

2014 HELP Network Conference

Evaluation of the questionnaire on training methodology

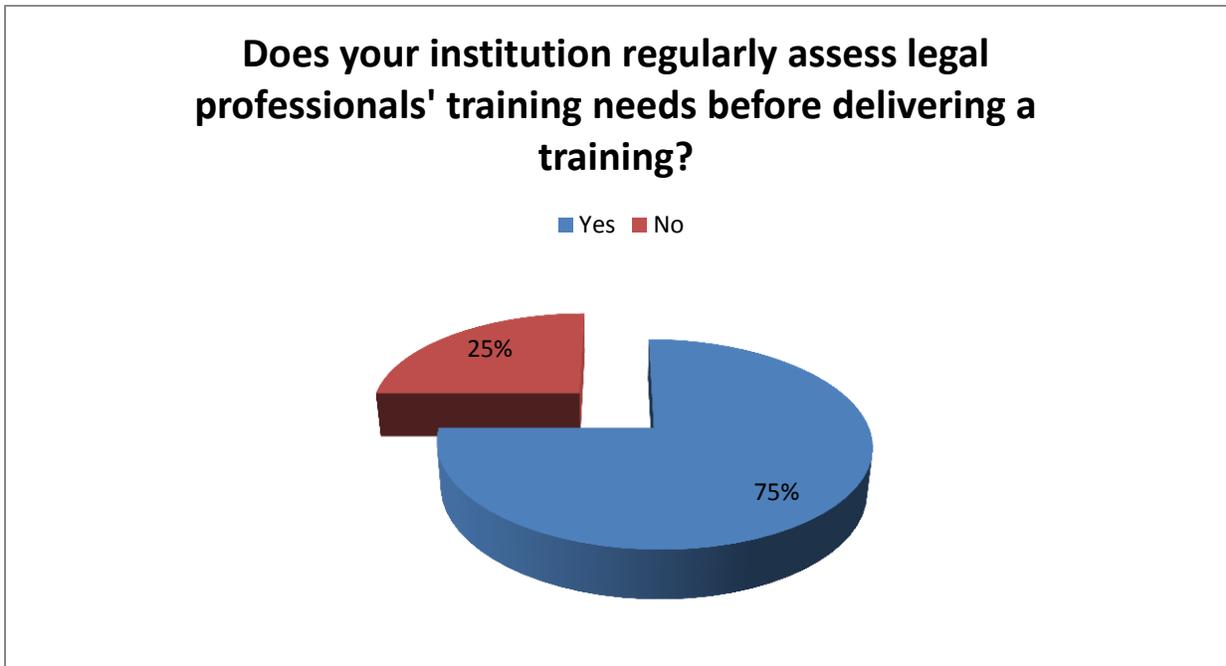
17 June 2014

Feedback: 33

Questions: 16

Question 1 (32 responses)

| Does your institution regularly assess legal professionals' training needs before delivering a training? | |
|---|----|
| Yes | 24 |
| No | 8 |



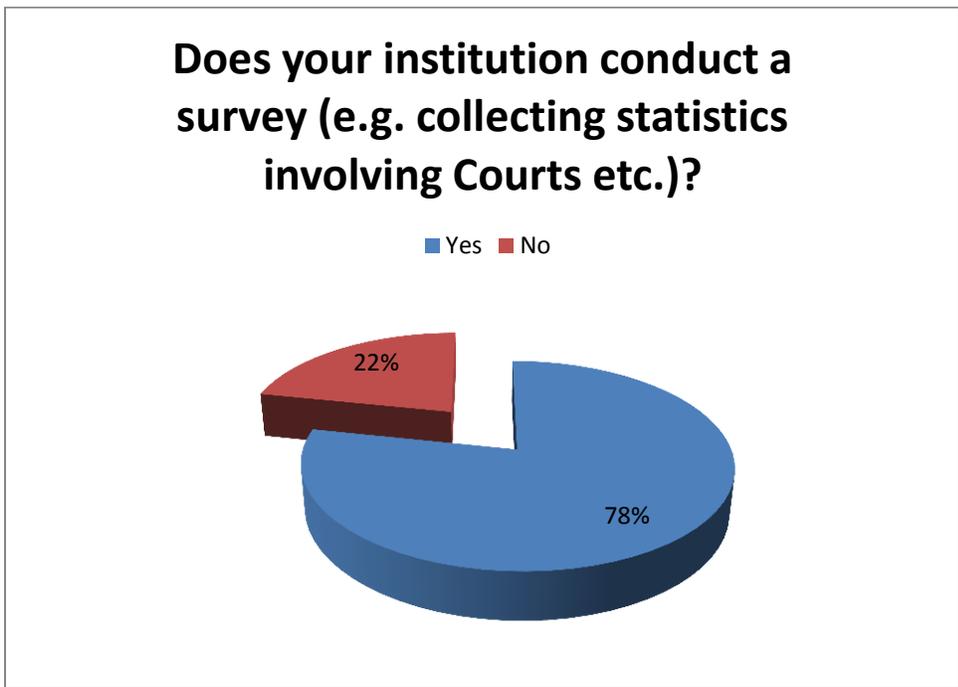
Question 2 (25 responses)

How does your institution proceed to assess training needs?

Best practices for assessing training needs varied between participant states. Questionnaires, surveys, forms and inquiries were common as were evaluations. Some participants indicated the institution decided training needs based on internal findings or procedure.

Question 3 (23 responses)

| Does your institution conduct a survey (e.g. collecting statistics involving Courts etc.)? | |
|---|----|
| Yes | 18 |
| No | 5 |

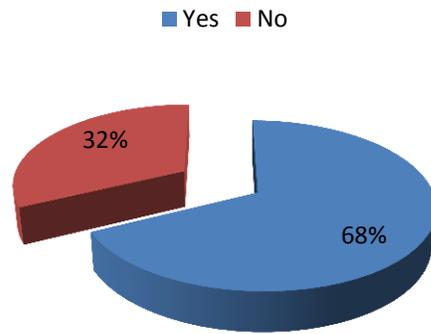


Question 4 (31 responses)

When drafting training materials, does your institution develop specific learning objectives describing the expected outcomes?

| | |
|-----|----|
| Yes | 21 |
| No | 10 |

When drafting training materials, does your institution develop specific learning objectives describing the expected outcomes?



Question 5 (16 responses)

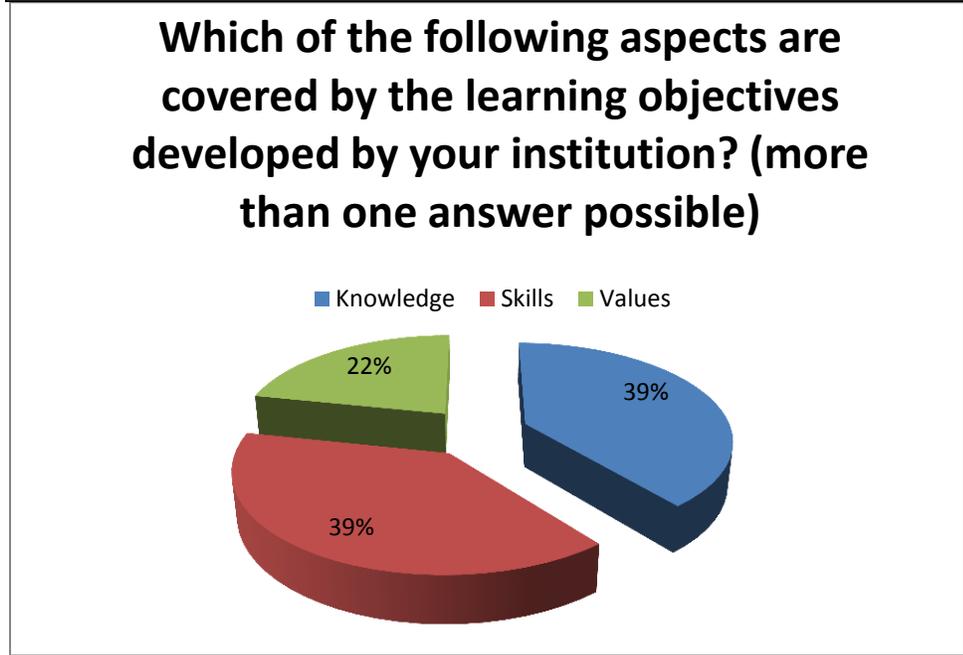
Can you briefly explain how learning objectives are developed?

The responses included:

- By training experts or other experts in their field
- In consideration of the intended professional skills
- It is dependent on the topical needs and problematic issues
- Based on training methodologies, again involving the trainer
- A national strategic plan including the training activities to achieve this plan
- National strategy in consideration of European training and coordinating objectives with national judicial bodies
- The General Assembly decides the new targets and development process
- Mainly developed by the lecturers of the national School of judges, including current and retired judges
- Decided based on the overall aims of the programme
- Based on the learning needs of the individual, which is linked with Continuing Professional Development
- The training programme model is prepared in coordination with the andragogy experts.

Question 6 (responses)

| | |
|---|----|
| Which of the following aspects are covered by the learning objectives developed by your institution? (more than one answer possible) | |
| Knowledge | 18 |
| Skills | 18 |
| Value | 10 |



Question 7 (32 responses)

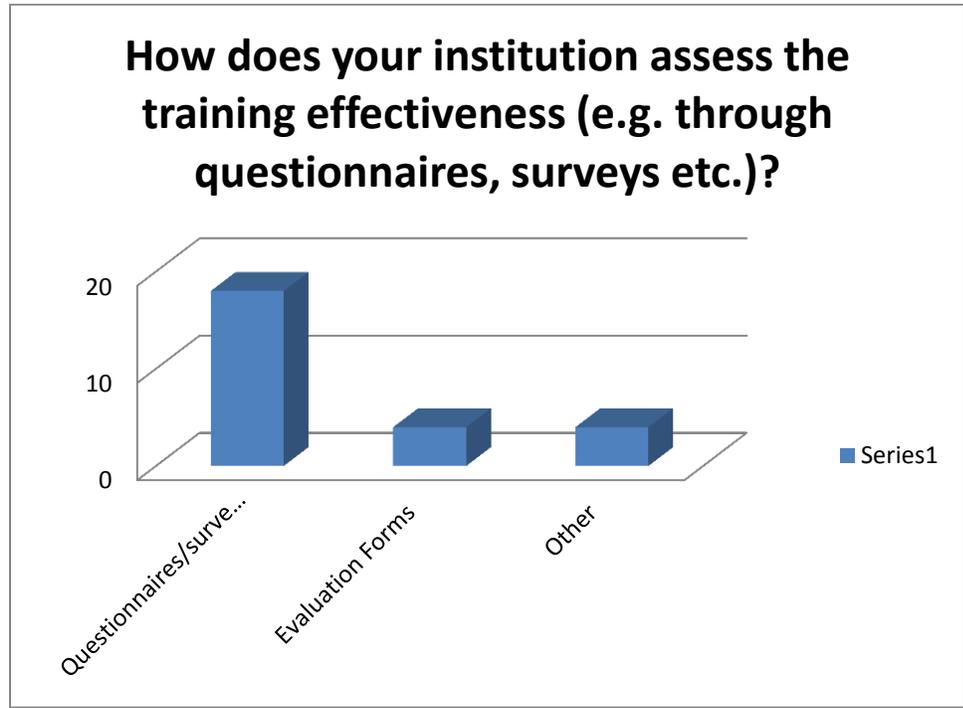
Does your institution assess the effectiveness of the training once it has been delivered to legal professionals?

| | |
|-----|----|
| Yes | 24 |
| No | 8 |



Question 8 (26 responses)

| How does your institution assess the training effectiveness (e.g. through questionnaires, surveys etc.)? | |
|---|----|
| Questionnaires/surveys | 18 |
| Evaluation Forms | 4 |
| Other | 4 |



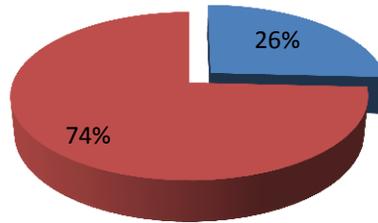
Question 9 (31 responses)

Does your institution also assess the long-term impact of the provided training on the daily work of the participants?

| | |
|-----|----|
| Yes | 8 |
| No | 23 |

Does your institution also assess the long-term impact of the provided training on the daily work of the participants?

■ Yes ■ No



Question 10 (9 responses)

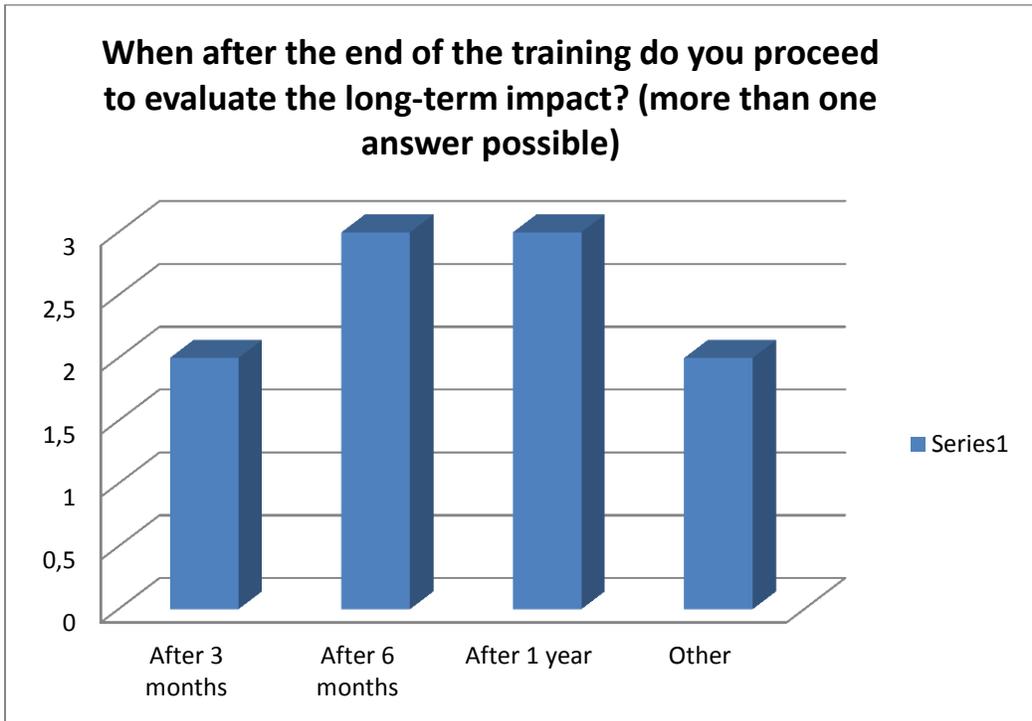
Can you briefly explain how does your institution evaluate the long-term impact of the training?

The best practices of the participants included:

- By collecting the statistics, analyzing of performance results and taking into consideration the suggestions of employees.
- From questionnaires and comments.
- Through training of trainees and researching some aspects on the case examination under which the trainees were trained
- An evaluation form to the Line manager of the individual three months later.
- Seeking feedback 6 months after the intervention. Additionally constantly review feedback from participants and assess the impact on the operational business in the longer term for bigger programmes e.g. trainees. The training and method of delivery is amended to meet the change in needs.

Question 11 (10 responses)

| When after the end of the training do you proceed to evaluate the long-term impact? (more than one answer possible) | |
|--|---|
| After 3 months | 2 |
| After 6 months | 3 |
| After 1 year | 3 |
| Other | 2 |



Question 12 (2 responses)

When do you proceed to evaluate the long-term impact?

The two responses for this category were:

- At the College of the Evaluation of Performance of Judges near the Superior Council of Magistration
- At the end of the training programme.

Question 13 (responses)

| Which method would legal professionals in your country favour? | |
|--|----|
| Distance Learning | 0 |
| Blended Learning (mixed approach including traditional face to face training | 22 |
| Both | 11 |



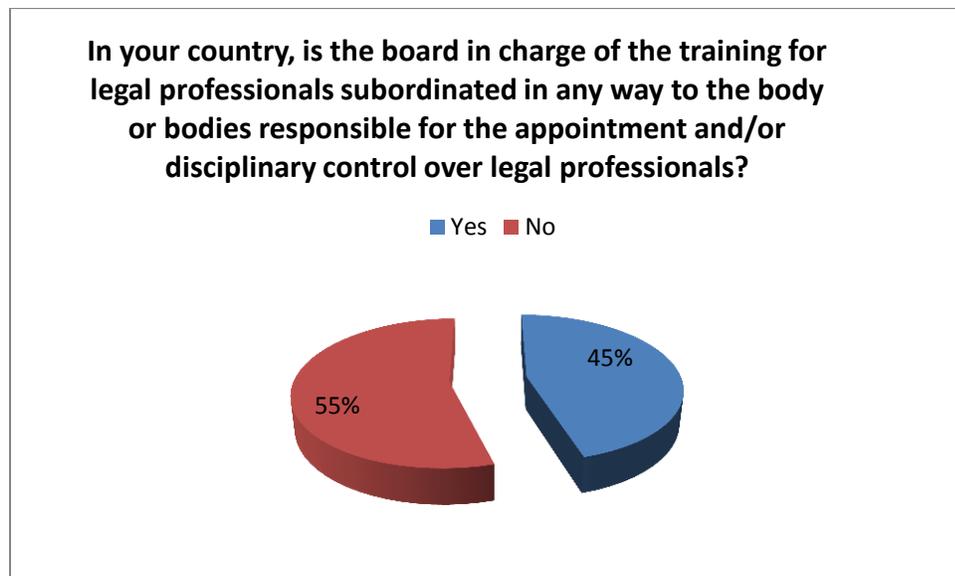
Question 14 (30 responses)

| | |
|--|----|
| Once the HELP methodology is finalised and approved, would your institution be willing to integrate it in your national human rights training programmes? | |
| Yes | 30 |
| No | 0 |



Question 15 (responses)

| | |
|--|----|
| In your country, is the board in charge of the training for legal professionals subordinated in any way to the body or bodies responsible for the appointment and/or disciplinary control over legal professionals? | |
| Yes | 15 |
| No | 18 |



Question 16 (13 responses)

If there is no such subordination, what (if any) arrangements exist to advise or guide these institutions in the development of training/education programmes and the curricula to be followed by them?

The responses indicated that at least two participants were not aware of any such arrangements. Other answers highlighted the importance on international cooperation and the roles of national bodies. It was suggested that accredited training would assist the institutions, although two responses stated that it is currently the responsibility of individual lawyers to identify their training needs.