



LAW IN EVERYDAY LIFE:

PROFESSIONAL DEVELOPMENT PROGRAM FRAMEWORK

Introduction

The “Law in Everyday Life” project aims to foster basic legal literacy within educational settings. Teachers play a crucial role in this endeavour as they are the primary educators and influential figures for students, instilling respect for legal norms and encouraging thoughtful engagement with them.

A key component of this project is a specialised professional development program designed to equip teachers with the skills necessary to work with students on basic legal concepts and terms. This program is a critical element of a broader strategy to introduce basic legal education, encompassing various instructional materials and resources to aid teachers in engaging students up to 18.

This framework is a foundational template for more specific, localised training programs tailored to align with a particular country’s legal structures and nuances. The professional development program’s structure includes

- Objectives and domains of the program
- Overall program architecture, encompassing the implementation plan and expected outcomes, suggestions for topics, duration, and instructional design;
- Certification prerequisites;
- Basic qualifications for educators conducting this training.

This framework is a starting point and should be customised to suit the unique needs of the participants. Those utilising this template are encouraged to devise a comprehensive execution plan tailored to their requirements.

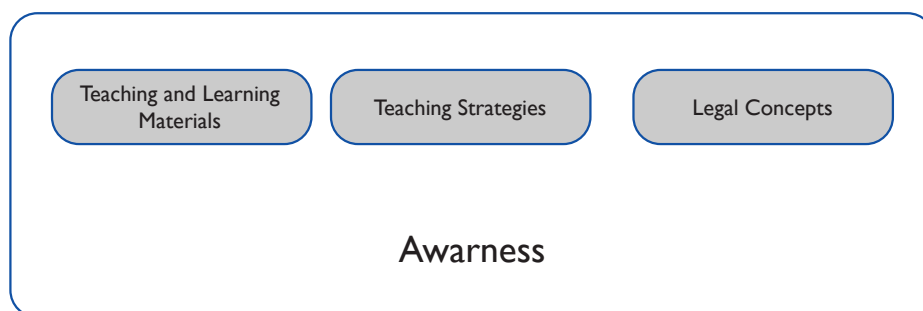
Objectives and Domains

The professional development 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 professional development program, basic legal literacy refers to knowledge, skills, and attitudes defined by the competency framework developed in this project.

The specific objectives of this professional development program are to:

- Raise awareness of the importance of basic legal literacy for life and functioning in a democratic society,
- Emphasise the importance of teaching basic legal literacy within the educational system,
- Explore fundamental legal concepts and appropriate methods for teaching them, and
- Introduce teachers to the competence framework of basic legal literacy, other teaching materials and tools of the project, and ways to use them.

Based on the specific objectives, four domains have been identified that the professional development program covers (see Chart). While the content of each domain is subject to adaptation and localisation, the process must remain focused on these domains so that participants can receive basic preparation for teaching basic legal literacy.



The substantial domain relates to awareness of the importance of legal literacy in everyday life. Specifically, legal literacy is important for civic literacy, life in a democratic society, and our everyday interactions. Hence, this domain should generate interest among participants in basic legal literacy and emphasise the importance of teaching legal literacy in schools.

Other domains key to this professional development program include:

- Fundamental legal concepts, which include evoking existing participants' knowledge or introducing fundamental legal concepts, terms and their relationships in life,
- Appropriate teaching strategies of fundamental legal concepts, terms, and practice, and
- Knowledge of teaching materials and tools developed in this project and how they can be used in teaching.

It is important to note that this entire framework is interwoven and interconnected and should be an integral part of the professional development program that encourages cross-curricular and interdisciplinary approaches. More precisely, the professional development program should exemplify intersubjectivity and interdisciplinarity.

Target Groups

The professional development program is intended for teachers who work with students up to 18 years of age and who want to teach basic legal literacy as a separate learning activity or to systematically connect their subject with this topic (interdisciplinary teaching). This professional development program does not exclude educators working in non-formal educational settings.

This program assumes that most teachers are familiar with certain basic legal concepts and terms they have learned either during their higher education or during preparation for the state professional exam or an equivalent entrance exam for public service. This program can be a starting point if participants lack basic legal concepts and terms.

Implementation Framework and Outcomes

Pre-Education Activity

This professional development program does not require any activities to be completed before the seminar. However, if seminar facilitators/trainers opt for that, participants should be tasked with concrete tasks in a realistic timeframe (e.g., a one-hour activity) and included in the overall workload.

Education Plan

Session	Topic	Outcomes
1	Basic Legal Literacy	The participant describes the importance of legal literacy in different contexts (civic literacy, democratic society, everyday life). The participant advocates for teaching basic legal literacy.
2	Legal Concepts	The participant defines basic legal concepts and terms and correctly uses relevant examples from everyday life to help students understand their importance and practical application.
3		The participant analyses and critically reflects on legal issues that arise in society and proposes strategies for addressing them based on basic legal concepts.
4		The participant describes the processes of law-making and their hierarchy and evaluates the applications of legal regulations. The participant uses legal literature, official sources, and documents.
5	Teaching Strategies and Methodology	The participant develops appropriate strategies for teaching legal literacy adapted to the levels of knowledge and abilities of the students and using interactive teaching methods.
6		The participant connects the subject's curriculum with the basic concepts and terms of legal literacy. The participant uses teaching materials and tools developed through the implementation of this project.

Post-Education Activities

After the education, participants must develop a lesson plan connecting the education's concepts and terms with their teaching subject or create a proposal for an independent learning activity. The lesson plan proposal should include a title, the objective of the lesson plan, educational outcomes, the name of the teaching subject in which the activity can be implemented, the main concepts used in the activity, and a description of the activity's implementation.

The lesson plan proposal should be submitted within 30 days of the end of the seminar.

The educational outcome of this activity is for the participant to independently develop a teaching unit connected to the seminar's content.

Duration

The proposed duration of this professional development program is 12 working hours split as follows

- Nine hours of education (six sessions of 90 minutes each)
- A total of one and a half hours of breaks which serve not only as a rest but also for networking and exchanging experiences among participants, and
- Three and a half hours for completing activities after the seminar.
- It should be noted that the duration of the program should also include activities before the seminar if the program trainers decide to include such activities.

Instructional Design

Several possible teaching methods, tools, strategies, and techniques can be used to implement this professional development program for teachers on basic legal literacy. Those highly recommended include lectures, workshops (case studies, analysis of legal texts and sources), discussions and debates, case analysis, group work, use of online 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 for the professional development program, it is necessary to (a) attend at least five education sessions and (b) complete the activities (before and after the education). The certificate of completion for the professional development program should be issued for a minimum of 12 working hours.

Trainers

Program leaders and trainers should meet the following professional criteria:

- Be students in their final year of law or a related field and/or completed studies in law or a related field,
- Have work experience in the legal sector and/or education,
- Have completed a preparatory program for lecturers in this program,
- Have knowledge of relevant laws, regulations, and court rulings,
- Be familiar with pedagogical techniques and methods for teaching law
- Have basic experience in developing teaching materials and workshop activities,
- Have knowledge of interdisciplinary approaches to teaching law,
- Have communication and presentation skills,
- Have organisational abilities for seminar preparation and implementation
- Have the ability to adapt seminar content to different groups of participants.



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