



the global voice of  
the legal profession®



# Future of Legal Services – Is the law still an attractive career to Gen Z?

International Bar Association

Authors: Alison Hook and Sundaram Balasubramaniam

The International Bar Association (IBA), established in 1947, is the world's leading international organisation of legal practitioners, bar associations, law societies, law firms and in-house legal teams. The IBA influences the development of international law reform and shapes the future of the legal profession throughout the world. It has a membership of more than 80,000 lawyers, 190 bar associations and law societies and 200 group member law firms, spanning over 170 countries. The IBA is headquartered in London, with offices in São Paulo, Seoul, The Hague and Washington, DC.

© 2024

International Bar Association  
Chancery House, 53–64 Chancery Lane  
London WC2A 1QS, United Kingdom  
[www.ibanet.org](http://www.ibanet.org)

**About the Future of Legal Services Commission:** Formerly known as the IBA Task Force on the Future of Legal Services, the IBA Management Board agreed to formally establish a commission to coordinate the IBA's activities and projects around the future of legal services – one of the key areas of focus for the whole organisation.

The aim of the Future of Legal Services Commission will be to analyse and report on the state of the legal profession, specifically looking at changing client demands, new entrants to the legal industry, regulatory changes and education, and digitisation/technology. Once this step has been completed, the Commission will recommend how to respond to these challenges affecting the profession and design projects and programmes to prepare the legal profession for the future.

All reasonable efforts have been made to verify the accuracy of the information contained in this report. The International Bar Association accepts no responsibility for reliance on its content. This report does not constitute legal advice. Material contained in this report may be quoted or reprinted, provided credit is given to the International Bar Association.

Cover image generated by Dall-E 3, Open AI

# Contents

<b>Executive summary</b>	<b>5</b>
<b>Is Gen Z losing interest in the law?</b>	<b>9</b>
Introduction	9
Why are we looking at this question now?	9
When will Gen Z enter the legal profession?	10
How this report will help	10
A note on methodology	11
<b>Is the market for new lawyers changing?</b>	<b>12</b>
Social/demographic factors	12
Technology issues	16
Economic factors	17
Policy/regulatory factors	18
What do all of these different factors mean?	20
<b>Does Gen Z have an interest in studying law?</b>	<b>21</b>
What has happened since the pandemic?	22
An increasingly mobile student population?	23
How have these developments affected the overall pool of available law graduates?	24
Conclusions	25

<b>Is Gen Z interested in legal careers?</b>	<b>26</b>
How do you become a lawyer?	27
Policy responses	29
<b>What does Gen Z want from a career?</b>	<b>31</b>
What are the career drivers for Gen Z?	31
Diversity	32
Purpose and progression	33
Financial security	34
Resilience	35
Social values	36
What kind of career does Gen Z want?	36
<b>What does this mean for the legal sector?</b>	<b>39</b>
For employers/law firms	39
For universities and training providers	40
For professional bodies, lawyer admission authorities and standard-setting agencies	41
<b>In conclusion</b>	<b>43</b>
The future of legal services?	43
What lies beyond Gen Z?	43
<b>Bibliography</b>	<b>44</b>
<b>Statistical notes</b>	<b>48</b>

# Executive summary

This report has been prepared for the IBA Future of Legal Services (FOLS) Commission. It addresses the question of whether Generation Z (Gen Z) is losing interest in careers in the law. The report draws on a wide range of international and national statistical sources, as well as an extensive body of academic literature and social surveys, to answer this question. It has been designed to look across a range of countries to ensure that the findings are relevant to as wide a range of jurisdictions as possible.

The following summarises the key findings.

## What is the environment shaping Gen Z's arrival in the workplace?

- **Gen Z will dominate new recruits into the legal profession for the next 20 years.**
- **Globally, there will be around 100 million more young people in the 18–25-year-old age range by 2035** compared to 2012, but their uneven distribution around the world will present different problems for different countries.
- While some European countries have experienced dramatic declines of between 30–40 per cent in the size of their 18–25-year-old populations over the past decade, many African countries have experienced an expansion of comparable size.
- At the same time, **participation rates in higher education have grown** everywhere. The World Bank reports that there has been more than a 120 per cent increase in enrolment in tertiary education globally over the past 20 years. Government policy to encourage the expansion of universities and greater emphasis on social inclusion have been key drivers of this trend, but the economic cycle, and legal education and training reforms, have also played a role.
- The potential impact of **technology has not yet influenced legal education consistently**. Although elite law schools are increasingly teaching tech courses to law students, the picture is very mixed.

**By 2030, Gen Z will account for more than 30 per cent of the global working population.**

## What is the evidence that Gen Z is losing interest in the law?

- Overall, there is **no statistical evidence of any fall-off in the relative attraction of law** as a subject of study. Over the past decade, law has consistently attracted between 0.5 per cent and 2.5 per cent of 18–25-year-old population cohorts. These proportions vary by country but are remarkably stable over time (apart from a notable Covid-19 effect).
- **The expansion of international education has been dramatic**, up nearly 30 per cent on 2014 and over 200 per cent on 2002. Law remains a popular choice among international students, accounting for an estimated four to five per cent of applications globally.
- **Progression rates from academic studies of law to qualification are very different**, ranging from four per cent of those enrolling in law degrees in Brazil, to 80 per cent or more in the US and Canada of Law School Admission Test (LSAT) applicants.
- **Qualification regimes vary widely in both length and the steps required**. In general, qualification as a lawyer is a lengthy process and could take a minimum of five to seven years, depending on the jurisdiction.
- **Different jurisdictions have different shapes of qualification funnels**, narrowing at different points when there are hurdles to qualification, and in some cases, offering points at which additional candidates can enter at different stages. Candidates for legal qualification may be put off by systems in which there are important barriers to qualification that are out of their control (eg, access to practical training placements).

**There is no statistical evidence of loss of interest in the law. Attraction rates across jurisdictions remain remarkably stable.**

**There are an estimated 200,000 to 300,000 potential lawyers of the future who will have acquired an international legal education.**

## What are the attitudes and values that shape Gen Z?

- **Five key drivers appear most influential in shaping Gen Z attitudes towards law as a potential career:**
  - **Diversity:** Gen Z wants to work in a diverse workplace and will call out what they perceive as harassment or micro-aggressions in the workplace. Eighty per cent had reported concerns of experiencing those issues at work and had called them out in the previous 12 months, according to a global survey of over 5,000 Gen Zers.
  - **Purpose and progression:** Gen Zers want to derive a sense of meaning from their work. The opportunity to learn, keep growing and to use their creativity are common themes across surveys. But while a degree of independence at work is highly prized by this generation, they are also keen to benefit from mentoring and support at work.

- **Financial security:** Gen Zers, regardless of country, have concerns about their personal financial situations. But they don't want to earn more money for its own sake, rather to ensure that their salaries are sufficient to support the lifestyles they aspire to.
- **Resilience:** Concerns about mental health are a major concern of Gen Zers around the world. This fuels their expectations of employers and affects the way in which they want to work. Flexibility is the watchword.
- **Social values:** The environment and sustainability are global themes for Gen Z, and shape who they want to work for and what they want to do.

## What does this mean for interest in legal careers?

- **Law meets the needs of Gen Z:** Surveys of the characteristics that Gen Zers might look for in an ideal career suggest that the legal sector should be a good match.
- **But they are not well prepared for the workplace:** Those Gen Zers already in the workforce have expressed general dissatisfaction (not specifically about legal training) with how they have been prepared for work by the education and training they have undertaken.
- **And they do not expect to stay long:** At least if evidence from other professions is an indication, nearly two-thirds of trainee accountants surveyed worldwide expected to have multiple careers in different disciplines in future, and more than half expected to move roles within two years.

## What conclusions can we draw?

The report pulls this body of evidence together into 16 points designed to prompt further reflection.

### *Four thinking points for training providers*

1. Prepare for a decade (at least) of instability and change
2. Build ability to support flexible learning and the need for a more diverse profession
3. Stay close to evolving sector needs for technological skills
4. Improve cross-border relationships and ability to cater for a more international legal sector

### *Six thinking points for employers*

1. Be prepared to radically alter traditional work cultures
2. Improve supervision and mentoring capacity
3. Mainstream sustainability
4. Target retention and cater for career flexibility
5. Build relationships with universities
6. Rethink recruitment strategies

### *Six thinking points for bar associations*

1. Seek to understand how wider demographic trends will play out locally
2. Re-engineer education and training systems to look forward and anticipate sector needs
3. Build broad, listening coalitions in the sector around future workforce needs
4. Build relationships with potential future lawyers and improve information available to them
5. Strengthen membership services to cater for more flexible careers
6. Be prepared for bigger regulatory changes

### **Concluding thought**

- The significance of Gen Z goes far beyond an HR issue. Because it arrives into the workplace at a time of profound change, driven by technology and changing demographics, this cohort will help to bring to the surface many of the underlying evolutionary currents shaping the legal sector and catalyse challenges to the status quo.



# Is Gen Z losing interest in the law?

## Introduction

This report has been commissioned by the IBA’s Future of Legal Services (FOLS) Commission to address the question of whether young people entering the workforce today are less interested in careers in the law than their forebears. Interest in this question has been prompted by an apparent decline in applications for university law courses in some jurisdictions, and widespread concerns about the ability of the legal profession to retain young talent.

To address this question, the report focuses on the cohort of individuals known as ‘Generation Z’ and on the evidence that exists about their attraction both to legal education and to professional legal qualifications across various jurisdictions.

## Why are we looking at this question now?

Generation Z (Gen Z)<sup>1</sup> covers individuals born between around 1997 and 2012. This means that the impact of the earliest Gen Zers who pursued higher education and professional legal qualifications, is just being felt in the job market now.



Figure 1: A portrait of the generations

Source: Pew Research Center

By 2030, Gen Z will account for more than 30 per cent of the working population.<sup>2</sup> These individuals are entering the job market as the first generation of tech natives, having grown up under the influence of social media and having been disproportionately affected by the Covid-19 years. The world that is ready to greet them is more geopolitically unstable and economically fragile than it has been in 50 years, but also facing new and frightening environmental instability.

This matters to the legal sector because it is a people business and will remain so for the foreseeable future, even with the greater use of artificial intelligence (AI) as an assistive tool. It is also a sector that has historically recruited individuals at the beginning of their working life and kept them until retirement, or death! Understanding whether Gen Z is still motivated by the idea of a legal career, and understanding what makes this generation tick, will therefore become a theme of growing importance to the legal sector over the coming years.

1 Michael Dimock, ‘Defining generations: Where Millennials end and Generation Z begins’ (Pew Research Center, 17 January 2019), see [www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins](http://www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins), accessed 16 October 2024.

2 Garen Staglin, ‘The Future Of Work Depends on Supporting Gen Z’ (Forbes, 29 August 2022), see [www.forbes.com/sites/onemind/2022/07/22/the-future-of-work-depends-on-supporting-gen-z/](http://www.forbes.com/sites/onemind/2022/07/22/the-future-of-work-depends-on-supporting-gen-z/), accessed 16 October 2024.

## When will Gen Z enter the legal profession?

The timeline below illustrates the earliest likely dates when Gen Z will begin to enter the legal profession. This generational cohort should dominate new recruits into the legal profession from the early 2020s until the early 2040s.

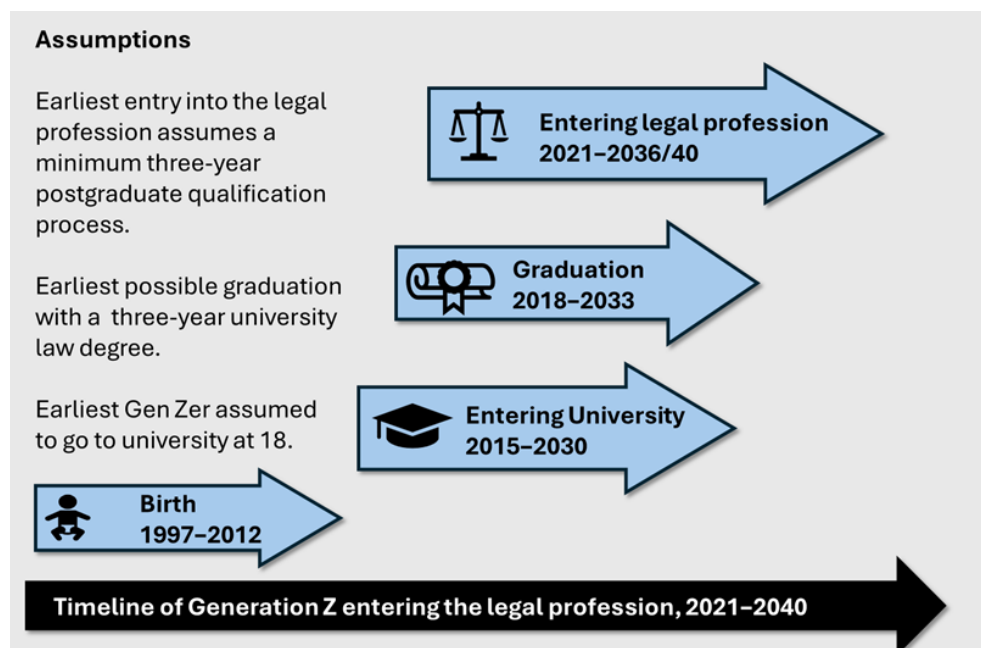


Figure 2: A timeline of Gen Z's arrival in the legal profession

Source: Hook Tangaza

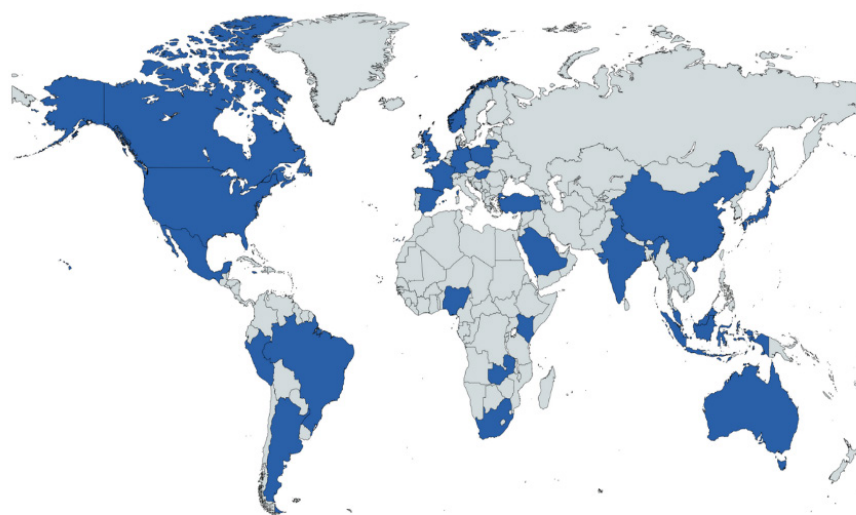
The earliest date that a Gen Zer is likely to have been able to enter the legal profession is probably around 2021. The actual date will vary from country to country, depending on the length of the higher education cycle and the stages required for qualification as a lawyer. Although the legal sector in some jurisdictions will already have had a couple of years of Gen Z graduate recruitment, others will only just be experiencing their first entrants in 2024/25.

## How this report will help

This report is intended to help FOLS understand the potential impact of Gen Z's presence in the legal workforce. It considers some of the drivers likely to be shaping the legal labour market for the first Gen Zers entering the world of work. It looks at the statistical evidence around both the Gen Z take up of academic legal studies and the demand for professional qualification, before also considering some of the academic literature and market studies into Gen Z more broadly. Finally, the report draws together some conclusions and recommendations for different stakeholders across the legal sector.

## A note on methodology

To reach conclusions that have as wide a relevance as possible for the IBA membership, the background research for this report has sought evidence from a group of 28 countries, shown below, who together represent 4.2 billion people (51 per cent of the global population) and who have a combined lawyer population of around 5.6 million lawyers.



### **The Americas**

Argentina, Brazil, Canada, Jamaica, Mexico, United States

### **Asia/Australasia**

Australia, China, Fiji, India, Indonesia, Japan, Malaysia, Singapore

### **Africa/Middle East**

Egypt, Kenya, Nigeria, Saudi Arabia, Zambia, South Africa

### **Europe**

United Kingdom (England & Wales), France, Germany, Lithuania, Norway, Poland, Spain, Turkey

Figure 3: The geographical coverage of the report

These countries were selected because they have very different population sizes and average incomes per head. They represent geographical diversity and different legal systems, and they have varied methods of regulating and qualifying new members of the legal profession. This level of diversity provides a reasonable basis for some broad conclusions that can hold at a global level.

Although data sources have been sought in all the countries listed above, the quality and continuity of the information available varies. The results highlighted in the body of this report are therefore drawn from the most consistent sources, mediated by an effort to make these as geographically diverse as possible, so what is reported here does not represent a full picture of all countries on every metric considered. Further notes on the data sources are available in the Statistical notes.

The report, especially in the section on the views of Gen Zers, also draws on the extensive literature and market reports about this new generation of workers. Studies have been carried out about the attitudes of Gen Z in most of the 28 countries looked at in this report: the most relevant highlights of the 30+ surveys and academic articles considered are summarised in the report body. A full bibliography is also attached.

Although the report describes factors affecting Gen Z's potential engagement in legal careers that are beyond the control of the legal sector itself, and emphasises the diversity of circumstances that apply across the jurisdictions examined, there are nonetheless recommendations that are made for the organised bar, for legal employers and FOLS to consider.

# Is the market for new lawyers changing?

Before looking at whether the career preferences of Gen Z are showing signs of diverging from those of previous generations, it is worth considering whether there are other supply-side market and environmental factors that might be attracting new lawyers to the market or pushing them away from it. Figure 4 illustrates some of the key STEP (social, technological, economic and political) influences that may be at play.

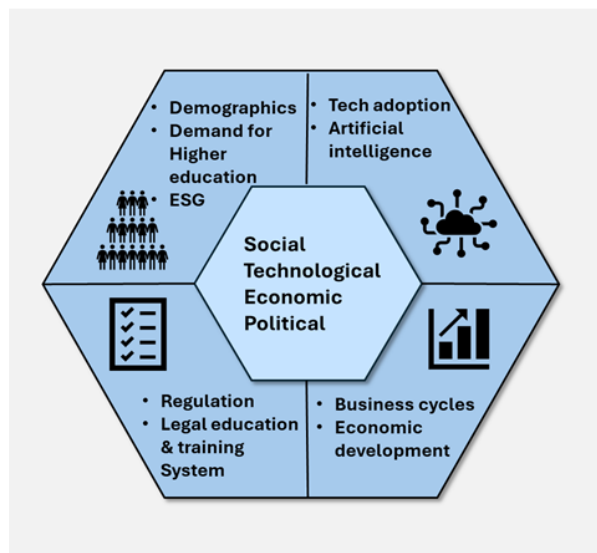


Figure 4: STEP influences on the demand for new lawyers

## Social/demographic factors

A key starting point for any consideration of the future supply of lawyers is what is happening to the available population from which future lawyers might be drawn. Although the absolute size of the Gen Z population means that there will be around 100 million more young people in the 18–25-year-old age range by 2035 compared to 2012, their distribution around the world will pose different problems for different countries. In Nigeria, for example, nearly 18 per cent of the total population in 2024 was between the ages of 18–25, while in Canada, Germany and Singapore this cohort only makes up between five to six per cent of the population. So, while Nigeria faces the challenge of how to create jobs for its young people, Canada, Germany and Singapore will in contrast face a growing challenge of an ageing working population.

But it is not just the relative importance of the 18–25-year-old population today that will impact on legal employers, but also how it is changing over time. Figure 5 shows how varied a picture this is across the world. While Germany, Lithuania and Poland have experienced significant falls in their 18–25-year-old population – of between 30–40 per cent in the period 2012-23 – Kenya, Nigeria and Zambia have experienced the reverse phenomenon. It is only in Africa, with modest exceptions elsewhere, that there has been any expansion in the student age population over the past decade.

Looking ahead to the next ten years or so, the picture is a little more mixed. Some countries will experience the effects of the Millennium population boom cohort reaching early adulthood, while others will see consistent shrinking of the proportion of their populations in the 18–25-year-old age group.

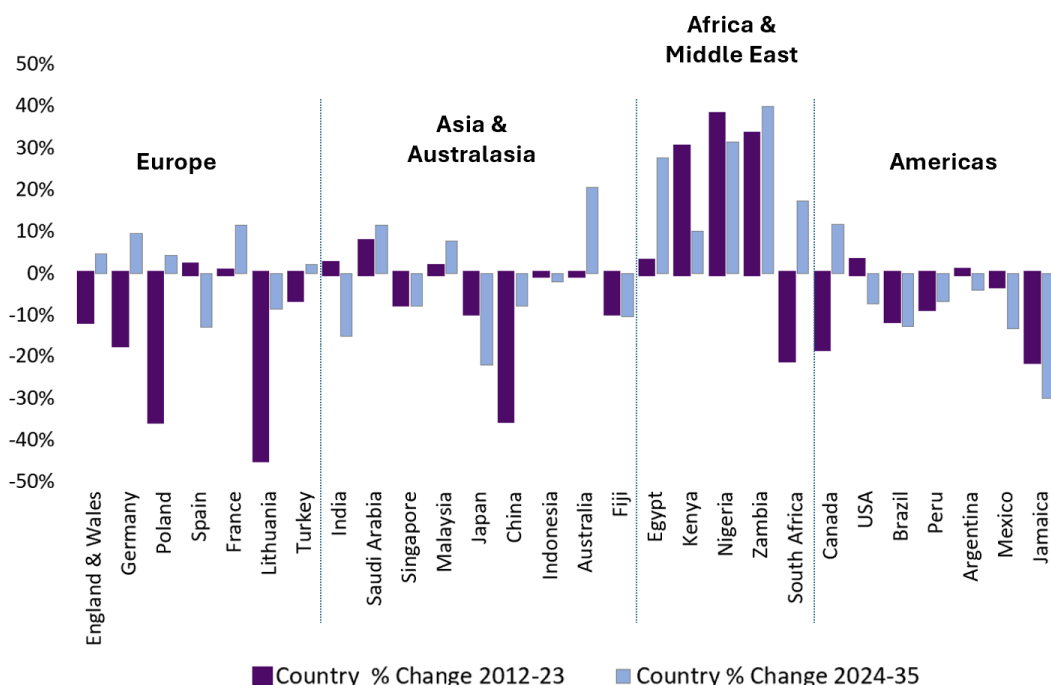


Figure 5: Change in number of 18–25-year-olds in the total population, 2012–35

Source: UN population statistics

The consequence of these population developments means there will inevitably be a smaller pool of young lawyers coming through in many countries, unless careers in the law gain a disproportionately larger share of the graduate market.

### Higher education participation rate

A factor that may also influence the overall availability of young talent in the law is the higher education participation rate. The World Bank reports that there are now 222 million students enrolled in tertiary education globally, up from 100 million in 2000.<sup>3</sup> Figure 6 shows how participation in higher education has increased across the board in the period 2012–22.

<sup>3</sup> ‘Tertiary Education Overview’ (World Bank), see [www.worldbank.org/en/topic/tertiaryeducation](http://www.worldbank.org/en/topic/tertiaryeducation), accessed 16 October 2024.

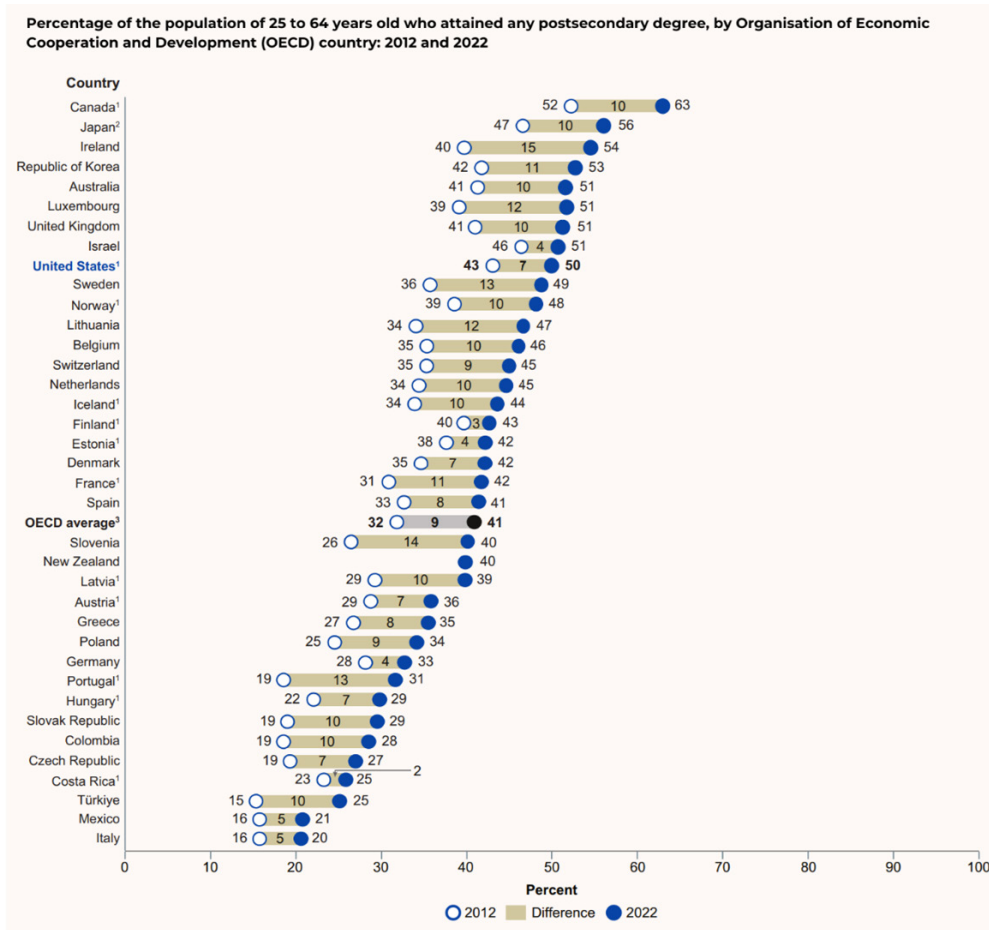


Figure 6: Changing participation rates in higher education, 2012–22

Source: OECD

Increasing participation rates act to some extent to counter the effects of a falling young population on the attractiveness of the law, since a greater proportion of that shrinking pool will potentially be eligible for qualification. In some countries the impact of higher participation rates at university is dramatic. In Egypt,<sup>4</sup> for example, because higher education is free to all Egyptians who meet the enrolment requirements, the number of students admitted to public Egyptian universities has soared in recent years as the population has increased. Reportedly around 38,000 students may be enrolled at the Cairo University law faculty at any one time, with an average of 5,000 students per graduating class.<sup>5</sup>

### ESG concerns

Environmental, social and governance (ESG) concerns driven by financial markets or UN Sustainable Development Goal (SDG) targets – which are policy tools implemented at a national level – are also shaping who obtains a university education.

4 Taher Aboueleid, *Legal education and technology in Egypt in an era of globalization* (Center for International Legal Cooperation, 2017) [www.cilc.nl/cms/wp-content/uploads/2017/12/Legal-education-and-technology-in-Egypt.pdf](http://www.cilc.nl/cms/wp-content/uploads/2017/12/Legal-education-and-technology-in-Egypt.pdf), accessed 16 October 2024.

5 From ‘Justice at a Crossroads: The Legal Profession and the Rule of Law in the New Egypt’, Report of the International Bar Association’s Human Rights Institute (IBAHRI, November 2011).

At a governmental level, there has been growing recognition of the importance of social inclusion in higher education, as the following non-exhaustive list of examples illustrate.



**United Kingdom:** The UK regulator of higher education requires universities that charge higher tuition fees to put in place an Access and Participation Plan, outlining the institution's commitment to widening participation, the targets, measures and resources that are devoted to these efforts, such as outreach programmes and financial support available.



**Australia:** Australia places an emphasis on equity and social inclusion, particularly through its Higher Education Participation and Partnerships Program (HEPPP), which supports students from disadvantaged socioeconomic backgrounds, Indigenous students, and those from regional or remote areas.



**Canada:** Canada's higher education policies include initiatives that target increased access for Indigenous students, students with disabilities, and those from low-income families. Different provinces have their own specific policies and programmes, such as Ontario's Student Assistance Program (OSAP), which offers financial aid to support equitable access.



**United States:** There are various federal and state level initiatives aimed at promoting diversity and inclusion in higher education. This includes affirmative action policies, scholarships for underrepresented groups, and programmes aimed at increasing college readiness and access for disadvantaged students.



**Germany:** Germany is also aiming to improve social inclusion in higher education through policies that support students from non-traditional backgrounds. Various financial aid programmes are available, such as through the BAföG (Federal Training Assistance Act), and initiatives to support the integration of refugees into higher education.



**South Africa:** South Africa has focused in the last few decades on transforming and decolonising its higher education system. This process has included the launch of initiatives to increase access for historically marginalised groups, such as Black South Africans and women. The National Student Financial Aid Scheme (NSFAS) provides financial assistance to underprivileged students.



**Brazil:** Brazil has introduced quota systems into public universities to increase the representation of students from disadvantaged backgrounds, including Afro-Brazilian and Indigenous populations. It also offers scholarships and financial aid to support students from low-income families.

These developments have a knock-on effect on the legal sector, since greater diversity in the university graduate pool will inevitably mean greater diversity in the candidates seeking to enter the legal profession when compared to the past. The question for the profession, picked up in later sections, is whether it is ready for this development, and whether it has the mechanisms and understanding to absorb candidates from very different backgrounds.

## Technology issues

Technology has also often been raised as a factor that will challenge how lawyers of the future are to be trained. As the influence of AI advances, the expectation to date has been that it could have a negative impact on both the availability of tasks on which new lawyers might be trained, as well as on the availability of entry level legal jobs. For example, a LawGeex Study<sup>6</sup> in 2018, which compared the performance of AI against human lawyers in reviewing non-disclosure agreements (NDAs), found that the AI system outperformed the humans with an accuracy rate of 94 per cent, compared to 85 per cent for the human reviewers.

Despite these concerns, AI has so far been slower to have a real impact in the legal sector than might have initially been expected. Views among lawyers working in different size firms and in different countries vary as to the speed and impact of AI on the sector, but there is nonetheless a broad consensus that training and education on emerging technologies is of growing importance for both new and existing lawyers.<sup>7</sup> The precise nature of the impact that AI and other new technologies will have on legal education is not yet known but the fact that it will have an impact is not held to be in doubt in any jurisdiction.<sup>8,9</sup>

The response to date has been very different and this may well impact on how potential lawyers of the future see their future careers and the options open to them. In some jurisdictions, most notably Singapore, the Ministry of Law has taken a proactive stance on technology education for lawyers. To better equip law graduates with the relevant digital skills, the Singaporean government is actively encouraging universities to introduce more technology elements into their curriculum.

In other jurisdictions, where such developments are left to the market, the result is a growing digital divide. In the US, for example, a survey of 197 US law schools in 2021 found that around a quarter were teaching at least one course with significant coverage of AI but also found that this was a trend reserved predominantly to elite institutions.<sup>10</sup> In Nigeria, academic commentators have flagged the risks that high unemployment among young lawyers could be exacerbated by the greater take-up of AI.<sup>11</sup>

The growth of technology may also open alternative pathways of employment in the legal sector through the creation of roles as legal operations executives or legal technologists. The UK law firm Slaughter and May, for example, has created a two-year graduate Legal Operations Training Programme, which is now in its third year. But such initiatives are small and have little effect on the mainstream market for law graduates.

---

6 Comparing the Performance of Artificial Intelligence to Human Lawyers in the review of Standard Business Contracts (LawGeex, February 2018), see <https://images.law.com/contrib/content/uploads/documents/397/5408/lawgeex.pdf>, accessed 16 October 2024.

7 See, for example, 2023 *Artificial Intelligence (AI) TechReport* (American Bar Association, 15 January 2024), [www.americanbar.org/groups/law\\_practice/resources/tech-report/2023/2023-artificial-intelligence-ai-techreport/](http://www.americanbar.org/groups/law_practice/resources/tech-report/2023/2023-artificial-intelligence-ai-techreport/), accessed 16 October 2024.

8 Joe Miller, 'Lawyers' skills will remain in demand, at least for the short term' (*Financial Times*, 22 September 2023), see [www.ft.com/content/ae66a138-18ca-4140-96ad-3e89522de9b0](http://www.ft.com/content/ae66a138-18ca-4140-96ad-3e89522de9b0), accessed 16 October 2024.

9 *Changes in Legal Education in the Digital Society of Artificial Intelligence* (conference paper, 11 July 2023), see [https://link.springer.com/chapter/10.1007/978-3-031-36833-2\\_12](https://link.springer.com/chapter/10.1007/978-3-031-36833-2_12), accessed 16 October 2024.

10 B Johnson and FX Shen, 'Teaching Law and Artificial Intelligence' (2021), 22 *Minnesota Journal of Law, Science & Technology* 23. Available at: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3863693](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3863693), accessed 16 October 2024.

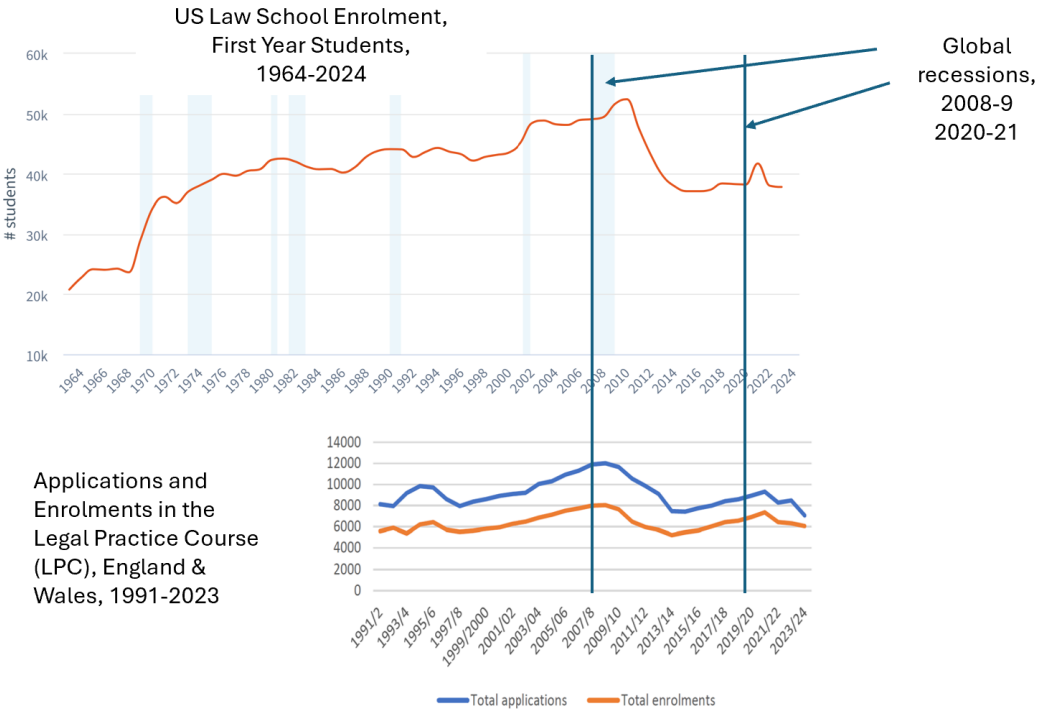
11 Chinuru Achinewhu, *Law Practice and Education in Nigeria: The Importance of Technology*, see ED629366.pdf, accessed 16 October 2024.



For the time being, therefore, many law schools face uncertainty about what they might need to do to prepare their students for the future world of work, given the cavernous gap between how the most sophisticated large law firms, the smallest firms and solo practitioners are using technology. The risk is therefore of very uneven exposure of law graduates to the technology skills needed for mid-21st century legal practice and a growing digital divide.

### Economic factors

There is also evidence that the economic cycle has a role to play in the supply and demand for legal qualifications. Figure 7 shows how applications for law school in the US and for the postgraduate Legal Practice Course in England and Wales have varied over recent decades in line with economic cycles of growth and recession. Both the UK and US experienced small blips in law school applications after the recessions of the early and mid-1990s, followed by a significant fall in the years after the global financial crash of 2008 and a further dip during Covid-19. The reaction of applicants to adverse economic events is often, as demonstrated on both the global financial crisis and Covid-19, to retreat to the security of a profession like law. The extent to which this is followed by a period of lower applications then appears to depend on how the market itself behaves, and whether jobs are readily available. Both US and UK law firms cut associate jobs savagely in the aftermath of the global financial crisis but learned from the adverse medium-term effects of this in time to behave differently during the Covid-19 recession.



**Figure 7: The economic cycle and applications to study law**

Sources: Law Hub<sup>12</sup> (US data), Central Applications Board (E&W data)

12 Law School Enrollment Trends, 1963-2023 (LawHub), see [www.lawhub.org/trends/enrollment](http://www.lawhub.org/trends/enrollment), accessed 16 October 2024.

The extent to which progression and employability influence university course choices also varies between countries<sup>13</sup> and systems of qualification.

In systems where there is either a post-first-degree bar examination, or a short professional course followed by a bar examination, the speed with which candidates can react to changing demand from the sector is much faster than in jurisdictions where there is a lengthy professional qualification path. In the latter systems, it is either likely that employers will face periods of ‘feast or famine’ borne out of delays in the impact of signals from the market on demand for qualifications, or that students will decide simply to take the risk that the employment situation will improve by the time they graduate. This is where the availability of alternative sources of graduate employment is likely to matter. This probably also explains why students still enrol in large numbers in law courses in Egypt, despite high graduate unemployment numbers, compared to countries in Europe or North America.

In some jurisdictions, employers may have a much more direct impact on the enrolment of students into postgraduate vocational programmes. In Ireland and Northern Ireland, for example, it is only possible for an aspiring lawyer to advance to the vocational stage of training (ie, law school), if they already have a contract of employment or equivalent with a lawyer who is willing to train them. In systems such as these, the market for attraction into the profession is controlled by the expectations of existing lawyers about their immediate needs for a trainee, rather than on the optimism or pessimism of those enrolling in law school that they will find a job on graduation.

## Policy/regulatory factors

Finally, there are regulatory and other policy factors that play a role in shifting the demand curve for legal qualifications.

When the relevant authorities in a jurisdiction make changes to the process of qualification as a lawyer, this can either have the effect of attracting new candidates or reducing interest as qualification gets harder.

For example, when ‘US-style’ law schools were introduced into Korea and Japan<sup>14</sup> in the mid-2000s, the number of individuals trying to qualify increased dramatically in both jurisdictions. Figure 8 shows the number of applicants to law schools in Japan from 2004 when the liberalisation occurred, and how this dropped off significantly as it became clear that the pass marks and pass rates for the bar exam were not going to rise in tandem with the increasing numbers that had become eligible to sit the bar exam.

---

13 See eg, ‘Labour market conditions and college graduation: Evidence from Brazil’ (ScienceDirect), see [www.sciencedirect.com/science/article/abs/pii/S027277572300050X](http://www.sciencedirect.com/science/article/abs/pii/S027277572300050X); Jemma Slings, ‘Quarter of law grads face unemployment after university’ (*Law Gazette*, 27 May 2021), see [www.lawgazette.co.uk/news/quarter-of-law-grads-face-unemployment-after-university/5108648.article](http://www.lawgazette.co.uk/news/quarter-of-law-grads-face-unemployment-after-university/5108648.article); Sarah Hallowell, ‘Employability is more important than ever to law school students’ (LexisNexis Blogs), see [www.lexisnexis.co.uk/blog/future-of-law/employability-is-more-important-than-ever-to-law-school-students](http://www.lexisnexis.co.uk/blog/future-of-law/employability-is-more-important-than-ever-to-law-school-students). All accessed 16 October 2024.

14 Mayumi Saegusa, ‘Why the Japanese Law School System Was Established: Co-optation as a Defensive Tactic in the Face of Global Pressures’ (27 December 2018), 34 (2), *Law & Social Inquiry*, 365. See [www.cambridge.org/core/journals/law-and-social-inquiry/article/abs/why-the-japanese-law-school-system-was-established-cooptation-as-a-defensive-tactic-in-the-face-of-global-pressures/7A2E4AC5FD73EEA610B6D442A82B7B58](http://www.cambridge.org/core/journals/law-and-social-inquiry/article/abs/why-the-japanese-law-school-system-was-established-cooptation-as-a-defensive-tactic-in-the-face-of-global-pressures/7A2E4AC5FD73EEA610B6D442A82B7B58), accessed 16 October 2024.

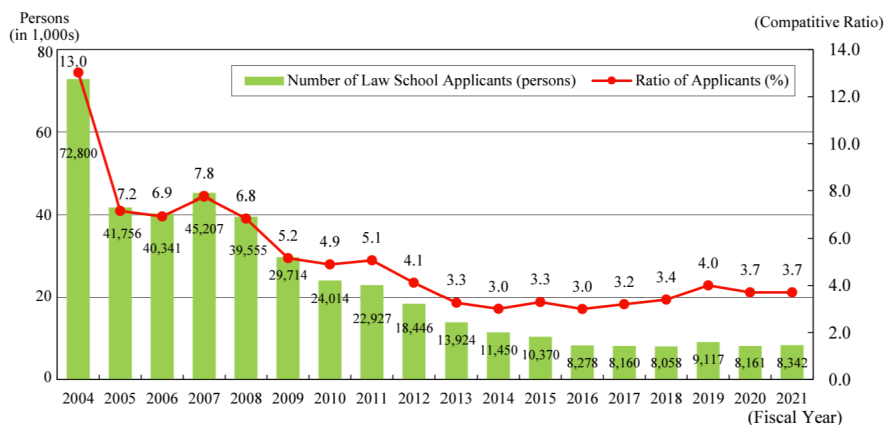


Figure 8: Change in Japanese law school applicants, 2004–21

Source: Japanese Federation of Bar Associations<sup>15</sup>

Policy developments can also act as driver of demand for law courses from international students, either because of deliberate efforts to promote educational opportunities to overseas students (see eg, Study Australia) or because governments in emerging markets (eg, Saudi Arabia<sup>16</sup> and Kazakhstan) have targeted the achievement of national skills development through sponsorship programmes to encourage young people to study abroad.

There are also push factors for students that have driven the growth in international student mobility. In some countries, there may be a lack of institutional availability or a shortage of places available on qualifying courses (eg, Ghana, parts of the Caribbean). In other countries (eg, Vietnam)<sup>17</sup> there is an expectation among prospective students that an international education will increase employability and earnings power in the longer term.

Figure 9 shows the estimated number of tertiary level students studying abroad in 2021, from the top 15 countries of origin. Although these were by no means all law students, law has traditionally been one of the more popular choices for international students (see later sections of this report).

15 Statistical Report on the Japanese Legal Profession (JFBA, 2018).

16 Rahaf Jambi, 'Saudi scholarship program aims to send 70,000 students abroad by 2030' (*Arab News*, 14 March 2022), see [www.arabnews.com/node/2041946/saudi-arabia#:~:text=Minister%20of%20Education%20Hamad%20Al-Sheikh%20said%20that%20the,200%20educational%20and%20training%20bodies%20worldwide%20until%202030](https://www.arabnews.com/node/2041946/saudi-arabia#:~:text=Minister%20of%20Education%20Hamad%20Al-Sheikh%20said%20that%20the,200%20educational%20and%20training%20bodies%20worldwide%20until%202030), accessed 16 October 2024.

17 Southeast Asian students increasingly considering "studying abroad" closer to home' (*ICEF Monitor*, 7 February 2024), see <https://monitor.icef.com/2024/02/southeast-asian-students-increasingly-considering-studying-abroad-closer-to-home/>, accessed 16 October 2024.

Country of Origin	Students Studying Abroad
China	1,021,303
India	508,174
Vietnam	137,022
Germany	126,359
Uzbekistan	109,945
France	105,790
United States	102,691
Syrian Arab Republic	99,050
Kazakhstan	91,860
Republic of Korea	90,196
Nepal	88,904
Brazil	87,071
Ukraine	85,251
Italy	85,030
Nigeria	84,797

**Figure 9: Internationally mobile students, 2021**

Source: UIS, UNESCO

For legal professions in both the origin and destination countries, the movement of large numbers of young people for study purposes has important consequences. In destination countries it will increase the breadth and depth of potential lawyer qualifiers where students wish, and are able, to remain after graduation and obtain a qualification where they have studied.

Countries of origin, on the other hand, may face the challenge of having to assimilate domestic students who have studied abroad but want to qualify locally. This is a phenomenon experienced by countries as diverse as Canada, Nigeria and Hong Kong. It also gave rise to the *Morgenbesser* judgment<sup>18</sup> from the European Court of Justice, in which the Court ruled that European Union Member States had to recognise all the academic and practical experience a candidate for admission to the national bar had gained in another EU Member State.

## What do all of these different factors mean?

This chapter has illustrated that there are many different ‘environmental’ factors at play in creating the demand for legal careers. Some of these are very long term (eg, demographic shifts) or lie outside the control of the legal sector itself (eg, the business cycle or the evolution of technology). Even in these cases, there are choices available to the sector in terms of how it reacts. These choices are explored later in the report; in the meantime, the next chapter focuses on evidence about how the demand for law courses is changing in different countries.

<sup>18</sup> See EUR-Lex - 62001CJ0313 - EN - EUR-Lex (europa.eu), accessed 16 October 2024.

# Does Gen Z have an interest in studying law?

One way of determining whether Gen Z is becoming less interested in the law is to consider whether there is any change in the relative number of individuals who are starting out on their journey to a legal career.

Virtually all lawyers start with an academic qualification in law – whether an undergraduate degree in law or a Juris Doctor (JD) degree. By looking at how the proportion of young people who are studying law is changing over time, we can gain some indication of whether the law is losing its allure to the next generation.

Figure 10 shows the number of law students as a percentage of the 18–25-year-old population across various jurisdictions. This metric allows us to neutralise the effect of a rising or declining population of young people and focus instead on whether interest in the law as a topic of study is increasing or decreasing.

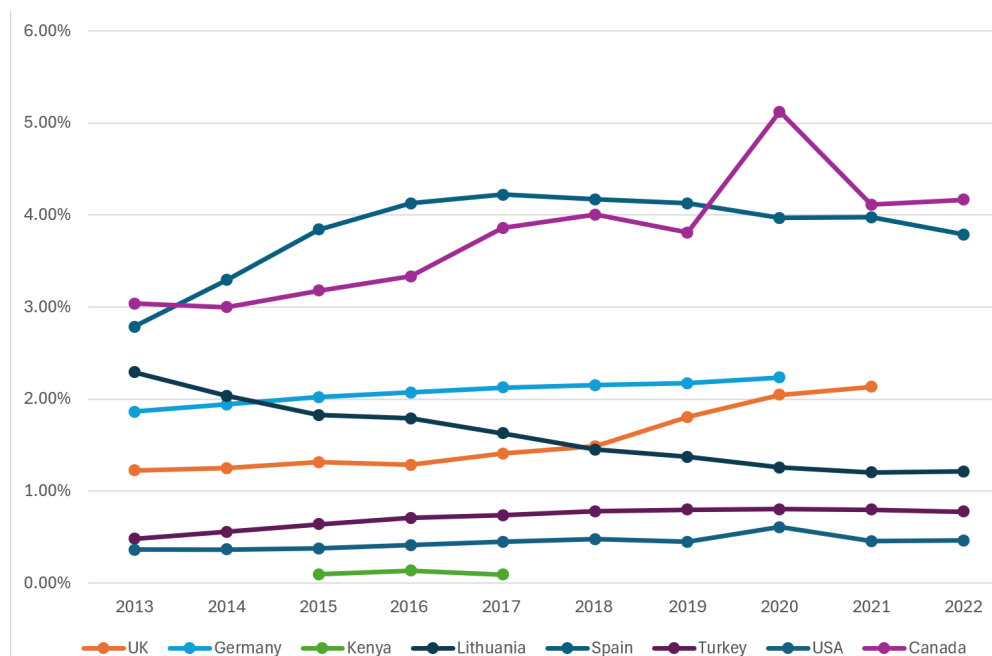


Figure 10: The proportion of 18–25-year-olds studying undergraduate law courses or applying for JD courses in law, 2013–22

Sources: Eurostat, OECD national statistics

Figure 10 depicts the demand for law courses as a proportion of the 18–25-year-old population since 2013, the first year in which a Gen-Zer would have been most likely to have gone to university. Data is shown for eight different jurisdictions to illustrate some key trends.

This shows that, on average, different jurisdictions for which an undergraduate law degree or JD is the entry point to a legal career attract between 0.5 per cent and 2.5 per cent of the 18–25-year-old population into the study of law. Emerging economies like Kenya tend to have much lower rates of attraction, reflecting the proportions of the population accessing higher education.

In general, there has been a stable or gently rising relative interest in studying law between 2013 and the most recent year available. Across 13 countries for which data is readily available, all (with the exception of Lithuania) experienced stable or modest increases in the proportion of the 18–25-year-old population studying law. The data does, however, suggest some interesting developments in the following countries.



**Spain:** The proportion of young people in Spain doing law degrees expanded massively in the period 2013–17 and has fallen back slightly since, but still sits well above most other countries. The larger proportion of young people in Spain enrolled in undergraduate law programmes also reflects the length of law degrees, which are four or five years long compared to three years for a first degree in the UK or France.



**UK:** The UK, and England and Wales in particular, has seen a significant expansion in university law programmes in the past two decades. There are now more than 1,200 different degree courses on offer in any academic year in the UK.<sup>19</sup>



**Lithuania:** Lithuania has experienced a major fall in its birth rate in recent decades and this has been compounded by a significant loss of young people, with an average of around 10,000 students choosing to study abroad in every year from 2017–21.<sup>20</sup>

Both the **US and Canada** experienced a significant Covid-19 impact on interest in pursuing a legal career, reflected in a jump in the number of LSAT takers.

Although figures are not yet available for 2022/23 enrolments for every jurisdiction, the Covid-19 pandemic appears to have created a temporary increase in some countries, after which there has been a return to trend. The lasting impact of Covid-19 is perhaps not seen in the numbers of applicants and enrolments for law courses, but in other aspects of career entry, which will be picked up later in this report.

## What has happened since the pandemic?

The suggestion is sometimes made that areas of study, like law, may lose out over time to other disciplines, particularly STEM subjects that governments are keen to promote to potential undergraduates.

One indication that law retains a broad appeal can be found in the reporting by global student application portals, who provide periodic snapshots of the most searched-for disciplines. Two examples of these are shown in Figure 11, from ApplyBoard, a Canadian student application portal, and Studypotals, a Dutch platform. ApplyBoard claims to have served 800,000 students in over 150 countries and Studypotals claims over 55 million visitors to its platform every year from more than 110 countries.

Both platforms have published data on recent searches which show that law remains one of the most sought-after courses for international study, with around a five per cent share of the market for international students. The data from Applyboard is particularly interesting to note, as it provides a time series for the period 2019–23 and a steady increase in international student interest in law courses.

---

<sup>19</sup> Data from the UK's Central University Admissions System: See [www.ucas.com](http://www.ucas.com).

<sup>20</sup> UNESCO UIS data.

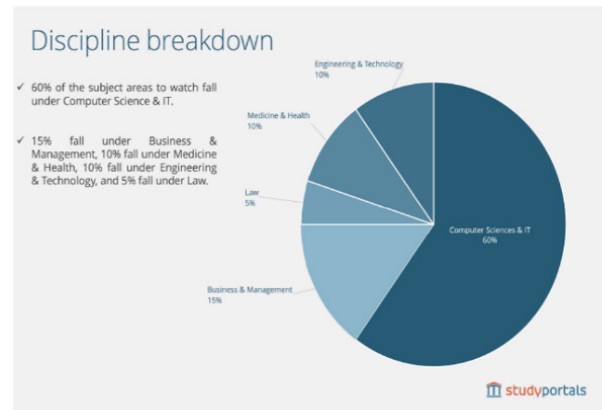
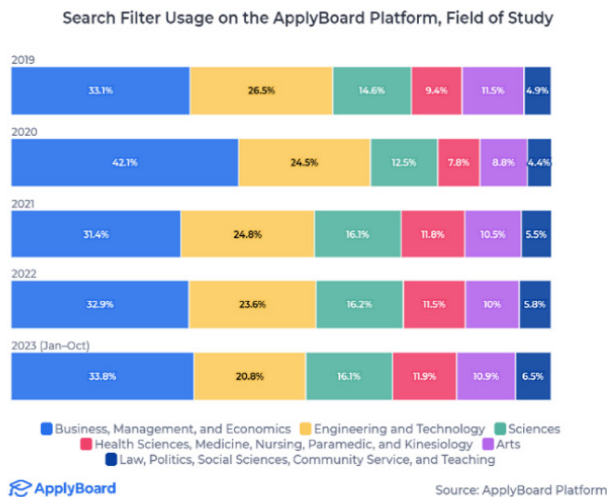


Figure 11: The attraction of law – international searches for courses of study

Sources: ApplyBoard, StudyPortals

## An increasingly mobile student population?

The growth in students studying across borders has been a notable phenomenon of the past two decades, with a reported 6.4 million tertiary level students studying abroad globally, up nearly 30 per cent on 2014 and over 200 per cent on 2002. If three to five per cent of these individuals are interested in studying law, this suggests that there are between 200,000 and 300,000 potential lawyers of the future who have acquired an international legal education, most likely coming from an increasingly diverse range of countries.

### International student interest in the law

A detailed breakdown for international students taking law courses is not available at a global level, but some useful statistics can be obtained at a national level from the largest international student host countries.

- The UK Higher Education Statistics Agency reported in 2023 that 15 per cent of undergraduates studying law in the UK came from outside the UK, as did 33 per cent of all postgraduate law students.
- In the US, LSAC reports that, in 2022, nine per cent of all LSAT test applicants were domiciled outside the US compared to five per cent in 2015.
- In Australia, students studying courses in the category of ‘Society and Culture’, which includes law courses, made up two per cent of newly enrolled international students in 2022.

The growing interest in studying abroad looks set to expand further as a wider range of countries enter the market for internationally mobile students. This brings with it new challenges, as illustrated by the example of Canada.

The Canadian National Committee on Accreditation,<sup>21</sup> which issues certificates of qualification to allow internationally trained candidates to gain entry to Canadian law schools, reported a 28 per cent jump in applications for assessment filed by internationally trained law graduates and lawyers between 2018–19. Although most applicants were Canadians who had gone to the UK, Australia and the US to obtain a law degree, there has also been a significant growth in Indian and Nigerian applications to join the Canadian route to qualification as a lawyer.<sup>22</sup>

## How have these developments affected the overall pool of available law graduates?

Although there is no evidence that the relative interest in studying the law compared to other alternatives is changing dramatically in any country, the size of the 18–25-year-old population and policy changes to higher education are certainly having an impact on the absolute number of law graduates who might then choose to become lawyers.

Figure 12 depicts how the available pool of business and law graduates has changed since Gen Z first entered the student population.

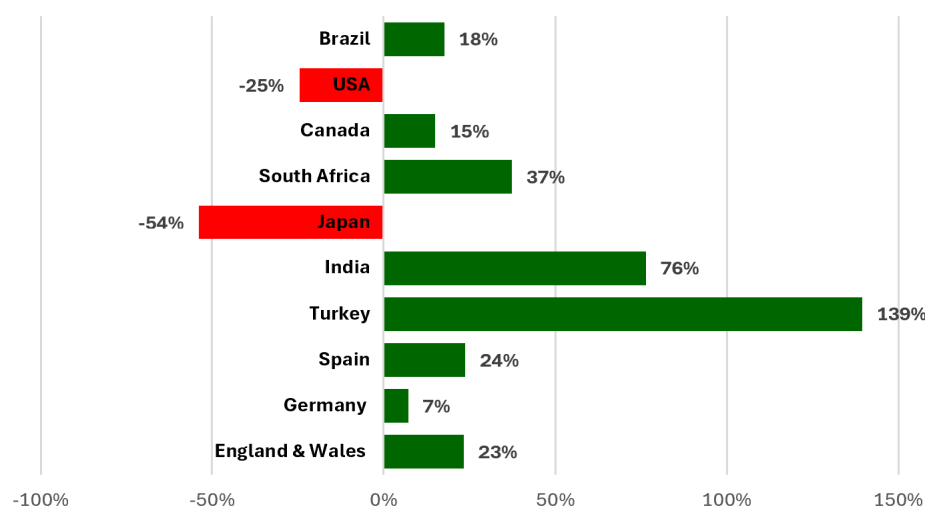


Figure 12: The changing number of law graduates, 2013–21

Sources: National statistics agencies

Overall, the supply of law graduates in most countries considered remains robust, with the obvious exceptions of the US and Japan. This graphic also underlines the point made in the previous chapter about the role of higher education policy in shaping the supply of students, including law students.

21 'Bar Admissions' (Federation of Law Societies of Canada), see <https://nca.legal/process/bar-admissions/>, accessed 16 October 2024.

22 See [www.FLSC.ca](http://www.FLSC.ca), accessed 16 October 2024.



In the case of Turkey, for example, the government’s policy decision to double the number of public universities between 2006 and 2014, coupled with grant and accommodation policies targeting greater access to higher education, resulted in participation rates that doubled to over 30 per cent by 2012, at a time when Gen Z was just beginning to enter university.<sup>23</sup>

## Conclusions

All of this suggests that there is no immediate cause for concern about the interest that Gen Z might have in studying law, although there are important environmental and demographic factors that might nonetheless affect the numbers and type of individuals who end up choosing to do so.

The next question to be addressed is whether the ongoing interest in studying law that seems to be evident among Gen Z translates into candidates for professional qualification.

---

<sup>23</sup> Sezgin Polat, ‘The Expansion of Higher Education in Turkey: Access, Equality and Regional Returns to Education’, (December 2017), 43, *Structural Change and Economic Dynamics*, 1. See [www.sciencedirect.com/journal/structural-change-and-economic-dynamics](http://www.sciencedirect.com/journal/structural-change-and-economic-dynamics), accessed 16 October 2024.

# Is Gen Z interested in legal careers?

Interest in studying law as an academic subject does not necessarily translate into interest in qualification as a lawyer. Various factors might be expected to come into play to influence conversion rates from law degrees to qualification, ranging from the time and complexity of qualification, cost and the availability of more attractive alternatives.

Figure 13 shows how academic legal studies translate into bar admission in different jurisdictions. It illustrates that in many cases, less than half of those who hold an eligible academic qualification can or have an interest in converting this into admission.

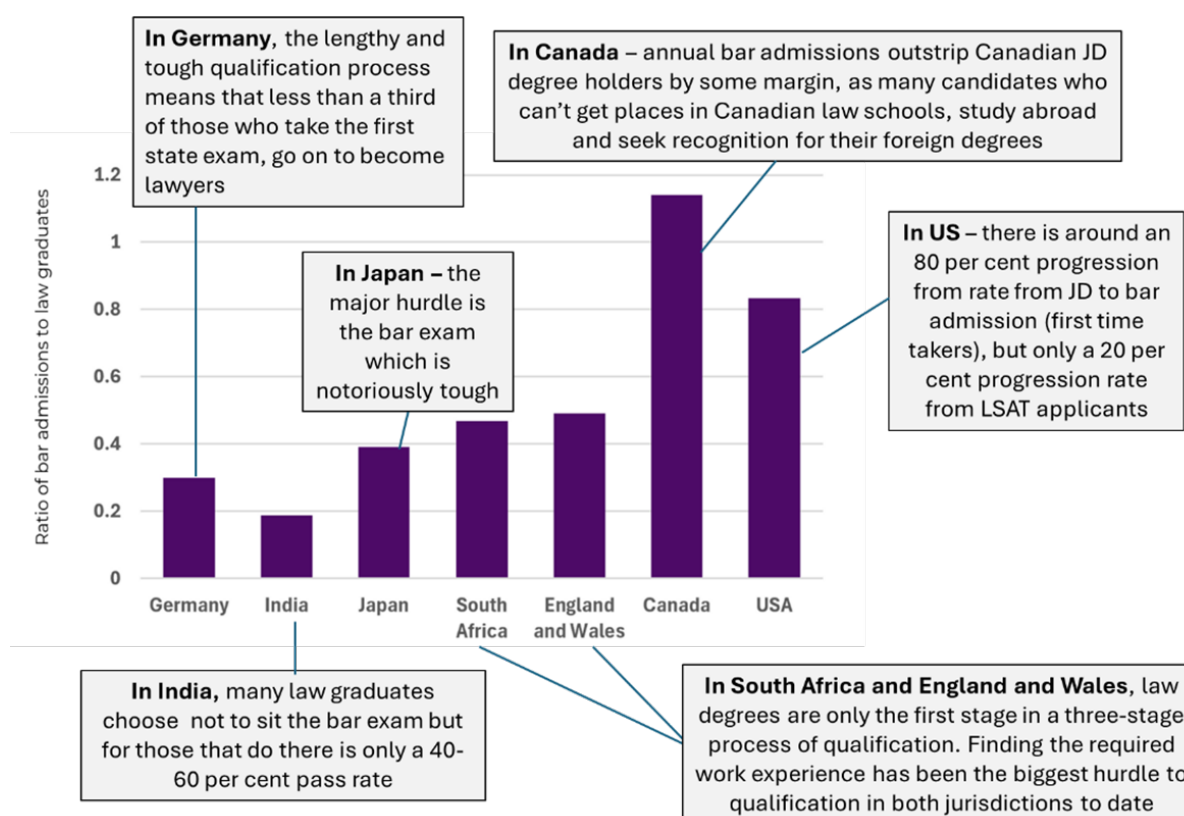


Figure 13: The ratio of bar admissions to law graduates, 2020–21

Sources: National statistics

The examples shown in Figure 13 illustrate the wide range of progression rates from law degree, ranging from less than 20 per cent in India to the equivalent of over 100 per cent (accounted for by the assimilation of foreign law degree holders into the bar admission process) in Canada. This underscores the fact that qualification regimes vary widely in both length and the steps required.

## How do you become a lawyer?

Figure 14<sup>24</sup> below illustrates that qualification as a lawyer can be a lengthy process and could take a *minimum* of between four to seven years, depending on the jurisdiction. These timescales also assume that transition between stages is seamless, whereas in reality it is not, leading to even lengthier qualification periods. This could well be a deterrent factor for a generation that is keen for rapid advancement.

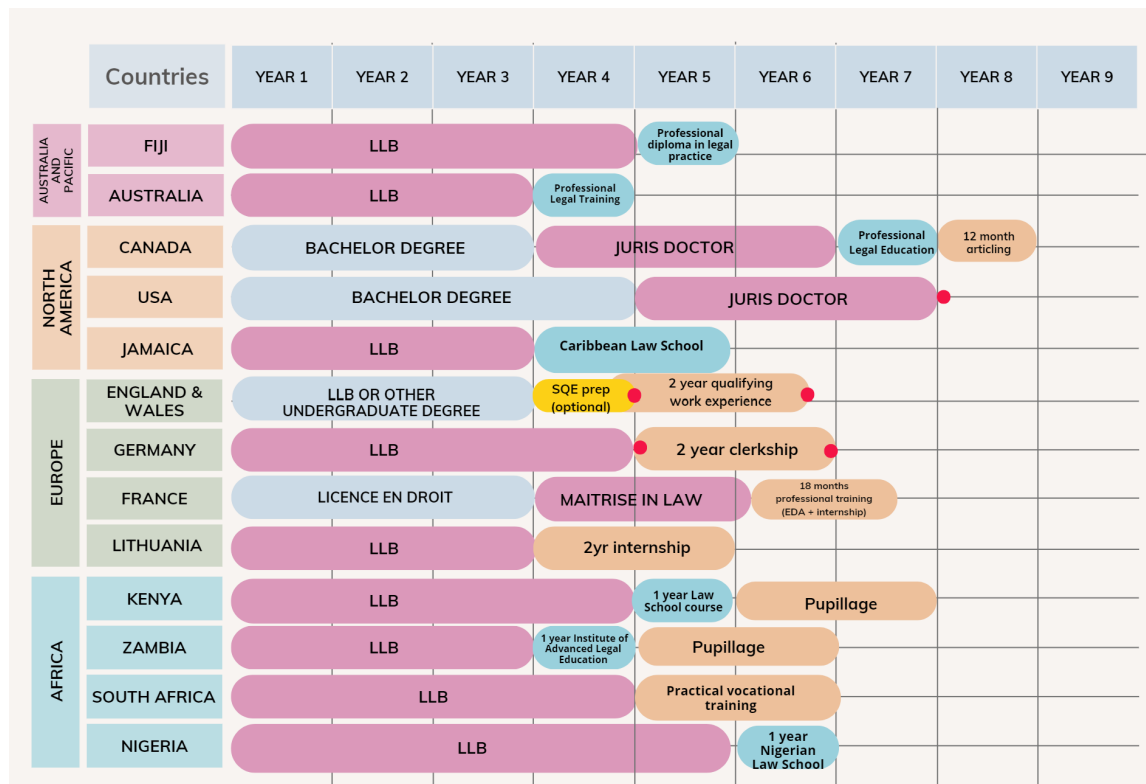


Figure 14: The time to qualify as a lawyer

Source: Hook Tangaza

However, Figure 14 also reveals that time is not the only obstacle that an eligible candidate may face when entering the journey to a professional legal qualification. Some systems have more stages to qualification than others, and hence more potential points for candidates to drop out.

There are various common ‘pinch points’ across different jurisdictions that may increase the attrition rate of law graduates.

- **Entry into a vocational/professional course post-university** – some jurisdictions weed out candidates for the bar through highly competitive entrance examinations into postgraduate law schools or other training programmes (eg, Canada, France, Kenya, Nigeria, US, etc).
- **Bar exam** – many jurisdictions require candidates to sit qualification examinations that are separate from the exams that may be taken at the end of eg, a postgraduate course (eg, Canada, England and Wales (post-Solicitors Qualification Examination (SQE), France, Germany, US).

<sup>24</sup> In some of the instances shown there are in-country variations across states or provinces so actual experience may vary. Some jurisdictions also offer different routes: the above should be regarded as purely examples of the most likely route to be taken.

- **Practical work experience requirement** – there are other jurisdictions in turn where the key control on numbers qualifying comes from the availability of traineeships or practical work placements (eg, England and Wales pre-SQE, South Africa, Ireland, etc).

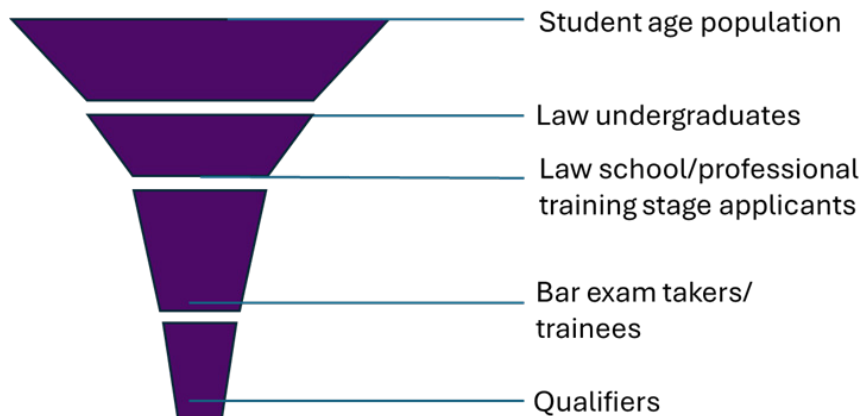


Figure 15: The qualification funnel

Source: Hook Tangaza

Different jurisdictions have different shapes of qualification funnel, narrowing at different points when there are hurdles to qualification, and in some cases, offering points at which additional candidates can enter at different stages. Four examples from Germany, the US, Brazil and Japan are shown below in Figure 16. These figures show that Japan and Germany, for example, start with roughly similar numbers engaging in early qualification stages, but the attrition rates are very different. In Brazil and the US, numbers admitted to the bar in recent years are also well matched, yet the numbers who started the process of attempting to qualify are very different.

The relevance of this is not to suggest that different jurisdictions should be aiming for similar outcomes in terms of proportions of applicants to qualifiers: rather that those responsible for determining how lawyers qualify should be conscious of the stages of qualification at which attrition takes place and what that might mean for the overall supply and quality of the qualified legal workforce. This question is also becoming more relevant as equality, diversity and inclusion issues become a greater concern everywhere, and questions are raised about whether attrition at different stages of qualification impacts unevenly on different demographic or socio-economic groups.

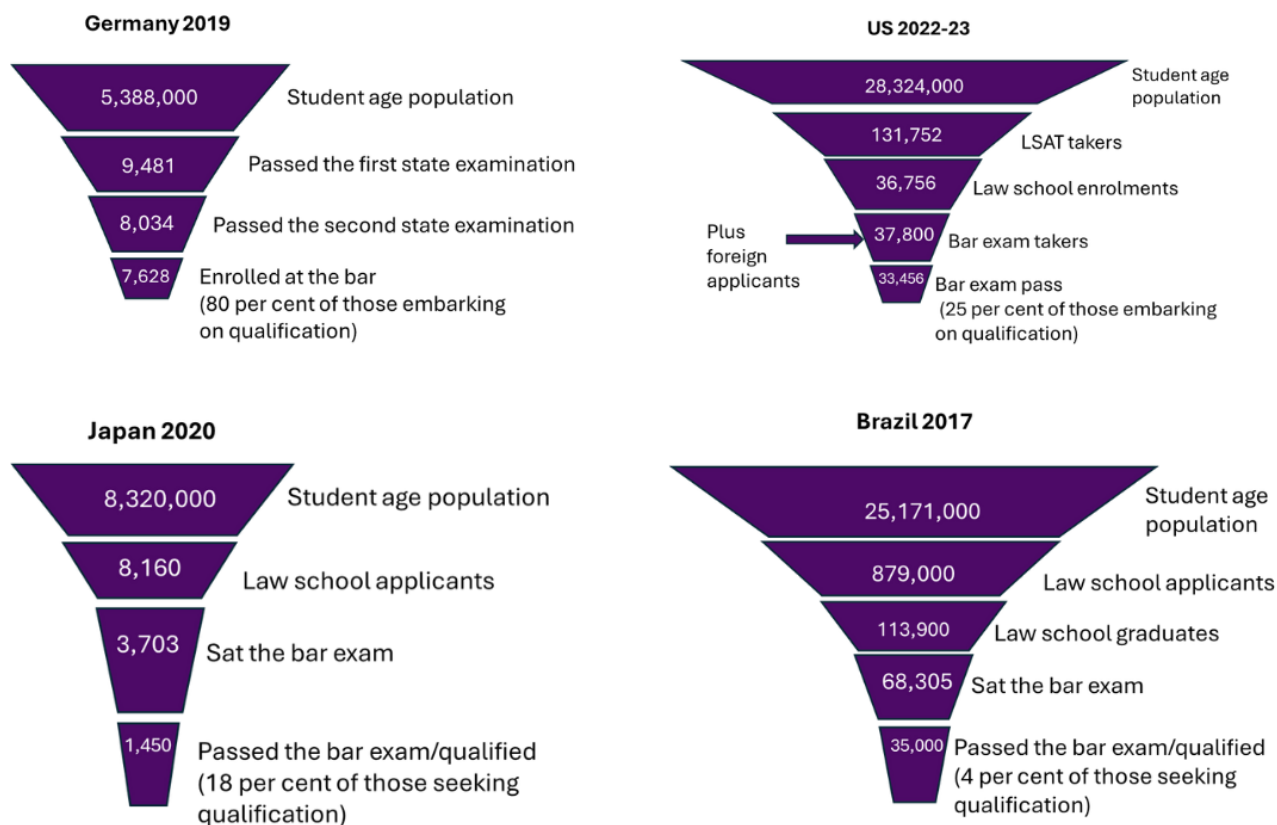


Figure 16: Qualification funnels: Brazil, Germany, Japan and the US

Source: Hook Tangaza

## Policy responses

The issues highlighted in the above graphics suggest that, when combined with changing Gen Z demographics, there are long-term consequences for the legal workforce in different countries. These are eliciting very different policy responses in different jurisdictions.

In those countries where higher education has expanded significantly in recent decades and greater numbers are now seeking lawyer qualification, there have been moves to tighten access. China, for example, narrowed access to its bar exam from 2017 to law graduates, having seen a record 400,000 candidates attempt to qualify in that year, and India introduced a bar exam for the first time in 2010. In France, the Ministry of Justice introduced a reform to tighten access to law school from 2024, by raising the requirements on entry to a Master's in Law degree.

In Nigeria, the Council for Legal Education (CLE), which approves university law degree providers and controls the numbers that can be admitted to such courses, has recently withdrawn approval of the law degree offered by the National Open University of Nigeria. This university offers open online and distance learning and does not restrict numbers who can take its courses. In the US, the ABA Committee on Legal Education recently moved in the opposite direction, adding an online JD course to its list of approved law schools for the first time.<sup>25</sup>

25 'Law schools plan virtual learning expansion post-pandemic' (American Bar Association), see [www.americanbar.org/news/abanews/aba-news-archives/2022/02/law-schools-plan-virtual-expansion/?login](http://www.americanbar.org/news/abanews/aba-news-archives/2022/02/law-schools-plan-virtual-expansion/?login), accessed 16 October 2024.

In Hong Kong, recent legal education policy concerns have focused on how to accommodate excess demand for the postgraduate vocational course (PCLL). There are three universities in Hong Kong that offer the PCLL programme and on average there are twice as many applicants as available places. As a result, Hong Kong students who wanted to qualify as lawyers but were unable to get a place on the postgraduate course started to seek overseas qualification instead. Around 160 Hong Kong students per year, for example, have been enrolling in the English solicitor qualification track in recent years, equivalent to around 25 per cent of the number who can qualify through the Hong Kong system itself. There are many others taking similar routes to qualification in Canada, Australia and the US, with a view to reintegrating into the local Hong Kong qualification system later. Hong Kong is one example of the phenomenon of demand for qualification outstripping availability of places, which is driving aspiring lawyers to seek qualification or part-qualification overseas. Other examples include Canada, Ghana and Nigeria among others.

The concerns in some other jurisdictions are very different and influenced by concerns that the cost and accessibility of legal qualifications will have a detrimental effect on the makeup of the profession in the medium term, and the availability of legal services in rural areas or in low-paid areas of law. This is prompting some jurisdictions facing these problems, with a need to expand the profession, focusing on attracting a wider diversity of candidates.

The American Bar Association (ABA) Section on Legal Education has recently endorsed alternative pathways to attorney qualification that replace the bar exam with forms of apprenticeship.<sup>26</sup> This represents a significant shift in policy from the ABA's traditional stance of only recognising the bar exam route to qualification. The change in approach responds to moves by states, such as Oregon and Washington, that are adopting non-exam routes for licensing law graduates, driven by concerns over racial disparities in bar exam pass rates and the financial burden of the exam.

In England and Wales, six-year school leaver apprenticeships for 18-year-olds have been recognised as a route to qualification as a solicitor since around 2016. Solicitor apprentices are required to spend 20 per cent of their time studying and will eventually sit the same examinations as traditional candidates. This route was intended to open qualification to those who might have been put off by the cost of university and postgraduate study. It is complemented by the introduction of the SQE, which had the encouragement of greater diversity and improved access among its objectives.

Gen Z is coming through the process of lawyer qualification in a period when admission systems are being called into question in many countries, whether for diversity reasons or to tighten up on standards. This policy instability can create uncertainty among applicants for the bar, although there is little evidence that this is putting off potential qualifiers. Indeed, with growing international student mobility, there is also plenty of evidence that aspiring lawyers will increasingly seek to navigate around qualification obstacles.

---

26 'Summary of actions of the section's Council at its public meeting May 17 2024' (American Bar Association), see [www.americanbar.org/content/dam/aba/administrative/legal\\_education\\_and\\_admissions\\_to\\_the\\_bar/council\\_reports\\_and\\_resolutions/may24/24-may-legal-ed-council-meeting-summary.pdf](http://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/council_reports_and_resolutions/may24/24-may-legal-ed-council-meeting-summary.pdf), accessed 16 October 2024.

# What does Gen Z want from a career?

## What are the career drivers for Gen Z?

While the term Gen Z is now used widely around the world, the question arises – are the individuals in this generation characterised by similar values and aspirations?

Although Gen Z has only just arrived in the workplace, there are already many studies and surveys that have examined this question.

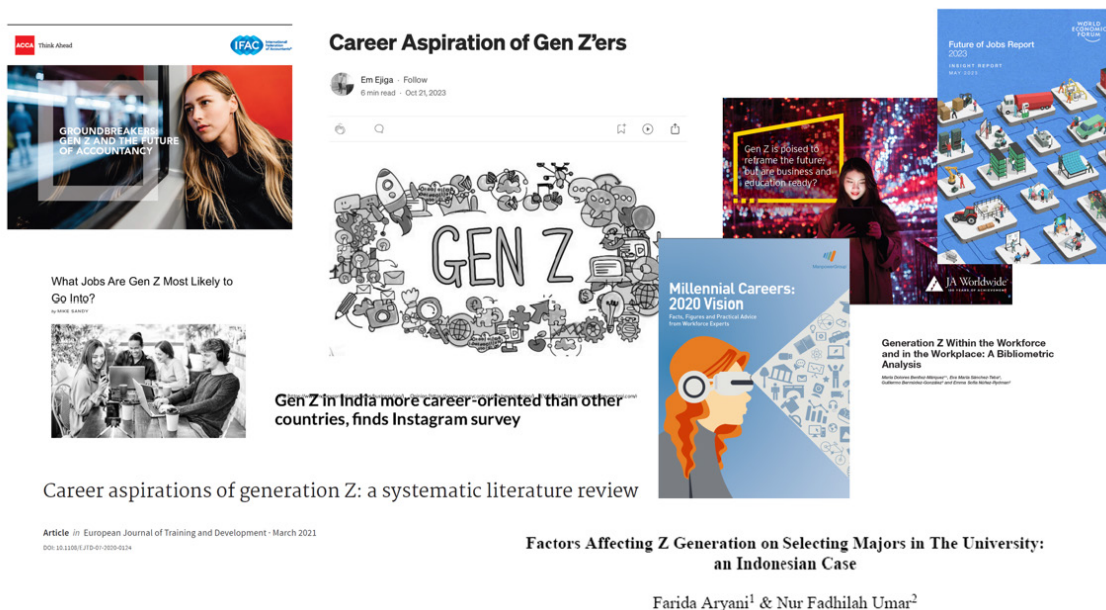


Figure 17: Studies into Gen Z attitudes  
Sources: See Bibliography

A review of this literature suggests that there are some key characteristics and attitudes of this generation that can be found to different degrees around the world. These are summarised in Figure 18.

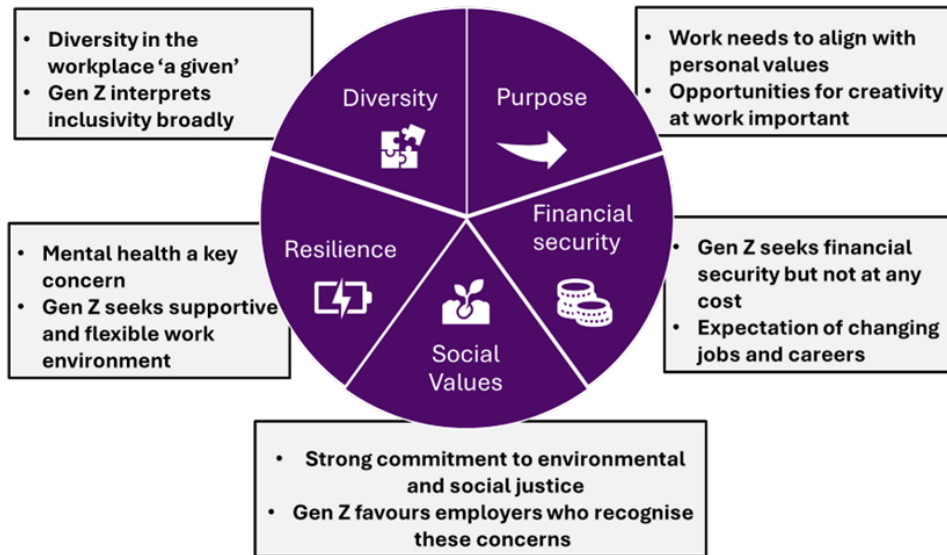


Figure 18: Key characteristics and attitudes of Gen Z

Source: Hook Tangaza

## Diversity

Research suggests that Gen Zers regard diversity as a given in the workplace, and interpret inclusivity broadly, not just to cover race and gender but also gender identity and sexual orientation.<sup>27</sup>

They expect their employers to reflect tolerance and inclusive values and are more likely than their predecessors to call out behaviour they regard as unacceptable. Deloitte's 2021 survey of Gen Z and Millennial attitudes found that 61 per cent of Gen Zers reported that they had experienced harassment or micro-aggressions in the workplace in the previous 12 months. Eighty per cent had reported concerns and over a third were dissatisfied with how their employer had handled their issues.

In general, Gen Zers are concerned about racism and discrimination in society and feel that governments, organisations and the legal system could do more to combat this. The report card of the legal sector, as seen from a Gen Z perspective, is poor. In a 2019 American Bar Association (ABA) publication it was reported that 45 per cent of women lawyers had experienced harassment, and 25 per cent had faced unwanted sexual advances.<sup>28</sup> In India, the Law Commission has expressed concerns that discrimination and barriers to advancement are deterring many young women from pursuing a legal career.<sup>29</sup> In Brazil, concerns relating to racial discrimination are more prominent. A study conducted by the Getulio Vargas Foundation<sup>30</sup> found that Black lawyers in Brazil earn significantly less than their white counterparts and face discrimination in hiring and promotions.

To remain attractive to Gen Z, the legal sector needs to be seen to be addressing these concerns.

27 Y Kapil and A Roy, 'A Critical Evaluation of Generation Z at Workplaces' (2014), 2(2), *International Journal of Relevance and Concern*, 10.

28 Left Out and Left Behind - The Hurdles, Hassles, and Heartaches of Achieving Long-Term Legal Careers for Women of Color (ABA 2020).

29 Swethaa Balakrishnen, 'Nevertheless They Persisted: Gendered Frameworks and Socialization Advantages in Indian Professional Service Firms' (2018), 55(3), *Canadian Review of Sociology*. See [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3163611](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3163611), accessed 16 October 2024.

30 'Structural racism and quotas in legal careers: the decolonial perspective' (FGV Ebape, 2023), see [www.scielo.br/j/cebape/a/KPD3v7qCQnRtZwr9KmVFkn/?format=pdf&lang=en](http://www.scielo.br/j/cebape/a/KPD3v7qCQnRtZwr9KmVFkn/?format=pdf&lang=en), accessed 16 October 2024.



## Purpose and progression

Purpose-driven work and careers that align with their values are also important to Gen Z. This generation wants to feel that their work has meaning and that they are part of something bigger than themselves. They are more inclined to work with organisations that prioritise purpose over profit and are keen to be involved in initiatives that address social, environmental and ethical issues.<sup>31</sup>

Deloitte's worldwide survey of Gen Z and Millennial attitudes found that, overall, Gen Zers were less likely than Millennials to feel that work was their primary concern (49 per cent compared to 62 per cent).

Nearly half of Gen Zers participating in this study also stated that they had made choices about the work that they would do, and the type of organisations they would work for, based on their personal beliefs. Deriving 'a sense of meaning from work'<sup>32</sup> was one of the top reasons to work for an organisation.

RPG, one of India's leading consultancies, undertook a survey<sup>33</sup> of 4,000 Indian Gen Zers in 2023 and reported that 64 per cent felt that an ideal workplace would be one that enabled employees to follow their passion. Connected to this is a desire for career progression with a clear pathway for advancement and professional development.

Recent research conducted by Gfk and LinkedIn in India found that around 48 per cent of Gen Z Indians want more time off to develop their skills. And a LinkedIn survey on the future of recruitment undertaken in Brazil in 2022,<sup>34</sup> suggested that the opportunity to develop new skills was not only a top concern of job searchers, but also among the fastest growing priorities for candidates.

The opportunity to learn, keep growing and use their creativity are common themes that occur across survey results. But while a degree of independence at work is highly prized by this generation, they are also keen to benefit from mentoring and support at work.

### Fastest growing priorities for candidates in Brazil, YoY:

1. Clear goals from senior leadership **+30 per cent**
2. Opportunities to learn new skills **+12 per cent**
3. Opportunity for career growth **+11 per cent**
4. Highly talented employees **+9 per cent**
5. Work-life balance **+7 per cent**

Source: *Global LinkedIn Talent Drivers survey, Jan 2023*

**"My main financial concern will be ensuring I can have a comfortable work/life balance, as at present I am struggling to maintain this due to picking up a lot of overtime to make ends meet."**

**Gen Z, Male, UK**

Source: *Deloitte Gen Z Survey*

31 'What jobs are Gen Z most likely to go into?' (CSM magazine, 2024).

32 2024 Gen Z and Millennial Survey (Deloitte), see [www.deloitte.com/global/en/issues/work/content/genz-millennialsurvey.html](https://www.deloitte.com/global/en/issues/work/content/genz-millennialsurvey.html), accessed 16 October 2024.

33 Rica Bhattacharyya, '64% of Gen Z in India wants to work for organisations with flexible work options, reveals RPG Group research' (*The Economic Times*, 14 July 2023), see [https://economictimes.indiatimes.com/jobs/hr-policies-trends/64-of-gen-z-in-india-wants-to-work-for-organisations-with-flexible-work-options-reveals-rpg-group-research/articleshow/101753528.cms?utm\\_source=contentofinterest&utm\\_medium=text&utm\\_campaign=cppst](https://economictimes.indiatimes.com/jobs/hr-policies-trends/64-of-gen-z-in-india-wants-to-work-for-organisations-with-flexible-work-options-reveals-rpg-group-research/articleshow/101753528.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst), accessed 16 October 2024.

34 'Talent drivers' (LinkedIn, 2022).



## Financial security

Gen Z is also shaped by the financially turbulent times through which it has lived so far. Cost of living concerns, the difficulty of obtaining permanent employment, the challenges of living paycheque to paycheque, and the difficulty of saving for the future have left this generation financially focused, but not at any cost. Recent surveys of Gen Z, regardless of the country they have been conducted in, have found that concerns about their personal financial situations are uppermost in the minds of this generation. But the key issue, as suggested by the quotation above, is not to earn more money for its own sake, but rather to ensure that their salaries are sufficient to support their desired lifestyle.

The differences from previous generations are also underlined by the motivations for undertaking ‘side jobs’, explored by Deloitte in its global surveys. Whereas Millennials were predominantly driven by the need for a secondary source of income, Gen Z has a greater interest in pursuing side interests for other reasons.

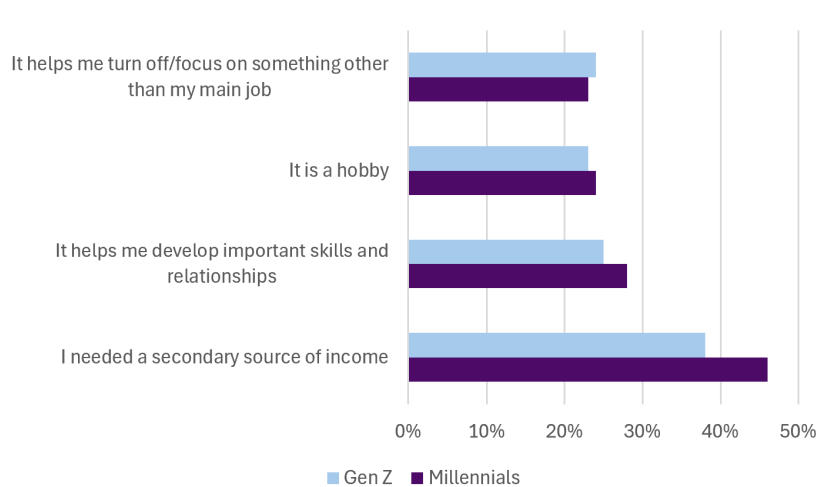


Figure 19: Drivers for taking on a side job, Millennials vs Gen Z

Source: Deloitte, 2023

### Most important priorities for candidates in Brazil, overall:

1. Compensation **64 per cent**
2. Work-life balance **63 per cent**
3. Flexible working arrangements **44 per cent**
4. Opportunities to learn new skills **39 per cent**
5. Opportunity to work on innovative projects **30 per cent**

Source: Talent Drivers, Dec 2022

## Resilience

Concerns about mental health are a major concern of Gen Z around the world. This group was seriously affected by the pandemic. In many cases, regardless of which country they were in, they were faced by fewer work and study opportunities at a critical stage in their development. According to research published by LinkedIn India,<sup>35</sup> 70 per cent of Gen Z job applications were either cancelled or rejected during the second Covid-19 wave in 2021, leaving 90 per cent of these young applicants demotivated.

The scars this has left are long lasting. In Germany, almost half of Gen Zers responding to the Deloitte survey said they felt stressed all or most of the time. In Canada, a Boston Consulting Group survey revealed that around a quarter of all Canadians reported mental health disorders with over one-third (35 per cent) indicating work-related stress.<sup>36</sup>

These concerns then translate into how Gen Zers want to work. They value flexibility in their work schedules, the ability to work remotely, and the opportunity to pursue personal interests and maintain family commitments without compromising their professional growth.<sup>37</sup> Nearly two-thirds of the 4,000 Gen Z Indians responding to an RPG survey, for example, wanted their employers to offer flexible schedules.<sup>38</sup>

Employers who are unable or unwilling to support flexible working will increasingly find retention difficult. Deloitte's survey suggested that 77 per cent of Gen Zers who were currently in remote or hybrid roles would consider looking for a new job if their employer asked them to work on site full time.

**"I have rejected some jobs because the companies are only interested in your services, rather than paying attention to how their employees are, so that they can perform to their best ability in the workplace. In this case, I'm specifically referring to the issues of mental health, and gender equality."**

**Gen Z, Female, Peru**

*Source: Deloitte Gen Z Survey 2023*

35 Ashutosh Gupta, 'What is Gen Z India looking for?' (LinkedIn, 15 July 2021), see [www.linkedin.com/pulse/what-gen-z-india-looking-strong-focus-skills-while-hiring-gupta](https://www.linkedin.com/pulse/what-gen-z-india-looking-strong-focus-skills-while-hiring-gupta), accessed 16 October 2024.

36 *The Next Frontier of Workplace Culture*, (BCG, 28 April 2023), see [www.bcg.com/publications/2023/workplace-burnout-costing-canadian-companies-billions](https://www.bcg.com/publications/2023/workplace-burnout-costing-canadian-companies-billions), accessed 16 October 2024.

37 'It's not a stretch: Gen Z and millennials want flexibility and balance' (Deloitte, 6 June 2023), see <https://action.deloitte.com/insight/3375/its-not-a-stretch-gen-z-and-millennials-want-flexibility-and-balance>, accessed 16 October 2024.

38 See n33 above.



## Social values

Social values play a pivotal role in the career choices and workplace preferences of Generation Z. All surveys of the attitudes of this generation reveal environmental and other sustainability concerns to be paramount.

Gen Z employees expect their employers to uphold ethical standards and contribute positively to the community. This expectation extends to internal company practices. These concerns are also shaping expectations of the workplace. Over 62 per cent of Nordic Gen-Z employees believe that reducing work hours will help to reduce environmental impacts.<sup>39</sup>

The alignment of personal and organisational values is crucial for Gen Z, as it directly influences their job satisfaction and loyalty. Employers who fail to meet these expectations risk losing top talent to competitors who are more socially conscious and proactive in their corporate social responsibility (CSR) initiatives.

**“Sustainability plays a big role for me. An employer that is supposedly committed to it but hardly knows what to do with the topic behind the scenes has no future for me.”**

**Gen Z, Female, Austria**

**“I believe in environmental sustainability and refuse to be part of something that does not take the environment into account.”**

**Gen Z, Male, South Africa**

*Source: Deloitte, Gen Z Survey 2023*

## What kind of career does Gen Z want?

There is also a growing body of evidence about how the attitudes and values of Gen Z are shaping their interest in different careers. In 2021 EY and JA Worldwide published an important study, *Gen Z is poised to reframe the future, but are business and education ready?*, which surveyed nearly 6,000 young people from 17 countries worldwide. The results of this study make interesting reading for the legal sector.

According to the study, the top ranked characteristics of an ideal career were as shown in Figure 20, below. Many of these can be found in careers in the legal sector.

---

<sup>39</sup> ‘Inside the minds of Nordic Gen Z: top trends and concerns’ (Jobteaser, 31 July 2024), see [www.jobteaser.com/en/corporate/gen-z-lab/inside-the-minds-of-nordic-gen-z-top-trends-and-concerns](https://www.jobteaser.com/en/corporate/gen-z-lab/inside-the-minds-of-nordic-gen-z-top-trends-and-concerns), accessed 16 October 2024.

<b>1</b>	<b>Generate original thought and ideas</b>
<b>2</b>	<b>Interact with people from around the world</b>
<b>3</b>	<b>Solve complex problems</b>
<b>4</b>	<b>Extend compassion and empathy to others</b>
<b>5</b>	<b>Perfect my skills</b>
<b>6</b>	<b>Build new technologies</b>
<b>7</b>	<b>Build tangible products</b>
<b>8</b>	<b>Collaborate with others</b>
<b>9</b>	<b>Analyse data</b>

Figure 20: Ranked characteristics of an ideal Gen Z career

Source: EY

As highlighted earlier, Gen Z is a generation of contradictions, craving both security and independence. They want the freedom to be creative but with the safety net of mentoring and support from employers. In the longer term, surveys of Gen Zers suggest that the desire for flexibility in the workplace and creativity may lead more individuals to seek entrepreneurial careers. EY’s research also found that 65 per cent of Gen Z respondents expected to be running their own businesses in ten years’ time.

In some countries, notably those with higher youth unemployment such as China, graduates are reported to be turning away from traditional high-pressure corporate jobs and favouring lower-paid but lower-pressure ways of earning money.<sup>40</sup> This is a development which does not favour the traditional law firm.

But while there is plenty of evidence to suggest that Gen Zers will not favour the traditional corporate law firm job, there is no reason to think that they will not seek out jobs in the law. Figure 21 below shows the results of a US survey<sup>41</sup> of young people in 2023, which shows ‘lawyer’ as one of the top ten aspirational jobs.

40 Riani Kenyon, ‘From Campus to Clicks: Why China’s Gen Z Pivot to Influencer Careers’ (Canvas8, 15 January 2024), see [www.canvas8.com/blog/2024/from-campus-to-clicks-why-chinas-gen-z-pivot-to-influencer-careers](http://www.canvas8.com/blog/2024/from-campus-to-clicks-why-chinas-gen-z-pivot-to-influencer-careers), accessed 16 October 2024.

41 Axios/Generation Lab Poll, 2023.

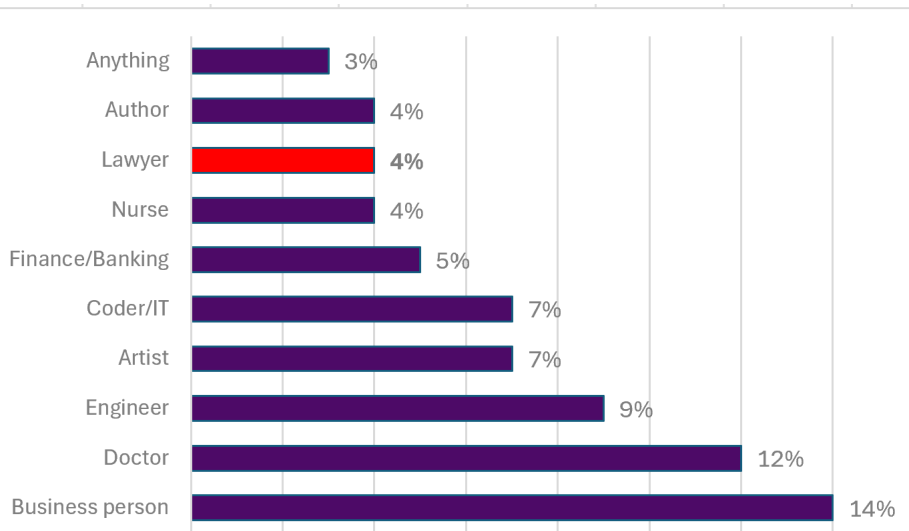


Figure 21: Career goals of young people (Survey of 824 US 18–29-year-olds, Jan 2023)

Source: Pandey 2023

While law remains a popular career choice, Gen Z doesn’t feel that education is getting them job ready. In a survey of nearly 6,000 young people worldwide in 2020, EY discovered that barely half of those surveyed felt that their education had prepared them well for the workplace.

Finally, there have also been extensive surveys undertaken of other professions comparable to the legal profession that might provide further insights. A survey of 5,000 18–25-year-olds conducted for the accountancy sector suggests that key career priorities and concerns are shared around the world.<sup>42</sup> Job opportunities and job security, personal wellbeing and mental health were dominant concerns (see Figure 22). However, lower ranked concerns tended to vary by region.

	GLOBAL	North America	Middle East	Asia Pacific	Central/Eastern Europe	South Asia	Western Europe	Africa	Caribbean	Central/South America
Lack of job opportunities/job security	58%	68%	67%	58%	42%	62%	52%	62%	78%	47%
Personal well-being and mental health	51%	50%	49%	56%	60%	44%	48%	42%	66%	46%
Global economy/recession	39%	44%	48%	41%	30%	39%	38%	38%	45%	33%
Future of education	37%	37%	36%	37%	31%	41%	36%	38%	41%	37%
Income inequality	36%	29%	29%	39%	24%	33%	40%	30%	29%	45%
Local economy	32%	43%	25%	34%	28%	23%	45%	30%	23%	43%
Sustainability	26%	26%	32%	25%	29%	25%	33%	22%	26%	40%
Global political instability	20%	19%	19%	21%	33%	18%	18%	15%	14%	22%

Figure 22: Future concerns of Gen Z accountants

Source: ACCA/IFAC Report – Gen Z and the future of accountancy, 2021

This survey of 9,000 young people and trainee accountants also offers some indications for the legal sector about what the future might hold. Significantly, 64 per cent of those surveyed expected to have multiple careers in different disciplines in future; more than half expected to move roles within two years.

Retention is therefore likely to become a growing concern for legal sector employers in the coming years.

42 Groundbreakers: Gen Z and the future of accountancy (ACCA/IFAC, 2021).

# What does this mean for the legal sector?

The arrival of Gen Z into the legal sector will be of growing significance over the coming years. While the differences in generations can be overplayed, there has undoubtedly been a change in attitudes that has emerged as Gen Z has come to maturity, shaped by the aftermath of the global financial crisis, the Black Lives Matter movement, the Covid-19 pandemic and a shifting of the geopolitical tectonic plates. When coupled with significant demographic change, it is inevitable that the effects will be felt by those training and recruiting the next generation of lawyers. The potential implications for employers, for universities and training providers, and for bar associations are explored below. Clearly, these observations are based on broad generalisations. Nonetheless, they reflect the overall trends that are evident in data and social research, so even if they do not apply everywhere to everyone, they should contain some nugget of truth for most.

## For employers/law firms

In countries where fewer new lawyers are entering the market, there will be more pressure for employers to adapt to Gen Z preferences, whether this is more hybrid working, less pressured working environments, or accommodating young lawyers who do not want to do particular kinds of work, such as working on carbon-intensive industries. Employers wanting their pick of the best lawyers will need to be conscious of the concerns and motivations of this generational cohort.

Gen Z will not be bullied or tolerate harassment to the same degree as previous generations. They want interesting and challenging work but not at the expense of the rest of their lives. Although they may come into the workforce better qualified on paper than their predecessors, they will all have missed out on important formative social interactions because of Covid-19 and the toxic effects of social media, which stunts attention spans. They may well need more support, especially in the early years of their careers, to find their way effectively into a world of work. The legal sector will quickly need to get better at supervision and mentoring.

Legal employers who want to stand out to Gen Z will identify and articulate their social values. They might be members of the UN Global Compact or have signed up to some other form of environmental or sustainability commitment. However, these efforts must be authentic as Gen Z will not be fooled by greenwashing nor accept lip service being paid to diversity and inclusion initiatives.

### Six thinking points for employers

1. Be prepared to radically alter traditional work cultures
2. Improve supervision and mentoring capacity
3. Mainstream sustainability
4. Target retention and cater for career flexibility
5. Build relationships with universities
6. Rethink recruitment strategies

Gen Z is also less likely than its predecessors to be influenced by the brand names of long-established firms and will instead be more persuaded by the views of trusted networks and peer groups. Building a reputation as a good employer at target institutions through campus relationships looks to be one way to achieve this.

In jurisdictions where the new talent pool is shrinking, employers may need to work harder at retention and rethink how they bring in new talent. This might involve helping older workers to requalify from other professions or supporting younger talent through apprenticeships. Maternity, parental and carer-friendly policies will be a must.

The financial side is important to Gen Z at a time of global economic insecurity. But interest in high-paying entry-level jobs will not necessarily translate into long-term careers with the same employer. Gen Z is interested in creativity, flexibility and variety. Legal sector employers are likely to need to start thinking about how to manage a less stable workforce. They will need to be creative about how they allow staff to work, even potentially allowing them to build portfolios of other entrepreneurial activity alongside a mainstream career.

Other factors may also come into play for employers in a market with fewer available new entrants. They may need to look at how technology could substitute some of their needs, or they might look to attract young lawyers from other oversupplied markets to fill gaps and possibly to requalify.

## For universities and training providers

Universities and institutions that train lawyers face tough times ahead.

The last decade has been one of unprecedented expansion in higher education, and law departments have benefitted from this. Law courses are relatively low in cost to run in comparison to other disciplines that might require lab space or equipment. They tend to be very popular with students and are fairly recession proof. However, there are risks of an oversupply of candidates in some populous jurisdictions that is provoking a policy backlash from those who set the standards of professional qualification. This is especially the case in those jurisdictions where the expansion has largely been at fee-paying institutions, creating the impression that young people are being encouraged to take out student loans or pay fees for courses where they may have a low chance of qualifying, or face unemployment even if they do qualify.

Further legal education reform seems likely in many jurisdictions, whether driven by government or education sector regulators, or by the influence of legal sector regulators and bar associations. Traditional ‘brick and mortar’ universities may also find themselves increasingly challenged by online providers and those offering micro-credentials and modular

### Four thinking points for training providers

1. Prepare for a decade (at least) of instability and change
2. Build ability to support flexible learning and the need for a more diverse profession
3. Stay close to evolving sector needs for technological skills
4. Improve cross-border relationships and ability to cater for a more international legal sector



courses that are more attuned to the needs of practice. Long academic courses may become less attractive: lower cost and more flexible learning could be seen in many jurisdictions as a way of supporting the need for increased diversity in the profession.

Training institutions will also face growing criticism over how they are preparing aspiring lawyers for a more technologically driven legal sector, even as many introduce courses in this area. They face an impossible task, with huge and growing divergence across the legal sector everywhere in how tech is deployed, from the large law firm ‘haves’ to the small and solo practitioner ‘have-nots’. What to teach? What skills to encourage? And at the expense of what else in an already busy curriculum? These are questions that will further challenge the idea of monolithic training systems for entry into an increasingly diffuse sector. The institutions that are likely to thrive in this environment are those that build close and symbiotic relationships with professional bodies and the wider profession, and which are given the flexibility to adapt to sectoral needs.

The other significant trend for universities and training providers looks set to be the continued growth of interest in cross-border education and qualification. Students looking to qualify in the law will increasingly need to understand the important differences between legal systems and how to look for and identify nuances in local law. The assumption that a student will qualify in the country they are studying in can no longer be a given. This also means the demand for courses suitable for transferees from other jurisdictions, including already qualified lawyers, will also only increase.

The universities and training providers who will thrive in this new environment will be those who keep close to the profession, to professional bodies and, critically, to the students themselves.

## **For professional bodies, lawyer admission authorities and standard-setting agencies**

The role of bar associations and law societies in standard-setting and admissions is extremely varied. In some jurisdictions, the bar has full responsibility for all aspects of education and training, in others it shares this responsibility with a council of legal education or other body which has a degree of oversight. There are jurisdictions in which ministries of justice play a prominent role in determining who and how individuals can qualify as lawyers, and others again where responsibilities are carved out to other agencies. The role such organisations see themselves playing will therefore vary, from gatekeepers of standards to managers of sectoral workforce needs.

Whatever role these structures play in their own jurisdictions, they will need to be aware of changing demographics and how this might play out in individual jurisdictions and for professions. They also need to be conscious of how demographic and societal shifts will alter legal needs in society and think about how these are to be served.

The systems that are likely to struggle most in adapting to the changing environment are those who run qualification systems that have inbuilt rigidities. These might be caused by tightly controlled quotas on the number who can qualify, which can be implemented in a variety of ways that escape the scrutiny of competition authorities. But inflexibility can also arise from the limits that are imposed on the numbers qualifying by the requirement that aspiring members of the profession must be

employed and trained by existing members of the profession. This immediately imposes a backward-looking capacity constraint on the number of new entrants.

What might professional bodies and lawyer admission agencies do? First, they should take an overview of the evolving qualified lawyer needs of their jurisdictions as a whole, not just think of the sector as equivalent to traditional private practice. The growing demands of the corporate sector for legally qualified staff are likely to prove increasingly alluring to Gen Z. The need to take a long view of the sector's educational needs is likely to require a much closer working relationship between standards setters, admissions bodies, training providers and employers.

Together the sector needs to think of more efficient ways of managing the sector's workforce needs than the tools used at present. The time and cost of qualification in most jurisdictions makes the balance between controlling oversupply and artificial suppression of market a difficult one to achieve.

Bar associations may need to work more systematically at communicating with the potential lawyers of the future, managing their expectations and supporting their transition into the workplace. For those bars with purely representational roles, the attitudinal shifts of Gen Z present an opportunity. As loyalty to individual employers diminishes, the importance of a constant, supportive career hub becomes more important. The bars that offer access to continued skills and lifelong learning growth, and that support the entrepreneurialism of Gen Z, will be best placed to succeed.

But Gen Z may also herald the need for broader thinking about legal regulation. This might manifest itself as a need to look at how qualification systems can better accommodate foreign transferees or cater for entrants who have had long careers in other professions. Equally, it might go beyond education and training and prompt reflection on how paralegal staff can be encouraged, or on the gaps that alternative business structures might fill in areas of lawyer shortage.

### **Six thinking points for bar associations**

1. Seek to understand how demographic trends will play out locally
2. Re-engineer education and training systems to look forward and anticipate sector needs
3. Build broad, listening coalitions in the sector around future workforce needs
4. Build relationships with potential future lawyers and improve information available to them
5. Strengthen membership services to cater for more flexible careers
6. Be prepared for bigger regulatory changes

# In conclusion

After many years of conferences discussing the impact of Millennials on the workforce, a new generation has arrived. To some extent the impact of Gen Z will merge into wider shifts in societal attitudes towards work. It is not only new entrants to the job market who want to work in diverse and supportive environments, and for organisations with strong values. However, because this generation arrives at a time of profound change driven by technology and changing demographics, Gen Z will help to bring to the surface the underlying evolutionary currents shaping the legal sector and catalyse challenges to the status quo.

## The future of legal services?

As the legal sector is built on people, a shrinking and less robust legal workforce in some countries will pose new problems. The sector will need to cater for shorter professional careers and consider how to attract and retain people at different stages of their overall, longer working lives. This will blend with other societal pressures to change how legal services are delivered and by whom – debates about alternative legal service providers, allied professionals and who should regulate lawyers will only grow. The Gen Z cohort will not solve the problem of growing legal deserts around the world. Their number and inclinations seem likely only to exacerbate the increasing global shortages of lawyers specialising in criminal law and legal aid work but at the same time they do not see themselves spending a lifetime in ‘Biglaw’.

The next half century looks set to be transformative for the legal sector everywhere: Gen Z is intimately connected to this process. The key to managing the bumpy ride ahead is not to see Gen Z as an HR issue but as the harbinger and catalyst of profound change in the sector.

## What lies beyond Gen Z?

Peeping from behind Gen Z is Gen Alpha, the oldest of whom are just becoming teenagers. They will arrive in the graduate job market in the early 2030s. The children of Millennials, born swiping not typing and asking Alexa. They will bring a whole new set of skills and challenges to the legal market and the world that is shaping their arrival into adulthood looks just as turbulent as the world that made Gen Z. But they are tomorrow’s problem.

July 2024

# Bibliography

Aboueleid, T (2017). *Legal education and technology in Egypt in an era of globalization* [online] Available at: [www.cilc.nl/cms/wp-content/uploads/2017/12/Legal-education-and-technology-in-Egypt.pdf](http://www.cilc.nl/cms/wp-content/uploads/2017/12/Legal-education-and-technology-in-Egypt.pdf).

ACCA and IFAC (2021). *Groundbreakers: Gen Z and the Future of Accountancy*

Achinewhu, C (2023). *Law Practice and Education in Nigeria: The Importance of Technology*. [online] Available at: <https://files.eric.ed.gov/fulltext/ED629366.pdf>.

Adisa, T A, Antonacopoulou, E, Beauregard, T A, Dickmann, M and Adekoya, O D (2022). ‘Exploring the Impact of COVID-19 on Employees’ Boundary Management and Work–Life Balance’. *British Journal of Management*, 33(4), pp 1694–1709. doi: <https://doi.org/10.1111/1467-8551.12643>.

Ballakrishnen, S (2012). “I love my American job”: professional prestige in the Indian outsourcing industry and global consequences of an expanding legal profession’. *International Journal of the Legal Profession*, 19(2-3), pp 379–404. doi: <https://doi.org/10.1080/09695958.2013.771124>.

Ballakrishnen, S (2018). ‘Nevertheless They Persisted: Gendered Frameworks and Socialization Advantages in Indian Professional Service Firms’. *SSRN Electronic Journal*. doi: <https://doi.org/10.2139/ssrn.3163611>.

Bhattacharyya, R (2023). *64 per cent of Gen Z in India wants to work for organisations with flexible work options, reveals RPG Group research*. [online] *The Economic Times*. Available at: <https://economictimes.indiatimes.com/jobs/hr-policies-trends/64-of-gen-z-in-india-wants-to-work-for-organisations-with-flexible-work-options-reveals-rpg-group-research/articleshow/101753528.cms?from=mdr>.

Boston Consulting Group (BCG) (2023). *The Next Frontier of Workplace Culture*. [online] BCG Global. Available at: [www.bcg.com/publications/2023/workplace-burnout-costing-canadian-companies-billions](http://www.bcg.com/publications/2023/workplace-burnout-costing-canadian-companies-billions).

Cardinale, I, Coffman, D and Galbraith, J K (2017). ‘Structural Change and Economic Dynamics’ | *Journal | ScienceDirect.com by Elsevier*. [online] [www.sciencedirect.com](http://www.sciencedirect.com). Available at: [www.sciencedirect.com/journal/structural-change-and-economic-dynamics](http://www.sciencedirect.com/journal/structural-change-and-economic-dynamics).

Cooper, C (2020). *Report on Women of Color Lawyers Lands During National Reckoning with Race*. [online] Available at: [www.americanbar.org/groups/diversity/women/publications/perspectives/2020/july/report-women-color-lawyers-lands-during-national-reckoning-race/#:~:text=%202019%20%2C%20Walking%20Out,gender%2C%20%20challenges%20become%20formidable](http://www.americanbar.org/groups/diversity/women/publications/perspectives/2020/july/report-women-color-lawyers-lands-during-national-reckoning-race/#:~:text=%202019%20%2C%20Walking%20Out,gender%2C%20%20challenges%20become%20formidable).

Deloitte (2023). *It’s not a stretch: Gen Z and millennials want flexibility and balance*. [online] [action.deloitte.com](http://action.deloitte.com). Available at: <https://action.deloitte.com/insight/3375/its-not-a-stretch-gen-z-and-millennials-want-flexibility-and-balance>.

Deloitte (2024). *The Deloitte Global 2024 Gen Z and Millennial Survey*. [online] [www.deloitte.com](http://www.deloitte.com). Available at: [www.deloitte.com/global/en/issues/work/content/genz-millennialsurvey.html](http://www.deloitte.com/global/en/issues/work/content/genz-millennialsurvey.html).

Dimock, M (2019). *Defining generations: Where Millennials end and Generation Z begins*. [online] Pew Research Center. Available at: [www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins/](http://www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins/).

EY & JA Worldwide (2020). *Gen Z is poised to reframe the future, but are business and education ready?* Available at [www.ey.com/en\\_pk/about-us/corporate-responsibility/how-business-and-education-can-help-gen-z-reframe-the-future](http://www.ey.com/en_pk/about-us/corporate-responsibility/how-business-and-education-can-help-gen-z-reframe-the-future).

Finamor, L (2023). 'Labor market conditions and college graduation: Evidence from Brazil'. *Economics of Education Review*, [online] 94, p 102403. doi: <https://doi.org/10.1016/j.econedurev.2023.102403>.

Ghosh, A, Sanyal, D and Khaitan, N (2020). *Tilting the Scale: Gender Imbalance in the Lower Judiciary*. [online] Vidhi Centre for Legal Policy. Available at: <https://vidhilegalpolicy.in/research/report-on-gender-imbalance-in-the-lower-judiciary/> (accessed 6 August 2024).

Gupta, A (2021). *What is Gen Z India looking for? A strong focus on skills while hiring, say 18–24-year-olds*. [online] LinkedIn.com. Available at: [www.linkedin.com/pulse/what-gen-z-india-looking-strong-focus-skills-while-hiring-gupta](http://www.linkedin.com/pulse/what-gen-z-india-looking-strong-focus-skills-while-hiring-gupta).

Hallowell, S (2021). 'Employability is more important than ever to law school students' | *LexisNexis Blogs*. [online] [www.lexisnexis.co.uk](http://www.lexisnexis.co.uk). Available at: [www.lexisnexis.co.uk/blog/future-of-law/employability-is-more-important-than-ever-to-law-school-students](http://www.lexisnexis.co.uk/blog/future-of-law/employability-is-more-important-than-ever-to-law-school-students).

Halls, L (2024). 'How can law firms meet the work-life balance demand?' | *LexisNexis Blogs*. [online] [www.lexisnexis.co.uk](http://www.lexisnexis.co.uk). Available at: [www.lexisnexis.co.uk/blog/future-of-law/how-can-law-firms-meet-the-work-life-balance-demand](http://www.lexisnexis.co.uk/blog/future-of-law/how-can-law-firms-meet-the-work-life-balance-demand).

IBAHRI – International Bar Association's Human Rights Institute (2011). *Justice at a Crossroads: The Legal Profession and the Rule of Law in the New Egypt*. [online] Available at: <https://manshurat.org/file/13315/download?token=6OVTa1dx>.

IBA (2021). *Mental Wellbeing in the Legal Profession: A Global Study*. [online] Available at: [www.ibanet.org/document?id=IBA-report-Mental-Wellbeing-in-the-Legal-Profession-A-Global-Study](http://www.ibanet.org/document?id=IBA-report-Mental-Wellbeing-in-the-Legal-Profession-A-Global-Study).

JobTeaser (2024). *Understanding Nordic Gen Z: Trends & Insights* [online] JobTeaser Corporate. Available at: [www.jobteaser.com/en/corporate/gen-z-lab/inside-the-minds-of-nordic-gen-z-top-trends-and-concerns](http://www.jobteaser.com/en/corporate/gen-z-lab/inside-the-minds-of-nordic-gen-z-top-trends-and-concerns).

Johnson, B and Shen, F X (2021). *Teaching Law and Artificial Intelligence*. [online] Ssrn.com. Available at: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3863693](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3863693).

Kenyon, R (2024). 'From Campus to Clicks: Why China's Gen Z Pivot to Influencer Careers'. Blog available at [www.canvas8.com/blog/2024/from-campus-to-clicks-why-chinas-gen-z-pivot-to-influencer-careers](http://www.canvas8.com/blog/2024/from-campus-to-clicks-why-chinas-gen-z-pivot-to-influencer-careers).

Kite-Jackson, D (2024). *2023 Artificial Intelligence (AI) TechReport*. [online] Available at: [www.americanbar.org/groups/law\\_practice/resources/tech-report/2023/2023-artificial-intelligence-ai-techreport/](http://www.americanbar.org/groups/law_practice/resources/tech-report/2023/2023-artificial-intelligence-ai-techreport/).

- LawCare (2021). *Life in the Law - new research into lawyer wellbeing*. [online] [www.lawcare.org.uk](http://www.lawcare.org.uk). Available at: [www.lawcare.org.uk/latest-news/life-in-the-law-new-research-into-lawyer-wellbeing/](http://www.lawcare.org.uk/latest-news/life-in-the-law-new-research-into-lawyer-wellbeing/).
- LawGeex (2018). *Comparing the Performance of Artificial Intelligence to Human Lawyers in the Review of Standard Business Contracts*. [online] Available at: <https://images.law.com/contrib/content/uploads/documents/397/5408/lawgeex.pdf>.
- McCrinkle Research (2019). *Understanding Generation Z - Recruiting, Training and Leading the Next Generation*. [online] Available at: [https://content.workplacegivingaustralia.org.au/app/uploads/2021/02/Understanding\\_Generation\\_Z\\_report\\_McCrinkle.pdf](https://content.workplacegivingaustralia.org.au/app/uploads/2021/02/Understanding_Generation_Z_report_McCrinkle.pdf).
- Miller, J (2023). 'Lawyers' skills will remain in demand, at least for the short term'. *Financial Times*. [online] 22 September. Available at: [www.ft.com/content/ae66a138-18ca-4140-96ad-3e89522de9b0](http://www.ft.com/content/ae66a138-18ca-4140-96ad-3e89522de9b0).
- Pamnani, S (2023). 'What is causing a crisis of confidence in the legal industry?' [online] *Law Gazette Jobs*. Available at: <https://jobs.lawgazette.co.uk/article/what-is-causing-a-crisis-of-confidence-in-the-legal-industry->.
- Pandey, E (2023). *What Gen Z wants to be when they grow up*. Available at [www.axios.com/2023/01/21/genz-careers-boomers-millennial](http://www.axios.com/2023/01/21/genz-careers-boomers-millennial).
- Saegusa, M (2009). 'Why the Japanese Law School System Was Established: Co-optation as a Defensive Tactic in the Face of Global Pressures'. *Law & Social Inquiry*, 34(02), pp 365–398. doi: <https://doi.org/10.1111/j.1747-4469.2009.01150.x>.
- Santos, A C, Oliveira, F B D, Marchisotti, G G and Celano, A (2023). 'Structural racism and quotas in legal careers: the decolonial perspective'. *Cadernos EBAPE.BR*, [online] 21(3). doi: <https://doi.org/10.1590/1679-395120220056x>.
- Sandy, M (2023). 'What jobs are Gen Z most likely to go into?' *CSM Magazine*.
- Slingo, J (2021). 'Quarter of law grads face unemployment after university'. [online] *Law Gazette*. Available at: [www.lawgazette.co.uk/news/quarter-of-law-grads-face-unemployment-after-university/5108648.article](http://www.lawgazette.co.uk/news/quarter-of-law-grads-face-unemployment-after-university/5108648.article).
- Staglin, G (2022). 'The Future of Work Depends on Supporting Gen Z'. [online] *Forbes*. Available at: [www.forbes.com/sites/onemind/2022/07/22/the-future-of-work-depends-on-supporting-gen-z/](http://www.forbes.com/sites/onemind/2022/07/22/the-future-of-work-depends-on-supporting-gen-z/).
- The Law Society (2019). *Resilience and wellbeing survey*. [online] Available at: <https://communities.lawsociety.org.uk/Uploads/b/y/k/resilience-wellbeing-survey-report-2019.pdf>.
- The World Bank (2021). *Tertiary education*. [online] World Bank. Available at: [www.worldbank.org/en/topic/tertiaryeducation](http://www.worldbank.org/en/topic/tertiaryeducation).
- Trubek, D (2020). 'Legal Education Failures, Spontaneous Bypasses, and the Reproduction of Hierarchy in Brazil: Some Preliminary Thoughts'. *Journal of Institutional Studies*, [online] 2. Available at: [www.estudosinstitucionais.com/REI/article/download/531/546/2125](http://www.estudosinstitucionais.com/REI/article/download/531/546/2125) [Accessed 6 August 2024].

Turi, J A, Khastoori, S, Sorooshian, S and Campbell, N (2022). 'Diversity Impact on Organizational performance: Moderating and Mediating Role of Diversity Beliefs and Leadership Expertise'. *PLOS ONE*, [online] 17(7), pp 1–15. doi: <https://doi.org/10.1371/journal.pone.0270813>.

UNESCO (2024). *Global Flow of Tertiary-Level Students*. [online] [uis.unesco.org](https://uis.unesco.org). Available at: <https://uis.unesco.org/en/uis-student-flow>.

Vučić, F (2023). 'Changes in Legal Education in the Digital Society of Artificial Intelligence'. *Communications in computer and information science*, pp 159–176. doi: [https://doi.org/10.1007/978-3-031-36833-2\\_12](https://doi.org/10.1007/978-3-031-36833-2_12).

Welding, L (2022). *U.S. College Enrollment Decline Statistics* [online] [www.bestcolleges.com](http://www.bestcolleges.com). Available at: [www.bestcolleges.com/research/college-enrollment-decline/](http://www.bestcolleges.com/research/college-enrollment-decline/).

# Statistical notes

## About sources

The sources used for this report have been considerable. The list below is not exhaustive and only references key resources or examples.

### *Global sources*

The OECD and UNESCO offer an extensive collection of data on higher education enrolment and progression rates.

### *European sources*

Eurostat and the Council of Europe are useful sources of information on tertiary enrolments in law courses and for information about lawyer numbers in different EU economies. See, for example:

[https://ec.europa.eu/eurostat/databrowser/view/educ\\_uoe\\_enrt03\\_\\_custom\\_12252832/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/educ_uoe_enrt03__custom_12252832/default/table?lang=en)

<https://rm.coe.int/lithuania-2021-data-/1680ab89be> and <https://rm.coe.int/hungary-2021-data-/1680ab89ba>

Some national authorities, regulators or bar associations publish useful statistics on a periodic basis. See, for example:

### **Spain**

[www.universidades.gob.es/estadistica-de-estudiantes/](http://www.universidades.gob.es/estadistica-de-estudiantes/)

[www.abogacia.es/actualidad/noticias/convocados-6-647-aspirantes-en-la-prueba-de-acceso-a-la-abogacia-del-2023/](http://www.abogacia.es/actualidad/noticias/convocados-6-647-aspirantes-en-la-prueba-de-acceso-a-la-abogacia-del-2023/)

### **Germany**

[www.bundesjustizamt.de/DE/Service/Justizstatistiken/Justizstatistiken\\_node.html#AnkerDokument44060](http://www.bundesjustizamt.de/DE/Service/Justizstatistiken/Justizstatistiken_node.html#AnkerDokument44060)

[www.brak.de/fileadmin/02\\_fuer\\_anwaelte/reno/Neu\\_abgeschl\\_Ausbildungsverh\\_per\\_centC3\\_per\\_centA4ltnisse\\_1998-2023.pdf](http://www.brak.de/fileadmin/02_fuer_anwaelte/reno/Neu_abgeschl_Ausbildungsverh_per_centC3_per_centA4ltnisse_1998-2023.pdf)

### **The UK/England and Wales**

[www.hesa.ac.uk/data-and-analysis/students](http://www.hesa.ac.uk/data-and-analysis/students)

[www.sra.org.uk/sra/research-publications/regulated-community-statistics/data/population\\_solicitors/](http://www.sra.org.uk/sra/research-publications/regulated-community-statistics/data/population_solicitors/)



## France

[https://publication.enseignementsup-recherche.gouv.fr/eesr/9EN/EESR9EN\\_ES\\_12-students\\_in\\_higher\\_education.php#ILL\\_EESR9EN\\_ES\\_12\\_03](https://publication.enseignementsup-recherche.gouv.fr/eesr/9EN/EESR9EN_ES_12-students_in_higher_education.php#ILL_EESR9EN_ES_12_03)

[www.cnb.avocat.fr/fr/les-chiffres-cles-de-la-profession-davocat](http://www.cnb.avocat.fr/fr/les-chiffres-cles-de-la-profession-davocat)

Academic articles and newspaper reports can help to fill in gaps. See, for example:

## Lithuania

<https://czasopisma.uni.opole.pl/index.php/osap/article/view/1229>

## Turkey

<https://tr.euronews.com/2023/11/07/avukat-sayisinda-rekor-artist-son-5-yilda-yuzde-64-10-yilda-yuzde-123-artist>

## *The Americas*

In North America, the ABA is an invaluable source of detailed data on legal education, as is the National Conference of Bar Examiners and the Legal Services Admission Council. The latter provides data not only on US but also Canadian LSAT applications and pass rates. The Brazilian government publishes detailed data on higher education.

## North America

[www.americanbar.org/groups/legal\\_education/resources/statistics/](http://www.americanbar.org/groups/legal_education/resources/statistics/)

[www.abalegalprofile.com/legaled.html](http://www.abalegalprofile.com/legaled.html)

[www.lsac.org/lSAT](http://www.lsac.org/lSAT)

## Brazil

[www.gov.br/inep/pt-br/aceso-a-informacao/dados-abertos/inep-data/estatisticas-censo-da-educacao-superior](http://www.gov.br/inep/pt-br/aceso-a-informacao/dados-abertos/inep-data/estatisticas-censo-da-educacao-superior)

## Jamaica

[www.generallegalcouncil.org/the-council/reports-to-parliament/2021-to-2022/](http://www.generallegalcouncil.org/the-council/reports-to-parliament/2021-to-2022/)

<https://jamaica-gleaner.com/article/news/20210917/university-enrolment-remains-steady-despite-covid>

<https://jamaica-gleaner.com/article/letters/20211203/letter-day-higher-education-expensive-and-out-reach>

## *Asia and Australasia*

Educational statistics can be found from various government sources, and bar associations often provide material on progression, where available. Japan's JFBA produced an invaluable report in 2017 which is a model for other bar associations to emulate.

### Australia

[www.education.gov.au/higher-education-statistics/student-data/selected-higher-education-statistics-2010-student-data](http://www.education.gov.au/higher-education-statistics/student-data/selected-higher-education-statistics-2010-student-data)

[www.lawsociety.com.au/sites/default/files/2023-05/2022 per cent20National per cent20Profile per cent20of per cent20Solicitors per cent20- per cent20Final.pdf](http://www.lawsociety.com.au/sites/default/files/2023-05/2022%20National%20Profile%20of%20Solicitors%20-%20Final.pdf)

### China

[http://en.moe.gov.cn/documents/statistics/2017/national/index\\_2.html](http://en.moe.gov.cn/documents/statistics/2017/national/index_2.html)

[www.moj.gov.cn/pub/sfbgw/zwxxgk/fdزدgknr/fdزدgknrtjxx/202306/t20230614\\_480740.html](http://www.moj.gov.cn/pub/sfbgw/zwxxgk/fdزدgknr/fdزدgknrtjxx/202306/t20230614_480740.html)

### Fiji

Figures for Fiji are drawn from UNESCO reports supplemented by annual reporting of numbers qualifying as new members of the Law Society

### India

[www.education.gov.in/sites/upload\\_files/mhrd/files/statistics-new/AISHE2010-11.pdf](http://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/AISHE2010-11.pdf)

<https://legalaffairs.gov.in/sites/default/files/AU2187.pdf>

<http://103.25.172.19/advocates/num-advocates.php>

### Japan

[www.nichibenren.or.jp/library/en/about/data/WhitePaper2021.pdf](http://www.nichibenren.or.jp/library/en/about/data/WhitePaper2021.pdf)

### Malaysia

[www.malaysianbar.org.my/article/about-us/malaysian-bar-and-bar-council/about-us/figures/general-statistics](http://www.malaysianbar.org.my/article/about-us/malaysian-bar-and-bar-council/about-us/figures/general-statistics)

### Singapore

<https://tablebuilder.singstat.gov.sg/table/TS/M850771>

## *Africa*

Data from African jurisdictions varies in frequency and is often produced intermittently rather than consistently year on year. There is enough available however to build a fairly accurate picture of developments and this is supplemented by data from UNESCO/UIS.

### Kenya

Council of Legal Education – <https://cle.or.ke/>

Law Society of Kenya – <https://lsk.or.ke/wp-content/uploads/2024/02/LSK-Annual-Report-2022.pdf>

### South Africa

[www.lssa.org.za/about-us/about-the-attorneys-profession/statistics-for-the-attorneys-profession/](http://www.lssa.org.za/about-us/about-the-attorneys-profession/statistics-for-the-attorneys-profession/)

### Nigeria

Nigerian law school – <https://nlsabuja.org/>



the global voice of  
the legal profession®

**International Bar Association**  
Chancery House, 53–64 Chancery Lane  
London WC2A 1QS, United Kingdom  
Tel: +44 (0)20 7842 0090  
Fax: +44 (0)20 7842 0091  
[www.ibanet.org](http://www.ibanet.org)