

Assessment report for training on legal aid providers Latvia

“Strengthening access to justice in Latvia through fostering mediation and legal aid services”

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# Context

This report is developed in the framework of a cooperation project funded by the Directorate General REFORM of the European Commission and the Council of Europe and implemented by the Council of Europe and more specifically the European Commission for the efficiency of Justice (CEPEJ).

The project, which started in December 2021, is titled *“*Strengthening access to justice in Latvia through fostering mediation and legal aid services (Phase II)*”.* This present project builds upon the 2019-2021 cooperation project “Strengthening access to justice in Latvia through fostering mediation and legal aid services”, financed by the European Union and implemented by the CEPEJ at the Council of Europe in 2019-21.

In the context of this Project, two important areas are viewed as bearing a serious potential to ensuring a more effective access to justice: 1) widen the scope of state ensured legal aid (including primary legal aid and mediation services); 2) improved availability of state ensured legal aid. The second component i.e. improved availability of state ensured legal aid focuses specifically on improving the Legal Aid scheme in Latvia. Among other activities, it also includes the designing, setting up, monitoring and evaluating a pilot project on legal aid.

Under the auspices of the current Project a mission of several legal aid workshops[[1]](#footnote-1) in October 2022 in Latvia were conducted with relevant stakeholders[[2]](#footnote-2) in order to exchange experiences of the stakeholders involved in the legal aid system and to identify the needs and willingness for implementation of a new system for primary legal aid i.e. legal aid mechanism, which encompasses quality mechanism, introducing new cadre of professionals i.e. paralegals, referrals and training.

The Workshop on the development of a training module for providers of primary legal aid in Latvia was held on 21 of October in Latvia with objective to exchange experiences of the stakeholders involved in the legal aid system and to identify the need for trainings of the new legal professionals i.e. the paralegals and what should be the next steps when it comes to training paralegals. Several conclusions arose from the training workshops which are included and additionally elaborated in this report.

This report is a produced with co-operative work conducted by Ms Bojana Netkova, attorney at law, expert in legal aid and legal aid systems and access to justice, Mr John Eames, expert in legal aid systems, legal aid barrister and judge of the First-tier Tribunal in the UK and **Ms Mar Hermosilla**, attorney at law, mediation and legal aid expert. [[3]](#footnote-3)

# Overview of current state of affairs with regard to training

## Overview of the Law on state ensured legal aid in regard to the primary legal aid and the legal aid providers

According to the State ensured legal aid law[[4]](#footnote-4), state ensured legal aid can be provided for the out-of-court and in-the-court settlement of matters of legal nature or for the protection of infringed or contested rights of a person or his or her interests protected in the cases.

Extrajudicial Legal Aid (out-of-court) is provided in a manner of legal consultations and the drawing up of procedural documents for the protection of the infringed or contested rights of a person or his or her interests protected by the law in a civil legal dispute and for preparation of an application or claim to the court or a settlement document if the person is involved in a dispute of a legal nature, in which legal proceedings are possible.[[5]](#footnote-5)

State ensured legal aid can be obtained in criminal cases as compilation of procedural documents in criminal proceedings and defence or representation in criminal proceedings; and in civil cases in a form of legal consultation, preparation of a documents and representation in courts. The law also foresees state ensured legal assistance in administrative matters in cases explicitly for asylum seekers in appeal procedures within the asylum granting process and within the framework of the appeal of the decision on the contested deportation order or the decision on the contested decision on forced deportation; and within the appeal of the orphan's court decision on the protection of the child's rights and legal interests.

In cross border disputes cases legal assistance is provided as legal consultation, compilation of procedural documents and representation in court.

The state provided legal aid is given by a legal aid provider which enters into legal aid contract with the Courts Administration legal aid unit[[6]](#footnote-6).

The Legal Aid Providers that can enter into legal aid contract with the Courts Administration according the Law are sworn advocates, sworn notaries, sworn bailiffs, a natural person with the capacity to act and has completed an accredited study programme in law in a higher education institution (academic study programme in law or a second-level higher vocational study programme in law and a lawyer qualification), an association or foundation registered in the Register of Associations and Foundations that has ensured the provision of legal aid continuously for at least five years and a state-recognized higher education institution which has been implementing an accredited study programme for not less than five years, as a result of completing of which a lawyer qualification is awarded and in which a course or unit established for providing of legal aid is headed by a Doctor of Law.

All of the above-mentioned legal aid providers can provide out-of-court i.e. extrajudicial legal aid and in court legal aid.

The Law on state provided legal aid does not make clear distinction between primary legal aid and secondary legal aid. There are two separate types of legal aid, out of court i.e. extrajudicial legal aid that can undergo as primary legal aid and in court legal aid that represents secondary legal aid. However the extrajudicial legal aid entails legal consultations and the drawing up of procedural documents only in two (2) types of cases (please see art.9) which makes it deeply limited, not in line with the international documents[[7]](#footnote-7) and with the essence of the primary legal aid.

Another setback of the non-existent clear section for primary legal aid is the providers of the legal aid. According the Law, everyone who is entitled to enter into legal aid contract with the Courts Administration may provide all of the types of state ensured legal aid including extrajudicial legal aid.

So in order to eliminate the legal gaps in the Law, and all of the above-mentioned setbacks, there is a need to amend the State ensured legal aid law in direction of encompassing a separate heading for primary legal aid, scope, criteria, budget, its providers, obligation for training, competent institution for delivering trainings, and every accompanying measure, obligation, right etc. related to the primary legal aid and its providers.

## Basis of the need for training of primary legal aid providers

The Law on state provided legal aid does not contain provisions for continuous education i.e. training of primary legal aid providers or for any legal aid provider for that matter, having in mind that the Law does not recognize primary from secondary legal aid providers, in terms of strengthening the quality of the provided legal aid or training in general to improve services in order to facilitate access to justice for the most vulnerable.

However there is a mandatory obligation for training[[8]](#footnote-8) before entering in the legal profession and becoming a sworn advocate. A person seeking alternative routes to practicing as an advocate in Latvia must: have a record of at least 5 years of service in the legal profession; after this stage, he/she has to pass the Advocates as Qualification Examination; or undergo induction period training of at least 2 years as an apprentice (as an advocate's assistant). After this stage, he/she can take the Advocates Qualification Examination.

For candidates who chose to acquire the status of an advocate’s assistant and to work as apprentices in order to become advocates during the induction period there is a mandatory obligation to undergo a training which encompasses apprenticeship supervised by a private practice and Bar supervision and Law training with specific curriculum common to all trainee lawyers and training on legal professional skills. All of these conditions are cumulative. There are specific obligations for apprentices (stipulated in Advocacy law and regulations/decisions of the Council of Sworn Advocates): during all years – attend monthly training (1,5 hour), during 1st year – publish an article/paper on legal issues, contribute to work of Latvian Council of Sworn Advocates, during 2nd year – practice certain amount of criminal, administrative and civil cases with authorisation of patron, after 2nd year – practice certain amount of criminal, administrative and civil cases independently, take an exam after 1st, 2nd and 5th year.

When it comes to continuous training for sworn advocates there is an obligation for all sworn advocates to undergo continuous training foreseen in the Decision No 149, dated 26.06.2012, of the Latvian Council of Sworn Advocates, approving Regulations on Qualification of the Sworn Advocates and the Decision No 237, dated 23.10.2013, of the Latvian Council of Sworn Advocates, approving Procedure on Qualification Raising Arrangements Organised by the Council of Sworn Advocates.[[9]](#footnote-9) More specifically, every sworn advocate must attend training of at least 16 (in total) academic hours per year.

On the other hand for the NGO’s/associations and legal clinics there is no mandatory obligation for continuous training when it comes to FLA, vulnerable categories of people i.e. specialized trainings on sensitive topics.

## Outstanding challenges with regard to training

According to available and accessible public information, and the conclusions from the conducted workshops In October 2022 in Latvia there hasn’t been any training so far on free legal aid (encompassing primary and secondary legal aid) for the providers of state ensured legal aid, nor any other training for the providers in regard to the possible type of cases that they encounter in their dally work.

According to the information from the previous phase of the project, a curriculum and handbook for the one-stop advice service pilot project on legal aidwas prepared under the Pilot project in August 2020, and the selected providers in that Pilot project (lawyers) were trained. However relevant data on how many providers were trained and the overall results from the conducted training are missing.

**Training for the October-December 2023 Pilot Project**

As far as the Pilot Project is concerned, training for providers took one day. Comprising four 90-minute lectures on civil rights, public administration and structure, basics of criminal matters, and lessons learned from the first pilot project. Consultants engaged as advisers on that pilot project were later asked whether they had enough information and knowledge to give consultations. Their answers are instructive[[10]](#footnote-10). They included, among other replies, “*Definitely not. People really wanted to receive quality advice, not directions where to turn (referrals)*”; “*Yes. And there’s always the internet*”, and “*Partly*”. Those few answers immediately suggest urgent training need. Asked about the impact of the one-day training, consultants suggested, among other things,

* “Training was great but it should be more regular (several consultants suggested regular trainings) Legal education is necessary for high-quality consultations”
* “One-time trainings for 2 - 4 days, then trainings according to necessity on the most pressing issues, changes in regulatory acts, consultants' most frequent questions”
* “One-time training even for a week would not be enough” and
* “Training should be regular (one day per month) and/or as needed on current issues’

The conclusion of the pilot project, analytical report was that “an adaptive training system should be preferred over a constant one. Maybe one day per month might be offered for trainings, devoted fully to one topical subject”. Ideas for substantive law training were put forward in the report (“inheritance, entrepreneurship, and taxes”). Training on soft skills were also cited as important. It was important, considered the pilot project coordinator, that trainings not be one-time nor very intense as this was, in effect, not conducive to good learning.

**Conclusions**

Hence, the conclusion is that there is no designed training for providers of state ensured legal aid including for associations and legal clinics (following the example of the current training system and obligation for continuous training for lawyers). It is necessary for the authorized providers of legal aid (with special focus on primary legal aid) to be educated about the free legal aid they provide according to the national law and the international standards, as well their capacities to be upgraded and expanded according to the needs of the clients. This stems from the need for continuous improvement of the quality of the legal aid they provide for the purpose of more effective provision of legal aid and access to justice.

Challenging in the work of primary legal aid providers might be the insufficient cooperation and extremely weak communication with institutions (which are not providers of primary legal aid), institutions that are competent for certain legal issues related to the areas that usually falls under the primary legal aid scope (example: poor cooperation with the departments of the Ministry of Internal Affairs for administrative issues (registration of citizenship, etc.) and other institutions).

In this sense, there is a lack of a referral mechanism that will be mandatory for providers of primary legal aid and for other institutions. This challenge can be addressed through future training and workshops. We accept some, but not all, of the training-related conclusions of the Pilot Project Analytical Report.

In order to create sustainable system for continuous training, several aspects are recommended to be considered:

* Creation of initial offline courses (please see pages 13 and 14) for newly registered primary legal aid providers (new cadre of professionals) to support their primary knowledge of free legal aid.
* Creation of pool of trainers consisting of several representatives from the future providers of PLA (Courts Administration legal aid team and NGO’s, Social centres, Legal clinics and Lawyers) that will undergo a ToT in delivering trainings for the primary legal aid providers and preferable in future the providers of secondary legal aid..

The creation of the pool of trainers should be done by publishing a ToT call for trainers. Certain criteria will be highlighted in the call (such as a minimum of 3 or 5 years of experience in the field of providing legal aid with a special focus on primary legal aid, experience in working with vulnerable category of people, a minimum of 3 years of experience in holding trainings, proven knowledge in international standards (e.g. certificates from courses) etc.) The responsible institution is recommended to be the Courts Administration legal aid team in collaboration with the Training Centre. The ideal number of applied participants should be 20 – 25, having in mind that from the applied participants not everyone will acquire the certificate for successful completion of the ToT.

The initial number of the trained trainers that will represent the pool of trainers should be around 10 -12 trainers.

When the pool of trainers is created, 4 - 6 trainers will be selected with most experience in producing assessments, reports, analysis etc. who will be working on creating the curricula for continuous training.

# Main training needs and identified priorities

According to the Representatives of the Ministry of Justice, the Legal Aid Administration, the Social centres of the Municipalities - Sigulda Region Municipality Social Service, Kuldiga Region Municipality Agency "Social Service", representatives from the Council of Sworn Advocates of Latvia, the representatives from the Local Governments Training Center (LGTC) and the representative from the legal clinic (University of Latvia)[[11]](#footnote-11), there is no existing mechanism for primary legal aid and with that no standardized code of providing free legal aid.[[12]](#footnote-12) The future training should contain the basics of providing primary legal assistance, with the aim of unifying the possible different practices that will occur during the provision from the providers. In addition, the training should include and unite all primary legal aid providers and improve the cooperation with Courts Administration (legal aid team).

There is a need to sensitize all providers of primary legal aid and develop a sense of cooperation. During the workshops, it was noted that there is insufficient cooperation between MoJ (now Courts Administration legal aid team)and NGOs and legal clinics. This issue is accentuated by the transfer of authority over legal aid to the Latvian Courts Administration.

It should be noted that there is still ambiguity regarding who should be involved in the provision of primary legal aid, more precisely who will be part of the new cadre of professionals providing primary legal aid.

Municipal social centres, associations and legal clinics, that in the pilot project acted as primary legal aid providers, are not sufficiently familiar with the content of State ensured legal aid law and there is a general impression that the law is not clear at all for when it comes to the distinction between the primary legal aid and secondary legal aid. Also it seems that the procedures and functioning of the state ensured legal aid system will not going to be very easy understandable for all of them, having in mind that until now the cadre of primary legal aid providers did not exist.

The lack of knowledge of the quality with which newly registered providers of primary legal aid will work, especially the quality of the legal assistance provided to interested citizens underlines the need for training for:

* the manner of provision of the legal advice
* the manner and concept for conducting the first meeting with the client in their office
* how to determine the legal issue for which the client came, and on that basis how to explain the same to them,
* how to prepare (compose and complete) the request for secondary legal aid
* competences of the LLA and their role in the provision of SELA (state ensured legal aid)
* techniques and skills for communication (and interview) with specific, aggressive and difficult clients, as well as for dealing with specific problems of vulnerable groups (example: child victims, victims of domestic violence, victims of violent crimes, terminally ill, elderly and homeless people, etc.)
* dealing with stress and burnout, as well as the need for psychosocial support.

It is also of great interest to the authorized providers of primary legal aid to acquire skills and to learn and accept techniques to encourage their clients to use and seek the exercise of rights that they usually do not do because of a loss of trust in the institutions.

There is no mechanism for the associations and legal clinics through which they can and will transfer the acquired knowledge about FLA to other employees if they stop working in the association/legal clinic. In this direction, a proposal for training in relation to the sustainability of services for providing FLA has also been identified.

# Proposed approach and methodology for initial training and continuous education

Continuing professional development (CPD) is defined as learning experiences which helps the person to develop and improve their professional practice. This can include building on their strengths, as well as developing themselves where capability gaps exist.

CPD is about ongoing development process of the professional practice. So it may help keep the skills and knowledge up to date; prepare for greater responsibilities; boost confidence; help become more creative in tackling new challenges; enable to make better decisions, or help to take your career further. These skills may be gained through courses or training, or attending an educational event, to studying for new qualifications or learning new aspects of a job. [[13]](#footnote-13)  
The current report fits into the ongoing collaboration with the Ministry of Justice to set up a backbone system for initial and continuous training of the new cadre of professionals working on primary legal aid provision.

The report focuses on the immediate needs and most desired results. The proposed approach should bear in mind a strategic perspective with the intention to lead to a path to be followed and channelled afterwards.

Therefore, the main emphasis in the CPD would be put on a combination of:

1. initial (induction) training followed by continuous trainings and
2. performance driven trigger.

## Initial/induction training

The first component of CPD is initial/induction training; the concept should include couple of different courses (including the essence content) through which new cadre of legal professionals will be trained on topics such as:

**1. Understanding the role of paralegals**

* Who is a paralegal?
* What paralegals do?
* Skills of paralegals
* Soft advocacy skills (client-care, personal interaction, social analysis[[14]](#footnote-14), dealing with other professionals, anti-discriminatory working, interviewing skills, client referral skills, legal writing skills[[15]](#footnote-15), drafting documents[[16]](#footnote-16) etc.)
* Administrative/semi-soft skills (data use and protection, national institutions and how they work, case-management, record keeping, reporting and documentation)
* Advocacy skills (bringing to the attention of policy makers problems faced by the disadvantaged groups with whom they are working, raising awareness campaigns)
* Counselling and mediation skills (provide legal and other advice as well as to mediate in disputes)

**2. Hard law**

* Legislation and legal practice
* Primary legal aid scheme, the scope of the primary legal aid, criteria etc.
* Specific areas of law covered by primary legal aid
* Civil, administrative matters
* Approach to handling civil cases
* Dealing with Specific Issues (legal issues related to specific ethnic / cultural minorities, disability issues, children, indigent groups, victims of crimes, marginalized groups etc.)

**3. Human rights**

* Human rights in regard to legal aid

**Training of trainers**

After the initial training, a group of selected providers will be trained in ToT – training of trainers (understanding principles of adult learning, how to transfer the knowledge, working in front of a group, how to develop methodology for training courses, how to develop training curriculum and handbook etc.) establishing a pool of trained professional i.e. trainers that can follow up on the trainings transferring the gained knowledge during the training (please see page 10).

When the new cadre of professionals will gain the needed skills and knowledge on their role and on the legal issues and systems, the in-service trainings should be mandatory concept for everyone.

**Continuous trainings curriculum content**

The curriculum for continuous trainings should cover the following topics, e.g.:

1. Improve women’s access to justice
2. Dealing with specific issues (sexual offences, discrimination, redress etc.)
3. Children’s’ rights and child friendly justice
4. Sensitization in relation to sexual orientation and gender-neutral expression
5. GBV, VAW and DV
6. Anti-discrimination and racism, xenophobia, homophobia and transphobia
7. Specific ethnic / cultural minorities in Latvia
8. Disability issues
9. Children in need
10. Sensory impairments
11. Communication disabilities
12. Additional training on specific legal issues were identified, but not limited to, such as: stalking, online (cyber) violence and crime, bullying, property legal issues, asylum procedure.

**The programme**

The Courts Administration (legal aid section) will be responsible for making the yearly programme for initial and continuous training, conducting the trainings, maintaining the pool of trainers, keeping the register, reports etc.

Once the pool of experienced facilitators is established and starts to provide initial and continuous trainings on primary legal aid to the providers, for example twice a year, all newly appointed staff members within the associations, legal clinics and municipal centres will have an opportunity to enter a professional domain under the support and supervision of more experienced colleagues.

The training programme should be updated annually and should encompass much broader i.e. variety of contents following the international standards and trend in conjunction with the national context.

Methodologically, the initial training component for the associations, legal aid clinics and social centres must step on the already created pool of facilitators and identify minimum three pairs of facilitators to continue practice skills and build confidence to deliver peer to peer trainings in the legal aid provision network.

When it comes to the format and the structure of the initial training it is recommended that a hybrid/combined format of trainings to be adopted.

The transfer of know-how must be a two-step process based on:

**First part** of the structure of the trainings (theoretical part accompanied with tests, case studies etc.)

A moodle platform should be introduced and will serve as an interaction and visual modality for implementation of trainings. On this platform the training contents will be uploaded in a form of scorm packages, videos, ppts or word documents. This kind of platform provides and allows the trainers to be creative in developing the content, but also helps the reader/participant to easily study the course material through the visual and interactive elements in the content itself, and to record their progress. The platform allows the reader to actually approach its content on their free time, whenever they feel or wish or are able to read.

**Second part** of the structure of the trainings (practical case work and discussions coming from the experience of the expert facilitators (trainers).

Depending on the duration of the courses, during the courses face to face workshops must be organized. These workshops will serve to practice the already learned theoretical content via the platform through interactive tools such as simulations, role plays, real life examples and stories, Q&A etc.

The continuous training of the members of the legal aid providers can be done as a combined training following the example of the initial training, but also when it comes to not so classical training courses i.e. seminars, workshops, conferences, a face-to-face format can be used for encompassing a wider number of participants that will serve for making and obtaining the connection and collaboration among the PLA providers and sharing and unifying the practices.

## Performance driven trigger

The second component of the proposed approach, i.e., the performance driven trigger and activities based on data, implies that the system for CPD addresses an issue the moment it appears on the surface. For instance, while collecting feedback from clients or analysing data from legal aid application the Courts Administration legal aid team can identify a trend under a specific legal subject matter or an area for improvement regarding legal aid service delivery. Upon reporting for that trend, the latter serves as a trigger to launch an activity to support and/or improve the performance of the relevant legal aid providers.

The competence-based approach should be centred on the concepts of competence and competency. A competence as a complex object consists of the content-related components: knowledge, skills, and attitudes based on experience. In the framework of the current assignment we should outline the following foundation competencies to be incorporated and/or addressed within the planned CPD activities, namely all participants involved into training, mentoring and online capacity building activities should at the end:

* enhance their knowledge on scope and objective of the State ensured legal aid law;
* be able to define the role of legal aid providers and classify and categorize legal aid beneficiaries in accordance with criteria set out in the Law;
* be able to explain the meaning and purpose of ethical behaviour and legal ethics in general;
* improve the organization and delivery of primary legal aid;
* demonstrate the ability to perform means and merits test;
* be able to facilitate an application for secondary legal aid;
* be able to explain special procedures in secondary legal aid scheme, and identify differences among them.

The topics for initial and continuous education and training to be covered within the capacity building activities for the PLA providers should include among others:

* administrative procedure and administrative matters relevant for administering the legal aid system;
* international and EU standards on access to justice included in relevant international conventions;
* communication skills, time management, problem solving, interpersonal skills and management of conflict;
* vulnerability of women and children, victims of violence, Roma population, persons with disabilities and LGBTI community in context of access to free legal aid;
* IT skills necessary for management of the free legal aid system with focus on data processing, legal research and communication platforms;
* Monitoring staff wellbeing to enhance wellness, reduce stress and burn-out, and enhance person-to-person communications eventually resulting in improved services delivered to clients

In conclusion, the successfully implementation of CPD activities within the system for legal aid provision should lead to some obvious and attainable benefits including:

* Higher employee engagement
* More qualified staff
* Improved job performance
* Cultivating learning culture and encouraging a proactive, learning-oriented attitude among legal providers’ staff
* Building employee confidence
* Demonstrating credibility
* Keeping employee skills up-to-date and relevant
* Improving staff commitment to job positions

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| Proposed approach and methodology for initial training and continuous education | | | | | |
| Components | Steps | Courses | | | |
| I. initial (induction) training | i. Conducting the courses | 1. Understanding the role of paralegals | 2. Hard law | | 3. Human rights |
| ii. Publishing a ToT call for trainers | | | | |
| iii. Conducting the ToT | ToT, (Phases of team development, learning styles, how to transfer the knowledge, how to develop methodology for training courses, how to develop training curriculum and handbook) | | | |
| iv. Creation of pool of trainers (10-12) | | | | |
| v. Selection of 3 pairs of trained trainers | | | | |
| vi. Creation of curricula for continuous trainings | 1. Administrative law/disputes and procedures 2. Civil and criminal law 3. Improve women’s access to justice 4. Children’s rights and child friendly justice, children in need 5. Dealing with specific issues (sexual offences, discrimination, redress etc.) 6. Specific ethnic/cultural minorities in Latvia | | 1. Anti-discrimination and racism, antigypcyism, xenophobia, homophobia and transphobia 2. GBV, VAW and DV 3. Sensitization in relation to sexual orientation and gender neutral expression 4. Disability issues, sensory impairments, communication disabilities 5. Additional training on specific legal issues such as: stalking, online (cyber) violence and crime (hate speech), bullying, asylum procedure. | |
| vii. Conducting the CPD/CLE | | | | |
| II. Performance driven trigger and activities based on data | i. Collecting feedback from clients | * identifying a trend under a specific legal subject matter or an area for improvement regarding legal aid service delivery * launch an activity to support and/or improve the performance of the relevant legal aid providers | | | |
| ii. Analyzing data from legal aid application |

1. Workshop on the development of a primary legal aid service in Latvia: Scope; Workshop on the development of a primary legal aid service in Latvia: Referrals concept; Workshop on the development of a new class of professionals to provide primary legal aid in Latvia (paralegals); Workshop on the development of a new class of professionals to provide primary legal in Latvia (paralegals); Workshop on the development of quality standards and quality assurance methods, including peer review for legal aid in Latvia and Workshop on the development of a training module for providers of primary legal aid in Latvia [↑](#footnote-ref-1)
2. Representatives of the Ministry of Justice, the Legal Aid Administration, the Social centres of the Municipalities - Sigulda Region Municipality Social Service, Kuldiga Region Municipality Agency "Social Service", representatives from the Council of Sworn Advocates of Latvia, the representatives from the Local Governments Training Center (LGTC) and the representative from the legal clinic (University of Latvia), Council of Certified Mediators [↑](#footnote-ref-2)
3. Nota bene, following up on the conclusion of the present report, experts have developed a detailed Curriculum for primary legal aid providers in Latvia, as well as the Initial training on soft skills for primary legal aid providers in Latvia. [↑](#footnote-ref-3)
4. State-provided legal aid law of Latvia, available at: <https://likumi.lv/doc.php?id=104831> [↑](#footnote-ref-4)
5. SPLAL, art.9 [↑](#footnote-ref-5)
6. Since 1 January 2024, legal aid in Latvia has come under the authority of the Courts Administration [↑](#footnote-ref-6)
7. United Nations Principles and Guidelines on Access to Legal Aid in Criminal Justice Systems and The Guidelines on THE EFFICIENCY AND THE EFFECTIVENESS OF LEGAL AID SCHEMES IN THE AREAS OF CIVIL AND ADMINISTRATIVE LAW, adopted by the Committee of Ministers of the Council of Europe on 31 March 2021; RECOMMENDATION No. R (93)1 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES ON EFFECTIVE ACCESS TO THE LAW AND TO JUSTICE FOR THE VERY POOR [↑](#footnote-ref-7)
8. Advocacy Law of the Republic of Latvia [↑](#footnote-ref-8)
9. Internal regulations of the Bar [↑](#footnote-ref-9)
10. Section 4.4, Analytical Report on the Pilot Project on Legal Aid – Inga Bite, Jānis Jurkāns and Inita Apšeniece - European Commission for the Efficiency of Justice – January 2024 [↑](#footnote-ref-10)
11. All participated in the October mission in Latvia i.e. on the workshop for trainings [↑](#footnote-ref-11)
12. Consultant’s mission report on Workshop for trainings in Latvia, October 2022 [↑](#footnote-ref-12)
13. Please see: <https://cpduk.co.uk/explained> [↑](#footnote-ref-13)
14. Understanding the structural nature of the problems faced by the people, and thus finding long term solutions for them. [↑](#footnote-ref-14)
15. Initial legal advice, legal opinions etc. [↑](#footnote-ref-15)
16. Assist in writing applications, complaints, affidavits, petitions and other legal documents. [↑](#footnote-ref-16)