

EVALUATION METHODOLOGY OUTCOMES

**of European Judicial Training Network – EJTN,
Judicial Training Methods (JTM) working group
– upcoming handbook -**

EJTN Working Group Judicial Training Methods

JTM

Institut de Formation Judiciaire (Belgium)
National Institute of Justice (Bulgaria)
Judicial Academy (Croatia)
Judicial Academy (Czech Republic)
Court Administration (Denmark)
Academy of European Law
Ecole Nationale de la Magistrature (France)
Federal Ministry of Justice and Consumer Protection (Germany)
National School of Judges (Greece)
High Council for the Judiciary (Italy)
School for the Judiciary (Italy) – **Convener**

Judicial Training Centre (Latvia)
National School of Judiciary and Public Prosecution (Poland)
Centro de Estudos Judiciarios (Portugal)
National Institute of Magistracy (Romania)
Judicial Training Centre (Slovenia)
Judicial School of the General Council of the Judiciary (Spain)
Center for Legal Studies (Spain)
Judicial Training Academy (Sweden)
Prosecution Services (Sweden)
Judicial College (UK – England & Wales)
National Court Administration (Norway) -
Observing country

WG JTM

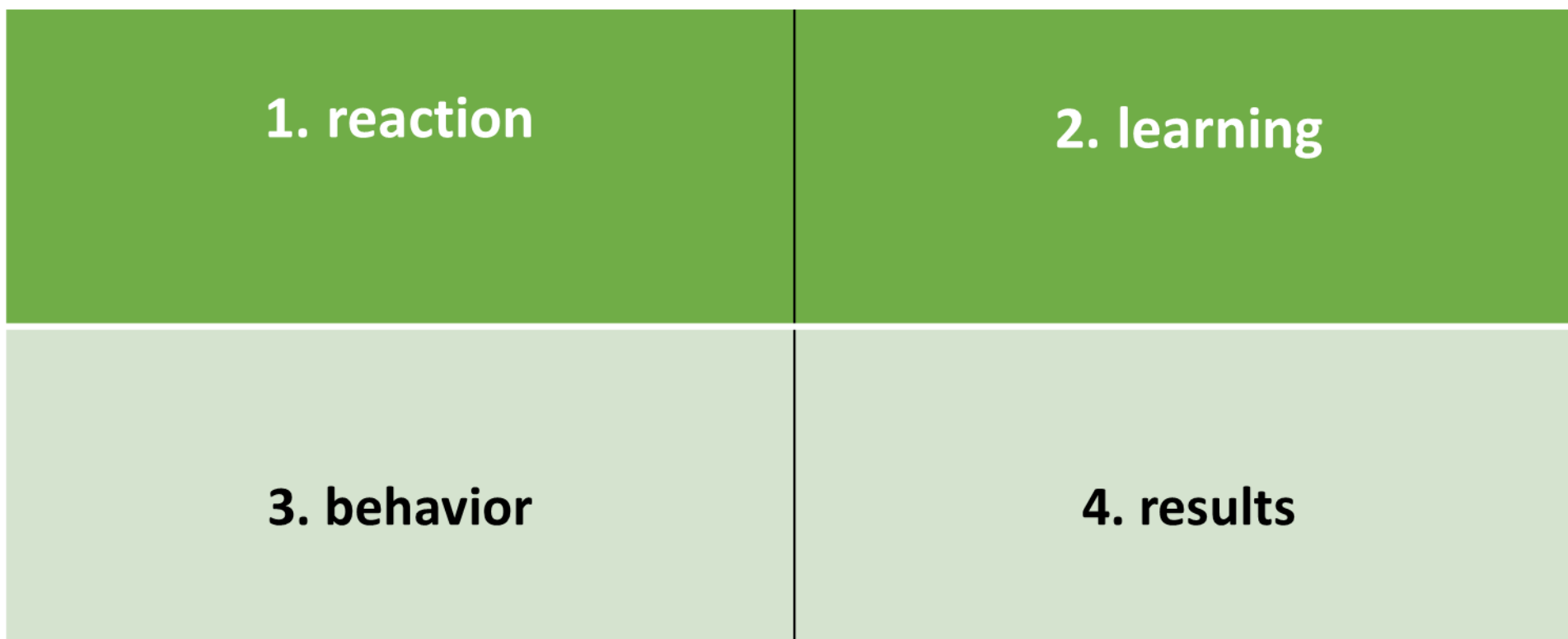
Three topical groups

- **METHODOLOGY and EVALUATION**
- **TRAINING to LEADERSHIP**
- **JUDGE CRAFT**

2016 EJTN Handbook on Judicial Training Methodology in Europe

http://www.ejtn.eu/Documents/EJTN_JTM_Handbook_2016.pdf

Kirkpatrick's Model



Kirkpatrick's Level 1

Collects **participants' reaction** to the training process
with the final aim to evaluate the **quality of training**

- appropriateness
- effectiveness
- utility

Focus on participant-centered evaluation: training customized to the needs and interests of trainees, workplace-oriented and competency based

Kirkpatrick's Level 2

Evaluation of the **learning** process

- Knowledge,
- Skills
- Know how

Kirkpatrick's Level 3

Evaluation of the **behavior in the workplace**

Transfer of competency from the training environment to the workplace should be assessed

Evaluation concerns the extent to which trainees have changed their behavior, based on the training they received.

Kirkpatrick's Level 4

Evaluation of the **effects**

that the work of judges and prosecutors has on judicial service to the citizens and on the functioning of the courts and prosecution offices.

Effects on national case law.

The most costly and time consuming evaluation

The evaluation tools

- **DEBRIFIENG / ORAL FEEDBACK**
- **QUESTIONNAIRES**
- **INTERVIEWS**
- **PEER REVIEWS**
- **EXPERT REVIEWS**
- **SELF-ASSESSMENT METHODS.**

The evaluation cycle

- Information and data gathering through the evaluation tools
- Analysis of the evaluation outcomes
- Reporting
- Circulating the result

Level	What is being measured	Why?	How?
1	<p>Reaction</p> <p>Reaction evaluation is about the perception of judges and prosecutors about the training process.</p>	<p>The degree of participant satisfaction provides information about the bond between the trainer and the trainee, about content management, suitability to the level of trainee readiness, so on.</p> <p>It gives a great deal of information about trainees since their reactions show what they value individually.</p>	<p>Questionnaires.</p> <p>Feedback forms.</p> <p>Verbal reactions.</p>

Level	What is being measured	Why?	How?
2	<p>Learning</p> <p>Evaluation of learning is a central process in initial training. It should be well structured to obtain proper measurement of what happened from input to output context wise.</p>	<p>Adult learning is about individual development and change.</p> <p>Knowledge, skills and behavior are considered when designing the training process.</p> <p>Learning in initial training should be checked and tested to prove that training is adapted to the needs of the judicial system and individuals.</p>	<p>Tests before and after the training.</p> <p>Interviews.</p> <p>Self-assessment handouts.</p> <p>Observation sheets.</p>

Level	What is being measured	Why?	How?
3	<p>Behavior</p> <p>Behavior evaluation looks into competency transfer from the learning environment to the workplace environment.</p>	<p>Although the principles of adult education direct training, it is useful to re-visit the training process (content and method) at the moment when the former trainees are active at the workplace.</p> <p>The information obtained could be used to redesign the initial training programme and adjust the courses offered for continuous training of judges and prosecutors.</p>	<p>Observation and interviews over time are required to assess change, relevance of change, and sustainability of change.</p>

Level	What is being measured	Why?	How?
4	<p>Results</p> <p>Evaluation of results measures the effect on the job.</p>	<p>The way in which the work and activity of the judges and prosecutors is perceived at the court and prosecutor's office is an evaluation that takes into account different views at the level of everyday professional life.</p>	<p>Management reports</p> <p>Evaluation of judges and prosecutors (after 1/2/3 years of activity)</p>

WG JTM activity

Conference

**of the Directors of the members' national training institutions, held on
10 and 11 December 2014 in Brussels.**

WG JTM activity

Survey

on evaluation and assessment of training events by national training providers to get an insight of the state of play of the evaluation at EU level

- geared to EJTN's
- 34 member institutions and 9 observers,
- answered electronically by 26 institutions (22 members and 4 observers = 60.5%).

WG JTM activity

Training Seminar

“Measuring Learning Results and Training Effects - The Challenge of Proper Evaluation and Assessment at the Reactionary Level”, Zagreb (Croatia) 5 and 6 May 2015

- The Seminar united some 30 judicial trainers and judicial training organizers from more than 20 different countries.
- The evaluation questionnaires used by about 20 member institutions for the assessment of training event at Kirkpatrick’s Level 1 were thoroughly scrutinized and compared.

WG JTM tools

MODEL TOOLS FOR THE EVALUATION AND ASSESSMENT OF JUDICIAL TRAINING AT THE REACTIONARY LEVEL ((Kirkpatrick 1)

1. How can it be guaranteed best that the highest possible percentage of trainees participates in the evaluation process?
2. How can be assured that the trainees take the necessary minimum amount of time to give as useful as possible answers?
3. How can it be avoided that negative feedback concerning outer circumstances (training surroundings etc.) hampers the feedback on content and methodology?
4. How to find the necessary, yet not overburdening degree of differentiation in the evaluation questionnaire concerning content and evaluation methodology?
5. Who should be given feedback as to the results of the evaluation, and to which extent should that feedback go?
6. How to safeguard the confidentiality of the evaluation process?

MODEL TOOLS FOR THE EVALUATION AND ASSESSMENT OF JUDICIAL TRAINING AT THE REACTIONARY LEVEL ((Kirkpatrick 1)

Guidelines

- Length of the questionnaire
- Mixing closed and open questions / making questions pertinent
- Necessary differentiation of the points' scale
- Avoiding to mingle content & methodological assessment and organizational assessment
- Paper sheets or electronic questionnaires?
- Giving enough time in both settings
- Confidentiality in the evaluation process

MODEL TOOLS FOR THE EVALUATION AND ASSESSMENT OF JUDICIAL TRAINING AT THE REACTIONARY LEVEL (I (Kirkpatrick 1)

MODEL TOOL 1: Evaluation questionnaire for black-letter law residential training

MODEL TOOL 2: Evaluation questionnaire for multidisciplinary / interdisciplinary / social Context (residential) training

MODEL TOOL 3: Evaluation questionnaire for capacity-building / skill-building / craft-building (residential) training

MODEL TOOLS FOR THE EVALUATION AND ASSESSMENT OF JUDICIAL TRAINING AT THE REACTIONARY LEVEL (Kirkpatrick 1)

MODEL TOOL 4: Evaluation questionnaire for induction training

MODEL TOOL 5: Evaluation questionnaire for leadership & management training

MODEL TOOL 6: Evaluation questionnaire for IT-based training (E-learning; blended learning; webinars)

MODEL TOOL 7: Evaluation questionnaire for more informal training at the workplace (Mentoring / tutoring; supervision; intervision / collegial coaching)

WG JTM activity

Training Seminar

“Measuring Learning Results and Training Effects – The Particular Challenge of Long-Term Evaluation and Assessment, March 2016 in Trier

- A long-term evaluation questionnaire sent to the participants.
- The assessment on Kirkpatrick’s Level 2 to 4 (Learning; change in behavior; improvement of working results), started to be developed.

Long Term Evaluation

Linguistic, civil, administrative criminal (human rights?) training

TOOLS

- **Test** before and after EJTN linguistic and civil seminars
- **Questionnaire** on Long-Term Evaluation for around 600 participants in the EJTN criminal justice project

https://docs.google.com/forms/d/e/1FAIpQLSdFnf0kdtCA6fkkKqzg1xFmnBhMmq7Gjn0Kqx_jBomAbltDQ/viewform?c=0&w=1.

Long Term Evaluation

Training to leadership

TOOLS

- **Questionnaires** aimed at identifying good practices in President of courts exchanges:
- **Survey** on the good practices implementation
- **Research** on best practices in five Countries

Long Term Evaluation

CHALLENGE

AIAKOS- Judge craft

Long Term Evaluation

CHALLENGE

Evaluation of EU funded projects

- Handbooks
- Guidelines
- Model clauses
- Templates
- Case law databases

Long Term Evaluation

CHALLENGE

Evaluation of EU funded projects

We should answer the question whether project's deliverables are used or case law consulted and with what effects on national jurisprudence and practice.

- Italian strategy: national contact points network (around 100 judges and prosecutors) having the aim to disseminate the materials, train colleagues, collect case law and practices



WG JTM activity

HANDBOOK ON EVALUATION OF JUDICIAL TRAINING

Luca Perilli



WG JTM activity

Training Seminar

“Novelties in training methodologies”

Brussels, November 2016

Training Seminar

“On job training: coaching, mentoring, tutoring»

Berlin, 11-12 April 2017



Thank you

Luca Perilli

luca.perilli@scuolamagistratura.it

Luca Perilli

