

European Programme  
for **H**uman Rights **E**ducation  
for **L**egal **P**rofessionals **in the 28**  
**"HELP in the 28"**

*European seminar on Legal Training and  
Evaluation Methodology*

Funded  
by the European Union  
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# The HELP guidebook on human right training methodology for legal professionals



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# 1. INTRODUCTION

## 2. A HELP COURSE: FROM DESIGN TO EVALUATION

- Step 1: What you need to know
- Step 2: What you need to do – the HELP approach
- Step 3: How to implement the course
- Step 4: How to evaluate the course and plan its follow up

## 3. CONCLUSION – HOW TO PLAY AN ACTIVE ROLE IN THE HELP NETWORK

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# HELP Methodology

Assessment of training needs



Development of training materials



Translation into national languages



Adaptation by national tutor



Implementation of the course



Evaluation



Distance learning

Self-learning





# General aspects



## Characteristics of an online course

Similarities and differences between developing online and in-person training courses

- up-front planning, pre-established structure, components, layout, logistic etc.
- advantages/disadvantages
- prerequisites

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# Course specifications



- target audience (open to anyone/specific profession)
- level (beginner/advanced)
- objective (give a basic overview, improve specific skills, in-depth training, refresh/update already acquired skills etc.)
- desired/expected outcome

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# Course specifications

- stimuli (certification, access to other courses etc.)
- course developers
- consultations with relevant stakeholders and needs assessment
- integration and adaptation to the project context

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# Course types

- scheduled courses
- self-paced courses
- the use of distance tutoring



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# Course planning and design

- identifying the topic
- structure: breakdown into modules
- course/module intros
- choice of layout (audio/video lecture, reading, interactive exercise etc.)
- choice of integrated materials (videos, links to news articles etc.)
- course interactivity



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# Course planning and design



- intended **length/duration** for the overall course and for each course component
- **optimization:** use of existing resources and integration with other related courses (cross referencing, links)

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# Course planning and design

➤ issues related to **content**

**management** (distribution of

assignments for working group members, based on their profile/background/skills etc., course drafting timeline; use of feedback)

➤ **content evaluation** (course simulation, pilot trial group etc., use of target audience feedback, target audience assistance)



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# Content development

➤ identifying content assumptions



➤ approach (depending on learning objectives and expected outcome)

➤ content selection (identifying essential and optional content)

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# Content development

- anticipation (identification of possible questions which could arise and which could be answered in the course content)
- use of content resources
- course elements (substance, practical application, assessment, resources)

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# Course adaptation



- Selection of tutor
- Format: in-course (Articulate)/separate (Moodle)
- Content: national context, most recent developments
- Target group: needs assessment (initial questionnaire/during kick-off), expectation, level, evaluation type
- Training techniques: online environment specificities

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# Course adaptation-steps

- Creation of the Moodle page
- Development, compilation of materials
- National context perspective
- Structure of the page (course, timeline, specific materials by modules, general resources, discussion forum, assignments)
- Development of the specific materials (MCQs, case-studies etc.)

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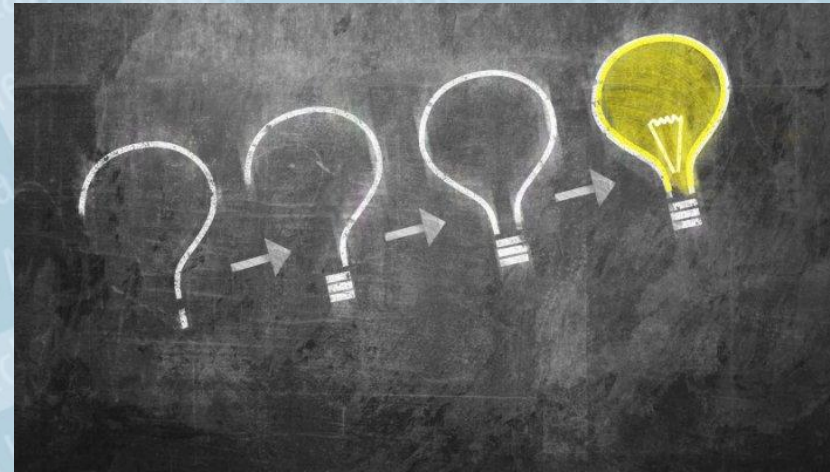
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# Role of the tutor

- Build, maintain Moodle page updates
- Interact with participants, stimulate forum discussions
- Clarify aspects and provide support
- Follow activity
- Evaluate assignments



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# Training methods

- Adaptation of interactive methods to the online environment (quizz, case study, opinion poll, moot court, wiki)
- Objectives -> methods -> outcomes
- Challenges to consider in the choice of methods: pace of group, level of computer literacy, interactivity, language and tone, instructions, use of reminders, organisation of materials

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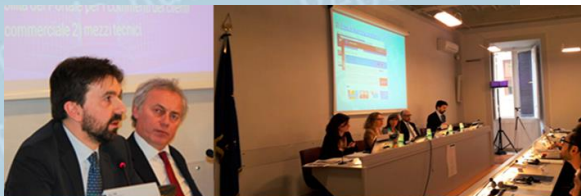


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# Launch of the course



## KICK-OFF MEETING OF THE HELP IN THE 28 COURSES "LABOUR RIGHTS" AND "DATA PROTECTION AND PRIVACY RIGHTS"

9 September 2016  
National Courts Administration, L. Sapiegos str. 15, Vilnius

### AGENDA

09.30 – 10.00	Arrival and registration of participants (morning coffee)	
	<b>Welcoming addresses</b>	
10.00 – 10.30	<ul style="list-style-type: none"> <li>- Reda Molienė, Director of National Courts Administration</li> <li>- Prof. dr. Ignas Yegėla, Chair of Lithuanian Bar Association</li> <li>- Eva Pastranga, HELP in the 28 Coordinator, Council of Europe (CoE)</li> </ul>	
10.30 – 11.00	<b>Introduction to the Council of Europe HELP (The European Programme on Human Rights Education for Legal Professionals)</b> Eva Pastranga, HELP in the 28 Coordinator, CoE	
11.00 – 11.30	<b>European Human and Labour Rights in Employment law? – Judge's and Attorney's perspective (discussion)</b> Marius Bartinkas, Judge and national tutor of "Labour Rights" course Rimantas Stanekčius, Attorney-at-Law, ValiunasElix Law Firm	
11.30 – 12.00	<b>Legal developments in the data protection sphere on European and national level</b> Sigita Aurelija Vaičiūnaitė, Chief specialist, Legal Department, Ministry of Justice	
12.00 – 13.00	<b>Main issues of data protection and privacy rights supervision and implementation within the activities of SDPI</b> dr. Alaidas Kunčinas, State Data Protection Inspectorate	
12.00 – 13.00	Lunch break	
13.00 – 13.30	<b>The implementation of the courses for Lithuanian participants: presentation of the tutors and their role, learning objectives, assessment criteria, adaptation to the Lithuanian legal order, practical aspects and discussion</b> Eva Pastranga, HELP in the 28 Coordinator, CoE	
	<b>Working Group No. 1 – "Labour Rights"</b> Moderator: Marius Bartinkas, Judge, national tutor of the course	<b>Working Group No. 2 – "Data Protection and Privacy Rights"</b> Moderators: doc. dr. Ljudvika Melnikauskaitė, Attorney-at-Law, national tutor of the course, Iolanda Samuolytė, HELP Info Point and national trainer for the HELP in the 28 Programme
13.00 – 14.00	<ul style="list-style-type: none"> <li>- Introduction of participants and clarification of expectations</li> <li>- Registration to the CoE HELP website</li> <li>- Enrollment to the course</li> <li>- Clarification of participants' tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction of participants and clarification of expectations</li> <li>- Registration to the CoE HELP website</li> <li>- Enrollment to the course</li> <li>- Clarification of participants' tasks</li> </ul>



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# Evaluation

- Evaluation of the training (quality of materials, tutor moderation, relevance) – by tutor, participants
- Evaluation of participants (certification) – by tutor
- Use of feedback for adaptation of future training



# Evaluation

Provides feedback for:

- checking the completion of the objectives (further adaptation if needed)
- course revision/adaptation
- relevance of training techniques, possible adaptation
- logistical aspects (group size, composition, timeline)
- perspective on self-learning format

# Tutor's checklist

- consult master course
- set prerequisites (specifications: group, timeline, etc.)
- compile relevant materials
- set and build the Moodle page (structure)
- upload materials
- decide on timeline by modules
- set calendar planning of assignments
- draft template messages (introduction, planning, reminder, assignment instructions etc.)
- participate in kick-off, present the Moodle page and facilities
- register participants
- follow activity
- pre-set/ad hoc interaction
- moderate peer interaction
- send instructions
- compile FAQs and provide clarifications where necessary and relevant for all the group
- send reminder according to timeline
- follow completion of assignments
- provide evaluation (individual/general)







Thank you!