Academic and corporate foundations of the lawyers’ education

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**thesis** – the accumulation of substantial changes in economic, political and social relations

creates a necessity for urgent reaction in the sphere of lawyers’ education, starting from the curriculums and apprenticeships, ending with trainings for lawyers exercising professions of public trust and judges and prosecutors. Improper reaction to changes in this sphere will result in a significant weakening of the role of the law.

**hypotheses**

1/ so far, the changes evolutionarily influencing the legal system happening in its surroundings in 2022-2030, considering their contents and interconnectedness, will transform in a revolutionary fashion or will introduce the foundations for such a transformation in some of the crucial spheres regulated up to now by law, subordinating them to the content not yet in full recognised by law;

2/ a part of the academic and corporate programme content of lawyers’ education is not compatible with the nature of modifications occurring in the legal environment and with the law’s involvement, and this issue did not become a subject of interest for most of the academic staff;

3/ the passivity of the lawyers’ community greatly increases the risk of introducing solutions inhibiting the functioning of the principles of law in a state under the rule of law (both traditional and new principles – if they come into force);

4/ late and fragmented reaction is met in Poland with, among others:

a/ having temporary characteristics – state of national economy not forcing most of the lawyers to pursue obtaining new knowledge, skills, and competencies;

b/ having permanent characteristics – low level of activity of citizens, including lawyers, to protect their rights as well as fulfilling creative functions by law;

c/ dispersed and narrowed reaction of the doctrine to the new interpretation of the applicable law and its causes, including denying the judicial system its position of power equal to the two other powers, and denying legal corporations their autonomy, as well as lowering the effectiveness of the legal system replaced by the formalisation of legal proceedings limiting the right to a fair trial;

d/ lower than expected need to compete in the quality of education of faculties of law of at universities with other faculties and universities; a similar situation occurring in particular units educating articling students;

e/ partial discussion of academic environments and legal corporations on effective methods of educating lawyers and the role of legal ethics in said education;

f/ minimal engagement with regard to using the full potential of universities in teaching law students and articling students, starting with scientific research conducted at universities and providing interdisciplinary education;

5/ dispute over the fundamental content and hierarchy of values between a part of the legal environment and branches of the legislative and the executive authority, resulting in, among others, a lack of cooperation in amending the fundamental legal acts and a state of ignorance on the justification, and consequently, inability to take up discussion on some of the draft acts, including those on lawyers’ education – e.g. the Copernicus Academy project.

6/ in Poland functions a lot of high-quality initiatives supporting lawyers’ education, but the knowledge of them is not common.