



**Universiteit
Leiden**
The Netherlands

Review of Current Legal Education Offer at Four Universities in Eastern Indonesia: SLEEI Baseline Report

Vel, J.A.C.; Huis, S. van; Bah, A.

Citation

Vel, J. A. C., Huis, S. van, & Bah, A. (2020). *Review of Current Legal Education Offer at Four Universities in Eastern Indonesia: SLEEI Baseline Report*. Leiden-Amsterdam: Van Vollenhoven Institute, Leiden University & Royal Tropical Institute. Retrieved from <https://hdl.handle.net/1887/3487139>

Version: Publisher's Version

License: [Leiden University Non-exclusive license](#)

Downloaded from: <https://hdl.handle.net/1887/3487139>

Note: To cite this publication please use the final published version (if applicable).



SLEEI
Strengthening Legal Education
in Eastern Indonesia

IDN-103486 SLEEI

Review of Current Legal Education Offer at Four Universities in Eastern Indonesia

SLEEI Baseline Report

Jacqueline Vel, Stijn van Huis and Adama Bah

January 2020

Review of Current Legal Education Offer at Four Universities in Eastern Indonesia – SLEEI Baseline Report

Authors

Name: Jacqueline Vel, Stijn van Huis and Adama Bah

Institutions responsible for the research

Van Vollenhoven Institute for Law, Governance and Society, Leiden
Royal Tropical Institute, Amsterdam

Contact

Email: j.a.c.vel@Law.Leidenuniv.nl

Project

Strengthening Legal Education in Eastern Indonesia, Project number IDN-103486 SLEEI.

Funding

NUFFIC's Orange Knowledge Programme - 'Security and Rule of Law in Indonesia'
Funded by the Netherlands' Ministry of Foreign Affairs

Contents

Introduction	4
Methodology.....	5
Current legal education offer.....	7
Teaching	7
Evaluation of current legal education offer	10
Career of graduates	14
Proposals for improving legal education	15
Student proposals for improvement	15
Lecturers' improvement proposals.....	18
Improvements proposals from the employers of law graduates	21
Conclusion and recommendations	22

Introduction

Since 1998 Indonesia has made significant steps in strengthening its rule of law. However, many Indonesian citizens continue to face violations of their rights and a lack of legal certainty. Legal education is a key prerequisite to strengthening the rule of law. Law students will become in the near future the new lawyers, judges and government officials who will be responsible for interpreting and applying the law. Therefore, it is important that they develop an adequate understanding of the law during their education, so that they can perform their future professional duties in a way that guarantees individual justice and legal certainty.

This report provides an overview of the results of a baseline study on the current offer of legal education in four universities in Eastern Indonesia that cooperate with Dutch partners in the Strengthening Legal Education in Eastern Indonesia (SLEEI) project as described below. The collaborative project received a grant from NUFFIC's Orange Knowledge Programme for institutional collaboration projects on the theme of 'Security and Rule of Law in Indonesia'.

The project

The Strengthening Legal Education in Eastern Indonesia (SLEEI) project plans to improve the four Eastern Indonesian law faculties' offer in the area of legal education by revising and developing existing courses. The project focuses on interactive and practice-oriented forms of teaching in order to help students develop legal skills, deal with ethical issues, and become aware of gender aspects and the socio-political context of legal problems. As a result, law students will receive more interactive education and be equipped with adequate legal skills which enable them to effectively contribute to strengthening the government and legal institutions where they will find employment.

The partners involved in this project are the Van Vollenhoven Institute of Leiden Law School (VVI), the Royal Tropical Institute (KIT), two Indonesian legal education expert institutions – Jentera Law School and the Law Faculty of Gadjah Mada University (UGM), and four Eastern Indonesian Universities.¹ The VVI is lead partner of this project that received a grant from NUFFIC's [Orange Knowledge Programme](#) for institutional collaboration projects on the theme of 'Security and Rule of Law in Indonesia'. The duration of the SLEEI project is from 1 June 2019 to 31 December 2021.

Presentation of the four universities in Eastern Indonesia

¹ In the NUFFIC's project terminology the first four institutions mentioned here are called "the Dutch Partners" (including UGM and Jentera), whereas the 4 Eastern Indonesian universities are the "Indonesian partners".

The four Eastern Indonesian (EI) universities cooperating in SLEEI are the University of Mataram (UNRAM); Wira Wacana Christian University in Waingapu (Universitas Kristen Wira Wacana Sumba, UNKRISWINA); Artha Wacana Christian University in Kupang (UKAW); and University of Pattimura in Ambon (UnPatti). These four universities are very different. On the one hand we have two well-established state universities, UnPatti in Ambon and UNRAM in Mataram, with full programs from bachelors to PhD. Both universities have been awarded an A-accreditation, and the next level for which they are aiming is to become an “international university”. With a national ranking of around 40, UNRAM is by far the best university of the four, and also has the highest budget and the highest number of students.

On the other hand UKAW and UNKRISWINA are less developed private universities. A big difference between the two is that UKAW has been developing as university since its establishment in 1985 (as upgrade of the Theological High Education School) whereas UNKRISWINA has just been established recently as the first university on Sumba (as upgrade of the Higher Economic Education School). At UNKRISWINA there is no law faculty yet; law is a study program under the social & economic science faculty.

Findings of the baseline confirm that the four EI universities are very different. In particular, there is a large diversity in teaching methods, student assessment and current level interest and experience implementing the main SLEEI themes within the current legal education provided by the four EI universities. In addition, findings regarding the assessment of the current legal education offer suggest that the focus themes of the SLEEI project are relevant and correspond to expressed needs of lecturers and students. The main conclusion from the baseline report is that the highly tailored design of SLEEI project activities is important, given the current legal education offer and given existing differences between the four EI universities, including in the types of career envisioned by students after their graduation.

The remainder of the report is organized as follows. First the methodology for the data collection is presented. The next section describes the findings in terms of current legal education offer are discussed, followed by a section on proposals for improving legal education from survey respondents. The last section summarizes the conclusion and recommendations.

Methodology

The current baseline report is based on data collected through guided self-assessments of current legal education offer which were implemented at the four EI universities. Self-assessment tools were developed by the SLEEI Dutch partners to allow understanding the current legal education offer with

the double objective to inform future project activities and provide baseline information on indicators relevant to the SLEEI project.

This method was chosen as it provided the best opportunity to obtain the base line information directly from various groups of local stakeholders within a limited time frame. Indeed, it was an important concern to obtain key information on the current legal education offer at the four EI universities before the project inception workshop, which took place in Yogyakarta on August 27-29 2019. Therefore, data collection took place during the month of August 2019.

Self-assessments were implemented through online questionnaires filled in by four categories of informants at each of the four EI universities: (a) university's law faculty leadership; (b) students; (c) law lecturers; and (d) employers of law graduates. Each of the 4 EI universities were asked to invite a representative of the faculty board members, 20 students (10 male and 10 female students) in their last year of study, 10 lecturers (at least three women), and between 6 and 10 employers for the survey.

An average response rate of 63 percent was achieved for the student survey, with a total of 28 male and 22 female students having taken part in it. A total of 35 lecturers participated in the survey, 24 male and 11 female lecturers. A total of 13 stakeholders, institutions that employ law graduates of the four EI universities, participated in the survey: 11 government institutions, 1 NGO and 1 University.

Data collected provided useful information about the four EI universities in a timely manner. Some aspects of the data collection method and process influence results and should therefore be kept in mind to interpret results, in particular, the sample size and the process for selection of respondents. The small number of respondents in each category implies that results should be interpreted as an indication and not as true for the entire group. It is not known precisely how the process to select respondents for the different questionnaires has affected the response. It could, for example, have led to social desirability bias, whereby respondents provided answers in a way that would be viewed favourably by others. This is a common concern with self-administered questionnaires. In addition, respondents may not understand the questions in the intended way and provide as a result wrong or inconsistent responses. Lastly, it appears that five respondents to the lecturer survey at UNKRISWINA report teaching a non-law topic. In reporting quantitative results about the current legal education offer and about suggestions to improve legal education, these observations are not considered when reporting answers related to legal education.

Additional information from earlier collaborations of Dutch partners, the organisational assessments of the universities, and previous knowledge about legal education in Indonesia in general and at the four EI universities are incorporated as relevant in the current baseline report, as a way to mitigate these limitations.

Current legal education offer

The table below shows the number of students and lecturers at the four EI universities, with information on gender division.

Table 1. Profile 4 SLEEI universities: students and lecturers

	UKAW Timor	UnPatti Ambon	UNKRISWINA Sumba	UNRAM Lombok
Law Faculty's (or department unkriswina)				
Total number of students	901	1235	84	3000
male in percentage	75	41	62	40
female	25	59	38	60
local (%)	96	92	95	
from other provinces (%)	4	8	5	
teaching staff LawFac (number)	16	92	6	98
Male (%)	88	53	67	80
Female (%)	12	47	33	20

Source: Organisation assessment for SLEEI proposal, May 2019

Teaching

On average lecturers teach five subjects, with no difference between male and female lecturers in the number of subjects taught. The size of classes lecturers teach varies between 20 and 70 students. On average a class consists of 45 students. Classes of less than 30 students are rare. Class size and work load of lecturers of course are important regarding the feasibility of changes in teaching methods and curriculum.

- ➔ Regarding their educational background, all lecturers in UnPatti and all but one in UNRAM have done their bachelor (S1) in the same university, suggesting that improving legal education at the partner universities will also lead to better teachers for generations to come.

In the organization assessment, the four EI universities describe the teaching methodologies used. All four universities report using formal lectures in combination with other forms of teaching, such

as group discussions, practical classes (e.g. moot courts, contract drafting, examination of decisions). UKAW mentions in addition internships and field studies, as well as the fact that practical trainings are provided by teachers who combine a career as legal practitioners. UNKRISWINA indicates having as priority in its Strategic Plan 2017-2021 to shift from teacher centered learning to student centered learning and implement more practical teaching methods.

The baseline survey asked lecturers about the teaching methods they have been using in the past two years. At all universities, lecturers seem to combine different methods (Figure 1). In particular, at UnPatti, all lecturers report using formal lectures, generative methods, student presentations and group discussions. At UNRAM, less than half of lecturers report using student presentations and essay writing, compared to 80 percent of them using formal lectures and group discussions. At UKAW, all respondents use formal lectures; while 85 percent use group discussions, 80 percent student presentations, 65 percent generative methods and 55 percent essays. At UNKRISWINA, all respondents use student presentations, and 80 percent use the remaining four methods.

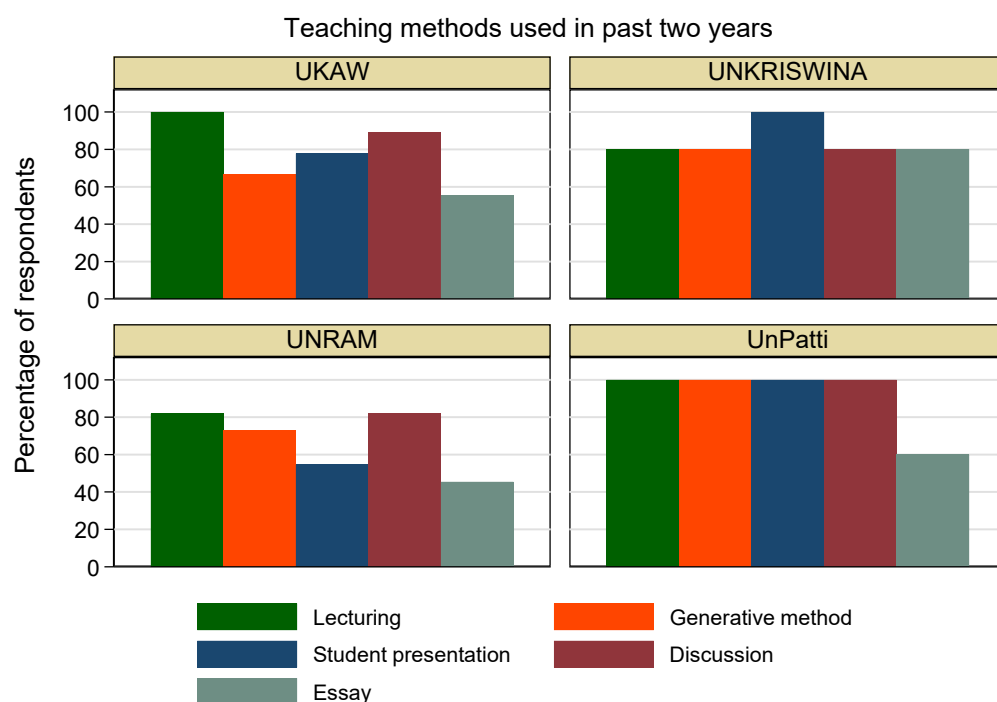


Figure 1 - Teaching methods used in the past two years

Lecturers are also asked about the weights they apply to basic knowledge of relevant laws, knowledge of important cases, analytical skills and practical skills when assessing students during

exams.² While the number of observations is quite low (13 out of 30 observations), suggesting that results are not representative of all lecturers, it still provides an interesting insight into the relative importance that lecturers attribute to assessing the extent to which students master different key legal skills at three of the four universities.³ Figure 2 shows that analytical skills are given the highest weight at all three universities, around 33 percent on average. Besides these, lecturers at UNRAM value knowledge of relevant laws (average weight of 28 percent). Lecturers at UKAW value both knowledge of relevant laws and practical skills (average weight of 24 percent). Lecturers at UNKRISWINA value knowledge of important cases (average weight of 23 percent).

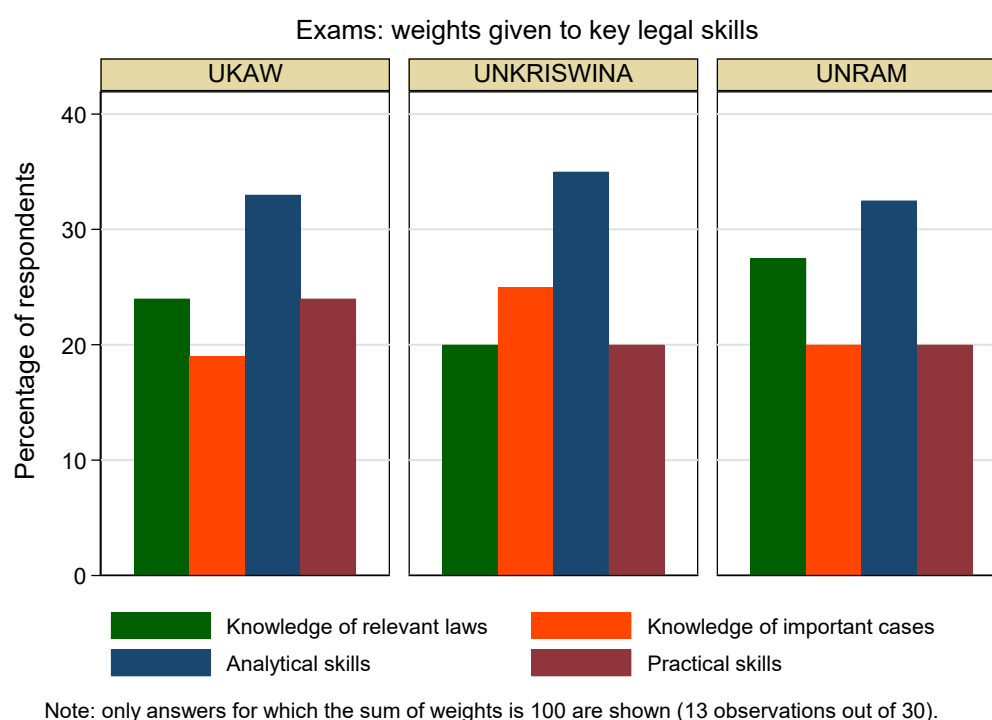


Figure 2 - Weights given to key legal skills during exams.

➔ For SLEEI, these results on teaching methods and weights attributed to key legal skills suggest that there is already interest and some experience at all four EI universities in applying a combination of diverse teaching methods. During the Training of Trainers and subsequent university support activities, relevant entry points to improving the effectiveness of these methods will be identified for each university. Furthermore, it will be important to examine how lecturers currently link the teaching methods used, the way exams are

² Original survey question: “Berapa besar presentase yang Anda berikan pada komponen di bawah ini dalam memperhitungkan nilai akhir mahasiswa (total 100%)?” (What percentage do you give to the following components in students' final grade (total 100%)?).

³ Responses from lecturers from UnPatti are not shown here because weights summed up to more than 100 for all answers provided. This is most likely due to a misunderstanding of the question.

developed and the skills that are ultimately important for students to acquire from law courses, and how this link can be made in a more efficient manner.

Evaluation of current legal education offer

Students

In the survey the respondents were asked to rate the law education at their university, using a scale from 1 (bad) to 5 (excellent). In general we find that there is tendency that respondents provide a high rating to their university. This is comparable to a courtesy bias, and it may suggest a general reluctance to be critical, or it may be due to the data collection approach which does not allow properly capturing more nuanced opinions. The results are shown in the figures below.

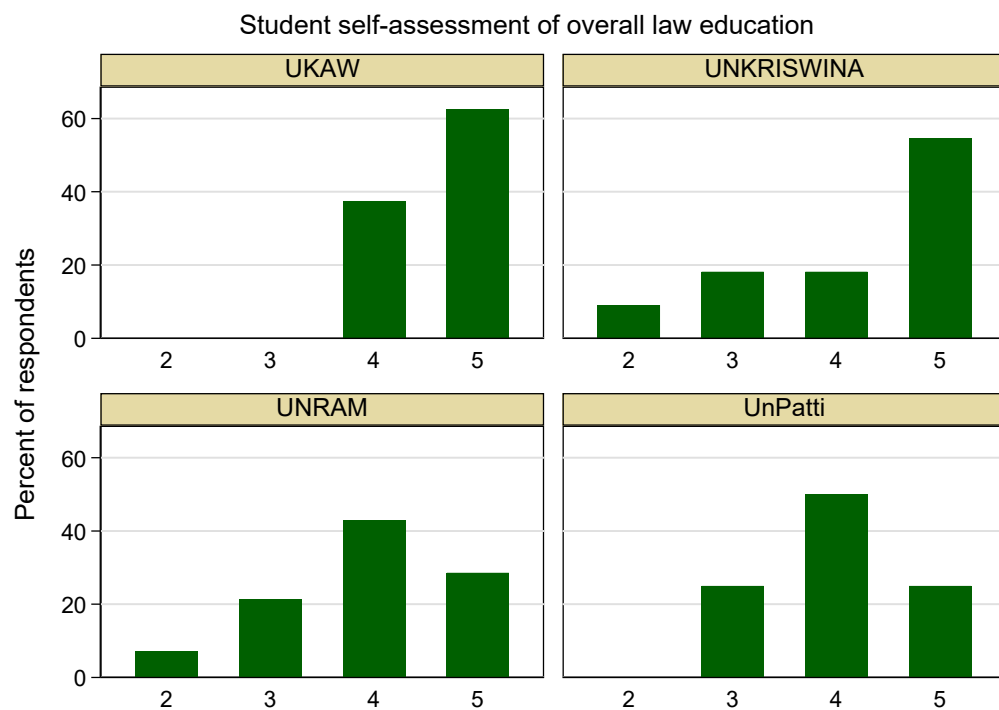


Figure 3 - Student self-assessment of law education provided at their university

Figure 3 shows that students from UNKRISWINA and UNRAM are more nuanced in their assessment of their law education, with one-third of respondents from both universities rating their education with a 3 or 2.

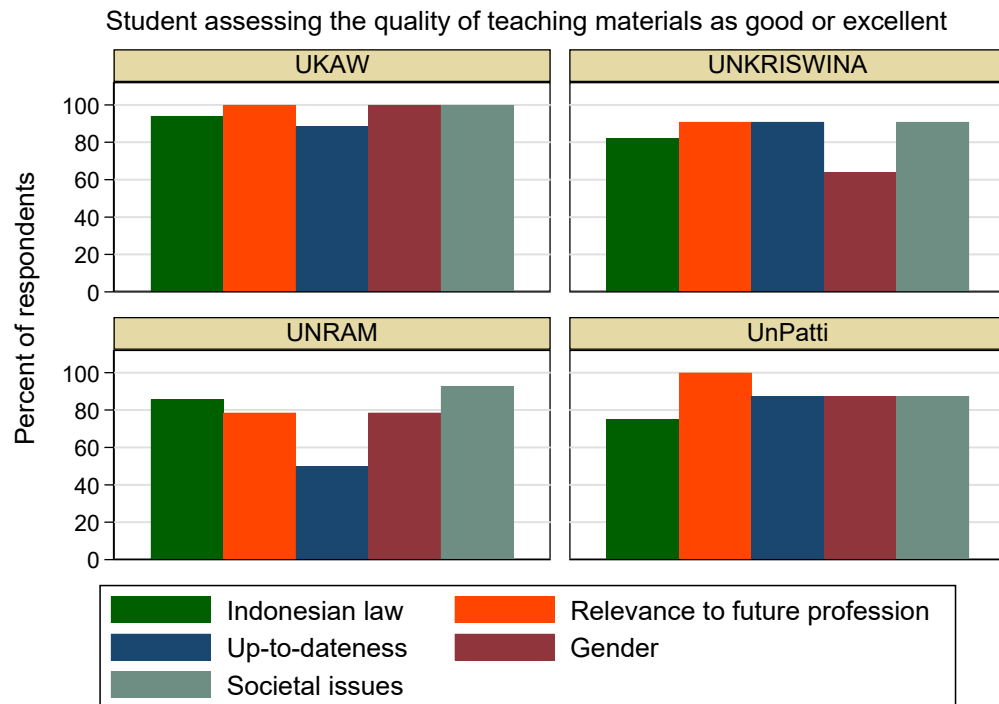


Figure 4 - Share of students assessing the quality of teaching materials as good or excellent.

Figure 4 shows the percentage of students who assess the quality of the teaching materials as good or excellent. Overall, the overwhelming majority of students appear to consider that teaching materials are of good or excellent quality. This could mean that they have little material for comparison (for example with excellent courses in other universities in Indonesia). Students from UNRAM appear overall most critical about their assessment. In particular, only half of them are satisfied with the up-to-dateness of teaching materials. At UKAW, students are all highly satisfied, albeit a bit less (85 percent) about the up-to-dateness of teaching materials. At UNKRISWINA, only about 60 percent of students rate the quality of teaching materials regarding gender (women and the law) as good or excellent, compared to 90 percent for their relevance to future profession or to societal developments. At UNRAM, societal developments and Indonesian law are the aspects of teaching materials which are rate highest by the most students (80-90 percent). At UnPatti, the quality of Indonesian law teaching materials is the least often assessed as excellent, by 75 percent of respondents.

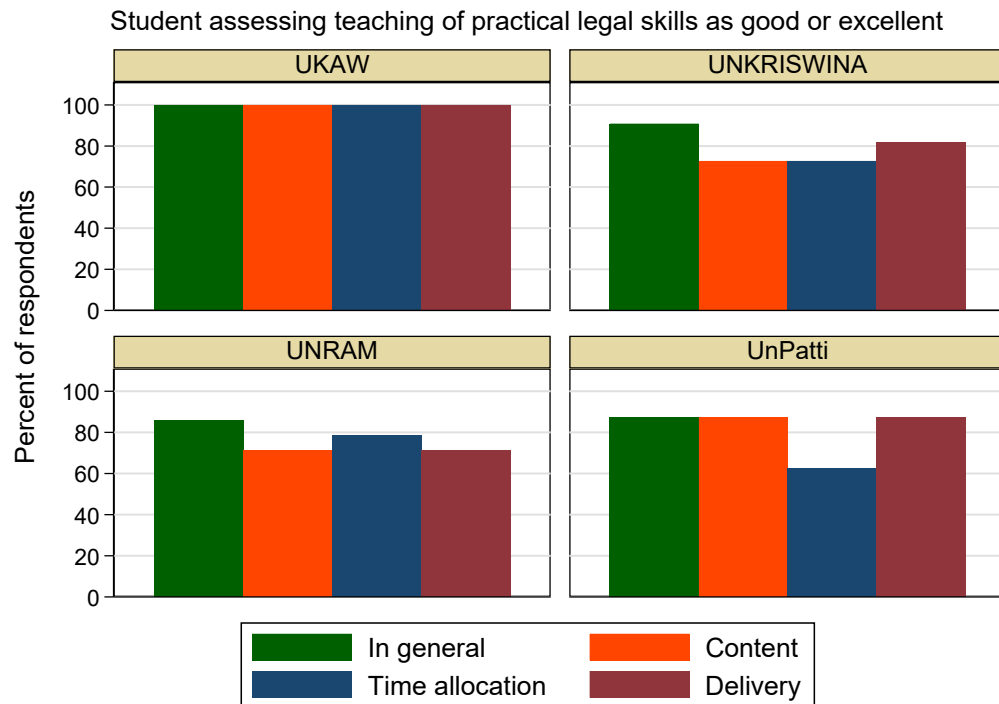


Figure 5 - Share of students assessing teaching of practical skills as good or excellent

An important focus of the SLEEI project is practical legal skills. The baseline survey asked students about their assessment of teaching of practical skills. Figure 5 shows some differences between universities, despite a generally high level of satisfaction among students. All students from UKAW assess overall teaching of practical skills, content, time allocation and delivery as excellent. This may be due to having teaching who are legal practitioners themselves, as highlighted in the organization assessment. At other universities, overall teaching is rated as excellent by 80 to 90 percent of students. However, at UnPatti only 60 percent of students are fully satisfied with the amount of time allocated to teaching practical skills. At UNRAM, 70 percent of students rate the content and delivery of teaching practical skills as excellent. At UNKRISWINA, content and time allocation are rated as excellent by “only” 70 percent of students.

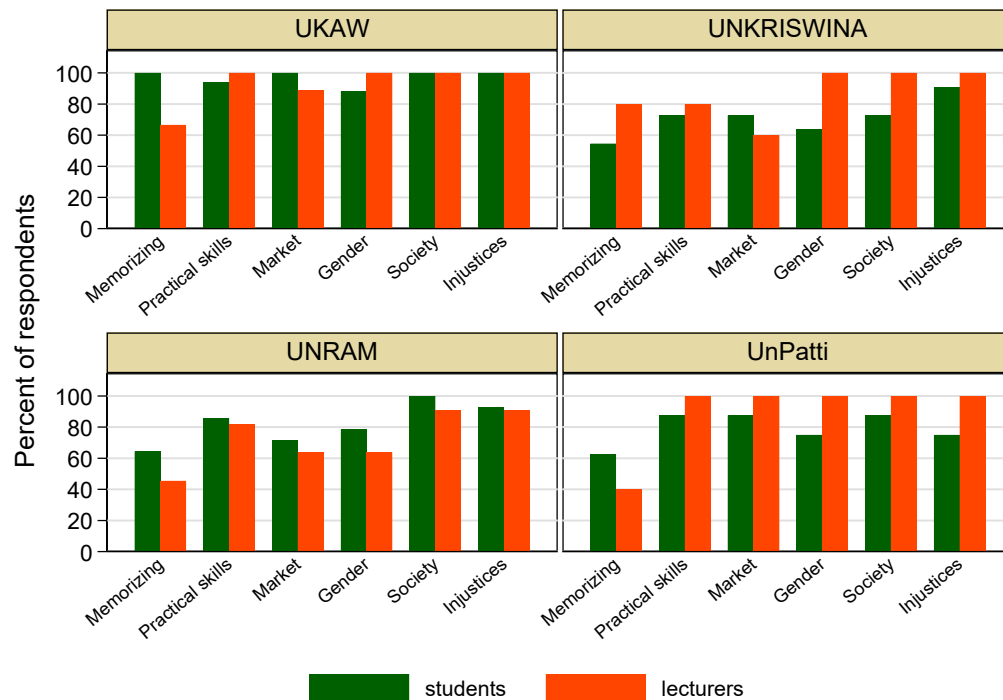


Figure 6 - Share of students and lecturers who attribute high importance to key issues being addressed in law courses.

It is important to put these assessments of the quality of teaching in perspective, considering, for example, expectations about the topics that should be covered during law courses. Figure 6 shows the percentage of respondents (students and lecturers) in each university who attribute high importance to key issues in the law courses they take and teach.⁴ This graph shows on the one hand that overall the majority of both student and lecturer respondents consider all topics important. Among all topics, memorizing laws appears to be the least important across all four universities, particularly at UNRAM and UnPatti.

Issues such as cases of injustice happening in society and other current societal issues are considered highly important by nearly all respondents. Gender, or the question of how law and legal actions affect women, is also considered highly important by lecturers of all universities except UNRAM, where only about 60 percent of respondents consider it a highly important issues to pay attention to in law courses.

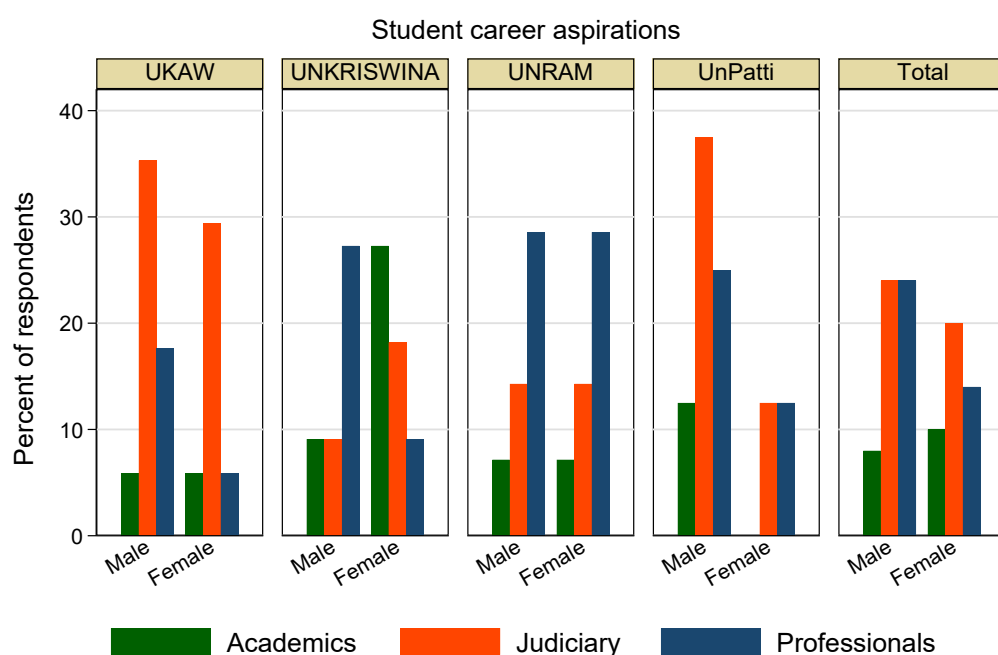
The graph also allows comparing students and lecturers' assessment of the importance of addressing these key issues during law courses. At UKAW and UNRAM, students and lecturers appear rather similar for all issues except memorizing laws. At UNKRISWINA and UnPatti, there are more

⁴ Original question: "Menurut pendapat Anda, seberapa penting mata kuliah yang Anda ampu memberikan perhatian pada ...?" (In your opinion, how important is it that law courses you follow pay attention to ...?). Answers range from 0 (not important at all) to 5 (very important).

differences between students and lecturers, especially on the three topics that are most related to SLEEI themes (gender, societal issues and injustice cases). Lecturers in these two universities are more likely to attribute high importance to these three topics than students.

➔ For SLEEI, this suggests making efforts to ensure that lecturers are equipped to convey the relevance of SLEEI themes to students.

Career of graduates



Note: 50 respondents, including 28 male and 22 female. Among respondents, 17 are from UKAW, 11 from UNKRISWINA, 14 from UNRAM, and 8 from UnPatti.

Figure 7 - Student reported career aspirations

The questionnaire for students asked them about their preferred profession after graduation. From an earlier research among students at UGM in Yogyakarta we knew that there is a trend that students prefer a career as private lawyer (Sulistiawati and Hanif 2018).⁵ But would that also be the case in Eastern Indonesia? Most students imagine a local career for themselves. There were four answer options for careers: (1) judiciary, (2) professionals, which includes private lawyers but also government officials, politicians, NGO staff and other, (3) academics.

On average the judiciary is at the top of the list, with other professional careers coming to a close second, especially for male students. Asked why they prefer this career nearly all students respond referring to their calling to enhance justice. There is considerable difference between the

⁵ Linda Yanti Sulistiawati and Ibrahim Hanif (2018) "Second Fiddle: Why Indonesia's Top Graduates Shy Away from being Judges and Prosecutors, and What We Can Do about It" in Andrew Harding, Jiaxiang Hu, Maartje de Visser (eds) Legal education in Asia : from imitation to innovation. Leiden : Brill Nijhoff.

universities (). Ambon and Kupang are the capital cities of two relatively remote provinces. As a consequence UnPatti and UKAW are important suppliers of government officials. Nevertheless, at these two universities, a majority of (male) students aspire to judiciary careers, as well as nearly 30 percent of female students.

Academic careers are generally considered by less than 10 percent of respondents, except among female students in UNKRISIWINA (28 percent). What students imagine with 'academics' is mostly about teaching at the university, and less about doing research. The logical rule seems to be that the higher ranking of the university the more interest for doing research. For the SLEEI program a conclusion of these data is that we explicitly have to discuss the desired graduate profile of each university.

Figure 7 also shows differences between male and female students. Overall, male students are more likely to aspire for a career as professionals than female students. This is the case at all universities but UNRAM, where there are remarkably no differences in career aspirations between male and female students. Largest differences in career aspirations between male and female students are found at UNKRISWINA, where the majority of male students aim for a professional career whereas the majority of female students aim for an academic career.

Proposals for improving legal education

Student proposals for improvement

Regarding student ideas about the improvement of their law study, the survey question was: "In your opinion, how should the quality of legal education at your own campus be improved? Please

provide three recommendations.”⁶ The result is shown in

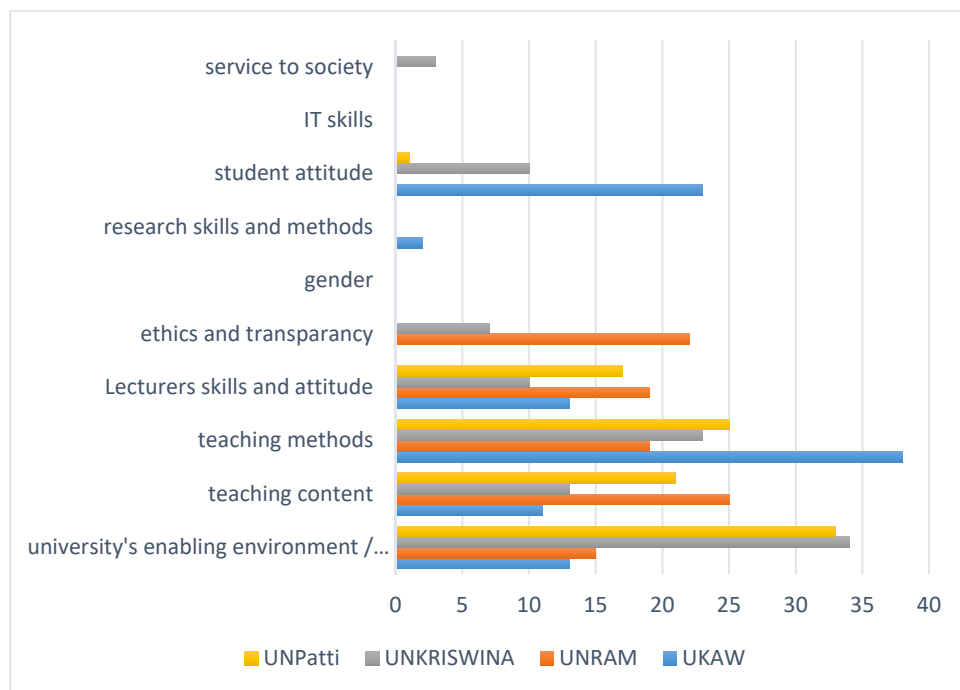


Figure 8.

Answers from both students and lecturers were categorized in 10 categories, including some that have not been mentioned but are relevant in the SLEEI program. Gender is the most striking example of the latter, with no mention at all by students.

⁶ Original question: Menurut Anda, bagaimana cara meningkatkan kualitas pendidikan hukum di kampus Anda? Tolong berikan 3 saran atau input.

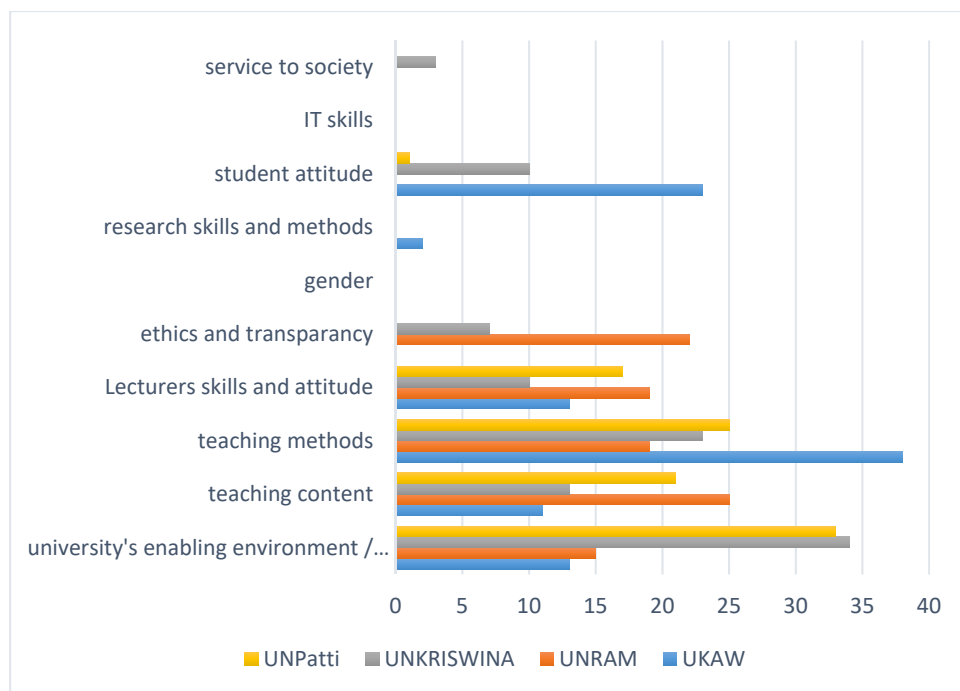


Figure 8 - Student proposals for improving legal education at their own university (in percentage of total responses per university)

At UNKRISWINA in Sumba and UKAW in Kupang students have mentioned that they could improve their own attitude, whereas that is not an issue at the larger universities UNRAM and UnPatti. Paying more attention to developing research skills is only mentioned by 2 students from UNRAM.

The most important category of improvements suggested by students of the 4 universities together concerns teaching methods. Most answers ask for more time or discussion, more examples of real life cases in the direct environment but also what's in the news nationally, and more attention to legal practice instead of just theory. This category also includes suggestions as student exchange, and engaging in practice. Some students explicitly call for exercises that stimulate analytical skills, other stress the importance of more reading. As regards teaching content many student recommendations concern updating the content of modules, and providing more in depth knowledge. From the number of answers as shown in Figure 8 it seems that the larger and higher ranked the university is, the more students ask for improvement of the teaching content. In the two smaller universities in Kupang and Waingapu improving the teaching methods received more attention in student recommendations. Because UNKRISWINA is a new university it is logical that many students suggest improvements of the universities facilities and enabling environment, such as class rooms, improved library, more lecturers and a better student/lecturer ratio. At UnPatti students voice the need for more sophisticated facilities and renovation.

Ethics and transparency were mentioned at UNKRISWINA and UNRAM, as matters of honesty. Apparently not only in the legal profession, but also at the university students would like more transparency about procedures and examination conditions so that they feel treated in an honest way.

Lecturers' improvement proposals

The survey asked among others on what topics lecturers suggested improvements concerning legal education at their university. A similar question as posed to the students about three suggestion for improving legal education in their faculty was posed to lecturers. Below we present the results in Figure 9.

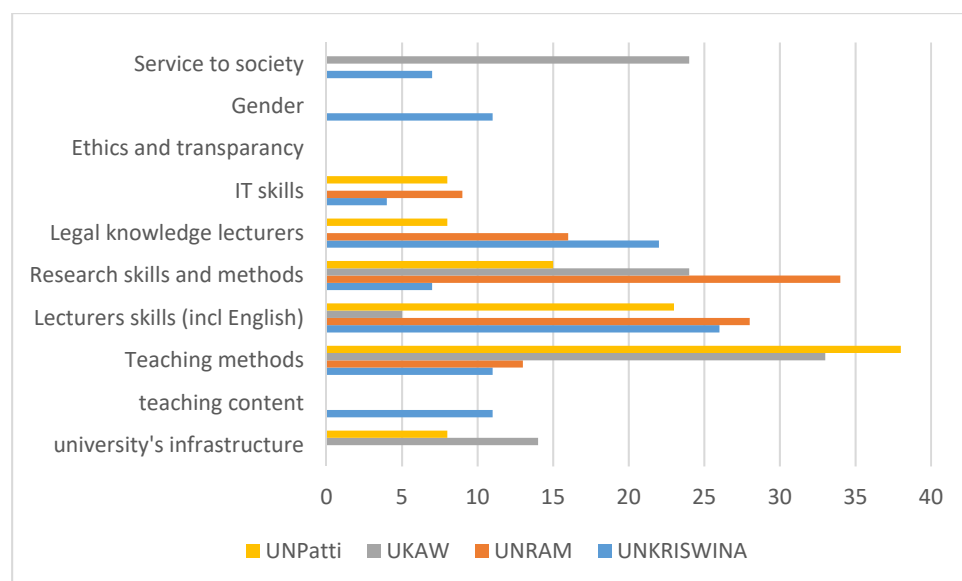


Figure 9 - Lecturers' proposals for improving legal education at their own university - in percentage of total responses per university

Lecturers gave the highest priority to research skills, their skills as lecturers and teaching methods. Research skills are mostly narrowed down to the question 'how to get my paper published in a journal?' Like everywhere in the world, the lecturers in these universities too are under pressure to publish as a necessity for their careers. That a good paper requires good research is secondary, but is important as well. The 'lecturer skills' that were mentioned vary from increasing lecturers' capacity in general, understanding the psychology of students, team work, leadership. Some mention "Pekerti AA" a mandatory course in teaching methods for university lecturers.⁷ At UNRAM lecturers

⁷ PEKERTI singkatan dari Program Peningkatan Keterampilan Dasar Teknik Instruksional, sedangkan AA merupakan program Applied Approach. Kedua program tersebut bertujuan untuk peningkatan kompetensi dan profesionalisme dosen dalam memangku jabatan fungsional, terutama dalam peningkatan keterampilan pedagogis

skills include skills that facilitate exposure to international academia: English language skills but also exchange visits and attending conferences.

Proposals for improving teaching methods center around: more communicative, up to date and creative. These are all opposite to what often happens; old fashioned one way lecturing with outdated teaching materials. Teaching methods using IT are not frequently mentioned by lecturers, but some at the bigger universities see this as a priority. IT skills are also needed for searching research information, and, as one of the deans explained to me, for more accurate administration of student attendance and results.

No lecturers have mentioned an issue of ethics or transparency as a priority for innovation. The need to have a training on how to integrate gender in teaching is only mentioned at UNKRISWINA.

In addition to the open question concerning three suggestions for improvements, the survey also assessed whether lecturers felt that sufficient attention was paid to four issues: (1) practical skills; (2) injustices in Indonesian society; (3) recent societal developments/issues; (4) women (gender) issues.⁸ The results disaggregated by sex are presented in Figure 10. Female lecturers are much more critical about the time and attention that is allocated at their university to each of these four areas than their male colleagues are. More than 40 percent of female lecturers answered that more time and attention should be allocated for all subjects. In contrast, a significantly smaller percentage of male lecturers feels that sufficient attention is paid to the latest legal developments/issues (nine percent), and injustices in Indonesian society (12.5 percent), while one-third believes sufficient attention is paid to women issues and practical legal skills.

⁸ In Indonesian law faculties, the term for Gender is “women and law”(isu perempuan dan hukum).

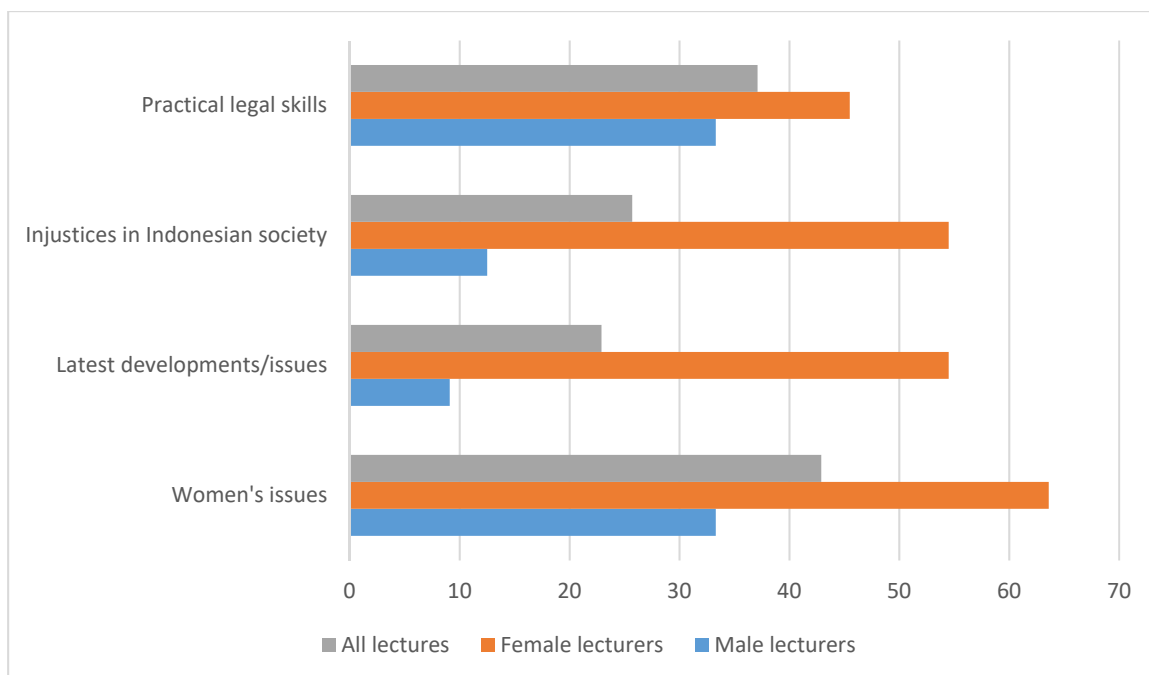


Figure 10 – Share of lecturers having not paid sufficient attention to SLEEI themes in the past 3 years - disaggregated by sex.

What stands out is that while gender training was almost never mentioned among the three suggestions for improvement, more than 43 percent of the lecturers, and 64 percent of female lecturers, mentioned that more attention should be paid to women's issues in their law faculty/department's curriculum.

Another area for improvement according to a large share of lecturers (37 percent) is the teaching of practical legal skills. Students value the subject content, the time allocated to practical legal skills at their university and the teaching of practical legal skills all with 4.2 at the scale of 5. This seems quite high but in fact is relatively low in the context of the small margins in this survey: the lowest average value given by students to a category assessed in this study is 4.1 and the highest average value 4.5. Disaggregating answers by university⁹ shows significant differences (Figure 11). On practical skills, UNRAM and UnPatti appear once again different than the other two universities, with roughly half of respondents consider that they have not paid sufficient attention to these skills in the courses they have taught in the past three years. Teaching of practical legal skills is the only topic that did not receive sufficient attention according to respondents from UnPatti.

⁹ Due to the small number of respondents, it is not possible to show responses disaggregated by both sex and university.

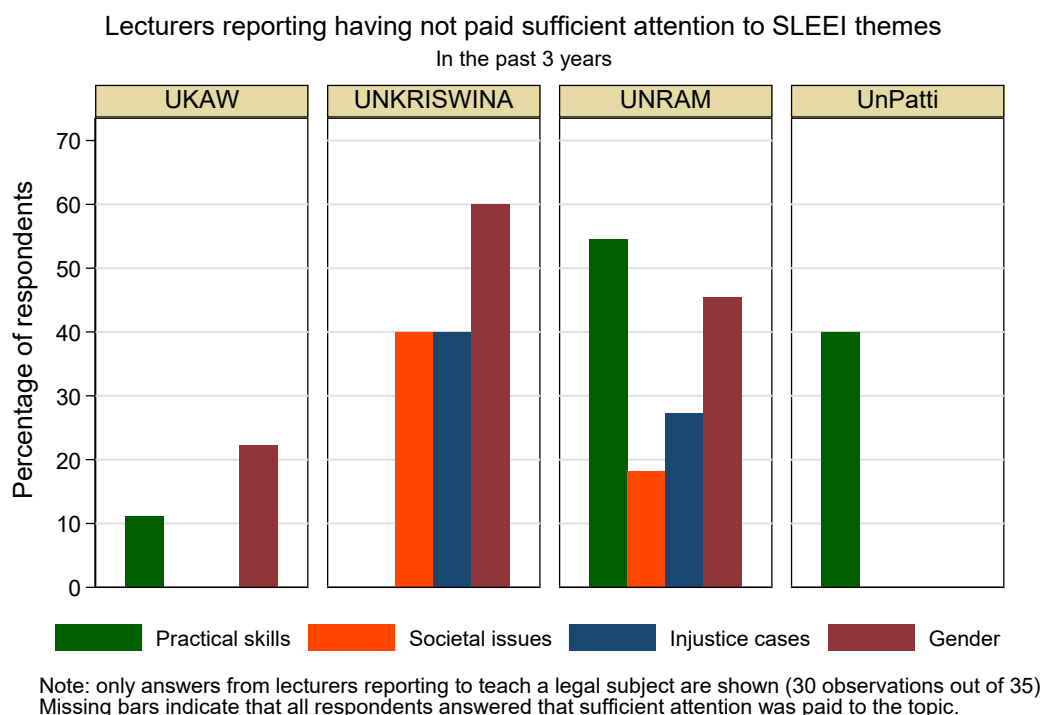


Figure 11 – Share of lecturers having not paid sufficient attention in the past 3 years to SLEEI themes

At UNRAM, all topics are mentioned, with variations from nearly 20 percent of lecturers not having paid enough attention to societal issues/latest developments to almost 60 percent for practical skills. Between 20 (UKAW) and 60 (UNKRISWINA) percent of lecturers from all universities but UnPatti consider that gender issues did not receive sufficient attention.

Improvements proposals from the employers of law graduates

A total of 13 stakeholders, institutions that employ law graduates of the universities concerned, participated in the survey: 11 government institutions, 1 NGO and 1 University.

These stakeholders were asked to give suggestions about how to improve the skills of the students. Although the stakeholders were content about the basic legal skills of the graduates, most stakeholders were concerned with the practical skills of the students.

The stakeholders recommend improvements in four areas:

1. Deeper legal knowledge in the field where the institution operates.
2. More and better organized internships (KKN) as part of the studies.
3. A better ability of the students to use modern technology
4. Improved quality of lecturers (teaching according to their specialization and modern times)

The first and the fourth point concern more specialized knowledge on certain legal subjects. As said, lecturers are aware of the fact that they need to deepen their knowledge, but face financial and time constraints and the problem that there are insufficient facilities: no courses are offered at their university and up-to-date literature is not always available.

Students could also increase their skill if a systemized internship is developed in which students get the opportunity to gain working experience for an extended period of time. Indeed, in the student sample group only 6 of the 52 students had done an internship.

The recommendations of stakeholders clearly concern market demand-related skills. While their general skills were valued at 4.4, stakeholders gave the lowest value (4.1 on a scale of 5) to “skills that fulfil market demands”. The importance attributed to market demand is less reflected among the lecturers and students. Both students and lecturers both were asked to value a range of skills, and together with “memorizing laws”, “skills that fulfil market demand” were among the lowest values attributed by both respondent groups.

Conclusion and recommendations

The current baseline report establishes the current state of legal education at the four EI universities, focusing on the main SLEEI themes: interactive teaching, practical legal skills, ethics, gender and local context. The main findings of the baseline confirm that the four EI universities are very different. In particular, there is a large diversity in teaching methods, student assessment and current level interest and experience implementing the main SLEEI themes within the current legal education provided by the four EI universities.

Furthermore, findings regarding the assessment of the current legal education offer suggest that the focus themes of the SLEEI project are relevant and correspond to an expressed need for lecturers and students, in particular interactive teaching methods. At all four universities, lecturers report currently using a combination of teaching methods, from lecturing to student presentations and generative method. Teaching methods and their skills as lecturers are their most frequently stated suggestions for improvement. Furthermore, lecturers from all four universities report that analytical skills are the most important skills that they aim to assess students on during exams. While they report generally a high level of satisfaction with the law education and teaching they currently receive, students state teaching methods as the most important area for improvement.

As for the other SLEEI themes, cases of injustice happening in society and other current societal developments are reported to be highly important topics to be covered during law courses for both students and lecturers. No lecturers have mentioned this issue of ethics or transparency as a priority for improvement. The need to have a training on how to integrate gender in teaching is only mentioned at one university. However, nearly half of the surveyed lecturers mentioned that more attention should be paid to women's issues in their law faculty/department's curriculum.

In addition, the four organisational assessments of the universities done by the universities, a comprehensive needs assessment workshop conducted with and at one of the four universities and the intensive email consultations linked to the preparation of the SLEEI project proposal suggest that, while all four EI universities have established curricula and departments to handle law education, several serious gaps exist:

- The education offer is very much focused on legal theories and concepts, sometimes – not always – with mostly international sources and orientation and limited links to issues and systems in the region and country;
- Students are not equipped with the legal skills (case analysis, legal reasoning, understanding legal processes, legal filing processes, legal drafting) and general skills relevant for the work they are expected to do in their future jobs within legal and local administrative institutions;
- Though each university has done some work on ethics issues and on integration of gender in selected curricula, these receive relatively little attention within legal education;
- Limited diversity of education and research approaches and methods with little attention to interactive and problem-oriented forms of teaching. At a higher level, the universities face the challenge caused by the limited current capacity to systematically develop, adapt and modernise their curricula and teaching and incorporate new insights such as legal skills while taking into account an analysis of graduate future job profiles and being fed by regular feedback loops from employers, graduates and students.

The information gathered through the guided self-assessments used for baseline complement this.

The main conclusion from the baseline report is that the focus themes and the highly tailored design of SLEEI project activities are largely relevant, given the current legal education offer and given important differences between universities, including in the types of career envisioned by students after their graduation.