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GUIDE ON MOOT COURTS



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MELE IO3: Moot Court Guidebook



WHAT IS A MOOT COURT?

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Even though it is thought that moot court (from the Scandinavian word for ‘meeting’¹ or ‘gemōt’, an old English name for a judicial court²) is a new, modern education tool, it seems that the benefits of this kind of learning tool were well-known even in the 18th century in the US (Rachid, Knerr, 2000). The advantages of this kind of extracurricular activity were obvious even centuries ago.

Mooting is a lifestyle or even a state of mind; it has a long history and unique traditions.

Anhelina Andrieieva, student at Faculty of Law, “Mykolas Romeris” University

Moot court is the simulation of the court trial, with pre-prepared hypothetical cases on different topics. The topic of the moot court usually depends on the type of the moot court – whereas the national moot courts (competition) are aimed at the more nationally oriented branches of law, such as criminal or civil law, regional or international moot courts tend to focus on cross-border subjects such as human rights, EU law or Public International Law in general. Hypothetical cases usually refer to some recent, up-to-date topic or a case which has drawn public attention (Collins, Rogoff, 1991).

The moot court can be seen in two ways – as a learning tool and as a competition. As a learning tool, mooting can encourage student engagement, enhance learning, and provide students with a practical understanding of the real-world application of often abstract course material and concepts (Kammerer, 2018). It is considered that mooting improves critical and analytical skills, introduces students to new ways of thinking, increases interaction with their fellow students, and enhances student interest in course lessons and

The most interesting/important thing about participation in the moot court is recognizing the personal growth – realizing how far you’ve come from the first time reading the hypothetical case until the final match of the moot court competition.

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materials (Ringel, 2004). In both methods, the preparation and the students’ outcomes are similar. The preparation implies the students’ and their coaches’ hard work and diligent

¹ *European Law Moot Court - History*, <https://europeanlawmootcourt.eu/history/>

² <https://www.merriam-webster.com/dictionary/moot>,

approach. Passion and ambition go without saying. The outcomes are also similar: broadening of knowledge and the growth of self-confidence as the most important. When speaking about the competition, the judges are usually recognized practitioners who give valuable advice and remarks.

There are usually two parties – appellant and respondent. The competition commonly consists of two parts – written and oral. The written phase considers analysing the legal framework, understanding the context, and sometimes answering the other team’s claims. The oral stage usually has three parts – expressing the arguments, answering judges’ questions, and rarely, another team, and rebottle. The expression of arguments should be well-prepared and aim to introduce the judges and the other team to the argumentations, especially at competitions where there is no previous exchange of written documents. While answering the question should represent how the team copes with the pressure, but also cooperate among themselves, the rebottle usually decides the domination of one team over another

The most important thing in the moot court is the teamwork. Without a good team and without good cooperation, a good result cannot be achieved.

Amila Mrkonja, student at Faculty of Law, University of Sarajevo

The aim of mooting is the presentation of legal arguments on a hypothetical case in a persuasive way. Critical thinking and the capability of arguing is highly recommended and awarded.

There is a difference between a moot court and a mock trial. While a mock trial involves a jury, a moot court is held in front of the court. There is no presentation of evidence and the involvement of any other, except the representatives of the two parties.

TYPES OF MOOT COURTS

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Moot courts could be classified based on various criteria, like different competition levels and competition structure, competition length, area of law concerned, whether the competition is exclusive for teams from one university, if it is based on existing procedure and court/tribunal or not, etc.

An already existing procedure is often used as the basis for the simulation exercise – ***simulation of a procedure before a court*** carried out by students. Such simulation happens

before established courts, like the International Court of Justice, International Criminal Court, Court of Justice of the EU, and European Court of Human Rights. On the other hand, the moot court could simulate a procedure, determined by organisers, before a fictional court/tribunal (e.g., Monroe E Price Media Law Moot Court Competition).

Besides the simulation of a procedure before a court, a moot court could be based on a **simulation of the arbitration or mediation procedure**. In the case of Willem C. Vis International Commercial Arbitration Moot, the rules of arbitration are changed annually and another national arbitration procedure is selected.

As a kind of moot court, we could identify a **simulation of working in-house in big lawyers' offices**. In this case, participants do not compete before a court/tribunal but are trying to simulate work in a lawyer's office, solving a case in favour of a client (e.g., *Law Academy – Liaison Project*). Students could also simulate a decision-making process in regional or international organisations, including the EU, aimed at developing a new piece of legislation.

Through the preparation for the competition, I learned to think and analyse in a 'legal' way, so that I plunged every existing hypothetical problem under case law and argued this with my colleagues in the team. Furthermore, as a team we have come across various interpretations of norms through just reading jurisprudence and we have created critical thinking about them.

Adriana Budan, student at Faculty of Law, University of Rijeka

This variety means that moot courts have different outcomes in terms of learning and teaching objectives. While outcomes of moot courts that are simulation of a court procedure or an arbitration or mediation procedure are focused on gaining in-depth knowledge of the legal issue discussed, dominantly wanted outcomes of the simulation of working in-house in big lawyers' offices are rooted around understanding the institution within, its procedure, and the importance of not necessarily legal mechanisms like lobbying.

Moot court competition could be structured in a way that is composed of qualifying tournaments (like national and/or regional) and the world championships. It is not a uniform rule that only a winner of qualifying tournaments qualifies for the world rounds (although it is for e.g., Philip C. Jessup International Law Moot Court). It could also be third-place winner and runner-up (e.g., Monroe E Price Media Law Moot Court Competition). Willem C. Vis International Commercial Arbitration Moot does not have qualifying rounds, but there are a number of influential and recognized pre-moots, organised for teams to meet, practice, argue, and exchange ideas.

Moot courts differentiate also on whether success in a written part (submissions) is eliminatory for the oral part of the Competition. For some competitions, to participate in the oral part of the competition, a competing team would have to achieve a

minimum number of points for submissions or to be among a limited number of teams advancing to the oral hearing.

Moot courts also vary when it comes to their length. Mostly they run through the academic year and both semesters. This is especially the case with competitions that are organised on different levels like national, regional, and international. On the other hand, there are examples of moot courts that last much less, even one day (e.g., BPP National Speed Mooting Competition 2021). In this case, a moot court is composed in a way that participants are introduced to an issue shortly before the competition and are asked to argue with a randomly assigned side.

There are also moot court competitions exclusively between two universities, such as those between Oxford University and Cambridge University. A difference can be made on the type of moot court based on the language of the competition. Although competitions are held mainly in English, some are exclusively in French (e.g., René Cassin competition), Spanish, etc.

WHY TO HAVE A MOOT COURT IN THE EDUCATIONAL PROCESS

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There are many reasons for introducing moot court into the legal education process. In terms of andragogy, there are different personality types, or different dominant learning styles. Thus, we know of auditory, visual, and kinaesthetic types of people, i.e., dominant ways of remembering and learning. The auditory way of presenting material is dominant in most law faculties, mostly due to the nature of the material being taught. The visual method is often an accompanying one, mostly through PowerPoint presentations alongside the auditory part of the lecture. It is evident, therefore, that the kinaesthetic method is very often missing, thus neglecting an entire group of people who predominantly learn in this way. However, even for those who are not predominantly kinaesthetic type, this style of teaching has proven to be one of the most effective and long-lasting ways of remembering what has been learned. Moot court could be considered one of the most prominent forms of kinaesthetic teaching of law.

On the other hand, no other method of teaching law provides such a good synergy of knowledge as well as the set of skills necessary for a good lawyer. Quality training of students for moot court includes a range of segments: studious reading of the case and identification of legal issues, research, formulation of arguments, written elaboration through the composition of submissions, and oral presentation and defence of arguments. In addition to all of the above, there is a whole set of skills involved – training in separating important from unimportant information, concise formulation of arguments and arranging them according to their strength, concise and clear writing of submissions – in a limited number of words,

persuasiveness in presentation, coping with new situations, overcoming stage fright and pressure from public speaking, proper and professional behaviour in the courtroom, appropriate dressing, neatness and systematic handling of materials, teamwork, and others.

All of the aforementioned skills require a lot of time and practice, and they are absolutely necessary for work in practice, primarily in the legal profession and the judiciary. Developing these skills during studies enables a person who has just graduated from law school to integrate much faster into the practical work, to adapt more quickly, which, among other things, spares them from large amounts of stress. What is also very important is that it makes

Apart from public speaking skills and learning how to defend your client's interests, moot court competition turned out to be beneficial for my personal advancement. Revealing what you already have learnt and bringing everything to the table, being flexible is what moot court competition taught me.

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them highly competitive in the job market. In short, a moot court in education is the best form of preparing the students for practical work. It is also important to mention the segment of international competitions in English or another language, which is not the native language of the students from many countries. This further means that during preparations, their level of knowledge and proficiency in English or other foreign language significantly improves, especially in the use of the legal terminology.

This type of competition helps in the overall development of an individual as a good and proficient lawyer and participating in the moot court competition regularly makes a student familiar with the proceedings that take place generally in real courtrooms.

One of the important features of mooting is that it helps students to connect and socialise with many people in the process of mooting. As students from different countries and universities come to represent themselves, it gives an opportunity to get exposure to the outside world.

Participating in the moot court competitions helps students in enhancing research skills, as they have to support their arguments and presentation on previously conducted research, and it also helps in framing a good moot court memorial on the basis of which the other team would raise objections. This will also help in enhancing the skills on how to adapt to the

Since the beginning of the preparation phase, you understand that the most important thing is to learn how to communicate and cooperate with your team. Organizing legal research is beneficial for preventing burnout and maintaining focus in the team.

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prompt situations and how to tackle the challenging situations. Mooting helps students to build their confidence in communicating and putting their views in front of the audience.

Mooting helps in giving the practical implication and knowledge to the students who are

studying law in such a way which they will hardly find in the books and would be unaware of, as practical and theoretical knowledge are inseparable.

The teams in the moot courts usually comprise several students, which teaches the students to perform well when they are together as a team and to analyse what are their strengths and weaknesses, and how they can work upon them to achieve maximum efficiency. On the other hand, students gain a sense of appreciation and self-confidence, which is then transferred to



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Presenting the complexity of the problem in just a few sentences, concisely, and directly is a highly valued skill in the labour market.

Amila Čeho. student at Faculty of Law. University of Sarajevo

practical work after completing their studies.

Also, moot courts enhance the visibility of the institution in the academic environment resulting in the better ranking of the institution worldwide. The successes in moot court competitions are generally something that is covered by the media, and future students can easily obtain information about them. On the other hand, moot court competitions, especially international ones, represent an objective indicator of the quality of a university. Younger and smaller universities are often underestimated, so an opportunity for this kind of competition, where the legal knowledge as well as all moot legal skills are evaluated, can clearly demonstrate where and how well the work with the students is done.

It has been noted that a number of professionals from the legal practice, primarily lawyers, take into the account participation and successes in moot court competitions when hiring interns, and they themselves also recognize differences in the quality and

competence of students in practical work compared to students from the period when moot court was not a teaching method.

Finally, moot court as a method encourages a competitive spirit, ambition, and a pursuit of excellence, both among the students and coaches. These are psychological elements that significantly contribute to raising the quality of work at the university. In this way, even the teaching staff who are not involved in the legal practice stay up to date with the current legal issues, case law, different theoretical approaches, and so on. Ultimately, universities that organise competitions communicate more, visit each other, exchange experiences, and collaborate. Competitors eventually become coaches who prepare new generations, creating a whole network of quality regional cooperation with great events accompanied by fun and socialising that gradually turns into a moot court addiction.

WHAT ARE THE BENEFITS OF THE MOOT COURT IN TEACHING?

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Introducing moot court competitions in teaching has enormous benefits, primarily for the students participating in these events but also for the law faculties and the legal profession in general, as well as society at large.

To begin with, moot courts help students gain deeper knowledge of the law and offer students an opportunity to find out more about their own interests and/or professional (legal) preferences. By working on concrete legal questions encompassed in the particular moot case for many months, students are becoming better acquainted with the law and the manner in which to approach the studying and practising of the law in the future, and they are also more curious and enthusiastic about the law. So, moot court competitions incite students to investigate, analyse, and dig deeper into the legislation, case law, and academia regarding the case at hand, which is not something that they usually do during a regular university law curriculum.

In addition to this, moot courts improve the learning process by adding a practical, real-world dimension to legal education. Moot courts are the best way to place students in real-life simulations and require them to think as legal representatives. These events necessitate the active interaction of students with the legal rules: students need to find the applicable laws and regulations, analyse them, critically reflect on legal issues, and devise and structure arguments in support of their positions. Moots help students cope with future real-life situations by learning how to construct and choose among different legal arguments and at

what point or in what order to present those arguments before a court for the purpose of maximising their chances of success in the stimulated trial.

Moot court certainly helped me to apply the theoretical knowledge that I acquired through studying at the university in a specific, creative and interesting way in practice.

Martina Kocjan, student at Faculty of Law, University of Rijeka

Moot court competitions also foster critical thinking. Students that participate in these events are required to consider the legal rules and the factual problems in the cases that they are facing from different perspectives, to distinguish the strong from the weak arguments, the important from the less important points for their case, to find the grey areas and potential legal loopholes and/or errors in their opponents' arguments, and to be able to articulate their

What I would also single out as an interesting part of participating in a moot court is that the participants learn not to take the other side's words personally, and not to get angry with each other. Through the 'game' they learn to accept that someone has a different opinion and that they have to offer a better argument in front of the court if they want to win.

Tarik Čančar, student at Faculty of Law, University of Sarajevo

positions with clarity.

Related to this, moot courts contribute to developing students' advocacy skills. Students need to provide, especially during the oral hearing, a convincing representation of the assigned position, but they often are required to represent both parties in the same dispute, meaning they need to advocate for completely opposite positions. Thus, students learn how to defend and represent parties with whom they do not personally agree or who do not have a 'favourable' starting position in a legal dispute. This, in turn, contributes to developing their critical thinking and advocacy skills.

Additionally, moot courts enable students to become better orators. The preparation and competition are great opportunities for students to improve their oral presentation skills, to work on their public speaking and body language, to learn and practise how to address oral

questions, to improvise in situations in which they do not have a prepared answer, but which require an immediate response, and so on.

Another great benefit from moot courts is the development of students' research and writing skills. While preparing the written submissions for the competition, students need to conduct research and write a structured and stylistically refined construction of various arguments



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By practicing public speaking in front of experts for months, the nervousness is reduced to a minimum and all the problems we may have with self-confidence and public speaking skills slowly disappear.

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supported by relevant legal resources (like court judgments). This helps students not only for their future as legal professionals but also for their university written assignments and (potentially) master and PhD theses, meaning for their potential future careers as researchers and/or scholars.

Together, the oral presentations and writing of submissions for the moot courts – when they are held in a non-native language such as English, which is most often the case – not only strengthen students' critical thinking and advocacy skills but also improve the students' knowledge and level of this language as well.

Furthermore, moot courts also develop the students' ability for teamwork and related skills, such as dividing jobs and coordinating different roles in a joint project. All the duties during the moot court are divided among the students, but they also need to collaborate and support each other in the research and participation in the competition because most of the issues

they work on are related to each other and because helping each other out is indispensable for achieving a good result in the competition.

Participation in the moot courts makes students more competitive and highly coveted on the job market. Individual lawyers and companies tend to contact professors or faculty chairs directly, asking them to recommend students who have participated in moot court competitions, deeming such an experience desirable and giving them an advantage over other candidates or students.

Finally, there are several 'intangible' but not less significant benefits of moot court competitions. Firstly, moot competitions add an extra quality to students' educational process. From the student's perspective, taking part in a moot court is the most interesting and exquisite (learning) opportunity and event that they experience during their studies. This extraordinary event, not part of the mandatory university curriculum, is work-intensive and challenging but also a highly rewarding experience. During the moot and pre-moot competitions, students travel to different countries and meet fellow students and legal professionals from all around the world, making friends and professional connections that could open many future career opportunities for them, and which, in any case, make them culturally wealthier. Last but not least, because of all of the above benefits, after graduating, many students stay involved within the broader community of the moot court in which they have participated, either as judges/arbiters or as coaches to the students from their alma mater. Thus, they contribute to the maintenance and spread of this practice and the benefits it brings to future generations of students.

MOOT COURTS AS ONE OF THE SUCCESSFUL TEACHING METHODS IN TEACHING LAW

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What is the first association of the moot court? Legal experts dressed up as judges (the wig – why not?), young students eager to make an impression and academic trainers biting their nails. Interviews for winners, a little statue and maybe a prize in the end.

However, before and besides this final stage, the moot court has another, equally important role. Moot court is a widely accepted teaching method, especially in procedural law. It gives the basic perception of legal practice. Moot court is an 'extremely fluid pedagogical tool which can be used for more than learning about the law or the judicial process'. This method has the characteristics of a 'student-centred, teacher-guided' learning tool. Both civil procedure and criminal procedure subjects could be practised throughout this teaching tool. However, the benefits of moot court for substantive law subjects shouldn't be



undermined. Even though students practise the rules of procedure, they should also know the rules of substantive law. Some authors compare this method with the medical students' practice; however, it is hard to draw this parallel because medical students practise on the 'real' or 'live' students, and law students only simulate the real or hypothetical case.

The advantages of this learning method can be seen in two ways. Firstly, the students have to learn the rules of procedure, usually even some rarely used ones, as well as the current case



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I've learnt a few special things, but there is one especially worth mentioning – work ethics. Thanks to my coaches and their inexhaustible will to achieve top results, I realized how important the right work ethic is in achieving excellence.

Toni Kolak. student at Faculty of Law. University of Sarajevo

law, even in non-precedent countries. Secondly, not less importantly, they should know what to do with these rules. That considers the way of approaching the court, adequate terminology as well as addressing judges. Students learn how important the court as the institution is, and with how much respect it should be treated. The dress code together with the seriousness and dedication of students fulfils this impression.

However, the moot court as a teaching method usually requires more time and energy. It creates a closer relationship between professors/coaches and students and could be a solid base for further moot court competition. It also builds a bridge among the students, especially when a large group of students is divided into smaller groups.

Nevertheless, this teaching method also has its cons. Sometimes only a limited number of students could be involved which leads to the inferior position of other students, (un)fair criteria for choosing them and the lower amount of knowledge and skills that students out of the moot court get. Also, if a professor uses regular classes for preparation,

he/she cannot go through the planned curricula. If the professor uses the extra time, students have less time to focus on other subjects. Moreover, some students have a stage frame from public appearances and don't want to expose themselves to the public eye.

SETTING UP A MOOT COURT

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Topic. The first step in the organisation of a moot court is the selection of the topic. The topic is usually related to a particular branch of law (such as commercial arbitration, EU Law, Public International Law, etc.) or a general legal or interdisciplinary issue. The selection of the legal field will largely depend on the preferences and legal background of the organisers (law faculty, professors, professional organisation, etc.).

Name and logo. The name can depend on the topic, the field of law or it can be given in honour of a distinguished professor or other person. If personal names are used, the consent of the professor or their successors, state, faculty, university should be obtained. In any case it is recommended to verify whether the selected name of the competition is already in use before the final decision. The name of the moot court also affects the ability to select an acronym and to develop a logo for the competition.

Language. The working language of the competition should be selected. The decision will depend on whether the competition is local or international. There are no obstacles to holding a local competition in a foreign language so that the students can practise foreign professional terminology and to study legal sources in a foreign language. In addition, a competition can be organised in multiple languages, but this would require additional efforts for the organisers to provide translations (both for written memorandums and for oral hearings). It should be noted that such a decision could potentially increase the organisational costs of the competition.

Time. During the organisation of the moot court, it is important to determine the time of the competition. Competitions are usually held three to four weeks from the last class or exams, or during holidays or the week before holidays. Furthermore, it is important to verify if there is any other similar tournament being held at the same time.

Timetable. During the establishment of the timetable, it is important to ensure that there is enough time for the preparation of the participants, for the evaluation of the written submissions and the planned rounds and phases of the competition, the discussion, questions

and answers to the judges, rebuttals, and breaks between rounds. It is also important to ensure that coaches do not judge their teams.

Venue. The venue of the competition should be approved in advance and its availability should be verified at the planned time of the competition. The venue can be at the law faculty, university, courtrooms, the premises of professional associations, etc.

Case. This is usually a contemporary problem from practice of a selected legal or interdisciplinary field. It should be determined whether the analysed case will be real or fictional, ongoing or previous, different levels of complexity and how many issues are going to be covered (so-called: cut and dry case vs. too easy case).

Written or/and oral phases. The moot court organiser must decide what learning outcomes are pursued with the competition and choose whether or not they will have a written or oral phase or both. If the organisers opt for both phases, this will entail the engagement of a larger number of participants (students, coaches, judges).

Learning outcomes. If the organiser decides to only have a written phase of the competition, then the learning outcomes will be the analysis of the case, the detection of the legal issues and questions, research of scientific, judicial and other databases, grammatically and technically accurate writing, proper citations and references. If the organiser decides to hold only an oral phase, then the learning outcomes will be the development of oral advocacy skills, legal argumentation, the pace of giving accurate responses, development of different styles of arguments (aggressive, reserved, etc.) time management, dress code considerations, polite behaviour and conduct with judges and opponents, control over emotions and body language in stressful situations. If the organisers opt to include both types of learning outcomes, then they will all apply for the individual written and oral phases.

Rounds. Moot courts generally have several phases, the first of which includes all participants, and the elimination phase which includes only those participants who successfully advance from the earlier stages, or who have obtained the highest scores in previous rounds.

Number of participants. The number of participants relates to the total number of contenders and students in individual teams. The number of students per team should be at least two and it is desirable that the number of teams in elimination rounds is even, to facilitate the selection for further rounds of the competition.

Participants. The type of participants will depend on whether the teams are composed of the representatives of the faculties or self-organised teams. It should be defined in advance who is considered a student, i.e., whether this would be a person studying at the undergraduate, graduate or postgraduate levels, or if all levels would be included. The status of the student could change from the moment of registration for the moot court to the day of the competition itself, so the determination of the eligibility criteria is important in this respect.

In addition, it is important to determine any limitation to the number of teams which can participate from the same institution, country or region, as well as those of different age groups, etc.

Judges and coaches. The professional profiles and backgrounds of judges and coaches should be determined in advance, i.e., whether they should come from academia, the judiciary, the NGO or a mixture of all. In addition, it should be determined whether certain judges can also serve as judges at the moot court. Namely, there could be a doubt of a conflict of interest if a coach of a team appeared as the judge in a round including the main competition of their team. Generally, coaches are allowed to judge in the moot court for organisational reasons, as long as they are not judging the written submissions or oral pleadings of their team.

Rules. The rules of simulation are a very important segment of the moot court. Firstly, it is important to decide who should make the rules (one vs. more persons/organiser or judges/lawyers, students). The rules should regulate all phases of the competition, such as:

- INTRODUCTIONS
- PRIVACY AND DATA REGULATION
- RULES
 - Registration
 - The problem
 - Teams
- WRITTEN MEMORANDA
 - Memoranda
 - Formatting of Memoranda
 - Submission of Memoranda
 - Scoring of Memoranda
- ORAL HEARINGS
- ASSISTANCE
- AWARDS
- INTERPRETATION OF THE RULES
- CONTACT DETAILS

Scoring. The number of points granted for both phases and as well as number of points granted by each judge are a very important element of the organisation of the moot court. The decision on this depends on the learning outcomes which are pursued by the competition. In addition, it should be noted that the level of objectivity will depend on the judges and their knowledge of the field of law, the case and the country they are from, as well as other considerations. As a general matter, the score for the written phase refers to the technical components (grammar, references, etc.), legal reasoning and writing style. The oral phase is generally graded based on time management, knowledge of the case, accurate application of

the normative rules to the concrete factual situation, style of argument and presentation, etc.

Awards. The moot court awards can be monetary and symbolic, such as certificates or medals. Some moot courts award individuals privileged conditions for LL.M. studies, participation in the school of law, internships, etc. In addition to the winners of the moot court, usually there are awards for the best written submissions, best speaker, the overall champion, rising star, etc.

Certificates. Certificates of participation, awards and appreciation for the judges, coaches, sponsors and donors of the moot court should be designed.

Financing. Although in ideal scenarios the decision on the type and level (local, national or international) of organisation of the moot court should depend on the development of skills and competences of students, in reality these decisions depend on the financial resources available to the organisers. Moot courts are usually financed by the law faculties, universities, law firms, professional organisations and associations. However, today there are several options to incorporate financial resources available to the organisers. Fundraising activities through social media or through signing sponsorship agreements allowing sponsors and donors to place their logos on the promotional materials of the moot court.

Promotion. Promotion of the moot court is also a very important element in organising a moot court. It can take place through social media, personal professional connections or open requests.

Additional remarks. Focus could be placed not only on organising an international moot court but also to organise a local moot court or in class moot courts. Of course, organising a moot court competition on the local level, particularly in class, is easier than doing it for an international moot competition. Actually, it is a frequent activity within the development of some subjects in the law degree, creating teams with the students for a 'simulated trial activity'. In any case, each level has more or less the same following organising steps.

SELECTION PROCESS

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Selecting a student team for a moot court competition is neither an easy nor a clear-cut process. A high overall average grade, for example, may serve as an indicator of a student's dedication and overall knowledge but is not a sufficient criterion to decide whether this student will do well in a moot court competition. Much more is needed than for a student to be generally intelligent and hardworking. That being said, there are no



guarantees that even if one follows a certain set of guidelines that inform the selection process – like the one below – he or she will end up with the desired result and make the best possible selection. The preparation for and participation in a moot court competition are beneficial and rewarding for students, but they are also demanding and responsible endeavours that require a lot of time and effort from students. Students should be able to combine this with their regular university-related duties. In addition to this, especially since the preparation for moots usually takes many months, many unforeseeable and unpredictable things – personal or on a team level – could take place, which could affect students’ (and thus a team’s) preparation and participation. Last but not least, many ‘intangibles’ related to a student – like how well they individually handle pressure and stress that come with the preparation and competition, how they adapt to new and unpredictable situations, or how they respond to a constructive critique – cannot be (easily and accurately) assessed and known during the brief period of selection, but they play a role in the moot competition. So, one has to be aware that during the selection process one is selecting a perceived potential in students, and that potential may not come to fruition due to ‘subjective’ and/or ‘objective’ circumstances. Nevertheless, despite all the unknowns related to the selection process, it is still useful to compile a set of advices that should guide and make coaches – regardless of whether they are university professors in the field related to the competition, former competitors or someone else (like lawyers) – better informed in this process.

In this regard, there are two basic tenets, so to speak, that coaches should always keep in mind when choosing students for moot court competitions. First of all, the selection should correspond to the requirements of the particular moot court for which it is made. Different moot courts demand or emphasise the need for different skills and/or knowledge from students. Some moots, for example, consist only of oral rounds, so presentation and verbal skills figure prominently here. In some of the oral parts of the moots, students are seated, whereas in others, they are standing, so, posture and body language, for example, while important in both, may be more noticeable in the latter. Furthermore, many of the moots are conducted in a language that is not the students’ native language (like English), so excellent knowledge and (oral) command of that language would also become an important criterion. Additionally, in many moots, the speakers may have different roles to play – like representing the applicant or the respondent in the fictional dispute – and these different roles require the prioritisation of slightly different skill sets. For instance, an oralist in the respondent role might have to respond to what has been stated in the preceding minutes by the oralist from the applicant side, so he or she should be much more attentive and responsive than the applicant oralist. On the other hand, in addition to the oral part, some moots have a written part of the competition, so research and writing skills should be taken highly into consideration. In other words, the coach of the team has to know exactly what kind of skills are (most) required for the competition and should conduct the selection process accordingly.



The second basic guiding advice is that the selection process concerns not only individual students but a *team* of students, so one should be flexible in the selection process and the composition of the team. Each academic year, different students with different combinations of skill sets are interested in participating in moot courts. And even though one may know pretty well what the specific moot court requires of each student individually, that may not always come in one package. So, one has to be flexible and adjust to the available talent at hand. For example, in a moot court with a written and an oral part, an ideal candidate would have both (potential for) research and writing as well as oral abilities. Yet, it might happen that in a team of two students, one is an extremely good researcher but not a good pleader, whereas the other is a highly competent oralist but average in written submissions. In such a case, instead of both students doing the tasks of writing and speaking, it will be more prudent to maximise each student's potential and ask one student to do (most of) the research for the team while the other focuses on the oral part only. Coaches should not forget that they are not only choosing individual students but a team of students. So, they should therefore be flexible when following the selection guidelines and have the team in mind when they are

Continuous opinion exchange between team members is one of crucial factors, in order to make sure all members are taking part properly and performing tasks not as an individual but as a team member. The division of tasks between team members should be as equal as possible.

Kanita Pruščanović, coach, Faculty of Law, University of Sarajevo

doing so.

In addition to these two general pieces of advice, it could also be pointed out to some more specific things that coaches should take into consideration when making a moot court selection. For the oral (parts of) moot court competitions, coaches have basically two strategies for selecting students, which do not exclude but complement each other, meaning that coaches can combine them. Coaches could, firstly, make a public call for participation in the moot competition (for example, on the faculty's website) that would be open to all interested students or to all students that satisfy some relevant preconditions for participation that the coaches will determine themselves – like having undertaken and/or passed some university course(s) related to the moot competition or having a (proof of) good command of the non-native language of the competition. Interested students should then be required to prepare and make an oral presentation of a short text on the basis of which they will be evaluated for the competition. Secondly, coaches – if they are professors at the faculty that tries to assemble a team – could make the selection by inviting particular students who already are more familiar with the related courses they have taught them and who have therefore already been, in a sense, pre-evaluated for the competition. It is highly recommendable that a short oral presentation be included in this selection strategy as well.

Each strategy has some advantages and disadvantages. The most obvious advantage of the public open-call strategy is that the pool from which coaches can choose is much bigger, which increases the probability of finding better talents. It is also a fairer approach, giving each student (who meets the preconditions) an equal opportunity to apply and be selected for the competition. One disadvantage of this approach, if the call is not accompanied by the precondition of undertaking and/or passing the moot competition's related course (for example, for the Philip C. Jessup moot court competition, the course in Public International Law), is that the preparation for the moot would start one step behind and would require extra efforts and time to cover the (basics of the) course(s) that are necessary for the competition. This disadvantage should not be overemphasised, however, because depending on the available time for preparation and especially the student's willingness to learn and do extra work, it might be taken care of fairly easily. Furthermore, not taking and/or passing a related course – or passing it but with a relatively low grade – should not always be considered as a decisive criterion against selecting a certain student. This is because the student might possess a good quality of other skills required for the competition (like excellent knowledge of a non-native language and/or excellent capacity to respond intelligently to questions) or other members of the team can help and balance out that deficiency. So, it should be weighed equally with all the other skills required. A second drawback of this strategy is that the selection basically comes down to the few moments when the student gives the oral presentation, so coaches do not have as good a sense of the student's strong and weak sides as they would have for those students who they have previously taught. However, while the longer time and better familiarity with a student may in principle be an advantage for the second selection strategy, it may at the same time be this strategy's weakness since coaches might be biased towards the students that they already know and miss out on others.

Regardless of the selection strategy one chooses, as was mentioned above, a simulated oral presentation by the interested or invited student is practically mandatory. This is because it is during the oral pleading that a coach can get some sense of the students' qualities and how they would match what is required at the competition. For the purposes of the oral presentation, the interested students could be asked to present a small text of around two-three pages that the coaches assign them to prepare for the selection process (usually an old competition speech), or they could be required to present and defend – in the format of the particular moot competition – an answer to a question (also two to three pages long) that they themselves were required to research for this occasion. During a student's oral pleading, the coaches should pay attention to numerous aspects that are important and needed for the particular moot (and generally for all moot competitions), such as the student's capacity to articulate complex and precise sentences (in the non-native language of the moot), capacity to defend his/her position and to improvise (especially when he/she lacks knowledge on a certain matter), how responsive a student is to the questions he/she is being asked and what is his/her ability to grasp the gist of the problem or the question, how much one is focusing



on details during his/her exposé, what is their body language, etc. However, when making an assessment of these qualities, coaches should always keep in mind that they are selecting potential and not final participants. Moreover, one oral presentation only might not give the most accurate account of the interested student. Students may have stage fright during the oral pleading or underperform out of pressure that this is their only chance to get into the moot team or simply because it was not their day. So, given these circumstances, coaches should be able to spot the potential qualities needed for the competition during the oral presentation (and be prepared to work on their development) and make the selection based on the combination of qualities displayed by the interested students and the needs of the team.

For competitions that have written parts in addition to the oral ones, the selection process should also include a part through which coaches assess students' research and writing skills. A good indication of the students' potential in this regard are the midterm or final papers that students submit at the university, especially in the courses that are related to the particular moot competition. Here, coaches should pay attention to the student's ability to give structured thought, to distinguish the important from the less important points for an argument, the clarity of the writing, the depth of the research and consulted literature, etc.

Finally, another factor that coaches may take into consideration in the selection process is a student's previous participation in other moot court competitions. These students might have an advantage over others because they have already successfully undergone one selection and preparation process and could therefore be in a better position to know what it takes to endure and be successful in the preparation and competition of the new moot. Yet, one must also be cautious here. While moot court competitions indeed have many similarities, they also may substantially differ (and not just formally) and require a different mind-set or favour different skills. As a result, students with experience in other moot courts may sometimes struggle (especially initially) to adapt to the new moot court, or they may not work as hard as they otherwise would have but rely on their previous moot court experience and skills and end up underachieving. Additionally, there might be interested students who have not participated in other moot courts but have greater potential than those with previous experience. Thus, participation in other moot courts may be an asset, but it is not a definitive advantage over students that do not have such experience.

PREPARATION PROCESS

Darko Dimovski, Anđelija Tasić

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Several preparatory phases lead to the most efficient preparation for the moot court. Namely, the first stage in preparing students for the moot court is introduction to the



rules of the moot court competition. The greater the number of participants in the competition, and therefore the seriousness of the competition, the stricter are the rules. Thus, while students wait to receive a hypothetical case, they should use the time to familiarise themselves with the competition rules. It is important to know the rules very well, as it could lead to possible sanctions on the opposing teams, which break the rules during the competition.

At the same time, this period should be used to get familiar with the basics of the area in which the moot court is organised or to deepen previously acquired knowledge. This would give the students a sound basis for a high-quality and efficient legal analysis of the subsequently obtained factual situation, and also for writing submissions and the oral part itself. For this reason, the coach is expected to hold a short course where he/she would (additionally) explain the basic terminology in the field from which the moot court is organised, but also would deepen the knowledge of the particular area. At the same time, this is an opportunity for students to clarify any doubts they have with the coach.

Likewise, the time until the hypothetical case is received should be used to get familiar with how to conduct research in certain databases, which represents the subsequent phases in preparation for the moot court. Some databases, although easy to use, require at least minimal knowledge about how to search, which can be a problem for students if they encounter it for the first time. Therefore, the coach should give students the main instructions on how to use databases. Some databases, such as HUDOC, the database of decisions and judgments of the European Court of Human Rights, are much more complicated, where it is necessary to master the terminology of marking court decisions, because there is a difference in their effect, and ultimately in the possibility of their use in the moot court. Only in this way the students will be able to quickly and efficiently search in the databases and have a solid basis for writing high-quality submissions.

Shortly after the completion of the selection of students to participate in the moot court competition, the factual situation of the hypothetical case is obtained. This brings us to the third stage in the preparation – reading the factual situation several dozen times. It is important to know the factual situation very well, as the future participant in the moot court, regardless of the role he/she will play, prepares for every detail and answer that can prevail in the factual and legal argumentation. In some moot court competitions, such as the Regional Competition in the field of human rights organised by a non-governmental organisation Civil Rights Defenders, there are two factual situations – one in English, which is the original form, and the other in the languages of the former Yugoslavia. In the event of a collision of two factual situations, the English version prevails. This can be a decisive factor during the deliberation.

After reading the hypothetical factual situation, the next phase is its legal analysis. For the best possible legal analysis, it is suggested firstly identify disputed legal



issues and write them down in a separate document. Successful legal analysis implies a relatively good use of relevant databases. At the same time, interesting data for a hypothetical case can be found by searching on the Internet. It is recommended to be persistent in this because it is possible that something important can only be found on the following pages in the Internet browser. If necessary, students may consult the professors, but it is not essential if it is a subject with which they are well acquainted. In any case, the coach should check whether something was missed during the legal analysis of the factual situation. In case the legal issue is beyond the coach's expertise, it is advisable to consult an appropriate expert to clarify all doubts in a timely manner.

During the legal analysis, one should also be creative, because the writers of the hypothetical

My main advice would be to exercise restraint at every step of the work. Those who coach their teams often possess superior expertise in crafting and presenting arguments and it can be easy to insert this into the team's work. Coaches should avoid influencing their students like this at all costs, not only because the students might start working at a reduced pace, but because they may fail to see something they might have reached through their own effort were it not for the meddling coach.

Matija Miloš, coach, Faculty of Law, University of Rijeka

case know very often that they give an issue that is still disputed, and there is no rich judicial practice. In that case, students (moot court contestants) are expected to find creative solutions using legal logic, relying on existing practice. It is important to emphasise that the authors of the hypothetical case were inspired by a case from practice, but that among judges and legal theorists there is still no unified position on how the existing case should be resolved. Likewise, it is possible that this case has almost been solved in practice, and it is necessary to make an additional effort to find the case that served as inspiration, which greatly facilitates the analysis of the hypothetical case. It should be emphasised that a hypothetical case will never be identical to a case from practice but can be a mix of several cases.

I believe that structuring and presenting the argument is key in the progress and results during the moot court. Therefore, the advice that I give my students is to carefully structure every point in a certain argument and do a lot of research on the question. Afterwards, arrange and number the potential points that they might use in the argument and research whether those points might be applied to the facts of the current case. The strongest arguments shall always be used first, and every argument must be carefully and concretely structured to be precise and understandable.

Mia Georgeivska, coach, Faculty of Law 'Iustinianus Primus', University of "Sts. Cyril and Methodius" Skopje

The next stage is writing submissions. The form and length of submissions depend on the matter. In this regard, it is necessary to follow the rules regarding the appearance of submissions. At the same time, submissions do not have to be in the form of indictments, but in the form prescribed by the organiser of the competition. This means that

all standards prescribed in the competition rules must be met. Otherwise, lower grades will be obtained, which affects the position during the draw, and stronger opponents may be encountered in the early stages of the competition. The last note in this stage refers to the timeliness of submissions because the organisers of the moot court competition give a certain deadline by which submissions should be sent. After this deadline, it is not possible to send submissions, which means automatic disqualification of a particular team, or it is possible to send, but with penalty points.

After submissions are sent, the next phase begins – analysis of submissions from other moot court teams, if they are exchanged at all. Namely, as factual and legal arguments are exchanged with other teams during the moot court, it is advisable to analyse their submissions with the aim of better preparation for the competition. It would be best to analyse the submissions of all teams, but this may not be possible due to a lack of time. In this case, it is advised to start with the fact that there are teams of different qualities in certain competitions. As some teams have built a good image over time at certain moot court competitions, it is opportune to start the analysis of submissions from the most successful teams. In this way, due to an adequate analysis of the submissions of the best teams, students will be able to analyse relatively easily, even immediately before the moot court, the submissions of the weaker teams.

The next stage of preparing for the moot court competition is practising the performance (oral part). This part represents the essence of the moot court, and spending most time on it is necessary. Namely, it is possible to cover all the shortcomings in the written submissions due to good oral performance. As the moot court teams consist primarily of several students, it is necessary to establish an appropriate order of students during the oral presentation of arguments. Therefore, it is recommended that the coach consults with students to see who could present which part the best. Attention should be paid to practising replicas (duplicates), which will be the subject of special analysis. In this stage, the coach must insist that students use a formal presentation for every address to the judicial panel, for instance, it is necessary to address the judicial panel as ‘respected judges’, or judge as ‘honourable judge’. The same analogy can be drawn when addressing the opposite side. Any other address seems frivolous, affecting the overall impression and the points received for the performance. It is essential to take care of the use of literary language and accents, because using the local parts and accents can be disastrous. If possible, an expert should be consulted in this regard. At the same time, the coach should insist on emphasising the key points in the argumentation during the performance. This is done by the participant in the moot court pausing for a moment, and by again formally addressing the judicial panel, drawing their attention and finally emphasising the main argument. Also, in this part of the preparation, it is crucial to focus on the time frame of the performance, because there is a time limit on each moot court. Therefore, it is best for the coach to measure the time during practice in order to know in which direction further preparations can proceed – whether it is necessary to shorten the speeches



or extend them. Preparations for the oral part should be conducted so that prominent former competitors, as well as coaches from other fields, are invited, as this transfers experience and breaks the stage fright. Also, in this way it is possible to notice certain omissions, because the coach of the existing team is engrossed in the current way of thinking and needs to notice certain details that may be important.

Although a very experienced coach would put the retort and possible rejoinder as an integral part of the oral phase, we will present it separately due to its importance. Namely, after the end of the introductory speeches, there is an opportunity for each of the teams to respond to the basic claims of the opposite side. Therefore, it is important to note that during the entire exercise, the participants of the moot court should listen carefully and write what the other party is saying. This is the only way to create a solid basis for a qualitative response to the claims of the opposite party in the reply and eventual rejoinder. It is up to the coach to determine that either all members of one team or only one will respond to the statements of the other team. This is a matter of the assessment of the coach, but also of the personal affinities of individual students.

Preparing for a moot court competition requires a lot of work, effort and dedication. Students may give up further preparation because they are overwhelmed. Therefore, in the concluding

Students also need a lot of encouragement, as they often find it very difficult to deal with the issue at hand. Sometimes, a coach must make an effort to maintain a good spirit and relations among team members. In the end, though, the experience is more than worth all the occasional pitfalls. It is a special kind of pride to see how the students are advancing and to see their pleasure in their accomplishments.

Mihaela Braut Filipović, coach, Faculty of Law, University of Rijeka

remarks, we point out one piece of advice for coaches to always have two students who are ready to join the team in case one of the competitors withdraws. This is the only way to avoid negative consequences for the moot court, i.e., the team's success in the moot court competition. Throughout the preparation for the moot court, it is vital to work on creating and maintaining a good atmosphere in the team, the interpersonal relations between the

Planning everyone's duties well is the key to success. A team should make a plan at the outset of the process if possible and stick to it as much as it can. Also, everyone should be aware that moot court offers valuable lessons for long-term growth. Even if a team does not win the competition, the students receive invaluable lessons and make connections and friends.

Nasir Muftić, coach, Faculty of Law, University of Sarajevo

competitors may be damaged, but also between the competitors and the coach, which

requires an additional effort from the entire team, especially the coach, to eliminate the cause of the quarrel.

Finally, we emphasise that it is possible to combine some phases into one, and also to add some unlisted phases, if the coach based on his/her experience considers it reasonable.

AT MOOT COURT COMPETITION

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First, what needs to be pointed out is that moot court is a law student's best introduction to a real practice and a chance to argue seminal issues of law before leading academics, practitioners, and most importantly, judges and the students gain substantive experience from practising oral argument.

When preparing for the oral part of the competition students should study the competition's rules and format for an oral argument. The rules set out the time limits and require the time period to be shared between members of the team. This needs to be decided when the students start preparing for oral presentations and during the preparation, they need to adjust the time, depending on the importance of the argument.

Also, when preparing the oral presentation, the team should try to practise the full oral competition, as well as try to anticipate the judges' questions and practice answering the questions – this will help them cope with the judges' questions at the competition, even if they don't ask them the same questions. If possible, the teams should organise a pre-moot

The key advice is to act in the moot court as it was a real litigation in the court and work as a team. Moot court is a simulation of court proceedings and students should act as councils of the real parties in the real court.

Remigijus Jokubauskas, coach, Faculty of Law, Mykolas Romeris University

with other teams to familiarise themselves with the real competition. Practice rounds should be as real as possible.

When starting the argumentation/presentation, the student who is presenting first needs to introduce who he/she is representing, himself/herself and in what capacity. The first speaker

should also introduce the members of the team and indicate the division of arguments between the speakers.

After the introduction the first speaker should briefly state the facts of the case regardless of whether he/she represents the claimant or the respondent. This part of the argument sets the tone and establishes the theme. This part should take less than a minute, grab the judges' attention and state the principal facts of the case together with reasons why this team should win.

During the presentation oralists should speak 'to' the judges: do not speak 'at' them or to the members of the opposing team. They should make eye contact with all the judges and be confident but never arrogant.

Furthermore, speakers should not directly address the opponents or detract what they said, they should address the opponents in a very polite manner, as 'esteemed opponents', or

Listen to what the opposing team is saying, don't miss chances for good contra-arguments. Don't interrupt the judges when they are asking questions, sometimes they want to elaborate them (which is helpful for understanding what they are asking). Work together with your teammates to come up with arguments for one another. Being polite never goes out of style. Strong arguments can be made without belittling the opposing team, that is not the essence of moot court (contrary to the movies and tv shows).

Bojana Arsenijević, coach, Faculty of Law, University of Niš

'esteemed counsel for respondent/applicant'.

Speakers should be careful of their appearance, body language, argument structure, delivery, and responsiveness. Furthermore, they should not speak too fast, they should be clear, concise and keep (primarily) judges' attention. Therefore, they should stop and change the tone when emphasising the most important arguments.

At the table, when presenting, students should have the materials and all the case studies in front of them, but the speakers should try not to look at notes while presenting.

Speakers should let the judges know where they are going with the argument as well as the reason for presenting the arguments, they should use ordinals as verbal signals and mention each point that they plan on covering but should not go into too much depth. The judges have the time to ask further questions or explanations if they feel the need.

Time management is of the utmost importance. Therefore, all the arguments should be prepared in advance and if, for some reason, the speaker finishes his/her presentation within the time set, he/she should not improvise to fill the time, but simply finish the presentation.

Even though most moot courts leave the time for the judges to ask the questions after all the speakers finish their presentations (or during presentation), some judges

may ask for a fuller explanation of the arguments, so students should be prepared for that and be able to continue their argumentation after answering the question. If this interferes with their time management (so they lack the time to present everything they prepared) they should ask the timekeeper for some extra time as well as be prepared that the extra time will not allow them to say everything they prepared. In this situation, the speaker should focus on the most important arguments and only briefly mention the less relevant ones, telling the judges they will give further explanation, if necessary, when answering further questions.

Also, the students must bear in mind that the moment a judge asks a question, the speaker must immediately cease speaking and never speak over a judge. Always thank the judge for the question, but do not get overly enthusiastic.

During the presentation of the opponents, the opposing speaker should sit upright and listen attentively to the arguments, looking only at the speaker or the bench and never react negatively to the opponent's arguments, let alone sneer. They should take notes.

After the opponents' presentation, there is usually time for rebuttal. During rebuttal, students should not repeat the statements for the presentation, they should use that time to present counter arguments to most important (strongest) opponents' arguments and if there is time, stress out its team's strongest argumentation (but only if the opponents gave the counter-arguments). The best rebuttals are concise and direct.

As stated, usually the judges ask questions after/during the presentations and the rebuttal. It is very important to listen to the judges' questions. If you do not understand the question, ask for it to be repeated or re-phrased.

Depending on the moot court competition questions of the judges may be addressed individually to the speaker or to the whole team. In this case, students should first decide who is going to answer the question. Other members of the team can help him/her in preparing the answer. When answering the judges' questions, speakers should be concise in reply to a question. Only in exceptional situations the students may say that they do not know the answer to the judges' question (for example when the question is something like: do you know the case AA and the decision of the court, - but even in such situation students should reply: I am sorry, I do not know that particular case but I can say something about the case BB), they need to do their best to try to answer the question. Questions should be answered directly and concisely but in a manner that supports the case.

At the end of the presentation the final speaker should, like the first speaker did, state what their conclusion is and what they want from the court to decide.

Finally, after the judges have reached their decision, the students should congratulate their opponents on their performance and shake hands.



Other important things to bear in mind during oral presentation of all members of the team:

- The goal of the presentation is to persuade the judges to resolve the issues in the team's favour, the speakers should focus on this;
- Speakers should dress appropriately, act professionally, use manners but be passionate about the case, speak confidently, and carry on respectful yet engaging conversation with the judges;
- When presenting the arguments, the speakers should be well prepared, clear, concise, persuasive and confident;
- During the presentations, speakers should be formal yet relaxed; speak clearly and eliminate hesitant speech; and show enthusiasm and passion for their case without being aggressive or defensive;
- The Timekeeper will indicate at intervals when the speakers have 10, 5, 2, and 1 minutes left. The speakers should pay attention to this.
- Speakers must be prepared that the judges might ask prepared and organised questions but sometimes also spontaneous and only tangentially relevant to the case;
- It is important that teams anticipate judges' questions and prepare responses for the judges.

Competitions are often stressful for students, so it is best to reassure the students of the hard work and dedication that the team has put during the preparations and to strengthen and boost their confidence before every round of competition. During the competition, I find it useful to take notes on the student's behaviour, how the judges react to their arguments, the questions that they are asked, and any areas that need adjustments between the rounds.

Mia Georgeivska, coach, Faculty of Law 'Iustinianus Primus' Skopje

VALORISATION DURING AND AFTER THE MOOT COURT

Harun Išerić

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It is very much a common practice that during a moot court competition, students are excused from attending regular classes of obligatory and elective courses. If there is an overlap between the legal issues involved in the moot court and syllabus of any subject taught in the semester when the moot court takes place, usually, students' knowledge about these issues would be recognized without examination. In case there are essays, seminar papers, research, or any other form of semester activities besides exams planned as part of a certain subject

activities, these could be recognized as implemented, with the highest points. This is conditioned by a relation between the issue of the moot court competition and the subjects' syllabus. Students could also be excused from exams and given the highest grades if the issue of the moot court correlates in the majority or completely with the subjects' syllabus (usually in cases of elective courses). At some universities, the moot court is recognized as a separate, elective subject. When it comes to dates of the semester exams, students should be able to arrange additional dates for exams, especially if these overlap with important moot court dates. Adjusting exam and class schedule to accommodate the moot court team's competition schedule will help the team balance their academic commitments with their moot court obligations. Participation in the moot court could also be valorised by extra ECTS credits, as an appendix to the diploma.

Finally, students could also be given a diploma or thank you note or any other form of recognition on special occasions like the Day of Faculty or Day of the University. This will not only recognize their efforts but also serve as a valuable addition to their resume. Making an announcement about moot court teams on Faculty's website and social media as well as publishing an article about participation in the moot court, in a legal magazine or local media, will give students visibility and recognition within the university community and public in general. Faculty could also provide networking opportunities to students who participate in moot court competitions. For instance, Faculty could introduce them to legal professionals, judges, lawyers or other experts in the field. This could be done at a special reception for students, coaches but also supporters and donors.

After the moot court, successful competitors could become coaches or even judges at the specific competition. One form of valorisation after the moot court could also be through admission to the master's program. Students who participated in moot court should be given extra points when they apply for the master program if applications are scored and graded. Also, students could be given a scholarship for their master studies. Finally, students could be granted an internship in law offices that have sponsored the moot court competition. It is important to inform and sensitise potential employers on value of participation in the moot court competition and what kind of extra quality (like developing advocacy skills, confidence building, commitment to learning, researching, and exploring in detail a legal issue, and dedication to the teamwork) does every participant brings at his/her internship and working places.

Regarding the valorisation of the coaching engagement of the faculty staff members, there are various examples from the comparative experience. For example, winning a first, second or third place at the moot court competitions could be equivalent to fulfilling one other criterion relevant to the progression in the academic hierarchy (for example, equivalent to publishing a paper in Q1 Journal). Alternatively, coach engagement could be one of the criteria that would be taken into account when it comes to advancement within the academic

hierarchy. During moot court competition, staff members that are engaged as coaches could have the number of their mandatory regular classes reduced. They could also be excused from their membership in ad hoc or temporary administrative working bodies of the Faculty. Finally, coaches could also be valorised by a financial bonus for excellent moot court results.

Faculty's participation in the moot court competitions is also valued by various rankings. One of them is Nica.Team Law School Ranking. Nica.Team ranking methodology is based on two criteria: 1) the weight of the contests they participated in during the year and 2) how far they go in these competitions. The weight of the competition is defined by the law schools participating in it.

FUNDRAISING FOR PARTICIPATION IN THE MOOT COURT COMPETITION

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In parallel with preparing students for the moot court competition, it is necessary to work intensively on collecting and securing sufficient financial resources to support the teams' participation. Taking part in some competitions, such as the Regional Moot Court Competition in Human Rights as well as the Trans-European Moot Court Competition in Human Rights under the auspices of the Civil Rights Defenders, do not require the provision of financial resources by the participants, as the organisers cover all costs. However, there are several moot court competitions where it is necessary to secure funds, starting with the payment of registration fees, transportation, accommodation, and per diem for the students and coaches. Therefore, it is opportune to consider all the ways available to secure promptly and in full necessary funds for the participation in the moot court.

Note on the registration fee. Very often, moot court organisers have different fees for teams coming from different world regions, including Global North and Global South. Anyway, we would always recommend to address the organisers explaining your financial situation and asking for discounts in the amount of the registration fee, if necessary.

The simplest way to finance participation in the moot court competition is for the faculty or university management to do it from their funds, planning it in their annual budget. However, although some colleges/universities have enough funds to cover the costs, they do so reluctantly, and very often require academic coaches to look for alternative ways of financing together or independently.

One of the ways to secure funds is to get it from bar or notary chambers or individual law firms. Namely, the bar associations are ready to finance students going to the moot court competitions for two reasons – promoting the bar association and raising the quality of potential legal trainees. To secure financial resources promptly, it would be best to sign a long-term donation agreement. Thus, the academic coach would not have to spend time and energy every year doing fundraising. If something like that is impossible, another option is to ask bar associations for *ad hoc* donations to cover the partial or full costs of participation in the moot court competitions. Law firms will very often support the participation of students in the moot court competitions in those areas in which they are specialised. Such law firms would usually offer the student competitors to undertake an internship in their office. On the other hand, ex-competitors who have become lawyers or notaries or are already employed could support the moot court team through their donations.

Another way of securing financial resources is donations/grants by municipal and city administrations. Municipalities and cities often have public calls based on which it is possible to obtain financial resources, such as through mobility grants. Since going to moot court competitions is not an *ad hoc* thing, but a subject of long-term planning in advance, it is possible to apply for public calls timely. If going to the moot court competition turned out to be unplanned or for certain reasons you did not apply for public funds in time, you should always try to write to the municipal and city administrations and ask for financial donations. In that case, one should always list specific costs related to the moot court competition. Sometimes it could mean that students individually would have to address a city or municipality in which they have a residency.

The ministry responsible for education, to encourage students to further their education, is usually ready to help the moot court team to go to the competition. To obtain financial support from the ministry, it is necessary to meet specific requirements if applying for a specific grant, as well as in the case of *ad hoc* addressing the ministry. Very often the decision-making process in the ministry is slow, and it is necessary to be persistent in reaching out ministry officials as far as the decision on the request for the allocation of financial resources is concerned. Only in this way is it possible to secure funding on time.

Another way to do fundraising is to establish a non-governmental organisation that would bring together coaches, competitors, and former competitors. Unlike the University or Faculty, such NGOs have great potential to apply for various calls for grants and thus make it easier to collect necessary funds.

One more way to secure financial resources is to approach private or public companies (including insurance companies and banks) and ask them for a donation and in return promise a sort of advertisement for them. It would be in the interest of companies to financially support the participation in the moot court competitions because they might be exempt from

paying taxes for donated money. In addition, it can contribute to profiling the company as a socially responsible one.

Another source of funding could be from international governmental or non-governmental organisations. As the moot court is organised in a specific field, it is opportune to contact international organisations that actively deal with the given field – either at your national level or at the regional/international level. For example, the OSCE or the OSCE Special Representative for Freedom of the Media or INTERNEWS may be an adequate address to contact in case of participation in the Monroe E. Price Media Law Moot Court Competition. Very frequent participation in the Willem C. Vis International Commercial Arbitration Moot is supported by the Commercial Law Development Program, sponsored by the US Government. Local non-governmental organisations could be the bridge between the moot court team and a potential donor, whether they are intergovernmental or non-governmental organisations.



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If each of the previously mentioned ways of securing financial resources does not produce results, it is possible to ask one of the local media (television, newspapers, and internet portals) to make a story about the fundraising and importance of the participation in the moot court competition for the local community. This would make the entire public aware of the issues. Through this media pressure, representatives of the public authorities or private companies might recognise the necessity to donate financial resources. At the same time, successful individuals might become aware of the issue and be ready to support the moot court team.

Finally, we would like to underline that sometimes it is necessary to combine all the mentioned tools of fundraising to collect the money as soon as possible, as well as in the case of a larger

sum of money, which would be provided from several sources. The strategy of collecting money should be planned well in advance, so there would be no waste of academic coaches' energy and other resources.



ANNEX 1. OVERVIEW OF MOOT COURTS

Harun Išerić

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The Philip C. Jessup International Law Moot Court Competition (Jessup). The Competition, established in 1960, is a simulation of a fictional dispute between countries before the International Court of Justice. It is organised annually by the International Law Students Association. **Website:** <https://www.ilsa.org/about-jessup/>.

Telders International Law Moot Court Competition. The Competition, organised by Grotius Centre for International Law of the University of Leiden, has been held each year since 1977. It simulated a state dispute before the International Court of Justice. **Website:** <https://www.universiteitleiden.nl/teldersmcc/competition>.

Manfred Lachs Space Law Moot Court Competition. The Competition simulates procedure before the International Court of Justice. It was established in 1992 by the International Institute of Space Law, focusing on issues of space law. **Website:** <https://iisl.space/lachsmoot/>.

Nelson Mandela World Human Rights Moot Court Competition. This Competition on international human rights law issue, is organised by University of Pretoria, the United Nations Human Rights Council Branch, and the American University Washington College of Law. The first edition of the Competition was held in 2009. **Website:** <https://www.chr.up.ac.za/worldmoot>.

The Helga Pedersen Moot Court Competition (HPMCC) (previously known as European Human Rights Moot Court Competition). The Competition has been organised annually by the European Law Student Association, in cooperation with the Council of Europe, since 2013. It simulates procedures of complaint before the European Court of Human Rights. **Website:** <https://helgapedersenmoot.elsa.org/>.

Concours Européen des Droits de l'Homme René Cassin. The Competition has been organised since 1985 in French, by the University of Strasbourg, Faculty of Law and the René Cassin Foundation with the support of the European Court of Human Rights, the Council of Europe and other partners. It takes the form of a mock-trial, based on the European Convention on Human Rights. **Website:** <https://chambres-d-hotes.guru/concoursassin/>.

Regional Moot Court Competition for South-East Europe. It was established in 2006, by Civil Rights Defenders, in a form of simulation of procedures before the European Court of Human Rights, for law faculties from Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Montenegro, Macedonia and Albania. **Website:** <https://mootcourtcompetition.com/>; <https://www.facebook.com/RegionalMootCourtCompetition/>.



Nordic Moot Court competition (Nordiska rättegångstävlingen). The competition was established by Civil Rights Defenders in 1984. It is exclusively for Nordic states. The winners of Nordic and South-east Europe competition have been competing in **Trans European moot court finals before the European Court of Human Rights** since 2013.

Children's Rights Moot Court Competition. The competition is organised by the University of Leiden. It was inaugurated in 2014. Dispute between a child and states in application of Convention on the Rights of Children is involved in the Competition. **Website:** <https://www.universiteitleiden.nl/en/law/institute-of-private-law/child-law/moot-court-childrens-rights#the-crm,previous-editions>.

Monroe E Price Media Law Moot Court Competition. The Competition was established at the University of Oxford, in 2008, by the Programme in Comparative Media Law & Policy. Hypothetical case relates to the freedom of expression and media freedoms. **Website:** <https://www.law.ox.ac.uk/monroe-e-price-media-law-moot-court-competition>.

The International Criminal Court Moot Court Competition (ICCMCC). The Competition, established in 2005, is held jointly by the International Criminal Court, The Grotius Centre for International Legal Studies, and Leiden University. The Competition simulates the procedure before the International Criminal Court. **Website:** <https://iccmoot.com/>.

Nuremberg Moot Court. The Competition, introduced in 2014, simulates the procedure before the International Criminal Court. Organisers are the International Nuremberg Principles Academy and the International Criminal Law Research Unit at the Friedrich-Alexander University Erlangen-Nuremberg. **Website:** <https://www.nuremberg-moot.de/index.php?id=283>.

The Willem C. Vis International Commercial Arbitration Moot (Vis Moot). The Competition, introduced in 1994, is an annual international commercial arbitration competition. It is followed by various pre-moots worldwide. It is organised by the Association for the Organization and Promotion of the Willem C. Vis International Commercial Arbitration Moot. **Website:** <https://www.vismoot.org/>.

The Frankfurt Investment Arbitration Moot Court (Frankfurt Moot). The Competition is co-organised by the Max Planck Institute for European Legal History and Morgan, Lewis & Bockius LLP. It is the oldest student competition in the area of investment arbitration, with the first edition of the moot taking place in 2008. **Website:** <https://www.investmentmoot.org/>.

Oxford International Intellectual Property Moot. The Competition has been organised annually by the Oxford Intellectual Property Research Centre since 2003. **Website:** <https://www.law.ox.ac.uk/Oxford-IP-Moot>.

International Roman Law Moot Court Competition (IRLM). The Competition is a collaboration between the University of Oxford, the University of Cambridge, the



Università degli Studi di Napoli Federico II, the Universität Wien, Eberhard Karls Universität Tübingen, the Université de Liège, the Universität Trier and the National and Kapodistrian University of Athens. It has been running since 2007. **Website:** <https://www.irlm.law.cam.ac.uk/>.

PAX Moot Competition. The Competition focuses on the issues of Transnational Law and Private International Law. It was started in 2012, by PAX project partners. **Website:** <https://www.paxmoot.eu/>.

Herbert Smith Freehills KCL Competition Law Moot. The Competition was inaugurated in 2014 by Dickson Poon School of Law. **Website:** <https://www.kcl.ac.uk/law/professional-development/mooting>.

International and European Tax Moot Court. The Competition is organised by the Institute of Tax Law of KU Leuven and the IBFD in cooperation with Deloitte. It was introduced in 2005. **Website:** <https://www.law.kuleuven.be/taxmootcourt>.

The John H. Jackson Moot Court Competition. The Competition is organised by the European Law Students' Association. Its first edition was in 2002. It is a simulated hearing under the rules of the WTO dispute settlement system. **Website:** <https://johnhacksonmoot.elsa.org/>.

The European Law Moot Court (ELMC). The competition is organised in the field of European Union Law and simulates a proceeding before the Court of Justice of the EU. It is organised by ELMC Society and first introduced in 1988. **Website:** <https://europeanlawmootcourt.eu/>.

The Central and Eastern Europe Moot Competition (CEEMC). The Competition was founded in 1995 by the British Law Centre. It simulates a preliminary reference from a fictional EU Member State to the Court of Justice of the EU. **Website:** <https://ceemc.co.uk/>.

ANNEX 2. RECOMMENDED LITERATURE

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- *European Law Moot Court - History*, <https://europeanlawmootcourt.eu/history>
- Duke University, Faculty of Law, *Moot Court*. Available at: <https://law.duke.edu/life/mootcourt>
- University of Oxford, Faculty of Law, *Price Media Law Court Programme - Participants' Guide - Preparing the Oral Rounds*. Available at: https://www.law.ox.ac.uk/sites/default/files/migrated/participants-moot-guide-oral-rounds_0.pdf



ANNEX 3. TESTIMONIALS

Faculty/University	Students	Professors	Coaches
Faculty of Law, University of Rijeka	Leonardo Žagrić Martina Kocjan Adriana Budan		Assis. Prof. Matija Miloš Assoc. Prof. Mihaela Braut Filipović
Faculty of Law, University of Sarajevo	Abela Rastoder Amila Mrkonja Amila Čeho Selma Lončarić Tarik Čančar Toni Kolak Umma Kosovac	Hajrija Sijerčić - Čolić, professor emeritus	Adna Škamo Ena Gotoviša Miloš Davidović Kanita Pruščanović Nasir Muftić Tahir Herenda
Faculty of Law "Iustinian Primus" Skopje	Hristijan Zafirovski Darko Stojanovski		Mia Georgiveska
Faculty of Law, University of Nis	Lazar Petrović	Dejan Vučetić, vice- dean and full professor	Bojana Arsenijević
Faculty of Law, University of Belgrade	Ana Kadović Stefan Dobraš Fani Spalević Marko Došlić		Ljubiša Vulić Marija Ralević Mila Đorđević

List of potential/example questions:

Student:

- What are the benefits of participation in the moot court; how did moot court contribute to their advancement?
- What did they learn from participation in the moot court, what are the skills and competences that were developed or advanced?
- What is the most interesting/important thing about participation in the moot court?



- What is the advice you would give your colleagues about participation in the moot court?

Coach:

- How would you describe your role in the moot court?
- What is the key advice you give to students during preparation/competition?
- What advice would you give to students/professors/coaches?

Professor:

- What changes do you see in your students who have participated in the moot courts?
- How has participation in the moot court affected your approach to teaching?
- What advice would you give to your colleagues just starting a moot court?

Students have pointed out the benefits and most interesting things of participation in the moot court:

As advantages of participating in the moot court competition, I would highlight the development of possibility of public speaking, familiarisation with various tools and methods of searching court case-law and scientific articles and literature, insight and experience of participating in a simulated trial, meeting new colleagues from other cities and countries and, in this regard, the possibility of mutual comparison and arguing different legal positions in relation to a specific subject and general legal norms.

By participating in the moot court competition, my knowledge of the English language in the profession developed through analysing court practice, scientific articles and literature, as I got the opportunity to see and participate for the first time in the so-called simulated trial and thus try to apply theoretical knowledge in a practical way in a unique way. Also, I learned to think in a creative way in terms of finding the best legal solutions in solving the case in question.

Martina Kocjan, student at Faculty of Law, University of Rijeka

By participating in this simulated trial, I was faced with improvisation and resourcefulness at the moment of answering questions from the judges and arguments from opponents from different countries who awarded us points and evaluated our work and performance in general. I would definitely recommend my colleagues to participate in this type of competition because it will get to know themselves, their boundaries and decide whether they like this way of working in terms of their further professional career, and I also noticed from various employers that while reading my cv they paid special attention to the fact that I participated in the Moot Court competition, which leads to the conclusion that participating in the same is a really desirable characteristic of young lawyers who are yet to achieve their professional career.

Adriana Budan, student at Faculty of Law, University of Rijeka

The most interesting thing for me was doing legal research with my colleagues and reading through a variety of case law, including some disturbing cases from different parts of Europe. The most important thing, however, was having the opportunity to present a case in front of judges, as it was my first trial.

Be confident in your writing and speaking abilities, and remember that there is no single right or wrong answer in the field of law.

Leonardo Žagrić, student at Faculty of Law, University of Rijeka

Moot Court Competitions helped me to improve public speaking, to present and advocate for legal arguments before the court and to develop critical thinking and approaching certain topics from multiple aspects. They also played a significant role in a more detailed understanding of legal issues, legal writing, searching for relevant legal sources and developing teamwork skills.

Moot court is an excellent opportunity to exchange opinions with experts on issues that are the subject of a hypothetical case, but also on other topics through various social gatherings, which are part of such programs. A very important segment of the competition is also the opportunity to meet other students from opposing teams, who become your friends and colleagues with whom you can create various collaborations in your further career.

Abela Rastoder, student at Faculty of Law, University of Sarajevo

Through the Moot Court, we deeply develop knowledge in the field to which the Moot Court is related and thus understand our strengths and weaknesses, so this helps us to slowly orient ourselves professionally during our studies.

What is most interesting to me from any Moot Court in human rights I have participated in is that not everything is always black or white, but situations are usually grey in real life and in the world of law too. In some cases, at first glance, the situation is clear and someone is guilty/is not guilty of something 100%, but when we get into discussion and when we look at all the facts we understand that most cases are much more complex than it seems at first and that in the end it is just a question of 'a few hands' that will be or will not be raised. The skills I have gained are numerous: better speech, navigating in tense situations, better argumentation in discussions... My legal knowledge is drastically expanded because I have always learned more easily through practice and Moot Court is actually an example of how we can become almost expert in certain areas, and at the same time have fun.

One of the most important things when participating in the moot court is to be open to criticism. We all sometimes stick to some of our ideas firmly, but the person involved in the moot court should be open to the ideas of colleagues and coaches, accept another perspective and realise that sometimes someone else's perspective is better than ours. In the moot court there is no room for stubbornness because it leads to weaker cooperation and weaker unity between participants, and at the end of the day moot court is a teamwork competition.

Amila Mrkonja, student at Faculty of Law, University of Sarajevo



The advantages of participating in the MC are numerous, nevertheless I would definitely single out the most important the knowledge that you cannot acquire during the regular schooling process, during the internship, or even the employment relationship, because the coaches selflessly shared their knowledge intending to make the team the best, and also making the individual as well outstanding.

I would single out a specific way of acquiring knowledge, searching for evidence, studying literature, and shaping the mental awareness of an individual to act and think like a lawyer or a prosecutor. I was also greatly influenced by my coach, who helped me get rid of my fear of public speaking and overcome the lack of self-confidence I was struggling with at the time as many students in that period.

As the most interesting moment, I would point out the conflict of opinion with colleagues when writing submissions, where you have no other option than to prove your anger and disagreement through solid evidence of what you represent and to point out to your colleagues the correctness of your position or vice versa.

And the most important thing is that through the above you learn to control your every movement, which would give the opposing team at least a small sign that you are not right and that your mind is not following your views, to act as a team, to think as a team, to learn to behave following the rules of the legal profession until the end to remain fair and correct as they did and did the first of this benevolent profession.

Amila Čeho, student at Faculty of Law, University of Sarajevo

Skills and competences that were advanced for me were research, analysis, writing, teamwork, working under deadlines, attention to detail because of the strict requirements for written applications.

Selma Lončarić, student at Faculty of Law, University of Sarajevo

By participation in the moot court, I learned how to better analyse the law, how to adjust it to specific situations, but the most important skills are public speech, good explanation of what I am talking about, maintaining the listener's attention, etc. What I would also single out as an interesting part of participating in moot court is that the participants learn not to take the other side's words personally, and not to get angry with each other. Through the 'game' they learn to accept that someone has a different opinion and that they have to offer a better argument in front of the court if they want to win.

The most interesting, and I think the most important thing about moot court is that we are getting a chance to face the other party in court, while we are still students. A lot of students

finish law school and only after getting a job do they get the chance to go to court. Moot court participants get that opportunity very early, and with good coaches they learn a lot about trials, and how to present arguments in the best possible way.

I would recommend to my colleagues to get involved in Moot Court, because it brings a lot of professional benefits, and what is also important is that in the Moot Court competitions you make a lot of connections and meet people that are, or will be, really important in judicial system, and they can learn from each other, exchange experiences and make progress together, as well as make memories and friends for life.

Tarik Čančar, student at Faculty of Law, University of Sarajevo

Participation in the moot court has greatly contributed to my professional advancement. I've learnt some great new things and had the pleasure of working with very professional individuals. Through the competition and the preparation period I've had the chance to take a closer look at what it looks like to work on serious cases in front of the real judges.

I've learnt a few special things, but there is one especially worth mentioning – work ethics. Thanks to my coaches and their inexhaustible will to achieve top results, I realised how important the right work ethic is in achieving excellence.

I would advise every student who has an opportunity to participate in Moot Court to do so. You can learn a lot of new interesting stuff and meet some brilliant people. It's truly an incredible opportunity to see how things work at a high level and to see what it feels like to be a lawyer on the big stage through the practical part of the class.

Toni Kolak, student at Faculty of Law, University of Sarajevo

The most interesting/important thing about participation in the moot court is recognizing the personal growth – realising how far you've come from the first time reading the hypothetical case until the final match of the moot court competition. At a certain point during the preparations or after the competition you notice that you speak with much more confidence, you approach each problem with various points of view and easily find arguments to support your claims – and that is exactly the point of moot court.

Umma Kosovac, student at Faculty of Law, University of Sarajevo

Participating in a moot court competition can have numerous benefits for students. The simulated cases and environments allow students to develop legal research, writing and advocacy skills while analysing complex and sophisticated legal issues. In addition, students

have the opportunity to receive valuable feedback from experienced members of academia and practitioners, essential for their future development. Since moot court competitions require continuous preparation, they are also a demonstration of dedication and the ability to perform under pressure in a competitive setting.

After participating in the Frankfurt Investment Arbitration Moot, the Willem C. Vis International Commercial Arbitration Moot and lastly, the Philip C. Jessup International Law Moot, I noticed an improved ability for having a critical approach while analysing legal issues. On another note, the received feedback from arbitrators and judges helped me advance my oral advocacy skills. The part which I enjoyed the most was the networking events with legal professionals which led me to creating career connections. These connections opened the doors for attending conferences, finding out about fellowships and even for getting job offers.

Hristijan Zafirovski, student at Faculty of Law 'Iustinian Primus', University of "Sts. Cyril and Methodius" Skopje

Even long after I participated, I continue to hold Jessup in high regard as one of the most exceptional experiences during my studies. The opportunity to meet and exchange thoughts with some of the brightest minds in the field of international law is probably one of the best things that could happen to a student. It is enriching, motivating and truly inspiring.

Darko Stojanovski, student at Faculty of Law 'Iustinian Primus', University of "Sts. Cyril and Methodius" Skopje

The benefits of participating in moot court competitions are manifold. I had the opportunity to work with exceptional professionals while preparing for the competition, but also to meet the same professionals through participation. Also, trips, socialising and good memories are something that made my schooling really special!

Advice to other students: they need to be studious, analytical and maximally dedicated in their work and preparations. It is important that they understand that victory is achieved before and not at the competition itself, and that it is essential to prepare well. Let them be themselves and have fun. Let them meet new people and make friends for life!

Lazar Petrović, student at Faculty of Law, University of Niš

Participation in the Moot Court is a life-changing experience which is advantageous from every perspective. First, it gave me a great opportunity to push my limits to the fullest, make an effort and become a better version of yourself. Moot court helped me to broaden my horizon, gain extensive knowledge, acquire key skills and practical experience. With the help

of such amazing experience, I got more interested and qualified in European Private Law. What is more, I had a pleasure to meet with many inspiring individuals from different parts of the world, members of various fields of law, giving me a chance to hear their point of view on different law related issues. Last but not the least, Moot court introduces you with the skills, environment and people you are about to face.

Participation in the moot court can be divided in two parts: preparation and representation (realisation). During the preparation period I became more skilled in doing research, finding solutions and working in a team as well as on my own. Getting to know important case law and legal material, drafting legal documents, thinking out of the box, effective time management, learning to become persuasive, resistant and credible public speaker is what I have been working on and what I have learnt during moot court preparation.

Apart from public speaking skills and learning how to defend your client's interests, moot court competition turned out to be beneficial for my personal advancement. Revealing what you already have learnt and bringing everything to the table, being flexible is what moot court competition taught me. Representing ourselves and our team in the best possible way was one of the most challenging and responsible things to deal with.

The most interesting thing about participation in the moot court is the moment of realisation of how much progress you have made and how you have developed throughout the moot preparation and competition.

Ana Kiknadze, student at Faculty of Law, "Mykolas Romeris" University

Moot court is a unique opportunity to deepen your knowledge in a particular sphere of law (in my case with PAX Moot, - European private law), which would be a huge plus for CV or resume onward. This contest exposes participants to a close-to-real judicial case and the attorney profession. Experiencing legal research, drafting claims, and, eventually, defending your party's statements in front of the bench gives an advantage over other colleagues while employment seeking in the future.

Moot-court boosts the ability to work efficiently in a team and on your own, stress resistance, and smart time management, not to mention public speaking and legal writing competencies.

Participating in a moot once is so memorable that it stimulates a student to join this contest again. Therefore, the vast majority of mooters have participated in this contest twice. Mooting is a lifestyle or even a state of mind; it has a long history and unique traditions. Those who experienced moot court will always remember their first judicial pleading as well as a ceremonial mooting greeting, 'Your Excellencies'. Moreover, it is an excellent opportunity to travel, meet leading specialists in the field, and become good friends with your teammates.

Though a moot court takes much time to prepare, the eventual result will exceed your expectations. Employers always appreciate mooters, especially because



most of the current legal practitioners have also participated in such contests during their student life. Don't be afraid to dedicate your efforts to the moot since the latter will definitely make you an experienced lawyer even before graduation and working in a legal firm.

Anhelina Andrieieva, student at Faculty of Law, "Mykolas Romeris" University

What are the benefits of participation in Moot Court; how Moot Court contributed to their advancement?

The benefits of participating in a moot court such as Vis are numerous, and I would even say it expands the legal sphere. Aside from the obvious development of legal skills (such as legal research, writing and oral advocacy), it gives students a chance to practise in an environment as close to the real one as possible. Participating in the moot teaches you confidence when it comes to public speaking and thinking of your feet. The less apparent yet equally valuable benefits would be the improvement of team skills, which were personally both impactful and unexpected, as well as networking with other students from different universities. Lastly, having participated in a moot court is a valuable credential on one's resume.

Ana Kadović, student at Faculty of Law, University of Belgrade

There are two major things you have to consider: first, you gain a lot of knowledge. The second is you gain a lot of friends and meet a lot of new people. And the second one is far more important.

Srefan Dobraš, student at Faculty of Law, University of Belgrade

Knowledge and new friends are important parts of the moot, but I will highlight the importance of work ethic, because most of us didn't have a chance to write memorandums and practise for oral rounds until participating in this moot. Sometimes it took 12 hours straight, and work was done every day, including weekends and holidays. We were often working until late at night.

Fani Spalević, student at Faculty of Law, University of Belgrade

The benefits of participating in moot court include social benefits and the professional ones. On the social side you get the opportunity to meet a lot of new people from all over the world. They are all future professionals in your area, so it is a great networking opportunity. On the other hand, you also learn a lot about legal writing, legal research and how to present your arguments orally in front of the court or arbitration panel. The vis moot contributed to my advancement by allowing me to learn more about international arbitration, rather than to say

even what international arbitration is and it provided me with a lot of new contacts.

Marko Došlić, student at the Faculty of Law, University of Belgrade

What did you learn from participation in Moot Court, what are the skills and competences that were developed or advanced?

I have gained legal writing and legal researching skills, but it is also important to emphasise the confidence training that you get. In the oral phase, it is not only important what you are speaking, but it is also important how you are speaking. Confidence can often be the key.

Fani Spalević, student at Faculty of Law, University of Belgrade

I have learned how to work in a team and that experience is important for your future career.

Stefan Dobraš, student at Faculty of Law, University of Belgrade

I learned how to conduct research on specific legal topics and how to construct my arguments. All in all, I learned how to talk like a lawyer.

Marko Došlić, student at Faculty of Law, University of Belgrade

What is the most interesting/important thing about participation in Moot Court?

The most interesting aspect of participating in the vis moot is the international nature of the competition. Vis creates a unique environment by uniting students from different legal backgrounds to network globally, which would otherwise not be possible on such a scale.

Ana Kadović, student at Faculty of Law, University of Belgrade

The most important thing is having fun and the most interesting part is probably the parties.

Marko Došlić, student at Faculty of Law, University of Belgrade

What is the advice you would give your colleagues about participation in Moot Court?

I would highly recommend participating in the moot to every law student, it truly is an invaluable experience. However, being a team member does change your personal schedule significantly because it requires commitment to the problem, the team, and the work. Paying attention to detail in your work is crucial as it displays a level of professionalism. Don't be afraid to seek guidance from your professors and coaches, but also embrace the criticism you receive. Participating is not solely about winning, and with that being said don't miss out to enjoy the process including its ups and downs.

Ana Kadović, student at Faculty of Law, University of Belgrade

The most important advice is considering the organisational skills in the process of working for the moot. Also, it is important to enjoy the competition at each phase and in every moment, because when it's done you will have that special feeling and you will only regret that you haven't enjoyed it more.

Stefan Dobraš, student at Faculty of Law, University of Belgrade

My advice is to enjoy every aspect of the competition, even writing the memorandums. Because that part can be in some moments a little bit boring, but that is the time when you will be closest with your team members.

Fani Spalević, student at Faculty of Law, University of Belgrade

The advice that I would give them is to participate in the Vis Moot competition or any other moot they can, because it is a unique experience. It will pay out in the long run no matter how much time it occupies.

Marko Došlić, student at Faculty of Law, University of Belgrade

Perspective of the coaches on their role and advice to the students and coaches

My role is to complement the case hypothetical the students are working on. This is something I do by providing a framework within which the team generates, tests and perfects their arguments and the abilities they need to convey them persuasively. The framework is for the most part constructed 'behind the scenes', without necessarily involving the students in what they can or cannot do during their work. Indeed, I normally do not make all of my expectations or rules explicit to the team, as I do not want to set up an overly rigid working environment. Thus, I only make explicit the most basic rules immediately related to the organisation of the team's work. After providing preliminary guidance in the sources they need to use, I will normally move into the background and intervene only if I notice the students are slacking off or are starting to veer into patterns of thinking and behaving that are counterproductive or destructive. Furthermore, I have to make sure that they are to some extent functioning as a team and need to have in place appropriate measures when some of them are overworking. In brief, I am maintaining the trajectory of the team's work and motivating them when they are stuck. The students are nevertheless in full control of their own work and are free to think and argue openly and creatively in order to construct the best possible arguments.

During the preparation, I normally strongly advise patience, particularly when the students are stumped by an aspect of the case. The teams are commonly prone to jumping too fast to interpretations that are superficial or just plain wrong, as they attempt to resolve an issue without thinking it through. Furthermore, I ask my students to attempt placing themselves in the shoes of an opposing party or a judge in order to test the viability of their ideas. Sometimes they get lost in the complexity of a judicial precedent and I have to ask them to try explaining a legal matter in simple terms so that they correct mistakes they are making. Interestingly, many students are not used to issues that do not have one correct answer and they struggle attempting to find an absolute truth rather than a persuasive argument. Oftentimes, particularly with especially bright students, I have to make sure to enforce an early writing policy, so that they start producing draft arguments rather than getting lost in research that would be more fitting for a doctorate.

During the competition itself, I need to make sure that students pace themselves. There are often several pleadings in a row and it can be difficult to keep the morale up. I will normally ask my team to focus on each step of the way and not to think about the pleadings they already had or that they are going to have. I often couch my criticism very carefully and spread it across the day of pleading so that my students do not feel overwhelmed by my perspective.

My main advice would be to exercise restraint at every step of the work. Those who coach their teams often possess superior expertise in crafting and presenting arguments and it can be easy to insert this into the team's work. Coaches should avoid influencing their students

like this at all costs, not only because the students might start working at a reduced pace, but because they may fail to see something they might have reached through their own effort were it not for the meddling coach. In my mind, the coach should have the most influence when the students are crafting the structures of their briefs and speeches, so as to make sure that no large issue is omitted. However, fleshing out these structures with arguments should be in control of the students. The second suggestion I would make is that coaches should always make sure that they stay focused on the big picture of the entire case. Unlike the students who may focus on specific issues within this large picture, the coach needs to maintain all the issues in their minds. When I notice that I know more about one part of the case, I need to make sure that I am not becoming overly involved with a part of the case and losing sight of the rest of the case. Thirdly, coaches need to make sure that they stay focused on crafting the educational experience for their students rather than guiding the substantive part of their work. Coaches need to maintain a critical distance from their students' arguments so that they can test them and stay useful to their teams. This is difficult if not impossible once the coach becomes too involved in an aspect of a case. One can easily get exhausted or frustrated and, again, coaches need to stay focused and on guard all the way to the end of the competition, making careful management of time and energy a priority.

Matija Miloš, coach, Faculty of Law, University of Rijeka

First of all, to make them aware of their unique opportunity, that is, to work closely with professors and other experts, and finally, to participate in the event with so many other young people who actively research the same topics in the same area of law. I would emphasise that good teamwork is crucial and that individual work is not enough to succeed in this competition. Also, it is a fantastic opportunity to work in the professional English language. Last but not least, they shall meet new friends and create memories for the rest of their lives.

I would advise professors and coaches that coaching a team for a Vis Moot is very serious. It takes a considerable amount of time. It requires a lot of learning, as the problem at hand is always a demanding one, which pushes the boundaries of what is known till then. Students also need a lot of encouragement, as they often find it very difficult to deal with the issue at hand. Sometimes, a coach must make an effort to maintain a good spirit and relations among team members. In the end, though, the experience is more than worth all the occasional pitfalls. It is a special kind of pride to see how the students are advancing and to see their pleasure in their accomplishments. Finally, working with young people eager to learn is always a precious experience which often leads to making lifelong friends.

Mihaela Braut Filipović, coach, Faculty of Law, University of Rijeka



My role in the moot court was reflected in the coordination of obligations to students, plan and program of work, meetings and all additional obligations, counselling regarding the competition itself, moral support, assistance in the analysis of a hypothetical case and assistance in the formation of legal arguments. The role was also reflected in all technical obligations - registration, payment of fees, etc.

I will list the most common pieces of advice I gave: that this is the best opportunity for them to apply the theoretical knowledge they have acquired practically, to try out the roles of lawyers before completing their studies, to acquire the skills of public speaking and legal argumentation, to get rid of the fear of speaking in front of judges in the future, to make new friends and acquaintances, but also the possibility to get a scholarship at a foreign university, an internship or even a job due to their successful legal presentation and knowledge.

I would tell the students that it is not all about grades and completing studies. Every competition is a unique opportunity that opens many doors, as well as an opportunity to mature and grow up.

I would say to the coaches, as a former competitor and student, that this is a very demanding job that, in addition to maintaining authority, also requires a closer relationship with the students, a great degree of patience and understanding, personal and moral support.

Adna Škamo, coach, Faculty of Law, University of Sarajevo

As a moot court coach, my role is to provide guidance and support to the students participating in the competition. This can involve working closely with the team to help them understand the legal issues and principles involved in the problem, as well as refining their oral advocacy skills, legal research and writing, and overall strategy for presenting their arguments. I would also provide feedback on their performance during practice rounds, and help them to address any weaknesses or areas that need improvement. Additionally, I would offer support and encouragement throughout the competition, and help the students to manage any stress or anxiety they may experience.

Some key advice that I would give to students during preparation and competition would be to focus on mastering the relevant legal principles and understanding the case law, to pay close attention to the details of the problem and the specific instructions, to be well-prepared for potential questions from the judges, and to remain calm and confident throughout the process. Additionally, I would advise them to engage in regular practice sessions and to receive constructive feedback on their performance, as well as to seek out resources such as sample briefs, outlines, and other materials that can help them to prepare effectively.

To students, I would advise them to approach the moot court competition as a valuable learning experience that will help them to develop important legal skills and



gain confidence in their abilities. I would encourage them to be open to feedback, to take advantage of any resources available to them, and to stay focused on their goals throughout the competition.

To professors, I would suggest encouraging students to participate in moot court and providing them with the resources and support they need to succeed. This can include organizing practice rounds, offering feedback on briefs and oral arguments, and providing access to materials such as sample briefs and outlines.

To coaches, I would recommend staying up-to-date on developments in the law and the format of the competition, and providing constructive feedback and support to students throughout the process. This can involve creating a supportive and positive learning environment, offering regular practice sessions, and providing guidance on legal research and writing, oral advocacy, and other relevant skills.

Ena Gotovuša, Miloš Davidović, coaches, Faculty of Law, University of Sarajevo

My main advice would include the following:

Continuous opinion exchange between team members is one of crucial factors, in order to make sure all members are taking part properly and performing tasks not as an individual but as a team member. The division of tasks between team members should be as equal as possible. Team members should always feel free to reach out to coaches and professors during the preparations in case of any questions and doubts.

I would advise students to do detailed research for every particular task and consult as many sources as possible, together with ensuring that particular tasks will contribute to final task completion.

Kanita Pruščanović, coach, Faculty of Law, University of Sarajevo

The most important part of every moot court is good preparation. You need to know your case profoundly as well as the law. Good work requires time and those willing to invest more usually have better results. A precondition is to plan one's duties well and to be persistent.

Planning everyone's duties well is the key to success. A team should make a plan at the outset of the process if possible and stick to it as much as it can. Also, everyone should be aware that moot court offers valuable lessons for long-term growth. Even if a team does not win the competition, the students receive invaluable lessons and make connections and friends.

To students, I recommend approaching moot court as an opportunity to develop new skills, as the experience can be beneficial in the real world. I also emphasise that mooting is a trial and error exercise, and making mistakes is an integral part of the learning process.

For professors and coaches, my advice is to lead by example. Students look up to us throughout the process, and our dedication and energy can significantly impact their performance. To foster success, we must provide the necessary support and resources, and tailor our coaching strategies to each student's strengths and weaknesses.

Nasir Muftić, coach, Faculty of Law, University of Sarajevo

In my capacity as a moot court coach, my primary responsibility is to coordinate and guide the preparation process of the students. While the students possess a considerable amount of subject knowledge, my expertise lies in the process of moot court preparation and the presentation of arguments. Thus, I aim to offer direction and advice to students at each stage of the competition, with the intention of minimising their effort and maximising their outcomes.

In preparation for moot court, I provide a range of advice tailored to specific aspects of the competition. However, my most important general advice to students is that moot court is a relative competition, i.e. a competition against other similar teams, meaning that perfection is not required, and every other team will inevitably make mistakes. To succeed, thorough preparation is crucial, and students should aim to be more dedicated than their competitors, which will inevitably minimise their mistakes.

Tahir Herenda, coach, Faculty of Law, University of Sarajevo

I always encourage my students that the best way to be successful in a moot court is to be prepared as best as you can. Research is crucial in order to write good submissions and to be able to present your arguments and answer questions from the judges. Additionally, getting out of their comfort zone will allow them to grow, to accept what are the skills they already have and to identify what are the skills that need improvement and further work.

Patience is essential for the coaches during the preparations for the moot. Students have their differences, and the same mode of work won't be suitable for everyone. Therefore, the coach needs to be open to adapt to different needs of the team members. Besides having the knowledge about the topic of the moot, a coach needs to have many psychological skills to get the best out of each student. This is why being a coach usually requires more work than the team.

Amina Hasanica, coach, Faculty of Law, University of Zenica

It takes several crucial roles in being an advisor or coach of the moot court team for me. Firstly, I am always eager to show support by encouraging them during the final stages of the preparations and the competition. I understand that competitions are often stressful for students, so it is best to reassure the students of the hard work and dedication that the team has put during the preparations and to strengthen and boost their confidence before every round of competition. During the competition, I find it useful to take notes on the student's behaviour, how the judges react to their arguments, the questions that they are asked, and any areas that need adjustments between the rounds. Moreover, I organise and arrange the logistics of the competition journey, their travel arrangements, and possible places for food and refreshments. Often the competition takes place in a foreign country, so I try to limit their stress by organising the whole journey.

During the preparation period, I tend to point to the strengths and weaknesses of the potential arguments that the team prepares, research and point to relevant sources that the team may find useful.

I believe that structuring and presenting the argument is key in the progress and results during the moot court. Therefore, the advice that I give my students is to carefully structure every point in a certain argument and do a lot of research on the question. Afterwards, arrange and number the potential points that they might use in the argument and research whether those points might be applied to the facts of the current case. The strongest arguments shall always be used first, and every argument must be carefully and concretely structured to be precise and understandable. Also, I always advise my students to have a broader spectrum of sources and knowledge on the subject presented, especially when presenting arguments that are likely to be contradicted and questioned, so they will be prepared for every subject and issue that arises during the rounds.

I would advise the students to always be confident in themselves no matter how contradicted the argument they are presenting may be. To make them more confident, it is important that the coaches establish the expectations from the beginning and make sure that the students understand the time, efforts and work that needs to be put forth for a moot court. Time and work need to be devoted from the side of the coaches as well, because a good team must have great leaders that understand the issue that will be presented at the moot court and direct them in the right track of sources and research. Also, as competition time can be more stressful for some students, I would advise the coaches to always be prepared with snacks and refreshments.

Mia Georgeivska, coach, Faculty of Law 'Iustinian Primus', University of "Sts. Cyril and Methodius" Skopje

As the coach, I tried to explain to the students the fundamentals of the antidiscrimination law and encourage them to further validate the ideals of tolerance and equality. In order to accomplish these goals, it was necessary to outline the moot court's structure, its rules of procedure, and its technical specifications; to direct students through the hypothetical case; to assign tasks; and to ensure that they were taking their job seriously. At the same time, I've been attempting to give them enough room to come to an understanding and agreement with one another, to grow the team by addressing and aligning the disagreements, and to enjoy themselves while doing so. Despite the fact that we did become friends – for which I am sincerely grateful – I wasn't trying to be their 'friend'. I wanted to be the mentor – the one they looked to for guidance, the one who could put an end to discussion and demand appropriate presentation; I wanted to be the one they wanted to impress with their hard work and turn to for help.

Listen to what the opposing team is saying, don't miss chances for good counter-arguments. Don't interrupt the judges when they are asking questions, sometimes they want to elaborate on them (which is helpful for understanding what they are asking). Work together with your teammates to come up with arguments for one another. Being polite never goes out of style. Strong arguments can be made without belittling the opposing team, that is not the essence of moot court (contrary to the movies and tv shows).

There are a limited number of opportunities to challenge yourself by taking part in an activity such as moot court. Moot court experiences bear many benefits, and the only regret is that you didn't participate (enough).

Bojana Arsenijević, coach, Faculty of Law, University of Nis

Students who participate in competitions gain broader knowledge in certain legal fields, read various literature, study judicial practice, especially of the European Court of Human Rights and other international courts, better understand international documents, practise public speaking, and learn how to prepare arguments for their positions.

I paid attention to those skills that are acquired through competitions (argumentation, respect for other people's arguments).

I would advise them to insist on studying relevant sources depending on the type of competition. That continuity should be maintained in working with students, giving them the opportunity to express their abilities.

Hajrija Sijerčić – Čolić, professor, Faculty of Law, University of Sarajevo

My main tasks as a coach are to explain to the students the essence and peculiarities of the moot court, track preparation of written memorials and participate in the

practice of oral pleadings. Also, I have to explain to the students how to do legal research, find the relevant legal sources, analyse the moot court problem, prepare the oral presentations of the arguments in the pleadings. Since moot problems relate to complex legal and factual questions it is important to discuss how to analyse them, search for the most effective solutions for the analysis of facts and applicable law.

The key advice is to act in the moot court as it was a real litigation in the court and work as a team. Moot court is a simulation of court proceedings and students should act as councils of the real parties in the real court. They should understand that their skills and the level of preparation are the main factors which determine the outcome of the case. Also, participation in the moot court is a team sport. This preparation and participation require students to work together almost each day during the preparation period. Working close as a team is a vital element for successful participation in the moot court.

Participation in the moot court competition is one of the essential things law students should do during law studies. It is the possibility to hone the basic legal skills for the future legal career, such as legal writing, argumentation, research, public speaking and teamwork. Most importantly, it is a chance to apply the knowledge of law in practice. For professors and coaches moot courts may be used as the style of teaching. Since moot courts require not only knowledge of law, but also application of law and other legal skills, such teaching methods can increase students' confidence and motivate them to study and work further.

Remigijus Jokubauskas, coach, Faculty of Law, "Mykolas Romeris" University

The transformation that I have observed in my students participating in moot courts is multifaceted. They emerged as more confident, articulate, and agile individuals. Their research skills were honed, and their legal acumen sharpened to razor-like precision. By the end of the competition, they have metamorphosed from mere students into future legal professionals, prepared to make a lasting impact on the world.

Participation in the moot court has undeniably shaped my approach to teaching. It has taught me the value of experiential learning and the importance of fostering a collaborative, empowering environment. I now place greater emphasis on problem-solving, critical thinking, and real-world application of legal theories. This dynamic method of teaching ensures that my students are equipped not only with theoretical knowledge, but also the practical skills needed to excel in their legal careers.

To my esteemed colleagues embarking on the incredible journey of coaching a moot court team, I offer this advice.



Believe in your students' potential. Recognize and nurture the unique strengths each team member brings. Encourage them to push their limits, and they will surprise you with their capabilities.

Create a supportive environment. Foster open communication and provide constructive feedback. This will cultivate a sense of camaraderie and create a strong, unified team.

Emphasise the value of teamwork. Encourage collaboration and the sharing of ideas. Each team member's success is a collective success.

Prioritise preparation. Allocate sufficient time for research, drafting, and rehearsals. Meticulous preparation is the key to unlocking your team's full potential.

Enjoy the journey. Remember that the process itself holds immense value. Cherish the time spent nurturing your students and witnessing their growth, regardless of the competition's outcome.

Dejan Vučetić, full professor and vice-dean, Faculty of Law, University of Niš

How would you describe your role in the moot court?

My role in the moot court was to help the main coach of our team in preparation for the written and oral rounds, but mostly written.

Ljubiša Vulić, coach, Faculty of Law, University of Belgrade

As a junior coach, my role is to provide both substantial assistance and logistical support to the professors - head coaches. This entails a variety of tasks such as helping the participating students understand the case problem, conducting legal research, refining their written memoranda, and ultimately honing their oral advocacy skills. Additionally, I facilitate team discussions and strategy sessions to ensure the continuity in the process of preparation.

Marija Ralević, coach, Faculty of Law, University of Belgrade

I was a coach for one year and I was mostly helping with writing part of the Vis Moot which includes writing memorandum for claimant and memorandum for respondent from the issuing the problem until end of the February. I was reading the draft versions, giving them comments and feedback and navigating them through the process of making the legal arguments.

Mila Đorđević, coach, Faculty of Law, University of Belgrade

What are the key pieces of advice you give to students during preparation/competition?

My key piece of advice was to discuss with their peers as much as possible since that is the easiest way to learn and notice mistakes.

Ljubiša Vulić, coach, Faculty of Law, University of Belgrade

Naturally, dealing with a moot court problem involves conducting in-depth legal research. However, when dealing with complex topics, it is essential not to get lost in the topic's intricacies and neglect the very core of the matter analysed – not seeing the wood for the trees so to speak. Therefore, while students engage in extensive research and analysis, I make it a priority to remind them not to overlook the significance of mastering the basics. Understanding the core principles will not only bolster their arguments but also provide a solid framework upon which they can confidently build their case.

I would also be remiss if I did not say that there is no need to feel overwhelmed, intimidated or discouraged at any point in the competition, especially initially. Although embarking on a complex case can be daunting, especially when faced with unfamiliar legal concepts or elaborate factual scenarios, everyone must start somewhere. With perseverance, effective teamwork and coaches' guidance all will eventually be demystified.

Marija Ralević, coach, Faculty of Law, University of Belgrade

The Vis moot experience is the closest experience to the real-life legal profession you can have while being a student, so you should use that opportunity not only to gain legal knowledge, but to see if you see yourself in that surrounding and do you see yourself as a corporate lawyer at all.

Mila Đorđević, coach, Faculty of Law, University of Belgrade

What advice would you give to students/professors/coaches?

Always accept new challenges and always accept chances to grow both personally and professionally, disregarding the costs of time.

Ljubiša Vulić, coach, Faculty of Law, University of Belgrade

For all the parties involved, it is oftentimes challenging to strike the balance between providing guidance and allowing students to develop their autonomy, as well as problem-solving abilities. However, it is crucial to take the training wheels off at some point. While providing structure and clear expectations, professors, and the assistant coaches, should encourage the

participating students to take ownership of their learning journey. In turn, the students should approach challenges with a sense of curiosity.

Finally, given that moot court competitions can be both mentally and emotionally draining, everyone should contribute to maintaining a healthy balance in all aspects of the preparation in order to make it as rewarding of an experience as possible.

Marija Ralević, coach, Faculty of Law, University of Belgrade

The advice I will give to the coaches and professors is to pay more attention to personal relations in the team. The students have very different personalities, and they can have more or less problems fitting into the team and its dynamics. I understand that coaches are not psychologists and that they usually don't have enough time to consider that aspect of the competition, but relations in the team are an important factor of the success. Once the team is formed, the coach's task is to find a place for each team member and to use its full potential. On the other hand, my advice to the students is to use the opportunity to see the legal profession almost from the inside, but not to forget that in the end... moots are just competitions, and they should have fun along the way!

Mila Đorđević, coach, Faculty of Law, University of Belgrade

