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IURISPRUDENTIA

Improving the quality of education at Faculties of Law
of the Osijek, Rijeka and Split University



Improving the quality of education at Faculties of Law of the Osijek, Rijeka and Split University

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Faculty of Law of the Josip Juraj Strossmayer University in Osijek

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Faculty of Law of the University in Rijeka

Faculty of Law of the University in Split

Institute for the Development of Education

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General information
about the project



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Project *IURISPRUDENTIA – Improving the quality of education at Faculties of Law of the Osijek, Rijeka and Split University* has been conducted as a joint project of **the Faculty of Law of the Josip Juraj Strossmayer University in Osijek** as the holder of the project and project partners **Faculty of Law of the University in Rijeka**, **Faculty of Law of the University in Split** and **Institute for the Development of Education** from Zagreb.

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The purpose of the project *IURISPRUDENTIA* was to get valuable information which will increase the involvement and mutual cooperation of all target groups and participants, in order to contribute to the uniformity of quality of different study programmes and their acceptance on the labour market, to improve the quality of the higher education through the revision of the study programmes and learning outcomes, to improve the existing study programmes and teaching competencies as well as to develop occupational and qualification standards. Teaching staff will improve their competencies and skills necessary for application of *Croatian qualifications framework*, and the partners have ensured the analytical foundation for all activities by implementing the activities which included the target groups - teaching staff, former and current students and employers who hire people from the legal profession. With these aims in mind, studies have been conducted on a sample of current and former students (people that have graduated from one of the study programmes at the Faculty of Law), a study on a sample of all employers who hire people from the legal profession, and a study of selected six occupations typical for the legal profession.

Croatian qualifications framework (CQF) represents an instrument for determining the education and lifelong learning system in the Republic of Croatia. One of the main tasks of the CQF is to connect the needs of the labour market with the educational programmes at all levels. Key instruments for establishing this connection are the occupational and qualification standards and learning outcomes.



Basis for development of quality educational programmes that will be in accordance with the employers' needs are well developed occupational standards that include key information about the employers' needs and workplace specifications. In this way, an important role is given to the employers concerning the development of educational programmes thus enabling direct connection between the educational system and the needs of the labour market.

Project *IURISPRUDENTIA* consisted of five elements altogether:

1. Strengthening the competencies of the Faculty- partners staff and improving of work processes,with the help of following activities:
 - 1.1 Seminars for teaching staff of the three Faculties - partners

The seminars were conducted with the help of local experts from the Institute for development of education for CQF, teaching methods and learning outcomes. The greatest attention was paid to the *Croatian qualifications frame*, i.e. to the occupational and qualification standards. Furthermore, the topics of the seminars were also the new student-cantered teaching methods, followed by the development of the curriculum focused on learning outcomes and evaluation of learning outcomes. In addition to teaching staff from all three Faculties, the seminars were also attended by the members of the working groups.





- 1.2. Workshops on development of occupational and qualification standards for the members of the working groups

The partner *Institute for development of education* then organized two one-day themed workshops for the members of the working groups with the aim to educate them about the necessary information and methodology for the development of occupational and qualification standards.

- 1.3. Study tour in the EU - an example of good practice

Members of the working groups visited *Faculté de Droit, de Sciences Politiques et de Gestion, Université de Strasbourg* (Faculty of Law, Political Science and Administration of the University in Strasbourg), *Hochschule für öffentliche Verwaltung Kehl* (University of Public Administration in Kehl) and *Rechtswissenschaftlichen Fakultät, Albert-Ludwigs-Universität Freiburg* (Faculty of Law in Freiburg). The distinguished Faculties from France and Germany listed above have successfully completed the adjustment processes of their study programmes to the *European Qualifications Framework* thus acquiring experience which they then passed on to their partners with the aim of improving the quality of education in higher education.

- 1.4. Certification

The requirements of the ISO 9001 are in tight connection to the legislation in education

referring to quality management, as well to the practice in quality management. Since one of the aims of this project was to harmonise the study programmes and quality at all levels, the Faculty of Law of the J. J. Strossmayer University in Osijek and the Faculty of Law of the University in Rijeka have joined the Faculty of Law of the University in Split through this project. This University has so far been the only partner that carried out the certification according to the norm ISO 9001:2008.

2. Implementation of the study in order to create a relevant database for further work of the working groups, with the help of following activities:

2.1. Implementation of the study/survey

For the purposes of this activity, a research agency was employed to conduct a survey among several different groups: students of the Faculties of Law, former students of the Faculties of Law and employers hiring people from the legal profession.



The results of these studies made it possible to create a relevant database for the development of standards and improvement of the study programmes, and in addition to conducting the survey, the project team gathered other published and available research for this purpose (such as bulletin of the *Croatian Employment Service* on current needs at the labour market, reports of relevant ministries and government agencies and other.)

2.2. Round table discussions

Round table discussions that were organised in Osijek, Split and Rijeka gathered prominent participants from the field of law and jurisprudence, but also prominent participants from the field of education, human resource management and labour market, such as representatives of professional associations, chambers of commerce, national, regional and local institutions, employers, students and student associations. The discussion included opinions and attitudes about the quality of study at Faculties of Law and the actual needs of the labour market for jobs that require a degree from one of the Faculties of Law.

3. Development of occupational and qualification standards and the modernisation of the study programmes, with the help of the following activities:

3.1. Joint work of working groups

Based on all beforehand conducted activities, working groups had been revising the

general structure of the study programmes of all three Universities in order to review whether the study outcomes are far too specialized, too general or appropriate, and to which extent one acquires professional skills upon the completion of the study. They have also been revising special parts of the programme referring to the adequacy of the scope of the subject matter, the suitability of the proposed teaching methods and similar.

3.2. A forum for the Faculty- partners staff

For the purpose of continuous collection of attitudes, opinions, comments and recommendations from the non-teaching staff, a forum was introduced at the internet website with a pre-planned dynamic of publishing topics and a moderated and focused discussion.

4. Promotion and visibility

For the purposes of promotion and recognisability of this project, conferences were organized, leaflets, pens and notepads with the logo of the project were distributed, and a special internet website available at www.pravos.unios.hr/iurisprudentia has been created.

5. Project management and administration

This element of the project was about administrating the project activities, financial administration, procurement of office supplies, meetings of the implementation team and external evaluation of the project.



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R e s u l t s o f t h e c o n d u c t e d s t u d i e s



As a part of the second element of this project - *Conducting of the study with the aim of creating a relevant database for future work of working groups*- in total four studies were conducted:

- a study on a sample of employers who hire people from the legal profession
- studies of six occupations in the legal profession
- studies on a sample of current law students
- studies on a sample of former law students (students who have graduated from one of the study programmes at a Faculty of Law).

For the purposes of studies of former and current students, a questionnaire specially developed for this project was used, and for the studies of the employers, already existing questionnaire on occupational standard was used. The questionnaire on occupational standard was developed as a part of the work of the working group established in the *Ministry of Labour and Pension System* in 2013 within the project *Employers' survey for analysing work competencies* implemented by the *European Training Foundation*. During the implementation of the

project *Further development of occupational standards* whose holder is *Croatian Employment Service*, an adjustment of the survey was made based on the data provided through a pilot-study and the available literature on testing competencies in different areas and countries of the European union. The questionnaire contained questions about employer's general data, description of the workplace, key assignments and specific knowledge and skills, training for this position, key competencies, generic skills, psycho motor skills and characteristics of the position described by the respondent.

The study on the sample of current students was being conducted in the period from November 2015 to February 2016 with the help of an internet survey, and the study on the sample of employers and former students, i.e., students that have graduated from one of the Faculties of Law in Croatia, were being conducted during February and March 2016. The respondents were contacted by phone or e-mail, with the request to participate in the study. The questionnaires were available in an *online* form. The respondents accessed the questionnaires via a specially designed link sent to them by e-mail, and the respondents who had not filled out the survey after a week were reminded per e-mail.

All the studies were conducted by the agency *Dekra zapošljavanje d.o.o.* from Zagreb.

In the survey of the employers, convenience sample of 305 employers from the Republic of Croatia was applied. A special questionnaire used for the investigation of competencies necessary for the following six occupations-

- 1) director of legal, personnel and general services
- 2) notary public
- 3) lawyer
- 4) revenue officer
- 5) public administration official and
- 6) judge

- was filled out by more than 35 respondents employed at each of these positions, that is, 217 altogether. The study on former students, i.e., students that have graduated from one of the Faculties of Law in the Republic of Croatia, was conducted on a sample of 200 participants, and the survey of the current students was conducted on a convenience sample of 1232 law students from all the Faculties of Law in the Republic of Croatia. However, the students of the Faculty of Law of the University of Zagreb were not included in any further analyses to be presented due to insufficient number of participants. Students attending integrated undergraduate and graduate university studies and the professional administrative studies participated in the study.

As a part of this project, an analytical basis *The situation on the labour market of the legal profession* which analysed the existing situation and set trends on the labour market of the legal profession. The basis for this analysis were different sources of secondary data such as statistical yearbooks, reports and press releases of the *Croatian Bureau of Statistics (CBS)*, monthly statistical bulletins, analytical bulletins and the yearbook of the *Croatian Employment Service (HES)*, *Employers' survey* which is conducted every year by the Croatian Employment Service in cooperation of *Croatian Chamber of Commerce (CCC)*, *Croatian Chamber of Trades and Crafts (HOK)* and *Croatian Employers' Association (HUP)*, interactive database of the HES, official records of the *Ministry of Interior (MUP)*, etc., as well as the study *University education and the labour market: Research on careers and employability of graduates at the Faculty of Law* conducted by the *University in Zagreb*.





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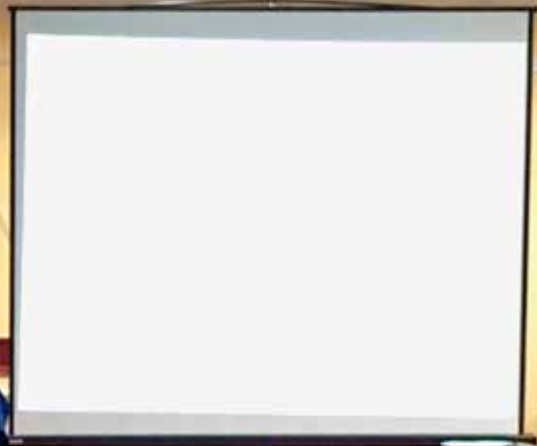


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S i t u a t i o n o n t h e l a b o u r m a r k e t
o f t h e l e g a l p r o f e s s i o n



REPUBLICENTIA
ULUSLARARASI EĞİTİM
DEĞERLENDİRME VE İZLENİM KONGRESİ
EĞİTİMİN GÜZELLİKLERİ VE UYGULAMA YÖNTEMLERİ
14-16.09.2014
KONYA
KONYA KONGRE MERKEZİ



• uluslararası eğitimde başarıya giden yol
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Generally speaking, a **jurisprudent is an expert person educated in jurisprudence and with the authority to give legal advice to their clients, represents them at the court of law or engages on legal matters in economic, national and other organizations.** According to the *National*

occupational Classification from 2010, occupations which are most pursued by law graduates are under gender marked 2611 (Legal representatives), 2612 (Judges) and 2619 (Legal experts not elsewhere classified).

Table1. National occupational classification- extracted part

Gender	Division	Sub-division	Group	Title
	2			Scientists, engineers and experts
	26			Legal experts, experts for social sciences and culture
		261		Legal experts
			2611	Legal representatives
			2612	Judges
			2619	Legal experts not elsewhere classified

Source: National occupational classification

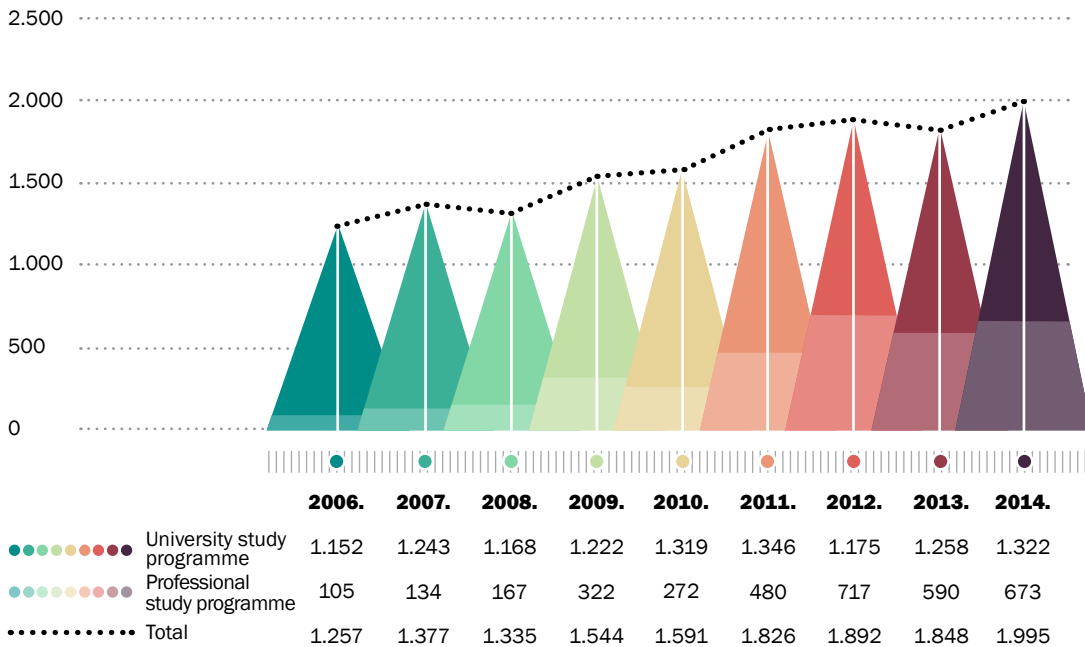




Number of law graduates in the Republic of Croatia has increased from 2006 to 2014 altogether 58%, e.i., - from 1257 students in 2006 to 1995 students in 2014 (Chart 1). However, that overall increase in the number of law graduates was influenced considerably more by the increase of the professional study programme graduates and not so much by the increase

of university study graduates. Namely, the number of former has increased more than six times in the observed period, while the number of the latter increased by 15%. **The ration of people who graduated from the university study and people who graduated from the professional study in 2015 was 67 to 33, while in 2006 it was 92 to 8.**

Chart 1. Changes in number of law graduates in the Republic of Croatia



Source: Croatian Bureau of Statistics



POSLODAVCI KOJI ZAPOŠLJAVAJU PRAVNU STRUKU

...vaca koji zapošljavaju pravnu struku saznati u
...voljni zaposlenicima koji su se obrazovali na
...u Hrvatskoj kako bi se dobio pregled ključnih
...mpetencija koji nedostaju pravnicima u
...a profesije.





According to the *Employers' Survey 2015* which was, the same as every year, carried out by the *Croatian Employment Service*, **the occupation of a law graduate ranks high, on the eight place of the most needed occupations**, which represents a two place shift when compared to the previous year 2014, bearing in mind that it almost always refers to the need for employees who graduated from a university study programme (in 98,9% of the cases). However, this methodology does not show us the total number of anticipated demands for employees of a particular occupation, but the number of potential employers who plan to hire employees of that occupation, that is, profession in the next year.

In the case of registered positions found at *Croatian Employment Service*, in the observed period from 2004 to 2015 **the most increase in advertised positions referred to legal assistants, but the biggest number of advertised positions referred to legal experts**. Interestingly, according to this data, advertisement for employing of judges has not been published for three years in a row now, which of course does not mean that nobody become a judge during these years or was promoted to a judge, but simply that these positions are filled in some other ways (usually through public competitions in the Official Gazette *Narodne Novine*).

Table 2. Change in number of registered free positions for legal occupations

Year	Legal representatives	Judges	Legal experts	Legal assistants and related occupations	Total
2004	109	7	1.005	165	1.286
2005	21	3	921	150	1.095
2006	19	0	702	116	837
2007	20	1	772	191	984
2008	33	2	961	238	1.234
2009	9	1	558	96	664
2010	8	0	870	136	1.014
2011	5	1	1.274	184	1.464
2012	4	1	1.698	382	2.085
2013	4	0	2.473	609	3.086
2014	8	0	2.554	856	3.418
2015	12	0	2.935	1.063	4.010

Source: CES – interactive statistical base (15. February 2016)





According to the study *University education and the labour market: Research on careers and employability of graduates at the Faculty of Law* conducted by the *University in Zagreb*, the patterns of finding one's first employment were very much different with regard to the target occupations: **private contacts**, including acquaintances, friends, family and relatives **were of key importance for the first employment for 31,1% participants in the study**, and especially for vacancies outside the profession (49%). According to the occurrence the next way of finding the first employment were the advertisements based on which 22,6% of the respondents of the study found a job, and this is especially true for employments at courts, at State's Attorney's office and public administration. The least often way of finding a first employment was a call from the employer (in just 7,3% case). **The mediation of the Croatian Employment Service was more often listed only concerning the positions in state and local administration**, and *Croatian Bar Association*, as expected, for positions in law offices.

Legal profession has, as confirmed by the mentioned studies, **become an professional activity which is, when it comes to figures, dominated by females**—they make up about 70% of people employed in the legal profession, and a similar situation can also be seen in the gender structure of former and current students. If we look at the structure of employed jurists according to their occupations (according to the mentioned study of the *University in Zagreb*), it can be seen that the **feminization is more prominent in courts and in the local self-government offices** (where the share of women amounts up to about 80%) **and especially in notary public offices** (where the proportion of women is as high as 90%). On the other hand, **female jurists are more**

under represented than the mentioned average **among the employers of law offices and State's Attorney's Office** (where they amount up to 60% of the employees) and among **jurists which run their own law offices** (59%).

The number of unemployed jurists in the observed period was around 2000, although that number does not fully imply that it is a trend of gradual, but not linear increase of number of unemployed jurists from 1620 in 2004, to 3031 jurists in 2015, which represents an increase of 87%. The year that was especially critical was 2010, when 905 jurists joined the total number of unemployed people in the Republic of Croatia. However, the statistical analysis showed that when it comes to legal representatives and judges it was actually a matter of a divergent trend, i.e. a quite visible decrease of unemployed people in these legal occupations, and when it comes to legal experts and legal assistants it is a matter of a convergent trend; more precisely, the number of unemployed legal experts has been annually increasing for 117 people, i.e., for 72 legal assistants. On the other hand, from 2011 till 2015 none of the judges lost their jobs, and the number of unemployed legal representatives decreased to a single digit number. In absolute numbers, **the most venerable occupations in legal profession are legal experts and legal assistants** who together account for 99,6% of the total number of unemployed jurists.

The proportion of jurists in the total number of unemployed increased from 0,0% in 2004 to 1,1% in 2015, but it does not differ significantly from the proportion of other highly educated people—legal experts account for about ten percent of all unemployed people with university education.

Table 3. Registered unemployment at CES according to the groups of legal occupations in the Republic of Croatia

Year	Legal representatives	Judges	Legal experts	Legal assistants	Total
2004	22	2	1.000	596	1.620
2005	18	4	1.013	611	1.646
2006	7	4	927	393	1.331
2007	6	4	984	403	1.397
2008	7	3	948	364	1.321
2009	8	3	1.086	405	1.501
2010	3	1	1.638	764	2.406
2011	0	0	1.726	838	2.565
2012	3	0	1.892	996	2.891
2013	3	0	1.926	1.079	3.008
2014	2	0	2.029	1.186	3.217
2015	6	0	1.905	1.120	3.031
Arithmetic mean	7	2	1.423	730	2.161
Percentage from the total number	0,003	0,0009	65,8	33,8	100
Slope of the trend line	-1,36	-0,41	117,20	71,63	187,08

Source: CES – interactive statistical base (15. February 2016)

According to the mentioned study of the University in Zagreb, salaries of law graduates are unequal. Namely, around 50 % of law graduates, not including interns, had a salary between 5.000 and 7.000 HRK, and only 10 % of the participants in the mentioned study had a salary that was higher than 10.000 HRK. However, large differences in salaries are noticeable (note that the salaries

concerned are the salaries in the observed year 2010). For instance, **the declared salaries of law graduates employed at courts and state administration are significantly lower than the average salaries in the legal profession**, and on the other hand, the salaries in local self-government and legal occupations in other businesses are almost 500 HRK higher than the determined

monthly salary, which amounted to 6.965 kn. From Table 4. it is also noticeable that the highest percentage of above average salaries is found in people who own their own law office (20% has a monthly salary or incomes above 10.000 HRK), but also that there is above average number of people with monthly incomes lower than 5.000 HRK precisely among lawyers and employees of law offices.

Table 4. Average salaries and occurrence of high and low salaries, according to business (Salaries in 2010)

Business	Average expressed monthly salary	Salary lower than 5.000 HRK	Salary higher than 10.000 HRK
Own law office	7.133 kn	23%	20%
Employers in a law office	7.055 kn	24%	15%
Courts	6.396 kn	7%	2%
State's Attorney's Office	7.162 kn	5%	17%
Notary public offices	6.761 kn	17%	0%
State administration	6.351 kn	20%	3%
Local self-administration	7.445 kn	3%	6%
Legal profession –other businesses	7.480 kn	12%	12%
Occupations outside the profession	6.720 kn	25%	14%
Total	6.965 kn	16%	10%

Source: University in Zagreb:

„University education and the labour market: Research on careers and employability of graduates at the Faculty of Law



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E m p l o y e r s



2

Preliminarni rezultati istraživanja
zadovoljstva trenutnih i bivših studenata
i poslodavaca kvalitetom pravnog
studija u RH

Aim of the study

The aim of the study on employers who hire people from legal profession was to investigate to which extent the employers are satisfied with the employees educated at Faculties of Law in Croatia, primarily in order to recognize key knowledge, skills and competencies that law graduates possess, but also the ones that they are lacking when performing the legal profession. Equally, employers' further plans have been determined concerning the employment of law graduates and administrative lawyers in the following period. The questionnaire was filled out by 305 employers from all parts of Croatia.

Business activities of the employers

Organizations/employers pursuing a wide range of businesses have participated in the study, and the largest number of them are **employers which practice lawyer's profession- every fourth employer, or rather 26,9 % of the employers**. Other employers come from the department of education (11,2%), bodies of state administration, local and regional self-government (10,2%), commerce (8,2%), public notary's profession (6,6%), etc. One part of the employers- 12,8 % - either have not clearly indicated their business or fall s within more than one of the mentioned businesses or practice businesses that were very scarcely represented in the sample. This structure indicates also that the employers from the private sector are equally represented as the ones from the public or state sector. The highest percentage of employers who participated in this study - 39,7% - employs less than ten employees. They are followed by the employers with 11 to 50 employees (32,1%) and those who hire from 51 to 250 employees (20,7%). The employers that hire more than 250 employees account for 7,5% of the sample.

Tablica 5. Area of Work

Area of work in which the firm practices	%
Lawyer's profession	26,9
Education	11,2
State administration bodies, local and regional self-government	10,2
Commerce	8,2
Notary Public's profession	6,6
PR, marketing, consultant services	5,3
IT and telecommunications	4,9
Health and pharmacy	4,9
Finance and insurance	4,6
Production	4,6
Vague statements/small number of statements	12,8

According to the already mentioned study of the *University in Zagreb*, the results of the conducted study indicate that, if we look at **the businesses which are not in relation to the judiciary, jurists are, as a profession, most wanted in financial and insurance business, above average in real-estate business and other services industry, and below average in commerce, construction and administrative and support service activities.** The over-representation of jurists is present also in extraterritorial organizations such as *United Nations* and their specialized agencies and/









or regional bodies (like *UNICEF*, *UNESCO*, *UNDP*, etc.), *World Trade Organisation* (*WTO*) etc. and extraterritorial bodies such as foreign diplomacy and consular representative offices and missions. However, due to usually special status of their employees, their exact number in such organizations is unknown. Large number of law graduates is also employed in educational institutions or organizations, but if this number is compared to the number of their co-workers in this business, a conclusion can be drawn that their portion in the total number of employed in the education is actually very small (for instance, only one secretary in the entire school.).

Structure of the employees

Almost all of the surveyed employers - 91% of them - hire law graduates, and positions which they occupy are very diverse. Namely, the largest proportion are people employed as lawyers/legal trainees (28,5%), followed by expert associates/consultants/specialist (22,3%), proportion of directors/heads of service or department is 15,0%, and of secretaries 12,3 %. Unspecified occupation "law graduate" is listed in 11,5 % of the cases, and assistants/officers in 8,9% of the cases. Chiefs/chairmen are present with 8,5% of the employers, and 6,2% of the employers hires notaries public/associates/trainees. In 5,8% of the cases the statements were either unclear or the occupation in question was scarcely represented in the sample.

Table 6. Positions dipl.iur./mag.iur.

Position	%
Lawyer/legal trainee	28,5
Expert associate/consultant/specialist	22,3
Director/head of service or department	15,0
Secretary	12,3
Law graduate	11,5
Assistant/officer	8,9
Chief/chairman	8,5
Notary public/associate/trainee	6,2
Vaguestatements/small number of statements	5,8

In case of employed administrative lawyers/professional bachelors of public administration, **only 16% of employers have employees of such educational profile in their organizations.** In 27,3% of the cases administrative lawyers/professional bachelors of public administration are employed as expert associates/advisors/consultants. They are followed by positions of an officer (25,0%), secretary (18,2%), director/head (15,9%) and other (13,6%).

Table 7. Positions of administrative lawyers/professional bachelors of public administration

Position	%
Expert associate/advisor/consultant	27,3
Officer	25,0
Secretary	18,2
Director/head	15,9
Other	13,6

The employers who had listed to hire law graduates/masters of laws hire in average two to three employees of that profession, and in the last three years, they have hired in average one person of this profession, which is equal to the expected needs for the next three years. On the other hand, when only the respondents who had stated to hire administrative lawyers/professional bachelors of public administration are taken into consideration, it can be seen that on average one administrative lawyer/professional bachelor of public administration works for them. Interestingly, most of the employers have stated that there will be no need to hire administrative lawyer/professional bachelor of public administration in the next three years.

Table 8. Realized and required professional staff

	Law graduate/ Magister of Laws	Administrative lawyer/professional- bachelor of public administration
Number of employees	2,55	1,03
Employed in the last three years	1,51	0,67
Demand for the next three years	1,32	0,38

General and professional competencies

Concerning the **development of general and professional competencies of a law graduate/Master of Laws**, estimated on a scale of minimum one to maximum five, the employers have expressed the **greatest satisfaction** with how the competencies writing of reports, notes and other documents (average grade 4,17) and critical analysis of other and own ideas (3,99) are developed. These are followed by presentation of ideas and reports in public and the application and interpretation of laws and other legal acts (both 3,91), preparing of legal documents (3,90) and foreign languages skills in speaking and writing (3,80). Somewhat lower is the satisfaction concerning the competencies like representation of clients in proceedings, conducting of court proceedings, followed by application, translation and interpretation of international documents and application and interpretation of European legal standards. From the results that have been obtained it is visible that the **least degree of satisfaction** can be found for competencies which are more strongly

linked to **practical legal experience and experience connected to international legal regulations**. On the other hand, **the employers are the most satisfied with generic competencies and application of domestic legal regulations**.

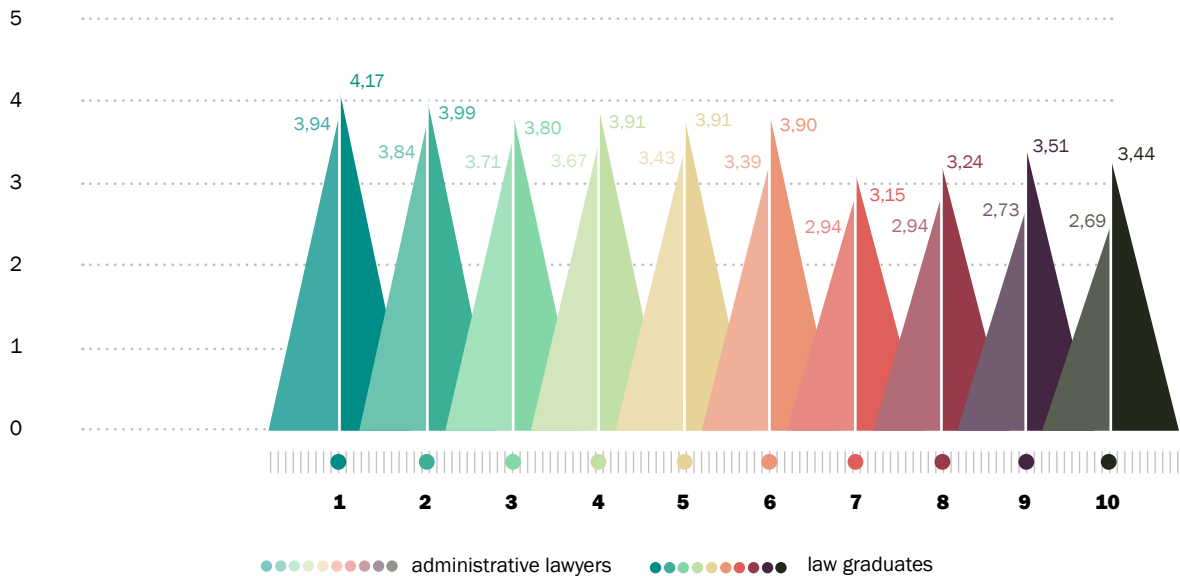
Concerning **the grade for general and professional competencies of administrative lawyers/professional bachelors of public administration**, it can be noticed that *the average grades are as a rule lower when compared to the grades for general and professional competencies of a law graduate/master of laws*, although the order of graded competencies is very similar. Namely, **the best grades are awarded to writing of reports, notes and other documents** (3,99), followed by **critical analysis of other and own ideas** (3,84), foreign language skills in speaking and writing (3,71) and presenting ideas and reports in public (3,67). Employers awarded an average grade to the application and interpretation of laws and other legal acts (3,43), preparing of legal documents (3,39), application, translation and interpretation of international legal documents (2,94) and application and interpretation of European legal standards (2,94). **The lowest graded competencies of administrative lawyers/professional bachelors of public administration are representing of clients in proceedings** (2,73) and **conducting of legal proceedings** (2,69), but it is important to mention that these two competencies are significantly less important for administrative lawyers/professional bachelors of public administration.

Comparis on of the grades for existing competencies of law graduates and administrative lawyers shows that from the perspective of the employers,

the biggest differences between them refer to representation of clients in proceedings and listing of court proceedings, or precisely those competencies that are not perceived as being important for administrative lawyers. More tangible differenc-

es are visible only concerning preparation of legal documents and application and interpretation of laws and other legal acts, competencies which are considered by the employers as more developed in law graduates than in administrative lawyers.

Chart 2. Comparison of the grades for general and professional competencies of law graduates and administrative lawyers



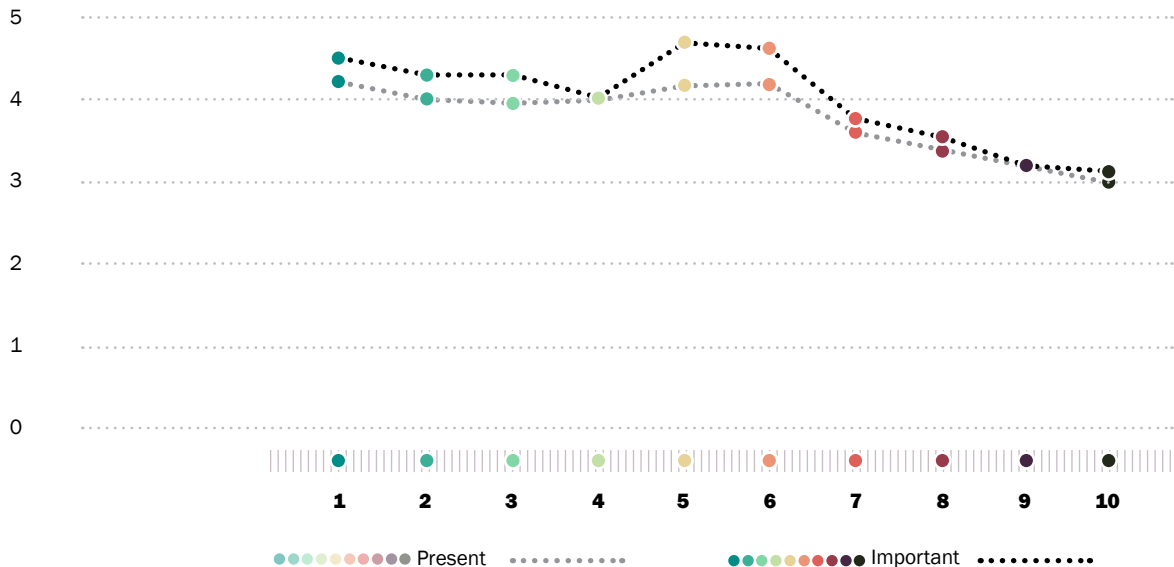
- 1) Writing of reports, notes and other documents
- 2) Critical analysis of own and other ideas
- 3) Foreign language application in speaking and ...
- 4) Presenting ideas and reports in public
- 5) Application and interpretation of laws...

- 6) Preparing of legal documents
- 7) Application and interpretation of European...
- 8) Application, translation and interpretation ...
- 9) Representing clients in proceedings
- 10) Conducting of legal proceedings

The employers were then asked to compare the importance of certain competences and their presence with the employees belonging to these two professions. The following chart vividly depicts how in law graduates/Masters of Laws **there is an assessment**

of shortcomings for all competencies besides foreign language skills in speaking and writing, followed by application, translation and interpretation of international documents and application and interpretation of European legal standards.

Chart 3. Comparison of importance and satisfaction with general and professional competencies of law graduates/masters of law



- 1) Writing of reports and...
- 2) Critical analysis
- 3) Presenting ideas and...
- 4) Foreign languages
- 5) Application and...

- 6) Preparing of legal...
- 7) Representation of clients
- 8) Conducting of legal...
- 9) Application, translation...
- 10) Using of European legal...

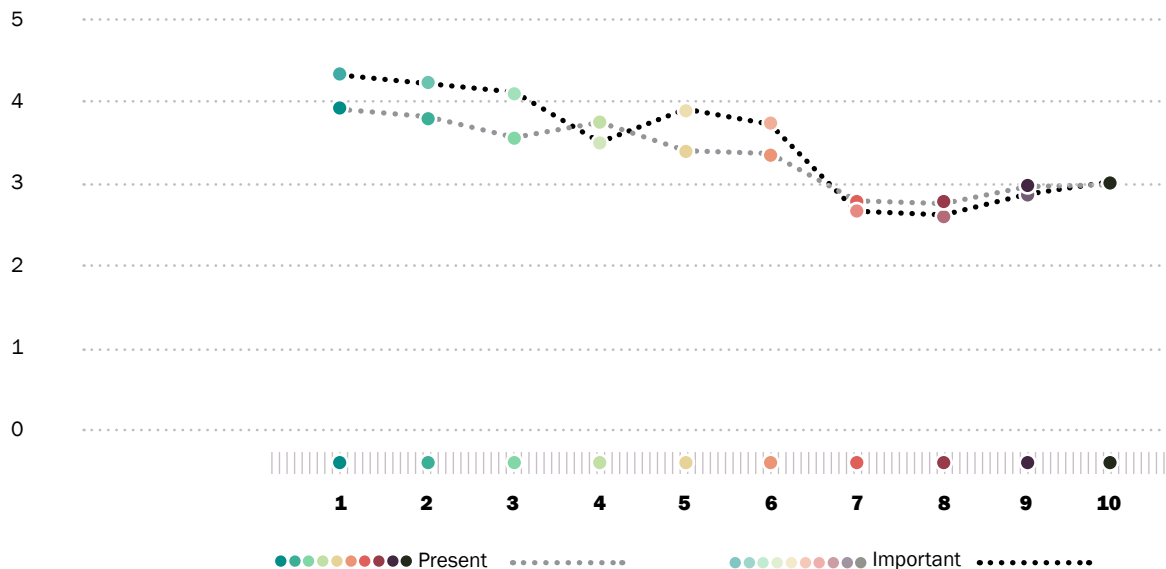




Hence, it can be concluded, that when it comes to law graduates, with regards to **the generic competencies and competencies related to application of domestic legal regulations**, although their presence is graded relatively good, **there is space for further development in order for them to comply with their own importance, that is, to the needs of the employer.** It should be noted, however, that the difference between the importance of these competencies and their presence with people who completed one of the study programmes at the Faculty of Law is on average 0,2 points (at a scale from one to five). On the other hand, it has been estimated that the competencies connected to international legal regulations are at a medium level, but their development is in full accordance with the estimate of their importance for students.

The situation is very similar when competencies of administrative lawyers/professional bachelors of public administrations are concerned. Namely, **the presence of generic competencies, as well as the application and interpretation of laws and preparing legal documents is lower than their perceived importance** by the employers who took part in the study. On the other hand, it has been established that foreign language skills in speaking and writing, representing clients, conducting of legal proceedings and knowledge on international legal regulations are at even higher level than the one that is perceived by their employers as necessary.

Chart 4. Comparison of importance and satisfaction with general and professional competencies of administrative lawyers/professional bachelors of public administration



- 1) Writing of reports and notes
- 2) Critical analysis
- 3) Presenting ideas and reports
- 4) Foreign languages
- 5) Application and interpretation...

- 6) Drafting of legal documents
- 7) Representation of parties
- 8) Conducting of legal proceedings
- 9) Application, translation and...
- 10) Using of European legal...

Besides these competencies, **the employers have stated computer literacy** (30,9 % of the cases) and **communication skills** (23,6%). These are followed by emotional stability and control (16,4%) and the generally stated “legal knowledge” (14,6%). Other competencies like cognitive abilities, having a driving license, literacy and knowledge in the field of

economy, etc. were mentioned in less than 10% of the cases. Here it is important to mention that the questionnaire consisted of open-ended questions, that is, that the employers should have listed additional competencies without predefined categories. Considering that questions in this form include remembering, and not only merely recognizing, it





can be assumed that the assessment of the importance of additional competencies is greater than it is shown by the above stated percentages. It can thus be concluded, that according to the employers' opinion, **computer literacy and communication are surely important competencies which are a requisite for students who are being educated for the legal profession.** This conclusion is confirmed by the data from the *Employers' Survey 2013* carried out by the *Croatian Employment Service*. Namely, 76% of the employers who hire jurists stated in that study that having computer skills is an important competence, and around 41% of the employers share their opinion when it comes to communication and presentation skills. Since emotional self-control was often stated among free answers to the question about additional competencies also in this study, one can safely conclude that **legal occupations also include a significant portion of competencies which are related to "emotional work", or rather human relations management.**

Overall assessment of employers' satisfaction, having in mind all of the mentioned competencies and their development in people who have completed one of the study programmes at a Faculty of Law, is in accordance with the previously mentioned evaluations of competencies and **is 3,64 in law graduates/masters of law, i.e. almost identical 3,60 in administrative lawyers/professional bachelors of public administration.** Overall distribution of answers on a one to five degree scale is presented in the following table, and it can be seen that the two lowest grades at the same time have the lowest occurrence in both cases.



Table 9. Evaluation of satisfaction with the level of training of employees upon finishing their studies

	1	2	3	4	5	Average value
	%	%	%	%	%	
Law graduate/ Master of laws	2,0	11,8	22,4	48,0	15,9	3,64
Administrative lawyer/ Professional bachelor of public administration	4,2	4,2	35,4	39,6	16,7	3,60

Professional practice

A great majority of employers who have participated in this study considers that **practice is inadequately represented in the study programmes** for legal profession. Namely, as much as 84% of employers consider that the proportion of practice during the studies should be increased in comparison to the present situation, but it does not mean that the employers do not see the importance of theoretical education. This can be seen from the answers to the question about the optimum ratio of the theoretical and practical education- according to them, the portion of theoretical education should be 64%, and of practical education 36%.

However, to the direct question: “Are you ready to accept students who would do their professional practice in a period longer than four weeks in your

organization?” only somewhat more than a third of the surveyed employers gave an affirmative answer, that is 38 % of the employers. All in all, the answers to this and previous question indicate a need to create an appropriate way to do the professional practice, which would enable acquiring practical experience, but at the same time be acceptable to the employers and as little as possible interfere with their day to day business. This conclusion is also confirmed by the opinion of the employers according to which their organizations **can give their greatest contribution to the quality of the study programmes at Faculties of Law precisely through the professional practice**. Similarly, among the suggestions for improvement of the quality of studies, the greatest number of them stated that more professional practice should be enabled at places where people from the legal profession find their employment after they graduate, and they pointed out that the curriculums of courses for the legal studies should include more practical education which could prove itself useful to the students in their future work.

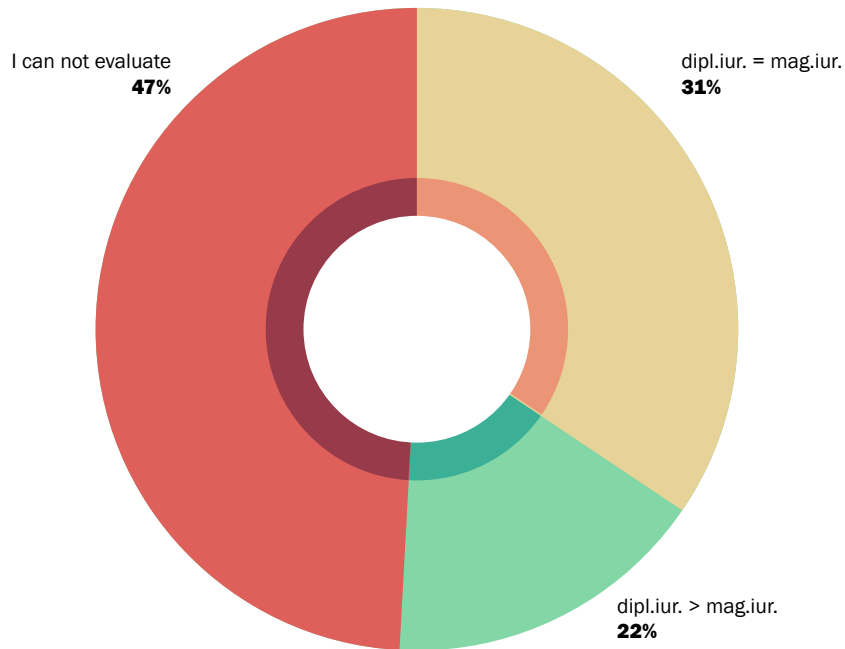
These conclusions are confirmed by the results of *Employers' Survey 2015* in which as **much as 75% of the employers remarked that they had difficulty with finding law graduates with the needed work experience**, although the practice within the study cannot completely be equated with work experience, neither when we are talking about the acquired competencies, nor when requirements of the employers are concerned. In the same study, it has been determined that not one of the employers that had taken part in the study has stat-

ed that it took less than two months to introduce a law graduate into business. Moreover, according to almost 43% of the employers, they need six months in order for introduce a law graduate into business, which again implies the importance of practice and practical preparedness for the labour market. However, it should be mentioned that the data from the mentioned study do not indicate the specificity of the legal profession in connection with what was said, concerning that the requirements, when it comes to the time that is needed to introduce one in business, are similar also when it comes to other professions requiring higher education. Study of the *University in Zagreb* showed that there is heterogeneity concerning the time needed to be introduced into business, provided that the study was concerned with evaluation given by the graduate lawyers themselves, and not their employers, although among them there were also those who were self-employed. Hence, according to the statements of law graduates, the longest period of time law graduates working in law offices need for a full and independent mastering of the essential assignments - more than half of the respondents stated that they needed even more than three years for that. Law graduates working in state administration, local self-government and notary offices need the shortest period. These results indicate a particular need for practice concerning the work in law offices, since it takes the longest to master the assignments in relation to this occupation.

Comparison between pre-Bologna (dipl.iur.) and Bologna students (mag.iur.)

The employers were asked to compare the employers regarding the study programme they have completed- pre-Bologna (with the title dipl. iur.) or Bologna (with the title mag. iur.). **The greatest number of surveyed employers, i.e. almost a half of employers (47%) stated that they could not assess which of them have better developed competencies.** About a third of respondents (31 %) believe that employers who have graduated from a pre-Bologna study programme and those who graduated from a Bologna study have equally developed general and professional competencies. Compared to that, 22% of those surveyed consider that those who graduated from pre-Bologna study programme have better developed competencies than those who graduated from the Bologna study programme. None of the respondents stated that Masters of Law have better competencies than law graduates (chart 5.).

Chart 5. Comparison of employees



When interpreting these results, it is necessary to consider the relative “youth” of the Bologna study programmes, or rather the fact that people who gained their diploma under the so-called Bologna system are as a rule significantly younger than those who graduated earlier, under the pre-Bologna study programme. Accordingly, **it is reasonable to assume that people who gained their diploma before the Bologna system are older and in agreement with their age have consid-**

erably larger work and professional experience, and with that, more developed competencies. In other words, people who had graduated before the Bologna system was introduced and the ones that acquired their diplomas under the Bologna system **are not equal according to the other important parameters; hence, it is not possible to determine the comparison of their current competencies quite justly.**



IURISPRUDENTIA

Study of key assignments and
competencies for selected occupations

NTIA – Unapređenje
kultetima osječkog
cilija

straživanja
ših studenata
ravnih studija

IA



One of the main aims of this study was to collect data on key business processes and knowledge and skills which people working in this position must have in order to successfully perform their tasks. For the purposes of these studies, a social questionnaire was created, with the help of which necessary competence for the following six occupations were surveyed:

- director of legal, human resources and general service
- notary public
- lawyer
- revenue officer
- public administration officer
- judge.

The most commonly used form of questions in the questionnaire was the open-ended questions form, i.e., there were no answers offered in advance and the respondents had to state themselves the key tasks and corresponding knowledge and skills, that

is, competencies needed for the described occupation. Equally, the respondents were asked to evaluate how much time was needed for them to master all of the key tasks which they do every day, if more additional specializations are needed, what will be the need for this profession or specific competencies in the near future, etc. The questionnaire used in this study was made through adjustment of the questionnaire on the occupational standard based on the data obtained from a pilot-study and literature available about competencies in different areas and countries of the European Union. The potential respondents were contacted by telephone or e-mail, with a request to participate in the study.





Director of legal, human resources and general services

When it comes to this occupation, it usually involves employers of large companies or organizations, so the majority of the 36 surveyed directors, that is 51,7%, works in subjects which have more than 250 employees. According to the area of activity, the largest proportion of respondents works in IT and telecommunications and in trade with different goods, but it needs to be emphasized that as much as 30,6% has not stated their activity or works for companies where they have more than one activity. As the **main tasks** in their organizations, they mostly emphasize **management and coordination of business processes and supporting the management in the processes of governance**. Besides that, a quite large number also stated *providing of legal support and selection and development of employees*. Around 64% of the participants in the study feels that university graduate education is the most appropriate education level when it comes to this occupation, but 22,2% of the respondents stated the postgraduate specialist study as additional, higher level of education. Most of the respondents, 62,9% stated that the programme of the Faculty of Law (integrated undergraduate and graduate university study) is the most suitable educational programme for this position. The others feel that also people who completed the Economy and Psychology study programmes could work at this



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Europski socijalni fond: „IURISPRUDENTIA – Unapređenje kvalitete obrazovanja na pravnim fakultetima osječkog, riječkog i splitskog sveučilišta“

Predstavljanje rezultata istraživanja zadovoljstva trenutnih i bivših studenata te poslodavaca o kvaliteti pravnih studija u RH

Datum održavanja: ponedjeljak, 11.04.2016.

Lokacija: Hotel ARCOTEL Allegra, Dvorana Galileo/Bachmann,
Ulica kneza Branimira 29, 10000 Zagreb

Uvijek	
10-12:00	Kava dobrodošlice i registracija sudionika
12:00 – 13:30	<u>Uvodna riječ i predstavljanje IURISPRUDENTIA projekta</u> <i>dr. sc. Barbara Herceg Pakšić</i> <i>Katedra kazneno pravnih znanosti</i> <i>Pravni fakultet Osijek</i>
	<u>Predstavljanje rezultata istraživanja o kvaliteti pravnih studija u RH</u> <i>Marija Belavić, DEKRA zapošljavanje d.o.o.</i> <i>Alen Serhatlić, DEKRA zapošljavanje d.o.o.</i>
	<u>Komentar na predstavljene rezultate istraživanja</u> <i>Dr.sc. Jasmina Džinić</i> <i>Pravni fakultet Sveučilišta u Zagrebu</i>
	Moderatorica: Nina Vranešević Marinić, Institut za razvoj obrazovanja
	Rasprava Moderatorica: Nina Vranešević Marinić, Institut za razvoj obrazovanja
	Završetak događanja uz ručak

IURISPRUDENTIA

UNAPREĐENJE KVALITETE
OBRAZOVANJA NA
PRAVNIM FAKULTETIMA
OSJEČKOG, RIJEČKOG I
SPLITSKOG SVEUČILIŠTA



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position. To the question whether something other than a certificate or a diploma acquired through regular education is needed to work at this position, like an additional conformation of education, a licence, certificate or a conviction, 79% of the respondents answered that this is not needed, and 21% believes that in order to work at this position one needs some additional certificates, licences or conformations.

From all of the above, a conclusion can be drawn, that regarding the mentioned occupation, key competencies are not as tightly connected to the legal profession, or more precisely that here it is more about the positions connected to management, and not the positions which require specialization in issues relating to the legal profession.

Key business processes as well as knowledge and skills needed at this position in order to be able to do the job are determined through open-ended questions, and then grouped into various categories. Regarding this occupation, the most often mentioned knowledge and skills can be comprised in the category **communication and presentation skills and literacy**, and more than 80% of respondents believe that these knowledge and skills are primarily acquired through work experience. According to the occurrence of answers, it is followed by the **possession of legal knowledge**, and after that is followed by **managerial skills** which, according to their opinion, can only be acquired through work experience, but not through education. They are followed by *knowledge of the work processes, knowledge of selection methods, organizational skills*, etc. The respondents assess that almost all groups of knowledge and skills are primarily acquired through work experience, except IT knowledge, which is expected to be acquired during the education.

Regarding the key assignments related to this position, respondents most frequently listed **employment**, then **business organization and development, education and employee monitoring** in their jobs descriptions. Regarding all three key tasks, they emphasise the primary necessity for work experience, and also that the need for them will stay equal or higher in the future.

The respondents assess **successful communication and cooperation with other people** as the most important competence (on a five degree scale the average value is 4,77), followed by **responsibility in doing their jobs** (average value 4,77), **decision making**(4,62) and *people management, dealing with pressure and emotional self-control* as well as *teamwork*.

The largest number of respondents stated that introducing a person into the position of director of legal, human resources and general service requires between four to six months, and that the work experience is the only suitable way to acquire key competencies for this occupation: only 7% of the respondents feels that it could be achieved through practical education, and even smaller number, only 4%, through professional training. However, the organizations they are working for very rarely train people for this position; except only 6,9% who do it with help of professional training for work without employment (measure of the Croatian Employment Service), the rest of **93,1 % organizations** where respondents of this study work at this position **do not, in any way, prepare future employees for this occupation**.

The greatest number of respondents believes that people working at this position should undergo professional training through various professional



trainings carried out by external providers of educational services (69,4%) and on their own initiative (63,9%). More than a half of respondents believe that organizations should internally organize professional trainings (52,8) for their employees working at the described position.

A third of the respondents emphasises that in their organizations they also occasionally work on Saturdays, and most of them emphasises that they do not work weekends and nights.

Notaries public

The greatest number of organizations that employ notaries public falls into category micro enterprises, i.e., subjects with less than ten employees (90%). On average, there are three notaries public employed in the surveyed notary's offices.

Almost 60% of the respondents have given **general statements on the purpose of the notary's public job**, mostly stating that the purpose of employees at this position is to do **legal notary public**



business determined by the *Notaries Public Act*. Somewhat detailed statements on the purpose of this position included: *official preparation and issuance of public documents on legal matters, statements and facts on which rights are established, formal verification of legal documents, keeping of documents, money and items of value for their surrender to other people or to the competent authorities, and performing other procedures established by law as directed by the courts.*

Almost all of the participants in the study, 97,2%, considers that a completed university graduate study programme is the most suitable level of education for the position of a notary public, and the rest 2,8% stated that people that have graduated from a specialist professional graduate study would be the most suitable for this occupation.

Regarding the knowledge and skills needed to perform business activities in connection with this







occupation, the most often listed are those categorized in the group **legal knowledge**. A large number of respondents emphasised the importance of **communication skills** for doing day-to-day business with customers and state authorities. Under those skills were meant especially emotional stability and control, communication and social skills and similar. They further emphasise that for working as a notary public key assets are *responsibility and integrity, use of computers, organizational capabilities* and a good knowledge of all tasks determined by the *Notaries Public Act*. All these key skills, according to the opinion of notaries public, are acquired mostly through work experience, except of *literacy*, which should be acquired during education.

All of the respondents stated that in order to work at this position it is necessary to pass the bar exam and public notary exam, and the necessary certification is issued by the *Ministry of Justice of the Republic of Croatia*. Regular professional training is necessary in order to work as a notary public, and it is primarily in the form of independent professional development/ professional development on their own initiative, but almost equally also different trainings of external providers of educational services or internally organized trainings.

The greatest number of respondents has stated that it takes between four to six months in order to be introduced into business, and for 92% the most suitable way to acquire the necessary knowledge and skills is to hire a person who is being introduced into business. The other 8 % stated that all the necessary skills could be acquired with the help of practical education during their

education, and interestingly, **not one of the respondents has listed professional training for work without employment as a quality way to master** all the skills needed for this occupation. However, 26,9% of the organizations in which the respondents are employed conducts student practice, 15,4%, conducts professional training and 3,8% conducts school practice and equal number the practice of adult learners. None of the mentioned forms of professional training are conducted by 57,7% notary's offices included in this study.

The respondents **consider successful communication and cooperation with other people to be most important** (average value on a five scale is 4,40) and **oral Croatian language skills** (4,20%). On the other hand, **the least important competence** needed for working at this position is **foreign language communication skills**.

Regarding the conditions and hourly rate concerning this position, 22% of the participants stated that due to the extent of work they also occasionally work nights, 18% of them works on Sundays and holidays, and around 55% of those surveyed often or occasionally work on Saturdays.







Lawyers

The greatest number of organizations that employ lawyers (or lawyers are self-employed) are in the category of micro-enterprises, which hire up to ten employees (95,2%), and one respondent works in a law office with 20 employees, which is obviously rare, because on average there are 3 lawyers employed in the surveyed offices. **The greatest number of respondents, 88,6%, considers that a completed university graduate study programme is the most suitable level of education for a position of a lawyer**, but it is necessary to emphasise also the 8,6% of those who have listed the specialist graduate professional study as being quite appropriate and satisfactory level of education. According to their own words, primary task of a lawyer is **providing legal services, giving legal advice, working with clients and representing them in court**. A more detailed insight in the groups of tasks provides also some specifics for each of them: e.g. regarding the preparation of legal documents, they have stated that the knowledge of the English language is often necessary, followed by focusing on customer needs (which often involves industry knowledge, that is the sector in which the party, with a certain legal personality, is active), literacy and computer skills. For conducting of representation, one of the key things is emotional and mental stability, communication skills and legal knowledge, and similar things have also been listed for the general category - *working with clients*.

As the most frequently listed group of knowledge and skills which lawyers should possess, one quite general category legal knowledge was





emphasised, which was listed by a vast majority of respondents. Equally, a large number of respondents emphasised the great importance of **communication skills** in conducting a day-to-day business as a lawyer, followed by highly developed *literacy, social skills*, and in general *practice and experience*. At this position, they mostly *represent* their clients, which is immediately followed by *working with clients* and *preparing legal documents*. All this key knowledge, according to lawyers, are developed primarily through acquiring the work experience, except of the legal knowledge, which is substantially acquired during their studies, and to a certain extent, literacy. Lawyers believe that these necessary knowledge and skills are not going to change significantly in the future, or rather, the need for each of them is going to stay the same.

Regarding the necessary competencies, **the respondents** assess successful **communication and cooperation with other people as the most important ones** (average value on a five degree scale was 4,39), and **a respect for diversity** (4,30), thus generally speaking, social competencies. They have further emphasised *responsibility in doing one's tasks, focusing on the needs of the client* and *independent decision making*, while on the other hand, **they consider the foreign language communication skills to be the least important competencies** in a work of a lawyer, although they have emphasised that in doing this job they occasionally need at the very least a passive knowledge of the English language. Compared to the previously listed generic skills, the psycho motor abilities are considered less important, and are on average evaluated by the respondents as unnecessary or minimally necessary for working at the said position.





The greatest number of respondents have stated that it takes between four to six months to be introduced into business, but just as a reminder, in another study even more than a half of the surveyed law graduates stated that it took them even more than three years for that. From all of the above it is obvious that for the **business of a lawyer it takes possibly the longest period in order for them to be able to do their jobs independently and with quality.** Furthermore, most of the respondents - 76% of them- emphasised that the best way of acquiring the necessary knowledge and skills is certainly introduction to business of new employees, and the rest 24% of respondents considers that the same could be achieved through practice as a part of their education. Professional training for work without employment as the best way to acquire lawyer related knowledge and skills has not been listed by any of the surveyed lawyers. **It can also be generally said that law offices are not used to train people for this position, at least according to the results of the present study.** Namely, the student interns hips are usually conducted only by 15,8% of organizations, and professional training for work without employment by even smaller number, only 5,3%, which means that 84,2% of law offices which employ the participants of this study, do not in any way train new lawyers.

63% of the participants consider that in order to work at this position there is no need, except the certificate or a diploma acquired through regular education, for an additional conformation of education, a licence, certificate or a conviction, and interestingly only 25% stated that in order to work as a lawyer it is necessary to pass the bar exam, which is actually a legal prerequisite for practicing the lawyer profession.

All of the participants in this study stated that this profession requires constant education and legislation monitoring, and by that they mostly have in mind the professional training on their own initiative.

Working as a lawyer, compared to the other observed occupations, has a large number of its specificities. Besides the fact that all law offices are privately owned, and most of other observed occupations are actually state services, **lawyers have a much more flexible working hours**; e.g. they often or always work in shifts (stated by 60% of them), and as much as 92% at least occasionally or often works nights. Somewhat smaller number of lawyers work Sundays and holidays- 73%. This profession implicates also (most frequently) occasional work in the evening and at night.

Revenue officers

Among in total 38 surveyed revenue officers, 75% of them are employed in organization that fall into the category of small businesses, i.e. the ones that hire between 11 and 50 employers (73,3%), and it is on average round 40 employers per regional office, tax place or tax compliances. Of course, all the organizations which employ revenue officers who have taken part in the present study are state owned.

Describing the purpose of their position, most of the surveyed revenue officers have stated **assessment and collection of taxes** (57,9%) and **issuance of documents and certificates** (26,3%).





The greatest percentage of the surveyed ones (39,5%) considers that a completed university graduate programme is the most suitable level of qualification for this position. However, around half of the respondents considers that also a lower level of education is suitable for the occupation of a revenue officer, and 13,2% have stated a four or five year vocational education as a sufficient level of education for performing tasks of a revenue officer. Almost the same number has stated that **educational programmes in economy and law, as well as administrative law are equally suitable for this position.** We can conclude that the occupation revenue officer, according to statements made by the surveyed revenue officers themselves, in comparison to other observed occupations in this study requires even the lowest specific qualification in the field of legal professions.

As the most frequently stated key knowledge and skills, the ones that can be included in the category **knowledge of tax laws and regulations** have been highlighted. This skill is especially necessary for tasks such as issuing documents and certificates, processing of tax documents, filing indictments and determining the tax liability. According to importance, they are immediately followed by *use of the computer, being organized*, followed by *communication skills, emotional stability*, etc.

The greatest number of respondents has stated that it took between seven and twelve months to be introduced into business and for 71% of the participants the most suitable way of training for independent performance of tasks is introduction into business after employment. 16% of the participants have stated practical education, and 13% professional training for work without employment





as the best way to acquire all the practical skills necessary for the position of a revenue officer. A third of revenue officers has stated that their employers have experience with professional training for work without employment, and some of them with student internship programmes.

According to the opinion of 75% of the participants, in order to work at this particular position, next to a certificate or a diploma acquired through regular education, **additional conformation of education, licences, certificates or convictions are not necessary.** A few revenue officers have listed a passed state exam and ECDL certificate as a necessity for this position. Nevertheless, **a great majority considers that a constant training is needed for this particular position**, mostly with the help of internal training within their own organization, but also on their own initiative.

As without a doubt most important competence for this particular position they have estimated the **effective communication and collaboration with other people** (average grade on a five degree scale is 4,18), while the knowledge of foreign languages is considered the least necessary skill for this position. If we discuss some of the generic skills, **responsibility in performing their tasks** (4,32) and **copng with pressure and emotional self-control** (4,18) are considered the most necessary ones. Human resources and people management are on average perceived as the least important competencies for this particular position, as well as various psychomotor abilities.

Concerning the working hours, **revenue officers as a rule do not work at weekends and holidays, nor in the evenings and at night.** Shift work is practiced often or occasionally by around 40% of the respondents.

Public administration officials

The questionnaire was applied on a sample of 35 people employed as public administration officials. The participants of this study belonging to this category of key tasks are mostly employed in organizations that employ from 51 up to 250 employees, i.e. in organizations that, according to the typology, belong to the medium-sized businesses. The average number of employees in these particular organizations was 63.

The highest percentage of respondents has stated that the purpose of this position is **performing a variety of legal affairs** (37,1%), followed by **preparing of documentation** (22,9%) and **performing administrative tasks in public administration** (20%). However, it needs to be highlighted that the participants produced very diverse and specific answers, which implies to a conclusion that regarding this particular positions, a very broad range of different tasks is concerned.

The greatest percentage of respondents (40,0%) considers that a completed university graduate study is the most appropriate level of qualification for this particular position. Four or five year vocational education provides quite sufficient qualifications for this position according to 11,4% of the respondents, and somewhat more of them has also listed specialist professional graduate study programmes – 17,1% of them.

Most respondents, 51,4% of them, has stated that **programmes at the Faculty of Law (integrated undergraduate and graduate university study programme and professional administrative study programme)** are the most suitable educa-

tional programmes for this particular position. A part of the respondents believes that study programmes in Economy (22,9%) are suitable concerning this particular position, and 5,7 % has listed the general category “social sciences”.

The most frequently listed knowledge and skills needed for the performance of key tasks for this occupation have been categorised in the category **legal knowledge**. The respondents highlight also the importance of **knowledge of regulations and technical documentation** (especially monitoring of changes in legislation and other legal acts), but also **communication skills**. A few of them have stated that skills like *the use of computers, analysis and critical evaluation and preparation of documents* are also important for this particular occupation. All of the listed key knowledge and skills are acquired primarily through work experience acquired at these positions, and they believe that the need for them will stay the same in the future.

Regarding some general competencies, the respondents have pointed out that a **key skill** for this position is **effective communication and cooperation with other people** (average value at a five degree scale was 4,63%), and assess that very important competencies include also **written and (especially) oral communication in Croatian and willingness to learn**. On the other hand, as the least important competencies for this particular position they have assessed foreign languages communication. In performing this occupation, it is necessary to **be responsible in performing work-related tasks**, have a tendency for **teamwork**, be oriented on the results and have emotional self-control. In comparison to previously listed generic skills, psycho motor abil-







ities are considered less important and are assessed by the respondents on average as less necessary for this particular position.

64% of the respondents has given a positive answer on the question whether an additional certificate of education, a licence, a conformation or a conviction is needed in addition to a certificate or a diploma acquired through regular education, and 36% believes that no additional conformations, licences or convictions are necessary for this position. Most of them, however, did highlight that a passed state exam was necessary for this position.

Almost all of the participants have stated that **for this particular position, professional education is necessary**, and there is an equal number of those considering that it should be accomplished through self-training and those who consider internally organized professional trainings a better way for accomplishing that. The respondents believe that practical skills for this position would be best acquired after employment- by means of introduction into business. **Their organizations mostly practice the training of people for this particular position-** mostly through professional training for work without employment (46,9%), followed by student and school intern ships (both 6,3%), and with the help of apprenticeship of vocational school students (3,1%). The rest 43,8% of organizations does not practice any from the listed forms of training. The largest number of respondents has stated that it takes a relatively short time to introduce a person into business, between two and three months.

Regarding the working hours, officials in public administration as a rule do not work in shifts, in the evenings, at night, weekends or during holidays.

Municipal court judges

36 judges from the area of the Republic of Croatia filled out a specially designed questionnaire for this occupation. As expected, the largest number of organizations which hire judges falls into category of large enterprises which employ more than 250 employees (63,6%).

The largest percentage of respondents have stated that the purpose of this position is **resolution of court cases, i.e. reaching verdicts** (61,1%) and **conducting of court proceedings** (58,3%), and some of them highlighted also the *application of laws and regulations* (16,7%) and *management and administration* (11,1%). It should be noticed that the respondents had the possibility to list several answers. Regarding *reaching verdicts*, i.e. *resolution of court cases* the judges have stated that for that position, in addition to the obvious knowledge and application of laws and regulations and knowledge of case law, it is necessary to have a whole array of knowledge and skills, such as emotional stability, ethics, communication skills and literacy, objectivity and logical reasoning, determination, etc., and similar competencies are necessary for the key task of *conducting of court proceedings*. In addition to that, a large number of judges have stated that they also perform duties of *a mentor*.

The largest percentage of respondents (80,6%) considers that a **completed university graduate programme study is the most suitable level of qualification** for a position of a municipal court judge, but it is worth **mentioning the 11,1% of those who believe** that the suitable level of education is a

postgraduate university (doctoral) study programme, e.i. a PhD. It is understandable that the most of them have stated that the programme of the Faculty of Law (Integrated undergraduate and graduate university study programme) is the most suitable educational programme for this position.

Distinctively most frequently listed knowledge and skills related to key tasks performed by municipal court judges belong to the category **knowledge and application of laws and regulations**. They, however, have highlighted that for doing a day-to-day business at this position **communication skills and literacy** are also important, but also *objectivity and logical reasoning, knowledge of case law and preparation and conducting of hearings*.

In addition to these specific competencies, the judges have assessed **effective communication and cooperation with other people**, followed by **respect for diversity** and **oral communication in Croatian language** (M=4,48), while foreign language skills in speaking and writing are mostly considered as an unnecessary competence. The judges have highlighted **the responsibility in performing work tasks** and **the skill of independent decision making** (all the participants have awarded highest grades to these two skills with regard to their importance), but also *coping with pressure* and *emotional self-control, focus on the results, analytical skills, organising and planning, presentation skills*, etc. When compared to the previously listed generic skills, psycho motor abilities are considered to be less important and the participants have assessed them on average as being



minimally or slightly necessary for working at this position.

The respondents have given a positive answer to the question whether a professional training on a regular basis is necessary for this position. The largest percentage of respondents believes that people at this position should receive professional training through various trainings which are internally organized and/or on their own initiative (each 82,8%), and the majority also considers the trainings conducted by external providers of educational services to be necessary.

The largest number of respondents has stated that **it takes between seven and twelve months for a person to be introduced into the position of a municipal court judges**, followed by the ones who consider that it takes more than a year for that. Most of them have stated that in order for be working at this particular position, one has pass the bar exam. The respondents consider that practical skills needed for this position would be most suitably acquired upon employment through introduction onto business (86%), and a only a small num-

ber of respondents believes that the practical skills are most suitably acquired with the help of practice as a part of their education (14%). None of the surveyed judges has listed professional education for work without employment, and according to them municipal courts mostly do not practice any of the forms of training for this position. Namely, only 13,8% of organizations which employ the surveyed judges perform the professional training for work without employment.

Municipal court judges as a rule do not work in the evening or at night, weekends or holidays, and only two of the judges have stated that they often or always work in shifts, and another 11 of them, or 40% from the total number occasionally works in shifts.

In order to summarize all of the results of the study of the selected six key occupations, the following table shows key competencies and main tasks related to the selected six key occupations.

Table 10. Selected key occupations with key assignments and competencies

Occupation	Key tasks	Key competencies
Director of legal, human resources and general service	<ul style="list-style-type: none"> ● management and coordination of business processes ● supporting the management in management processes ● providing legal support ● selection and development of employees. 	<ul style="list-style-type: none"> ● Communication and presentational skills and literacy ● Possession of legal knowledge ● Managerial skills and organizational skills ● Knowledge of the work processes ● Knowledge of the selection methods.
Notary public	<ul style="list-style-type: none"> ● official preparation and issuance of public documents on legal matters ● formal verification of legal documents ● notice of keeping documents, money and items of value for their surrender to other persons or authorities ● carry out the procedures established by law as directed by the courts. 	<ul style="list-style-type: none"> ● legal knowledge ● communication skills ● responsibility and integrity ● use of computer ● organizational skills.
Lawyer	<ul style="list-style-type: none"> ● representing clients ● working with clients ● preparation of legal documents ● giving legal advice. 	<ul style="list-style-type: none"> ● legal knowledge ● communication and social skills ● literacy ● practice and experience.
Tax collector	<ul style="list-style-type: none"> ● assessment and collection of taxes ● processing of tax returns ● issuance of documents and certificates. 	<ul style="list-style-type: none"> ● knowledge of tax laws and regulation ● use of computer ● to be organized ● communication skills.
Public administration official	<ul style="list-style-type: none"> ● performing a variety of legal affairs ● preparing of documentation ● Administrative work in public administration ● Communication with clients and other authorities. 	<ul style="list-style-type: none"> ● legal knowledge ● knowledge of the regulations and technical documentation ● communication skills ● use of computer.
Judge	<ul style="list-style-type: none"> ● Resolution of court cases ● Conduct of court proceedings. 	<ul style="list-style-type: none"> ● Knowledge and application of regulations and legislation ● communication skills and literacy ● objectivity and logical reasoning ● knowledge of case law

As can be seen, in addition to the **knowledge of legal regulations and laws, i. e. legal knowledge**, and to the specificity of each of these positions, the respondents have highlighted **communication skills and literacy as one of the key competencies** for each of the above occupation. Organizational skills, i.e. people management, are necessary only with regard to the occupation director of legal, human resources and general services and possibly with notaries public. It is noticeable that similar competencies are needed for positions of

a municipal court judge and lawyers, knowledge of case law, legal knowledge and communication skills. Besides, according to the already several times mentioned study of the University in Zagreb, jurists who have found their first employment at courts show the greatest mobility directed precisely towards law offices, and slightly less towards the State's Attorney's Office.



IURISPRUDENTIA

F o r m e r s t u d e n t s



Aims of the study and the participants

Basic aim of the study was to gather the evaluation of former students (people who have completed a study programme at one of the Faculties of Law in Republic of Croatia), with a certain time distance and after acquired experience in their professions on the competencies which are necessary for the work in legal profession, and which are developed during their study, and to hear their suggestions for improving of these competencies. In total 300 people who have completed one of the study programmes at Faculties of Law in the Republic of Croatia has participated in the survey.

Regarding some socio demographic characteristics of respondents, a disproportionality can be seen between males and females, the same as the one present among current students. Namely, 213 of the participants of the study, i.e. **71% of the respondents were females**, and 87 respondents, i.e. 29% of the sample included males. **The average age of the respondents was 3 years**, and the median value 31 years. **Great majority of former students of legal studies had mainly attended grammar schools** before enrolling to a Faculty of Law (83,3%), and other 16,7% had graduated from four year vocational schools. **Currently 82% of the respondents are employed**, and only 10% of them are not currently employed in their profession.



Table 11. Structure of the sample - former students

The whole sample N=300		100%
Sex	Male	29,0
	Female	71,0
Age	18-30	48,0
	31-45	43,6
	46-59	6,4
	60 and more	2,0
Previous education	Grammar school	83,3
	Vocational school	16,7
Work status	Employed	82,3
	Unemployed	17,7
Duration of study	1-5 years	29,7
	6-10 years	64,3
	11 and more years	6,0
Graduated from the Faculty	Faculty of Law of J. J. Strossmayer University in Osijek	24,0
	Faculty of Law of University in Rijeka	24,0
	Faculty of Law of University in Split	13,0
	Faculty of Law of University in Zagreb	39,0
First choice of Faculty upon enrolling	Faculty of Law of University J. J. Strossmayer in Osijek	53,5
	Faculty of Law of University in Rijeka	64,1
	Faculty of Law of University in Split	63,9
	Faculty of Law of University in Zagreb	71,8

The respondents attended their studies on average for seven years, but it is important to emphasise that those who have completed a Master of Science and/or a Doctoral programme have also been included. As can be seen from the table at hand, almost 30% of the respondents have completed their study programme within five years, but it is important to highlight that before the introduction of the Bologna system, the undergraduate study lasted for four years. For the most part, their student obligations were carried out in time, a smaller number of them- 14% interrupted their studies, but during that time, one part of them have been taking their exams.

Choice of the Faculty and general satisfaction with the Faculty

Around 2/3 of the former students have stated that the Faculty they enrolled into was their first choice upon choosing the Faculty. Differences can be noticed among former students of certain Faculties- 71,8% of students from Zagreb University have stated that their Faculty was also their first choice, and that portion is significantly smaller with regard to students of the University in Osijek- 53,5%. However, from the survey itself it is not clear whether these students wanted to study Law at the first place, but just did not succeed in enrolling into the wanted Faculty. It has been determined that **the number of the ones who would study Law once again and those who would not is equal**, but a more disadvantageous fact is that most of them would not recommend the future students to enrol at their Faculty, and that is especially true of the Universities in Zagreb and Split- such an answer was given by 70% of the respondents.





According to the general grade awarded to the study programme they have graduated from, **former students have been quite critical**- average grade of the whole sample on a five degrees scale was 2,57, which, then, borders between the grades sufficient and good.

Additional education

More than 80% of the former legal studies students have completed their internships and it is likely that **that kind of practice extend is carried out only by law offices to a more significant**; namely, **almost 60% of the respondents have done their internships** there. With regard to other employers- and those are companies, public administration, courts, local self-governments and public notary offices- 10% of the surveyed jurisprudents have done their intern ship there, and **not one of them has done it in the State's Attorney's Office.**

With regard to further education, **40,7% of the respondents have passed their bar exam**, what was expected, since most of them are employed in the lawyer's profession. 13,3% of the respondents have passed the State Exam, and 2,7% of the surveyed passed their Notary Public Exam. The following information is also interesting- while the respondents had passed their State Exam and Bar Exam quite soon upon graduation (after two, i.e. three years), they took their **Notary Public Exam much later**- on average eight years upon acquiring the diploma of a law graduate. As far as the continuation of education is concerned, **only 18% of the respondents have stated that they have continued their education even after having obtained a degree at the Faculty of Law.**

Workplace

When it comes to finding a new job, **here we can also see that lawyer's profession is a sector in which the jurisprudents primarily find their employment**; namely, half of the respondents have found their first employment precisely in a law office. They are followed by the state, local and regional government/self-government authorities that employ almost 20% of the respondents, companies with 13%, and with all other employers the legal profession is represented to a much lesser extent.

Table 12. First employment

Business	%
Jurisprudent in a law office	49,4
Jurisprudentin the state, local and regional self-government	17,4
Jurisprudentin companies	12,9
Jurisprudentin institutions and the academic community	4,6
Jurisprudent in judicial authorities	4,1
Jurisprudent in a notary's public office	3,7
Jurisprudent in non-governmental organizations	2,1
Other	4,6

With regards to first employment, in the most cases it was about the conclusion of the employment contract for a definite period- in 59,3% of the cases. The fact that law offices are most commonly the first employment for most of law graduates, has also been confirmed by the study *Employability and carrier development of graduates at*







the Faculty of Law of the University in Zagreb between the years 2004 and 2010 conducted by the University in Zagreb. It does, though, refer only to graduates of this Faculty, but it can nonetheless be an indicator for graduates of the other three Faculties of Law in the Republic of Croatia. According to the obtained results, 97% of the participants of this study have stated that at their first workplace they were employed within their profession in a large number of organizations, the most of them being law offices in which a half of the respondents have found their first employment (as is the case also in the present study). On the other hand, State's Attorney's Office was very rarely a place to find the first employment regarding legal profession.

Besides, **law offices are usually the places where the respondents are currently employed**, and if the structure of business in which the respondents are currently employed is compared to the one from the previous Table (their first employment), we can see that there are no significant differences.

Table 13. Occupations in which the respondents are employed

Occupation	%
Jurisprudent in a law office	45,3
Jurisprudent in companies	14,2
Jurisprudent in the state, local and regional self-government	13,8
Jurisprudent in institutions and the academic community	5,7
Jurisprudent in judicial authorities	2,8
Jurisprudent in a notary's public office	1,6
Jurisprudent in non-governmental organizations	1,2
Other	8,5

Nonetheless, **mobility within the legal profession** is not small - as has been stated in the study of the *University of Zagreb* - **only 44% of the participants of the study is still employed in the same organization where they had found their first employment.** In most cases it was about finding another employment, which they perceived as being better, and/or better paid, and for 12% of the participants in this study the reason they left their first employment was the termination of their internship or trainee ship.

The possibility to coordinate work and family life has been assessed as the most important dimension of the desired position, and it has been established that regarding the most respondents this is possible concerning their current positions. However, **it has been determined that the largest discrepancy lies between the expectations**

and the current presence regarding the second most important dimension- opportunity for advancement, and similar situation can be found with regards to the pay.

Concerning unemployment in the legal profession, former students most frequently highlight that it is present due to the lack of work places in the profession in the area they live in, followed by the lack of experience that is required by the employers, inadequate work places, etc.

How they perceive their Faculties is interesting- former law students consider that their Faculties are mainly neutral perceived in the business world, with the exception of the former students from the Faculty of Law of the University in Zagreb, who consider that the image of that particular Faculty is mainly positive.

Satisfaction with former Faculties

Work of administrative and professional services (registry, secretariat, IT department, etc.) was graded by former students with a medium grade, and more satisfaction was expressed with regard to the library equipment, Higher Education Institutions Information System (ISVU) and the functionality of the Faculty's websites. Similar satisfaction was expressed also for the Faculty premises (decoration, equipment in the classroom and the halls, as well as for the suitable size), provided that the former students of the Faculty of Law of the University in Rijeka were significantly more satisfied in comparison to their colleagues from other Faculties.

Former students are on average moderately satisfied with the content and quality of the study programmes, providing that they have graded elective courses with a slightly better grade. However, according to the results of this research, former students are not overly satisfied with the implementation of courses itself because the average grade is around two on a five degree scale. **They expressed particular dissatisfaction with the organization of practice, cooperation with experts outside the Faculty, but also the involvement of students in scientific-research projects of their professors.** The attitude towards student has also not been assessed much better, especially regarding the understanding of their obligations outside the study. It is interesting that the former students of the Faculty of Law in Zagreb have awarded significantly worse grades with regard to this aspect- they graded this dimension with an average grade 2,17 at a five degree scale, and with the other students these grades range around 2,5. Former students have unsatisfactory evaluated the counselling offered to students on their future carriers, i.e. concerning the employment opportunities, and they are not satisfied also with the advice on which course they should opt for and other opportunities for their further study.

It is interesting that the former students have evaluated their study programme, from a time distance, as difficult and demanding, and this especially refers to the former students of the Faculty of Law of the University in Zagreb (4,31) which is a slightly higher average when compared to the former students of the other Faculties (3,86). **On average the respondents somewhat agree that**

the study has fulfilled their expectations and qualified them for the work in their profession.

They were asked which subjects were most useful with regard to the job they are currently doing, although here we have to bear in mind that the fact that almost half of them is employed at a law office may have influenced this result. However, they have specially singled out two courses- *Civil Right* (which was highlighted by 50% of the respondents) and *Civil Process Law* (40%). *Commercial Law* was slightly more highlighted than other courses, and was listed by every fourth respondent.

Perception of legal studies

The biggest deficiency of legal studies is, according to the opinion of former students, **insufficient practical application of knowledge and skills, i.e. insufficient practice during the studies.** According to them, what lacks is working on specific cases, showing examples of how to write an appeal, law, suit, resolutions, contracts and similar, because, according to them, legal studies are currently too much oriented at the reproduction of legal regulations without truly understanding the content, and the amount of the subject matter which needs to be learnt in a very short notice is too extensive. **They propose more practice and practical education from as early as the first year of study, compulsory attendance at the court hearings and as much as possible of practical workshops where students could learn how to prepare legal documents.** It is necessary to reduce the volume of the programme, and even

divide the study programme into different programmes, while dividing the students into smaller groups and introducing compulsory attendance of the lectures. According to them, the Bologna process has not been implemented in the best possible way, and they specially highlight that the system of ECTS credit points should be revised.

Evaluation of personal competencies

As their personal qualities the participants **highlight the most the cooperation with other employees, critical and/or clear presentation of own or other's ideas**, and as the most necessary knowledge, in addition to **cooperation with other employees, they evaluate writing of reports, notes and other official documents**. Here we can notice that also the employers who hire law graduates show the greatest satisfaction with these very competencies with regard to Croatian legislative framework, and the least satisfaction with competencies related to the knowledge of European and international documents and regulations.

With regard to self-evaluation of own competencies as a jurisperit, **the interpretation and application of laws and other legal acts and the preparing of legal documents are emphasised as the most developed ones**, and **the interpretation and application of international documents, and especially European legal standards are the least emphasised, although they are still emphasised to a large extent**. However, they have pointed out that these competencies were not so often necessary in their work so far. It can

be therefore concluded, that a satisfying level of knowledge and skills acquired during studies refer to the application of skills from the area of study. **The largest discrepancy between that which they need in their current work and that which was offered to them by their study programme is visible with regard to a successful negotiation**. Namely, their study has not managed to a significant extent pass them one skill, a skill which is important for their current work, and they have emphasised that their university education has not contributed to a more quality knowledge of foreign language. Former students have emphasised as the greatest quality of the legal study the extent of the knowledge it has provided, and which is necessary in their current work. The study has, according to their own words, taught them to better manage their time and had a positive influence on the development of work habits.

With regard to further education at the Faculties of Law, most of respondents has expressed interest in it - most often for shorter courses, workshops or seminars, and 20% of them is interested also for the specialist postgraduate studies in duration of one year. 17% of the jurisperitents have shown a complete lack of interest for further professional raining at Faculties of Law.



IURISPRUDENTIA

C u r r e n t s t u d e n t s



Aims of the study and the participants

The aim of this study was to investigate the satisfaction with various aspects of studying at Faculties of Law in Croatia, focusing primarily on the quality of the study programmes, ways of evaluating students' knowledge, implementation of courses, the work of the administrative services, and relationship with students as well as on the supporting the study by the Faculty. A questionnaire was applied on an appropriate sample of students at the Faculties of Law in the Republic of Croatia. A total of 1232 students have taken part in the study, 512 from which are students of the Faculty of Law of the J. J. Strossmayer University in Osijek, 420 students of the Faculty of Law of the University in Rijeka, 267 students of the Faculty of Law of the University in Split and 31 student of the Faculty of Law of the University in Zagreb. However, in all further analyses the students of the Faculty of Law of the University in Zagreb were not included due to an insufficient number of respondents.

Average age of students from the sample is 23 years, and there is also a noticeable discrepancy between female and male students; namely, **female students make up almost 80% of student population at these three Faculties of Law.** There were







significantly more students of integrated undergraduate and graduate university studies in the sample (80%) than the students of professional administrative studies (around 20%).

Table 14. Structure of the sample - current students

Total size of the sample = 1201 respondent		100%
Sex	Male	20,1
	Female	79,9
Year of study	First	22,0
	Second	26,0
	Third	20,6
	Fourth	18,0
	Fifth	13,4
Type of study	Int. undergrad. and grad. university study	79,8
	Professional administrative study	20,2
Status of the student	Full-time student	64,9
	Part-time student	35,1
Faculty	Faculty of Law of the J. J. Strossmayer University in Osijek	42,8
	Faculty of Law of University in Rijeka	35,0
	Faculty of Law of University in Split	22,2
Portion of regular students	Faculty of Law of the J. J. Strossmayer University in Osijek	53,9
	Faculty of Law of University in Rijeka	76,9
	Faculty of Law of University in Split	67,0
First choice of Faculty upon enrolment	Faculty of Law of the J. J. Strossmayer University in Osijek	59,8
	Faculty of Law of University in Rijeka	74,0
	Faculty of Law of University in Split	66,5

Choice of the Faculty

Overall, **the Faculty of Law was a first choice for enrolment for two thirds of the surveyed students**, but that percentage is significantly smaller with students of professional administrative studies (for instance, for as much as 50% of current students from Osijek and Split). As a reminder, a similar situation was observed also with former students. Equally, **for a great majority, i. e. for 90% of the students, this Faculty was the one at which they have enrolled first**, so a conclusion can be drawn that law students rarely transfer from one Faculty to the other. Interesting information is that as much as three quarters from the smaller number of students initially enrolled into the Faculty of Law of University in Zagreb, as well as that the transfer of students at professional administrative studies occurs much less than with students of integrated undergraduate and graduate university studies.

With regard to the status, if we look at all the respondents, **65% of the respondents in the sample had the status of a full-time student, and the remainder of 35% the status of a part-time student**. However, according to the table below, it can be seen that there are large differences in the ratio of full-time and part-time students according to the type of study (**at integrated university studies there are on average almost 70% of full-time students, and at professional studies there are exactly 50% of them**), but also among particular Faculties. With regard to the integrated university studies, full-time students of the Faculty of Law

of the University in Rijeka accounted for 82,5% of the students in this survey, which is more than 69,8% when compared to the Faculty of Law of the University in Split and significantly more than in comparison to the Faculty of Law of the J. J. Strossmayer University in Osijek (56,1%). In relation with **professional administrative studies, we can see that the ratio of full-time students at all three Faculties is around 50%**.

Interesting is also the comparison of average grades at Faculties: overall, **students of integrated undergraduate and graduate university studies, but also of professional administrative studies, are on average graded with good overall success**, but that average is significantly higher at the *Faculty of Law of the J. J. Strossmayer University in Osijek* (3,38) in comparison to the *Faculty of Law of the University in Split* (2,99) and *Faculty of Law of the University in Rijeka* (2,95). Furthermore, full-time students have much better grade average than part-time students, but with the exception of the Faculty of Law of University in Rijeka, where this difference is almost unnoticeable. With regard to the students of **professional administrative studies, they as a rule have a higher grade average than the students of integrated university studies**, but we can see that both full-time and part-time students, when looking at all three Faculties together, have completely the same grade average.





Table 15. Students' status and grade average

	Total	Faculty of Law of the J. J. Stross- mayer University in Osijek	Faculty of Law of the University in Rijeka	Faculty of Law of the University in Split
Full-time students – integrated study	68,7%	56,1%	82,5%	69,8%
Full-time students – professional study	50,0%	47,2%	53,2%	52,4%
Grade average – all students of integrated studies	3,13	3,38	2,95	2,99
Grade average – full-time students of integrated studies	3,19	3,59	2,94	3,09
Grade average – part-time students of integrated studies	3,00	3,10	3,00	2,76
Grade average – all students of professional administrative studies	3,25	3,45	3,06	3,02
Grade average – full-time students of professional administrative studies	3,25	3,54	3,05	2,86
Grade average – part-time students of professional administrative studies	3,25	3,36	3,08	3,20

Student life and standard

The largest number of surveyed students, more precisely, 53% of them lives in private, rented flats or rooms, and the remainder 42% lives in family houses, and only 4% of them lives in student dorms. Interesting information is that **there have not been determined any significant differences in success when looking at the grades average between the students who live with their parents, rent a flat or live in a student dorm.**

Only one fourth of law students occasionally work via the student centre, but with large and significant variations that can probably be explained with regard both to the availability of jobs and the opportunity to work as season workers during the summer months. Namely, while only 17% of the students from Osijek work this way, these percentages are significantly higher with their colleagues from Split (25%), and especially from Rijeka (387%). These are mainly jobs which amount to 20 hours per week, i.e. number of hours corresponding to a half time job, and it is interesting that **working via the student centre does not have a negative influence on the success** of average grades of students which work this way are compared to the ones who never had had a job this way. With regard to student associations and initiatives, only 13 % of students have stated that they were at least at one point actively participating in the work of such organizations.

Student diet in Split and Osijek has been assessed as solid (2,86, respectively 2,89) and in Rijeka even as very good (3,88), and students express relative

satisfaction with services of student centres and student service. It is noticeable that students of the Faculty of Law of the University in Rijeka are somewhat more satisfied with these specialized services.

Satisfaction with the work of administrative and professional services

In one part of the questionnaire, the students could evaluate the work of administrative and professional services at their respective Faculties. Overall, a conclusion can be drawn that they are moderately satisfied with the secretariat, websites of their study programme and the work of the Faculty management, and **they have stated their satisfaction with the ability to access the ISVU system, work of the IT service and organization and equipment of the library**, so concerning the completely the same things that had been listed by the former students of Faculties of Law in Croatia. Students have shown their satisfaction, on average at least, but still moderately, with the work of the registry at their respective Faculties. It is noticeable that the students from the Faculty of Law of the University in Split are somewhat less satisfied with these services when compared to their colleagues from Rijeka and Osijek, but the satisfaction is, with regard to these services at their respective Faculties, evaluated as moderate. **The result that students at their first year are significantly more satisfied with these services than the students at later years, among which there is no significant differences, is interesting.**

Satisfaction with the equipment at the Faculty

The students evaluate the equipment at their Faculties relatively favourably, but there are clear differences among Faculties. For instance, with regard to integrated studies, the students of **Faculty of Law of the University in Rijeka expressed their satisfaction with the quality, decoration of the premises and its equipment**, but also with the satisfactory size of the Faculty building with regards to the number of enrolled students. Students from Split criticized mostly the insufficient space, and equipment in the halls and premises in general are graded with merely an average grade. Regarding **the ability to access computers and the Internet at Faculty, students of the Faculty of Law in Osijek** have awarded the highest grade, and **quality in general and decoration of the premises as very good**. Overall, students at the Faculty of Law in Osijek are the most satisfied with the conditions for studying at their institution.

With regard to **administrative studies, students from University of Split** have once again showed **the least satisfaction with the studying conditions and infrastructure**, but there are observable differences concerning the significantly higher grades given by the students from Osijek studying at the professional studies in comparison to their colleagues from integrated studies.





Satisfaction with the study programmes and classes

At a five degree scale, **integrated studies study programme has been graded with a medium grade.** Only the *quality and content of both compulsory and elective courses* have been awarded somewhat better grades, and other particles such as adaptation of difficulty of the course to the prior knowledge of the students, meeting students' expectations in relation to the contents of the study program and similar have marked a medium level of satisfaction. They are the least pleased with the possibility of attending courses which are not part of the study programme - the average grade is 2,63, it is hence somewhere between the grades sufficient and good.

Students of the professional studies also think alike; they too gave the highest grades to the **content and quality of the compulsory and elective courses**, as well as **the offering**, and they show the least satisfaction with the possibility of attending courses not included in their study programme. When comparing all of these three professional study programmes, it can be noticed that the students attending professional studies at the Faculty of Law in Osijek have been awarding significantly higher grades to almost all particles than their colleagues in Rijeka and Split, but that their overall satisfaction can be graded as satisfying.

However, **it seems that the students are not satisfied with many aspects of the implementation of courses itself.** This especially refers to the involvement of the students in scientific-research projects of the teaching staff, then field courses (which in-

cludes also summer schools) and organization of practice outside of the university and cooperation with legal experts that are not their lecturers. **It can be said, thus, that they are not satisfied with the segments of courses that include practical application of acquired knowledge through which their future jobs could be simulated.** Similarly, this lack of practice of their current and/or future employees was pointed out also by their employers. Just as a reminder, 84% of them said that the number of hours of practical courses should increase in regard to the current programme.

Students consider the relationship of the professors and assistants toward the students to be the greatest quality of their Faculties. They think of them as approachable, involved when it comes to teaching, experts and educated, and they believe that they pass on their knowledge well in their courses. They also point out that they are satisfied with the consultations with the teaching staff and other help outside the classes, as well as with the timely received information concerning the organization of courses or lectures (e.g. rescheduling, delays and similar). It is interesting that freshmen are especially satisfied with this dimension, as well as with the work of administrative and professional services, while the students at their fifth year are the least satisfied. **The wide extent of acquired knowledge and skills for which they believe will be of use to the with future employment** is considered as one of the major qualities. The students also emphasise the







high level of sources of information for studying, as well as a good and quality course schedule and obligations of students during the week.

The greatest shortcomings of the study programme are the lack of practice, practical application of knowledge and inadequacy of programmes, i.e. its incapability with the needs on the labour market, and even its redundancy, too much facts that need to be learned by heart without understanding and they are not up-to-date. Great number of students has pointed out **that there are some things in the organization of the study programmes that should be rectified,** like for example, **inability to file appeals and complaint regarding the work of the staff, too small number of exercises and examination dates and occasional incoordination between the professors regarding lectures.** Besides that, the students have pointed out the lack of understanding for their obligations outside their study and for an individualized approach, which would then encourage their self-esteem. They especially emphasised the need for improvement regarding the counselling of students concerning their future carriers, opportunities for employment, perspectives and similar.

Next to these remarks, **significant number of students of professional administrative studies have pointed out that their study programme is discriminated in a certain way in comparison to integrated undergraduate and graduate studies.** However, since it refers to an open question in both cases, it should be pointed out that only 30% of the students have answered this question.

Perception of desirable professions and employers

It is interesting that **the largest number of current students- 44% of them- of the university study see themselves in the future in the private sector, and most often in law offices**, followed by **state administration** (was listed by 30,5%). Only 5% of the respondents would like to stay and work at the Faculty, and the same percentage of students see themselves as employees of one of the non-profit (non-governmental) organizations. As already mentioned, it seems that a significant number of people from the legal profession works in the so called extraterritorial organizations and bodies (such as international organizations, consular offices and similar), but current students do not (for the time being) perceive them as desirable employers, because they were listed by only 1% of the students.

On the other hand, **students of professional administrative studies mostly want to work as civil servants**(47% of them), but that was expected due to the nature of the study itself. As the second and almost only possibility, they see is finding employment at the Faculty (13%), while the rest are not sure yet at which working place or occupation they see themselves in the future.

However, 2/3 of the students believe that the Faculties of Law do not prepare them properly for the future work in the legal profession, and larger differences were observed regarding the way of thinking of the students of undergraduate and graduate law studies as opposed to professional administrative studies.

Suggestions for improvement of the study

As their suggestions for improving the study, students have pointed out the following: **more practice during the study**, better connection with different institutions, then **introduction of field courses and debates as a constituent part of the programme**. They also propose **bringing prominent legal experts**(lawyers, state attorneys, ombudsmen and similar)**as guest lecturers**, followed by **reduction of the programme** (most common propositions with regard to that are elimination of certain subjects which are only indirectly connected to law (e.g. sociology, statistics, political economy, etc.)

They also consider that **students should receive early guidance or greater range of elective courses on the third year**. The current students share the same opinion as the former students on the **need to revise the ECTS credits** with regard to certain subjects or **revision of requirements needed to take exams**.

With regard to the proposition to improve the implementation of courses itself, the students believe that it is necessary to work on the better interaction between the professors and students in sense of **greater involvement of students in the courses** and encouraging of their engagement, **encouraging to problem thinking**, logical reasoning, and not (only) *ex cathedra* lectures.

When it comes to grading, student have pointed out that a clearer evaluation criteria should be made, the knowledge needed for each grade standardized, the percentage of students who pass the exams corrected and evaluation system within every department harmonized. In addition to that, the students of professional administration study programme expect the possibility of obtaining the title of a Master upon competition of their studies, as well as the introduction of a postgraduate study in public administration.



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