Editors:
Aalt Willem Heringa
Bram Akkermans

Educating European Lawyers
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<th>Full Form</th>
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<tbody>
<tr>
<td>AD</td>
<td>Anno Domini</td>
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<tr>
<td>ADR</td>
<td>Alternative Dispute Resolution</td>
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<td>A.G.</td>
<td>Advocate General</td>
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<td>ALI</td>
<td>American Law Institute</td>
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<td>Art.</td>
<td>Article</td>
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<td>BC</td>
<td>Before Christ</td>
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<td>BGBl.</td>
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<td>Boviene spongiforme encefalopathie</td>
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<td>MIC</td>
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<td>NGO</td>
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INTRODUCTION

The reasons to make this book were manifold. Legal education, although constantly evolving remains a predominantly national domain. Witnessing the growth of Europeanization, multi-level governance, rule making, the increasing internationalisation of the legal domain and the workplace of lawyers, we feel the need to start a discussion about a proper European legal education. Are we right in thinking that it is time to reflect upon a model of truly European legal education? How to cope with questions about the proper curriculum, the links with the labour market, the existence of teaching materials and academic output?

A primary reason was found in our own (maybe preliminary) answers to the foregoing questions. In 1995 we set up a European Law School programme, in 2006 we set up a bachelor program taught in English, the European Law School English Track, as well as a master program with the same name. Four years of law studies in English, not so much (and sometimes not at all) focused on a domestic legal system, but about European law, comparative law and the common law of Europe (Ius Commune), with evidently also a substantial doses of international law and globalization trends. This program is, we humbly submit an academic challenge as well as a pioneering endeavour to work towards a truly European legal education and perhaps can serve as the basis for the development of other programmes.

Evidently we have stumbled upon many issues, some major ones to be analysed and described in this book. Some relate to the language of instruction; the existence of teaching materials; the relationship with legal professions; and didactical aspects, to name but a few.

So, basically we aim at achieving two things with this book. Starting and bringing forward the discussion about European legal education, and secondly bring into that debate our internal discussion, attempts, achievements and obstacles as well as our belief, founded upon the qualities we believe our European Law School programme possesses, that the proper way forward is to construct a truly European legal education for a selected group of future European lawyers. This project is not finished with this book and will be ongoing and we seek advice and comments as well as also solicit support from other schools and professors who have a similar vision of a future European legal education model. We seek support from politics on the domestic and European level to enable a European legal
education model to come into being and be recognized by national legislatures, bar organizations and European decision makers.

This book’s title Educating European Lawyers is inspired by the US Carnegie Foundation for the Advancement of Teaching publication ‘Educating Lawyers: Preparation for the Profession of Law’, that proposes reform of US law schools.¹ In this book the authors propose to rethink the methodology underlying the curriculum in American Law Schools, adapting the methods to the needs of our current time.

The book before you is divided into two parts. The first part deals with general aspects of European Legal Education and offers general insights into European legal education. The second part deals with subject specific aspects. In this part challenges in a specific field of law will be dealt with. The book concludes with an outlook and a proposal where to go next.

Maastricht, May 2011

Bram Akkermans & Aalt Willem Heringa