



Developing a Blueprint for Global Legal Education



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I. PROJECT DESCRIPTION

The **International Bar Association**, as the organization that represents the global voice of the legal profession, has engaged over the last year in intense work to study the trends that are shaping the future of legal services, with a particular focus on the impacts of globalization and technological disruption. Some results of the ongoing work can be found here: <https://www.ibanet.org/Task-Force-on-the-Future-of-Legal-Services.aspx>. This important work has already identified a number of key drivers of change that need to be considered in light of broader changes affecting legal systems as a whole, including higher legal education. Legal educators need to be aware of and involved in those reflections in order to deliver their mission more effectively, and to do so in close coordination with other stakeholders involved in law and legal systems, including, inter alia, law firms, in-house lawyers, national bars and organizations representing the legal professions and regulators. This is therefore a highly ambitious and important undertaking that requires a concerted effort from all those involved in shaping the future legal architecture of a global society.

The **Law Schools Global League** <https://lawschoolsgloballeague.com/> brings together 25 law schools that share a strong vision about the need to promote a global approach to legal education, research and impact upon society at large.

This **research project** by the LSGL for the IBA “Developing a Blueprint for Global Legal Education” would have as its overarching objective the development of a “blueprint” outlining a range of key challenges, ranked by importance and categorized by region, facing law schools globally together with existing and suggested responses that selected schools are already taking or could adopt. The “blueprint” shall thus identify the main key trends, challenges, and opportunities emerging in legal education in the current times.

The **key goals** of this project are:

- To understand how globalization, technology, and 4th industrial revolution, amongst other drivers, impact legal education globally.
- To identify the challenges that are common to legal education around the world, while recognizing the significance of local contexts (cultural, regulatory, historical, etc.) that frame these challenges.

- To identify and understand the main responses to those challenges by law schools, globally, in particular in official degrees.
- To identify the main challenges still present as well as the negative consequences of lack of adaptation.
- To develop common/shared solutions to the challenges while recognizing the necessity of locally-sensitive solutions.
- To generate a compendium of best practices, per jurisdiction.
- To generate a model or blueprint to assist law schools navigate the paradigm change.
- To disseminate and implement the model working with key stakeholders.

The **outcome** would be **general** enough to be of value to, at least:

- Law schools, whether of a public or private nature, across the world.
- Employers in the public and private realm.
- Regulators.
- Professional organizations.

At the same time, the **outcome** would be **precise** enough to be of real, practical value for its recipients, and will be widely distributed so as to maximize its impact.

II. METHODOLOGY AND CONTENT

1. Key deliverables:

The key deliverables of the project shall consist of:

- A **written report** with analysis, responses, challenges and best practices, globally and per world region.
- A “**blueprint**” to assist law schools in navigating the paradigm change:
 - Relevant to all law schools globally;
 - Sensitive to local circumstances;
 - Sensitive to the missions, structures and resources of law schools.
- A **plan** to disseminate and implement the model working with key stakeholders:
 - International, regional and national presentations of report/model;
 - Implementation by LSGL and other associations.
- A **scientific work (book)** to gather all the different works and papers developed as a result of the project.

2. LSGL Region representatives:

This project will identify all the existing challenges, trends and solutions along different world regions regarding global legal education. For this purpose, approx. seven regions of the world have been demarcated and a LSGL member/research team¹ will take charge of each one of them:

- Region I: UK
- Region II: US/Canada
- Region III: EU
- Region IV: South East Asia & Australia & Hong Kong
- Region V: Latin America
- Region VI: Asia (w/ Russia & China & India)
- Region VII: Africa

These seven regions have been distributed to all the coordinators and supporters’ universities as follows:

¹ IE will coordinate, gather and unify all the information and the outcomes obtained by all regions.

	Region	Coordinator	Resercher/Contact	Position	Academic position	Contact Details
Project Coordinator		IE Law School	Dr. Soledad Atienza	Senior Researcher	Vice Dean, IE Law School	Soledad.Atienza@ie.edu
Region I	UK	University of Edinburgh	Dr. Veronica Ruiz Abou-Nigm	Researcher	Director of Internationalisation & Senior Lecturer in International Private Law, School of Law, University of Edinburgh	V.Ruiz.Abou-Nigm@ed.ac.uk
Region II	US/Canada	Instituto Tecnológico Autónomo de México	Ana María Zorrilla Noriega	Researcher	Coordinator of the Law and Public Policy Clinic, Department of Law, Instituto Tecnológico Autónomo de México	Ana.Zorrilla@itam.mx
		Supported by Northwestern Pritzker School of Law	Carole Silver	Supporter	Professor of Global Law and Practice, Northwestern Pritzker School of Law	C-Silver@law.northwestern.edu
Region III	EU	IE University	Dr. Sonsoles Arias	Researcher	Law Professor, IE Law School & Tilburg Law School	Sonsoles.Arias@ie.edu
		Tilburg University	Prof. Ianika Tzankova	Researcher	Law Professor, IE Law School & Tilburg Law School	I.N.Tzankova@uvt.nl
Region IV	South East Asia, Australia & Hong Kong	University of New South Wales Law	Michael Legg	Researcher	Director of the Law Society of NSW Future of Law and Innovation in the Profession research stream in the Allens Hub for Technology, Law and Innovation, University New South Wales Law	M.Legg@unsw.edu.au
Region V	Latin America	Universidad de los Andes	Dr. Eleonora Lozano	Researcher	Director & Associate Professor, Faculty of Law, Universidad de los Andes	Elozano@uniandes.edu.co
		Supported by Fundação Getulio Vargas (only for Brazilian area)	Dr. Marina Feferbaum	Supporter	Head of the Teaching Methodology Area, FGV Law, Sao Paolo	Marina.Feferbaum@fgv.br
Region VI	Asia (w/ Russia, China & India)	Jindal Law School	Dr. S.G. Sreejith	Researcher	Vice Dean and Executive Director, Centre for International Legal Studies, Jindal Law School	sgsreejith@jgu.edu.in
		Supported by Higher School of Economics University	Maria Filatova	Supporter	Associate Professor & Chair of Judicial Power, Higher School of Economics, Moscow	Mafilatova@hse.ru
		Supported by China University of Political Science and Law	Liu Kunlun	Supporter	Deputy Director of Center for Legal Education Research & Evaluation, CUPL	liukunlun11@163.com
Region VII	Africa	University of Cape Town	Dr. Kathy Idensohn	Researcher	Deputy Dean of Undergraduate Studies, Faculty of Law, University of Cape Town	Kathy.Idensohn@uct.ac.za

An **Advisory Board** will be designated for counselling purposes. The proposed members of the Advisory Board are:

- Gillian Douglas, Professor of Law and Executive Dean at Dickson Poon School of Law, Kings College London (UK).
- Jorce Cerdio, Professor of Law and Director of Access to Justice Center at ITAM University, Ciudad de Mexico (Mexico).

- Kimberly A. Yuracko, Judd and Mary Morris Leighton Professor of Law and Dean at Northwestern Pritzker School of Law, Chicago (USA).
- Simon Chesterman, Professor of Law and Dean at National University of Singapore (NUS) Faculty of Law.
- George Williams, Anthony Mason Professor and Dean at UNSW Law, Sydney (Australia).
- Oscar Vilhena Vieira, Professor of Law and Dean of the School of Law at São Paulo of the Getulio Vargas Foundation (GVF), São Paulo (Brazil).
- Martin Hogg, Professor of Law and Head of School and Dean of Law at Edinburgh Law School, University of Edinburgh (UK).
- Vesselin Popovsky, Professor of Law and Vice Dean at Jindal Global Law School, India.
- Catalina Botero Marino, Professor of Law and Dean of the School of Law at Universidad de los Andes, Bogota (Colombia).
- Seung Wha Chang, Dean de Seoul National University School of Law.
- Aster Crawshaw, Council Member IBA SPPI.
- Scott Slorach, Professor of Law, York Law School.
- Andy Unger, London South Bank University.
- Angela Devereux, Swansea University.

The main task the Advisory Board embraces is overseeing the different steps and activities developed in the project. In particular, the Advisory Board will review:

- The lists of a selected number of Law schools made by all the regional coordinator in order to do the Law Schools website's research, according to Phase 1.
- The content and extent of the Survey implemented in Phase 2.
- The content and extent of the Interview implemented in Phase 2.
- The content and extent of the report and the blueprint drafted according Phase 3.

An **Executive Committee** will be designated for management purposes and for the supervision of the project. The Co-Chairs of the Executive Committee will be:

- Javier de Cendra, Dean of IE Law School.
- Fernando Peláez-Pier, former President of the International Bar Association (IBA).

The designated members of the Executive Committee by the LSGL are:

- Amnon Lehavi President of the LSGL and Atara Kaufman Professor of Law at Harry Radzyner Law School, IDC Herzliya (Israel).
- Gonçalo Matias, President of the LSGL and Professor of Law and Deputy Director of the School of Law at Universidade Católica Portuguesa and the Católica Global School of Law.
- Javier de Cendra, Dean of IE Law School.

The IBA members of the Executive Committee are:

- Fernando Peláez-Pier, former President of the International Bar Association (IBA).
- Sara Hutchinson, Chair of the Section on Public and Professional Interest (SPPI) of the IBA.
- Ken Murphy, Chair of the Bar Issues Commission (BIC) of the IBA.
- Petra Zijp, former co-chair of the Capital Markets Forum of the IBA, member of the board LPD.

3. Phases.

The project research activities will be distributed in different steps or research phases, where the different region representatives shall take part in²:

- (i) A **first phase (Phase 1)** will deal with the study and analysis of all the outstanding **literature** regarding legal education and the law schools' **websites** over the regions.
 - A limited number of 60 analysed law schools' websites per region will be suitable for the purpose of the project. This will make approximately **420 law schools reviewed**. Prior to the beginning of this phase, the Advisory Board will be able to send an illustrative and non-mandatory list with potential law schools that will be analysed in each region. Each regional coordinator will decide the final list of law schools to be analysed.
 - For the literature, a **data analyst** shall gather the outstanding papers globally. The search will include around 70 terms (impact terms + population terms) in academic databases and or internet search. The data analyst will work in coordination with IE. The analysis will be limited to documents created after 2010.
- (ii) A **second stage (Phase 2)** of the project will deal with the sending of a **survey and interviews**.
 - The survey will be expected to be completed by **60 law schools, Bar associations and other legal organizations per region, this will make a total of 420 surveys**. The law schools can be the same (or can include additional ones) to the law schools analysed through the web sites. Before the survey is launched, every regional coordinator will prepare a list with the addresses of the survey (law schools, Bar associations and other legal organizations) in the region. Those lists will be sent to IE for review.

The survey design will be proposed by IE with the support of the data analyst and will be sent for validation to all regional coordinators. IE will consult experts in the legal sector and legal education in order to design the survey.

The survey will be analysed by the data analyst in coordination with IE and all regional coordinators.

The survey will be distributed through the IBA to its delegates. In particular, it will be distributed through the Bar Issues Committee (BIC); the Section on Public & Professional Interest (SPPI) and the Legal Practice Division (LPD).

Additionally, the survey will be also launched in open access by the IBA and the LSGL, in order to give the opportunity to any legal institution to participate.
 - The interview will be **answered by 15 law school's senior members/Deans** per region.

The interview questions will be designed by IE in coordination with all regional coordinators. IE will consult experts in the legal sector and legal education in order to design the interview.
- (iii) The **third phase (Phase 3)** will embrace the elaboration and development of a report and a blueprint stating the different outcomes obtained from the previous research work may in phases 1 and 2. IE will draft the report and blueprint (based

² All the information provided by the region representatives to IE will be translated into English language.

on the information gathered in phase 1 and 2 by regional coordinators. Regional coordinators and the Advisory Board will be in charge of the revision of both the report and the blueprint.

4. Subjects of analysis: law schools.

As stated before, the project main objective is the development of a written report as well as a “blueprint” outlining a range of key challenges, ranked by importance and categorized by region, facing **law schools** globally together with existing and suggested responses that selected schools are already taking or could adopt.

The subject of research will be **law schools** in the different world regions; however, other different kinds of stakeholders will be taken into consideration if the result of the desktop research in phase 1 shows relevant documents (reports, articles ...) by other institutions different from law schools.

Law schools’ websites research:

Subjects: law schools.

Total amount: 60.

In order to find and select the appropriate selected-law schools within each region, the 60 sample shall contain a number enough among all different types of law schools. By a way of example:

- Public and Private law schools
- International and Local law schools
- Religious affiliation and Non-religious affiliation law schools
- Independent and Dependent (part of a University) law schools
- Big and small law schools.

The Survey:

Addressees:

- Law schools, Bar associations and legal organizations in every region. Total amount (expected responses): minimum 60 per region.
- IBA’s delegates: Bar Issues Committee (BIC); Section on Public & Professional Interest (SPPI) and Legal Practice Division (LPD).
- Open Access (IBA website and LSGL website).

The Interview:

Addressees: Law school Senior members/Deans.

Total amount: 15 per region.

For the carrying out of the **interview** during **Phase 2**, an approximate number of 15 law school Senior members/Deans per region will be designated as interviewees.

5. Subject matter of analysis.

This **research project** shall identify the key **trends**, **challenges**, and **opportunities** emerging in **legal education** in the current times with existing and suggested **responses** that selected law schools are already taking or could adopt.

Thus, the main object of analysis will be how law schools face legal education nowadays and what are the main challenges, trends and solutions offered to those challenges.

For example, global **trends** within legal education could be:

- Globalisation

- Technology
- Skills mismatch
- Legal tech
- New forms of value creation
- Regulatory and innovation gaps of the University
- Internationalisation v. Regulatory gaps of the country
- Skills mismatch rate:
 - o New skill's demand
 - o National legal Employability v. International legal Employability.
 - Per region
 - Per country
 - o Employability skills rate
 - o Production of lawyers
 - o Traditional legal education rate
 - o New legal education rate
 - o Legal education v. practice of law
- Legal tech
- New forms of value creation
- Regulatory and innovation gaps of the University
- Internationalisation v. Regulatory gaps of the country
 - o Council of legal education

In order to search and identify the different trends, challenges, drivers and responses adopted, four specific tools will be utilized. Depending on the type of information, one of them will be used:

Literature and legal documents research

First search: Number: unlimited.

Languages: English, French, Spanish.

Key words and drivers for searching the different challenges:

- Industrial revolution/4th industrial revolution
- Comparative Law methodology
- International outlook / global outlook
- Global practice
- Global lawyer
- Legal education
- Industrial revolution/4th industrial revolution
- Technology
- Challenges legal education
- Legal globalisation
- Law students
- Law schools
- Law school's employability
- Legal profession
- Skills mismatch
- Legal technology
- Legal tech
- Value creation
- Gaps: regulatory gaps, innovation gaps
- Legal Innovation
- Council of legal education
- International Students

- International Professors
- International Research projects
- International degrees/dual degrees

Law school websites research

By a way of example, in order to get all the relevant **information** provided by the **law school websites**, the following information shall be gathered:

- LLB Studies Program.
- Legal & Tech Programs.
- International students. Data.
- International faculty. Data.
- Programs in English language. Data.
- Technology within the classrooms as a teaching tool.
- Online courses.
- Seminars/workshops/assignments related to global tech and collaborative economy companies.
- Exchanges Programs.
- Partnerships with global and international institutions/organizations (Dual Programs together with other universities abroad).
- International/Global Programs. Data.
- International PhD Program.
- International PhD students.
- International researches.
- International Dual Degrees.
- International/abroad job offers.
- International/abroad degree qualification.
- Open/limited access to legal practice for international students. Can international students work as lawyers in the country?
- Regulatory and innovation gaps of the university for granting internationalization. National Agency process.

III. TIMELINE. IMPLEMENTATION CALENDAR.

September 2019	Conference call with all Regional coordinators to give them all the information and work methodology
September 2019	Regional coordinators desk based research on law schools web sites
September - Oct. 2019	Data analyst will do research on legal education literature
October 2019	Send survey draft to IBA for confirmation
November 2019	Send survey to all world region participants/collaborators for its distribution in every region
December 2019	Survey closing date
January 2020	Send interview to all world region participants/collaborators
End January 2020	Submit all the responses obtained from the interviews
April 2020	Draft Report sent to Steering Committee and Advisory Board
May 2020	Advanced draft report
November 2020	Present Final Report IBA Annual Meeting in Miami