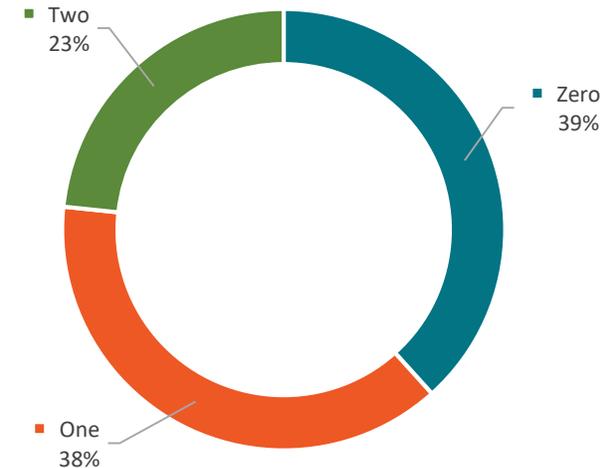
Skill level



Technology/legal tech/innovation level



Diversity level

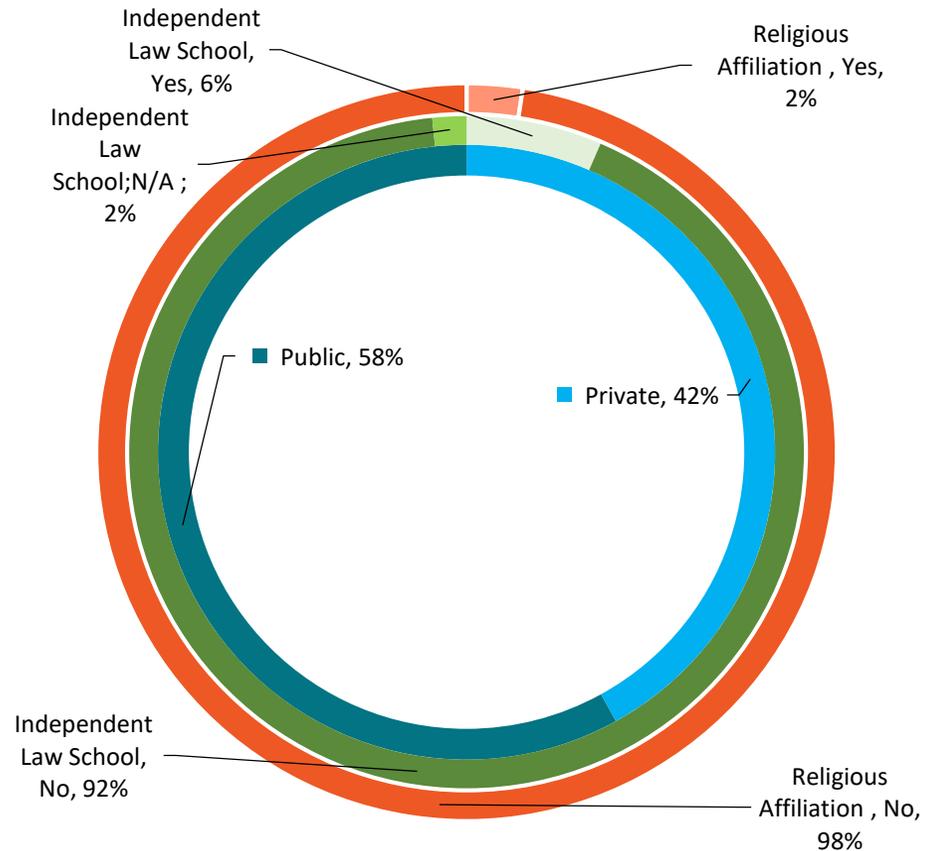


region III: Continental Europe

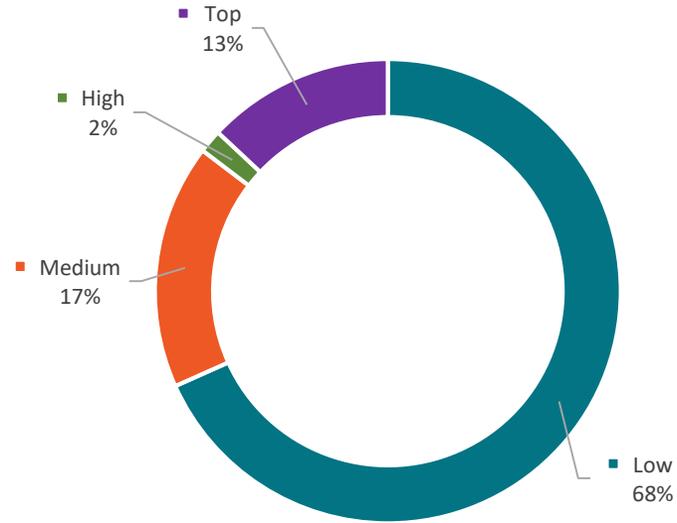
website research results

Law schools' websites do not show a relevant degree of globalisation, technology and diversity. Only skills present a higher degree.

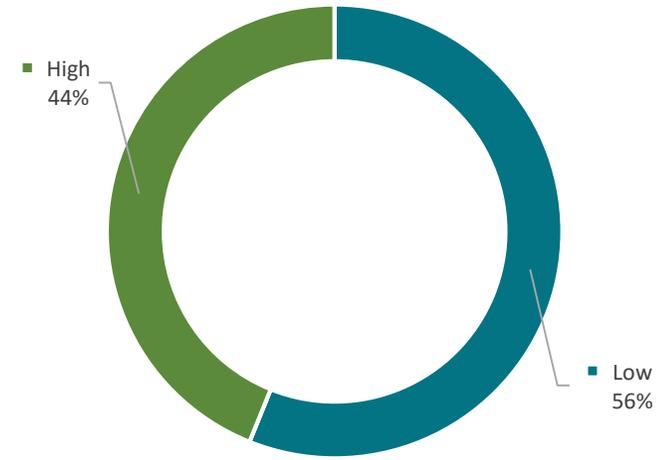
Universities profile



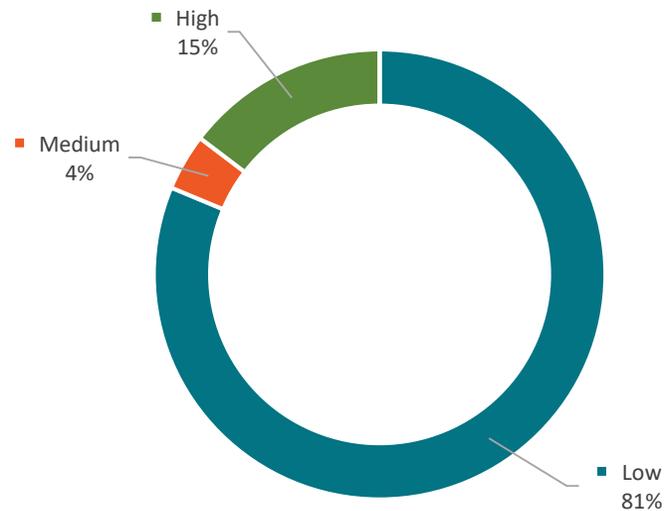
Globalisation/internationalisation level



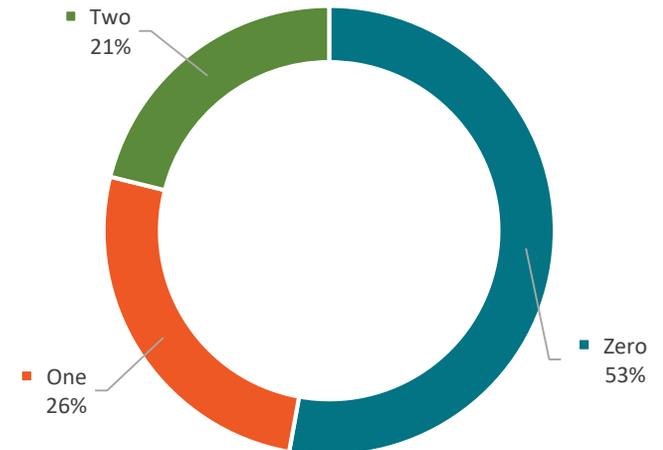
Skill level



Technology/legal tech/innovation level



Diversity level

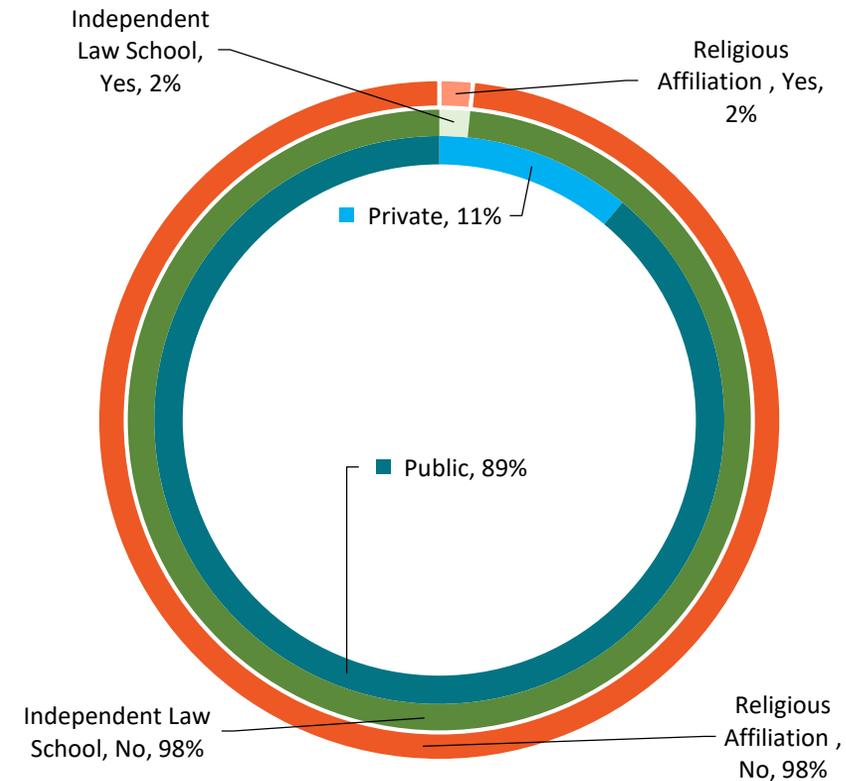


region IV: Southeast Asia, Australia and Hong Kong

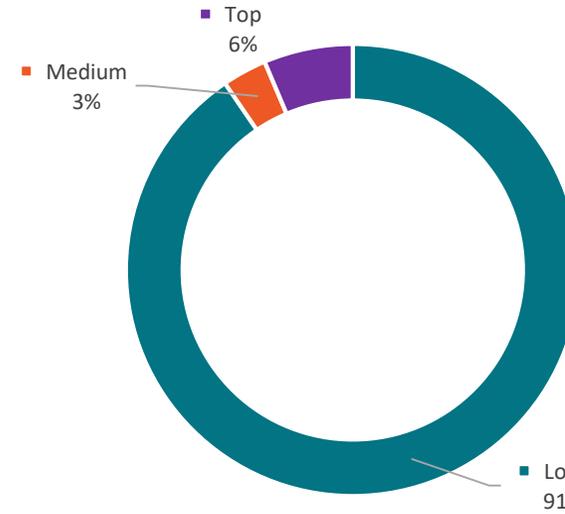
website research results

Law schools' websites do not show a high level of globalisation, skills and diversity. Only technology is presented to a higher degree.

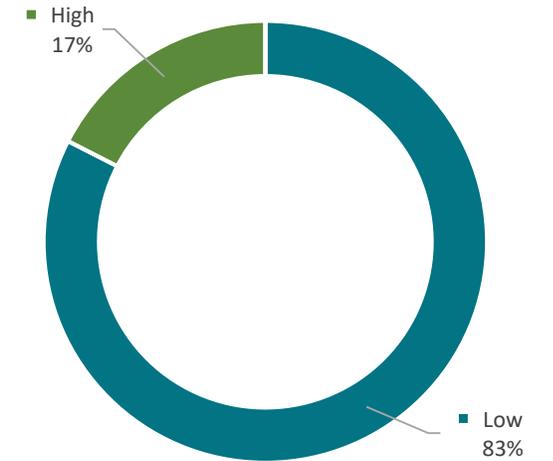
Universities profile



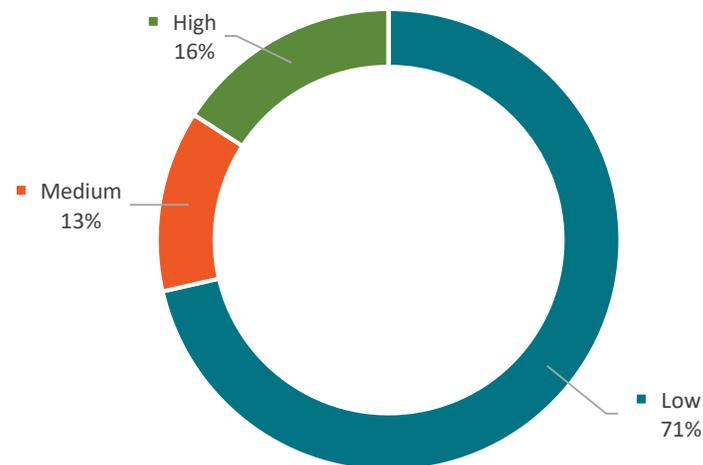
Globalisation/internationalisation level



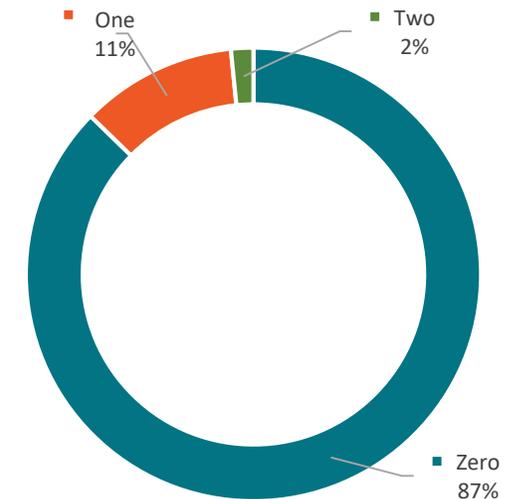
Skill level



Technology/legal tech/innovation level



Diversity level

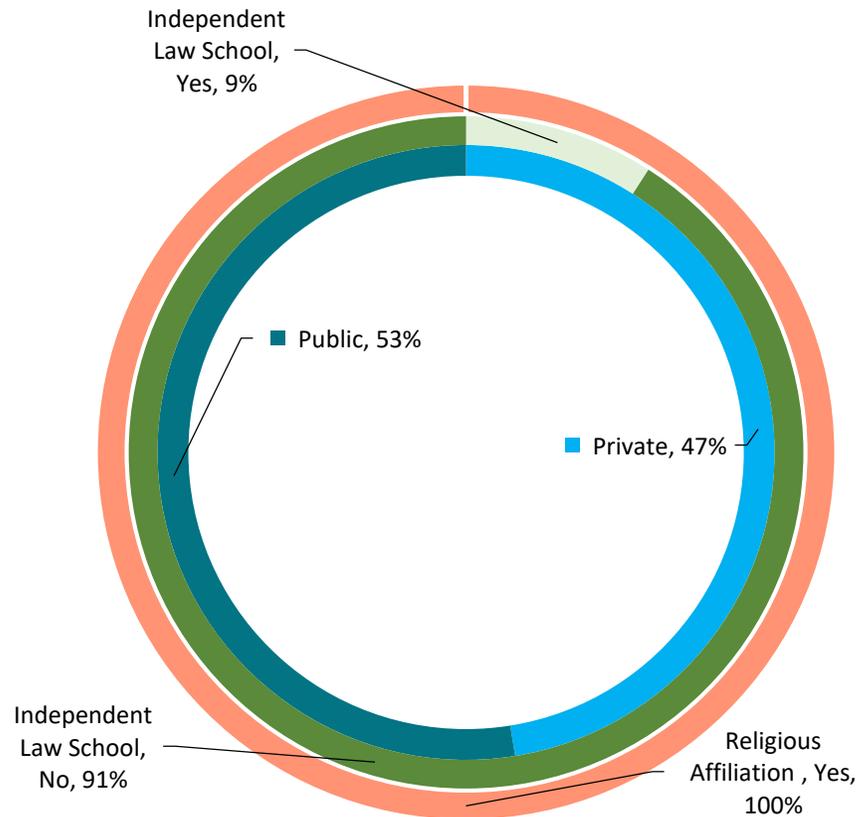


region V: Latin America

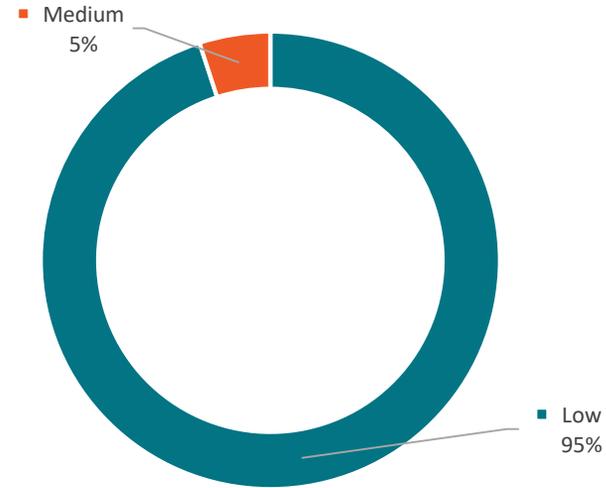
website research results

Law schools in Latin America do not define themselves with a higher level of globalization, technology or diversity. Only skills are presented to a higher degree.

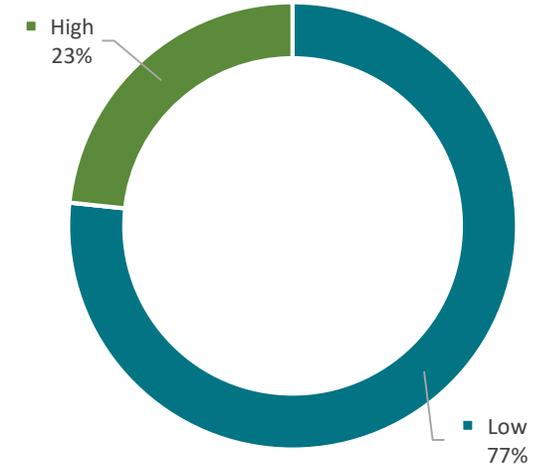
Universities profile



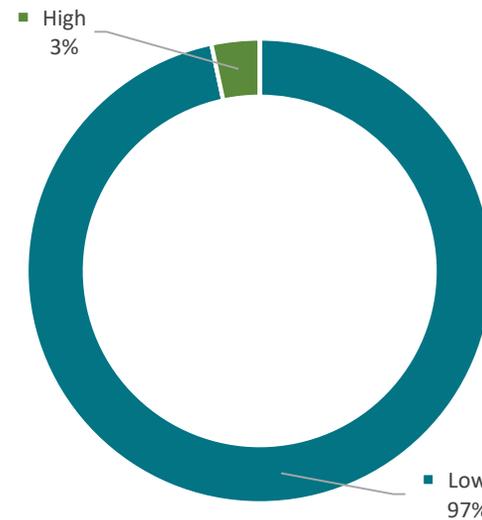
Globalisation/internationalisation level



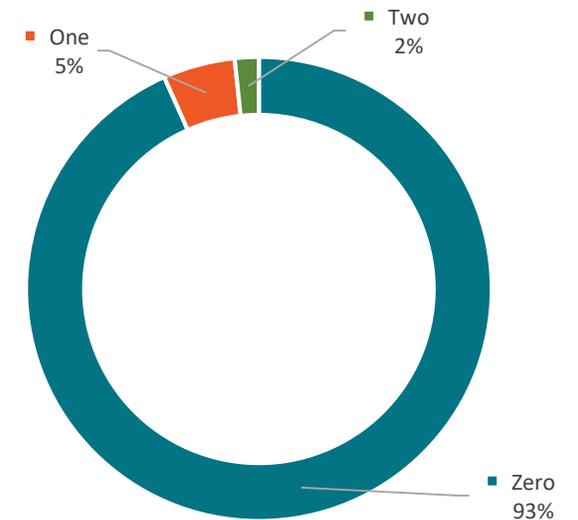
Skill level



Technology/legal tech/innovation level



Diversity level

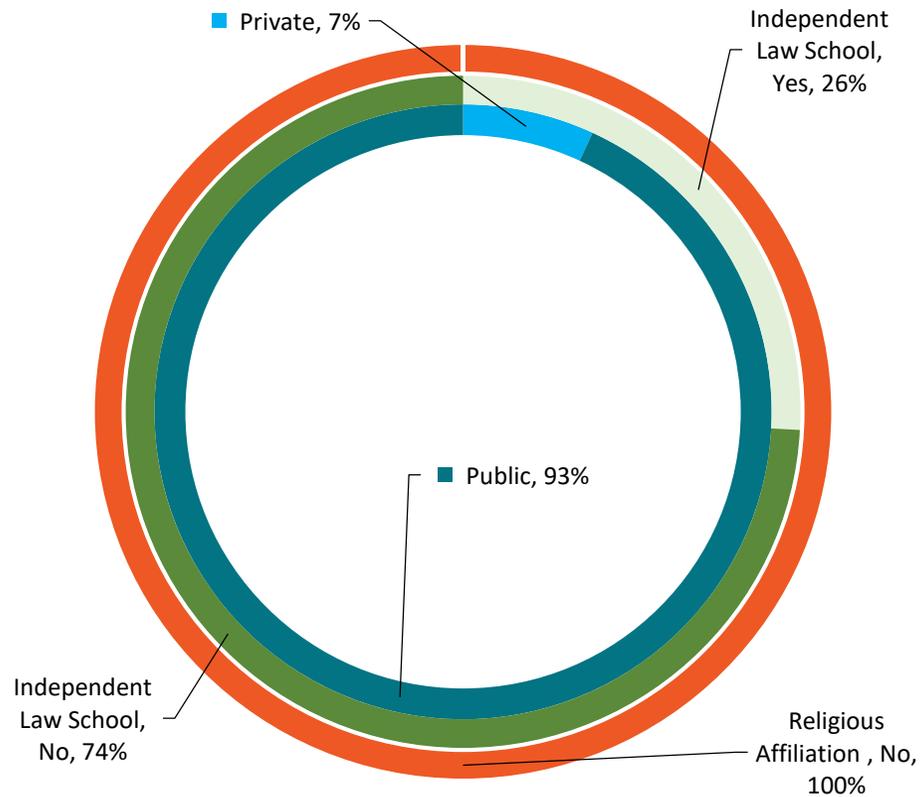


region VI: Asia

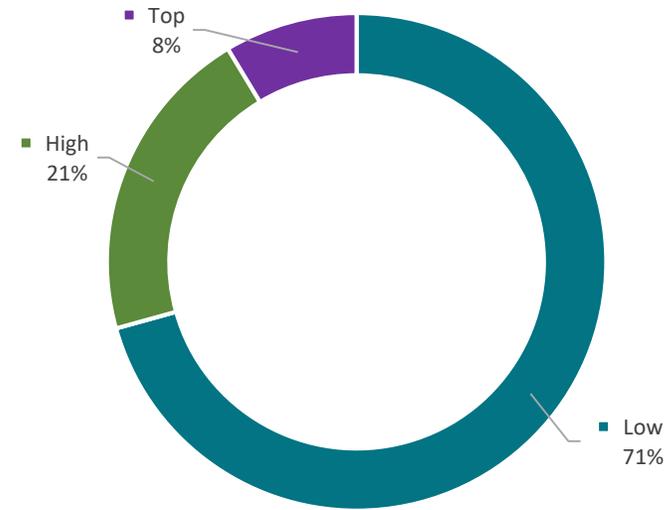
website research results

Law schools' websites in Asia define themselves with an increasing level of globalization, skills and technology. Eight per cent of law schools in Asia present a top level of globalisation.

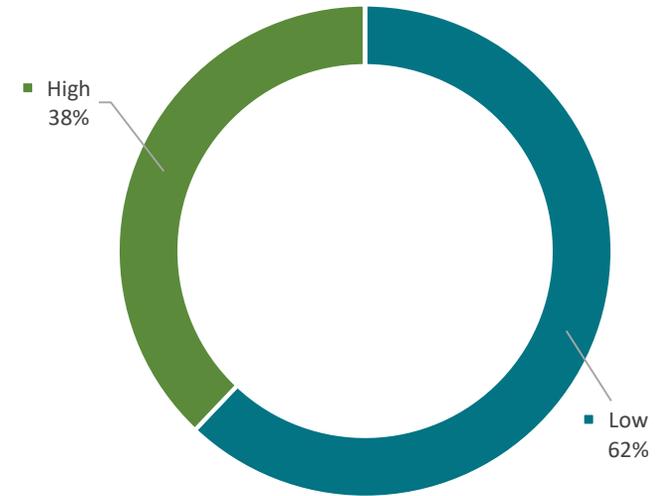
Universities profile



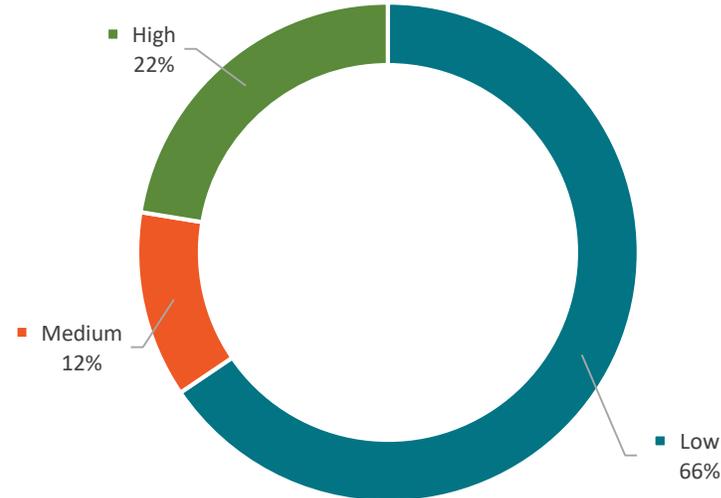
Globalisation/internationalisation level



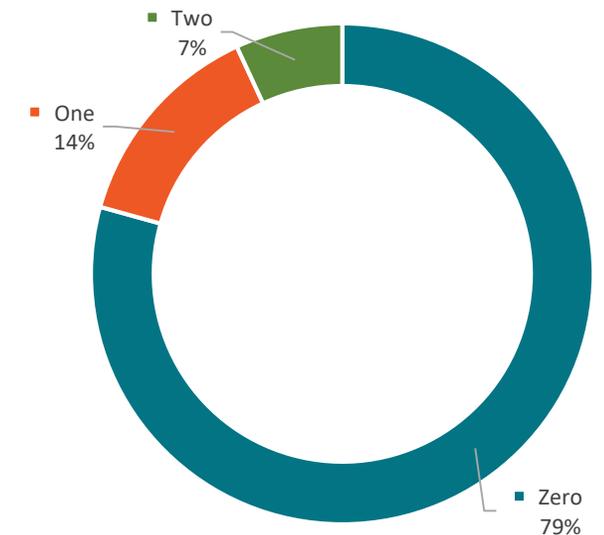
Skill level



Technology/legal tech/innovation level



Diversity level

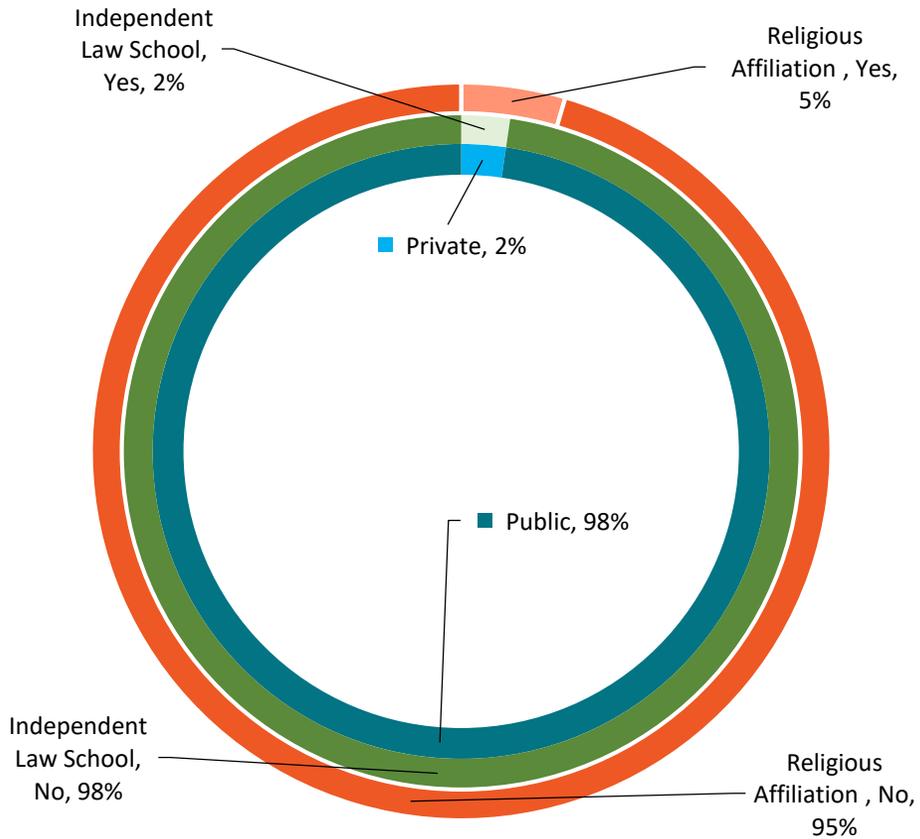


region VII: Africa

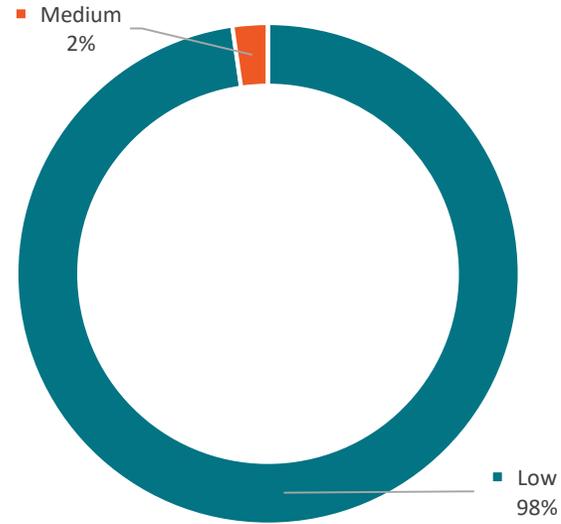
website research results

Law schools' websites in Africa do not show any relevant level of globalization, skills and diversity. Only technology can be seen with a higher level.

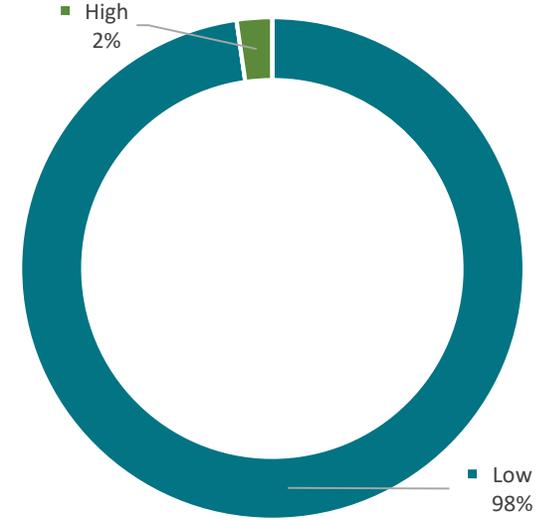
Universities profile



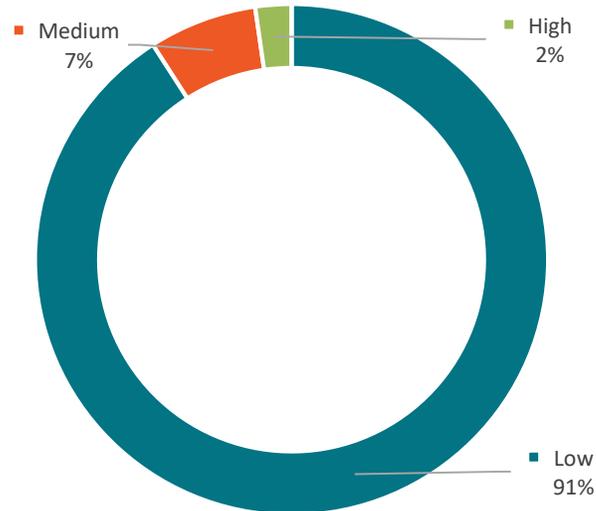
Globalisation/internationalisation level



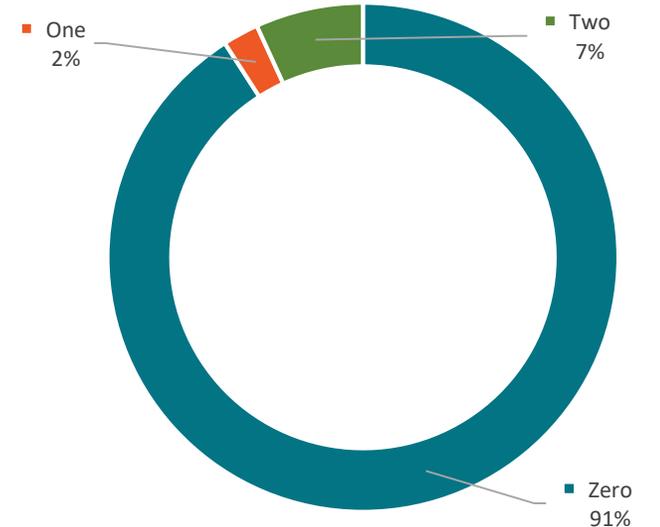
Skill level



Technology/legal tech/innovation level



Diversity level

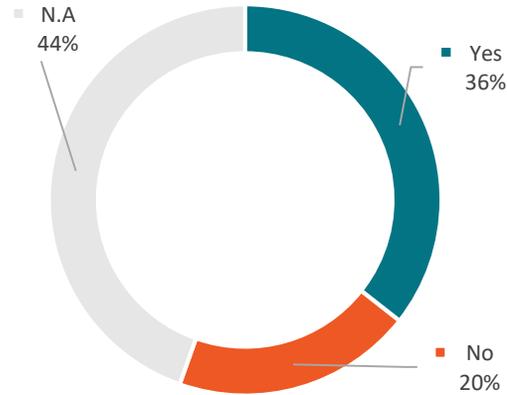


specific items from web research

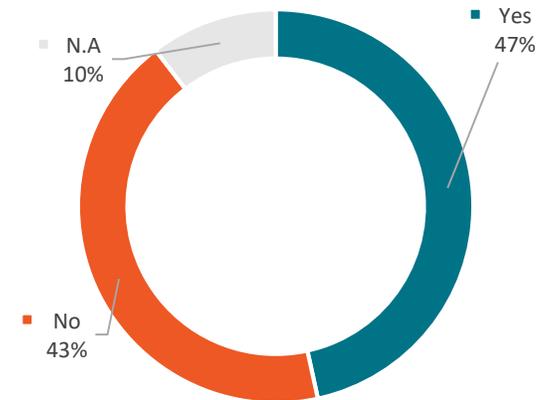
website research results: globally

Do they offer law programmes taught in English (for non-English speaking countries)?

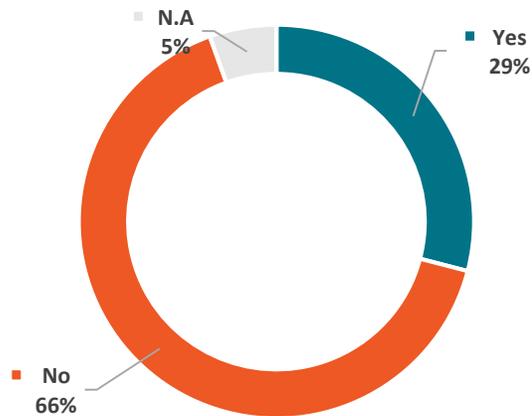
*The results exclude regions I and II and countries where English is an official language.



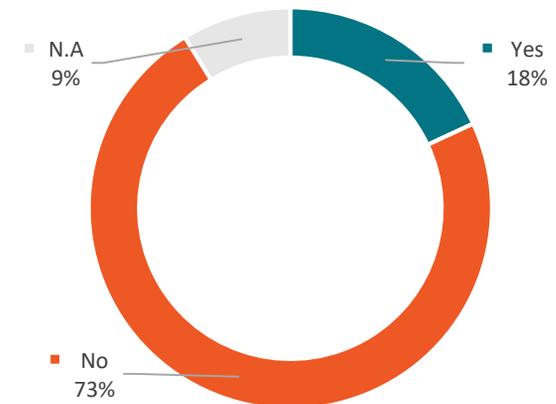
Do they use comparative law as a methodology across any programme?



Do they have any international dual degrees (joint or dual degrees offered together with a law school in a different country)?



Do the programmes offer dual qualification in two jurisdictions to access the legal profession? *Jurisdiction considered as different countries (not different states).



Globally:

- Law schools mostly show a low level across the four elements (globalisation, technology, skills and diversity).
- A limited number of law schools present a high level: four per cent show a high level of globalisation; 12 per cent show a high level of technology; 28 per cent show a high level of skills; and ten per cent show a high level of diversity.

Region I: UK and Ireland:

- UK and Ireland law schools define themselves with a low degree of globalisation, technology, skills and diversity.

Region II: US and Canada:

- Law schools define themselves with a low level of globalisation and technology, but an increasing level of skills and diversity.

Region III: Continental Europe:

- Law schools' websites do not show a relevant degree of globalisation, technology and diversity. Only skills present a higher degree.

Region IV: South East Asia, Australia and Hong Kong

- Law schools' websites do not show a high level of globalisation, skills and diversity. Only technology is presented to a higher degree.

Region V: Latin America:

- Law schools in Latin America do not define themselves with a higher level of globalisation, technology or diversity. Only skills are presented to a higher degree.

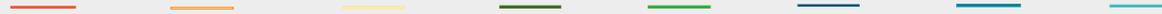
Region VI: Asia:

- Law schools' websites in Asia define themselves with an increasing level of globalisation, skills and technology. Eight per cent of law schools in Asia present a top level of globalisation.

Region VII: Africa:

- Law schools' websites in Africa do not show any relevant level of globalisation, skills and diversity. Only technology can be seen as having a higher level.

SURVEY



anonymous survey

survey topics

68 questions

8 categories

distributed online through qualtrics

qualtrics^{XM}

General
information:
geographical
location; kind
of institution

Globalisation:
international
students,
faculty,
programmes,
partnerships

Employability
skills

Multi-
disciplinary
programmes

Technology
as a
teaching
tool; data
analytics

Regulation
liberalisation
(legal
profession)

Resources:
revenue
and
profitability

Challenges

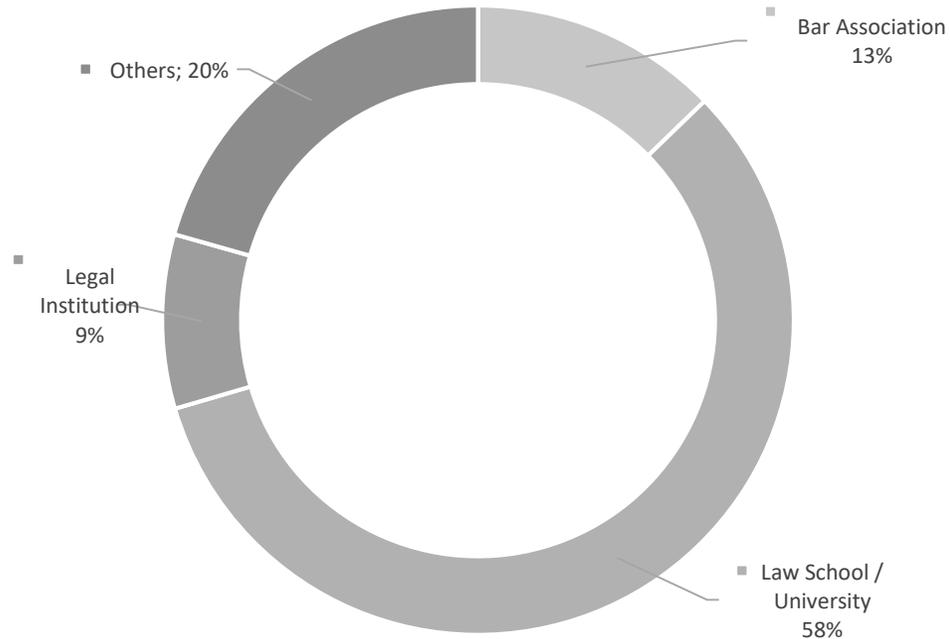
anonymous survey

respondents profile

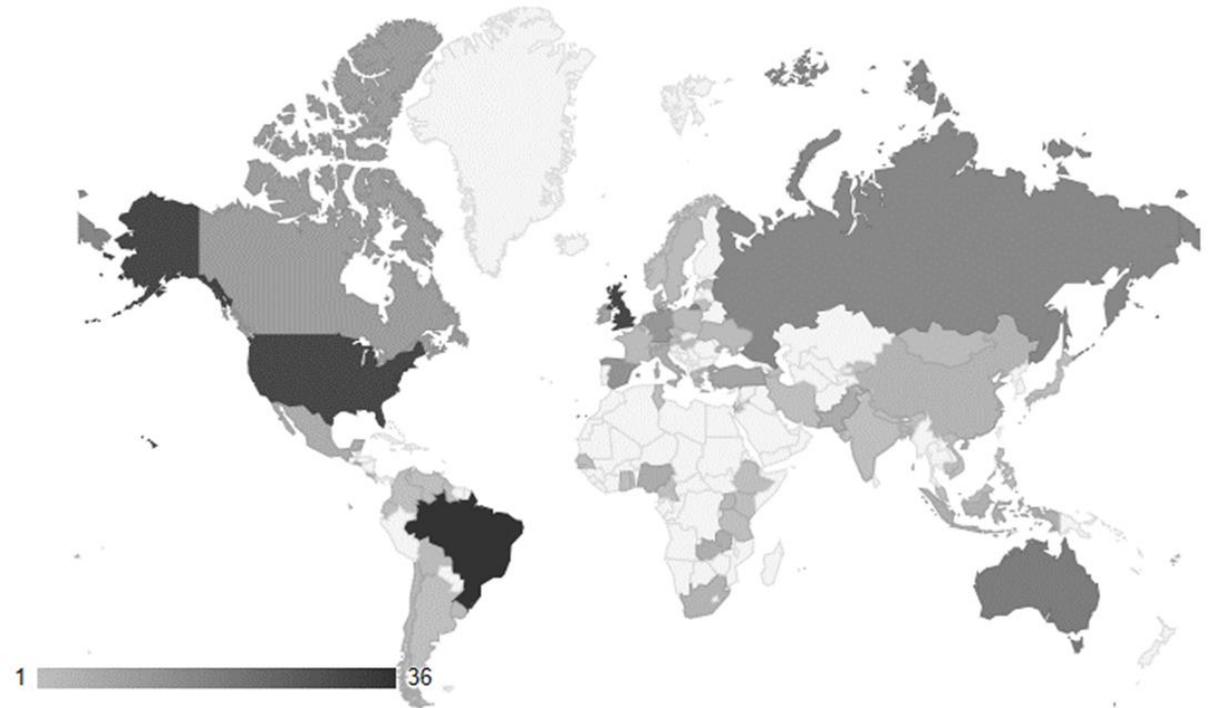
General information:
geographical location; kind of institution

369 answers - 01/April*
70+ participating countries

Percentage by kind of institution



% by country



***Note:** We obtained 521 survey answers by 1 April 2020; 152 survey entries were empty in their totality and have been removed from the results. From the 369 remaining answers, there are still a high number of N/A answers. These are the respondents that answered some, but not all, questions.

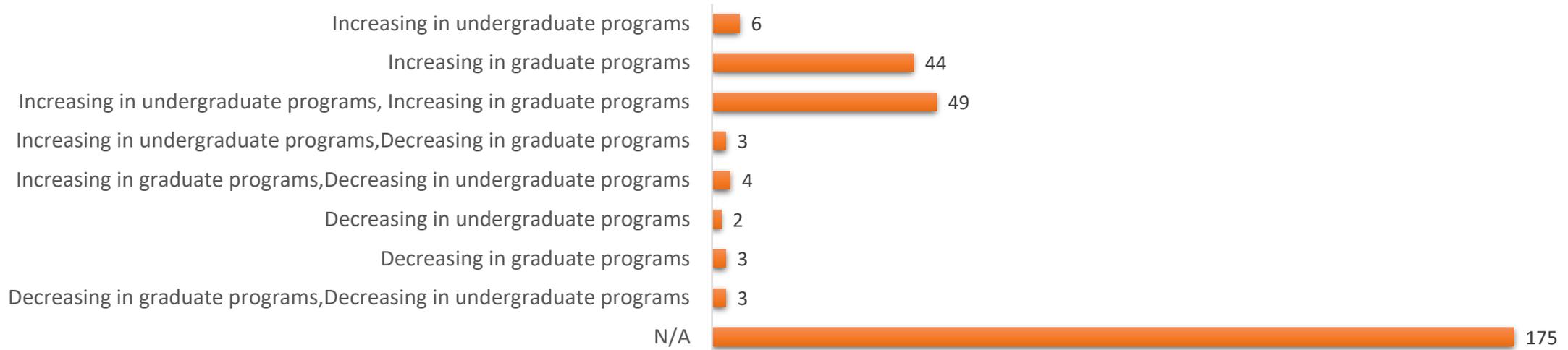
anonymous survey

universities and law schools

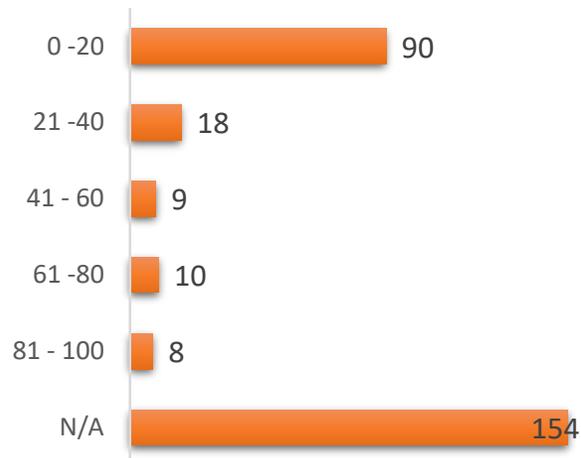
Globalization:
international
students,
faculty,
programs,
partnerships

Key learning: Intention to become more international. But still enrollment of international students is low

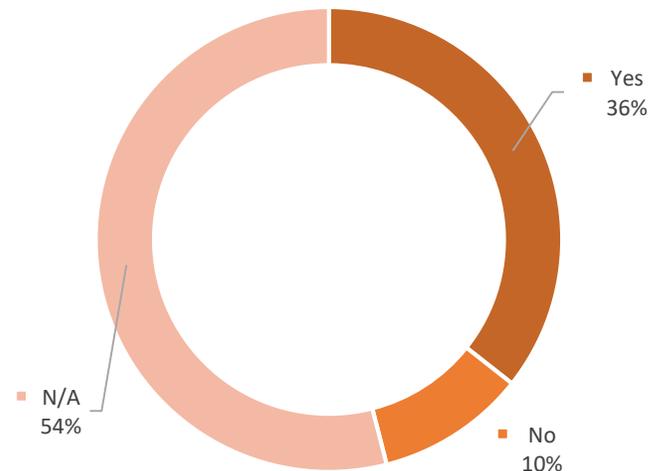
What is the situation regarding enrollment of international students in your law school programmes?



Percentage of international students



Is your law school trying to attract larger numbers of international students?



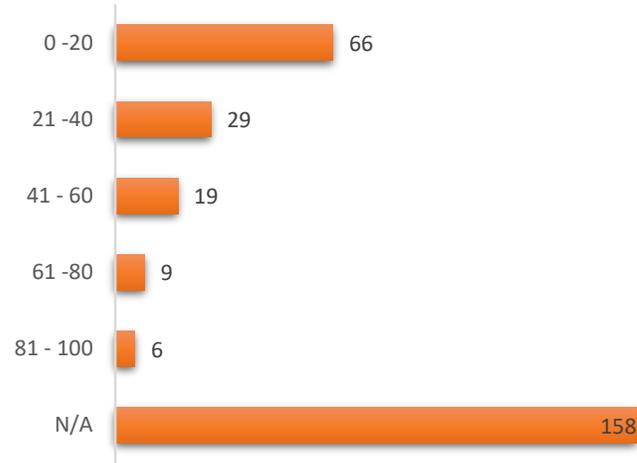
anonymous survey

universities and law schools

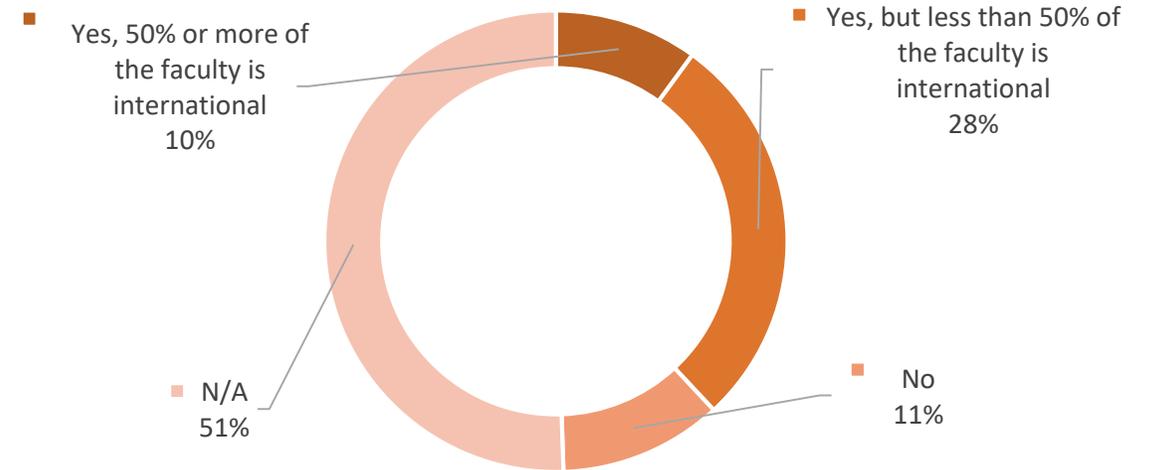
Globalization:
international
students,
faculty,
programs,
partnerships

Key learning: Still a small number of international faculties in law schools

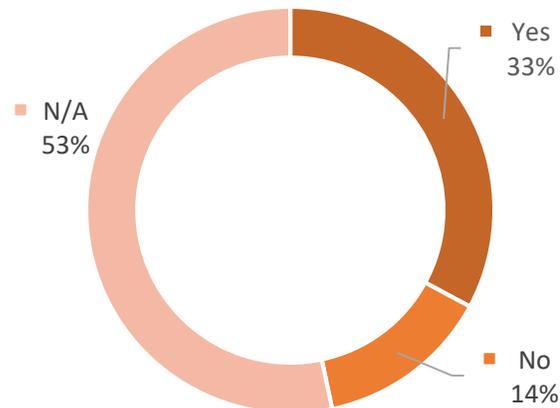
Percentage range of international faculty



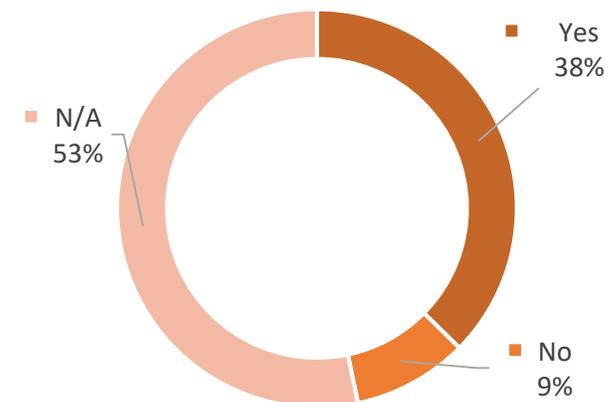
Is your law school faculty international?



Does your law school compete with law schools in other regions (other countries) to attract students and faculty?



Do you perceive an increased competition amongst law schools in your region to attract students and faculty?



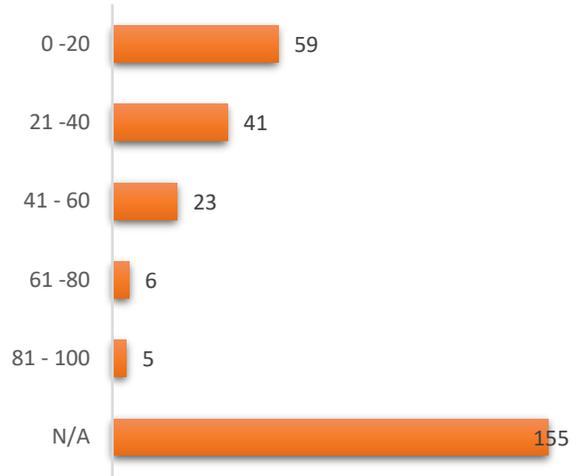
anonymous survey

universities and law schools

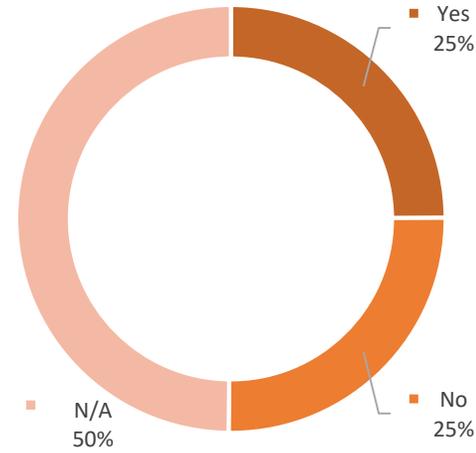
Globalization:
international
students,
faculty,
programs,
partnerships

Key learning: Intention to grow in regards to an international curriculum. But still low internationalisation of the curriculum

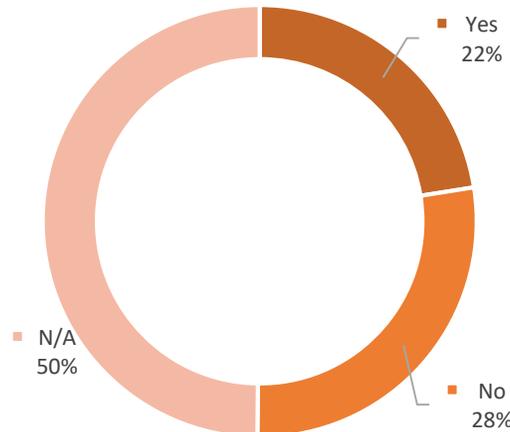
Percentage of international content



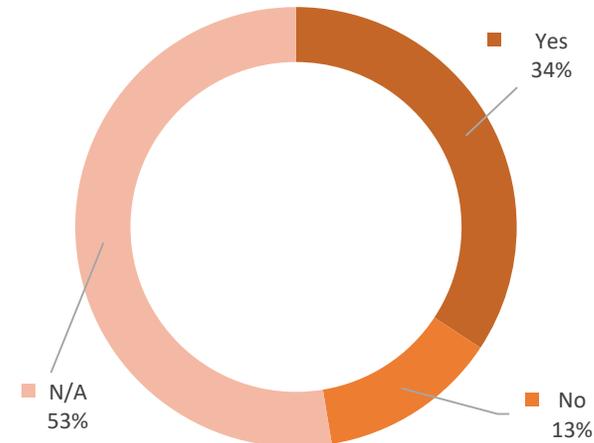
Does your law school provide dual / joint programmes with a university in a different jurisdiction?



Does your law school provide programmes to train students in at least two different legal systems?



Is your law school currently trying to expand the international content of the programmes?



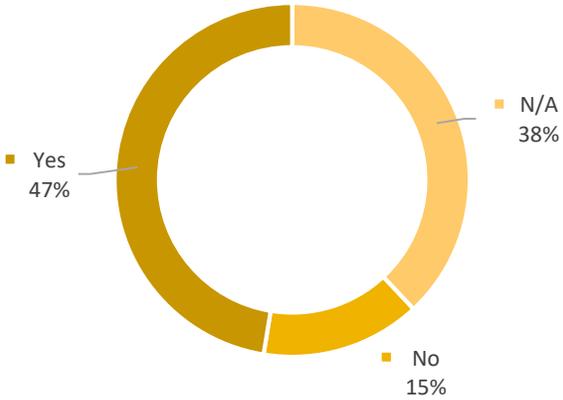
anonymous survey

universities and law schools

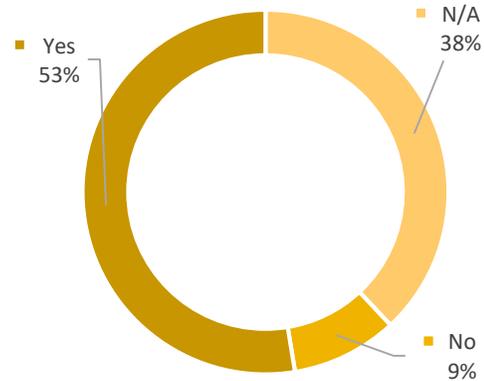
Employability Skills

Key learning: Nearly half include employability skills. Nearly one fourth include management skills.

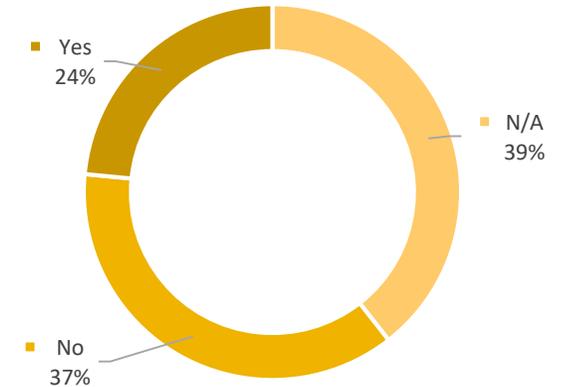
Does your law school focus on employability skills by teaching communication skills?



Does your law school focus on employability skills by teaching practice-related skills?



Does your law school focus on employability skills by teaching management skills?



Top three communication skills courses

- Moot court and rhetoric courses
- Communication courses: writing, legal writing, oral presentation and public speaking
- Advocacy and negotiation courses

Top three practice-related skills courses

- Moot court and case simulation courses
- Practical legal training courses: legal clinic, internship programme, argument drafting and presentation
- Career advising services

Top three management skills courses

- Management of a law firm courses: strategy, talent management, client growth, technology and leadership
- Business school courses opened to law students
- Negotiation courses

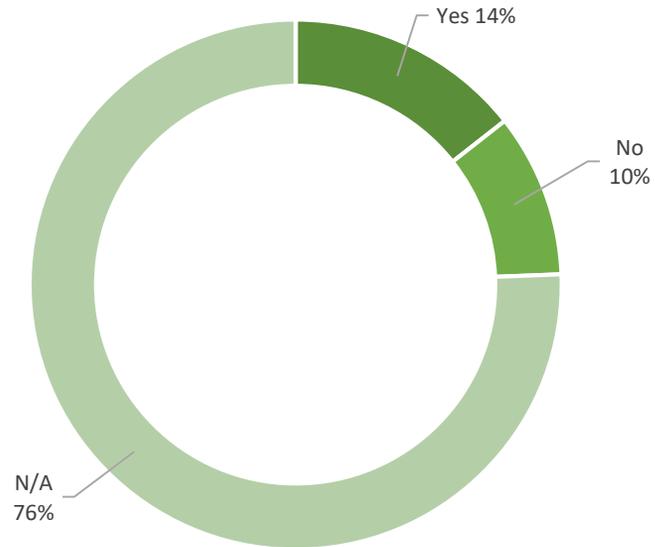
anonymous survey

universities and law schools

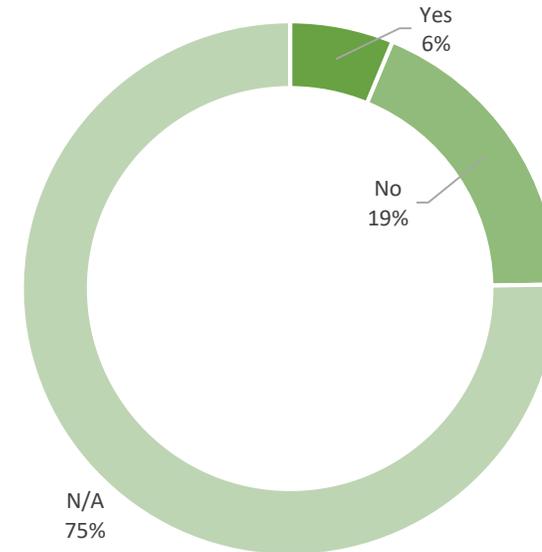
Multi-disciplinary Programs

Key learning: Some intention to grow in multidisciplinary, but still low. Very low inclusion of management for legal profession

Is your school growing in multidisciplinary programmes?



Does your law school offer management courses within the legal programmes?



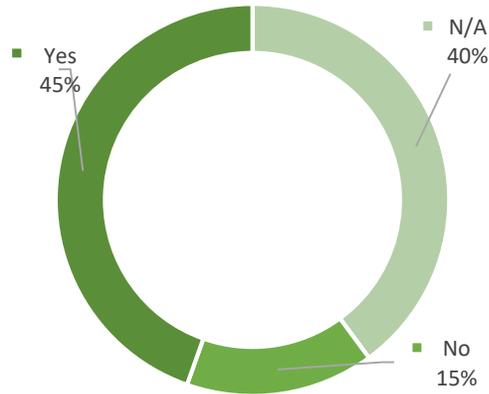
anonymous survey

universities and law schools

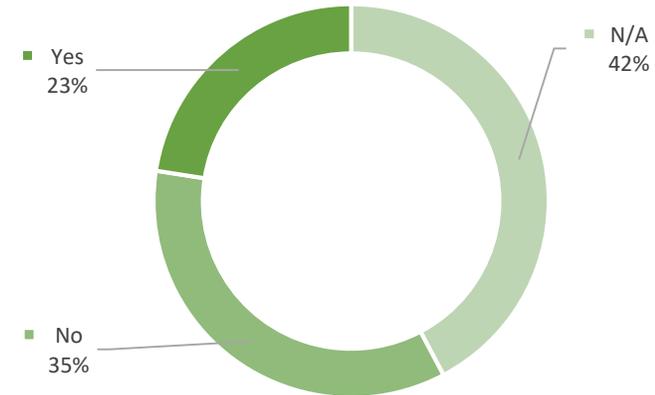
Technology
as a
teaching
tool; data
analytics

Key learning: Around one fourth provide online teaching. New situation resulting from Covid-19.

Is the faculty in your law school trained to use technology as a teaching tool?



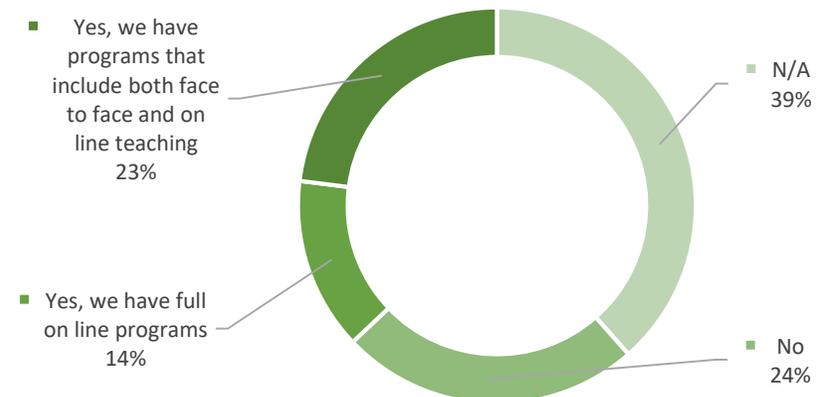
Does your law school offer law students the possibility to solve simulated legal disputes in electronic environments (online dispute resolution)?



Does your law school offer law students the possibility to learn subjects such as data analytics and/or coding?



Does your law school provide online teaching?



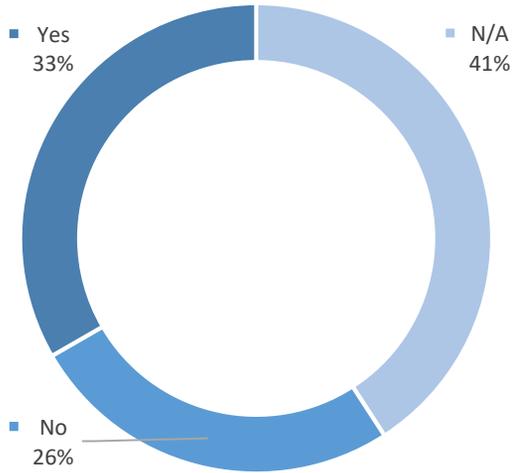
anonymous survey

universities and law schools

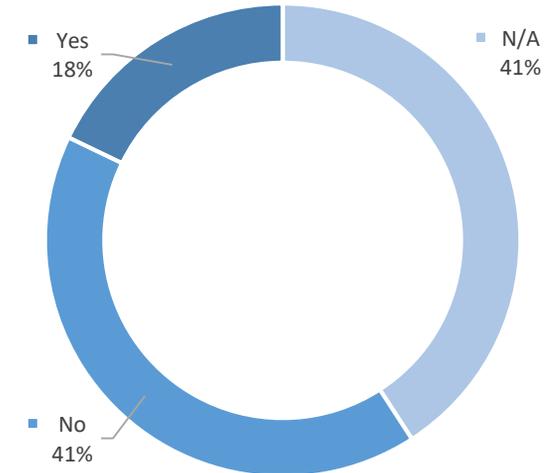
Regulation
Liberalization
(Legal
Profession)

Key learning: regulation is considered a limitation to internationalisation.
Regulation is considered a smaller limitation for increasing use of technology
New situation due to Covid-19.

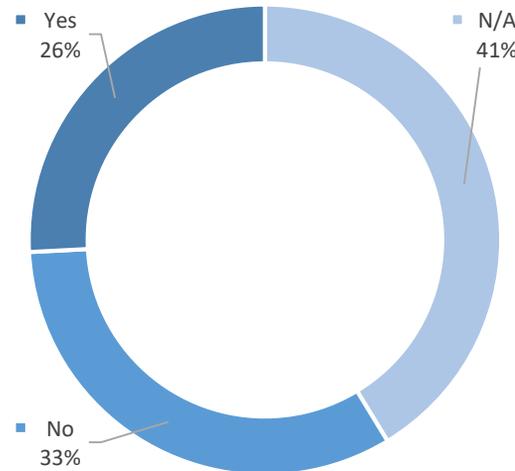
Do you consider that the regulatory framework that governs access to the legal profession constitutes an obstacle to offering a more international legal education at your law school?



Do you consider that the applicable academic regulations constitute an obstacle to increasing the use of technological teaching solutions at your law school?



Do you consider that the academic regulations constitute a limitation to designing programmes with a more international approach?



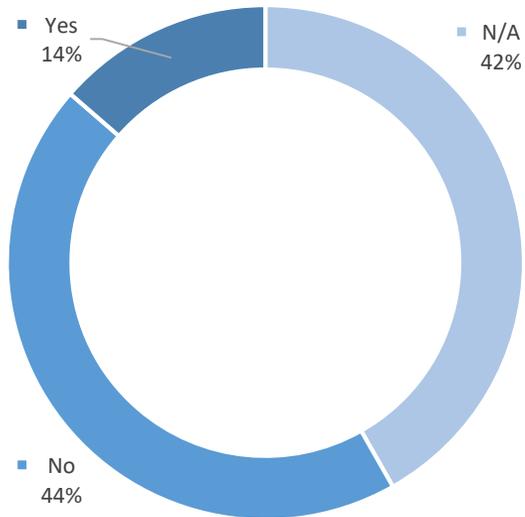
anonymous survey

universities and law schools

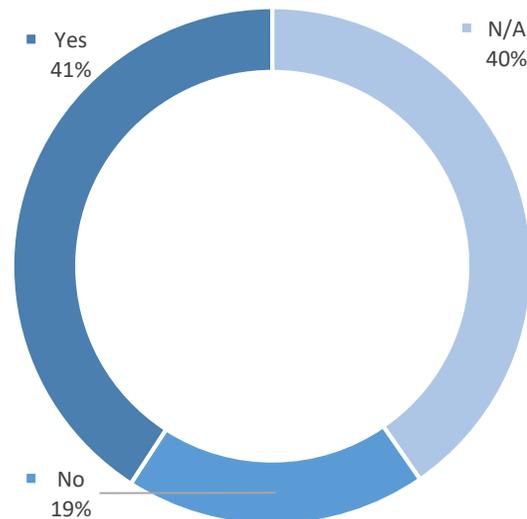
Regulation
Liberalization
(Legal
Profession)

Key learning: Not a lot of competition outside law schools

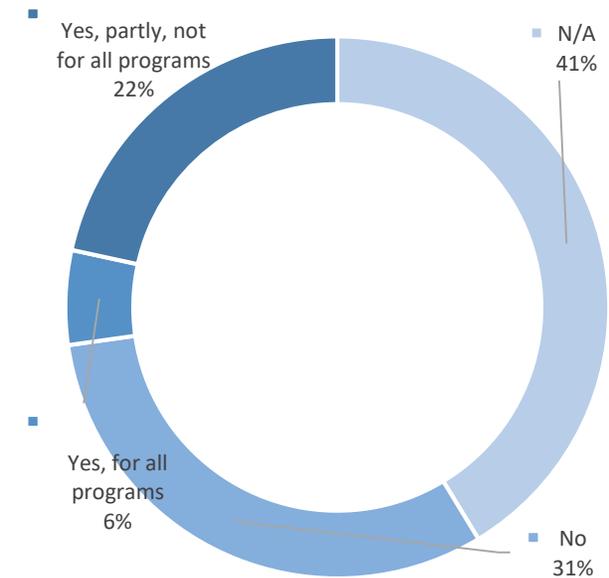
Do you consider that the academic regulations constitute an obstacle to increasing the content of technology-related subjects within the curriculum at your law school?



In your region, are law schools the only legal institutions responsible for training lawyers?



Do you compete with other institutions different to law schools?



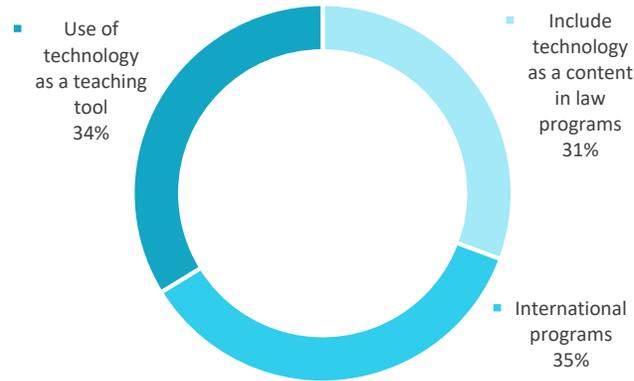
anonymous survey

universities and law schools

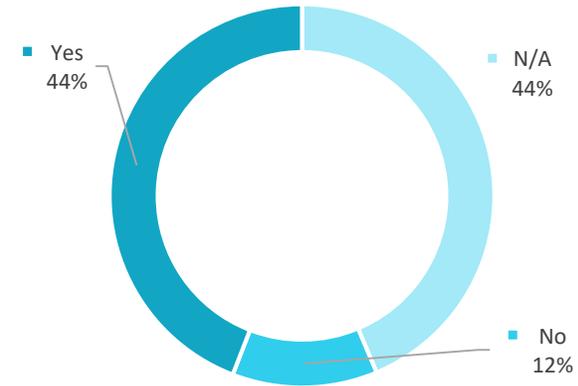
Resources:
revenue &
profitability

Key learning: Resources are limited to internationalisation and inclusion of technology. Increased cost / economic pressure on law schools

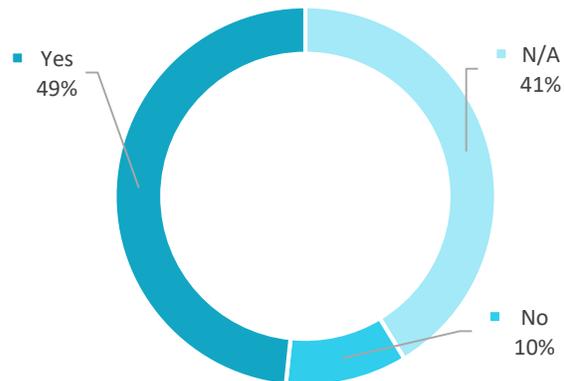
Do you consider that financial resources are a major constraint for developing the following aspects at your law school?



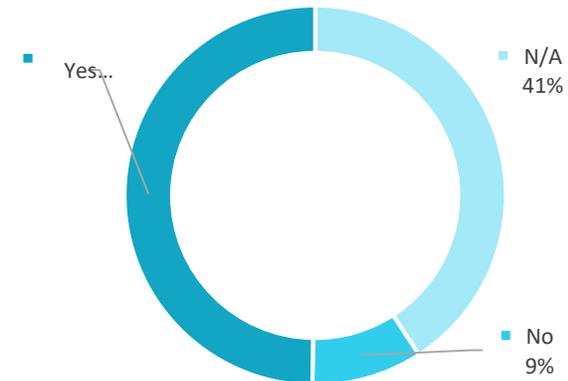
Have you experienced an increase of costs in the delivery of legal education in the recent years?



Do you think that legal education is becoming more expensive over time? *refers to cost to students



Have you experienced an increase economic pressure on your law school to grow in revenues and profitability?



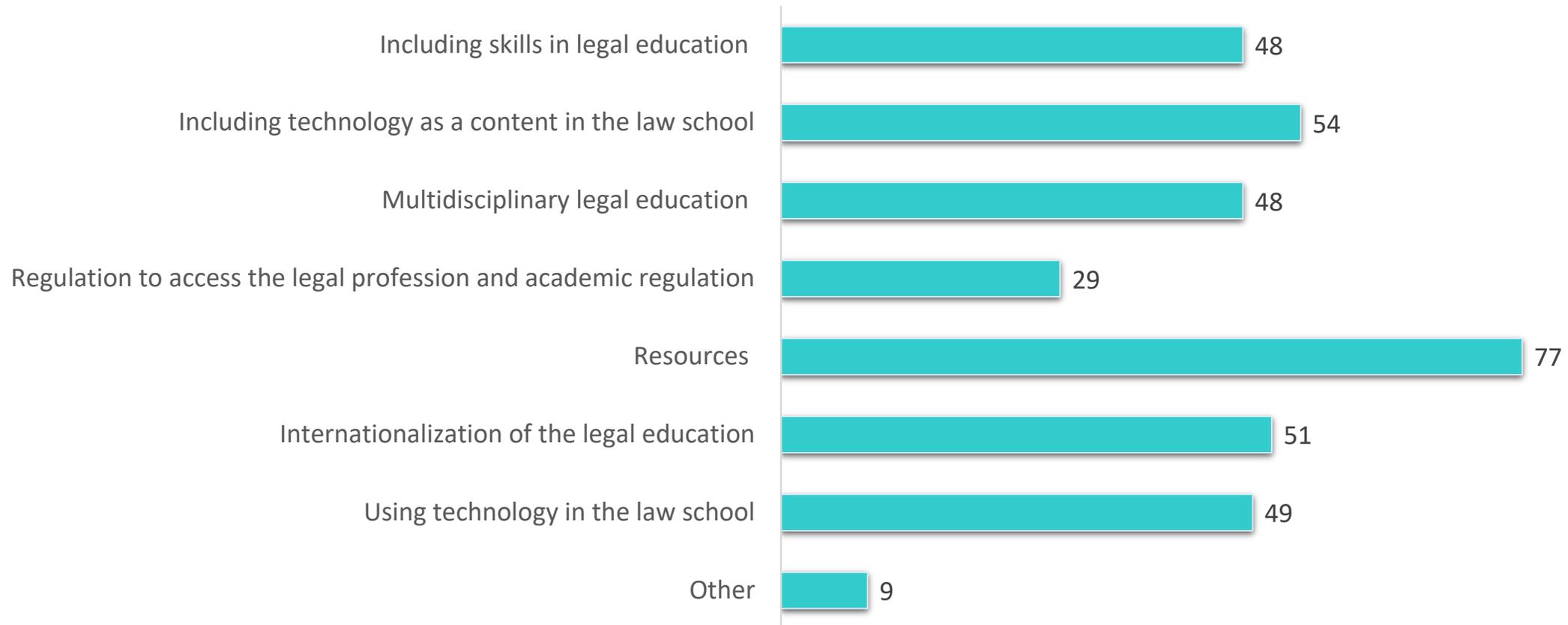
anonymous survey

universities and law schools



Key learning: Resources, technology and internationalisation are the greatest challenges

Which do you consider the major challenge for your law school?



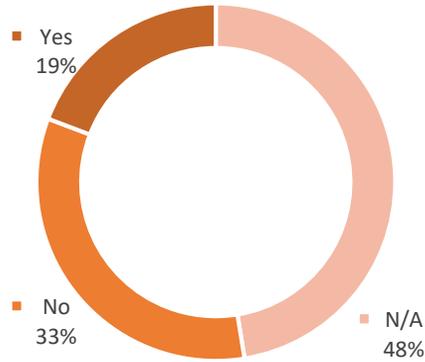
anonymous survey

bar associations, legal institutions & others

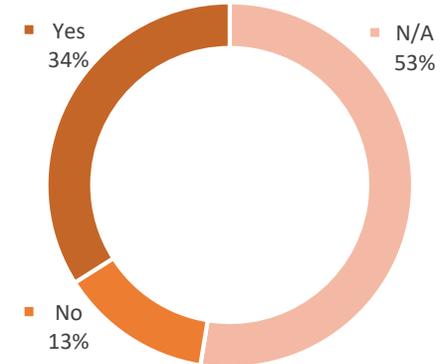
Globalization:
international
students,
faculty,
programs,
partnerships

Key learning: Law schools should become more international

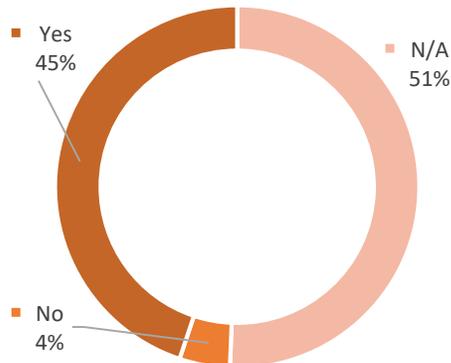
Do law schools in your region provide programmes to train students in at least two different legal systems?



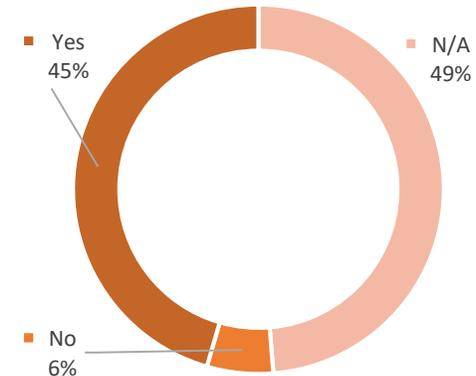
Do you think law schools need to attract more international students by offering programmes that are more attractive for them?



Do you think law schools need to attract international faculty?



Do you think law schools need to expand their international content or programmes?



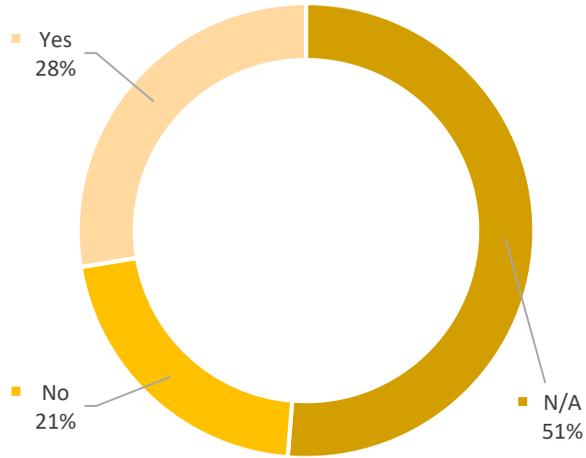
anonymous survey

bar associations, legal institutions & others

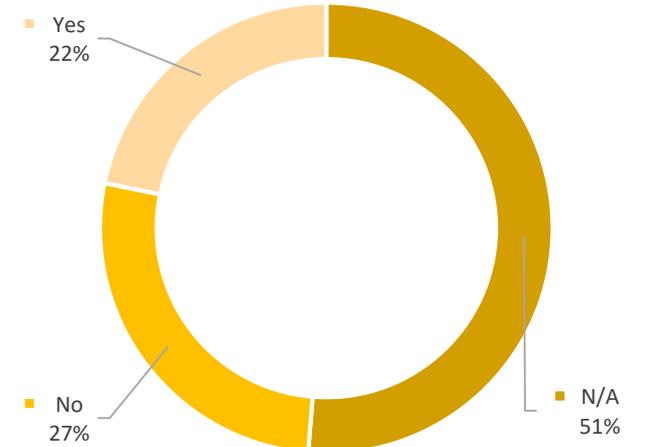
Employability Skills

Key learning: Employability skills and management are taught outside law schools

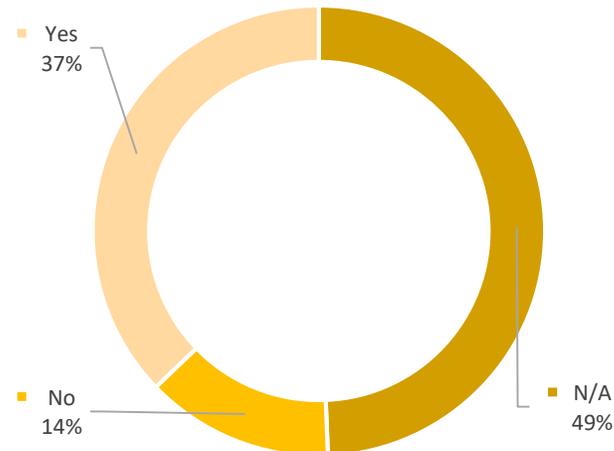
Does your institution offer training for lawyers on communication skills?



Does your institution offer training for lawyers on management skills?



Does your institution offer training for lawyers on communication skills?



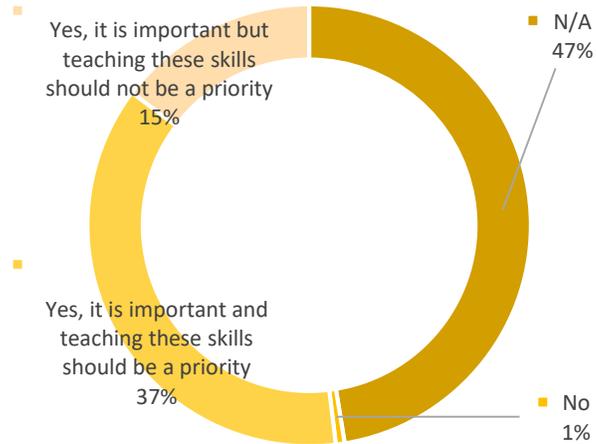
anonymous survey

bar associations, legal institutions & others

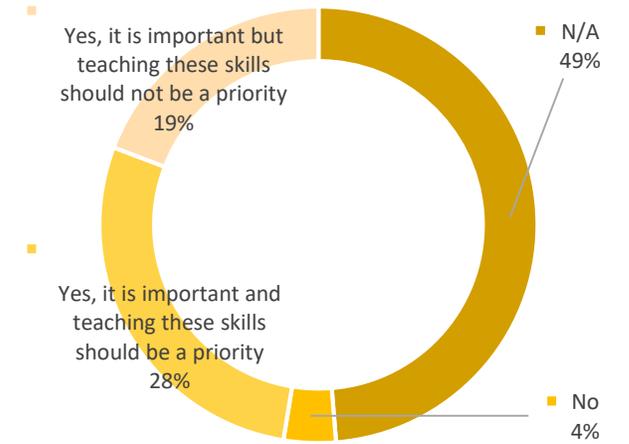
Employability Skills

Key learning: Employability skills and management should be taught at law schools

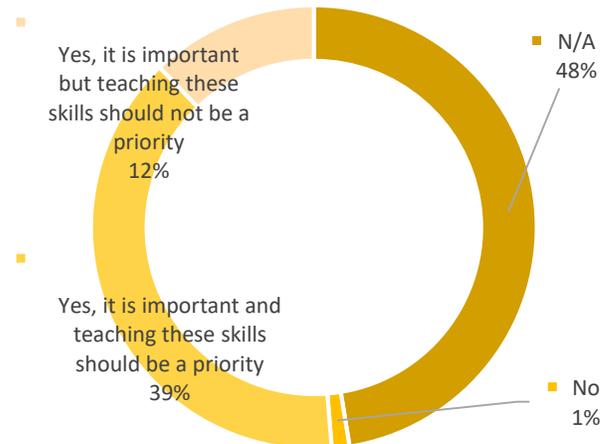
Do you think it is necessary for law schools to prepare students for employment by teaching communication skills?



Do you think it is necessary for law schools to prepare students for employment by teaching management skills?



Do you think it is necessary for law schools to prepare students for employment by teaching practice-orientated skills?



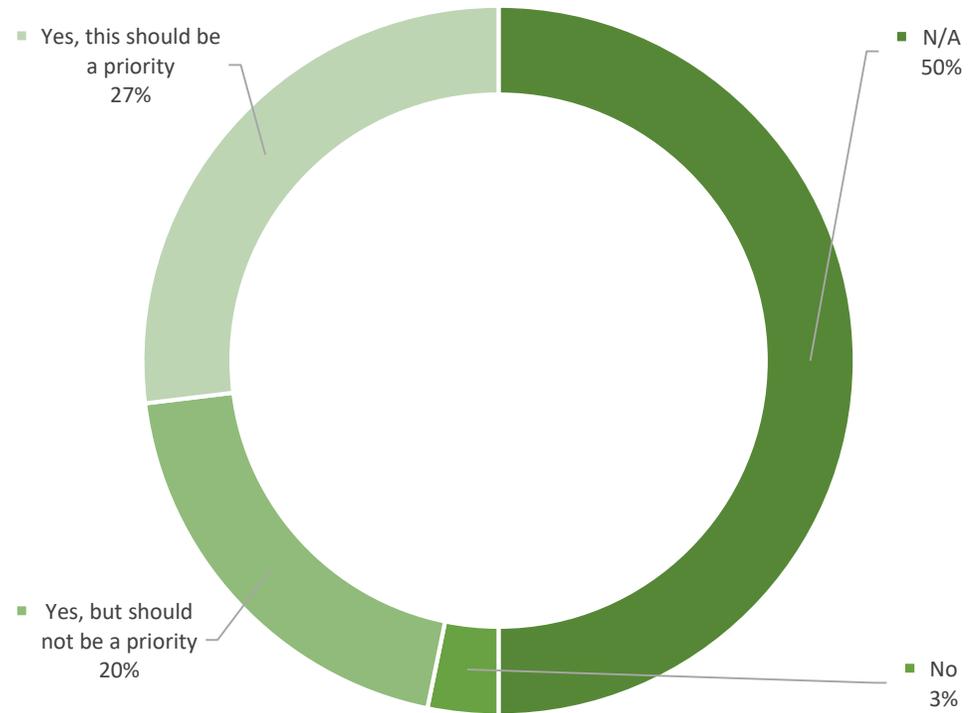
anonymous survey

bar associations, legal institutions & others

Multi-disciplinary Programs

Key learning: Law schools should grow in terms of multidisciplinary

Do you think law schools should offer multidisciplinary programmes?



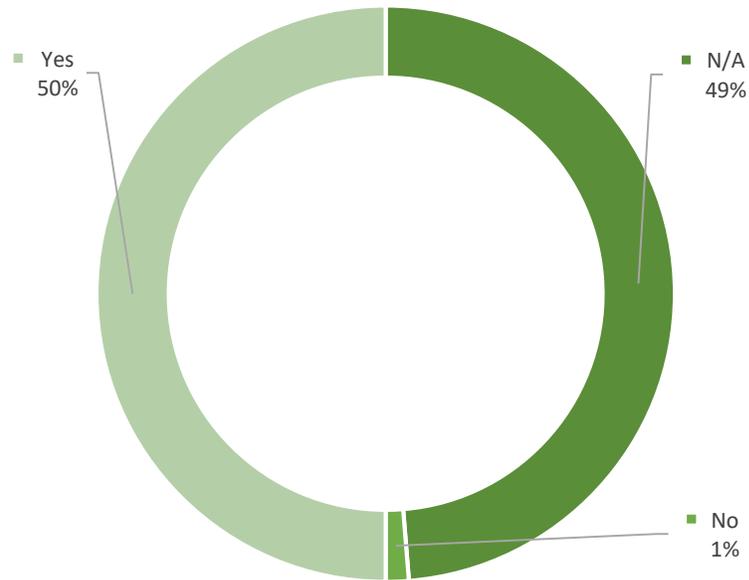
anonymous survey

bar associations, legal institutions & others

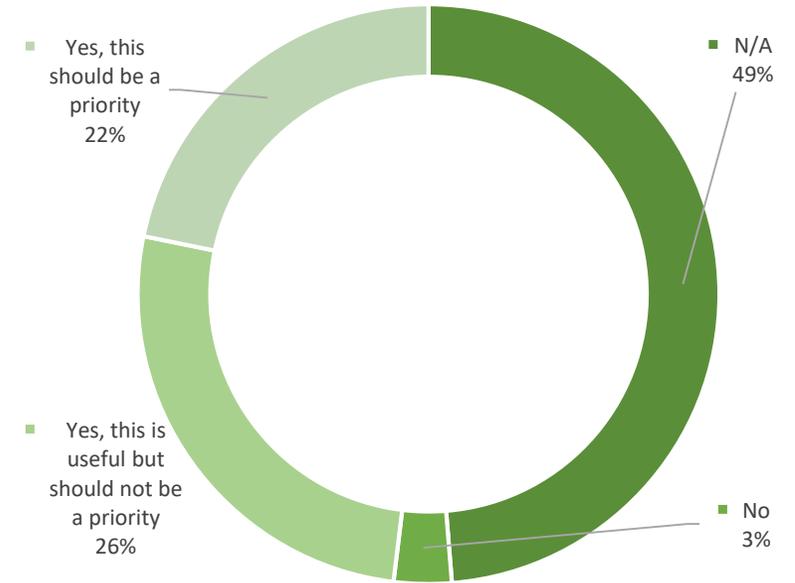
Technology
as a
teaching
tool; data
analytics

Key learning: Law schools should include courses on legal tech. Some believe there should be programmes focused fully on legal tech.

Do you think law schools should include technology as part of their programmes in Law, by introducing some courses on legal technology?



Do you think law schools should offer programmes fully focused on law and technology?



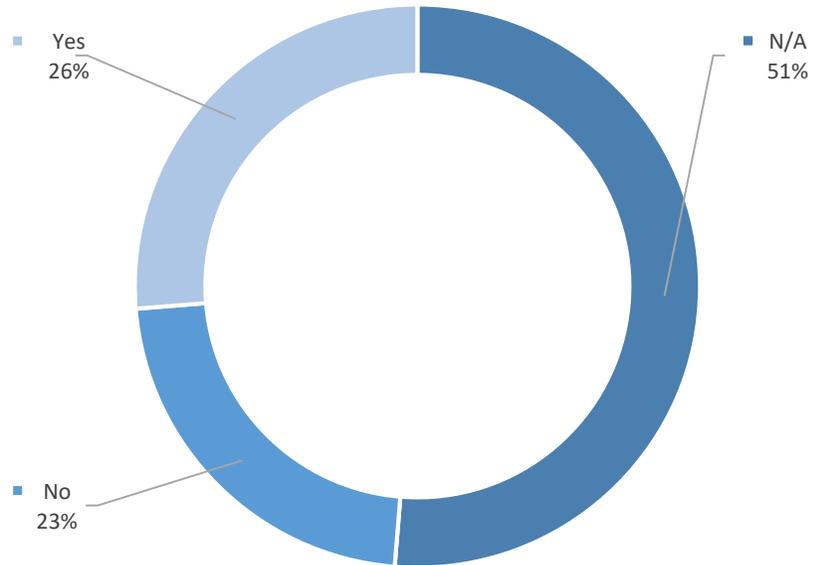
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bar associations, legal institutions & others

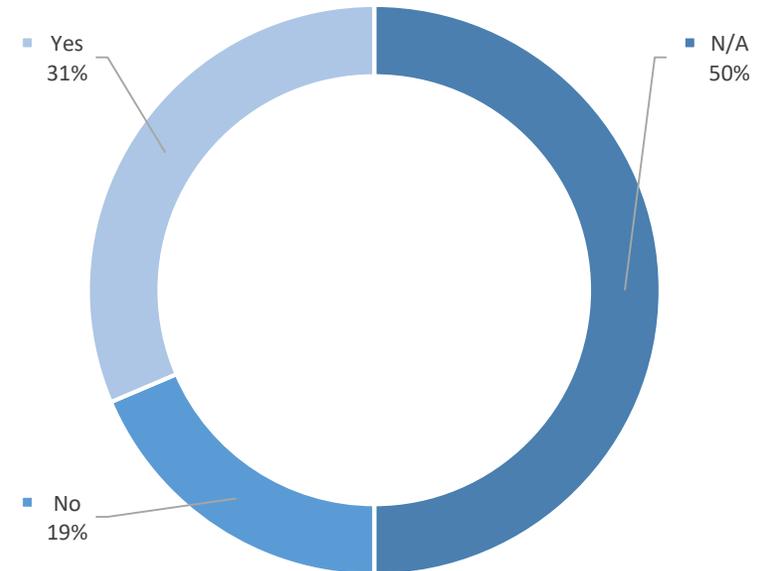
Regulation
Liberalization
(Legal
Profession)

Key learning: Regulation is considered a limitation to the internationalisation of legal education by some respondents

Are regulations to access the legal profession an obstacle for offering a more international legal education in your region?



In your region, are law schools the only legal institutions responsible for training lawyers?



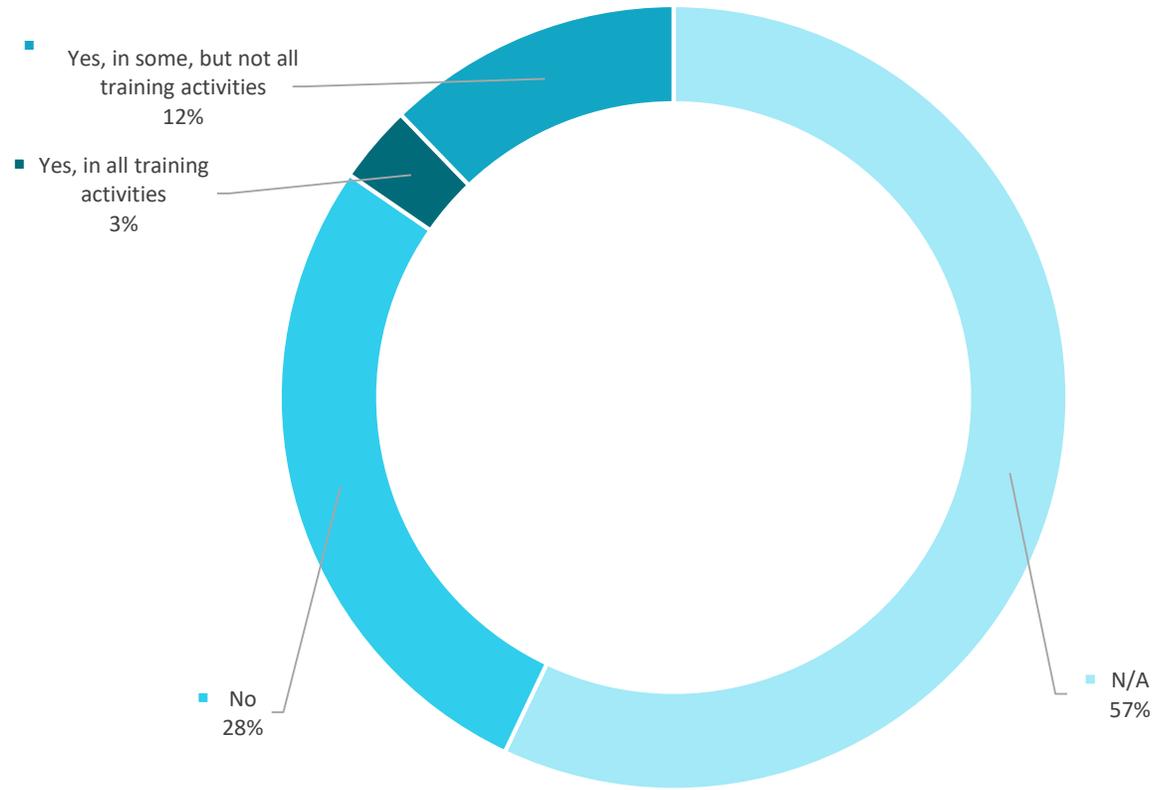
anonymous survey

bar associations, legal institutions & others

Resources:
revenue &
profitability

Key learning: Most of them do not compete with law schools

Does your institution compete with law schools in legal education activities?



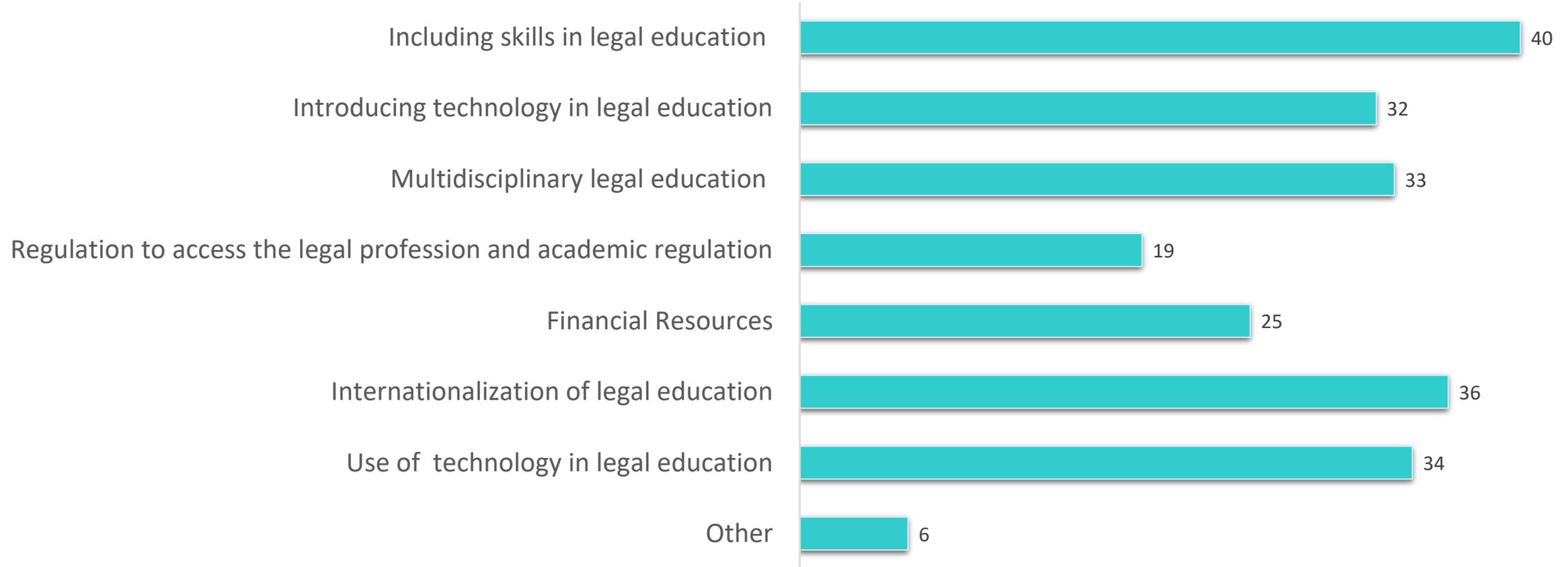
anonymous survey

bar associations, legal institutions & others



Key learning: Skills, internationalisation and technology are the greatest challenges for legal education

Which do you consider the major challenges in legal education?



anonymous survey

key learnings from universities and law schools

Internationalisation:

- There is an intention to become more international. But still most law schools have not reached this point. Need to increase curriculum, faculty and students.

Skills for employability:

- Many law schools teach skills for employability. Not many include management skills.

Technology:

- Around one quarter provide online teaching. A new situation has arisen as a result of Covid-19.

Regulation:

- Regulation is considered a limitation to internationalisation;
- Regulation is considered a smaller limitation in regards to increasing the use of technology. A new situation has arisen as a result of Covid-19.

Resources and competition:

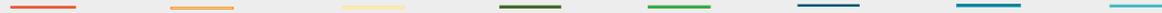
- Not a lot of competition outside law schools;
- Resources are a limitation to internationalisation and inclusion of technology;
- There is an increased cost / economic pressure on law schools;
- Resources, technology and internationalisation are the greater challenges.

anonymous survey

key learnings from bar associations, legal institutions & others

- Law schools should become more international;
- Employability skills and management are taught outside law schools. They teach skills and management for lawyers;
- Employability skills and management should be taught at law schools;
- Law schools should grow in terms of multidisciplinary;
- Law schools should include courses on legal tech. Some believe there should be programmes fully focused on legal tech;
- Regulation is considered a limitation to the internationalisation of legal education by some respondents;
- Most do not compete with law schools;
- Skills, internationalisation and technology are the greatest challenges for legal education.

INTERVIEWS



interviews

interview topics

Addressees: Law school senior members/deans

Scope: an approximate number of 15 law school senior members/deans per region were interviewed



interviews

executive summary observations – region I: UK and Ireland

globalisation internationalisation

The UK is a global legal education hub. Many UK law schools are in fact very international in terms of their staff and students, as well as their research. Several UK law schools are part of world-leading universities, and ranked amongst the top law schools globally. Some have been influencing the world for many centuries. Some are truly global communities of world-class scholars and students from around the globe aiming to make a significant contribution to the world, often through international partnerships, a diverse range of collaborations and global engagement. The interviews show that in relation to legal education, their approaches vary; yet there is a clear trend to offer more internationally/globally oriented programmes, mostly at postgraduate level.

technology

Online or blended programmes in UK law schools vary considerably. Several UK law schools offer online postgraduate programmes with international contents, for instance, LLM in Innovation, Technology and the Law, LLM in International Tax Law, LLM in International Financial and Commercial Law, LLM in International Corporate and Commercial Law, etc. Fewer law schools offer blended learning programmes in addition to their online programmes, either with a residential face-to-face component or taught in block sessions.

Some law schools do not offer any online or blended programmes at all. The online and blended programmes on offer pre-Covid 19 were only at postgraduate level. However, some interviewees consider that this might change in the future due to the exposure and experience of online and/or hybrid teaching, also at undergraduate level, currently in place. Most UK law schools are currently engaging in online, blended and hybrid teaching experiences to mitigate the effects of the pandemic. Therefore, some interviewees considered that staff in UK law schools are likely to be more amenable to virtual learning and teaching in a post-Covid-19 scenario. Universities are likely to invest in the software to enable academic staff to remotely bring students into virtual classrooms. Some interviewees consider that this should allow for further internationalisation, in terms of the participation of academics and practitioners from abroad in the virtual classroom and in the delivery of online content.

regulation/liberalisation (legal profession and legal education)

In general, regulatory frameworks that govern access to the legal profession in England and Wales, in Scotland, and in Ireland are not perceived as posing too many obstacles to developments or innovations in legal education.

In England, the current requirements for a Qualifying Law Degree (QLD) impose certain restrictions, as they limit the amount of choice available on LLB programmes. The new Solicitors Qualifying Examination (SQE) in place from 2021 will pose even less restrictions in England and Wales. In Scotland it is the Law Society that establishes the expected outcomes of qualifying legal education. Certain requirements also need to be met in Ireland for law degrees to be recognised by the Bar Council.

Notwithstanding the foregoing, and noting the involvement of the law societies and bar council in the regulation of entry to the profession, and the requirements that certain subjects are part of the required learning for a qualifying law degree (at undergraduate level) in a particular jurisdiction, there is in most law schools a degree of optionality and flexibility for students to choose from a range of optional modules, both in undergraduate and postgraduate programmes.

interviews

executive summary observations – region I: UK and Ireland

resources

Economic pressure on law schools to grow revenue and profitability has existed in the UK context for some time now, and will intensify with the current crisis. For English law schools there has been a more **commercial orientation**, not least due to the introduction and subsequent increase of student fees in the past two decades. The reported perception of most interviewed law schools is that of a competitive environment, in which there is the need to attract students from home and abroad. It is the view of most interviewees that with the current Covid-19 crisis this will intensify.

Some interviewees manifest that the **globalisation** of legal practice offers opportunities and poses challenges to law schools. In relation to the latter, there is competition with other law schools within and beyond the jurisdiction; and that competition presents itself also at the stage of competing for research funding, by UK funders and funders abroad. Most interviewees perceive an increased pressure to increase income. Yet, some interviewees fear that the most challenging times are yet to come based on what it is currently forecasted due to the Covid-19 crisis. In some cases, the pressure is on diversifying sources of income, for instance, by diversifying the geographical intake of students at LLM level, currently heavily dependent on Chinese students in several UK law schools, as reported in the interviews.

In terms of the **cost of providing legal education**, the most important cost factors are staff costs and overheads for buildings etc. These costs increase all the time. Interviewees report that additional costs will arise from the provision of online delivery during the Covid-19 crisis (particularly the drive to ensure all core reading materials are available online), but this also comes with cost savings (eg, there is no physical infrastructure required).

employability related skills and multidisciplinary

Most interviewees asked about the awareness of any disconnection between **legal education** and **legal practice** answered affirmatively. Some explained this in relation to the fact that many UK law academics have never practised law, or ever qualified as a practitioner in the respective jurisdiction. In the views of some interviewees Law is much more of a social science now compared to in the past, and this carries certain disconnection. Other interviewees considered this as a consequence of the prevalent focus on research in some UK law schools, particularly law schools within the Russell Group of universities. There seems to be an extended and well-established view, reported in the interviews, that legal education does not educate in relation to the needs of the profession but offering a university degree implies providing knowledge and skills related to the legal profession but engaging with socio-legal contexts much more broadly.

There is a clear trend in favour of multidisciplinary programmes. Many law schools have established at undergraduate level **joint degrees** in 'Law and...', for instance, inter alia, Law and Criminology, Law and International Relations, Law and French, Law and Business, Law and Politics, Law and Philosophy, Law and Economics, Law and History, Law and Chinese; etc. There is a wide range of joint degrees on offer in UK and Ireland law schools. However, it is reported by some law schools that used to offer joint degrees in the past, that they have stopped doing so due to the difficult challenges posed by the need to organise a degree jointly with other departments/schools.

Some universities seem to embrace **multidisciplinary** to a greater extent than others. Among the universities involved in this study there are some examples of new initiatives where the core learning and teaching experience is inherently multidisciplinary.

new market players and challenges

There is limited competition from private service providers. Their main characteristic is that they do not engage in academic research.

In relation to **education for non-lawyers**, some of the interviewed law schools offer postgraduate courses open to graduates with considerable experience in a particular sector, and not necessarily a law degree.

Reported examples include **postgraduate programmes** in Construction Law and Dispute Resolution offered by some law schools to non-law students with significant industry experience and where the majority of the students on the programme come from a non-law background.

Other examples include postgraduate programmes in Law and Medical Ethics, where students do not need a law degree as a prerequisite.

Overall, the main challenges reported in the interviews relate to the ever-changing environment resulting from **Covid-19** and **Brexit**. Other challenges mentioned by interviewees include (1) diversifying the postgraduate population, as part of diversifying income streams; (2) protecting staff research time; (3) looking after staff wellbeing more integrally; (4) making sure students acquire enough technological skills; (5) social mobility, through widening participation, that is, making law school accessible for students from deprived backgrounds.

globalisation internationalisation

Internationalisation is an objective that law schools in North America are trying to reach.

There is a fundamental difference in the way internationalisation occurs in undergraduate and graduate programs.

Undergraduate level: students usually study in their home countries and their international experience consists of studying one semester abroad or being part of another kind of exchange programme.

Graduate level: a high percentage of the students within graduate programmes come from different countries.

Legal education for internationalisation: include basic international law courses in the curricula, such as International Human Rights or International Law Business. More ambitious law schools, especially those with **more resources**, have developed special programmes for internationalisation, such as summer and global programmes (students study different jurisdictions and then visit those countries for a certain period).

Additionally, some law schools are reinforcing their programmes in order to promote **global legal skills** but based **on international matters**, while others are promoting international collaboration between scholars. It is also important to consider that internationalisation frequently constitutes a component of other relevant trends of legal education, such as the transition to clinical or experimental pedagogical models.

technology

Law schools offer online education programmes: they shift the programmes to an **online or hybrid model of education** for undergraduate and graduate levels.

The Covid-19 pandemic has been a huge boost for universities to move to online education. This pandemic may constitute the **beginning of a structural education change towards technology**.

Technology is now a vital teaching tool: law schools in the region are joining forces with public and private entities in order to develop technological teaching tools and debate legal technology needs. For these purposes, law schools are frequently establishing **official channels of collaboration** with governmental agencies, private companies, and legal organisations.

Diverse efforts are being made in order to **develop research projects** concerning law and technology: cyber security, cybercrimes, technology law, law of the internet, artificial intelligence, and intellectual property.

regulation/liberalisation (legal profession & legal education)

Regulatory frameworks that govern access to the legal profession in North America represent a **controversial issue:** regulation is established by the federal and local bars, along with the government education departments.

Although it is **necessary** because it controls access to legal profession and has a relevant **influence** in law schools' **curricula**, it is also perceived as an **obstacle** for development and **innovation** in legal education.

resources

Economic context for law schools is one of the main concerns: the creation of a new economic context for law schools after the 2008-2009 recession created greater pressure on law schools to **generate revenues**.

The main factors of this pressure are a considerable decrease of students' applications for law schools and the diminishing financial support from states and provinces.

Now, with the new social and economic circumstances provoked by the 2020 pandemic, it is expected that law schools will experience a similar situation, if not worse.

There are two relevant distinctions regarding the competition for resources:

between private and public universities: public universities have been receiving **less money** from the State, having to search for new funding sources; **private law schools** face a similar problem, but it is argued that their situation is even worse precisely because they do not receive public funding.

The solution (has been) **to increase the number of students accepted** each semester, along with their **tuition**. The problem is that **some students are highly indebted** and that this situation **pressures the system**.

Between law schools located at the top of the rankings and those who are not: lower ranked schools experienced a **decrease in the number of students** that enroll each year. This is **not the case of the top-ranked law schools** that each year receive a **higher proportion** of applications in comparison with the number of students they accept.

employability related skills and multidisciplinary

Disconnection between legal education and the practice of law: **the clinical movement**.

Skills demanded by the current legal market: cognitive skills, professional skills, soft skills, technological skills and **professional ethics**.

Career advice and job placement: career services offered to students is a must.

Multidisciplinary programmes as a regular component of legal education for decades.

Offer of **multidisciplinary programmes** that combine law with another discipline: economics, political science, business and finance, among others.

Offer of **joint degrees** in collaboration with other departments or schools at the universities.

Entrepreneurship as a trend in law schools: courses including entrepreneurship as a key component; also bootcamps and competitions. The purpose is to **learn how to develop a business** and **how to be the lawyer of an entrepreneur**.

new market players and challenges

Competition in the provision of legal education: law schools in the region; other legal institutions may provide continuing legal education but these programmes do not qualify for the bar examination.

Training services for non-lawyers: master's programmes designed specifically with the purpose of preparing non-lawyers who are interested in - or have a job related to - the practice of law.

Evolving needs of education: one of the major challenges law schools are facing is responding effectively to the evolving needs of education.

Technology is changing societies - and their legal needs - at a very fast pace; and there is an urgent need to **strengthen the connection** between education and the changes in the way law is being defined, understood, and practised.

Competition and financial restraints: the main competition occurs at the graduate level.

Competition has grown in both levels: attracting both faculty members and students is getting more difficult because of the economic context. Due to the Covid-19 pandemic, a significant decrease in students' enrollment is anticipated and, therefore, it is reasonable to anticipate that competition will become even more intense.

interviews

executive summary observations – **region III: Continental Europe**

globalisation internationalisation

Considered a reality, but the extent of strategies and achievements differ, depending on the intention of the institutions and on external elements: regulation.

Education, teaching and content: international content in the programmes, comparative law methodology, civil law and common law, and global law. Reasons: (1) be attractive for anyone in any jurisdiction (not to depend on local market), (2) offer international legal education to national students, or (3) a conviction: 'reinvent law in the current environment'.

Working with others: (1) joint or dual degrees with international law schools, (2) exchange programmes for students, for faculty and for staff.

Faculty: (1) full time faculty, (2) visiting faculty, (3) exchange faculty.

Students: student mobility (usually undergraduate level, trend is growing for graduate). Other activities: international Moot Courts competitions, summer programmes.

Research: (1) promoting international research, isolated from teaching, (2) international research as basis for the programmes and courses; direct impact in international legal education proposal and student experience.

Other initiatives: (1) specific positions to boost internationalisation, (2) international conferences.

technology

Trends: (1) technology as a tool, (2) technology as part of the legal education proposal through courses or programmes (courses on technical content or legal perspective of technology).

Tool: (1) blended, (2) full on line, (3) full face to face programmes include some online. Most plan growth in terms of online or blended (soon launching full online bachelors and Masters).

Programs / Courses on tech: (1) mandatory courses, (2) elective courses, (3) programmes fully focused on tech (Masters in legal tech).

Other initiatives: research in intersection of law and technology; centres for innovation (Innovation Farm, Institute for Legal Implications of Emerging Technologies, Lab EFB - L'incubateur du barreau de Paris).

regulation/liberalisation (legal profession & legal education)

Regulatory restrictions: (1) access to the legal profession, (2) content of legal education, (3) language of instruction.

Not all programmes are official (not affected by regulation).

There is always some space to innovate.

There is too much protectionism of the legal profession (programmes officially accredited do not give access to the legal profession).

Language of instruction for some countries has to be local language.

Reforms for legal education:

Liberalisation in study programmes and language of instruction.

Rethink how universities raise revenues (combination tuition fee / money from research in public and private sources).

More practical pedagogy and teaching methodology.

resources

Difference between private and public law schools (most countries have public and private; in some countries all law schools are public).

Some consider this a new context in economic terms for law schools and some consider the change not so dramatic.

Resources are a limitation for internationalisation / integration of technology / active teaching methodology.



employability related skills and multidisciplinary

Gap between legal education and legal profession? Most say yes, but legal education should not only be vocational and oriented towards practice.

Skills offered: mediation, sociology, cultural diversity, management, entrepreneurship, communication, leadership, client-oriented and technology.

Multidisciplinary is an unstoppable trend: (1) all undergraduate programmes are multidisciplinary, (2) some multidisciplinary programmes, (3) allow students to take non law courses, (4) multidisciplinary courses and not programmes (but are already planning to do move to these).

Common disciplines: philosophy, economics, technology, international relations, sociology, history, psychology, art, statistics, literature, management. Dual degrees (Business and Law, Philosophy and Law, Politics and Law; and some offer multidisciplinary ones, ie, PPPE, PLE).



new market players and challenges

Law schools in Europe compete with other law schools, but this can change: (1) law firms to offer in-house legal education to non-law graduates, (2) other institutions other than law schools that offer online legal education.

Some programmes open to non-lawyers: tax, compliance, technology and innovation.

No general decrease of enrolments.

Main challenges:

Internationalisation of legal education.

Keeping up with **technological changes**.

Preparing students for a profession in transformation.



globalisation internationalisation

Globalisation/internationalization is expressed threefold: through the completion of **mandatory international law courses**, participation in **international moot competitions**, and participation of students in **exchange programmes** and immersion electives overseas.

Another point to highlight is the intention to develop **an international business** in Australasia, Asia and the UK. Although the focus in attracting enrolments is local, it is expected that it will **attract international enrolments** from law graduates and lawyers who want to be admitted to practise in those jurisdictions or who serve clients in those jurisdictions. In short, the strategy is to meet the needs of an increasingly global legal profession.

Given the Covid-19 pandemic the **level of international mobility of students is uncertain**.

technology

Even before the Covid-19 crisis forced operations to move to online only, there were programmes already being **taught online and in blended modalities**.

Faculty are familiar with using **technology as a teaching tool** and the Covid-19 crisis has forced **instant implementation** of many **new teaching technologies**.

When the Covid-19 crisis is over, we will stay with recorded classes even when we return to face-to-face classes so, at least, blended learning will remain. A number of **online programmes have recently been established** and it is likely that **more online learning opportunities will be available** in the future.

regulation/liberalisation (legal profession and legal education)

The regulatory frameworks that govern access to the legal profession and higher (legal) education **sometimes** constitute an obstacle to developments and innovation in regards to undergraduate programs.

The content of these programs is **heavily regulated** and prescribed and tends to reflect **traditional approaches** to the practice of law.

These regulatory frameworks **limit**, to some extent, the offering of a **more international legal education**.

resources

Resources have not been a challenge. We have experienced an **increase of costs** in the delivery of our courses mostly due to the demand for specialised elective courses that has increased, although much of that specialisation is currently being wound back due to the Covid-19 crisis and it is unclear how much specialisation will return when the crisis ends and how quickly.

To **offset such costs**, universities have recognised that the **market will pay more for legal education and have raised fees accordingly**. Many Australian universities have introduced post-graduate law degrees (JDs) where the courses are charged at Masters rates even though the content is largely the same as in traditional Australian undergraduate legal education.



employability related skills and multidisciplinary

What's paramount is ensuring our law degrees actively focus on **preparing our graduates for legal practice**. While there is a demand for **tech savvy** students, we have found that the profession remains focused on selecting graduates who achieve **high academic honours**, and who have a CV that demonstrates the **ability to respond to real-life issues**.

Some of the non-legal courses that are taught include **legal philosophy, ethics, financial literacy, technological awareness, commercial understanding, networking and business development skills**.

The new skills the legal market is demanding are:

- Client-friendly communication
- Commercial understanding
- Financial literacy
- Networking
- Teamwork
- Collaborative problem solving
- Legal tech skills
- Project management
- Adaptability
- Resilience



new market players and challenges

Competition usually exists **among law schools** but to a lesser extent law societies and professional associations that provide legal training might pose competition as well.

There has always been competition between law schools and there is a perceived growth of competition in the market.

The biggest challenge is to ensure that we **equip our students for the real world of 21st century legal practice**, which is changing so rapidly.

It has been observed that the Covid-19 crisis is making institutions who have been reliant on international student enrolment look to find more domestic students.



globalisation internationalisation

Internationalisation and globalisation are a concern for the Latin American universities.

They have incorporated courses in comparative law, international law and global law, to offer **international legal education to national students**, given today's new global realities.

International research **needs to be strengthened**: transnational projects are still incipient.

The **internationalisation programmes and initiatives** include:

Partnerships with foreign institutions for academic mobility (there is a **resistance** to attracting students and teachers to universities outside of the major regional centre);

Dual-diploma programmes;

Participation in leagues and international networks;
Research on topics of global relevance and local impact;

Offerings of courses in English, which is not widely adopted;

Summer courses offered in partnership with foreign institutions, including academic mobility of teachers from both partners;

Partnerships with cultural and language institutions;

Partnerships to prepare students for professional qualification processes in other jurisdictions;

Participation in international competitions, such as Moots.

technology

Some universities use technology as a tool, while for others, technology is part of legal education.

Investment and efforts by institutions to **develop technological solutions** to improve teaching methods.

LegalTech is a **challenge** in terms of legal education but advancements are being made by offering **100 per cent online undergraduate courses, blended learning for undergraduate and graduate programmes, research projects and law laboratories** on the relationship between **technology and law**.

Some other initiatives include study groups (Legal Hackers) and hackatons related to legal education.

regulation/liberalisation (legal profession & legal education)

There seems to be **regulation** with respect to the **content of the legal education** they offer as well as **access to the profession**, but not in terms of the language of instruction.

In some jurisdictions, there is **more room for innovation in the teaching of law**, while in others, it is **more restricted**. Some institutions consider that the regulatory framework should be **more flexible** in terms of content and teaching methodologies.

As for the current **regulation of legal professions**, interviewees were unanimous in pointing out **limitations that curb or inhibit innovation**.

interviews

executive summary observations – **region V: Latin America**

resources

There is **financial pressure** on both **private and public law schools**, although these are not dramatic (at the time of the interviews).

This does not seem to be an obstacle to technological innovation, as some argue that such limitations are more likely **ideological constraints** given existing traditional views on teaching law.

Financial barriers have put pressure on universities to **seek resources** through graduate programmes and higher education courses.



employability related skills and multidisciplinary

Some believe that the distance between education and the legal profession is vast, for others, it is less so because of the implementation of pedagogical strategies aimed at bringing them together (eg, learning through cases).

The vast majority of the schools interviewed strongly believe in the importance of developing **skills** and **competencies** for the resolution of **ethical tensions**, for **alternative conflict resolution**, as well as for the **interdisciplinary understanding of law** (eg, sociology, economics, philosophy).

There is less emphasis on technology, marketing for clients, or office management.

The trend has been for some schools to run **multidisciplinary programmes**, while others do not. Some also allow students to take courses from other programmes.

There are some interdisciplinary courses and graduate programmes. These interdisciplinary perspectives are increasingly being incorporated into law programmes.



new market players and challenges

The trend has been for some schools to run **multidisciplinary programmes**, while others do not. Some also allow students to take courses from other programmes. There are some interdisciplinary courses and graduate programmes. These interdisciplinary perspectives are increasingly being incorporated into law programmes.

Internationalisation, technological challenges and **management of the legal profession** are the main challenges to be considered in legal education.



globalisation internationalisation

Globalisation and the opportunities it has created has necessitated **enhanced internationalisation** between higher educational institutions. This is primarily due to **the interconnectedness of societies, and the transnationalisation of law** thereof.

Every institution has a ‘commitment’ to internationalisation, an ‘approach’ to internationalisation, and ‘strategies’ to implement the same. While commitments are uniformly deep-seated and approaches are particularly constitutive, strategies vary from county to country based on their core strengths and comparative advantage.

For example:

Russia uses English education as a means for internationalisation.

India finds opportunities for internationalisation through courses with a ‘global’ and ‘transnational’ character.

China believes in the internationalisation of Chinese projects of high global and regional importance such as the ‘Belt and Road’ initiative, the ‘High-end Forum on Law Cooperation among Countries along the Silk Road’ and building greater awareness about the importance of Chinese Law, its legal system, and approaches.

technology

There is a commendable level of preparedness among all the schools in terms of technology.

This ranges from **online programmes to technology-enabled classrooms and artificial intelligence (AI) proctored examinations**. Schools have endured that **all personnel, teaching and non-teaching, have the necessary technological competency**.

Many schools, while building technological competency, also tried to sensitise the student community to the **role of science and technology in contemporary societies** and in achieving **human excellence**. This was done mainly by teaching courses on **the intersections of law and technology, eg, Law, Science & Technology; AI and Law, Biotechnology Law, Technology Transfer and Anticompetitive Practices, and Intellectual Property and AI**.

Many schools offer these courses under the research centres set up for conducting advanced research on law and technology. These research centres also provide policy advice to many governmental agencies, including the judiciary, and regulatory bodies. Many such research centres and labs are collaborative ventures of schools and technology leaders.

regulation/liberalisation (legal profession and legal education)

Some of the schools find regulation to **excessively constrain their freedom and imagination**. These regulatory constraints have spill-over effects on the curriculum, pedagogy, and freedom of faculty members. Other problems regulations pose are the imposition of **pre-conceived standards, retention of conservatism, stagnancy, and lack of innovation**.

However, schools do feel **positively about the need for regulations**. But, regulations shall have more **‘space’ for freedom of action**. Greater ‘flexibility’ would help institutions appreciate their situationality, and advance to excellence based on their comparative advantage. Most of the schools do not feel that regulation is less of a hindrance in terms of research but more in terms of curriculum, credits, teaching hours, reporting, admissions, and faculty hiring.

Some of the positive sides of regulation, as pointed out by some of the schools, include setting of **entry-thresholds and minimum standards for law schools**; bringing in organisation and order to legal education; predictability; transparency; and a good nexus between law schools and legal practice (this is due to the fact that in some cases the regulator is the Bar itself).

resources

Some of the respondents have observed that **many state law schools** have to **seek alternative funding** in addition to the governmental funding. This is not solely because that state funding is less, but that there are **many increasing demands on the part of schools** in general, and faculty in particular, in a **highly competitive academic world**, eg, the need to provide open access to their publications, to subscribe to digital databases, to fund partially funded research projects, to facilitate the travels of faculty and students and so on.

Lack of financial resources also **limit internationalisation and technology-based teaching**.

A few of the respondents also mentioned that a lack of resources become a big hindrance in hiring highly qualified faculty members as the universities fail to provide competitive salaries. Such a failure will indirectly impact the quality of teaching and research.

State-funded institutions also face an uneven competition from many private universities which offer state-of-the-art infrastructure, competitive salaries to professors, and world class education against high fees. This prompts many students to move into such universities. If state universities are not adequately funded, they will lose their relevance in the competition.

employability related skills and multidisciplinary

Responses vary under this heading. Some of the respondents have pointed out that there is a **disconnect** between legal education and the practice of law. As a response to this problem, many Chinese universities have the system of practical training for teachers like the short-term prosecutorial system.

In addition to Chinese law schools, many law schools in the Asian region are also trying to make their courses **skill-based**.

Skills is understood by the schools is a much broader sense – they range from **vocational skills to analytical and critical skills**. A few of the skills which the law schools aim to provide to students through their various courses, trainings, and clinics are the following:

critical thinking, heuristics, professional communications, academic writing, entrepreneurial skills, tech-proficiency, data analysis, and information processing.

In order to maximise the students' familiarity with the practical side of law, many law schools offer courses taught by practising lawyers. **All the law schools provide career services to students.**

Schools sense that a rapidly globalising society needs multidisciplinary knowledge, as without a multidisciplinary perspective the pluralities characteristic to global societies cannot be understood. While schools ensure that knowledge of various disciplines are provided to students, students also get a sense of multidisciplinary.

new market players and challenges

There are schools which believe in the existence of competition who hold that the competition is mainly for 'additional educational programmers'. Schools which have responded that there is no competition hold that rather than competition there is a sense of collective pursuit of excellence. Such respondents emphasise that **the approach among the schools is more collaborative rather than being competitive.**

There is a third set of respondents who point out that there is no possibility for competition in a state-driven system of legal education.

On the question of training to non-lawyers, all law schools in Russia offer such training. This is done through a system called 'magistracy' by which **other professionals associated with specialised areas of law can be enrolled as students in law courses** focusing on those areas, eg, in a programme/magistracy on medical law, certain seats are reserved for medical professionals. Similarly, in a programme/magistracy on international law, students with a background in international relations can participate. Some of the school in India provide legal education to other professionals through executive/training programmes.

Responses inform that **challenges are school-specific, rather than region specific.**

'There is an opinion that inevitably **technological developments will alter current legal system significantly** (ie, through the use of new and disruptive technologies, and artificial intelligence, in legal education). It is significant in changing the teacher's attitude towards the educational process.

Until the new millennium, legal practitioners hadn't thought about the role of science and technology in teaching; now there is no research culture.

The trend has to be changed. Despite any transformations it is significant that the interest [in] law is preserved.

globalisation internationalisation

Respondents have commented that a greater focus is placed on attracting international students as a result of globalisation and internationalisation.

A more globalised world has brought with it international moot and debate competitions, international modules, trips to international courts, courses on the law of foreign jurisdictions and comparative law. There are also exchange opportunities available to both students and faculty, to promote a more international legal education.

There is a notable increase in law students mobility with students from many African, European and Asian countries applying to study in this region.

Technology

Due to the repercussions of the Covid-19 pandemic, the original offer of blended programmes, made up of both face to face and online sessions, now includes fully-online programmes.

All faculty are trained to use the technology and systems available to ensure efficient delivery of programmes.

Programmes include contents on technology, ICT law and cyber law, and all programmes include the use of an e-learning platform.

Technology also filters into relationships with the legal profession including the training of judges, partnerships with CaseLines and Microsoft and the 'LawTechLab', which is focused on teaching and research in law and technology.

regulation/liberalisation (legal profession and legal education)

Regulatory frameworks to access the legal profession are not considered an obstacle to innovation and do not limit international legal education. Applicable regulations constitute an obstacle to increase the use of technology at law schools. Under normal circumstances, increasing of the use of technology is not approved or is very limited, but to do so is now allowed due to a reduction in restrictions following the Covid-19 pandemic.

Legal education should respond to the demands for competent and professional training and keep in touch with market trends and international best practices.

Areas to improve include the admission of unqualified students, a lack of system mentorship and a lack of guidelines on open and distance learning.

interviews

executive summary observations – **region VII: Africa**

resources

Within a new economic context, law schools need finances to equip and run in this modern era.

Due to reduced governmental support, there has been an increase in costs in the delivery of legal education.

Financial resources are a major constraint to internationalisation and for some, to develop the use of technology.

employability related skills and multidisciplinary

A disconnection was noted between legal education and the practice of law. There is also a discrepancy between the skills developed at law school and the skills required by the professional market such as technology skills and resilience.

Employability skills are offered by law schools, including career talks, courses on legal practice management, communication and negotiation skills, some of which are mandatory. Professional ethics is also a mandatory course.

Electives in other disciplines allow students to explore multidisciplinary options such as law and technology or a combined LLB program with Humanities or Commerce. Law Programmes in the region include non-legal areas such as finance, accounting, economics, science, technology, Principles of Ethics, Critical Thinking and Philosophical Anthropology.

new market players and challenges

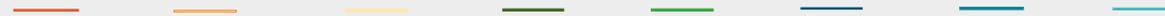
No competition with non-law school institutions.

Training offered to non-lawyers (Dispute Resolution Centre and programmes are open to students who do not have a legal qualification).

Law, medicine and engineering are replaced by Business and IT, Finance and Economics; top applicants are increasingly choosing Accounting and Engineering over Law, causing an increased competition amongst law schools, both nationally and internationally.

Attracting and retaining faculty due to the pay factor constitutes a major challenge, as does an inadequate preparation level of students.

COVID-19 AND LEGAL EDUCATION



Key challenges in Legal Education due to Covid-19

1. Technology;
2. Skills;
3. Regulatory gaps;
4. Others;
 - Health;
 - Burdens and gaps; and
 - Humanity.

Methodology

For the study of the main challenges faced by law schools during the Covid-19 pandemic and the diverse changes that law schools had and have to implement, we have conducted qualitative research using articles published in the media (globally and regionally) during the past months. Up until now, the academic literature on this topic is still scarce.



Technology as a tool: online/remote teaching

Online teaching has been the most relevant challenge faced by law schools during the lockdowns adopted in multiple countries due to the pandemic.

- Exploring new options for **remote learning**.
- Lack of **F2F teaching**.
- LPC (Legal Practice Course) with more relaxed rules regarding online exams.
- Gaps with the **accessibility of remote working** by disadvantaged and disabled students.
- Gaps in the access to **legal advice** or legal training.
- To create **accessible education** for students with disabilities.
- Equal access to education as a challenge.
- **e-learning as a platform for teaching**.
- **Online examinations**.
- **Webinars**.
- Laptops should be incorporated into the University loan programme.
- Laptops should be incorporated into the University loan programme.
- **Technology** is an operational **lifeline**.
- A chaotic **transition** to the virtual world.
- Law schools are behind standards.
- Switch the law school operation online immediately.
- **Assisting** students, staff members, academy, to help them with the change.
- Conferences also held online.
- **Free online courses** for students (eg, webinars).
- Begin recording or live-streaming lectures now.
- Accommodate sick leave for students and staff.
- Increase exam flexibility.
- **Success in changing to online teaching**.

Technology as a content

- Because of the pandemic, the possibility to include **legal tech** as a new course within the legal studies is being currently considered by some law schools.
- These are some the most relevant challenges that law schools face when considering whether to include legal tech as a new course in the legal studies:
 - It is not only a case of combining courses in Law and Tech, it is also the combination of legal knowledge with other skills required in the current world.
 - Preparing students for **litigation being handled online in future**.
 - Students must learn **programming skills**.
 - Open all law school resources to everyone.
 - Online seminars.
 - Offer interactive **online teaching** combined with interactive **online activities**.
 - Introducing **legal tech course** after the Covid-19 pandemic.

covid-19 and legal education

Key challenges in Legal Education due to covid-19

Skills

- It is clear that **new skills** and mindsets for law students must be considered after the Covid-19 pandemic. Law schools may consider it difficult to prepare students for the practice under this current situation. Legal education needs new skills to prepare students for the legal services world.
- These are some of the new abilities law schools should offer to their students and some of the challenges law schools must deal with:
 - **Agility;**
 - Creativity, cognitive flexibility and collaboration;
 - Programmes should include **project management**, process, **data analysis**, design, basic notions of **business**, maths, scheduling, prediction, **risk management**, and leadership;
 - A new multidisciplinary, integrated, platform-driven, capitalised, data-based, problem-solving, customer-centric marketplace;
 - **Professional skills** cannot be exercised when all legal institutions (courts, law firms and NGOs) are closed; and
 - To anticipate the local disruption caused when study abroad programmes are cancelled.

Regulatory gaps

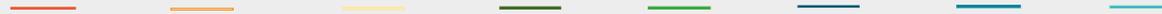
- The current pandemic has also showed some problems and challenges law schools should solve regarding **regulation both for the legal education and for the practice of law**. For example:
 - The **regulator's position** on the delivery of law programmes must be reviewed;
 - To offer **online training** to all those qualifying for the bar in view of the shift to **online learning**;
 - The time and cost involved in law school, reimagine the curriculum, faculty composition, and the transition from degree factories to learning centres for life, must all be considered;
 - Regulation must be designed to better serve legal consumers and society, not to shield lawyers from competition. The **anachronistic US regulatory scheme** must be overhauled to remove unnecessary regulatory barriers in the corporate segment and to end the scourge of the access to justice crisis in the retail market;
 - Various state **bar examinations postponed** during the summer;
 - Courts are introducing more written recourses to the detriment of oral hearing;
 - **There will be a precarious job market** after the pandemic;
 - Allow their students to take classes on a pass or fail basis this term.

Others

- Some other handicaps have been revealed during the current Covid-19 crisis. These other challenges may affect a more personal scope of the individuals in the legal education, ie, the **students and faculty members' health** and the different **burdens and difficulties** students and faculty members have to overcome during and after this current situation:
 - Students and faculty members' **mental health** as a new challenge, including relating to stress and other psychological diseases because of Covid-19;
 - Home teaching can become a familiar problem;
 - **Isolation** in legal advice and training;
 - To overcome financial and administrative burdens in universities;
 - Providing **equal access to education** as a challenge in current times;
 - Affordability and **access to laptops**, computers, or smart phones for e-learning is a challenge;
 - Socio-economic and gender inequalities among students;
 - **Inequality** among students in their access to internet and online sessions;
 - **Online teaching** increases accessibility;
 - A culture committed to these principles prizes **emotional intelligence**, cultural awareness, collaboration, and compassion – traits not presently prioritised by legal culture;
 - Change starts with **culture**, not technology; and
 - Accommodate **sick leave** for students and staff.

03

CONCLUSIONS & RECOMMENDATIONS



conclusions & recommendations

Content

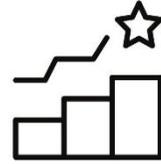


1. Relevant trends

Most current relevant trends:

- Globalisation;
- Technology;
- Skills;
- Regulation of legal education and the legal profession.

For each trend, this blueprint report defines various levels and proposes a series of recommendations for development (from less complex to more sophisticated activities) as a guide.



2. Key challenges

1. Globally:
 - Regulation of Legal Education and the legal profession;
 - Resources.
2. Key challenges per region.



3. Final conclusions

- Internationalisation;
- Technology;
- Skills;
- Regulation;
- Diversity;
- Covid-19 pandemic.

conclusions & recommendations

Relevant trends in Globalization/Internationalization



Globalisation is the number one trend in legal education

Globalisation: Comparative methodology, cultural globalisation, dual legal training, US and UK Legal Education as a pattern, Europeanisation, importance of multicultural education, institution and state-motivated globalisation, internalisation of law schools and legal career, common law as a pattern, international firms and law students, globalisation per region, diversity, equity, international law as its own system rather than a single course, transnational legal education.

There is an intention to become more international. But still most law schools have not reached this point. Need to increase: curriculum and faculty and students.



How an institution can grow its level of internationalisation

Low level

Very limited international activity

Medium level

International faculty
International students

High level

This is a higher level of internationalisation and it requires an institution to have not only an international faculty and student body, but to have **international activities and content** in its Law programmes, which include these elements (in order of simpler to more complex): exchange programmes, international summer courses, participation in international competitions, programmes include courses with an international approach, comparative law courses, international PhD/SjD, international dual degrees, comparative law methodology.

Top level

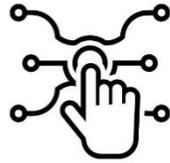
This is the most sophisticated level of internationalisation, only some law schools achieve it. It requires a **full internationalisation process** to achieve programmes that allow graduates to obtain legal **qualifications for more than one jurisdiction** or other sophisticated elements of internationalisation. Elements are shown in order of simpler to more complex:

- international internships
- international research projects, and
- international networks.

2 jurisdictions qualification

conclusions & recommendations

Relevant trends in Technology



Technology has been considered the second most important trend in legal education

Before Covid-19, technology was already the second trend in the legal education debate.

Technology: use of technology in legal practice, impact of technology in Legal Education, internet and law, legal technology and its outcomes in the legal market, needs for the evolution of legal education.

Technology after Covid-19

There is a completely **new situation under Covid-19**, where technology as a teaching tool has become a **priority**:

- Exploring new options for remote learning;
- Lack of face-to-face teaching;
- Switch to online teaching immediately;
- Live-streaming lectures;
- Increase exam flexibility;
- Gaps in the access to legal advice or legal training;
- Technology is an operational lifeline.



How to grow in the level of technology

Low level

For law schools that describe themselves as focused on technology but where there is no clear or distinctive elements of technology.

Medium level

Technology as a **teaching tool**:

- Online/blended programmes;
- Online webinars;
- Online conferences;
- Online examinations; and
- Online teaching.

High level

Technology as **content in their programmes**:

- Law and tech focus. Legal tech;
- Courses on technology (programming, technology);
- Prepare students for future online litigation;
- Programming skills;
- Interactive online teaching combined with interactive online activities.

conclusions & recommendations

Relevant trends in Skills



The need for a new skill set is a very relevant trend in legal education.

New skills: Global society in addition to a global economy, employability and future, Globalisation/legal skills for the international practice of law, international skills for practice, legal new skills for a globalised practice, legal skills for the practice of law, professionalisation of curricula, reforms in Legal Education and new skills, new spaces to learn, new skills.

Many law schools teach skills for employability.

Not many include management skills.

Skills after Covid-19

New skills are set to emerge after the Covid-19 pandemic: data analysis, multidisciplinary skills...



How to grow in the level of skills

Low level

Basic skills: legal skills, writing skills, oral skills.

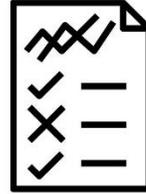
High level

More sophisticated skills:

- Employability related skills: mediation, sociology, cultural diversity, management, entrepreneurship, communication, leadership, client oriented and technology;
- Professional skills;
- Practice-orientated skills;
- Vocational skills;
- Analytical and critical skills;
- Skills in the new legal market: client-friendly communication, commercial understanding, financial literacy, networking, teamwork, collaborative problem solving, legal tech skills, project management, adaptability, resilience.

conclusions & recommendations

Relevant trends in Regulation



Regulation of the legal education and the practice of law is also a relevant trend

Regulation is a key topic on the current debate on legal education. It is usually considered a limitation to internationalisation.

Regulation is considered a smaller limitation when it comes to the increasing use of technology.

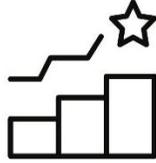
Regulation after Covid-19

The current pandemic has worsened the regulatory gaps for the legal education and the practice of law.

- Regulatory positions on the delivery of law programmes must be reviewed;
- Time and cost of law school, the curriculum, faculty composition, and the transition from degree factories to learning centres for life must be considered;
- Regulation must be designed to better serve legal consumers and society, not to shield lawyers from competition and access to justice.

conclusions & recommendations

Key Challenges

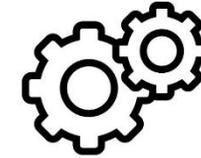


Most relevant challenge: Regulation of Legal Education and the legal profession

This is a key topic in the current debate on legal education.

Regulation is usually considered a limitation to internationalisation.

Regulation is considered a smaller limitation in terms of the increasing use of technology.
There is a new situation as a result of Covid-19.



Resources

The lack of resources are a limitation to internationalisation and inclusion of technology.

There is an increase in the cost / economic pressure on law schools.

conclusions & recommendations

Key Challenges per Region

UK and Ireland

Covid-19 and **Brexit** contributed to an ever-changing environment. Other challenges: (1) diversifying the postgraduate population, as part of diversifying income streams; (2) protecting staff research time; (3) looking after staff wellbeing more integrally; (4) making sure students acquire enough technological skills; and (5) social mobility.



Regulatory frameworks that govern access to the legal profession in England and Wales, in Scotland, and in Ireland are not perceived as posing too many obstacles to developments or innovations in legal education. The **new Solicitors Qualifying Examination (SQE)** in place from 2021 will pose less restrictions in England and Wales.

Law societies and **bar council** regulate entry to the profession, and there are requirements for a qualifying law degree; but there is in most law schools a degree of optionality and flexibility to choose from a range of optional modules.

US and Canada

Technology is changing societies - and their legal needs - at a very fast pace; there is an urgent need to **strengthen the connection** between education and the changes in the way law is being defined, understood, and practised.



Competition has grown: attracting both faculty and students is getting more difficult because of the economic context. Due to the Covid-19 pandemic, a significant decrease in students' enrollment is anticipated and, therefore, it is reasonable to anticipate that competition will become even more intense. Regulatory frameworks to access the legal profession are a **controversial issue**: regulation is established by the federal and local bars, along with the government education departments. It is **necessary** as it controls access to legal profession and has a relevant **influence** in law schools' **curricula**, but it is perceived as an **obstacle** for development and **innovation** in legal education.

conclusions & recommendations

Key Challenges per Region

Continental Europe

Law schools in Europe compete with other law schools, but this can change due to: (1) law firms to offer in-house legal education to non-law graduates, (2) other institutions other than law schools that will offer online legal education.

Main challenges: Internationalisation of legal education. Keeping up with technological changes. Preparing students for a profession in transformation. Diversity is also seen as a current challenge (ie, cultural diversity).

Regulatory restrictions: (1) access to legal profession: high protectionism, (2) content of legal education, (3) language of instruction (Language of instruction for some countries has to be local language). There is always some space to innovate.

Reforms for legal education: (1) Liberalisation in study programmes and language of instruction, (2) More practical pedagogy and teaching methodology.



South East Asia, Australia and Hong Kong

The biggest **challenge** is to ensure that we equip our students for the real world of 21st century legal practice, which is changing so rapidly.

The Covid-19 crisis is making institutions who have been reliant on international student enrolment look to find more domestic students. The regulatory frameworks sometimes constitute an obstacle to developments and innovation in regards to undergraduate programmes. The content of these programmes is heavily regulated and prescribed and tends to reflect traditional approaches to the practice of law. These **regulatory** frameworks limit, to some extent, the offering of a more international legal education.



conclusions & recommendations

Key Challenges per Region

Asia (Including Russia)



Technological developments will alter current legal system significantly (use of new and disruptive technologies, artificial intelligence in legal education). It is significant in changing the teacher's attitude towards the educational process.

Some schools find regulation as **excessively constraining their freedom, and innovation** (curriculum, pedagogy, and freedom of faculty members, credits, teaching hours, reporting, admissions, and faculty hiring). Demand for more **'space' for freedom of action**, greater 'flexibility' to achieve excellence based on their comparative advantage.

Some of the positive sides of regulation: setting of **entry-thresholds and minimum standards for law schools**; bringing in organisation and order to legal education; predictability; transparency; and nexus between law schools and legal practice (this is due to the fact that in some cases the regulator is the Bar itself).

Other challenges relate to the different diversity gaps found in the Asian legal education (ie, gender diversity).

LAT-AM



Internationalisation, technological challenges and management of the legal profession are the main challenges to be considered in legal education.

There seems to be **regulation** with respect to the **content of the legal education** they offer as well as **access to the profession**, but not in terms of the language of instruction.

In some jurisdictions, there is **more room for innovation in the teaching law**, while in others, it is **more restricted**. Some institutions consider that the regulatory framework should be **more flexible** in terms of content and teaching methodologies.

As for the current **regulation of legal professions**, interviewees were unanimous in pointing out **limitations that curb or inhibit innovation**.

Africa



Attracting and retaining faculty due to the pay factor constitutes a major **challenge**, as does an inadequate preparation level of students.

Regulatory frameworks to access the legal profession are not considered an obstacle to innovation and do not limit international legal education. Applicable regulations constitute an obstacle to increase the use of technology at law schools. Under normal circumstances, increasing the use of **technology** is not approved or is very limited, but there are now less restrictions due to the Covid-19 pandemic.

Legal education should respond to the demands for competent and **professional training** and keep in touch with market trends and international best practices.

Diversity gaps in legal education are one of the three most relevant challenges in this region.

Areas to improve include the admission of unqualified students.

final conclusions

Conclusions



- **Internationalisation** is recognised in the legal education sector as a key trend. Many law schools are introducing elements of internationalisation but only some law schools are on their way to achieving full internationalisation of legal education.



- **The use of technology was a trend before Covid-19.** Due to Covid-19, the use of technology as a tool is a basic need.



- **Skills** are also a relevant trend in legal education. Basic skills (legal, oral and writing skills) are adopted by the vast majority of law schools. However, more sophisticated skills should be incorporated for the new legal market: client-friendly communication, commercial and financial understanding, networking, teamwork and legal tech skills.



- **Regulation of legal education and access to the legal profession** are limiting the space for innovation (including internationalisation) in legal education. **But some law schools do still find ways to be flexible.**



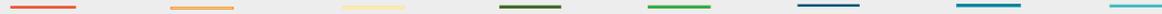
- **Diversity of students and faculty** members is seen as an increasing challenge in legal education in most regions. Not only in terms of internationalisation, but also diversity in its different variables: diversity in terms of location (rural/regional), gender diversity and cultural diversity.



- **The Covid-19 pandemic** has disrupted the previous necessities in the legal education sector. **Technology** becomes the first and main trend for legal education. Globalisation/internationalisation stands now behind the other trends. Other challenges such as **mental and physical health** or **equality** in terms of the access to legal education have emerged due to the pandemic.

04

ANNEXES



Annexes

- **Annex i** – Literature – research articles
- **Annex ii** – Universities list (websites research)
- **Annex iii** – Survey questions
- **Annex iv** – Interview participants
- **Annex v** – Interview questions
- **Annex vi** – Covid-19 research news and articles

Globalization

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Globalization

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annex ii

universities list web research

Region I: UK and Ireland

- University of Aberdeen
- University of Bristol
- University of Cambridge
- University of Durham
- University of Edinburgh
- University of Essex
- King's College London
- University of Lincoln
- London School of Economics
- The University of Manchester
- Maynooth University
- Oxford University
- Queen Mary University of London
- Queen's University (Belfast)
- University of Sheffield
- University of Strathclyde
- University of Sussex
- University College Dublin
- University College London
- University of York

Region II: USA and Canada

- Yale University
- Stanford University
- Harvard University
- De Paul University
- Columbia University
- New York University
- University of Pennsylvania
- University of Virginia
- University of Michigan
- Duke University
- Washington and Lee University
- Illinois Institute of Technology (Chicago-Kent)
- Texas A&M University
- City University of New York
- University of Wisconsin
- North Carolina Central University
- University of the Pacific Mc George School of law
- Washington University Saint Louis
- Temple University
- Tulane University
- UC Hastings College of Law
- University of Missouri
- University of Georgia
- University of Denver
- University of Kansas
- University of Miami
- George Washington University
- University of Kentucky
- University of Illinois at Chicago
- American University
- Southwestern Law School
- Georgetown University
- Suffolk University
- Pepperdine University
- Samford University
- Regent University
- Roger Williams University
- University of California, Berkeley
- University of Chicago
- Cornell University
- Northwestern University
- Vanderbilt University
- Case Western Reserve University
- University of Texas - Austin
- Elon University
- Charleston School of Law
- Vermont Law School
- Indiana University - Maurer School of Law
- University of British Columbia
- University of Alberta
- University of Manitoba
- University of Toronto
- York University
- Queen's University
- University of Montreal
- McGill University
- University of Quebec at Montreal
- Dalhousie University
- University of New Brunswick
- University of Moncton

annex ii

universities list web research – cont'd

Region III: Continental Europe

- IE University
- Universidade Católica Portuguesa
- LMU Munich
- Université Paris 1 Panthéon-Sorbonne
- Bocconi University
- Leiden University
- KU Leuven
- Lund University
- University of Vienna
- University of Copenhagen
- Koc University
- ESADE
- EBS Universität
- Sciences Po
- Tilburg University
- Gothe Univerisity Frankfurt
- University of Turin - Law Department
- University of Amsterdam
- University of Zurich
- Ghent University
- Albert-Ludwigs-University Freiburg
- Universite Lyon III Jean Moulin
- Urtrecht University
- Universite libre de Bruxelles
- Universidad Complutense de Madrid
- Ruprecht-Karls-Universität Heidelberg
- Paris Dauphine University
- Sapienza University of Rome
- Maastricht University
- University of Geneva
- UC Louvain
- University of Helsinki
- Charles University
- Central European University
- Jagiellonian University
- University of Oslo
- Istanbul University
- Universitat Pompeu Fabra (UPF)
- Univerisdade de Lisboa
- Leuphana University
- Université de Strasbourg
- Università Cattolica del Sacro Cuore
- Vrije Universiteit Amsterdam
- Université de Fribourg
- University of Antwerp
- Stockholm University
- Anglo-American University
- University of Warsaw
- Aristotle University of Thessaloniki
- University of Bergen
- Universidad Pontificia Comillas
- Universidade de Coimbra
- Friedrich-Alexander-Universität Erlangen-Nürnberg
- Université Catholique de Lille
- Luiss University
- Radbound University
- Université de Liège
- Aarhus University
- University of Turku
- National and Kapodistrian University of Athens

annex ii

universities list web research – cont'd

Region IV: Southeast Asia, Australia and Hong Kong

- Australian National University
- Bond University
- Deakin University
- Griffith University
- La Trobe University
- The University of Newcastle
- University of New England
- Murdoch University
- Macquarie University
- Queensland University of Technology
- The University of Adelaide
- The University of Tasmania
- University of New South Wales
- University of Technology
- The University of Western Australia
- University of Sydney
- University of Melbourne
- The University of Queensland
- The University of Hong Kong
- The Chinese University of Hong Kong
- City University of Hong Kong
- Airlangga University
- Atma Jaya Catholic University
- Gadjah Mada University
- Jenderal Soedirman University
- Padjadjaran University
- Pancasila University
- Parahyangan Catholic University
- Tarumanagara University
- University of Indonesia
- University of Sumatera Utara
- Hanoi Law University
- Ho Chi Minh City University of Law
- University of Economics Ho Chi Minh City
- Chiang Mai University
- Chulalongkorn University
- Prince of Songkla University
- Rangsit University
- Thammasat University
- National University of Malaysia
- University of Malaya
- Islamic Science University of Malaysia
- Sultan Zainal Abidin University
- Ateneo de Manila University
- University of Philippines
- Royal Uni of Law & Economics
- Dagon University
- University of Mandalay
- University of Yangon
- University of Yangon
- Nanyang Technological University
- National University of Singapore
- Singapore Management University
- Singapore University of Social Sciences
- The University of Auckland
- Victoria University of Wellington
- University of Canterbury
- University of Otago
- Mawlamyine University
- Indonesia Jentera
- Narotama University
- University of Trunojoyo Madura
- Institute of Legal Science - Ministry of Justice

annex ii

universities list web research – cont'd

Region V: Latin America

- Benemérita Universidad Autónoma de Puebla
- Escola de Direito de São Paulo da Fundação Getúlio Vargas
- Instituto Politécnico Nacional
- Pontifícia Universidade Católica de São Paulo
- Pontifícia Universidade Católica do Rio de Janeiro
- Pontificia Universidad Católica de Chile
- Pontificia Universidad Católica de Valparaíso
- Pontificia Universidad Javeriana
- Universidad Externado de Colombia
- Universidad Adolfo Ibañez
- Universidad de Antioquia
- Universidad Austral
- Universidad Autónoma de Baja California
- Universidad Autónoma de Yucatán
- Universidad Católica de la Santísima Concepción
- Universidad de Antioquia
- Universidad de Buenos Aires
- Universidad de Chile
- Universidad de Colima
- Universidad de Concepción
- Universidad de Costa Rica
- Universidad de la Frontera
- Universidad de la Habana
- Universidad de los Andes
- Universidad de los Andes
- Universidad de Medellín
- Universidad de Monterrey
- Universidad de Puerto Rico
- Universidad del Rosario
- Universidad Diego Portales
- EAFIT
- Universidad la Gran Colombia
- Universidad Libre de Colombia
- Universidad Mayor
- Universidad Nacional Autónoma de México
- Universidad Nacional de Colombia
- Universidad Nacional de San Martín
- Universidad Peruana de Ciencias Aplicadas
- Universidad Pontificia Bolivariana
- Universidad San Sebastián
- Universidad Tecnológica de Monterrey
- Universidad Valparaíso
- Universidade de Brasília
- Universidade de São Paulo
- Universidade do Estado da Bahia
- Universidade Estadual de Londrina
- Universidade Estadual do Oeste do Paraná
- Universidade Estadual do Rio de Janeiro
- Universidade Federal de Goiás
- Universidade Federal de Minas Gerais
- Universidade Federal de Pelotas
- Universidade Federal de Santa Maria
- Universidade Federal do Paraná
- Universidade Federal do Rio de Janeiro
- Universidade Federal do Rio Grande do Sul
- Universidade Federal Rural do Semi-Árido
- Universidade Nove de Julho
- Universidade Presbiteriana Mackenzie
- Universidade Vale do Itajaí
- Universidade Vila Velha

annex ii

universities list web research – cont'd

Region VI: Asia (including Russia)

- China University of Political Science
- Renmin University of China
- Peking University
- Tsinghua University
- East China University of Political Science and Law
- Wuhan University
- Southwest China University of Political Science and Law
- Nanjing University of China
- Shanghai Jiaotong University
- Zhongnan University of Economics and Law
- Jilin University
- University of International Business and Economics
- Zhejiang University
- Xiamen University
- Beijing Aerospace University
- Beijing Normal University
- Nankai University
- Northwest University of Political Science and Law
- Liaoning University
- Fudan University
- National Law School of India University
- Lomonosov Moscow State University
- National Research University Higher School of Economics
- Saint Petersburg State University
- Moscow State Institute of International Relations
- Novosibirsk State University
- National Research Tomsk State University
- Kazan Federal University
- Academy of Labour and Social Relations
- Dostoevsky Omsk State University
- Ufa Law Institute of Ministry of Internal Affairs
- Saratov State Academy of Law
- Russian State Academy of Intellectual Property
- The State University of Management
- Moscow University of Finance and Law
- The Russian Presidential Academy of National Economy and Public Administration
- South Ural State University
- Voronezh State University
- Tomsk state University of Control Systems and Radioelectronics
- Moscow City Teacher Training University
- Moscow State Linguistic University
- National Law School of India University
- IIT- Kharagpur
- National Law School of India University
- National Law School of India University
- O.P. Jindal Global University
- National Law School of India University
- National Law School of India University
- Delhi University
- University: - National Law School of India University
- National Law School of India University
- Savitriai Phule Pune University
- National Law School of India University
- National Law School of India University
- Symbiosis University
- National Law School of India University: Law School: - Damodaram Sanjivayya National Law University, Visakhapatnam; Chanakya National Law University, Patna and the National Law University, Cuttack

annex ii

universities list web research – cont'd

Region VII: Africa

- Alexandria University (AU)
- Ambrose Alli University
- Assiut University
- Bayero University Kano
- Behna University
- Beni Suef University
- University of Cairo
- Ghana School of Law
- University of Liberia
- Makere University
- National University of Lesotho
- Nelson Mandela University
- Obafemi Awolowo University
- North West University
- Rhodes University
- Sierra Leone Law School
- Stellenbosch University
- Strathmore University
- Tanta University
- University of dar es salaam
- Badji Mokhtar University/Annaba University
- University of Botswana
- University of Calabar
- University of Cape Town
- University of Fort Hare
- University of Ghana
- University of Ibadan
- University of Johannesburg
- University of Kwazulu-Natal
- University of Lagos
- University of Limpopo
- University of Lome
- University of Malawi
- University Of Nairobi
- University of Nigeria
- university of pretoria
- Sfax University
- University of South Africa
- University of the Free State (UFS)
- University of the Witwatersrand, Johannesburg
- University of Venda (UNIVEN)
- University of the Western Cape
- University of Zambia
- University of Zululand

annex iii

survey questions

- Which kind of institution are you?
- Do these international elements apply to your law school
- Does your law school provide Dual / Joint programs with a University in a different jurisdiction?
- Does your law school provide programs to train students in at least two different legal systems?
- Is your law school trying to attract larger numbers of international students?
- Is your law school faculty international?
- Is your law school currently trying to expand the international content of the programs?
- What is the situation of enrollment of the undergraduate student population in your law school programs?
- What is the situation of enrollment of the graduate student population in your law school programs?
- What is the situation of enrollment of international students in your law school programs?
- Do you perceive an increased competition amongst law schools in your region to attract students and faculty?
- Does your law school compete with law schools in other regions (other countries) to attract students and faculty?
- Does your law school focus on employability skills by teaching communication skills?
- Does your law school focus on employability skills by teaching management skills?
- Does your law school focus on employability skills by teaching practice-related skills?
- Is your school growing in multidisciplinary programs?
- Does your law school offer management courses within the legal programs?
- Is the faculty in your law school trained to use technology as a teaching tool?
- Does your law school offer law students the possibility to solve simulated legal disputes in electronic environments (on line dispute resolution)?
- Does your law school offer law students the possibility to learn subjects such as data analytics and/or coding?
- Does your law school provide online teaching?
- Do you consider that the regulatory framework that governs access to the legal profession constitutes an obstacle to offering a more international legal education at your law school?
- Do you consider that the academic regulations constitute a limitation to design programs with a more international approach?
- Do you consider that the applicable academic regulations constitute an obstacle to increase the use of technological teaching solutions at your law school?

annex iii

survey questions cont'd

- Do you consider that the academic regulations constitute an obstacle to increase the content of technology-related subjects within the curriculum at your law school?
- In your region, are law schools the only legal institutions responsible for training lawyers?
- Do you compete with other institutions different to law schools?
- Do you consider that financial resources are a major constraint for developing the following aspects at your law school?
- Have you experienced an increase of costs in the delivery of legal education in the recent years?*refers to costs to law schools
- Do you think that legal education is becoming more expensive over time?
- Have you experienced an increase economic pressure on law school to grow in revenues and profitability?
- Which do you consider the major challenge for your law school?
- Please state the other major challenges to your law school?
- Do these international elements apply to law schools in your region?
- Do law schools in your region provide programs to train students in at least two different legal systems?
- Do you think law schools need to attract more international students by offering programs that are more attractive for them?
- Do you think law schools need to attract international faculty?
- Do you think law schools need to expand the international content or programs?
- Does your institution offer training for lawyers on communication skills?
- Does your institution offer training for lawyers on management skills?
- Does your institution offer training for lawyers on practice-related skills?
- Do you think it is necessary for law schools to prepare students for employment by teaching communication skills?
- Do you think it is necessary for law schools to prepare students for employment by teaching management skills?
- Do you think it is necessary for law schools to prepare students for employment by teaching practice-orientated skills?
- Do you think law schools should offer multidisciplinary programs
- Do you think law schools should include technology as part of their programs in Law, by introducing some courses on Legal Technology?
- Do you think law schools should offer programs fully focused on law and technology?
- Is the regulation to access the legal profession an obstacle for offering a more international legal education in your region?
- In your region, are law schools the only legal institutions responsible for training lawyers?
- Does your institution compete with law schools in legal education activities?
- Which do you consider the major challenges in legal education?

Region I: UK and Ireland

- Professor Alexander Turk, Kings College, University of London, Vice Dean of International and External Relations
- Professor Claire Mcgourlay, The University of Manchester, Professor of Legal Education
- Dr Andreas Rühmkorf, The University of Sheffield, School of Law, Director of Learning and Teaching
- Mr Stephen Denyer, Law Society of England and Wales, Director of Strategic Relationships • Dr Mary Catherine Lucey, University College Dublin, Sutherland School of Law, Head of Internationalisation
- Professor Paul James Cardwell, University of Strathclyde, Law Department
- Professor Martin Hogg, University of Edinburgh, School of Law, Head of School
- Mr Rob Marrs, Law Society of Scotland, Head of Education

Region II: USA and Canada

- American University Washington College of Law: Jeffrey Lubbers, Professor of Practice in Administrative Law.
- Berkeley Law: Amy Utstein, Director of Administration.
- Berkeley Law: Charles Weisselberg, Faculty Director (Sho Sato Program in Japanese and U.S. Law).
- McGill University: Dean Robert Leckey, Full Professor Samuel Gale Chair.
- Northwestern Pritzker School of Law: Vice Dean James B. Speta, Elizabeth Froehling Horner Professor of Law.
- Stanford Law School: Sergio Stone, Deputy Director and Foreign, Comparative, and International Law Librarian.
- Syracuse University College of Law: Antonio Gidi, Teaching Professor of Civil Procedure, Class Actions, Torts, and Comparative Law.
- Texas A&M University School of Law: Guillermo García, Associate Professor of Law.
- UCLA School of Law: Peter L. Reich, Academic Director, Law and Communication Intensive.
- University of Arizona, James E. Rogers College of Law: Sergio Puig, Director of the International Trade and Business Law Program.
- University of Ottawa: Teresa Scassa, Canada Research Chair in Information Law and Policy, and Full Professor.
- University of the Pacific, McGeorge School of Law: Mary-Beth Moylan, Associate Dean for Academic Affairs and Experiential Learning, Professor of Lawyering Skills
- Clinical Legal Education Association (CLEA): Jeffrey R. Baker, Member at the Board of Directors of the CLEA, and Assistant Dean of Clinical Education and Global Programs at Pepperdine University.
- National Association of Attorneys General (NAAG): Amy Tenney, Director of the National Attorneys General Training and Research Institute (NAGTRI).
- White & Case (Mexico City Office): Román González Melo, Senior Associate.

annex iv

interview participants

Region III: Continental Europe

- Javier de Cendra, Dean - IE Law School
- Dean Vervaeke - Tilburg Law School
- Laura Carlson, Director of International Affairs - Stockholm University
- Amnon Levi, Dean - Harry Radzyner Law School.
- Bertil Oder, Dean - Koç Üniversitesi Law School.
- Bernhard Waldmann, Dean - Universität Freiburg
- Dean Korbeld- Radboud University Nijmegen, Faculty of Law.
- José María Alonso, Dean - Ilustre Colegio de Abogados de Madrid (ICAM)
- M^a Eugenia Gai, Dean - Ilustre Colegio de Abogados de Barcelona (ICAB).
- Ulrikke Weinreich Krogbeck, Head of Strategy & Projects, Association Danish Law Firms - Danish Law Firm Association.
- Pierre Berlioz, Director - Barreau des avocats Paris / EFB.
- M. Olivier Coussi - École de formation professionnelle des barreaux de la cour d'appel de Paris (EFB).

Region IV: Southeast Asia, Australia and Hong Kong

- Lewis Patrick, Chief Academic Officer - The College of Law Australia.
- Keith Thompson, Professor, Associate Dean - Notre Dame University Australia

Region V: Latin America

- Jorge Gutiérrez & Pilar Sánchez – Undergraduate Degree Director and his assistant - School of Law, Universidad de los Andes, Colombia.
- María del Pilar García- Executive Director - Instituto Colombiano de Derecho Tributario, Colombia.
- Alfredo Chirino- Dean of the School of Law, Universidad de Costa Rica.
- Gabriel Bocksan- Dean of the School of Law, Universidad de Chile
- Professor Oscar Vilhena, director at FGV São Paulo Law School (FGV);
- Professor Arthur Laércio Homci, at Centro Universitário do Pará (CESUPA);
- Professor Beatriz Rosa, at Universidade de Fortaleza (UNIFOR);
- Professor Mário Luiz Ribeiro at Centro Universitário da Fundação Educacional de Barretos and Chairman of the Exam Commission at the Brazilian Bar Association;
- Professor Felipe Chiarello de Souza Pinto and Professor Pedro Buck at Mackenzie Law School; and
- André Garcia, cultural director of the Associação dos Advogados de São Paulo (AASP).

Region VI: Asia (including Russia)

- Prof. Ma Huaide – Principal, China University of Political Science and Law
- Prof. Wang Yi – Dean, Renmin University of China
- Prof. Pan Jianfeng – Dean, Peking University
- Prof. Shen Weixing – Dean, Tsinghua University
- Prof. Ye Qing – Principal, East China University of Political Science and Law
- Prof. Feng Gui – Dean, Wuhan University
- Prof. Fu Zitang – Principal, Southwest University of Political Science and Law
- Prof. Ye Jinqiang – Dean, Nanjing University
- Prof. Kong Xiangjun – Dean, Shanghai Jiaotong University

Region VI: Asia (including Russia)

- Prof. Xu Diyu – Dean, Zhongnan University of Economics and Law
- Prof. Cai Lidong – Vice Chancellor, Jilin University
- Prof. Shi Jingxia – Dean, University of International Business and Economics
- Prof. Zhou Jianghong – Dean, Zhejiang University
- Prof. Song Fang Qing – Dean, Xiamen University
- Prof. Long Weiqiu – Dean, Beijing Aerospace University
- Prof. Lu Jianping – Dean, Beijing Normal University
- Prof. Fu Techeng – Dean, Nankai University
- Prof. Yang Zongke – Principal, Northwest University of Political Science and Law
- Prof. Yangsong – Vice Chancellor, Liaoning University
- Prof. Wang Zhiqiang – Dean, Fudan University
- Prof. Dr. Sudhir Krishnaswamy – Vice Chancellor, National Law School of India University, Bangalore
- Prof. Ranbir Singh – Vice Chancellor, National Law University, New Dehli
- Prof. Faizan Mustafa – Vice Chancellor, NALSAR University of Law, Hyderabad
- Prof. Padmavati Manchikanti – Dean, Rajiv Gandhi School of Intellectual Property Law, Indian Institute of Technology, Kharagpur
- Prof. Poonam Saxena – Vice Chancellor, National Law University, Jodhpur
- Prof. C. Raj Kumar – Dean and Vice Chancellor, Jindal Global Law School, Sonapat
- Prof. S. Shanthakumar – Director, Gujarat National Law University, Gandhinagar
- Prof. V. Vjayakumar – Vice Chancellor, National Law Institute University, Bhopal
- Professor Paramijt S. Jaswal – Vice Chancellor, Rajiv Gandhi National University of Law, Patiala
- Prof. Ved Kumari – Dean and Head of the Department, Faculty of Law, University of Delhi, Delhi

Region VI: Asia (including Russia)

- N.K.Chakrabarti – Vice Chancellor, The West Bengal National University of Juridical Sciences, Kolkata
- Prof. Dr. Dilip Ukey – Vice Chancellor, Maharashtra National Law University, Mumbai
- Prof. Subir K Bhatnagar – Vice Chancellor, Dr Ram Manohar Lohiya National Law University, Lucknow
- Ms Vaijayanti Joshi – Principal, Indian Law Society College, Pune
- Prof. Dr. K.C. Sunny - Vice Chancellor, National University of Advanced Legal Studies, Kochi
- Prof. V.C Vivekanandan – Vice Chancellor, Hidayatullah National Law University, Raipur
- Dr. Shashikala Gurpur – Director, Symbiosis Law School, Pune
- Prof. S. Surya Prakash – Vice Chancellor, Damodaram Sanjivayya National Law University, Visakhapatnam
- Justice Mridula Mishra – Vice Chancellor, Chamakya National Law University, Patna
- Prof. Srikrishna Deva Rao – Vice Chancellor, National Law University, Cuttack
- Victor Antonovich Sadovnichy – Rector, Lomonosov Moscow State University
- Yaroslav Kuzminov – Rector, National Research University Higher School of Economics
- Nikolay Kropachev – Rector, Saint Petersburg State University
- Torkunov Anatoly – Rector, Moscow State Institute of International Relations
- Mikhail Fedoruk – Rector, Novosibirsk State University
- Eduard. V Galazhinskiy – Rector, National Research Tomsk State University
- Bakulina Lilia – Dean, Kazan Federal University
- Maltsev Vitaliy – Dean, Academy of Labour and Social Relations
- Konovalov Igor – Dean, Dostoevsky Omsk State University
- Hanakhmedov Aleksey - Head of the Institute, Ufa Law Institute of Ministry of Internal Affairs
- Ilgova Ekaterina – Rector, Saratov State Academy of Law

Region VI: Asia (including Russia)

- Arakelov Alexander – Rector, Russian State Academy of Intellectual Property
- Mouse Fedor – Director of Institute, The State University of Management
- Zabelin Alexey – Rector, Moscow University of Finance and Law
- Ershov Nikander – Dean, Russian Presidential Academy of National Economy and Public Administration
- Elena Titova – Director of Institute, South Ural State University
- Yuri Starilov – Dean, Voronezh State University
- Krasinsky Sergey – Dean, Tomsk State University of Control Systems and Radioelectronics
- Dmitry Rostislavlev – Director, Moscow City Teacher Training University
- Voronin Mikhail – Director, Moscow State Linguistic University

Region VII: Africa

- Iréna Wasserfall – Director UCT Law School
- Allan Mukuki – Director, International Partnerships, Strathmore Law School

Globalization/Internationalization

- How does your Law School approach internationalization? Which activities / projects have you developed to promote a more international legal education?
- Do you have a strategy to attract more international students? If so, could you briefly describe it?
- Do you have a strategy to offer a more international legal education (in terms of content)? Could you briefly describe it?
- Does your Law School grow at a comparable rate in national and international students?
- Do you perceive an increasing trend in law students' mobility?

Technology

- Does your Law School offer online or blended programs (part face to face, part on line)?
- Does your school include contents on technology as mandatory or elective courses? If so, which ones?
- Is most of your faculty familiar with the use of technology as a teaching tool?
- Does your school join forces with the legal profession or the public administration (for example, the judiciary) to develop legal tech tools or to debate about the legal tech needs? If so, do you have a formal or informal channel for this?
- Is your Law School faculty involved in research projects concerning law and technology? Could you briefly describe them?
- Does your School have a program (e.g. an incubator) to develop law and technology solutions?

Regulation/Liberalization (Legal profession and legal education)

- Do you consider that the regulatory frameworks that govern access to the legal profession in your jurisdiction and higher (legal) education constitute an obstacle to developments or innovation at your Law School? If so, could you explain why?
- Do the abovementioned regulatory frameworks limit the offering of a more international legal education at your Law School? *We refer here to limitations dictated by the access to the legal profession regulator such as language of teaching and national / domestic content of the programs that poses difficulties to teach in other languages and/or to include content that is international.
- Do you consider that the applicable regulations constitute an obstacle to increase the use of technological teaching solutions at your Law School? (i.e., some countries limit the use of online teaching in official programs).
- Do you consider necessary a reform of legal education in your country? Is so, in which terms?
- Does your Law School collaborate with Bar Associations/Law Society/Law firms on a regular basis? Do you have a formal collaboration with any of these legal institutions in order to work on regulatory or market related issues?

annex v

interview questions – cont'd

Resources

- Do you believe there is a new economic context for Law Schools?
- Have you experienced an increased economic pressure on Law Schools within your region to grow revenues and profitability?
- Have you experienced an increase of costs in the delivery of legal education?
- Is legal education becoming more expensive for students? If so, which is/are the reason/s?
- Do you consider that financial resources constitute a major constrain to develop the internationalization of the Law School?
- Do you consider financial resources as a major constrain to develop the use of technology in the Law School, both as a teaching tool and as a content?

Employability related Skills

- Are you aware of a disconnection between legal education and the practice of law?
- Are you aware of a mismatch between the skills students develop at Law School and the skills the professional market requires?
- Which are the new skills that the legal market is demanding?
- How does your school train students with employability, communication and management skills?
- Does your Law School offer career advice to students? Does it offer assistance to find placements in the job market?
- Are your students aware of emerging changes in the legal marketplace (e.g. the rise of alternative legal service providers)? Do your students consider those emerging players as career options, and if so how do they compare them vis-à-vis other players? Does your Law School offer students support to develop a career in these kinds of emerging jobs?
- Does your Law School train students in professional ethics and professional identity? Which are the courses and approximate hours of teaching?
- How do you increase the sensitivity among students with ethical issues that can arise in legal practice?

Multidisciplinarity

- Do you believe there is a trend for multidisciplinary programs in Law Schools? If so, how does your Law School respond to this trend?
- Which non-legal areas do you include in your programs? (I.e. finance, accounting, economics, science, technology ...)
- Do you teach entrepreneurship in your Law Schools?
- Do you promote entrepreneurship among law students? If so, how do you do this?

annex vi

covid-19 research news and articles

Source	Author	Country	Date Accessed
https://www.hewitsons.com/latest/news/impact-of-covid-19-on-legal-education	Saffa Mir	UK	05.20.2020
https://onlinelibrary.wiley.com/doi/full/10.1002/cala.40274	Michael R. Masinter	US	July 2020
https://www.forbes.com/sites/markcohen1/2020/04/14/covid-19-and-the-reformation-of-legal-culture/#49763c41171d	Mark A. Cohen	US	04.14.2020
https://taxprof.typepad.com/taxprof_blog/2020/04/legal-education-will-never-be-the-same-after-covid-19-online-is-here-to-stay.html	Paul Caron	US	04.15.2020
https://www.thehillstimes.in/featured/impact-of-covid-19-pandemic-upon-legal-education/	Syed Badrul Ashad	India	05.17.2020
https://www.africanwomeninlaw.com/post/challenges-and-opportunities-posed-by-covid-19-to-legal-education-in-kenya	Nancy Baraza	Kenya	06.02.2020
https://onlinelibrary.wiley.com/doi/full/10.1002/cala.40274	Michael R. Masinter	US	July 2020
https://www.usnews.com/education/blogs/law-admissions-lowdown/articles/the-impact-of-the-coronavirus-on-legal-education	Gabriel Kuris	US	08.24.2020
https://excessofdemocracy.com/blog/2020/3/thinking-about-higher-education-legal-education-and-covid-19	Derek Muller	US/Global	03.04.2020
https://blog.lemontech.com/educacion-legal-y-covid-19/	R. Mery	Spain	05.05.2020
https://www.abajournal.com/news/article/entering-a-new-era-of-legal-education	Ari Kaplan/Lutz-Christian Wolff/Stephen Gallagher	Asia	04.24.2020
https://www.thefacultylounge.org/2020/03/tips-for-teaching-law-classes-online.html	Non recognised author	US	03.07.2020
https://www.forbes.com/sites/markcohen1/2020/08/13/post-pandemic-legal-education/#3983965c75d2	Mark A. Cohen	US/Global	08.13.2020
http://www.slaw.ca/2020/10/01/back-to-law-school-covid-style/	Erika Chamberlain	US	10.01.2020

