



BULGARIAN INSTITUTE FOR LEGAL INITIATIVES

**LEGAL EDUCATION:
PROBLEMATIC AREAS AND
PERSPECTIVES
2009**



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SPECIFICS OF THE RESEARCH

The present research is carried out by Sociological Agency Alfa Research by commission of Bulgarian Institute for Legal Initiatives and it is conducted by funding from German Marshall Fund.

The aim of the research was to evaluate the status of the legal education through the prism of its final users (employers and young lawyers), to identify the problematic areas and to develop recommendations that would be used as basis for setting up a national strategy and plan for execution of the reform of the university legal education.

The tasks of the research were as follows:

- To analyze the opinions of the employers and the young lawyers concerning the legal education by outlining its strengths and weaknesses and to systematize the suggested changes.
- To determine the employers and young lawyers level of satisfaction of the quality of legal education in Bulgaria.
- To summarize the requirements of the employers and their expectations towards legal education.
- To systematize the mistakes and the predicaments that are made most often from the young lawyers in their first year of work and based on these results to bring out the problematic areas in the education in law.
- To examine the necessity of additional (continuing) education for young lawyers and the interest directed towards different forms and subjects.

The activities that were carried out within the framework of the research are as follows:

- In depth interviews with different groups of employers of young lawyers – Bulgarian and international law firms; banks and insurance companies; corporate organization with legal departments; regional and district courts and prosecution offices; state, district and municipal administration.
- Group discussion among young lawyers who graduated the past three years.

- Representative quantitative research among employers of young lawyers – Bulgarian and international law firms; banks and insurance companies; corporate organization with legal departments; regional and district courts and prosecution offices; state, district and municipal administration.

The employers and the young lawyers were selected as target groups of the research because precisely they appear to be the direct user of legal education. These groups have the greatest impressions of education – not only as results achieved (employers), but also as a way of being carried out (young lawyers). Within the frame of the research were interviewed employers (or their representatives) who employ young lawyers (graduated the past three years) and who are directly responsible for the education and the development of young lawyers and rectify their work. The interviewed employers were larger law firms that hired young lawyers, employers who have legal departments part of which are comprised of young lawyers, municipal, district and state administrations in which structures there are young lawyers hired etc. The young lawyers who participated in the research are postgraduates who graduated the past three years or students in the last two years of their education who are already working. The idea of this selection was to include in the research employers who have observations on young people immediately after their graduation (without being additionally trained on their previous workplace) and graduating students and undergraduates who are familiar with the labor market, the requirements of the employers and the specificities of the legal work in practical conditions and are able to make comparison between education and labor market requirements.

The main starting precondition for the present research is that one of the most significant (although not the only one) criterion for quality of education (in this case – Law) ought to be the “market” – through specific necessities, expectations and requirements that it is setting up on one hand, and on the other – with the ability of young lawyers who are graduating Law to adequately fit in professional standards and requirements of the employers. The market is particularly important regulator because it can exert pressure on the enhancement of the quality of education as well as to cause a deformed influence on young lawyers if there are unregulated rules and relations. Precisely in view of the above said, the present research is focused on the “market” requirements comprehended not as a simple group of technical requirements but as a system of social relations which simultaneously requires and forms a particular type of legal cadres. Through that approach the research tries to “see” the

disadvantages and to systematize the lack of points of contact between education and labor market.

Next, the focus on the issues related to legal education are prompted also by the serious critics that Bulgaria received from the European institutions in relation to the unsatisfactory results from combating crime and corruption, weaknesses in the Judicial system and the ongoing judicial reforms. The reforms in the judicial system and the overall work of the institutions in the Judiciary can be successful only if they have the right cadres. In that sense the quality of legal education is a key condition for the entire functioning of the bodies of Judiciary and most likely one of the multiple impediments which in one way or another have effect on the pace of the reforms and the quality of administration of justice in Bulgaria.

Another crucial aspect that the work of the institutions of the Judiciary and Legislative power exerts influence on and therefore so does the legal education are the conditions for developing business in Bulgaria. This aspect is significant not only as an existing legislation but also as a possibility for quick and effective dispute resolution between economic entities. Well prepared lawyers would have considerable influence in setting up a better environment for the development of business and better functioning of the institutions relevant to business regulations. Once more this reveals the exceptional actuality of the subject and the issues examined in the research.

Realization of the research

Alfa Research

Period of carrying out the qualitative research

April – May 2009

Period of carrying out the quantitative research

July – August 2009

Method of gathering information – qualitative research

*1 group discussion with young lawyers
41 in depth interviews with employers who hire young lawyers*

Method of gathering information – quantitative research

Direct standardized interviews

Volume of the excerpt

400 standardized interviews with employers who have hired or have in their team young lawyers

300 interviews with young lawyers

Method of setting up the excerpt

Typological excerpt set up on the indications type of populated places, type of employer

Representativeness

For the indicated target groups

RESPONDENTS' GROUPS DISPERSAL

EMPLOYERS	%
Bulgarian law firm	50
Municipal/regional/state administrations	17
Judicial system	12
Notary offices	7
Bulgarian or foreign company	6
Foreign law firm	3
Other	5

LAW GRADUATES	%
Sofia University	28
Plovdiv University	15
South-West University	15
Veliko Tarnovo University	12
Varna Free University	8
University for National and World Economy	6
Bourgas Free University	5
Rousse University	5
New Bulgarian University	4
Varna Technical University	1
Varna Economics University	1
Other	2

SUMMARY

Assessment of the education in Law

The research unambiguously indicates rather critical attitude towards the legal education. Among young lawyers it is more moderate in contrast to employers. The criticism is particularly strong among those employers who are set up in competitive conditions (Bulgarian and foreign law firms, companies).

Evaluated in figures on the scale of 2 (two) to 6 (six) the employers give an average grade “Good” (4, 00) and the young lawyers “Very good” (4, 75).

Advantages

In general one of the advantages of the subject Law is the efficient theoretical preparation, orderliness, long standing traditions and distinguished law lecturers. At the same time, due to the general drop of the quality of the higher education the theoretical preparation also shows a slight drop according to the employers.

Disadvantages

The main disadvantage is the lack of practical training. Therefore the young lawyers feel quite unprepared for the vocational roles they have to perform after graduation. The main weak points according to both employers and young lawyers are: the disconnection between theory and practice, the lack foreign language studies, the poor presentation of EU Law in the curriculum and not enough attention drawn to ECJ decisions, the lack of the ability to compose different types of legal documents and to back legal positions with arguments. Another significant problem is that according to employers and young lawyers the methods of lecturing and examination are obsolete and not conformable to the contemporary ways of teaching in a university, lacks incentive to look for new and modern approaches, facile requirements when examining students. In general according to employers the legal education does not built up a habit to study the courts practice neither the ability to deal with procedural laws, there are still demands on learning articles by heart. According to employers another

substantial problem is that the law schools do not prepare the students to use information systems.

Hiring requirements

The labor market of young lawyers focuses mainly on their knowledge of foreign languages and computer skills. Generally, employers consider the legal education too theoretical and basic, therefore almost without exceptions they all conduct additional training. However, it is difficult to evaluate this kind of training because it is carried out daily in the work progress. At the same time, in view of the large number of graduates there are lots of applicants for one position with similar (satisfactory but not good enough) preparation. If a successful candidate gets hired he/she will mandatory have to go through an extended additional training (the developing of a young lawyer according to 1/3 of the employers usually takes about an year, 39% consider that it takes more than 2 years, 30% - over 3 years) and the legal preparation appears to be not the most important criterion when hiring young people.

Impediments before law graduates

Generally the prevalent opinion of employers is that legal education gives relevantly good theoretical basis (although there is criticism on that point as well) but when it comes to practical application it falls behind. Therefore a lot of problems which are relevant for most of the graduates come forward:

- ✓ **solving more complicated or blurred cases** hampers young lawyers in view of the fact that while studying in the university they discuss rather plain and more unambiguous examples but the attention is not drawn to real – life cases in their complexity.
- ✓ **backing legal positions with arguments.** According to employers for the fact that young lawyers did not have the chance to put into practice their theoretical knowledge while studying and due to the lack of experience they are unable to back their legal positions with arguments – they often pay too much attention to insignificant facts and details, they are not able to structure a legal document, they have problems with legal qualification and terms.
- ✓ **procedure difficulties.** According to employers young lawyers while studying law apprehend and understand much easier material laws and have difficulties in apprehending and applying procedure laws.

- ✓ **drafting legal documents.** In general employers complain of young lawyers not being able to structure legal documents and not having elementary language knowledge as well as not being so familiar with legal terms. Employers consider that the documents which usually impede young lawyers are actions, contracts, appeals to court of cassation. There is a lack of clarity, precision and legal qualification when writing positions, they find it difficult to prepare decisions and ordinances or deeds, powers of attorney, notarial invitations, protests or rulings.
- ✓ **preparing legal analyses.** This troubles young lawyers because in the process of studying in the university they do not have to prepare these kinds of papers. This issue is usually pointed out by law firms and Prosecution office.
- ✓ **bad orientation in the relevant institutions.** In terms of legal training and the requirements of the legal profession this indicates serious defects in legal education. Very often young jurists do not know to whom they should address different claims and papers or in which institution they should file documents.

It is worth mentioning that only 4 % of the employers point that the young jurists they hired do not encounter difficulties. These observations display great short – falls in legal education and indicate the need of change.

Suggestions for changes

Completely in the spirit of the main criticism towards the legal education expressed by the employers the suggestions for changes put a stress on introducing more practical elements in the process of studying law involving a complete change in the teaching methods. The following suggestions are very highly supported:

- ✓ During classes in the university lawyers, judges, prosecutors, people from the state administration should be invited. They can present real – life cases and give the students opportunity to debate over current legal problems.
- ✓ There should be more practical tasks like writing fictitious claims, actions, protests.
- ✓ Students should attend a course on preparing different types of documents – how to structure them, how to address etc.
- ✓ Students should have the chance to work on real life cases and be able to solve them
- ✓ There should be more classes devoted to interpretation of laws, references

✓ Senior students should be able to solve more complicated and difficult cases and not only unambiguous and evident ones

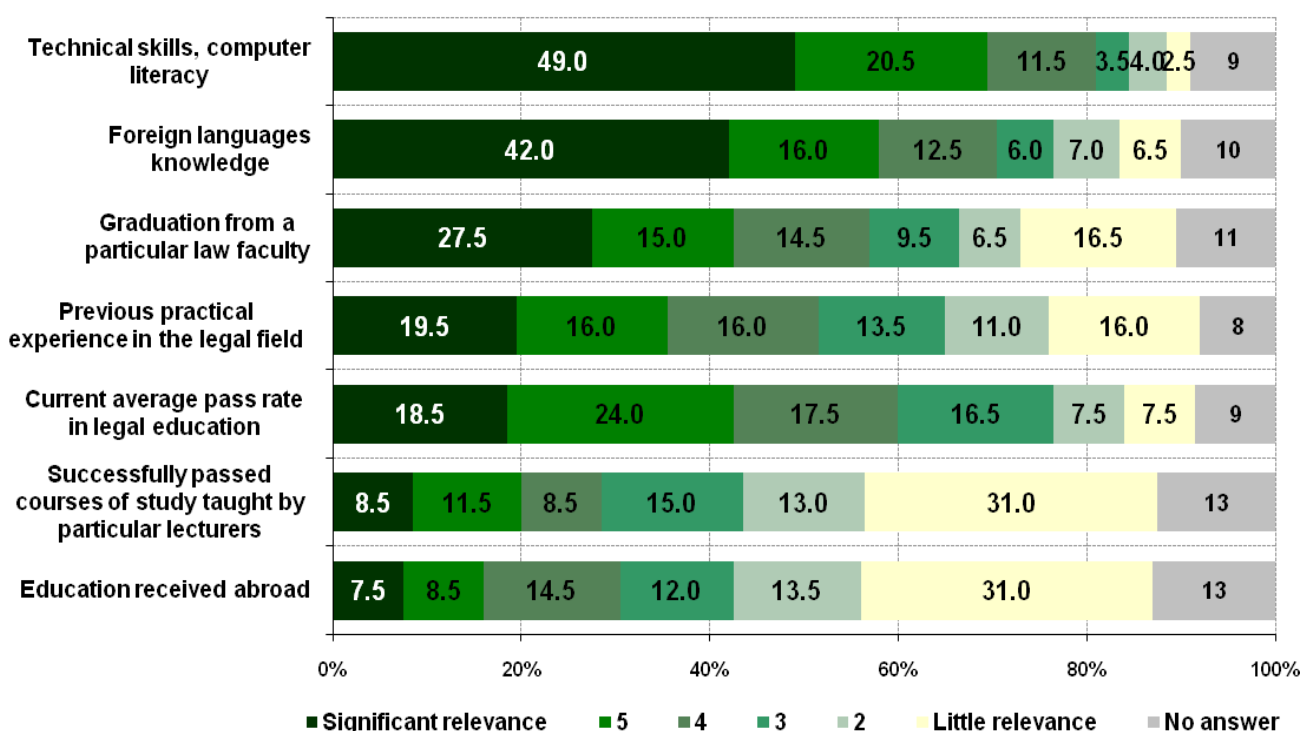
In addition to these suggestions for changes, the research unambiguously indicates that only general foreign language preparation is not quite enough and specialized foreign language knowledge for the use of legal terms and conceptions is needed. The membership of Bulgaria in the EU and the intensification of commercial and other contacts with foreign countries demands preparation of bi – lingual legal documents. Often, when conducting competitions for young lawyers, employers (especially in bigger cities) include solving of a case in a foreign language or translation of a legal document. Therefore, besides the presence of more practical elements in education another change that is very frequently suggested by young lawyers is the inclusion of more thorough foreign language preparation with legal focus.

LEGAL EDUCATION – REQUIREMENTS OF THE EMPLOYERS

1. Criteria for the selection of young lawyers

Computer literacy and the ability to speak foreign languages play a key part in the process of selecting young lawyers and not the specialized legal training. In practice for employers it is much more important that the young lawyers they hire have the ability to work with computers and speak foreign languages and they rely on compensating the insufficient legal education with training during the work process. According to them the preparedness of the majority of candidates is similar, therefore crucial in the selection process are the personal and psychological characteristics.

Law graduates' hiring: Selection criteria (%)



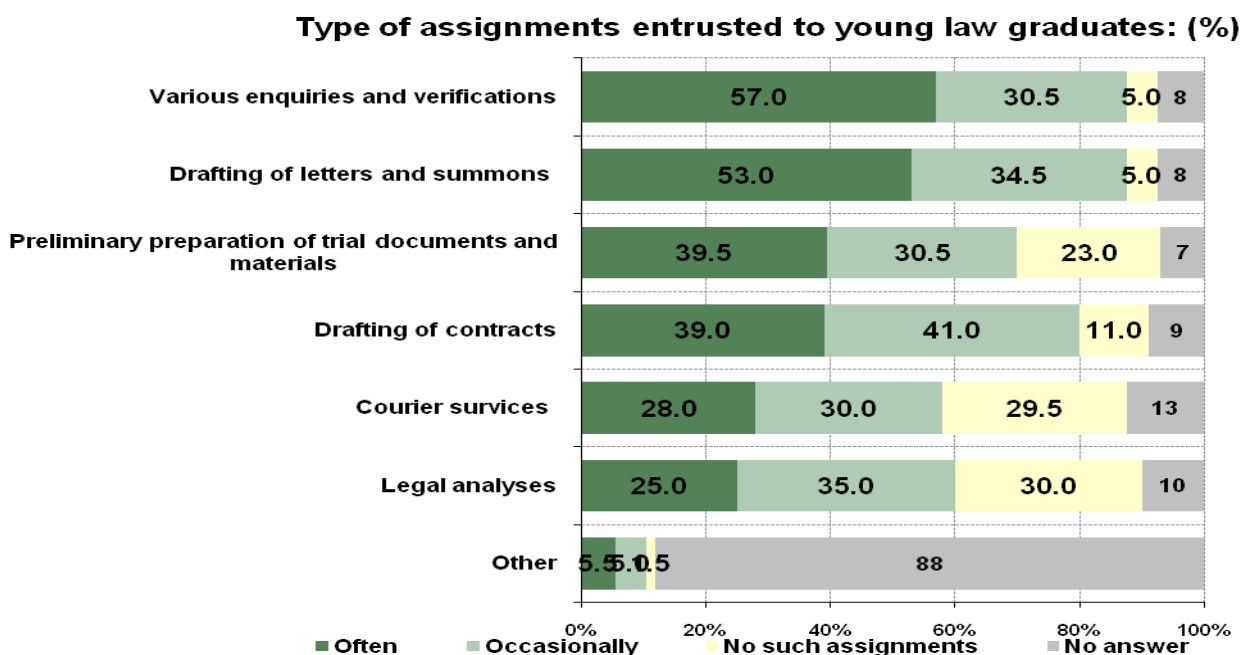
Survey conducted among 400 employers.

Despite the general order, there are some characterizations in view of the different types of employers. We can differentiate the following groups of employers according to their criteria used in selecting young lawyers:

- ✓ Judicial system – in the process of selecting young lawyers in the structures of the judicial system the grades are of a great significance and studying abroad in practice is not a relevant criterion
- ✓ Bulgarian law firms – very important for this group is the ability to speak foreign languages and computer literacy, which law school the candidate has graduated and who were the lecturers on the subjects he/ she studied
- ✓ International law firms – in selecting young lawyers in international law firms a key requirement is education acquired abroad, ability to speak foreign languages and computer literacy, grades and previous working experience.
- ✓ State and municipal administration – when hiring young lawyers the employers of this group put a stress on the previous working experience.
- ✓ Trade companies (Bulgarian and international) – they put a great stress on the ability to speak foreign languages and computer skills.

2. Tasks that the employers assign to young lawyers

Due to the insufficient preparation of the young lawyers, the tasks that employers assign to them are easier and routine such as inquiries, drafting letters and invitations with legal content or drafting contracts. In many cases young lawyers are used also for unspecialized activities such as courier services to different institutions.



Survey conducted among 400 employers.

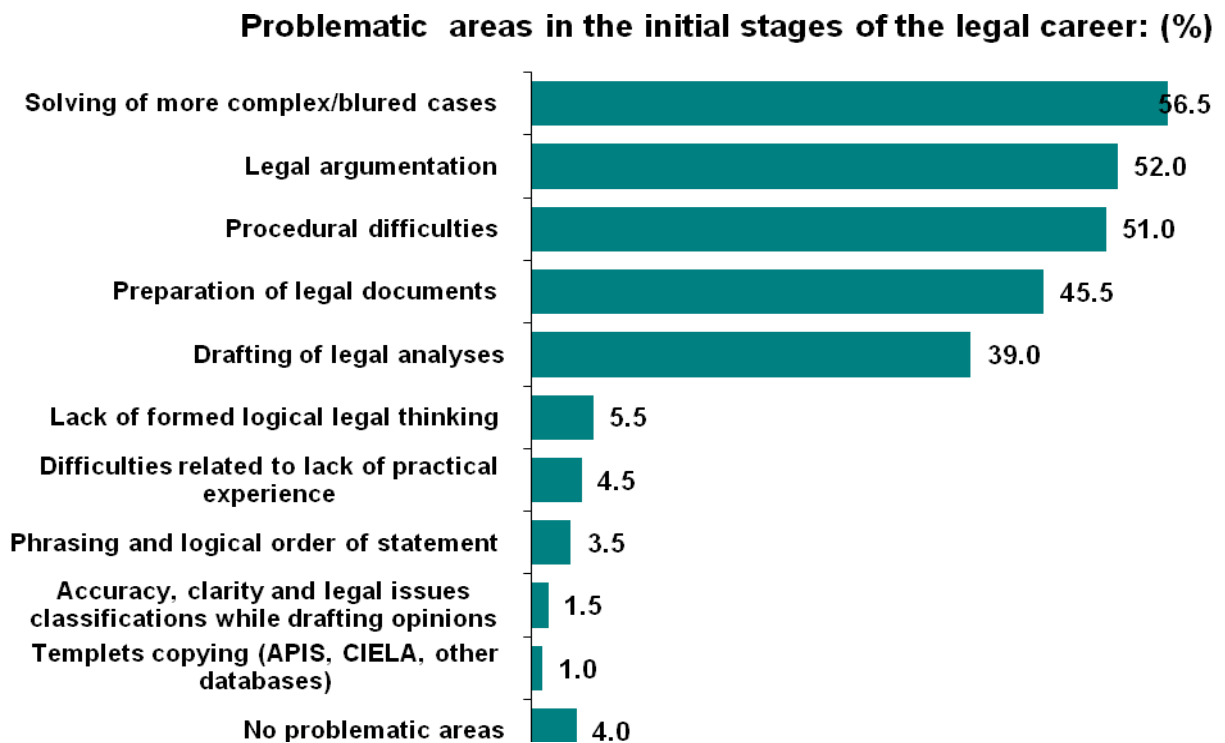
Depending on the type of employers the particular tasks have different degree of intensity:

- ✓ Drawing up inquiries – this activity is usually carried out by young lawyers who work in law firms, trade companies or in structures in administration.
- ✓ Drafting letters and invitations with legal content – this activity is carried out most frequently by young lawyers who work in law and notary firms and district administrations.
- ✓ Preparation of material on lawsuits – prosecution office, Bulgarian and international trade companies, administration.
- ✓ Drafting contracts – Bulgarian and international trade companies, administration, notary and law firms.
- ✓ Courier services to different institutions – law and notary firms (especially in Sofia)
- ✓ Preparation of legal analyses – more often in the prosecution office and in district and state administration.

3. Impediments of frequent occurrence that employers identify

In general the prevailing opinion of employers is that the legal education gives relatively good theoretical preparation (although there are critics in this direction as well) but falls far behind when it comes to practical training of the young lawyers. In view of this, the issues that occur most often are related to solving more complicated cases or cases from different areas of law because in the course of study are examined more simplified and clearer cases. Employers or supervisors in courts, prosecution office, law firms, state administration are usually those who run into this type of problems. Another impediment that occurs very often is the ability to back legal positions with arguments. According to employers in view of the fact that this part of training of young lawyers is not developed very well in their education and because of the lack of practice young lawyers are not able to adduce arguments to their legal positions – very often they pay too much attention to insignificant facts and circumstances, they are not capable of structuring legal text, they have problems with legal qualifications and terms. This issue is of most frequent occurrence in law firms and although on rare occasions – in the judicial system and administration.

“Young lawyers are inclined to excessively theorize and go into deep analysis to even academic level when an act is issued. They are not prepared that the work in Judiciary institutions is directed towards citizens and the acts of magistrates have to, without being groundless and legally motivated, be comprehensible for knowledgeable citizen who does not have a special legal training. Sometimes young lawyers discuss elaborately and in details facts and circumstances that have little or no significance on the subject of the dispute which is a consequence of the lack of practical experience.” (opinion of a mentoring judge)



Another important issue is the procedural difficulties that they encounter. The research indicates that while studying young lawyers perceive and comprehend easier the material law but run into impediments when applying procedure law. This problem is quite obvious in court but also in law firms, prosecution office and administration.

“They lack flexibility when working with legislation, they do not always succeed in finding their way in the court process – administrative, civil, criminal.” (opinion of a judge)

Preparation of legal documents is another problem that occurs frequently in young lawyers' development. It is more evident in law firms but it can also be encountered in the judicial system and state administration. Employers often complain that young lawyers are not able to structure a legal text, they do not have elementary linguistic knowledge and are not familiar

with legal terms to the extent needed. The documents that hamper young lawyers most often are actions, contracts, appeals to Court of Cassation. There is a lack of precision, clarity and legal qualification when writing legal positions, they encounter impediments when drawing up judgment and decrees or notary acts, when preparing a power – of – attorney or orders, notary invitations, objections or rulings.

“We work with a great amount of documents. The way a document is structured and set up is very important but I think it is not learnt. This is left to intuition. In the law firm we have rules for structuring and setting up a particular document. We place outgoing numbers. It becomes even more complicated when long legal analyses of 200 – 300 pages are written. Functions and applications of “Word” are used as well as graphics, titles and subtitles, links....You have to work hard and to be able to find your way in the legal information systems. The main problems with the young professionals are related to formatting. “Word” has great possibilities and applications but they are not familiar with them.”

“They have real issues with general preparation when writing a legal document (aesthetic layout and correct grammar). Their first problem begins with the general education value. They do not know how to write a letter, application.... This gap is not filled in at the university, that’s why I think it is reasonable that such training exists (writing legal documents training) within the framework of legal education.” (employer, law firm)

“There is no systematic training when working with computers. They are self – taught, they learn from I – net and write as if they are in a chat room. I made a manual which consists of a few pages. It includes shrifts, paragraph layout, way of addressing, use of parenthesis, colons, the way figures are written out. For me the layout of the document is very important. This is the way you can distinguish good from bad law firms (I’m still not talking about the content). ” (employer, law firm)

“Young lawyers are not capable of working with legal information systems. There is no conception that the students should be trained to work with legislation, how to find the practice related to it, how to process this information so that they could adduce arguments to their position. Meaning they have to be taught to work with legal information systems. There are some subjects on this matter in law school but they voluntary and pro forma. Not to

mention that they are still forced to learn by hard the act. The lawyer has to be able to find the thing one needs and to know how to do it. ” (employer, law firm)

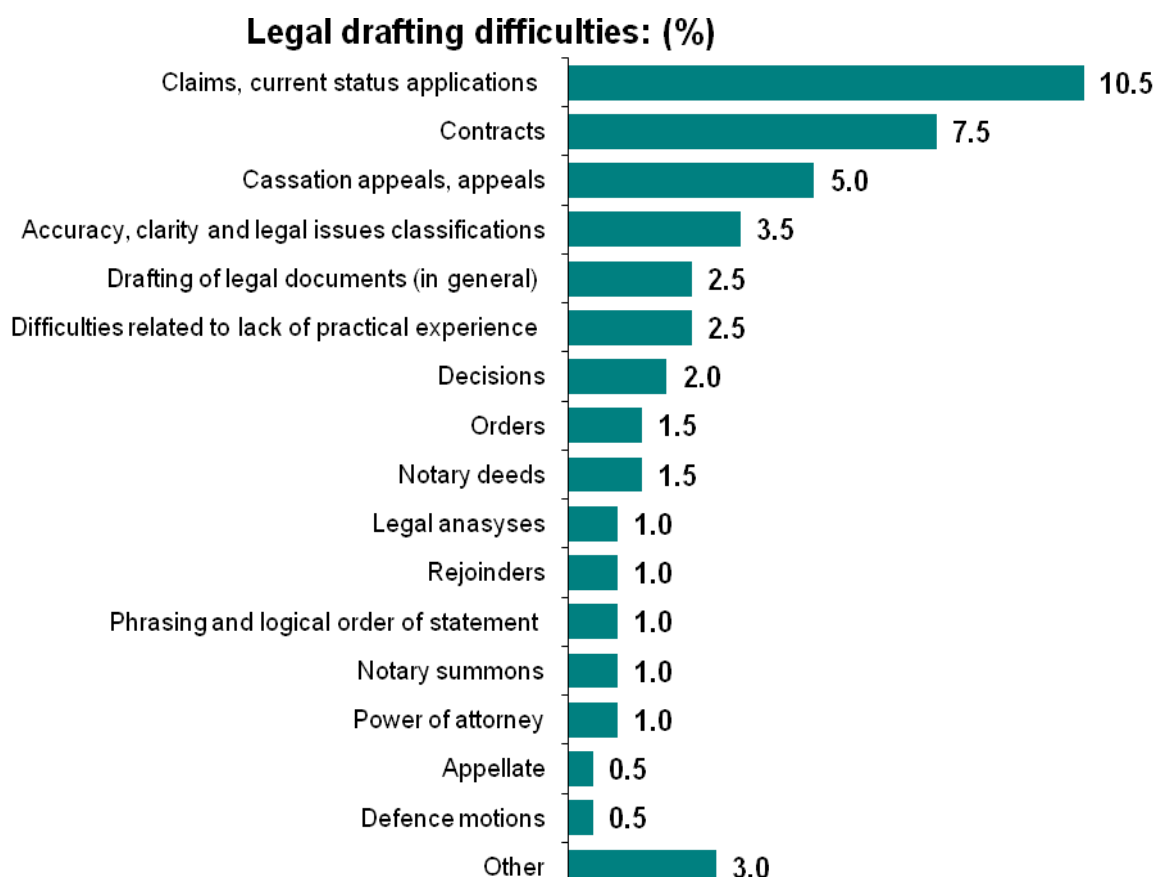
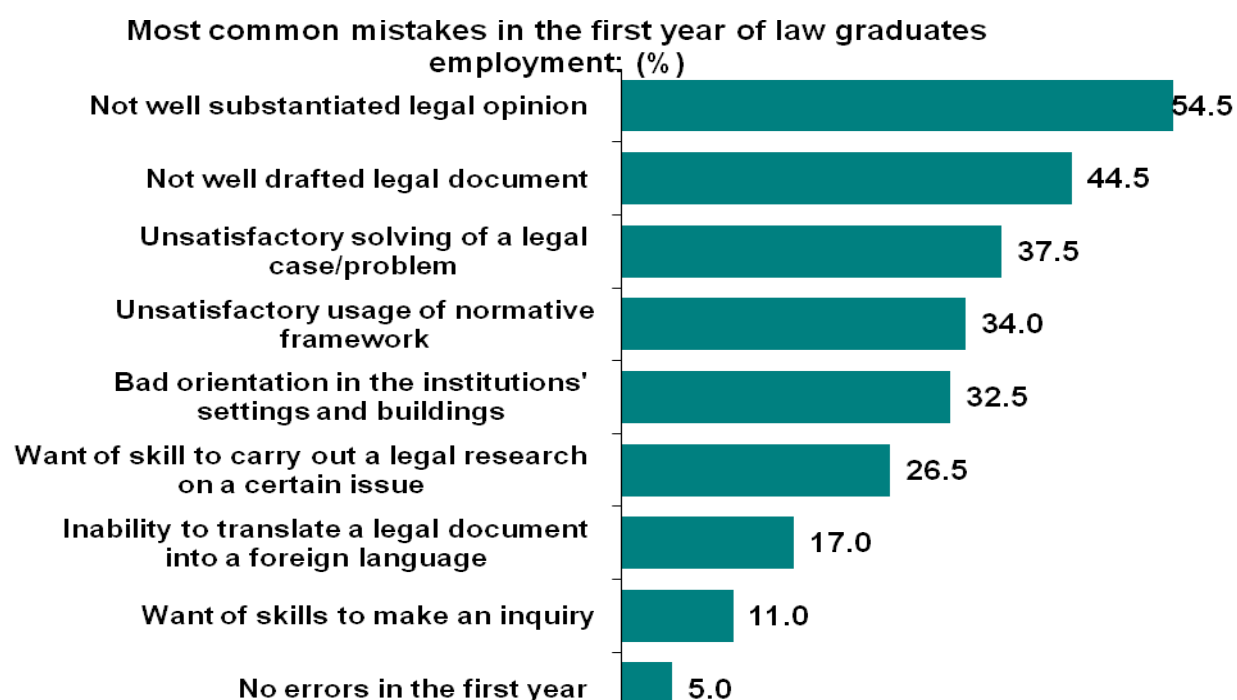
The preparation of legal analyses is another problem that is often pointed out by representatives of law firms and prosecution office.

We have to draw the attention to the fact that barely 4% of employers consider that the hired by them young lawyers do not encounter difficulties. These observations indicate great deficits in legal education and the necessity of change.

The mistakes that occur most frequently in the first work year of young lawyers are determined by the impediments that occur most often. Besides the expected errors related to adducing arguments to legal positions, the drawing up of draft contracts and resolution of cases, a common problem is (noted by 1/3 of the employers) the bad orientation in the relevant institutions. In terms of legal training and the requirements of the legal profession this gap indicates serious defects in legal education. Except for the numbers, it can be illustrated by the descriptions of the employers (law firms):

“A colleague of mine had to file an appeal in the Supreme Court of Cassation. I have already placed my full trust in her but then I noticed that the incoming number said Agency for Small and Medium Enterprises (ASME). I was very interested how from all ministries, agencies, the Municipality (she could go to at least 200 places) she chose precisely ASME? She could not answer my question but it dawned on her that the misfiled appeal is forwarded ex officio (it is just important to keep the time limit). Then I suggested that (it was a joke), because ASME was the institution closest to us, all of our correspondence could go through ASME. ” (employer, law firm)

“The atmosphere in our office is very relaxing and we make jokes all the time. The youngsters sometimes write nonsense or two. For example: I have explained 6 times that this complaint is addressed to the Regional court, that is for the Supreme Court of Cassation but it happens – I sign and see him go. I ask: Where are you going? Do you have the necessary 5 years of work experience to go before the SCC when you’ve been at the office for 1 year? It was not until then he realized this “little detail”. ”



4. Assessment of the legal education

As a whole the employers are critical towards the education in Law. According to them the preparedness of the students is not at the necessary level. Rated on the scale from 2 to 6, the average and most indicated grade is “good” (4).

More detailed arguments for this critical grade we see in the interviews of the employers:

“My point of view is that the Bulgarian legal education is very poor. It is good that we are not doctors where the lack of knowledge has fatal consequences. Nobody puts reliance to what has been studied at the university. In reality it should be the people that graduate university who contribute new ideas and are the positive part in the development of a law firm, not the other way around. The education is poor because:

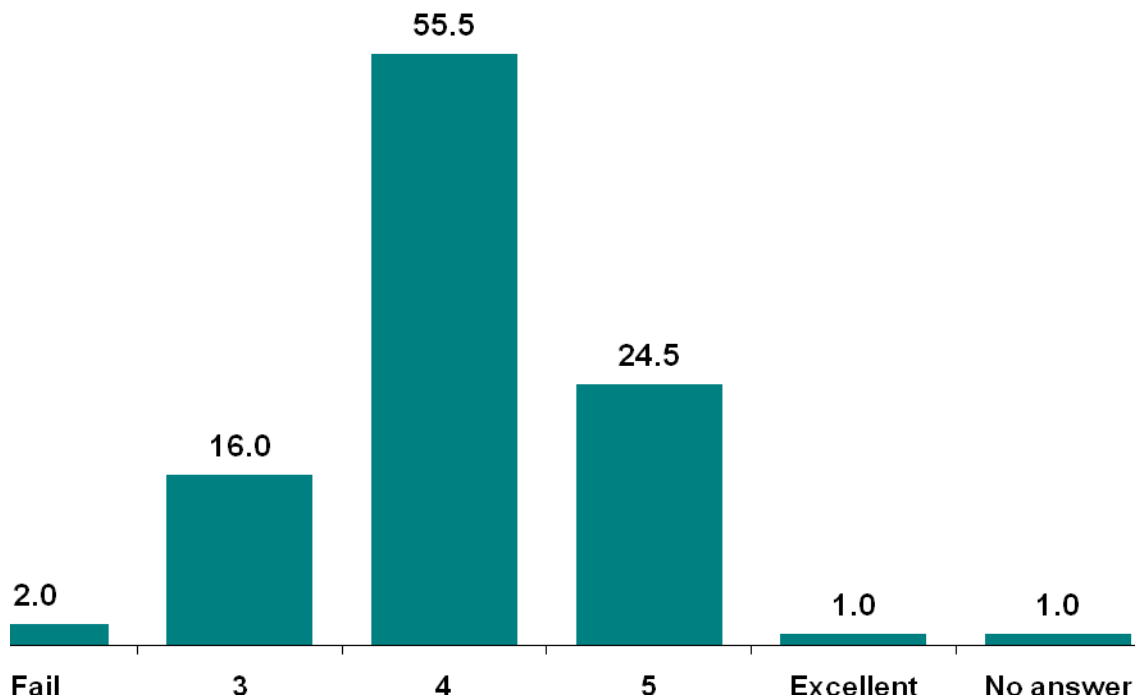
1) the lecturers do not read up – to – date matters, they are not in unison with the current things, they are not European, not international. Meaning that the issues that interest the European and world science and what inevitably has a relation to Bulgaria – we can not feel that.

2) the teaching methods are obsolete and archaic without direct human contact, without professor’s desire to actually teach something the student

3) without practical focus. In universities a specific way of thinking is encouraged which is inapplicable in practical work. Students who think and see things in a different way are not encouraged. Often, they are expected to say something they have learnt by heart. “ (employer, Bulgarian law firm)

“The Bulgarian educational system still has not realized that we are now part of the EU. This is a problem concerning practicing lawyers as well as lawyers who teach them to become lawyers. On a few cases I asked my assistants to make a research on European practice, to take a look at Regulations and Directives in the relevant area. It turned out that they do not have any skills and notion about how to carry out a research of the European courts’ practice, not to mention the European Court of Justice. In my opinion, this course has a great future and in Bulgaria more and more cases will have to be seen from the perspective of the EU Law regulations (for example Tax Law). Nowadays in Bulgaria we talk only about Human rights. ” (employer, law firm)

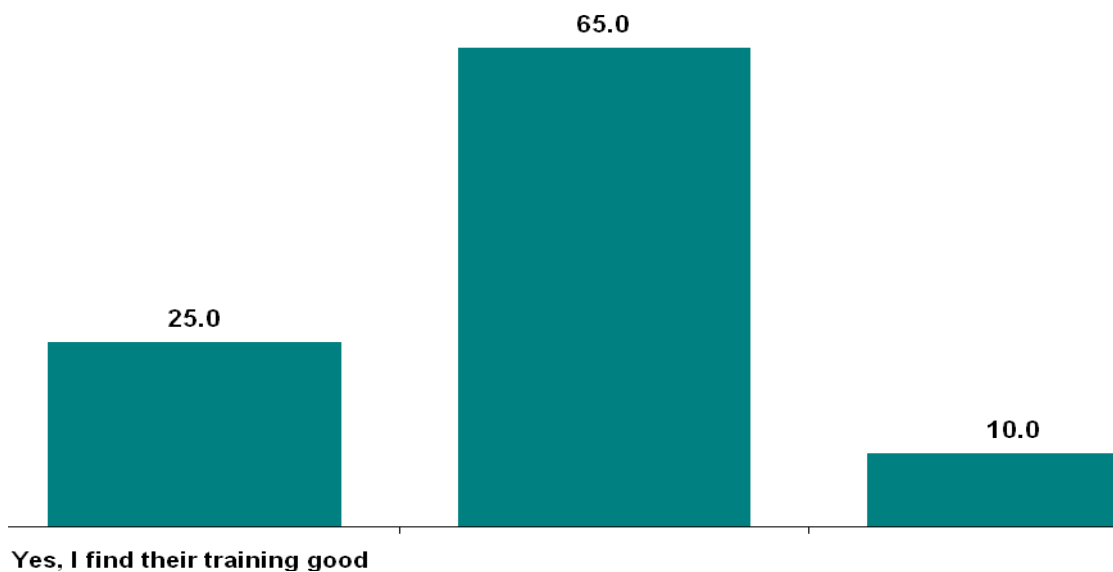
Legal education evaluation (in grades) (%)



Another significant issue identified also by the young lawyers is the motivation of the lecturers. In their way of teaching, in their attitude towards the educational process and towards the students you can perceive a poor motivation and apparent reluctance to work with students and to educate them in a useful way.

Are the law graduates you hire prepared in a sufficient degree for their work?

Theoretical training (%)

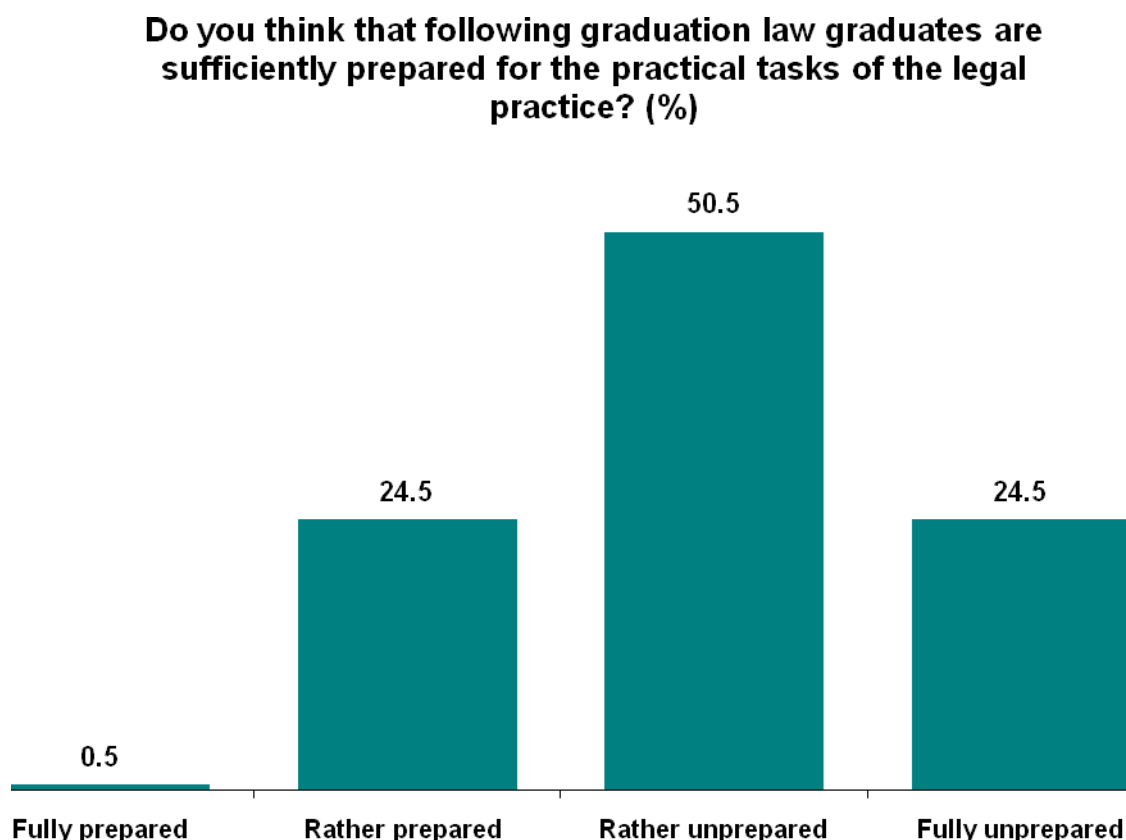


“The bond between theory and practice is broken. When I submit a case for a resolution to the new comers and if it does not come to my mind to tell them: “Look at this or that book” they will never find their way all by themselves. Lawyers and judges who base their arguments on doctrine, books and scientific works are not many. Very often you can find the answer of the cases exactly there. Usually they base their argument on court practice but it also lacks thoroughness. Nowadays the i – net legal information systems allow a case to be examined exhaustively. ” (employer, law firm)

And while the theoretical preparation despite some critics is generally considered to be one of the advantages of legal education (especially in Sofia University which according to the majority of the interviewees is distinguished by its tradition of many years and remarkable professors), there is an utter lack of practical training. To an extent that in practice the young lawyers prove to be absolutely unable to draw up different legal documents, to work with legal matters and they even find it difficult to get acquainted with the jurisdiction and responsibility of the different institutions.

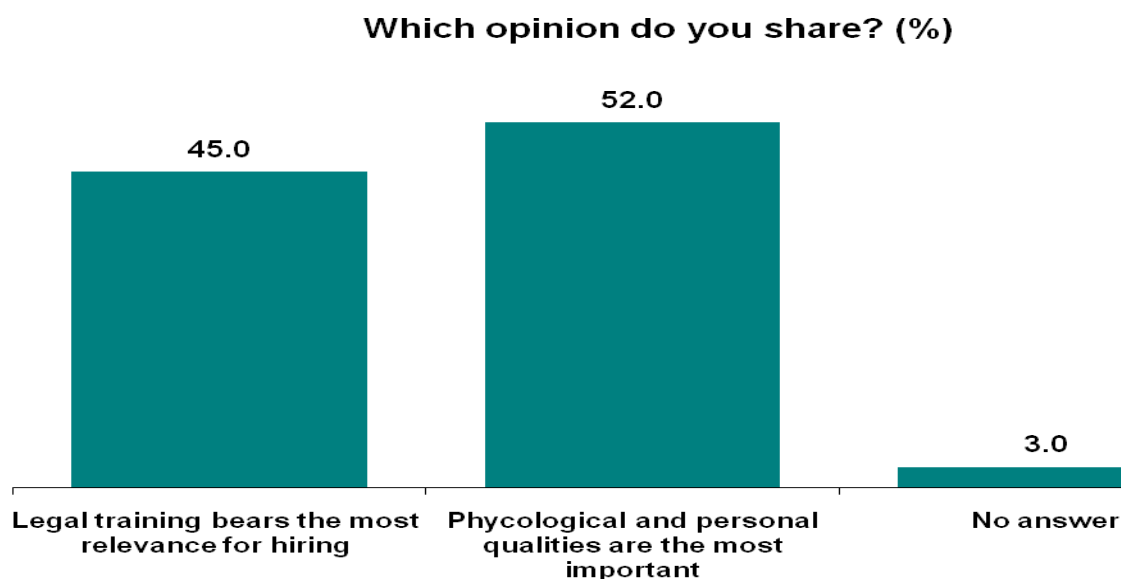


Employers from law firms are particularly critical because the market mechanism of work is leading, therefore they have greater expectations and interest from young specialists who are well prepared. A little less intense but still prevalent is the critic among the representatives of the Judiciary. The role of the National Institute of Justice when it comes to this type of employers to some extent makes amend for the gaps in legal education, therefore they are inclined to give more moderate evaluation of the practical training of the young lawyers. To a great extent the NIJ manages to compensate the gaps and the young lawyers' lack of practical training, because they go through a six month course which prepares them for the specific professional role that they will occupy. All interviewees are unanimous that the NIJ provides a very successful training, the assessment of the lecturers and the way the trainings are set up is very high.

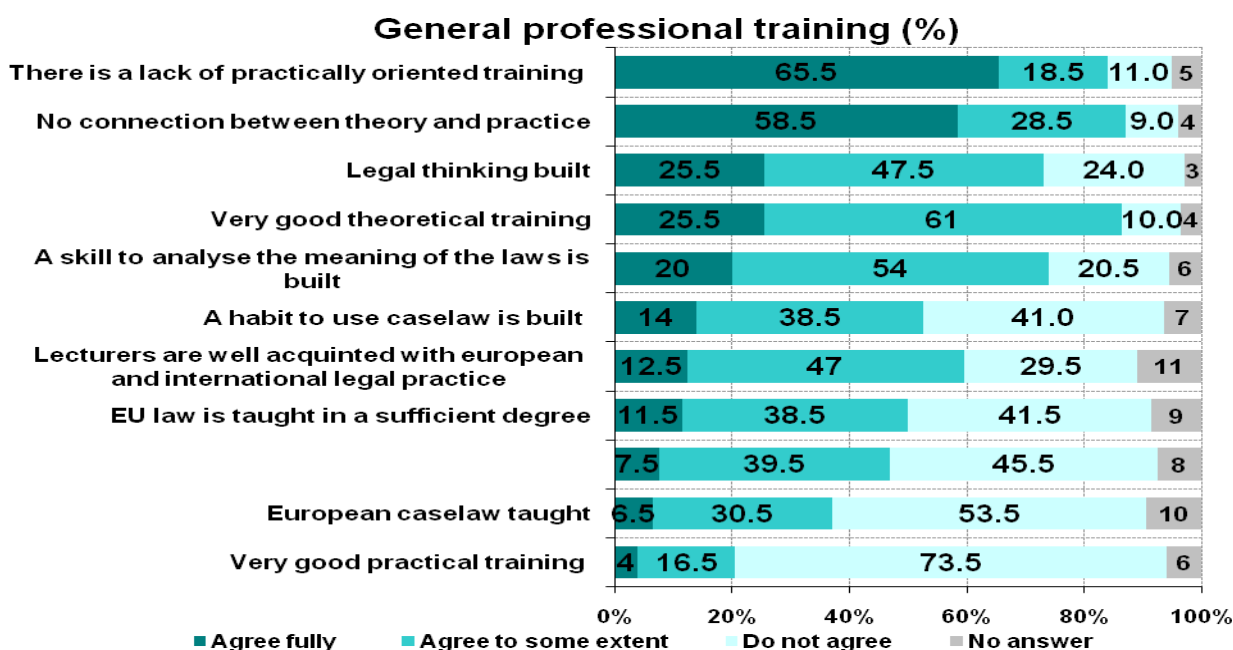


Prevailing is the opinion that the young lawyers are unprepared for the work that they will do after their graduation. It predominates among all groups of employers except for the notary firms. In general, the notary firms are the least critical towards the quality of education, probably because of the specific nature of their work and respectively the lower requirements towards the young people they hire.

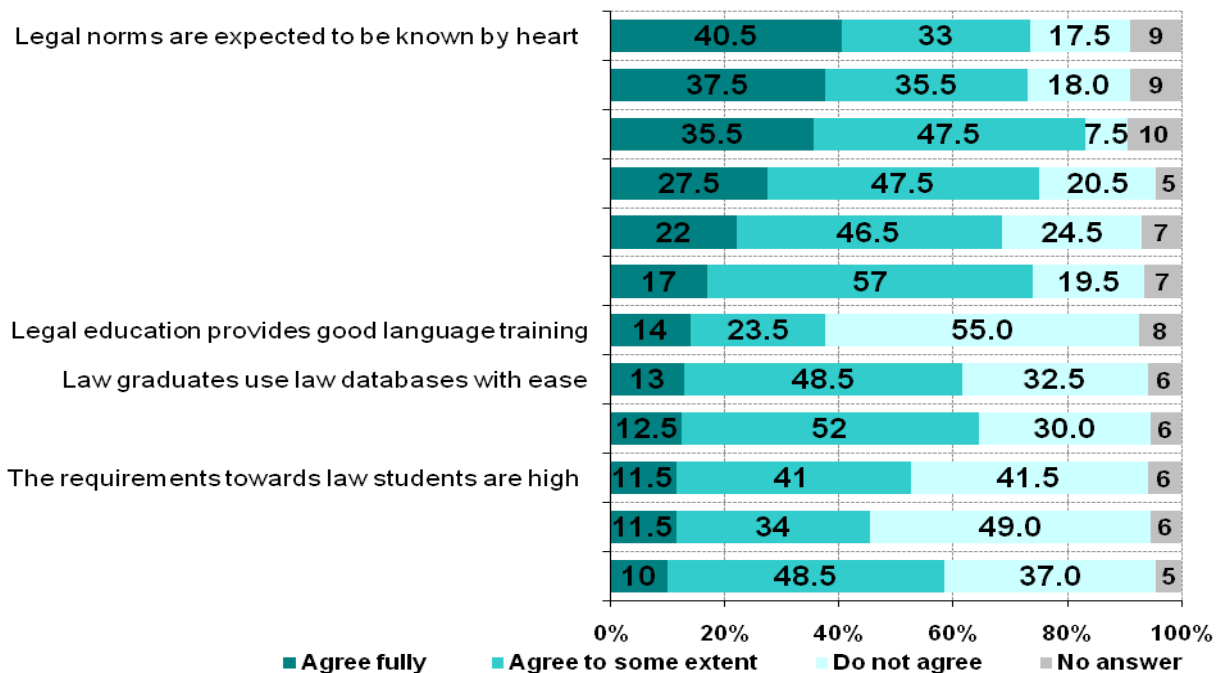
In conclusion: the graduating lawyers after they pass their state exams are poorly prepared for the different professional roles that lie ahead. The education is not a determinant factor when hiring young lawyers because the majority of candidates for one place have a similar training and employers have to put additional efforts in order to prepare them for the specific needs of their work. On that account, in many of the cases of hiring young lawyers the psychological and personal traits are more important than the education of the candidate which in most cases is basic and rather theoretical.



The opinion that the personal and psychological traits are more important than the education itself is very strongly indicated by employers in law firms, Bulgarian and international trade companies, municipal and state administration.



Preparation for particular professional tasks (%)



Based on these assessments we could set up four types of zones that need attention in relation to legal education. They are defined by the weight of the critical assessments in each section. We developed the following methodology – each extreme critical opinion receives weight 3, moderate critical – weight 2, positive opinions receive weight 1. Thus, the areas with a very high coefficient require enhanced attention while the areas with a low coefficient (under 2) are in practice well functioning areas.

Coefficient

From 2, 20 to 3, 00	Extremely problematic zones
2, 575	Lack of practical preparedness in education
2, 445	Lack of practical focus in teaching
2, 415	Bond between theory and practice is broken
2, 28	European court practice is not taught
2, 265	The students do not develop the ability to structure a legal document
2, 26	Lack of foreign language knowledge
2, 23	The methods of teaching and examination are obsolete, the modern techniques are not taken into consideration

From 2, 00 to 2, 20		Moderately problematic zones
2,18		The graduating students are unable to adduce arguments to their legal positions
2,18		The requirements towards students are not high enough
2, 14		Education does not develop a habit for reading court practice
2, 13		EU Law is not studied to the extent needed
2, 09		Lack of training in the area of EU and International comparative law
2, 08		Education does not prepare young people to work easily with legal information systems
2, 07		Education does not develop in young lawyers the ability to work with procedure laws
2, 05		It is required to learn/ learn by heart legislation regulations
2, 02		Methods of teaching and examination are obsolete, there is no thrive for the new and modern
From 1, 00 to 2, 00		Zones that need additional attention but generally function well
1, 98		Ability to work with legislation
1, 95		Lecturers' knowledge of European and international legal practice
1, 93		Development of a legal way of thinking in students
1, 89		Development of an ability to go deep in the meaning of the legislation
1, 89		The taught studies should keep abreast with the modern achievements of legal science and current legislation provisions
1, 88		Education to keep abreast with the dynamics of the amended legislation
1, 77		Theoretical preparation of the students

As we already highlighted, the representatives of law firms are generally the most critical employers as they are dependable on the market and are more susceptible to the good training

of young lawyers. More moderate is the notaries' criticism - in view of the specifics of their work they have a limited scope of skills that they have to teach their employees.

“Another problem is the lack of legal fantasy – not in a sense to make up something but to originate from some basic principles of justice and this should be the main leading factor when you want to solve a case. For that reason I think that we should use much more the practice of the Constitutional Court which we fortunately do in the area of the right of defence. Nobody from the young colleagues in the law firm has an idea what I require in that direction and I have to insist a lot on researches about it. It is not only about reading the provisions in the particular act but also to comprehend the meaning of the act and to apply it and this is not taught in the university.

Actually, the people who come to my law firm are from an exceptionally good quality but this is their own merit. Unfortunately, during their studies in the university they are not taught:

1) to comprehend law as justice in general and to use this principle as basis for everything they do;

2) to apply the law in the context of European principles;

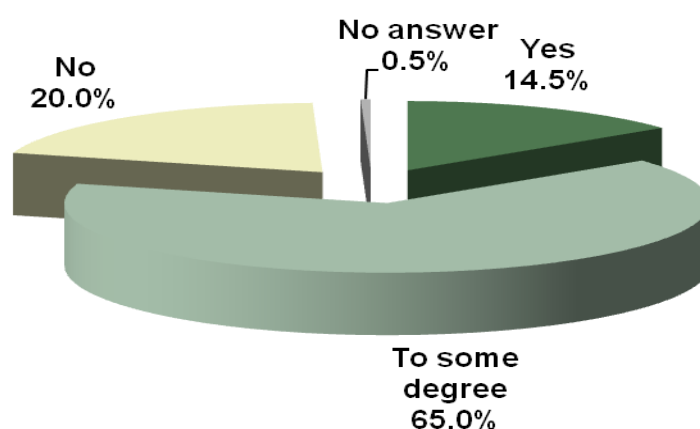
3) to do it in a up to a standard manner ” (employer, law firm)

The employers feel partly satisfied by young lawyers' training and regard their preparation as corresponding only “somewhat” to their requirements as employers.

“the poor level of teaching and its out – of – date nature (lectures unchanged since the 80s are read out) determine the final product. There must be a constant up – date of the taught material and a greater focus on practice.”

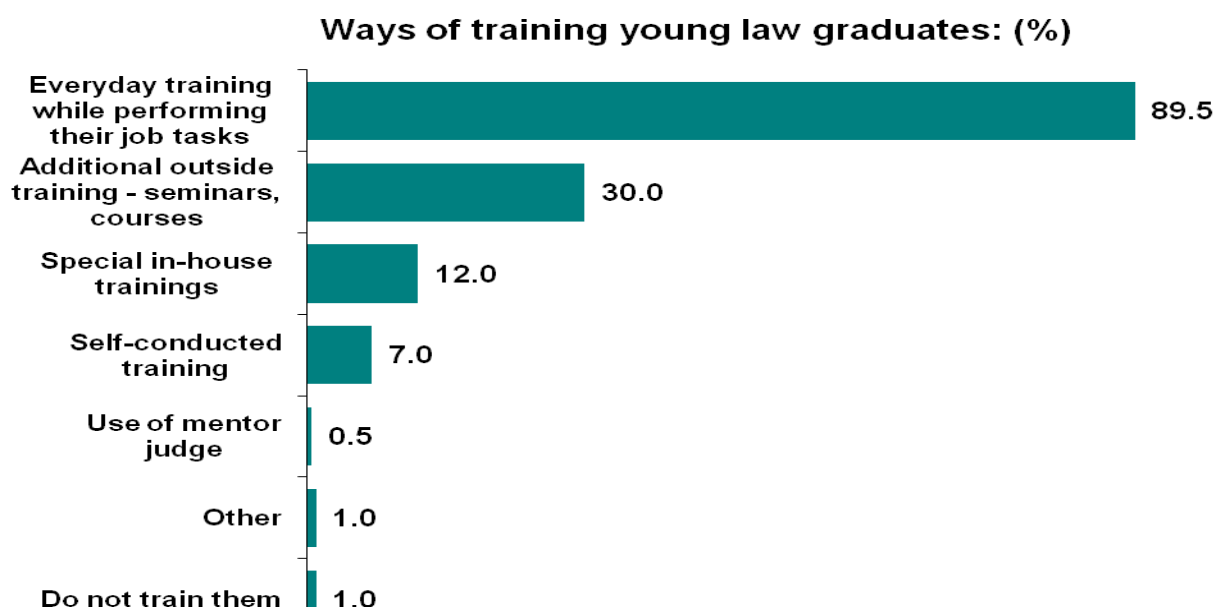
“The greatest challenges for the newly hired are how to find the right track in the problem in practice and how to deal with it. The knowledge that they received during their studies is 100% theoretical and this is inappropriate. It is inapposite not be able to write down an action in case you have learnt procedural law for 2 years. There need to be more practical training and an internship during studies.”

Do you think that the law graduates' training corresponds to your department's/company's needs and expectations?



5. Additional training for young lawyers

The most common way to train young lawyers is everyday training in the work process (90%). This is a common practice in every law firm. Additional specialized trainings (courses, seminars) are usually used by the representatives of the Judiciary (79% - 67%), on rare occasions by the representatives of the municipal and state administration (55% - 45%) and hardly ever by law and notary firms and trade companies (20% - 8%).



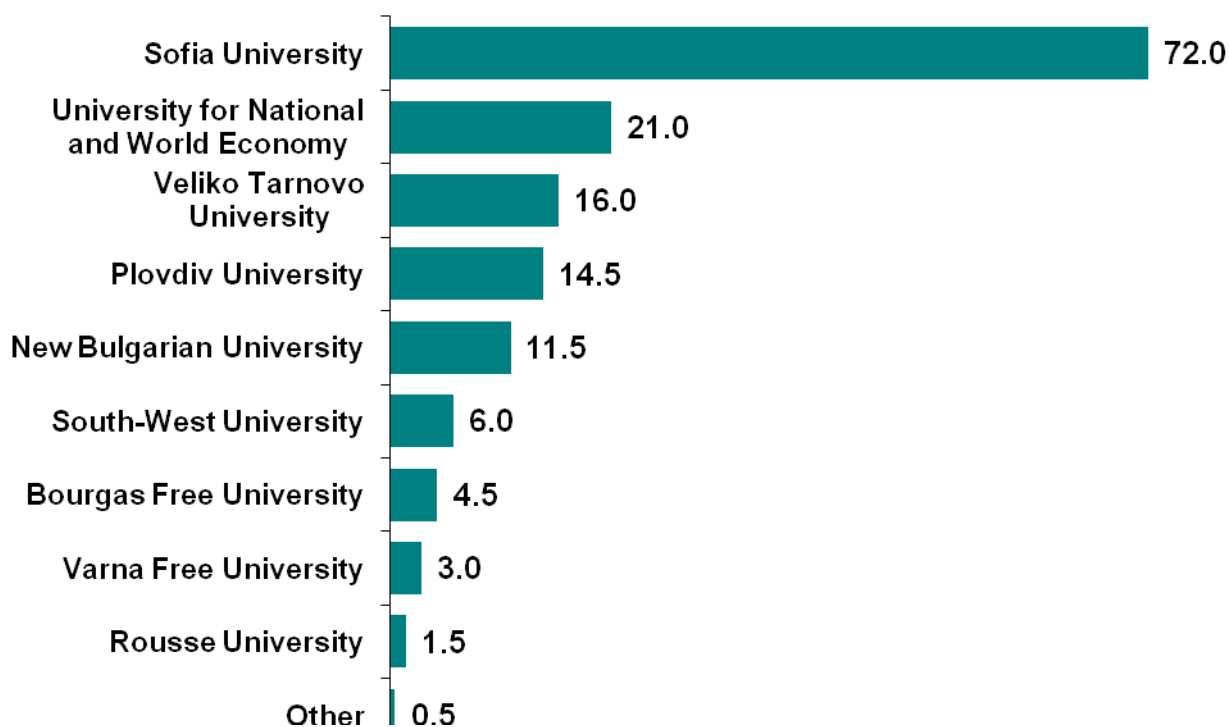
Special attention should be drawn to the fact that barely 1% of the employers indicate that they do not train the young lawyers they hire. Thus, once more it is pointed out that legal education does **not** develop “complete” specialists who can independently occupy the different professional roles that legal profession offers.

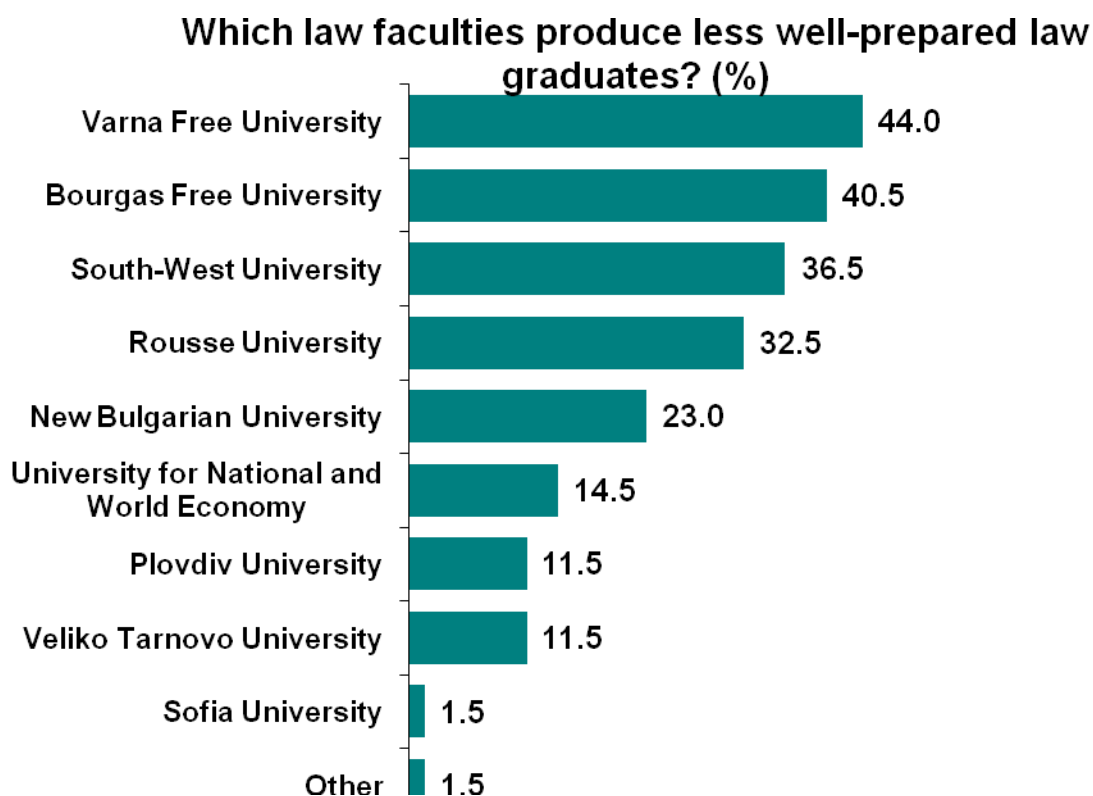
6. Evaluation of the training in the different law faculties

In contrast to the public opinion that there is no distinction between the training of law students in the different faculties since many of the lecturers are the same, the employers are critical and reckon that the preparedness is far from being similar (74% share this point of view and barely 24% think there is no considerable difference).

In the group of good universities with an unconditional lead is Sofia University (72%), followed at a great distance by the University of National and World Economy (UNWE) (21%), Tarnovo University (16%) and Plovdiv University (15%). In the group of universities that according to employers are of a poor condition are Varna Free University (44%), Bourgas Free University (41%), South – West University (37%), Russe University (33%), New Bulgarian University (23%).

In which universities are the better law schools? (%)



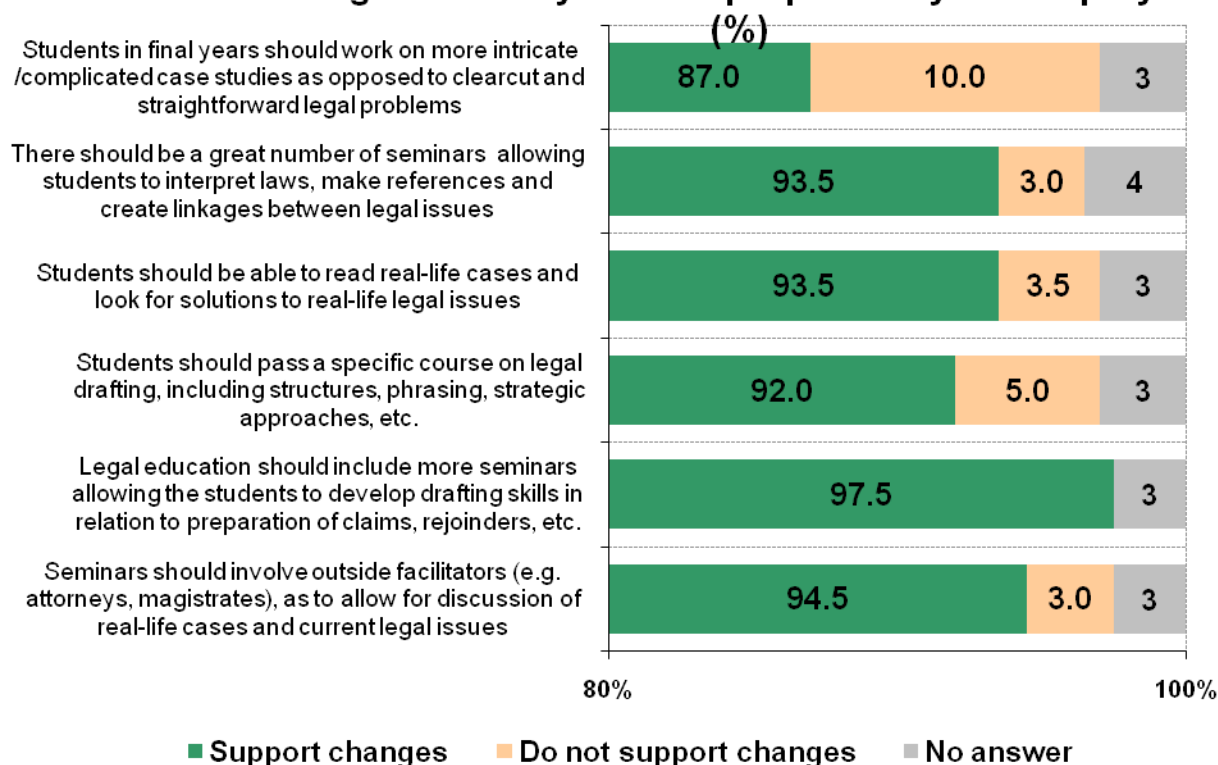


Although there is a strong correlation between the university that the employer graduated and his evaluation of the rest law schools, the leading universities receive support not only from its former alumni but also from a wide range of employers.

7. Suggestions for changes

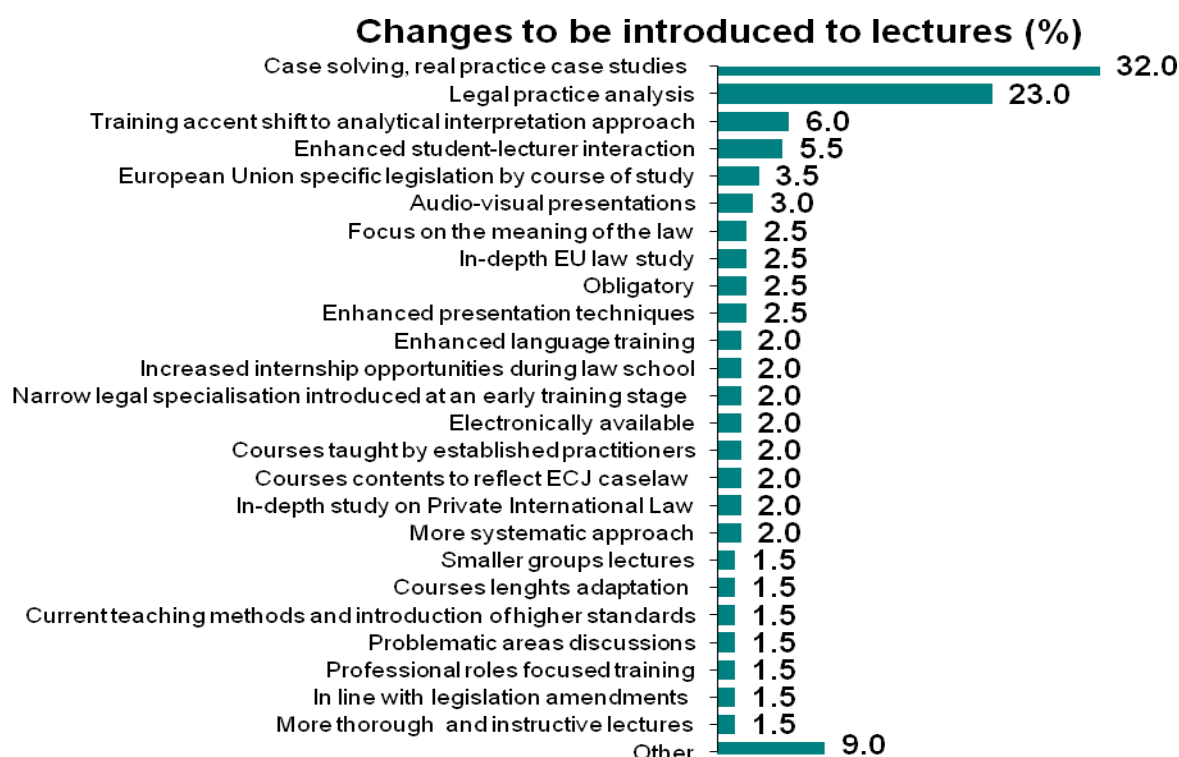
Completely in the spirit of the main criticism towards the legal education expressed by the employers the suggestions for changes put a stress on introducing more practical elements in the process of studying law, involving a complete change in the teaching methods. Within the framework of the research we tested six changes in legal education that were proposed by different employers during the in depth interviews. Each if these proposals was very strongly supported (over 90%) which is an obvious sign for the similarity of the opinions of the employers in relation to disadvantages as well as to the direction in which the change needs to be undertaken.

Changes to the system as proposed by the employers:

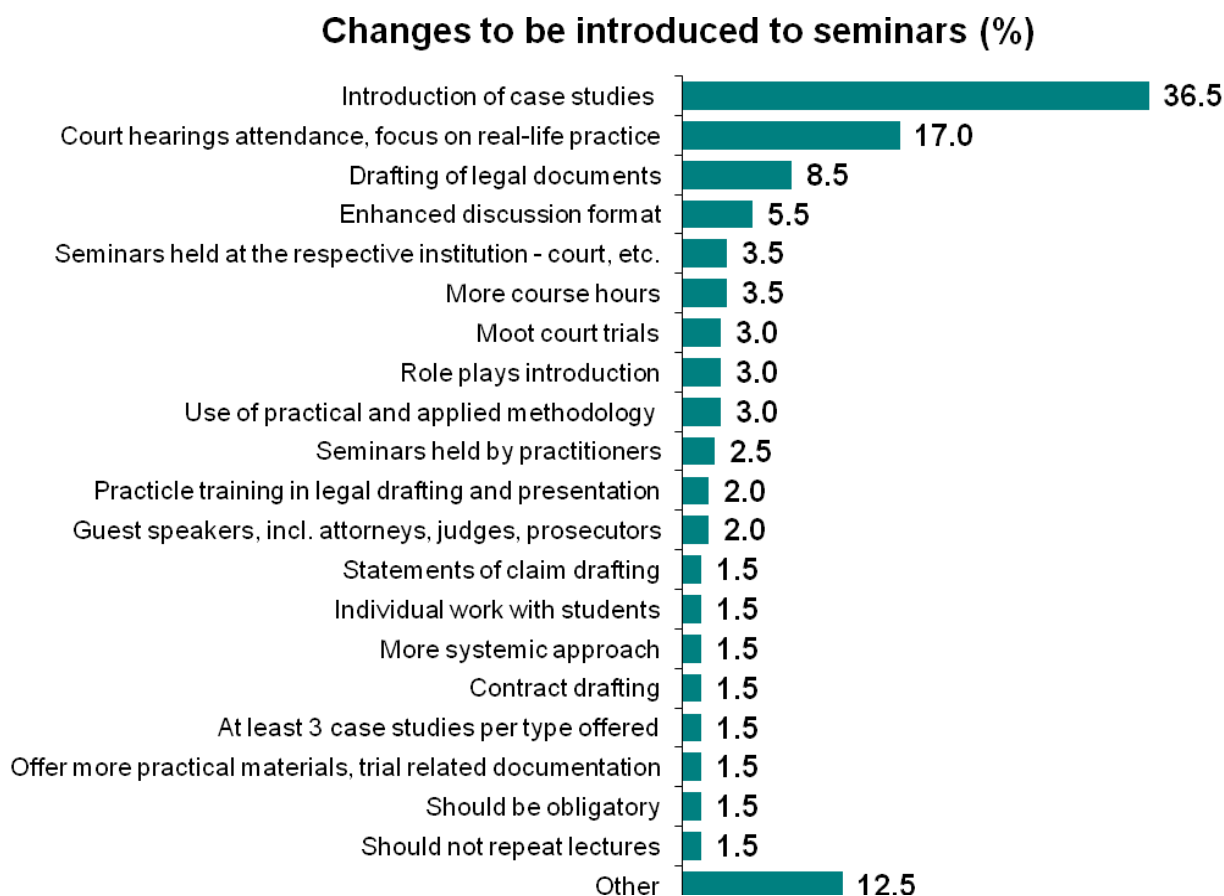


More specific proposals for change in the studies, practical classes and the way internship is carried out can be differentiated as follows:

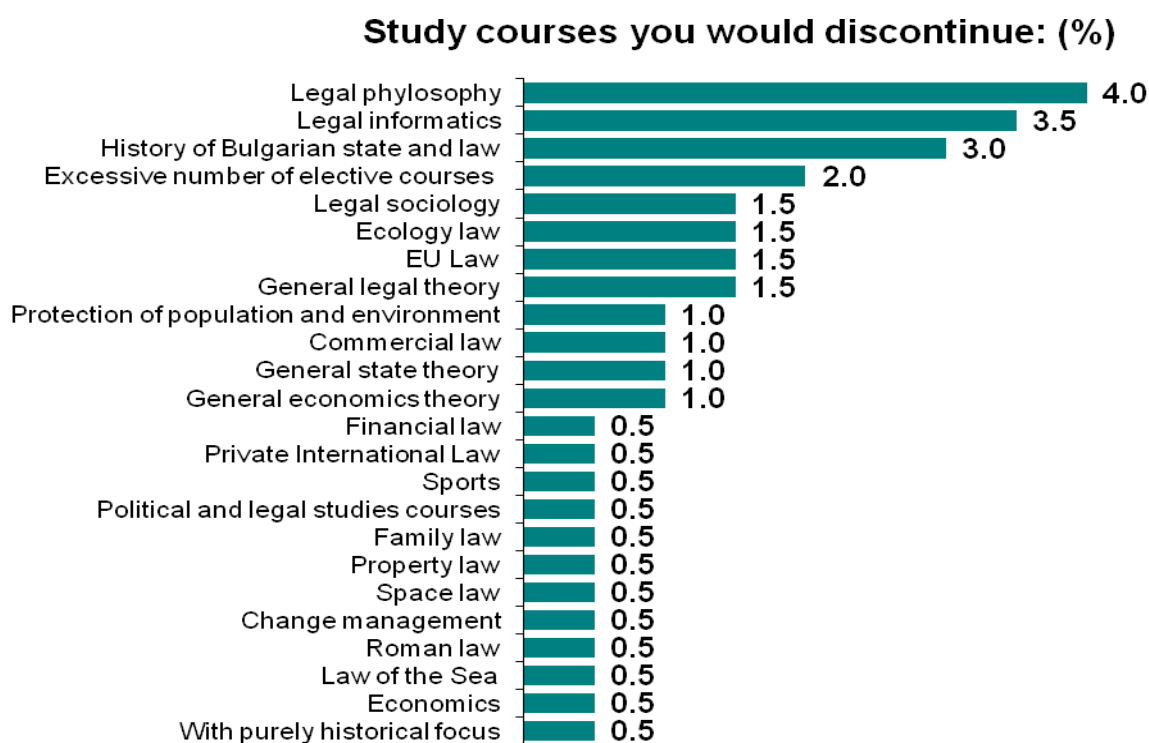
7.1. Proposals for changes in lectures



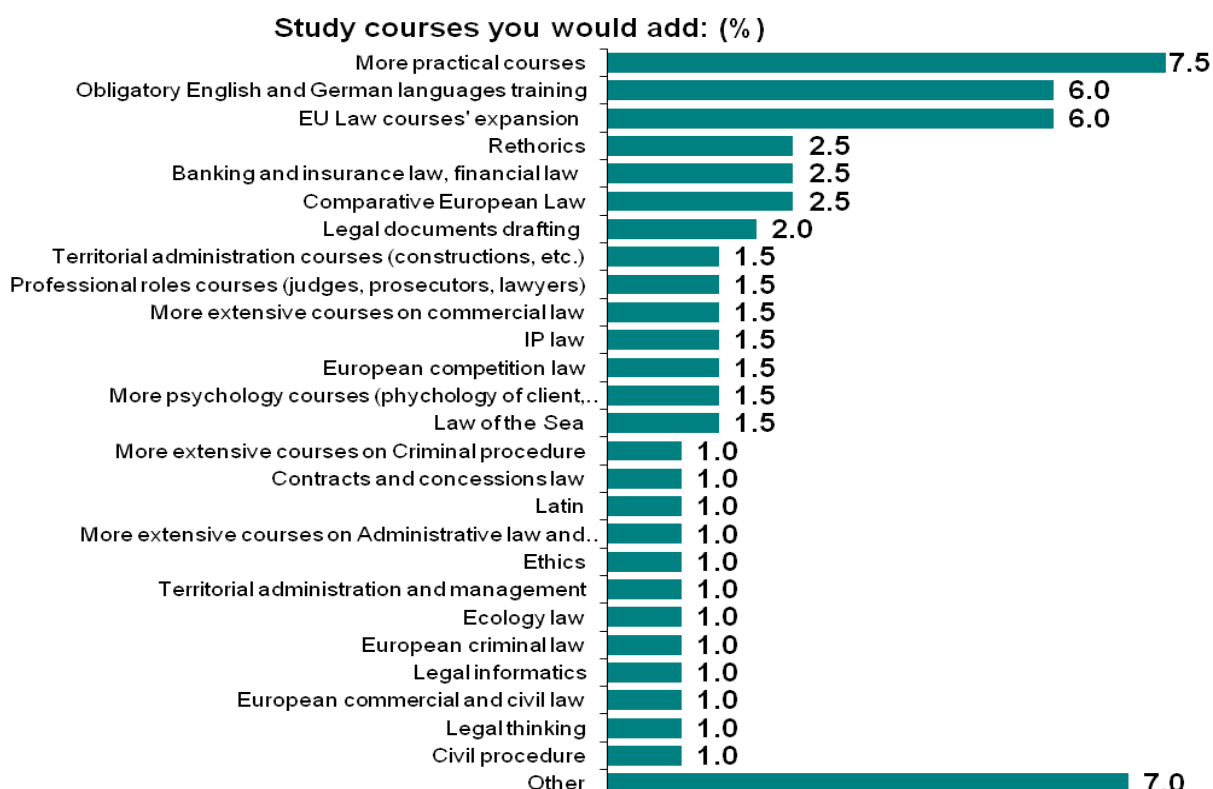
7.2. Proposals for changes in the seminars



7.3. Proposals for removal of certain course studies



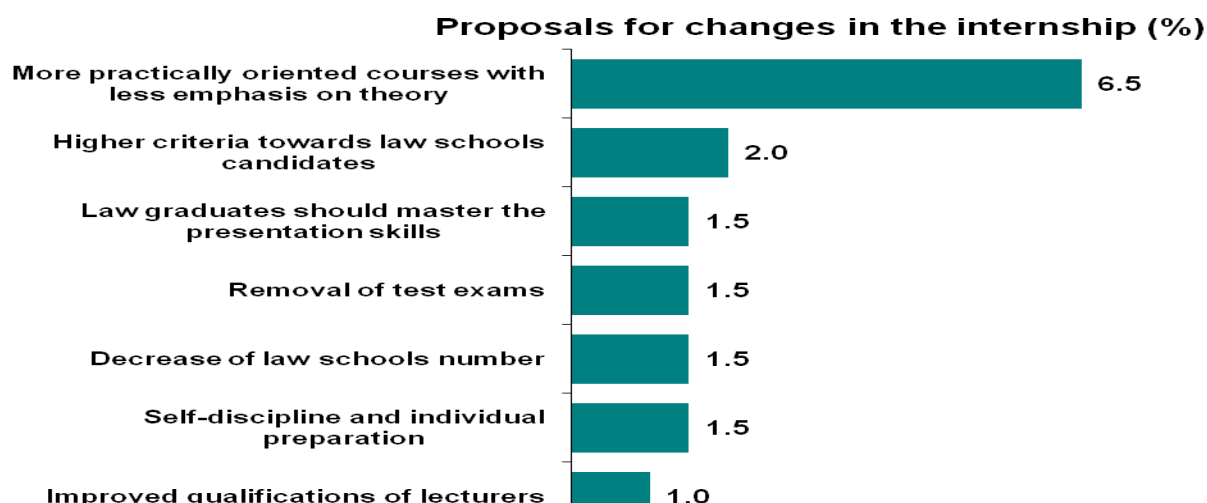
7.4. Proposals for including new/additional studies



“EU legislation is not studied at all. There is a form of post – graduate training which is paid additionally and very few colleagues can afford it. After 2007 EU Law became part of our national law and it has mandatory application. In the Law faculty of Sofia University there is a subject EU Law but the classes devoted to it are few. Besides, when different subjects are taught (for example Insurance Law) the lectures should include the relevant Regulation or Directive. In EU Law are taught mainly the legal powers of the institutions. ”

“During their classes students should write more. When we talk about cases – everything is in writing including the claim to begin with. There is no pleading, forget about the American movies. Notes in writing are filed and they have to be written in a knowledgeable manner. There should be more practical classes in the learning process which should include writing of fictitious claims, fictitious legal defence statements, fictitious objections... Students should be doing a lot of researches in the sites of the different departments. Each department has its own procedures and applications. A lawyer should not think that it is enough to read the law and the indicated documents thereto (for example, according to the Commercial Register Act there is a public register and nobody should require a certificate of current status every time every time they need one. There are state administrations which do it and they demand a blue seal on the document.).”

7.5. Proposals for changes in the internship



These suggestions are obtained as a result of an answer of an open – ended question (completely spontaneous). Although, they have low percentages (which is typical for answers of open – ended questions), with a great sense of certainty we could presume that in reality they have a strong support among employers.

7.6. Interest towards additional education

In general, the employers' interest towards different types of additional (continuing) education is great. Primarily, it is focused on education with regard to specific professional role, with regard to current amendments in legislation and foreign language training that puts a stress on legal terminology.

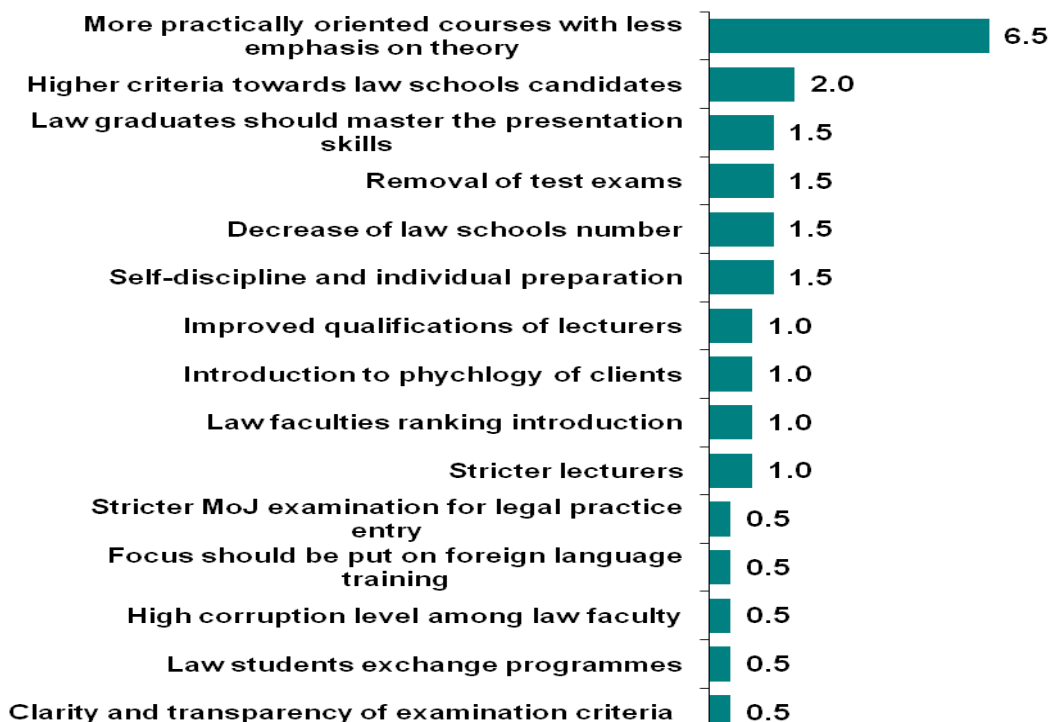


Topics of courses you would like your junior legal staff to attend: (%)



7.7. General observations and recommendations

Observations and Recommendations (%)



LEGAL EDUCATION – EXPECTATION OF THE YOUNG LAWYERS

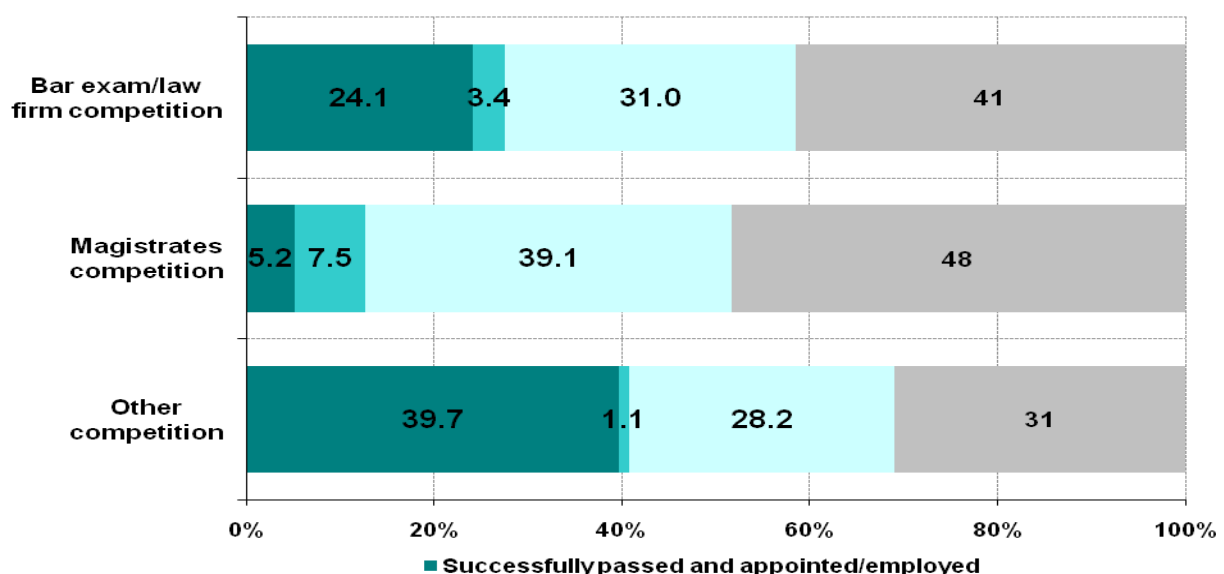
1. Requirement of the labor market

The requirements specified by the young lawyers, completely coincides with the criteria that employers placed in foreground. In contrast to legal preparedness, technical and foreign language skills dominate. The knowledge of a foreign language means “very good knowledge of specialized (legal) English/ German/ French.” A few of the participants in the group discussion with postgraduates share that they took part in a competition for a job position and they had to solve a case in a foreign language, to prepare a specialized assignment in a foreign language within a period of one week and to present it to the employer or to draw up a bilingual contracts. Even if the postgraduate graduated a foreign language high – school, one does not posses the knowledge that could fulfill these requirements. Therefore, according to postgraduates it is crucial that foreign language with a focus on legal terminology is taught extensively at the university.

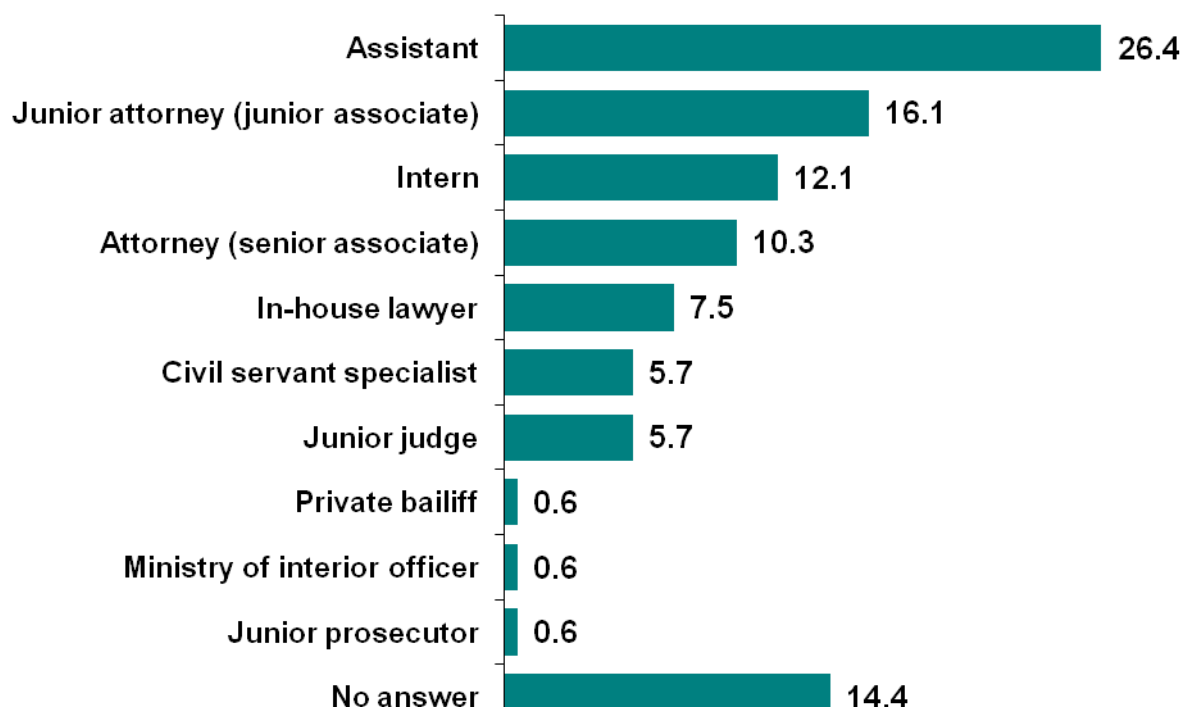
“Everybody deals with that problem it his/ her own way, attends courses ... It is much better to learn this at the university in its own time. Otherwise, after you start working you are tired and there is a low level of efficiency.” (Group discussion with postgraduates).

Due to the large number of graduating students and the presence of certain requirements that employers set before them, about 2/ 3 of young lawyers took part in a competition for the position they occupy.

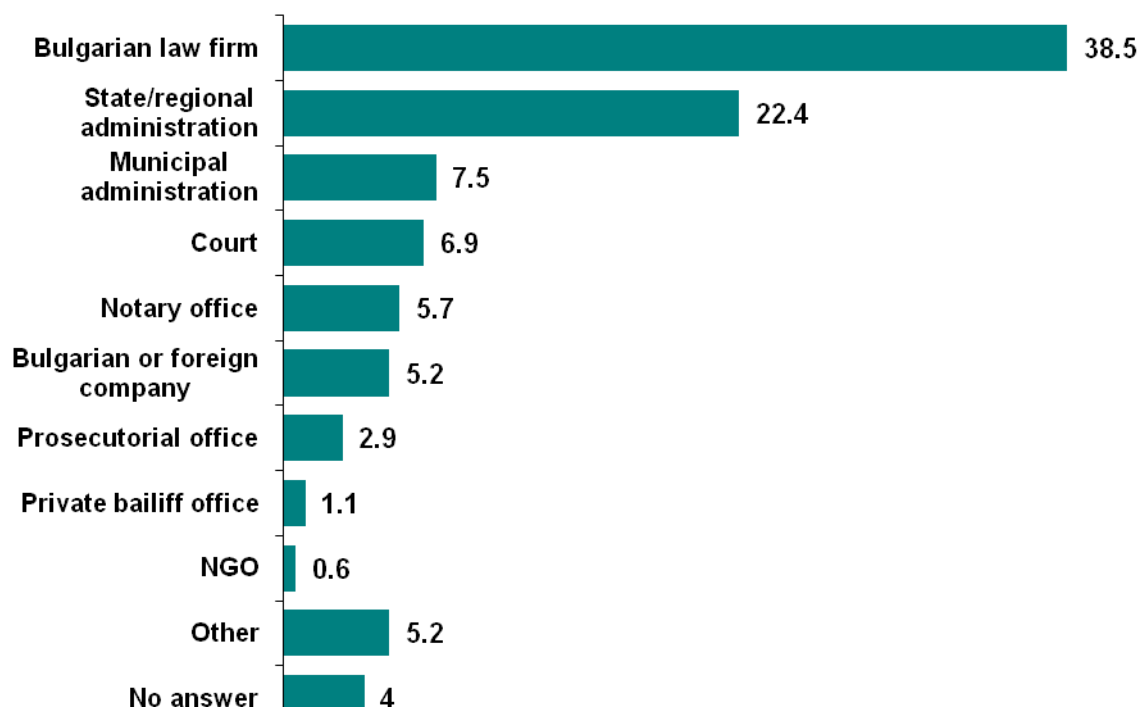
Examinations/competitions prior to employment (%)



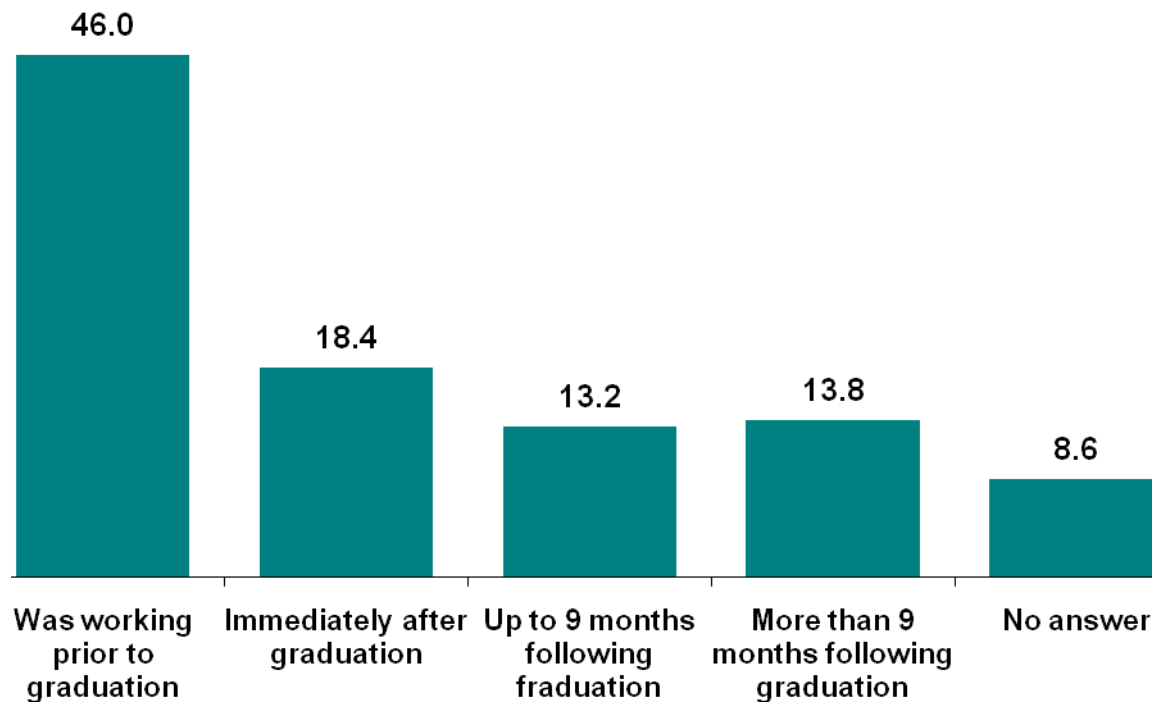
Position held: (%)



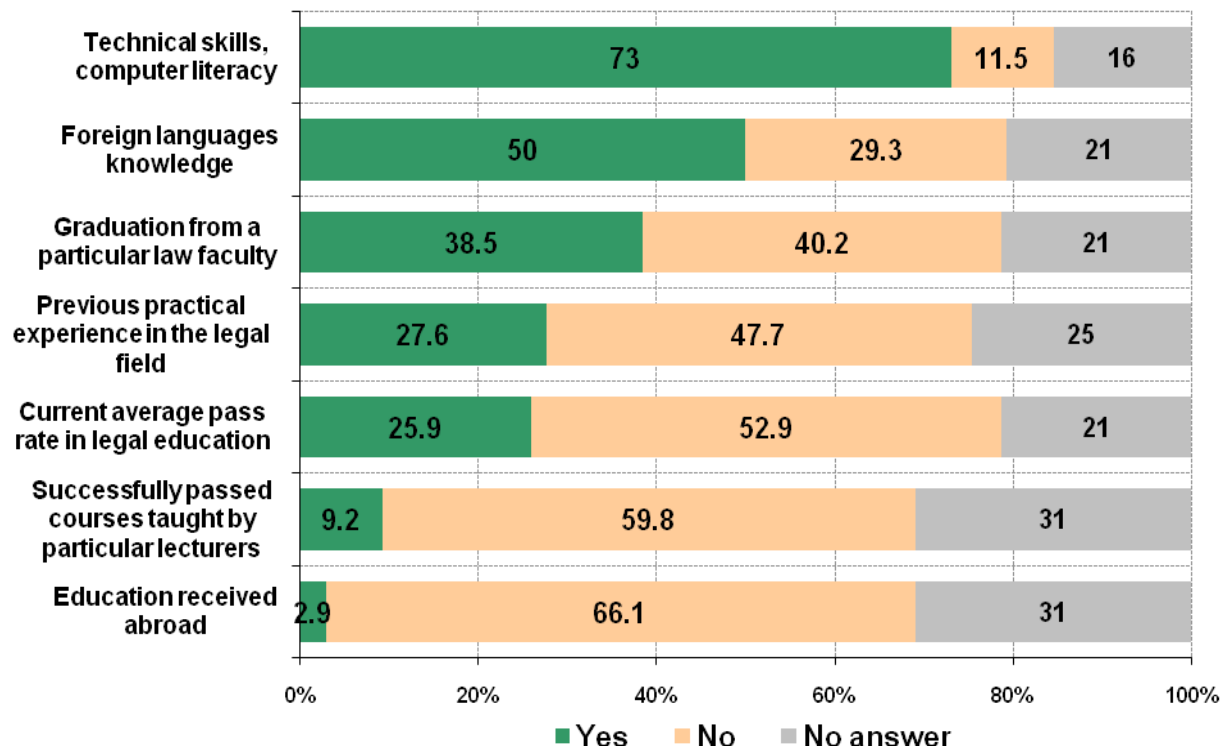
Employer organizational type: (%)



Start of employment in relation to graduation? (%)



Requirements laid by the employer prior to/at employment: (%)

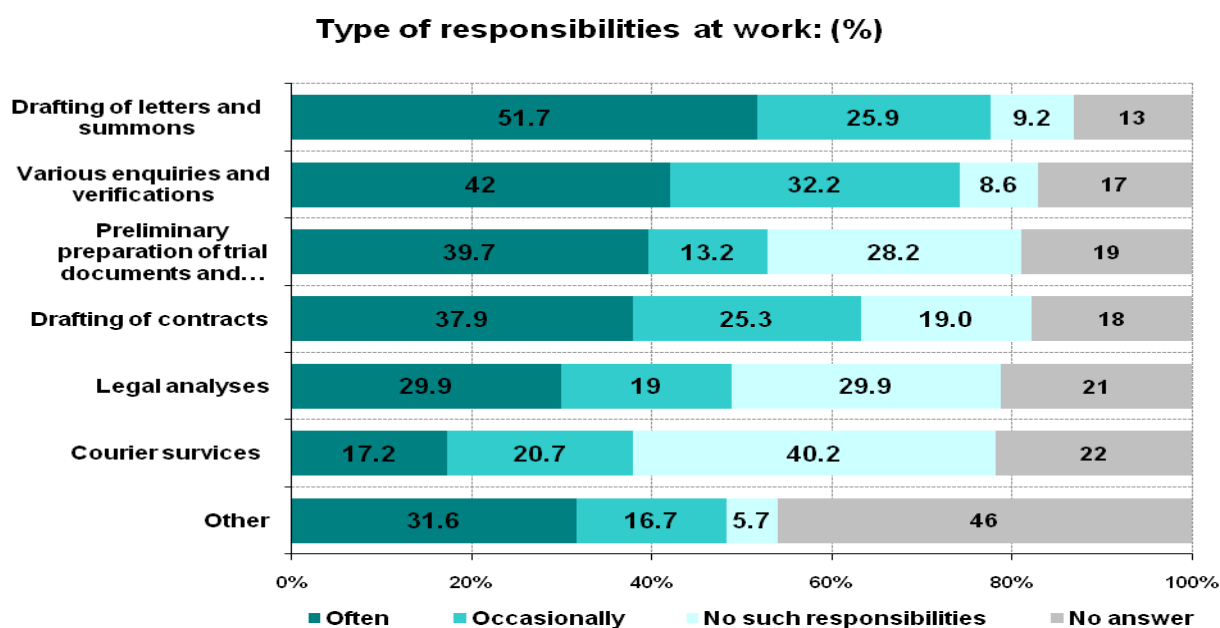


2. Tasks which young lawyers carry out and impediments they encounter most often

In general, young lawyers do not complain about insignificant or too technical activities. Almost everybody indicates that employers assign to them tasks which surmise good legal competence. In many cases young lawyers point out that employers' requirements are too high:

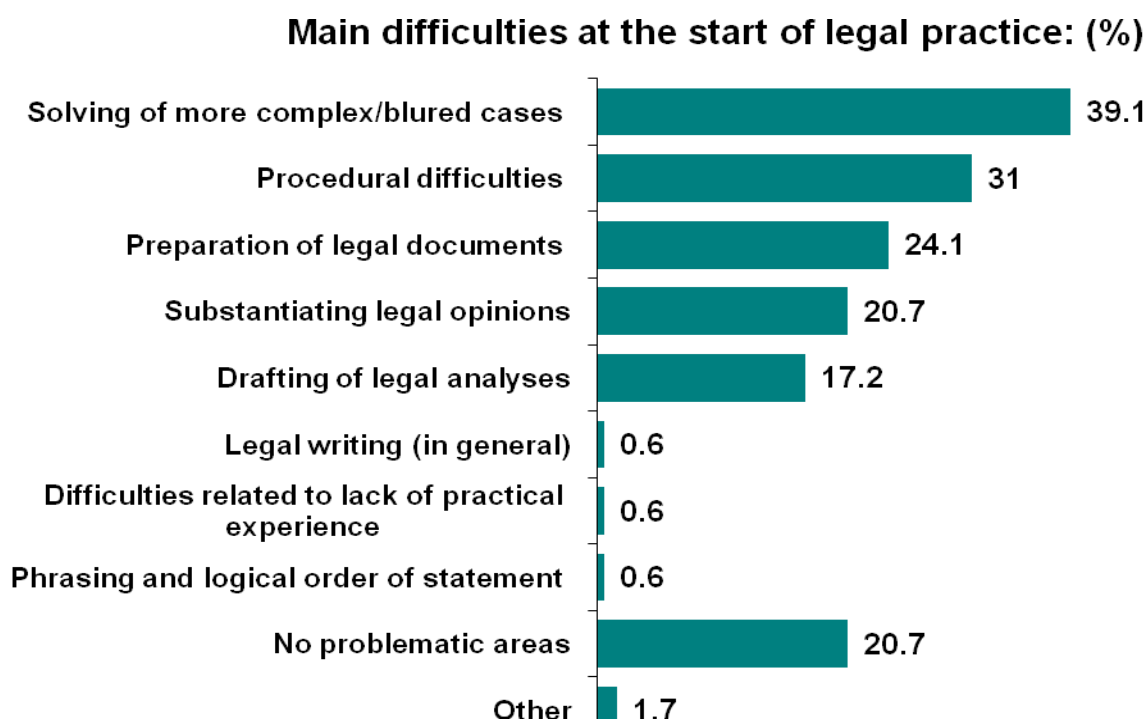
“When I applied for my current job, the requirements were very high not only in regard to grade point average, but I was also expected to be able to draw up all kinds of documents in a perfect way (something I was not taught at the university), there was a requirement for languages, two if possible, very good computer skills, very thorough knowledge of courts' procedures, very good knowledge of the material (the law firm was dealing with Civil law but I was expected to know very well Criminal law as well). Subsequently, this kind of perfectionism created for me a very good work style and taught me a lot of things.” (Young lawyer working in a law firm).

Defining these requirements as high, however, indicates that the preparedness of young lawyers is not good enough. The listed requirements should be considered as a good minimum that the employer is to insist on and at least 1/3 of the graduating students should be able to comply with. Even with a less intensity than employers, young lawyers also admit there are different issues and impediments which they encounter in the work process. Solving more complicated cases, orientation in procedure laws and procedures, writing legal documents – these are the impediments that young lawyers encounter most often. Documents that perplex students most frequently are contracts, claims, notary deeds, notary invitations, appeals to the Court of Cassation, power of attorney, procedure documents etc.



Examples for predicaments at the beginning of the work process are many and various. All of them, however, indicate that young lawyers experience problems with basic documents, they encounter difficulties when they carry out activities which are routine for practicing lawyers.

„In our law firm which deals with commercial law we prepare drafts for notary deeds. At the beginning of my first week there I was assigned to draft a notary deed and I was just standing there, looking around and wondering what is that – I had never seen anything like it. My colleagues (I am very grateful for this) examined it and corrected it with red remarks and can tell that it was red all over.”



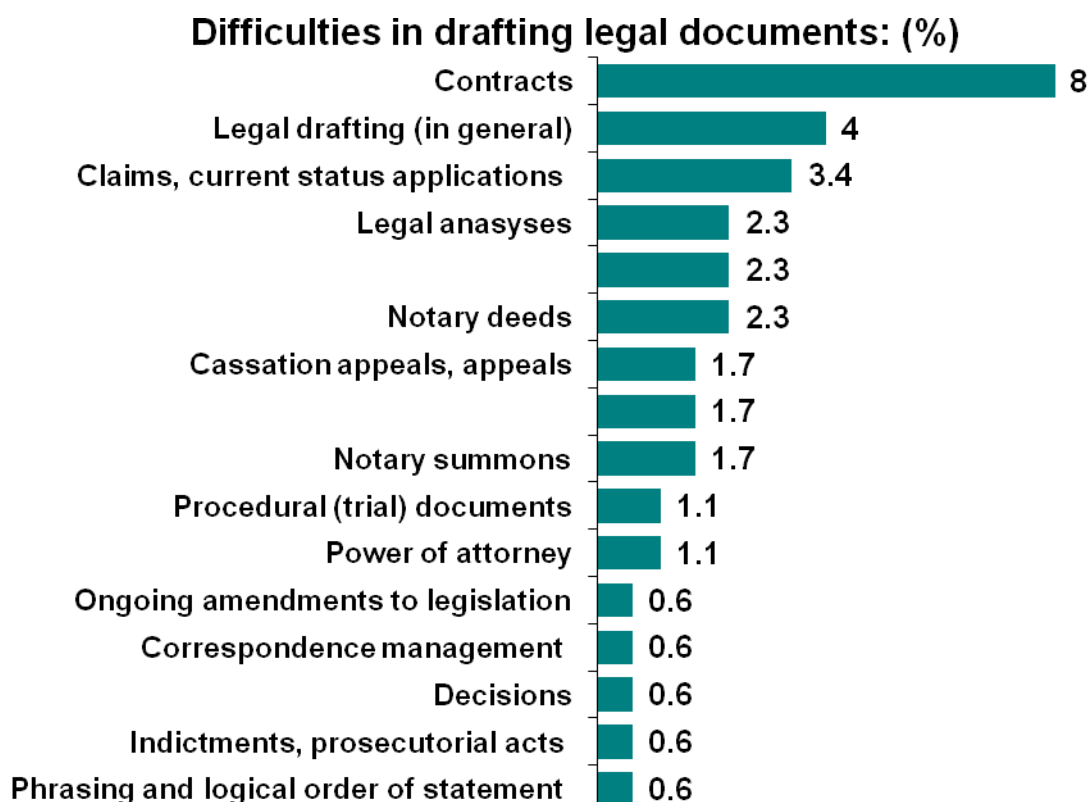
Survey conducted among 300 law graduates.

“When I started working in a law firm I felt like a fish out of water at the beginning – nobody had the time to explain, everybody was busy, they were in a hurry, leaving notes what I was supposed to do. There is nobody you could ask, everybody has his/ her own assignments, burrowed into cases. And what do you do – you call friends who began working before you did – you have to go through all of this until you learn. I am talking about these little details related to practice which are hampering you. Here is an example from yesterday – I had to draft a contract with a very specific subject – matter and since I had never done anything like that I found myself in great predicament. Deadlines and the workload are also a big issue. If you don’t know how to do something, you will not be able to deal with it quickly.”

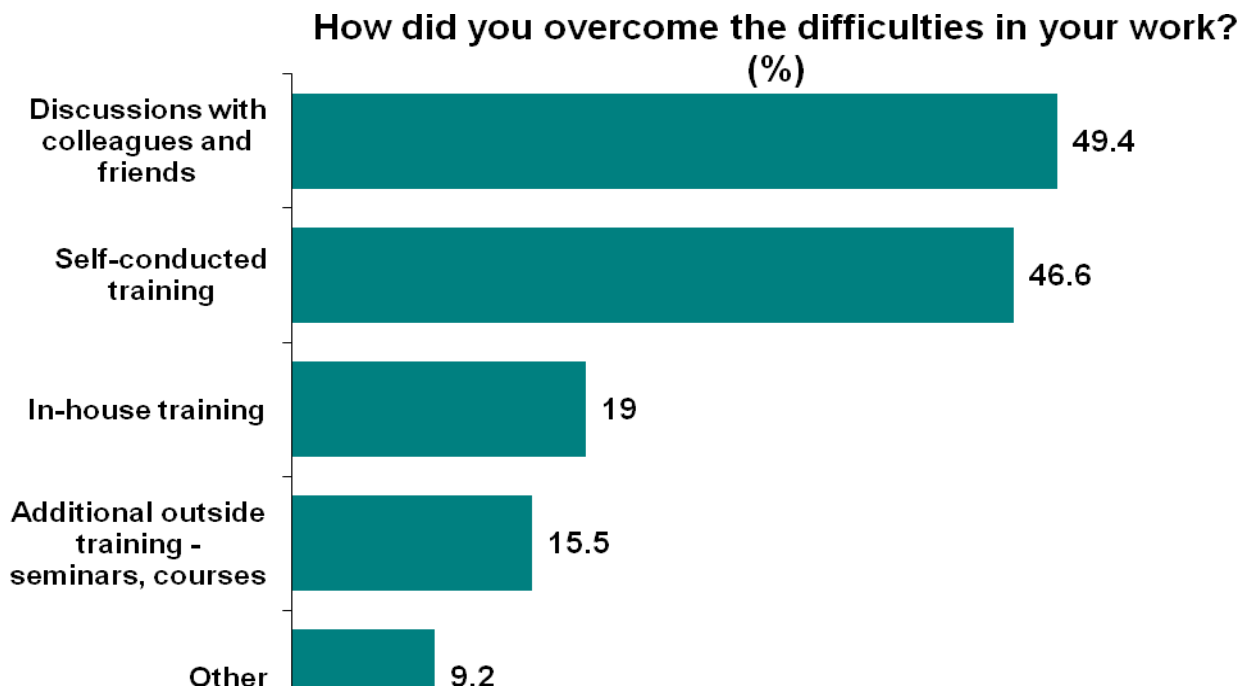
“Besides drafting documents, each of us undoubtedly had been under the obligation to make a research on a particular case. In this case you should not give an oral statement but a short written one. Again, it is not certain to what extent one can consider how to do it. I made such a research but I did not get any feedback so I do not know if I did well. You have to do these kinds of things very often.”

Postgraduates are unanimous that these practical matters even insignificant at first sight should be represented in each of the university courses.

“For example, writing a claim or another document for homework.”



The criticism of employers is aimed at the same direction, even though young lawyers very often do not admit the existence of problems or remarks (20%) – either for lack of comments and feedback on the part of the employers or for easier tasks they conducted or for the unwillingness on behalf of young lawyers to admit there is a problem.



However, in order to overcome the problems and gaps young specialists turn to informal conversations with colleagues and friends or rely on self – learning process. Very often, the predicaments relate to quite rudimental tasks, but their specific characteristics are not referred to in the learning process.

“There are many striking examples in relation to young colleagues – in the courtroom they do not know where to take a stand – on the left or the right (for the plaintiff, respectively the defendant). I know that there used be a mock courtroom in the Sofia University but I have never been there.” (Young lawyer who worked consequently as in – house councilor and in a law firm)

“Well, of course, you haven’t been in the mock courtroom – it does not fulfill its purpose.”
(replica of other participants in the group discussion)

“There is a similar courtroom in the UNWI as well but we’ve been there twice for five years.”

“The university gives a basic preparation – undoubtedly, without it, it would be difficult to continue but it is not enough. I do not think that at the moment there are well prepared cadres from law faculties.” (young lawyer)

“At my first job (I had already graduated) I was assigned a task to go to the court, in “Company Department” to make a certified copy of a merchant’s commercial file – I had no idea what is a merchant’s commercial file nor a certified copy. I felt terrible. Everybody at the law firm were working there for a long time and knew what they were doing, they understood their business and I had never heard these thing at the university. I had never heard the term “merchant’s commercial file” at the university.” (postgraduate working in a law firm)

“I had to write down a request for cautionary judgment. But no one at the university taught us that this is just a CLAIM, I started writing a claim request. When they saw it they were flabbergasted. Only one word but the difference is huge. Nobody had told you that.”

The lack of possibilities for more practical work, however, is apprehended unanimously by young lawyers as a serious disadvantage of legal education.

The ignorance of elementary “rules” and terms of legal practice or judicial and administrative jargon makes the students feel rather uncomfortable in the first years after graduation. These gaps and the lack of practical training deprive them of their self-esteem and the ability to enter in the profession with confidence.

According to almost all participants in the group discussion, however, education should pay attention to these things as well – not only to provide basic theoretical knowledge.

“Nobody at the university teaches you how to make a simple research.”

“In law it is of a great importance how you express an opinion, how you compose each provision, how to draft a notary invitation, how to draft an appeal to the court of cassation, and this is something nobody teaches you at the university. There is no way a graduated lawyer could know how to do all that. There should be such studies at the university.”

“These things should be better represented in legal education. It is pointless to attend classes which only repeat what was already told by the lecturer and not be able to attend any practical classes. When you are sitting for a state exam and you have to solve a case on the entire material that you’ve learnt, something that was never examined from a practical point of view.” (postgraduate who specialized abroad)

It turned out that practical classes are rarity, thus reducing the possibility of solving cases, introducing real – life cases or techniques for drafting different legal documents is brought to minimum. (*“It depends on the assistant who teaches you. Most of them just use the text book and repeat the lectures.”*)

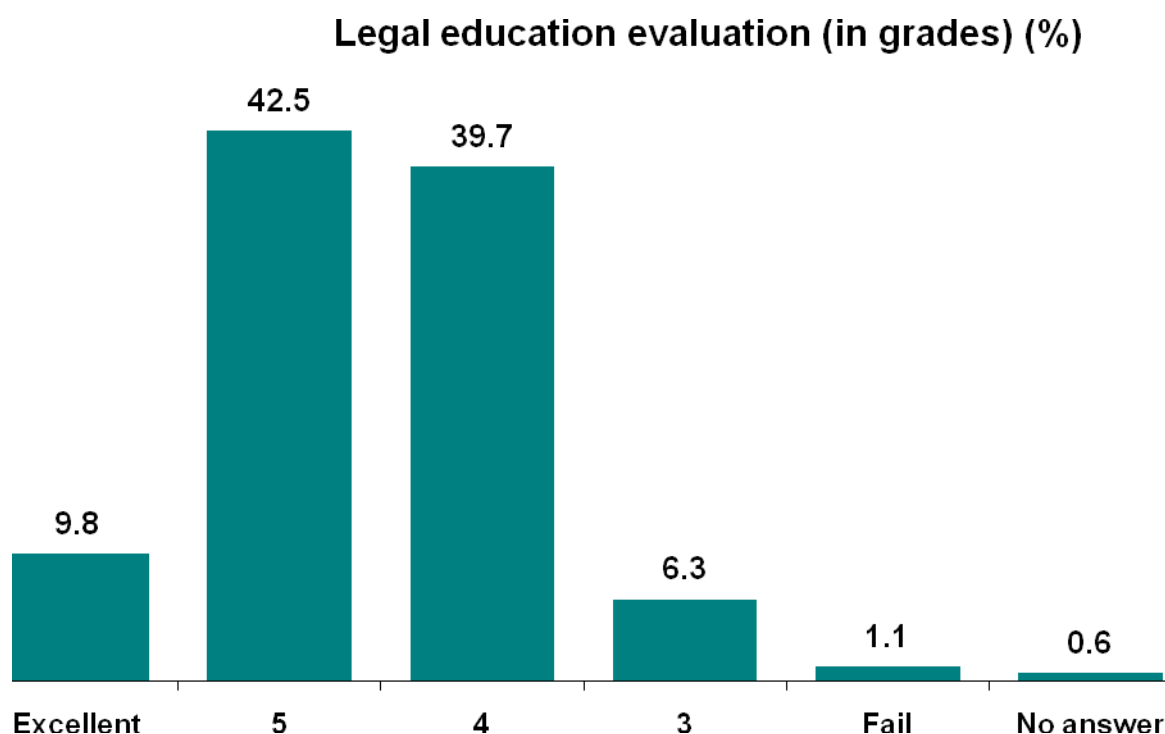
The state exams results are seriously affected by the students’ incapability to solve cases. In these instances the examiners have a lenient approach towards students which is yet another depraved process in legal education. Professors and assistants do not establish conditions for esteemed learning process and opportunity to fulfill the requirements and on that account, consequently, they lower the exam requirements.

“Examiners have the tendency to let loose, if they are to evaluate students for real, the situation will be tragic.”



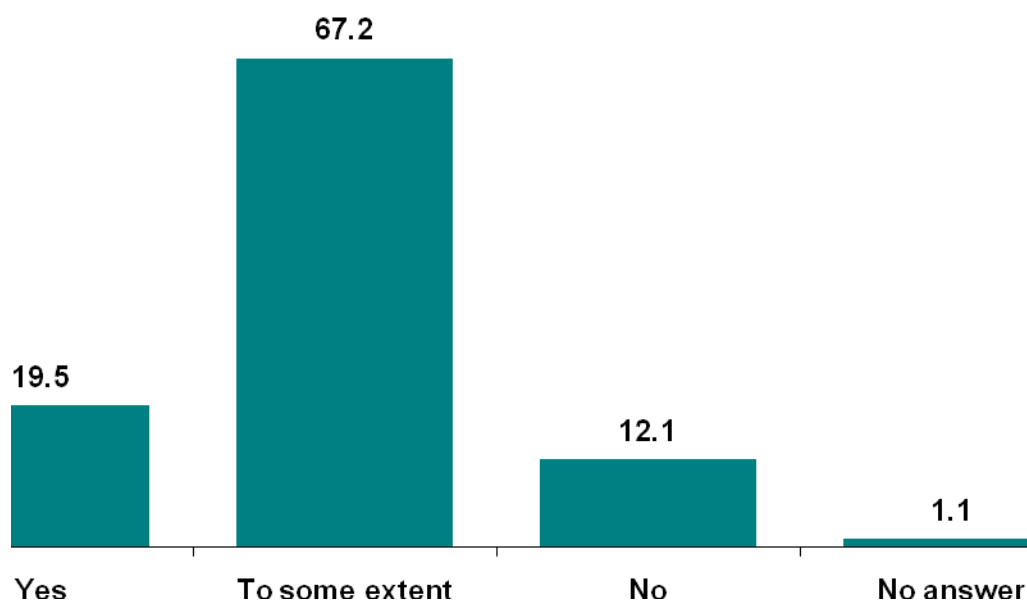
3. Evaluation of education in Law

In contrast to employers whose prevalent grade for legal education is “Good” (4), young lawyers are inclined to give higher grades (the majority evaluates it with a grade “Very good”). As a result, the average grade that young lawyers give to legal education is “Very good” (4, 54). It is interesting to note that young lawyers who graduated universities, determined in the research as university with higher requirements, are more critical towards education, while students who graduated universities, perceived to be with lower requirements, give higher grades. This tendency stands also when it comes to the way of teaching and those who teach. Ones of the most critical postgraduates are those, graduated Sofia University, UNWE, University of Veliko Tarnovo, Plovdiv University. This criticism is due to the selection of more engaged with education students who have greater expectations from education, respectively greater ambitions for career development, but also they are more critical towards the quality of educational process and their own degree of preparation. The higher grades that the rest of the universities received are probably a consequence of the low criteria postgraduates have, rather than the better quality of education.



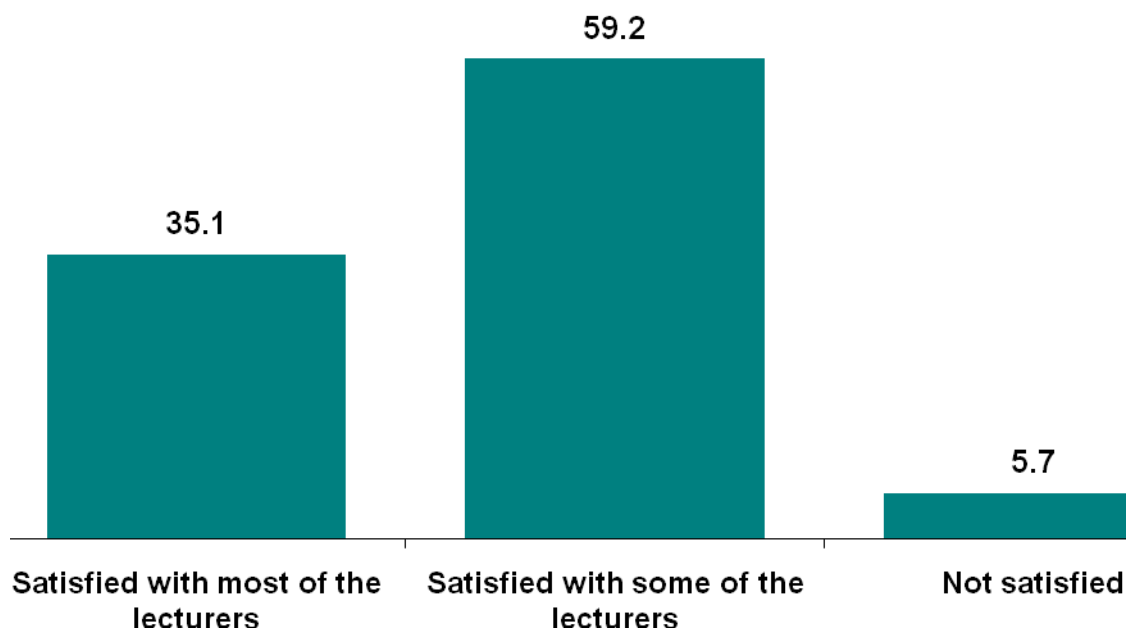
Survey conducted among 300 law graduates.

Satisfaction with teaching methods (%)



Survey conducted among 300 law graduates.

Satisfaction with lecturers (%)



Survey conducted among 300 law graduates.

In general, among the postgraduates prevails moderate criticism regarding the way of teaching, the lecturers, including the theoretical schooling they obtain within the educational process. However, the criticism towards the practical schooling is greater. According to more than half of the postgraduates, legal education virtually lacks practical schooling (55%). The latter is highly appreciated by young lawyers:

“In the last three years we had assistants who were practicing lawyers. They did not repeat the same lectures that we’d already had, but introduced to us real – life cases, specific cases, including when we were reading the law and they say: it is written this way, but I can give you an example that confutes it. It is much easier to memorize it.”

„We had a judge for an assistant – she brought a case, so we could see its arrangement.”

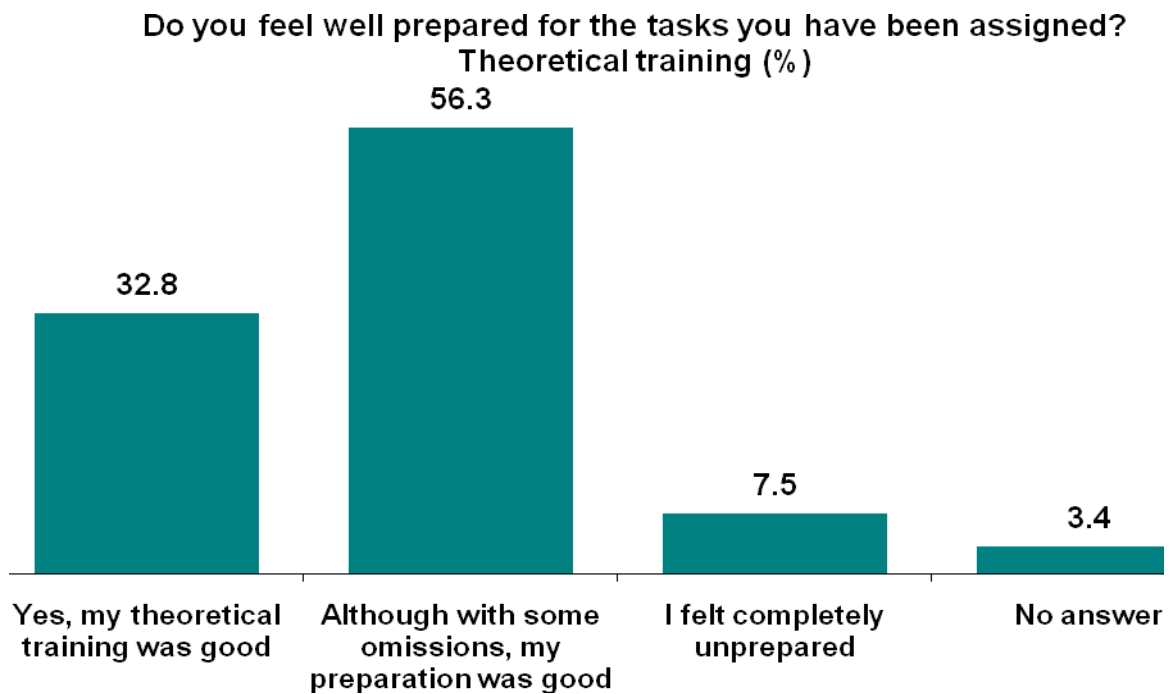
The most distinctive feature of legal education is the theoretical preparedness. However, the fact that the main focus is on the theory and not on the practice makes it unbalanced, thus making young lawyers feel unprepared for their professional roles.

“The most distinctive feature of legal education is the professionalism of the university teachers – meaning their knowledge, not their pedagogical skills. These are the lawyers of Bulgaria – legislators, constitutionalists, people who are the initiators and bearers of the legal knowledge in the country. The opportunity to be among them is, indeed, a great advantage.”

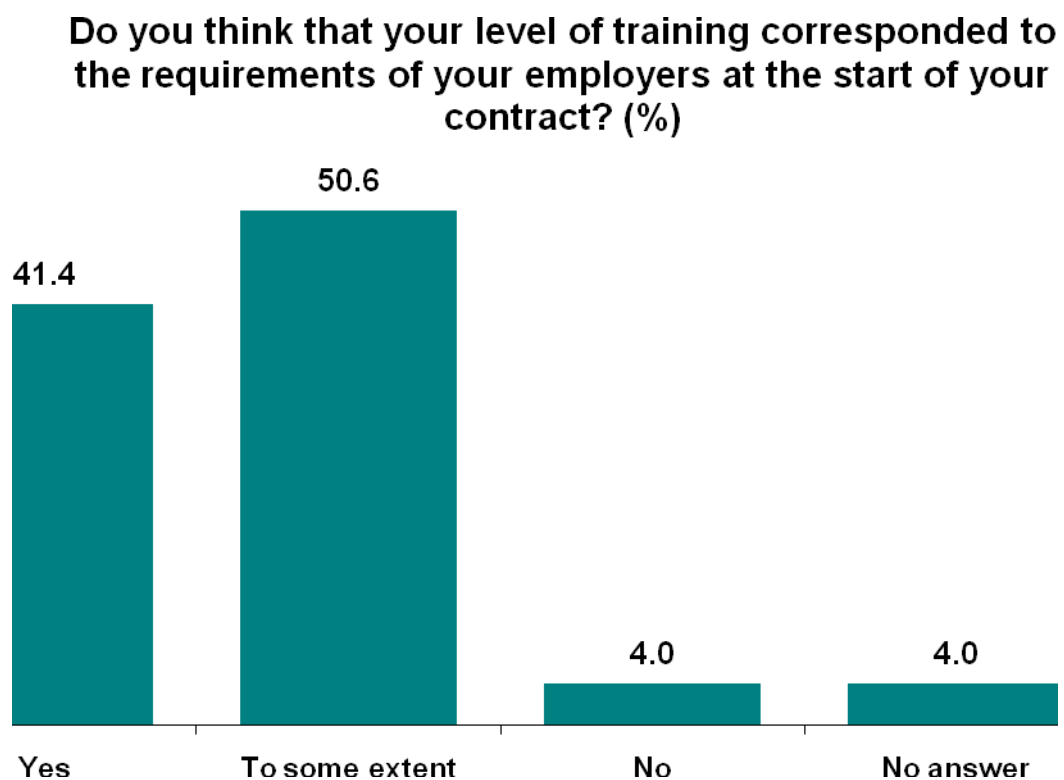
“Yes, the university teachers are really good lawyers, but there is something terribly wrong in the way the educational process is carried out.”

The academicians who have a legal practice do not provide a quality education as well, because they conduct the classes either too early in the morning or too late in the evening (*they just come to say whatever they have to*) and afterwards they are in a hurry for they have a lot of cases and obligations. This is precisely one of the most problematic disadvantages of legal education – the inability to attract and motivate practicing lawyers, the inability to change the way of teaching (in order to become more interesting, with a focus on practice and ability to work on real – life cases, to draft real documents etc.)

“The salaries of university teachers are low and they teach for prestige, so they could benefit from it in their practice, the last thing that comes to their mind is to teach student something.”
(group discussion with postgraduate)

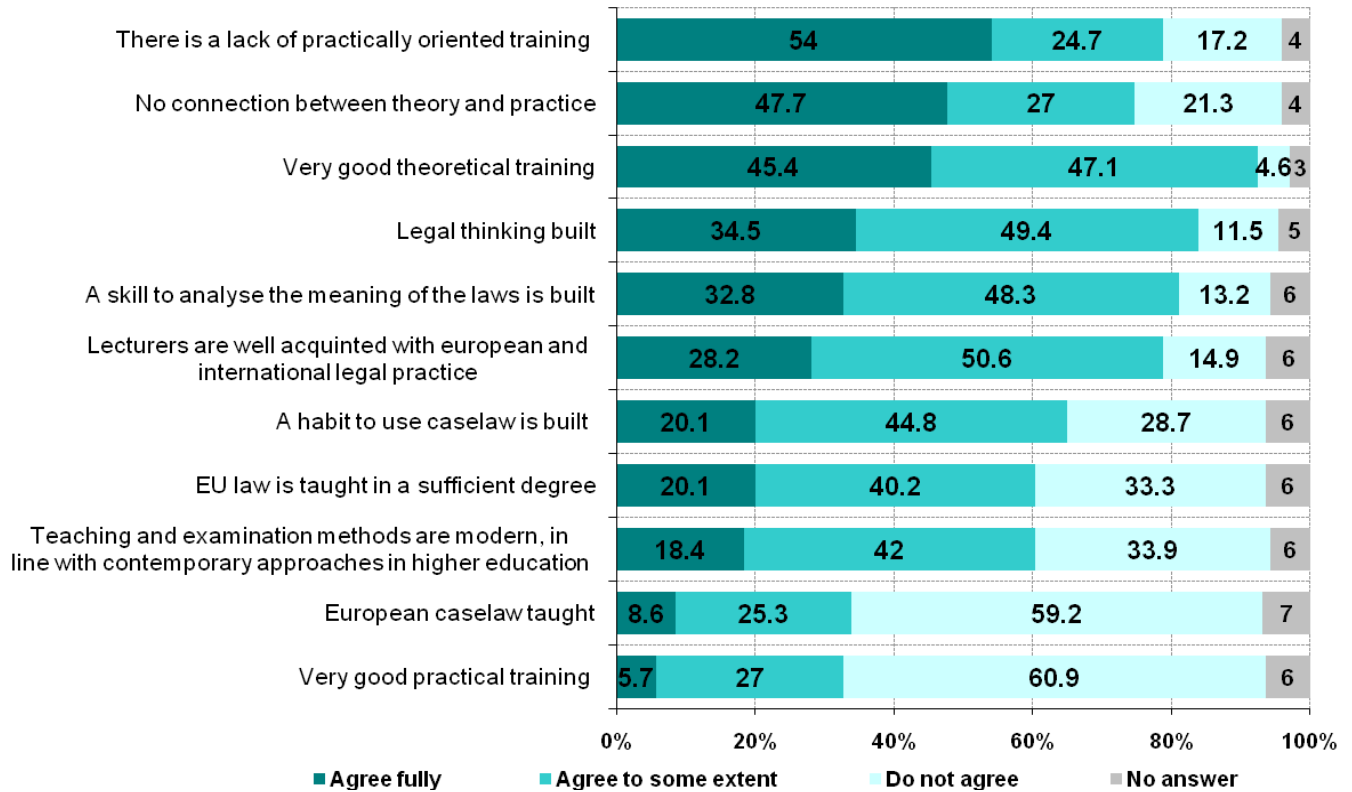


Young lawyers are prone to give more positive grades for their preparation than the grades their employers give. It is quite possible that this is a consequence of, on one hand, moderately expressed criticism on the part of employers and, on the other hand, the personal efforts students made during their studies. The research indicates that employers to a great extent have accepted and reconciled with the level of legal education and they always envisaged a long period of training during the work process and developing practical skills. This reconciliation leads to a condescending attitude towards young professionals, but at the same time it leads to a greater criticism towards education.

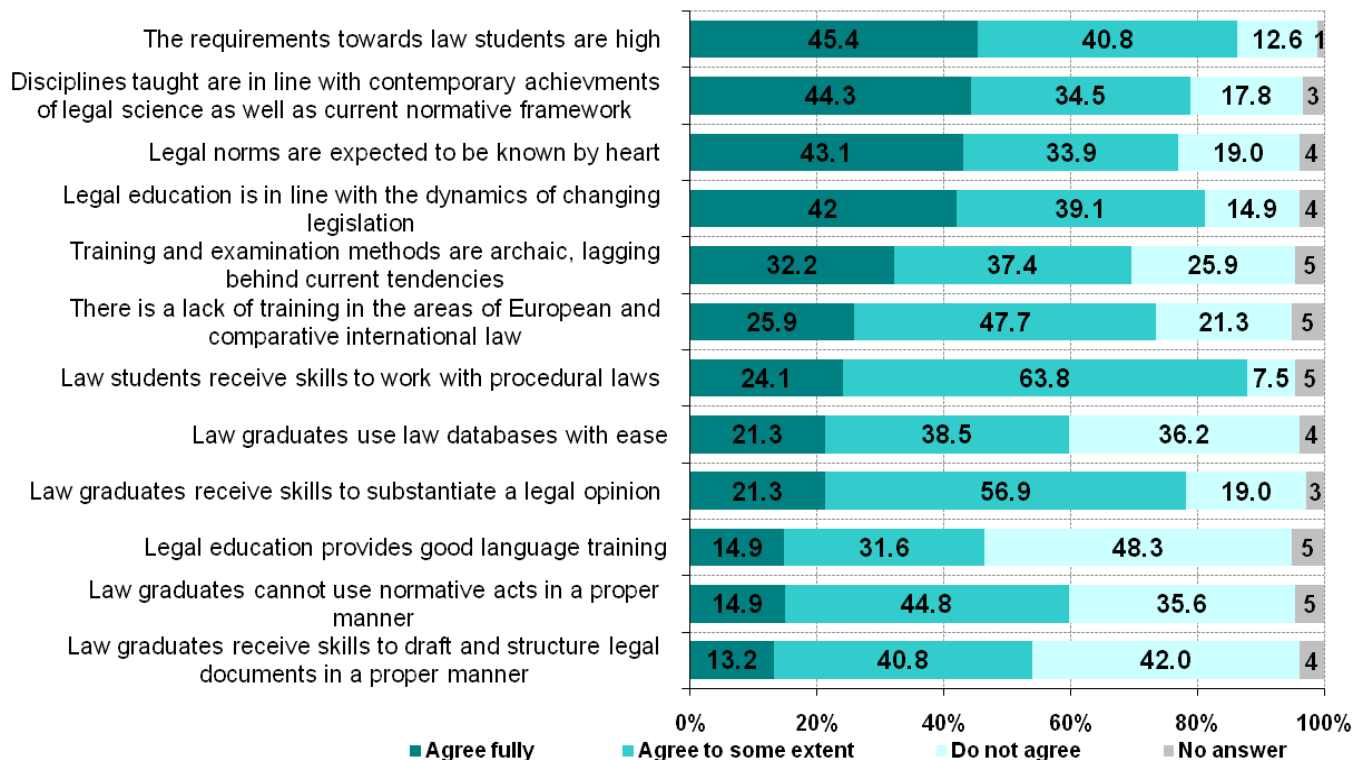


The postgraduates do not feel prepared enough for the different professional roles. This situation sets up a number of predicaments during the first year of their work. They often find themselves in situations where they are not capable of coping with their obligations without even mentioning complicated tasks.

General professional training (%)



Preparation for particular professional tasks (%)



Similar to the situation with employers, here, using the opinions as basis, we could set up four types of zones that need attention in relation to legal education. Again, they are determined by the weight of the critical assessments in each direction. Each extremely critical opinion receives weight 3, moderate critical opinions receive weight 2 and positive opinions receive weight 1. Thus, the areas with much higher coefficient require enhanced attention, while areas with low coefficient (under 2) are, in actual fact, well functioning areas.

In general, the hierarchy of the zones that need attention matches the opinions of the employers. However, there is a common tendency of milder criticism. As a whole, young people place a smaller number of aspects related to educational process in the extremely problematic zone, respectively more aspects are covered by the well functioning but needing additional attention zones.

Coefficient

From 2, 20 to 3, 00	Extremely problematic zones
2, 424	Lack of practical preparation
2, 368	The European court practice is not studied
2, 286	Lack of practical focus in teaching
2, 23	Lack of foreign language studies
2, 208	Students do not develop skills for drafting a legal Document
From 2, 00 to 2, 20	Moderately problematic zones
2, 184	Bond between theory and practice is broken
2, 161	Students are required to study provisions by heart
2, 069	Legal education does not prepare young people for the usage of legal information systems
2, 041	Methods of teaching and evaluation are obsolete
2, 004	The EU Law is not studied to the extent needed

From 1, 00 to 2, 00	Zones that need additional attention but generally function well
1, 973	Methods of teaching and evaluation are obsolete, there is no thrive for the new and modern
1, 958	Legal education does not develop a habit for reading the court practice
1, 944	Lack of training in the area of European and international comparative law
1, 921	Postgraduates are incapable of backing legal statements with arguments
1, 742	Legal education does not develop the ability to deal with procedure laws
1, 741	Lecturers knowledge of European and international legal practice
1, 699	Ability to work with legislation
1, 69	Developing the ability to go to the deeper meaning of the laws
1, 678	Developing a legal mind in students
1, 667	The taught disciplines should keep abreast with the modern achievements of legal science and current legislation provisions
1, 649	Education to keep abreast with the dynamics of the legislation
1, 648	Requirements towards students are not high enough
1, 534	Theoretical preparation of students

Another essential issue concerning legal education is the process of knowledge assessment. During the discussion the young lawyers share different cases where lecturers pay attention to insignificant facts or information (for example, the determinative factor for student's grade is a question "what is the title of the textbook?", which does not suggest the examiner possesses scientific requirements), requirements such as learning provisions by heart, inability to use legislation when solving cases which puts the student in a situation where he/ she should

know what a particular article exactly stipulates (especially, in the criminal procedure law, where a huge number of crimes are regulated and their memorizing is impossible).

“Lecturers are inclined to “let” students pass an exam. If they really have to evaluate the student when they solve a case, the situation would be tragic.” (focus group, postgraduates)

“Whether you will pass an exam is a matter of luck and chance. There is a great doze of subjectivism. The selection of examiners in the assessment committees is rather inadequate; there is a big difference which one will evaluate you. It is quite possible to get two different grades although the content of the papers is the same. The simple truth is that there are no criteria.” (focus group, postgraduates)

„It is unacceptable an exam to be carried out in the following way – the first five students choose the questions they are going to talk about and the rest have to draw from the pile. Or ridiculous situation such as this – examiners are a professor and four assistants – it goes well if you are called upon by the professor, but the assistant examines you for 45 minutes and the highest grade is 3, 50. When you sit a state exam in one committee you have to quote article by article and in another they tell you to come the next day because they do not want to fail you. ” (focus group, postgraduates)

Generally, the students have the feeling that there are no explicit requirements and criteria for assessment, which means that the results depend on the situation and lack of equal conditions. 72% of young lawyers consider that the result attained by a student on an exam depends on the situation and does not reflect the objective assessment of student's preparedness. Considering this opinion among students, it is not surprising that the grade point average is ranked fifth by employers as an important aspect when selecting cadres. These results indicate that there is a complete depreciation of diplomas and grades have almost no value. This opinion is represented by postgraduates of all universities but mostly by these who young lawyers define as universities with higher criteria (Sofia University, Veliko Tarnovo University, UNWE).

“In my opinion, to have knowledge of law means ability to solve real – life cases. I can not imagine that a client will come to the law firm and will require from me to solve a case for a particular amount of time without reading legislation, without reading any additional

resources. It's just that there is something terribly wrong in the whole thing.”(focus group, postgraduates)

“Even prosecutors do not know the Criminal Code article by article.” (focus group, postgraduates)

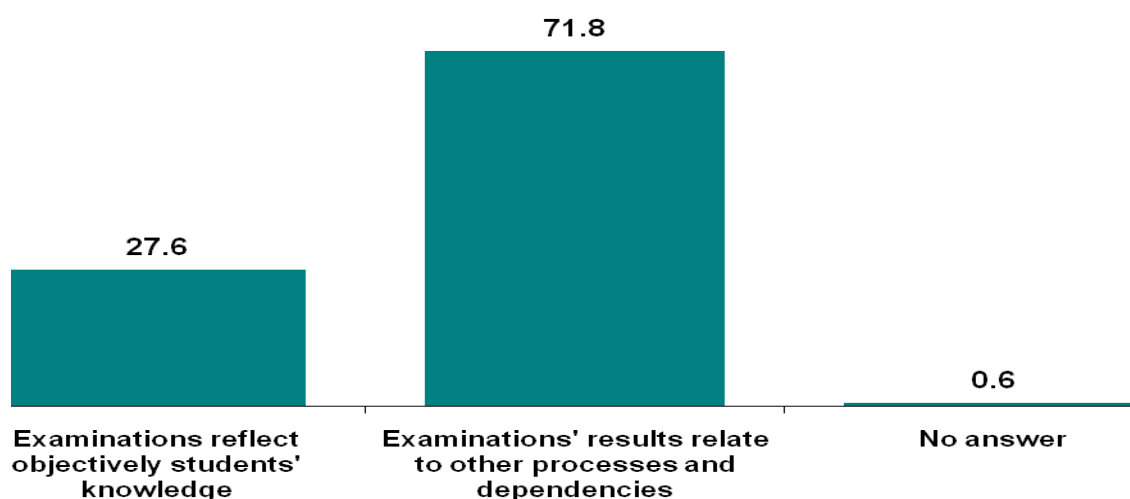
“For example, I have a friend who studies law in France. All laws and materials are allowed when the exam is carried out. So, it is not a matter of knowing all laws. The matter is when we read the corpus delicti of a crime to be able to define the subject, the object, the subjective and the objective side. We loose out time in learning by heart. It is better to understand something and to use it.” (focus group, postgraduates)

“At the moment, a Cambridge course is carried out – EU Law. It is a two – year, remote course and the evaluation is conducted on the basis of cases and you can use any notes and materials, but you have a deadline. At the beginning, it was harder because I have never been examined in such a way but it was definitely very useful.” (focus group, postgraduates)

There is a mass practice of evaluating students with low grades. However, besides being problematic, this poses a question about the quality of education

“Often, I ask myself the question: “If someone fails 60% of the students, whose fault is it?” Students’ – for being stupid or the one who taught them. The military regime where one person steps in front of 200 and tells them: “You do not understand anything” and they agree with him/ her should be removed from the university.” (employer’s opinion)

Do you agree with the following statements? (%)

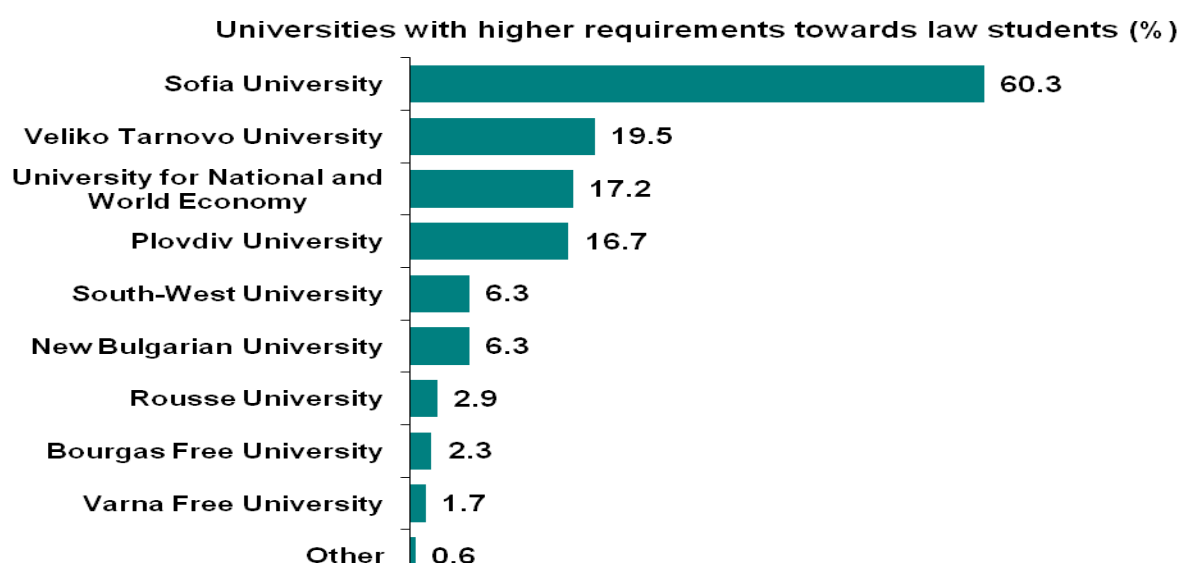
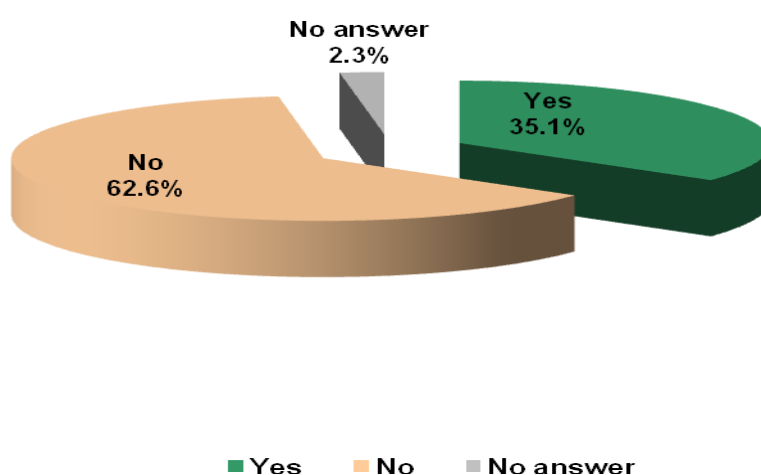


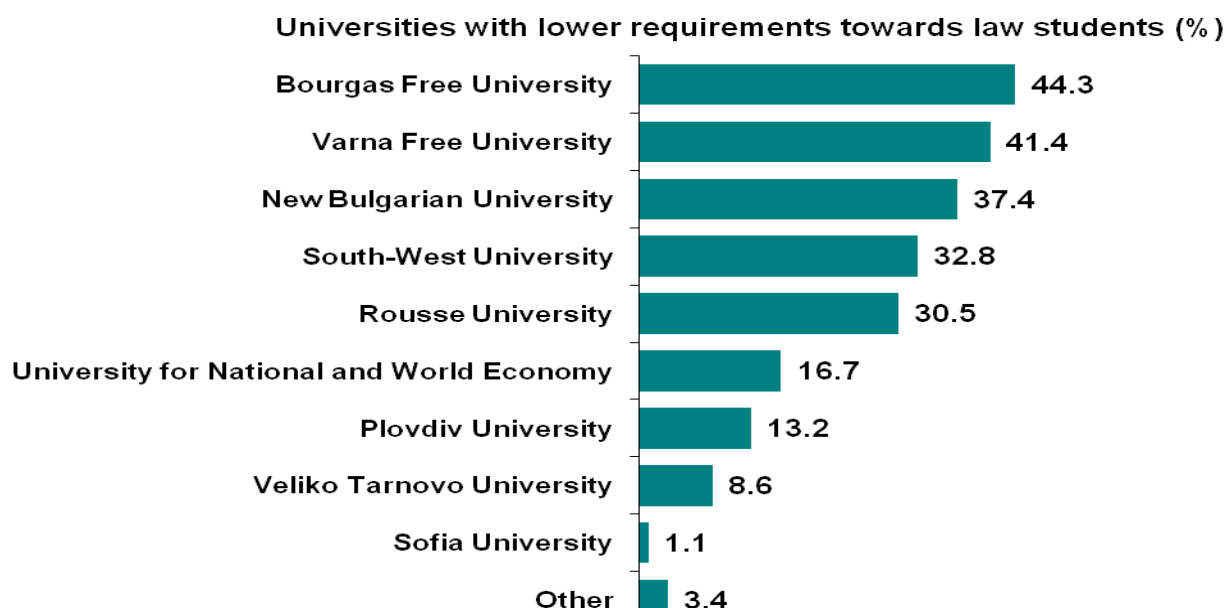
4. Assessment of the preparedness in the different law faculties

Even though, the lecturers in the different law faculties are overlapping, the postgraduates are explicit that the evaluation approach differs depending on the university. In their opinion, the lecturers have different criteria and requirements towards students from various law faculties when conducting semester exams, as well as when carrying out a state exam.

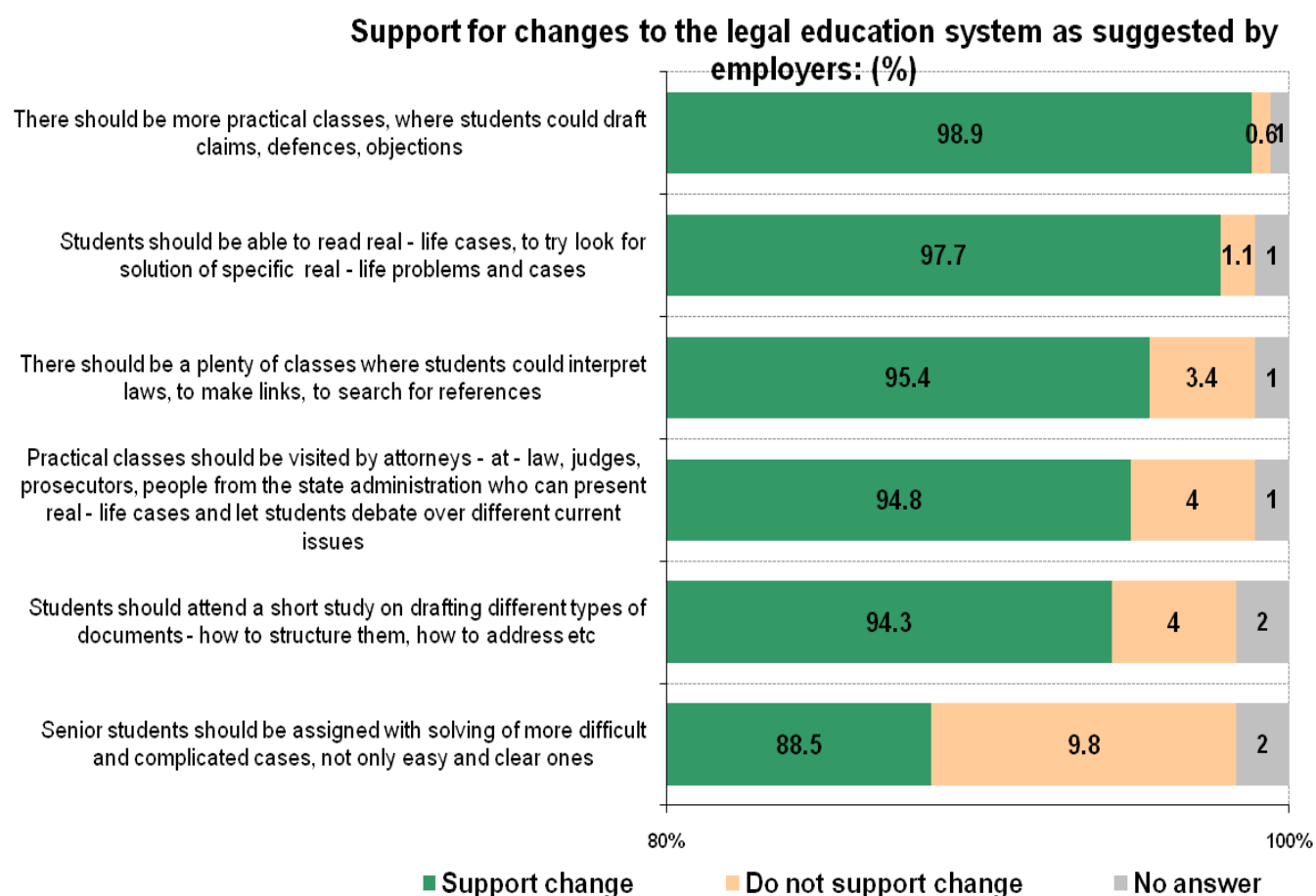
Sofia University unanimously stands out as a university with higher requirements while Bourgas Free University, Varna Free University, New Bulgarian University, Southwest University, Rousse University are determined by postgraduates as universities with lower requirements.

Do you agree with the statement that the requirements towards law students sitting for their state exams in different universities coincide?





5. Proposals for changes

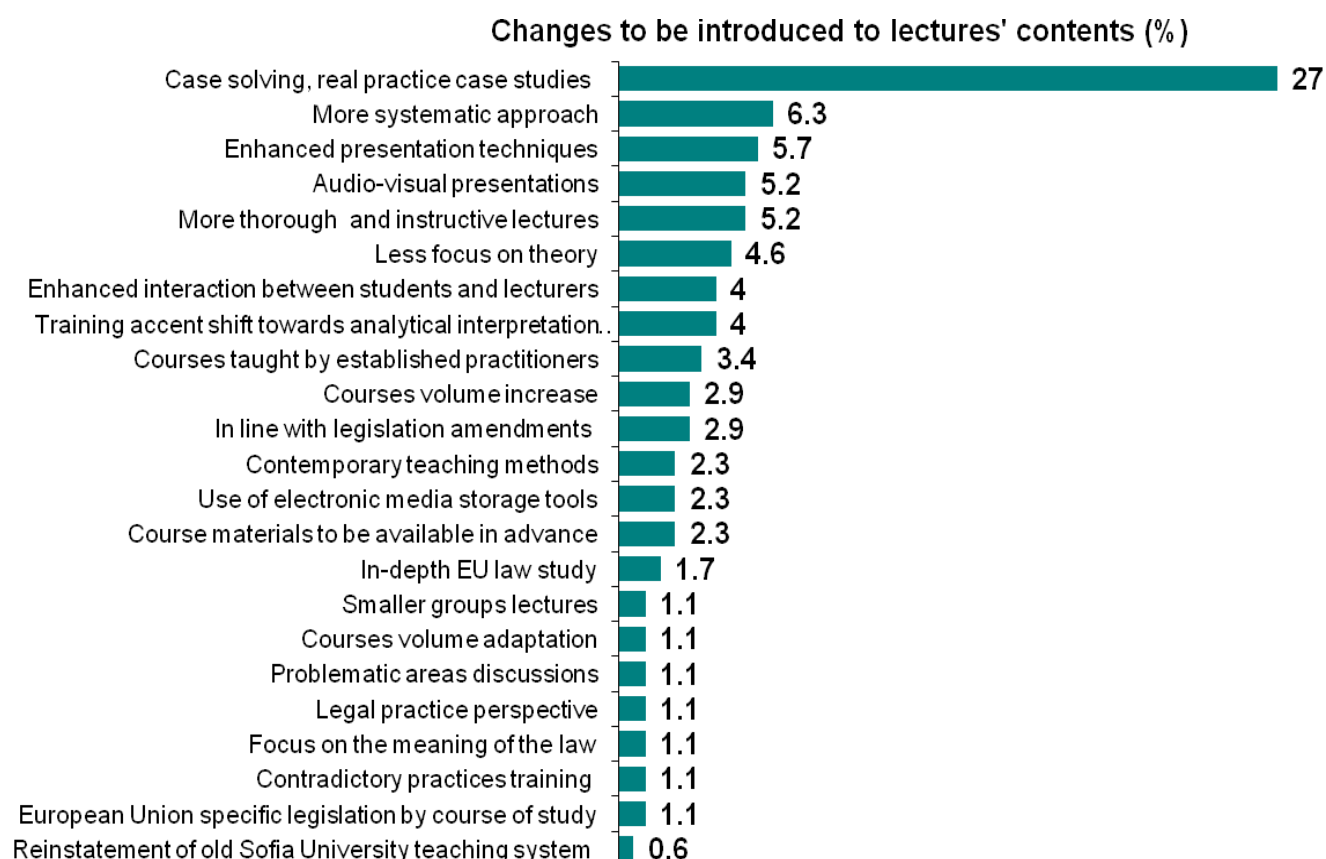


The suggestions for changes proposed by employers during the in-depth interviews are strongly supported among young lawyers. All of them, in one way or another, affect practical aspects which, as the research registered, lack in legal education.

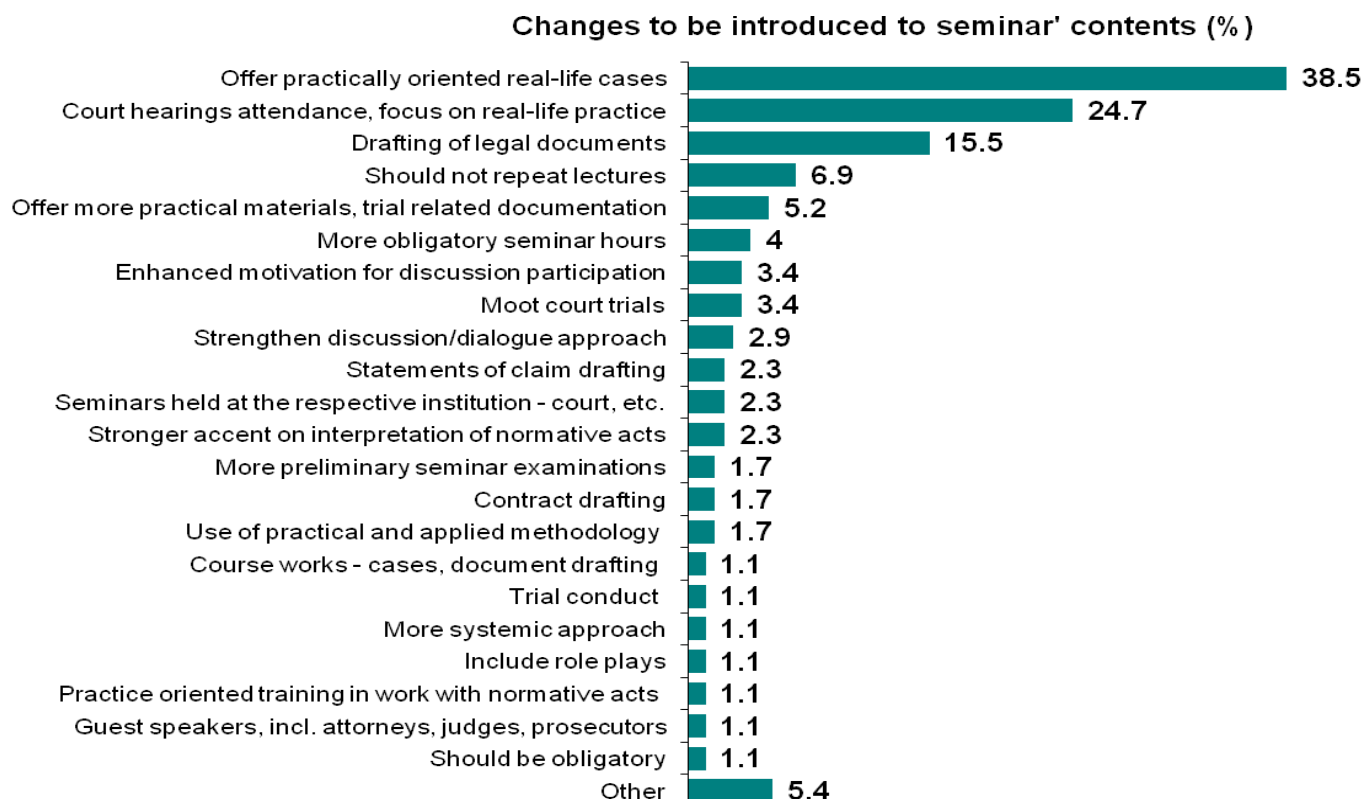
More specific proposals are received as an answer of an open – ended question. Although, their percentage share is small (which is typical for the answers of open – ended questions), we could assume with a great doze of certainty that they are strongly supported by young lawyers.

The main proposals which young lawyers make could be presented in the following groups:

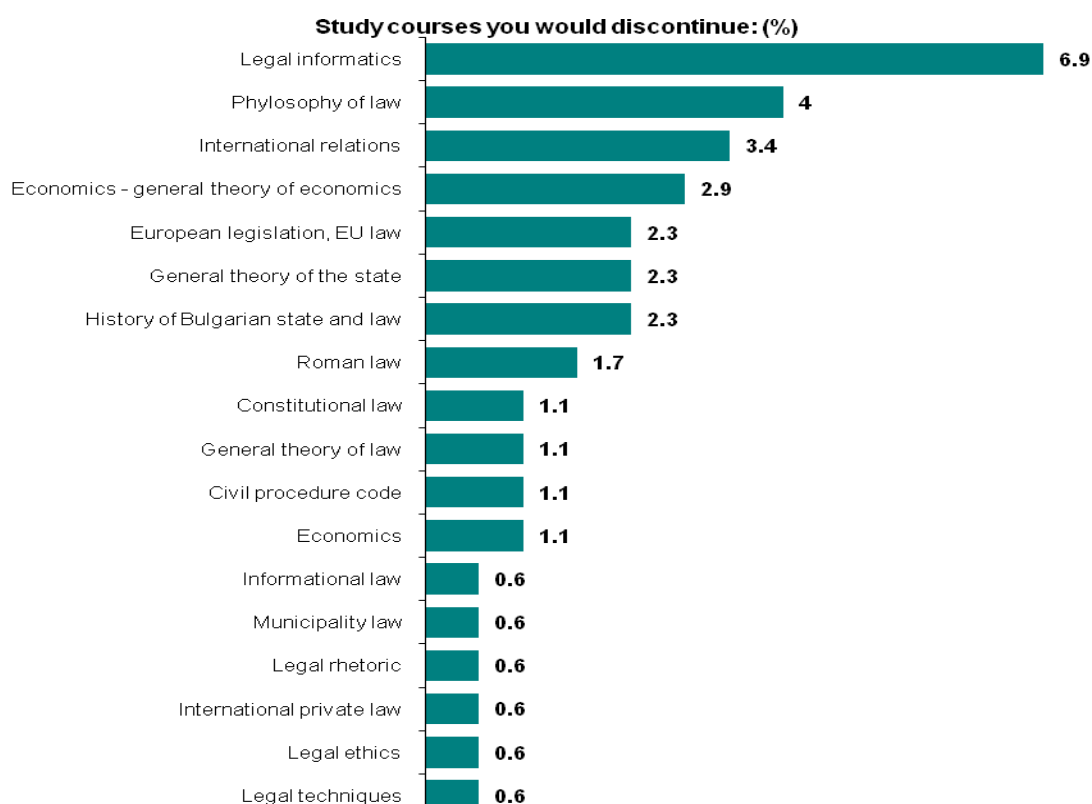
5.1. Proposals for changes in lectures



5.2. Proposals for changes in seminars



5.3. Proposals to remove certain studies



In general, the postgraduates give very controversial proposals for the removal of different studies. They even share that sometimes a study that they thought it was expendable

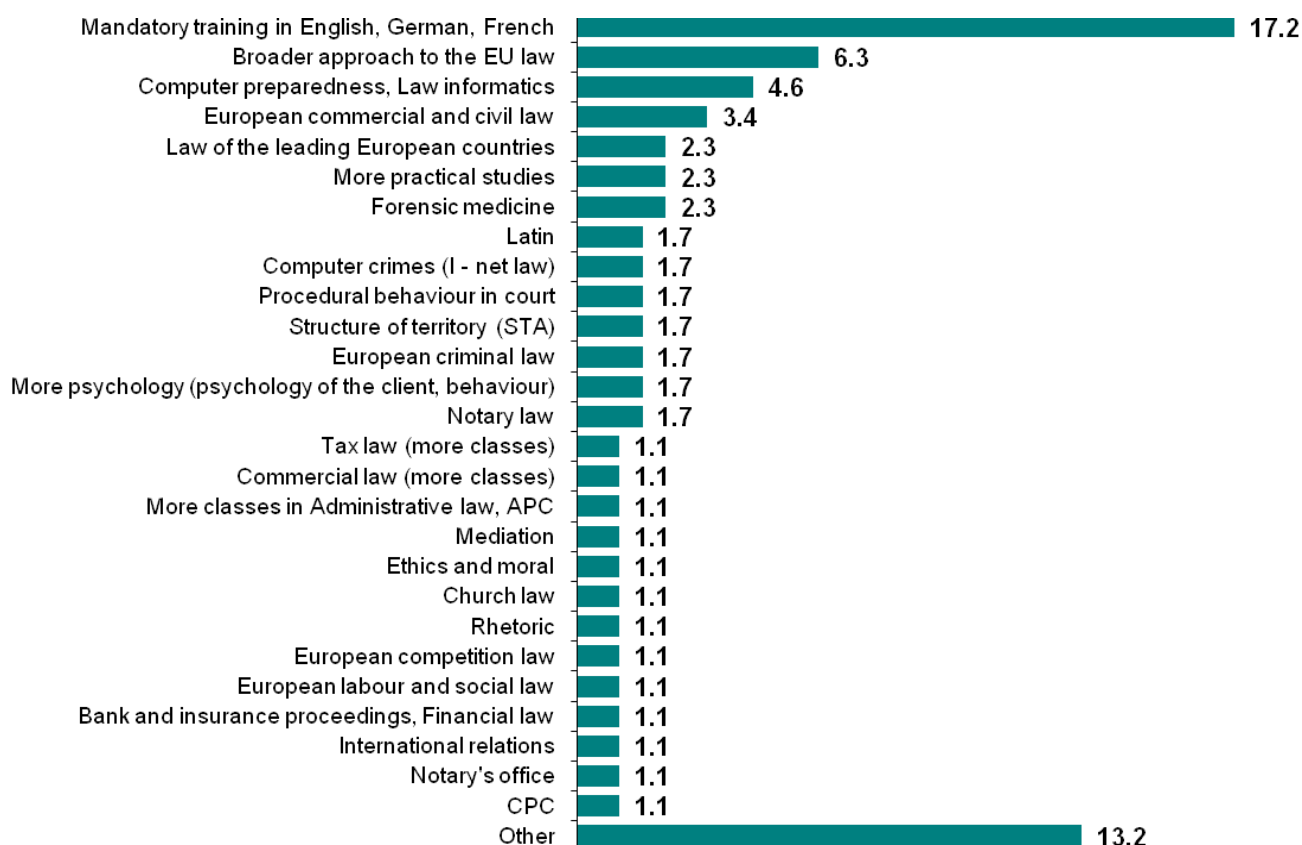
afterwards turns out to be very useful. Part of the indicated studies could become eligible. Still, we could note that there is no yearning for removal of studies.

5.4. Proposals to include new/ additional studies

As we already specified, the foreign language preparedness is one of the significant aspects of the contemporary legal education. Precisely because this is a requirement that employers insist on the most and because it is a matter not only of general foreign language preparedness but ability to use legal English/ German/ French, young lawyer demand such courses in university.

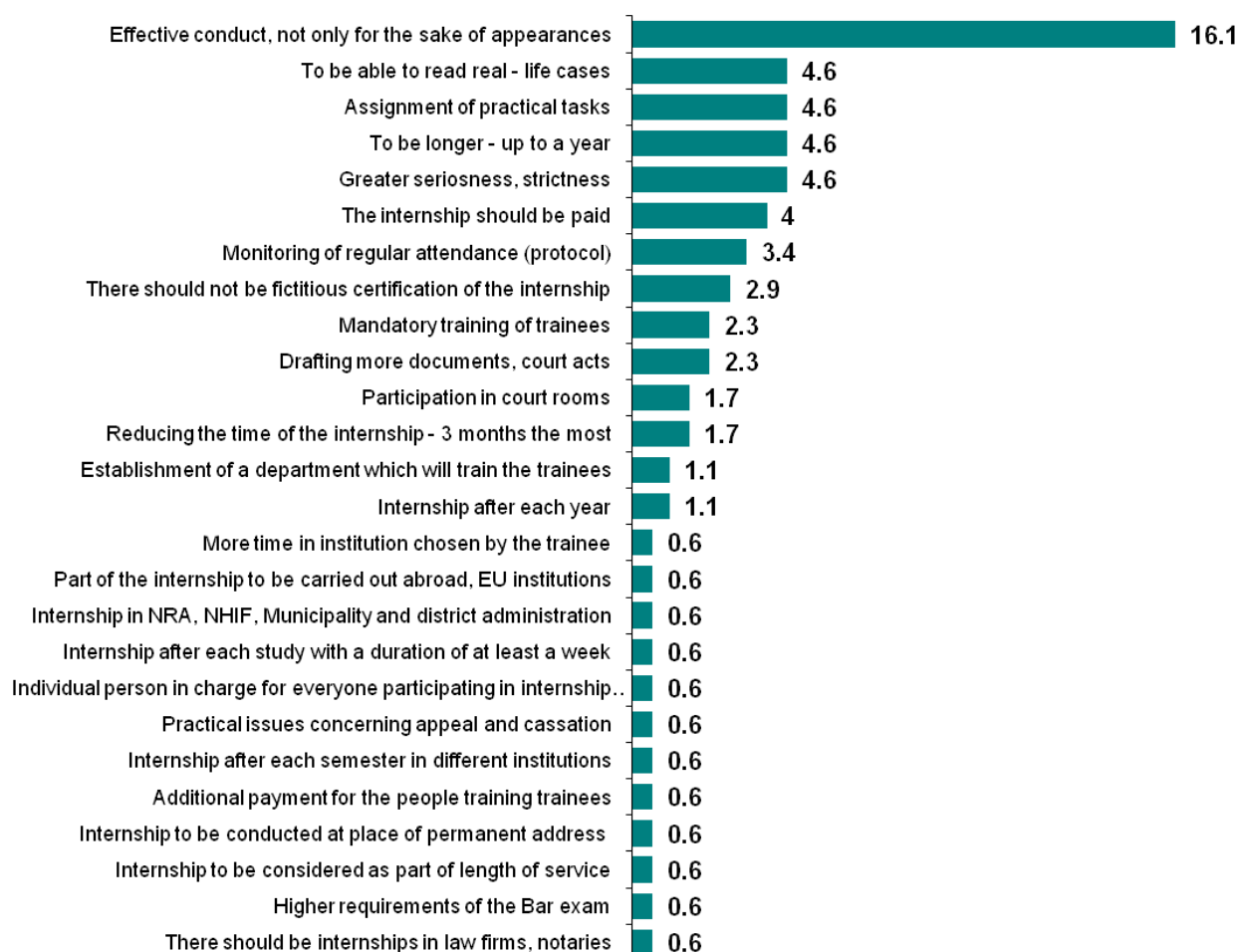
Another significant area which must be present more actively in education – and according to employers and postgraduates is EU Law. Even though, both groups evaluate lecturers' preparedness in the area of EU Law as positive, the main proposal is to be more widely presented in the curriculum and in the content of the lectures.

“Well, there is EU Law but it is mostly about the institutions of the EU, what is a EU. Lecturers just go in front and lay down the content. It would be much more useful if this is not a separate study and it is taught within the frames of different studies, Directives, Regulations. ” (Group discussion, postgraduates)



5.5. Proposals for changes in the internship

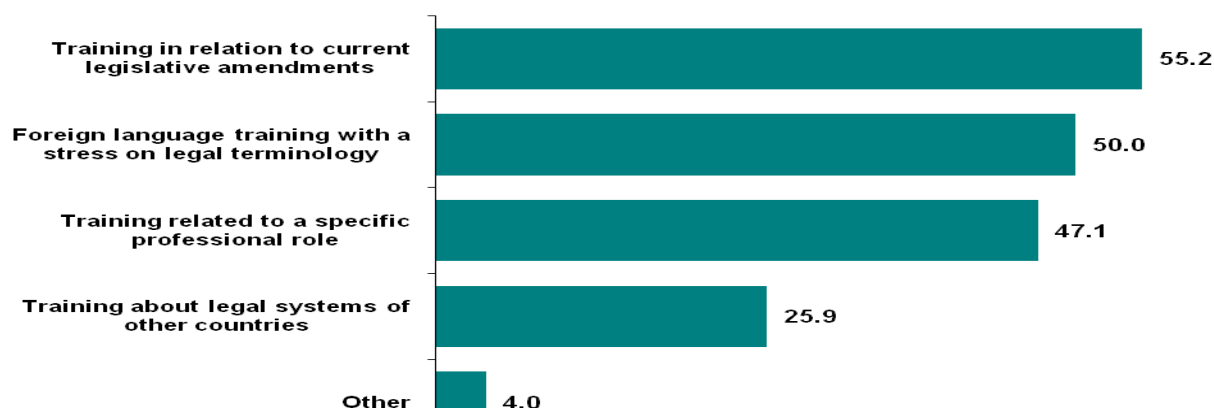
Changes to be introduced in the internship system: (%)



5.6. Interest in additional training

In general, young lawyers have a great in additional training. Mainly, it is directed towards amendments in legislation, foreign language training with a focus on legal terminology and specialized training related to a specific professional role.

Additional training needed: (%)



Course of study you would attend: (%)



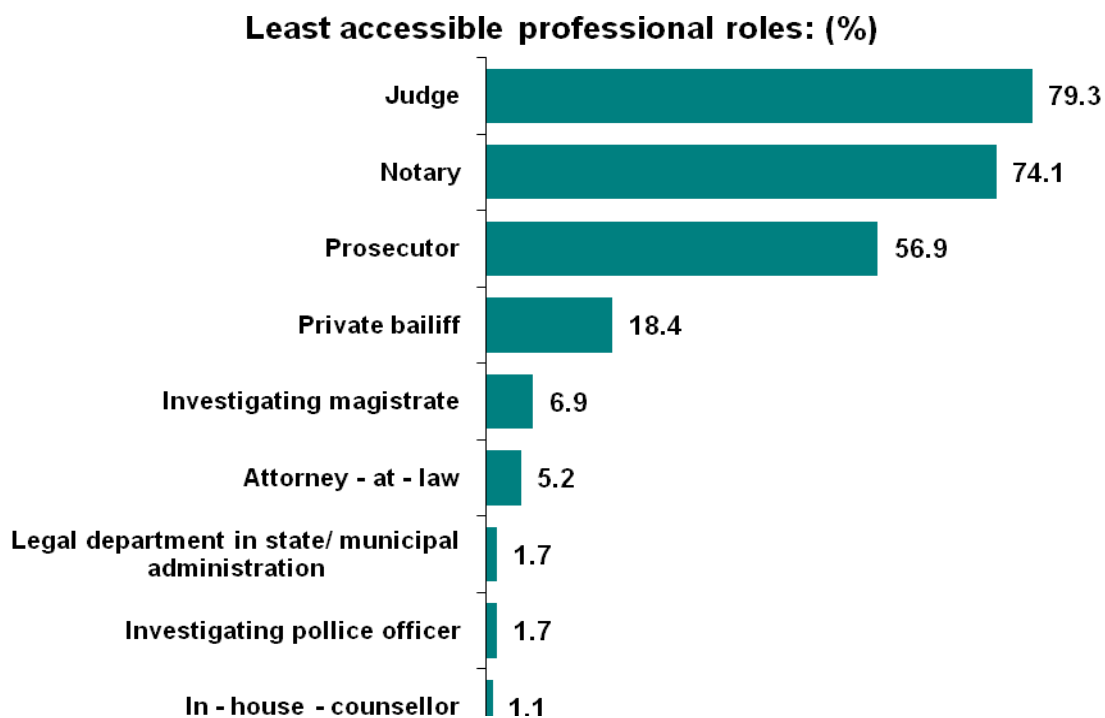
6. Interest in the different professional roles and assessment of the labor market as a regulator

The interest in the different professional roles varies depending on the payment, job's specifics, public prestige and the possibilities of flexible time schedule. One of the most unattractive roles is the one of the investigating police officer. It is defined as a very hard work position (night shifts, investigations of crimes, brain – fog), low salaries and lack of enough perspectives to carve out a career. It is not surprising that this role is at the bottom of the rating. It is considered to be relatively accessible, precisely in view of the fact that it is not attractive and probably the small number of applicants.

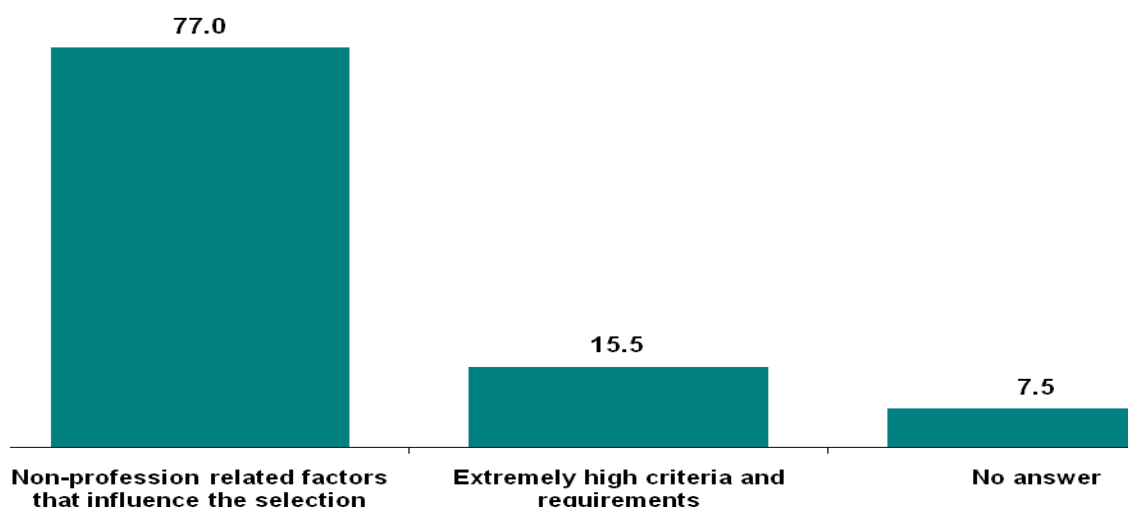
The situation with notaries is specific. Because their number is stipulated by law, competitions for notary positions are rare. Probably, by reason of this, the interest in that role is moderate (26%) and the admission to the profession itself is considered to be difficult.

The professional roles most desired by young lawyers are these of a judge, attorney – at – law and prosecutor. And while the admission to magistrates' positions is considered as very

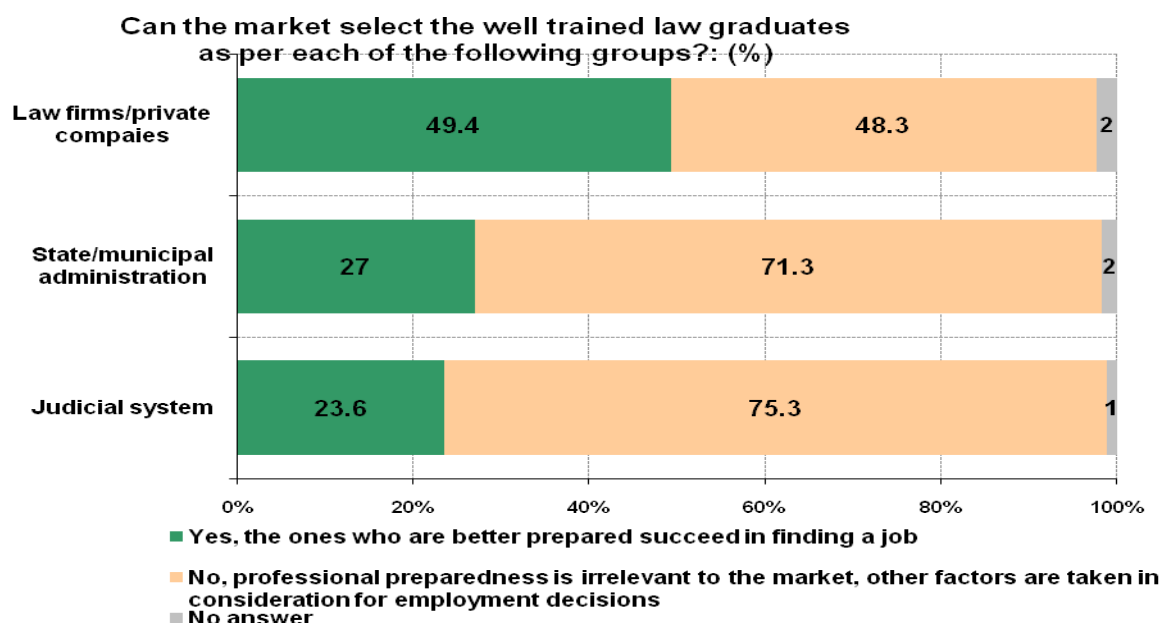
difficult, the profession of an attorney – at – law is determined by young lawyers as one of the easiest to approach.



Reasons for cumbersome access to professional roles: (%)



However, according to postgraduates, the predicaments in occupying certain legal professions is due not to high criteria and requirements but to unprofessional factors (information leak for exams, different forms of corruption, nepotism etc.). Where there are business dealings, there is, to a greater extent, a real selection of better prepared specialists (law firms, private firms). In spheres where the selection is influenced not by the market but by other factors, the preparedness in legal matters is not of a great significance. Three of every four consider that in the judicial system and administration the preparedness in legal matters is not the leading factor in the appointment of young lawyers and the ones who are better prepared do not always get appointed. The percentage of people having the same opinion about law firms is 48%.



One of the considerable impediments before the search of a change in legal education is the impossibility a subject of a reform to emerge. The representatives of all concerned parties are in a situation of prerequisite passiveness:

- The students' will is to go through their education as soon as possible. Therefore, any impulses for reforms in education pass on very quickly in view of their short term status as students. It is much more important for students to receive a diploma and search for way to compensate the gaps and the lack practical skills during the working process than trying through organized activities to reform the education. Half of the students begin legal work while they are still at the university.
- Employers became reconciled with the poor preparedness of postgraduates; they direct their efforts towards training of the young lawyers they hire and do not have any motive to collaborate with institutions related to education and provoke changes. Due to the low demand market employers are able to select people with potential and to prepare them according to their needs.
- Institutions related to education are not in a real competitive environment, lecturers are not motivated enough, they are busy with too many activities and they perceive their teaching as one of them. The main reason for teaching is the prestige, but the attention towards the teaching process, preparation of teaching materials, classes and the overall logic of the education is placed aside. However, without external control, the institutions related to education can not find any cause for reforming.

NOTES:
