

**Proposals for Building the Training  
Capacity of the Academy of the Bar Association  
of Serbia: *A Strategic Plan for Continuous Legal  
Education for the Coming 2-3 Years***

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The views herein expressed are solely those of the author and contributors and do not necessarily reflect the official position of the OSCE Mission to Serbia.

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## **ABBREVIATIONS**

ABA – American Bar Association

ABA ROLI – American Bar Association Rule of Law Initiative

CDCP – Criminal Defense Capacity Program

CLE – Continuing Legal Education

CPC – Criminal Procedure Code

EU – European Union

IBA – International Bar Association

NGO – Non-Governmental Organization

OSCE – Organization for Security and Co-operation in Europe

ToT – Training of Trainers

USAID – United States Agency for International Development

YUCOM – Lawyers' Committee for Human Rights

## **PART I: INTRODUCTION**

### **A. TERMS OF REFERENCE**

1. As part of its efforts to contribute to the improvement, independence, accountability, and fairness of the judicial system, and to assist in developing the capacity for professional training for lawyers of the Bar Association of Serbia, the Organization for Security and Co-operation in Europe (OSCE) Mission to Serbia commissioned the author, Michael G. Karnavas (International Consultant), to develop the institutional framework and a strategic plan for the Attorney Academy of the Bar Association of Serbia (hereinafter – the Academy).

2. The International Consultant was tasked with assessing the training needs of lawyers and capacities of the Academy and preparing a report with specific proposals for developing an institutional framework and the strategic plan of Continuing Legal Education (CLE) for the coming two to three years.

3. The Terms of Reference required the International Consultant to perform the following tasks:

1. Collect and analyze documentation on the legal framework;
2. Conduct the meeting with the governing structure of the Serbian Bar Association;
3. Conduct interview with the governing structure of the Serbian Bar Association's Academy;
4. Organize workshop with members of the Bar Association to present draft findings and to seek feedback;
5. Present findings and recommendations to the relevant stakeholders of the Bar Association;
6. Perform other tasks as required.<sup>1</sup>

### **B. ASSESSMENT METHODOLOGY**

1. The International Consultant's assessment is based on the meetings and interviews with relevant stakeholders during the two field visits to Belgrade, analysis of the documentation regulating the legal profession in Serbia, reports of the international organizations and civil societies generated over the past years, and consultations with independent practicing Serbian lawyers not involved in the project. The objective of

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<sup>1</sup> OSCE Mission to Serbia, Terms of Reference, Consultant for Developing the Institutional Framework and the Strategic Plan for the Serbian Bar Association, UB Project No. 2400655, Item 4.

the assessment was to determine the needs, capacities, and past deliverables of the Academy, and the extent to which the Academy would be able to develop and adopt a strategic plan to provide comprehensive, accessible, and sustainable CLE.

5. Prior to the field visits, the International Consultant was provided the following documents regulating the legal profession and reports of the international organizations and civil societies generated over the past years:

*Documents on the legal profession and the Bar Association of Serbia*

- Legal Profession Act, Official Gazette of the Republic of Serbia, No. 31, 9 May 2011;
- Statute of the Bar Association of Serbia, No. 1935/2011, 29 October and 12 November 2011;
- Decision Amending and Supplementing the Statute of the Bar Association of Serbia, No. 2110, 24 June 2012;
- Decision amending the Statute of the Bar Association of Serbia, No. 3578, 11 May 2013;
- Code of Professional Ethic of Attorney-at-Law, No. 84-6/2012, 11 February 2012;
- Program of the Attorney Academy of the Bar Association of Serbia, No. 1163-D1/2015, 24 November 2015;
- Plan for the Implementation of the Program of Special Professional Training of Lawyers and Interns of the Attorney Academy of the Bar Association of Serbia, 6 November 2015 and 24 November 2015; and
- Decision on Amending the Program of the Bar Association of Serbia Attorney Academy, No. 1163-D1/2015, 24 November 2015.

*Reports on the judicial and legal reform in Serbia generated over the past years by various international organizations and civil societies*

- A Brief Description of the Serbian Judiciary, OSCE Mission to Serbia, June 2016;



- The European Commission Country Report, Serbia 2016 Report, SWD (2016) 361 final, 9 November 2016;
- Lawyers' Committee for Human Rights (YUCOM), YO3 Annual Report, No. 3, 2015;
- ABA ROLI, Detention Procedure Assessment for Serbia, July 2013;
- ABA ROLI, Prosecutorial Reform Index for Serbia, December 2011; and
- ABA ROLI, Judicial Reform Index for Serbia, September 2005.

6. Based on the analysis of these documents and in preparation for the first field visit, the International Consultant provided a Memorandum with his observations, a list of clarification questions for the Bar Association of Serbia and the Academy, and a tentative list of potential interviewees for the field visits.

7. On 5 to 7 December 2016, during the first assessment visit, the OSCE Mission to Serbia arranged for interviews with the representatives of the Bar Association of Serbia and the Academy, the Ministry of Justice, the Judicial Academy of Serbia, the Partners for Democratic Change in Serbia (Partners Serbia), the Delegation of the European Union to Serbia (EU Delegation), the Belgrade Centre for Human Rights, and the Lawyers' Committee for Human Rights (YUCOM) .

8. In preparation for the second field visit on 19 to 21 December 2016, two workshops with the Academy were scheduled based on the agenda prepared by the International Consultant to discuss the initial findings and recommendations.

9. As part of the assessment, the International Consultant conducted interviews with numerous practicing Serbian lawyers not involved in the project or the Academy, and who wished to remain anonymous. This allowed the International Consultant to consider independent observations and opinions on the training activities of the Bar Association of Serbia and the Academy.

10. Finally, it may be worth noting that the International Consultant has previously worked in the region in various rule of law and legal reform projects, and has extensive experience in legal professional training. This experience proved useful in understanding both the needs and challenges of Serbian lawyers and the Bar Association of Serbia.

### **C. PRELIMINARY REMARKS**

11. A serious lawyer, who wishes to remain current on the law and continue to improve his or her lawyering skills (legal writing, oral advocacy, questioning techniques, and substantive legal knowledge), knows that it is incumbent upon him or her to make all necessary efforts, independent of the bar association, to self-improve and excel. It is in the finest tradition of the legal profession that lawyers know the changes in the law and procedure and how to conduct themselves ethically and within the code of conduct. They must be equipped with the necessary skills and practical experience to provide effective legal assistance and advice to their clients.

12. Lawyers hold a special status in society, especially in countries that enjoy or are striving to enjoy liberal democratic governance. While lawyers are independent in their practice by taking instructions only from their clients and serving only the interests of the clients, they are organized by and must adhere to the governing statute of a bar association. It is within this organized structure that lawyers self-manage, self-regulate, self-discipline, and self-educate. This is how lawyers – as members of the bar association – fiercely maintain their independence and foster the integrity, relevance, and image of the legal profession.

13. Members of the Bar Association of Serbia obviously know this; neither international legal experts nor field trips are necessary to state the known and obvious. CLE is vitally important, with many national bar associations making it mandatory. This is so because neither the law nor the legal profession is static.

14. The Bar Association of Serbia is an umbrella organization for eight Regional Bars,<sup>2</sup> regulating all aspects of lawyers' work: admission to practice, organization of

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<sup>2</sup> The Bar Association of Vojvodina, the Bar Association of Belgrade, the Bar Association of Zaječar, the Bar Association of Kragujevac, the Bar Association of Niš, the Bar Association of Požarevac, the Bar Association of Čačak, and the Bar Association of Šabac.

practice, disciplinary procedures, and professional training.<sup>3</sup> Each Regional Bar is an autonomous body within the Bar Association of Serbia, with its own statute and similar internal organization.<sup>4</sup> The Regional Bars have independent authority over the territory for which they have been established.<sup>5</sup> The budget of the Bar Association of Serbia is based on mandatory contributions from the Regional Bars: the lawyers pay membership fees to their respective Regional Bars, with the understanding and expectation that their fee contributions will be transferred to the Bar Association of Serbia. It was learned during the assessment that certain Regional Bars (Belgrade and Vojvodina) failed to contribute to the budget of the Bar Association of Serbia, thus not only causing a budget deficit but also significantly impacting the viability of the Academy.

15. In 2013, the Managing Board of the Bar Association of Serbia established the Academy tasked with organizing and administering the bar examination and providing continuous professional and specialized training for lawyers and trainees.<sup>6</sup> The Academy is composed of the Office of the Dean (the executive body of the Academy) and the Curriculum Council (one representative from each Regional Bar; it is an expert body in charge of drafting and developing the curricula of professional training).<sup>7</sup> In practice, however, based on the discussions with members of the Academy, the lack of resources have resulted in the day-to-day operations of the Academy being performed by a limited number of committed members on a *pro bono* basis.

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<sup>3</sup> Legal Profession Act, Official Gazette of the Republic of Serbia, No. 31, 9 May 2011, Article 66: “Serbian Bar Association and bar associations in its constitution perform the following tasks: 1) make the statute and other general enactments; 2) represent the interests of attorneys-at-law before the state and other agencies and organizations; 3) achieve international cooperation in the field of legal profession; 4) represent attorneys-at-law before the domestic and international professional associations and organizations, companies and individuals; 5) organize and conduct ongoing training of attorneys-at-law, law trainees, graduate lawyers and employees in the law offices and law partnerships and specialized professional training of attorneys-at-law; 6) issue regular and occasional publications to inform lawyers and the public on issues of interest to the legal profession and professional development of attorneys-at-law and law trainees; 7) organize the provision of free legal aid in accordance with the law; 8) issue opinions on draft laws and other regulations of interest for the position of legal profession; 9) other matters of general interest, according to the law and other regulations.” (Unofficial translation).

<sup>4</sup> Statute of the Bar Association of Serbia, No. 1935/2011, 29 October and 12 November 2011 (with amendments), Article 12 (hereinafter – Statute of the Bar Association of Serbia).

<sup>5</sup> *Id.*

<sup>6</sup> *Id.*, Article 281.

<sup>7</sup> *Id.*, Article 284.

16. In November 2015, the Managing Board of the Bar Association of Serbia adopted the *Program of the Attorney Academy of the Bar Association of Serbia* (hereinafter – Program)<sup>8</sup> and the *Plan for the Implementation of the Program of Special Professional Training of Lawyers and Interns of the Attorney Academy of the Bar Association of Serbia* (hereinafter – Plan).<sup>9</sup>

17. The Program is a brief five-page document stating the fields of professional training (civil law, criminal law, public law, international law, law and ethics of lawyers, practical skills, and organization of work in the legal profession)<sup>10</sup> and methodology (lectures, seminars, round tables, courses, workshops, panel discussions, exercises, instructions, presentations, and testing).<sup>11</sup> The Program outlines three types of training that the Academy is expected to provide:

- General professional training – continuing legal education of lawyers and trainees in different fields of law;
- Special professional training – targeted and advanced training of lawyers on regulations, legal practice and skills in different fields of law; and
- Specialized professional training – targeted and advanced training of lawyers in the specialized fields of law: juvenile law, family law, labor law, contract law, intellectual property law, constitutional law, administrative law, tax law, social insurance law, international arbitration, human rights law, and mediation.<sup>12</sup>

18. The Plan lists specific topics within each field of professional training as defined by the relevant department of the Academy (Civil Law Department, Criminal Law Department, Public Law Department, International Law Department, Department of the Legal Profession and Lawyer’s Ethics, Department of Practical Knowledge and Skills, and Department for the Organization of Work in Law Firms).<sup>13</sup> The Plan

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<sup>8</sup> Program of the Attorney Academy of the Bar Association of Serbia, No. 1163-D1/2015, 24 November 2015 (hereinafter – Program).

<sup>9</sup> Plan for the Implementation of the Program of Special Professional Training of Lawyers and Interns of the Attorney Academy of the Bar Association of Serbia, 6 November 2015 and 24 November 2015 (hereinafter – Plan).

<sup>10</sup> Program, Article 4.

<sup>11</sup> *Id.*, Article 3.

<sup>12</sup> *Id.*, Articles 2 and 9.

<sup>13</sup> Plan, Articles 7(1)-7(7).

provides that the time necessary for the implementation of the training, teaching methodology, and contents of training courses will be set in the activity plan of each department in accordance with the Academy activity plan.<sup>14</sup> During the assessment, no activity plan was presented.

19. During the meetings with members of the Academy, it was reported that the Academy conducted preparatory bar examination courses for trainees, and well as some trainings for lawyers. Trainings of trainers (ToT) and trainings by trainers on the new criminal procedure have also been carried out by others (or in cooperation with the Academy), funded by foreign donors.

20. Over the past four years, the Partners Serbia, in cooperation with the American Bar Association Rule of Law Initiative (ABA ROLI) and the Bar Association of Serbia, and supported by the United States Department of State, Bureau of International Narcotics and Law Enforcement, implemented the Criminal Defense Capacity Program (CDCP) to train lawyers on the newly adopted adversarial criminal procedure. Reportedly, within the CDCP, a pool of 24 trainers on the new criminal procedure have been trained, who in turn provided trainings, seminars, and workshops on trial advocacy and plea bargaining. In addition, an e-learning program on the new criminal procedure was developed. With the completion of the CDCP at the end of December 2016, the training material and the e-learning platform were to be transferred to the Academy.

21. Based on discussions with the leadership of the Academy, it is unclear to what extent the Program and the Plan have been implemented. The Program and the Plan provide an ambitious and all-encompassing curriculum for CLE. Though it is claimed that numerous trainings have taken place, it is unclear (or at least no verifiable proof was offered) that the Program and the Plan have been implemented in any cohesive, organized, and sustainable fashion. No information was provided for future scheduled trainings. No prioritization among the specific topics has been done. Also unclear is to what extent specific topics listed in the Plan have been developed into training courses, whether training material is in the process of being developed, or whether a needs assessment has been done on how many trainers, if any, are available. Equally

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<sup>14</sup> *Id.*, Articles 7 and 8.

important, no concerted efforts have been made to canvas and solicit the views of the membership to learn of their desired or expected needs on training. In general, the impression left after several discussions with members of the Academy was that the trainings were done spontaneously, with a significant portion of them being organized and/or funded by external support.

22. The unintended consequence of leaving it to others to fund and conduct trainings (out-sourcing) is the marginalization of the Academy. At some point, international organizations and NGOs will downsize and/or depart. Hence, the Academy must develop posthaste a CLE strategy and an action plan that is long-term and sustainable, and fully funded by the Bar Association of Serbia. The current Plan is a welcomed start, but other than enthusiasm (which is necessary), there is little evidence that the Academy has a strategy for implementing it – inclusive of which is the very significant issue of financial resources. To this end, the Academy needs to identify, concretely, the immediate needs of its members and trainees, and prioritize its services. The Academy, with the assistance of the Bar Association of Serbia and the Regional Bars, should take the initiative in designing, at a minimum, a realistic, detailed, and germane CLE program for 2017. Then it must implement it. In the meantime, the Academy can forge ahead with other matters relevant to the sustainability of the Academy.

*Why have the Bar Association of Serbia and its Academy yet to institute a sustainable CLE program that addresses the current and future needs of its members?*

23. The Bar Association of Serbia would have the financial resources for a sustainable CLE program if the Regional Bars would pay their dues. Astonishingly, the debt of the Belgrade Bar to the Bar Association of Serbia was purported to be 400,000 Euros. This may in part explain why the coffers of the Bar Association of Serbia are exhausted, and why the Academy is searching for methods (and donors) to cover its administrative costs. This, however, does not explain the lack of a coherent strategy for a sustainable CLE program. The Program and the Plan is a start, but they are not self-executing. No efforts seem to have been made to decide the specifics and take concrete actions, such as prioritizing the needs of the members, or identifying the number of trainers required for each training, or determining what sorts of training should be conducted, etc.

24. The thrust of this Report is to make unvarnished recommendations as to how the Academy could become more financially secure, improve its institutional framework (internal organization), and develop an action plan to deliver the CLE curriculum envisioned in its Program and Plan. Nothing innovative or remarkable will be recommended. No proverbial silver bullet is in the offing – just practical, commonsense advice. In the end, the Bar Association of Serbia and the Academy will need to muster the will and fortitude to establish a sustainable and implementable CLE program.

## PART II: SUMMARY

### *1. Findings*

25. The International Consultant found that all stakeholders are in favor of CLE. Elements identified as crucial for planning and implementing a CLE program are not in place:

- The Academy lacks administrative resources necessary for implementing a CLE program, as well as to perform day-to-day operations of the Academy;
- The budget of the Academy is insufficient for funding an administrative office, and for facilitating and organizing trainings;
- The Academy does not have a concrete CLE program and implementation plan for 2017.

26. These elements are necessary prerequisites in developing a CLE strategy. This Report offers viable options and recommendations for reforming the institutional framework of the Academy to: a. organize and rationalize the Academy's administrative resources and training capacities, and b. develop both a CLE strategy and an action plan for 2017 and beyond.

27. The Academy should establish itself as an autonomous educational institution. It should be funded in a self-sustaining manner using a combination of fees and donor funds. It should also be managed by professional administrative staff with strong skills in leadership, strategic planning (including budget planning and fundraising), and with significant knowledge of progressive adult learning techniques.

### *2. Recommendations for Improvement of Internal Structure*

- **Be proactive.** Initiatives should come from the Bar Association of Serbia and not from international organizations.
- **Collect outstanding debts.** Take affirmative actions to collect any outstanding debts from the Regional Bars and members.
- **Fundraise.** Engage a professional fundraiser (or volunteers) to prepare proposal plans and to reach out to potential donors (such as foreign



embassies, the EU Delegation, the ABA ROLI, the United States Agency for International Development (USAID) etc.)

- **Consider changing legal status.** To facilitate fundraising and to obtain certain tax benefits, consider changing the legal status of the Academy to an independent entity or foundation, separate from the Bar Association of Serbia.
- **Hire an administrative professional.** To facilitate the day-to-day activities of the Academy, it should establish a full-time paid administration.
- **Introduce modest fees.** Introduce a modest/minimum fee for participation in trainings to cover organizational and administrative costs.

### ***3. Action Plan for CLE***

Step 1. Assemble a database of training material already developed by the Academy.

Step 2. Make a database of trainers – limited to competent, reliable, and available people who are willing to give their time *pro bono*.

Step 3. Prioritize the topics listed in the Plan and develop a modest and realistic list of CLE topics for 2017. The prioritization should allow for a logical sequence of topics.

Step 4. Identify any material or human resource gaps that need to be filled in order to deliver the CLE trainings selected for 2017.

Step 5. Prepare, update, and improve the material for the selected topics of 2017.

Step 6. Train additional trainers, if necessary, while also testing and fine-tuning any of the new lecture or handout material.

Step 7. Prepare a tentative Training Calendar for 2017.

Step 8. Inform the membership of the Training Calendar in advance, and regularly publicize and advertise the upcoming trainings.

#### ***4. Training Recommendations***

- Be open and flexible in format, content, and presentation of CLE trainings.
- Cooperate with lawyers in the regions and consider their needs and interests.
- Monitor closely the changing legislation and anticipate potential areas of training.
- Introduce mandatory ethics trainings as part of CLE for every year.
- Organize ethics panel discussions and add ethical components to other training courses.
- Continue with the ToT approach and use these trainings as pilot projects to test and fine-tune the training material and the training in general.
- Adopt interactive, participatory, and regular learning activities for CLE methodology, such as open discussions, case studies, moot courts, workshops etc.
- Reach out to the Judicial Academy, civil societies (such as YUCOM), other national and regional bar associations, universities, and law schools to organize joint trainings and projects.

## **PART III: ASSESSMENT AND RECOMMENDATIONS**

### **A. FINDINGS**

28. All relevant stakeholders interviewed during the assessment visits recognized the need for continuing and organized training for both practicing lawyers and law graduates to strengthen the legal profession in Serbia. The absence of an action plan for 2017 reveals a lack of appreciation for the need to strategically organize CLE. While the Academy members exude enthusiasm, its vision of what trainings and services the Academy should deliver and how the Academy should be organized in order to provide these trainings and services is deficient.

29. The minimum conditions identified for planning and implementing a CLE program are not in place:

- The Academy lacks administrative resources necessary for implementing a CLE program, as well as to perform day-to-day operations of the Academy;
- The budget of the Academy is insufficient for funding an administrative office, and for facilitating and organizing trainings;
- The Academy does not have a concrete CLE program and implementation plan for 2017.

30. The following sections offer suggestions for improving the internal structure of the Academy and developing a strategy for CLE.

### **B. BACKWARD GOAL-SETTING**

31. The Academy should have a vision and a strategic plan with identified milestones, clearly conveying its overarching goal for the next five to ten years. This would enable the leadership to work backward by setting target dates to the specific milestones. This approach of backward goal-setting helps with forward-planning and can be useful in avoiding time wasted on unnecessary and unproductive activities. Also, it highlights the most problematic issues within the plan, showing where creativity is required to successfully take the next step and reach the next milestone.

Finally, it is instructive in appreciating the steps needed in achieving the essential goals that are the prerequisite to the Academy's overarching goal.

32. Nothing being etched in stone, the plan and milestones can be adjusted as necessary. At a minimum, the Academy will have a road map and an appreciation of the human and financial resources required. The Program and the Plan are a good start and provide sufficient guidance for developing an implementable strategic plan for CLE.

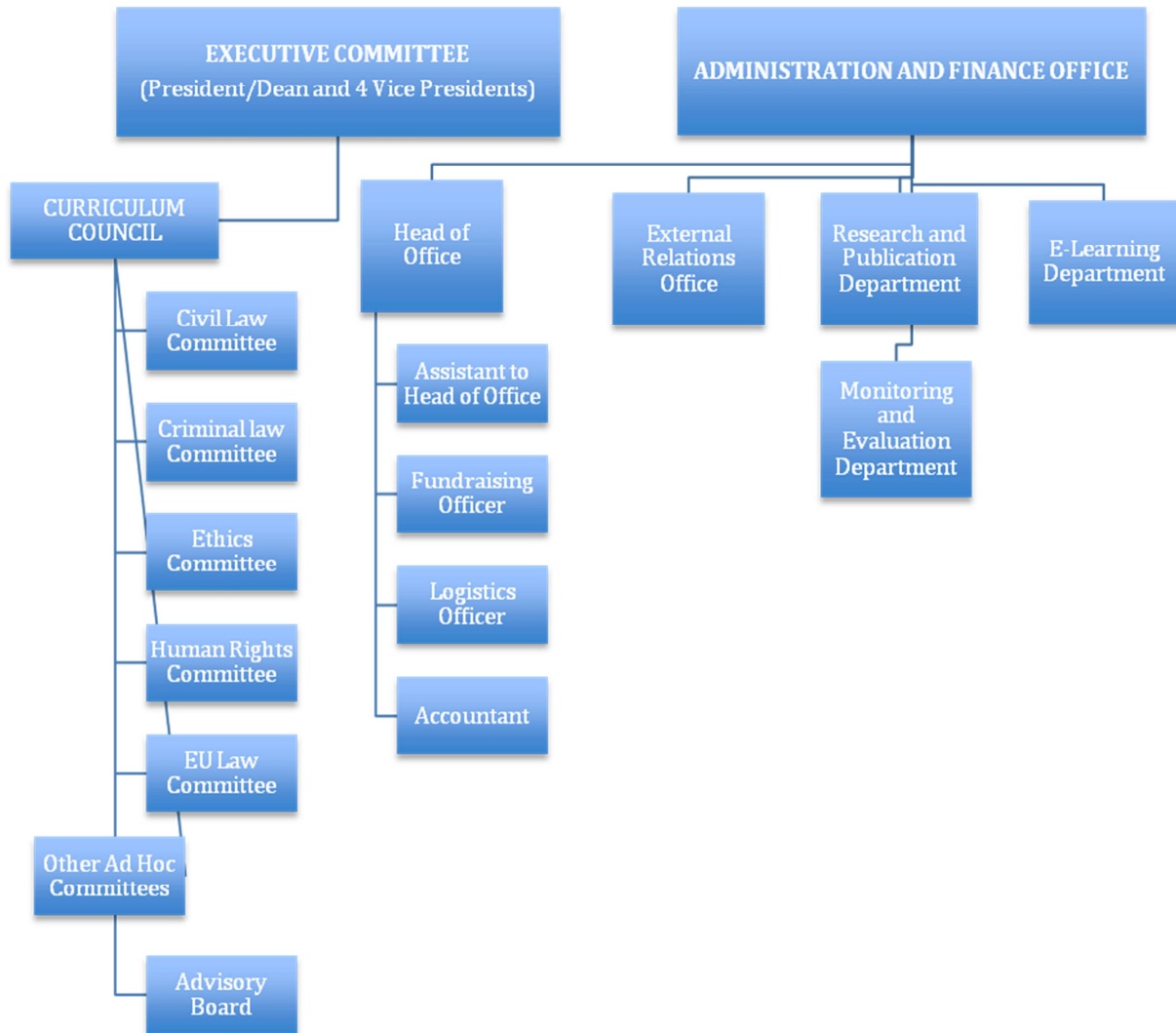
### **C. VISION / OVERARCHING GOAL**

33. In five to ten years the Academy should be an independent, credible, and sustainable institution with a functional internal structure (*see* Subsection D, "Proposal for Improvement of Internal Structure") and a number of paid staff, implementing relevant programs and services for its members and trainees (*see* Subsection E, "Proposal for Improvement of Training"). Considering the assessment, the statutory documents regulating the Bar Association of Serbia and the establishment of the Academy, its objectives and functions, and the Program and the Plan developed by the Academy, the following CLE programs should be considered as being part and parcel of the Academy's vision and overarching goal:



## D. PROPOSAL FOR IMPROVEMENT OF INTERNAL STRUCTURE

### 1. Organogram



34. To implement the various training programs, the Academy will need to develop its internal structure. The suggested structure (as presented in the Organogram above and described in detail below) does not require any statutory changes; it is within the Statute of the Bar Association of Serbia. Under Article 284 of the Statute, the bodies of the Academy are the Curriculum Council and the Office of the Dean. The Dean of

the Academy can appoint Vice Presidents to form the Executive Committee (Office of the Dean) that would act as an executive body of the Academy (Article 286).<sup>15</sup>

35. Under Article 285 of the Statute, the Curriculum Council can form various committees (departments). It can: “appoint and dismiss members of the commission for professional specialization, ... appoint and dismiss heads of departments and their deputies, ... in cooperation with the Dean, ensure the implementation of the curriculum and work plan of the Academy....”<sup>16</sup>

## ***2. Proposed Institutional Framework & Terms of Reference***

36. **President/Dean of the Academy** – represents the Academy, manages and coordinates the Executive Committee.

37. **Executive Committee** – (President/Dean of the Academy and four Vice Presidents) responsible for making the decisions on the day-to-day operations and management of the Academy.

38. **Curriculum Council** – (representatives from the Regional Bars; one representative from each bar) responsible for identifying the targeted CLE programs. The Regional Bars need to have ownership in the Academy’s activities and achievements in order to ensure the Regional Bars’ engagement, cooperation, financial support, members’ attendance etc. The Curriculum Council should form specialized training committees (three to five lawyers) composed of the members of the Bar who are interested and motivated in proposing and developing trainings. Some of them can be trainers themselves, but not necessarily. The primary task of specialized training committees is to assist in trainings preparation, identifying what kind of training is needed in their specialized areas (Civil Law, Criminal Law, Ethics, Human Rights, European Union (EU) Law etc.), identifying what human resources are required (who can prepare and deliver the training), and reaching out to the Regional Bars for cooperation in organizing the trainings.

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<sup>15</sup> Statute of the Bar Association of Serbia, Article 286: “The Office of the Dean shall be the executive body of the Attorney Academy of the Bar Association of Serbia.... The Dean shall: 1) represent the Attorney Academy; 2) implement the decisions made by the Managing Board of the Bar Association of Serbia; 3) co-ordinate and organise the work of the Attorney Academy; 4) participate in the work of the Curriculum Council; 5) submit regular monthly and annual reports on his/her work and the work of the Attorney Academy and the departments of the Academy to the Managing Board of the Bar Association of Serbia; 6) perform other tasks in accordance with the Statute and general by-laws of the Bar Association of Serbia and the Attorney Academy.” (Unofficial translation).

<sup>16</sup> *Id.*, Article 285. (Unofficial translation).

39. **Advisory Board** – (representatives of national and international organizations and companies, entrepreneurs, law professors, and others) responsible for providing opinions and different perspectives on the Academy’s Draft Annual Training Calendar and the Annual Report on Training Activities.

40. **Administration and Finance Office** – responsible for performing the day-to-day functions related to administration, logistics, financial planning, record keeping, communication etc. During the first years of the Academy, the staff of the Administration and Finance Office can be limited to a single position of the Head of Office.

41. **Head of Office** – the chief administrator responsible for the day-to-day operations of the Academy. The Head of Office will act as a link between the President/Dean of the Academy, the Executive Committee, the Regional Bars, and the specialized training committees. His or her duties will include:

- Providing logistical assistance in organizing trainings (printing and/or electronically distributing the training material, sending out invitations, advertising, making reservations for training locations, registering the participants, conducting evaluations, maintaining archives and records etc.)
- Drafting the Annual Report on Training Activities
- Maintaining the database of both the trainers and participants
- Managing and updating the web-site of the Academy
- Liaising with the relevant stakeholders for joint-trainings (the Judicial Academy, the Prosecutors Association, NGOs etc.)
- Fundraising
- Liaising with the Regional Bars

42. Key skills and qualifications of the Head of Office include:

- Five to ten years of experience
- Fluency in English

- Strong organizational and managerial skills
- Excellent writing and communication skills
- Legal background (preferably a law degree)
- Advanced IT skills
- Dynamic and forward-thinking

43. Depending on the funds, the Head of Office can delegate some of his or her functions to additionally hire the following professionals:

- Assistant to Head of Office
- Logistics Officer
- Statistics and Evaluation Officer
- Budget and Finance Officer
- Accountant

44. The Administration Office would benefit by having unpaid interns (preferably with an internship term of six-months or more). The interns could assist with some day-to-day administrative tasks.

45. **Fundraising Officer** – plays a key role in the development and implementation of the Academy’s fundraising activities to secure funding for training and organizational core costs. Specific duties of the Fundraising Officer include:

- Developing fundraising strategies
- Writing proposal projects for funding and applications for grants
- Building relationships with potential donors by organizing conferences, workshops, meetings, and roundtables

46. Key skills and qualifications of the Fundraising Officer:

- Excellent communication and negotiations skills
- Experience in fundraising



- Presentation skills
- Research skills
- Fluency in English
- Enthusiasm and commitment to the Academy
- Organizational and IT skills

47. **External Relations Department** – (one to three lawyers) responsible for maintaining contacts with international donors and organizations, foreign bars etc. This function is especially important in the first years of the Academy. The External Relations team must design and draft an agreement/memorandum of understanding to establish partnership relations with relevant organizations, institutions, and individuals to cooperate in organizing high-level trainings.

48. **Research and Publications Department** – (one to three lawyers) responsible for providing leadership for building and maintaining the Academy’s research and publication capacity. This department will work closely with the Monitoring and Evaluation Department to elaborate studies and analyses on various issues of the current status of the legal profession in Serbia, develop proposals for improvement and reform, and to publish practical guidelines, recommendations, and manuals on best practices.

49. **Monitoring and Evaluation Department** – (one to three lawyers) responsible for monitoring and evaluating the trainings, trainers, and overall performance of the Academy. The Monitoring and Evaluation Department is necessary to ensure that the Academy meets minimum international standards and that its methods are continuously improved and updated. The primary purpose of evaluation is to improve the Academy’s training. To this end, the information must be collected to measure efficiency and effectiveness of the Academy’s trainings. Specifically, monitoring and evaluation should be carried out in four areas: training, trainers, trainees, and Academy’s performance as an education provider.

50. The Monitoring and Evaluation Department will develop and draft evaluation forms and surveys with objective and clear criteria. The results will be analyzed and processed into recommendations for consideration. Based on these recommendations,

decisions can be made on how to improve a specific training, a course, or a program. It may not always be sufficient to formally evaluate each training event. Many other factors should be taken into account – the purpose of the training, the targeted audience, the trainer’s feedback etc. The details of a proposed evaluation system are provided in Subsection G. 3, “Evaluation System”.

**51. E-learning Department** – (one to three lawyers) responsible for developing and managing e-learning courses and tools, supporting new learning models, and providing leadership in digital innovation.

### ***3. Organizational Recommendations***

- **Be proactive.** Initiatives should come from the Bar Association of Serbia and not from international organizations.
- **Collect outstanding debts.** Take affirmative actions to collect any outstanding debts from the Regional Bars and members. Prepare to disbar any member who refuses to become current on fees owed.
- **Fundraise.** A full-time fundraiser is necessary. However, considering the lack of funds, the Bar Association of Serbia and the Academy should consider engaging volunteers who have the relevant experience and can devote time to taking on the tasks of the Fundraising Officer. The fundraiser should start by identifying and contacting potential donors (such as foreign embassies, the EU Delegation, the ABA ROLI, the USAID etc.) and preparing project proposals for donor funding. Fundraising should start immediately since it takes considerable time to achieve first results.
- **Consider changing legal status.** Changing the legal status to an independent entity or foundation, separate from the Bar Association of Serbia, can facilitate the fundraising and allow the Academy to have certain tax benefits.
- **Hire an administration professional.** Hiring a Head of Office should be a top priority for the Academy, undertaken as soon as the Academy obtains enough funds.
- **Introduce modest fees.** The Academy should introduce a modest fee to at least cover organizational costs for participation in trainings. A market

analysis (survey and research) should be done to determine: a. paid courses, organized by other educational institutions, and their price; b. topics in high demand, which are likely to attract enough participants. Based on the findings, decisions can be made as to which paid courses should be introduced as of the next year at the Academy. Paid courses could also be organized in cooperation with foreign universities and bar associations.

## **E. PROPOSAL FOR IMPROVEMENT OF TRAINING**

52. The leadership of the Academy is best poised to make determinations on its members' training needs. The Academy has developed the Program and the Plan outlining the preferable content of training. The Program and the Plan are ambitious and cannot be implemented over the course of a year. Realistically, the Program and Plan require a minimum of three years to complete – assuming the Academy adopts and implements a well-organized and well-planned **action plan**.

### ***1. Mandatory Continuous Legal Education***

53. Mandatory CLE is highly recommended. The Academy should consider:

- Advocating for amending the Law on Legal Profession to explicitly provide for mandatory training;
- Introducing mandatory courses as part of the traineeship program in preparation for the bar examination;
- Introducing mandatory courses as part of the qualification/certification program for Legal Aid (required in order for one to be added to the List of court-appointed lawyers, i.e. *ex officio*);
- Introducing mandatory courses within the specialization program: a lawyer who wants to present him/herself as a specialist in a certain area of law would be required to take a mandatory course and pass the examination to meet the minimum qualification criteria.

54. The last three recommendations are the most practical in the short term. It is also recommended that the Bar Association of Serbia consider a credit-based system.

55. A credit-based system requires that each lawyer earns a certain amount of credit hours a year. Failing to meet the CLE requirements should result in license suspension or disbarment.

56. Credits can be earned by: a. completing a training course accredited by the bar; b. teaching at accredited CLE programs; c. preparing students for competitions or mock trials; d. publishing legal articles; e. moderating panel discussions; and other activities. Some jurisdictions require a minimum number of credits for specific topics, such as ethics and professional responsibility or law practice management.

57. The Academy should develop a CLE credit-based system requiring 15 credit hours a year, of which three hours of ethics training are mandatory. The value of various activities should be:

- One credit for one classroom hour accredited by the Bar Association of Serbia;
- Two credits for an hour of lecturing and/or training (with a maximum of 10 credits per year for this activity);
- One credit for publishing a legal article of 5,000 up to 10,000 words (with a maximum of five credits per year for this activity);
- Half the credit hours for self-study – completing an accredited CLE activity for which attendance is not required.

58. Non-substantive introductory remarks and programs of less than 30 minutes should not be counted.

59. Additional credits can be provided for legal aid. Surplus points (except for ethics) can be carried over to the next year.

60. The Bar Association of Serbia and the Academy should be open to accepting CLE credits from other accredited CLE providers. The Bar Association of Serbia should consider introducing an accreditation process allowing individual lawyers, civil society groups, and others to request accreditation by providing course materials.

61. Drawing on the experience of other bar associations in the region, the Bar Association of Serbia should develop Rules for CLE defining, detailing, and

regulating the accreditation process, types of CLE activities, the rules of compliance and non-compliance, and the credit record keeping system.

## ***2. Standard Courses for All***

62. A “Standard Courses for All” program entails basic courses repeated every year and available for all lawyers. Specific topics can include Ethics, Discipline, Human Rights, Legal Profession Reform, Legal English etc., depending on the demand.

## ***3. Trainees Program***

63. The Academy has already started a voluntary and free training program for graduates to prepare them for the bar examination: it is a three and one half month course, two hours per week, offered in Belgrade only. The Academy should continue providing this program and should expand it to regions other than Belgrade, continuously improving and developing the training material. It is also recommended that the Academy control the quality of traineeships and introduce minimum requirements as to what tasks need to be performed during the traineeships. Needless to say, the traineeships should not be done for the sake of appearance, but must allow prospective lawyers to acquire practical skills and prepare for legal work.

## ***4. Ethics Program***

64. Countries all over Europe include ethics examinations in their bar examinations. In many national bars, ethics trainings are a mandatory part of the CLE program. In France, for instance, lawyers during the first two years after passing the bar examination are obliged to complete at least ten hours of ethics trainings per year.<sup>17</sup>

65. The Statute of the Bar Association of Serbia, describing the scope of the Academy’s activities, provides that the Academy must be responsible for “continuous professional training ... for the improvement of theoretical and practical knowledge and skills of attorneys, necessary for professional, independent, autonomous, effective and ethical legal profession....”<sup>18</sup> The Code of Professional Ethic of Attorney-at-Law provides that “the purpose of legal education is to train one in legal skills, to develop

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<sup>17</sup> Decree Organizing the Legal Profession, No. 91-1197, 27 November 1991 (modified 3 April 2012), Article 85 (Décret n° 91-1197 du 27 novembre 1991 modifié organisant la profession d’avocat, available in French at [www.legifrance.gouv.fr](http://www.legifrance.gouv.fr), last accessed 31 January 2017).

<sup>18</sup> Statute of the Bar Association of Serbia, Article 281 (unofficial translation).

his/her sense of ethical values and protection of human rights....”<sup>19</sup> According to the International Bar Association (IBA) Policy Guidelines for Training and Education of the Legal Profession, bar associations responsible for continuous training should ensure that “such training gives special emphasis to ethical-deontological considerations and issues and incorporates ethical workshops developed by or with the assistance of the bar associations.”<sup>20</sup>

66. To ensure that the Bar Association of Serbia meets, at a minimum, the IBA requirements, the Academy should form an Ethics Committee that would provide ethics training for both bar examination preparation and CLE. A mandatory requirement of three hours of CLE per year on legal ethics is recommended. No hours should be allowed to be transferred from a previous year.

67. It would be up to the lawyers to verify that they are in compliance. The Academy could, for instance, send an electronic form to all members at the end of December of each year to be completed and submitted to the Bar Association of Serbia by 15 January of the following year, verifying that they have completed the mandatory CLE on ethics in the previous year. Failure to comply would carry consequences, including suspension or disbarment. Of course, were the Bar Association of Serbia to adopt this approach, it would need to make CLE ethics training readily available to its members. To ensure that only valid ethics training is considered in meeting the mandatory requirements, the Bar Association of Serbia should adopt strict criteria. For guidance, the Bar Association of Serbia should look at the criteria adopted by other national bars in the region or elsewhere.

68. Ethics trainings can take different forms, not always requiring specifically trained experts and lecturers. For example, the Bar Association of Serbia could invite highly experienced and motivated members to organize a panel discussion of different ethical dilemmas and scenarios. These types of trainings involve minimum costs, especially if training facilities are readily available (e.g. the Academy has a training room in Belgrade that can accommodate 50 participants). Another option is to engage an expert in conducting a course of ethics trainings.

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<sup>19</sup> Code of Professional Ethic of Attorney-at-Law, No. 84-6/2012, 11 February 2012, Article 6.3 (unofficial translation).

<sup>20</sup> IBA Council, IBA Policy Guidelines for Training and Education of the Legal Profession, 3 November 2011, para. 3(c) (unofficial translation).

69. Ethics should also be part of other training courses. For instance, within the course on adversarial modalities of the new Criminal Procedure Code (CPC), ethical issues (during an investigation, witness preparation, gathering evidence) arise from the new functions of lawyers and should be addressed as part of the course.

### ***5. Essentials Program***

70. An Essentials Program offers a set of introductory courses in the core areas of practice for young lawyers and those who are transitioning from one area of practice to another, to enhance their skills and to expand opportunities in their legal practice.

### ***6. Specialized Training Program***

71. Specialized trainings are a series of introductory level and advanced level courses in specific practice areas. **Certificates of Specialized Training** may be awarded upon completion of a standardized set of courses and a certification examination. These certificates attest to the completion of courses and competence in the field. Specialized training should be optional and voluntary. The Academy should charge a reasonable participation fee for specialized training.

72. In preparing a specialized training, it is important to consider:

- Which specialties are in *real* demand?
- What kind of training is necessary – substance or practical skills, or both?
- How many topics (and in which order) need to be offered for a specialization?
- What sort of training material is available or will need to be created for each topic that will be offered?
- What human resources are necessary? Are there any trainers? Are there enough trainers, and, if not, how many are needed and how long will it take to train them?

### ***7. Potential Areas and Topics for Training***

AREAS	TOPICS
Criminal Law	Adversarial Modalities in the New CPC; Defense Investigations; Trial Advocacy Skills: Case Preparation, and Direct and Cross-Examination; Principles of Evidence and Making Objections; Plea Bargaining; Extraordinary Appeal; and the Use of European Court of Human Rights Jurisprudence
Civil Law	New features of the Draft Civil Law Code, Alternative Dispute Resolution
European Law	Current Developments in the EU Law and Social Policies
Human Rights Law	Fair Trial Rights; Application of the European Convention on Human Rights; and the Prohibitions against Discrimination and Torture
Practical Skills	Legal and Ethical Writing; Presentation Skills for Trainers; Internet for Lawyers; Accounting for Lawyers; Law Practice Management

#### ***73. Potential topics for specialty certification:***

- Mediation and Arbitration
- Legal Aid
- Business Litigation
- Civil Rights Litigation
- Family Law



- Civil Litigation
- Corporate Law (Commercial and Bankruptcy)
- Tax Law

## **F. TRAINING TECHNIQUES**

74. A uniform approach to training should be adopted, especially for skills trainings.

There are four general components for an effective training:

- o Lecture;
- o Demonstration;
- o Interactive participation; and
- o “Cook-book” material that serves as a protocol sheet or a checklist for both learning and actual work.

75. In preparation of the training material, a trainer should consider the audience and the intended duration of training. The key is to identify the most essential points to cover during the training and to **avoid information overload**. Information should be provided in reasonable increments, leaving the participants anxious to learn more.

76. Presentation skills training should be videotaped. Other skills-type trainings, such as legal writing, should have a written component where the participants are required to draft a short submission or are asked to edit material containing errors that commonly appear in poor or sloppy legal writing.

77. The Academy should develop a **Manual for Trainers** that would provide guidelines on the composition of the training material, duration of training, presentation etc. The Manual for Trainers would serve as a checklist for every trainer in organizing and preparing a training course. This would be particularly useful in ensuring that the Academy’s trainings are uniform in meeting the targeted minimum standards identified by the Academy.

## ***1. Training of Trainers***

78. The Academy is familiar with ToT methods. It is recommended that ToT courses be used as pilot projects for newly developed courses. This will allow the trainer to test his or her approach, to seek feedback from the participants (future trainers) and to fine-tune the training material. Methodologically, ToT courses should be organized in a participatory, active learning mode, with limited lecturing, focusing on open discussions, group workshops, and case studies.

## ***2. E-learning***

79. E-learning could be considered as a supplementary type of learning. The majority of the training material (certainly the most essential) on substantive knowledge – commentaries, lectures, academic articles etc. – can be distributed through the Internet or reworked into “survey courses”. Survey courses provide enough information for those interested in getting a broad overview of the topic, as opposed to those interested in acquiring the in-depth knowledge required for specialization.

80. E-learning is based on computer software. There are numerous web-based delivery platforms available, including those free of charge. Before choosing a platform, it is necessary to determine whether it is for self-paced learning, or instructor-led, or both. A key feature of an effective e-learning approach is flexibility, allowing participants take CLE courses at a pace that suits their personal and professional commitments.

81. National bars use e-learning for various purposes: distributing materials, deploying video or audio materials, moderating discussion groups and forums, and creating virtual classrooms.

Benefits of e-learning:	Disadvantages:
Flexibility and wide participation	Passive learning activities cannot replace interaction with the instructor and a lively discussion
Easy distribution of materials	It works only if there is access to digital

	technologies, which may depend on age, income, or geography
No travel costs	There is a risk of unforeseen technical problems that may interrupt the learning process

82. E-learning should be viewed as a supplementary learning method. It should not supplant interactive and participatory trainings and seminars.

### ***3. Targeted Training***

83. Targeted training is a specialized training for targeted needs. Targeted training programs provide an opportunity for lawyers to expand and improve their skills in a narrow area of legal practice. Such trainings can take a form of lectures, seminars, workshops, and interactive mock-skills methods.

## **G. ANNUAL REPORTING, TRAINING CALENDAR, AND EVALUATION**

### ***1. Annual Reporting***

84. Annual Reporting provides important information to the Academy. It is necessary to transparently present how well the Academy is doing: how many courses have been delivered, what new courses have been introduced, how many lawyers have been trained and in what areas, the Academy is financially viable. This data should be presented clearly in the financial section of the Annual Report.

85. The Annual Report is helpful for taking stock (where the Academy has been, where it is now, and where it is going) and for strategic planning for the next year. Annual reporting allows for full financial transparency as to what was accomplished with the funds received, what were the priorities, and what are the results, i.e. the impact it had on the Academy's mission and the legal profession. It can also serve as a fundraising tool to help build relationships with potential donors if it effectively shows the Academy's work. It can be used as a marketing piece to promote the Academy, to outreach to sponsors and/or partners, or as part of a grant application.

## ***2. Training Calendar and Newsletters***

86. At the start of the year, the Academy should prepare and distribute a Training Calendar – a complete listing of online and face to face events and training courses for lawyers.

87. In addition to the Training Calendar as means of informing the membership of the Academy’s work, the Academy should introduce a monthly Newsletter to cover topical events and changing legislation, research affecting the legal profession, job opportunities, recent publications, and other matters of interest.

## ***3. Evaluation System***

88. To identify intended outcomes from envisioned trainings, a thorough evaluation of training performance is necessary. The goal of any evaluation is to provide feedback from and for the audience. This feedback is helpful for future training activities.

89. Based on the trainer’s performance evaluation, the Academy can create a prioritized **List of Trainers**, with the most qualified/successful at the top and the less qualified/successful at the end of the list (*see* Annex 1, “Sample Trainer’s Performance Evaluation Form”). When training is organized, the top names should be contacted first for availability.

90. Usually, for a large group of people, evaluation data is collected from surveys and questionnaires with closed and open-ended questions. There are various types of surveys: handout surveys that can be distributed after each training session; email surveys, telephone surveys etc. Handout surveys are good for immediate feedback (*see* Annex 2, “Sample Training Needs Evaluation Form”). Moreover, people are more likely to complete questionnaires when asked in person. Feedback information can be collected face to face or by keeping a record of comments and suggestions during discussions and training activities. Most important for a meaningful evaluation is to ensure that it is uniform, systematic, and carried out on a regular basis.

## **H. GENERAL TRAINING RECOMMENDATIONS**

- Be open and flexible in the format and content of the CLE program
- Cooperate with lawyers in the region to consider their needs and interests
- Be proactive. Monitor the changing legislation and anticipate potential areas of training
- Include three hours of ethics trainings in the mandatory CLE program for every year
- Consider organizing ethics panel discussions and adding ethical components to other training courses
- Continue with the ToT method and use it as a pilot project to test the material and course on a smaller group
- Consider interactive, participatory, and regular learning activities for CLE methodology, such as open discussions, case studies, moot courts, workshops etc.
- Consider reaching out to the Judicial Academy, civil societies (such as YUCOM), other national or regional bar associations, universities and law schools to organize joint trainings and projects.

**PART IV: OUTLINE OF THE STEPS TO BE TAKEN BY THE ACADEMY  
WITH TIME FRAMES (MILESTONES CALENDAR)**

<b>TIME FRAME</b>	<b>TASKS</b>			
<b>Jan-Mar 2017 (first 3 months)</b>	1. Assemble a database of training material, trainers. Prioritize among topics to prepare a Draft Training Calendar for 2017	2. Identify any gaps (material-wise, or human resource) that must be filled to deliver the planned training for 2017	3. Draft and prepare the missing material for the training as planned for 2017; Train trainers, if necessary	4. Draft and Approve a Performance Evaluation Form and a Survey Questionnaire
	5. Draft a report on the Academy's activities and training conducted in 2016 and upload this report on the website	6. Engage a volunteer to start drafting a Fundraising Project / Plan. The 2016 report can serve as a basis for fundraising	7. Reach out and start building relationships with potential donors (foreign embassies, international organizations etc.)	8. Take active steps to collect any outstanding debt from the Regional Bars
<b>Apr-Jun 2017</b>	1. Organize a Curriculum Council meeting to approve the Finalized Training Calendar, advertise and distribute it to the members	2. Hire a Head of Office	3. Introduce a modest (minimum) fee to partially cover organizational costs (i.e. coffee breaks/lunch)	4. Start pilot ToT trainings in the region

	5. Develop an Ethics Course and Examination – to be uploaded online			
<b>Jul-Sept 2017</b>	1. Perform trainings as planned	2. Process and consider evaluation results	3. Make necessary adjustments and improvements	4. Update the databases of trainers and training materials
<b>Oct-Dec 2017</b>	1. Perform trainings as planned	2. Prepare the Draft Annual Report on Training Activities	3. Prepare Drafting Guidelines/Manual for trainers	4. Develop Training Calendar for 2018, considering the experience of 2017
<b>2018</b>	1. Introduce a number of paid specialized courses	2. Gradually increase fees for regular trainings	3. Hire a Fundraising Officer	4. Introduce unpaid internships
	5. Draft an Annual Report and a Training Calendar for 2019			
<b>2019</b>	Continue training, reflect on the Academy’s performance and reassess its needs to make necessary improvements. Depending on the acquired funds and results of fundraising, hire additional administration professionals for specific departments as proposed in the Organogram			

## **ANNEX 1: Sample Trainer's Performance Evaluation Form**



## Trainer's Performance Evaluation Form

Date: \_\_\_\_\_

Title and Location of Training: \_\_\_\_\_

Trainer: \_\_\_\_\_

<i><b>Instructions:</b> Please indicate your level of agreement with the following statements.</i>					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The objectives of the training were clearly defined					
2. The training achieved its objectives					
3. The training met my expectations					
4. The topics covered were relevant and important to me					
5. The content was organized and easy to follow					
6. The handout material was helpful					
7. The training will be useful for my practice					
8. The time allotted to the training was sufficient					
9. The training facilities were adequate and comfortable					
<i><b>Instructions:</b> Please rate the following criteria.</i>					
<b>Trainer</b>	Excellent	Very good	Fair	Poor	Very poor
Knowledge of subject matter					
Quality of presentation					
Participation encouragement					
Time provided for follow up (Q&A)					
Preparedness					
Overall rating					
<b>Training material and course content</b>					
Exercises					
Flow and structure of information					
Potential use as future reference material					
Value of handout material					
Overall rating					

**THANK YOU FOR COMPLETING THIS FORM!**

## **ANNEX 2: Sample Training Needs Evaluation Form**

## Training Needs Evaluation Form

*Please answer the following questions to determine your training needs for 201(7).*

**1. In which region do you practice as a legal professional?**

- a. Vojvodina
- b. Belgrade
- c. Zaječar
- d. Kragujevac
- e. Niš
- f. Požarevac
- g. Čačak
- h. Šabac

**2. For how many years have you been a legal professional?**

- a. 2 years or less
- b. 3 to 5 years
- c. 6 to 10 years
- d. More than 10 years

**3. Which is the best location for training?**

- a. Hotel conference room
- b. University or Training center
- c. Court room
- d. Training opportunities through Internet

**4. How often do you check the Academy Website for the training schedule?**

- a. 1 time a month
- b. 2-4 times a month
- c. More than 4 times a month
- d. Never

**5. Which is the best time for training?**

- a. Friday/Saturday
- b. During work days before 16.00
- c. During work days after 16.00
- d. Other,  
specify \_\_\_\_\_

**6. Do you have a computer connected to Internet?**

- a. Yes, my home computer
- b. Yes, my office computer
- c. Yes both home and office computer
- d. I do not use the Internet

**7. How would you prefer to be notified of training?**

- a. By letter
- b. By email
- c. By SMS messaging
- d. Phone call

**8. Was there enough training delivered last year?**

- a. Need much more
- b. Need more
- c. Exactly enough
- d. Not enough

**9. How far in advance would you like to receive a training calendar?**

- a. Monthly
- b. Quarterly
- c. Every 6 months
- d. Yearly

**10. In which area of the law do you work?**

- a. Criminal
- b. Civil
- c. Commercial – Financial Law
- d. Other, specify \_\_\_\_\_

**11. How many participants would you prefer in the average training class?**

- a. Less than 10
- b. Between 11 and 20
- c. Between 20 and 30
- d. More than 31

**12. How many days do you prefer the training sessions to last?**

- a. Half a day

- b. One or two days
- c. More than two days

**13. Other than in person training, what other training would you attend if offered?**

- a. Online E-training over the Internet
- b. Video-trainings
- c. Podcasts
- d. I would not like any other training than in person

**14. Which is your preferred form of training?**

- a. Roundtable/panel discussion
- b. Trial simulations
- c. Lecture with no discussion
- d. Lecture with interactive discussion and practical exercises
- e. Self-study

**15. What do you think about distance learning?**

- a. Must be organized
- b. Should not be organized
- c. I have conditions/resources for distance learning
- d. I do not have conditions/resources for distance learning

**16. Please write down the topics for training you would like to receive during 201(7)**

**a. Criminal Law**

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**b. Criminal Procedure**

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**c. EU Law**

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**d. Human Rights Law**

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**e. Legal Ethics**

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**f. Civil Law and Procedure**

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**g. Commercial Law**

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**h. Contract Law**

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**i. Juvenile Justice**

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**j. Family Law**

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**k. Commercial Law**

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**l. Labor Law**

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**m. Private International Law**

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**n. Legal drafting and research**

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**o. Copyright**

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**p. Administration Law**

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**q. Arbitration and Mediation**

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**r. Immigration Law**

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**s. Bankruptcy Law**

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**t. Presentation skills**

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**u. Any other**

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*Remark: You can use additional pages if you need*

**THANK YOU!**