



## **E-TRAINING** ON EU FAMILY **PROPERTY REGIMES**

# **EU-FamPro Training Guidelines revised for MOOC**

Project Milestone S4 (Revision of the Project deliverable D4/D 2.1)  
11<sup>th</sup> July 2022



This project was funded by the European Union's  
Justice Programme (2014-2020)

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|---------------------------------|--|
| <i>Publisher</i>                | University of Camerino   |
| <i>Title</i>                    | EU-FamPro Training Guidelines  |
| <i>Coordinating Institution</i> | Law Institute of the Lithuanian Centre of Social Sciences                |
| <i>Authors</i>                  | Lucia Ruggeri, Ivana Kunda, Agne Limante Daniela Amendola, Andrea Perali |
| <i>Graphic design</i>           | UNICAM Area Comunicazione, Ufficio Stampa e Marketing                    |
| <i>Publication Year</i>         | 2021   |
| <i>ISBN</i>                     | 9788867680504  |

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These Guidelines are prepared as a part of the EU co-funded Justice Project “E-training on EU Family Property Regimes (EU- FamPro)” No. 101008404-JUST-AG-2020/JUST-JTRA- EJTR-AG-2020); They are a revised version for MOOC of the deliverable D.4 (D.2.1) and are available for downloading at the Project website [www.euro-family.eu](http://www.euro-family.eu)



These Guidelines were funded by the European Union’s Justice Programme (2014-2020)

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## General information about the EU-FamPro project

### Project objective, aims and activities

The project “E-training on EU Family Property Regimes”, or shortly EU-FamPro, is conceived against the backdrop of a **large number of transnational couples in the EU** who are in need of legal certainty and predictability concerning their rights and obligations in cross-border situations. These principles can be guaranteed only if legal professionals advising or deciding on these matters develop competences and skills in the pertinent EU legislation, in particular the Regulation 2016/1103 and the Regulation 2016/1104, often jointly referred to as the Twin Regulations. The Project is led by the idea that the **role of lawyers, notaries, mediators and judges** is pivotal to facilitate and increase the actual application of these EU private international family law instruments, however, the lack of specific and up-to-date training could be an obstacle to this important task. The Project thus intends to:

- contribute to an effective application of EU family law for cross border couples;
- offer e-learning courses and materials concerning the Twin Regulations;
- create a cross-border network of EU legal professionals specialised in the Twin Regulations and improve their cooperation.

To achieve these goals, the EU-FamPro partners will produce and operationalise the **online training courses for legal professionals** during the two-year period (15 May 2021 - 14 April 2023). The courses will be developed based on **modern and innovative approaches to education and training**, such as Moodle e-learning or MOOC self-learning courses, as means of offering specialised legal training to professionals dealing with matrimonial property relations having cross-border implications. The training courses will be developed in three stages. In the *first training stage*, the Project partners will develop on the MOODLE platform a Pilot Course for professionals from the EU countries. Following the completion of the Pilot Course, in the *second training stage* trainees will be invited to take part in a specially designed training Learning-by-Doing Course in Almeria, Spain, which is aimed at the development of the high-level competences by virtue of the role-play in cross-professional and cross-border situations. In the *third training stage*, the course will be enriched and revised to become a Massive Online Open Course (MOOC) available on the self-learning platform EDUOPEN in open access for no less than two years following the completion of the project. It is planned that the MOOC will be attended by at least 500 professionals from all European countries and it will remain available free of charge for at least two years after the Project closure. In each stage of the



training, the evaluation of the trainees competences and skills will take place, and a separate certificate will be awarded to the trainees who meet the set threshold. Three types of certificates, each corresponding to one training stage, will be awarded during the EUFamPro Project: Attendance Certificate for completing the Pilot Course, Verified Certificate for completing the specially designed Learning-by-Doing Course in Almeria, and the Attendance Certificate for completing the MOOC.

EU-FamPro features as a practical and training-oriented spinoff to the earlier project Personalized Solution in European Family and Succession Law - PSEFS, which was aimed at raising awareness and preparing hands-on tools for the legal professionals active in the field. In the long run, the EU-FamPro project will help secure a **long-term and efficient application of EU law** for cross-border couples in respect to their property relations in everyday life or within potential legal proceedings.

Visit the **EU-FamPro Project website** at <https://www.euro-family.eu>!

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# General information about the EU-FamPro project



**E-TRAINING ON EU FAMILY  
PROPERTY REGIMES**

## Partner organisations

The EU-FamPro project is implemented by the following group of academic and research institutions in five different European Union Member States:



University of Camerino (Università degli Studi di Camerino), Italy



University of Almeria (Universidad de Almeria), Spain



University of Ljubljana (Univerza v Ljubljani), Slovenia



University of Rijeka, Faculty of Law (Sveučilište u Rijeci, Pravni fakultet), Croatia



Law Institute of the Lithuanian Centre for Social Sciences (Lietuvos socialinių mokslų centro Teisės institutas), Lithuania

The leading partner in the consortium is the **University of Camerino (UNICAM)** located in Italy, and the Project coordinator is Professor Lucia Ruggeri. Seven centuries after its foundation, the UNICAM remains young in spirit and continues to make major contributions to the economic, social and cultural life of the town, its region and beyond. Aware of the increasing standards in higher education, it was the first university in Italy to introduce quality control procedures in its institutional activities according to the international norms UNI EN ISO 9001:2000 by the French certifying company GROUPE AFAQ. Internationalisation is another strong feature of UNICAM. Out of 8,000 registered students the percentage of international students coming from 43 different countries has reached 10%, more than three times the national average.

At its 5 University Schools and 4 campuses (Camerino, Ascoli Piceno, Matelica, San Benedetto del Tronto), UNICAM offers study programmes at all levels, Bachelor, Master and Doctoral, also in English. An excellent professor-student ratio (1 professor for every 25 students) is a fundamental element in guaranteeing quality of studying at UNICAM. UNICAM also boasts of resources continually developed by new and upgraded buildings and equipment, including a large number of research laboratories, rich libraries, modern sports facilities, dormitories for over 800 students, and various student services and facilities.

The **University of Almeria (UAL)** is a research and education oriented public university located in southeast Spain. Founded in 1993, it is one of the youngest and most dynamic universities in Spain, devoted to research and training, with more than 850 professors and more than 13.000 students, including 600 doctoral students in a total of 13 departments and 139 research groups and 11 research institutes. Nowadays, the UAL offers 34 Degrees, 47 official Master Programmes, 14 Doctoral Programs and a wide range of other types of training.

The University of Almeria has a solid commitment with research and investigation, with more than 7.000 agreements with other institutions and companies, more than 100 patents registered and more than 6.000 published works in Web of Science. Besides formal education, UAL offers summer and tailor made programs, and organizes more than 20 summer courses every year. The links with the business world operate through the Research Results Transfer Office (OTRI) and the collaboration on International Projects, as well as seeking resources and partners, is managed through the European and International Projects Office (OPEI). The main purpose is to adapt our services to the new demands of our society in order to reach the quality and efficiency objectives in teaching, research and management.

The **University of Ljubljana (UL)** was established in 1919 and therefore celebrated the centenary of its establishment in 2019. It is among the top 500 of the world's best universities on the Shanghai, Times and Webometrics ranking lists. It has 26 full Members (3 art academies and 23 faculties), 3 associated Members, more than 38 000 students and almost 6000 of employees. One of its full members is Faculty of Law, which is the oldest and the largest law faculty in Slovenia. The Faculty boasts nine departments, six further associated research institutes and the most extensive law library in the region. Our Faculty of Law strives to offer its students an intellectually exciting learning environment with high academic standards at undergraduate and postgraduate level. Through the years, the Faculty of Law has remained committed to its mission to provide its students with the best possible legal education to prepare them for all the traditional legal professions. Today, it is not only the oldest but also – by any measure – the best law faculty in Slovenia. In addition to educating excellent legal experts, the Faculty of Law is also committed to the development of legal science and law in Slovenia.

The **University of Rijeka**, Faculty of Law (**PRAVRI**) is proud of nearly fifty years of success in providing high-quality legal education at both graduate and postgraduate levels. Young and dynamic, PRAVRI always stands at the forefront of the developments in higher education, offering study programmes with modern curricula responsive to the needs for practice-oriented specialisation and personalised approach to students. With intensive participation in international and EU projects, wide Erasmus+ network of over 70 universities, various visiting opportunities, recognised conferences, seminars and lectures, strong partnerships with professional bodies and organisations, data service and the best doctoral programme in law accredited in Croatia, PRAVRI creates a stimulating study and research environment. Rijeka's unique geographical position and historical and multicultural influences are partially to thank for the PRAVRI's openness to changes, its vibrant communication with the community and strong orientation to legal disciplines such as those of international, comparative and European attributes.

The **Law Institute of the Lithuanian Centre for Social Sciences (LCSS)** is located in Vilnius, Lithuania. It is a branch of the Lithuanian Centre for Social Sciences which is a state research centre and one of the largest social research units in Lithuania. The Lithuanian Centre for Social Sciences reaches out to create and disseminate scientific knowledge in law, sociology and economics by driving research and innovation that benefit public policy, the cohesion of science, business and society, as well as the well-being of the population. Law Institute of the LCSS conducts research in various fields of law (e.g. constitutional law, family law, criminal justice, EU and public international law, etc.) as well as provides legal opinions and extended research upon requests of Lithuanian state institutions such as the Ministry of Justice, the Parliament or high courts. As part of its activities, Law Institute of the LCSS and its researchers actively participate in national and international projects and conduct training for national and foreign professionals. One of the areas in which the Law Institute of the LCSS is active is private international family law. EU-FamPro is the third EU co-funded project in this area in which the Law Institute of the LCSS takes part.

## General information about the EU-FamPro project

### Key people

As in any other project, it is the people who make it happen. Key people working on the EU-FamPro project are all experts in the field and experienced as legal professionals and /or trainers.



## UNICAM team



### Lucia Ruggeri

graduated from the Faculty of Law, University of Camerino (1990, cum laude). She is a winner of a scholarship of Specialisation's School of Civil law, University of Camerino and a winner of a scholarship at the Doctor's degree in Civil law and Constitutional legality, University of Camerino.

Currently, Lucia Ruggeri is a Full Professor of civil law at the Faculty of Law, the University of Camerino, Italy. She is a member of the board of directors at the School of Specialisation in Civil Law at the University of Camerino. Prof. Ruggeri coordinates the PhD curriculum in Civil Law and Constitutional Legality at the School of Advanced Studies of the University of Camerino. Moreover, she is the director of Summer School and director of the Specialisation School of Civil Law at the University of Camerino, Italy. She is also a coordinator of the School of Mediation at the University of Camerino and a member of the scientific board of "Cattedra Italo-Cubana di diritto civile", La Habana, Cuba. She is a vice president of the "Fondazione Scuola di Alta Formazione Giuridica", Camerino, Italy.

Lucia Ruggeri has been a speaker at various conferences and seminars. She is an author and an editor of numerous publications. She was a coordinator of the EU Project "Personalized Solution in European Family and Succession Law - PSEFS". At the moment, she is a coordinator of the EU Project "EU-FamPro: E-Training on EU Family Property Regimes".



### Maria Pia Gasperini

is a Professor of Civil Procedure Law in the School of Law of University of Camerino (UNICAM) and in the Specialisation School for legal professionals of Universities of Camerino and Macerata. She is a member of scientific board of PhD course in Law, Political and Social Sciences at UNICAM School of Advanced Studies, a member of UNICAM Teaching Staff accredited by Italian Ministry of Justice for the training of civil and commercial mediators under d.lg. 28/2010 and d.m. 180/2010. Prof. Gasperini has been authorized to practice the profession of lawyer since 1998. She is an invited speaker to several national and international conferences and seminars. Moreover, she is an author of monographs, articles, case-law comments in the field of civil process and alternative disputes resolution (arbitration, mediation, Consumer ADR). Prof. Gasperini was a member of the team involved in the project Personalized Solutions in European Family and Succession law co-funded by the European Union's Justice Programme (2014-2020).



### Andrea Perali

is an Associate Professor of Physics of Matter at the University of Camerino. He has been the delegate of the Rector for e-learning since 2004 and the coordinator of the Unicam e-learning research and development group (the team is involved in the EU-FamPro project). In 2017 he got the national habilitation to Full Professor. He has been the pioneer/initiator of e-learning and on-line teaching in the University of Camerino, with a pioneering role in the whole Italian university system. He has got the laurea (1995) and Ph.D. degree in Physics (2000) at the University of Roma "Sapienza". He has been a postdoc at Rutgers University (USA-2001). He is the author of: 98 scientific publications; 3 publications in Focus and Quark scientific popular magazines in Italy; 5 publications on scientific e-learning and supervisor of a Ph.D. Thesis on the quality of e-learning in the Italian university system. The multimedia realization "Matter-light interaction" co-authored by A. Perali got the third position (over 420 participants) in the Pirelli Award competition (2003). He has been co-director of masters and specialisation courses on e-learning and tutoring on-line. He is the author of the e-learning Physics course of the University of Camerino and of the videos "VIP" (Interacting Parametric Videos) for virtual experimental demonstrations. He is developing the e-learning and MOOC projects of the University of Camerino and he has collaborated with the MOOC-Italy project of the Conference of the Rectors of the Italian Universities (CRUI) (2014-2016). Last year he was involved in a collaborative project for Covid-19 pandemic data analysis and he got a national grant for development of a Sars-Cov-2 sensor in closed spaces.



### Roberto Garetto

graduated in Law (JD) at the University of Camerino, Italy, and in Spain (Prueba de Conjunto). He obtained a "Bachelor of Philosophy" degree at the University "Tor Vergata" of Rome, Italy. He achieved a "Teaching Certificate" degree at the University of Murcia, Spain and three postgraduate degrees in an Italian inter-university Consortium on didactics of legal teaching. Roberto Garetto earned his PhD in "Civil Law in Constitutional Legality" at the University of Camerino, Italy. He was visiting scholar at the University U.N.N.E. of Corrientes, Argentina, and at the University of Pittsburgh, U.S.A. In addition to many years of teaching experience, Roberto Garetto has a ten years' background as a solicitor in Spain and Italy. He has scholarly publications in English, Spanish and Italian, mainly dealing with human person and fundamental rights, marriage and family law, environmental law, and was invited as conference speaker on the same subjects. He is a research fellow in private law and adjunct professor at the Law School of the University of Camerino.



## UAL team



### María José Cazorla González

is a Full Professor of civil law at the University of Almería, Spain, since 2000. Her leadership skills and ability to work in research teams are reflected in her work as director of the specialist course on “Mediation and conflict resolution”, coordinator of Master and PhD studies and in her research work in different national and international research projects. In 2019 she was a lecturer at the Centre for Legal Studies of the Ministry of Justice. She has published papers in Italian, Spanish and English. She is an author of more than 20 articles in different journals, more than 45 chapters of various books and more than five books.

María José Cazorla González is a lecturer at the Institute of International and Comparative Agrarian Studies of Firenze, Faculty of D° of Montevideo (Uruguay) and at the University Eduardo Mondlane, University of Maputo (Mozambique). She is a visiting professor at the universities of Rosario and Azul (Argentina), Faculty of Law in Montevideo (Uruguay), Perugia, Rome Tre and Camerino (Italy), Nitra (Slovakia), Bucharest (Romania), and Poznan (Poland). She is an author of publications such as: “Ley aplicable al régimen económico matrimonial después de la disolución del matrimonio tras la entrada en vigor del Reglamento UE. 2016/1104”; and “How to resolve transnational conflicts in marriages, registered partnerships and successions” (in easy reading). She is a co-author of the research works “Matrimonial property regimes with cross-border implications: Regulation (EU) 2016/1103” and “Guidelines for practitioners in cross-border family property and succession law”.



### Alba Paños Pérez

defended her doctoral thesis and obtained the title of Doctor in Almería University in 2010. She has been accredited as Full Professor by the Spanish National Agency for Quality Assessment (ANECA), from June 2021. Since the beginning of her academic career, she has been a member of the Research Group “Transversality and interdisciplinarity of Civil Law” (SEJ-235) and has actively participated in numerous national and international research projects. Alba Paños has recognised 1 six-year research period and 1 six-year transfer period, both of them evaluated by the CNEAI (Spanish National Research Council).

Her research career has been developed mainly in the field of civil liability for damages, especially in the field of family, consumer protection and protection of minors in the field of personality rights. Since 2010, she published 4 monographs (2 collective), 19 articles and 17 book chapters. She carried pre-doctoral research stay at the Università degli Studi di Perugia (Italy) and postdoctoral stays at the Università degli Studi di Parma (Italy) and at the Central Library of the Directorate General for Education and Culture of the European Commission (Brussels). She has also spent time at other teaching centres, both in foreign and Spanish universities. In the last eleven years, Alba Paños teaches in undergraduate and graduate programs in Universities in Spain. She is the coordinator of various research groups, a contributor to numerous scientific congresses and conferences and holds several academic, scientific and managing positions.



### Fátima Pérez Ferrer

defended her doctoral thesis and obtained the title of Doctor in Almería University in 2004. Since the beginning of her academic career, she has been a member of the Research Group “Professors of Criminal Law at the University of Granada” (SEJ-151) and has actively participated in numerous national and international research projects.

Fátima Pérez Ferrer is the author of four monographs in legal editorials of recognized prestige, more than twenty articles, and over twenty-five book chapters. She has carried out various pre-doctoral and post-doctoral research stays, mainly at the Institut für die gesamten Strafrechtswissenschaften of the Universität Maxiliam Ludwig (Munich), the Max-Planck Institut für Europäische Rechtsgeschichte (Frankfurt am Main), and at the Dipartimento di Giurisprudenza of the University of Perugia, in addition to others carried out at national centres, having received various national and international mobility grants. In the last sixteen years, Fátima Pérez Ferrer has taught in undergraduate and graduate programmes in universities in Spain. She is the coordinator of various research groups, a contributor to numerous scientific congresses and conferences and holds several academic, scientific and managing positions.



### Nuria Martínez Sánchez

defended her doctoral thesis with international mention and obtained the title of Doctor in the University of Almería in January 2021. Since the beginning of her academic career, she has been a member of the Research Group “Transversality and interdisciplinarity of Civil Law” (SEJ-235) and has actively participated in different national and international research projects.

Nuria is the author of several publications, mostly in the field of civil law. She has also carried out various pre-doctoral research stays, such as the one at the Centre for Disability Law and Policy in Galway (Ireland) or the one at the Università degli Studi di Salerno (Italy), after having received national and international mobility grants for this purpose.

In the past five years, Nuria dedicated her time to teaching in undergraduate and graduate programs in Almería university, and participated in various projects and teaching innovation courses. Moreover, she has actively contributed to numerous national and international scientific congresses and conferences on various topics.

## UL team



### Neža Pogorelčnik Vogrinc

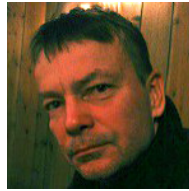
is an Assistant Professor of civil and commercial law at the Faculty of Law, University of Ljubljana, and a researcher at the Institute for Comparative Law at the Faculty of Law in Ljubljana, Slovenia. Her main fields of interests are Civil Procedural Law, European Civil Procedural Law and Mediation. After her internship at the Ljubljana Court of Appeals, she passed the Slovenian Bar Exam in 2012. She defended her doctoral thesis with the title "Provisional measures in civil court procedures" in 2014 at the University of Ljubljana.

She is a member of the national projects "Pravna in ekonomska analiza vpliva staranja prebivalstva na zakonodajo", "Vključevanje pravnega izrazja evropskega prava v slovenski pravni sistem" and "Pravo dolžnikov in upnikov – normativna in pravno empirična analiza". She is also a team member of the European projects "En4S", "PAX - Private international law in motion" and "EU-FamPro". She has published papers in several national and foreign journals, is an author of the individual chapters of ten books and a sole author of the book "Začasne odredbe v civilnih sodnih postopkih" (Provisional measures in civil court procedures).



### Jerca Kramberger Škerl

is an Associate Professor of Private International Law, Civil Procedure and French Legal Language, and the Vice Dean of the Law Faculty of the University of Ljubljana. She has published extensively in the field of Private International Law, including in the field of family law, in renowned national and international journals (Yearbook of Private International Law, Journal of Private International Law) and monographs. She has been active in national and EU co-funded research projects in her areas of expertise. Beside research, she is deeply devoted to the education of students and practicing lawyers in the complex field of Private International Law, in order to help in achieving a highly professional decision process in courts and other authorities, and, at the same time, the empowerment of individuals in cross-border situations in adopting informed and beneficial choices where possible.



### Aleš Galič

is a full professor at the Faculty of Law in Ljubljana, Slovenia, with major interests in teaching and research being Civil Procedure, International and European Civil Procedure, International Private Law, Arbitration and ADR. In addition, he served part time as a legal advisor to the Constitutional court of Slovenia between 1996 and 2018. Prof. Galič has extensive experience in conducting judicial trainings, organised by the European Judicial Training Network, in the field of judicial cooperation in civil (including family) matters.



### Grega Strban

is Full Professor of Social Security Law and Dean of the Faculty of Law University of Ljubljana. He has completed postgraduate specialization course of the European Union (EU) law at the University of Cambridge (with distinction), master course on European social security at the University of Leuven (magna cum laude), and defended his doctoral thesis at the University of Ljubljana. He conducted research at Max-Planck Institute for Social Law and Social Policy in Munich, at first as Stipendiat of the Institute, later as a Humboldt Fellow, and at present he is an external expert of the Institute. He is President of the Slovenian Association of Labour Law and Social Security, member of the Executive Committee of the International Society for Labour and Social Security Law (ISLSSL, Geneva), Vice-President of the European Institute of Social Security (EISS, Leuven), and member of the European Law Institute (ELI, Vienna). Prof Strban is active in several national and international projects, e.g., as head of the research program group at the Faculty of Law University of Ljubljana, and coordinator the EU project MoveS (Free Movement of Workers and Social Security Coordination). He has authored numerous publications and is member of editorial boards of several journals. He was awarded as Best Young Lawyer in Slovenia (2001) and received the Roger Dillemans Award for Excellence in Social Security, KU Leuven (2004).



### Filip Dougan

obtained his bachelor's and master's degree at the University of Ljubljana (Faculty of Law), where he now works as a Teaching and Research Assistant at the Department of Civil Law. His work mainly focuses on Private International Law and Civil Procedural Law. Currently, he is enrolled in a doctoral degree programme at the University of Ljubljana (Faculty of Law), where he researches property regimes of international couples. He speaks and works in Slovenian, English, German and French.

## PRAVRI team



### Sandra Winkler

is an Assistant Professor at the Chair of Family Law of the Faculty of Law, University of Rijeka (Croatia). In 2009 she received her PhD degree in Law from the Faculty of Law, University of Verona (Italy). She was awarded a research grant at the Max Planck Institut für ausländisches und internationales Privatrecht in Hamburg (Germany) on several occasions. Since November 2019 she acts as Vice-Dean for International Affairs at the Faculty of Law in Rijeka. Her research interests include Family Law and European Family Law. She is a member of the European Law Institute (ELI) and of the Croatian Comparative Law Association (HUPP). She actively participated in international and national seminars and conferences and published scientific papers and articles in the field of Family Law and European Family Law. She was a Visiting Professor at the Faculties of Law in Verona, Trieste, Camerino and Trento. She led the PRAVRI team in the project "Personalized Solution in European Family and Succession Law - PSEFS". At the moment she leads the PRAVRI team in the project E-training on EU Family Property Regimes EU-FamPro. She is fluent in Croatian, Italian and English and has a good command of German.



### Ivana Kunda

is a Full Professor and the Head of the International and European Private Law Department at the Faculty of Law of the University of Rijeka and a Vice-Dean for Research. She was awarded the University of Rijeka Foundation Award for 2008 and the University of Rijeka, Faculty of Law Award for Research Excellence for 2019. She received research grants including the Fulbright Research Fellow scholarship for the Columbia University, the GRUR scholarship for the MPI for Innovation and Competition and the IRZ scholarship for the MPI for Comparative and International Private Law and the University of Hamburg. She authored papers and book chapters published in Croatia and abroad and a monograph on overriding mandatory provisions. Ivana was or currently is involved in research under a dozen EU, international and national projects, in particular on the European private international law including two EU-funded projects on property and succession regulations and five EU-funded projects on cross-border civil procedure. She is an editor at the global blog [www.conflictoflaw.net](http://www.conflictoflaw.net) and an external collaborator at the University of Aberdeen Centre for Private International Law in the UK. She was visiting professor at the University of Navarra, the IULM, the Antwerp University, the University of Ljubljana, WIPO Summer School and the MSU Croatia Summer Institute. She is regularly called by domestic and foreign institutions to provide training to judges and legal professionals in the area of EU private international law, including EJTN and ERA. Among her professional memberships is the one in the ILA and ATRIP, while she also acts as deputy president of the Croatian Comparative Law Association. She passed the Croatian Bar Exam in 2004 and from 2008 to 2013 she acted as a member of the Croatian Boards of Appeal for Industrial Property.



### Martina Bajčić

teaches Legal English, Legal German and EU Terminology at the Law Faculty of the University of Rijeka and Legal Translation to postgraduate students at the Faculty of Social Sciences and Humanities in Rijeka. She is a member of the Institute of European and Comparative Law and the Jean Monet Inter-University Centre of Excellence Opatija. She holds a PhD in Linguistics, Master's degree in European integration law and a Diploma in Language and Law from the Case Western Reserve University (Cleveland, Ohio). She is a sworn court interpreter for English and German and holds terminology and legal language training seminars for legal translators, interpreters and judicial practitioners. She is the author of New Insights into the Semantics of Legal Concepts and the Legal Dictionary and co-editor of Language and Law. The Role of Language and Translation in EU Competition Law, and Towards the Professionalization of Legal Translators and Court Interpreters in the EU.



### Danijela Vrbljanac

is an Assistant Professor at the Department of International and European Private Law University of Rijeka, Faculty of Law. She participated in several EU funded and domestic projects including the project "EU Judiciary Training on Brussels IIa Regulation: From South to East" and "Personalized Solution in European Family and Succession Law - PSEFS". She was granted scholarships for research stays at the Europa-Institut, University of Saarland in 2017, University of Milan-Bicocca in 2015 and Max Planck Institute for Comparative and International Private Law in Hamburg in 2014. She is the author of several papers and book chapters in the area of private international law and European private law. She is a member of the Croatian Comparative Law Association and an associate of the Institute of European and Comparative Law at the University of Rijeka, Faculty of Law.

## Law Institute of the LCSS team



### **Dr. Agnė Limantė**

is a chief researcher at the Law Institute of the Lithuanian Centre for Social Sciences. She has received MA in EU law from King's College London (awarded with the Prize for Best Dissertation on the MA in EU Law) and PhD degree from Vilnius University, Lithuania. Before joining academia, Agnė Limantė worked as a lawyer in a first-tier law firm in Lithuania.

Dr. Limantė is an expert of private international family law and has a number of publications in the area. Overall, after defending her PhD thesis, Agnė Limantė has published over 30 scientific papers. Dr. Limantė also has extensive experience working in international teams and conducting comparative research. Recently, dr. Limantė took part in two EU co-funded projects that were designed to train judges, lawyers and social services on private international family law instruments (4 EU training sessions on family law regulations for Cross-border Lawyers and Social Services (C.L.A.S.S.4EU) and EU Judiciary Training on Brussels IIa Regulation: From South to East). Agnė Limantė has extensive teaching experience and for a number of years has been teaching in Vilnius University and European Humanities University in Lithuania.



### **Dr. Eglė Kavoliūnaitė-Ragauskienė**

is an experienced researcher and trainer. Two of her main research areas are family law and private international family law. She has written several publications and conducted many training events to professionals in the area of EU private international family law, including training events organised by ERA (Academy of European Law) on EU legislation on property effects of marriage and registered partnership. She was a team member of a EU co-funded project EU Judiciary Training on Brussels IIa Regulation: From South to East. At the national level, she wrote PhD thesis on family law and family policy and delivered a large number of training lectures and workshops on family law to national experts and family related service providers.



### **Simona Vilkelytė**

is finalising her PhD studies at Vilnius University, focusing on international family law and succession matters. Her thesis prepared in collaboration with Paris Nanterre University is on the subject related to problematic aspects of the harmonization of the Succession Law in the European Union. Currently, she is Legal Advisor to the President at the Office of the President of the Republic of Lithuania. Before joining the President's Office, she has been working as a judge assistant in the Supreme Court of Lithuania, where she was responsible for legal research on different aspects of private law (also international and EU) while preparing the case and giving suggestions for its possible resolution. Before that she was a deputy director of the Central Authority for the Protection of Children Rights in Lithuania, responsible for international child related issues such as intercountry adoption, cross-border divorce and child custody and abduction cases. Besides, for more than 10 years she is teaching at different universities of Lithuania (currently, at Vilnius University Faculty of Law), gives lectures for legal practitioners in the field of child rights protection, family law and succession. Simona is an author or co-author of several academic and professional publications in the field of her interests.

# General information about the EU-FamPro project

## Supporting organisations

The Project is supported by 26 supporting organisations that will assist the Project team in its activities.

### EU LEVEL ORGANISATION

- International Academy of Family Lawyers – European Chapter (IAFL)

### CROATIA

- Croatian Bar Association (HOK)
- County Court Rijeka
- Croatian Notaries Chamber (HJK)
- Croatian Association of Women in Legal Profession (HUŽUPP)

### ITALY

- Centro Edunova dell'Università di Modena and Reggio Emilia
- Consiglio Nazionale Forense
- Consiglio Nazionale del Notariato
- Associazione Italiana degli Avvocati per la Famiglia e per i Minori (AIAF)
- Associazione Italiana Mediatori Familiari (A.I.Me.F.)
- Associazione Italiana Professionisti Collaborativi (AIADC)
- Fondazione Scuola di Alta Formazione Giuridica
- Associazione Donne Giuriste Italia (ADGI)
- Tribunale per i Minorenni delle Marche

### LITHUANIA

- National Courts Administration of the Republic of Lithuania
- Lithuanian Chambers of Notaries
- Lithuanian Young Bar Association

### SLOVENIA

- Chamber of Notaries of Slovenia
- Slovenian Association of Judges
- Slovenian Bar Association
- International Law Association – Slovene Branch

### SPAIN

- Consejo General de Poder Judicial
- Aequitas Foundation of Notaries
- Bar Association of Almeria
- Fundación Notarial Signum para la Resolución Alternativa de Conflictos (Fundacion Signum)
- Colegio de Gestores Administrativos

## Purpose of the Training Guidelines

These Training Guidelines provide details on the training concept, content and methodology of all three stages of the training development. First, a section on Previous training paths includes a summary of the first two stages of the Project, namely the description of the Pilot Course on the MOODLE platform, of the ad-hoc designed training Learning-by-Doing Course in Almeria. These Guidelines then focus on the third stage of the EU FamPro Project, the Massive Online Open Course (MOOC), its concept and main principles of its organisation, they set in detail the MOOC plan and contents, explain the course duration and methodology and they detail on the training materials tools. They also define evaluation procedure and verification strategies, including training certification delivery.

These Guidelines are intended to serve as a reference to both trainees and the Project team members when seeking clarification on the content of the training and their organisation. However, they are not to be taken in isolation from the relevant EU sets of documents, including Ensuring justice in the EU - a European judicial training strategy for 2021-2024 and good training practices as well as various other academic and professional sources.



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## Previous training stages and pathways

The **first training stage** involved the **Pilot Course**, mostly implemented through Moodle in both synchronous and asynchronous modes, while the **second training stage** concerned the specially designed additional training pathway for live and in presence activities within the **Learning-by-Doing Course in Almeria**, aimed at further development of the practical skills and competences of the trainees from the Pilot Course. The third stage is related to the **MOOC**, which has been built on the experiences from the first and second training stages, and tailored to develop a sustainable, self-paced online course, continuously open to the legal professionals in Europe.

## Pilot Course

The first stage of the EU FamPro Project was the Pilot Course. The “E-Training on EU Family Property Regimes” started on 4 April 2022 and ended on 9 May 2022 and was delivered via the Moodle platform of UNICAM. It was structured in units, dedicated to specific topics on cross-border cases in matters of matrimonial property regimes and property consequences of registered partnership, and their interplay with succession matters. Each of the 5 units included video interviews with practitioners, video lessons by academic staff, lecture notes, article-by-article commentary, conceptual maps, case summaries, useful links, and quizzes. The course content was made gradually available to the participants to allow steady progress through the units. In addition to the course content which, the E-Training also consisted of 7 live webinars in which participants were given an opportunity to actively contribute by exchanging experience in the field and discussing practices in different EU Member States.

The course was open to legal professionals from the EU Member States from which Project partners originate (Croatia, Italy, Lithuania, Slovenia and Spain), including attorneys, judges, mediators and notaries. The Project achieved at least 30% of the participants to be women working in the mentioned EU Member States.

The final test took place online at the Moodle platform on Monday 9 May 2022 from 16.00 to 24.00 hours CET. Each participant who completed the E-Training planned activities obtained an Attendance Certificate.

The e-learning platform was designed to automatically verify the following necessary requirements to generate the Attendance Certificate: the level of participation in and completion of the training activities, and the score achieved in the final test.

These requirements were measured by the following evaluation system criteria:

1. total time spent at the platform by an individual trainee,
2. percentage of materials opened and used by an individual trainee,
3. speed in completing the entire course by an individual trainee, and
4. score achieved in the final test by an individual trainee.

Depending on these criteria, trainees were awarded the Attendance Certificate at one of the three levels of accomplishment: “successfully completed”, “successfully completed with honour” and “successfully completed with distinction”.



## Learning-by-Doing Course

The second training stage is dedicated to the specially designed Learning-by-Doing Course which will take place **live and partially in presence in Almeria**, should the circumstances at the time permit traveling and gathering. UAL will organize this **practice-oriented seminar** which will be in duration of no less than 6 hours. Being very interactive and practice-oriented, it is designed for a somewhat smaller group of trainees who participated and successfully completed the Pilot Course, but no less than 30% of them.

**Trainees to the Learning-by-Doing Course** in Almeria will be by and large selected from the trainees who participated in and successfully completed the Pilot Course. All trainees from the Pilot Course who completed it are welcome to apply to the Learning-by-Doing Course in Almeria. The applications are on a voluntary basis but in case the applications exceed the maximum number of trainees, the priority will be given to those with the higher level of achievement in the Attendance Certificate form the Pilot Course.

In the cross-professions seminar, UAL will coordinate the **role-play and story-telling in 10 video simulations** in the English language, where the trainees become “actors” and will revise the final videos to be inserted in the MOOC. In preparation of those videos, the trainees will be broken down into smaller groups to draft simulated and real cases with the aim of developing practical skills following these Guidelines. PRAVRI will define in detail the combined theoretical and practical blended training as an object of this additional training pathway. In addition, PRAVRI will coordinate the work of the groups and revise, with the help of the Course instructors, the trainees’ scripts and story-telling for the role-playing simulations to be recorded in Almeria provided that the circumstances allow. UAL will supervise the support of other partners in carrying out the in-presence activities developed for at least 3 days by trainees involved in seminar and video-simulations and will deliver a Verified Certificate in accordance with these Guidelines.

Obtaining a **Verified Certificate** to use in the professional field is dependent upon participation in the online course and performing the assigned activities during which it is possible to verify each trainee’s identity using a webcam and a photo identification card. Attending the specially designed seminars in Almeria and taking part in all the foreseen collaborative and learning-by-doing activities is mandatory for all participants. For successful completion of this additional training a Verified Certificate will be delivered on the basis of EU

good training practices (EJTN and ERA experiences).

Verified Certificate includes:

- The trainee's name and surname.
- The course name.
- The instructor's signature.
- The logo of the institutions offering the course and the logo of the EuFamPro project.
- The seminars that were attended in Almeria and the main contents learned during the course.
- A statement that EuFamPro has confirmed the identity of the participant who completed the course.

The e-learning platform will allow the organisers to manually verify the fulfilment of the necessary requirements to earn the Attendance Certificate: participation in the course activities. In case the verification confirms that the requirements are met, the e-learning platform will generate the Verified Certificate which will become available to the trainee by clicking on the corresponding icon.

# MOOC

In the last training stage, the Project team members will create and structure the online **MOOC** “**E-training on EU Family Property Regimes**” for legal professionals.



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## MOOC concept and organization

The third training stage involves the MOOC (Massive Open Online Course) Course, a self-paced online course. The following Guidelines have been revisited on the basis of the feedback and suggestions given by Pilot Course participants and by Supporting Organizations.

During the period from 15 August 2022 to 14 April 2023, the Project partners will implement the MOOC on a **self-learning platform** - EduOpen (<https://learn.eduopen.org/>). The EduOpen consortium for massive open online educational paths is a supporting organisation of the EuFamPro Project. The MOOC will be continuously available online, starting from the opening date of the course as planned under the project (15 November 2022). The MOOC will be delivered fully online, and will be self-executed without the presence of Course instructors and tutors. It will also be **self-paced**, meaning that each trainee will be responsible for her or his own dynamics in the progress through the course and its completion.

The MOOC is **structured, organised and carried out** in the similar vein and by the same principles as the Pilot Course. The MOOC is divided into Sections, and the central section will be divided into Units which cover different topics within the Twin Regulations. Units of the course consist of:

- Videos of the lessons.
- Teaching Materials (ppt, pdf).
- Self-evaluation quizzes and the final evaluation test (Multiple Choice test, Cloze).

A forum will facilitate the interaction among the trainees. **Evaluation methods and criteria** as well as different levels of the **Certificates of Completion** will be earned with the completion of the MOOC.

## MOOC

In the last training stage, the Project team members will create and structure the online **MOOC “E-training on EU Family Property Regimes”** for legal professionals.



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The overall objectives to be advanced by the MOOC include the following efforts by the Training Committee and Course instructors:

- tailor training methods to the needs of different categories of trainees: e.g. case studies, simulations, role-playing, discussions;
- involve legal practitioners coming from the same profession as the trainees and trainers/instructors;
- ensure the active participation of trainees in most of their training activities;
- emphasise practical skills, including communication and drafting skills, and the use of IT and web-based resources;
- offer a variety of training methods that combine theory and practice (case-law);
- use case studies that relate to the professional practice of the target group, including comparative case studies;
- teach in a way so that trainees find it useful for their profession or practice;
- allow sufficient time for making sure that trainees understood the material used in the course of the training, and offer structured feedback to trainees;
- ensure that formal training activities include the idea of learning by doing, that they create a safe learning environment and enable trainees to exchange views and experiences, and to learn from one another, without external monitoring or interference\*.

The contents of the MOOC will be devised following the main private international law questions dealt with in the Twin Regulations: jurisdiction, applicable law, and recognition and enforcement. In addition, it will delineate their respective scopes of application as well as their interaction with the Succession Regulation. Hence, the MOOC will be organised in 5 Units as explained below. Each Unit will focus on a different topic and will be made available following the individual progress. Thus, the entire MOOC will last at least 5 weeks and will be delivered **from 15 November 2022 to 14 April 2023\*\***.

\*Forum area available until April 14th, 2023

\*\* After the end of the project, scheduled for 14 April 2023, the MOOC will remain available on EDUOPEN Platform for the following two years.



The online structure and delivery of this training course will be organised by the UNICAM e-learning group as EduOpen Manager, in collaboration with the Edunova Team. The adopted **methodology** for the realisation of the online training course is based on the state-of-the-art scientific knowledge in the field of digital and online teaching and learning. The driving concept characterizing the UNICAM e-learning group is that research and innovation have to be carried out together, in order to use frontier knowledge in the group's realizations. Examples of UNICAM e-learning group's research achievements are given below, having direct applicability to this project. The **key strategies** of UNICAM e-learning team to realize a successful online course are: clear structure and timeline of the course; participants, teachers, tutors, and e-learning designers are part of a highly connected network; multimedia material and well designed video lessons; possibility of interaction and collaborative activities, encouraged by specific tools, among participants; learning analytics elaborated to monitor and improve the activities; several self-evaluations points; reporting and feedbacks; final certification of completion.

The training course will be delivered online through the **EduOpen platform**: <https://learn.eduopen.org/>. EduOpen is based on MOODLE, which is the world's most popular learning management system (LMS) designed to support both teaching and learning, continuously updated by the MOODLE developer community (<https://moodle.org/>). This platform enables developing and implementing online learning which is easy to use, and which allows to incorporate a variety of learning methodologies and advanced software tools designed for specific learning strategies.

**Examples** of innovative and effective methodologies and corresponding activities that can be carried out by means of the MOODLE platform, as realized by the Unicam e-learning group and exploitable in this EU-FamPro project, are: collaborative peer assessment (<https://www.learntechlib.org/p/195244/>), online laboratories (<https://www.learntechlib.org/p/173470/>), automatic clustering algorithms for formation of heterogeneous groups of students to optimize collaborative activities (<https://www.mdpi.com/2076-3417/11/13/5800>), sentiment analysis and tutorial tools ([https://www.je-lks.org/ojs/index.php/Je-LKS\\_EN/article/view/1135197](https://www.je-lks.org/ojs/index.php/Je-LKS_EN/article/view/1135197)).

# MOOC

## MOOC languages

The entire MOOC will be created and delivered in the English language, including all the materials, video lessons, video clips, webinars, video simulations, and forum. However, to attract more reluctant trainees and improve their understanding, in addition to English some materials will be also available in the **official languages of the Member States of the Partner institutions** (Croatian, Italian, Lithuanian, Slovenian and Spanish):

- Course book,
- 20 summaries of video lessons;
- no less than 25 case-law abstracts,
- 2 conceptual maps,
- 1 guideline for exercises,
- no less than 5 quizzes.

## MOOC instructors

The MOOC will be organised as an **online course with** asynchronous activities. The Course instructors have prepared Course materials, supervised the self-evaluation procedures and the release of the Certificate of Completion, as explained below.

The Project team members from the five Member States will act as Course instructors (see above Key persons). The trainees enrolled in the MOOC will have the possibility to interact with all the Project partners in the Forum\* and will be exposed to different training styles as well as views from different Member States, which will further **internationalise the training experience**.

All leading Course instructors are academics with specific skills and experience in legal professional activity (e.g. advocates, mediators, notaries). This will enable trainees' **deep insight** into the subject matter and particular issues that merit attention and discussion from both theoretical and practical point of view. Moreover, to ensure that the working perspective of the training participants is taken into account, and to **offer practical guidance** in the course of training, interviews with professionals have been incorporated in the MOOC and, professionals from the supporting organisations have been invited to record a lecture, to provide practical materials. Moreover, the MOOC will offer 10 video simulations, ideated and recorder by legal professionals involved in the learning-by-doing activities.

\*Forum available from 15 November 2022 to 14 April 2023

# MOOC

## MOOC trainees and enrolment

The MOOC on EduOpen platform will be open to at least 500 legal professionals, e.g., lawyers, judges, mediators, and notaries.

Thus, **background requirements** to participate in the MOOC are:

- Working as a legal professional (e.g., lawyer, judge, mediator, or notary)
- Interest in private international family law
- Prior experience dealing with EU private international family law cases would be an asset but is not required.

To get access to the first Unit, all participants will be asked to complete a preliminary declaration of compatibility and responsibility regarding the background requirements.

The MOOC will be officially presented during the Public Conference organised in Almeria on 19<sup>th</sup> September 2022. To enhance the participation rates, invitations to join the MOOC will be distributed several weeks in advance (but not later than in September 2022) via organisations supporting the Project, Project website, European Training Portal ([https://e-justice.europa.eu/content\\_european\\_training\\_platform-37158-en.do](https://e-justice.europa.eu/content_european_training_platform-37158-en.do)), social media, legal blogs, a dedicated online advertising campaign, and by other means available to the Project team members.

# MOOC

## MOOC learning outcome

The **learning outcomes** to be achieved during the MOOC are as follows:

- Legal professionals' **increased competence and understanding** of the area of EU private international family law and relevant EU instruments;
- Legal professionals' **increased knowledge and understanding** of EU couples' property regimes;
- Contact creation, expanded **professional network** and intensified cooperation between professionals with different backgrounds and from different EU Member States;
- Improvement of the **European legal culture in family matters**;
- Advanced **English language skills** especially in the area of EU private international family law and relevant EU instruments;

## MOOC methodology and structure

Useful and efficient training requires meticulous devotion to the methodological aspect of its development. The Project team members are **experienced in delivering training** in the field of judicial cooperation in civil matters with cross-border implications as well as **skilled in creating various training materials**, suited for the self-paced, online environment.



## Training needs assessment



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The EU-FamPro Project partners have **continuously monitored and discussed the training needs** in the area of cross-border family property legislation. The efforts in that direction commenced within the earlier PSEFS project (which the partners implemented in period of 2018-2020) and continued at the initial stages of the EU-FamPro project. A survey conducted within the PSEFS project shows that **65% of justice professionals are interested in training in matrimonial and partnership property regimes** and that professionals already trained in the cross-border succession law, need to be retrained due to links between family property regimes and family succession.

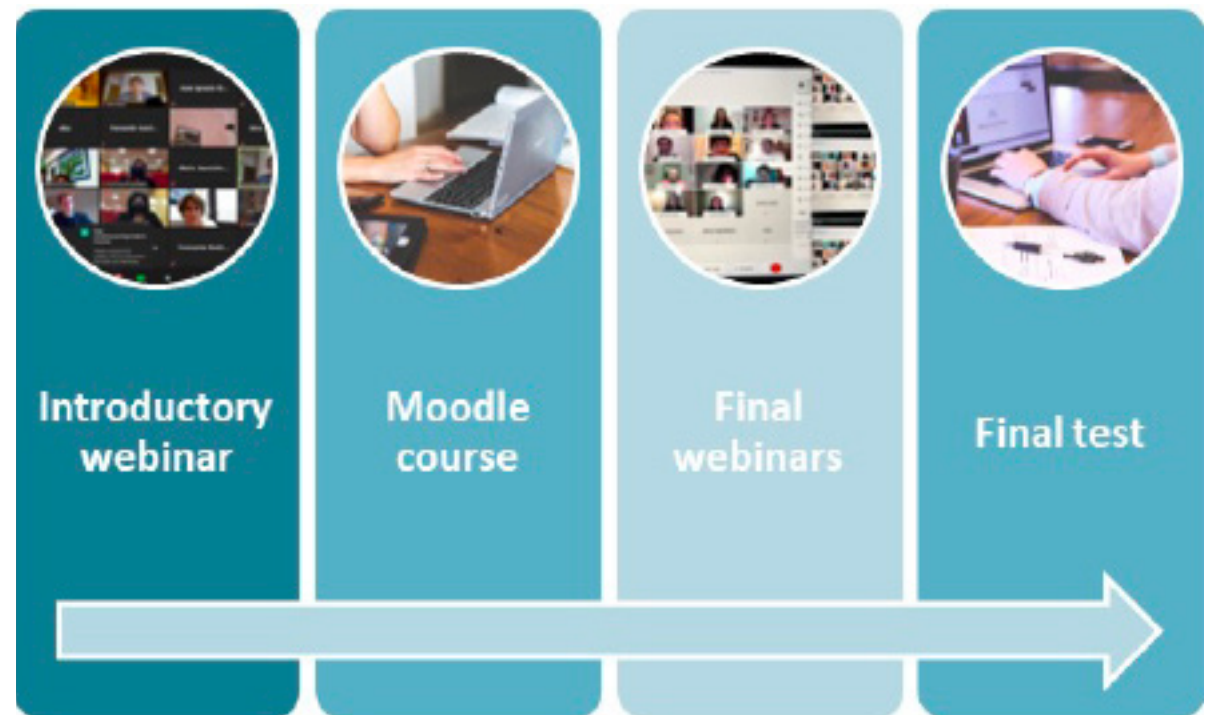
During the second month of the EU-FamPro project, the Training Committee was set up and contacts with supporting organisations were established. The Training Committee selected the main topics for the 5 Units of the e-learning course and asked the supporting organisations to give their opinion on the suggested structure and the questions to be covered in the Units. In this way, organisational and functional needs were assessed to ensure relevance and sustainability of the training.

To verify the training needs and to respond to the specific interest of the trainees, when enrolling into the Pilot Course the applicants have been asked to identify what particular topics were of particular interest to them. To the extent possible, responses received have been taken into account when implementing the Pilot Course and adjusting the training materials. Even though the list of materials and the materials themselves for the Pilot Course have been developed in advance, the Course instructors have **constantly followed the trainees' progress**, the areas of their interest and legal developments in the field. During the synchronous activities, the materials have been adjusted to reflect legal developments and the trainees' interests. In this regard, training needs have been re-evaluated regularly, and topics have evolved taking into account the needs of participants and developments in legislation and case law.

At the end of the Pilot Course, the Training committee and the Panel of Advisor, composed by all Supporting Organizations of the EU FamPro Project, have analysed the feedback of the course participants, described in a specific Report. On the basis of the feedback and the suggestions given also by the Supporting Organisations, the following MOOC plan was developed (see below MOOC plan).

## MOOC implementation structure

### Main segments of the MOOC



The MOOC will be implemented in 9 segments: Welcome section, Main Course Materials, 5 Course Units, Video simulation section, Closing section, and final test.



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The following implementation structure for the MOOC on Moodle is developed by the Project team members:

#### **Welcome Section**

- preliminary declaration of compatibility and responsibility
- Video Introduction to the MOOC

#### **Main Course Materials**

##### **Course Units**

- UNIT 1. **The Twin Regulations: adoption and scope of application** (1 week) // led by University of Almeria (Universidad de Almeria), Spain
- UNIT 2. **Jurisdiction in the Twin Regulations** (1 week) // led by University of Camerino (Università degli Studi di Camerino), Italy
- UNIT 3. **Applicable law in the Twin Regulations** (1 week) // led by Law Institute of the Lithuanian Centre for Social Sciences (Lietuvos socialinių mokslų centro Teisės institutas), Lithuania
- UNIT 4. **Recognition and enforcement under the Twin Regulations** (1 week) // led by University of Ljubljana (Univerza v Ljubljani), Slovenia
- UNIT 5. **Succession Regulation and its interplay with the Twin Regulations** (1 week) // led by Rijeka University (Sveučilište u Rijeci, Pravni fakultet), Croatia

##### **Video Simulations Section**

##### **Final Section**

- Video of all EU FamPro international events
- Final Webinar

##### **Final Test** to Receive Certificate of Completion

While this Course architecture will be followed, the content of the Units, as noted above, will be adjusted by regularly evaluating training needs.

#### **Video Introduction to the MOOC**

The MOOC will start with the video presentation of the Course structure and goals. The section will provide the main information about the Project and will include the Forum. Trainees enrolled in the MOOC will have an opportunity to hear basic information about the Project, the previous learning stages, the Course structure, and the topic it covers.

#### **Main Course Materials**

The section provides several scientific publications and documents useful for the course. Most of the



# UATION

publications

are in English, but many useful documents are also provided in Croatian, Italian, Lithuanian, Slovenian, and Spanish languages.

In particular, the section offers some publications specifically realized for the EU FamPro Project:

- a scientific Book, "The EU Regulations on Matrimonial Property and Property of Registered Partnerships", edited by Lucia Ruggeri, Agne Limante, Neža Pogorelcnik Vogrinc, published by Intersentia 2022,
- the Commentary "European Family Property Relations Article by Article Commentary on EU Regulations 1103 and 1104/2016", edited by Lucia Ruggeri and Roberto Garetto, published by Edizioni Scientifiche Italiane 2021,
- the Casebook "Cross-border Couples Property Regimes in Action before Courts. Understanding EU Regulations 1103 and 1104/2016 in Practice", Edited by María José Cazorla González and Lucia Ruggeri, published by Dykinson 2022.

## 5 Course Units

The 5 Weeks MOOC will become accessible to the trainees and will remain so for the entire 5 weeks with the following structure and dynamics.

The Course will consist of 5 Units that will focus on different topics (see below MOOC plan). Units will include uploaded materials, such as videos of the lessons, teaching materials (ppt, pdf), self-learning materials, self-evaluation tests (Multiple Choice tests, quizzes). Learning-by-doing methodology will be incorporated in the Course, in particular by presenting and discussing practical case studies.

The 5 Units will be opened in succession, upon completion of the previous Unit. The Units already opened will not be closed so that the trainees will enjoy continuous access to all the Units that were covered before and could come back to them whenever they wish to recall some information or repeat some activity.

To enable self-assessment of the trainees during the MOOC, the quizzes will be provided for the topics covered in each Unit. They contain questions of the type similar to those which will be asked at the final evaluation test. A questionnaire module of the Moodle is considered the most appropriate means for this purpose because it has features and properties which allow the trainees to self-assess the level of the learning outcomes accomplished.

Each Unit is enriched by pre-recorded webinars from the Pilot Course, in which legal professionals from different backgrounds discuss Hypothetical Cases connected to the topics of each Unit in EU legal instruments

concerning the family property regimes. Those webinars will allow trainees to apply the theory to practical cases and real-life scenarios.

### **Video Simulations section**

In this section the trainees can enjoy 10 video simulations ideated and realized by legal professionals involved in the learning-by-doing activities and develop a better knowledge of the practical application of the Twin Regulations and in general of the EU Legal Framework in family property regimes. At the end of the section trainees will get access to the self-evaluation quiz regarding the presented scenario's.

### **Final Section**

The last section offers a final webinar of the Pilot Course in which real-life cases are presented and discussed by legal professionals.

Moreover, trainees will have exclusive access to the recordings of all the previous international public conferences held by the EU FamPro consortium in Brussels and in Almeria, and the International Seminar organised in Almeria with the participation of legal professionals involved in the learning-by-doing activities.

### **Final test**

After the end of final section, the trainees will be presented with the final evaluation test (see below Final test). The final test will include the questions from all 5 Units and the video simulation section, to evaluate the level of understanding and practical competences of each individual trainee.

Predominantly used and very effective way to test one's knowledge in an online course is to use the questionnaire module of the e-learning platform. The UNICAM e-learning Moodle platform as well as the EduOpen platform have such a module. The questionnaire module of Moodle is equipped with several features and properties that allow an optimal final evaluation of the learning outcomes achieved by the individual trainees during the course. Examples of useful features of the tests are the following:

- For each question in the multiple-choice test there will be several (e.g. three) possible answers, only one of which is correct.
- A timer may be applied to the test.
- It is possible to use the option of repeating the evaluation test more than once.
- In such an instance, the questions and the answers in the final test will appear in different order (randomly) each time.

The trainee who successfully completes the MOOC will be awarded with the Certificate of Completion (see below). Once the issue of the Certificate, trainees will gain access to the correct answers.

# MOOC detailed contents



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The Moodle segment of the Pilot Course will have the following contents:

## **Welcome to the Course!**

*Files (materials)*

*Description*

### **Declaration Form**

preliminary declaration of compatibility and responsibility

### **Video Introduction**

Welcome to the MOOC, introducing the project, the team and what the course will be about (5 Units) Recorded in advance, 5 minutes in duration.

### **Course Structure and Training Guidelines**

Online with download and printing option in pdf.

### **Information note about the EU Fam-Pro Project**

A document presenting the Project, Partner organisations and planned activities.

### **Short bios of the Course instructors**

The document presenting the Course instructors that will lead the Units.

### **Peer-to-Peer Forum covered**

Discussion forum where participants can interact with each other about the topics in the Course

## **Main Course Materials**

*Files (materials)*

*Description*

### **Course Book, Commentary and general course materials**

Scientific book, Lecture notes for individual self-training (Commentary on EU regulations), Bibliography, Sitography (links to useful websites), other general materials.

**UNIT 1.**  
**The Twin Regulations: adoption; material, territorial and temporal scope**  
(1 week)

Leading Instructor (team): University of Almeria (Universidad de Almeria)

Topics to be covered:

- The system of EU private international family law instruments
- Why Twin Regulations?
- Adoption of the Twin Regulations
- Main concepts in the Twin Regulations (necessary references to all other UNITS)
- Material scope (Article 1 and 3(1)(a) and (b), and Recitals 17-28, include also Article 27 and partial reference to UNIT 5)
- Territorial scope (Article 70(2) and Recital 11)
- Temporal scope (Articles 69 and 70, partial references to UNIT 2, UNIT. 3 and UNIT 4)

Additional Materials:

Recording of the Webinar 1, with discussion of relevant hypothetical cases

**UNIT 2.**  
**Jurisdiction in the Twin Regulations**  
(1 week)

Leading Instructor (team): University of Camerino (Università degli Studi di Camerino)

Topics to be covered:

- Jurisdictional rules of the Matrimonial Property Regulation: overview and the main principles; why is jurisdiction important?
- Concentration of jurisdiction Articles 4 and 5: Jurisdiction in cases of death of one of the spouses (with links to the rules in the Succession Regulation and references to UNIT 5) and in case of divorce, legal separation or marriage annulment (with links to the rules in the Brussels II bis (and II ter) Regulation)
- Jurisdiction of the chosen court Article 7: possibility to choose the court (party autonomy – explicit prorogation) and Article 8: jurisdiction based on the appearance of defendant (tacit prorogation)
- Jurisdiction in “other cases” Article 6 which applies only when concentration of proceedings is not possible and when parties did not choose the competent court
- Remaining jurisdiction rules: Articles 9-13 and 19: jurisdiction for counterclaims, provisional measures, alternative jurisdiction, subsidiary jurisdiction, forum necessitates, limitation of the proceedings
- Examining jurisdiction and admissibility: Articles 15 and 16
- Seising the court, lis pendens and related actions: Articles 14, 17 and 18
- Articles 9-12: Alternative jurisdiction, subsidiary jurisdiction, forum necessitatis, jurisdiction for counterclaims.

Additional Materials:

Recording of the Webinar 2, with discussion of relevant hypothetical cases

**UNIT 3.**  
**Applicable law in the Twin Regulations**  
(1 week)

Leading Instructor (team): Law Institute of the Lithuanian Centre for Social Sciences (Lietuvos socialinių mokslų centro Teisės institutas)

Topics to be covered:

- Universal application and unity of applicable law (Articles 20-21)
- Choice of law as the main connecting factor (Article 22)
- Formal validity of the agreement on the choice of law and matrimonial property agreement (Article 23 and 25), and consent and material validity of the agreement on the choice of law (Article 24)
- Applicable law in the absence of choice - potential challenges for “moving couples” (Article 26)
- Effects over the third parties (Article 28)
- General questions of private international law (Articles 29-35)

Additional Materials:

Recording of the Webinar 3, with discussion of relevant hypothetical cases

**UNIT 4.**  
**Recognition and enforcement under the Twin Regulations**  
(1 week)

Leading Instructor (team): University of Ljubljana (Univerza v Ljubljani)

Topics to be covered:

- Key notions relevant to the type of procedure: recognition, declaration of enforceability and enforcement
- Procedure for decision to be recognised (Article 36(2) and (3) and Articles 44-57)
- Procedure for declaration of enforceability (exequatur) of decisions, including the appeal(s) against the declaration of enforceability of decisions (Articles 44-57)
- Provisional, including protective, measures in the enforcement proceedings (Article 53)
- cope of the review of the decisions and grounds for refusal of recognition and the declaration of enforceability of decisions (Article 37-40)
- Costs of exequatur proceedings
- Acceptance and enforceability of authentic instruments (Articles 58-60)

Additional Materials:

Recording of the Webinar 4, with discussion of relevant hypothetical cases

**UNIT 5.**  
**Succession Regulation and its interplay with the Twin Regulations**  
(1 week)

Leading Instructor (team): University of Rijeka, Faculty of Law (Sveučilište u Rijeci, Pravni fakultet)

Topics to be covered:

- Need for coordination between matrimonial/partnership property and succession matters (models of coordination among the fields – national and cross-border)
- Material scope of the Twin Regulations and the Succession Regulation compared: characterisation of issues (Article 1 and 3(1)(a) and (b), and Recitals 17-28, include also Article 27 of the Twin Regulations and Articles 1 and 3(1)(a)-(d) and Recitals 9-19 of the Succession Regulation, partial reference to UNIT 1)
- Elements contributing to coordination: direct connection in jurisdiction rules, party autonomy, alignment of jurisdiction and applicable law etc.
- Impediments to more effective coordination: different temporal and territorial scopes, different connecting factors etc.

Additional Materials:

Recording of the Webinar 5, with discussion of relevant hypothetical cases

# MOOC detailed contents

## **Video Simulations Section**

*Files (materials)*

*Description*

### **Video Simulations**

10 video simulations of relevant cases, recorded in Almeria during the Learning-by-doing in-presence event

## **Final Section**

*Files (materials)*

*Description*

### **Final Webinar**

Recording of the final Webinar of the Pilot Course, in which legal professionals discuss real life cases

**EU FamPro International Events** Video recordings of all EU FamPro international events



## MOOC training techniques, materials and tools

The **training materials and training tools** developed during the Project will be used for the purpose of the Project training activities in the following formats:

- video lessons and video-clips,
- video interviews with legal professionals,
- pre-recorded webinars,
- video simulations,
- course books (open access scientific books developed by the Project team),
- lecture notes,
- PowerPoint presentations,
- self-evaluation tests,
- peer-to-peer forum,
- conceptual maps and other visual aids,
- reading materials,
- selected case law,
- references to legal instruments,
- other materials.

Therefore, we may categorise the training activities in the following manner:

### 1) Transmission activities

Video (3-12 minutes). The Course instructor is present in the video with her or his own voice and image. Each video has a clip of a short intro of the University and can include some content such as pictures, slides or alike, but these may not dominate over the recording of the instructor speaking, her or his voice should be there nearly at all times.

### 2) E-tivity (interactive activities):

- Peer-to-peer forum
- Formative Assessment (multiple-choice quizzes)

3) Other materials (links to websites, articles, bibliography, timeline, conceptual maps, etc.)

4) Evaluation (self-evaluation and final evaluation)

To guarantee visual consistency, each video recorded during the preparation of the Pilot Course, together with each webinar and public conference, has been edited and by the e-learning team, and is accessible in a simple manner through the platform described in these guidelines.

## MOOC verification strategy and training certification delivery

In order to receive the Certificate of Completion, a trainee has to complete all the MOOC activities and pass the final evaluation test. The minimum threshold score for these activities will be 50% of the final test score.

### Requirements for completion of the MOOC and Certificate of Completion

By participating in the MOOC and completing the planned activities, each participant can obtain a Certificate of Completion. In accordance with these Guidelines, the trainees will be awarded the Certificate of Completion upon successful completion of the MOOC.

Certificate of Completion includes:

- The name and surname of the trainee.
- The Course name.
- The Course Coordinator's name and signature.
- The logo of the institutions offering the course and the logo of the EuFamPro project.
- The picture of the EU flag and accompanying text indicating an EU Justice project.

The e-learning platform will automatically verify the necessary requirements to generate the certificate of completion: the course attendance progression and the score achieved in the final test. Depending on these criteria, the trainee will be awarded the Certificate with the accomplishment of: "successfully completed" (50 to 69 %), "successfully completed with Honors" (70 to 89 %), or "successfully completed with distinction" (90 to 100 %). Upon a positive result of this automatic verification, the e-learning platform will generate the Certificate of Completion in the MOOC, which will become available to the trainee by clicking on the corresponding icon. The trainee will be able to print or to save in pdf format her or his Certificate of Completion.

Based on our experience with other international consortia for e-learning and online teaching, such as Coursera and EdX, it is confirmed that the certification procedure of EU-FamPro follows similar procedures and releases analogous attendance and verified certificates, as the ones described in these Guidelines.

## Quality control



E-TRAINING ON EU FAMILY  
PROPERTY REGIMES

PRAVRI adopted a **quality control system** with regard to the training offered within the Project. The system is implemented by means of evaluation of the trainees' attendance in the course of each training stage, training evaluation tests at the end of the training stage, and collection of the trainees' feedback after the completion of each training stage.

At the end of the Pilot Course a **Report on the Pilot Course** was elaborated by PRAVRI in collaboration with the Training Committee. The Report is in English and in electronic format. Inter alia, the Report comprises the section "Lessons learned". This section describes experience from the implementation of the Pilot Course and indicates the areas and/or elements of the training in regards to which the adjustments would be desirable.

In order to monitor and improve the quality of the online courses delivered during the EUFamPro project, it is of key importance to **collect the trainees' feedback**, including their genuine opinions and the detailed suggestions. To obtain as much as possible information from the trainees, the Project team members activate the feedback questionnaire through the questionnaire module of the Moodle e-learning platform, making it mandatory prior to taking the final evaluation test at the end of the two online courses: the Pilot Course and the MOOC. It is a standard feature of the e-learning courses nowadays that the filling-in the feedback questionnaire is asked from the participants at the completion of the course. Thus, the final evaluation test for the course will become accessible to the trainee right after she or he fills-in the feedback questionnaire:

The structure of the **feedback questionnaire for the MOOC** is the follow:

- 1) 2 questions with levels of appreciation from 0 to 5 on the quality of the teaching materials: video lessons (3 questions), textual and other teaching materials (2 questions); interactive activities: forum, peer review (2 questions); tests (1 question); certificates (1 question).
- 2) 2 questions with levels of appreciation from 0 to 5 on the technical functionalities of the e-learning platforms (Unicam e-learning and EduOpen).

The questionnaire will also contain an explicit, clear and accessible document on the privacy policy and on the conditions with standard rules for the feedback information. The questionnaire will be anonymous and the data collected will be analysed in a collective manner. A simple statistical analysis of the data will be applied and the results will be reported in clearly prepared charts, accompanied by comments.

The report will be made available to Training Committee and to the supporting organisations of the Project

[www.euro-family.eu](http://www.euro-family.eu)

