

# LAW IN EVERYDAY LIFE:

## PROFESSIONAL DEVELOPMENT PROGRAM FOR TEACHERS

### Introduction

The project “Law in Everyday Life” aims to encourage basic legal literacy within the general education environment. In this effort, teachers play a key role because they are the primary educators and persons of influence on students. They convey an attitude about the relationship and respect for legal norms and encourage students to think critically about them.

One project component is a professional development program designed to provide teachers with a basis for teaching students basic legal terms and concepts. The program is part of a broader strategy for introducing basic legal education, including teaching materials for working with students.

This program is a template for developing special and localised professional training programs adapted to each country’s legal system. The following are proposed in this document:

- Goals and domains;
- Program organisation, including the implementation plan and expected outcomes, topics, duration and methodical instructions;
- Certification conditions;
- Qualifications of the persons conducting the education.

The program presented in this document is a starting point. Those using this framework are encouraged to develop a detailed implementation plan tailored to the participants’ needs.

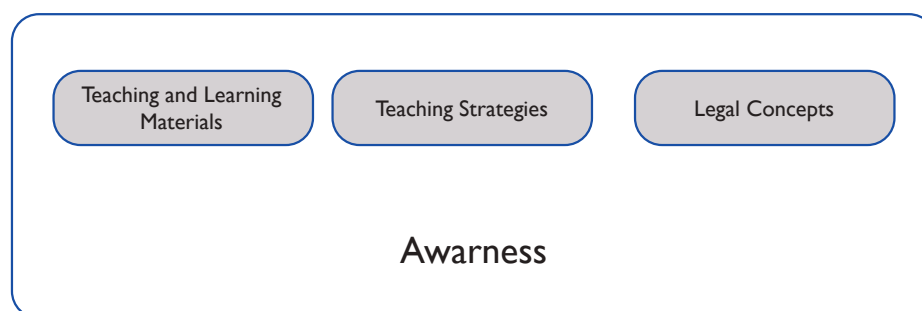
### Objectives and Domains

The program aims to empower teachers and educators to teach basic legal literacy as an independent teaching activity or as a cross-curricular topic. Within this program, basic legal literacy refers to the knowledge, skills and attitudes defined by the Competency Framework developed during this project.

The specific goals of the program are:

- Raise awareness of the importance of basic legal literacy for living and working in a democratic society,
- Emphasise the importance of teaching basic legal literacy within the educational system,
- Study basic legal concepts and appropriate methods for their teaching and
- Familiarise teachers with the Competence Framework, teaching materials, and tools developed as part of the project and teach them how to use them.

Based on specific objectives, this program has identified four domains, presented in the diagram below.



Although the content of each domain is subject to adaptation and localisation, education must remain focused on these domains to provide participants with a thorough preparation for teaching basic legal literacy.

A key domain is raising awareness of the importance of legal literacy in everyday life. Legal literacy is important for civic literacy, life in a democratic society, and daily interactions. Therefore, this domain should provoke interest among participants in basic legal literacy and highlight the importance of teaching it in schools.

Other domains of this program are:

- Basic legal terms and concepts, which includes upgrading the participants' existing knowledge or familiarisation with basic legal terms, terms and their connections in life,
- Appropriate teaching strategies for teaching basic legal terms and concepts and
- Knowledge of teaching materials and tools developed in this project and how to use them in teaching.

It is important to note that the entire framework is interwoven and connected and should be part of education that encourages cross-subject and interdisciplinary approaches. More specifically, the professional development program should demonstrate intersubjectivity and interdisciplinarity in practice.

## Target Groups

The program is intended for teachers working with primary and secondary education students who want to teach basic legal literacy as a separate teaching activity or systematically connect their subject with this topic (cross-curricular teaching). This program does not exclude educators working in non-formal educational settings.

The program assumes that most teachers became familiar with certain basic legal terms and concepts during higher education or when preparing for the state professional exam or equivalent entrance exam for public service. This program can also serve as a starting point for participants who do not have a basic knowledge of basic legal terms and concepts.

## Implementation Framework and Outcomes

### *Activities before Education*

The program does not envisage any activities before education. If education leaders decide they are needed, the participants can be given specific tasks achievable in a realistic time frame before education. These activities must be included in the total workload.

## Education Plan

Session	Topic	Outcomes
1	Basic Legal Literacy	A participant describes the importance of legal literacy in different contexts (civic literacy, democratic society, everyday life). A participant advocates teaching basic legal literacy.
2	Legal Concepts	A participant defines basic legal terms and concepts and correctly uses relevant examples from everyday life to help students understand their importance and practical application.
3		A participant analyses and critically reflects on legal issues arising in society and proposes strategies based on basic legal concepts.
4		A participant describes the process of passing laws, hierarchical order of legal documents and evaluates the application of legal regulations. A participant uses legal literature, official sources and documents.
5	Teaching Strategies and Methodology	Using interactive teaching methods, a participant develops appropriate strategies for teaching legal literacy adapted to students' knowledge levels and abilities.
6		A participant connects the subject curriculum with legal literacy's basic terms and concepts. A participant uses teaching materials and tools developed as part of the implementation of the project.

## Activities after Education

After the education, the participants should create a proposal for a teaching lesson in which they connect the terms and concepts covered during the education with their subject or develop a proposal for an independent teaching activity. The teaching lesson proposal should contain the title, the aim of the teaching lesson, educational outcomes, the name of the subject in which the activity can be carried out, the main concepts used during the activity and a description of the implementation.

The teaching lesson proposal should be submitted within 30 days of the end of the education.

The educational outcome of this activity is that the participant independently creates a teaching lesson related to the education content.

## Duration

The suggested duration of this program is 12 working hours divided as follows:

- nine hours of education (six sessions of 90 minutes each),
- an hour and a half breaks that serve not only for rest but also for networking and exchange of experiences among participants, and
- three and a half hours to carry out activities after education.

Also, it is important to note that the duration of the program may include pre-educational activities if the program leaders decide to include such activities.

## Instructional Design

Different methods, tools, strategies and techniques can be used to implement this teacher training program. Recommended methods include lectures, workshops (analysis of case studies, analysis of legal texts and sources), discussions and debates, case analysis, group work, use of digital tools and platforms, practical activities (simulations of court proceedings and debates, writing legal documents, etc.), individual work, sharing practical examples and working with original documents and primary sources.

## Certification Requirements

For the participant to receive a certificate of completion of the professional development program, it is necessary to (a) attend at least five units and (b) complete the activities (before and) after the education. The certificate of completion of the professional training program is issued for at least 12 working hours.

## Trainers

Leaders and trainers of the program should meet the following professional criteria:

- Be student in the final year of law or a related field and/or have completed studies in law or a related field,
- Have work experience in the legal sector and/or education,
- Complete the preparatory program for lecturers in this program,
- Know the relevant laws, regulations and court decisions,
- Be familiar with the techniques and methods of teaching law,
- Have basic experience in the development of teaching materials and workshop activities,
- Know interdisciplinary approaches to teaching law,
- Have communication and presentation skills,
- Have organisational skills for the preparation and implementation of education,
- Can adapt the content of education to different groups of participants.



### Law in Everyday Life: Professional Development Program Framework

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