Regional Project “Public Notaries’ and Enforcement Agents’ Education Models in South Eastern Europe”

Conference Proceedings

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I. Introduction

The Regional Project *Public Notaries’ and Enforcement Agents’ Education Models in South Eastern Europe* is carried out by the South East European Law School Network (SEELS) with support of the EU funded Rule of Law and Enforcement project as well as Deutsche GesellschaftfürInternationaleZusammenarbeit (GIZ), Legal and Judicial Reform Program in Serbia.

The main aim of the project was to establish the level of cooperation which exists in continuous education of Public Notaries and the Enforcement Agents between the academia, the respective professional organisations as well as the judicial training institutions.

In the first part of the project, questionnaires were developed and delivered to the respective institutions (Law Faculties of SEELS, Notary Chambers, Enforcement Agents’ Chambers and Judicial Training Institutions (hereinafter target group) in order to conduct a comparative regional study of the status quo. Following the receipt of the answers the Academic Board summarised the results of the survey.

In the second part of the project, a conference was organised with target group representatives in order to present the executive summaries of the survey and discuss important issues. The conference provided for the opportunity to present the results of the comparative survey and establish what kind of synergy effects be achieved through regional collaboration, as well as how to improve the education and training with respect to the professions of public notaries and enforcement agents in basic (faculty) level and continuous education?

In the third part of the project all of the materials including comparative survey findings, individual answers to questionnaires and conclusions of the conference were collected for publishing in electronic version at the SEELS web site.

The academic component of the project, including design of the survey, analysis and preparation of summaries and recommendation was carried out by the Academic Board comprised of:

- Prof.Dr.Arsen Janevski, Faculty of Law “Iustinianus Primus” – Skopje, University “Ss. Cyril and Metodius”
- Prof.Dr. Meliha Povlakić, Faculty of Law, University of Sarajevo
- Prof.Dr. Eduard Kunštek, Faculty of Law, University of Rijeka
- Prof.Dr. Biljana Djuričin, Faculty of Law, University of Montenegro

The implementation of the project was coordinated by the Centre for SEELS in particular Asst.Prof.Dr. Neda Zdraveva, Secretary General of the Centre for SEELS. In the development and the implementation of the project participated Ms. Tamara Bushtreska, Mr. Manuel Unten Kanashiro and Mr. Konstantin Bitrakov.
II. Models of Higher and Continuous Education of Public Notaries and Enforcement Agents in SEE - Summary of the Survey

The main aim of the project “Public Notaries’ and Enforcement Agents’ Education Models in South Eastern Europe” was to determine the experiences and the level of cooperation which exist in higher education and continuous training of Public Notary Officer and the Enforcement Agents between the academia, the respective professional organisations as well as the judicial training institutions in the South East Europe.

In the first part of the project questionnaires were developed and delivered to the respective institutions (Law Faculties of SEELS, Notary Chambers, Enforcement Chambers and Judicial Training Institutions in Albania, Bosnia and Herzegovina, Croatia, Macedonia, Montenegro and Serbia) in order to conduct comparative regional study of the status quo. In the second part of the project, conference was organised with invitees from the respective groups where the different experiences were presented and the issues were discussed.

This part of document presents the summary of the survey and the discussions at the conference.

1. Models of Higher Education

The project generated input from the following higher education institutions:
- Albania: Faculty of Law, University of Tirana
- Bosnia and Herzegovina: Faculty of Law, University “Džemal Bijedić” of Mostar; Faculty of Law, University of Sarajevo and Faculty of Law, University of Zenica
- Croatia: Faculty of Law, University of Rijeka and Faculty of Law, University of Zagreb
- Macedonia: Faculty of Law “Iustinianus Primus” – Skopje, University “Ss. Cyril and Methodius”
- Montenegro: Faculty of Law, University of Montenegro
- Serbia: Faculty of Law, University of Belgrade and Faculty of Law, University of Niš

1.1. General tendencies

From the data that were provided by the participants there were few conclusions regarding the general tendencies in this field. Namely, Notary Law in the region, more often appears as a specialized optional course, while the Enforcement Law is usually a part of a general course i.e. part of course(s) on the Civil Procedure Law or Non-contentious and Enforcement Law. However, both courses are included in the curricula of the Faculties.

Notary Law, as a specialized course, is usually an elective one. It is taught in the higher years/semesters of bachelor studies or on master studies. The introduction of a specialized course on Notary Law has been inspired by the development of a new legal profession in the legal orders of the countries in the South East European region. That
development of a new legal profession, of course, brought about the development of a specific legal field in these countries as well.

Notary Law is taught as a specialized course in most of the Faculties:

- Sarajevo (bachelor studies, elective),
- Mostar (bachelor studies, elective),
- Zenica (bachelor studies, elective),
- Rijeka (5th year, elective),
- Zagreb (5th year, elective),
- Skopje (master studies, elective),
- Belgrade (bachelor studies, elective and master studies, mandatory),
- Nis (master studies, elective).

On the other hand, Notary Law is taught as a part of a more general course as integrated part of a course in:

- Tirana (master studies, elective),
- Podgorica (different related courses during the studies).

**Enforcement Law** is, as already mentioned, most often taught as a part of the Civil Procedure Law. Since this course is mandatory in almost every Faculty of Law, the Enforcement Law becomes mandatory as well. Just as the Notary Law, it is usually taught in the higher years/semesters of bachelor studies or master studies. As a part of the Civil Procedure Law, this subject becomes one of the core ones at every Faculty of Law.

Enforcement Law, is taught as a specialized course in Belgrade and in Nis, during the master studies and it is an elective course. As an integrated course it is taught in:

- Sarajevo (bachelor studies, mandatory),
- Mostar (bachelor studies, mandatory),
- Zenica (bachelor studies, mandatory),
- Rijeka (5th year, elective),
- Zagreb (5th year, elective),
- Skopje (master studies, elective),
- Podgorica (bachelor studies, mandatory).

As far as for the content of these courses as well as the learning objectives, it has been noted that they vary from one to another Faculty. What is in common, however, is that these courses are designed, primarily, for undergraduate students and they do not have the objective to prepare candidates for exams in the respective areas. The issue of the professional standards and ethics is one of the topics that is covered within the syllabus however there are differences in the approach.

Another similarity that exists among the Faculties is that, most often, these courses are taught not merely on a theoretical level, but also on practical. In that sense, there is a
general tendency in every Faculty to include practical lessons/case oriented lessons. Also, some of the Faculties provide the students with an opportunity for clinical education. Furthermore, some of the states have laws that oblige the students to take an internship, which sometimes helps the students attending these courses, since internships can be taken in the offices of Notaries and Enforcement Agents. There are also situations where the Faculty itself obliges the students attending these courses to take an internship. Finally, the Faculties that have these courses also invite guest lecturers, which are professionals in the respective area. That way the students learn something more about the practice itself, instead of being limited simply to the theoretical knowledge. One of the areas where there are differences is the training in ethical and professional standards. Some Faculties include these issues as a part of the syllabuses, while other do not. However, since the courses are for the students and not for the professional Notaries and Enforcement Agents, these standards should not be over-discussed.

Another important indicator on the importance of these courses is the fact that most of the Faculties have special textbooks for these courses. The textbooks can vary, they can either be developed merely for the Notary or Enforcement Law, or they can be broader textbooks, dealing with the Civil Procedure Law in general. That is, however, less relevant. The important fact is that the students, in most countries, have proper literature, from which they can learn. It can be noted also that the existing libraries on Notary Law could always be improved.

It is to be noted, that in general there is an interest by the students to elect these courses where they have been offered by the Faculties.

1.2. Cooperation models

Most of the Faculties that offer these courses have cooperation with the respective National Chambers. This cooperation can be either formal, which means there are Memorandums of Understanding, or informal. The Faculties of Law in Mostar, Rijeka and Podgorica have formal cooperation with the Chambers in respect to the education. These Faculties have signed Memorandums for Understanding with the Chambers, and they maintain this cooperation on a high level. Other Faculties, such as those in Tirana, Sarajevo, Zenica, Zagreb and Skopje have non – formal cooperation but one still exists. The Faculties in Nis and Belgrade have established general cooperation with the respective chambers. Regardless of the means of cooperation, the participants noted that establishment and maintenance of good cooperation between the academia and the professional bodies is of mutual benefit and very important in the educational process.

As far as for the Regional Cooperation, it was noted that in the field of the Notary Law and Enforcement Law there were no specific projects yet. However, there is cooperation on an informal level, which includes exchange of information, experiences etc. It was noted that the exiting cooperation should be further developed and directed towards regular exchange of knowledge and expertise in the development and delivery of the education ion Notary Law and Enforcement Law.
1.3. Participation in Continuous Education

Some Faculties participate in the continuous education of the Notaries and Enforcement Agents. This participation is usually on an individual basis, and it includes delivery of courses, organization of conferences etc. The academic staff especially in Belgrade, Sarajevo, Skopje and Zagreb has been very active in the development of the legal framework and the establishment of the profession and are still active in the further development of the profession.

1.4. Faculty courses vs. exams for Public Notaries and Enforcement Agents

Another question that arises is whether the Faculty courses are sufficient for preparing students/candidates to pass the exam for Public Notary and Enforcement Agent? Moreover, are these courses sufficient to prepare a professional for applying the Notary and Enforcement Law in practice?

The Faculties have clear position that the role of the higher education is not to provide specific and specialized knowledge and skills. The courses are designed to develop the general knowledge of the students and provide some basic skills for the respective area of law, not to prepare them for the professional exam. However, there is a will and enthusiasm to develop the courses so that they include in more extend specific practical issues. The preparation for the professional exams could be organized in forms of seminars which are not part of the general curriculum.

1.5. Conclusions

The syllabus of these courses in each Faculty includes the necessary topics and specialized teaching material has been developed. The learning outcomes can, as said above, vary. Therefore, they can be revised and supplemented in the future. It is to be noted that the role of the higher education is not to completely prepare the candidates for taking the respective exams of the professions, where such exist, but to provide foundations to be built upon. Cooperation between the faculty staff is needed on regional level in order to provide for wider exchange of information and experiences for the benefit of the development of these disciplines.

2. Models of Continuous Education

The main question of interest was the training of the legal professionals provided once they take upon the position and continuously, the role of the chambers and the judicial training institutions.

Input was generated from the following institutions

- Albana: National Chamber of Private Bailiffs and School of Magistrates of Albania
- Bosnia and Herzegovina: Notary Chamber of RepublikaSrpska and Notary Chamber of Federation of Bosnia and Herzegovina (in form of presentation at the Conference)
- Croatia: Notary Chamber of Croatia and Judicial Academy of Croatia
- Macedonia: Chamber of Enforcement Agents of Macedonia, Notary Chamber of Macedonia and Academy of Judges and Public Prosecutors
- Montenegro: Judicial Training Centre of Montenegro
- Serbia: Chamber of Enforcement Agents of Serbia, Notary Chamber of Serbia and Judicial Training Centre of Serbia

The situation of the Notaries’ and Enforcement agents’ training is marked with the status of the professions in the different SEE countries. Namely, the system of the enforcement of judgments differs in the SEE countries. Thus, Albania, Macedonia, Montenegro and Serbia have introduced private law enforcement i.e. the function is carried out by private persons with public competences. In Bosnia and Herzegovina and Croatia, on the other hand, the enforcement falls in the frame of the courts’ competences. This has its reflections on the education – while in the countries where Enforcement Agents’ Chambers exit the continuous education is organized by them. In the case where the enforcement is judicial, the judicial training institutions are organizing such. In regard to the Notary, in the SEE region, all of the counties have introduced the function of Public Notaries.

### 2.1. General remarks

In most of the States in the South East European region the continuous education of Public Notaries and Enforcement Agents is compulsory. It is, often, performed on the basis of annual training programs. This education deals with theoretical and practical issues in different ratios. Somewhere the practical issues are the one in focus, while in some States the theoretical knowledge is deemed as more important.

When it comes to the continuous education, it is important to examine whether this education is delivered by a separate (specific) unit that exists within the Chamber, or is it ad hoc. The general remark is that most of the Chambers have their specialized unit, merely for this matter. These units are the one competent for assessment, preparation of program and organization of training.

An important question is also the one for the training of novices (interns). Since the interns are the one aiming to become Public Notaries or Enforcement Agents, it is necessary to provide them with knowledge of the respective legal area. Novices (interns) usually face the challenge of having no practical skills, wherefore it is important to set programs for their training.

When it comes to the ethical and professional standards, it has been noted that there are no special programs, but the issues are often integrated in other education topics.

As for the cooperation there are two levels of it – national and regional. On a national level the Chambers cooperate among each other as well as with the Faculties and the
Magistrates’ Academies. On a regional level, on the other hand, the cooperation exists but it is not highly developed.

### 2.2. Continuous Education of Enforcement Agents

#### 2.2.1. Curriculum and its organization

Enforcement Agents are, as already said, private persons with public competences. Bearing in mind that they have public competences it is utterly important that the Enforcement Agents are also properly educated and trained. Some of the States have compulsory continuous education, such as Macedonia and Serbia, while some have sporadic lectures, such as Albania. The Chambers have, in fact, different methods of educating and training their members. The Chambers of Enforcement Agents of Macedonia and Serbia have specific units within, while the Chamber of Private Bailiffs in Albania has no such unit. However, the latter Chamber plans on establishing a School for Enforcement Agents as well. In Croatia the education is organized and delivered by the Judicial Academy and its units.

#### 2.2.2. Training of Novices in the Area of Enforcement

As emphasized in the general remarks, the training of novices is highly important. Some of the Chambers have plans to introduce programs for training of novices (Albania), while some have such programs already (Serbia). Finally, there are Chambers (Macedonia) that have no specific program, where the education of novices is *ad hoc*.

#### 2.2.3. Professional Standards

The professionalism of Enforcement Agents is also highly important, since these persons have public competences. Therefore, the Enforcement Agents are usually trained on the respective issues. In Macedonia and Albania, the ethical and professional standards are taught as a part of a broader training. On the other hand, in Serbia this matter is addressed to a greater extent.

#### 2.2.4. National and Regional Cooperation

When it comes to the cooperation of the Chambers of Enforcement Agents with the Faculties and the Judiciary Academies in the respective States, it can be noted that such cooperation is well – established. As stated in the Summary for the Faculties, some of the Chambers have formal, while some have informal cooperation with the Faculties. Both are, however, important. On the other hand, the Chambers also have cooperation with the Judiciary Academies. That cooperation is in some cases formal (Serbia), which means that there is a Memorandum for Understanding, while in some cases informal.

Besides with the Faculties and Academies, the Chambers of Enforcement Agents often cooperate with the Chambers of Commerce. This cooperation can be, as well, either formal (Serbia) or informal.
On a regional level, on the other hand, there is also some cooperation. This cooperation is materialized through experience – sharing – projects, project for mutual learning etc. However, the participants at the Conference emphasized the importance of further development of this cooperation. Namely, all the representatives of the Chambers of Enforcement Agents agreed that it is necessary to consider ways for greater level of cooperation in the future.

2.3. Continuous Education of Notaries

2.3.1. Curriculum and its organization

Some of the States in the region of South East Europe have imposed an obligation for continuous education of Public Notaries. For example, in Croatia, Macedonia and Serbia, the continuous education of Public Notaries is mandatory and course program is developed on annual basis. The continuous education is also obligatory in Bosnia and Herzegovina (both in RepublikaSrpska and Federation of Bosnia and Herzegovina) and the Chambers organize seminars and lectures as needs arise from the problems that have been noted in the notary practice.

There are some differences when it comes to the unit which within each Chamber is responsible for education and training. In that sense, the Chamber in Croatia has a Notarial Academy, as a specialized body. The Chamber in RepublikaSrpska and in Federation B&H have a Professional Training Committee. The Chamber in Macedonia has a specialized body that develops the training program but also plans to establish a Notary Academy. So far, the responsible units in this Chamber are the Board and the Advisory Committee. Also, the Chamber of Notaries in Albania intents to establish a School for Notaries.

Important to stress, also, is that the representatives from the Notaries Chambers spoke about education in a broader sense. Namely, most of them found that the training of Notaries should not be limited merely on the respective legal matter, but should also include lessons for IT, social skills, management, etc.

2.3.2. Training of Novices in the Area of Notary Law

Some of the States in the region have no specific programs for the training of novices. Such are Macedonia, RepublikaSrpska and Federation of Bosnia and Herzegovina. On the other hand the Notary Chamber of Croatia organizes obligatory training courses for the purpose of taking a Notary Exam.

2.3.3. Professional Standards

The main issue regarding the ethical and professional standards of the Notaries in the region is that there is no coherent approach. Each of the Chambers should invest in solving this issue in the future.

2.3.4. National and Regional Cooperation
When it comes to the cooperation of the Notary Chambers with the Faculties and the Judiciary Academies in the respective States, it can be noted that such cooperation is well – established. As stated in the Summary for the Faculties, some of the Chambers have formal, while some have informal cooperation with the Faculties. Both are, however, important. On the other hand, the Chambers also have cooperation with the Judiciary Academies. The representatives of the Chambers also emphasized the importance of the cooperation with the respective Ministries of Justice.

On the other hand, the regional cooperation is well – established and developed in the region, and beyond. For example the Chamber of Notaries of Croatia cooperates with the Chambers in Hungary, Austria and Germany. The Chamber of Notaries of Macedonia has also cooperated with the Chamber of Notaries of Croatia, while the members of the Chamber of Notaries of Bosnia and Herzegovina helped the members of the respective Chamber in RepublikaSrpska.

Of course, the participants at the Conference stressed the importance of regional cooperation and showed will to work on this issue.

2.4. Role of Magistrates’ Academies in Training for Enforcement Agents and Notaries

Most of the Academies in the region have programs that are focused simply on the judges and public prosecutors. Such are the Academies in Albania and Montenegro. In Montenegro, on the other hand, there are plans for joint programs.

In Serbia and in Macedonia, there is more extensive cooperation. The Magistrates’ Academies there participate in the development and delivery of the training programs for the respective legal professions. In Croatia the Academy and its units deliver contentious education for the enforcement officers of the Courts but also participate in the delivery of preparatory courses for taking the bar exam.
III. Conclusions and Recommendations from the Regional Conference “Public Notaries’ and Enforcement Agents’ Education Models in South Eastern Europe”

1. The Conference met its set aim and provided the forum for exchange of opinions and experiences in the higher education and continuous training of the Public Notaries and the Law Enforcement Agents.

2. Faculties should commit to further development of courses in Notary and Enforcement Law. As the times bring rapid changes the Faculties should consider whether the Enforcement Law should be also taught as a separate course. The collaboration and cooperation which exist among the Law Faculties should be further strengthened.

3. Chambers of Notaries and Enforcement Agents have the responsibility and obligation to organize the continuous education. They need to further discuss the methods that should be used for the development and delivery of such education. Special attention should be paid to the development of the skills of the novices and interns and their preparation for taking exams for the respective professions. Establishment of specialized units for education and training is recommended. The Chambers should also consider establishment of Experts’ Committees who will be responsible for the matters related to the harmonization of the practice.

4. The cooperation between the the respective chambers on regional level should be increased and in certain way institutionalized. This is not relevant only to the development and delivery of education, but also for the issues regarding the legislative framework and the functioning of the chambers.

5. Considering the potential methods for cooperation in relation to organization and delivery of training one of the possibilities would be by establishment of Regional Academy. This would be especially relevant for the common issues related to the international cooperation in civil matters.

6. SEELS network is open for cooperation and membership of any professional organization. The expertise which exists within the SEELS could be used for further growth of the professions by advancement of the higher legal education and participation in the development of the continuous legal education. In form of institutionalized cooperation
between the legal professions and the law faculties, the education and training system as well related policies could advance.

7. The issues of the development and delivery of continuous training, but also general issues of the organization and the functioning of these professions should be raised to a policy-making level and international conferences like this should also gather the policy-makers. The awareness of the professions and their functioning should also and especially be raised among the general public.
IV. Models of Higher Education - Replies to Questionnaires from Faculties of Law members of SEELS
1. Albania

1.1. Faculty of Law, University of Tirana

The Faculty of Law of the University of Tirana, was established in 1954, initially named as the "High Institute of Law". After the establishment of the University of Tirana, the High Institute of Law was incorporated into the University. In the years that followed numerous organizational changes occurred. In 1991, the Faculty transformed the structure to focus only on the legal studies.

In the 1990’s the Law Faculty underwent numerous changes. The introduction of new legal concepts and new practices related to the establishment of new legal system, made it necessary to reform the major part of the academic aspects, scientific, educational as well as physical capacities of the Faculty. At the beginning of 1991, curricula and programs were changed and developed following Western European models, which further improved in 1995, 1997 and 1999.

Students at this Faculty can attend a full time program of study or the part time program. Student enrolment is based on competition, organized every year at the end of high school studies.

The cycles of studies are modelled upon the Bologna system: a three-year Bachelor program, one and two- year Master programs, and three to five year PhD studies.

There are approximately 5100 students enrolled in the Faculty of Law, out of which 1760 attend the full time study program, while 1400 students are in the part-time system. In the second cycle of full-time study, i.e. in the Master Program, there are approximately 1,240 students attending the Scientific Master program and 420 students attending the Professional Master Program. There are also around 300 students in the part-time program of Professional Master. There are also around 80 PhD students.

1. Notary Law

a) Faculty’s curriculum

<table>
<thead>
<tr>
<th>Is there a specialized course in Notary Law?</th>
</tr>
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<tbody>
<tr>
<td>When was it established?</td>
</tr>
<tr>
<td>Master programs of both public law and civil law departments include courses on the free legal professions. These courses offer information on the free legal professions and ethics, as regulated in Albania, including the notaries. Courses have been part of the master programs since their adoption in accordance to the Law on Higher Education of 2007.</td>
</tr>
<tr>
<td>What were the main reasons for the introduction of the course?</td>
</tr>
<tr>
<td>To enable the students to understand the role, functions and duties of public notaries based on the respective regulation in Albania; it is relatively a new profession and exploration of the requirements of the legislation especially in light of fast transformation and developments in the legal sector remains important.</td>
</tr>
</tbody>
</table>
• In which year or semester is the course thought?
Courses on the free legal professions are offered in the master program, in the second year of the master program.

• Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)?
See above.

• Is it mandatory or elective?
Elective

• How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)
5 credits

• What is the content of the syllabus for the specific courses and the structure of the teaching methods?
Some of the classes of the syllabus of the course on the free legal profession include the following topics: What is a public notary; Duties and responsibilities; historical background of the notary in Albania; Comparative overview of the notary rules in other countries of the region and Europe; Notary offices, professional bodies, their roles, rights and responsibilities; Functions of the notary; conflict of interests, legal principles underlying the various documents, difference between public and private acts, preparation and registration of notarial deeds; authenticity rules, invalidity and refusal; comparative analyses of the foreign systems, etc.

• To which level is the issue of professional standards and ethics is covered within the curriculum?
The courses includes several classes on rules related to professional conduct; however, a separate course on Professional Ethics is part of the curricula of the Bachelor program and an advanced course on Ethics and Law is also included in the curricula of the Master program in the Public Law program.

• Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?
The courses have both theoretical and practical approaches. Students are tested various concepts, terms and regulations including scenarios, case studies, etc.

• What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting quest lecturers, practice at an office?
Lecturers of the courses include academics and professionals as guest lecturers;

• How is this cooperation established (formal or non-formal)?
Cooperation is more on individual basis but students are also able to work several months with legal professionals, including notaries for the purposes of the practice that master students must accomplished during their last year of studies. This practice/internship is made possible through formal cooperation between the Law Faculty and the other institutions, including the Ministry of Justice and different notary
<table>
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<tr>
<th>Offices.</th>
<th></th>
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<tbody>
<tr>
<td>**Are there any regulatory requirements for participation of the legal</td>
<td>professionals in the delivery of the course?**</td>
</tr>
<tr>
<td>professionals in the delivery of the course?</td>
<td>Not in an obligatory manner.</td>
</tr>
<tr>
<td>**By your assessment, are the teaching methods and the level of</td>
<td>Your law faculty satisfactory for preparing students/candidates</td>
</tr>
<tr>
<td>education at your law faculty satisfactory for preparing students/</td>
<td>to pass the exam for public notary and effective and efficient</td>
</tr>
<tr>
<td>candidates to pass the exam for public notary and effective and</td>
<td>application of the knowledge at work?</td>
</tr>
<tr>
<td>efficient application of the knowledge at work?</td>
<td>The courses have a very high student enrolment rate compared to</td>
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<td></td>
<td>other courses, an indication of the efficiency of the course in</td>
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<td></td>
<td>terms of information and teaching methodology. The courses offer</td>
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<td>both theoretical and practice oriented information and therefore</td>
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<td>provide the students valid incentives to continue their education</td>
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<td></td>
<td>with regard to the notary law.</td>
</tr>
<tr>
<td>**Do you have the adequate resources for the delivery of the course</td>
<td>(teaching materials, textbook?)</td>
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<tr>
<td>(teaching materials, textbook?)</td>
<td>Advanced information on foreign systems would be useful and</td>
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<tr>
<td></td>
<td>interesting for the students. Comparative perspectives are</td>
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<td></td>
<td>valuable to reflect critically.</td>
</tr>
<tr>
<td>**Do you have sufficient staff? Please provide list of teachers and</td>
<td>their contact details</td>
</tr>
<tr>
<td>their contact details</td>
<td></td>
</tr>
<tr>
<td>Public Law Department Ph.D., Erida PEJO, <a href="mailto:eridapejo@gmail.com">eridapejo@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Civil Law Department Ph.D., Anjeza LICENJI- <a href="mailto:l_anjeza@yahoo.it">l_anjeza@yahoo.it</a>, LL.M.</td>
<td></td>
</tr>
<tr>
<td>Erald TOPI - <a href="mailto:erald_topi@yahoo.com">erald_topi@yahoo.com</a> (Legal Profession and Ethics)</td>
<td></td>
</tr>
</tbody>
</table>
2. Bosnia and Herzegovina

2.1. Faculty of Law, University “Džemal Bijedić” - Mostar

The Faculty of Law was established in 1971 as a department of Law Faculty of University of Sarajevo. On September 1st 1976 it became an independent institution for education and scientific research. Together with three more institutions Faculty of Law formed the “Džemal Bijedić“University of Mostar in 1977.

The Faculty has so far organized two postgraduate study courses: „Business Law of the EU“(2009/2010) and „European integration and transition of the legal system of Bosnia and Herzegovina“.

The Faculty started enrolling students in second cycle (Bologna model) from academic year 2011/2012 (The course on Private Law of the European Union), accepting the 4+1+3 model. Since 2014/2015 the course on International relations and diplomacy has been introduced in second cycle.

The third cycle still has not been introduced yet, but the preparation for it are on-going.


As of 2012 the Faculty has been organizing an International scientific conference „Days of Family Law“. Together with the Faculty of Economics of „Džemal Bijedić“University has in 2013 organized International scientific conference “Legal and economic aspects of the integration process of Bosnia and Herzegovina to the European Union“. The Faculty has also co-organized several scientific conferences in the field of law.

In cooperation with Buskerud and Vestfold University College from Norway, the Faculty has in 2014 organized a two-month international summer school „International Human Rights and Social Entrepreneurship“.

1. Notary Law

a) Faculty’s curriculum

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a specialized course in Notary Law?</td>
<td>Yes, there is.</td>
</tr>
<tr>
<td>When was it established?</td>
<td>On 2006/2007 academic year. A syllabus is updated on 2011/2012 academic year.</td>
</tr>
<tr>
<td>What were the main reasons for the introduction of the course?</td>
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</tbody>
</table>
A Study program has been created in the time of Faculty’s establishment and it has been innovated many times in the sense of modernization of the curriculum by introducing new courses with new legal areas included. Notary Law is one among these new courses. Changes were made in accordance with efforts to train students for jobs and ensure greater employment opportunities for graduate students, personal and professional advancement and improvement.

- **In which year or semester is the course thought?**
  IV year, VIII semester

- **Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)?**
  It is a part of undergraduate (bachelor) course. It is general law course.

- **Is it mandatory or elective?**
  It is elective but so far the lectures have never been performed. (The list of elective courses has 40 courses in total. Each year a special list of elective courses that students can take is determined.)

- **How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)**
  2 ECTS (each elective course has 2 ECTS); 240 ECTS (total)

- **What are the content of the syllabus for the specific courses and the structure of the teaching methods?**
  The content of Notary Law syllabus is: Introduction to the Notary law; Concept and function of the Public notary; Historic and comparative overview of the Public notary; Public notary in legal system of Bosnia and Herzegovina, Public notary Chamber; Public notary duties and obligations; Public notary professional liability.
  The teaching methods are: lectures, seminar papers, practical work – making all kinds of public notary documents

- **What are the learning objectives and the results that should be achieved?**
  The learning objectives are: Teaching the concept, evolution and main characteristics of Public notary; Teaching the role of Public notaries as public service and factor of safety in legal matters of immovable; Training students to make all kinds of notary documents and to provide protection to both parties in legal matters in which Public notary are involved.
  The learning outcomes are: Upon successful completion of this course, students will be able to explain the role and importance of the Public notary and to make all kinds of Public notary documents.

- **To which level is the issue of professional standards and ethics is covered within the curriculum?**
  They are covered to a certain extent (duties and obligations of the Public notary, professional liability).

- **Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?**
  70:30
What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?

The Faculty of Law has opened Mock Law Office in June 2015. With this project the Faculty introduced clinical legal education as a form of practical training of students and thus continues to use the most modern methods of legal training. It should be used for Public notary training as well.

How is this cooperation established (formal or non-formal)?

It is formal and non-formal. Faculty of Law has signed memorandum of co-operation with the Public Notary chambers, Municipal and Cantonal Court, Office of the Ombudsman etc. A part of that there is non-formal co-operation with some lawyers etc.

Are there any regulatory requirements for participation of the legal professionals in the delivery of the course?

No, not so far because the course still has not been delivered to students.

By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?

Yes.

Do you have the adequate resources for the delivery of the course (teaching materials, textbook)?

Yes.

Do you have sufficient staff? Please provide list of teachers and their contact details

Yes. The number of staff is adequate the number of student enrolled in the undergraduate course.  
Maja Čolaković, PhD, Assistant Professor (maja.colakovic@unmo.ba)

b) Continuous education

Is your faculty involved in the development and delivery of continuous education programs for the profession of public notary?

No.

By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)

Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc?)

No.

c) Regional cooperation
• Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Notary Law?

There still has not been any co-operation on that matter.

2. Enforcement Law

a) Faculty’s curriculum

• Is there a specialized course in Enforcement Law?
There is a course entitled Civil Extra-contentious and Enforcement Law

• When it was established?
On 2011/2012 academic year. Before that period Enforcement Law were a part of Civil Procedure Law course.

• What were the main reasons for the introduction of the course? (Please provide translation of the course syllabus)
Enforcement Law is an integral part of civil law procedure in comparative and BH legal system. (See below: The content of the syllabus)

• In which year or semester is the course thought?
IV year, VIII semester

• Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)?
It is a part of undergraduate (bachelor) course.

• Is it mandatory or elective?
It is mandatory.

• How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)
5 ECTS/240 ECTS

• What are the content of the syllabus for the specific courses and the structure of the teaching methods?
The content of Civil Extra-contentious and Enforcement Law syllabus is:
Civil Extra-contentious and Enforcement Law (in general); Subject, principles and legal nature of civil extra-contentious procedure; Decision and legal remedies; Special civil extra-contentious procedure; Concept, basic principles and legal nature of the enforcement procedure; Enforcement proceedings: court and other bodies of the enforcement procedure; Parties to the enforcement procedure; Decisions and legal remedies; Suspension, disposal and complete the execution.
The teaching methods are: lectures, seminar papers, practical work

• What are the learning objectives and the results that should be achieved?
The learning objectives are: to teach students about the concept, sources, basic principles and essence of procedural institutions in order to enable them to identify practical problems and apply acquired knowledge and skills, to train students for job in judiciary, attorney, notary etc.

The learning outcomes are: acquiring theoretical and practical knowledge on Civil Extra-contentious and Enforcement Law; ability to apply acquired knowledge and skills, combined with those obtained by studying other subjects, especially the Civil Litigation Procedure Law.

- To which level is the issue of the professional standards and ethics covered within the curriculum?
  It is a part of the syllabus.

- Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?
  Within the course the focus is to transfer a theoretical knowledge. To some extent they get a practical training within the practical lessons, as well as within the mandatory internship in judiciary.

- What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?
  Visiting lecturers rarely teach at the Faculty of Law but students have obligatory internship in judiciary and other relevant institutions (Ministry of Interior, Office of the Ombudsman, the social service institutions etc.)

- How is this cooperation established (formal or non-formal)?
  It is formal and non-formal.

- Are there any regulatory requirements for the participation of the legal professionals in the delivery of the course?
  Students sometimes ask for more participation of the legal professionals in the teaching process.

- By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agent and effective and efficient application of the knowledge at work?
  Teaching methods and level of education at our university are sufficient to prepare the students/candidates to take the exam for enforcement agents and effective and efficient application of knowledge in practice. Our teaching staffs often train as educators to judges and prosecutors in the field of the enforcement procedure.

- Do you have the adequate resources for the delivery of the course (teaching materials, textbook etc.)?
  Yes.

- Do you have sufficient staff? Please provide list of teachers and their contact details
  Yes.
  Alena Huseinbegović, PhD, Assistant Professor (alena.huseinbegovic@unmo.ba)
  She used to train as educators to judges and prosecutors in the field of the enforcement procedure. The training was organised by Public Institution Centre for judicial and
prosecutorial training of Federation of Bosnia and Herzegovina.

<table>
<thead>
<tr>
<th>b) Continuous education</th>
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</thead>
<tbody>
<tr>
<td>- Is your faculty involved in the development and delivery of continuous education programs for the profession of enforcement agent?</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>- By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)</td>
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<tr>
<td>/</td>
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<tr>
<td>- Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)</td>
</tr>
<tr>
<td>No.</td>
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</table>

<table>
<thead>
<tr>
<th>c) Regional cooperation</th>
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<tbody>
<tr>
<td>- Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Enforcement Law?</td>
</tr>
<tr>
<td>Regional co-operation exists in the way that doc. dr. Alena Huseinbegović delivery the course Enforcement Law at the Law Faculty of the University of Zenica.</td>
</tr>
</tbody>
</table>
2.2. Faculty of Law, University of Sarajevo

The University of Sarajevo (UNSA) is the oldest and largest higher education institution in Bosnia and Herzegovina. It is a public university, covering almost all fields through over 100 study programmes and over 200 departments, with around 45,000 students. The educational process is organized according to the Bologna principles. University of Sarajevo has extensive experience in TEMPUS projects dealing with such areas as Governance Reform, Quality Assurance, Curriculum Development, IT, E-infrastructure, distance learning among others. UNSA is internationally oriented and its intention is to become fully integrated into the EHEA, but preserving its academic tradition and academic culture heritage. UNSA has shared its practices in numerous FP and ERASMUS Mundus projects as well. Thanks to numerous international contacts, there are two PhD Study programs with strong international components, i.e. III cycle of study: Mathematical Sciences and Economics. UNSA is partner in the EMA2 project: Basileus, JoinEU-SEE PENTA, Sigma (Agile), Euroweb(+), Eraweb, GreenTech and Sunbeam.

The Faculty of Law is a department within the University of Sarajevo. This is the oldest Law Faculty in Bosnia and Herzegovina, which has been established in 1946 as the first high education institution in B&H. During sixty years of its existence it remained dedicated to providing education of utmost excellence grounded in continuous research and the development of both legal studies and practice. The Faculty is divided into five chairs including State and International Public Law, Criminal Law, Economic Sciences, Civil Law, and Comparative legal History and Comparative Law within which programmes in all three cycles of studies are being offered (undergraduate, postgraduate and PhD). The Faculty has signed numerous memorandums of cooperation with international universities and is strongly focusing on bolstering international cooperation. From the very beginning the Faculty is member of SEELS (The South East European Law School Network), and from 2014 it has the status of international observer within ELI (European Law Institute). The Faculty also implemented the Tempus project under which the curriculum has been reformed in accordance with Bologna.

1. Notary Law

a) Faculty’s curriculum

<table>
<thead>
<tr>
<th>Is there a specialized course in Notary Law?</th>
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<tbody>
<tr>
<td>When was it established?</td>
</tr>
<tr>
<td>At the Faculty of Law of the University Sarajevo (hereafter: Faculty) there is a specialised course in Notary Law. This course is part of the curriculum of the Faculty since 2005, but it will be realized for the first time in the summer semester of the academic year 2015/2016.</td>
</tr>
<tr>
<td>What were the main reasons for the introduction of the course?</td>
</tr>
<tr>
<td>The Notary Acts have been adopted in earlier 2000 in BiH (there are three Notary Acts for the Federation B&amp;H, RepublikSrpska and Brčko District B&amp;H), but these Acts have not been implemented until 2007/2008. In B&amp;H this is a new branch of law and new field of</td>
</tr>
</tbody>
</table>
research. The Law Faculty of the University Sarajevo strives toward the incorporation of new topical issues into its curriculum. Furthermore, it has been estimated that there was in B&H a lack of knowledge in this field of law, and that the Faculty can play here a leading role on the market.

- **In which year or semester is the course thought?**

This course is thought in third years/sixth semester.

- **Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)?**

Besides being the part of curriculum as a special course, the notary law is also thought within other programs (e.g. within the course of new property or inheritance law or family law within graduate courses).

- **Is it mandatory or elective?**

This course is the elective course.

- **How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)**

This course has been awarded with 2 ECTS (The total number of ECTS for the undergraduate studies, within which the course is delivered, is 240 ECTS.

- **What is the content of the syllabus for the specific courses and the structure of the teaching methods?**

Scope of the course (Syllabus is attached as attachment 1)

1) Introduction in notary law – the notion of notary service, its function, development, short comparative overview;
2) Notary service in B&H – main characteristic of the notary service as independent profession with public competences, precondition for its providing, competences of the notaries;
3) Notarial deeds – notarial certifications, notary confirmation and authentication, notarial enforcement deeds;
4) Notarial deeds which deal with real estates;
5) Notarial deeds which deal with inheritance and family matters.

Teaching methods:
The classes are interactive and case oriented. The students are obliged to draft two papers on case given by professor and to implement the rules of notary proceeding (to find out the what is a real intention of the parties, to protect equally both parties, to provide for simultaneous performance of both parties, to avoid clauses which might be risky for the parties or unlawful. The papers will be discussed during the classes. The progress of the student will be continuously assessed. Final grade will be given at the final written exam, since the activities within the classes takes 70% of the final grade (20% class work, 25% for each written contribution).

- **What are the learning objectives and the results that should be achieved?**

Learning outcomes: Students will be introduced in idea, development and main characteristics of the notary service. The emphasis is put on the procedure of the drafting of notarial deeds on legal acts which deal with real estate, inheritance and family matter. It is
expected that students understand main goals of the notary service as a factor of legal security within the real estate transactions and its importance for the security of creditors. The students should develop skills which enable them to draft legal acts in the field of property, inheritance and family law, and be able to find solutions which protect equally both parties, to recognize risks of some solutions and to find optimal solution.

- To which level is the issue of professional standards and ethics is covered within the curriculum?

It is the course for the students, not for the professional notaries. The issue of standards and ethics are only shortly addressed.

- Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?

In generally, the elective courses at the Faculty, are given for smaller groups of the students, which enables that the emphasis is given on practical exercises. It should considered, that this course is not designed as a course for professional notaries but rather the first contact of the students with this field of law. However, the emphasis is on achievement of practical skills of the students. The composition of final grade precisely shows this intention. Final grade will be given at the final written exam, since the activities within the classes takes 70% of the final grade (20% class work, 25% for each written contribution).

- What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting quest lecturers, practice at an office?

- How is this cooperation established (formal or non-formal)?

- Are there any regulatory requirements for participation of the legal professionals in the delivery of the course?

The cooperation is established non-formal and there are not any regulatory requirements for participation of the legal professionals in the delivery of the course. Some notaries have already given the lectures within other topics. It has been planned to involve the notary chamber more intensively within summer semester 2015/16. The representatives of the Notary chamber of the Federation B&H will give the lectures within the elective course “Notary law”. The negotiations with the Chamber are on-going.

- By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?

No, level of education is not satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work. But, this is not the goal of this course. In addition under applicable law, there is not possibility for the students to pass the notary exam immediately after obtaining their degree. The precondition for this exam is a bar exam and longer working experiences.

- Do you have the adequate resources for the delivery of the course (teaching materials, textbook)?

Yes. The professor in charge has published several books and paper on notary law and some of them with the support by GIZ.
Do you have sufficient staff? Please provide list of teachers and their contact details

Prof. Meliha Povlakić, Ph.d. E-Mail: m povlakic@hotmail.com
Prof. Abedin Bikić, Ph.D: a.bikic@pf sa.unsa.ba
Ass.-Prof. Darja Softić Kadenić: darjasoftic@gmail.com
MJur (Oxon) Selma Mezetović Međić; e-mail: s.mezetovic@gmail.com

b) Continuous education

- Is your faculty involved in the development and delivery of continuous education programs for the profession of public notary?
- By your assessment, is this satisfactory?
- If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)

The Faculty is not formally involved in the development and delivery of continuous education programs for the profession of public notary, and it cannot be positively assessed. The Notary Chamber of the Federation B&H and Faculty did not have closed cooperation agreement, but there is a very close cooperation between some professors and Chamber.

- Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)

No, the Faculty did not have such activities, but some member of the staff are very often involved in continuous education of the notaries.

c) Regional cooperation

- Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Notary Law?

There are not such activities between Faculty and other faculties in the region.

3. Enforcement Law

a) Faculty’s curriculum

- Is there a specialized course in Enforcement Law?
- When it was established?

The course in Enforcement Law is from very beginning a part of the curriculum of the Faculty. This is a part of the course in Civil procedure and consequently unavoidable part of the basic education of lawyers. This subject is the one of the core subjects which are taught at
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What were the main reasons for the introduction of the course? (Please provide translation of the course syllabus)</td>
<td>See previous answer! The translation of the syllabus is attached.</td>
</tr>
<tr>
<td>In which year or semester is the course thought?</td>
<td>The course is thought in the fourth years (eighth semester) and also within master and doctoral studies. This course is mandatory.</td>
</tr>
<tr>
<td>Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)? Is it mandatory or optional?</td>
<td>See answer above.</td>
</tr>
<tr>
<td>How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)</td>
<td>This course has been awarded with 5 ECTS. The total number of ECTS for the undergraduate studies, within which the course is delivered, is 240 ECTS.</td>
</tr>
<tr>
<td>What is the content of the syllabus for the specific courses and the structure of the teaching methods?</td>
<td>See the attached translation of the Syllabus (Attachment 2).</td>
</tr>
<tr>
<td>What are the learning objectives and the results that should be achieved?</td>
<td>See answer above.</td>
</tr>
<tr>
<td>To which level is the issue of the professional standards and ethics covered within the curriculum?</td>
<td>It is the course for the students, not for the professional enforcement agents. The issue of standards and ethics are only shortly addressed.</td>
</tr>
<tr>
<td>Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?</td>
<td>The teaching methods represent a mixture between classical lectures and case oriented classes. The students deal very often with hypothetic and real cases with the task to draft a petition/statement of claim, court decision, appeal etc.</td>
</tr>
<tr>
<td>What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?</td>
<td>The cooperation is established non/formal and there are not any regulatory requirements for participation of the legal professionals in the delivery of the course as invited guest lectures.</td>
</tr>
<tr>
<td>How is this cooperation established (formal or non-formal)?</td>
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<tr>
<td>Are there any regulatory requirements for the participation of the legal professionals in the delivery of the course?</td>
<td>The cooperation is established non/formal and there are not any regulatory requirements for participation of the legal professionals in the delivery of the course as invited guest lectures.</td>
</tr>
<tr>
<td>By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agent and effective and efficient application of the knowledge at work?</td>
<td>No, level of education is not satisfactory for preparing students/candidates to pass the exam for enforcement agent and effective and efficient application of the knowledge at work. However, this is also not the goal of these courses. There are several reasons for that: this</td>
</tr>
</tbody>
</table>
profession and exam are not foreseen in Bosnian and Herzegovinian law. Even if this profession has been introduced into B&H legal order, it would be certainly required that the candidates should have some professional experiences. The course in enforcement law will not even in this case be preparatory course for this exam.

- **Do you have the adequate resources for the delivery of the course (teaching materials, textbook etc.)?**
  Principally yes! But there is a need for new edition of the textbook for the students.

- **Do you have sufficient staff? Please provide list of teachers and their contact details**
  Prof. Sanjin Omanović; E-Mail: s.omanovic@pfsa.unsa.ba

### b) Continuous education

- **Is your faculty involved in the development and delivery of continuous education programs for the profession of enforcement agent?**
  No, but there was not, until now, such profession in Bosnian and Herzegovinian Law; the enforcement procedure is conducted by the courts. The professors of the Faculty regularly provide for education of judges within Centre for Education of Judges and Prosecutors.

- **By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)**
  See the answer above.

- **Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)**
  The Faculty did not participate in such activities. Some members of the academic staff are very often educators within different seminars for practitioners (judges) organized by the Centre for Education of Judges and Public Prosecutors of the Federation B&H but also within commercial seminars.

### c) Regional cooperation

- **Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Enforcement Law?**
  There is no official cooperation with the described aim, but the professor in charge exchange their experiences.

### Attachment 1)

<table>
<thead>
<tr>
<th>NOTARY LAW</th>
<th>ECTS: 2</th>
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<tbody>
<tr>
<td>Elective course within the Civil Law Elective courses</td>
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<tr>
<td>YEAR: III</td>
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</table>
**SEMESTER:** VI

<table>
<thead>
<tr>
<th>Professor in charge:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. dr. Meliha Povlakić, Prof. dr. Abedin Bikić, Ass.Prof. Darja Softić Kadenić</td>
<td></td>
</tr>
</tbody>
</table>

**CONTACT HOURS**

| Lectures: 2/30 | Exercises: Consultations: 1/15 |

**Goal and learning outcomes:**

Students will be introduced in idea, development and main characteristics of the notary service. The emphasis is put on the procedure of the drafting of notarial deeds on legal acts which deal with real estate, inheritance and family matter. It is expected that students understand main goals of the notary service as a factor of legal security within the real estate transactions and its importance for the security of creditors. The students should develop skills which enable them to draft legal acts in the field of property, inheritance and family law, and be able to find solutions which protect equally both parties, to recognize risks of some solutions and to find optimal solution.

**Scope of the course:**

1) Introduction in notary law – the notion of notary service, its function, development, short comparative overview;
2) Notary service in B&H – main characteristic of the notary service as independent profession with public competences, precondition for its providing, competences of the notaries;
3) Notarial deeds – notarial certifications, notary confirmation and authentication, notarial enforcement deeds;
4) Notarial deeds which deal with real estates;
5) Notarial deeds which deal with inheritance and family matters.

**Students obligations:**

The regular attendance to the classes is obligatory. The classes are interactive and case oriented. The students are obliged to draft two papers on case given by professor and to implement the rules of notary proceeding (to find out the what is a real intention of the parties, to protect equally both parties, to provide for simultaneous performance of both parties, to avoid clauses which might be risky for the parties or unlawful. The papers will be discussed during the classes. The progress of the student will be continuously assessed. Final grade will be given at the final written exam, since the activities within the classes takes 70% of the final grade (20% class work, 25% for each written contribution).

**Material:**

- Bikić/Povlakić/Suljević/Plavšić, Notarsko pravo (Sarajevo, 2013) – chosen chapters;
- Povlakić/Schalast/Softić, Komentar zakona o notarima u BiH (Sarajevo, 2009) – chosen chapters;
Additionl literatures:
- M. Povlakić, Odgovornostnotarazaprouzrokovanuštetu u obavljanjunotarske službe in: EdinŠarčević (Ed.) Notarijatipravnadržava, Sarajevo 2013;
- M. PovlakićUloganotara u zaštitipotrošača, Zbornikradova »Aktualnostigradanskogitrgovačkogzakonodavstvaiaprvneprakse«, br. 8, Mostar, 2010;
- M. Povlakić, Osnovneznačajkenotarske službe u Federaciji BiH, Pravnisavjetnik 4/2003;
- M. Povlakić, Institutjavnogbilježništvaiefikasnoostvarivanjepravapovjerilaca u pravuFederacije BiH, I dio, Pravnisavjetnik, 4/2002;

Preconditions: The final exam can be attend only by the student who successfully pass exam in Property Law, Family Law, Inheritance Law. It is recommended also to previously pass exam Contract and Tort Law I

Attachment 2)

CIVIL PROCEDURE II
Mandatory course

<table>
<thead>
<tr>
<th>ECTS: 5</th>
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<th>YEAR: IV</th>
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<tr>
<td>SEMESTER: VIII</td>
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</tbody>
</table>

Professor in charge: Prof.Dr.SanjinOmanovic

Contact hours

<table>
<thead>
<tr>
<th>Lectures: 3/45</th>
<th>Practical exercises: 2/30</th>
<th>Consultations: 2/30</th>
</tr>
</thead>
</table>

Learning outcomes

Educational aspects: education and introduction of students with the nature of uncontested and enforcement procedures, firstly with the general parts of these two civil procedures and secondly with the specific procedures.

Goal: the students should gain knowledge on basic elements and characteristics of these procedures, their significant principles and determinants, as well as their mutually distinctive factors, especially in relation with contested civil procedure and administrative procedure.

Outcomes: the students should be able to be properly oriented in the system of civil proceeding and to recognise the crucial issues of these two scientific branches.
### Scope of the course:

**a/ uncontested proceeding:** not relevant for this project!

b/ enforcement procedure (general part): enforcement as part of judicial function, relationship between enforcement procedure and other forms of enforcement, principles and nature of the enforcement procedure, parties within this procedure, enforcement preconditions, judicial decisions and remedies, enforcement clause, objections of the third person, different types of enforcement procedures, suspension and postponement of enforcement procedure, counter enforcement.

- Special part: enforcement execution, exemption from enforcement, enforcement for the collection of monetary claims, means of enforcement, enforcements on movable and immovable assets, financial claims of debtors, prohibition and transfer of claims – for the collection of funds and instead of payments, enforcement of payments, enforcement on other claims and rights, enforcement for the collection of financial claims, obligations to action, sufferance, and omission, reinstatement of workers, registration of rights to public register, statement of intent.

### Obligation of students:

Regular attendance to lectures and practical exercises, with full participation and active involvement in classes. The students will be assessed by written tests, exams and final oral exam.

### Material:

**Mandatory:** Čalija-Omanović: Građansko procesno pravo (Sarajevo, 2001); Rajović-Živanović-Momčilović: Građansko procesno pravo (BanjaLuka 2001); Čizmović-Đuričin: Građansko procesno pravo (Podgorica 1997);

**Elective:** Omanović, GlossariumuznoviZakon o izvršnompostupkuFbiH (Sarajevo 2005).
2.3. Faculty of Law, University of Zenica

1. Notary Law

a) Faculty’s curriculum

- Is there a specialized course in Notary Law?
  Yes, there is.
  - When was it established?
    2010/2011
  - What were the main reasons for the introduction of the course?
    Establishing and importance of notary service in BiH as well as interests of students for this area.
  - In which year or semester is the course thought?
    III year (because of knowledge from this area is conditioned by knowledge from Real right, Family Law, Obligation Law and Heritage Law.
  - Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)?
    Bachelor
  - Is it mandatory or elective?
    Elective
  - How many ECTS are awarded upon successful completion of the course?
    2 ECTS
    (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)
  - What is the content of the syllabus for the specific courses and the structure of the teaching methods?
    The concept and function of the notary, the historical development of the institutions of the Latin notary, comparative presentation of the institution of notaries, the basic functions of notary services as an independent profession with a public authority, the conditions and procedure for the election of notaries, the organization of notaries (notary chamber), the competence of notaries, notary processing and notarial deeds, notarial document as an executiv title and forms of responsibility in performing notary service. Students have the opportunity to work on practical examples.
  - What are the learning objectives and the results that should be achieved?
    Students are introduced to the concept, and the evolution of the basic functions of establishing a notary service. Emphasis is placed on legal affairs that are dependent from notarized documents and the probative value of a document issued by the notary public within the statutory jurisdiction. Students are expected to understand the objectives of notary activities in the field of effective control of legality and providing advisory services to clients in the preparation and certification of notaries documents. Students need to learn the process of notary processing of documents and to develop the ability of drafting legal affairs
in the area of real estate, family, inheritance and economic status law, to in acquire the ability to preparing those relationships equally protect both sides recognize the risks and to know to make suggestions.

- **To which level is the issue of professional standards and ethics is covered within the curriculum?**

This aspect is placed inside of lecture regarding choice of notaries.

- **Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?**

The lectures are conceived in a way that we have in the same proportion represented theoretical knowledge transfer and practical training.

- **What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?**

Good personal relations with the Notary Chamber and a number of notaries in BiH/introduced practice visit to the land registry office in the Municipal Court in Zenica - signed agreement Law Faculty in Zenica with the High Judicial and Prosecutorial Council.

- **How is this cooperation established (formal or non-formal)**

formal and non– formal

- **Are there any regulatory requirements for participation of the legal professionals in the delivery of the course?**

Yes by the Notary Chamber and the Centre for Education of Judges and Prosecutors.

- **By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?**

Not entirely, it’s no goal, taking the notary exam requires some practice and training which provides Ministry of justice, so that such a goal was too ambitious and practical in the way it is practiced not so far we could achieve.

- **Do you have the adequate resources for the delivery of the course (teaching materials, textbook)?**

Faculty used existing literature that has been published on this topic, however, there is no suitable textbook tailored to the needs of students. Students mostly are using materials prepared by professors.

- **Do you have sufficient staff? Please provide list of teachers and their contact details**

Yes. Doc. dr. Larisa Velić E-mail: larisa.velic@gmail.com Tel.: 00387 61 534 055

**b) Continuous education**

- **Is your faculty involved in the development and delivery of continuous education programs for the profession of public notary?**

Yes

- **By your assessment, is this satisfactory?**

Yes
• If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)

It is cooperation with individual faculty members.

• Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)

No.

c) Regional cooperation

• Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Notary Law?

SEELS, competition of students

2. Enforcement Law

a) Faculty’s curriculum

• Is there a specialized course in Enforcement Law?
Yes, it is course inside of the Low of civil procedure.

• When it was established?
2005/2006

• What were the main reasons for the introduction of the course? (Please provide translation of the course syllabus)
Executive general right to protection of the legal order through the involvement of the state authorities to enforce the realization of the established claims. In Bosnia and Herzegovina as well as in other neighboring countries, the forced fulfillment can come only by the competent state authorities, and the process and the way to achieve this right is regulated by this Act.

• In which year or semester is the course thought?
IV year.

• Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)? Is it mandatory or optional?
It is mandatory for bachelor.

• How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)
6 ECTS.

• What is the content of the syllabus for the specific courses and the structure of the teaching methods?
Executive procedural law includes the following: execution of the judicial function, the ratio of the execution procedure to other forms of execution, principles and legal nature of the enforcement procedure, subjects, conditions for the execution of the decisions and legal remedies in the executive process, enforcement clause, opposition complaint and accusation, types of execution, suspension and postponement of the enforcement procedure against execution.

The special part is related to: the implementation of the execution, exemption from execution, the execution of cash charges for claims, means of execution, the execution of movable and immovable property, cash claim debtors, prohibition and transfer of claims - for collecting and instead of, committing topay, enforcement of the other claims and rights; - Execution order to obtain non-monetary claims: obligation to action, suffering, omission, return the worker to work, law notation in public book, giving a statement of will.

- **What are the learning objectives and the results that should be achieved?**

  Students are getting basic knowledge about the field of executive rights.

- **To which level is the issue of the professional standards and ethics covered within the curriculum?**

  Indirectly when it comes to the role of the notary in the drafting of executive documents and judges who make decisions in these cases.

- **Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?**

  60% is theoretical and 40% practical training (3:2)

- **What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?**

  There is no cooperation between professional organisations.

- **How is this cooperation established (formal or non-formal)?**

  Non-formal.

- **Are there any regulatory requirements for the participation of the legal professionals in the delivery of the course?**

  Yes, by the Centre for Education of Judges and Prosecutors.

- **By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agent and effective and efficient application of the knowledge at work?**

  There is no aim of the faculty to train them specifically for this activity.

- **Do you have the adequate resources for the delivery of the course (teaching materials, textbook etc.)?**

  The professor is using the existing literature from BiH and the region related to the Civil Procedural rights, but not textbooks which deals just with that area of law.

- **Do you have sufficient staff? Please provide list of teachers and their contact details**

  Doc.dr. Alena Huseinbegović, alena.huseinbegovic@unmo.ba, V.a.
  mr.sc. Dzenana Radončić, dzana_radonic@gmail.com.
b) Continuous education

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Is your faculty involved in the development and delivery of continuous education programs for the profession of enforcement agent?</td>
<td>No.</td>
</tr>
<tr>
<td>By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)</td>
<td></td>
</tr>
<tr>
<td>Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)</td>
<td>No.</td>
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</table>

c) Regional cooperation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
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<tbody>
<tr>
<td>Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Enforcement Law?</td>
<td>SEELS, Regional competitions etc.</td>
</tr>
</tbody>
</table>
3. Croatia

3.1. Faculty of Law, University of Rijeka

Faculty of Law is a constituent of the University of Rijeka. The Study of Law was started in 1973. At first, it was a part of the University of Rijeka, Faculty of Economics. In 1976, the University of Rijeka, Faculty of Law was established as an independent higher education institution, where the Study of Law continued to be carried out. In 1985, the Faculty changed its name and became the University of Vladimir Bakarčić Faculty of Law in Rijeka, and then changed the name again in 1991 into what it is known as today: the University of Rijeka, Faculty of Law. Before it got its own building, the Faculty occupied several buildings at different locations. The present location became its home in 1980 when the building was finished. The new, “east” wing of the building was built in 2003.

The Faculty carries out six study programmes. The integrated undergraduate/graduate university Study of Law has been carried out, with certain changes and amendments in accordance with positive legal regulations, since the establishment of the Faculty; upon completion, students are awarded the academic title of Master of Jurisprudence (Mag. iur.).

In the academic year 2007/2008, the Faculty started the Postgraduate Specialist Study in Criminal Investigation; upon completion, students were awarded the academic title of University Specialist in Criminal Investigation (Univ. spec. crim.). The Study programme is currently carried by the University of Rijeka, as a Postgraduate Specialist University Study programme. In the academic year 2009/2010, the Faculty started the Postgraduate Specialist Study in Law of European Integrations; upon completion, students are awarded the academic title of University Specialist in Law of European Integrations (Univ. spec. iur.). In the academic year 2012/2013, the Faculty started the Postgraduate Specialist Study in Corporate Finance Law; upon completion, students are awarded the academic title of University Specialist in Corporate Finance Law (Univ. spec. iur.). In the academic year 2011/2012, the Faculty started the Postgraduate Doctoral Study Programme in the field of Social Sciences, the subject of Law; upon completion, students are awarded the academic title of Doctor of Science in the field of Social Sciences, the subject of Law (Ph.D.).

In the academic year 2005/2006, the Faculty started the Undergraduate Professional Study Programme in Administration; upon completion, students are awarded the professional title of Professional Bachelor of Public Administration (Bacc. admin. publ.). In the academic year 2011/2012, the Faculty started the Specialist Graduate Professional Study Programme in Public Administration; upon completion, students are awarded the professional title of Professional Specialist in Public Administration (Spec. publ. admin.).

Since 2007, the Faculty has been organising the International Summer School of Human Rights in Novi Vinodolski, where law students from Croatia and abroad come to study the application of the European Convention for the Protection of Human Rights and Fundamental Freedoms. The lecturers are distinguished law professors and legal experts working in practice. The Summer School, organised by the Faculty and the City of Novi Vinodolski, is held every year. Since 1994 The Faculty has been organising its traditional annual legal
conference Petar Simonetti Legal Experts Counselling (property – liability – procedure) which is held every year in April.

There are currently three scientific research projects being carried out at the Faculty with the support of the University; they are based on the projects previously reviewed and financed by the Ministry of Science, Education and Sports. The projects are: Protection of Beneficiary on the Croatian/European Financial Services Market, Interdisciplinary Approach to Investigating the Status of Persons with Mental Disorders through the Prism of Conventional Law, and Social Security and Market Competition – European Demands and Croatian Solutions.

The Faculty is involved in publishing, so that in the past several years a lot of textbooks, as well as other types of scientific and professional literature regarding law, have been published. For that reason, the Faculty started the following publishing series: Book Collection of the University of Rijeka Faculty of Law and Book Collection of the Institute of Criminal Sciences in Mošćenice. Since 1980, the Faculty has been continuously publishing the scientific journal Collected Papers of the University of Rijeka Faculty of Law. In 2014, the Faculty signed a cooperation agreement with Inţinjerski biro d.d. from Zagreb, becoming thus a co-publisher of the journal Croatian Law Review.

In the past few years, the Faculty has seen an increase in international cooperation, both in scientific and teaching activities. As part of Erasmus, SEELS (South East European Law School Network), and Tempus programmes and other projects, a number of lecturers and students have gone to higher education institutions and science institutes abroad for the purpose of scientific, professional, and teacher training.

Three student associations are active at the Faculty: University of Rijeka Faculty of Law Student Assembly, European Law Students Association – Rijeka (ELSA – Rijeka), and Student Sports Association Pravnik. The activities of student associations are numerous, as well as their achievements. The Faculty’s students have been participating for more than 15 years in international moot court competitions Willem C. Vis International Commercial Arbitration Moot in Vienna and The Philip C. Jessup International Law Moot Court Competition in Washington. Since 2008, students have begun taking part in the regional Moot Court Competition in Human Rights in Belgrade, Ljubljana, Sarajevo, Ohrid and elsewhere, where they have achieved significant results. In addition, since 2008 students have been participating in the Moot Court International Humanitarian Law Competition in Sarajevo.

The Faculty is also involved in current reform processes with the aim of contributing to a better education system, both at the level of University and at state level. Thus, a number of the Faculty’s lecturers and assistants are involved in working groups for drafting bills, some employees are members of the State Judicial Council, State Attorney Council, and parliamentary committees; the Faculty is actively involved in public discussions on bills by submitting its suggestions for changes and amendments. The Faculty’s lecturers are also members of committees on rank and tenure (for approving research and teaching positions). Furthermore, the lecturers participate in the greatest number of university bodies which create University policies and govern the University. The lecturers also chair some of those bodies.
1. Notary Law and Enforcement Law

a) Faculty’s curriculum

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<tbody>
<tr>
<td>• Is there a specialized course?</td>
<td></td>
</tr>
<tr>
<td>• When was it established?</td>
<td>In 2005, as part of the course: Non-contentious, Enforcement and Public Notaries’ Law</td>
</tr>
<tr>
<td>• What were the main reasons for the introduction of the course?</td>
<td>The Faculty offered various elective courses to the students of Faculty of Law University of Rijeka in order to expand their knowledge regarding issues of particular interest to them.</td>
</tr>
<tr>
<td>• In which year or semester is the course thought?</td>
<td>5th year/ 9th semester</td>
</tr>
<tr>
<td>• Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)?</td>
<td>It is a part of the Integrated Graduate study program of law</td>
</tr>
<tr>
<td>• Is it mandatory or elective?</td>
<td>It is an elective course</td>
</tr>
<tr>
<td>• How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)</td>
<td>5 ECTS</td>
</tr>
<tr>
<td>• What is the content of the syllabus for the specific courses and the structure of the teaching methods?</td>
<td></td>
</tr>
</tbody>
</table>
1. Generally: notion, object and sources of non-contentious enforcement and public notaries' law; mutual relationship and relationship with other legal disciplines.
2. Non-contentious law: non-contentious proceedings relating to the capacity of persons; non-contentious proceedings relating to inheritance; co-ownership and relations between neighbours; other non-contentious proceedings.
3. Law on enforcement and procedure of securing the claims; notion; initiation of procedure; means and objects of enforcement and security; legal remedies, enforcement of foreign judgments; enforcement on the property of foreign state; enforceable and credible instrument; motion for enforcement and decisions of the court; conduct of enforcement; third-party objection; contra-enforcement; stay and termination of enforcement procedure; enforcement for satisfaction of pecuniary claims; enforcement for satisfaction of non-pecuniary claims; special forms of procedures; participation of public notaries in enforcement; procedure for securing the claims.
4. Public notaries’ law: generally [notary public service; the appointment, termination and suspension from service; headquarters and notaries public; exemption of notaries; liability for damage notaries and disciplinary (disciplinary) responsibility; the remedies of the parties in case of failure, unlawful taking or delay the taking of an official act of a notary, keeping documents and bookkeeping; procedure with the notarized documents after the vacancy for public notary placement; notary trainees, deputy and acting public notary; Notary Chamber and its authorities; supervision of public notary service; absence and incapacity for work of notaries; compensation and reimbursement of expenses; effects of foreign notary documents]; notarized document [form (form) notarized documents]; notary acts on legal matters (the process of preparation, content, enforceability); witnessing the facts and statements; issuing dispatch, certificates and transcripts of statements; download of documents, money and securities for storage and delivery; notaries as commissioners of courts and other bodies.

| What are the learning objectives and the results that should be achieved? |
| Acquisition of knowledge about solving uncontested cognitive legal matters through forced judiciary and notary realization of claims, enforced and voluntary judicial and notary insurance claims, as well as about the notary public service and its activities, which lately has a paramount importance in the Croatian legal system. |
| To which level is the issue of professional standards and ethics is covered within the curriculum? |
| Professional standards and ethics are covered within the curriculum. |
| Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training? |
| Although the teaching methods are mainly focused on lectures, the students are expected to be able to: |
| 1. Define and explain based institute; |
| 2. To analyse the content and effect of the application, a decision; |
| 3rd describe the course of the procedure and explain procedural institutes; |
| 4. Write a decision, appeal, appellate decision, action and judgment. |
What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?

How is this cooperation established (formal or non-formal)?

There is a formal contract of cooperation with the Public Notary Chamber of Croatia.

Are there any regulatory requirements for participation of the legal professionals in the delivery of the course?

No

By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?

Yes

Do you have the adequate resources for the delivery of the course (teaching materials, textbook)?

Yes

Do you have sufficient staff? Please provide list of teachers and their contact details

Prof. dr. Eduard Kunštěk, dean
Faculty of Law University of Rijeka
Hahlić 6, 51000 Rijeka, Croatia
ekunstek@pravri.hr

Prof. dr. Vesna Lazić-Smoljanić
Faculty of Law University of Rijeka
Hahlić 6, 51000 Rijeka, Croatia

Dejan Bodul, PhD
Faculty of Law University of Rijeka
Hahlić 6, 51000 Rijeka, Croatia
dbudul@pravri.hr

b) Continuous education

Is your faculty involved in the development and delivery of continuous education programs for the profession of public notary?

Each year the Faculty in collaboration with the Supreme Constitutional Court of the Republic of Croatia and the Croatian Notary Public Chamber is set to organize the 20th Lawyer Conference entitled Petar Simonetti (property – liabilities – procedure).

By your assessment, is this satisfactory?

If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)
The Faculty has a signed cooperation agreement with the Croatian Notary Public Chamber.

- **Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)**
3.2. Faculty of Law, University of Zagreb

The Faculty of Law, University of Zagreb, was established in 1776 and while it remains proud of its fine tradition, it seeks to be a modern institution engaged in cutting-edge research and education. It is equipped with a modern library, which offers not only over 400,000 volumes, but also access to numerous international databases, and houses a European Documentation Centre.

The Faculty of Law offers seven different types of study programme - three in law, three in social work and one in public administration. In the field of law these programmes are: an integrated BA-MA general law programme (300 ECTS), advanced master’s programme (120 ECTS), and a doctoral programme (180 ECTS). Each of the levels offers the opportunity for specialisation in a particular legal field such as constitutional and administrative law, civil law, criminal law, commercial law, labour law and social security law, tax law, international law and European law. In the field of social work the Faculty offers a bachelor (240 ECTS), master's (60 ECTS) and doctoral (180 ECTS) programmes.

The Faculty of Law has strong international relations and cooperates with many institutions and individuals worldwide, especially those in the EU and the region. It presents a welcoming environment for international students.

1. Notary Law

a) Faculty’s curriculum

- **Is there a specialized course in Notary Law?**  
  Faculty of Law Zagreb established a specialized course in Notary Law.

- **When was it established?**  
  It was established in 2005.

- **What were the main reasons for the introduction of the course?**  
  The main reasons for the introduction of the Notary Law course was establishing of new law profession – notaries and to introduce their work to students.

- **In which year or semester is the course thought?**  
  The students can take the course in the fifth year i.e. the ninth semester.

- **Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)?**  
  It is one of the courses of civil law module.

- **Is it mandatory or elective?**  
  Elective.

- **How many ECTS are awarded upon successful completion of the course?**  
  2 hours, 4 ECTS
What is the content of the syllabus for the specific courses and the structure of the teaching methods?

The subject deals with the historical development of the institution of the office of notary public, system of the office of notary public worldwide (a comparative survey), foundations of the notarial organisational and functional law, notarial acts and their effects.

What are the learning objectives and the results that should be achieved?

After successfully completing the course, students will be able to:
- As for knowledge- recognise specific features of Croatian notarial service in the context of Western European notarial service- name participants in individual procedures under the competence of notaries public- define individual forms of notarial acts
- As for understanding- describe general characteristics of notarial service- explain the contents and legal nature of notarial service- identify the differences between promissory note and blank promissory note, distraint and valid document- discuss various comparative models of insurance of claims in which notaries public participate- express the ration of the regulation of mortgage and fiduciary insurance of claims on the basis of the agreement of the parties- recognise legal protective functions of promissory note
- As for application- select and adequately apply appropriate legal norm in order to resolve legal matters under the competence of notaries public- use textbook and legal texts in the work on concrete cases from notarial and court practice
- As for analysis- distinguish distraint on the basis of valid document from the one based on distraint document- categorise individual legal remedies against the decision on distraint- indicate points of fact and points of law in notarial probate proceedings- analyse the effects of individual legal solutions on the rights and interests of involved legal subjects
- As for synthesis- prepare distraint proposals based on valid and distraint documents- prepare drafts of acts issued by notaries public or courts in distraint procedures and in probate proceedings
- As for evaluation- assess adequacy of individual legally permissible acts in order to achieve desired legal protection effects- compare older legislative solutions in the regulation of individual institutes with recent ones

After successfully completing the course, students will be able to:
- reasonably explain their standpoint and consider arguments of people with different standpoints orally and in writing
- find arguments for and against individual legal solutions
- critically evaluate legal solutions and their application in court practice
- take responsibility for independent decision-making and conducting procedures
- evaluate ethical grounds of individual actions

To which level is the issue of professional standards and ethics is covered within the curriculum?

Within each suggested topic there is a discussion with students on professional standards and ethic of notary public procedure and possible discrepancy in practice.

Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?

The subject aims at integrating theoretical and practical knowledge in a way that after
completing theoretical part practical consequences of selected legal solutions are presented, arguments for and against are given, notary public documents, forms that notary public use in their work and the way to fill them are presented.
The work of individual students is continuously monitored during the course, and in particular the proficiency of the student to prepare an independent presentation on a previously determined topic.
The student's skill of presenting in front of the colleagues and teachers and justification of their own points of view will also be evaluated.

The final grade will be formed based on the oral examination, which, in agreement with the student, can be replaced by a seminar paper written on the basis of conducted research and/or analysis of domestic and foreign literature, and oral presentation and defence of the paper in a structured interview with the teacher. In this interview the student's knowledge and understanding of the relevant subject matter and their analytical abilities will be assessed

- **What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting quest lecturers, practice at an office?**

In addition to usual form of cooperation, students can publish the work that they presented in the course of the subject in the journal Notary Public and improve therewith their personal cooperation with notary public institutions.

- **How is this cooperation established (formal or non-formal)?**

It is both formal and non-formal. It is non-formal when it comes to publishing students’ papers and formal when notaries public participation in teaching is organised. Formal and non-formal cooperation is possible when students do their professional training. Students can independently choose a notary public office according to their wishes or the faculty can officially direct them to the notary public office listed in the notaries public directory.

- **Are there any regulatory requirements for participation of the legal professionals in the delivery of the course?**

Every notary public that could transfer specific knowledge from practice to students can take part in teaching. However, some notaries public would have the advantage since they are the Faculty associates.

- **By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?**

It is not the aim of the subject to prepare the student to take the notary public examination since the exam can be taken only by persons who meet the requirements stipulated by law and they are met only after the completion of the study programme, passing Bar examination and working in specific jobs within the time period stipulated by law. The participants acquire specific knowledge and skills that they can apply in their profession regardless of the legal profession they will practice in future or tasks that they will perform.

- **Do you have the adequate resources for the delivery of the course (teaching materials, textbook)?**

Although there is not a textbook on notary public law, there is an e-collection of works on
notary public law. Besides, students have access to a number of works published in that domain, national and international sources of law, data bases. Authentic materials from practice as well as notary public forms and similar documents are used in teaching.

- Do you have sufficient staff? Please provide list of teachers and their contact details

The groups in this course are relatively small (10-15 students); two teachers conduct the course:
Prof. Dr. Alan Uzelac, auzelac@pravo.hr, phone 00385 1 4597525, Trgmaršala Tita 3, 10000 Zagreb
Dr. Aleksandra Maganić, associate professor, amaganic@pravo.hr, phone 00385 1 4597524, Trgmaršala Tita 3, 10000 Zagreb

b) Continuous education

- Is your faculty involved in the development and delivery of continuous education programs for the profession of public notary?

Faculty of Law Zagreb cooperates with the Croatian Notaries Chamber and Notary Public Academy by means of conferences and workshops related to the topics of interest for notaries public and their work, publishing separate volumes of the journal of the Faculty of Law dealing exclusively with notary public law, cooperation in passing legislation regulating notary public law, scientific and professional lectures.

- By your assessment, is this satisfactory?

Yes, it is.

- If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)

The forms of cooperation are framework agreements of cooperation between the Faculty of Law Zagreb and Croatian Notaries Chamber determining the list of the offices where students can be trained and agreements with individual members of the Faculty as members of a working group in drafting laws or as lecturers.

- Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)

Yes, it has as part of faculty activities.

c) Regional cooperation

- Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Notary Law?

Current lecturers of the subject and their predecessors (Prof. Dr. Mihajlo Dika) cooperate with faculties in the region (Bosnia and Herzegovina, Serbia, Macedonia and Monte Negro) within the area of development of notary public law, transfer of Croatian normative and practical experience.
2. Enforcement Law

a) Faculty’s curriculum

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a specialized course in Enforcement Law?</td>
<td>Faculty of Law Zagreb established specialized course in Enforcement and Non-contentious Law.</td>
</tr>
<tr>
<td>When was it established?</td>
<td>It was established in 2005.</td>
</tr>
<tr>
<td>What were the main reasons for the introduction of the course? (Please provide translation of the course syllabus).</td>
<td>The main reasons for introducing the course in Enforcement and Non-contentious Law were development of enforcement law in Croatia, raising awareness of its significance and practical needs.</td>
</tr>
<tr>
<td>In which year or semester is the course thought?</td>
<td>In the fifth year, i.e. ninth semester.</td>
</tr>
<tr>
<td>Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)? Is it mandatory or optional?</td>
<td>It is one of the courses of civil law module. It is optional.</td>
</tr>
<tr>
<td>How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)</td>
<td>2 hours, 4 ECTS.</td>
</tr>
<tr>
<td>What is the content of the syllabus for the specific courses and the structure of the teaching methods?</td>
<td>The subject deals with the subject matter of extra-judicial procedural law in the narrow sense and with the law of distraint (execution). As an introduction to the subjects, those two laws are conceptually determined, as well as their interrelation and their relation to procedural and bankruptcy law. The part on extra-judicial procedural law deals with the basic principles of that law, competence of courts, parties and participants, prejudicial issues, decisions, legal validity and execution, legal remedies, procedural costs and (crucial) special procedures, and the part on law of distraint deals with the basic principles of that law, subjects, bases for deciding on distraint, subject and means of the distraint, deciding and implementing distrains, legal remedies, special distraint procedures, insurance procedures.</td>
</tr>
<tr>
<td>What are the learning objectives and the results that should be achieved?</td>
<td>After successfully completing the course, students will be able to:</td>
</tr>
<tr>
<td>Knowledge:</td>
<td>Knowledge:</td>
</tr>
<tr>
<td>- recognise grounds for determining distraint</td>
<td>- recognise grounds for determining distraint</td>
</tr>
<tr>
<td>- name participants in distress procedure and in individual non contentious procedures</td>
<td>- name participants in distress procedure and in individual non contentious procedures</td>
</tr>
<tr>
<td>- define basic principles of the law of distraint</td>
<td>- define basic principles of the law of distraint</td>
</tr>
</tbody>
</table>
Understanding
- describe the course of distress procedure, explain subjective and objective determinants of distraint and the differences between litigation and non-contentious procedure
- identify legal remedies and other means against distraint decision
- discuss various comparative models of distress procedure and collateral
- express the ratio of the regulation of mortgage and fiduciary collateral on the basis of the agreement of the parties
- recognise legal protective functions of promissory note and its evidential force

Application
- select and appropriately apply adequate legal norm to resolve legal matters that are being decided in non-contentious procedure
- use textbook and legal texts in working on concrete cases from court practice

Analysis
- distinguish distraint on the basis of valid document from distraint on the basis of distraint document and the implementation of distraint in order to compensate remaining non-monetary obligations
- categorise individual legal remedies against the distraint decision on the basis of valid document and distraint document
- analyse the effects of individual legal remedies on the rights and interested of involved legal subjects

Synthesis
- prepare distraint proposals on the basis of valid document and distraint document
- prepare drafts of acts issued by notaries public or courts in distraing procedures

Evaluation
- estimate adequacy of individual legally prescribed actions for achieving desired effects of legal protection
- compare older legislative solutions in the regulation of individual institutes with the recent ones

After successful mastering of the course, students will be able to
- justify their standpoints orally and in writing, and evaluate the arguments of persons with different standpoints
- find arguments for and against regulation of individual solutions
- approach a problem in an interdisciplinary manner and consider it from as many perspectives as possible
- communicate with the administrative and judicial bodies in an appropriate form
- create a legal approach to individual social problems and find adequate mechanisms of their solution
- critically evaluate legal solutions and their application in court practice and find better, more adequate solutions
- take responsibility for independent decision
- making and conduct of procedure
- assess ethical dimensions of individual actions

To which level is the issue of the professional standards and ethics covered within the curriculum?
Within each suggested topic there is a discussion with students on professional standards and ethic of enforcement procedure and possible discrepancy in practice.

- **Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?**

The subject aims at integrating theoretical and practical knowledge in a way that after completing theoretical part practical consequences of selected legal solutions are presented, arguments for and against these choices are given, enforcement documents, cases from practice are presented with participation of professional associates among judges and lawyers. Within the Legal clinic a special enforcement group dealing with legal aid in enforcement law cases for citizens has been established.

The work of individual students is continuously monitored during the course, and in particular the proficiency of the student to prepare an independent presentation on a previously determined topic.

The student's skill of presenting in front of the colleagues and teachers and justification of their own points of view will also be evaluated.

The final grade will be formed on the basis of an oral examination, which, in agreement with the student, can be replaced by a seminar paper written on the basis of conducted research and/or analysis of domestic and foreign literature, and oral presentation and defence of the paper in a structured interview with the teacher. In this interview the student's knowledge and understanding of the relevant subject matter and their analytical abilities will be assessed.

Within the course, students are obliged to participate in a two-week practice in public notary office or at the court where they will acquire the skills of solving concrete cases by an appropriate application of law to the determined facts of the case, and they will prepare drafts of various briefs and documents.

- **What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?**
- **How is this cooperation established (formal or non-formal)?**
- **Are there any regulatory requirements for the participation of the legal professionals in the delivery of the course?**
- **By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agent and effective and efficient application of the knowledge at work?**

There are no enforcement agents in Croatia. Nevertheless, participants acquire specific knowledge and skills in the area of enforcement law that they could apply in their work regardless of their profession and tasks in future.

- **Do you have the adequate resources for the delivery of the course (teaching materials, textbook etc.)?**

There is a textbook on enforcement procedural law and a number of scientific and professional papers dealing with a number of enforcement law reforms. Concrete cases in judicial practice are presented and dealt with in all stages of their solution.
- **Do you have sufficient staff? Please provide list of teachers and their contact details**

The groups in this course are relatively small (10-15 students); teachers conducting the course:

Prof. Dr. Alan Uzelac, [auzelac@pravo.hr](mailto:auzelac@pravo.hr), phone 00385 1 4597525, Trgmaršala Tita 3, 10000 Zagreb

Prof. Dr. Jasnica Garasic, [jasnica.garasic@pravo.hr](mailto:jasnica.garasic@pravo.hr), phone 00385 1 4597526, Trgmaršala Tita 3, 10000 Zagreb

Dr. Aleksandra Maganić, associate professor, [amaganic@pravo.hr](mailto:amaganic@pravo.hr), phone 00385 1 4597524, Trgmaršala Tita 3, 10000 Zagreb

Dr. Sladana Aras Kramar, associate professor, [sladana aras@pravo.hr](mailto:sladana aras@pravo.hr), phone 00385 1 4597528, Trgmaršala Tita 3, 10000 Zagreb
4. Macedonia

4.1. Faculty of Law “Iustinianus Primus” - Skopje, University “Ss. Cyril and Methodius”

Faculty of Law "Iustinianus Primus" is a member of the "Ss. Cyril and Methodius" University in Skopje, Macedonia. Established in 1956 as part of the "St. Cyril and Methodius" University in Skopje, the Faculty of Law "Iustinianus Primus" is a higher education institution with a long tradition of being in the forefront of the country's legal education. Apart from the educational activities, the Faculty is highly involved in scientific and researching activities. The Faculty's organisational structure consists of eight Institutes, and there are several different departments within each of the Institutes, which are the basic internal organisational units of the educational and scientific work at the Faculty.

1. NOTARY LAW

a) Faculty’s curriculum

- Is there a specialized course in Notary Law?
- When was it established?
- What were the main reasons for the introduction of the course?
- In which year or semester is the course thought?
- Is it mandatory or elective?
- How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)

At the Faculty of Law “Iustinianus Primus” Notary Law is taught as a separate legal subject. A specialized course in Notary Law has been continuously active for several years now. The course in Notary Law was established with the introduction of the new curriculum for legal studies at the Faculty of Law in 2005. Lecturers for this course began in 2008, since Notary Law is a legal subject that is taught at the second cycle of legal studies (master studies).

The course in Notary Law was introduced due to the fact that the Notary Public service in the Macedonian legal system is a profession with relatively long tradition. The Notary Public service in Macedonia is functioning for almost two decades now. It was introduced in 1996 when the Law on Notary Public Service was adopted.

The course in Notary Law is taught at the 4th year of legal studies, in the 8th semester or at the 5th year of legal studies, in the 9th semester, depending whether the students choose to attend this course as an elective or optional subject during their master studies.

The course in Notary Law is taught as an elective course in the 8th semester for students that elected the Civil Procedural Law Module at the master studies in the field of Civil Law and Civil Procedural Law.

The course in Notary Law is also taught as an optional course in the 9th semester for students...
that have chosen to attend this course as an optional course during the 5th year of their studies.

After successful completion of the course in Notary Law the students are awarded 6 ECTS. The total number of ECTS that can be obtained during the second cycle of legal studies (master studies) is 120.

- **What is the content of the syllabus for the specific courses and the structure of the teaching methods?**

Regarding the content of the syllabus for the course in Notary Law and the structure of the teaching methods, the syllabus is structured in a way that the teaching in this course is primarily focused on studying the legal provisions (organizational and functional) that refer to the notary public service as a service that provides preventive legal protection which results in legal certainty and prevention of legal disputes and also as a service that is disburdening the courts and other competent state authorities from large number of legal matters. Within the course in Notary Law the focus is set on studying the substance and the legal nature of the notary public service through analysis the scope of functions and authorities of this legal profession. The notary public functions and authorities are being analysed from the historical, comparative, theoretical and practical point of view and the main focus is set on the national notary law. The teaching is concentrated on the historical aspect of the notary public service, the comparative dimension of the legal profession, the organization of the notary public service in Republic of Macedonia, the competences and the field of activity of the notary public service, the legal nature and the content of the notary public service, the notarial deeds, etc.

Regarding the teaching methods, the subject matter that is studied in this course is divided in 12 thematic units. Within each thematic unit certain issues are analysed from theoretical and practical point of view. The students are urged for individual and team research work that is mentored by the teachers. This approach should provide the students with in-depth knowledge and development of skills. The students are being divided into small working teams (3-5 students) who jointly prepare complex research projects. Teaching is conducted through formal lecturers, interactive lecturers, discussions with students that will assist them to formulate their own conclusions for certain legal issues, practical exercises that develop student’s skills, simulations and case studies, presentations, visits to notary public offices and lecturers conducted by legal practitioners.

- **What are the learning objectives and the results that should be achieved?**

As for the learning objectives and the results that should be achieved, on successful completion of the course, students should be able to demonstrate the following learning outcomes: in-depth knowledge and critical understanding of the role of Notary Public, in-depth knowledge and critical understanding of the general principles associated with this area of the legal profession, comprehensive and detailed knowledge, and critical understanding, of concepts regarding this legal area, and obtaining specific skills for application of notary law in practice.

Specific objectives of this course are: enabling the students to individually identify and critically analyse the basic concepts and institutes of notary law and develop the student’s skills to apply the attained knowledge in the legal practice regarding the notarial activities.
Aiming to realize the set goals and objectives, the course in Notary Law is focused on analysing and elaborating the theoretical aspects of the notary public service and the practical application of the legal norms.

Upon completion of the course, student should be able to understand, analyse and interpret the notary law institutes and also be qualified to undertake particular actions in the performance of certain notarial activities.

- **To which level is the issue of professional standards and ethics covered within the curriculum?**

Regarding the professional standards and ethics, this issue is partially covered within the curriculum, in the thematic unit that discusses the organization of the notary public service.

- **What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting quest lecturers, practice at an office?**

Faculty of Law “Justinianus Primus” has not established formal cooperation with the Notary Chamber of Republic of Macedonia for the purpose of delivery of the course in Notary Law. Yet, the course teachers constantly organize lecturers for the students by inviting respective members of the Notary Chamber, notaries with long years of experience in the notary public service. The students also have organized visits to the notary public’s offices where they can observe the exercising of the notary public profession.

As for the regulatory requirements for participation of legal professionals in delivery of the course, there is a particular rule book regarding the requirements that should be fulfilled in order for the legal professional to be involved in delivery of the course and the procedure that should be carried out for appointing certain legal practitioner as an eminent expert from practice for carrying out clinical teaching. In order to be appointed as an eminent expert from practice qualified for carrying out clinical teaching, the practitioner should have university degree, at least ten years of working experience in certain field of interest, to be reputed practitioner in certain field of interest and to have accomplishments in the practical application of the scientific knowledge. The decision regarding the appointment of the practitioner as an eminent expert for carrying out clinical teaching is made by a faculty commission that is formed by the teaching and scientific council of the Faculty.

- **By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?**

Having in mind the concept and the organization of the course in Notary Law and the structure of the thematic units that are being taught during the course, we can say that the teaching methods and the level of education regarding the course in Notary Law at the Faculty of Law “Justinianus Primus” are satisfactory for preparing students or candidates to pass the exam for notary public in the part that is related to the theoretical knowledge regarding the notary public service.

The teaching methods and the level of education is satisfactory regarding the effective and efficient application of the gained knowledge in the practice.

- **Do you have the adequate resources for the delivery of the course (teaching materials, textbook?)**
Regarding the resources for delivery of the course in Notary Law, we have adequate teaching materials. At the moment, we don’t have university textbook for delivery of the course in Notary Law, but the available materials are satisfactory in terms of successful completion of the programme.

- **Do you have sufficient staff? Please provide list of teachers and their contact details**

  At the Faculty of Law “Iustinianus Primus” three teachers are engaged in the course in Notary Law. Their contact details are listed below:
  - Prof. dr. Arsen Janevski, Full-time Professor
    Faculty of Law “Iustinianus Primus”
    Blvd. Goce Delcev 9b, 1000 Skopje, Macedonia
    e-mail: arsen.janevski@gmail.com
  - Prof. dr. Tatjana Zoroska Kamilovska, Associate Professor
    Faculty of Law “Iustinianus Primus”
    Blvd. Goce Delcev 9b, 1000 Skopje, Macedonia
    e-mail: tzoroska@yahoo.com
  - Doc. dr. Milka Rakocevic, Assistant Professor
    Faculty of Law “Iustinianus Primus”
    Blvd. Goce Delcev 9b, 1000 Skopje, Macedonia
    e-mail: minjarakocevic@yahoo.com

b) **Continuous education**

- **Is your faculty involved in the development and delivery of continuous education programs for the profession of public notary?**

  So far, our Faculty hasn’t been involved in development and delivery of continuous education programs for the notary public profession. Regardless of the nonexistence of the formal cooperation between our faculty and the Notary Chamber, our faculty members continuously participate in conferences and seminars that are organized by the Notary Chambers.

- **Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)**

  So far, our Faculty has no participation in development and delivery of specialized courses for the notary public profession within its auspices.

c) **Regional cooperation**

- **Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Notary Law?**

  At the moment, there aren’t any forms of cooperation between the Faculty of Law “Iustinianus Primus” and other law faculties in the region regarding the development and delivery of the course in Notary Law.
2. ENFORCEMENT LAW

a) Faculty’s curriculum

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a specialized course in Enforcement Law?</td>
<td>No</td>
</tr>
<tr>
<td>When was it established?</td>
<td>2005</td>
</tr>
<tr>
<td>What were the main reasons for the introduction of the course?</td>
<td>To provide students with a comprehensive understanding of enforcement law and its procedures</td>
</tr>
<tr>
<td>In which year or semester is the course thought?</td>
<td>6th semester for undergraduate studies; 7th semester for master studies</td>
</tr>
<tr>
<td>Is it mandatory or elective?</td>
<td>Mandatory for Master studies in Civil Law and Civil Procedural Law</td>
</tr>
<tr>
<td>How many ECTS are awarded upon successful completion of the course?</td>
<td>8 ECTS for both undergraduate and master studies</td>
</tr>
<tr>
<td>(for the last question please also indicate the total number of ECTS</td>
<td>The total number of ECTS for both cycles is 180 (undergraduate) and 120 (master)</td>
</tr>
<tr>
<td>of the program within which the course is delivered)</td>
<td></td>
</tr>
</tbody>
</table>

At the Faculty of Law “Iustinianus Primus” there is no specialized course in Enforcement Law. Enforcement Law as a legal subject is taught as part of broader course program that includes learning of separate legal disciplines: law on contentious procedure, law on non-contentious procedure and enforcement law.

As a part of the course in Civil Procedure, Enforcement Law is taught at the third year of legal studies (undergraduate studies). The course in Civil Procedure is taught in the 6th semester. The course in Civil Procedure is mandatory. After successful completion of the course in Civil Procedure the student are awarded 8 ECTS. The total number of ECTS that can be obtained during the first cycle of legal studies (undergraduate studies) is 180.

The course in Law on Non-Contentious Procedure and Enforcement Law was established with the introduction of the new curriculum for legal studies at the Faculty of Law in 2005. Lecturers for this course began in 2008, since Law on Non-Contentious Procedure and Enforcement Law is a legal subject that is taught at the second cycle of legal studies (master studies).

The course in Law on Non-Contentious Procedure and Enforcement Law is taught at the 4th year of legal studies, in the 7th semester for students that are attending the master studies in the field of Civil Law and Civil Procedural Law.

The course on Law on Non-Contentious Procedure and Enforcement Law is mandatory course for the students that are attending the master studies in the field of Civil Law and Civil Procedural Law.

After successful completion of the course in Law on Non-Contentious Procedure and Enforcement Law the students are awarded 8 ECTS. The total number of ECTS that can be obtained during the second cycle of legal studies (master studies) is 120.

- What is the content of the syllabus for the specific courses and the structure of the teaching methods?
As for the content of the syllabus for the course in Law on Non-Contentious Procedure and Enforcement Law in the field related to the enforcement law, the syllabus is structured in a way that the teaching in this course is primarily focused on studying the legal provisions (organizational and functional) that refer to the enforcement procedure.

Within the course in Law on Non-Contentious Procedure and Enforcement Law, in the part that is related to enforcement law the focus is set on studying a wide range of legal issues: subject matter of the enforcement proceeding, basic principles of the enforcement proceedings, subjects of the enforcement proceedings (enforcement agents, parties and other participants in the enforcement proceeding), enforcement titles, the means and objects of enforcement, specific institutes characteristic for the enforcement proceedings, enforcement procedures for collecting payment for monetary claims, enforcement procedures for satisfying non-monetary claims and the procedure for security of claims. Within the thematic unit regarding the procedures for collection of monetary and non-monetary claims separate means of enforcement are analysed.

Regarding the teaching methods, the subject matter that is studied in this course is divided into 12 thematic units. Six thematic units are devoted to enforcement law. Within each thematic unit certain issues are analysed from theoretical and practical point of view. The students are urged for individual and team research work that is mentored by the teachers. This approach should provide the students with in-depth knowledge and development of skills. The students are being divided into small working teams (3-5 students) who jointly prepare complex research projects. Teaching is conducted through formal lecturers, interactive lecturers, discussions with students that will assist them to formulate their own conclusions for certain legal issues, practical exercises that develop student’s skills, simulations and case studies, presentations and lecturers conducted by legal practitioners.

- **What are the learning objectives and the results that should be achieved?**

On successful completion of the course in the field of enforcement law, students should be able to demonstrate the following learning outcomes: in-depth knowledge and critical understanding of the role of enforcement agents, in-depth knowledge and critical understanding of the general principles associated with this legal profession, comprehensive and detailed knowledge, and critical understanding, of concepts regarding this legal field, and obtaining specific skills for application of enforcement law in practice.

Specific objectives of this course are: enabling the students to individually identify and critically analyse the basic concepts and institutes of enforcement law and develop the student’s skills to apply the attained knowledge in the legal practice regarding the enforcement agent’s activities.

Aiming to realize the set goals and objectives, the course in Non-Contentious Procedure and Enforcement Law is focused on analysing and elaborating the theoretical aspects of this legal areas and the practical application of the legal norms that regulate the civil non-contentious procedure and the enforcement procedure.

Upon completion of the course, student should be able to understand, analyse and interpret the institutes of the law on non-contentious procedure and enforcement law and also be qualified to undertake particular actions in the performance of certain legal activities. Student will be taught to undertake certain procedural actions, especially to acquire...
knowledge in writing submissions related to certain non-contentious civil procedures and procedures for enforcement and security of claims.

- **To which level is the issue of the professional standards and ethics covered within the curriculum?**

  Regarding the professional standards and ethics, this issue is partially covered within the curriculum, in the thematic unit that discusses the organization of enforcement agent’s service.

- **What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?**

  Faculty of Law “Iustinianus Primus” has not established formal cooperation with the Chamber of Enforcement Agents of Republic of Macedonia for the purpose of delivery of the course in Law on Non-Contentious Procedure and Enforcement Law, in the part referring to Enforcement Law. Yet, the course teachers constantly organize lecturers for the students by inviting respective members of the Chamber of Enforcement Agents, enforcement agents with long years of experience in the enforcement service. The students also have organized visits to enforcement agent’s offices where they can observe the exercising of this legal profession.

- **Are there any regulatory requirements for the participation of the legal professionals in the delivery of the course?**

  As for the regulatory requirements for participation of legal professionals in delivery of the course, there is a particular rule book regarding the requirements that should be fulfilled in order for the legal professional to be involved in delivery of the course and the procedure that should be carried out for appointing certain legal practitioner as an eminent expert from practice for carrying out clinical teaching. In order to be appointed as an eminent expert from practice qualified for carrying out clinical teaching, the practitioner should have university degree, at least ten years of working experience in certain field of interest, to be reputed practitioner in certain field of interest and to have accomplishments in the practical application of the scientific knowledge. The decision regarding the appointment of the practitioner as an eminent expert for carrying out clinical teaching is made by a faculty commission that is formed by the teaching and scientific council of the Faculty.

- **By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agent and effective and efficient application of the knowledge at work?**

  Taking in consideration the organization of the course in Law on Non-Contentious Procedure and Enforcement Law and the structure of the thematic units that are being taught during the course in the part that refers to the enforcement law we can say that the teaching methods and the level of education regarding this course at the Faculty of Law “Iustinianus Primus” are satisfactory for preparing students or candidates to pass the exam for enforcement agent in the part that is related to the theoretical knowledge regarding the enforcement agent’s service.

  The teaching methods and the level of education is satisfactory regarding the effective and
efficient application of the gained knowledge in the practice.

- **Do you have the adequate resources for the delivery of the course (teaching materials, textbook etc.)?**

Regarding the resources for delivery of the course in Law on Non-Contentious Procedure and Enforcement Law, we have adequate teaching materials. We have university textbook for delivery of the course in Law on Non-Contentious Procedure and Enforcement Law. The available materials are satisfactory in terms of successful completion of the programme.

- **Do you have sufficient staff? Please provide list of teachers and their contact details**

At the Faculty of Law “Iustinianus Primus” three teachers are engaged in the course in Law on Civil Non-Contentious Procedure and Enforcement Law. Their contact details are listed below:

Prof. dr. Arsen Janevski, Full-time Professor  
Faculty of Law “Iustinianus Primus”  
Blvd. Goce Delcev 9b, 1000 Skopje, Macedonia  
e-mail: arsen.janevski@gmail.com  

Prof. dr. Tatjana Zoroska Kamilovska, Associate Professor  
Faculty of Law “Iustinianus Primus”  
Blvd. Goce Delcev 9b, 1000 Skopje, Macedonia  
e-mail: tzoroska@yahoo.com  

Doc. dr. Milka Rakocevic, Assistant Professor  
Faculty of Law “Iustinianus Primus”  
Blvd. Goce Delcev 9b, 1000 Skopje, Macedonia  
e-mail: minjaraokocevic@yahoo.com

b) **Continuous education**

- **Is your faculty involved in the development and delivery of continuous education programs for the profession of enforcement agent?**

So far, our Faculty hasn’t been involved in development and delivery of continuous education programs for the enforcement agent’s profession. Regardless of the nonexistence of the formal cooperation between our faculty and the Chamber of Enforcement Agents, our faculty members continuously participate in conferences and seminars that are organized by the Chamber of Enforcement Agents.

- **Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)**

So far, our Faculty has no participation in development and delivery of specialized courses for the enforcement agent profession within its auspices.

c) **Regional cooperation**

- **Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in**
Enforcement Law?

At the moment, there aren’t any forms of cooperation between the Faculty of Law “Iustinianus Primus” and other law faculties in the region regarding the development and delivery of the course in Law on Non-Contentious Procedure and Enforcement Law.
5. Montenegro

5.1. Faculty of Law, University of Montenegro

The Faculty of Law is part of the University of Montenegro. It was one of the founding institutions of the University. The Law Faculty was founded through adoption of the Law on Establishment of the Law Faculty in Titograd in April 27th, 1972. The Law Faculty grew and developed quickly. At the end of its first decade, the Faculty succeeded in establishing its own pool professors. There are now twenty-six professors and five assistants in teaching. Up until 2011, some 5,500 students graduated out of total number of 21,000 signed up.

Basic aspects of studying at the Law Faculty are: basic academic studies (3 years), post-graduate specialization studies (3 years + 1 year), post-graduate master's studies (3+1+1), Ph.D. studies (M.Sc. + 3 years).

The Law Faculty has upheld its continuous commitment to the professional development and advancement of science in the areas of law and research. It continued to respond to the contemporary needs of Montenegrin and wider society especially as these pertain to establishing a pool of legal experts with higher education degrees. A testament to this fact is a continuous modification of the curriculum in order to make it compliant with the latest advancement in science and demands of modern society. Modification were always led by a concept of offering studies in all relevant areas – positive-legal, theory and history of legal sciences – that would enable acquisition of an all-inclusive, general type of legal education.

The Law Faculty sought to offer the most diverse and varied curriculum to its students including contemporary, modern educational syllabuses complemented with practical experience and practice that would be enable students to properly respond to requirements of the legal science as a whole, to needs of the state and the society, the requirements of the European and world legal science, and positioning Montenegro in those currents.

1. Notary Law

a) Faculty’s curriculum

<table>
<thead>
<tr>
<th>Is there a specialized course in Notary Law?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the Law Faculty of University of Montenegro there is a special course of Role of the Notaries in the Non-Contentious procedure which is taught as obligatory course at the Civil Law Master Course. The program is also studied within several other courses, including: Inheritance law, Family law, Contract Law, Property Law, and Civil Procedure Law. The reason for the studying notariat is the introduction of notary service in the legal system of Montenegro. Notary service is introduced into the legal system of Montenegro</td>
</tr>
</tbody>
</table>
by Law on Notaries Public enacted in 2005, and by adoption of amendments to the Law on Notaries Public in 2008. They also enacted subordinate legal acts to complete the legal framework on the notarial profession and implement the requirement of the Law on Notaries Public. These are Rules and Regulation on Posts and Official Seats of Notaries and Rules on Taking of Notary Exam. The organisation and the functioning of the profession of notary in Montenegro adheres the principles of the so-called Latin Notary system. Notaries in Montenegro started working in July 2011.

The Montenegrin legislator, based on the experience from comparative legislation, opted for introduction of notary service in order to relieve the courts and administrative bodies from certain caseload, to enhance legal certainty, to expedite legal transfer and enable the citizens to exercise their rights and protect their interests. Recognising the need to relieve the courts of undisputed cases in substantive terms, Montenegrin legislator entrusted the notaries to conduct inheritance proceedings as the most frequent and most important official and non-contentious proceeding. Furthermore, Montenegrin legislator prescribed form of notary deed, as a special kind of notary act, for certain legal transactions. Some important legal transaction must be made up in the form of notarial deed. Thus, for example, the sale of immovables, hypothec contract, marital contract, contract on life-long maintenance must be concluded in the form of a notary deed, otherwise it will not have legal effect. Notary deed (or notary instrument) is an authentic instrument on legal transaction, declarations of will and facts, composed by notary for the parties, in a special form, with special contents and by special procedure. Authentic instrument is treated as conclusive proof and presumed to be formally genuine. This significantly enhances the probative value of the concluded contract.

- **What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?**

Law Faculty of University of Montenegro has established cooperation with the Notary Chamber of Montenegro and concluded an agreement on mutual cooperation. Some notaries occasionally participate in the performance of certain forms of teaching, usually by sharing their work experience. On some practical assignments, students take an active part in the drafting of notarial acts.

- **By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?**

The aim of the subjects is not to prepare the students to take the notary exam. The level of education that students receive studying notary law within the framework of individual courses and occasional exercises performed by a notary are not sufficient for a student to pass the notary exam, which is normally taken after passing the bar exam in

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1. The Official Gazette of Montenegro, No. 68/05.
2. The Official Gazette of Montenegro, No. 49/08.
3. The Official Gazette of Montenegro, No. 23/06, 11/12
4. The Official Gazette of Montenegro, No. 12/09.
Montenegro. A notary position requires a person with long work experience, high qualifications and public trust. Among conditions is a law degree and at least five years of professional experience as a jurist in addition to passing the bar exam and at least three years of experience after taking the bar exam. Notary exam aims to test whether the candidates for notaries acquired a certain theoretical and practical knowledge necessary for performing notary services. It cannot be expected from the notary to provide legal security to citizens and legal entities without additional specialist knowledge. We have to keep in mind that the level of legal certainty provided by a notary depends on the level of qualification of notaries. Therefore notary exam in Montenegro is set as highly demanding verification procedure of legal knowledge.

- **Do you have the adequate resources for the delivery of the course (teaching materials, textbook)?**

There is no specific textbook or monograph that studies the subject matter of Notary Law as a whole. However, there are several professional and scientific papers and practical manuals to be used for the acquisition of knowledge in this field. Also, parts of textbooks for certain courses are dedicated to notaries and pertain to body of work that belongs to that legal discipline.

- **Do you have sufficient staff? Please provide list of teachers and their contact details**

Several teachers participate in teaching courses within which Notary Law is taught, and in particular:
Prof. Zoran Rašović, mail: zrasovic@t-com.me
Prof. Biljana Đuričin, mail: djuricin@t-com.me

b) **Continuous education**

- **Is your faculty involved in the development and delivery of continuous education programs for the profession of public notary?**

Some professors are occasionally engaged in the education of notaries. They participated in lecturer capacity at round tables and panel discussions organized by the Chamber of Notaries.
This kind of cooperation is not satisfactory and it could be improved further.

- **Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)**

No.

c) **Regional cooperation**

- **Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Notary Law?**

No.
2. Enforcement Law

a) Faculty’s curriculum

- **Is there a specialized course in Enforcement Law?**

At the Law Faculty of University of Montenegro there is a specialized course of Enforcement Law as mandatory course at the Master Studies of Civil Law. Within the basic academic studies, the program is studied as part of the Civil Procedural Law, because enforcement proceeding, along with civil and non-contentious proceeding, is part of the civil court proceedings. Although it is an independent part of the Civil Procedural Law it is traditionally taught within the framework of Civil Procedural Law teaching discipline.

The Law on Public Enforcement Officers\(^5\) and the Law on Enforcement and Security\(^6\) introduced for the first time in the legal system of Montenegro the public enforcement officer who performs the duty of enforcement as a public service, independently, professionally, and as his sole profession, in accordance with the law. Law on Public Enforcement Officers enacted in 2011 introduced public enforcement officers, thus abandoning court enforcement as the primary and only type of enforcement. Through this law the organ of the public enforcement officer became the key organ of the enforcement proceedings. The public enforcement officer is competent to decide in the enforcement proceedings (competence in decision making enforcement proceedings) and is competent to implement the enforcement proceedings, except in cases in which the law prescribes the competence of the court.

Public enforcement officers in Montenegro started working in April 2014.

- **What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting quest lecturers, practice at an office?**

At this point, there is no cooperation.

- **By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agent and effective and efficient application of the knowledge at work?**

The aim of the subject is not to prepare the students to take the exam for public enforcement officers.

The level of education that students receive is not satisfactory for students to pass the exam for public enforcement officers. Exam for public enforcement officer can be taken by a person who is a graduate of law and has at least two years of legal experience.

- **Do you have the adequate resources for the delivery of the course (teaching**

\(^5\)The Official Gazette of Montenegro, No. 61/11.

\(^6\)The Official Gazette of Montenegro, No. 36/11.
There is no specific textbook or monograph that studies the subject matter of Enforcement Law. It is studied as part of the Civil Procedural Law.

- **Do you have sufficient staff? Please provide list of teachers and their contact details**

  Prof. Biljana Đuričin, mail: djuricin@t-com.me

**b) Continuous education**

**c) Is your faculty involved in the development and delivery of continuous education programs for the profession of enforcement agent?**

No.

- **By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)**

  No, Faculty should be involved in some way.

- **Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)**

  No.

**d) Regional cooperation**

- **Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Enforcement Law?**

  No.
6. Serbia

6.1. Faculty of Law, University of Belgrade

Faculty of Law is a founding member of the University of Belgrade established in 1808. Since 1841 it has been continually evolving in accord with the European academic models and standards. Academic staff now encompasses over 100 professors, associate professors and assistant professors. The Faculty has about 8,000 undergraduate students.

1. Notary Law

a) Faculty’s curriculum

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a specialized course in Notary Law?</td>
<td>Yes</td>
</tr>
<tr>
<td>When was it established?</td>
<td>In the academic year 2011/12 as a part of undergraduate studies. In the academic year 2005/06 a graduate program for specialists in Notary Law was introduced.</td>
</tr>
<tr>
<td>What were the main reasons for the introduction of the course?</td>
<td>Introduction of the Public Notary System in Serbia</td>
</tr>
</tbody>
</table>
| In which year or semester is the course taught?                          | a) 4th year of undergraduate studies (8th semester)  
b) 2nd semester of the graduate master studies |
| Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)? | Civil Law – Patrimonial law Program on the graduate master studies |
| Is it mandatory or elective?                                             | Elective in undergraduate studies  
Mandatory in the graduate master studies |
| How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered) | 2/240 in undergraduate studies  
10/60 in the graduate master studies |
| What is the content of the syllabus for the specific courses and the structure of the teaching methods? | Latin Notaries and Public Notary system in Serbia  
The competence of the Public Notaries  
Notary acts, form and content |
<p>| What are the learning objectives and the results that should be achieved? |        |</p>
<table>
<thead>
<tr>
<th>Basic knowledge about the Notary system and Notary acts on undergraduate studies</th>
<th>Specific knowledge for the specialists in the Civil Law on the graduate master studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To which level is the issue of professional standards and ethics covered within the curriculum?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic level on undergraduate studies</td>
</tr>
<tr>
<td></td>
<td>Professional level on the graduate master studies</td>
</tr>
<tr>
<td>• Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?</td>
<td></td>
</tr>
<tr>
<td>More theoretical in undergraduate studies (85% : 15%)</td>
<td>More practical training in graduate master studies (75% : 25%)</td>
</tr>
<tr>
<td>• What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting quest lecturers, practice at an office?</td>
<td></td>
</tr>
<tr>
<td>There is still no cooperation – Notary system started a year ago.</td>
<td></td>
</tr>
<tr>
<td>• How is this cooperation established (formal or non-formal)?</td>
<td></td>
</tr>
<tr>
<td>• Are there any regulatory requirements for participation of the legal professionals in the delivery of the course?</td>
<td></td>
</tr>
<tr>
<td>• By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?</td>
<td></td>
</tr>
<tr>
<td>No. The goals of the courses are different. But the Faculty participated in this education by organizing specialized studies in the Notary Law which were aimed at the preparation of future professionals for the exam for public notary.</td>
<td></td>
</tr>
<tr>
<td>• Do you have the adequate resources for the delivery of the course (teaching materials, textbook)?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>• Do you have sufficient staff? Please provide list of teachers and their contact details</td>
<td></td>
</tr>
<tr>
<td>Prof.Dr.Dragor Hiber, <a href="mailto:hiber@ius.bg.ac.rs">hiber@ius.bg.ac.rs</a></td>
<td></td>
</tr>
<tr>
<td>Prof.Dr.Dejan Djurdjević, <a href="mailto:djurdjevic.pfb@gmail.com">djurdjevic.pfb@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Prof.Dr.Miloš Živković, <a href="mailto:mdz@ius.bg.ac.rs">mdz@ius.bg.ac.rs</a></td>
<td></td>
</tr>
</tbody>
</table>

### b) Continuous education

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is your faculty involved in the development and delivery of continuous education programs for the profession of public notary?</td>
<td></td>
</tr>
<tr>
<td>After expiry of the programs of specialized studies (2005 - 2012) no further involvement exists.</td>
<td></td>
</tr>
<tr>
<td>• By your assessment, is this satisfactory?</td>
<td></td>
</tr>
<tr>
<td>• If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)</td>
<td></td>
</tr>
<tr>
<td>Agreements with individual faculty members as the members as the permanent consultants</td>
<td></td>
</tr>
</tbody>
</table>
c) Regional cooperation

- Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Notary Law?

2. Enforcement Law

a) Faculty’s curriculum

- Is there a specialized course in Enforcement Law?
  Yes there is as part of LLM studies.

- When it was established?
  It was established in 2007.

- What were the main reasons for the introduction of the course? (Please provide translation of the course syllabus)
  The main reasons are very important novelties introduced in civil enforcement procedure.

- In which year or semester is the course thought?
  It is in summer semester.

- Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)? Is it mandatory or optional?
  It is optional course, part of LLM.

- How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the program within which the course is delivered)
  10 ECTS points.

- What is the content of the syllabus for the specific courses and the structure of the teaching methods?
  Teaching methods include lectures, but also active involvement of both enforcement agents and enforcement judges that include more practical approach.

- What are the learning objectives and the results that should be achieved?
  The main objective is to provide students with thorough knowledge in the field of civil enforcement procedure and the role of enforcement agents as relatively new legal professionals.
- To which level is the issue of the professional standards and ethics covered within the curriculum?

Professional standards and ethics of enforcement agents represent very important part of the curriculum. This issue is being covered from different aspects. All relevant stakeholders and their approach is being taken into consideration.

- Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?

Theoretical knowledge is combined with practical training.

- What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?

Cooperation Agreement between Chamber of Enforcement Agents and University of Belgrade, Faculty of Law has been signed in 2014. This agreement has many aspects and it is not limited only to lectures and delivery of course, it includes thorough cooperation.

- How is this cooperation established (formal or non-formal)?

It is formal cooperation.

- Are there any regulatory requirements for the participation of the legal professionals in the delivery of the course?

That is not mandatory, but it works in practice.

- By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agent and effective and efficient application of the knowledge at work?

Since theoretical and practical approaches are implemented, it enables the students to pass this exam.

- Do you have the adequate resources for the delivery of the course (teaching materials, textbook etc.)?

There are textbooks, commentaries, handbooks and other relevant materials.

- Do you have sufficient staff? Please provide list of teachers and their contact details

Aleksandar Jakšić, PhD, full professor
Dejan Đurđević, PhD, full professor
Nikola Bodiroga, PhD, associate professor

b) Continuous education

- Is your faculty involved in the development and delivery of continuous education programs for the profession of enforcement agent?

Faculty members take active part in developing these programs.

- By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)

There are no formal agreements, so far.

- Has the faculty participated in development and delivery of specialized courses for
the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)
Faculty members have participated in these activities.

c) Regional cooperation

- Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Enforcement Law?

No formal cooperation has been established yet
6.2. Faculty of Law, University of Niš

The Faculty of Law in Niš is a state educational and scientific institution of higher education within in the structural framework of the University of Niš. Having the capacity of a legal entity, the Law Faculty is subject to all the rights and obligations in compliance with the Higher Education Act and the Faculty Statute.

The Law Faculty is registered to provide legal education in the following scientific areas: public law, criminal law, civil law, trade law, international law, legal theory (jurisprudence), legal history, law and politics, law and sociology, and law and economy. The Faculty provides a range of academic study programs in the field of legal science at the undergraduate, graduate and post-graduate levels, as well as professional study programs.

1. Notary Law

a) Faculty’s curriculum

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a specialized course in Notary Law?</td>
<td></td>
</tr>
<tr>
<td>When was it established?</td>
<td>In 2011.</td>
</tr>
<tr>
<td>What were the main reasons for the introduction of the course?</td>
<td>The Law on Public Notary in the Republic of Serbia was adopted in 2011. Public notary as an institution was regulated than for the first time in Serbian law. Therefore Faculty of Law established new course for students – Notary Law.</td>
</tr>
<tr>
<td>In which year or semester is the course thought?</td>
<td>MA (5th year, 1st semester)</td>
</tr>
<tr>
<td>Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)?</td>
<td>Yes, master program.</td>
</tr>
<tr>
<td>Is it mandatory or elective?</td>
<td>It is elective.</td>
</tr>
<tr>
<td>How many ECTS are awarded upon successful completion of the course?</td>
<td>7 ECTS (60 ECTS)</td>
</tr>
<tr>
<td>(for the last question please also indicate the total number of ECTS of the program within which the course is delivered)</td>
<td></td>
</tr>
<tr>
<td>What is the content of the syllabus for the specific courses and the structure of the teaching methods?</td>
<td>The concept of public notary, the forms of organization of public notary, organization of public notary in the republic of Serbia, public notary functions, the forms of competence transfer from the courts to public notary, public-notary procedure, principles of notary public, subjects of public-notary procedure, public notary’s authorities in probate proceedings, public notary’s authorities in enforcement proceedings, transfer some of the competences from civil courts to public notary, public notary’s authorities in company</td>
</tr>
</tbody>
</table>


law, public notary activity, the form of public notary documents, the procedure of drafting public notary documents, public notary records, public notary certificates, public notary attestation, safekeeping of documents, archive, public notary deposit, public notary chamber, disciplinary responsibility of public notary.

- **What are the learning objectives and the results that should be achieved?**
  
  It is expected that students, after finishing the course, are able: to develop capabilities of comprehensive and critical understanding of issues about public notaries and to give reasoned responses; to develop capabilities to scientifically discuss and offer arguments; to master the methodology of the research process and to be capable to present the results of their scientific work in a quality manner; and to apply the knowledge in practice.

- **To which level is the issue of professional standards and ethics is covered within the curriculum?**
  
  In full extent.

- **Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?**
  
  Approximately 3/4 of the class is theoretical and 1/4 practical.

- **What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting quest lecturers, practice at an office?**
  
  At the moment, there is no cooperation.

- **How is this cooperation established (formal or non-formal)?**
  
  No.

- **By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?**
  
  Yes. Students learn everything what is necessary to pass the exam for public notary.

- **Do you have the adequate resources for the delivery of the course (teaching materials, textbook)?**
  
  No. Domestic literature is mainly old and obsolete, and we do not have enough foreign literature.

- **Do you have sufficient staff? Please provide list of teachers and their contact details**
  
  We believe so.
  
  Dr Nataša Stojanović, full professor,
  
  phone (at work): +381 18 500 272
  
  e-mail: natasa@prafak.ni.ac.rs

b) **Continuous education**

- **Is your faculty involved in the development and delivery of continuous education**
At the moment, no.

- By your assessment, is this satisfactory?
- If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)
- Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)

No.

c) Regional cooperation

- Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Notary Law?

No, but certain plans exist.

2. Enforcement Law

a) Faculty’s curriculum

- Is there a specialized course in Enforcement Law?

Yes

- When it was established?

In 2013.

- What were the main reasons for the introduction of the course? (Please provide translation of the course syllabus)

Enforcement law is a part of the Civil Procedure course. However, there was not enough time nor space for thorough studying of this part of civil procedure which led to establishing enforcement law as a separate course. The learning objectives and expected results are encountered below.

- In which year or semester is the course thought?

MA (5\textsuperscript{th} year, first semester)

- Is it a part of a specific subprogram on undergraduate or graduate courses (bachelor or master)?

Yes, master program.

- Is it mandatory or optional?

It is optional.

- How many ECTS are awarded upon successful completion of the course? (for the last question please also indicate the total number of ECTS of the
8 ECTS (60 ECTS)

- **What is the content of the syllabus for the specific courses and the structure of the teaching methods?**

  Enforcement law and the enforcement procedure; structure of enforcement procedure; Enforcement procedure and other branches of civil procedure; Enforcement law and bankruptcy; Subjects of enforcement law; basic principles; presumptions for enforcement; initiating and conducting procedure; Expenses of proceedings; Decisions; Legal Remedies; Fines; Court Penalties; Enforcement in settlement of monetary claims; Enforcement on movable assets; Enforcement on immovable assets; Enforcement on claims of enforcement debtor; Enforcement on bank accounts of enforcement debtor; Enforcement on Securities and stakes in companies; Enforcement in settlement of non-monetary claims; Surrender of movable assets; Vacating and Handing over immovable property; Enforcement of obligations to act, refrain from acting or suffer action; Enforcement of rulings pertaining to family relations; Enforcement in reinstatement of employee to work; Enforcement of ruling on distribution of assets; Registration in public registries; Security; Ruling on security; Legal remedies; Means of Securing; Lien or Pledge on Items and Rights based on agreement of parties; Lien on movable assets or immovable property based on agreement of the parties, Lien on immovable property based on executive title, Preliminary measures, Temporary measures; Enforcement Officers.

- **What are the learning objectives and the results that should be achieved?**

  After completing the course, student should be able to recognize legal sources of enforcement law; understand basic notions and principle of enforcement law and use appropriate terminology; understand goals, significance, function and structure of enforcement law; recognize the duties of court, parties and other subjects of enforcement procedure; explain basic rules of every single enforcement procedure; compose enforcement motion and decision; discuss about the notions and problems of enforcement law and find solutions; collect and analyse court decisions and is motivated for personal development.

- **To which level is the issue of the professional standards and ethics covered within the curriculum?**

  It is covered within the topic Enforcement Officers.

- **Regarding the teaching methods, what is the ratio between theoretical knowledge transfer and practical training?**

  Approximately 2/3 of the class is theoretical and 1/3 practical.

- **What forms of cooperation exist with the respective professional organisation (chamber) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?**

  None, so far, but certain plans exist.

- **How is this cooperation established (formal or non-formal)?**

- **Are there any regulatory requirements for the participation of the legal professionals in the delivery of the course?**
No.

- By your assessment, are the teaching methods and the level of education at your law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agent and effective and efficient application of the knowledge at work?

  The course is mainly developed for students, not for future enforcement agents. However, no doubt this course would be helpful to them also.

- Do you have the adequate resources for the delivery of the course (teaching materials, textbook etc.)?

  Yes, but we could add new titles to our library. All the donations are welcome.

- Do you have sufficient staff? Please provide list of teachers and their contact details

  Dr Nevena Petrusic, full professor.
  nevena.petrusic@gmail.com

b) Continuous education

- Is your faculty involved in the development and delivery of continuous education programs for the profession of enforcement agent?

  No

- By your assessment, is this satisfactory?

  No

- If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)

- Has the faculty participated in development and delivery of specialized courses for the profession within its auspices (for example as part of a project, part of the commercial activities of the faculty etc.)

  No

c) Regional cooperation

- Are there and if so what are the forms of cooperation between your faculty and other faculties in the region in development and delivery of the course in Enforcement Law?

  There is no cooperation.
V. Models of Continuous Education – Replies to Questionnaires from the Professional Organisations of SEE
1. Albania

1.1. Albanian National Chamber of Private Bailiffs

Albanian National Chamber of Private Bailiffs is a representative independent structure of all private judicial bailiffs operating in the Republic of Albania. It operates independently from State in terms of organization and financial point of view, but pursues an important public mission.

Established in October 2010 after the liberalization of the service through Law No. 10031 “On the Private Execution service” of 11.12.2008, has as primary aim to ensure the compliance of execution service with the legal criteria and standards, through issuance of directives, through maintaining and enhancing the institutional relationships, supervising the performance of private bailiffs and all the other aspects related to the everyday activities of a judicial bailiff.

In terms of structure, the main directing bodies of National Chamber of Private Bailiffs are: Directing Council and General Assembly. The decision making structure is the General Assembly composed of all private bailiffs that selects the Directing Council, President of the Chamber, Vice President and General Secretary and undertakes all the important and necessary decisions for the well-functioning of the Chamber. According to this structure, all the competences of the directing bodies, and even rights and obligations of all private bailiffs are well established and are in conformity with the Law No. 10031 of 11.12.2008.

Integral documents of the Chamber are the Statute of Performance and Exercise of Bailiff Activities, the Ethical Code, as a base of guidance and regulatory framework for the overall performance together with the primary legislation (Civil Procedure Code, Law No. 10031 of 11.12.2008), based on good practices and norms.

Albania National Chamber of Private Bailiffs is a member organization of UIHJ (International Union of Judicial Officers) and follows an interactive approach through act agreements and collaboration agreements and also is part of many assistance programs of EU for incorporating the best European approaches on execution procedure in terms of efficiency, effectiveness and transparency.

a) Basic Education (education at Law Faculties)

- To which extend are you familiar with the courses in Enforcement Law that exist at the Law Faculty(ies) in your country?

<table>
<thead>
<tr>
<th>Faculty of Law, part of Tirana University is the academic provider of law knowledge. It provides a calendar of lectures and seminars with a broad framework of topics, historical, philosophical, and legal topics that can further be divided into general legal topics and specialized ones.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What forms of cooperation exist with the respective Law Faculty(ies) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?</td>
</tr>
</tbody>
</table>
There is not an Enforcement Law Course, is not a specific subject developed in Tirana University, but this topic is elaborated into the Civil Procedure Course as an integrated material, as a part of the whole and a smaller part is generated into the general information of Civil Right Course or Contractual Right course.

- **How is this cooperation established (formal or non-formal)?**

  In Albania Civil Procedure Code, the execution topic lies in nearly 100 articles and this is developed academically into some hours of classes during a term. The course is generated by a lecturer that is an academic person rather than a field expert or professional.

  As a consequence, the form of cooperation involved is based on lectures and seminars and Law Faculty is not the best practice provider.

  Main approach followed for material absorb is mostly formal, and sometimes enriched with different lecturers in form of open lectures, or in form of conferences and competitions, but rarely from the Enforcement area, which can be seen as an area yet of low interest.

  According to my assessment, I consider Enforcement topic as an integral part of the legal studies, without knowledge of the one, the material is deficient and a lawyer is not a completed one. I think that Law University should be more focused in this topic, not only performed into some hours of lectures or seminars with a superficial material, but to be enriched with jurisprudence, European tendencies and to be provided by an expert of the field in order to understand the practical dimension that is the most crucial aspect of execution.

- **By your assessment, are the teaching methods and the level of education at the law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agents and effective and efficient application of the knowledge at work?**

  I think that Law students, due to lack of the university approach have not yet discovered the opportunity for a law career in this field.

  It is so associated with many practical problems and deficiencies for a lawyer background.

### b) Continuous education

- **Do you have a continuous education program?**
  - If so, how is the program developed and delivered?
  - Are there needs’ assessments carried out prior to the development of the program?
  - How are the needs of the practitioners taken into account in the development of the program?
  - What is the content of the program?
  - What is the ratio between theoretical and practical topics? (please provide translation of the program)

  There is not a continuous course, in the meaning of an organized, well established curriculum and course program. There are only sporadic cases of trainings organized mostly under the attention of EU structures.

- **Are there subprograms developed for the novice practitioners and aides in the**
Recently with the new leadership and organization of the Chamber, the training of private bailiffs will be a high priority focus. We consider for this purpose the initial and continuous training because execution area is a highly dynamic field operating under a global approach and under the rhythms of a Global Code on Execution. The necessity to be adaptive and flexible is a must for our bailiffs’ subjects operating in Albania.

- Is there a specific unit within your institution that is tasked with the organisation of the development and the delivery of the continuous education?

We as NCHB are strongly lobbying even about a greater project or plan. Being for the first time part of the Justice Reform in Albania we have suggested the establishment of a School for Private Bailiffs. This will serve as a filter for preparing more qualified, serious, reliable professionals that are a necessity for our growth and for the assistance provided to Justice System.

- Is the participation in continuous education programs mandatory or voluntary?

Anyway, NCHB following even the recommendations and best experiences of TwiningProject has started some training for the private bailiffs operating in Albania for a greater understanding and practical implications of the Enforcement Law. During these trainings the main idea is to provide information from the most experienced bailiffs and professionals.

- Are there any regulative requirements for participation in continuous education programs? Please explain?

We will be focused on a specific curriculum that should be generated by the professionals and bailiffs will be supported with practical information and support and at the same time they could be tested continuously for their preparation degree.

- To which extend does the continuous education for professionals embrace the topics of professional standards and ethics of the professions?

  - How should they be tackled by your understanding?

Also we tend to increase our networking and sharing synergies even in terms of training provided by interrelated experts of justice, in order to harmonize the efforts and to bring as conclusion a practical product. For us important is to introduce a structured and systematic approach to training, including a unified methodology and curriculum development and a proper full training cycle.

- Are the law faculties involved in the development and delivery of continuous education programs for the profession of Enforcement Agents?

  - In which format are they involved (such as but not limited to development of the education program, delivery of parts of the program(courses, lessons), preparation of education materials etc.)?

  - By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)

The approach followed will be based on national conferences for Private Bailiffs and stakeholders to promote and embrace Chamber initiatives, discuss specific relevant issues and contribute to the development of the profession and the enforcement process.
### c) Cooperation in country/Regional cooperation

- Are there any, and if so and if so what are the forms of cooperation between your Enforcement Agents Chamber and the Notary Chamber and the (if such exists) and the Magistrates’ Academies in the development and delivery of continuous education?

National Chamber of Private Bailiffs tends to function under an interconnection framework. There are many Act Agreements signed by the NCHB in order to increase the productivity level and the practical benefit in terms of bailiff activities. There are Act Agreements with many state institutions, private institutions and European ones in order to expand the possibilities of practical benefit for the everyday activities of bailiffs.

- Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?

Meanwhile, we are also focused to be an active membership of the UIHJ in a more globalised context and to create bridges of communication with regional organization, including the newest ones such as Kosovo Chamber of Bailiffs. Our collaboration is developed under the interaction of experiences, trainings, conferences, supplying the best practices and trying to put into appliance the recommendations of European Experts. Benchmarking and workshops are also some of the approaches followed in order to strategically develop this law area. We believe that the centre of the cooperation “circle” are bailiff subjects so the emphasis goes toward increasing their integrity and professionalism.
I.2. Magistrates’ School of Albania

The establishment of the Magistrates’ School was an important event that came about as the result of the co-operation of the Albanian State with the Council of Europe and the European Commission, which changed the essence of recruitment of judges and prosecutors. School of Magistrates of Republic of Albania was established as a public institution with administrative, academic and financial autonomy.

For realization of objectives and goals assigned by Law no.8136, dated 31.7.1996 “On the School of Magistrates of Republic of Albania” (as amended by Law No. 9414, dated 20.05.2005 and Law no.97/2014), the School started its scientific and academic activity in October 1997. It is located in Tirana, capital city of Albania.

School of Magistrates of Albania realizes its activity in these directions:
1. Initial Training for young judges and prosecutors;
2. Continuous Training for judges and prosecutors in service and upon the request of the interested institutions and based on the availability of funds it also makes the continuous training of other legal professions;

- **Initial Training Program**
  - Increase of theoretical skills in commenting and interpreting the laws in advanced levels and more advanced than those of the initial program performed in the faculties of law.
  - Knowledge of content of new laws recently approved, with the manner of application and analysis, as well as the manner of their integration in the existing legal framework.
  - Increase of practical skills of magistrates towards application of laws in concrete solutions of cases in court practice.
  - Increase of intellectual and scientific skills towards logical and analytical argumentation of court practice, towards the basis of court decisions and other procedural acts in law and evidence.
  - Increase of skills in contemporary levels regarding legal reasoning and writing.
  - Unification of legal solutions of practical court cases, in order to avoid parallel or contrary solutions for similar cases.
  - Increase of communication level and behaviour of future magistrates within norms of professional ethics.
  - Education of magistrates with the necessary skills for application in their work of principles of:
    - independence,
    - impartiality,
    - Professional honesty in rendering decisions and trying of civil and criminal cases.
  - Organization of passive and observatory practices in the second year in the courts and prosecutors’ offices.
  - Organization of active practice as judges and prosecutors in the third year of the School of Magistrates.
- **Continuous Training Program**
  Program of continuous training with quality and variety indicators from the theoretical viewpoint has been made more operational through the calendar of training activities.
  Program and calendar of continuous training aims at treating topics;
  - Of a comprehensive nature, as is the range of issues before the justice system;
  - Of a more specialized nature in special fields just the intervention of the system should be in a concrete case respecting the principles of unity and diversity.
  - Focused more on social aspects bringing them to attention in every activity.
  - Harmonization of program with legal reform process as well with the justice system, application of international standards and the approximation processes with EU instruments, in framework of SAA;
  - Meeting the requests and needs for new sections or judges moved to these sections;
  - Meeting the requests and needs, seen in the viewpoint of regional issues;
  - Providing training aiming towards advanced practices, brought up to date with standards of ECHR and the ECJ.
  - Deeper studies and specialization in special fields;
  - Selection of best expertise, domestic and international in special fields;
  - Confrontation with positive challenges and experiences, etc.

- **Publication and scientific research work**

School of Magistrates publishes its annual law review. It aims to increase the number of publications and its scientific research work, as an important part for the education and training of judges and prosecutors.
It will continue to publish:
- Scientific magazine “JetaJuridike” – four editions a year
- Magazine “Magistrati” – two editions a year
- Publications of juridical texts, manuals and commentaries from different fields of law.
- Different scientific and research studies.

a) **Activities in continuous education of Public Notaries and Enforcement Agents.**

- **Do you have a continuous education program that targets public notaries and/or enforcement agents (if one, the other or both are relevant for your country)?**
  - If so, how is the program developed and delivered? Are there needs’ assessments carried out prior to the development of the program?
  - How are the needs of the practitioners taken into account in the development of the program?
  - What is the content of the program?
  - What is the ratio between theoretical and practical topics? (please provide translation of the program)
The Albanian Magistrates School does not provide training programs for public notaries and/or enforcement agents since the School is mainly focused on trainings of judges and prosecutors and in some occasions defence lawyers. However, the National Chamber of Notaries and the National Chamber of Bailiffs do organise sporadic, project based trainings for their members.

- **Are there subprograms developed for the novice practitioners and aides in the Notary Offices and/or Enforcement Agents Offices?**
  
  See above

- **Is there a specific unit within your institution that is tasked with the organisation of the development and the delivery of the continuous education?**
  
  Yes, in the Albanian Magistrates School, there is the Continuous Training Department, which is responsible for the organization of the continuous training activities for judges and prosecutors in service.

- **Are there any, and if so and if so what are the forms of cooperation between your Institution and the Notary Chamber and the Enforcement Agents Chamber?**
  
  There is no cooperation between the School and the Notary Chamber and Bailiffs Chamber.

- **Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?**
  
  School of Magistrates of Albania has always had regular contacts and cooperation with counterpart academies and schools of judicial training in the region. We have been together part of regional conferences, round tables or training activities organized by the European Union organizations, or different projects of other international partners in the region. We have been part of different initiatives for improvement of regional cooperation by exchanging our experiences of conducting judges and prosecutors’ training. We have memorandums of understanding with Turkey, Macedonia, Kosovo, offering and sharing our experience in different areas of judicial training by exchanging delegations, students, having training seminars together etc.
2. Bosnia and Herzegovina

2.1. Notary Chamber of RepublikaSrpska

The Notary Chamber is an autonomous and independent association of notaries established at the founding meeting in Banja Luka on 07 February 2008 pursuant to the Law on Associations and Foundations of the Republic of Srpska and the Law on Notaries of the Republic of Srpska. The Notary Chamber is the association of all the notaries of the Republic of Srpska in addition to two notaries from the Brčko District of Bosnia and Herzegovina. All the members of the Notary Chamber are entered into the Directory of Notaries.

Notaries in the Republic of Srpska commenced with work on 11 March 2008. A person authorized to represent the Notary Chamber is the Notary Chamber’s President. The Notary Chamber was established to pursue the tasks and activities prescribed by the Law on Notaries, other regulations and the Notary Chamber Statutes. The Notary Chamber monitors and analyses relationships and occurrences in the course of notary profession discharge, as it establishes co-operation with judicial and other relevant authorities in order to enhance the notary profession. In the course of implementation of its core mandate, the Notary Chamber carries out the following duties:

1) represents the notaries before the relevant authorities,
2) strives to preserve the dignity, honour and the rights of the notaries,
3) follows-up and studies relations and phenomena observed in fulfilment of notary profession while cooperating with judicial and other relevant authorities in order to upgrade the notary profession standards,
4) makes sure that the notaries carry out their duties ethically, responsibly and lawfully,
5) monitors the work and behaviour of the notaries, assistant notaries and deputy notaries, as well as other persons employed within the notary offices,
6) takes care of the continuous professional training of the notaries, notary assistants, notary deputies and administrative staff of the notaries,
7) organizes publishing of magazines and professional literature pertaining to notariat,
8) establishes and advances various forms of professional and scientific co-operation with the RS Ministry of Justice, notary chambers, the RS Bar Association, faculties, the RS Association of Lawyers, the International Union of the Notaries and other international associations,
9) establishes the notary ethical rules - deontology,
10) monitors and analyses relationships and occurrences including the situation in judiciary and administration relevant to the regulated status, work and advancement of the notary service,
11) establishes and enhances co-operation with other notary chambers and international notaries and lawyers organizations and associations,
12) develops and nurtures mutual solidarity of all the notaries in the Republic of Srpska
13) carries out other tasks falling within the mandate of the Notary Chamber according to the Law and other duties correspondent with the purpose of its establishment.

The Notary Chamber bodies are the following:
1) the Notary Chamber Assembly,
2) the Notary Chamber’s Management Board,
3) President of the Notary Chamber,
4) Supervisory Board of the Notary Chamber,
5) Statutory Committee,
6) Notary Ethics Advancement Committee,
7) Notary Professional Training Committee,
8) International Co-operation Committee,
9) Disciplinary Committee first-degree,
10) Disciplinary Committee second-degree,
11) Solidarity Aid Committee.

a) Basic Education (education at Law Faculties)

- To which extend are you familiar with the courses in Notary Law that exist at the Law Faculty(ies) in your country?

The Notary Chamber of the Republic of Srpska has no information about any courses in Notary law that exist at the Law Faculties in the country. We do know, however, that some Law Faculties have Notary Law as an elective course within certain modules.

- What forms of cooperation exist with the respective Law Faculty(ies) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?

- How is this cooperation established (formal or non-formal)?

The Notary Chamber of the Republic of Srpska do not have established co-operation with Law Faculties in this sense.

- By your assessment, are the teaching methods and the level of education at law faculties satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?

The Notary Chamber of the Republic of Srpska is not able to provide such an assessment since it lacks the insight into the methods and level of work at Law Faculties as it comes to the preparation of the students to pass the exam in notary law, and consequently, their preparation to pass the exam for public notary.

The Law on Notaries provides for the candidates planning to sit the notary exam to attend preparatory seminar organized by the Ministry of Justice with participation of the Notary Chamber members who will the members of the Examination Panel.
b) Continuous education

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Do you have a continuous education program?</td>
<td>No.</td>
</tr>
<tr>
<td>Are there subprograms developed for the novice practitioners and aides in the Notary Offices?</td>
<td>No.</td>
</tr>
<tr>
<td>Is there a specific unit within your institution that is tasked with the organisation of the development and the delivery of the continuous education?</td>
<td>There is the Notary Professional Training Committee within the Notary Chamber of the Republic of Srpska. This Committee is responsible for continuous professional training of the notaries, members of the Notary Chamber and to this end ensures the following: 1) takes care of continuous professional training of the notaries and other employees within the notary offices, 2) organizes and develops different forms of professional training, either independently or in co-operation with courts, notary chambers, notaries of Brčko District of Bosnia and Herzegovina, administrative bodies, faculties, lawyers associations and notary chambers abroad and adopts conclusions on the standpoints taken prior to referring it to the Management Board, 3) organizes various forms of training in the IT field, and prepares contents (forms, memoranda, legislation, registers, directories etc.) for mobile IT media, 4) engages legal professionals not members of the Notary Chamber for professional training of the notaries, 5) proposes the Annual Program of professional training and refers it to the Management Board for adoption, 6) proposes the Rulebook on Professional Training and refers it to the Management Board for adoption, 7) collects and refers to the Notary Chamber information on initiated court proceedings and court decisions related to the notary deeds, 8) carries out other duties pursuant to the conclusions of the Assembly and the Management Board.</td>
</tr>
<tr>
<td>Is the participation in continuous education programs mandatory or voluntary?</td>
<td>Professional training of the notaries is mandatory.</td>
</tr>
<tr>
<td>Are there any regulative requirements for participation in continuous education programs? Please explain?</td>
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</tbody>
</table>
Professional training of the notaries is obligatory to the extent established in the Law on Notaries and the RS the Notary Chamber Statutes. If a notary is unable to attend seminars earmarked to professional training and fails to inform the Professional Training Committee on reasons for their absence, such absence will not be deemed justified and relevant provisions of the Rulebook on Disciplinary Liability will be applied. Notary Professional Training Committee has the obligation to organize at least two courses of professional training for the Notary Chamber members and, if the need arises, professional lectures on actual and important topics relevant to notary service. Pursuant to Article 26 Item 7 of the Law on Notaries a notary can be dismissed if s/he failed to attend at least two professional training courses recognized by the Ministry in the course of one year.

- To which extend does the continuous education for professionals embrace the topics of professional standards and ethics of the professions?

With regard to the continuous education of the notaries, it depends of currently actual issues relevant for the work of the notaries. Topics including professional standards and ethics of the profession were embraced, but not to a large extent. We think that the extent of education on these topics should be larger in order to act pro-actively and prevent possible actions contrary to the Code of Ethics of notary profession. To this end the Notary Professional Training Committee and the Notary Ethics Advancement Committee should act together in the future.

- How should they be tackled by your understanding?

- Are the law faculties involved in the development and delivery of continuous education programs for the profession of public notary?

No

- In which format are they involved (such as but not limited to development of the education program, delivery of parts of the program (courses, lessons), preparation of education materials etc.)?

- By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation that exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)

- Are there any, and if so what are the forms of cooperation between your Notary Chamber and the Enforcement Agents Chambers (if such exists) and the Magistrates’ Academies in the development and delivery of continuous education?

No

- Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?

In its education courses the Notary Chamber engages third persons such as university teachers, judges (mostly judges of the Regional Commercial Court responsible for registration procedure and judges of the Basic Court dealing with non-contentious
procedure), or representatives of Republic Administration of Land Survey and Property Affairs, depending on the topic of education. The Notary Professional Training Committee along with the Notary Chamber’s Management Board suggests topics for education which are of immediate relevance at the time of education so that the notaries can prepare themselves for the upcoming legislative amendments. It is not rare that the notaries, members of the Notary Chamber be given task to prepare presentation of certain topics with the aim of harmonization of notary practice.
3. Croatia

3.1. Croatian Notaries’ Chamber

Croatian Notaries Chamber is a legal person established based on the provisions of the Croatian Notarial Act in 1995. In financial terms, it’s a non-profit organisation. The Chamber’s activities are based on principles of protection of honour and interests of the profession and consist of:
- administering registers of notaries, assessors, legal advisors and trainees in notarial offices
- representing the notariat in all forms of public discussion
- international cooperation with the UINL, CNUE, Hexagonale, EU bodies, etc.
- education and publishing
- analysis of relevant legislation
- conducting disciplinary proceedings, etc.

The basic structure of the Chamber consists of three bodies: the Assembly, the Executive Board and the Supervisory Board. The Assembly includes all notaries, the Executive Board thirteen members according to geographical allocation and the Supervisory Board of three members.

In addition to these “basic” bodies, Croatian Notaries Chamber also includes the Croatian Notarial Academy, several committees, a prosecutor, etc.

a) Basic Education (education at Law Faculties)

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<tr>
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<tbody>
<tr>
<td>To which extend are you familiar with the courses in Notary Law that exist at the Law Faculty(ies) in your country?</td>
<td>Notarial law is taught as an optional subject at Croatian Faculties of law.</td>
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<tr>
<td>What forms of cooperation exist with the respective Law Faculty(ies) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?</td>
<td>There is an active dialogue between the Chamber and the University, leading to both formal and informal initiative. These relations are partly formalised through special agreements between the Chamber and the Faculties. Croatian law students are obliged to do a short internship during college, which can also be done in a notarial office.</td>
</tr>
<tr>
<td>By your assessment, are the teaching methods and the level of education at law faculties satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?</td>
<td>The education provided for at the university gives an adequate abstract picture of legal professions in general. After the university, one must pass the juridical exam and may take the notarial exam two or three years (depending on the position) after passing the juridical exam. The gathered professional experience provides for an effective and efficient</td>
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</table>
application of the knowledge at work.

b) Continuous education

<table>
<thead>
<tr>
<th>Do you have a continuous education program?</th>
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<td>• If so, how is the program developed and delivered?</td>
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<td>• What is the ratio between theoretical and practical topics? (please provide a translation of the program)</td>
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</tbody>
</table>
Croatian Notarial Academy organises continuous educational programs for notaries with the help of regional sub-divisions of the Chamber. The program is assembled according to current changes of Croatian and European legislation. Chamber’s structure divided into sub divisions provides for a possibility for the notaries to make suggestions, inquiries, etc. The aim of the program is to convey practical information. An example program for 2014:

January:
- Money Laundry Act – role of the notary, two lectures

February:
- Money Laundry Act – role of the notary, two lectures

March:
- Changes in the Company Register Act, two lectures
- International Private Law, European Enforcement Order, one lecture

April:
- Succession Proceedings, two lectures

May:
- Changes in the Company Register Act and the Single member Ltd., two lectures
- European Enforcement Order, one lecture

June:
- Real Estate law – role of the notary, one lecture

July:
- Changes in the Company Register Act, one lecture
- Succession Proceedings, two lectures

October:
- Changes in the Croatian Enforcement Act, three lectures
- Judicial practice in proceedings conducted by notaries, one lecture
- European Enforcement Order, one lecture

November:
- Notarial Jurisdiction according to the Croatian Family Act, two lectures

December:
- Application of the Croatian Family Act in succession proceedings, one lecture
- Notarial competences according to the Croatian Family Act

- Are there subprograms developed for the novice practitioners and aides in the Notary Offices?

The Chamber organises education programs for legal trainees for the purpose of taking the juridical exam. This program is compulsory.

- Is there a specific unit within your institution that is tasked with the organisation of the development and the delivery of the continuous education?

Croatian Notarial Academy is a specific body of the Croatian Notaries Chamber that administers and organises lectures and publishing activities.

- Is the participation in continuous education programs mandatory or voluntary?
Ignoring the continuous educational programs could be grounds for a disciplinary proceeding. A special rule book on this issue is yet to be passed by the Assembly.

- **Are there any regulative requirements for participation in continuous education programs? Please explain?**

The educational programs organised by the Croatian Notarial Academy are intended for notaries, assessors, legal advisors and trainees without specific limitations. In other words, the continuous education programs are intended for all law school graduates who work in notarial offices.

- **To which extent does the continuous education for professionals embrace the topics of professional standards and ethics of the professions?**

  - **How should they be tackled by your understanding?**

Notarial practice is generally expected to set high standards of quality of service, hence all lectures aim at conveying the mentioned values. These topics might be better discussed through organising seminars and workshops dealing specifically with this issue.

- **Are the law faculties involved in the development and delivery of continuous education programs for the profession of public notary?**

  - **In which format are they involved (such as but not limited to development of the education program, delivery of parts of the program [courses, lessons], preparation of education materials etc.)?**

  - **By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation that exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)?**

As mentioned, Croatian Notaries Chamber has a vivid dialogue with the University. The usual format is a lecture with an interactive section, Q&A, etc. The relations between the Faculties and the Chamber are considered to be at a very satisfactory level.

c) **Cooperation in country/Regional cooperation**

- **Are there any, and if so and if so what are the forms of cooperation between your Notary Chamber and the Enforcement Agents Chambers (if such exists) and the Magistrates’ Academies in the development and delivery of continuous education?**

  Enforcement Agents currently don’t exist as a separate legal profession in Croatia.

- **Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?**

  Croatian Notaries Chamber values good relations with other notarial chambers on a bilateral level as well as at the level of European and international organisations. Seminars and workshops are organised within this framework, mostly with neighbouring Chambers.
3.2. Croatian Judicial Academy

The Croatian Judicial Academy (JAC) was established in 2004 as an institute within the Ministry of Justice in charge of initial and continuous judicial training. It obtained the status of a public institution independent of the Ministry of Justice with the entering into force of the Judicial Academy Act on 1 January 2010. The JAC is in charge of the judicial training of trainees in judicial bodies, the initial training of future judges and prosecutors (i.e. attendants of the State School for Judicial Officials which is an integral part of the Judicial Academy), continuous judicial training of judges and prosecutors and the judicial training of judicial advisors. With the entering into force of the Amendments to the Judicial Academy Act on 1 September 2015, the Judicial Academy has been put in charge of the training of judiciary employees as well. The JAC is seated in Zagreb and it provides judicial training at both national and regional levels. In addition to the trainings in Zagreb, the JAC organises training activities in its regional centres located at the county courts (second-instance courts) of Split, Rijeka, Osijek and Varaždin.

The founder of the Academy is the Republic of Croatia, while the rights and obligations of the founder are performed by the Ministry of Justice. The Academy has its own budget secured from the State Budget, while the founder’s responsibility is to secure the premises, equipment and resources required for the Academy’s activities.

The JAC is governed by the Steering Council and managed by the Director assisted by advisors (i.e. a judge and a public prosecutor seconded to the Judicial Academy). The annual programme of the Academy is proposed by the Programme Council and adopted by the Steering Council.

The Academy is constituted of two units: the State School for Judicial Officials and the Directorate for Judicial Training of Trainees, Advisors in Judicial Bodies and Judicial Officials.

The JAC has been a member of the International Judicial Training Organisation (IOJT) since 2011, of the European Judicial Training Network since 2013 after being an observer within the Network for seven years and a foundation member of the Academy of European Law (ERA).

In the implementation of its activities, the Academy cooperates with a range of national and international partners, such as Croatian Law Schools, the Croatian Bar Association, the Croatian Public Notaries Association, various ministries and other state and public agencies, the EJTN, ERA, the European Institute of Public Administration (EIPA) and judicial training schools of most of the EU Member States.

The JAC has a long-standing and rich experience and a worthy reputation in implementing various EU and other international projects, either as a beneficiary institution or as a stakeholder (ranging from CARDS and PHARE projects, through IPA projects over to the EU programmes, such as the Civil Justice Programme, the Fundamental Rights Programme, the Justice Programme and the current preparation for the use of European Social Fund).
b) Activities in continuous education of Public Notaries and Enforcement Agents.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>Do you have a continuous education program that targets public notaries</td>
<td>Public notaries are not among target groups of the Judicial Academy. With regard to enforcement agents, please see below.</td>
</tr>
<tr>
<td>and/or enforcement agents (if one, the other or both are relevant for</td>
<td></td>
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<tr>
<td>your country)?</td>
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<tr>
<td>If so, how is the program developed and delivered? Are there needs’</td>
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<tr>
<td>assessments carried out prior to the development of the program?</td>
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<tr>
<td>How are the needs of the practitioners taken into account in the</td>
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<tr>
<td>development of the program?</td>
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<tr>
<td>What is the content of the program?</td>
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<tr>
<td>What is the ratio between theoretical and practical topics? (please</td>
<td></td>
</tr>
<tr>
<td>provide translation of the program)</td>
<td></td>
</tr>
<tr>
<td>Are there subprograms developed for the novice practitioners and aides</td>
<td></td>
</tr>
<tr>
<td>in the Notary Offices and/or Enforcement Agents Offices?</td>
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</tr>
<tr>
<td>Is there a specific unit within your institution that is tasked with the</td>
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<tr>
<td>organisation of the development and the delivery of the continuous</td>
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<tr>
<td>education?</td>
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<tr>
<td>Are there any, and if so and if so what are the forms of cooperation</td>
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<tr>
<td>between your Institution and the Notary Chamber and the Enforcement</td>
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<tr>
<td>Agents Chamber?</td>
<td></td>
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<tr>
<td>Are there any, and if so what are the forms of cooperation between your</td>
<td></td>
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<tr>
<td>institution and the counterparts in the region in terms of development</td>
<td></td>
</tr>
<tr>
<td>and delivery of training?</td>
<td></td>
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</tbody>
</table>

In the Republic of Croatia, enforcement is executed through enforcement proceedings. The Enforcement Act regulates the procedure by which courts enforce claims based on enforcement and authentic documents (enforcement procedure) and secure claims (procedure of securing claims). Enforcement cases are dealt with by judges and court advisors, while enforcement in the field (list of property items, assessment of movables, auctions) is carried out by enforcement agents who have the status of court employees. Public notaries, as well as the Financial Agency (FINA) are involved in the enforcement procedure, too.

The Judicial Academy has been systematically training judges, prosecutors and court advisors in the area of enforcement. The training of enforcement agents has not been carried out so far given the fact that they have not been one of the target groups of the Judicial Academy. However, with the entering into force of the Judicial Academy Act on 1 September 2015, the Judicial Academy will be able to organise the training of enforcement agents as part of its annual training programmes.

The continuous training programme of the JAC is implemented based on the Academy's annual programme which is prepared by the end of the current year for the following year. The types of trainings, topics and the number of training activities are decided by the JAC Programme Council. With regard to the topics, amendments to the national legislation, as well as the problems related to the application of laws are taken into consideration.
In the course of 2015, several workshops on the “Novelties of the Enforcement Procedure” have been carried out and since the accession of the country into the EU the European Enforcement Order has been identified as one of the important topics for the training of judges, prosecutors and advisors, so that several workshops on this matter have been organised as well.

Training materials are developed by trained trainers of the Judicial Academy, mostly county court judges, who are also lecturers at the Academy’s workshops.
4. Macedonia

4.1. Notary Chamber of Macedonia

The first notaries in the country start working in June 1998, shortly after that Notary Chamber of the Republic of Macedonia and its bodies were founded. The highest authorities of the Notary Chamber of the Republic of Macedonia are the Chamber Assembly, Management Board and the President of the Chamber. Notary Chamber of the Republic is a full member of the International Union of Notaries – UINL from September 30, 2001 and has full participation in the meetings of the Committee on European and Mediterranean issues. The main task of the Chamber is to protect the independence of notaries as public officials, to defend the honour and the reputation of the notary and the notary profession in general. Our Notary Chamber today counts 175 notaries throughout the country.

a) Basic Education (education at Law Faculties)

- To which extend are you familiar with the courses in Notary Law that exist at the Law Faculty(ies) in your country?

At the Law Faculty Justinian Primus there is master modules which refer to notary law and the Chamber is familiar with it.

- What forms of cooperation exist with the respective Law Faculty(ies) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?

Some notaries on several occasions been invited and participated as lecturers at the Law Faculty Justinian Primus and also students as a part of their practical study visited some notary offices.

- How is this cooperation established (formal or non-formal)?

Non-formal, our Notary chamber to this day still does not have a memorandum of cooperation with the Law Faculty Justinian Primus.

- By your assessment, are the teaching methods and the level of education at law faculties satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?

From previous generations we believe that the teaching methods, especially the master studies on notary law are an excellent foundation for more easy and successful passing of the notary exam.

b) Continuous education

- Do you have a continuous education program?

In accordance with Article 104 of the Notary Law, the Notary Chamber of RM through the Board organizes continuous professional education of notaries by organizing seminars and lectures at least twice a year.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>If so, how is the program developed and delivered?</td>
<td>The annual program of seminars and lectures for continuing training of notaries is developed by the Board, in cooperation with the Advisory Committee on the Chamber which is a body that directly meets current problems and issues of notary practice and can offer ideas about current topics that should be presented at the seminars.</td>
</tr>
<tr>
<td>Are there needs' assessments carried out prior to the development of the program?</td>
<td>Yes, prior to choosing the content and planning of the program, the Advisory Committee explores what is the current theme or problem in order through such seminars and lectures to offer legal solutions that will be implementable in practice.</td>
</tr>
<tr>
<td>How are the needs of the practitioners taken into account in the development of the program?</td>
<td>In developing of the program priority topics and issues that are planned are the ones arising from the practice of the notaries.</td>
</tr>
<tr>
<td>What is the content of the program?</td>
<td>The main seminars are held twice a year and include two days of lectures and presentations on current topics and a special question and answer part were notaries can ask questions. If there is a need the Chamber also organizes one-day workshops that highlight existing problems, or new electronic systems are presented, current dilemmas are resolved and so on.</td>
</tr>
<tr>
<td>What is the ratio between theoretical and practical topics? (Please provide a translation of the program)</td>
<td>It changes according to the needs and the current topics.</td>
</tr>
<tr>
<td>Are there subprograms developed for the novice practitioners and aides in the Notary Offices?</td>
<td>No.</td>
</tr>
<tr>
<td>Is there a specific unit within your institution that is tasked with the organization of the development and the delivery of the continuous education?</td>
<td>The Board and Advisory Committee of the Chamber in cooperation are responsible for the organization of the lectures and seminars. According with the Statute of the Notary Chamber of Macedonia in the future a Notary academy is expected to be established that will develop and implement the program for the notaries.</td>
</tr>
<tr>
<td>Is the participation in continuous education programs mandatory or voluntary?</td>
<td>Yes the education programs are mandatory.</td>
</tr>
<tr>
<td>Are there any regulative requirements for participation in continuous education programs? Please explain?</td>
<td>In accordance with Article 104 of the Notary law, participation in the seminars and lectures is compulsory for all notaries and their unjustified absence is a disciplinary offense.</td>
</tr>
<tr>
<td>To which extend does the continuous education for professionals embrace the topics of professional standards and ethics of the professions?</td>
<td>Every member of the Notary chamber is practicing according to the code of ethic that is developed by the Chamber. Also there are lectures on topics that deal with the ethics of the notary profession.</td>
</tr>
<tr>
<td>Are the law faculties involved in the development and delivery of continuous education</td>
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</table>
Professor from law faculties in the country are often lecturers and provide opinions and clarification of certain legal provisions.

<table>
<thead>
<tr>
<th><strong>In which format are they involved (such as but not limited to development of the education program, delivery of parts of the program (courses, lessons), preparation of education materials etc.)?</strong></th>
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<tr>
<td>In addition to lectures, if needed professors actively participate in the preparation of materials, developed teases, or clarify opinions.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation that exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>So far, the Notary Chamber of Macedonia has signed several memorandum of cooperation with the University American College Skopje, the International Slavic University &quot;Gabriel Romanovich Derzhavin&quot; - St. Nikole University and MIT University.</td>
</tr>
</tbody>
</table>

### c) Cooperation in country / Regional cooperation

<table>
<thead>
<tr>
<th><strong>Are there any, and if so what are the forms of cooperation between your Notary Chamber and the Enforcement Agents Chambers (if such exists) and the Magistrates' Academies in the development and delivery of continuous education?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Notary Chamber of Macedonia has a memorandum of cooperation with the Magistrates’ Academies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Notary Chamber of Macedonia cooperates with the Magistrates' Academy through projects and workshops about current relevant topics.</td>
</tr>
</tbody>
</table>
4.2. Chamber of Enforcement Agents of Macedonia

The Chamber of Enforcement Agents was established on June 7, 2006, at the Inaugural Assembly of the Chamber of Enforcement Agents, when the Chamber Bodies provided for in the Law on Enforcement were established. The Chamber is a legal entity with a seat in Skopje, where enforcement agents and deputy enforcement agents meet. At the time of its establishment, 40 enforcement agents were appointed, while today, there are 97 enforcement agents and 6 deputies within the Chamber of Enforcement, deployed in 11 regions according to the Basic Courts in the Republic of Macedonia.

Since November 29, 2007, the Chamber of Enforcement Agents of the Republic of Macedonia is equal member of the International Union of Judicial Officers, and is also a member of the EuroDanube group within this Union.

Basic statutory goals of the Chamber of Enforcement Agents are: improvement, coordination and further development of the work of the enforcement agents in the Republic of Macedonia, protection of the enforcement agents’ independence, continuous expert training for the enforcement agents and transparency of the work of the Chamber and of the performance of the enforcement agents.

a) Basic Education (education at Law Faculties)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td><strong>To which extend are you familiar with the courses in Enforcement Law that exist at the Law Faculty(ies) in your country?</strong></td>
<td>I believe that I am fairly familiar with the courses in Enforcement Law that exist at the Law Faculty in my country.</td>
</tr>
<tr>
<td><strong>What forms of cooperation exist with the respective Law Faculty(ies) for the purpose of the delivery of the course, such as but not limited to inviting quest lecturers, practice at an office?</strong></td>
<td>The cooperation is mostly on the bases of inviting quest lecturers.</td>
</tr>
<tr>
<td><strong>How is this cooperation established (formal or non-formal)?</strong></td>
<td>Non-formal</td>
</tr>
<tr>
<td><strong>By your assessment, are the teaching methods and the level of education at the law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agents and effective and efficient application of the knowledge at work?</strong></td>
<td>Yes its satisfactory</td>
</tr>
</tbody>
</table>

b) Continuous education

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td><strong>Do you have a continuous education program?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>If so, how is the program developed and delivered?</strong></td>
<td></td>
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</tbody>
</table>
The General assembly of the Chamber is responsible for delivering the Annual Plan for education and the Board of the Chamber enrols the Plan by organising seminars and workshops for the enforcement agents.

- **Are there needs’ assessments carried out prior to the development of the program?**
  - Yes

- **How are the needs of the practitioners taken into account in the development of the program?**
  
  There is Commission for continuous education in charge for taking into account the needs of the practitioners.

- **What is the content of the program?**
  
  The program contains the number of seminars and the period when they should take place.

- **What is the ratio between theoretical and practical topics? (please provide translation of the program)**
  
  Almost 50 per cent ratio.

- **Are there subprograms developed for the novice practitioners and aides in the Enforcement Agents Offices?**
  
  No

- **Is there a specific unit within your institution that is tasked with the organisation of the development and the delivery of the continuous education?**
  
  Yes - Commission for continuous education

- **Is the participation in continuous education programs mandatory or voluntary?**
  
  Mandatory

- **Are there any regulative requirements for participation in continuous education programs? Please explain?**
  
  Yes, the participation is only for the enforcement agents and their deputies.

- **To which extend does the continuous education for professionals embrace the topics of professional standards and ethics of the professions?**
  
  Very little or none.

- **How should they be tackled by your understanding?**
  
  With training conducted by foreign experts in this particular field.

- **Are the law faculties involved in the development and delivery of continuous education programs for the profession of Enforcement Agents?**
  
  Yes in big amount they are.

- **In which format are they involved (such as but not limited to development of the education program, delivery of parts of the program (courses, lessons), preparation of education materials etc.)?**
  
  They are mostly involved by giving courses and lessons.

- **By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)**
  
  This is not satisfactory, cooperation agreements between the institutions must be part of our mutual developing.
c) Cooperation in country/Regional cooperation

<table>
<thead>
<tr>
<th><strong>Are there any, and if so and if so what are the forms of cooperation between your Enforcement Agents Chamber and the Notary Chamber and the (if such exists) and the Magistrates’ Academies in the development and delivery of continuous education?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>We have good cooperation between your Enforcement Agents Chamber and the Notary Chamber, especially by mutually taking part in our seminars. There is no cooperation with the Magistrates’ Academies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Macedonian Chamber has cooperation agreements with the neighbouring Chambers and we exchange experience on the seminars where member of other chambers are invited to give lectures.</td>
</tr>
</tbody>
</table>
4.3. Academy of Judges and Public Prosecutors

The Academy was founded with the Law on the Academy for Training of Judges and Public Prosecutors (Official Gazette of the Republic of Macedonia No. 13/06) from 1 February 2006, with its own employees, premises, and budget. It is managed by the Management Board of the Academy, and the Programme council of the academy- acting with the framework of its competences prescribed by the Law and the Articles of Association of the Academy. The Academy is run by the Director. With the establishment of the Academy for Judges and Public Prosecutors, the Republic of Macedonia made a significant step towards embedding the democratic principles of rule of law and protection of basic human rights and liberties into its justice system, as epitomised in numerous international independent and efficient justice system related documents. After it’s founding, the Academy for Judges and Public Prosecutors, through the professional training it delivers, plays a crucial role in the strengthening of the independence and expertise of justice system institutions, and has grown into a responsible and professional partner in its collaboration with national and international institutions and projects.

Our vision is to make a contribution, through the initial and continuing training, to the creation of European profiles of judges and public prosecutors and the court and public prosecutor’s office administration, using in the process modern methods for improving their knowledge and skills, through the continuous application of all necessary mechanisms and available tools, thus making European Union Law and International Law easily accessible to all judges and public prosecutors in the Republic of Macedonia.

The mission of the Academy for Judges and Public Prosecutors is based on the improvement and facilitation of an independent, impartial, highly professional and efficient justice system which affirms the principles of rule of law and protection of human rights. Our mission is to create a modern justice system, which rests on high European values, fully harmonised with European legislation, and which incorporates international standards, with the aim of raising public trust in justice system institutions and facilitating easier access to justice.

a) Activities in continuous education of Public Notaries and Enforcement Agents

- Do you have a continuous education program that targets public notaries and/or enforcement agents (if one, the other or both are relevant for your country)?

<table>
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<tr>
<th>If so, how is the program developed and delivered? Are there needs’ assessments carried out prior to the development of the program?</th>
</tr>
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<tbody>
<tr>
<td>The program is delivered through trainings held by experts from relevant institutions, regarding current topics, with judges, public prosecutors, lawyers, notaries, enforcement agents, etc., as target groups.</td>
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</tbody>
</table>

- How are the needs of the practitioners taken into account in the development of the program?

<p>| Appropriate trainings for implementing the Laws from the relevant field of national law practitioners. |</p>
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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What is the content of the program?</td>
<td>Novelties from relevant topics important to the target groups, EU court practice and international legislation.</td>
</tr>
<tr>
<td>What is the ratio between theoretical and practical topics? (please provide translation of the program)</td>
<td>In cooperation with the relevant Chambers the program is made separately depending on the needs and current issues that the experts meet in their daily practice.</td>
</tr>
<tr>
<td>Are there subprograms developed for the novice practitioners and aides in the Notary Offices and/or Enforcement Agents Offices?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is there a specific unit within your institution that is tasked with the organisation of the development and the delivery of the continuous education?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are there any, and if so and if so what are the forms of cooperation between your Institution and the Notary Chamber and the Enforcement Agents Chamber?</td>
<td>Yes, the Academy and the Notary Chamber also the Enforcement Agents’ Chamber taking into account the issues that arise from the relevant legislation novelties are organizing different types of events.</td>
</tr>
<tr>
<td>Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?</td>
<td>Yes, mainly joint organization of events that will meet the needs of all interested parties.</td>
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</table>
5. Montenegro

5.1. Judicial Training Center of Montenegro

Judicial Training Center of Montenegro is the only national institution in Montenegro dealing with the training and professional education of judges and prosecutors. The Judicial Training Center was established in June 2000 under the name of the Center for the Training of Judges of the Republic of Montenegro, in accordance with the Government’s 1998 judicial reform project.

Until 1 January 2007 and the entry into force of the Judiciary Training Law, the Center operated as a non-profitable organization, with programs predominantly intended for judges, associates, trainees and other court staff.

The Judiciary Training Law was adopted in April 2006 and entered into force on 1 January 2007. This law prescribes the method and forms of training for judges, public prosecutors and persons preparing to take up judicial offices, the composition and powers of special bodies, keeping of records and other issues of importance for judicial training, in accordance with relevant international and European standards and procedures.

The Judiciary Training Law extended to include public prosecutors, their deputies and advisors. Training both judges and prosecutor through a single center is a more practical solution (given the total number of judges and prosecutors and the population and the size of Montenegro) and also the solution preferred and requested by public prosecutors.

The Center is organized as a separate organizational unit of the Supreme Court of Montenegro.

The objective of the training is to acquire, maintain and improve knowledge, capacities and skills of judiciary officials, in order to facilitate autonomous, independent, unbiased, professional and efficient performance of their office in accordance with ethical standards of the profession.

Judiciary officials have a right and obligation to undergo further professional training.

The following special bodies have been constituted for the organization and administration of trainings: the Steering Committee, Program Committees and the Examination Board. The Steering Committee includes a chairman and six members elected by all relevant judicial authorities (representatives of the Supreme Court, Supreme Public Prosecutor’s Office, Judicial Council, Prosecution Council, Ministry of Justice, Podgorica Faculty of Law). This is a core body, which adopts annual training programs (which set out the areas, dynamics and timeframe for trainings, profile and number of participants, profile of trainers, funding and evaluation methods) and appoints members of Program Committees and the Examination Board. The Steering Committee is accountable for its work to the Judicial and Prosecution Council.

Program Committees elaborate annual programs and special training programs and adopt program implementation plans. The Examination Board administers Entrance and Final Examinations for initial trainings.

The Center is managed by the Executive director, appointed by the president of the Supreme Court, against the opinion of the Supreme State Prosecutor, following the procedure stipulated for the employment of civil servants and state employees.
The Center has only 4 employees: the executive director, 2 advisors (for Initial and in-service training) and technical secretary.

The training is organized as initial training and in-service training. *Initial training* is organized for expert associates in the judiciary (courts and prosecutor offices), as well as for graduated lawyers who meet general requirements for the work in state authorities and have passed the bar examination, with the aim to prepare them for the performance of the judiciary office. *In-service training* shall be organized for judiciary officials, with the aim to maintain and improve their knowledge, capacities and skills towards the efficient performance of the judiciary office.

In the past, the Centre has organized an impressive number of different scientific events and training activities, such as: seminars, round tables, workshops, courses (foreign languages and computes), regional conferences, study visits, publishing, etc. All these activities are dedicated to specific topics from a variety of legal and other areas, depending on the needs of the judiciary and in accordance with the program of work and judicial reforms. It involves trainings in different legal areas, such as: the application of laws and other regulations, with an emphasis on new legislation, awareness of the most important areas of international law, international standards and recommendations, including the EU law and human rights, professional skills, greater efficiency in resolving disputes, alternative dispute settlement procedures, public relations and access to information, etc. In the course of its activities, the Center always focuses on practical training in the form of case law analysis, discussion and addressing practical problems.

a) Activities in continuous education of Public Notaries and Enforcement Agents.

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<table>
<thead>
<tr>
<th>Do you have a continuous education program that targets public notaries and/or enforcement agents (if one, the other or both are relevant for your country)?</th>
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<tbody>
<tr>
<td>No, we do not. Article 40 of The Judiciary Training Law prescribes <em>common training programs</em>, as follows: “Common training programs shall be organized for judiciary officials and members of other state authorities when it is necessary to organize training regarding coordinated action of a number of authorities in a particular area”. The new draft law on training in judiciary (which is adopted by Government and expects to be adopted in Assembly by the end of the 2015) (in article 41, 42), <em>the training of legal practitioners</em> further envisages the possibility that the JTC prepare specific programmes for different legal practitioners (attorneys at law, notaries, bailiffs, and representatives of other public authorities, public administration authorities, local self-government and local administration bodies) and programmes for the preparation of the bar exam. The quality of the performance of the judicial system depends clearly on the interaction of many roles: the police, prosecutors, defence lawyers, clerks, justice experts, bailiffs, notaries. The judge is only one link in the chain of such co-actors, and not necessarily even the final one as the enforcement stage is of equal importance. The objective is to target all legal practitioners, in order to make the commitment and full</td>
</tr>
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</table>
co-operation of stakeholders at all levels. Priority is given to judges and prosecutors as they are responsible for the enforcement and respect of Union law, but judicial training is also essential for other legal practitioners. The JTC is expected to draft a strategy, in cooperation with the relevant stakeholders, aimed at fostering the systematic training of all legal practitioners.

<table>
<thead>
<tr>
<th>Are there any, and if so and if so what are the forms of cooperation between your Institution and the Notary Chamber and the Enforcement Agents Chamber?</th>
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<tbody>
<tr>
<td>So far there is no cooperation between the Center and the Notary Chamber/ the Enforcement Agents Chamber, but we strongly believe that that is going to change after adopting the above mentioned new Law on training in judiciary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The JTC has very good cooperation with all regional Institutions which delivering trainings for judges and prosecutors.</td>
</tr>
</tbody>
</table>
6. Serbia
6.1. Serbian Chamber of Enforcement Agents

Serbian Chamber of Enforcement Agents was established on May 14, 2012 in Belgrade. As stipulated by Article 338 of the Serbian 2011 Civil Enforcement and Securities Interests Act the membership in the Chamber is mandatory for all self-employed enforcement (judicial) officers and their deputies. The Chamber consists of its General Assembly, Managing Board and the Board of Audits. The work of the Chamber is regularly overseen by the Ministry of Justice.

a) Basic Education (education at Law Faculties)

- To which extend are you familiar with the courses in Enforcement Law that exist at the Law Faculty(ies) in your country?
  Law School of the Belgrade State University designed a special LLM programme with civil enforcement law as one of the major subject.

- What forms of cooperation exist with the respective Law Faculty(ies) for the purpose of the delivery of the course, such as but not limited to inviting quest lecturers, practice at an office?
  The Chamber has signed a number of memorandums of agreement with Law Schools in Serbia in respect to mutual understanding of the importance of enhancing education in the field of civil enforcement and judgment recovery practices in general.

- How is this cooperation established (formal or non-formal)?
  The cooperation with Law Schools is formal.

- By your assessment, are the teaching methods and the level of education at the law faculty satisfactory for preparing students/candidates to pass the exam for enforcement agents and effective and efficient application of the knowledge at work?
  With respect to the circumstance that the profession of self-employed enforcement (judicial) officers is still at the very beginning there is no sufficient information necessary for sound assessment of this issue.

b) Continuous education

- Do you have a continuous education program?
  - If so, how is the program developed and delivered?
    Yes, we do have a continuous education program, which is determined by the Chamber, with respect to inputs by the Ministry of Justice, Law Schools, Judicial Academy, and other relevant professionals.

- Are there needs’ assessments carried out prior to the development of the program?
  Yes, there are. Assessments are made by the Chamber with respect to the opinion of the
Ministry of Justice and other relevant professionals. At the moment a number of foreign professionals, namely delegated by the International Union of Judicial Officers play a vital part in programme development and implementation.

- **How are the needs of the practitioners taken into account in the development of the program?**

  The practitioners have an on-going access to the Chamber’s training and education programme preparation and they are welcome to suggest and note their opinion on the proposed training actions and their possible outcome.

- **What is the content of the program?**

  The programme is theoretical and practical, predominantly dealing with aspects of civil enforcement, judgment recovery and security interests.

- **What is the ratio between theoretical and practical topics? (please provide translation of the program)**

  The ratio is approximately 50% of theoretical and 50% of practical topics.

- **Are there subprograms developed for the novice practitioners and aides in the Enforcement Agents Offices?**

  Yes there are, carried out both by older enforcement (judicial) and other professionals.

- **Is there a specific unit within your institution that is tasked with the organisation of the development and the delivery of the continuous education?**

  Yes, there is.

- **Is the participation in continuous education programs mandatory or voluntary?**

  The participation is mandatory.

- **Are there any regulative requirements for participation in continuous education programs? Please explain?**

  Yes, there are. Each enforcement (judicial) officers has a statutory requirement to participate in two annual training programmes.

- **To which extend does the continuous education for professionals embrace the topics of professional standards and ethics of the professions?**

  It does significantly.

  - **How should they be tackled by your understanding?**

    As a profession with great responsibilities it is self-evident that the topic of ethics demands to be highly important and it is regarded as such.

- **Are the law faculties involved in the development and delivery of continuous education programs for the profession of Enforcement Agents?**

  Yes, they are.

- **In which format are they involved (such as but not limited to development of the education program, delivery of parts of the program(courses, lessons), preparation of education materials etc.)?**

  Various state and private law school professors play an important role in the preparation and implementation of self-employed enforcement (judicial) officers’ training.

- **By your assessment, is this satisfactory? If there are involvements, what**
are the forms of cooperation which exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)

Yes, it is

### c) Cooperation in country/Regional cooperation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any, and if so what are the forms of cooperation between your Enforcement Agents Chamber and the Notary Chamber and the (if such exists) and the Magistrates’ Academies in the development and delivery of continuous education?</td>
<td>Yes there is, and it is expected to increase even more in the future.</td>
</tr>
<tr>
<td>Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?</td>
<td>Yes there are. Our Chamber cooperates closely with a number of national Chambers in the region and wider.</td>
</tr>
</tbody>
</table>
6.2. Notary Chamber of Serbia

Serbian Notary Chamber was established on August 15th 2014. Notary service was effectively introduced into Serbian legal system starting from September 1st 2014. At this moment there are 143 appointed notaries, with the significant number of notary appointments waiting to be made. Chamber has following bodies: Assembly, Chamber President, Deputy Chamber President, Executive Board, and Supervisory board, Statutory Board, Disciplinary Board and Disciplinary Attorney. Chamber seat is in Belgrade, Serbia, 12 Cara Lazarast.

Notary Chamber President: Miodrag Djukanovic.

a) Basic Education (education at Law Faculties)

- To which extend are you familiar with the courses in Notary Law that exist at the Law Faculty(ies) in your country?
  
  There are several Law Faculties that organise specialization courses in Notary Law. They started organising specialization courses from 2005 soon after first Notary Law draft was introduced to the Public.

- What forms of cooperation exist with the respective Law Faculty(ies) for the purpose of the delivery of the course, such as but not limited to inviting guest lecturers, practice at an office?
  
  To my best knowledge there is no cooperation between Law Faculties in relation to Notary Law.

- How is this cooperation established (formal or non-formal)?

- By your assessment, are the teaching methods and the level of education at law faculties satisfactory for preparing students/candidates to pass the exam for public notary and effective and efficient application of the knowledge at work?

b) Continuous education

- Do you have a continuous education program?
  
  Yes. This conducts in cooperation with the French Notary Chamber. To some extent we had continuous education together with GIZ. This ended in August 2014.

  - If so, how is the program developed and delivered?
    
    French Notary Chamber has organised several blocks of lectures held in Belgrade.

    - Are there needs’ assessments carried out prior to the development of the program?
      
      Yes.

    - How are the needs of the practitioners taken into account in the development of the program?
      
      Needs were very well taken.

    - What is the content of the program?
Yes.

- What is the ratio between theoretical and practical topics? (please provide a translation of the program)

80% theoretical 20% practical.

- Are there subprograms developed for the novice practitioners and aides in the Notary Offices?

No.

- Is there a specific unit within your institution that is tasked with the organisation of the development and the delivery of the continuous education?

No.

- Is the participation in continuous education programs mandatory or voluntary?

Yes.

- Are there any regulative requirements for participation in continuous education programs? Please explain?

Notaries are required to conduct continuous education. Otherwise they can be held for disciplinary liability.

- To which extend does the continuous education for professionals embrace the topics of professional standards and ethics of the professions?

This question is hard to answer at this point. There should be more educational courses to make proper conclusions regarding the matter.

  - How should they be tackled by your understanding?

- Are the law faculties involved in the development and delivery of continuous education programs for the profession of public notary?

No.

- In which format are they involved (such as but not limited to development of the education program, delivery of parts of the program (courses, lessons), preparation of education materials etc.)?

- By your assessment, is this satisfactory? If there are involvements, what are the forms of cooperation that exist (cooperation agreements between the institutions, agreements with individual faculty members etc.)

c) Cooperation in country/Regional cooperation

- Are there any, and if so and if so what are the forms of cooperation between your Notary Chamber and the Enforcement Agents Chambers (if such exists) and the Magistrates’ Academies in the development and delivery of continuous education?

No.

- Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?

Only with the French Chamber of Notaries.
6.3. Judicial Academy of Serbia

Judicial Training Centre (JTC) was established in 2001 in partnership between the Republic of Serbia, represented by the Ministry of Justice and the Judges’ Association of Serbia. The JTC was primarily mandated with the provision of continuing training and the professional advancement of judges; however, this was not mandatory, nor directly linked to any career advancement or promotion. The Law on the Judicial Academy, which entered into force on 24 December 2009, ensures that the judicial training is integrated into a comprehensive process of selection and recruitment of judges and prosecutors in Serbia. The new Law introduces a new system of recruitment, selection and initial training of future judges and prosecutors. It also provides a well-organized and systematic in-service training for sitting judges and prosecutors and other judicial personnel, including assistants, apprentices and interns and court and prosecutorial staff. The first generation of students was enrolled in the Academy in September 2010. Every year Academy announces a public competition for the selection of candidates for the initial training.

a) Activities in continuous education of Public Notaries and Enforcement Agents.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a continuous education program that targets public notaries and/or enforcement agents (if one, the other or both are relevant for your country)?</td>
<td></td>
</tr>
<tr>
<td>Continuous education program for enforcement agents was drafted in 2013 and it has been conducted in cooperation with the Enforcement Agents Bar with support of the GIZ, while education program for notaries is in the preparation phase.</td>
<td></td>
</tr>
<tr>
<td>If so, how is the program developed and delivered? Are there needs’ assessments carried out prior to the development of the program?</td>
<td></td>
</tr>
<tr>
<td>The education programs have been drafted based on needs analysis and are flexible (i.e. are being changed and adapted based on needs of the beneficiaries)</td>
<td></td>
</tr>
<tr>
<td>How are the needs of the practitioners taken into account in the development of the program?</td>
<td></td>
</tr>
<tr>
<td>Problems occurring in practical implementation represent basis when drafting the program</td>
<td></td>
</tr>
<tr>
<td>What is the content of the program?</td>
<td></td>
</tr>
<tr>
<td>Content of the program is focused on problems in practice</td>
<td></td>
</tr>
<tr>
<td>What is the ratio between theoretical and practical topics? (please provide translation of the program)</td>
<td></td>
</tr>
<tr>
<td>Theoretical part of the program represent grounds for specific practical processes</td>
<td></td>
</tr>
<tr>
<td>Are there subprograms developed for the novice practitioners and aides in the Notary Offices and/or Enforcement Agents Offices?</td>
<td></td>
</tr>
<tr>
<td>There is initial education for new enforcement agents, and employees in offices of enforcement agents can participate in all kinds of education. The same principle should guide adoption of work with enforcement agents.</td>
<td></td>
</tr>
<tr>
<td>Is there a specific unit within your institution that is tasked with the organisation</td>
<td></td>
</tr>
<tr>
<td><strong>of the development and the delivery of the continuous education?</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>There is special department for continuous education within the Judicial Academy.</td>
<td></td>
</tr>
<tr>
<td>• Are there any, and if so and if so what are the forms of cooperation between your Institution and the Notary Chamber and the Enforcement Agents Chamber?</td>
<td></td>
</tr>
<tr>
<td>Cooperation with professional association is based on signed memorandums on cooperation.</td>
<td></td>
</tr>
<tr>
<td>• Are there any, and if so what are the forms of cooperation between your Institution and the counterparts in the region in terms of development and delivery of training?</td>
<td></td>
</tr>
<tr>
<td>The Judicial Academy has excellent cooperation with similar institutions in the region, represented in exchange of experience, and depending on specifics of topics we are organizing joint seminars.</td>
<td></td>
</tr>
</tbody>
</table>
VI. EU Experiences in the Continuous Education of Legal Professionals

- Mr. Jos Uitdehaag, First Secretary of the International Union for Judicial Officers
Initial and ongoing training
European trends

Jos Uitdehaag
International standards

Some statistics

European Union and training

The role of the professional organization

Some regional developments
EUROPEAN STANDARDS: Rec. (2003) 17 Principle IV. 3,4 and 8

(3) In recruiting enforcement agents, consideration should be given to the moral standards of candidates and their legal knowledge and training in relevant law and procedure. To this end, they should be required to take examinations to assess their theoretical and practical knowledge.

(4) Enforcement agents should be honourable and competent in the performance of their duties and should act, at all times, according to recognised high professional and ethical standards. They should be unbiased in their dealings with the parties and be subject to professional scrutiny and monitoring which may include judicial control.

(8) Enforcement agents should undergo initial and ongoing training according to clearly defined and well-structured aims and objectives.
EUROPEAN STANDARDS: CEPEJ 2009 Guidelines 25,26,27

(25) For the fair administration of justice, it is important that the quality of enforcement should be guaranteed. Member states should accredit enforcement agents only if the candidates concerned are of a standard and training commensurate with the complexity of their tasks. A high quality of training of professionals is important for the service of justice and to increase the trust of users in their justice system.

(26) Enforcement agents should also be required to follow compulsory continuous training.

(27) It is recommended that links be forged between national training institutions. Member states should ensure that enforcement agents are given appropriate training curricula and should set down common minimum standards for instructors in the different member states.
EUROPEAN STANDARDS: CEPEJ 2009 Guidelines 28

(28) Initial and continuous training could encompass:

- the principles and objectives of enforcement;
- professional conduct and ethics;
- stages in the enforcement process;
- the appropriateness, organisation and implementation of enforcement measures;
- the legal framework;
- role-playing and practical exercises as appropriate;
- assessment of trainees' knowledge;
- international enforcement of judicial decisions and other enforceable titles.
Training and education

• Education prior to entering the profession
• Initial training
• Ongoing training
### Regional Conference

**“PUBLIC NOTARIES’ AND ENFORCEMENT AGENTS’ EDUCATION MODELS IN SOUTHEASTERN EUROPE”**

A comparative study done by EURARGE shows the trend in Europe requesting high qualifications and a law degree as initial education for enforcement agents.

<table>
<thead>
<tr>
<th>Country</th>
<th>Initial Law Degree</th>
<th>Level of Professional Training (In-service training)</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>Judicial training</td>
<td>2 years in an RCEA office</td>
<td>Yes</td>
</tr>
<tr>
<td>FYROM</td>
<td>Law graduate</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Austria</td>
<td>Master’s degree</td>
<td>2 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Belgium</td>
<td>Master’s degree</td>
<td>3 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>Judicial diploma (same level than judges)</td>
<td>3 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Scotland</td>
<td>Judicial diploma (same level than judges)</td>
<td>3 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Spain</td>
<td>Law graduate (4 years)</td>
<td>1 1/2 years since November 2011</td>
<td>Yes</td>
</tr>
<tr>
<td>Estonia</td>
<td>Law graduate</td>
<td>1 year</td>
<td>Yes</td>
</tr>
<tr>
<td>Finland</td>
<td>Law graduate</td>
<td>1 year</td>
<td>Yes</td>
</tr>
<tr>
<td>France</td>
<td>Master’s degree</td>
<td>2 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Greece</td>
<td>Law graduate</td>
<td>1 year</td>
<td>Yes</td>
</tr>
<tr>
<td>Hungary</td>
<td>Law graduate (4 years)</td>
<td>2 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Ireland</td>
<td>8 years of work experience as a solicitor</td>
<td>6 months</td>
<td>Competitive examination</td>
</tr>
<tr>
<td>Latvia</td>
<td>Law graduate</td>
<td>2 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Lithuania</td>
<td>Law graduate (4 years)</td>
<td>A person has to be assistant-bailiff for at least 2 years or has practiced law or has been bailiff for at least 5 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>Law graduate (4 years)</td>
<td>1 year</td>
<td>Yes</td>
</tr>
<tr>
<td>Malta</td>
<td>Judicial diploma (three years training in 4 years) for the role as “candidate”</td>
<td>4 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Poland</td>
<td>Law graduate (5 years)</td>
<td>2 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Portugal</td>
<td>Law graduate (3 to 5 years)</td>
<td>1 year, 3 years as solicitor for specialization</td>
<td>Yes</td>
</tr>
<tr>
<td>Costa</td>
<td>Law graduate (5 years)</td>
<td>3 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Romania</td>
<td>Law graduate (2 years)</td>
<td>2 years (in particular cases)</td>
<td>Yes</td>
</tr>
<tr>
<td>Slovenia</td>
<td>Law graduate (3 years)</td>
<td>3 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Sweden</td>
<td>Judicial diploma (same level than judges)</td>
<td>1 year</td>
<td>Yes (even 4 years)</td>
</tr>
<tr>
<td>Norway</td>
<td>Master’s degree</td>
<td>2 years</td>
<td>No (only: certificate)</td>
</tr>
</tbody>
</table>

---

1. Mr. François ANDRIEU, Enforcement agent and member of EURAGE in May 2011.
2. For heads of office (for employees: no specific training).
UIHJ Statistics

47 countries:

- 28 European countries
- 14 African countries
- 3 American countries
- 2 Asian countries
Minimum level of legal education: world wide

- 14.29%: Aucun niveau n’est requis - No level is required
- 4.08%: Une année d’études juridiques ou équivalent - One year of law studies or equivalent
- 0%: Deux années d'études juridiques ou équivalent - Two years of law studies or equivalent
- 16.33%: Trois années d'études juridiques ou équivalent - Three years of law studies or equivalent
- 36.73%: Quatre années d’études juridiques ou équivalent (Master 1 ou équivalent) - Four years of law studies or equivalent (Master 1 or equivalent)
- 26.53%: Cinq années d'études juridiques ou équivalent (Master 2 ou équivalent) - Two years of law studies or equivalent (Master 2 or equivalent)
- 2.04%: Plus de cinq années d’études (Doctorat ou équivalent) - More than five years of law studies (doctorate, PhD or equivalent)
Minimum level of legal education: Europe

16.67% Aucun niveau n’est requis - No level is required
0% Une année d’études juridiques ou équivalent - One year of law studies or equivalent
0% Deux années d’études juridiques ou équivalent - Two years of law studies or equivalent
20% Trois années d’études juridiques ou équivalent - Three years of law studies or equivalent
23.33% Quatre années d’études juridiques ou équivalent (Master 1 ou équivalent) - Four years of law studies or equivalent (Master 1 or equivalent)
40% Cinq années d’études juridiques ou équivalent (Master 2 ou équivalent) - Two years of law studies or equivalent (Master 2 or equivalent)
0% Plus de cinq années d’études (Doctorat ou équivalent) - More than five years of law studies (doctorate, PhD or equivalent)
Initial training required: yes/no; worldwide

68% Oui - Yes
32% Non (Allez à 2.17) - No
Initial training required: yes/no; Europe and Africa

Statistiques Afrique

- 53.33% Oui - Yes
- 46.67% Non (Allez à 2.17) - No

Statistiques Europe

- 72.41% Oui - Yes
- 27.59% Non (Allez à 2.17)
Length of the Initial training: worldwide

- 2.86% Jusqu'à une semaine - Up to 1 week
- 8.57% Jusqu'à un mois - Up to 1 month
- 2.86% Jusqu'à deux mois - Up to 2 months
- 0% Jusqu'à trois mois - Up to 3 months
- 11.43% Jusqu'à six mois - Up to 6 months
- 20% Jusqu'à un an - Up to 1 year
- 2.86% Jusqu'à 18 mois - Up to 18 months
- 37.14% Jusqu'à deux ans - Up to 2 years
- 5.71% Jusqu'à trois ans - Up to 3 years
- 8.57% Plus de trois ans - More than 3 years
Length of the Initial training: Europe

- 4.76% Jusqu’à une semaine - Up to 1 week
- 4.76% Jusqu’à un mois - Up to 1 month
- 4.76% Jusqu’à deux mois - Up to 2 months
- 0% Jusqu’à trois mois - Up to 3 months
- 14.29% Jusqu’à six mois - Up to 6 months
- 23.81% Jusqu’à un an - Up to 1 year
- 4.76% Jusqu’à 18 mois - Up to 18 months
- 23.81% Jusqu’à deux ans - Up to 2 years
- 4.76% Jusqu’à trois ans - Up to 3 years
- 14.29% Plus de trois ans - More than 3 years
Is ongoing training compulsory: worldwide

- 54.29% Oui – Yes
- 31.43% Non - No
- 14.29% Non, mais des projets sont en cours pour l’avenir – No but there are plans for making ongoing training courses compulsory
Is ongoing training compulsory: Europe

- 58.33% (14) Oui – Yes
- 25% (6) Non - No
- 16.67% (4) Non, mais des projets sont en cours pour l’avenir – No but there are plans for making ongoing training courses compulsory
Yearly duration ongoing training compulsory: Worldwide

- 72.73% Jusqu'à une semaine - Up to one week
- 18.18% Jusqu'à deux semaines - Up to two weeks
- 9.09% Plus de deux semaines - More than two weeks
Yearly duration ongoing training compulsory: Europe

- 62.5% Jusqu’à une semaine – Up to one week
- 25% Jusqu’à deux semaines – Up to two weeks
- 12.5% Plus de deux semaines – More than two weeks
Who organises the initial training

- La profession – The profession
- Les autorités – The authorities
- Les universités – Universities
- Autres entités professionnelles non liées à la profession – Other professional bodies
Who organises the ongoing training

La profession – The profession
Les autorités – The authorities
Les universités – Universities
Autres entités professionnelles non liées à la profession – Other professional bodies
### Relevant topics in the training

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>176.47%</td>
<td>Droit général de l’exécution - General enforcement law</td>
</tr>
<tr>
<td>164.71%</td>
<td>Droit spécial de l’exécution force - Special enforcement procedures</td>
</tr>
<tr>
<td>164.71%</td>
<td>Procédure civile - Civil procedural law</td>
</tr>
<tr>
<td>117.65%</td>
<td>Droit civil général - General civil law</td>
</tr>
<tr>
<td>82.35%</td>
<td>Droit des contrats - Law of contracts</td>
</tr>
<tr>
<td>100%</td>
<td>Droit commercial - Business law</td>
</tr>
<tr>
<td>64.71%</td>
<td>Droit penal - Penal law</td>
</tr>
<tr>
<td>58.82%</td>
<td>Procédure pénale - Penal procedural law</td>
</tr>
<tr>
<td>94.12%</td>
<td>Droit administratif - Administrative law</td>
</tr>
<tr>
<td>158.82%</td>
<td>Statut des huissiers de justice - Status of judicial officers</td>
</tr>
<tr>
<td>164.71%</td>
<td>Déontologie des huissiers de justice - Ethics of judicial officers</td>
</tr>
<tr>
<td>141.18%</td>
<td>Tarif des huissiers de justice - Tariffs of judicial officers</td>
</tr>
<tr>
<td>105.88%</td>
<td>Comptabilité des offices d’huissier de justice - Accountancy of judicial officer’s offices</td>
</tr>
<tr>
<td>105.88%</td>
<td>Législation européenne et/ou internationale - European and/or international legislation</td>
</tr>
<tr>
<td>129.41%</td>
<td>Bureautique et technologies de l’Internet – Use of computers and Internet technologies</td>
</tr>
<tr>
<td>94.12%</td>
<td>Travail de bureau (réception des clients et débiteurs, conduire un entretien téléphonique, etc.) – General office work (reception of clients and debtors, how to conduct a telephone conversation, etc.)</td>
</tr>
</tbody>
</table>
European Union and training
EU Policy

• Justice, including judicial cooperation, has become a mature EU policy with the entry into force of the Lisbon Treaty

• training is a key tool in order to ensure that rights granted by EU legislation become a reality, that the effectiveness of the justice systems in the Member States increases and that legal practitioners trust each other’s justice systems. This in turn should help to ensure smooth cross-border proceedings and recognition of judgements;
EU Policy

• 2011-2013: over 210,000 legal practitioners were trained
• Justice Program 2014-2020: support and promote judicial training with a view to fostering a common legal and judicial culture and that allocates 35% of its global budget, i.e. EUR 132 million, to this objective;
• ambitious target that half (around 700,000) of all legal practitioners should attend training in EU law between 2011 and 2020;
• Legal practitioners still face obstacles to taking part in training activities, e.g. because of the lack of time or budget, the lack of training courses which include EU law, or the lack of legal language skills that are necessary to take part in cross-border training activities;
• At EU level, the EJTN is best placed to coordinate, through its members, national training activities and to develop a cross-border training
EU Policy: request to national training providers

- Integrate systematically training in EU law and in particular in the Charter of Fundamental Rights of the European Union in initial and continuous training activities at national level, where necessary for the proper discharge of judicial or professional functions;

- Facilitate that cross-border training activities in EU law in another Member State or by a European training provider are recognised as fulfilling national training obligations, where these exist;

- Support the coordination of training provided by national organisations of liberal legal professions through their respective EU level entities;
EU legal practitioners participating in continuous training
Conference on
European cooperation on judicial training for court staff and bailiffs

Brussels, 29-30 October 2015

Kick-off event for a more steady cooperation of judicial training providers

This is the first European Commission conference dedicated exclusively to the training of court staff and bailiffs. It aims at providing a platform for identifying areas for improvement in the training of these professions, and to encourage cooperation between their respective training providers.
The role of (inter)national professional organizations

Notaries of Europe
Providing legal certainty

Union internationale des huissiers de justice
International Union of Judicial Officers
The role of professional organizations

- International:
  - Setting norms and standards for initial and ongoing training
  - Promote cross border cooperation and exchange of best practices
- National:
  - Setting the norms for ongoing training
  - Obligatory training: regulative power
  - Curriculum development
Some regional developments

- Bosnia and Herzegovina
- Serbia
- Albania
Annex 1: Agenda of the Regional Conference
REGIONAL CONFERENCE
PUBLIC NOTARIES’ AND ENFORCEMENT AGENTS’ EDUCATION MODELS IN SOUTH EASTERN EUROPE

October 9th, 2015
Belgrade, Serbia

AGENDA

<table>
<thead>
<tr>
<th>October 8th, 2015</th>
<th>Arrival of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afternoon</td>
<td>Welcome Dinner at hotel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 9th, 2015</th>
<th>Venue: Radisson Blu Old Mill Hotel (conference hall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 – 09:30</td>
<td>Registration of Participants</td>
</tr>
<tr>
<td>09:30 – 10:00</td>
<td>Welcome Speeches</td>
</tr>
<tr>
<td></td>
<td>- Prof. Dr. Sima Avramović, Dean, Faculty of Law in Belgrade</td>
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<td></td>
<td>- Aleksandra Trešnjev, President, Chamber of Enforcement Agents of Serbia</td>
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<td>- MiodragĐukanović, President, Notary Chamber of Serbia</td>
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<td></td>
<td>- Jens Poessel, GIZ Head of Legal and Judicial Reform Program and Component Manager of Rule of Law and Enforcement Project</td>
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<tr>
<td>10:00 – 10:55</td>
<td>EU Experiences in the Continuous Education of Legal Professionals</td>
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<td></td>
<td>- Mr. Jos Uitdehaag, First Secretary of the International Union for Judicial Officers</td>
</tr>
<tr>
<td>10:55 – 11:00</td>
<td>Definition of the working methods of the Conference</td>
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<td>• Representative of the Academic Committee</td>
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<tr>
<td>11:00 – 11:30</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>11:30 – 13:00</td>
<td>Working Session 1: Higher legal education of Enforcement Agents and Notaries</td>
</tr>
<tr>
<td></td>
<td>The aim of the session is to discuss the status and the experiences in the higher legal education of Enforcement Law and Notary Law</td>
</tr>
<tr>
<td></td>
<td>1. Presentation of the results of the survey (Academic moderator)</td>
</tr>
</tbody>
</table>
2. Key contributions: **Experiences of the Faculties of Law in SEE**
   (content of curriculum; *special focus to the: theory vs. practice (weak and strengths detected/ good practices and room for improvement); collaboration models on national and regional level) - 5-7 minutes per contribution
   - Faculty of Law, University of Tirana
   - Faculty of Law, University “DzemalBijedic” of Mostar
   - Faculty of Law, University of Sarajevo
   - Faculty of Law, University of Zenica
   - Faculty of Law, University of Zagreb
   - Faculty of Law, University of Skopje
   - Faculty of Law, University of Belgrade
   - Faculty of Law, University of Nis

3. **Discussion on the expectations from the higher legal education – should there be changes and in which direction?** (possible dialogue with the representatives of the Chambers)

13:00 – 14:30      **Lunch**

14:30 – 16:30      **Working Session 2: Continuous Legal Education of Enforcement Agents and Notaries**

*The aim of the session is to discuss the status and the experiences in the continuous education of Enforcement Agents and Notaries*

1. **Presentation of the results of the survey** (Academic moderator)

2. Key contributions: **Experiences in continuous education offered by the Chambers** (content of curriculum; specific needs of young professionals; professional standards and ethics as part of the training; *special focus to the: theory vs. practice (weak and strengths detected/ good practices and room for improvement); collaboration models on national and regional level) - 5-7 minutes per contribution
   - **Enforcement agents:**
     - National Chamber of Private Bailiffs of Albania
     - Chamber of Enforcement Agents of Macedonia
     - Chamber of Enforcement Agents of Montenegro
     - Chamber of Enforcement Officers of Serbia
   - **Notaries:**
     - Notary Chamber of Albania
     - Notary Chamber of the Federation of Bosnia and Herzegovina
     - Notary Chamber of RepublikaSrpska
     - Croatian Notaries’ Chamber
     - Notary Chamber of Macedonia
     - Notary Chamber of Montenegro
     - Notary Chamber of Serbia
   - **Magistrates’ academies** (Role of the magistrates’ academies):
     - School of Magistrates of Albania
     - Judicial Academy of Croatia
     - Academy for Judges and Prosecutors of Macedonia
     - Judicial Academy of Montenegro
     - Judicial Academy of Serbia
3. Discussion on the presented models – learning from each other - consensus on best practices applicable in most countries?
   - Enforcement agents
   - Notaries

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>16:30 – 17:00</td>
<td>Coffee Break</td>
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<tr>
<td>17:00 – 17:30</td>
<td>Conclusions and Recommendations</td>
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<td>Closing remarks by moderators</td>
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<tr>
<td>Afternoon</td>
<td>Departure of local participants</td>
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<tr>
<td>20:00</td>
<td>Dinner in Hotel</td>
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**October 10th, 2015**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>Morning/Afternoon</td>
<td>Departure of regional participants</td>
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</table>
Annex 2: List of Participants at the Regional Conference
REGIONAL CONFERENCE
PUBLIC NOTARIES’ AND ENFORCEMENT AGENTS’ EDUCATION MODELS IN SOUTH EASTERN EUROPE
October 9th, 2015
Belgrade, Serbia

Registered participants

<table>
<thead>
<tr>
<th>Country</th>
<th>Organization</th>
<th>Name and surname</th>
<th>Position in organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>School of Magistrates</td>
<td>Idlir Peçi</td>
<td>Member of the Steering Council/Deputy Minister of Justice of Albania</td>
</tr>
<tr>
<td></td>
<td>University of Tirana/Faculty of Law</td>
<td>Altin Shegani</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td>National Chamber of Private Bailiffs</td>
<td>Tedi Malaveci</td>
<td>President</td>
</tr>
<tr>
<td></td>
<td>National Chamber of Notaries in Albania</td>
<td>Admir Drago</td>
<td>Notary Public</td>
</tr>
<tr>
<td>Bosnia and Herzegovina</td>
<td>University of Mostar/Faculty of Law</td>
<td>Maja Čolaković</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>University of Zenica/Faculty of Law</td>
<td>Larisa Velić</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>University of Sarajevo/Faculty of Law</td>
<td>Meliha Povlakić</td>
<td>Vice-Dean for International Cooperation, Professor</td>
</tr>
<tr>
<td></td>
<td>Notary Chamber of Republika Srpska</td>
<td>Marinko Plavšić</td>
<td>President</td>
</tr>
<tr>
<td></td>
<td>Notary Chamber of FBiH</td>
<td>Adem Jakupović</td>
<td>President</td>
</tr>
<tr>
<td>Croatia</td>
<td>Judicial Academy of Croatia</td>
<td>Sanda Hrsto</td>
<td>Civil Law Advisor to the Director</td>
</tr>
<tr>
<td></td>
<td>University in Zagreb/Faculty of Law</td>
<td>Aleksandra Maganić</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>Croatian Notaries Chamber</td>
<td>Rankica Benc</td>
<td>Notary Public</td>
</tr>
<tr>
<td>Macedonia</td>
<td>Notary Chamber of Macedonia</td>
<td>Zorica Pulejkova</td>
<td>President</td>
</tr>
<tr>
<td></td>
<td>Chamber of Enforcement Agents of Macedonia</td>
<td>Gorjan Stanković</td>
<td>Member of Management Board</td>
</tr>
<tr>
<td></td>
<td>University in Skopje/Faculty of Law</td>
<td>Arsen Janevski</td>
<td>Professor</td>
</tr>
<tr>
<td>Organization</td>
<td>Participant</td>
<td>Position in the organization</td>
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<tr>
<td>Academy for Judges and Prosecutors</td>
<td>Ace Bakievski</td>
<td>Judge/Lecturer</td>
<td></td>
</tr>
<tr>
<td>Centre for SEELS</td>
<td>Neda Zdравева</td>
<td>Secretary General</td>
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<tr>
<td></td>
<td>Manuel Unten Kanashiro</td>
<td>CIM Integrated Expert</td>
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<td></td>
<td>Tamara Bushtreska</td>
<td>Program Coordinator</td>
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<td></td>
<td>Konstantin Bitrakov</td>
<td>Intern</td>
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<tr>
<td>Notary Chamber of Montenegro</td>
<td>Branimir Vukičević</td>
<td>President</td>
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<tr>
<td>Judicial Academy of Montenegro</td>
<td>Мaja Мiloшевић</td>
<td>Executive Director</td>
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<tr>
<td>University of Montenegro/Faculty of Law</td>
<td>Velibor Korač</td>
<td>Assistant</td>
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<tr>
<td>Chamber of Enforcement Agents of Montenegro</td>
<td>Vladimir Vujotić</td>
<td>President of Executive Board</td>
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<td></td>
<td>Aleksandar Zlokošević</td>
<td>Member of Executive Board</td>
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<tr>
<td>Chamber of Notaries of Serbia</td>
<td>Miodrag Đukanović</td>
<td>President</td>
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<tr>
<td></td>
<td>Siniša Soro</td>
<td>Member of Executive Board</td>
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<tr>
<td>National Chamber of Enforcement Officers</td>
<td>Aleksandra Trešnjev</td>
<td>President</td>
<td></td>
</tr>
<tr>
<td>University of Belgrade/Faculty of Law</td>
<td>Nikola Bodiroša</td>
<td>Associate Professor</td>
<td></td>
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<tr>
<td></td>
<td>Marko Perović</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>GIZ Legal and Judicial Reform Program in Serbia</td>
<td>Jens Poessel</td>
<td>Head of program/Component Manager</td>
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<tr>
<td>GIZ Legal and Judicial Reform Program in Serbia</td>
<td>Tanja Glišić</td>
<td>Project Manager - Implementation</td>
<td></td>
</tr>
<tr>
<td>GIZ Legal and Judicial Reform Program in Serbia/International Union for Judicial Officers</td>
<td>Jos Uidehaag</td>
<td>Expert</td>
<td></td>
</tr>
<tr>
<td>Delegation of EU to Serbia</td>
<td>Bianca Vandeputte</td>
<td>Project Manager</td>
<td></td>
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</tbody>
</table>

**Organizational Observers**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Participant</th>
<th>Position in the organization</th>
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<tbody>
<tr>
<td>Regional Cooperation Center</td>
<td>Ivana Goranić</td>
<td>Expert on Governance for Growth</td>
</tr>
<tr>
<td>GIZ ORF Legal Reform</td>
<td>Slobodan Sarić</td>
<td>Program Manager</td>
</tr>
</tbody>
</table>