



Labour Market Survey Final Report

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By Spark Consulting & Training



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Executive Summary

This study has been conducted for the benefit of the project “Labor Market Survey Procedures, Instruments Developed & Survey Executed” facilitated by "Capacity Development in Higher Legal Education (CDiHLE)" with the purpose to highlight the authoritative relevant field data into the public dialogue about national legal education and respective employment landscape in Palestine. Specifically, it seeks to identify and address the existing gap between the current supply of law graduates and their technical and soft skills that are required by Palestinian law offices and firms, NGO's, as well as offices within various sectors of government, as to develop constructive recommendations that pertain to modifying and developing the Palestinian legal curriculum that would focus not only on theoretical knowledge but on the pragmatic application of skills and workforce preparation.

To that end, the study reviewed pre-conducted studies related to the legal and education sectors in Palestine. Furthermore, field research was conducted to extrapolate the status of legal faculties in the Palestinian Universities and whether they graduate the appropriate numbers of graduates with the skills necessary for the job market in a way that provides support for the students' own career goals and aspirations. The extent is measured by using the following aspects: Employment Preferences, Curriculum Adaptation and Practical Training, Skills of Employees, and Level of Satisfaction of Palestinian Universities Graduates.

According to the conducted labor market survey, there are gaps between the legal education and the local market demands. While market as a whole must be revived first for the legal labor market in Palestine to rebound, an issue riddled with specific political obstacles, there are other distinct points that the legal sector and its constituents must address to improve the health of the legal landscape. One of the most salient issues is a lack of communication between the involved parties in this study, including six participant universities, the Palestinian Bar Association, relevant government offices, the private sector encompassing

legal offices, law firms and businesses, and the Ministry of Education and Higher Education. Therefore, there is a tremendous need for establishing a coordinated legal platform.

Insufficient cooperation and misaligned joint vision between the above-mentioned parties vis-a-vis legal curricula and their practical application in the legal market has created room for uncertainty about the future of legal education in Palestine. Demand for practical skills has been widely articulated by a variety of respondents, however, there is a gap in provision as well as in understanding whose responsibility, and to which extent, it is to provide said skills. Despite this gap, there is no lack of law graduates in Palestine. Also, solid employment rates indicate steady chances of employment post-graduation.¹ It is important to note, however, this statistic does not discern between what type of jobs law graduates have been able to find (i.e. in the legal field, elsewhere or self-employed) or whether they have full-time or part-time salaried positions. It also does not indicate the annual loss of the legal workforce. This study, nonetheless, has also revealed a link between cultural perceptions of the legal profession, cultural norms and gender disparity that prevent and/or limit female law students and graduates from further pursuing their legal career.

Women, for instance, comprise 29% of the practicing lawyers in the current legal labor market, as a result of complex interactions between family expectations vis-à-vis a woman's choice of career, and broader perceptions and/or stigma within the community and, finally, varying levels of a woman's personal choice and her awareness about prospects of the legal career. Building on this intricate foundation about the women's role in the legal profession, there is a presumption of competence granted to male lawyers, as illustrated in this study. While no significant data exist on the number of women in leading positions, this study reveals that women in legal professions remain underrepresented not only in positions of

¹ In 2013, 91.6% of law graduates were successful at getting employed after their graduation. Unemployment rate was 8.4%, in comparison to the unemployment rate for graduate teachers (42%). *Economic and Social Monitor*. Annual Volume 2013.

greater status and influence, but also in the positions that equal those of their male counterparts.

Another significant finding of the study lies in the quality of internships law students receive. The Palestinian Bar Association has been the primary institution in charge of the law students' practical training that is pre-requisite for their admission to legal practice. Based on the employers' levels of satisfaction / importance of the student employees, 18% of the employers stated they were satisfied with the level of practical knowledge their employees displayed. 31% of the respondents noted their satisfaction with the employees' theoretical skills. These statistics are a result of numerous factors, including the previously mentioned lack of coordination between the universities and the Palestinian Bar Association, in terms of aligning their visions to better serve students, the high number of graduates, which has been articulated as a challenge to provide practical training, and the traditional teaching methods that do not reflect the skills and student-centered learning of the 21st century.

The significance of the study lies in assessing the extent to which legal education in Palestine has been able to align its goals with the current legal labor market. Moreover, the study is one of its kind, as there is dearth of relevant information available locally and in the region. The report seeks to generate a wide-ranged critical discourse between national stakeholders to tackle the developing process of the legal education sector, with respect to both the quality and efficiency of the efforts that have been taking place thus far.

This study provides a timely data on the importance of connection between legal education and market demand. Moreover, developing the legal sector has been on the donor's agenda. Last year, for instance, Nuffic added Palestine to their consortium of countries in which to apply their instruments, even though geographically it was not the part of their areas of intervention. UNDP and USAID also have been supporting the development of the Palestinian education. This particular study can build upon the existing solid base and form different interventions grounded in the science-based type of research.

The study concludes with a number of recommendations to develop the legal sector in Palestine by improving the education system itself, as to emphasize critical pedagogy and practical skills, and the legal academic curricula, as well encourage cooperative dialogue across stakeholders, to better align with the demands and conditions of the legal labor market and society.

Chapter One: Introduction

Education plays a fundamental and crucial role in fostering social and political changes as well as economic growth. Emancipatory approaches² to education are a means to mobilize disenfranchised members and groups of society towards democratic engagement and liberation from oppression (Freire 1970, 1993). Central to this view is that teaching and learning should enable critical thinking and facilitate meaningful knowledge-building to indigenous and marginalized populations (Ramahi, 2015). Throughout history, education in Palestine developed as a result of intrusion and control by the external forces that continuously imposed their own systems.

Currently, under the Israeli occupation, Palestine continues to be exposed to a myriad of political, economic and physical restrictions. Even though the occupation's impact on the education system cannot be underestimated, education in Palestine is generally perceived as an empowering tool of cultural resilience (Silwadi, 2014) and it has assumed a higher priority as a human right (UNESCO, 2014). The Ministry of Education has taken into consideration relevant national and international standards and policies to ensure their compatibility with the Ministry's education development strategies. The commitment to academic and human development is best exemplified by a combined male and female literacy rate of over 99%, one of the highest in the Arab world (UNESCO, 2015)³ and Palestine's high gross enrollment ratios for both primary and secondary education (UNDP, 2014)⁴.

² Emancipatory learning is not concerned with strategies for personal self-improvement via an undue emphasis on academic qualifications by way of ladders of individualized opportunity. Its purpose is to develop understanding and knowledge about the nature and root causes of unsatisfactory circumstances in order to develop real strategies to change them. (Thompson, 2000)

³ Youth literacy rate (15-24 years) of 99.37% for both sexes. UNICEF 2015.

<http://data.uis.unesco.org/index.aspx?queryname=120>

⁴ Students enrolled in primary education (female 94.6%, male 95.3), secondary (female 94.6%, male 95.3), and tertiary (female 53.8%, male 34.6%). <http://data.un.org/CountryProfile.aspx?crName=State%20of%20Palestine>

While higher education is an essential forum in which to hone students' creative and critical skills, technical expertise and their leadership abilities, it is crucial that such skills are taught throughout students' entire academic journey, starting from pre-school education to higher education. A UNICEF-commissioned study on education in Palestine noted, while school curriculum encourages active learning and student-centered pedagogy, its overwhelming content and requirements for teachers to cover it, takes away from the innovative pedagogies, thus leading to the outdated rote-learning methodologies that focus on memorization. (UNICEF, 2011). While tertiary education has gone through significant curriculum reforms and steps to enhance teachers' competencies, this teaching approach, according to some respondents in this study, continues to be widely utilized (USAID 2007).

Globally, legal education had struggled to provide graduate students with the problem-solving abilities, skills, and professional values necessary for the legal profession. (William M. Sullivan, 2007). In Palestine, the legal system is an amalgamation of the numerous legal systems imposed by colonizing powers whose impact on the country spanned for centuries, resulting in an exceedingly complex system of laws that comes with a particular set of challenges. While obstacles facing the education system in Palestine range widely from resource deficiencies, to legal, pedagogical and administrative/ bureaucratic challenges and a lack of coordination mechanisms, it is important to note the mindful growth of the sector. Legal education in Palestine goes back to 1920 (Likhovski, 2016), however, law faculties are relatively new institutions, with two decades of existence and experience in making a uniquely Palestinian academic framework.

The academic education system in Palestine still hinges on the traditional approach of education, as it mainly utilizes lecture format and outdated assessment methods including written and oral exams. Legal education is no exception. Students' knowledge of law is assessed by the type of questions that test students' memory rather than their analytical skills. Hence the Palestinian student graduates with the substantial body of information without

minimum knowledge and experience, in particular, of how to apply said information in the workplace. Notwithstanding the foregoing, there are funded initiatives, which aim to apply practical and student-centered education centers in the country, including legal clinics and moot courts.

Educating legal practitioners involves a two-pronged approach, theory and practice, both of which should emphasize practical scholarship, pedagogy and a strong commitment to ethics. Respondents in the study revealed a number of themes, with respect to the quality of practical training conducted by the Palestinian Bar Association, an insufficient amount of training at universities, and a lack of professional ethics. Student respondents noted there is little use in the real-world for much of the scholarship and practical training students receive. Respondents across all segments articulated both the importance of ethics as inherent to the nature of the legal studies, and the need for concrete ethical training.

This study also noted themes that are rooted in cultural idiosyncrasies, with respect to perceptions of the field itself, which have an impact on the selection of law as a specialized field of study. The culmination of studies for students in high school is Tawjihi, a comprehensive high stakes exam whose results help chart students' future academic trajectory. Most student respondents in the study were not able to articulate their motivations for entering the legal field. Since respective test scores determine which domains of study are within students' supposed reach, students' enrollment into particular fields may not be reflective of their personal and academic ambitions.

Preferential selection among some respondents was influenced by the community's general view of the legal field. Some specializations, including medicine, are viewed as more academically demanding than others and, therefore, perceived as indicative of one's intellectual capacity. General perception of legal studies varies regionally and according to the university's requirements of Tawjihi scores. An-Najah National University and Birzeit, for instance, require potential applicants to score above 90 and 87, respectively. Other universities

admitted students who scored 70 and below. This discrepancy in admission requirements has been identified as a gap and challenge by some of the respondents in the study.

This study also reveals some of the barriers and obstacles that hinder Palestinian women from continuing and progressing in the legal profession, and it also outlines recommendations to eliminate said barriers. Some respondents, for instance, claim that women are not pushing themselves forward due to institutional barriers that discourage women from furthering their legal career. There is a preference for males in the field, as the legal field is generally perceived as more suitable for men than women. This is particularly evident when comparing the numbers of female and male law students at universities with numbers of female and male legal practitioners in the field (see Figures #6 and #7). Additional pressure for women is reiterated by their own families, influenced by the community-driven perceptions about the field of law.

Legal education systems are crucial to the development of the rule of law and judicial systems. A number of previous studies, Arkan study on legal education in Palestine, in particular, indicate that both the curriculum content and modes of assessment in formal education do not respond adequately to the various challenges and demands of the political and socioeconomic conditions (USAID 2007). Therefore, it has become a pressing need to focus on the deep structures of learning and schooling in Palestine.

The goals of the legal education system must be restructured to ensure its compatibility with the socioeconomic and political conditions. This study has addressed the state of the existing law curricula and the accompanying teaching methods utilized in the Palestinian universities across the West Bank. It highlights the need for establishing a “Legal Platform”, in which all of the concerned parties (Universities, the Palestinian Bar Association, the Ministry of Education & Higher Education, government, relevant NGOs, and Law offices and firms) participate and coordinate the exchange and development of knowledge in the legal domain. Moreover, this study aims to address the gap between the current supply of law graduates and

the Palestinian law firms, through identifying the needed skills and knowledge in the local market. Recommendations and suggestions are introduced in order to achieve the proposed goals and objectives.

- **Significance of the Study**

- To assess the extent to which legal education in Palestine has been able to meet the demands of the legal labor market.
- As the first study of its kind in Palestine, it responds to a dearth of relevant information available nationally and regionally.
- To generate a wide-ranged critical discourse between national stakeholders to jointly tackle the development of the lead education sector.

- **Limitations and Challenges of the Study**

- A lack of information from the Palestinian Bar Association represented one of the major limitations of the study, specifically with respect to the classification of law firms. The only relevant information available on this topic included the numbers of registered lawyers without discerning the type of office, a firm or a company, in which they worked. This may have affected the randomness of the sample, since each researcher had to find legal firms with no relevance to the gender breakdown. This may, however, explain why most of the employers-respondents in these firms were males.
- During the study, access to information and respondents was denied and/or limited at times, as most of the employer- respondents were not cooperative or interested to provide information. To find the respondents willing to participate in the study, researchers had to take additional time, thereby prolonging the data collecting process.
- One of the focus groups was delayed due to a university closure, so researchers had to wait to resume the study. Therefore, an additional time was required to complete the analysis.

- Limitation of result and data analysis emerged in the last segment of the study, titled “Graduates of Palestinian Universities.” Since comparing participating universities was not the purpose of the study and, therefore, the survey was not designed to compare the universities, researchers neglected to take into consideration several additional factors when collecting comparative data about universities.
- The length of the survey (9 pages) is a possible limitation. The longer the survey, the less likely are respondents willing to participate. While survey questions were easy to follow, filling out the survey may have required more time, which may have potentially affected the accuracy of data.
- Lack of prior studies related to this field, especially with regard to the Middle Eastern context and Palestine, presented a challenge to laying a foundation for understanding the research topic. Having discovered such a limitation, nonetheless, has created an opportunity to express the need for further research.
- With regard to self-reporting and documentation, there is a possibility that some data were not documented properly or that some researchers relied on selective memory in an attempt to recall the respondents’ answers to research questions.
- After the data collection process, the research team recognized the need to find the exact numbers of law firms and employees across the West bank that would reflect their gender breakdown, contact information and location. It also would have been useful to obtain the percentage of employed law graduates from each university as well as the number of working female lawyers and legal practitioners. The number of female lawyers who are registered as a practicing lawyer does not indicate their current employment status.

- **Lessons Learned**

- With respect to the nature of the survey, it could have provided richer data if questions were left more open-ended.

- Additionally, there could have been fewer questions for the respondents to answer to maximize efficiency and people's willingness to participate in the survey.
- Even though survey questions were sent to the concerned parties, including donors and participating universities, no detailed feedback was provided to help design said questions. It is necessary to have all the parties actively involved in the process.

Chapter Two: Desk (Literature) Review

In order to effectively address the needs and gaps between the faculties of law and the current legal labor market, it is necessary to acknowledge that policy agendas for the students in higher education and those for relevant and accessible jobs are inextricably linked. In today's global market that often fluctuates, job seekers will have to learn how to become more adaptable and, therefore, academic institutions will need to offer real-world interdisciplinary curricula that align with the rapidly changing environment (NGA, 2011). In 2012, the European Commission published an Overview of Higher Education Systems in Partner Countries, in which it indicated quality and relevance of study programs as one of the primary challenges in all national development programs and projects in Palestine, particularly noting a weak link between academic programs and the needs of the labour market.⁵ On the macro level, the report indicated the disproportionately high percentage of students studying social sciences (75%) as the major contributor to unemployment among graduates. It also linked the high student/teacher ratio to lower standards of teaching (EACEA, 2012), as a result of insufficient funding and limited resources. Said challenge could be mitigated by increased research networks with universities on the national and international level, as to further enhance academic capacities and research. Focus on research especially has been prioritized by international funders of higher education and, in the field of law, it tends to be one of the primary avenues through which to build students' practical knowledge and determine the existing perceptions about the state of the legal field.

The Palestinian academic legal education has traditionally employed primarily theoretical approaches with a minimum amount of practical application. Practical education requirements are fulfilled by apprenticing via training programs outside universities. In theory, learning on-the-job may seem like the best way to gain the necessary skills, however, in the

⁵ http://eacea.ec.europa.eu/tempus/tools/publications_en.php#6

context of Palestine, there are numerous challenges that all stakeholders face, mainly stemming from both the lack of joint vision for the legal sector and the stakeholders' conflicting priorities (USAID, 2007). Furthermore, legal education is not only fragmented from the practical application of law, but pedagogically as well.

The current literature on legal education development is primarily reflective of a western perspective of education, which highlights the importance of teacher training and student-centered approaches. There is a lack of significant research about legal education systems in the Middle East, in Palestine specifically (Qafisheh and Rosenbaum, 2016). As a result, this study reflects on specific contextual factors including the existing national curricula, cultural attitudes and internship training practices.

With respect to teaching methods and pedagogies, Arkan study from 2005/2007 provided a point of comparison with today's state of legal education, and an insight into past legal initiatives used to integrate teaching methodologies and legal research skills and to ensure future involvement of law faculties in the legal sector in Palestine (p.1). Following global trends in education and increasing demands for practical hands-on pedagogical approaches, universities in Palestine have started to adopt new teaching and learning schemes to more actively involve students in their own learning.

Community-based activities and legal clinics that work with local universities provide additional avenues through which students obtain clinical legal experience while helping inadequately served community members and marginalized populations. Legal clinics, in particular, have started to expand their role from a community service provider to intellectual loci of 'social activism, curricular development and legal training,'⁶ which also provide networking opportunities with relevant national and international stakeholders' (Qafisheh, 2015). In their book *Experimental Legal Education in a Globalized world: The Middle East*

⁶ In close cooperation with the Faculty of Law at Hebron University, the Legal Clinic has become the hub for legal education and training.

and Beyond (2016), Qafisheh and Rosenbaum illuminate global perspectives of legal scholars, concerned about the state of legal education, particularly clinical education, around the world.⁷ Offering comparative cases from the region, the book fills in the gap about clinical legal education, and it echoes the demand for pragmatic approaches in teaching that go beyond the static kind of learning that traditionally occurred in the classroom. Such a profound need is reflected by the recent proliferation of legal clinics throughout the region. The Legal Clinic at Hebron University, for instance, represents an example of such a trend in Palestine. Since its establishment in 2008, the clinic has used a multidisciplinary approach, utilizing practical training and hands-on approaches to legal studies and analyses that complement the curricula of the faculty. Other Faculties of Law throughout Palestine have established similar clinics, focusing on diverse legal issues.

According to the Ministry of Higher Education, Palestine has twelve colleges (nine in the West Bank and three in Gaza strip) that award undergraduate degrees in law, this is considered as enormous figure for a country where number of law graduates exceeds the total number of attorneys by 60% in 2014 (MUSAWA, 2013). The statistics of 2013 shows that Palestinian universities had admitted unprecedented rates of law students; more than 2,000 students had enrolled in the West Bank and Gaza strip universities, whilst in 2015, the number of enrolled students was slightly above 200. The Bar Association has addressed this issue and attributes the propagation of unemployment among law graduates to the irregular growth of law schools, besides the annual inflation of law students' admission without giving appropriate consideration to the existing capacity and needs of the market. This predicament has other negative aspects, including the decline of the income level among fresh lawyers, the adverse effect on professional ethics and the ever increasing burden of the legal training.

⁷ Qafisheh and Rosenbaum reveal new trends in clinical legal education in the Arab World and beyond, which come as a result of intricate social, political and economic forces shaping today's education.

Chapter Three: Research Methodology

1. Research Design

Multi-method research approach is employed to achieve the research objective in matching gaps between supply (quality and quantity of graduates coming from Palestinian law faculties) and expectations, needs and demands of the Palestinian labour market (in terms of qualified legal expertise, i.e. match between study disciplines and their levels, and the jobs to be performed).

Mixed method research design, which is a combination of both qualitative and quantitative approaches (mixed method), is adopted in this study to provide a more nuanced understanding of the research objectives, as it offsets the weaknesses of both qualitative and quantitative approach. Variation in data collection leads to greater validity, due to the answers obtained from different perspectives, and in case that the initial results need further explanation. In addition, it ensures that there are no ‘gaps’ within the information/ data collected. This section will address the design research and project’s execution approaches including the utilized data gathering tools.

2. Data Collection

The main data gathering tools used in this study were focus group discussions and face-to-face interviews (Surveys) with the employers from the legal labor market (private sector, governmental sector, and NGOs). To obtain valid findings, random sampling was used, according to preselected criteria relevant to the study’s research goals.

Mainly, the face-to-face Survey was used as a primary method, while the focus group was used to assist in interpreting the survey results. Often, survey data might be a bit confusing, raising such questions as how to interpret neutral ratings or why respondents answer “no opinion” on a certain topic. Focus groups will help clarify such perplexing information.

2.1. Qualitative Approach

2.1.1. Focus Groups

Like other qualitative research, focus groups are carefully designed discussions to gather additional information as an adjunct to quantitative data collection methods. Focus group discussions were held in a setting where participants were free to interact with each other. This had created a more natural, conversational feel than experienced in one-on-one interviews, as well as the focus group discussions had maintained a certain degree of structure and control via the moderator, and the questions.

A series of tape-recorded focus groups were held between September and October 2016. Each of these semi-structured group discussions had employed a different customized form based on approximately 10 questions for each group (see annex 1; a, b, c, and d). These questions aimed to stimulate opinions and perceptions among these different groups; (i) Palestinian law graduates (ii) Palestinian law professors/ lecturers, (iii) Judges, general prosecutors, and legal experts, (iv) And the Palestinian Bar Association representatives.

These focus group discussions aimed to assess the needs of the Palestinian law firms/ institutions in the local labor market, and to identify the problems students faced either during their study at the university or through their internship training, to reflect the outcomes on the students' skills and to gauge the universities' development vis-à-vis labor demands. Said questions also aimed to identify the role of universities and the Palestinian Bar Association, with respect to provision of the internship training that law graduates receive before they are able to work as fully fledged lawyers. As well, these questions uncovered the judges, legal experts, and general prosecutors' expectations and perceptions of actions that are needed for further develop the legal curricula and students' skills.

2.2. Quantitative Approach

2.2.1. Face-to-Face Survey

Structured interviews were conducted in which the Palestinian employers (law/ legal) were interviewed face-to-face. The advantage of this approach was that it allowed the collection of the quantitative data on skills gaps and skills shortages in the legal education system in the Palestinian Universities. The fieldwork was carried out between September and October 2016, and the average length of the interview was around 30 minutes.

This questionnaire aimed mainly to reflect the opinions and perceptions (outcomes) on the graduate students' skills and universities' development, to assess the perceptions of the Palestinian employers about their law-graduate employees/ interns, specifically with regard to the needed technical skills that are directly related to the core knowledge of science of law (i.e. personal status law, sanction law, trade law, etc.), and the need for the soft skills, which are a combination of interpersonal skills, social skills as well as career attributes (e.g. communication skills, teamwork, flexibility, etc.).

Prior to the fieldwork, the preparation of training sessions of the survey supervisors, was undertaken. The aim was to ensure that all interviewers thoroughly understood the survey instrument.

To ensure that the survey went smoothly, the selected employers were called directly and also received formal letter to be informed, make appointments, and seek close collaboration. During the field survey, the interviews were monitored by survey team leaders who were responsible for tracking the survey and for quality control. Completed questionnaire was checked and rechecked by all stakeholders before approval. The questionnaire was structured of the following four sections:

- i. General Information.
- ii. Employment Requirements.

- iii. Curriculum Adaptation and Practical Training.
- iv. Training Skills of Employees.

The first part collected general information about the participants' legal institutions, such as the name of the legal institution, established year, number of employees (males and females), legal nature, location (city), address, website, etc... It also asked the employers to indicate the supervising rate on the tasks that law-graduates / interns were performing during their day-to-day work/ training, and about their organization's involvement in the development of the legal curricula.

The second part focused on the employment requirements, including the understanding of technical knowledge (i.e. main core courses in the legal major; Tort law, Contract law, Administrative law, Criminal law, Constitutional law, etc.) and administrative knowledge (i.e. Briefs, memorandums, resolutions, legal agreements, etc.). In addition, employers were asked about their satisfaction level and the importance of having international legal business environment, international experience, previous experience, specialized training or skills, specialized certification, postgraduate degree, knowledge of English language, and the ability to conduct academic research or publication. This segment aimed to determine both; the extent of satisfaction level for the legal employers with their graduates /interns, and the level of importance with which they rate the main requirements in the legal market.

Part three, curricula adaptation and practical training, aimed to complement our focus on the basic competencies that students/ graduates must gain either during their study or internship. This section also focused on the need to implement significant structural changes in how universities should deliver their legal programs. As well as in the previous section, this part was designed to measure both satisfaction and importance level for all of the employers involved in this study.

Finally, training skills of employees, which concentrated on the skills and competences that are required for practicing law profession. A list of skills (i.e. Analytical Ability, Attention to detail, Logical Reasoning, Persuasiveness, Sound Judgment, etc.) were presented to the respondents. These skills were identified based on previous literature review, and also derived from the legal experts in the labour market, before starting the research. Again, satisfaction and importance levels of these necessary skills for practicing legal profession were identified to determine the need for enhancing the internship with regard to these skills and competences. A copy of the questionnaire is provided in annex (2).

The questionnaire offers the possibility to choose the importance and the satisfaction levels, Likert scale with 5 possible options, for each section, according to the interviewee's point of view.

2.3. Research Method

2.3.1. Sampling Method

This section presents information about the main sample frame design. The sampling frame is the list from which the sample is selected, so the quality of the sampling frame affects the quality of the sample.

The sampling frame for the employers' survey (face-to-face survey) in this study focused on the legal institutions that could provide data on the Palestinian graduates/ interns of law faculties, and a rough estimate of the needed future skills demanded by the local market. Thus, the researchers had collected information on the number of legal institutions operating in each province in the West Bank. This information was acquired from the Palestinian Central Bureau of Statistics for the year of 2012⁸. The research sampling method that had been used in this study is random sampling to obtain a more scientific result that used to represent the

⁸ The available data were only for 2012.

entirety of the population of employers. The response rate shown in the table below demonstrates level of participation in the research study.

Face-to-face interviews generally provide the best response rate of the other techniques (Mail surveys, Telephone survey), usually more than 70%⁹. Overall face-to-face interviews response rate is 76%, as shown below, which denotes a good response rate.

Table 1: Response Rate

	Abs. Value	Percentage
No. of sample	277	100%
Response rate	213	76%
Non-response rate	64	24%

The response rate for legal institutions classified by sector, shown in the figure below. Clearly, there is a lack of legally-focused NGOs in the country and those who tackle legal issues do not typically hire full-time lawyers, but consultants and legal professionals on a part-time basis.

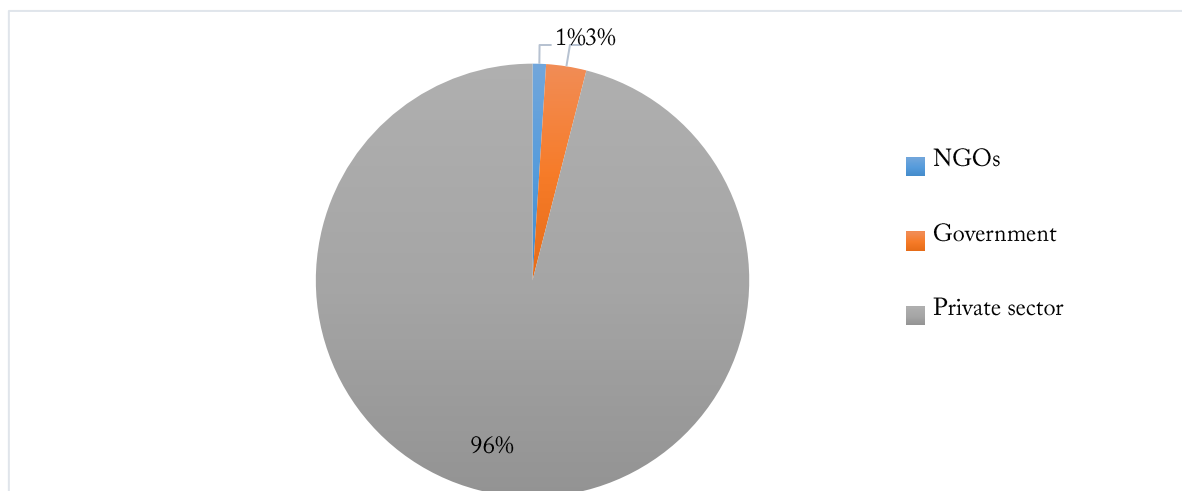


Figure 1: Targeted Legal Institutions, by Sector.

⁹ Gary Paul Green, Anna Haines, ‘Asset Building and Community Development’, 2007.
<https://books.google.ps/books?id=zjaR9fwMjOMC&pg=PA61&lpg=PA61&dq=face+to+face+response+rate+of+70%25+meaning&source=bl&ots=6ss87HJkPD&sig=W9r1tusFdOgGzDOfsMBAJbZwZ4&hl=en&sa=X&ved=0ahUKEwj7cSroffSAhVsIcAKHczTDNoQ6AEITjAI#v=onepage&q=face%20to%20face%20response%20rate%20of%2070%25%20meaning&f=false>

Figure 2 below shows the sample size and percentage of respondents by province depending on the availability of legal institutions across the West Bank.

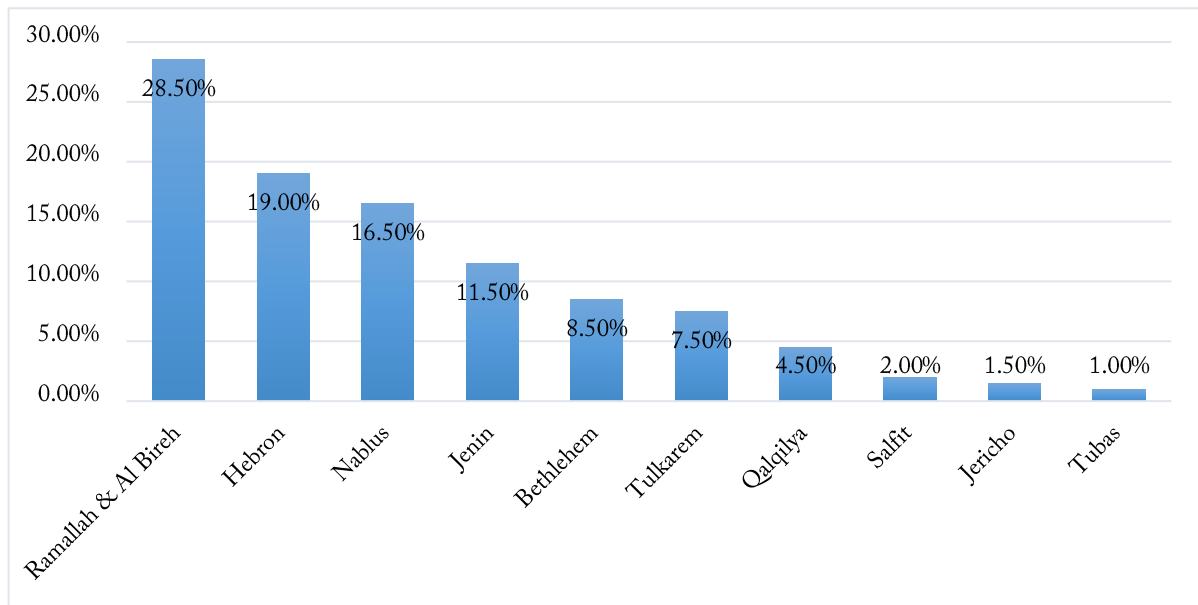


Figure 2: Sample distribution, by province

On the other hand, qualitative sample sizes should be large enough to obtain feedback for most or all of the existing perceptions. Obtaining most or all of the perceptions will lead to the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies.

Specifically, in this research study, the number of focus group sessions to be conducted was determined by factors such as the purpose and scale of the research, as well as the heterogeneity of the participants. A total of 14 focus groups¹⁰ were facilitated to assure that all of the four targeted categories including a) students in each university, b) lecturers in each

¹⁰ Further information see annex (3)

university, c) judges, general prosecutors, legal experts, and d) Palestinian Bar Association representatives. The number of focus groups is shown in the table below.

Table 2: Focus Group Sessions

Categories	Number of focus groups
An-Najah National University	2
Birzeit University	2
Palestine Ahliya University College	2
Al Quds University	2
Hebron University	2
Arab American University	2
Palestinian Bar Association	1
Judges, General Prosecutors, and Legal Experts	1

Chapter Four: Data Analysis & Results

1. Introduction

This chapter describes the analysis of data followed by a discussion of the research findings. As mentioned previously in chapter three, the quantitative data, which were obtained from face-to-face surveys, were analyzed to identify, describe and assess the perceptions of law firms and offices about their law-graduate employees, estimating the need for the soft skills, which are a combination of interpersonal skills, social skills as well as career attributes (e.g. communication skills, teamwork, courtesy, flexibility, etc.). Also, the data obtained reflect the learning outcomes of the graduate students and their respective universities' development, and to determine the need for ongoing terminal care education in this setting.

Furthermore, a preliminary analysis was conducted in order to get a general sense of the qualitative data, which were obtained from the focus groups discussions.

More detailed analysis was performed, in which quantitative data were divided into 4 segments, according to the questionnaire sections. Additionally, all qualitative data from focus groups were analyzed, so they could be included within these categories. Focus group analysis, which reflected specific thoughts, attitudes, and experiences of the participants, was used to determine the interconnectedness of issues and conditions that may have given rise in these sections/ categories. This helps clarifying any confusing/ unclear results, which may appear during the quantitative analysis.

2. Section 1: General Information on the employers

The sample represents a variety of legal fields and specializations of law, including general law, constitutional law, military law, civil law, criminal law, financial law, international law, intellectual property law, etc., as well as legal practitioners who work as consultants, with a

wide variety of practical experiences (from 1 year to 68 years) and varying office/ law firm sizes.

The surveyed sample per sectors; included private businesses, NGO's, and governmental institutions, which were classified as in table (3). The majority of respondents are sole owners, representing 65% of the total legal business domain. This illustrates why most of the respondents did not determine neither the hiring nor the turnover rates in their businesses. They were not able to predict them either. The table below illustrates the legal nature of the surveyed legal institutions.

Table 3: Legal Nature.

Categories	Responses (%)
Sole Ownership	65%
Private Shareholding	17%
Partnership	11%
Family Business	4%
Public Shareholding	1%
Other (Freelancers)	2%
Total	100%

2.1. Employees/Interns level of education and supervision

The survey shows that almost all of the companies' employees graduated from the Palestinian universities are Bachelor Degree holders. 78% of the employers supervise their employees daily, as well as, 73% of them stated that they supervise their interns' progress day-by-day. However, in accordance with the discussions held with the graduates / interns during focus groups, they stated that some of the employers were only interested in following the progress of their clients' cases, which interns usually managed. The data do not indicate whether the employers follow up on the progress of their interns and how much they have learned or have

achieved during their training. There is no well-established training program to deliver trainings with full coordination between the Ministry of Higher Education, PBA, and local universities. Additionally, the established training program does not take into consideration all training abilities and skills, the trainee should possess before entering the workplace officially. There are no criteria or training guidelines for interns.

Other percentages related to weekly, monthly, and annually supervision for both employees and interns, are shown below in figures 3 and 4.

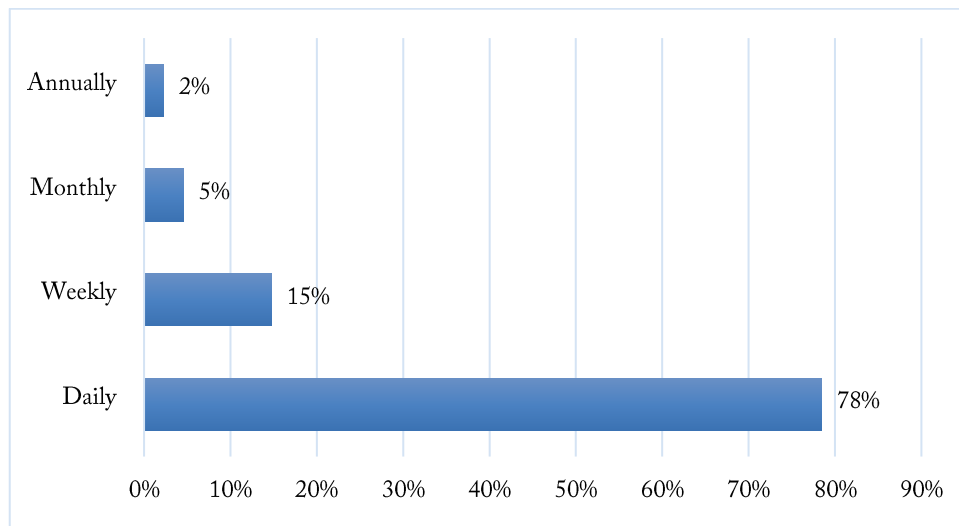


Figure 3: Employees' Supervision Frequency

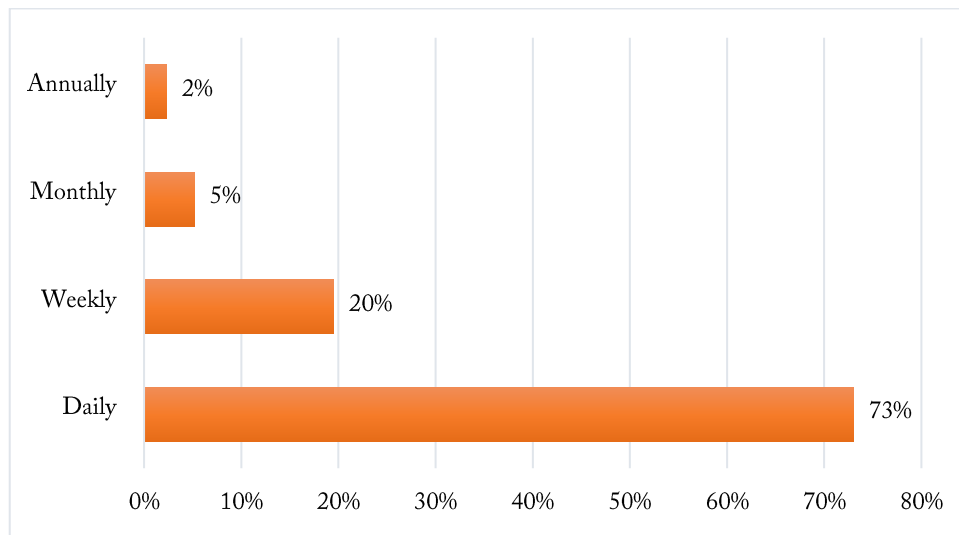


Figure 4: Interns Supervision Frequency

2.2. Organizations' Role in Curricula Development

The survey shows the limited role of local organizations in the curricula development, which has led to a considerable gap between the level of the Palestinian legal education and the market demand, with reference to the “Judges, General Prosecutors, and Experts” focus group discussion, which focused on many different issues related to the curricula development and improvements. In addition to that, “Graduates/ Interns” focus group discussion also had endorsed that there is a gap, as represented in the mismatching of skills and knowledge provided by the legal education system, and what is required by the local market. As well, this gap reappeared significantly within the results of the employers' questionnaire.

With respect to the quality of delivered training for the interns, arranged by PBA, one of the judges during the focus group discussion said: *“Student, who was well guided during the internship, is only considered a special one.”*

Legal organizations' contribution is mainly limited to providing internship opportunities to law graduates, rather than providing relevant feedback to universities, as to update their curricula to fit the market demands. *“Universities have developed the legal curricula, but not well enough for the development and improvements of their outputs”*, as mentioned during “Judges, General Prosecutors, and Experts” focus group discussion. All of these complaints are evidence of a larger issue, which state that the current education system does not meet the demands of the legal market and they reiterate a lack of connection and coordination between the relevant stakeholders in building of a comprehensive legal curriculum.

While 23% of the employers said that they have no role in developing curricula, 26% of them have contributed in scientific research. The whole results shown in the following bar chart.

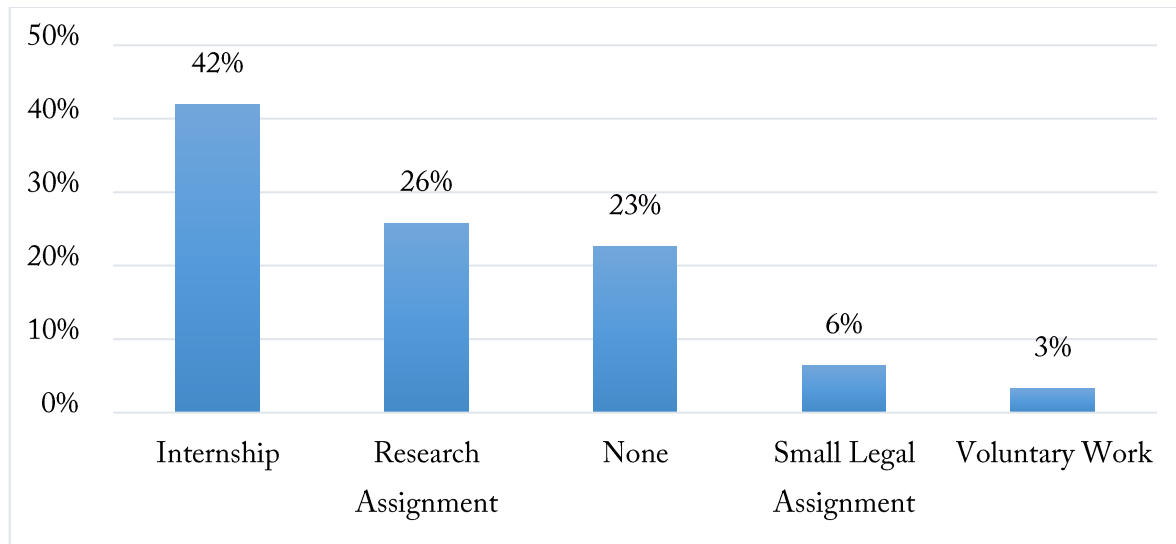


Figure 5: Legal Institutes' Roles in Curriculum Development

Focus group discussions with students, graduates / interns and judges / general prosecutors / legal experts revealed that teaching law is still a theoretical endeavor with minimum opportunities for classroom interaction and student-based learning. Respondents voiced the need for the provision of the basic legal knowledge, especially in the first 2 years of study, in addition to gaining skills in research and analysis, critical thinking, etc.

2.3. Gender Equality

According to the survey results, 91% of the respondents declared that they follow gender equality standards when it comes to employing new candidates, whereas 9 % of the respondents stated they do not follow said standards as they already see the differences in commitment between male and female law graduates (Figure 6). Respondents did not articulate to which gender equality standards they adhered.

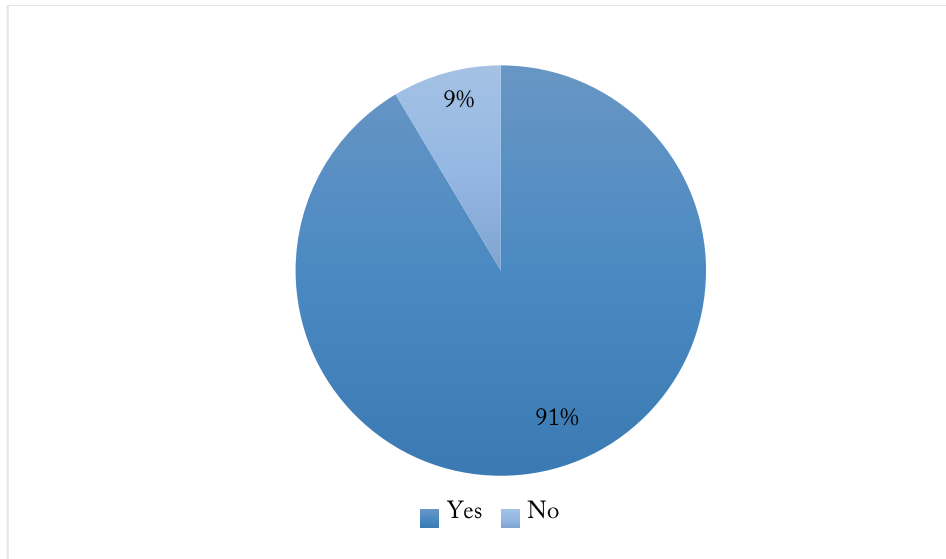


Figure 6: Gender Equality

2.4. Working Employees

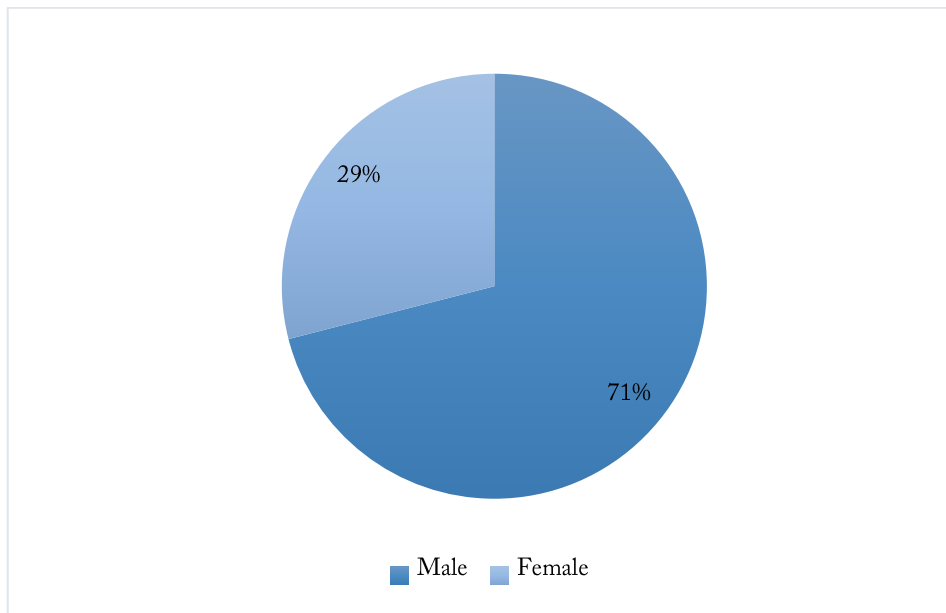


Figure 7: Percent of Working Employees/ Interns

The figure above shows that about 29% of the practicing lawyers in the local market are females. Focus group discussions, with student respondents in particular, reiterated this disproportionate percentage and highlighted a number of cultural biases for male interns and employers.

Some respondents believed jobs in Palestine were obtained with help of connections of those in positions of power, and since men tend to be in such positions, they believed they would not be considered for employment. The obstacles represented in the “Masculinity Culture” prevailing in the local community indicate that “The legal profession is man-shaped”, and, therefore, more suitable for men than women. Pressures to hold on to the perceived ideals of femininity may play an additional role in women’s decision to discontinue their career paths.

Besides the cultural undercurrent, there are institutional barriers that women face as well (i.e. family code, inheritance rights, etc.). In one of the focus group discussions, one of the judges stated that out of 30 newly appointed judges two were women. While researchers did not inquire whether there were other qualified female candidates who applied for the position, this low number of hired female judges indicates a contradiction vis-à-vis the respondents’ statement about the adherence to the gender equality standards. Moreover, it is worthy to mention that a low number of female legal practitioners may have a negative impact on the young female students who are interested in law, but see no female role models in their communities.

Additional concerns involved a lack of support by families, who perceived legal education only as a way to get a higher degree, but not necessarily a sound career choice. Some respondents stated that their families expressed concerns about their daughters training with male lawyers, as most trainers and lawyers are men, causing discomfort about having a close rapport with a male stranger.

Some respondents felt discouraged to continue pursuing their legal career due to their lack of faith in the system itself, which reveals an additional issue, a lack of professional ethics, transparency and fairness of the hiring process. Also, a lack of opportunities to implement flexible working practices was perceived as a significant obstacle to women’s progress up the career ladder.

Some respondents voiced their concerns about the heavy demands of the work in the legal sector, as a deterrent to look for future opportunities in the field. A number of respondents stated they studied law to find office work, or to work in academia, government and/or NGO's, as far away from the courtroom to avoid interacting with criminals and individuals of ill repute.

3. Employment Requirements

The legal profession has become far more of a competitive business and far less of a traditional guild. Law is a service business and lawyers must be able to provide effective service, so the research sought to identify which employment requirements graduates need to acquire to provide high quality services for their demanded clients.

The technical knowledge statements for “Employment Requirements” were based on general occupational qualifications for Lawyers commonly recognized by most employers in the legal labour market. Typically, the complaints focused on a lack of “Understanding of administrative knowledge required for the job” with a satisfaction rate of 30 %; i.e. data reporting skills, contracts drafting, understanding court procedures, recognizing legal codes and government regulations, etc. 85% of employers agreed that understanding of administrative knowledge required for the job is important.

Similarly, “Understanding of technical knowledge required for the job” is considered an important element, on which 82% of the employers agreed. The technical knowledge is represented in the understanding of the main core courses in law; i.e. Law of Criminal Procedure, Procedures in Civil Law, Evidence Act, Code of Execution, etc. Only 31% of employers were satisfied from graduates/ interns understanding of technical knowledge required for the job.

Additionally, 67% of employers stated that having previous experience practicing law is another important aspect on which a graduate/ intern should focus. As well, having a specialized certificate is important, which gained importance rate of 54%. For further information on the “Employment Requirements” see appendix (4).

On the other hand, the employer's satisfaction with their employees' knowledge and understanding of both the study of law and outside the major field of study is rated medium (23% and 21%, respectively). Detailed results are shown in the following two figures.

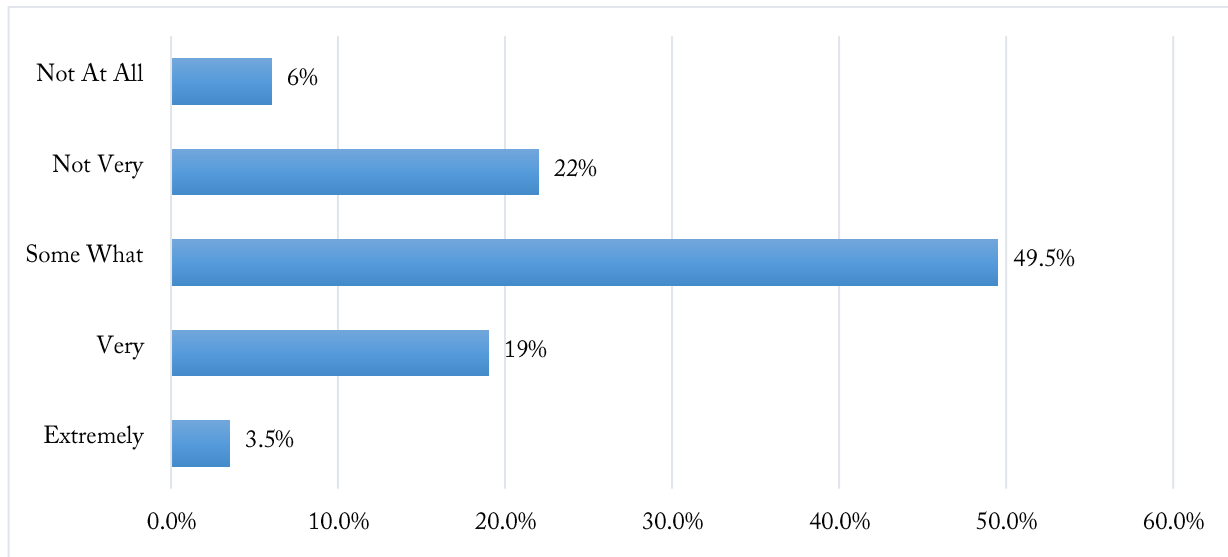


Figure 8: Understanding of Major Fields of Study

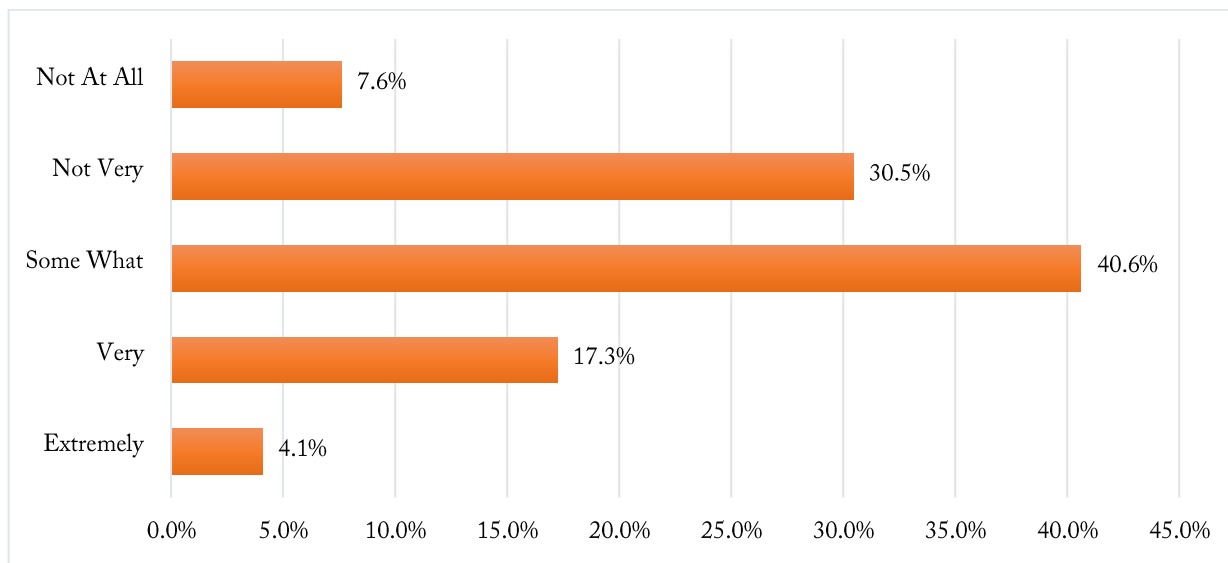


Figure 9: Understanding of Outside Major Fields of Study

According to these results, the universities should develop the law curricula to provide the students with skills that fit these preferences to increase their opportunities for employment and meet the Palestinian labor market demands.

Finally, the results also show that about half of the employers prefer employees who have expertise in specialized legal fields. This could represent a motivation for universities to institute specialized curricula during the BA that increases graduates' employment opportunities and fit the current market demands.

4. Curriculum Adaptation and Practical Training

In the current law schools, while there have been various formulations of the objects of legal education, the system of education has remained non-responsive to the signals coming from the labour market. Domination of quantity over quality has contributed to increased growth in the number of unqualified graduates, from the employers' perspectives.

The legal education should equip students with a foundation of legal knowledge that distinguishes them from students educated in other academic disciplines. This means it is necessary to adapt Palestinian universities' curricula and academic programs, and link them to the market demands, as 84% of the employers had stated. Besides, universities should mentor and guide their students to focus their academic research studies towards market problems and needs. It is important to note the significance of the Palestinian Bar Association (PBA) role in following, managing and supervising the interns' practical training activities and integrating them with theoretical knowledge learning. Further information regarding this section is included in annex (5).

The graduates/ interns focus groups findings, further reiterate practical training as insufficient and respondents claimed having a hard time finding good offices where they could obtain training. Some of the students/ interns were on the waiting list at the Palestinian Bar Association to proceed with the training. Focus group discussion with Palestinian Bar Association representatives in particular highlighted the need for a more comprehensive training that responds to labor market demands. Preponderance of respondents voiced their concerns about the internship process, noting its profound deficiencies.

Focus groups with students echoed said issues and also revealed a lack of comprehensive intern progress evaluation. Current assessments only focus on the job results and not the evolution of the students' trajectory as a legal intern. It is important to note that law offices do not hire applicants without prior work experience, and they do not typically invest in training graduates themselves, either due to a lack of time, interest or finances. Since two years of training do not count as work experience, newly-minted graduates are left to struggle to find a place in which to hone their skills.

Palestinian Bar Association representatives also expressed a concern about a high number of law graduates, which was viewed as an obstacle to provide adequate training and serve the graduate students' needs. There are not enough experienced lawyers, with over five years of experience, who could train new graduates. Each lawyer should not have more than two trainees, to be able to give personalized attention, which is an additional challenge, given the high number of graduates in need of practical training.

While the Ministry of Higher Education has the responsibility to emphasize higher education and scientific research plans, according to market demands and to supervise and accredit all higher education institutions across Palestine, it has a weak role in developing the legal education. For example, if there is a student acceptance limit, there is no control of the number of enrolled students in legal faculties. Therefore, a perception exists that the number of graduates exceeds the market capacity. In addition, a number of legal programs have been accredited without taking into consideration their whether or not they align with the needs of the market.

Most respondents; employers, judges, general prosecutors, and experts, observed a lack of coordination and joint vision between the Ministry, Palestinian Bar Association and universities, especially with regard to future plans of the legal sector. Relationship between these stakeholders, even if tenuous, does not trickle down to students. Legal clinic is an example of what should be a direct connection between legal market demands and students.

However, most students do not get a chance to work in legal clinics due to a small number of accepted applicants.

Thus far, practical training has been taken care of by the Palestinian Bar Association. Based on responses to questionnaires and the respondents' recommendations, specifically in the Curriculum Adaptation and Practical Training category, the report recommends law faculties take a more instrumental role in practical training. It also invites the Bar Association to help take part in developing the legal education sector through active participation in drafting of goals or standards and between experienced lawyers and the academic staff.

5. Skills of Employees

In legal education, students should learn not only how to think like a lawyer, but also how to think in different frames outside of the law so that they have “the capacity to form their own independent judgements on ... matters”¹¹. The legal education offered by universities should teach students how to engage in self-directed learning. This requires a solid grounding in the skills of self-directed learning, such as reasoning and communication, research and intellectual discipline.

The results from the employers' questionnaire indicated that the graduates in general are lacking the skills and competencies needed in the labour market. The implication of the study is that further enhancement of the practical training program is needed in order to produce very knowledgeable and skillful lawyers. The employees' expressed their opinions regarding the required skills in the market. 87% of them insisted that Professional Ethics is an important trait that the lawyers must have. In addition to written and oral legal analysis and advocacy, the following competencies consist of the basics; attention to details, persuasiveness, listening to others, customer service, and verbal communication. The rest of the skills with importance and satisfaction rates are included in annex (6).

¹¹ Fiona Cownie, 'The Importance of Theory' (2000) 7 International Journal of the Legal Profession 225, 227

As a conclusion, universities should take into consideration all of the represented skills in their curricula to raise the level of the Palestinian legal education in a holistic manner rather than placing emphasis on hard skills only.

In general, 31% of the respondents are very or extremely satisfied with employees' theoretical knowledge, whereas 18% of them are very or extremely satisfied with their technical business and soft skills. Other scores and differences between theoretical and practical skill are shown in the figure below.

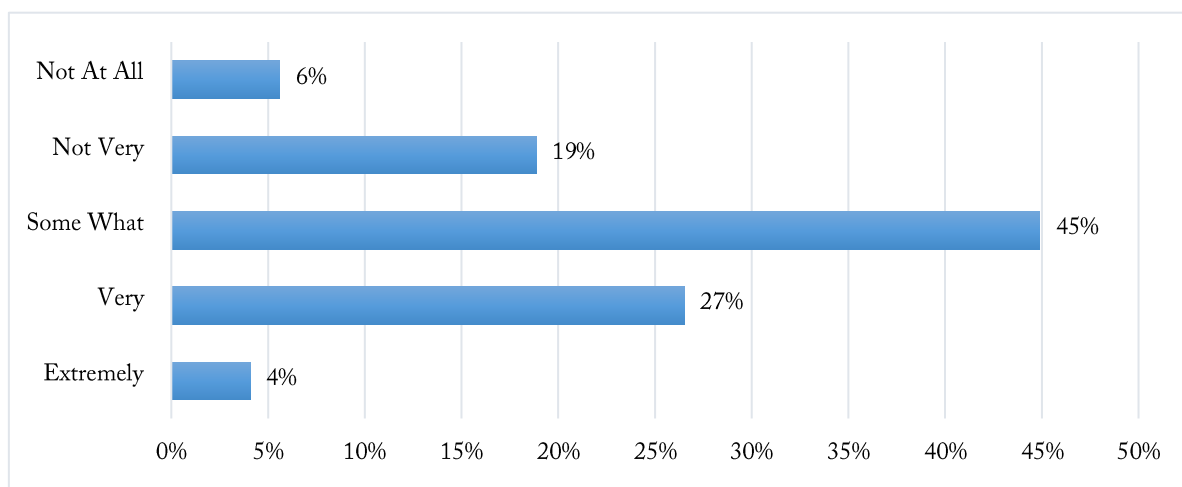


Figure 10: Theoretical Skills

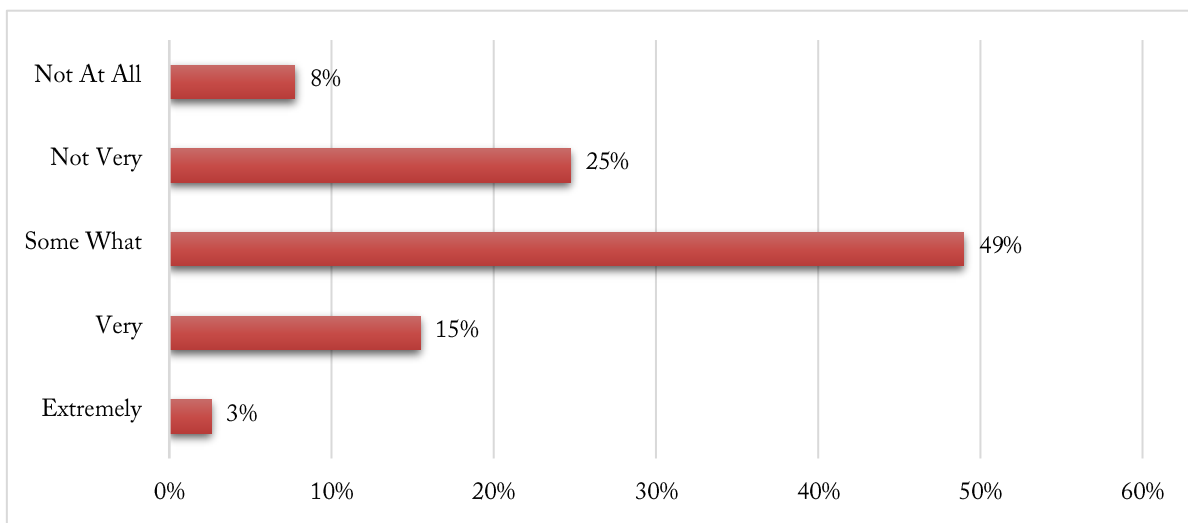


Figure 11: Practical Skills

The key practical skills that a lawyer must have, included (but not to limited to); how to present an argument to a judge, how to prepare a complaint, reasoning skills, analytical skills,

problem solving skills, communication skills, team working skills, etc. Besides, how to understand written sentences and paragraphs in law related documents. On the other hand, the theoretical (technical) skills are represented in students' understanding of the legal core science, as previously mentioned, such as; Law of Criminal Procedure, Procedures in Civil Law, Evidence Act, Code of Execution, etc.

In general, all focus group discussions revealed many reasons for these results. For instance, faculties have a great number of professors and instructors who only worked in academic capacity and, therefore, they do not practice law so they cannot provide the practical experience and skills to their students. It is important to note that the alternative scenario has its own limitations. According to a 2012 study from Hebron, lecturers working at universities in Palestine tend to have their own legal practices, and/or worked as consultants in the field, therefore, they may not be fully committed to their academic work and teaching practice. Most courses are taught in closed environment (rooms) that are not conducive to practical skill teaching /learning. Also, the current curricula are based on theory and do not emphasize a practice-oriented approach, and comparative law. Finally, the current teaching methods and assessments are traditional, as evident by assessment modes in which students are examined via written midterm exams devoid of any practical skill application.

Chapter Five: Conclusions and Recommendations

The aim of this study has been to gather information to identify and address the gaps between the current supply of law graduates on technical and soft skills required by Palestinian law firms. In this chapter, a summary is provided to illustrate the main findings and the suggested improvements against those findings.

1. There is a significant gap between legal curricula and labor market demand so legal programs should be redesigned in cooperation with the private and public sectors, specifically with regard to increasing global demands and emphasis on research, student-centered teaching methods and clinical legal training.
2. There is an obvious lack of denominators between the academic research and the needs of the labor market and the lack of balance between the theoretical and the practical side.
3. The Practical training is not planned mindfully, with students' needs and expectations in mind, and the benefits obtained are not what they have been predicted, as there is no integrated monitoring system between the PBA and the participant universities.
4. Most student respondents in the study were not able to articulate their motivations for entering the legal field. Since students' placement in the faculties depends on the completed stream noted on their Tawjihi certificate, students' enrollment into particular fields may not be reflective of their personal and academic ambitions. The national exam only provides a vertical point of comparison between students, assessing their ability to regurgitate learned / memorized information. While it could be beneficial to recommend intake interviews and/or motivation tests prior to students' admission into a university, this systemic issue reflects the prevalent mode of teaching that starts in elementary school. The emphasis on memorizing impacts the students' ability for critical thinking and it fails to prepare them

academically for rigorous university programs. Therefore, a more profound change in the education system overall is required.

5. The current curricula do not assign a significant amount of importance to practical training and skills, which has a negative impact on students, especially post-graduation. Respondents who are satisfied with the theoretical knowledge are less satisfied about the practical part and vice versa. It would be beneficial to obtain individual recommendations on this topic by Universities and the PBA to learn how each views the dissemination of the practical knowledge. This can be a part of the future study to find the existing discrepancies between views on the training.
6. 50% of the employers prefer employees with an expertise in specialized legal fields. This percentage reflects the demand of the global market. Concentrating on academic studies in a particular field of law will offer students the opportunity to become focused in their specialization, which will prepare them to find employment in a specific niche and will simultaneously decrease the academic information overload.
7. 29% of the practicing lawyers in the local market are female, as per our survey. There are manifold factors contributing to a low number of the female practicing lawyers, including, as previously discussed, cultural, institutional and personal, self-imposed obstacles. Women's participation in political and judicial decision-making is a measure of women's empowerment, so women's inclusion into the field of law is a necessary step toward gender equality, eliminating biases against women in leadership positions. To enhance women's participation as lawyers and judges in the field, it is recommended to take on gender sensitive research that would approach the issue of gender inequalities in the field from the intersections of gender, family-life relations, and economic and cultural expectations.
8. 91% of the employers claim to be following gender equality standards during their recruitment process, and yet, the low number of female lawyers and legal

practitioners indicate that women are not involved as true actors of public life and relatively excluded from the judicial decision-making processes. More specific gender-sensitive policies, in line with international standards, are needed to ensure women's participation in the workforce.

9. A preponderance of data suggests a lack of communication and coordination between the Universities, the Palestinian Bar Association, the Ministry of Education and Higher Education, and the Private Sector. This has created serious problems as represented by a large number of the students having troubles finding opportunities for their internship. Those who have been able to acquire internship opportunities did not receive adequate training. In terms of curricular development, the process should include participatory approach (invite all the stakeholders, including lecturers, Ministry of higher Education, legal practitioners, the Palestinian Bar Association and the most pertinent beneficiaries, and students).
10. 65.3% of employers agreed that Professional Ethics is extremely important to practice legal profession. This is a strong indicator that universities should include the professional ethics as a mandatory subject in its law programs to not only educate future generations of lawyers in ethics and morality, but also to restore the reputation of the legal profession as honorable.
11. In general, while legal research and theses are considered to be only theoretical in nature, they have been used widely during the students' internship and the practical life. In order to continue aligning the legal curricula with the labor market needs, it would be useful to develop necessary research instruments and conduct periodic labor market surveys.
12. Most respondents across segments identified a variety of skills necessary for students to obtain during their studies and practical training. Such include communication skills, critical and analytical skills, legal and research writing skills.

13. Further data must be collected to get a more accurate snapshot of the state of law graduate employment, in particular how it compares to other fields and specializations. Each university needs to have a monitoring system, both internal and external, as part of their quality assurance policy, with a system of diverse indicators constructed to evaluate university quality, from the perspective of students, endowing them with liberty to be active decision-makers in their own education process. This system shall also consider current labor market demands to help students better align their academic studies with the needs of the market. As it is indispensable for increased national and regional cooperation and harmonization of educational systems, creating a quality assurance system can be a part of the new project, supported by Nuffic.
14. As noted above, there is scant literature on higher legal education in the Middle East. Therefore, the topic requires further research and literature that will attend to legal capacity building in the country and region. Faculties of Law in Palestine need to emphasize the importance of legal research and encourage academics to publish relevant works, as to help build legal academic capacities from within, drawing from the existing experience in the field.

Macro-level Recommendations for Further Study

- **Role of Universities**
 - It is recommended that universities take a more prominent role in attending to the students' practical knowledge and skills in a way that meets their personal ambitions and prepares them for the graduate job market. Since legal training opportunities are accessible through participation at legal clinics, which accept a limited number of student trainees, or through the Bar Association, students can gain additional practical law training in highly interactive classes that utilize student-centered methods, and in a courtroom setting that will help students master important legal skills such as research and analysis, public speaking and argument formation.
 - Better synchronized approach is needed among all participatory universities and other stakeholders to develop strategies that elevate the efficacy and status of the legal sector. A student-graduate follow up system can be useful to evaluate the quality of university programs and to help adjust said programs and training opportunities to better match student needs.

- **Role of the Palestinian Bar Association**
 - Create a monitoring system, which will feature an in-depth statistical database that will lead to sustainable and transparent tracking of data in the legal field, including data on graduate numbers, evidence of employment trends, nature of salaried positions (i.e. full-time or part-time), internship/training data, etc.
 - Develop guidelines and quality assurance – accreditation criteria, in collaboration with universities, for the practical training that emphasizes consistent, thorough and relevant skills to future legal professionals in a way that is transparent, intern-oriented and invites a substantial trainee participation.

- **Role of the Ministry of Higher Education**
 - Ministry of Higher Education needs to create a comprehensive strategy, in conjunction with the Ministry of Justice that would develop coordinated national policies and response for the development of the legal sector and education in Palestine.
 - There is a need to align with the standards of the respective faculties of law, in terms of their admission standards and required Tawjhi scores.
- **Role of Donors**
 - This study illuminates the need for a multi-sectoral approach among donor agencies that will lead to a more holistic development of the legal sector in Palestine.
 - An additional recommendation for donors is to build on each other's interventions. Such role-complementarity shall both avoid replication of interventions and continue to scaffold on the existing actions.

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Appendices

1. Appendix 1: Focus Groups Questionnaires

a. Appendix a: Students/ Graduates/ Interns Questionnaire

Labor Market Research Survey

Focus Group Discussion of:

Law Students and Graduates

University Name:	Date:
Time:	Interviewer(s):

1. Are you satisfied with the quality of education you have received at your university/college?
2. Do you think your university has prepared you well to acquire a job in the market?
3. Of all the courses you took on campus, which do you think were the most/least important?
4. While studying in the university, what were the best parts of your learning experience?
And what were the worst?
5. What can the university provide to help you after the graduation?
6. Have you tried to find a job? What techniques do you use to find a job?
7. Are you satisfied with your current job? How did you secure your job?
8. What other challenges faced you after graduation? How did you try to solve them?
9. Have you ever conducted a related project/research while studying at the university?
10. How do you suggest increasing number of female law graduates continuing their career in this profession?

b. Appendix b: Universities – Law Faculties Lecturers Questionnaire

Labor Market Research Survey

Focus Group Discussion of:

Universities – Law Faculties Lecturers

University Name:	Date:
Time:	Interviewer(s):

1. How do you set curricula, what information do you use, how do you often revise?
2. Do you have any system to monitor and evaluate the graduates' progress through and after the internship?
3. How do you define the Gap between law education output and employment?
4. What part of the gap do you view as being your responsibility?
5. When does the responsibility of Palestinian Universities end, in terms of following up their graduates?
6. What actions from higher education are required to bridge the gap?
(Short term and long term actions)
7. What actions are required from other stakeholders to bridge the gap?
(Short term and long term actions)
8. Is there a need to establish a Legal Platform in Palestine, in which the legal labour market and law faculties participate and which coordinates the exchange and development of knowledge in the legal domain?

c. Appendix c: Judges, General Prosecutors, Legal Experts Questionnaire

Labor Market Research Survey**Focus Group Discussion of:****Judges, General Prosecutors, Legal Experts**

Location:	Date:
Time:	Interviewer(s):

1. What are the required skills that lawyers must gain to fulfill the needs of the local Market?
2. What is the most required field/s in the local market?
3. Core courses not available to fulfil the local market needs and must be added.
4. Please list the specific techniques and skills the intern should have prior to the internship phase?
5. What is the knowledge level the interns should have after internship?
6. Needed Soft Skills (i.e. communication skills, court etiquette, ...)
7. What do you think about abroad Internship?
8. What are the minimum competencies/skills/ years of experience required for a law graduate/student to become a successful lawyer/ open his own business?
9. Do you have any comments regarding the universities internship program? (Disadvantages)?
10. Did you ever have a benefit from any research/ thesis related to the Law faculties in each university?
11. Is there a need to establish a Legal Platform in Palestine, in which the legal labour market and law faculties participate and which coordinates the exchange and development of knowledge in the legal domain?

d. Appendix d: Bar Association Representatives Questionnaire

Labor Market Research Survey**Focus Group Discussion of:****Bar Association Representatives**

Location:	Date:
Time:	Interviewer(s):

1. How do you follow graduates to measure results, how do you get feedback from employer?
2. Do you have any system to monitor and evaluate the graduates' progress through and after the internship?
3. How do you define the Gap between Law education output and employment?
4. What part of the gap do you view as being your responsibility?
5. Regarding the continuous learning & improvements, do you think that the universities role end up to the Bar association after the graduation? And when does it become an individual responsibility to learn?
6. What actions from higher education are necessary to bridge the defined Gap? (Short term and long term actions)
7. What actions are required from other stakeholders to bridge the defined Gap? (Short term and long term actions)
8. Describe the fact of the growing in the number of graduates from law colleges and its impact in the local market, reasons behind.
9. The impacts of the number of law faculties in the local market.
10. Is there a need to establish a Legal Platform in Palestine, in which the legal labour market and law faculties participate and which coordinates the exchange and development of knowledge in the legal domain?

2. Appendix 2: Face-to-face Interview Employer Survey



Labor Market Survey Procedures, Instruments Developed & Survey Executed

The Employer Questionnaire 2016

Disclaimer

Spark for Consulting & Training respects the confidentiality of this document and the accompanying information as well as any discussions that have taken place between the representatives. This Questionnaire is designed solely for Capacity Development in Higher Legal Education. Please do not continue reading unless you have the authority.

Introduction

This questionnaire has been designed for the benefit of the project “**Labor Market Survey Procedures, Instruments Developed & Survey Executed**” by **Capacity Development in Higher Legal Education “CDiHLE”** to identify and address the gap between the current supply of law graduates on technical and soft skills required by Palestinian law firms. The technical skills are those directly related to the core knowledge of science of law (e.g. personal status law, sanction law, trade law, etc.), while the soft skills are a combination between interpersonal skills, social skills as well as career attributes (e.g. communication skills, teamwork, courtesy, flexibility, etc.).

This study will address the needs of Palestinian law firms in the local market, to reflect the outcomes on the student’s skills and universities development. This questionnaire is designed to assess the perception of firms against their law-graduates employees in the following categories:

- Employment Preferences.
- Curriculum Adaptation and Practical Training.
- Skills of Employees.
- Graduates of Palestinian Universities.

The assessment is structured to assess the aforementioned categories; each category contains questions with the possibility of choosing the weight fit for each one according to the interviewee’s point of view.

Section 1: General Information

Please answer this section at the best of your knowledge:

Section 1: General Information		
Date: / /2016		Time of Interview:
Name of Interviewer:		
Item		Answer
<u>Organization</u>	Name	
	Sector	<input type="checkbox"/> Government <input type="checkbox"/> Private <input type="checkbox"/> NGO
	Field of specialty (e.g. Shariah Judiciary, Military Judiciary, etc.)	
	Legal Nature (if private)	<input type="checkbox"/> Private Shareholding <input type="checkbox"/> Public Shareholding <input type="checkbox"/> Sole Ownership <input type="checkbox"/> Holding <input type="checkbox"/> Family Business <input type="checkbox"/> Partnership <input type="checkbox"/> Other: _____
	Established Year	
	Location (City)	
	Address	
	Web	
<u>Personal</u>	Name of Interviewee	
	Position	
	Phone	
	E-mail	
	Years of Experience	
How many employees are working in your company?	Total Employees	
	Law	Male
		Female
	Background Employees	Hiring
Rate/Year (e.g. 3/year)		

Number of employees graduated/ Interns from	Turnover Rate/Year (e.g. 3/Year)									
	An-Najah National University	Dip.		BA		MA		PhD		
	Birzeit University	Dip.		BA		MA		PhD		
	Al Quds University	Dip.		BA		MA		PhD		
	Arab American University	Dip.		BA		MA		PhD		
	Hebron University	Dip.		BA		MA		PhD		
	Palestine Ahlya University	Dip.		BA		MA		PhD		
How often do you have the opportunity to supervise/observe the work of law-graduates employees?	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Annually									
How often do you have the opportunity to supervise/observe the work of law-students?	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Annually									
What role do you or your organization play in the development of the curricula?	<input type="checkbox"/> Research Assignment <input type="checkbox"/> Internship <input type="checkbox"/> Voluntary Work <input type="checkbox"/> Small Legal Assignment <input type="checkbox"/> Noun									
Do you follow gender equality standards whilst you are hiring?	<input type="checkbox"/> Yes <input type="checkbox"/> No, Why									

Section 2: Employment Preferences

Please put (X) inside the associated box in each side, to determine the level of both; **Importance** and **Satisfaction** against each item.

<u>Section 2: Employment Preferences</u>										
Rate <u>IMPORTANCE</u> of the item					Item	Rate <u>Satisfaction</u> on the item				
Extremely	Very	Somewhat	Not Very	Not at All		Not at All	Not Very	Somewhat	Very	Extremely
					Understanding of technical knowledge required for the job (related to the profession)					
					Understanding of administrative knowledge required for the job (related to the profession) (e.g. Management of Case, Research Management, Management and Organization of Legal Offices)					
					Understanding of international legal business environment					
					Having an international experience					
					Understanding of systems and organizations (e.g. Political systems, relationships with the competitors, etc.)					
					Having a previous experience					
					Having a specialized training or skills					

					Having a specialized certification					
					Having a postgraduate degree					
					Knowledge of English language					
					Ability to conduct academic research or publication					
In general, how satisfied are you with <u>employees' knowledge and understanding of their major field of study?</u>										
In general, how satisfied are you with <u>employees' general knowledge and understanding?</u> (outside of the major field)										
When you are hiring, do you look for law graduates who have a general law background or who have expertise in specialized legal fields?						<input type="checkbox"/> Graduates with general law background <input type="checkbox"/> Graduates with expertise in specialized legal fields				

Section 3: Curriculum Adaptation and Practical Training

Please put (X) inside the associated box in each side, to determine the level of both; **Importance** and **Satisfaction** against each item.

<u>Section 3: Curriculum Adaptation and Practical Training</u>										
Rate <u>IMPORTANCE</u> of the item					Item	Rate <u>Satisfaction</u> on the item				
Extremely	Very	Somewhat	Not Very	Not at All		Not at All	Not Very	Somewhat	Very	Extremely
					It is necessary to adapt Palestinian universities' curriculums and academic programs, and link them to the market demands					

					Students' academic researches should be directed towards market problems and needs					
					Palestinian Bar Association follow up, manage and supervise the practical training activities and integrate them with theoretical knowledge learning					
					The organizations benefit from the contribution of trainees					
					Taking an apprenticeship/internship during undergraduate program					

- Do you recommend a leading role for the universities in the process of practical training? Explain.

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- What do you recommend to add to universities and colleges curriculum in terms of law core knowledge; this includes undergraduate and postgraduate degrees?

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- What are the major developments/requirements in your professional practice/sector you are going to need in the next 10 years?

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Section 4: Skills of Employees

Please put (X) inside the associated box in each side, to determine the level of both; **Importance** and **Satisfaction** against each item.

<u>Section 4: Skills of Employees</u>										
Rate <u>IMPORTANCE</u> of the item					Item	Rate <u>Satisfaction</u> on the item				
Extremely	Very	Somewhat	Not Very	Not at All		Not at All	Not Very	Somewhat	Very	Extremely
					Analytical Ability					
					Attention to detail					
					Logical Reasoning					
					Persuasiveness					
					Sound Judgment					
					Written Communication					
					Verbal Communication					
					Listening to Others					
					Basic Computer Skills (e.g. Ms Office Package)					
					Leadership					
					Teamwork					

					Customer Service					
					Professional Ethics					
					Research Skills					
					Critical Attitude					
					Problem Solving					
In general, how satisfied are you with employees' theoretical knowledge?										
In general, how satisfied are you with employees' technical, business and soft skills?										

- What do you recommend to add to universities and colleges curriculums in terms of law related knowledge and skills (communication skills, project management, business skills, marketing, English language, etc.)?

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- Do you ever have benefit from any research/thesis related to the Law faculties in each university? Explain.

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- Please add your notes and/or suggestions for improvement:

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...The end...

3. Appendix 3: Focus Groups Sessions

Location	Location	Proposed Date
An-Najah National University	Nablus	September 7, 2016
Birzeit University	Ramallah	October 17, 2016
Palestine Ahliya University College	Bethlehem	October 3, 2016
Al Quds University	Jerusalem	October 1, 2016
Hebron University	Hebron	October 4, 2016
Arab American University	Jenin	September 3, 2016
Palestinian Bar Association	Ramallah	September 18, 2016
Judges, General Prosecutors, and Legal Experts	Nablus	September 17, 2016 ⁸

4. Appendix 4: Employment Requirements Importance & Satisfaction Levels

Rate <u>IMPORTANCE</u> of the item					Rate <u>Satisfaction</u> on the item						
Extremely (5)	Very (4)	Somewhat (3)	Not Very (2)	Not at All (1)	Item	Not at All (1)	Not Very (2)	Somewhat (3)	Very (4)	Extremely (5)	
36.4%	45.6%	13.8%	2.1%	2.1%	Understanding of administrative knowledge required for the job (related to the profession)	3.6%	23.5%	41.8%	24.5%	6.6%	
34.4%	50.8%	10.3%	3.6%	1.0%	Understanding of technical knowledge required for the job (related to the profession)	3.6%	17.8%	47.2%	27.4%	3.6%	
21.9%	45.3%	18.2%	9.9%	4.7%	Having a previous experience	17.9%	26.3%	32.4%	17.9%	5.6%	
19.4%	34.4%	26.3%	10.8%	9.1%	Having a specialized certification	12.9%	36.0%	28.7%	13.5%	9.0%	
18.2%	37.5%	22.4%	15.6%	6.3%	Understanding of systems and organizations (e.g. Political systems, relationships with the competitors, etc.)	8.0%	27.7%	43.6%	18.1%	2.7%	

16.5%	33.5%	30.3%	14.9%	4.8%	Ability to conduct academic research or publication	9.0%	28.6%	36.5%	18.0%	7.4%
16.3%	28.9%	27.9%	18.4%	7.9%	Knowledge of English language	13.4%	30.5%	35.8%	13.4%	6.4%
14.9%	49.5%	22.7%	8.8%	4.1%	Having a specialized training or skills	5.4%	31.2%	40.9%	18.8%	3.8%
13.6%	16.2%	23.6%	27.2%	19.4%	Having a postgraduate degree	22.5%	38.2%	26.6%	8.1%	4.6%
8.8%	18.1%	26.4%	29.5%	16.1%	Understanding of international legal business environment	22.9%	35.1%	31.4%	6.4%	4.3%
7.8%	16.1%	23.8%	29.5%	22.8%	Having an international experience	36.3%	36.9%	18.4%	6.1%	2.2%

5. Appendix 5: Curriculum Adaptation and Practical Training Importance & Satisfaction Levels

Rate <u>IMPORTANCE</u> of the item					Item	Rate <u>Satisfaction</u> on the item				
Extremely (5)	Very (4)	Somewhat (3)	Not Very (2)	Not at All (1)		Not at All (1)	Not Very (2)	Somewhat (3)	Very (4)	Extremely (5)
56.90%	26.90%	7.60%	6.60%	2.00%	It is necessary to adapt Palestinian universities' curriculums and academic programs, and link them to the market demands	11.30%	38.50%	31.30%	9.20%	9.70%
37.90%	41.00%	12.30%	6.70%	2.10%	Students' academic researches should be directed towards market problems and needs	9.50%	40.70%	27.50%	12.70%	9.50%
28.40%	38.10%	18.00%	7.70%	7.20%	Palestinian Bar Association follow up, manage and supervise the practical training activities and integrate them with theoretical knowledge learning	14.80%	34.20%	31.60%	16.80%	2.60%
22.20%	37.00%	16.40%	15.30%	9.00%	The organizations benefit from the contribution of trainees	18.20%	34.40%	19.30%	22.90%	5.20%
46.90%	21.40%	12.80%	11.20%	7.70%	Taking an apprenticeship/internship during undergraduate program	25.40%	30.40%	19.30%	13.30%	11.60%

6. Appendix 6: Skills of Employees Importance & Satisfaction Levels

Rate <u>IMPORTANCE</u> of the item					Item	Rate <u>Satisfaction</u> on the item				
Extremely (5)	Very (4)	Somewhat (3)	Not Very (2)	Not at All (1)		Not at All (1)	Not Very (2)	Somewhat (3)	Very (4)	Extremely (5)
36.4%	40.0%	15.9%	4.6%	3.1%	Analytical ability	2.1%	19.5%	52.6%	21.6%	3.2%
50.8%	30.3%	12.8%	4.6%	1.5%	Attention to detail	3.2%	20.1%	47.1%	24.9%	4.8%
41.3%	36.7%	15.8%	4.1%	2.0%	Logical reasoning	3.2%	23.9%	41.5%	26.6%	4.3%
47.4%	35.6%	10.8%	4.6%	1.5%	Persuasiveness	2.7%	23.1%	39.2%	29.0%	5.4%
41.5%	37.8%	17.1%	2.6%	1.0%	Sound judgment	3.2%	28.6%	42.2%	19.5%	6.5%
38.5%	39.5%	16.9%	3.6%	1.5%	Written Communication	1.6%	22.7%	42.7%	24.3%	8.1%
41.8%	38.3%	14.8%	4.1%	1.0%	Verbal Communication	2.7%	21.3%	42.1%	26.2%	7.7%
44.1%	40.5%	10.8%	4.1%	.5%	Listening to Others	2.7%	26.1%	35.9%	23.9%	10.9%
28.6%	38.8%	27.6%	3.6%	1.5%	Basic Computer Skills (e.g. MS Office Package)	1.1%	13.0%	41.1%	31.9%	11.9%

33.7%	40.4%	20.2%	4.1%	1.6%	Leadership	.5%	23.4%	44.6%	25.0%	6.5%
37.9%	39.5%	17.9%	2.6%	2.1%	Teamwork	3.2%	21.5%	39.2%	28.0%	8.1%
44.1%	37.9%	13.3%	3.1%	1.5%	Customer Service	1.6%	22.0%	39.8%	25.3%	10.8%
65.3%	21.4%	10.2%	1.5%	1.5%	Professional Ethics	7.0%	28.1%	28.6%	25.4%	10.3%
28.6%	32.1%	27.0%	7.7%	4.6%	Research Skills	9.1%	28.5%	40.9%	16.1%	5.4%
46.9%	30.9%	15.5%	4.6%	2.1%	Critical Attitude	3.8%	20.5%	45.4%	23.8%	6.5%
48.7%	31.2%	15.9%	3.7%	.5%	Problem Solving	4.4%	21.1%	45.0%	22.2%	7.2%

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