

A Blueprint on Global Legal Education: The European Perspective



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Abstract This chapter is based on the report “Blueprint on global legal education” by the International Bar Association and the Law Schools Global League that outlines the main trends and challenges that legal education faces globally. In this chapter, the coordinators of the report describe the quantitative and qualitative research methodology used to develop the report and reach the conclusions from the analysis, including the main key trends, challenges and opportunities emerging globally in current legal education, with a particular focus on Continental Europe. The key trends identified in global legal education include internationalization, technology and the development of new skills, while one of the main challenges identified is the regulation of legal education and the legal profession, an aspect that could hinder internationalization and innovation. Special mention should be made of legal education in the COVID-19 era. Since the outbreak of the pandemic, new challenges in legal education have arisen and need to be addressed.

1 Project Description. Scope of the Project

The International Bar Association, the organization that represents the global legal profession, has worked intensely on a study of the trends that are shaping the future of legal services, specifically focusing on the impact of globalization and technological disruption.¹ With the aim of connecting the findings on the legal profession to legal

¹ The results of the work, which identify a number of key drivers of change, can be found here IBA Task Force on the Future of Legal Services. <https://www.ibanet.org/Task-Force-on-the-Future-of-Legal-Services.aspx>. Accessed 29 March 2021.

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education, the IBA embarked on an ambitious research project called “Blueprint on global legal education”,² in conjunction with the Law Schools Global League.³

The purpose of the report is to determine the key trends and challenges in global legal education, identifying best practices from different academic institutions around the world that can be of practical use to law schools, bar associations and professional legal services firms. The blueprint offers an original categorization of law schools, based on current trends in legal education and the legal profession, which allows each academic institution to recognize its own category. This can be of use for those seeking to achieve a better understanding of the situation of legal education in different regions. The report also offers a detailed description of the principles, activities and elements that are included in each category and universities can therefore easily understand what each category entails and evaluate the cost and risks of moving from one category to another.

The report identifies the best practices applied by some institutions, which may be of inspiration to those trying to deal with the same challenges. In addition, the blueprint shows where some of the opportunities lie for the future development of legal education.

The key goals of the report are:

- To understand how globalization, technology and the fourth industrial revolution, among other drivers, affect legal education globally.
- To identify the challenges that are common to legal education around the world, while recognizing the significance of the local context (cultural, regulatory, historical, etc.) in which they take place.
- To identify and understand the main solutions to these challenges applied by law schools, globally and specifically in official degrees.
- To identify the main challenges still present and the negative consequences of non-adaptation.
- To develop common/shared solutions to the challenges, while recognizing the need for locally sensitive solutions.
- To generate a compendium of best practices, per jurisdiction.
- To generate a model or blueprint to assist law schools to navigate the paradigm change.

This global report was undertaken by representatives of the Law Schools Global League and, for the purposes of the project, the following regions chosen:

- Region I: United Kingdom and Ireland⁴

² The report was presented at the IBA annual conference in November 2020 and can be found here: Ref. [3].

³ The Law Schools Global League brings together 25 law schools that share a strong vision on the need to promote a global approach to legal education, research and impact upon society; Law Schools Global League. <https://lawschoolsgloballeague.com/>. Accessed 29 March 2021.

⁴ This region was selected as an independent region, due to its relevance in legal education. The research was carried out by the University of Edinburgh, Dr. Verónica Ruiz Abou-Nigm.

- Region II: United States and Canada⁵
- Region III: Continental Europe⁶
- Region IV: Southeast Asia and Australia and Hong Kong⁷
- Region V: Latin America⁸
- Region VI: Asia and Russia⁹
- Region VII: Africa.¹⁰

The scope of this project is intended to be as broad as possible and include as many regions as possible to achieve a large geographical sample, rather than focus in depth on one specific region. The scope also endeavours to reflect the richness of the sector in order to include a diverse sample of law schools and institutions. The broad geographical scope of the project has allowed us to perform a truly global analysis. Even if each region varies in terms of quantity: number of universities, number of law schools, number of lawyers, numbers of bar associations, for the purposes of this research, the quantitative analysis remains under the same parameters and the same number of law schools was analysed per region.

This chapter describes the “Blueprint on global legal education” project and attempts to shed some light on the issue of the current challenges facing legal education. The project offers a global approach to the issue, although with the intention of offering a deeper vision in one region. For this article, we focused on the region of Europe and, under the current circumstances, also on issues that are of relevance for legal education in times of COVID-19.

2 Research Methodology. A Qualitative and Quantitative Analysis

To carry out the project, the research was distributed into four main phases. First, we carried out a study of all the literature on legal education and selected and analysed hundreds of law school websites worldwide. We then launched an open survey of all law schools, bar associations, legal organizations and other institutions to identify the

⁵ This region’s analysis was conducted by Dr. Ana María Zorrilla Noriega, from the *Instituto Tecnológico Autónomo de México* (ITAM).

⁶ IE University (Spain) was responsible for the European analysis, which was conducted by Dr. Sonsoles Arias.

⁷ Dr. Michael Legg from the faculty of Law of the University of New South Wales carried out the study in this region.

⁸ The Latin American region was analysed by the Universidad de los Andes. The research was conducted by Dr. Eleonora Lozano. Fundação Getulio Vargas, conducted the Brazilian study, which was coordinated by Dr. Marina Feferbaum.

⁹ Jindal Global Law School carried out this region’s analysis. The research was conducted by Prof. (Dr.) S.G. Sreejith. The Chinese research was specially conducted by the China University of Political Science and Law (Dr. Liu Kunlun). Furthermore, the Russian perspective was analysed by the Higher School of Economics University (Dr. Maria Filatova).

¹⁰ University of Cape Town. Dr. Kathy Idensohn.

main challenges they face in legal education today. Finally, we conducted multiple surveys of deans and senior members of selected law schools.

2.1 Literature Research

The literature on legal education and the challenges it faces today is abundant, not only at a global level, but also specialized in different regions and countries. The analysis of literature used the following methodology: Firstly, we researched several databases, all gathered from the same engine: Worldcat Discovery.¹¹ The compilation of scientific literature included the fundamental term of “legal education” and three population terms: Globalization/Globalisation, Challenge/Challenges and Trends.¹²

A selection was then made of the academic articles and papers that were really useful for the purposes of the study. The selected documents were read by the research team, who identified and conceptualized the most relevant challenges and trends that were referenced in each document and had an impact on global legal education.¹³

2.2 Webpage Analysis

Along with the analysis of the existing literature on legal education, we analysed the websites of a large number of law schools around the world. The purpose of this study was to discover what trends and challenges they are currently facing, based on the information presented by law schools on their websites. It is important to note that this second phase of the project is a quantitative analysis and therefore differs in this respect from the literature survey. The information and descriptions collected on the websites show how the law schools describe themselves and the information

¹¹ Worldcat <https://ie.on.worldcat.org/search?lang=en&queryString=&scope=>. Accessed 29 March 2021. The search results are limited to the English language, but not to country of origin. Papers were also limited to those published from January 2010 to December 2019, to obtain the most up-to-date studies of the challenges and trends in current global legal education. The study sample was limited to global legal education and also the main regions and countries. Finally, the search was limited to documents including legal education with a significant impact on the population sample.

¹² These key words and inclusion criteria were then used to research into the following databases and journals, among others: ABI/INFORM, IEEE, JSTOR, OECD, PsycARTICLE, SAGE Knowledge, SciELO, ScienceDirect, Taylor and Francis Journals, Wiley Online, WorldCat.org, OCLC catalog of books.

¹³ The list of papers that were finally analysed by the research team have been included in Annex i of the report, See IBA (n 2) 104–113. For identifying the different trends and challenges, a hierarchical diagram was used: It starts with all the diverse trends and challenges we found in the document and then branches and groups them together according to conceptual similarities (in common or similar trends or challenges), from generalities to specifics. The results of the literature research can be found in the final report IBA (n 2) 15–24.

they intend to convey publicly about themselves. Even so, this information is very useful and will help to supplement the analysis carried out in the other phases of the project.

A selection of 60 law schools was made for each of the seven regions into which the project was divided. Taking into account the existing rankings at a global, regional and local level, a total of 420 law schools were selected, whose web pages would be the subject matter of the study.¹⁴ The aim was to analyse a diverse group of law schools, in regional terms as well as in terms of ranking and a number of law schools were therefore chosen from the top, medium and low positions, thus combining different rankings.

All the information collected was classified according to four major thematic blocks considered today as major challenges in legal education: globalization, technology, skills and diversity. Within each of the topics, a categorization was made in different levels (from the lowest to the highest)¹⁵ according to the information presented by the law school on that particular topic on its website. Thus, for example, if the law school described itself on its website with little information on the topic of globalization, the law school would be categorized with low level of globalization.¹⁶

The results of the website analysis are highly illustrative, both globally and by region¹⁷: firstly, law schools mostly show a low level across the four elements (globalization, technology, skills and diversity) on their websites. In addition, a limited number of law schools present themselves on their website with a high level in all the categorized topics: 4% show a high level of globalization; 12% show a high level of technology; 28% show a high level of skills; and 10% of law schools show a high level of diversity (see p. 34 of the report).

2.3 Survey

Along with the study of existing literature on legal education and the analysis of websites, a global survey was also conducted, where law schools, bar associations and other legal institutions could give their opinion on the main challenges facing legal education today.

¹⁴ Among the variety of rankings used for the selection of law schools globally, we used those published by Times Higher Education (THE), World University (Law) and The Complete University Guide League Tables (Law) in 2019. See Annex ii IBA (n 2) 114-119. In addition, for each specific region, local or regional rankings were also taken into account. For example, for the UK & Ireland, the ranking published by The Complete University Guide, <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings?s=law> was also taken as a reference. In addition, in some regions, more law schools were included to provide diversity in terms of location (rural/regional) or not ranked and higher education specialists also consulted in the region (i.e. Southeast Asia, Australia and Hong Kong). See IBA (n 2) 115.

¹⁵ Four specific levels were designed for this categorization: low, medium, high and top.

¹⁶ On the methodology followed to categorize law schools according to their different levels, see pages 27 and ff. of the report.

¹⁷ IBA (n 2) 33-43.

2.3.1 Survey Sample

The analysis draws on data collected from November 2019 to April 2020,¹⁸ when 521 law schools, bar associations and other legal institutions in more than 70 countries responded to the survey. For the purpose of the report, we only used responses from 369 respondents. The remaining ones had to be discarded, as they were empty and did not provide any relevant information. Of the 369 users, 213 registered as law schools, 47 as bar associations, 33 indicated that they were legal institutions and the remaining 76 registered in the survey as “other institutions”.¹⁹

2.3.2 Survey Data

The survey asked respondents about the new challenges facing legal education today. It was divided into eight main thematic blocks: user general information, globalization, employability skills, multidisciplinary programmes, technology, regulation of legal education, resources and challenges. A total of 68 questions were included²⁰ on the level of internationalization of law schools, the enrolment situation faced by international students and the faculty in law schools, the use of technology by law schools (i.e. only as a tool or as content in their programmes), the situation of access to the legal profession in the region, etc.

2.3.3 Research Findings and Key Learnings

The research findings and key learnings obtained from the surveyed law schools shed a great deal of light on the current challenges facing legal education.²¹ For example, in relation to globalization and internationalization, there is an intention to become more international, although most law schools have not yet reached this point. There is a need to increase curricula, faculty and students. Regarding employability skills, many law schools teach employability skills. Not many law schools include management skills in their law programmes. With regard to technology, about one quarter teach online, although a new situation has arisen due to COVID-19.²² Regulation is seen as a constraint to internationalization and a minor constraint in terms of increased use of technology. In terms of regulation, a new situation has also arisen as a result of COVID-19. In terms of resources and competition, there is not much competition outside law schools, but there is increased economic/cost pressure

¹⁸ Start date: 29 November 2019. End date: 2 April 2020.

¹⁹ Therefore, 57.72% of the respondents were law schools, 12.73% were bar associations, 8.94% were legal institutions and 20.59% were other institutions.

²⁰ IBA (n 2) 119–120. For the design and development of the survey, we took into account the criteria proposed in Diamond [4].

²¹ IBA (n 2) 65–66.

²² On the effects of COVID-19 on technology and legal education, *vid.* Chapter 4 of this work.

on law schools. Ultimately, the survey results show that resources, technology and internationalization are the biggest challenges facing legal education today.

2.4 Interview of Deans or/and Senior Members of Law Schools

Following the lines designed for the survey, interviews of senior members or deans of law schools were conducted globally. In this phase, a qualitative analysis was conducted. The purpose was to complete the information received from the survey, the analysis of the websites and the study of the literature, as well as to obtain first-hand information on the main concerns and obstacles that law schools are currently facing.

To this end, approximately 15 law schools were selected in each of the regions where the interview was to be conducted.²³ The questions were also divided into the following eight topics: globalization/internationalization, technology, regulation of legal education and the legal profession, resources, employability-related skills and multidisciplinary and new market players and challenges.²⁴

All responses and observations made by the deans and senior members of the law schools were analysed in aggregate and compiled in an executive summary for each region. In this way, the results obtained could be analysed on a regional basis.²⁵

3 Analysis Results. A Special Approach to Europe

The different results obtained in the four phases of the project can be analysed globally, but it is also possible to carry out an interesting study in each of the regions.

²³ The interview participants are listed in Annex iv of the report see IBA (n 2) 122–127.

²⁴ All the questions asked are listed in Annex v. See IBA (n 2) 128–129. In relation to globalization/internationalization, for example, the deans or senior members were asked how the law school approaches internationalization; what activities or projects it develops to promote more international legal education; or whether it has a strategy to offer more international legal education. In relation to technology, the deans or senior members were asked whether the law school offers combined programmes (partly in person and partly online); whether its faculty employs the use of technology as a teaching tool; or whether the law school has joined forces with the legal profession or the public administration (for example, the judiciary) to develop legal tech tools or to discuss legal tech needs, among other issues. They were also asked whether the law school faculty is involved in research projects concerning law and technology and, if so, whether it could describe them. Questions related to the regulation of legal education and the legal profession focused on the regulatory frameworks governing access to the legal profession in the law school's jurisdiction and whether higher legal education is an obstacle to the development or innovation in the law school. They were also asked whether these regulatory frameworks limit the provision of more international legal education at their law school.

²⁵ IBA (n 2) 69–82.

In the particular case of continental Europe, the main results obtained and the key findings of the analysis are of interest.

3.1 Literature Research

The literature on the main challenges facing legal education in Europe is abundant. Authors such as [1] stress the importance of Law schools offering their students relevant education to enable them to face the difficulties in the late modernity.²⁶ Difficulties such as the increase in technological possibilities, the de-mystification of science and globalization are highlighted by scholarship.

The constant transformation to which law schools are subject today as a result of European integration and globalization inevitably provokes ‘new challenges to legal education and calls for a new generation of European law graduates’.²⁷

Other authors, such as J. Goldsmith and Faulconbridge and Muzio [2], point out the difficulties that lawyers encounter when entering the legal profession. For example, they state that the control over the regulation of the legal profession through bar associations is a barrier to a constant globalization trend.²⁸

In this phase of the project, as indicated in the previous section, we performed a quantitative and qualitative analysis of all the existing literature in the continental European region on legal education and its main challenges. From the papers analysed at a global level, those focusing exclusively on continental Europe were extracted and provided the following results²⁹:

- The biggest challenge facing European law schools is globalization/internationalization.
- In addition, one of the major concerns in addition to the above is the teaching of the new skills necessary to adapt to new times.
- Along these lines, the different gaps and obstacles to access to the legal profession are considered a current challenge in legal education.
- Multidisciplinarity in the legal education, technology as a tool and law programme content and the implementation and development of a Legal Clinic are also relevant challenges facing European Legal Education.

²⁶ Van Rossum, [1, pp. 245, 247].

²⁷ Kornet [5, pp. 313–339].

²⁸ Goldsmith [6, pp. 441, 443]. The problem of globalization in legal education in Europe is a long-standing one. See Faulconbridge and Muzio [7, pp. 317–321].

²⁹ IBA (n 2) 22, 24.

3.2 *Webpage Analysis*

For the analysis of the websites, 60 law schools across Continental Europe³⁰ were selected, based on the reference of the different university rankings published in 2019 and 2020 for the European region.³¹ The methodology for the extraction of the data was explained in the previous section, classifying it into four main thematic blocks (Globalization/Internationalization, Technology, Skills and Diversity) and evaluating it at several levels (from low to high), according to the greater or lesser extent the website defines the law school in these four main topics.

The analysis of the websites in Continental Europe yielded the following results³²:

- The vast majority of the websites analysed (68% of the total) define law schools with a low level of globalization/internationalization. This means that law schools in Continental Europe do not include relevant information on internationalization on their websites. They merely describe themselves on their websites as international law schools with an international mission and vision; open to diversity and international students, but do not elaborate on further characteristics that would qualify them as having a high level of globalization/internationalization.
- A large majority of law schools (72%) do not define themselves on the websites as institutions that teach their students a wide range of skills. On the contrary, they present very little information in this regard. Only 28% of law schools present the skills that students acquire in their programmes on their websites.
- In relation to the level of technological innovation, 81% of law schools do not define themselves on their websites as highly technological or with legal tech programmes.
- Neither do they show on their websites an adequate level of diversity in their communities.

The results of the website analysis clearly show that in Continental Europe: the level of information provided on the degree of globalization, skills, technology or diversity of law schools is low or non-existent, compared to the actual situation.

³⁰ Annex ii see IBA (n 2) 114.

³¹ The criteria used to select universities for the European region was the same as that used for the rest of the regions: geographical spread, diversity in ranking (top, medium and lower-ranking law schools) and different age of the schools (before/after 1992). The main rankings used to select the universities were Times Higher Education (THE); World University (Law) and the Complete University Guide League Tables (Law).

³² IBA (n 2) 37, 43. Interestingly, the results are very similar to those obtained for US/Canada and Latin America.

3.3 Interviews

The participants in the interviews were senior members or deans of law schools in the European region, as well as directors of the most important bar associations in Spain and France. The majority of the interviews were conducted in person—both online and face-to-face—between January and May 2020. Some of the interviews were also answered by completing the questionnaire in writing.³³

The purpose of this phase of the project was to be able to complete or clarify the information collected and obtained in the previous phases. Questions were therefore asked in relation to: globalization; technology; regulation and liberalization of the legal profession; resources in legal education; skills related to employability and multidisciplinary; and new players and challenges in the market. However, a more direct and personal approach was given to senior members or deans of law schools.

The interviews yielded the following aggregate results³⁴:

- Globalization is considered a reality, but the scope of strategies and achievements differ, depending on the intention of the institution and external elements such as regulation. In relation to the programmes, international content has increased and so has the methodology of comparative law, civil law and common law, as well as global law. With respect to the relations between law schools and other institutions or universities, there is a greater offer of joint or dual degrees with international law schools and exchange programmes for students, faculty and staff.
- In relation to technology, there is a clear initiative to implement technology, not only as a tool for legal education, but also as content in law programmes, either through mandatory courses, elective courses or programmes totally focused on technology (master's degree in legal technology).
- Regulation of law and legal education: there are obvious restrictions and barriers imposed upon access to the legal profession, although not all programmes are official and therefore not all are affected by regulation. An important insight conveyed by participants was that, despite the serious difficulties posed by the regulation of legal education and the legal profession, there is always room for innovation.
- Resources: there is a clear division between private and public law schools (most countries have both public and private schools; although in some countries all law schools are public). Resources are considered a major constraint to internationalization, technology integration and active teaching methodology.
- In relation to multidisciplinary, most interviewees stated that there is a gap between legal education and the legal profession, but legal education should not only be vocational and practice oriented. They also advocated that multidisciplinary is an unstoppable trend, as all degree programmes are multidisciplinary and some multidisciplinary programmes allow students to take non-law

³³ The participants in these interviews are listed in Annex iv of the report see IBA (n 2) 122–127.

³⁴ The complete results of the interviews can be seen in IBA (n 2) 73–74.

subjects. The interviewees also considered that multidisciplinary courses are not programmes, yet they are already planning to convert them into law programmes.

- Finally, regarding new market players and challenges, it is true that Continental European law schools compete with other law schools, but this situation may change. For example, there are law firms offering in-house legal training to non-law graduates. There are also legal institutions other than law schools that offer online legal training. At the same time, there are some programmes open to non-lawyers, such as tax, compliance, technology and innovation programmes.

4 Legal Education After COVID-19

The pandemic has clearly been a disruptive element in all areas, including the field of legal education. The emergence of the pandemic has brought about many changes in the day-to-day operations of law schools, intensifying existing challenges and creating new ones.

With the advent of COVID-19, a new section had to be introduced to the project to analyse the impact of the pandemic on legal education, incorporating these new trends and challenges.³⁵

After the qualitative analysis of all the articles published so far, it was observed how the main key challenges facing legal education in the midst of the pandemic are mainly: technology, law student skills, regulatory gaps and several other challenges related to healthcare and issues that could affect the more personal sphere of individuals in legal education.

- *Technology.* Online teaching has been the most relevant challenge faced by law schools during the closures adopted in a large number of countries due to the pandemic. Thus, technology positioned itself as the first and essential challenge with the arrival of the pandemic and technology not only as a teaching tool, but also as part of the very content to be introduced in law programmes. The qualitative leap that this challenge has required with the arrival of the pandemic and the confinements derived from it is of an enormous scale.

In relation to technology as a tool for conducting distance learning, the main problems arising from this new form of teaching have been, for example: the need to explore new options for distance learning, the lack of face-to-face teaching, the existence of gaps in the accessibility of distance work by disadvantaged and disabled students, the implementation of e-learning as a platform for teaching, as well as online examinations, etc. Perhaps the biggest challenge that law schools have faced after the advent of COVID-19—and which affects, of course, all branches of higher education—is being able to ensure equal access to education.

³⁵ See the last section of Chapter 2 of the report (pages 83 and ff.). The literature on the subject is scarce, so we analyzed the main articles and Ed-ops published to date in the different media. Some interesting articles have recently been published on the topic. See, for example, Sandoval et al. [8, p. 367]. See also Dobrila [9, pp. 130–137].

In addition, due to the pandemic, certain law schools have seriously considered the possibility of including technology, not as a single tool in the teaching of law, but also as a new subject in legal studies (legal tech).

- *New skills for law students.* Along with technology, consideration should also be given to introducing new skills for law students after COVID-19, as it is clear that students now have to prepare for the practice of law in a way that is quite different from the pre-pandemic situation. Legal education needs new skills to prepare students for the world of legal services.³⁶ Some of the new skills highlighted are: agility; creativity; cognitive flexibility and collaboration. It should also be noted that programmes must include project management, processes, data analytics, design, business basics, mathematics, programming, forecasting, risk management and leadership; in a new multidisciplinary, integrated, platform-driven, capitalized, data-driven, problem-solving and client-focused marketplace.
- *Gaps in the regulation of legal education and the legal practice.* The current pandemic has also highlighted issues and challenges that law schools should address in terms of regulating both the teaching of law and the practice of law. For example: providing online training for all those preparing to practice law in light of the shift to online learning; similarly, the regulator's position on the teaching of law programmes, the time and cost involved in law school curriculums, faculty structure and the transition from degree awarding centres to life-long learning centres should be reviewed. Undoubtedly, one of the major post-pandemic gaps that law students must deal with is the precarious job market they will face in the wake of the pandemic's economic downturn.
- Finally, new important challenges have arisen in the wake of COVID-19, which affect in a greater way the particular individual sphere. The students and faculty members' mental health is evidently one of the most serious problems that law schools now have to deal with as a new challenge, including stress and other psychological disorders due to COVID-19. Remote teaching can also become a familiar problem that can thus be extrapolated to the academic environment. In addition, there is a need for a culture committed to prioritizing emotional intelligence, cultural awareness, collaboration and compassion, principles that are not a priority in our current legal culture.

5 Conclusions

The conclusions of the report gather the most relevant trends in legal education globally, as well as the main challenges that law schools are currently facing. In addition to these findings, the report defines various levels of accomplishment for each one of these trends and proposes a number of recommendations for development and growth that range from less complex to more sophisticated activities.

³⁶ See, for example, new skills set provided during the pandemic for the clinical legal education in Welgemoed [10, pp. 1–31].

The most relevant trends include globalization, technology, skills and regulation of legal education and the legal profession. The key challenges described are the regulation of legal education and legal profession and resources.

5.1 Globalization is the Key Trend in Legal Education

What do we refer to when we talk about globalization in legal education? The literature analysed showed that the main topics and elements that the academic and professional legal community refer to when they talk about the globalization of legal education are the following:

Comparative methodology, Cultural globalization, Dual legal training, US and UK Legal Education as a pattern, Europeanization, Importance of multicultural education, Institutional and State-motivated globalization, Internalization of law schools and the legal career, Common law as a pattern, international firms & law students, Globalization per region, Diversity, Equity, International law as its own system rather than a single course, Transnational legal education.

The vast amount of literature on this topic, in addition to the web page review, the survey responses and the interviews show that there is an intention in the legal education community to become more international. Nevertheless, most law schools have not achieved full internationalization and many detect a need to increase the international element in their curriculum, faculty body and student body.

Under the category of globalization, we created a series of levels that correspond to the different elements and activities that law schools can offer. They show how growth in internationalization can be achieved by an academic institution.

A Low Level of internationalization means that the law school has very limited international activity. A medium level means that the school has an international faculty and international students.

A high level requires not only an international faculty and student body, but also international activities and content in the Law programmes, which include the following elements, listed in order of simple to more complex:

Exchange programmes, international summer courses, participation in international competitions, programmes that include courses with an international approach, comparative law courses, international PhD/SJD, international dual degrees, comparative law methodology.

The maximum level is the top level and is the most sophisticated level of internationalization that only some law schools achieve. It requires having implemented a full internationalization process and programmes that allow graduates to obtain legal qualifications for more than one jurisdiction (multijurisdictional) or other complex elements, such as international accreditation. From a simple to a more complex level, the elements are the following:

International internships, international research projects, international networks, two jurisdictions qualification.

5.2 *Technology*

Technology was a transforming element in higher education already before COVID-19 and the analysis shows that this is the second trend in the legal education debate. Recently, under COVID-19, the development of technology for education at large, including legal education, has been unprecedented.

In the literature review, the terms and elements that arise as those most mentioned in the area of technology and law schools are:

Use of technology in the Legal Practice, Impact of technology in Legal Education, Internet and Law, Legal Technology and its outcomes in the legal market, Needs for the evolution of legal education.

Due to the current pandemic, technology as a tool to offer education has become necessary for academic institutions and the debate among legal academics continues in relation to the following topics:

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

Different levels of use of technology in legal education were identified from low to high. A low level includes law schools that have no clear or distinctive elements of technology. A medium level refers to law schools that use technology as a teaching tool, including online/combined programmes, online webinars, online conferences, online examinations, online teaching.

A high level describes schools that use technology as content in their programmes, as opposed to the use of technology as a tool, as mentioned above. Law schools considered to be at this level are those that include the following practices:

Law & tech focus. Legal tech; Courses on technology (Programming, technology); Preparation of students for future online litigation; Programming skills; Interactive online teaching combined with interactive online activities.

5.3 *New Skills Set*

The analysis proves that there is a new skill set which legal education academics and professionals are considering. A relevant conclusion is that many law schools describe themselves as schools that teach skills for employability, but very few include management skills in their curriculum. The debate on a new skill set includes the following topics:

Global society in addition to a global economy, Employability and the future, Globalization/Legal skills for the international practice of Law, International skills for practice, new Legal skills for a globalized practice, Legal skills for the practice of law, Professionalization of Curricula, Reforms in Legal Education & New Skills, New spaces to learn, new skills.

We defined two levels of the development of skills set in academic institutions, low and high. A low level refers to law schools that include in their programmes basic skills, such as legal skills, writing skills and oral skills. A high level includes more sophisticated skills, such as:

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

5.4 Regulation of the Legal Education and the Practice of Law

Regulation is a key topic in the current debate on legal education, as it is usually considered a limitation to internationalization and innovation. To a lesser extent, also considered as a limitation to the increasing use of technology, or at least before COVID-19, is the extensive regulation of the access to the legal profession, both locally and regionally, and many legal educators consider the regulation of legal education as a constraint to growth in globalized training, which is the principal trend in the discipline.

In addition to these trends (globalization, technology, skills and regulation of legal education and the legal profession), the report identifies the key challenges for legal educators: the regulation of legal education and the legal profession and resources. Regulation represents a trend in legal education, as it is the main topic of debate and one that shapes the model of legal education for academic institutions while, at the same time, appearing to be a challenge due to the limitations that it poses for law schools. One very interesting finding is that even in this reality, certain law schools find ways to achieve flexibility, which allow them to become more international.

Resources are a limitation to internationalization and the inclusion of technology, in particular at a time when many academic institutions consider that there is an increase in the cost of teaching and increased economic pressure on law schools.

To conclude, we can summarize that the main areas of focus in the legal education community are internationalization, technology, skills, regulation, diversity and COVID-19. These areas will define the future development of law schools.

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

The **COVID-19 pandemic** has disrupted the previous needs in the legal education sector. Technology becomes the first and main trend for legal education. Globalization/internationalization now appears behind the other trends. Other challenges such as mental and physical health and equality in the access to legal education have emerged due to the pandemic.

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