

## Questionnaire three:

### 'Good practices' in the field of professional training of lawyers in EU law

#### Section 1: Background information

- Country of the answering structure or person: .....

#### 1. Are you:

- A training provider? (including Bar and Law Societies directly offering training activities) If yes, please indicate

Name of answering structure: .....

Name of person responsible for the answers: .....

Email: .....

- A representative of a bar or law society which does not organise or offer training activities

Name of answering structure: .....

Name of person responsible for the answers: .....

Email: .....

- A lawyer in private practice

Email: ..... (Optional – indicate if you wish to receive news from the project)

- Other, please specify .....

#### Attention:

if the responding person chooses option 1 (training provider) then should appear only the version of the questionnaire 3 corresponding to training provider

If the responding person chooses options 2, 3 or 4 then it is the version for bars and individual lawyers which should appear.

### Questionnaire 3 – version “Training providers”

*It is not compulsory to answer all questions – Please feel free to answer only the questions where you have identified good practices.*

2. Member State in which the training activity/activities presented as good practice was provided (or online if applicable): .....

#### Section 2: Preparation: before the training takes place

3. What good practices do you adopt when designing your training?

*Please explain how you have designed the training for maximum impact. This could, for example include one or more of the following actions:*

- *Evaluation of gaps in the existing selection of training courses on offer*
- *Structured and repeated collection of the needs of the intended audience*
- *Assessment of learning styles of the intended audience or training design which accommodates those with different learning preferences and needs (oral, visual, kinaesthetic etc)*
- *Preparation/design of materials which integrate legislation and case law to give a full and up to date overview of the evolution of an area of law*
- *Assessment of anticipated needs based on forthcoming legislative and/or societal changes*
- *Working with speakers and experts to ensure that interactive training methods are being used*
- *Ensuring the participation of experts in the implementation of EU law*

*You may wish to draw on the criteria above in describing how and why your example(s) should be considered as good practice, but these are not exhaustive.*

Example 1:

Example 2:

Example 3 (etc):

4. What processes and strategies do you employ to ensure that you successfully reach lawyers with information about your training activities?

*You may draw on the criteria below to help describe how and why your example(s) should be considered as good practice:*

- *Development of a new dissemination strategy (identification of key segments of the profession in need and the best channels to reach them)*
- *Establishment of a pro-active dissemination campaign for a specific training activity targeting lawyers*

- *Development of new dissemination tools e.g. web 2.0 (interactive use of web tools such as blogs, social media, wikis etc).*

Example 1:

Example 2:

Example 3 (etc):

## **5. What good practice do you adopt to maximise the attractiveness of your training activities?**

*You may wish to draw on the criteria below to help describe how and why your example(s) could be considered good practice.*

- *The training takes place at a time of day that accommodates the working or other commitments of your target group (E.g. court hours, client deadlines etc)*
- *The duration of the training and its delivery format balance the time pressures of your target group against the objectives to be achieved.*
- *You provide encouragement or recognition to attend training (e.g. accreditation, official endorsement, etc) or other incentives (e.g. negotiated reductions in Professional insurance, etc)*
- *You factor in other secondary objectives that trainees might have (e.g. social interaction, opportunity to hear well known keynote speaker)*

Example 1:

Example 2:

Example 3 (etc):

## **Section 3: Delivering the training**

### **6. What good practices do you use to make the objectives and structure of the training relevant to participants?**

*You can use the criteria below to help describe how and why your example(s) might be considered to be good practice:*

- *Ex-ante collection of participants' questions to adapt the objectives of a specific training activity*
- *The training provider has given to the participants a detailed description of the structure and objective of the training activity, including how it takes into consideration the needs of the (intended) audience and/or recent legal and societal trends*
- *Clear definition of learning outcomes*

Example 1:

Example 2:

Example 3 (etc):

**7. How do you ensure that the training methods used are successful in helping to achieve the training objectives and also ensuring that the training activity is relevant to the participants' needs?**

*The criteria below illustrate how and why the way in which you deliver your training might be considered good practice:*

- *You have adapted the training method in light of the learning need(s) you have identified.*
- *You are using learning methods which combine the transfer of knowledge with transfer of practical know-how and experience.*
- *You are using active learning techniques*
- *You are using peer training, combining practitioners' experience and relevant training methods*
- *You are using real life case studies and examples*

Example 1:

Example 2:

Example 3 (etc):

**8. How do you use IT tools and e-learning to deliver and enhance the delivery of your training activities?**

*The examples given below are possible features of training activities that might represent good practice:*

- *You use structured e-learning tools*
- *You use IT to develop interaction between learners e.g. through the use of a moderated websites, webinars etc.*
- *You integrate e-learning and traditional training methods (e.g. prior online assessment followed up by face to face training, or vice versa)*

Example 1:

Example 2:

Example 3 (etc):

## Section 4: Evaluating training

### 9. How are EU law aspects integrated into training activities in order to show their relevance to lawyers' everyday practice?

*You can use the criteria below to help describe why your example(s) might be considered to be good practice:*

- *You combine the exposition of the theory of EU law with practical experience of implementation and real life case studies.*
- *You demonstrate how European judicial procedures, such as procedures in front of the Tribunal or the Court of Justice of the European Union, can help lawyers achieve good results for their clients.*
- *You explain and illustrate the relationship between national law and EU legislation and jurisprudence*

Example 1:

Example 2:

Example 3 (etc):

### 10. How is the delivery of the training used as a means to promote and facilitate cross border cooperation and mutual trust between EU practitioners?

*You can use the criteria below as example(s) of good practice, but they are not exhaustive:*

- *The inclusion of comparative aspects of law and legal systems between Member States*
- *The involvement of practitioners from more than one Member State*
- *The involvement of experts on the implementation of EU law*
- *The use of real life case studies involving cross border aspects.*

Example 1:

Example 2:

Example 3 (etc):

### 11. What good practices have you developed to measure the effectiveness of the training and assess the ongoing impact of the training you provided?

*You can use the criteria below to help describe how and why your example(s) might be considered to be good practice, but these are not exhaustive:*

- a) *Post training assessment of the knowledge or know-how of those attending, allowing not only a direct reaction of the learners, but also an evaluation of:*

- *How their understanding has been increased (what facts, techniques, methods of work were mastered as an outcome of the training)*
  - *How they intend to change their behaviour or actions as a result of the training*
- b) *Implementation of an evaluation action in relation to the real results of the training session, which may occur sometime after its completion, in order to determine.*
- *Have the lawyers applied their training to real life cases?*
  - *Have the lawyers subsequently cooperated with others who participated in the training?*

Example 1:

Example 2:

Example 3 (etc):

**12. Do you have any other comments or suggestions on good practices in training for EU lawyers?**

Answer:

### Questionnaire 3 – version “Bars and Law Societies and individual lawyers”

*It is not compulsory to answer all questions – Please feel free to answer only the questions which are relevant to your experience during training activities.*

2. Member State in which the training activity presented as good practice was provided (or online if applicable): .....

#### Section 2: Preparation: before the training takes place

3. What good practices were adopted when designing the training activity/activities you are referring to?

*Please explain how the training activity was designed for maximum impact. This could, for example include one or more of the following actions:*

- *Evaluation of gaps in the existing selection of training courses on offer*
- *Structured and repeated collection of the needs of the intended audience*
- *Assessment of learning styles of the intended audience or training design which accommodates those with different learning preferences and needs (oral, visual, kinaesthetic etc)*
- *Preparation/design of materials which integrate legislation and case law to give a full and up to date overview of the evolution of an area of law*
- *Assessment of anticipated needs based on forthcoming legislative and/or societal changes*

*You may wish to draw on the criteria above in describing how and why your example(s) should be considered as good practice, but these are not exhaustive.*

Example 1:

Example 2:

Example 3 (etc):

4. What processes and strategies were used to successfully reach lawyers with information about training activities?

*You may draw on the criteria below to help describe how and why your example(s) should be considered as good practice:*

- *Development of a new dissemination strategy (for instance identification of key segments of the profession in need and the best channels to reach them)*
- *Establishment of a pro-active dissemination campaign for a specific training activity targeting lawyers*
- *Development of new dissemination tools e.g. web 2.0 (interactive use of web tools such as blogs, social media, wikis etc).*

Example 1:

Example 2:

Example 3 (etc):

*example(s) could be considered good practice.*

- *The training takes place at a time of day that accommodates the work or other commitments of lawyers (e.g. court hours, client deadlines etc)*
- *The duration of the training and its delivery format balance the time pressures of lawyers against the objectives to be achieved.*
- *There are systems in place to encourage lawyers to attend training (e.g. accreditation, official endorsement, etc) or other incentives (e.g. negotiated reductions in Professional insurance, etc)*
- *Other secondary objectives that lawyers may have are factored in (e.g. social interaction, opportunity to hear well known keynote speaker)*

Example 1:

Example 2:

Example 3 (etc):

### **Section 3: Delivering the training**

#### **6. From your experience, what good practices are used to explain the objectives and structure of the training to participants?**

*You can use the criteria below to help describe how and why your example(s) might be considered to be good practice:*

- *Ex-ante collection of participants' questions to adapt the objectives of a specific training activity*
- *The training provider has given to the participants a detailed description of the structure and objective of the training activity, including how it takes into consideration the needs of the audience and/or recent legal and societal trends*
- *Clear definition of learning outcomes*

Example 1:

Example 2:

Example 3 (etc):

**7. From your experience, which training methods used are successful in helping to achieve the training objectives and also ensuring that the training activity is relevant to the participants' needs?**

*The criteria below illustrate how and why the way in which delivering training activities might be considered good practice:*

- *The training method is adapted in light of the identified learning need(s).*
- *Training methods combine the transfer of knowledge with transfer of practical know-how and experience.*
- *Active learning techniques are being used*
- *Peer training, combining practitioners' experience and relevant training methods is used*
- *Real life case studies and examples are used*

Example 1:

Example 2:

Example 3 (etc):

**8. From your experience, how IT and e-learning tools can help deliver and enhance the delivery of training activities?**

*The examples given below are possible features of training activities that might represent good practice:*

- *Use of structured e-learning tools*
- *Use of IT tools to develop interaction between learners e.g. through the use of a moderated websites, webinars etc.*
- *Integration of e-learning and traditional training methods (e.g. prior online assessment followed up by face-to-face training, or vice versa)*

Example 1:

Example 2:

Example 3 (etc):

## Section 4: Evaluating training

### 9. From your experience, how can EU law aspects be integrated into training activities in order to show their relevance to lawyers' everyday practice?

*You can use the criteria below to help describe why your example(s) might be considered to be good practice:*

- *The exposition of the theory of EU law is combined with practical experience of implementation and real life case studies.*
- *Demonstration of how European judicial procedures, such as procedures in front of the Tribunal or the Court of Justice of the European Union, can help lawyers achieve good results for their clients.*
- *Explanation and demonstration of the relationship between national law and EU legislation and jurisprudence*

Example 1:

Example 2:

Example 3 (etc):

### 10. How is the delivery of the training used as a means to promote and facilitate cross border cooperation and mutual trust between EU practitioners?

*You can use the criteria below as example(s) of good practice, but they are not exhaustive:*

- *Inclusion of comparative aspects of law and legal systems between Member States*
- *Involvement of practitioners from more than one Member State*
- *The involvement of experts on the implementation of EU law*
- *Use of real life case studies involving cross border aspects.*

Example 1:

Example 2:

Example 3 (etc):

### 11. What good practices have you encountered to measure the effectiveness of the training and assess the ongoing impact of the training activities?

*You can use the criteria below to help describe how and why your example(s) might be considered to be good practice, but these are not exhaustive:*

- c) *Post training assessment of the knowledge or know-how of those attending, allowing not only a direct reaction of the learners, but also an evaluation of:*

- *How their understanding has been increased (what facts, techniques, methods of work were mastered as an outcome of the training)*
  - *How they intend to change their behaviour or actions as a result of the training*
- d) *Implementation of an evaluation action in relation to the real results of the training session, which may occur sometime after its completion, in order to determine.*
- *Have the lawyers applied their training to real life cases?*
  - *Have the lawyers subsequently cooperated with others who participated in the training?*

Example 1:

Example 2:

Example 3 (etc):

**12. Do you have any other comments or suggestions on good practices in lawyers' training in EU Law?**

Answer: