



Research article

The push for practical legal skills education in Qatar: Results from an externship program

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Abstract

For decades, educators across the world have been advocating for educational reform that would increase the number of practical skills courses included in traditional legal education. In 2011, Qatar University College of Law established a practical skills class, the Externship Program, designed to teach students real life lawyering skills, encourage graduates to pursue legal careers, and overcome existing administrative, cultural, and social barriers while preserving Qatari identity and customs. This article will first briefly present some existing scholarship regarding the global push for practical skills legal education and then explain results achieved by Qatar University and make the argument that more practical skills education can and should be implemented in the MENA region.

Keywords: practical skills education, clinical education, graduate employability, externship program, Qatar, Middle East, legal education

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As it is, the professors give too many lectures and the students listen to too many. Or pretend to; really they do not listen, however attentive and orderly they may be. The bell rings and a troop of tired-looking boys, followed perhaps by a larger number of meek-eyed girls, file into the classroom, sit down, remove the expressions from their faces, open their notebooks on the broad chair arms, and receive. It is about as inspiring an audience as a roomful of phonographs holding up their brass trumpets. They reproduce the lecture in recitations like the phonograph, mechanically and faithfully, but with the tempo and timbre so changed that the speaker would like to disown his remarks if he could.¹

1. Introduction

In 2011, many Qatari law graduates were entering the workforce with significant academic backgrounds but no work experience and, frequently, an inability to translate their academic achievements into tangible legal careers.² In response to this problem, the Qatar University College of Law established the Externship Program [hereinafter, the Program], designed to teach students real life lawyering skills and encourage their pursuit of legal careers while balancing Qatari history, identity, traditions, and customs.³

Initially, the Program encountered resistance. During the first several years of the Program, many parents or male relatives chose to accompany the students to interviews and even the first few weeks of the externship experiences themselves until they were confident in the appropriateness of the Program.⁴ Indeed, the author remembers needing help from Qatari colleagues to help assuage several upset fathers objecting to their daughters' participation in the Program.⁵ Yet, despite these initial complications, the Program has proven successful in meeting its chief goals.

This paper aims to explain: 1) the rise of practical skills education as a global pedagogy and its allure for educators; 2) how Qatar University College of Law tailored a traditionally Western educational program for use in the Middle East; and 3) select results the Program has obtained, along with arguments that more practical skills education can be successfully implemented in the MENA region.

¹EDWIN E. SLOSSON, GREAT AMERICAN UNIVERSITIES 520 (1910), <https://archive.org/stream/greatamericanuniooslosrich#page/n9/mode/2up>.

²See MENA Development Report, *Unlocking the employment potential in the Middle East and North Africa: Toward a new social contract 204* (The World Bank 2004), <http://documents.worldbank.org/curated/en/2004/01/3931432/unlocking-employment-potential-middle-east-north-africa-toward-new-social-contract>. As suggested by the title of the report, MENA stands for Middle East and North Africa. See also World Development Report, *Jobs* (The World Bank 2013), http://siteresources.worldbank.org/EXTNWDR2013/Resources/8258024-1320950747192/8260293-1322665883147/WDR_2013_Report.pdf.

³See Dr. Melissa Deehring, *Developing Clinical Education Programs in Doha*, Presentation at OFID Workshop on Developing Clinical Education Programs in Doha, Qatar University Office of Faculty Instruction & Development, Doha (Dec. 15, 2014), *web presentation available at* <http://echo360.qu.edu.qa:8080/ess/echo/presentation/61ae56b1-ebd3-4c26-9b5c-1e5f08bcb139>.

⁴See id.

⁵This footnote is a sincere offer of thanks to Dr. Hassan Al-Sayed, Associate Professor and former Dean of the College of Law, who graciously spoke with several concerned fathers and without whom the Program would never have succeeded.

2. Clinical legal education's allure and worldwide dissemination

Clinical legal education, or curriculum designed to teach law students practical skills, has become an essential component of most American law school curricula.⁶ In fact, this "Global Clinical Movement" has been steadily gaining momentum and is now generally accepted by respected educational institutions throughout the world.⁷

Proponents of clinical legal education argue for more experiential and hands-on training in formal legal education.⁸ Clinical legal education proposes:

an alternative vision of all the components of legal education, based on educational research and scholarship: an integrated combination of substantive law, skills, and market knowledge, and embracing the idea that legal education is to prepare law students for the practice of law as members of a client-centered public profession.⁹

Modern clinical legal reformists have remarked that while the exact skills taught by clinical educators varies, the movement maintains three essential qualities.¹⁰ The first quality is a dedication to instilling professional values of legal ethics, professionalism, and public responsibility into legal education, i.e., teaching students about the profession's ethical obligations and responsibilities while also increasing students' awareness of the "powerful influence that law and lawyers have in society."¹¹ The second quality is a commitment to experiential learning with the aim of helping bridge the gap between law school and practice.¹² The third quality is a commitment to reforming legal education with an eye toward educating lawyers for social justice, i.e., training lawyers who will not only serve society but also help to improve it.¹³

⁶See Clinical Legal Education Association (CLEA), *Comment to ABA Task Force on the Future of Legal Education* (June 19, 2013), <http://www.cleaweb.org/Resources/Documents/CLEA%20COMMENT%20TO%20ABA%20TASK%20FORCE.pdf>.

⁷The movement has also seen formal nationwide committees formed, see, e.g., Clinical Legal Education Section of the American Association of Law Schools, https://memberaccess.aals.org/eWeb/dynamicpage.aspx?webcode=ChpDetail&chp_cst_key=2546c8e7-1cda-46eb-b9f3-174fc509169b; professional associations created, see, e.g., Clinical Legal Education Association, <http://cleaweb.org/> and Global Alliance for Justice Education (GAJE), <http://www.gaje.org/>; international legal scholarship journals published, see, e.g., International Journal of Clinical Legal Education, http://www.northumbria.ac.uk/sd/academic/law/entunit/norlawpress/jour/IJCLE_2/?t=1350480145367; and international conferences and symposia held, see, e.g., *Summary description of conference: Re-imagining International Clinical Law*, University of Maryland Francis King Carey School of Law (Nov. 17-18, 2010), <http://www.law.umaryland.edu/faculty/conferences/detail.html?conf=103>. For a more in-depth discussion of various international clinical organizations and their activities, see Margaret Martin Barry et al., *The Role of National and Regional Clinical Organizations in the Global Clinical Movement*, in *THE GLOBAL CLINICAL MOVEMENT: EDUCATING LAWYERS FOR SOCIAL JUSTICE* 278 (Frank S. Bloch ed., 2011) and see generally the chapters included in *THE GLOBAL CLINICAL MOVEMENT: EDUCATING LAWYERS FOR SOCIAL JUSTICE* 278 (Frank S. Bloch ed., 2011) [hereinafter *GLOBAL CLINICAL MOVEMENT*].

⁸See ROY STUCKEY ET AL., *BEST PRACTICES FOR LEGAL EDUCATION: A VISION AND A ROAD MAP 2* (2007), http://cleaweb.org/Resources/Documents/best_practices-full.pdf [hereinafter *BEST PRACTICES*].

⁹See *id.* at viii (Foreword by Robert MacCrate, Esq.).

¹⁰Frank S. Bloch & N.R. Madhava Menon, *The Global Clinical Movement*, in *GLOBAL CLINICAL MOVEMENT*, *supra* note 7, at 268-69.

¹¹*Id.* at 268-271, 271.

¹²*Id.* at 268-272.

¹³*Id.* at 268 & 272. "Experiences gained through clinical work can thus enable law students to understand and assimilate their responsibilities as members of a public profession in the administration of the law, in the reform of the law, in the equitable distribution of legal services in society, in the protection of individual rights and public interests, and in upholding the basic elements of 'professionalism.'" *Id.* at 272.

The popularity and global dissemination of clinical education as a pedagogy stems from many factors. Clinical education arose to address access to justice arguments and calls for educational reform after scholarship and studies demonstrated both that many groups of people were often denied access to representation and advice due to financial or socio-legal reasons and that many law school graduates lacked the professional and ethical expertise needed for a successful legal career.

Later, as alumni of clinical educational programs, law graduates reported that clinical education courses proved to be the most helpful component in their transition from students to professionals, and further scholarship and studies supported their claims. Each of these points will be addressed in turn.

a. Access to justice arguments

An initial factor contributing to the popularity of clinical education was the concern for improving access to justice.

During the 1960s and 1970s many countries raised concern about the “inequality in the justice system and significant areas of unmet legal need.”¹⁴ Reports, government inquiries, and academic research reported that the law treated some groups of people unfavorably and/or that some groups of people were often deprived of access to representation and advice due to financial or socio-legal reasons.¹⁵

Legal professionals and legal academics joined efforts to improve access to justice.¹⁶ Legal aid student “clinics” developed, based on the “belief that having law students work in a community legal service could have a positive influential role in the formal education of future lawyers as well as the pragmatic reason that access to university resources would substantially improve the objectives of free legal aid and advice, community legal education, and law reform activities.”¹⁷

While there are several types of law clinic models,¹⁸ and clinical programs differ significantly in scope and responsibilities from one country and region to another, they all share the same fundamental value that contributes to the pedagogy’s popularity.¹⁹ The clinics aim to provide law students with a learning experience that “offers them the opportunity for skills training, [and] deepens their understanding of the role of law in society through direct and meaningful personal experience of addressing pressing local social needs.”²⁰

Since the early days of clinical legal education, much scholarship has been written to support the claims that the law clinic or clinical pedagogy does in fact increase access to justice within the targeted communities.²¹ Modern scholarship continues to support this claim, demonstrating that this factor continues to support the growth of the global clinical movement.²²

b. Perceptions of a “skills gap”

Another factor contributing to the popularity of clinical education is the concern amongst legal professionals that existing systems to train new lawyers have been insufficient to teach them necessary

¹⁴Frank Bloch & Mary Anne Noone, *Legal Aid origins of clinical legal education*, in GLOBAL CLINICAL MOVEMENT, *supra* note 7, at 153-4.

¹⁵*Id.*

¹⁶*Id.* at 157.

¹⁷*Id.* at 156.

¹⁸*Id.* at 158-162.

¹⁹See Bloch & Menon, *supra* note 10, at 269 & 274.

²⁰*Id.* at 274.

²¹See generally Bloch & Noone, *supra* note 14.

²²See *id.*

professional and ethical skills.²³ While important, the weight of this factor has varied considerably across countries and regions due to the diverse states of legal education, the differing social status of legal professionals, and changing political and economic conditions.²⁴

Arguably, concerns first arose in the United States during the 1920-30s when John Bradway, a legal academic, pushed for more practical skills training in formal law school curricula.²⁵ However, it was not until the 1950-60s that efforts led by William Pincus and Emory Brownell and funded by the Ford Foundation arguably led to the creation of clinics and scholarship that fueled the pedagogy's growth.²⁶

The most-cited and best-known modern scholarship in the United States first addressing formal legal education's failings were three reports informally known as the "MacCrate Report,"²⁷ the "Carnegie Report,"²⁸ and "Best Practices."²⁹ All three reports make well-founded arguments advocating for the integration of legal skills and values as part of standard legal education.³⁰

Yet, despite significant past scholarship regarding "skills gaps," the gap remains, and therefore this factor continues to be a substantial influence contributing to the popularity and growth of clinical education. In 2011, the inability of American law schools to adequately prepare law graduates was featured on the front page of *The New York Times*.³¹ General counsel of a significant U.S. corporation was quoted as saying, "The fundamental issue is that law schools are producing people who are not capable of being counselors . . . They are lawyers in the sense that they have law degrees, but they aren't ready to be a provider of services."³²

²³Bloch & Menon, *supra* note 10, at 269.

²⁴*Id.*

²⁵See John S. Bradway, *The Nature of a Legal Aid Clinic*, 3 S. CAL. L. REV. 173 (1929-1930), <http://heinonline.org/HOL/LandingPage?handle=hein.journals/scal3&div=26&id=&page=>; see also J.P. "Sandy" Ogilvy, *Celebrating CLEPR's 40th Anniversary: The Early Development of Clinical Legal Education and Legal Ethics Instruction in U.S. Law Schools*, 16 *Clinical L. Rev.* 1, 4 (2009).

²⁶See Ogilvy, *supra* note 25, at 9-10.

²⁷See ABA Sec. Leg. Educ. & Admis. to B., *Legal Education and Professional Development—An Educational Continuum, Report of the Task Force on Law Schools and the Profession: Narrowing the Gap* (ABA 1992) [generally and hereinafter known as the MACCRATE REPORT]; see also John Burwell Garvey & Anne F. Zinkin, *Making Law Students Client-Ready: A New Model in Legal Education*, 1 DUKE F. L. & SOC. CHANGE 101, 107-113 (2009), <http://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1004&context=dfsc>. The MACCRATE REPORT "provided an exhaustive look at the legal profession, the skills and values new lawyers should seek to acquire, and the educational continuum through which lawyers acquire these skills and values." *Id.* at 107.

²⁸See WILLIAM M. SULLIVAN ET AL., *EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW 6* (2007) (The Carnegie Foundation for the Advancement of Teaching 2007) [hereinafter CARNEGIE REPORT]. The CARNEGIE REPORT, part of a series of studies by the Carnegie Foundation for the Advancement of Teaching, proposed a single educational framework for integrating formal legal knowledge with practice experience.

²⁹See BEST PRACTICES, *supra* note 8. BEST PRACTICES offered "a vision of what legal education might become if legal educators step back and consider how they can most effectively prepare students for practice." *Id.* at 1 (Introduction).

³⁰For a detailed and in-depth discussion of all three reports, see Garvey & Zinkin, *supra* note 27, at 107-113.

³¹David Segal, *What They Don't Teach Law Students: Lawyering*, N.Y. TIMES (Nov. 19, 2011), http://www.nytimes.com/2011/11/20/business/after-law-school-associates-learn-to-be-lawyers.html?_r=0;

³²See *id.* (quoting Jeffrey W. Carr, general counsel of FMC Technologies, a Houston-based company that makes oil drilling equipment). It is important to note that Carr's comments followed similar sentiments expressed by Paul Beach, Associate General Counsel for UTC, the 16th largest manufacturing concern in the United States and America's 37th largest corporation, at the "Future of Education Conference" sponsored by Harvard and New York Law Schools. During the conference, Beach said he would not "allow first or second year associates to work on any of [the corporation's] matters without special permission, because they're worthless." See Clark D. Cunningham, *Should American Law Schools Continue To Graduate Lawyers Whom Clients Consider Worthless?*, 70 MD. L. REV. 499, 499 (2011), http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1805936

Criticism has not been limited to the United States, however. Professionals around the world have voiced similar sentiments in their jurisdictions, with a variety of academics and journalists commenting on university graduates' lack of preparation for professional jobs.³³ These criticisms continue to serve as justification for the creation of new clinical programs around the world and therefore this factor remains an important influence on growth of the global clinical movement.

c. Alumni reports

Another factor contributing to the growing popularity of clinical education is feedback from law school alumni.³⁴

In 2000, the National Association for Law Placement [hereinafter "NALP"] and the American Bar Association [hereinafter "ABA"] launched an ambitious project entitled "After the JD – The First 10 Years."³⁵ The project's aim was to "track the professional lives of more than 5,000 U.S. qualified lawyers during their first ten years after law school."³⁶ In 2004, the project published its first findings.³⁷ The data collected shows that, when specifically asked what was most helpful in their transition to practice, respondents emphasized practical skills training, rating legal employment, clinical courses, legal writing courses, and internships as most helpful.³⁸ Interestingly, the respondents rated traditional Langdellian

³³See Tim Moore & Janne Morton, *The myth of job readiness? Written communication, employability, and the 'skills gap' in higher education*, STUDIES IN HIGHER EDUC., DOI: 10.1080/03075079.2015.1067602, (2015), <http://www.tandfonline.com/doi/abs/10.1080/03075079.2015.1067602>; see also Ross Hyams, *Student Assessment in the Clinical Environment – What Can We Learn from the US Experience?*, 9 INT'L J. CLINICAL LEGAL EDUC. 77, 77-78 (2006), <http://ssrn.com/abstract=1349443> (quoting an Australian article from March 13, 2006 reporting about "Graduates Lacking Job Skills"); Dominic Barton et al., *Education to Employment: Designing a System That Works* (McKinsey Center for Government 2012), <http://www.mckinsey.com/industries/social-sector/our-insights/education-to-employment-designing-a-system-that-works>; Matt Dathan, *How can we equip graduates with the workplace skills they need?*, THE GUARDIAN: THE CAREERS BLOG (Sept.13, 2013), <http://www.theguardian.com/careers/careers-blog/equip-graduates-workplace-skills> (reporting a study by YouGov that found "in a poll of graduate employers, more than half said that none or few graduates were 'work ready,' with new recruits lacking basic attributes such as team work, communication, punctuality and the ability to cope under pressure."); Thi Tuyet Tran, *Is graduate employability the 'whole-of-higher-education-issue'?*, 28 J. EDUC. & WORK 207-227, DOI:10.1080/13639080.2014.900167 (2015), <http://www.tandfonline.com/doi/abs/10.1080/13639080.2014.900167> (discussing the "ill-preparation of university graduates" and graduate employability in Vietnam); Anthony Mann & James Dawkins, *Research Report: Employer Engagement in Education*, EDUC. DEV. TRUST (2014), <http://www.educationdevelopmenttrust.com/en-GB/our-research/our-research-library/2014/r-employer-engagement-2014> (for a discussion regarding how employer engagement can impact the learning and progression of young people and finding that there is a need for schools and colleges to embrace a broader range of employer engagement activities).

³⁴See *Clinical Legal Education Association (CLEA) Comments To California State Bar Task Force On Admissions Regulation Reform* (April 17, 2012), <http://www.cleaweb.org/Resources/Documents/CLEA%20Statement%20on%20California%20Task%20Force%20Report.pdf>; see also Ronit Dinovitzer et al., *After the JD: First Results of a National Study of Legal Careers* (NALP Foundation for Law Career Research and Education and the American Bar Foundation (2004), <http://www.americanbarfoundation.org/uploads/cms/documents/ajd.pdf> [hereinafter Dinovitzer I]; Ronit Dinovitzer et al., *After the JD II: Second Results from a National Study of Legal Careers* (NALP Foundation for Law Career Research and Education and the American Bar Foundation (2009), <http://www.law.du.edu/documents/directory/publications/sterling/AJD2.pdf>).

³⁵See *After the JD: The Beginning of a Longitudinal Study ...* (American Bar Foundation Research Project), <http://www.americanbarfoundation.org/publications/afterthejd.html> (last visited July 5, 2016).

³⁶See Dinovitzer I, *supra* note 34, at 13.

³⁷See Bryant G. Garth, Joyce Sterling & Richard Sander, *After the JD - Wave 1: A Longitudinal Study of Legal Careers in Transition Data Collection: May 2002-May 2003, United States*. ICPSR26302-v2. (Ann Arbor, MI: Inter-university Consortium for Political and Social Research (ICPSR) [distributor], Aug. 13, 2013), <http://doi.org/10.3886/ICPSR26302.v2>.

³⁸See Dinovitzer I, *supra* note 34, at 81.

case-method courses, courses in which the teaching method is studying cases combined with Socratic questioning, as less helpful.³⁹

A similar survey published in 2012 looked at responses from attorneys who worked for the government and/or in the nonprofit sector. It found that a majority of the responding lawyers, 83.2%, rated legal clinics as “very useful” and 72.4% ranked externships or field placements as “very useful.” In contrast, only 4% of responding lawyers rated skills courses as “very useful.”⁴⁰ Another study looking at new associates in private law firms found that almost two-thirds, 63.1%, of responding associates rated legal clinics as “very useful,” and 60.1% ranked externships or field placements as “very useful.”⁴¹

Recent academic scholarship also supports alumni attestations touting the benefits of clinical pedagogy. A groundbreaking report from 2015 studying results achieved by the University of New Hampshire School of Law’s Daniel Webster Scholar Honors Program [hereinafter “DWS”]⁴² found strong evidence to suggest that experience-based learning pedagogy does in fact better prepare graduates for practice than traditional legal education.⁴³

In a quantitative and qualitative assessment conducted to evaluate DWS’ graduates and their performance as advocates, data from focus groups that included judges, lawyers, faculty, administrators, and state bar examiners showed that “DWS scholars are as competent, or more competent, than lawyers who have graduated from law school within the last two years.”⁴⁴

In addition, data showed that supervisors and peers of DWS graduates perceive them as better investments than other new graduates because they require investing fewer training resources in their initial years of employment.⁴⁵ This sentiment was echoed in the results of standardized client interviews when actors, specifically trained to play clients during standardized interviews, were asked to assess whether they would return to this lawyer (the DWS or non-DWS graduate) for future legal issues.⁴⁶ Results showed that “56% of DWS scholars were rated a 4 or 5 compared to only 25% of non-DWS lawyers.”⁴⁷

The final, and arguably most interesting, conclusion found that, “Neither LSAT score nor class rank [were] significantly predictive of overall assessment and the percentage of relevant information learned.”⁴⁸ In other words, mere participation in DWS’ highly clinical environment, not better test-taking abilities or

³⁹See *id.* For more information on the Langdellian method and how it comprises the majority of law school curriculum in the U.S., see Garvey & Zinkin, *supra* note 27, at 101-107; MACCRATE REPORT, *supra* note 27, at 106.

⁴⁰See 2011 *Survey of Law School Experiential Opportunities and Benefits: Responses from Government and Nonprofit Lawyers* 26 (NALP, The Association for Legal Career Professionals 2012), <http://www.nalp.org/uploads/2011ExpLearnStudy.pdf>.

⁴¹See *id.*

⁴²In 2005, the University of New Hampshire created DWS as an Honors Program for its JD students. In the program, two years of traditional Langdellian lectures were replaced with intensely “hands-on” courses that include simulations, role-playing exercises, standardized client interviews, class discussions, writing and reflection exercises, and other “practice courses.” See Alli Gerkman & Elena Harman, *Ahead of the Curve: Turning Law Students into Lawyers, A Study of the Daniel Webster Scholar Honors Program at the University of New Hampshire School of Law*, 6 (Institute for the Advancement of the American Legal System Jan. 2015), <http://iaals.du.edu/educating-tomorrows-lawyers/publications/ahead-curve-turning-law-students-lawyers>; see also Garvey & Zinkin, *supra* note 27, at 115-117 (2009).

⁴³See generally Gerkman & Harman, *supra* note 42; see also Garvey & Zinkin, *supra* note 27, at 115-117.

⁴⁴See Gerkman & Harman, *supra* note 27, at 12.

⁴⁵*Id.* at 13.

⁴⁶*Id.* at 17-18.

⁴⁷*Id.* at 18.

⁴⁸*Id.* at 21.

higher intelligence, accounted for the increased competence of DWS scholars compared to that of non-DWS lawyers.⁴⁹

In sum, alumni attestations and corroborating scholarship continue to play an important role in the growing popularity of clinical education and its worldwide dissemination.

3. Practical skills/clinical education as a pedagogy in Qatar

Formal higher education in Qatar began in 1973.⁵⁰ Formal undergraduate legal education officially began in 1993 after the issuance of Decree No. 4 for 1993 to establish an academic department of legal education at Qatar University [hereinafter “QU”].⁵¹ A College of Law, autonomous from the College of Sharia and Islamic Studies, began operations in 2004 and was formally created in 2006.⁵²

In Qatar, clinical legal education is generally a new concept that was not previously a mandatory part of formal Qatari legal education.⁵³ This approach changed in 2011, when the College of Law established its Program to introduce externships.⁵⁴

a. Qatar University College of Law’s Externship Program

Externships are generally defined as:

... non-compensated positions in settings outside a law school, for which students receive academic credit. Linking theory and practice, externships provide experience in and direct exposure to a legal work setting. Generally students enrolled in an externship program work for a semester or full school year in a non-profit organization, government agency or judicial office under the supervision of a licensed attorney. Many programs supplement a student’s field placement with a required classroom component.⁵⁵

⁴⁹*Id.*

⁵⁰See Qatar University website, *Our History*, <http://www.qu.edu.qa/theuniversity/history.php> (last visited July 15, 2016).

⁵¹See *id.*; see also Qatar University College of Law website, *Dean’s Message: Welcome to the College of Law*, http://www.qu.edu.qa/law/about_us/college/ (last visited July 15, 2016); Prof. Martin Partington, *The Development of Professional Legal and Judicial Training in Qatar* (Qatar Int’l Ct. & Dispute Resolution Ctr. 2012) (report on file with the author).

⁵²See Qatar University College of Law website, http://www.qu.edu.qa/law/about_us/History.php (last visited July 15, 2016).

⁵³While clinical and/or practical skills classes were not a required part of the undergraduate legal curriculum to receive the LL.B before 2011, some elective courses were offered around the same time. See Mary Pat Treuthart & Stephen A. Rosenbaum, *Engendering a clinic: Lessons learned from a domestic violence clinical course in Qatar*, 1 INT’L REV. L. (Oct. 1, 2013), <http://dx.doi.org/10.5339/irl.2013.dv.1>. For articles describing clinical education as new and unique experiences in the region, see Nisreen Mahasneh & Kimberly Thomas, *Learning from the Unique and Common Challenges: Clinical Legal Education in Jordan*, 5 BERKELEY J. M. E. & ISLAMIC L. 1, 3–5 (2012); Stephen A. Rosenbaum, *The Legal Clinic is More than a Sign on the Door: Transforming Law School Education in Revolutionary Egypt*, 5 BERKELEY J. M. E. & ISLAMIC L. 39, 47–56 (2012); David Mednicoff, *Can Legalism Be Exported? U.S. Rule of Law Work in Arab Societies and Authoritarian Politics*, 11 ILSA J. INT’L & COMP. L. 343, 344 (2005); Shannon M. Roesler, *The Ethics of Global Justice Lawyering*, 13 YALE HUM. RIGHTS & DEV. L. J. 185, 218–220 (2010).

⁵⁴It is worth noting that, since 2001, all law graduates in Qatar wanting to practice law as either a member of the bar, member of the judiciary, public prosecutor, or as legal counsel for various state bodies and institutions, have been required to participate in post-graduate training through the Ministry of Justice’s Center of Legal and Judicial Studies (<http://www.moj.gov.qa/LJSC.php>). While the various tracks differentiate the trainings, all programs require a practical component prior to completion of their program and admission to practice. Specific details in Arabic only are available on the Center’s website (<http://www.moj.gov.qa/LJSC.php>) under the tab “دليل البرامج التدريبية”.

⁵⁵See *Directory of Law School Public Interest and Pro Bono Programs* (American Bar Association Standing Committee on Pro Bono and Public Service and the Center for Pro Bono), <http://apps.americanbar.org/legalservices/probono/lawschools/definitions.html>, (last visited July 5, 2013).

The Program at QU College of Law defines itself as a mandatory practical skills class designed to teach upper-level law students real life lawyering skills, encourage the pursuit of legal careers, and uphold Qatari history, identity, traditions, and customs in the legal field.⁵⁶

The Program consists of two components. The first is an out-of-class component during which students must work in unpaid externships pre-secured and actively monitored by the Externship Director.⁵⁷ The second component takes place in-class and requires students to attend bi-weekly seminars regarding practical skills, legal ethics, and career advice.⁵⁸

i. "Out-of-class" work experience

The Program, while administered in Qatar and designed for undergraduate students, was created to comply with the ABA's Standard 305, which governs "Study outside of the Classroom" for accredited Juris Doctorate programs in the United States.⁵⁹

1. Pre-semester recruitment

The Program differs significantly from many, if not most, ABA law school programs, in that the Externship Director in Qatar pre-arranges and guarantees all externship positions for students.⁶⁰ This is different from the majority of ABA programs in which the students are responsible for obtaining their own placements and the Director typically grants final approval. This difference was purposeful and directly tailored to consider the undergraduate nature of the law program in Qatar as well as the fact that it was not the cultural norm for undergraduate students, particularly female undergraduate students, to engage in part-time or after-school work experiences.⁶¹ In addition, this difference allowed the Program to avoid employer prejudices stemming from strict visa and Qatarization rules, which tended to create an environment in which expatriate law students were disfavored and often unable to secure internships due to their nationality.

While jobs in the Program are pre-secured, the students still must compete for specific placements using a system loosely based on the model American medical schools use to match students with hospitals for residency positions.⁶² Students begin the Program about two months before the semester actually starts by attending orientations and CV writing workshops.⁶³ Again, this is different from the majority of the ABA programs and was another purposeful tailoring designed to take into account the facts that the majority of senior undergraduate law students in Qatar do not already have CVs, do not understand the purpose or nature of CVs, and traditionally use family networks and word-of-mouth to secure jobs and internship experiences.

Once the students have submitted their CVs as a homework assignment, the Externship Director provides all students with a document called a "Placement Guide," and the competition for jobs officially

⁵⁶See Deehring, *supra* note 3.

⁵⁷*Id.*

⁵⁸See *id.*

⁵⁹See *id.*; see also ABA Standards for Approval of Law Schools: http://www.americanbar.org/content/dam/aba/migrated/legaled/standards/20072008StandardsWebContent/Chapter_3.authcheckdam.pdf (significant requirements are that externships must be for-credit academic experiences actively monitored by the law schools, and that monetary compensation is prohibited).

⁶⁰See Deehring, *supra* note 3.

⁶¹See *id.*

⁶²See *id.*

⁶³See *id.*

begins.⁶⁴ The Placement Guide is a directory of all of the employers who have agreed to host students for the upcoming semester. The directory lists all employers names and cover letter contact information; designates what type of employer the organization is (in-house, government, Qatari law firm, international law firm, social justice, judicial); states how many students that employer will interview and accept; lists any hiring requirements; and provides a website address or description of the organization for students to engage in further research.⁶⁵

Students use the Placement Guide to select three potential employers and draft individually-tailored cover letters to each of the three.⁶⁶ The first students who submit non-plagiarized, individually-tailored cover letters for a specific employer are the ones who are able to compete for interviews with that employer. As an example, if the Public Prosecutor agrees to interview five male Qatari citizens with a GPA above 3.5, then the first five students matching those criteria who submit cover letters specifically addressed to the Public Prosecutor detailing the reasons why the students want to work in public prosecution are allowed to have the interview spots. Students who submit cover letters afterwards are put on a wait-list and need to draft cover letters for three different organizations.

Once the Externship Director has sent out the students' application packets (CVs and cover letters) to employers, the employers contact the students and interview them. The employers then let the Externship Director know their hiring choices and the Externship Director attempts to match the students to the employers. To do this, the Externship Director contacts the employer's first choice candidate and notifies the student he/she has been accepted. Students who receive only one acceptance must accept the offer. Students who receive more than one acceptance are allowed to choose which offer to accept. To save time, students are allowed to "collect" a maximum of two offers. But if they receive more than two, they need to begin declining offers so the Externship Director can offer the positions to the employer's second choice candidates and continue to contact students in order as needed. If a student has not been selected by any of the placements where he/she applied, the Externship Director will arrange for the student to interview with or have an externship with one of the employers still needing students. The Program aims to have all students confirmed in their placements before the semester begins so students may begin working the first day of school if possible.

2. Work experience

Once the semester begins, the out-of-class component requires students to work for a minimum of 120 hours or 10 weeks of the semester, whichever is longer.⁶⁷ In addition, students are required to sign a "Confidentiality Agreement" and to jointly sign a "Performance Agreement"⁶⁸ with their

⁶⁴See *id.*

⁶⁵See *id.*

⁶⁶See Deehring, *supra* note 3.

⁶⁷See *id.*

⁶⁸The Performance Agreement is a contract in which the student is made aware of and agrees to abide by various codes of professional conduct during his/her participation in the Externship Program, and the student's supervisor is made aware of and agrees to abide by various minimal standards expected of supervisors in terms of support and supervision of the student. Both parties need to individually tick each relevant standard and sign off on the final agreement. The agreement was designed to provide protection and legitimacy to the College of Law's Program while also reaffirming student and employer obligations and acting as a form of an initial "icebreaker" that would encourage shy students to interact with their supervisors (who are sometimes much older and also members of the opposite sex) during the first few weeks of work.

employer.⁶⁹ Both agreements are designed to offer security and legitimacy to the externship position while alerting students and supervisors of the seriousness of the Program and its various requirements. The agreements also serve as additional protection to the Program should any misconduct take place during the semester.

For each week that the student works, the student is required to complete and submit a timesheet detailing his/her work hours.⁷⁰ These timesheets must be signed by the student's supervisor in order for the student to receive credit for the hours worked. In addition, for each week the student works, he/she needs to complete a reflection journal in which the student details and describes the projects he/she worked on;⁷¹ the skills and/or lessons he/she learned; whether he/she enjoyed the projects; and what the student learned about him/herself, his/her work habits, his/her ability to relate to coworkers and/or his/her level of professionalism during the week.⁷² The reflection journal is a private document between the student and professor and does not need to be shared with the student's supervisor.

The final element of the out-of-class component is an evaluation of the student, completed by the employer.⁷³ Participating employers do this two times during the semester, the first time during a midterm evaluation that is sent to all employers hosting students near the students' fourth week of work.⁷⁴ A final evaluation form is sent to all employers after all students have completed their 120+ hours.⁷⁵

ii. "In-class" component

The in-class component of the Program generally consists of bi-weekly interactive seminars regarding practical skills, legal ethics, and career advice, with accompanying homework assignments.⁷⁶

1. Interactive seminars

All seminars are designed to introduce the students to practical and timely concepts they will encounter as a legal professional. To encourage relevant discussion, the Externship Director typically invites a local practitioner to participate as a guest lecturer during the seminars; this approach also creates an opportunity for the students to engage with and create professional relationships with members of the legal profession.⁷⁷

Previous seminar discussions have included: professionalism, honesty, and legal ethics in the workplace; how legal professionals in Qatar should handle social media; how to interview clients and witnesses; advice for appearing and pleading before the Qatari courts; a day in the life of a public prosecutor; a day in the life of an international law firm partner; a day in the life of a Qatari law firm

⁶⁹See *id.*

⁷⁰See *id.*

⁷¹During the first week of classes, and typically during or before the students' first week of work, students are taught about confidentiality and are repeatedly instructed not to breach any duties of confidentiality in their reflection journals or other documents for class.

⁷²See *id.*

⁷³While reflection journals are a typical component of many, if not most, externship experiences, the Program's requirement that students answer specific questions was a purposeful deviation designed to address language, cultural, and generational barriers and encourage students to provide more in-depth and detailed responses. See Deehring, *supra* note 3.

⁷⁴See *id.*

⁷⁵See *id.*

⁷⁶See *id.*

⁷⁷Past guest speakers have included judges, prosecutors, local lawyers, international lawyers, government employees, and in-house counsel for organizations from a variety of different industries. See *id.*

partner/owner; a day in the life of a Qatari judge; a panel discussion about Qatari women in the law; public speaking techniques and advice on how to tailor communication for different audiences; a discussion regarding private practice vs. in-house positions; and advice on setting up corporate entities in Qatar.⁷⁸

2. Homework

Homework assignments are similarly intended to increase specific legal skills and student confidence by helping students create a larger legal network of professionals. As an example, one of the more complicated homework assignments, the “Interview Homework,” requires the students to complete two different tasks with two different professionals whom they do not already know during a two-month period.

The first task of the “Interview Homework” is for each student to schedule a 30-minute personal advising session with the College of Law’s Office of Career Services. Prior to setting the session, students are required to complete an intensive career plan that asks students to detail their skills, the career they aspire to, how they believe they can achieve that career, and outline the resources that they have available to reach their goal.

During task one, students are graded, amongst other substantive aspects of their interview with the Office of Career Services, on their ability to draft a polite professional email and schedule a meeting. This first task’s aim is to help students practice reaching out to professional adults whom they do not already know and to introduce themselves, explain why they are reaching out, and politely ask for help in a professional way. While potentially viewed as basic, the skill of professional written correspondence with a stranger is critical for future legal professionals who will need to reach out to witnesses, opposing counsel, and service professionals on a near constant basis. This assignment forces Qatari students to reach beyond gender-related and cultural barriers to achieve a professional purpose that benefits their future career. It also forces the students to think about their future in a logical and systematic way while practicing time-management and self-calendaring skills.

The second task of the “Interview Homework” requires students to conduct an interview with an attorney, legal researcher, or legal consultant in Qatar who actively practices in the student’s favorite field of law. After conducting the interview, the students are required to draft a one- or two-page summary. This task is designed to give students an excuse to contact one of their role models and network with them while also forcing them to practice client-centered face-to-face interviewing skills. In addition, it allows the students a chance to conduct market research into the career or legal field they believe they would like for the future. The requirement of a summary is also purposeful: it requires students to think about and summarize a large amount of information instead of just submitting a transcript or recording.

The importance and effects of this assignment have been impressive. While some students report nervousness and anxiety about engaging with strangers and members of the opposite sex, others have used it as a chance to engage in an informal interview that led to a post-graduate internship and/or job offer. Employers have reported they view the students who interview them as ambitious, and students have reported feelings of confidence and surprise at how easy it was to connect with a local professional. Both sides have reported they felt they generally benefitted from this assignment.

⁷⁸See *id.*

3. Capstone presentation/Defense of student performance

The final homework project for all students is a final presentation during which the students must defend their workplace performance and professional growth in front of a panel of law school faculty and management. This assignment has grown during the years and now is labeled the "Capstone" project for all graduating seniors. Student panel presentations are open for all students and faculty to attend.⁷⁹

The final presentation homework is broken into three distinct components: 1) an executive summary, 2) a PowerPoint presentation, and 3) a performance defense in front of a panel of law faculty and management. All components are critical and purposefully incorporated to ensure that students are not able to graduate from the Program without practicing certain professional skills.

The executive summary task requires students to detail four specific tasks and two specific laws or codes they worked on during the Program.⁸⁰ In addition, the students must explain what they learned about their career goals and professional/personal growth during the work experience, while adding whether they would recommend the employer to other students and what classes they felt helped them in their workplace performance.

The reasoning for the summary is two-fold. First, as it requires a significant amount of information to be compiled into one page, it aims to have students practice summarization and concise writing skills. Second, it provides law faculty and management a quickly scrollable document from which they are able to ask questions to the student during the panel inquiry.⁸¹

The PowerPoint presentation is more of an administrative task designed to help the guest judges know who is who during the panel inquiry while alleviating some of the organizational concerns of externship faculty. Students are required to submit their presentations a few days before their panel inquiries, which allows the Program's faculty merely to compile the slides into one large presentation, eliminating the need for faculty to introduce each speaker while also decreasing delays between inquiries.⁸²

The final task of the final presentation homework is the oral presentation in front of the panel of law school faculty and management. In recent semesters, this task has become more similar to a thesis defense than a final presentation. The faculty panel is encouraged to interrupt the student to ask questions instead of merely allowing the student to make a presentation regarding his/her executive summary. This change has been purposeful: we are trying to encourage more students to become litigators and overcome fears of presenting evidence before a court. By interrupting the students, we are attempting to simulate what frequently happens during live oral arguments or testimony in the courtroom. In addition, we have opened up this event to all junior and senior students,⁸³ which allows future students to learn about specific industries and employers and encourages better communication between all levels of law students.

⁷⁹A "Capstone" project has been described as a "multifaceted assignment that serves as a culminating academic and intellectual experience for students." See Great Schools Partnership, *The Glossary of Education Reform*, <http://edglossary.org/capstone-project/>.

⁸⁰Students must, of course, provide this information without breaching confidentiality.

⁸¹All executive summaries are compiled into grading booklets for the faculty and Deans who serve as guest graders/judges of the students' defense.

⁸²Presentations must all comply with a specific format, and templates are provided to the students.

⁸³The students attending must be of the same sex as the student giving the presentation.

4. Qatar University College of Law Externship Program results

The Program has hosted students since spring semester 2012, during which time it has seen unprecedented growth. From a small program that began with 12 students competing for 18 jobs with 15 different employers, by fall semester 2015, it became a program hosting 72 students who competed for 103 jobs with 51 different employers (500% increase in students per semester, 472% increase in jobs per semester, and 240% increase in participating employers per semester). Pre-registration for spring semester 2016 shows almost 100 students expecting to participate in the Program with more than 60 different employers.

A significant contribution of the Program has been the amount of data it has collected for use by the College and University. With regard to employer participation, during all eight semesters, total participation by lawyers working in-house for companies has been about 35%, by lawyers working for various governmental ministries and entities (including Public Prosecution) has been about 21%, by local Qatari law firms approximately 20% and by international law firms around 18%. Yet interestingly, the number of students trained by category of employer does not directly correspond. For example, the Program has seen a significant amount of students choose to train in social welfare organizations despite social welfare organizations only comprising about 4% of the total participating employers.

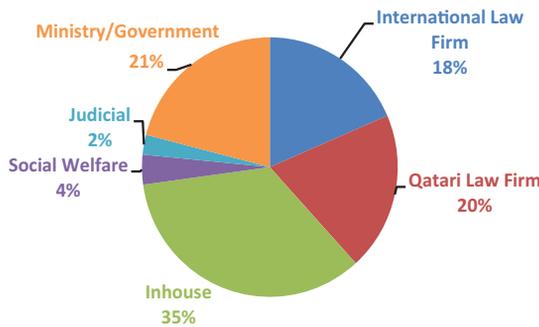


Figure 1: Breakdown of total employer participation in the Program by category of employer

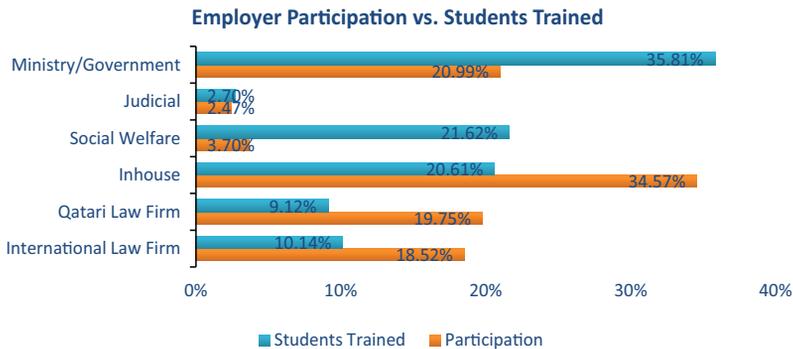


Figure 2: Comparison of employer participation and students trained by category of employer

When the Program has broken the data down further, we have been able to see that male and female choices for workplace trainings have varied significantly. The data shows male students have overwhelmingly favored Ministry or governmental trainings over private trainings, while the female students have favored social welfare trainings more than their male counterparts. Moreover, the data has shown that the average amount of semesters each employer chooses to participate in the Program has been three and that roughly 30% of the participating employers have participated four or more semesters. In sum, the Program has provided the College of Law with a substantial quantity of viable participation information regarding both employers and students that has been and will be the basis for further research regarding student career expectations, motivations, and engagement.⁸⁴

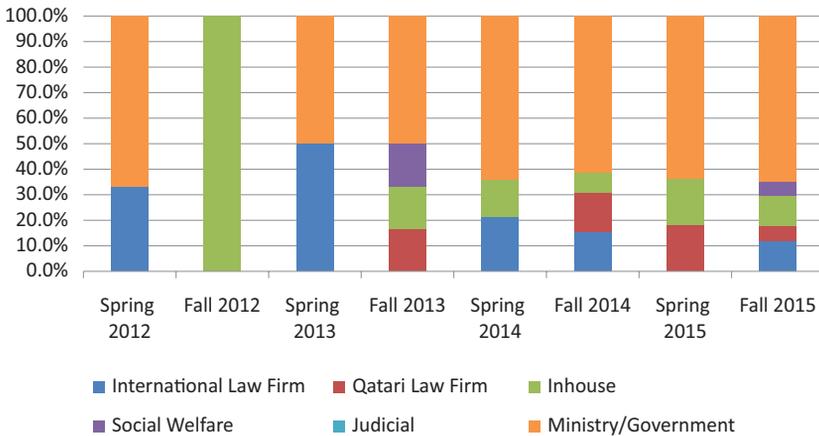


Figure 3: Male trainings preferences by category of employer and semester

Another result of the Program has been a significant increase in reported post-graduation employment by law graduates. The increase in reported post-graduation employment can be directly seen through results reported by the *Undergraduate Alumni Survey Report for December 2013*. Figure 27 of the report shows that, for the previous Alumni Survey finished in 2009-2010, the employment rate within one year of graduation for the College of Law was 49%.⁸⁵ Now, three years after the Externship Program, the employment rate within one year of graduation for our law students is 91%.⁸⁶ It almost doubled.

As for job offers, since fall semester 2015, the Program has asked all employers whether they would hire their student externs after the completion of the externship. While no follow-up data exists to see if the employers have actually followed up on their preferences, a majority of employers for all three semesters have said that they would hire their male students. Additionally, during the same period, a significant majority of employers, no less than 84%, have said that they would hire their female students.

⁸⁴In fact, the author has used information from the Program in preparation for developing the NPRP Proposal No.: NPRP9-341-5-047, which is still outstanding, for submission to the National Priorities Research Fund. For more information about this fund, sponsored by the Qatar National Research Fund, see <http://www.qnrf.org/en-us/>.

⁸⁵Survey Section Team, Institutional Research Department, Office of Institutional Planning & Development at Qatar University, 2013 *Undergraduate Alumni Survey Report*, 28 (December 2013) (draft version on file with author). See also pages 62-64 of the Report for additional College of Law information, including the response rate of survey respondents.

⁸⁶See *id.*

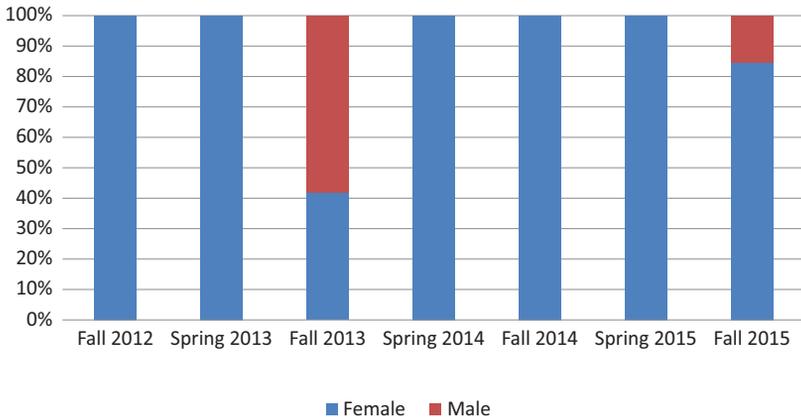


Figure 4: Social welfare student trainings by sex and semester

Finally, while employer participation, program growth, and post-graduation employment are important institutional achievements, arguably the most important results seen from the Program have been directly reported by the students themselves. When more than 70 students who participated in the Program during fall semester 2015 were asked to evaluate themselves, a significant majority of both male and female students reported boosts in self-confidence and strong feelings about how much they attribute their self-growth to the Program. In fact, more than 93% of students reported that the Program directly helped them

• **Employment Rate within One Year by Cycle and College**

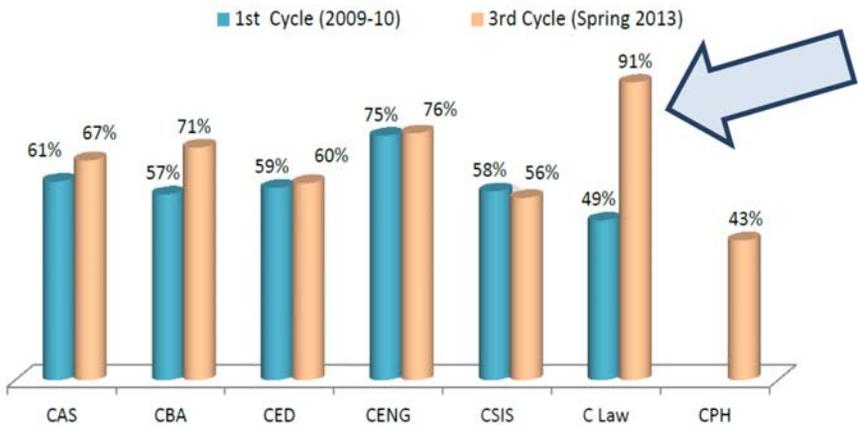


Figure (27): Comparison between Two Cycles on Employment Rate within One Year of Graduation by Colleges

Figure 5: Screenshot of Figure 27 from the 2013 Undergraduate Alumni Survey Report Draft with arrow added

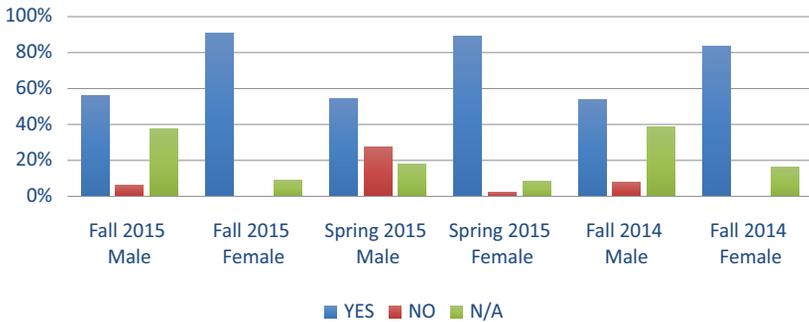


Figure 6: Employer responses to the question, “Would you hire this student?” by semester

improve by being better prepared when arriving at work or beginning a project “quite a bit” or “a lot.” Also, more than 92% of students reported that the Program directly helped them improve and demonstrate a more mature and professional attitude “quite a bit” or “a lot.” More than 87% of students reported the Program directly helping “quite a bit” or “a lot” in improving and developing better professional relationships, helping students pay more attention to detail and acquiring better proofreading skills, helping students communicate better, and helping focus and complete tasks better. Finally, more than 81% of students reported the Program directly helping “quite a bit” or “a lot” in improving and developing better time management skills and improving and developing better creative problem solving skills.

5. Conclusions

The push for practical skills courses and clinical legal education as a worldwide movement is being actively implemented at Qatar University College of Law through its Externship Program. This type of pedagogy in the Middle East and similar regions is more than possible, and strong results are achievable so long as sufficient tailoring efforts are made to address cultural and sociological barriers.

Educators seeking to establish similar programs in the MENA region should expect to initially encounter resistance from students, families, local legal communities, and possibly even colleagues or university management. Due to this resistance, it is critical for the educator to immediately implement certain standards, safeguards, contracts, and waivers, and to set realistic short and long-term goals for data collection and/or program achievements that will serve to legitimize and highlight the educational value of the program.

Once established, practical skills programs and clinical classes in the MENA region create long-lasting solid relationships between academics and industry stakeholders. These relationships, when fostered, may serve as the basis for more scholarship regarding legal careers in the region as well as increased involvement by alumni, local practitioners, and local public servants that will eventually lead to the creation of more clinical programs addressing local access to justice and skills gap issues. In addition, students in Qatar have responded favorably to this type of pedagogy, with many of them requesting more clinical classes and reporting significant boosts in self-confidence and better professional attitudes as a result.

It is imperative that we educators in the MENA region join the “Global Clinical Movement” and encourage our communities to take part.