

Legal Clinic as an exotic phenomenon in Hungary

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Introduction

Nowadays, we could experience a new phenomenon in the field of higher education, in Hungary. The universities and colleges put great emphasis on introducing and applying new teaching methods, which are totally different from the earlier used, traditional ones. Due to the hindering factors, the transformation from the old to the new methods are not easy, still, there are few teachers, who are open to apply new techniques in order to improve the effectiveness of education. The practical or experimental learning methods were and still are an essential part of some university training, such as medical, pharmaceutical, engineering, etc. The theoretical and practical part of the training should have equal importance. Learning by doing is an ancient concept. *As a wise Chinese saying pronounces, "I hear and I forget, I see and I remember, I do and I understand."*¹ Nevertheless, some training focuses on the fulfillment of this ancient saying, still, there are many territories of higher education, which are far from reaching this goal, for example, legal education.

In Hungary, in the field of legal education, the frontal way of teaching is still dominant. The students are passive elements of lectures, and they just sit in the classroom and take notes about what they heard from the teacher, without questioning or discussing the material. However, the transformation already brought some new, non-frontal teaching techniques, such as mediation, classes about legal argumentation techniques, legal clinic, alternative dispute resolution, etc.

The aim of my article is to delineate the current situation of clinical legal education in Hungary. Since, the clinical legal education is part of the legal education, the article focuses on the challenges that the law faculties and teachers have to face nowadays.

Although, the legal clinic methodology is not a new phenomenon, for example in the USA, it spread really quickly since the 1960s, but in Hungary, only few law faculties implemented in their curricula. Unfortunately, only one legal clinic operates continuously since 2005. Earlier, there were few attempts in other faculties to introduce legal clinic seminars, but almost all of them ceased to exist after a couple of years for different reasons, like lack of financial support from the faculty, lack of qualified teachers, etc. Such issue raises the question, whether there are any factors, which make the spread of clinical legal education in Hungary impossible? If yes, what are these? The article collects some of the hindering factors, which make this non-frontal educational method less favorable, so the present article tries to provide answers for the above-mentioned questions.

¹ Richard J. WILSON: *The Global Evaluation of Clinical Legal Education, More than a Method*, Cambridge University Press, 2018, p. 7.

The paper at hand is divided into three main parts. The first one deals with the new situation in the field of higher education, focusing on the law major in Hungary. The reason for this comprehensive transformation is that the Minister responsible for higher education issued a Decree at the beginning of the year 2019, in order to uniformly define the general educational output requirements for the students. Later on, the article allows deeper insight into this transformation. The second part briefly introduces the types and the operation of those legal clinics, which function nowadays in the country. Thirdly, the domestic fulfillment of two main goals of the clinical legal education (social and educational) will be discussed. The author highlights, why the educational goal of the legal clinic is more important in Hungary, than the social one.

1. The current transformation of the Hungarian higher education

In the beginning, it is important to determine the definition of alternative or non-formal education, since the clinical legal education belongs to here. Alternative education is an umbrella term, which includes such non-formal educational forms and methods that are different from the usual, traditional ones. The students stand in the center of this method, whereas it pays attention to the needs and the different stages of development of the students, so it is an excessively flexible, permissive system, which serves equality.²

The alternative educational methods are not really welcomed in Hungary, especially in the field of law. There are many reasons, which cause this non-favorable position. First of all, the alternative educational methods are more expensive than the traditional ones (more and special equipment is needed, the professor has to participate in special training, which means additional financial burden to the university, etc). Second of all, the non-formal seminars operate with only a few (maximum 15) students, unlike the traditional, frontal lectures, where more than 100 students could participate, thus teachers should deliver more seminars under alternative education model. Thirdly, the position of the professors is rather a consultant, facilitator, than a teacher, so they have to study their new role, which could cause a problem, especially for the elder lecturer, who gets used to teach the same way in the past decades.

After this short introduction, the article focuses on the current transformation of Hungarian higher education. As it was mentioned above, at the beginning of the year 2019, the Minister responsible for higher education issued a Decree,³ in order to define uniformly the output requirements of the students. The output requirements were divided into four major components: professional (cognitive) knowledge, skill/proficiency, professional attitude and autonomy and competence relevant to responsibility. In addition to these, legal education has specialized output criteria too.⁴ These are the followings: a) 300 credits must be obtained, and ca. 70-80% of the credits come from theoretical lectures and only 15 credits from optional/elected courses, like legal clinic, b) 6 weeks professional practice in a law-related position. Consequently, the theoretical need is still highly important in legal education, although, in the last few years, a discussion started about increasing the percentage of practical knowledge. Even though, the majority of law students will work in practice, they still gain less practical knowledge during their studies. The students could accomplish their

² László KADOCSA: *Az atipikus oktatási módszerek* [Atypical teaching methods] in: *Felnőttképzési Kutatási Füzetek*, Budapest 2006, p. 49.

³ Art. 8. Ministerial Decree No. 3 of 2019, February 11 (EMMI)

⁴ Ministerial Decree No. 18 of 2016, August 5 (EMMI) and No. 8 of 2013, January 30 (EMMI) on training and output requirements for vocational training in higher education, basic and master training, and common requirements for teacher training and training and output requirements for individual teaching periods

mandatory 6 weeks of professional practice at a court, at a public prosecutor office, at a police department, or at an attorney office, etc.

What are the elements of the above-mentioned four major components of the output requirements? Firstly, professional (*cognitive*) *knowledge* includes the theoretical and practical knowledge of the legal profession, problem-solving methods, ethical norms, and dilemmas. Knowing the ethical principles is essential, however, in the course of the given work, lawyers will face how thin is the line between the ethical and non-ethical conduct, e.g. rules of conflict of interest. The experimental or practical learning, such as clinical legal education, provides an opportunity for the students to feel the ethical principles in practice. In the frame of *skill/proficiency*, it is important to mention the application of the professional terminology, critical thinking, oral and written communication with clients, application of alternative dispute resolutions, legal argumentation. For example, during a live-client clinic seminar, the students have a hearing with the client, in order to find the legal problem, which needs to be solved by them. After, they search for the relevant laws and regulations, which could help to find solution(s) for the case, and finally, they give legal advice to the client. This really simple example proves that clinical legal education makes possible the acquisition of those skills, which are missing from the traditional, frontal education. The third component is the *professional attitude*, which includes the ability of self-learning, the openness for professional and social problems, self-determination for pro bono legal work and mediation. Most of the live-client clinics provide free legal services to marginalized groups and those, who cannot afford the cost of a lawyer.⁵ The pro bono work done by the students has two main winners, client, and student. In the client's point of view, it is important, that such a person deals with his/her case, who has special legal knowledge, and through the legal service, students provide access to justice to their clients. In the student's perspective, firstly, they gain and improve their above-mentioned knowledge and skills, secondly, they get an insight, how the state institutes function. Therefore, the clinical programs, indirectly, shape the social awareness of lawyers, thus humanizing the legal profession.⁶ Fourthly, the element of *autonomy and competence relevant to responsibility* requires: precise and independent work, responsibility for decisions, value commitment, and endeavor for the improvement of legal values.

Although, only a few elements of the output requirements were mentioned, but these make it clear, that the clinical legal education could be one of the outstanding components of the legal curriculum, which could help to achieve the realization of these components. During the legal clinic course, students are able to acquire most of the required knowledge, skills, autonomy, and responsibility. Despite the new regulation, still, the theoretical part of legal education is dominant.

Nevertheless, according to a survey,⁷ conducted by legal students, the most important qualities of a law practitioner are the followings: sense of justice, good verbalism, logical

⁵ Judit TÓTH: *Legal Clinic as a Promising Alternative Instrument in Hungary*, *Jogelméleti Szemle*, 2017/4. szám p. 151.

⁶ Dr. hab. Fryderyk ZOLL, Dr. Barbara NAMYSŁOWSKA-GABRYSIAK: Chapter Five – *The Methodology of Clinical Teaching of Law*, in: *The Legal Clinic. The Idea, Organization, Methodology*, (Ed: Dariusz Lomowski), Fundacja Uniwersyteckich Poradni Prawnych, Varsó, 2005, p. 186.

⁷ Helga FEITH and Attila BADÓ: *Magyar joghallgatók motivációs vizsgálata* [Survey on motivations of law students in Hungary]. *Jogelméleti Szemle*, 2000/4 pp. 2-18. <http://jesz.ajk.elte.hu/bado4.html>

thinking, and empathy. Therefore, it is already clear that the traditional way of teaching cannot fulfill either the students' or the legislative authorities' expectations.

After the transformation of the higher education system in Hungary, it is important to discuss those hindering factors, which impedes the spread of alternative educational methods, especially the legal clinic. The author collected three factors: a) curriculum, b) teaching methods, c) attitude of teachers. Below, these factors will be briefly analyzed. One of the biggest questions is what should be taught. In legal education, the effective law always stood in the focal point of teaching. Such approach led us to the next question, how detailed knowledge should be acquired concerning the effective law, since it changes very often.⁸ Is it enough to study the frameworks and the basic legal principles, or the tiniest details should be known as well?

Until today, there is no unified standpoint, since the law society is divided regarding this question. Some experts emphasize the priority of the practical part of legal education, while others stand for the importance of the theoretical methods.⁹ The best way is, if the theoretical and practical methods are equally present in legal education. The Tuning-report pointed out that the biggest gap between the employers and the freshly graduated lawyers is that employers have the ability to apply their knowledge in practice.¹⁰ Such gap could be reduced by the implementation of different alternative educational methods, like the clinical legal education in the curriculum.

The second problematic factor is the manner of teaching. According to the author's opinion, the most urgent change is needed in this area. As it was mentioned above, the students are passive elements of the education, they afraid to answer the lecturer's questions and the teacher is still an authority and not a facilitator. The frontal teaching dominance is challenged by only a few non-traditional teaching methods that are implemented by professors. However, it is proven that those universities and colleges could be successful and fulfill the output requirements, which provide useful, transferable knowledge and skills, and use diverse teaching methods.¹¹

The third hindering factor is the attitude and the position of the teachers. Another related issue is, that it seems hard to decide, who should teach at the university. If only practitioners would teach, they will focus only on those skills and knowledge, what they found useful during their work, so basically they will train "practice ready" students. This attitude would lead to the fact that thinking on abstract level and basic theoretical knowledge would be missing from education. If only professors would teach law, they would focus on doctrines, so there would be few courses where students could gain applicable knowledge and skills. In another way, "*the law professors largely focus on what they teach, not how or even why.*"¹² Furthermore, "*in the European system of legal education, contrary to the U.S., clinical faculties are*

⁸ Zsolt NAGY: *A jogi oktatás fejlődés és aktuális kérdései*, [The improvement and the actual questions of the legal education] PhD értekezés, Szeged, 2006 p. 150. http://doktori.bibl.u-szeged.hu/263/7/Nagy_Zsolt_ertekezés.pdf

⁹ Ibid p. 151.

¹⁰ Julian Lonbay et al.: *Tuning Legal Studies in Europe: Initial findings*, 2008, pp. 24-25. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1677820

¹¹ Zoltán FLECK: *A jogászképzés szintleíró jellemzői* [The level describing characteristics of legal education] ELTE ÁJTK, 2017 p. 11.

¹² Richard J. WILSON: *The Global Evaluation of Clinical Legal Education, More than a Method*, Cambridge University Press, 2018, p. 7.

burdened by the pressure to achieve academic advancement in short period of time – LL.M, Ph.D.”¹³ Consequently, teachers need to give up those activities, which require longer preparation. Moreover, *“the teaching itself has been relatively unimportant aspect of the law teacher’s academic life. Instead, scholarship – the production of articles and books [...] has always been the gold standard of the professoriate.”*¹⁴ In summary, the position of the law teachers and their attitude towards the alternative educational methods set back the improvement of legal education. However, more hindering factors could be mentioned, but these factors are the most relevant ones, why the spread of alternative educational methods goes slowly.

Nonetheless, it was proven that *“[a] traditional education, based solely on information transfer is the least effective, as passive inclusion often cannot even reach understanding.”*¹⁵ The teachers play a decisive role to prepare students for legal profession, so it is important to train the student for critical thinker, not a memorizer. If students understand the connections of the legal system, they would realize the social conflicts, so they could take responsibility for the public interest. The education of other professions (medical, engineer, pharmacist, etc.) serves as an example to rethink the structure of legal education. *“The biggest challenge for legal education: linking the interests of legal educators with the needs of legal practitioners and with the public the profession is pledged to serve.”*¹⁶ According to the author’s opinion, until the supply and demand do not find each other, higher education cannot fulfill the employers’ expectations. Therefore, it is really important to cooperate with the employers, when the state decides the output requirements of the higher education, since they will work with the freshly graduated students. Also, the students’ ability to adapt to the changing self- and external expectations shall be also taken into account.

2. Legal Clinics in Hungary

Even though, legal clinics have two main types, NGO-based and university-based, only the second one functions in Hungary. The Hungarian law faculties could be divided into 3 types under this approach: a) legal clinic never existed, b) legal clinic exists intermittently, including street law, occasional legal assistance for local people, c) legal clinic is, as an elective course, an integral part of curricula.¹⁷ Nowadays, only three law faculties out of nine, belong to the third group. Below, these legal clinics will be briefly introduced.

The legal clinic at University of Pécs Faculty of Law operates since 2013, as an elective course. The legal clinic course takes two semesters. The first semester is an introductory course, which includes the methods of legal clinic, the practice of legal writing and working in groups, introduction to presentation techniques and teaching of ethical rules. The second semester is practice-oriented. The students have two options, either work at the Campus Legal Aid Clinic or choose one of the faculty’s contracted party (e.g. Pécs Regional Court, Regional

¹³ Dubrava AKSAMOVIC, Philip GENTY: *An Examination of the Challenges, Successes and Setbacks for Clinical Legal Education in Eastern Europe*, International Journal of Clinical Legal Education, Vol. 20, 2014, p. 437.

¹⁴ Richard J. WILSON: *The Global Evaluation of Clinical Legal Education, Mora than a Methon* p. 7.

¹⁵ Zoltán FLECK: *A jogázképzés szintleíró jellemzői* [The level describing characteristics of legal education] ELTE ÁJTK, 2017 p. 27.

¹⁶ William M. SULLIVAN et al.: *Summery, Educating Lawyers Preparation for the Profession of Law, The Carnegie Foundation*, 2007, p. 4. http://archive.carnegiefoundation.org/pdfs/elibrary/elibrary_pdf_632.pdf

¹⁷ Judit TÓTH: *Legal Clinic as a Promising Alternative Instrument in Hungary*, Jogelméleti Szemle, 2017/4. szám p. 153.

Court of Appeal of Pécs, Public Prosecutor Office of Baranya county, etc.) and work there with a judge or prosecutor, etc. Therefore, they get an inside look, how these institutes function. In the frame of Campus Legal Aid Clinic, the law students could provide written legal advice to students of other faculties. Before they send their advice to their clients, a tutor, who could be a judge, an attorney, or a professor, will review whether their legal advice is correct or not.¹⁸

Since 2016, a street law clinic operates at the Eötvös Loránd University Faculty of Law. The legal clinic works together with an NGO, Streetlawyer Association¹⁹ to provide legal advice to homeless people and those, who live in housing poverty, in the capital. The course takes one semester and only 10 students could participate. The course is divided into two main parts: theoretical preparation and practice.²⁰ The theoretical preparation takes only one day and includes the sociological characteristics of homelessness, sensitization for homeless people, and the most relevant laws, such as rules of infringements or eviction, etc. In the second part, the students meet with the clients together with their tutor. Every student has to solve at least one complex legal issue. After the hearing, the students start to find the relevant laws and regulations in order to give proper legal advice to the client. During that period, the student keeps contact with the client, if more information is needed. Finally, after the students consulted with their tutor, they provide their legal advice to the clients.

The third legal clinic, which operates continuously since 2005, belongs to the University of Szeged Faculty of Law and Political Sciences. This legal clinic has the longest uninterrupted history in Hungary. As an optional course, it is divided into three parts (Legal Clinic I, II and III).²¹ The Legal Clinic I has two main parts: preparatory and practical. The preparatory part takes 3 days and includes legal, psychological and communication training. The practical part is (same in all Legal Clinic courses) that students have legal counseling with their clients at least 30 hours per semester.²² Those students, who enjoyed the legal clinic work during Legal Clinic I, could choose the Legal Clinic II and later III. Since the legal clinic of Szeged has biannual partnership agreements with local NGOs representing handicapped, unemployed, sick, Roma, homeless people and families, students provide legal advice to those, who cannot afford the cost of a lawyer. As in the case of the above-mentioned legal clinics, the students have to consult with their tutor in each case, and after every “closed” case they have to write a report of the case.

In summary, all of those legal clinics, which are an integral part of the curricula in Hungary, are live-client clinics, so the students are not dealing with simulated cases, but with live clients and real cases. The legal clinic at University of Pécs is, on one hand, an in-house (Campus Legal Aid Clinic), on the other hand, an externship type of legal clinic (work with a judge at e.g. Pécs Regional Court). The other two legal clinics (at Eötvös Loránd University and University of Szeged) are also externship clinics, since the students meet with their clients outside the walls of the university. The common characteristics of these two clinics are that the students provide free legal counseling to marginalized groups and those, who cannot afford the cost of a lawyer.

¹⁸ Legal Clinic at University of Pécs <https://ajk.pte.hu/hallgatoknak/jogklinika>

¹⁹ Streetlawyer Association: <http://utcajogasz.hu/en/>

²⁰ Street law https://www.ajk.elte.hu/file/TSZ_JOT_utcajogasz_1617_2.pdf

²¹ Legal Clinic at University of Szeged: <http://www.juris.u-szeged.hu/english/legal-clinic/legal-clinic>

²² Judit TÓTH: *Legal Clinic as a Promising Alternative Instrument in Hungary*, *Jogelméleti Szemle*, 2017/4. szám p. 153.

In the last couple of years, the legal clinicians tried to cooperate with each other in order to strengthen the importance of clinical legal education and to exchange information. They organized meetings, workshops and conferences, and published newsletters. In 2015, the ENCLE, and in 2017, the PILnet organized a conference in Budapest. Even though, the number of the clinicians is quite small, and the higher education is still skeptic concerning the alternative educational methods, like the legal clinic, but we still could see some improvements.

3. Social vs. educational goal

As it was mentioned before, the legal clinic (movement) has two main purposes: social and educational. The question is, could we place one purpose before the other or they have the same value and importance? According to the author's opinion, even though both are equally relevant keeping a balance, but in Hungary, the educational goal seemed to be prioritized. Those legal clinics, which deal with hypothetical cases, focus rather on the educational goal. However, since each functioning legal clinic in Hungary deals with live clients' real cases, we cannot say that the social goal does not present in their operation.

What does educational goal mean? The educational goal includes the special legal (cognitive) knowledge, the lawyering skills and the issue of professional responsibility. All of these are crucial elements of the output requirements for graduated students (which were defined in the Decree of the Minister responsible for higher education. Since these were already discussed above, now we should turn our attention to the social goal of the legal clinic. How could we define the social aim of legal clinics? It appears, when students solve social problems and provide free legal advice to marginalized groups and those, who cannot afford the cost of a lawyer, so they provide access to justice for these people. Each legal clinic in Hungary requires its students to give legal advice in writing. None of them allows representing a client in court or in any other authority. This means that the majority of legal service is related to the explanation of legal conditions, to public administration, municipal procedures, mediation in a conflict and drafting of legal proposals. So the question is, if students cannot represent their clients before any authority and they can give legal advice only in writing, how could be the social goal of the legal clinic effectively fulfilled? According to the author's opinion, these legal services are really important, since these clients do not have a chance to hire a lawyer and they do not have the legal knowledge to solve their legal issues by themselves.²³

„The statement of the 2007 London conference of Union Ministers for Education puts it this way: Higher education should play a decisive role in cultivating social cohesion, reducing inequalities and raising the level of knowledge, skills and competences in society. The legal clinical education is a perfect example of this social accountability of universities.”²⁴ Consequently, the legal service delivered by students, help clients to access justice and provide an opportunity to the students to get an insight, how chaotic the public administration is, and how could the institutes differently interpret the same rules. Such legal service

²³ Renáta KÁLMÁN: *Lengyel-magyar két jó barát, avagy a jogklinikai programok összehasonlító elemzése* [Pole and Hungarian, Two Good Friends or a Comparative Analysis of the Legal Clinic Programs] In: FEJES Zsuzsanna (szerk.): *Jog és Kultúra*, Szegedi Tudományegyetem Állam- és Jogtudományi Doktori Iskola, Szeged, 2018, pp. 43-44.

²⁴ Clelia BARTOLI: *Legal Clinics in Europe: for a commitment of higher education in social justice*, *Diritto&Questioni Pubbliche*, 2016, p. 16.

improves their emotional skills, critical thinking and also their social responsibility, which are also the elements of the output requirements.

The legal clinics have micro and macro goals as well. The micro goal is the development of the student's professional identity, while the macro means the institutional critique.²⁵ *"The institutional critique may lead to an appreciation for social justice [...] and develop the habit of questioning and critiquing the status quo that they encounter."*²⁶ Even though, the two main characters are the client and student, but still, the university is a beneficiary of the legal clinic. Through the legal clinic, the university builds networks with NGOs, institutes, other universities at national and international level, promotes social responsibility of the university.²⁷ Through the introduction of a legal clinic course, universities could satisfy their social responsibility for the public.

Why should all faculties, who have legal clinic course, focus on the educational goal in Hungary? The Act on the professional activities of attorneys-at-law contains a list of activities²⁸, which could be done exclusively by attorneys. This list includes legal representation, legal counseling, document drafting, etc. As a result, the Act provides monopoly to the attorneys for these activities. As it was mentioned above, the majority of legal services, done by students, relating to the explanation of legal conditions, legal counseling and drafting legal documents. Some of these services are also in the list of activities, which could only do by attorneys. Therefore, legal clinic activities should be part of the curricula of the legal education (legal clinic is an optional course; the students get credits for their work), otherwise, universities and their students would breach the above-mentioned Act, since they act as attorneys. If such clinical activity is part of the students' education, the universities did not violate the law, because its purpose is educational. Even though, such Hungarian regulation impedes the work of legal clinics, they still achieve not only their educational, but social purposes as well. However, in Poland, Act on free legal assistance, which came into force in 2016, includes students with three years of experience as professionals, who could provide free legal assistance.²⁹ Such action of the Polish legislator recognized the role and importance of students and legal clinics.

Conclusion

In Hungary, the new Decree of the Minister responsible for higher education defined uniformly the educational output requirements of students. These requirements could be divided into four components: professional (cognitive) knowledge, skill/proficiency, professional attitude, autonomy and competence relevant to responsibility. The clinical legal education could greatly contribute to the accomplishment of these requirements. The students could acquire many lawyering skills through their clinical work. It is already proven that the traditional, frontal way of teaching is inadequate to transfer knowledge and skills to the

²⁵ Linda F. SMITH et al.: *Risks and Rewards of Externships: Exploring Goals and Methods*, *International Journal of Clinical Legal Education* Vol. 24. 2017, pp. 60-61.

²⁶ *Ibid.* p. 61.

²⁷ Clelia BARTOLI: *Legal Clinics in Europe: for a commitment of higher education in social justice*, *Diritto&Questioni Pubbliche*, 2016, p. 25. o.

²⁸ Section 2 Act LXXVIII of 2017 on the professional activities of attorneys-at-law

²⁹ In January 2016, free legal assistance will be launched throughout Poland <https://www.premier.gov.pl/en/news/news/in-january-2016-free-legal-assistance-will-be-launched-throughout-poland.html>

students. The universities have to introduce new, non-formal teaching methods e.g. mediation, legal clinic, legal argumentation techniques, in order to accomplish those requirements, which were defined in the Decree.

Wide range of varieties of legal clinics exists, so law faculties could choose that one, which fits into its profile. However, there are many hindering factors, which impede the spread of clinical legal education in Hungary. Approximately, 210-240 credits out of 300 come from theoretical lectures, so legal education still belongs to that sector of higher education, where the need for theoretical knowledge is high. Most of the freshly graduated students do not own the skills and knowledge required by the labor market. As the Tuning-report already pointed out that the biggest gap between the employers and the freshly graduated lawyers is that the employers have the ability to apply their knowledge in practice. Cooperation between the law faculties and practitioners could solve this problem. If demand meets supply, freshly graduated students could find a job more easily. In addition to the curricula, the second factor is the teaching methods. Frontal education is still typical in Hungary. The strong tradition of textualization makes harder the spread of alternative educational methods. Furthermore, the students get used to being passive characters in public education, since they do not question the curriculum and afraid to form their own opinion about the legal system. The third hindering factor is the attitude and position of the teachers. In the eyes of students, teachers are still authority, instead of a mentor or facilitator.

In spite of these hindering factors, three law faculties integrated the clinical legal education into their curricula. Other law faculties also had legal clinic course, but after a few years, each of them ceased to exist for different reasons (e.g. for lack of financial support/qualified teachers). As it was mentioned above, the alternative educational methods are more expensive than the traditional ones, since they need more and special equipment, the professor of the clinic has to participate in special training, which means additional financial burden to the university. The European Union and the Visegrad Fund already realized this problem, so they provide scholarships, in order to help to maintain the already existing legal clinics or to help to establish new ones.

Unfortunately, the Hungarian regulation impedes the work of legal clinics, since the Act on the professional activities of attorneys-at-law provides monopoly for a couple of legal activities to attorneys. The Act contains a list of these activities, and some of them, e.g. legal counseling, legal document drafting, also part of the legal clinic's work. Therefore, faculties have to focus on the educational goal of the legal clinic respecting this mandatory monopoly. Every Hungarian legal clinic is live-client type, so the social purposes of legal clinics' still present, since students provide legal assistance to those, who cannot afford the cost of a lawyer.

Summing up, the legal clinic in Hungary is still a new phenomenon, only a few percents of the students participated in it. For example, at the University of Szeged, in every semester an average of 10 students choose the legal clinic course. In comparison with the U.S, where three-quarter of students participated in at least one legal clinic course, there is room to grow. In the 2017-2018 academic year, 83% of the students participated in legal clinic activity at Harvard Law School.³⁰ There is a long way to go for Hungarian legal clinics, but the endeavor of the law faculties and the commitment of few teachers give us reason for confidence.

³⁰ In-house Clinics: <https://hls.harvard.edu/dept/clinical/clinics/in-house-clinics/>