# Workshop Curriculum Content

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# List of abbreviations

| | |
|---|---|
| DoW | Description of work |
| EC | European Commission |
| EIO | European Investigation Order |
| EJN | European Judicial Network |
| EU | European Union |
| IT | Information technology |
| LEA | Law Enforcement Agency |
| PO | Project officer |
| PU | Public |
| WP | Work package |
| WPL | Work package leader |

# Executive summary

As the European Investigation Order had to be implemented in EU member states until May 2017, the procedure in European cooperation in criminal prosecution has a new framework. Although only 15 member states implemented the directive in their domestic law by 27 October 2017 its impact on the European cooperation is already obvious.[1] In addition to that most criminal cases require digital investigation as a huge amount of crimes is committed in digital environment or evidence needs to be taken from online services.

In this context, LIVE_FOR addresses the need for users of both, the EIO and IT-forensics. To this purpose, LIVE_FOR provides a comprehensive educational curriculum, encompasses theoretical lectures and on-site trainings to apply the EIO and work practically with it.

This deliverable describes the first version of the LIVE_FOR workshop curriculum plan.

The first section outlines the purpose of the curriculum, its target groups, and the different methods that it encompasses. We also describe what should be the prerequisite qualification for the targeted training groups.

In Section 2 of this deliverable one can find the analysis of the educational needs, as they were pointed out in an online survey, in two joint meetings and in further reports. These results are the fundament for the given curriculum to achieve the aim offering user-related trainings.

Section 3 describes the didactical concepts and the methods that may be used for the trainings. They are also based on the results that are presented in part 2.

The fourth part of the deliverable focuses on describing in detail the content of the actual curriculum plan. This is the main part of the deliverable and it includes a first draft of a detailed outline about the topics that are to be covered and the way they are to be structured and delivered.

The curriculum plan is divided into three main modules. While the first and the second module are planned to be conducted as an online seminar, the third part is organised as an on-site training.

The modules build on each other, starting in the first module with information about the EIO, focussing on the procedure especially in IT-forensic measures. The second module provides an overview of IT-forensics, presenting the possibilities and challenges accompanying with it.

As the third part aims to be practical and to apply the knowledge out of module 1 and 2, it should be conducted by working on a case that outlines the subjects for this workshop. Planned method is showing and exercising the procedure of EIO on this case having it combined with demonstrations of IT-forensic measures.

The main approach of LIVE_FOR is to organize highly effectively and user-related workshops, thus gathering feedback of participants is very important also before the workshops. Therefore, the curriculum plan described here should be seen as means for capturing the relevant topics and structuring the training content and not as a final detailed plan for delivering courses for EIO operators.

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[1] https://www.ejn-crimjust.europa.eu/ejn/EJN_Library_StatusOfImpByCat.aspx?CategoryId=120, 27.10.2017

# 1 Introduction

The DG Justice project "Criminal Justice Access to Digital Evidences in the Cloud – LIVE_FORensics" (in short: LIVE_FOR) sets out to investigate the current implementation status of Directive 2014/41/EU within EU member states and best practices for investigations in the Cloud. The adoption of Directive 2014/41/EU on the European Investigation Order (EIO) is considered a milestone for judicial cooperation in criminal matters in the European Union.

Besides assessing the Directive's implementation, the project will also establish training practices for law enforcement in the area of digital forensics, to raise awareness of these tools provided by the Directive.

The purpose of this deliverable, in particular, is to provide the first draft of the curriculum plan. Since the curriculum plan prescribes the structure and the content of the planned workshops organised by LIVE_FOR, it represents a major milestone of the project. In an effort to provide high quality training, we invited experts to joint meetings. Among other things the purpose of the two joint meetings was also collecting information about:

- Needs for education and training among the targeted group in the criminal justice and cybercrime investigation with reflection on Live forensic

In addition to that it is the claim to meet the interests of the stakeholders, thus we published an online survey asking for current experiences und critics regarding European Investigation Order. Furthermore, as there are many topics in the complex IT-forensics, we included questions to point out the most important points and investigation measures.

For offering attractive workshops having benefits to simple information material we asked for the favoured didactical methods.

The following curriculum tries to meet all needs named by the participants of the joint meetings and the online survey by following the given framework as you can find it in the description of Work package 3 (WP3).

## 1.1  Purpose of the curriculum plan

In order to achieve the objective of the LIVE_FOR project and to be able to provide workshops suitable for an audience form different EU member states and form different professions (judges, prosecutors, IT-forensics experts, LEA officers) with distinctions in the level of knowledge about mutual legal assistance and IT-forensics, the workshop should encompass basics. The value of our workshop should be in the advanced topic of specialities of EIO procedure linked to IT-forensics measures.

Creating an attractive and lasting workshop includes the usage of effective didactical methods.

For that it is also beneficial to provide examples and use case scenarios that demonstrate the practical applicability of the conveyed knowledge as well as give an inside view in how a digital forensic measure is executed.

Therefore, the curriculum plan describes the covered topics but, moreover, it also specifies the approach taken towards communicating the necessary knowledge about EIO and IT-forensics. It provides a set of modules that gradually build up the level of knowledge of the trainees and complements the theoretical teaching with a set of examples and hands - on tasks, which show how to directly apply the learned skills.

In summary, the curriculum plan takes a practice - and application - oriented approach to apply this EIO and live forensics in the context of their daily tasks.

## 1.2   Target audience and goal level of knowledge

As already mentioned, the main target audience of this curriculum plan are prosecutors, judges and LEA. There might be investigators, civil entities working in the prevention of cybercrime and cyberterrorism, business entities, and higher educational institutions with programs in information security, fight against cybercrime, and digital forensics, too.

The LIVE_FOR workshop trainee candidate is someone who aims to gain a broader and deeper understanding of how to deal with the EIO especially in cases of digital evidence exchange across borders.

The training participants can have no prior knowledge in the EIO directive, but many of them might be already working with EIO or be aware of the early implementation of the directive in their domestic law. Most of the participants might be working on cross border evidence exchange and taking of evidence as well as having knowledge about the traditional way of mutual legal assistance.

Furthermore, during the training the participants are expected to complete short assignments, work practically on some exercises and devote some time after the workshop to familiarise themselves with the introduced subjects.

Given the context and the target group of the LIVE_FOR project, it is to be expected that the concrete training materials focus more on procedural challenges of EIO. But afterwards the participants might provide real case examples and relate the learnt topics to those examples.

Therefore, the goal is to provide a curriculum plan that includes cases and scenarios, which directly demonstrate the practical applicability of the learned concepts and technologies.

If someone feels quite familiar with EIO or digital forensics he could skip the lecture to this topic.

## 1.3   Skills and knowledge prerequisites

All potential course participants require a basic level of knowledge in mutual legal assistance and a very basic understanding of the IT-forensic measures. A background in IT development and computer sciences is no requirement. Still, lack of basic background knowledge in IT or legal issues might require further individual learning. Most important is that candidates have a keen interest in learning about digital forensics, especially live forensics and European cooperation in crime matters.

For further valuations of the level of knowledge of the participants see Analysis of educational needs in Section 2.

## 1.4   Delivery methods and materials

The curriculum plan is based on a set of didactic methods that complement each other and are targeted towards addressing the different needs of the trainees. Section 3 of this document outlines the possible delivery methods and the format of the modules.

For being flexible and reduce the cost, there will be firstly an online seminar facing the theoretical background, having units to the EIO, especially to its speciality in executing IT-forensic measures, and to IT-forensic itself, giving an overview and show the possibilities.

To deepen this knowledge, it is effective to have practical on-site trainings where a case should be discussed and worked on, detailed described in Section 3.2 of this document. In this context, the

demonstration of IT-forensic measures would have a huge benefit, showing the challenges of it not abstractly but in connection to a case.

Providing educational material also after the workshops is one aim of LIVE_FOR. Therefore, the online seminars and the on-site training should also be documented and in some parts recorded, to equip the LIVE_FOR website and its YouTube channel.

# 2    Analysis of educational needs

Offered trainings have to meet the interests and requirements of the participants. To make sure workshops achieve this aim, LIVE_FOR used two ways to accumulate demands and needs concerning effective trainings.

## 2.1   Online survey

The online survey was started on 11 April 2017. The results this deliverable is based on are from 13 October 2017. The survey was distributed by the LIVE_FOR project partners on their individual networks.

In total 150 test persons replied to the survey. As it was mentioned before, the survey was distributed to a wider range of the potential target group, but the return flow was due to the lack of time and the workload in judiciary professions not as high as hoped for. Nonetheless, the replies show a clear demand of the educational needs and the preferred didactical methods.

The main group filling in the online survey were prosecutors (45%) and judges (33%), so the replies meet the professions of the project's main target group.
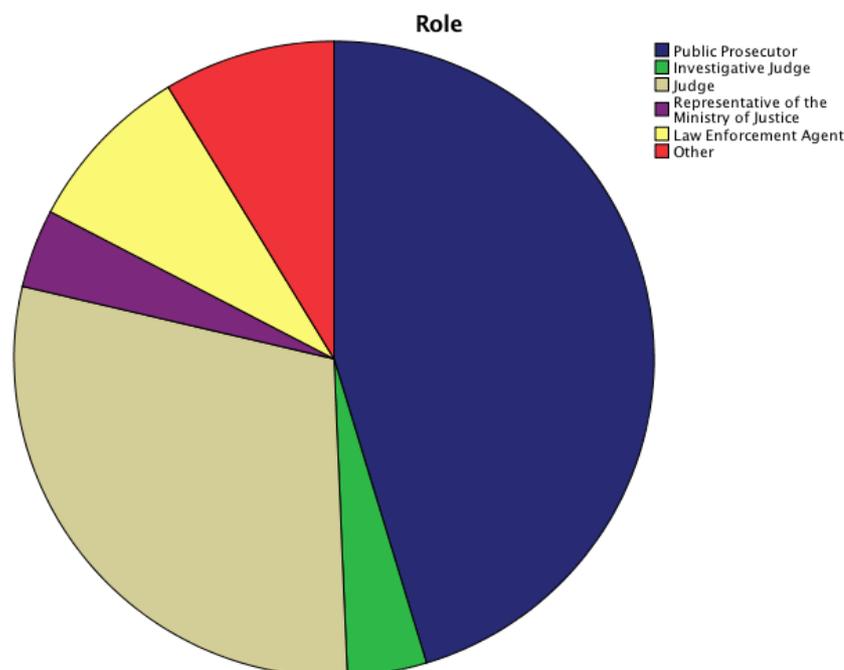


**Figure 1: Participants of survey**

Firstly, 38% of all participants explained that they are not aware of the directive 2014/41/EU and the EIO. This huge amount should be in total lower now, as more member states have implemented the directive as in April 2017. However, prosecutors, who are the main appliers of the EIO, had a higher awareness of the directive (84%). Nonetheless there is a need for an introduction and an overview of the EIO. A further explanation for this high amount of a lack of knowledge in EIO matters is the question of the survey if the participants will be engaged as an issuer or receiver of an EIO in the process of cross-border collection of digital evidence. 44% answered this question negatively.

When it comes to the frequency of digital investigations in cross-border crimes, most participants of the survey replied that there is a need for it just a few times a year, but not in the daily

business. Consequently, it will be important to include high quality training materials that will help sustainably.

A further question asks for the awareness of live forensic methods for cloud crime investigation or for cloud related crime investigations. About three-fourths replied that they were not aware of this instrument. Thus, there needs to be a training unit working on live forensics linked to cloud services, a small introduction to the specialities of cloud related crime seems also to be necessary.

As 97% of the participants stressed that they feel they need some upgrade of their knowledge on digital investigations, an overview of more measures and instruments should be included, not only focussing on live forensics, but still keep the focus on this instrument.

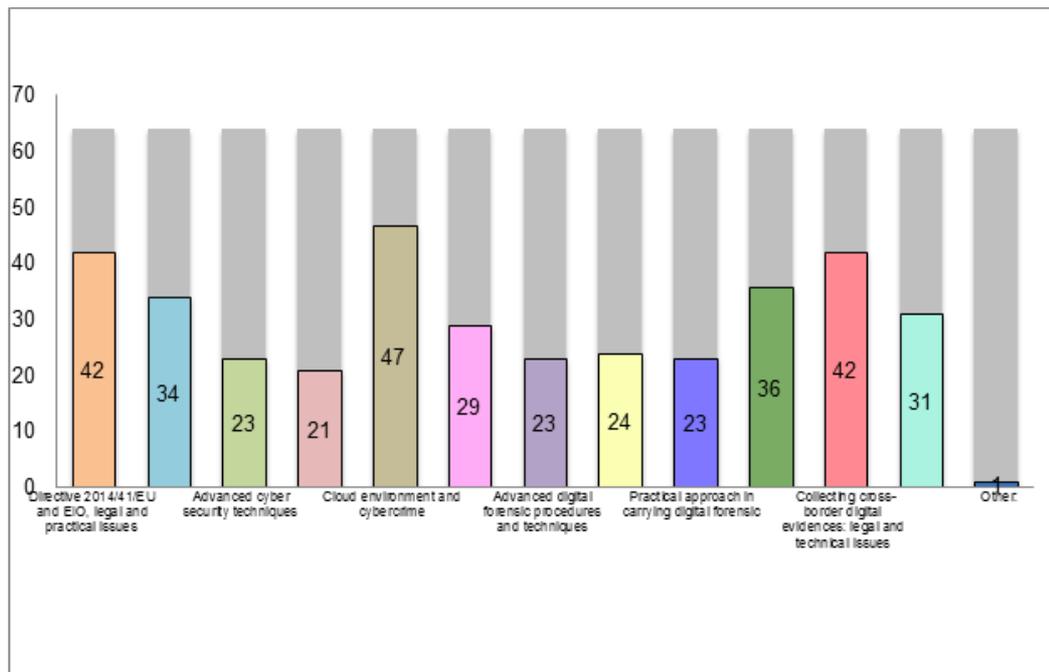The most named topics participants would be interesting in when taking part in a workshop are:



**Figure 2: Most relevant topics according to the survey**

Focussing on clouds, cross-border digital evidence and the EIO are the important topics for the LIVE_FOR trainings.

Furthermore, the survey asks for skills and competences that are necessary for successful cross-border digital investigation. Mostly the survey respondents named the evidence exchange/evidence processing, cloud forensics, clouds in general and digital forensics in general. By drafting the curriculum these fairly wide topics should be tried to meet in part.

The last part of the survey asks for the best way of learning. Mostly one can see that the presence learning is preferred, especially in combination with real use cases and workshops.

## 2.2   Joint meetings

LIVE_FOR conducted two joint meetings. One meeting was hosted on 24 April 2017 in Brussels. 28 persons with different backgrounds (operators of EIO, policy makers, academics) participated. The other meeting took place on 30 May 2017 in Ljubljana joined by 25 persons with similar backgrounds as the participants of Brussels meeting.

Aim of both joint meetings was pointing out possible problems regarding the execution of EIOs as well sharing experiences in legal and technical challenges in cross-border digital evidence

investigations. On that basis, educational needs for organising trainings in LIVE_FOR matters were discussed and emphasised.

Topics that should be covered by the workshops were named as the following:

- the legal and technical points of view for the EIO

- practical dealing with EIO procedure

- legal differences between the member states (especially in legislation on e-evidence)

- interception of telecommunication without national assistance

- information about different investigation measures/surveillance instruments in the other member states

- evidence exchange

- cloud computing, managing cloud computing service

- data collection

As many of the named points are regulated by the directive and the instrument of the EIO, it seems to be necessary to present the benefits the EIO provides. Explaining the procedure of EIO by focussing on the digital investigation measures and pointing out the way of transmitting the EIO as well as transferring evidence should be emphasised in the training.

For didactical methods, the participants prefer face-to-face trainings to discuss cases and get practical advices. However, they stressed, that there is a lack of time for educational journeys, thus they proposed also online trainings.

## 2.3   Further reported needs

In addition to the online survey and the joint meetings there were several bilateral meetings with prosecutors.

Mostly those statements matched with the results of the survey and the joint meetings. They stressed, that the procedure of the EIO is comparable to the European warrant arrest and many questions (finding correct partner office in the issued state, the measures possible to issue in an EIO, the filling in of the form, etc.) are already answered by the directive itself.

Also, there are several trainings of national authorities und information material in the member states in both, EIO and IT-forensics. In addition to that EJTN provides several trainings an EIO and IT-forensics in general. Benefits of LIVE_FOR workshops would be the combination of both and a more practical training as well as the discussion with other EIO operators from different EU member states, offering some gap already existing trainings do not serve.

Again, it was stressed, that there is a huge lack of time in judiciary, so it is important to focus on the points that are very important and shorten parts that most of the participants are already familiar with.

## 2.4   Conclusion

The different questionings outline the educational needs of the LIVE_FOR workshop. In addition to that, it was pointed out which didactical methods are preferred.

Workshops should focus on the following main issues: EIO and its procedure – linked to IT-forensics measures, an overview of those IT-forensic measures and a practical training where all the knowledge can be applied on a realistic case.

Based on this information the following didactical concept and the content were developed.

# 3    Didactic concept

As it was named in the analysis of the educational needs, most participants prefer an on-site training with face-to-face interaction. To meet this preference LIVE_FOR will organise an on-site training for the practical application of the knowledge and dealing with exercises and case examples.

This preferred method is more effective when it is well prepared, to get the participants on one level. For that, it is necessary to mediate the theoretical background in legal framework and in forensic subjects. The adequate way for this purpose is the use of an online seminar.

## 3.1    Online seminar

Since the very main target group of the curriculum plan are prosecutors from all over the European Union, there is a need for facing the challenge of long journeys to face-to-face workshops. Distance learning as an online seminar is a suitable replacement when talking about the mediation of theoretical knowledge, which has the character of a lecture. This type of training method is relatively flexible when it comes to high workload as it is usual for prosecutors and the other of the target group members.

In addition to that the online seminar could be saved and used as training material later on, both for the participants of the workshop and new interested parties. Moreover, the recorded online seminar needs to be accompanied with a manual pointing out guidelines to the recorded seminar. These materials should be uploaded on the LIVE_FOR website and on the YouTube channel in order to have a wide range of all-time available high-quality training materials.

## 3.2    On-site training

Providing distance e-learning is highly beneficial for flexibility and cost reduction. Nonetheless an on-site training with all the very interested trainees is intended to be very effective and gives the opportunity for high-level interaction between the trainer and the trainees, having wider discussions about challenges of EIO and live forensics. Practical exercises are more effective when conducted in such an on-site training, having enough time to pay attention to the details and individual issues, too.

This will be realised through the organisation of two training events, one of them located in Germany or Belgium for the Western EU member states and the other one in Czech Republic for the more Eastern EU member states to reduce travelling costs and expenditure of time.

This method is supposed to be the best way to learn sustainably and get in contact with trainers for discussions and direct questions.

## 3.3    Training materials

LIVE_FOR aims to provide high-quality training materials. For this purpose, it implements two main content generation approaches. First, the theoretical part is delivered both as written content as well as a webinar.

Documents, examples, presentation slides as well as the video recording of the webinar, will be used to.

After the online seminar is given, comments and suggestions will be gathered from the audience. Furthermore, each draft of the modules will be made available online and community feedback

will actively be gathered. As a result, the final version of training materials will have undergone at least one round of improvements.

# 4 Content

This section describes in greater detail the first version of the LIVE_FOR curriculum plan. The outline is divided in two main parts due to the concept of having one preparation day teaching the theoretical knowledge on an online seminar and having a second day of attendance focussing on practical exercises as well as live demonstrations.

| Outline of workshop procedure |
| --- |
| **Day 1 – online seminar** |
|    I.      European Investigation Order |
|    II.     IT-forensic investigative measures |
| **Day 2 – day of attendance** |
|    I.      Fictive situation given for practical exercises |
|    II.     Procedure of EIO guided by the given situation, highlighting problems and including demonstrations of executing IT forensic measures |

**Table 1: Outline of workshop procedure**

As mentioned above, the modules are defined in such a way to increase knowledge about both the EIO and IT-forensics. The theoretical fundament should be deepened and applied on the day of attendance, taking place about two days after the online seminar, so that there is some spare time given between the first day and the day of attendance.

Thus, the subdivision in two days referenced to the level of knowledge enables course participants with previous experiences or a specific area of interest to only briefly go over the already known theoretical materials on day one and focus on the second day to join the practical demonstrations and exercises units.

The curriculum aims to be very practice and application oriented. Therefore, all the modules including the theoretical subjects on day 1 use examples based on a real-life scenarios or fictional cases. The scenarios exemplify the benefits but also the challenges of the common IT-forensic measures and illustrate the innovations of the EIO compared to the previous procedure of mutual legal assistance in the European Union. On the day of attendance, we process cases where applying the learnt IT-forensic measures can be very beneficial and give a demonstration of executing those technological measures.

The following sections describe each of the curriculum modules in greater detail. For the complete outline see Annex I.

## 4.1 Content of day 1 – theoretical background

As stated previously day 1 encompasses knowledge firstly about the legal subject of the project, the European Investigation Order, and secondly an overview about the technical topic meaning IT-forensics.

| **Outline day 1** |
| --- |
| I.  **The European Investigation Order (EIO)**<br>  1.  Short introduction/abstract<br>  2.  Main innovations and new developments<br>  3.  Procedure of the EIO<br>    ▪ Issuing<br>    ▪ Transmission<br>    ▪ Recognition<br>    ▪ Execution of investigative measures<br>    ▪ Transfer of evidence |
| II.  **IT-forensic investigative measures**<br>  1.  Overview/introduction digital forensics<br>  2.  Collecting digital evidence Online<br>    ▪ Cloud computing/Cloud services<br>    ▪ Possibilities taking evidence<br>    ▪ Transferring evidence |

**Table 2: Outline day 1**

### 4.1.1   *European investigation order*

*Units: 3*

*Goal: Clear classification and summary of EIO, focus on procedure*

*Outcome: Familiarity with EIO, certainty in issuing and executing EIOs*

The first part should last no longer than three hours. It is just intended for briefing the participants about the directive. As the online survey proofs, most of the audience should be familiar with the directive. In addition to that it is more likely that the member states send experts to the workshops who work with the EIO or had training in the directive in general in their home country/will have such training after implementation of the directive. Focus should be on the procedure of EIO especially in IT-forensics matters.

To achieve the goals, it is supposed to be helpful to compare the traditional mutual legal assistance to the innovations of the EIO. Pointing out the main differences, especially the formal innovations as there are several time limits, duties to respond, and forms to use, has a huge impact on the work of the participants. However, the filling in of the given form in annex A of directive 2014/41 is not this complicated and there are several trainings in the member states themselves as well as quality material provided by European Judicial Network (EJN), the workshops should focus on the procedure especially in more complicated investigative measures like collecting digital evidence. Therefore, the special sections (art. 30, 31) of the directive should be emphasised and explained, illustrating how to deal with them in daily business.

As it was named as one of the most needed competences for successful cross-border-investigation, the transfer of the taken evidence should be highlighted as well. As this question is also regulated in the EIO there needs to be a closer look at Art. 13.

*Time required: up to 3 hours*

*Outline:*

1.  Short introduction/abstract

2.  Main innovations and new developments

3.  Procedure of the EIO
    a.  Issuing
    b.  Transmission
    c.  Recognition
    d.  Execution of investigative measures
    e.  Transfer of evidence

### 4.1.2    IT-forensic investigative measures

*Units: 2*

*Goal: Awareness of the different IT-forensic measures, possibilities those measures provide*

*Outcome: Knowledge about the possibilities IT-forensics providing for collecting evidence*

Due to the variety of backgrounds of the participants it is difficult to meet everyone's interests. Nonetheless, the project emphasises the highly technical and specific subject live forensics. To understand the measures behind the term "live forensics" it might be necessary to give a short overview about the common digital forensic measures. In this way participants might be able to link the new knowledge about live forensics to the expertise they already have.

Furthermore, a short introduction to cloud computing and services is necessary, pointing out the differences and similarities to conventional computing. Due to that the participants should get an awareness of the characteristics of cloud services.

After having the subject for IT-forensic familiarisation there should be a unit about taking evidence online, especially in the cloud. Benefit for the main target group is knowledge about the possibilities and impossibilities of collecting evidence by executing such a measure. There will be probably no need for deep computer sciences, as the measure itself will not be carried out by the members of the target group the workshops are organised for. The goal is to increase the awareness of the many different IT-forensic measures and their provided possibilities.

*Time required: up to 3 hours*

*Outline:*
1.  Overview/introduction digital forensics

As pointed out before there exists a need to give a short overview about familiar as well as unfamiliar digital investigation measures and important special issues in the context of digital forensics as a forensic science.

2.  Collecting digital evidence online
Going from post-mortem to live forensics and especially online collection of evidence is a huge change of common basic forensic principals. New frameworks and a lot of special attention are needed to make sure that collected evidence still adheres to forensic principles and is admissible before court. This section gives an overview of the main

technical and procedural points to take care of as well as pointing out some technical pitfalls in the live forensics of the following areas:

1. Cloud computing/Cloud services
2. Possibilities taking evidence
3. Transferring evidence

## 4.2   Day 2 – day of attendance

Main goal of the second day is to apply and deepen the knowledge from the theoretical training on day 1.

Therefore, a practical case has the biggest sustained effect. Due to the time frame, there is no possibility to arrange a real case study, which would mean that every participant gets issued a situation and works on this as it would be conducted in everyday business.

As a compromise, there will be one situation given to all participants. This situation and the work on it are intended to outline the agenda for the second day.

| Outline day 2 |
|---|
| I.     fictive situation will be given to participants |
|          1. analyse of the situation |
|          2. legal problems |
|          3. problems in IT-forensics |
| II.    work on the issuing of the appropriate EIO, issuing live-analysis in EU member states |
| III.   transmission of EIO |
| IV.   receiving an EIO |
| V.    executing a LIVE_FOR (demonstration) |
| VI.   transfer of evidence |

**Table 3: Outline day 2**

*Units: 6*

*Goal: Practical use of EIO with IT-specific challenges, give demonstrations of live forensics*

*Outcome: Assured handling with EIO (issuing and receiving), get impression of live forensic measures*

First, the participants get issued a situation dealing with cross border crime, where it is straight forward to see that there is a need for cross border evidence taking. There will be some legal challenges in the situation, referring to Articles of the directive, which are important to be aware of.

It should be obvious that in the given situation live forensic shall be the most successful measure.

In the next step, the form of Annex A of the directive should be filled in. The fill-in should not be very complicated; thus, the guided fill-in of the form can be kept short.

Having a closer look at the transmission of the EIO-example aims on the usage of electronic data exchange systems that already exist (EJN) or will exist in future. As most prosecutors

still use the traditional transmission way, it might be important to introduce alternatives and increase the awareness for those.

The part of permitting an EIO depends on the EU member state receiving the EIO due to the idiosyncrasy of implementation in domestic law. It might be good to highlight the distinctions in permission among the member states that already implemented the directive.

When executing the live forensic measure, which seems to be successfully and relevant in the given situation, this is a suitable point of time to demonstrate how such a measure is enforced. For that, a technical presentation pointing out the challenges as well as the possibilities that live forensics provides should be prepared.

In the end, the fictional taken evidence should be transferred to the issuing state. As the legal framework is given in Article 13 of the directive, it might be also interesting to highlight the specialities of national implementation of this article in domestic law.

*Time required: One day, up to 8 hours*

# 5 Conclusion

With the growing importance of EIO and IT-forensics, the demand for well-trained operators who are able to work in their daily business with complicated technological investigation measures increases.

LIVE_FOR addresses this need by providing a training curriculum that communicates the fundamental background knowledge in legal and forensic subjects but also focuses on practical use of both, EIO and IT-forensics.

This deliverable presents the draft of the LIVE_FOR curriculum plan. It is based on three main modules, which aim to build up an advanced level of trainee's knowledge in EIO matters and mediate basic knowledge in IT forensic investigation measures.

The curriculum aims to be practice and hands-on oriented, therefore examples, self-assessment questions and demo application are an important part of the planned trainings.

Therefore, the curriculum plan in its current form, as well as the content of the individual modules will undergo several further revisions. However, this deliverable captures the main topics and content that are to be covered by LIVE_FOR.

# Annex I: Workshop outline

| Outline of workshop procedure |
| --- |
| **Day 1 – online seminar** |
| I.    European Investigation Order<br><br>    a.  Short introduction/abstract<br>    b.  Main innovations and new developments<br>    c.  Procedure of the EIO<br>        i.  Issuing<br>        ii.  Transmission<br>        iii.  Recognition<br>        iv.  Execution of investigative measures<br>II.    Transfer of evidence |
| III.    IT-forensic investigative measures<br><br>    a.  Overview/introduction digital forensics<br>    b.  Collecting digital evidence online<br>        i.  Cloud computing/Cloud services<br>        ii.  Possibilities taking evidence<br>        iii.  Transferring evidence |
| **Day 2 – day of attendance** |
| I.    Fictive situation given for practical exercises<br>    a.  Analysis of the situation<br>    b.  Legal problems<br>    c.  Problems in IT-forensics |
| II.    Procedure of EIO guided by the given situation, highlighting problems and including demonstrations of executing IT forensic measures, fictive situation will be given to participants<br>III.    Work on the issuing of the appropriate EIO, issuing live-analysis in EU member states<br>IV.    Transmission of EIO<br>V.    Receiving an EIO<br>VI.    Executing a LIVE_FOR (demonstration)<br>VII.    Transfer of evidence |

**Table 4: Detailed outline of the workshop procedure**