

Questionnaire three:

‘Good practices’ in the field of professional training of lawyers in EU law

Introduction

The Directorate General Justice of the European Commission has commissioned a study on the state of play of lawyers’ training in EU law. It is essential for lawyers across the European Union to understand and be able to use EU law, in order to give the best possible advice to their clients when points of EU law arise, thus providing legal security to EU citizens and residents and ensuring the proper and consistent implementation of EU law.

One of the core objectives of the study is therefore to establish a knowledge bank of ‘good practices’ from which training establishments in different Member States can draw.

This survey is designed to collect examples of what training providers, Bars and lawyers consider as ‘good practices’ in the provision of professional training for lawyers on EU law. It has three sections focusing on the preparation, delivery and evaluation/follow-up of training activities.

Defining ‘good practices’

A **good practice** is simply one that has been proven to work well and produced good results - and can therefore be recommended. We are not seeking to provide a definition for ‘best practices’ since training systems differ significantly across the EU and a best practice in one member state may be inapplicable in another. However, we are looking for processes, actions, behaviours, etc, which lift a training activity above the “run-of-the-mill” and which are worthy of recognition as “good practices”.

The Council of Bars and Law Societies of Europe (CCBE) and the European Centre for Judges and Lawyers (ECJL) have developed some benchmarking criteria for good practices in training and learning processes. Respondents can refer to these criteria listed in the **document published [online](#)** in order to help them identify good practices in their own training activities. They are also listed under each question when deemed particularly relevant to one aspect of organisation of training activities, but you are free to expand on them.

These criteria are only intended as a starting point and it is not necessary for a training activity to include all, or indeed any, of the criteria listed in order to be considered good practice. Respondents to this survey may wish to use their own criteria, but should describe them in detail and explain how they are relevant.

Respondents are also encouraged to provide precise examples of recent or upcoming training activities which are implementing their criteria for quality training.