



DEVELOPING LEGAL EDUCATION IN PALESTINIAN UNIVERSITIES— STUDENTS' PERSPECTIVES

LAW STUDENT NEEDS ASSESSMENT

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EXECUTIVE SUMMARY

Legal education systems are fundamental to the development of the rule of law and legal and judicial systems; they produce the legal professionals—judges, lawyers, prosecutors—that populate the law making, administrative, and enforcement bodies (courts, ministries, legislative bodies, legal agencies, and bars), academic establishments, civil society, and private sector organizations. Legal professionals play an integral role in the development and improvement of legal and judicial systems, and should serve as promoters for reform. While USAID has embarked on legal education reform in some of its rule of law reform initiatives in Eastern Europe and the former Soviet Union, USAID’s Supporting Rule of Law Reform in the West Bank and Gaza project (*Arkan*) is one of the few rule of law initiatives in the Middle East to integrate legal education reform.

Arkan is working with five Palestinian faculties of law at Al Azhar, Al Quds, An Najah, Arab American University at Jenin (AAUJ), and Birzeit universities to integrate interactive teaching methodologies, practical skills training, and legal research skills development in the classroom, engage law students in the development of their education, and increase law faculties involvement in the future of the Palestinian legal sector. Ultimately, *Arkan*’s work with the universities will lead to legal professionals with the skills necessary to not only excel in their jobs, but also make significant contributions to their society.

In order to best meet the needs of partner law schools and students, *Arkan* undertook an informal study of student perceptions of their legal education. During an eight-month period (April through December 2005), 186 students representing all five law schools were involved in the study. Through focus groups, meetings, individual interviews, and a survey, students shared observations on their education—including on coursework, teaching methodologies employed, faculty-student relations, and access to legal resources, the internet, and email. The results of the study have been shared with the universities to incorporate student feedback into development of university academic plans, and have aided *Arkan* target project activities that assist the faculties meet students’ direct needs.

In summary, students said the following about the current status of their legal education:

- Number of credit hours currently offered is sufficient
- Resources and laws used for discussion purposes in class are outdated and often not relevant in the Palestinian context
- Practical skills development courses should be included in the curriculum
- There is little critical thinking and analysis required from students in the classroom
- Student-faculty interaction is minimal
- There is a modest amount of teaching variation in the classroom
- There is a modest amount of legal research required of students
- Opportunities to gain real-life practice in the university are minimal

This report details the opinions and perceptions shared by students over the course of the eight-month assessment period. As *Arkan* works with the partner universities to better engage students in the development of their curriculum, integrate new teaching methodologies and techniques in the classroom, and enhance dialogue and engagement between law faculty and students, *Arkan* will re-assess student perceptions of their legal education. Changes in student perceptions and needs will be reported to USAID on a semi-annual basis as part of its performance monitoring and progress reporting.

SECTION 1: INTRODUCTION

Overview of the *Arkan* Project

The USAID West Bank and Gaza Supporting Rule of Law Reform Project (*Arkan*), is a three-year project aimed at strengthening Palestinian legal education and the legal profession, promoting active participation of Palestinians in legal and judicial reform initiatives, and raising the Palestinian public's awareness of and respect for the rule of law. To achieve these goals, *Arkan* is working with five faculties of law at Al Azhar, Al Quds, An Najah, AAUJ, and Birzeit universities, the Palestinian Bar Association, formal and informal professional and civil society groups, lawyers, and other interested actors in Palestinian society.

Legal Education in the West Bank and Gaza: Background, Obstacles, and Challenges

At present, there are five universities offering law degrees: Al Azhar, Birzeit, An Najah, AAUJ, and Al Quds universities; three of these law schools offer Master's degrees: Birzeit, Al Quds, and An Najah universities. There are approximately 2600 law students in the West Bank and Gaza, and around 102 law faculty members.

There are several obstacles and challenges facing the legal education system in the West Bank and Gaza—ranging from material and resource deficiencies to legal, educational, and legislative policy challenges.

In general, law faculties in the West Bank and Gaza are facing the following challenges:

- Lack of comprehensive and strategic planning for legal education in the West Bank and Gaza at the national level
- Little attention paid to legal education by the Ministry of Education
- Lack of experts and strategic planners in the field of legal education at the Ministry of Education in the West Bank and Gaza
- Lack of coordination mechanisms between universities in general and law schools in particular
- Lack of comprehensive and strategic planning within law faculties
- Insufficient equipment, including IT infrastructure and moot courts
- Little emphasis on interactive teaching and learning that encourages critical and analytical thinking
- Little emphasis on practical skill development associated with the market demand for practicing lawyers

Developing Palestinian Legal Education

Arkan is supporting partner law school efforts to overcome some of these challenges and further develop Palestinian legal education. Some of these efforts include developing academic plans that incorporate interactive teaching methodologies, practical skills training, and legal research skills development in the classroom; engaging law students in the development of their education; and increasing law faculties involvement in the future of the Palestinian legal sector.

In order to most effectively address the needs of the partner schools to implement these reforms, *Arkan* commissioned a curriculum reform review study of all five universities. The study consisted of reviews of legal programs, curricula, and academic plans with the goal of

using the study to assist deans and professors in designing law faculty development plans for their respective universities.

To confirm and augment the findings of the curriculum review, *Arkan* also commissioned an assessment of student needs and perceptions of their legal education. The purpose of the assessment was to determine and prioritize students' needs so that law faculties could work towards meeting them. The study was also aimed at encouraging dialogue between students and law faculties. The assessment took place between April and December 2005 at all five universities. In September 2005, the assessment findings (excluding AAUJ's results)¹ were shared with the partner universities to inform and aid them in developing revised academic plans that meets the needs and expectations of law students.

Information on student needs and perceptions was collected through a variety of means, including focus groups and meetings, interviews, and a questionnaire. A total of 186 students were involved in the assessment from all five universities. The questions asked during the assessment were partly formulated based on the findings of the curriculum reform review, which informed several assumptions about student perspectives on Palestinian legal education, such as the notions that law schools do not provide mechanisms for law students to voice their concerns regarding legal education, and that many law professors tend to use old-fashioned teaching methodologies.

The results of the students' needs assessment largely confirmed the findings of the curriculum reform review and subsequent assumptions. The findings also have ensured that *Arkan* activities effectively meet the needs of law faculties and students. *Arkan* will, on a semi-annual basis, assess student perceptions of their legal education to ensure that the project is adequately meeting their needs. Changes in student perceptions and needs will be reported to USAID on a semi-annual basis as part of its project performance monitoring reporting.

This report summarizes the educational needs and perceptions expressed by students over the eight-month assessment period of April through December 2005. Section 2 of this report provides an overview of the objectives and methodology of the assessment. Section 3 includes the analysis of the assessment results, and next steps. Annex 1 elaborates on the questionnaire results by subject area. Annex 2 presents the questionnaire results in table format and arranged by survey question.

¹ AAUJ was added to *Arkan's* scope of work as a partner during the project's expansion in September 2005. As such, AAUJ's assessment took place between October and December 2005, and its results were incorporated with the other faculties' results at a later date.

SECTION 2: STUDENT NEEDS ASSESSMENT

Objectives and Methodology

A. Objectives

The student needs assessment is aimed to identify, from law students' perspectives, deficiencies in the Palestinian legal education system. Specifically, the assessment focused on gauging student perceptions on:

- Career aspirations
- Academics (includes course work and work load)
- Practical skills development
- Teaching staff and student-teacher relationships
- Teaching methods
- Students
- Libraries
- Computer and internet resources
- Research skills

The intent of the assessment was: (1) to secure data regarding the perceptions and needs of students to improve their legal education; (2) educate law faculties about the needs and perceptions of students; (3) engage students in their legal education; (4) foster dialogue between faculty and students; and (5) assist *Arkan* in designing its interventions to better serve students in particular and law schools in general.

The assessment results are not disaggregated by law school; rather, it gives a general picture of the needs and perceptions on the legal education system as a whole. The study was also not intended to be comprehensive nor statistical, as it was intended to give a general impression of student perceptions on their legal education. The assessment will serve as the basis of recommendations to law faculties for improvements and possible *Arkan* interventions.²

B. Methodology and Data Collection

To achieve the objectives of the assessment, *Arkan* held focus groups, meetings, and individual interviews with students from the five partner universities; 125 students participated in the focus groups, meetings, and interviews. In addition, *Arkan* conducted an opinion survey of students from all five law schools to solicit views on their legal education.³ 61 students responded to the questionnaire. (See Annex 1 and 2 for a summary of questionnaire results and results by question, respectively). The intent of the assessment was not to conduct comprehensive statistical research; thus the questionnaire design, data entry and analysis was developed and completed in-house.

² The initial findings of the assessment were instrumental in the development of new initiatives and the Year 2 Workplan.

³ The survey was not intended to meet typical scientific standards for gathering quantitative data. The survey merely presents a general picture of the views and attitudes of law students toward their legal education, and to augment the CCR survey.

SECTION 3: STUDENT NEEDS ASSESSMENT

Results and Next Steps

A. Analysis of the Survey Results

Below is an overview of student perceptions of their legal education, based on focus groups, meetings, interviews, and a questionnaire distributed to students from the five partner law schools. Annex 1 includes the questionnaire results by subject matter and Annex 2 presents the results of the questionnaire by survey question.

A1. Future Aspirations

According to the student survey, students are interested in pursuing careers in the judiciary and prosecution following graduate school. Students have also rated being a law professor at the top of future career preferences.

A2. Academics

Generally, students find that the number of credit hours required by their law faculties are sufficient, and that any alterations in courses should not yield in a change (increase or decrease) of overall required credit hours.

In focus groups, students criticized the use of irrelevant and outdated laws taught in class. In several classes, for example, law books use and discuss Jordanian law, which is currently irrelevant in the Palestinian context, and in other classes law books are so old that they have become obsolete. For example, though there is a new Palestinian criminal procedures code, students are using text books that reference codes which are decades old.

Students surveyed highlighted civil law as the legal topic they understand least, and thus the one requiring an increase of credit hours. The same group of students surveyed believes that credit hours required for international law and legal systems should be reduced. Constitutional law, responded students, should be omitted from the academic plan, as well as public finance and civil codes.

Students also commented that there should be clearer and stricter admission criteria for law schools, including possibly interviews for potential law students.

A3. Practical Skills Development

Students expressed that law professors generally only provide a theoretical presentation of the law, and refrain from teaching the practical application of the law. All students surveyed think that practical applications and training skills are lacking from the curriculum, and would prefer having such practical skill courses included in the academic plan. In focus groups, students expressed a need for courses in communication skills which would cover how to communicate with clients, English legal terminology, and other foreign languages.

A4. Teaching Staff

Generally, students reported that law professors' performance is good. In focus groups, students commented that the limited number of law professors is not ideal, resulting in low teacher-student ratios, and no variety in the professors who teach a subject. This, students say, leads to ineffective professors who are overburdened with numbers of students, and lack competition.

Most students also responded that student involvement in the academic plan is minimal, and regular communication with teachers does not happen very often.

A5. Teaching Methods

Students surveyed find their legal education to range between average and good. Many law professors teach using the lecture format. They ask questions that require a direct quote from a code rather than an analytical answer. Students are not given factual situations which they are to analyze and apply the law. Final exams do not require analytical thought or practical application of the laws. Thus, several students indicated that they believe that law students learn law primarily during the two-year internship following graduation.

In addition, variation in teaching methods was viewed as modest at best.

A6. Students

In focus groups, students said that class sizes were too large to foster healthy discussion between students. Nearly half of the students surveyed find their class sizes to be acceptable; the other half find their classes to be too large.

A7. Libraries

Most students find their library services, resources, and librarians to range between satisfactory and good.

A8. Computer and Internet Resources

While most students acknowledge that there are computer and internet resources at their universities, email and the internet are not used to communicate with their professors.

A9. Research Skills

There is a modest amount of research required of students and a near majority said that their academic plans do little to encourage students to develop their legal research capabilities. In fact, all Al Azhar University law students responded that they have never been asked to perform research for their classes.

B. Next Steps

The discussions with students confirm sentiments found among law faculty during the CCR study. The demand and need for improvements in the legal education system is high; and law

faculty and students are eager and committed to improving their academic plans in their respective schools.

Arkan is working with each law faculty to use the results of the survey to target and prioritize improvements in their legal education and academic plans. Specifically, *Arkan* is working with the law faculties to:

- Develop and refine their academic plans to incorporate faculty and law student inputs
- Develop and implement a legal externship program to improve practical lawyering skills
- Introduce, develop, and integrate interactive teaching and learning methodologies in the classroom, such as case studies, mock trials, and role playing
- Improve their library and research services and resources
- Incorporate legal research into the curriculum and classroom
- Assist faculty and students in developing personal action plans for students and monitoring their implementation
- Encourage dialogue between faculty and students

ANNEX 1: SUMMARY OF QUESTIONNAIRE RESULTS BY SUBJECT AREA

Sixty-one law students from the law faculties of Al Azhar, Al Quds, An Najah, Arab American University in Jenin, and Birzeit universities responded to a questionnaire on their legal education. A majority of the students were between the ages of 18 and 22 years (84 percent); 33 percent of the respondents were first-year law students; 31 percent were in the third-year of law school; 21 percent were fourth-year law students; and 13 percent were second-year law students. Fifty-two percent of the respondents were female and 48 percent were male.

1. Future Aspirations

A quarter, (25 percent) of the students surveyed envision themselves working in the judiciary or prosecution following graduation from law school. Working in the judiciary or prosecution constituted the profession that the largest percentage of students surveyed wish to pursue. Twenty percent see themselves completing their graduate studies and teaching. Sixteen percent envision themselves practicing law directly after receiving their bachelor's degree in law; another 16 percent wish to complete their graduate studies before practicing law. Thirteen percent of the students surveyed aspire to consult for ministries or in the government. Three percent are interested in pursuing other careers.

2. Academics

A majority of students (62 percent) responded that they were very satisfied with their decision to study law in their law faculty. Thirty-four percent of the students surveyed said that they are satisfied and three percent said they are not satisfied.

Students were asked to give their opinions on their course load and availability of classes. A majority of students (56 percent) expressed that the current number of credit hours is sufficient and should be maintained as is. On the other hand, 23 percent said that the number of credit hours is too high and should be reduced, while 21 percent thought the opposite: credit hours are too little and should be increased.

Students were asked which subject they understood the least, and which courses deserve either more or less credit hours. Civil law was mentioned the most by students as a class that they understand the least; civil law was also listed the most by students as the course which needs more credit hours. Constitutional law, administrative law, and international law were also listed by students as the least understood courses. Criminal law and procedures and the basis of regulations and commitment and adherence were also listed as classes that deserve more credit hours.

Students suggested that credit hours for international law and the history of legal systems should be reduced. Constitutional law, civil law, and public finance were listed by students as courses to remove altogether from the academic plan.

Several students wish to see legal research added to their curriculum, as well as computer literacy courses, linguistic skills, practical applications, and insurance law.

3. Practical Skills Development

Nearly all students surveyed (98 percent) are interested in seeing practical skills development courses added to their curricula, including critical thinking, lawyering skills, and moot court and mock trials.

A large majority of students (90 percent) have never worked in a lawyer's office in coordination with the law faculty.

4. Teaching Staff

Students were asked for their opinions on their professors' performance in class and on their relationship with their professors.

Generally, students believe that their professors' performance is very good (43 percent). Thirty percent rate their professors as good, and 16 percent said rate their professors as excellent. Seven percent said that they thought their professors were average; five percent that their performance was poor. Thirty-six percent of the students said that they believe their professors prepare for class, while 30 percent of the students said that their professors do not prepare well for class. Twenty-six percent said that they believe their professors are well-prepared, while eight percent said that their professors are not prepared at all.

Half of the students (51 percent) reported that they sometimes participate in serious discussions with their professors about a known case during the academic year. Thirty-four percent of the students said that they usually discuss known cases with their professors, and 11 percent said that they never do.

Most students (56 percent) said that they never have discussed the academic plan with their professors or faculty dean. Thirty-four percent said that they sometimes did, while 4.9 percent said that they usually do.

A near majority of student (48 percent) responded that they sometimes discuss topics outside of their curriculum with their professors. Thirty percent said that they always do, and 13 percent said that they never discuss topics outside their curriculum with their professors.

Thirty-nine percent of the students surveyed responded that they believed that some communication between students and professors occur on student needs, problems, and suggestions. On the other hand, 32 percent of the students surveyed said that there was no communication.

When asked whether they had the chance to exchange information and discuss with students and professors outside the lecture room, most respondents (74 percent) said that there were some chances for discussion.

5. Teaching Methods

Students were asked to assess the teaching in the law faculty. Forty-three percent they thought the teaching was very good and 33 percent thought it was average. Twenty-one

percent thought the teaching was excellent, 20 percent thought it was good, while three percent responded it was weak.

Students were also asked to comment on the teaching methods used in class, including the whether there was variation in the teaching methods. Thirty-nine percent said that there is little variation in teaching methods, 23 percent said that there is no variation, 20 percent said that they do not perceive any variation in teaching, and 18 percent said that there is a lot of variation in their classrooms.

6. Students

Students were asked their opinions on class size. There is a near split on student opinion on class size: 49 percent say that class sizes are acceptable; 48 percent say that class sizes are very large.

Sixty-six percent of the students surveyed also responded that the large number of students greatly affects the discussion that they have with professors in class. Twenty percent said that the class sizes affect discussions to a limited extent, while 13 percent said that the large class sizes has no affect on class discussions at all.

A majority of students (59 percent) said that the current courses offered in the faculties contribute somewhat to preparing them to work as lawyers, judges, or legal counsels. Twenty-six percent of the students surveyed responded that the current courses do not contribute to preparing them very much for these future careers. Eight percent of the students responded that the courses do prepare them well.

7. Libraries

Students were asked about the quality of library services at their university. Results were mixed: 33 percent responded that library services are good and 31 percent responded that the services are average. Sixteen percent said that services are excellent; nine percent reported that they are very good, and another nine percent responded that library services at their university are poor.

Students were also asked to assess the level of cooperation of law librarians, resulting in mixed responses as well. 27.8 percent found law librarian's cooperation to be good; 26 percent responded that they were satisfactory. Twenty-one percent find the level of cooperation to be very good, 16 percent responded they are excellent, and eight percent find the cooperation to be poor.

A majority of students (72 percent) find that their libraries moderately meet their academic and research needs, while 18 percent said that the libraries do not meet their needs at all. Eight percent responded that the resources available in their libraries do satisfy their needs.

8. Computer and Internet Resources:

Students were asked to comment on the availability and usage of computer and internet resources at their universities. A majority of students (56 percent) said that they have some access to computer and internet services while 18 percent said that they lacked access to these

resources. Of those who replied that computer and internet services are available, 94 percent reported that they actually use these services, while six percent responded that they do not.

Seventy-five percent of the students surveyed use email; the remaining 25 percent reported that they do not. Seventy-seven percent of the students surveyed also reported that they never communicate with their professors via e-mail.

In terms of using the internet to access libraries or international legal sites, 39 percent of the students reported that they sometimes do, while 31 percent said that they never do. Nineteen percent reported that they regularly access libraries or international legal sites through the internet, while nine percent said that they rarely do.

9. Research skills

Students were asked if they have had to prepare research and discuss it with their professors and other students. Forty-three percent said that they sometimes do prepare, present, and discuss research papers and 30 percent said that they always do. Twenty percent said that they never have, while eight percent responded that they rarely do. A near majority of students (43 percent) responded that they sometimes prepare research with other students, while 30 percent said that they do this often. Twenty percent of the students said that they never participate in group research.

Forty-nine percent responded that the academic plans do little to encourage students to develop their legal research capabilities while 30 percent responded that their academic plan did help them to develop such skills. Eighteen percent find that their academic plans minimally encourage development of legal research skills; three percent said that they did not help at all.

ANNEX 2: QUESTIONNAIRE⁴ AND RESPONSES (TABLE FORMAT)

Question 1. Age

| | |
|--------------------|-----|
| 18-22 years | 84% |
| 23-30 years | 7% |
| More than 30 years | 2% |

Question 2: Gender

| | |
|--------|-----|
| Male | 48% |
| Female | 52% |

Question 3: Academic Year

| | |
|----------------------|-----|
| First year | 33% |
| 2 nd year | 13% |
| 3 rd year | 31% |
| 4 th year | 21% |
| 5 th year | 2% |

Question 4: What profession or career do you envision for yourself after graduation?

| | |
|---|------|
| Practicing Lawyer | 16 % |
| Finish graduate studies and then teach | 20% |
| Finish graduate studies and then practice law | 16% |
| Judiciary or Prosecution's Office | 25% |
| Ministry or government work | 13% |
| Private business | 0% |
| Other | 3% |

Question 5. Academic Achievements

| | |
|---------------|-----|
| 50%-60% | 0% |
| 61%-70% | 16% |
| 79%-80% | 56% |
| More than 80% | 23% |

Question 6. Which course or subject did you not understand well?

| Subject/Course | Number of Students |
|-------------------------------|--------------------|
| Administrative law | 6 |
| Civil and criminal procedures | 2 |
| Civil code | 9 |
| Constitutional | 8 |
| Criminal law | 2 |
| Financial crimes | 2 |
| International law | 7 |
| International organizations | 5 |
| Labor law | 3 |
| Legal rights | 1 |
| Legal terminology (English) | 1 |
| Penal codes | 3 |
| Political economy | 1 |
| Public codes | 1 |
| Contract | 1 |
| State security | 1 |

⁴ Sixty-one law students from the law faculties of Al Azhar, Al Quds, An Najah, Arab American University in Jenin, and Birzeit universities responded to a questionnaire on their legal education.

Question 7. What is your opinion on the number of credit hours at your law faculty?

| | |
|--------------------------------|-----|
| Credit hours should be reduced | 23% |
| Maintain the hours as is | 56% |
| Should be increased | 21% |

Question 8: What course do you think needs more credit hours?

| Subject/Course | Number of Students |
|--|--------------------|
| Administrative law | 2 |
| Basis of regulations of commitment and adherence | 4 |
| Civil law | 11 |
| Computer | 2 |
| Constitutional law | 1 |
| Criminal law and procedures | 6 |
| Criminology | 1 |
| Economy | 2 |
| Electives | 2 |
| English | 2 |
| English and math | 1 |
| English, Arabic, French | 1 |

Question 9: What courses do you think need to cut down on their credit hours?

| Subject/Course | Number of Students |
|--------------------------|--------------------|
| Administrative law | 1 |
| All | 2 |
| Banking/finance | 1 |
| International law | 7 |
| Civil law | 1 |
| Commercial law | 1 |
| Compulsory classes | 1 |
| Constitutional law | 2 |
| Criminal law | 2 |
| History of legal systems | 4 |
| Human rights | 1 |
| Law in Palestine | 2 |
| Marine law | 1 |
| Penal code | 1 |
| Political economy | 2 |

Question 10: What courses do you suggest taking out of the academic plan?

| Subject/Course | Number of Students |
|-----------------------------|--------------------|
| All are compulsory | 1 |
| Banking/finance | 2 |
| Civil code | 3 |
| Constitutional law | 4 |
| Criminal law | 2 |
| Economy | 1 |
| Legal systems | 4 |
| Electives | 1 |
| History of law | 2 |
| Human rights | 1 |
| International law | 2 |
| International organizations | 1 |
| Computer science | 1 |
| Islamic jurisprudence | 1 |
| Linguistics | 2 |
| Marine law | 2 |
| Political economy | 2 |
| Public finance | 3 |

Question 11: What courses do you suggest adding to the academic plan?

| Subject/Course | Number of Students |
|-----------------------------------|--------------------|
| Civil actions | 1 |
| Civil provisions | 2 |
| Communication skills | 1 |
| Courses related to public life | 1 |
| E-contracts | 2 |
| Plastic surgery | 1 |
| Internet/computer crimes | 2 |
| English | 2 |
| Computer | 1 |
| Field training | 2 |
| Forensics | 2 |
| Political economy | 1 |
| Jurisprudence (philosophy of law) | 3 |
| Legal language | 1 |
| Legal research | 6 |
| Personal status for non-Muslims | 2 |
| French | 1 |
| Human rights | 2 |
| Insurance law | 6 |
| Labor law | 2 |
| Language | 1 |
| Judicial pleas | 1 |
| Military law | 1 |
| Penal code | 1 |
| Practical training | 5 |
| Scientific research 2 | |

Question 12: Are you happy/satisfied about choosing to study in the law faculty?

| | |
|----------------------|-----|
| Very satisfied | 62% |
| Satisfied | 34% |
| Not satisfied | 3% |
| Not satisfied at all | 0% |

Question 13: What skills do you think are important and do not exist in the law faculties. List 5 skills

- Communication skills
- Active listening
- Speeches/debate/dialogue
- Languages
- Computer skills
- Legal research
- Moot courts
- Practical applications
- Internet skills
- Legal terminology
- English
- Field training
- Publishing research on websites
- Judicial applications research
- Scientific research
- Legal drafting
- Law school journal
- Writing legal memos

Question 14: Do you prefer having skill development courses in the academic plan?

| | |
|------------------|-----|
| Prefer very much | 80% |
| Prefer | 18% |
| Don't prefer | 2% |
| Not at all | 0% |

Question 15: What practical courses do you suggest adding to the academic plan?

| | |
|------------------------|-----|
| Critical thinking | 13% |
| Lawyering skills | 7% |
| Moot court/mock trials | 10% |
| All of the above | 66% |

Question 16: During this academic year, have you had any serious discussions about a known case with your professors or with other students?

| | |
|-----------|-----|
| Always | 34% |
| Sometimes | 51% |
| Rarely | 3% |
| Never | 11% |

Question 17: Do you agree that professors prepare their courses well?

| | |
|-------------------|-----|
| Strongly agree | 26% |
| Agree | 36% |
| Disagree | 30% |
| Strongly disagree | 8% |

Question 18: Have you worked in a lawyer's office via coordination with your faculty?

| | |
|---------------|-----|
| Several times | 3% |
| Sometimes | 0% |
| Rarely | 7% |
| Never | 90% |

Question 19: Do you discuss the academic plan with the Dean or other professors in your faculty?

| | |
|-----------|-----|
| Usually | 2% |
| Sometimes | 34% |
| Rarely | 8% |
| Never | 56% |

Question 20: Do you discuss topics outside your curricula with your teachers?

| | |
|--------------|-----|
| Yes, usually | 30% |
| Sometimes | 48% |
| Rarely | 10% |
| Never | 13% |

Question 21: Do you think there is communication between professors and students about students' problems and needs?

| | |
|---------------|-----|
| There is | 28% |
| There is some | 39% |
| There is none | 21% |
| None at all | 11% |

Question 22: In your opinion how do you describe the performance of the teaching staff in general?

| | |
|-----------|-----|
| Excellent | 16% |
| Very good | 43% |
| Good | 30% |
| Average | 7% |
| Poor | 5% |

Question 23: Are there chances to exchange information among students and teachers outside of the classroom?

| | |
|-------------------------|-----|
| No opportunities | 5% |
| Some opportunities | 74% |
| No opportunities at all | 10% |
| Many opportunities | 11% |

Question 24 (A): How do you assess the library services?

| | |
|-----------|-----|
| Excellent | 16% |
| Very good | 10% |
| Good | 33% |
| Average | 31% |
| Poor | 10% |

Question 24(B) : How do you assess the cooperation of librarians?

| | |
|-----------|-----|
| Excellent | 16% |
| Very good | 21% |
| Good | 28% |
| Average | 26% |
| Poor | 8% |

Question 25: Do you think that the books and reference materials in the library fulfill your research needs?

| | |
|------------|-----|
| Very much | 8% |
| Somehow | 72% |
| Not at all | 18% |

Question 26: How do you assess the teaching in the law faculty?

| | |
|-----------|-----|
| Excellent | 21% |
| Very good | 43% |
| Good | 26% |
| Normal | 7% |
| Poor | 3% |

Question 27: Is there any variation in teaching methods used in the faculty?

| | |
|-----------------------------|-----|
| Lots of variation | 18% |
| Little variation | 39% |
| No variation | 23% |
| We don't perceive variation | 20% |

Question 28: What do you think of the number of students per every class?

| | |
|------------|-----|
| Very large | 48% |
| Acceptable | 49% |
| Small | 3% |

Question 29: To what extent does the large number of students affect the discussion between them and teachers in class?

| | |
|---------------------|-----|
| To a large extent | 66% |
| To a limited extent | 20% |
| Does not affect | 13% |

Question 30: Do you think that the courses taught contribute in preparing you to work as a lawyer, judge, or legal counsel?

| | |
|----------------------|-----|
| Strongly contribute | 8% |
| Limited contribution | 59% |
| Not very much | 26% |
| Not at all | 7% |

Question 31 (A): Do you have access to computer and internet services in your faculty?

| | |
|------------------|-----|
| Good access | 10% |
| Some access | 56% |
| No access | 18% |
| No access at all | 16% |

Question 31 (B): If the answer is yes, do you use these services? (Out of 34 respondents who answered yes)

| | |
|-----|-----|
| Yes | 94% |
| No | 6% |

Question 32: Do you use email?

| | |
|-----|-----|
| Yes | 75% |
| No | 25% |

Question 33: Do your teachers contact you via email?

| | |
|-----------|-----|
| Often | 0% |
| Sometimes | 5% |
| Rarely | 16% |
| Never | 77% |

Question 34: Do you access libraries and local and international legal sites on the internet?

| | |
|-----------|-----|
| Often | 20% |
| Sometimes | 39% |
| Rarely | 10% |
| Never | 31% |

Question 35: Have you prepared one or more research and discussed it with teachers and students?

| | |
|-----------|-----|
| Often | 30% |
| Sometimes | 43% |
| Rarely | 8% |
| Never | 20% |

Question 36: Does the academic plan help you develop your legal and research skills?

| | |
|---------------|-----|
| Very much | 30% |
| Limited | 49% |
| Not very much | 18% |
| Not at all | 3% |

Question 37: Have you prepared collective research with a group of students from your faculty?

| | |
|------------|-----|
| Frequently | 16% |
| Sometimes | 49% |
| Rarely | 7% |
| Never | 28% |

Question 38: Do you prepare your courses before going to lectures?

| | |
|-----------|-----|
| Usually | 26% |
| Sometimes | 52% |
| Rarely | 13% |
| Never | 8% |