ASSESSMENT OF THE EXISTING SYSTEMS/MECHANISMS FOR EVALUATION AND IMPACT OF HUMAN RIGHTS TRAINING

RECOMMENDED METHODOLOGIES AND TOOLS

Assessment of the existing systems/mechanisms for evaluation and impact of human rights training[1]

Recommended methodologies and tools

Prepared by Ms Ivana Roagna

International Expert

February 2021

**Assessment of the existing
systems/mechanisms for evaluation
and impact of human rights training
Recommended methodologies and tools**

List of abbreviations

CCI	Cycle of Continuous Improvement
EC	European Commission
EJTN	European Judicial Training Network
EU	European Union
HELP	Human Rights Education for Legal Professionals
IPA	Instrument for Pre-Accession Assistance
JTC	Judicial Training Centre
LO	Learning Objective
OHCHR	Office of the High Commissioner for Human Rights
UN	United Nations

1. Background information about the Project

Within the framework of the joint European Union (EU) and Council of Europe Horizontal Facility for Western Balkans and Turkey, the Council of Europe is implementing the regional Action on "Judicial Training Institutes for Quality and Sustainability" (the Action) aimed at improving the quality of the justice system through harmonised approaches in evaluation and assessment of the of human rights training in the Western Balkan countries.

In 2017, the Committee of Ministers (CM) of the Council of Europe recognised that the organisation's member states' national training institutions for judges and prosecutors do not have in place any sustainable and applicable methodology and tools for assessing effectiveness and impact of the training[1].

The Action, thus, aims to support the Judicial Training Centres (JTCs)[2] of Albania, Montenegro, North Macedonia and Serbia by increasing their competencies in the theory and practice of educational evaluation, ultimately providing them with tools that are:

• Effective in evaluating the impact of the initial training on the trainees.
• Able to increase the capacity of the JTCs to deliver effective training.
• Methodologically sound and credible.
• Fully integrated into the training cycle.
• Useful and user-friendly.
• Sustainable.

This Action is solidly grounded on the findings relevant to the scope of the present work, namely the most recent Country Reports issued by the European Commission (EC). In relation to Albania, the 2019 Report[3] observes that despite some improvements, *"the School continues to rely heavily on donors' support and has limited capacity in terms of premises, academic staff, and qualified specialised trainers. A structured needs assessment and proper evaluation mechanism should also be developed to strengthen the overall effectiveness of the School with more adequate financial and human resources."*

The Montenegro 2019 Report[4] notes that *"The autonomous and self-sustainable functioning of the Centre is yet to be guaranteed, and its administrative and expert capacity further improved. Measures are ongoing to improve its capacity to identify training needs and promote training, but further efforts are needed. The Centre should become more proactive in this regard, and should strengthen cooperation with the Judicial and Prosecutorial Councils and other relevant stakeholders."*

Lastly, the Serbia 2019[5] Report recognises that *"Some strategic internal documents such as manuals and guidelines for evaluating mentors and rules for evaluating continuous training were prepared."*

---

1 https://rm.coe.int/dh-sysc-2017-001-proposals-concerning-rec-2004-4/1680714642, page 10
2 For easy reference, all beneficiary institutions, regardless of their official denomination, will be referred to as JTCs.
3 https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20190529-albania-report.pdf
4 https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20190529-montenegro-report.pdf
5 https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20190529-serbia-report.pdf

However, it concludes that *"A multi-annual work programme on judicial training still needs to be adopted. A quality control mechanism, which regularly and effectively assesses the impact of the training provided, is yet to be put in place. Overall, there is no systematic approach to professional improvement through training of the judiciary staff. Further improvement of internal capacity and organisation of the Judicial Academy is pending."* The Report also observes that *"The quality of the initial and continuous training programmes provided by the Judicial Academy needs to be improved. Training should better respond to the real needs by, for example, focusing on judicial skills and ethical values, including the role of a judge in a democratic society. [...] Continuous training activities, which also require coordination efforts in order to avoid overlapping, are still highly dependent on different donors. The cooperation between the Judicial Academy and the High Judicial Council should be strengthened. Some strategic internal documents such as manuals and guidelines for evaluating mentors and rules for evaluating continuous training were prepared. A new database allows for easier access to the European Court of Human Rights case-law related to Serbia."*

The steps envisaged by the Action, which appear to be able to respond to some of the challenges that the EU Reports mentioned above highlight, are the following:

1. Develop guidelines for conducting the assessment of existing systems/mechanisms.
2. Conduct a baseline assessment of existing systems/mechanisms.
3. Develop methodology for evaluation and impact assessment of human rights training.
4. Develop detailed recommendations for the judicial training centres.
5. Present the methodology and recommendations during the regional event that will be organised with the representatives of the relevant judicial training centres.
6. Deliver a half-day training on the existing online tools, as a part of a regional event.

2. Methodology

This Report represents the output foreseen for steps 2-4 of the Action and is based on the standardised data collected by the national Experts on the basis of the stock-taking form developed under step no. 1. Information and inputs were provided by the national Experts, who collected them through desk research and by directly contacting the representatives of the JTCs involved. This data was then submitted to the international Expert for further analysis. Facts and figures provided were compared, when possible, with the information included in the 2018 and 2019 EU Country Reports. The recommendations and suggested methodology for assessment of the impact of human rights training also benefited from the desk review of a number of works emanating from different organisations, ranging from the Council of Europe to the United Nations (UN) to the European Judicial Training Network (EJTN), whose reference is included in the Report.

All Experts would like to express their gratitude to all those met/contacted for the time and insight put at the disposal of the Action.

3. How to use this Report: purpose, structure and recommendations

Before proceeding further, it is important to clarify that the purpose of this work is dual: on the one hand, it aims to provide a ready-to-use, flexible, easily adaptable, user-friendly toolkit supporting JTCs in the discharge of the evaluation tasks that, at least partly, they already perform; on the other hand, it intends to provide them with new inspirations, perspectives and ideas on how to maximise their efforts. The matrixes and tools are presented in a rather detailed fashion. Each tool presented

has been extensively used by training institutions around the world and is accompanied by guidelines and tips on how to best implement it, thus facilitating their operation. The decisions on the tools to adopt and how to implement them, however, will require additional considerations by the JTCs. They, ultimately, will decide which strategy best suits their environments. The challenges inherent in the methodology proposed should not be considered a valid excuse for JTCs to remain in their comfort zone.

The developed methodology applies to the evaluation of the quality and impact of both initial and continuous training delivered by JTCs and indicates which tools suit best the different types of training. It is important to clarify that the present work does not extend to the evaluation of the preparation or capacity of participants to the training, for instance for the purpose of appointment, as in the case for initial training, or appraisal. These activities touch on issues related to the independence of the judiciary, the rule of law and access to the justice system that are not the object of the present discussion. This disclaimer is important in order to clarify that the recommendations put forward do not conflict with other guidelines on evaluations that JTCs might already have, for instance those elaborated by the EJTN, for which evaluation of initial training is also aimed at determining the suitability of the candidates for the position. Thus, for example, whilst this work suggests anonymity for the pre- and post-training tests aimed to measure the increase in knowledge (Kirkpatrick level 2), it does so because the focus is on the effectiveness of training and not on the trainees' capacity for the purpose of the judicial appointment or appraisal. In any event, it is quite obvious that the tools proposed in this work for the evaluation of learning (i.e., knowledge acquired) remain quite superficial and in no way can be compared to the competence-based assessment as part of the entry process in the profession.

The structure of the present Report includes an overview of the conceptual framework related to the evaluation of human rights training and describes the two evaluation models that have been used as paradigms. These are the Kirkpatrick's model, probably the most popular and widely used training evaluation model,[6] and the Cycle of Continuous Improvement (CCI), which is a circular model of evaluation recommended by the UN Office of the High Commissioner for Human Rights (OHCHR). This Report does not aspire to be an academic or theoretical work. The choice of models presented was made based on the information and data gathered from the JTCs by national Experts, combined with the expertise and practice of the author. Eventually, the model used for the purpose of the present methodology, that is a simplified CCI integrating also the Kirkpatrick's model, is presented.

The Report continues by presenting the state of play of the evaluation efforts adopted by the JTCs surveyed for each of the training stages considered – **planning and design, delivery and implementation**, and **follow-up** – based on the submissions of the national Experts. Challenges detected for each stage are spelled out. Questions submitted to JTCs and the answers provided to national Experts, grounding the conclusions of the present Report, are included in the document available at HFII - Judicial training institutes for Quality and Sustainability (coe.int).

Based on the findings, specific recommendations are addressed to the beneficiary institutions so as to provide a roadmap also for future technical assistance. Recommendations are divided into

---

6 The Kirkpatrick Model was developed and introduced by Don Kirkpatrick in 1959. Other models of evaluation include the CIRO (Context. Input, Result, Output) developed in the '70s by Peter Warr, Michael Bird, and Neil Rackham; the ROI (Return on Investment) Model developed in the same period by Jack Phillips, which expands on Kirkpatrick's model by addit of a fifth level enabling to calculate the cost-benefit analysis to determine the value of training; the Kaufman's Levels of Learning (LOL) Model, which also adds a fifth level to Kirkpatricks', analysing the societal/customer consequences; and the KPMT model developed by Kearns and Miller. The more recent Brinkerhoff's Success Case Method (SCM), Anderson Model of Learning Evaluation, Thalheimer's Learning-Transfer Evaluation Method (LTEM). Other models, totally unrelated to Kirkpatrick's, are Pulley's responsive evaluation, Newby's context evaluation and Preskill and Torres' evaluative enquiry. Please note that this list is not exhaustive.

two categories: key and additional. The first are the ones for which immediate implementation is suggested. When drafting the recommendations particular attention was paid to formulating proposals that are practical, realistic, manageable, sustainable and low-cost. Recommended actions, thus, do not require changes in legislation or the internal structure of the beneficiaries and they should be easily implementable by the JTCs. It cannot be hidden, however, that their proper implementation and operation might require appropriate mentoring. Accompanying the JTCs onto their implementation has the advantage to ensure that the tools and the methodology are adjusted to the JTCs' specific needs and guarantees that their application does not end resulting merely into a cosmetic exercise.

It is important to note that not all recommendations will apply equally to all JTCs, as some might have already in place procedures that comply with the suggested ones. Should this occur, however, the recommendations would still need to be carefully considered and weighted, as they can prompt further reflections on the current practices and policies, so as to ensure that the measures in place correspond to the recommendations' rationale in practice and not merely in theory.

Based on the key recommendations, methodologies and tools functional to initiate or strengthen the capacity of JTCs in the evaluation of the human rights training delivered at national level, encompassing all stages of the training cycle, are proposed. Their formulation followed an exchange of views with relevant stakeholders, whose inputs were reflected in the final version, to ensure their ownership by the national institutions.

The present Report continues by presenting in detail the tools proposed, linking them to the three stages of the simplified CCI model. Suggested actions should not necessarily replace the various evaluation activities currently put in place by JTCs: instead, they should be seen and used as complementary tools capable of strengthening and fine-tuning the efforts JTCs currently put into the evaluations linked to each stage of the training cycle. The tools are meant to be used during in-person training. They can, however, easily adapt for distance or blended learning, especially through recourse to online resources.[7] Having in mind the practical implications of evaluation, the approach proposed clarifies that evaluation is not an end in itself, but serves to continuously improve the impact of the work conducted by the JTCs. For the sake of completeness, it ought to be mentioned that the approach and tools presented are neither exhaustive nor exclusive. The tools used per each stage, for instance, could well be increased. Moreover, the extent of their implementation can vary, also in relation to the capacity and resources of the implementers. As providing a realistic plan was considered the top priority of this work, only tools that are practical and can be easily implemented have been included. Nothing prevents JTCs from moving, when circumstances allow, to more complex and sophisticated evaluation architectures.

The Report also contains a few recommendations of general nature, some of which also addressed the Council of Europe. These can be used to stimulate future discussions on how to strengthen the capacity and performance of the JTCs when it comes to the evaluation of the training delivered, also but not only in relation to human rights.

---

7 For the specificities of online training please refer to EJTN Judicial Training Methods Distance Learning Handbook, released in December 2020 available at http://www.ejtn.eu/Documents/About%20EJTN/Distance%20learning%20Handbook.pdf

4. Definitions

Before proceeding with the substantive assessment of the data received, it seems opportune to briefly recall the definition of evaluation of human rights training that was used to appraise the information received from the national JTCs.

According to the OHCHR's "Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators Evaluation", **evaluation of human rights training can be defined as a "systematic activity used to:**

- **Collect information about the extent of changes at the level of the individual, organisation/ group and broader community/society leading to greater respect for human rights that can reasonably be connected with a given education intervention.**
- **Support decisions about how to improve the effectiveness of the human rights training activities and offer."** [8]

There is no doubt that evaluating the impact of human rights education or training for professionals is a complex operation, which is intrinsically affected by political, economic and social factors. Frequent challenges encountered by the actors who should be implementing the evaluation include lack of resources and experience in evaluation and the fact that in this area improvement should be measured not only in terms of knowledge and skills, but also appraising behavioural and attitudinal changes. These, moreover, occur, in different times, not only at the level of the individual, but also at that of the organisation/group and of the broader community/society.

5. The models selected as paradigm

In literature, there are a number of training evaluation models. For the purpose of the present work, two models were selected as paradigms. These are Kirkpatrick's training evaluation model and the cycle of continuous improvement. The EJTN's methodology for evaluation of judicial training, which was shared in the past with the JTCs, revolves around the Kirkpatrick's model[9]; conversely, the Office of the High Commissioner for Human Rights proposes an approach to evaluation of human rights training activities that combines both schemes. While there is no single recipe to evaluation in general (even less so when it comes to human rights training), this work is closer to the second option. This choice is grounded in the fact that merging the two theories allows to partly use the same tools envisaged for the evaluation of single training sessions also in the context of programme management and evaluation, thus maximising resources. Indeed, the information gathered at the four levels Kirkpatrick's model can inform decisions made in the context of design and implementation of educational training programmes for adult professionals, which is the raison d'être of the beneficiaries JTCs. Thus, although the focus of the present work is on the evaluation of human rights training provided by JTCs, the considerations elicited can have a broader scope of application. This means that they can be implemented also outside the scope of human rights training, so as to ensure increased impact of the overall work of the JTCs. In such cases, of course, results will be maximised.

---

8 Office of the High Commissioner for Human Rights, https://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf, 17.

9 See, for instance, EJTN Judicial Training Methods. Guidelines for Evaluation of Judicial Training Practices and EJNT Handbook on Judicial Training Methodology in Europe. More resources developed by EJTN available at http://www.ejtn.eu/en/.

Kirkpatrick model

The Kirkpatrick's model, also known as the four-level model, consists of four levels of evaluation of learning. These have been the object of further elaboration in the more recent "New World Kirkpatrick Model". The new explanations are marked with a *.[10]

What follows is an illustration of the levels and of what can be measured at each stage:

Level 1
Reaction
(K1)

Reaction - what learners thought and felt about the training and about their learning.
Engagement* - the way participants are actively involved in and contributing to the learning experience.
Relevance* - the opportunity participants will have to apply what they learned in their work.

Level 2
Learning
(K2)

Learning - the increased capacity as a result of the training, declined under
Knowledge ("*I know it.*")
Skills ("*I can do it right now.*")
Attitude ("*I believe this will be worthwhile to do on the job.*")
Confidence* ("*I think I can do it on the job.*")
Commitment* ("*I intend to do it on the job.*")

Level 3
Behaviour/
Transfer
(K3)

Behaviour/transfer - the degree or extent of improvement in behaviour and capability and implementation/application.
Required Drivers - processes and systems that reinforce, encourage and reward performance of critical behaviours on the job.

Level 4
Impact
(K4)

Impact - the effects on the larger community resulting from the actions of the learner.
Leading Indicators - medium-term observations and measurements suggesting that critical behaviours are on track to create a positive impact on desired results.

---

10 Adapted from https://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model.

The Cycle of Continuous Improvement (CCI)

The CCI, on the other hand, represents a circular model of evaluation, according to which systematic evaluation occurs at four stages to ensure the continuous enhancement of the overall training programme. The four evaluation stages of the CCI model coincide with the four main phases of an educational programme life cycle. The model emphasises how the evaluation should become an integral part of the training design cycle. Evaluation, in other words, should not be conceived as a separate activity to be conducted at the end of a training cycle but an integral part of it throughout.

Evaluation during planing phase
"Training needs assessment"

This type of evaluation is conducted before developing a training programme or session to ensure that is meets the needs of learners.

Examples: Interviews with representative learners, consultations with content experts, research.

Evaluation during follow-up phase
"Transfer" and "impact" evaluations

These evaluations are conducted at a later stage and can help determine if transfer has occured and whether or not, in the longer term, the programme had an impact on the learner's work, on their organizations or groups, and on the broader community/society. These are the most challenging types of evaluations.

Examples: Long-term feedback from learners, following up on work carried out by learners (learner action plans, etc.), regional meetings, online community.

Evaluation during training programme design/development phase
"Formative" evaluation

As the training programme or session is taking shape, formative evaluation is done to make sure that it is on the right track. This evaluation informs decisions about the design of the training programme or session.

Examples: Focus groups with representative learners, observation, feedback from content experts and resource persons.

Evaluation during programme implementation/deivery phase
End-of-training "summative" evaluation

At the end of a training session or after a programme has been completed end-of-training sumative evaluations are carried out to see if the objectives were met, if the training was effective and if it should be used again.

Examples: Final evaluation questionnaire, interviews, debriefings with learners, facilitators, resource persons.

Source: Timothy J. Newby et al., "Evaluating the instructional process" in Instructional Technology for Teaching and Learning (New York: Prentice Hall, 1996) cited in OHCHR's Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators Evaluation, (Geneva: Office of the United Nations High Commissioner for Human Rights, 2011), p.25, https://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf.

6. The model used

For the purpose of this work, a simplified version of the CCI is proposed. In this version, planning and design stages are being merged, so as to better reflect the regular workflow of the JTCs. Evaluation is fully integrated, and the tools proposed can be easily linked to the different levels of the Kirkpatrick model. The joint use of the two models results in a comprehensive theoretical framework for developing and conducting the evaluation of (human rights) training that places the evaluation process within the broader context of the design and implementation of human rights training programmes and activities. The simplified model also responds to the need to provide tools that are user-friendly, takes into account the limited resources of the JTCs, capitalises the experience they have already gained, and is in line with the daily tasks staff of the JTCs are familiar with.

Simplified version of the CCI

Design and planning

Delivery and implementation

Follow-up
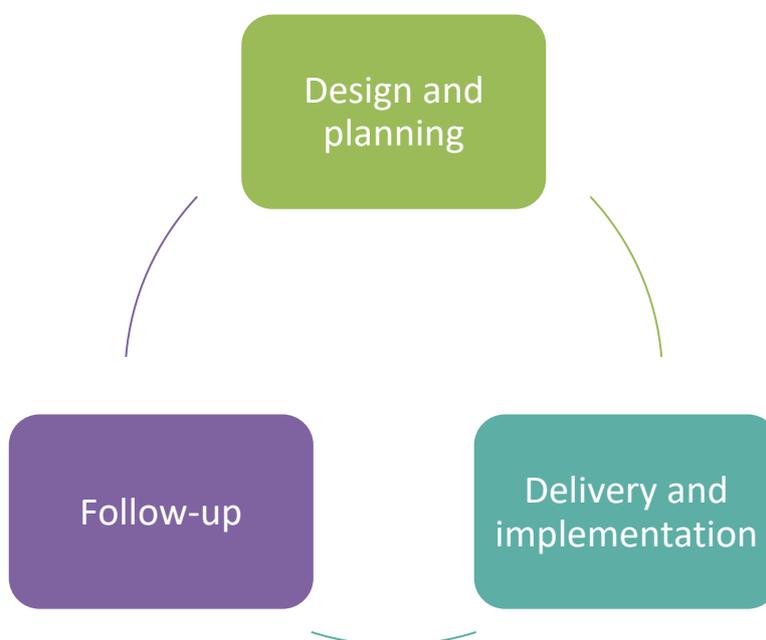
7. Integrating Kirkpatrick's evaluation tools into the simplified CCI

This chart clearly illustrates the close link that exists between the Kirkpatrick and the CCI models, which are not exclusive of each other but can very well integrate, also with a view to maximise resources and minimise costs. For easy readability, the stages of the simplified CCI are presented in sequential order. It is important to remember, however, that at the beginning of a new training cycle, the results of the previous one will have to be taken into consideration. That is exactly the ultimate purpose of evaluation, namely, to support decisions about how to improve the effectiveness of the human rights training activities. Next to each training cycle stage, the chart lists the tools that JTCs can rely upon to correctly discharge the evaluation involved at that level. When reading the chart, attention must be paid to the following: the sequence of tools listed for each stage of the CCI does not exactly correspond to the order in which they are to be used for the purpose of the Kirkpatrick model. This is because the Kirkpatrick level does not encompass as such the design and planning stage. Of all the tools indicated, some are already used by the JTCs whereas others will come as new. This work contains their detailed explanation.

8. Data collection methodology

With a view to ensure a comprehensive and consistent approach, a stock-taking questionnaire was developed. Each national consultant filled it in with information obtained from the relevant JTCs and provided additional supporting documents. The answers received can be found at HFII - Judicial training institutes for Quality and Sustainability (coe.int). The results of the survey are summarised in the next pages in an aggregate manner as, with only a few exceptions which will be pointed out, all beneficiaries share similar practices and challenges.

The data collected from the JTCs was analysed using the prism of the simplified CCI model illustrated above, also taking into consideration the evaluation approaches, tools and methods currently implemented by the beneficiaries. Institutional capacity to carry out such evaluations was not examined in-depth.

9. Mandate of beneficiary institutions

All the JTCs benefitting from this Action are in charge of initial and continuous training of judges and prosecutors. The Montenegrin JTC offers initial and continuous training to the judges and prosecutors, but also to the interns and legal advisers through the specialised programmes. In addition, based on the Memorandums of understanding, trainings are organised for wider target groups such as notaries, attorneys, bailiffs, and enforcement officers. The specific training of trainers program is conducted for lecturers and trainers (especially in the area of human rights). The other JTCs also address a wider audience. The Albanian JTC also serves state advocates, legal assistants and advisors, court and prosecutorial chancellors. At the request of interested institutions, it may provide continuous training for judges and prosecutors, civil servants and other legal professionals in cooperation with the High Judicial and the High Prosecutorial Councils. Similarly, in North Macedonia the JTC also offers training to judicial and prosecutorial staff, civil servants and representatives of other legal professions. The Serbian JTC is mandated also to train lecturers and mentors and organise and implement the professional development of judicial and prosecutorial staff. It can also implement programmes for enforcement agents, bailiffs, notary public and their assistants and trainees.

10. Evaluation during planning and design phase: the state of play

According to the CCI model, integrating evaluation into the planning and design phases involves three steps. These are:

1. Carry out a training needs assessment, aimed at identifying the change needed.
2. Define results, describing the desired change.
3. Conduct formative evaluation to increase the effectiveness of the action, for instance by engaging subject-matter experts, colleagues and learners in the review of the training materials as well as other aspects of the training.

The data collected by the national experts suggests that all JTCs implement, though through different methods and at different levels, all three steps listed above. This confirms that

evaluation is integrated in the planning and design phases of all JTCs consulted through this study. The processes and tools listed by the national Reports seem to suggest that context, including from the human rights perspective, and task analysis are sufficiently conducted. The variety of stakeholders involved ensures multiple perspectives.

Albania

Training needs are collected from the magistrates, stakeholders (such as the High Judicial Council and High Prosecutorial Council). JTC takes into consideration the different projects the it is a part of as well as the priorities elicited in the national strategic documents and Action plans for the judiciary, chipping in the evaluations and feedback received in previous courses. The human rights curricula for the initial training is the responsibility of the pedagogical staff and experts who are responsible for this subject and who are approved from the Steering Council. In continuous training activities, the curricula of each training activity depend on the specific topic of the training and on the experts that are involved.

Montenegro

JTC analyses the need for development on yearly basis, collecting inputs from the courts, state prosecutors and strategic partners (Court Council, council of prosecutors, Ministry of Justice, Notary Chambers, Chambers of enforcement officers, Police Academy and individual ministries), takes into consideration the priorities elicited in the national strategic documents in the field of judiciary and Action plans, and chips in the evaluations and feedback received in previous courses. In addition, the analyses of the relevant legal frameworks are conducted with particular attention to the revised legislation and news legal provisions. Curricula are then defined by the Programme Committee for both initial and continuous training.

North Macedonia

The Program for initial training is revised at the beginning of the Initial programme for each new generation by the Program Council and adopted by the Management Board. In relation to the continuous training, inputs are sought from the judicial and prosecutorial offices, ministries, and other relevant stakeholders. Recommendations made in the European Commission Progress reports, the reports of relevant international organisations and national and international NGOs, as well as the information provided in the National programme for adoption of the *acquis communautaire* developed by the Government of North Macedonia are taken into account. Feedback collected from the previous course is also valued and comments by the trainers of the JTC reflected. The biannual proposal drafted by the JTC is then sent to the Higher Public Prosecutors' offices and the Courts of Appeal, the Supreme Court, as well as to the Public Prosecutor's Office for comments. The programme is then finalised by the Program Council of the JTC and adopted by the Management Board.

Serbia

JTC conducts annual analysis of the training needs on the basis of a questionnaire developed by the Department for Research and Improvement of Education and administered to judges, public prosecutors, deputy public prosecutors, trainees, court administrators and court and public prosecutors staff, notaries, bailiffs, the State Attorney's Office, the Bar Association and civil society organisations. The questionnaire is modified and adjusted to new insights year after year and besides educational needs, it also addresses other relevant aspects of training

(selection of educational methods, organisational aspects, didactic competencies of trainers, etc). In addition, focus groups were introduced last year as a sample control method, as well as tools to validate findings of the questionnaires. Data is fed to the Program Council and program groups of permanent Council's commissions (there is a program group for human rights) which then defines the curriculum which is approved by the Steering Committee.

10.1 Evaluation during planning and design phase: challenges

According to the CCI model, training needs assessment must be conducted before the development of a training programme, so as to ensure that it meets the needs of the learners. In the simplified model, as the programme is taking shape, formative evaluation involving content experts and resource persons (including representative learners) takes place.

From a formal perspective, the methods used by the JTCs to integrate evaluation in the planning and design phase appear sufficient as the training offered is defined following the collection of inputs from a variety of different actors, not limited to the beneficiaries of the actions, and are reviewed by subject-matter experts. It ought to be noted that the information provided by national consultants does not allow to assess the depth in which evaluation is conducted and included at these stages. Being sufficient, however, does not mean that the process is enough. Two factors appear, in the first place, to taint evaluation at this stage: a) the limited number of stakeholders involved; b) the lack of procedures and data related to the transfer and impact of training delivered (that, in a circular model, informs new actions).

In relation to point a) the following can be observed: whilst institutional judicial stakeholders are regularly consulted and included in the definition of needs and of the ensuing training programmes, only a few of the JTCs surveyed collect information from NGOs and final users, including the general public and other professional categories regularly in contact with the judicial system (i.e., lawyers, social workers, interpreters, representatives of victims, etc). This is a flaw which is particularly relevant as one of the aims of human rights training, in addition to conveying knowledge and to promoting a change in values and attitudes. Widening the audience called to feed the JTC during the planning stage, as well as ensuring the gender balance of interlocutors, appears key to ensure that evaluation is properly included at this stage. For this purpose, it is suggested that a wider audience of observers and potential beneficiaries should be involved in the evaluation of impact, as indicated by Tool 16.

In relation to point b) it is evident that the lack of information on the transfer and impact of the training (which are by far the most challenging in the whole evaluation process) does not allow JTCs to further fine-tune and improve their offer. It is therefore suggested that the evaluation carried out both in the delivery and implementation and, most importantly, in the follow-up stages be summarised in a concise, user-friendly report, highlighting the findings of the evaluation exercises. This report would then represent Tool 1 of the new training cycle. Review of previous evaluations will allow JTCs to adopt informed decisions aimed at increasing the effectiveness of the human rights training activities that are about to be developed.

During the design stage, all JTCs involve subject design and matter experts. This alone, however, is not sufficient to reach the desired standards and a number of issues can be singled out. The first is that evaluation during the planning and design phase requires not only substantive knowledge of the subject matter, which is undoubtedly present, but also special expertise on the dynamics of adult education and the specifics of human rights training. The latter makes it imperative not only to work on skills and competencies, but also on attitudes, values and behaviours. Of course,

changes will not be immediate, as they are linked to deeply rooted individual convictions, and will very much depend on the openness and willingness of participants to challenge their beliefs. However, regardless of the difficulties and timing of results (attitudes, for instance, can be more easily changed than values), human rights training must encompass all the above-mentioned objectives. All JTCs surveyed mainstream human rights (including presumably gender equality and non-discrimination) into most courses, in addition to offer separate sessions on selected topics. This means, from a methodological perspective, that virtually all courses should also include changes in values and attitudes as learning objectives.

Increased effectiveness of the proposed training also passes through methodological choices (from basic ones such as the length of the training and duration of training days to more complex ones, such as the training content and methods that better suit the desired learning objectives). From the data collected, the definition of training appears to be rather standardised (i.e., training last one or maximum two days in all the JTCs) and there is very little information on how far the decision-making bodies go in discussing all details of the training, including aspects related to gender balance of both participants and trainers. In most cases, decisions as to how the training should be implemented appear to be left to the trainers/facilitators, who do not appear to be bound to submit detailed, standardised training plans, eliciting for instance concrete learning objectives, training methodologies and outcomes. Which, from a certain perspective, could make sense and appear reasonable. On the other hand, however, this choice would require that all trainers employed fully master the principles and dynamics of adult education (or the so-called HELP methodology, to use Council of Europe Language), which is not necessarily always the case. From this perspective, it ought to be noted that Albania, Montenegro, North Macedonia and Serbia indicate that either training of trainers are offered to secure the sustainability and the professional expertise of facilitators or that trainers employed by the JTC have completed the training for lecturers offered by the JTC in order to be engaged in educational activities. The quality and frequency of such courses, however, cannot be assessed. In addition, all JTCs leave the door open to the employment of trainers who do not fulfil the above-mentioned requirements, particularly in specialised fields. Whilst resorting to external resources is understandable, this might lower the standards applicable to the training skills requirements.

Last but not least, whilst it is commendable that trainees' feedback is taken into consideration when assessing the needs and lay out the training programmes, it ought to be remembered that the evaluation methods applied by all JTCs appear limited to the reaction and, occasionally, to the learning levels as identified by Kirkpatrick's model. The inputs, therefore, are confined in scope and depth and certainly do not provide any guidance as to what the level of effectiveness of the training is and what would need to be considered in order to improve it.

As for the donor-driven activities, the following can be said. External training is clearly welcomed as they expand the catalogue of courses provided by the JTCs. They also allow participants to be exposed to outside trainers who can introduce new or different training methodologies. These can be used in a comparative fashion and can lead to trainees demanding, in their evaluations, less traditional forms of training. It seems that often, however, these donor-driven initiatives are presented as ready-made packages offered to the beneficiaries. Based on the information available, it is not possible to assess the level of involvement of beneficiaries in the planning and design phase, which might be, also because of timing of project implementation, quite distant from the moment of their realisation. In the case of all JTCs, however, strive to ensure ownership of the initiative, though at a different level. For Albania, for instance, it is clearly stated that donor-driven initiatives must be aligned with the needs expressed by the final beneficiaries (participants) to the training and that involvement of at least one expert from the school is foreseen. In Serbia, external courses undergo the same process of approval of internal activities.

10.2 Recommendations (R) for evaluation during planning and design

Key recommendations – training needs assessment

R1. At the year 0 of implementation of the model proposed, whilst waiting for a comprehensive and integrated system of transfer and impact evaluation to be fully operational, it seems opportune that JTCs ensure that trainees' feedback is collected through focus groups (**see Tools 1 and 14, and R20**).

R2. Trainers' feedback should also be acquired (**see Tool 7 and R20**).

R3. Civil societies' opinions should also be collected through focus groups (**see Tool 16 and R20**).

Additional recommendations – training needs assessment

R4. Short electronic opinion polls, administered to a large chunk of professionals through free-of-charge anonymised resources (i.e., Surveymonkey.com, trainingcheck.com or similar) can ensure a wide reach and enable the automatic collection and processing of answers on training needs directly from trainees.

Key recommendations – curriculum design

R5. The human rights curricula or the human rights component mainstreamed into other subject-specific courses should be defined with the contribution of andragogical staff and experts mastering the principles of adult professional education.

R6. Each JTC must be able to count on staff properly trained in training cycle management to implement the various evaluation steps and implement activities, guide and support trainers when detailing training curricula and training frameworks.

R7. JTCs should make recourse only to trainers who have received methodological training. Ideally, methodological training should be organised by the JTCs on a regular basis. Refreshers' training should also be implemented.

R8. Curricula should be defined on the basis of a training framework template (Tool 3) that clearly spell out the learning objectives (based on the identified training needs), the suggested methodologies to attain them, the human rights implications that should be highlighted, as well as the indicators used to measure, and in the short run, as a minimum, the attainment of such objectives by both the trainees and trainers. Also, external trainers (i.e., implementing donor-driven training) should be requested to fill out such matrices.

R9. JTCs should closely oversee the development of the curriculum by the appointed expert(s), who cannot be given "carte blanche" when implementing a training. Particularly, but not limited to, when delivering human rights specific training a variety of different methodologies should be included in order to ensure that the training is not no solely knowledge-based but also skill and value-oriented.

R10. JTCs should ensure that a human rights perspective (including gender dimension and non-discrimination) is included in all legal training provided. The overarching nature of human rights principles should always be reflected, and the perspective derived from the application of the related values included.

11. Evaluation during the delivery/implementation phase: the state of play

Data collected during the first phase of the Action suggest that all JTCs acknowledge the importance to include evaluation during the delivery and implementation phases. Efforts, however, appear to be limited to Kirkpatrick's reaction level 1. This applies to both initial and continuous training alike. Tools used include anonymous evaluation forms normally filled on paper, encompassing a number of closed and open questions related to the content, organisation and delivery of the training. The forms used appear sufficient, as they provide both quantitative and qualitative data. They are functional to assessing the level of satisfaction of the trainees and, to a certain extent, appraising the correspondence between expected and actual objectives. Questions range from logistics, to the quality of lectures and materials, and the preparation of lecturers. Normally, trainees are also given the possibility to propose future training topics and provide recommendations on how to improve the training offer and experience. Interestingly enough, the Serbian Report indicates that questionnaires for donor-driven training are often slightly more articulated.

The commitment to assessing the increase in knowledge (Kirkpatrick's level 2 – learning), on the other hand, varies. The baseline research conducted with the JTCs highlights a certain confusion as to the purpose of knowledge assessment tools (i.e., pre- and post-training tests or quizzes) that can be used to address Kirkpatrick's level 2. Interestingly enough, the national stock-taking forms indicate that there is certain resistance opposed by active judges and prosecutors to a system of knowledge evaluation. In the eyes of the JTCs, introduction of such a system of evaluation could reduce the number of professionals willing to join training events. The Serbian stock-taking form, however, mentions that the JTC is currently discussing the introduction of post-training self-evaluation tests, whose results should be used as guidelines to improve the training. This is encouraging as it correctly presents knowledge assessment tools used in the context of evaluation as self-assessment instruments, the results of which are for the participant's eyes only, yet able to provide aggregated data on the learning curves following an event that can be used to assess its impact.

The approach to evaluation is different when it comes to online training. Although of the JTCs surveyed only the North Macedonian one appears to have a fully-fledged system in place, the Report for Albania, indicates that work is being done to establish distance learning courses and the academic and IT staff of the JTC have received relevant training. In the area of human rights, however, the lack of institutional systems has been filled in by HELP courses. In relation to such cases, the evaluation standards procedures are those foreseen by the Council of Europe, that is also in charge of implementing it and processing the relevant data. The evaluation is carried out either only online (Montenegro) or both online and in-person (Serbia). From the responses, however, it is not clear how much the results of the evaluations are shared with the JTCs. It is also uncertain if and how efforts are put into ensuring institutional national ownership of the process and if the latter is used as a form of mentoring for the JTCs' staff on how to evaluate online training.

11.1 Evaluation during the delivery/implementation phase: challenges

The assessment of the tools and methods used to mainstream evaluation into the delivery and implementation phases reveals the challenges that JTCs face when trying to move from Kirkpatrick's first level, for instance exploring level 2, related to learning.

The first challenge is represented by the cultural resistance displayed by professionals, already discussed above. Active judges and prosecutors do not particularly like the idea of being "tested", even though the eventual assessment to be conducted would be functional to ensure the quality of the training proposed as opposed to evaluate the knowledge, skills and attitudes of the participants to the training. Administration of anonymous pre- and post-training tests designed in such a way as to allow identification of a trend in the increase of knowledge, without disclosing the individuals behind the tests, for instance, could be enough to reduce performance anxiety and serve their evaluation purpose.

The second challenge is linked to the methodological soundness of the evaluation approach. Indeed, carrying out a proper evaluation requires multiple data collection tools and sources, able to validate results by triangulation. This means that findings have to be supported by at least three different types of data (e.g., interview data, document review, survey data, direct observation, etc) and as much as possible each type of data uses different sources (e.g., interviews with different stakeholders such as students, trainers, supervising prosecutors). The triangulation process, moreover, can partly compensate for the scarcity of data taken from one single source. Currently, it appears that evaluation during the delivery/implementation phase is conducted mainly (if not exclusively) through anonymous questionnaires delivered to trainees at the end of the training, aimed at rating the level quality of the training and trainers (reaction level). The assessment seems mostly confined to the academic quality of the performance of trainers, touching only to a limited extent the specificities of human rights education, as elicited in the previous pages. Moreover, the degree at which the specificities of adult education are considered in the course of this evaluation is not fully clear.

The third challenge is then related to the need to dispose of appropriate resources in order to ensure not only that triangulation of data is achieved, but also that the information collected is properly processed and translated into action. In relation to triangulation of data, different methods should be introduced, for instance observation of classes, assessment of practical exercises, collection of feedback using focus groups involving, separately, trainers and trainees. It would be important to standardise the processing of data and its subsequent use, so that the quality of the evaluation is not made dependent from the capacity of a single employee (or group of experts), but is clearly defined, to the extent possible, as a scientific process. These approaches cannot be introduced overnight and require human and material resources that not necessarily all JTCs currently possess. Only the Serbian Report, for instance, clearly indicates that two out of the three members of the Department of the Improvement of Education have specific expertise in andragogy and adult education. Whilst there are no doubts that employees/managers of the JCTs tasked with processing the evaluation of the training and trainers have all the necessary legal qualifications and knowledge, reservations exist as to the expertise available in relation to adult training and human rights education, for which occasional attendance to specialised courses is necessary but not sufficient.

As for the way in which the results of the evaluation are fed into the process, no specific scientific procedure (apart from a general assessment and review) was referred to with reference to how the feedback collected would be actually used to improve the quality of the training apart from avoiding recourse to certain trainers. Two stock-taking forms (Albania and Serbia), however, specifically indicate that poor review of lecturers is reflected in the ongoing relationship of the latter with the JTC.

11.2 Recommendations (R) for evaluation during the delivery/implementation phase

Key recommendations

R11. JTCs should include knowledge evaluations (i.e., tests, quizzes, assignments) as part of their training, at least in the form of anonymous pre- and post-training tests related to the content delivered (**see Tool 11**). To reduce the cultural resistance often displayed by participants to continuous training courses, participants should be informed about the purpose of the tests, their position within the training cycle and their use. This will also ensure that trainees feel engaged in the training cycle and that their voices are heard.

R12. Administering satisfaction questionnaires at the end of the training sessions, which is the common method detected to gather feedback from trainees, can be considered good practice. However, it presents some drawbacks, the first being the fact that questionnaires are often filled out in a hurry in the last minutes of the training. More effective alternatives, therefore, must be found.

R13. Starting from two-day training sessions, which are particularly common, alternatives to collecting feedback through questionnaires only should be implemented. For instance, collection of comments concerning logistics and organisation aspects can be separated from the feedback on comments. The first ones can be quickly collected before the end of the second morning session via user-friendly happy sheets that can be distributed also during coffee breaks (**see Tool 4**).

R14. Knowledge and satisfaction evaluation tools alone cannot provide sufficient information to JTCs as to the quality of the training delivered and the corrective actions that need or can be undertaken to improve the standards. They have to be backed up by other sources in order to triangulate results and compensate the insufficient data coming from one of the sources.

R15. As a complementary tool or an alternative to paper satisfaction questionnaires encompassing Kirkpatrick's level 1 (particularly engagement and relevance) could be to appoint, for each training, one participant as Rapporteur. His/her role would be to get feedback from participants, both during and at the end of the training, and present them to the JTC in a short report, whose content should reflect the guidance included in Tool 6. Oral collection of feedback, such as the one performed by the Rapporteur, can provide insights from participants might not be willing/do not have time to share in writing in the satisfaction questionnaires.

R16. A statistically significant number of training sessions should be selected for the purpose of being observed by internal or external experts, mastering the subject of adult training methodology. The expert's findings should be compared with the training plan developed by the trainer in cooperation with the JTC to base an objective assessment of the performance and identify where JTC's support to trainers is more needed (**see Tool 8**).

R17. Results of the observation shall also be used to triangulate the feedback received by the trainers and trainees of those same sessions. Findings should be used as baseline or benchmarks to improve the overall training offer, starting from the planning and design phase.

Additional recommendations

R18. JTCs should be able to count on staff able to make use of free-of-charge IT technologies supporting the evaluations at all stages.

R19. Free electronic tools such as Mentimiter.com, which are particularly user-friendly also for those participants who are not highly technological, via their smartphones. Participants can have a live experience of the collection of data in an anonymised manner, which can increase the trust when administered paper questionnaires.

12. Follow-up evaluation: state of play

Looking at transfer and impact evaluations, representing tiers 3 and 4 of Kirkpatrick's model, the survey reveals that none of the JTCs conducts impact evaluation of the training administered. In this respect, however, a few observations ought to be made. Gaining objective results at this stage can be extremely challenging, difficult and time consuming. Isolating the impact of training on the overall performance of the judiciary requires the illustration of a causal link that is difficult to prove, as results may be influenced by factors other than or additional to training. The scientific implications, moreover, cannot be underestimated: appropriate metrics have to be selected and measured before and after the training, within an acceptable period of time, which is indicated between 3 and 12 months. According to Kirkpatrick's model, questionnaires should be sent out within this timeframe asking participants to single out if and how the training assisted them in better performing their tasks. The major flaw of such a system is the generally low turnout of responses. Another element to be considered is the difficulty participants encounter in visualising the session the questionnaire refers to.

It is quite likely that some data could be derived from the statistics related to the type and number of applications to the ECtHR, number and type of judgments and decisions by the appellate/superior courts and the ECtHR, data on execution of judgments of the ECtHR, national position studies or reports, satisfaction surveys and experts' reports. This, however, requires massive efforts spread over a significant period of time, as well as cooperation by external actors.

At this stage, it seems overly ambitious to expect JTCs to be fully engaged at this level. Given the importance of this stage in the overall evaluation architecture, however, efforts should be put in place, such as those included in the Recommendations, to at least get a sense of any change that the training has triggered.

In relation to online training, responses submitted by the Montenegrin JTC suggest that transfer evaluation is carried out by the Council of Europe in relation to the HELP courses offered at national level. The survey, however, does not disclose if and how this information is owned by the JTC.

12.1 Recommendations (R) for follow-up evaluation

Key recommendations

R20. JTCs should strive to introduce transfer and impact evaluation. At first, such evaluations can be conducted on the occasion of the focus groups (see Tools 14 and 16) held for trainees and for relevant groups (i.e., civil society, journalists, court users, other judicial professionals) at the stage of planning and design (**see R1, R2, and R3**).

R21. Follow-up questionnaires (**see Tool 15**) should be administered at intervals to participants to the training with the aim of gathering information about the individual changes that could be linked to the training. Electronic, multiple choice surveys should be preferred: as they are less time consuming, they can overcome the reluctance of participants to engage in such data collection exercise.

R22. Either in parallel or as an alternative to questionnaires, trends identified in the pre- and post-training tests can be used to formulate small problems/scenarios that professionals are asked to anonymously resolve by, for instance, listing the human rights dimension to be considered and their implications, including vis-à-vis national legislation. This could be done either remotely (with the risk of low turnout) or at the beginning of in-person training sessions. In such events, participants can receive different scenarios depending on the courses they attended before and for which follow-up evaluation is carried out (**see Tool 13**).

13. Conclusions

The object of this Report was to provide a baseline assessment of the tools and mechanisms currently used by the JTCs to evaluate the quality and impact of their training activities, recommend a course of action and identify a possible methodology and tools. Although the stated focus of this Action is to look at the impact of human rights training, it appears impossible to single out training on fundamental rights from the rest of the educational activity JTCs are responsible for. This is also because the survey reveals that human rights are in most cases mainstreamed into the training offer available.

What clearly emerged from the survey is the following:

a. All JTCs integrate evaluation through different methods and at different level, during planning and design phase and during delivery and implementation phases (Kirkpatrick's level 1 - reaction).
b. Data, however, do not appear triangulated. Type and number of sources of information are limited and often overlap. They cannot be considered sufficient to validate the findings.
c. When it comes to Kirkpatrick's level 2 - learning, JTCs' attempts have crashed against the cultural resistance opposed by beneficiaries. External initiatives appear to be able to better overcome this obstacle.
d. Lack of detailed information makes it difficult to conclude as to the quality and depth of the integration of evaluation (both in terms of methods applied and use of results) into the training cycle in scientific terms. This is particularly important having in mind the specificities of human rights professional education.
e. There seems to be a generalised lack of standardised requirements for trainers as to how to conduct adult training.
f. Online training is yet to be fully integrated in the offer by JTCs. HELP courses represent significant excellence. Evaluation at reaction and knowledge level (occasionally impact) are considered an integral part of the package. The responses to the questionnaires, however, do not reveal full ownership of the evaluation process and the results, which probably need strengthening.

Following the analysis of the state of play of evaluation in the different JTCs, key and additional Recommendations were formulated in relation to each stage of the training cycle, exactly addressing the findings listed above. The key Recommendations are thus declined in specific methodology and tools, which are presented in detail. The proposed roadmap should guide the JTCs towards addressing the identified gaps and strengthening their evaluation efforts, with a view to ensure that professional training in general and its human rights component in particular have high impact and represent an adequate return of the investment of the resources JTCs put on the table.

14. Additional recommendations (R)

In addition to the stage-specific key and additional Recommendations, the following observations of general and policy nature can be issued.

General recommendations

R23. The annual training curricula sent out to prospective participants should contain additional information (learning objectives, main content, methodology) and should be worded in a way that it is clear that it is problem-centred and skill-oriented and not merely knowledge-based. The number of knowledge-based training should be kept to a minimal.

R24. The mere collection of data becomes useless if not properly processed. Inputs, data, and feedback coming from different sources, therefore, should be consolidated by JTCs' staff adequately trained in training cycle management and evaluation.

R25. Satisfaction surveys, not limited to the training delivered but extended to the overall guidance provided by the JTCs in the preparation of the activity, should be systematically distributed to trainers.

R26. The results of the evaluation exercises conducted at each stage of the training cycle should be presented in an annual evaluation Report, to be widely disseminated. The report should contain data disaggregated by gender and should be written in a gender-neutral language.

R27. Considering that proper application of human rights standards requires, in addition to knowledge, a change in attitude and values, ad-hoc leadership training should be offered to judicial managers, so as to ensure that they are able to be actors of human rights-oriented changes within their offices.

R28. Council of Europe should involve relevant JTCs in the evaluation process related to the delivery and implementation of HELP courses, so as to ensure ownership of the tool and of the results and, at the same time, providing mentoring to the staff of the JTCs in the collection, analysis and use of the data and information gathered.

Policy recommendations

R29. In-service training should be compulsory for all active judges and prosecutors. Participation in training and assessment of performances during training should not be taken into consideration in the course of the appraisal procedures.

R30. First and foremost, however, JTCs should ensure that continuous training, to be considered as an integral part of the professional career path, starts to be perceived not as a duty but as an opportunity to better perform the judicial tasks, both in terms of efficiency and of quality.

R31. Direct involvement of beneficiaries, and not only of hierarchical representatives, since the outset (i.e., at design and planning stage), together with a regular, user-friendly communications of results of such involvement and of the perceived quality of the training provided, appears to be a key, manageable, and low-cost strategy to overcome the cultural resistance to training often showed by the representatives of the judiciary, particularly active ones. Selection of beneficiaries involved should be gender and geographical-balanced.

R32. Results of regularly conducted satisfaction and perception polls on the judiciary should be taken into consideration by JTCs when defining the human rights training needs. The ensuing training plans and curricula should ensure that the findings are adequately reflected particularly in relation to deficiencies in terms of human rights attitude, skills and values that results of such polls indicate.

Summary description of suggested tools

Tools	Kirkpatrick level (K)	Objective	Target audience	When
4. Happy sheets 5. Questionnaires 6. Rapporteur 7. Debriefing with trainers 8. Observation	**Level 1 – Reaction (K1)**	Measure the level of satisfaction of participants to the training in relation to the organisation of the event and its content. Some of the questions to be answered at this level are: What did the participants think of the learning activity? Was the training well organised? Were participants' needs and expectations duly taken care of? Are participants satisfied about the learning experience? Were human rights (including non-discrimination and gender equality) sufficiently integrated in the activities?	All tools listed can be used in relation to both initial and continuous training	During or immediately (few days or weeks) after the training
9. Questionnaire (in connection with the training framework tool 3) 10. Rapporteur 11. Pre- and post-training test 12. Practical exercise	**Level 2 – Learning (K2)**	Have the participants learnt what was intended? Were the Learning Objectives achieved?	All tools listed can be used in relation to initial and continuous training Additional tools aimed at checking the capacity of candidate judges and prosecutors prior to appointment should be foreseen as part of the appointment process. They fall outside the remits of this work.	During the training

13. Practical exercise 14. Focus group (trainees) 15. Follow-up questionnaire	**Level 3 – Behaviour/ transfer (K3)**	Do the participants apply in practice what they have learnt? Has the training prompted changes at a personal level?	Recommended only in relation to continuous training	3 to 12 months after the training
16. Focus groups (civil society, journalists, justice professionals, court users, etc.)	**Level 4 – Impact (K4)**	Is there an improvement of quality on judicial performance that can be linked to the training? Are human rights standards and values better upheld? Are there detectable trends that can be attributed to the training?	Recommended only in relation to continuous training	18-24 months after the training

Integrating the evaluation tools into the CCI model and training cycle

Design and planning

Training needs assessment already conducted by JTCS integrated with:
Results of focus groups (trainees and civil society, journalists, lawyers, court users, others justice professionals...)
Reports on best practices and lessons learned during delivery and implementation of previous trainings
Training framework (tool 2)

Delivery and implementation

Happy sheets
Questionnaires
Rapporteur
Debriefing with trainers
Focus groups with trainees
Pre-post training tests

Follow-up

Focus groups (civil society, journalists, lawyers, court users, others justice professionals...)
Practical exercises
Follow-up questionnaire

Design and planning

Tool 1 – Results of previous follow-up evaluations

Application: initial and continuous training

Data collected during the project survey reveals that, at the design and planning stage, JTCs conduct a needs assessment collecting inputs mainly from the direct beneficiaries of the future training. Tool 1 aims at overcoming the challenges that were identified in the previous pages, namely a) the limited number of stakeholders involved; b) the lack of procedures and data related to the transfer and impact of training delivered.

Tool 1 consists in a concise, user-friendly report that summarises the findings of the follow-up evaluation conducted in the previous training cycle (Tools 13-15). It is important that the findings are presented in a clear manner, highlighting the perspectives on the different stakeholders involved in the process (particularly those not directly involved in the training). These findings will have to be jointly considered with those collected via established channels by the JTCs, so as to ensure that the planned training is able to address the identified needs.

Note: At the year 0 of implementation of the proposed methodology, Tool 15 foreseen for the follow-up evaluation can be administered directly at this stage, to ensure that the training needs assessment takes into consideration a broader perspective.

Tool 2 – Results of previous formative evaluation

Application: initial and continuous training

Data, information and inputs collected during formative evaluation, taking place during delivery and implementation of previous training, need to be taken into consideration for the purpose of planning. Findings collected via Tools 4-12 during the previous training cycle should be reflected in a concise, user-friendly report. It is important that the findings are presented in a clear manner, highlighting the good practices, lessons learned, suggestions and comments that trainees and trainers have put forward. This will contribute to the continuous improvement of the training offered.

Note: At the year 0 of implementation of the proposed methodology, should there not be sufficient data related to the evaluation of previous training, a focus group with trainees and trainers (Tool 14) can be implemented to rapidly collect relevant information or to triangulate those already available.

Tool 3 – Training framework (functional to Tool 5)

Application: initial and continuous training
Kirkpatrick level 1 - Reaction

The following methodology addresses the tendency of JTCs, as revealed by the survey, to overly rely on the appointed trainers when it comes to the development of the curriculum or class to be implemented, namely in relation to the learning objectives, detailed outline of the course, case studies, practical assignments, assessment tools, list of additional materials and references. Whilst it is legitimate that some of the choices remain within the remit of the trainer, JTCs should maintain oversight of the process. In particular, they should ensure not only that a) a proper and comprehensive training plan is submitted; but also that a) that the training is problem-centred and not only knowledge-based; b) human rights are adequately present in the curriculum; and c) that values and attitudes are sufficiently addressed. The template proposed represents an important tool not only to achieve the above objectives, but also to enable the triangulation of information on the implementation and delivery of the training collected through different sources.

Attention: The framework should be distributed to participants at the outset of the training and so that they can ground their feedback. Finally, it represents an important document to compare the result of the observations of the training.

As clarified in the Council of Europe's HELP methodology[1], the identification of learning objectives (LOs) is an essential prerequisite to successful training.[2] LOs will help the trainer to work out how the different elements of training design integrate together in order to form a coherent training event or course which supports progression towards the achievement of the aims and LOs.

The reasons why clear LOs should be elicited are multiple:

- Describe what a learner should be able to demonstrate by the end of the course/programme.
- Identify the best training methodology that can help the attainment of the objective.
- Clarify intentions - both for the trainer and for the learner. Everyone understands what the focus of the training involves, and thus possible misunderstandings are avoided.
- Ensure the training is relevant to the learner's needs, and deliverable within the time available. Without LOs, training may be simply unfocussed, or far too ambitious.
- Learners acquire an 'I can do' attitude to training which reinforces the notion of competencies-based training within the organisation or public service.

Because LOs will be assessed, trainers and learners have the opportunity to appreciate the extent to which training has been successful. Furthermore, LOs can mark a learner's increasing depth of knowledge and skills and commitment to applying human rights in practice.

LOs should always be achievable but require increased levels of knowledge and skills as the learners' level of awareness and experience of training increases.

---

1 https://rm.coe.int/help-guidebook-on-human-rights-taining-methodology-for-legal-professio/16807b8fe2, 104 and following.
2 Learning objectives are often used as synonyms of learning outcomes. They both relate to the purpose of the training, either from the instructor's perspective (learning objectives) or the learner's. The two concepts are closely related, as the learning objectives should ultimately translate in learning outcomes. For the purpose of the present report, therefore, the two terms will be used interchangeably.

Because of the multiple functions of LOs, they require precision in language. Clarity of expression will help ensure clarity of thought at subsequent stages. To achieve this there are two helpful tips: first, that LOs should be 'SMART'. This means that LOs should be

Specific - Any objectives must be concrete, clear and unambiguous. It should target something specific – for example, clear understanding of a topic.

Measurable - The objective will include some indication of how learner progress may be measured.

Attainable - The objective should be appropriate for those undertaking it.

Relevant - The objective should be relevant to those undertaking the course.

Time-specific - The objective should specify the time parameters in which the task should be completed.

To guide trainers in the curriculum development, trainers can be prompted with the following considerations:

- **What knowledge, skills and attitudes do your participants already have when they enrol on the course?**
- **What information or content do you want participants to learn at the very minimum from the training?**
- **What do you want them to do with that information?**
- **What skills or competencies do you want them to learn, develop, expand, or improve?**
- **If someone asks the participants what they learned from your training, how would you like them to answer?**
- **What will learners need to do to demonstrate that they have achieved the LOs?**

Note: measuring the attainment of LOs is not easy. To the extent possible, however, the trainer should define a baseline (i.e., with the pre-training test) and assess in the course of the training, quantitatively and qualitatively, for instance following the evolution of the argumentations by participants or the number of dissenting opinions when the group is challenged with a dilemma or case-study, possible changes. Clearly, the longer the training, the easier the task.

Tips

- It is fine to use the same active verb more than once in the LOs if it is expressing what you want learners to be able to achieve.
- Try to restrict your LOs: two or three for a day's seminar are more than enough.

Further guidance on how to write LOs can be found in the HELP Guidebook on Human Rights Training Methodology for Legal Professionals, from which parts of this section are adapted. [3]

---

3 https://rm.coe.int/help-guidebook-on-human-rights-taining-methodology-for-legal-professio/16807b8fe2

Template 3 Training framework template for trainers

Duration and title of the session	General Learning objectives (LO)	Specific Learning objectives (LOs)	Human rights dimension (including gender perspective and non- discrimination)	Methodology	Indicators of attainment of Los

Sample Training framework template for trainers

Duration and title of the session	General Learning objectives (LO)	Specific Learning objectives (LOs)	Human rights dimension (including gender perspective and non- discrimination)	Methodology	Indicators of attainment of Los
Seminar for judges on freedom of expression and the media Three hours with break	To introduce judges to the case law of the ECtHR in respect of Article 10 and responsibility of journalists	By the end of the session participants will be able to: 1. Restate the main principles of interpretation of Art. 10, ECHR in respect to freedom of the media [knowledge] 2. Critically assess the approach adopted by the ECtHR to cases involving the responsibilities of the media in a democracy [analysis. synthesis] 3. Apply the national legislation in light with the ECHR principles	In this case the human rights dimension is inherent in the training which deals with a specific human rights issue. In other cases, it will be opportune to spell out the human rights dimension that will be tackled: i.e., in a training concerning divorce proceedings, gender equality (in relation to both men and women) will have to be addressed; in custody cases, issues related to discrimination on the basis of sexual orientation/gender identity/ religion/ belief of one of the parents can be examined	LO1. Brainstorming Short lecture LO2. Video or newspaper clip reproducing offensive/ sexist language by a politician addressed to a political opponent in the course of a TV interview and the responsibility of the journalist Or/and Role-play putting on stage the situation depicted above (alternative to the previous) Followed by guided discussion Or/and Handout with case-studies to be used in small groups Followed by plenary discussion and debriefing after group work and/or Competition amongst groups And/or Polls	LO1. No. of correct answers in pre- and post-training multiple choice tests (anonymous results to be compared) LO2. Solution of a case study in the light of the standards presented – No. of people within a group who select correct arguments LO3. Elaboration of checklists applicable to a realistic case related to responsibility of journalist for having disseminated hate speech pronounced during a TV show – No. and quality of items listed For all: end-of-training questionnaires

The above template should be prepared by each trainer and submitted to the relevant person in the JTC who should review it and ensure the alignment between the learning objectives and the methodology and that skills and human rights values and attitudes are duly reflected. As a result of this cooperative process, the final version of the training framework (with the exclusion of indicators of attainment, which might suggest to participants that they are under scrutiny and that their performances will be somehow be assessed) shall be distributed to the participants together with the agenda of the event (or integrated into it), and referred to by participants and observers when filling out their questionnaires.

This template should be administered to participants before or at least at the outset of the training, so as to also facilitate compilation of the questionnaire (Tool 3). Due consideration might be paid to the fact that participants might find it confusing to assess the attainment of general and specific LOs. Therefore, it is up to the JTC to decide to keep both general and specific LOs or only the latter.

Delivery and implementation

Tool 4 – Happy sheets (for organisation and logistics only)

Application: initial and continuous training
Kirkpatrick level 1 - Reaction

Splitting feedback of organisation and logistics from the evaluation questionnaire has the advantage of allowing participants to be focused, when filling out the questionnaires (Tool 3), on the substance of the training only. This is particularly important, considering that often questionnaires are administered at the end of the training and filled out in a rush. The anonymous happy sheets, on the other hand, are user-friendly and of immediate understanding and use. They can be easily distributed and collected during the morning coffee or lunch break of the second day, thus leaving more time to fill out the questionnaire.

Template 4 Example of happy sheet

Example statement	Example smileys
Location of the training was suitable	🙁🙁😐🙂🙂
The organisation of the training was adequate	🙁🙁😐🙂🙂
Information on the training provided beforehand was sufficient	🙁🙁😐🙂🙂
Timing of the training (time of year, length) was acceptable	🙁🙁😐🙂🙂
Food and lodging were adequate	🙁🙁😐🙂🙂
Support provided by JTC was satisfactory	🙁🙁😐🙂🙂
I would recommend this training to my colleagues	🙁🙁😐🙂🙂

Tool 5 – Questionnaire

Application: initial and continuous training
Kirkpatrick level 1 - Reaction

Although all JTCs adopt end-of-training questionnaires to collect feedback of participants, it seems nonetheless opportune to share the template developed by the EJTN as it represents a good practice based on European experience. JTCs are encouraged to look at this tool and adapt their questionnaires to adhere to the template and to the related instruction and tips on how to develop and use such tools. The template contains both open and closed, quantitative and qualitative questions. It can be easily administered electronically. It is recommended that, contrary to what is included in some of the questionnaires currently in use by the JTCs, no identifying information is requested, so as to ensure that participants express their views freely.

The example questions are divided into core questions and optional questions. If every question is used, the evaluation questionnaire will be very voluminous, so be careful when deciding what data needs to be collected and how to do so.

Do not forget to invite participants to fill out the evaluation form whilst having in front of them the training framework (Tool 3) distributed at the outset of the session. Having the two forms in front of them will allow participants to assess the extent to which learning objectives were met. Participants' views, together with the other tools used to triangulate findings, will contribute to better shape the course or, maybe, just to adjust the communication making it more effective. There is nothing worse than a customer who thinks he was not delivered what he was promised (or purchased). Ideally, the evaluation form too should be distributed at the beginning of the training, so that participants can fill it out gradually. If more than one trainer is present, separate questions about each trainer's session should be included.

Note: As the questionnaire encompasses questions touching on reaction and learning, it is listed as a tool for both Kirkpatrick's levels 1 and 2.

Template 5 Satisfaction evaluation questionnaire[1]

Type of question	Example questions	Example answers
Part 1: About Expectations and relevance (optional part, but recommended)		
Qualitative	What were your expectations of the training activity?	Open question
Quantitative	Did you have specific expectations related to the human rights component?	Yes/no
Quantitative	Were your expectations met?	Yes/no
Qualitative	If you answered no, why not?	Open question

---

1 Adapted from EJTN Judicial Training Methods. Guidelines for Evaluation of Judicial Training Practices, 2017, 19-20, http://www.ejtn.eu/MRDDocuments/EJTN_JTM_Guidelines%20for%20Evaluation%20of%20judicial%20Training%20Practices%20Handbook%202017_2.pdf.

Quantitative	How relevant was the training event to your role as judge/ prosecutor?	Scaling, 4- or 5-point scale (for example: Extremely relevant, relevant, partly relevant, hardly relevant, not at all relevant)

Part 2: About pre-training preparations (optional part, but recommended)

Quantitative	In what way/s did you prepare before the training activity? (This can be either an open question or multiple-choice questions)	Multiple-choice question, for example: I read about the training event, the curricula etc. I discussed the course and my expectations with my colleagues and/or my manager I did some/all training preparations that were included I did not do anything because . . . Other (open question)
Quantitative	To what extent did the pre-course material assist your preparation and learning?	Scaling, 4- or 5-point scale (for example: Fully, substantially, in part, not very much, not at all)

Part 3: About Contents/Learning outcomes (core part) - Kirkpatrick level 2

Quantitative	describe content/learning outcome: To what extent was the outcome reached?	Scaling, 4- or 5-point scale (for example: Fully, substantially, in part, not very much, not at all)
Qualitative	What content did you find particularly useful for your professional life?	Open question
Quantitative	Do you think that the human rights dimension of the topics was sufficiently addressed? Also consider gender and non-discrimination approach to issues.	Scaling, 4- or 5-point scale (for example: Fully, substantially, in part, not very much, not at all)
Qualitative	Please provide explanation	Open question
Qualitative	What improvements regarding contents can be done?	Open question

Part 4: About the trainers/experts (core part) - Kirkpatrick level 2

Use the question for every significant trainer/expert involved, but it should be optional for facilitators, conveyors, etc.

Quantitative	Trainers/expert´s name: How did you find the trainer´s/ expert´s ability to explain the contents/topic, make the contents interesting and involve the participants, that is, his/her pedagogical capabilities?	Scaling, 4- or 5-point scale (for example: Excellent, very good, good, poor, very poor)
Qualitative	Please comment on your grades	Open question

Part 5: About Methods (core part)

Qualitative (Quantitative if multiple-choice alternative is used)	What training methods that were used did you mostly appreciate?	Open question or a scaling in points from 1 – 5 in the list of methods used, for example: Lecture ____ Seminar ____ Group discussion ____ Workshop ____ Laboratory ____ Etc. ____
Qualitative	Why? Or when using the scaling: Comment on utility and effectiveness, etc.	Open question

Part 6: The training overall (core part)

Note that this part can be skipped if the happy sheets (Tool 1) are distributed

Quantitative	In view of the overall topic, the length of the training event was:	Scaling, 4- or 5-point scale (for example: Much too short, a bit too short, adequate, a bit too long, too long)
Qualitative	Please provide explanation	Open question
Quantitative	What is your overall assessment of the content, the methodology and the usefulness of the training event?	Scaling, 4- or 5-point scale (for example: Excellent, very good, good, poor, very good)
Qualitative	Please provide explanation	Open question
Quantitative	Would you recommend the training to your colleagues?	Scaling, 4- or 5-point scale (for example: Absolutely, perhaps, in part, not at all, definitely not)
Qualitative	Please comment	Open question
Qualitative	Other comments on the training?	Open question

General recommendations for evaluation questionnaires[2]

- When using an evaluation questionnaire, it is important to be flexible when developing it. The sample questionnaire provided in the appendix, consists of different parts that evaluate different aspects of the training. The sample questions might be used as a whole or adapted as required.

- The evaluation questionnaire should contain both closed and open free text questions. Make sure there is plenty of space for the participants´ replies on the open questions. Electronic evaluation questionnaire is preferred since analysing data will be easier and the IT-system used normally contains many useful features.

- The number of grades in closed questions could be four or five. If four grades are used, three are positive and one negative (for instance: excellent, very good, good and poor). In the case of five grades, there are two negative alternatives: Poor and very poor. There can also be an alternative saying: Did not attend or not applicable.

- The length of the evaluation questionnaire should not exceed three pages, 10-15 questions.

- Introduce the participants to the evaluation questionnaire in the beginning of the training activity and remind them throughout the training.

- Leave at least 10-15 minutes in the end of the training session for the participants to fill in the feedback forms.

- If using an electronic evaluation questionnaire, there is a choice to send it to the participants before or after the training activity. The advantages of sending it before are many: they can answer the questions during the training activity, which means you will get many respondents and they will have plenty of opinions about contents and trainers. The advantage of sending the evaluation questionnaire after the end of the activity is that the participants´ first reactions are gone and the chance of getting more useful information is higher, although the number of participants will be lower.

- It is recommended that as many participants as possible fill in the evaluation questionnaire, so they should be reminded after the training. Sending reminder emails and/or not giving them the certificate until after they have filled in the evaluation questionnaire are two ways of raising the number of responding participants.

- The participant should answer the evaluation questionnaire anonymously and the time frame for answering should be two weeks. However, to ensure the collection of gender-disaggregated data, participants can be asked to mention their sex.

Note: see also Tool 9 for additional explanations.

---

2 Adapted from EJTN Judicial Training Methods. Guidelines for Evaluation of Judicial Training Practices, 2017, 9, http://www.ejtn.eu/MRDDocuments/EJTN_JTM_Guidelines%20for%20Evaluation%20of%20judicial%20Training%20Practices%20Handbook%202017_2.pdf.

Tool 6 – Rapporteur

Application: initial and continuous training
Kirkpatrick level 1 – Reaction with possible spillover on level 2 - Learning

A Rapporteur can be appointed amongst the participants for each training lasting more than one day. The Rapporteur can either replace the administration of the questionnaire or be additional to it. In such cases, it will help get more complex feedback and triangulate information coming from other tools. The task of the Rapporteur is to summarise participants' opinions on the content and quality of the training session and to prepare a draft report.[3]

At the end of the training session, the draft report can be either submitted to the participants for approval and then sent to the JTC or sent directly without validation by participants. The latter (direct submission to the JTC) is advised when the Rapporteur is not the only tool to collect participants' feedback.

The feedback the Rapporteur can collect, for instance during coffee breaks, informal talks, or social events can relate to the items listed below.

Guidance for Rapporteur

- Whether aims and objectives of the session were clear
- Whether methodology was adequate to pursue them (i.e., balance between theory and practice, practical exercise) (can also be relevant to level 2)
- Whether the session was well organised (sequence of topics and activities, duration, location)
- Whether training conveyed is of immediate relevance to the work (can also be relevant to level 2)
- Whether the human rights implications were illustrated. The gender and non-discrimination dimensions should be specifically mentioned
- Whether the training boosted the confidence and commitment about the ability and capacity to respect, protect, promote and fulfil human rights in my current job (relevant to level 2)
- Highlights of the training
- Drawbacks of the training
- Ways to improve the session
- Any other comment or recommendation

Tool 7 – Debriefing with trainers

Application: initial and continuous training
Kirkpatrick level 1 - Reaction

Trainers should be informed that immediately after the training, or in the couple of days following it, they would be debriefed by a representative of the JTC in charge of the evaluation. They should be informed that this debriefing helps to triangulate the feedback received from the participants and from other sources (i.e., observation, knowledge tests) and to validate re-

---

3 This was identified as a best practice by the EJTN under the Pilot Project – European Judicial Training Lot 1 "Study on Best Practices in training of judges and prosecutors", https://www.dropbox.com/s/vkz7hs84fkdg1br/3_Study_Lot_1.pdf?dl=0.

sults. This debriefing focuses on the training delivered and should not be confused with the appraisal of the trainer's capacity, also for employment purposes. The person conducting the debriefing should then draft a short report summarising the findings. Alternatively, each trainer can be asked to submit a short report covering the same items. The oral debriefing, however, is to be preferred as it will enable the JTC to dig further into the issues depending on the answer received. Either activity should be conducted keeping at hand the template for training frame-work (Tool 1.1) previously compiled.

Guidelines for debriefing with trainers

- What is your overall feeling about the training?
- Were you able to achieve the stated learning objectives? Please explain.
- Was your attempt to mainstream human rights in the session successful?
- Where you able to mainstream a gender dimension into the training (starting from language used, to examples and exercises proposed)
- Which activities were most successful and why?
- Which activities were least successful and why?
- What do you suggest changing for the future?

Note: to save time, you can collectively gather information from trainers through a semi-struc-tured, less formal focus group (see Tool 14). If opting for the focus group, questions to be asked will follow the above guidelines.

Tool 8 – Observation of the training

Application: initial and continuous training
Kirkpatrick level 1 - Reaction with possible spillover on level 2 - Learning

Methodology

Observation of training sessions can well complement (triangulate) the information collected through observation, feedback questionnaires and/or focus groups. Ideally, the observer should be a professional who is an expert on both human rights and adult training methodology. The observer would then be able to assess whether human rights are sufficiently mainstreamed and whether the methodology adopted to train the participants is sufficiently versatile to convey knowledge, build skills and favour the development of human rights-oriented attitudes, values and behaviours. It can be either internal to the organisation or external.

Trainers should be informed well in advance about the observation exercise and its scope, clar-ifying that it will by no means be used as a tool to appraise their performance. Instead, this is a tool that aims at increasing the capacity of the JTCs of planning and delivering high-quality (human rights) training. Participants should be informed about the presence of the observer and the purpose of the exercise too.

Prior to the observation, the observer should collect the training plan developed by the trainer and use it to compare the results of the observation.

Note: the observer should refrain from interfering in any way with the training.

Template 8 - Observation template

Observer's Name: Name of the lecturer/trainer: Date of Observation:	

Title of the training:	

Duration of training: Approximate number of attendees:	

Expected learning outcomes and related methodology, as illustrated by the trainer, or elicited in the curriculum or study plan.	

During the observation

Scope of observation	Observer's comments
1. **Organisation** – Was the session well organised? Was there a teaching plan?	
2. **Content / Appropriateness** – Was the content pitched at an appropriate level? Too much information? Too little?	
3. **Introduction** – Did the trainer introduce her/himself (if not already known by attendees)? Was it clear to the attendees how this session links to previous material covered? Did the introduction provide an overview of the training? Were the LOs of the session presented to the attendees? Was the human rights component of the session mentioned or highlighted? Were gender and non-discrimination sufficiently singled out?	
4. **Conclusion** – Was a summary of main ideas or a review of key points offered? Did the conclusion offer links to practice? Did the lecturer/trainer ask the attendees for feedback on the learning outcomes?	
5. **Methods** – What teaching methods were used? Were they appropriate for the topic, context and attendees? Were they directed on building practical skills of the justice professionals? Do the methods correspond to the set learning objectives? Were the methods able to stimulate adequate reflection on human rights dimensions inherent to the topics addressed?	

6. **Attendees activity** – Were attendees able to complete required tasks? In what ways were they engaged with their learning? - How was this demonstrated? Were attendees challenged to think, reflect and comment on parts of the session?	
7. **Delivery** – Was the session well-paced compared to the topic addressed, the agenda? Was there room for questions or discussion?	
8. **Involvement of trainees** – How did the use of examples enhance attendees understanding? Were attendees' examples asked for? Were links made to previous learning or previous experiences of the attendees? Were any references to the case law of the European Court of Human Rights made?	
9. **Feedback** – Was the feedback offered constructive and helpful?	
10. **Resources** – Did resources used during the session enhance or detract from the learning (e.g., visuals, artefacts, educational props)?	
11. **Trainer's skills** – Were communication skills adequate? Was non-verbal communication used (i.e., use of space and time, gesture, mimic)? Was there a variety (i.e., tone, pitch, volume, pace) in the verbal communication?	
12. **Trainer's attitude** – Did the trainer give the impression to be committed to human rights? Was there any disconnection between his instruction and his perceived personal attitude towards human rights, including gender equality and non-discrimination?	
13. **Practical relevance** – In what way was this a learning experience from which the attendees were able to understand, learn and apply new skills/knowledge?	
14. **Additional Information** – Add here anything else discussed that is not covered in previous sections.	

Note: Question no. 12 is pertinent in that it underlines the importance that trainers are not simply knowledgeable about human rights, but have deeply internalised what the ECtHR describes as "the spirit of the Convention" which is the indicator of the "human rights reflex" that any human rights training should aim to develop. The deeper the connection with human rights, the more likely the trainer will be able to exert leverage on attitudes and values of participants, thus initiating the sought changes.

Attention! Observation is a tool that can very well be used also for the purpose of Kirkpatrick's level 3. The approach, however, would then be different, as on-the-job observation raises issues related to the judges and prosecutors' independence and autonomy arise. The tool could be an object of misuse. The present work, therefore, suggests observation only for the purpose of level 1 (with a few, possible spillovers on level 2).

Tool 9 – Questionnaire

Application: initial and continuous training
Kirkpatrick level 2 – Learning

See description of Tool 5. Please note that Tools 5 and 9 can be merged to maximise time and resources. Splitting them into two separate parts, however, will enable participants to better reflect on the difference between levels. This should be clearly explained to participants when administering the questionnaires. If two questionnaires are used (one for level 1 and the other for level 2), timing of the two questionnaires should be different (i.e., Tool 5 during the last lunch or coffee breaks, Tool 9 at the end of activities).

Template 9 Questionnaire

Part 1: About Contents/Learning outcomes (core part)		
Use question A for every significant content/learning outcome of the training event and use question B and C once for the whole content and every learning outcome, as a summary.		
Quantitative	A) describe content/learning outcome: To what extent was the outcome reached?	Scaling, 4- or 5-point scale (for example: Fully, substantially, in part, not very much, not at all)
Qualitative	What content did you find particularly useful for your professional life?	Open question
Quantitative	Do you think that the human rights dimension of the topics was sufficiently addressed? Also consider gender and non-discrimination approach to issues.	Scaling, 4- or 5-point scale (for example: Fully, substantially, in part, not very much, not at all)
Qualitative	Please provide explanation	Open question
Qualitative	What improvements regarding contents can be done?	Open question

Part 2: About the trainers/experts (core part)		
Use the question for every significant trainer/expert involved, but it should be optional for facilitators, conveyors, etc.		
Quantitative	Trainers/expert´s name: How did you find the trainer´s/expert´s ability to explain the contents/topic, make the contents interesting and involve the participants, that is, his/her pedagogical capabilities?	Scaling, 4- or 5-point scale (for example: Excellent, very good, good, poor, very poor)
Qualitative	Please comment on your grades	Open question

Tool 10 – Rapporteur

Application: initial and continuous training
Kirkpatrick level 2 – Learning (spillover from level 1 – Reaction)

See Tool 6 for description. As it is likely that whilst talking to the participants the Rapporteur collects feedback not only at reaction level but also at learning level, this tool (which has the advantage of being quite straightforward and cost-effective) can be used to gather information about both levels.

Tool 11 – Pre- and post-training test

Application: initial and continuous training
Kirkpatrick level 2 – Learning

Multiple choice, pre- and post-training tests are a useful, though basic, tool with a dual purpose. They enable trainers and participants to measure the knowledge and understanding of participants on a given topic before the training, so as to slightly adjust the content delivery on the fly, and to check any changes that have occurred in this understanding of basic concepts as a result of the training. Both pre- and post-training tests should be alike, so as to facilitate comparison.

The pre-training test should be administered right after the introductory part of the training, after the presentation of agenda and methodology, and before introducing the participants (this is particularly important if an ice-breaking activity, setting up the mood of the training is foreseen). Explanations included at the beginning of the test, particularly the parts on confidentiality and purpose of the exercise, should be reiterated before administering the test.

Depending on the use that is made of the test (baseline knowledge assessment or self-assessment tool) correction will take place either immediately after the test (baseline assessment) or at the end of the training (self-assessment tool). In the last case, correction of both tests can be conducted in plenary, at the end of the training, with each participant correcting its own test (professionals will be able to identify the tests through the identification mark illustrated in the instructions) and immediately see what concepts or notions they failed.

Pre- and post-training tests (both with the personal identification signs) will be collected by the organisers and analysed. They will be able to provide useful information about the strengths and weaknesses of participants, in the form of a trend. The information could also be used to formulate impact evaluation tools (see infra).

Template 11 - Template for pre and post training test[4]

Dear Participant,

*This test is aimed to assess the knowledge of some key notions pertaining to (insert here the topic of the training). The test is mainly intended to be a self-assessment tool that can help you to identify the areas in which you can already count on substantive knowledge as well as those issues or topics that need further deepening. The test is composed of only multi-choice questions, where **only one answer is correct.***

---

4 The first set of tests will bear pre-training tests, as those administered at the end will be marked with post-training tests.

*Please note that this is an **individual test**, and no consultation with other participants is allowed. Also, note that **this is not an open-book exam**, thus you may not be able to refer to notes, the ECHR or other materials during the examination time.*

Should you feel the need for clarification for any of the questions, please raise your hand and wait until one of the trainers comes to you. You will have a maximum of 10 minutes (to be adapted to the number of questions) to respond to all the questions.

*In order to ensure privacy, **please do not write your name** or any other identification mark on the pages: instead, **mark the test with a personal identification mark** (a symbol, a sequence of numbers or letters, etc) and follow the instructions given to you. When asked to mark the test, please use the upper box on the right to indicate the number of **right answers** (for example 18/20 – to be adapted based on the number of questions). Each correct answer is valued by one point. No points are taken off in case of wrong/missing answers.*

Insert here multiple-choice questions.

Tool 12 – Practical exercise

Application: initial training
Kirkpatrick level 2 – Learning

This tool can be either used in the form of pre- and post-training activity or in order to assess the impact of the training (see Tool 13). When using it to assess Kirkpatrick level 2, please remember that, as opposed to quizzes, its administration and the ensuing correction of questions take more time.

Elaborate a short scenario, in which some of the human rights values and standards you want to survey are at stake and ask participants to provide bullet-point answers to list the issues that need to be taken into consideration. Relevant topics should be selected using data collected with the pre- and post-training tests, observation, focus groups at training needs assessment stage and debriefing with trainers dealing with human rights issues, and should address topics that emerged as being particularly far from the attitude of the professionals who participated in such events.

Template 12 - Practical exercise
Examples related to discrimination

Case no. 1
After having worked for three years in that position, Maria is dismissed as security officer from the State-run electricity company, the reason being she is not a man and had not completed military service. The dismissal took place in accordance with the national legislation.

Please list in bullet points the human rights issues related to the case and briefly illustrate the solution of the case under national legislation (case based on *Emel Boyraz v. Turkey*).

Case no. 2
Transgender woman, who has undergone sex reassignment surgery, is asked to retire at the age foreseen for men as sex reassignment is not noted in the social security database.

Please list in bullet points the human rights issues related to the case and briefly illustrate the solution of the case under national legislation (case based on *Christine Goodwin v. UK*).

Example related to civil law dimensions of criminal legislation
National legislation foresees holding for an indefinite period DNA samples of individuals arrested but who are later acquitted or have the charges against them dropped.

Please list in bullet points the human rights issues related to the case and briefly illustrate the solution of the case under national legislation should a person complain about illegitimacy of this practice (based on *S and Marper v. United Kingdom*).

Follow-up

Tool 13 – Practical exercise

Application: continuous training
Kirkpatrick level 3 – Behavior/transfer

See explanation of Tool 12. When used for assessing the impact of the training, it should be administered to participants to a given training at an interval of 3 to 12 months after the training and should encompass some of the thorniest issues, particularly in relation to values and attitudes, that have emerged from the evaluation conducted at level 2. Anonymity of the tool ensures that former participants do not feel under scrutiny. What is important, when administering this tool, is that it enables the identification of trends, as opposed to assessing the behaviour of a specific judge. This might be done in the context of appraisal procedures that are outside the scope of the present work.

Tool 14 – Focus groups

Application: continuous training
Kirkpatrick level 3 – Behavior/transfer

What is a focus group?
- Focus groups are tools that allow us to collect, within a limited period of time and with little investment, significant data in order to produce something, change it, improve it, modify it, etc. It is up to the organiser of the focus group to decide which data to collect. Focus groups are preferable to individual interviews of trainees as they are more time and cost-efficient and allow participants to convey thoughts more freely.

What is the objective?
- Within the follow-up phase, the objective of the focus groups is to understand how effective the (human rights) training provided by the JTC is, how much human rights are mainstreamed into regular training, and find ways to improve it for the future. This can be achieved by hearing learners and persons working in close contact with participants to the training. They will be asked to share their experience about what they learned and how they were able to apply it, both at individual and organisational level. It will indicate how training was organised, implemented and how it can be improved.

When should it be organised? Who should be invited?
- A few weeks after the selected training.

When should it be organised? Who should be invited?
- For Kirkpatrick levels 3 at three to 12 months' distance from the training referred to;
- Former trainees to the same or similar continuous training.

Remember: in case of need this tool can be also used to rapidly collect information related to Tools 5 and 7.

Duration
- Length of focus groups can depend on a number of variables: capacity of the facilitator, involvement of discussants, reactions of participants, introduction of unexpected themes or perspectives by participants, etc. As a rule, focus groups will last somewhere between 1.5 and 3 hours, with the possibility to include a break.

Agenda
- Training agenda, indicating the purpose of the meeting, will have to be distributed beforehand, when invitations are sent out.

Implementation of focus group – workflow

Opening
- Self-presentation by facilitator.
- Presentation of the aim of the focus group. Make sure participants understand that they are not under scrutiny: a focus group is not a quality control tool, neither an audit, but a learning exercise conducted with the objective is to learn and improve together.
- Invite participants to speak in their personal (not institutional) capacity.
- Inform participants that interview results will be synthesised into a short conclusive note for the purpose of preparing the impact assessment methodology, without attributable statement.
- Request consent to take notes on computer (if applicable);

Discussion
- Tour de table of participants (do not repeat information you already have on your list of attendees).
- Provide overview of training activities attended/delivered.
- Follow the data collection template to launch the discussion.
- Give the floor to participants and value their personal experience and opinions.

Closing
- Review and summarise the key ideas discussed during the meeting regarding impact and recommendations.

Attention!
- Do not allow dominating participants to monopolise the discussion or influence the other participants' attitudes and opinions.
- Time is often an issue: remain focused and avoid diversions.
- Be mindful of non-verbal communication.
- Summarise before reaching consensus.
- Remember to use gender-sensitive or neutral language both when addressing the group and when reporting.

Material
- List of attendees with information on seniority/status and training attended or delivered (date included).
- Data collection template (on computer, if possible).
- Agenda for the participants.

Template 14 - Data collection template for trainees focus group

Interviewee(s)	JTC trainees
Function(s)	
Date of the meeting	
Interviewer(s)	
Location	
In confidence/ shareable	In confidence

The facilitator should prepare for the focus group by having reviewed the training framework(s) developed for the specific training(s) under examination.

1. Are you often confronted with human rights issues in your work, and how do you address them? Has this aspect of your work changed as a result of the training received, in terms of human rights? Can you share examples of changes on a personal level that the training received prompted?
    Tip: look for a human rights approach to analysing the work, beyond mere application of the domestic law. Ask for examples/issues encountered most often, and how they are addressed in practice. Prompt reflection on gender equality and non-discrimination, for instance in relation to situation which are common in the country. Only then make the link with training and try to trace why the participants choose one approach over another.
2. Can you share information about significant events or activities occurred after a training session in which you reacted differently (in terms of application or interpretation of the law, approach with parties, victims, etc.) from a human rights perspective as a result of the training received?
    Tip: prompt with examples/real life situations, including related to gender and non-discrimination.
3. Can you say that your capacity to identify the human rights implication of a case have increased as a result of the training received? What did you take home with you from that training?
    Tip: try to explore the specific human rights aspects mainstreamed into the training.
4. What changes do you recommend to the training session to make it more in line with your needs? Any additional comments/ideas?

Tool 15 – Follow-up questionnaire[1]

Application: continuous training
Kirkpatrick level 3 – Behaviour/transfer

The aim of this tool is to gather information from learners about medium and longer-term individual or organisational results or changes that can be reasonably connected to the training session. The questionnaire is thus intended to be administered between three and eight months after the training. The tool also provides information about the usefulness and relevance of the training overtime. The questionnaire can be sent electronically or on paper. Data collected should be triangulated with that coming from other sources, including public perception polls or other external information. The focus of this questionnaire is on human rights, but this aspect can very well be integrated into a more general questionnaire, to be drafted along the lines of Tool no. 9.

---

1 The whole section has been adapted from OHCHR, Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators, 2011, 236-241, https://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf.

It is recommended that the questionnaire is sent together with the agenda and training framework of the course referred to, to facilitate recollection of memories.

Note that generally the turnout for this type of tool is quite low.

Template 15 - Follow-up questionnaire

Type of question	Example questions	Example answers
Part 1: Changes in individual capacity		
Quantitative	Are you using the human rights knowledge, skills and methods acquired during the training session (including gender and non-discrimination) in your day-to-day work?	Yes/no
Qualitative	In each of the following categories, please describe what you are using from the training session: Content knowledge Skills Attitudes/Values	Open question
Qualitative	Please describe some of the challenges you are facing in using what you learned in your day-to-day work	Open question
Quantitative	Have your ideas/perceptions and or attitudes changed as a result of the training?	Yes/no
Qualitative	If yes, please describe the changes	Open question
Changes in organisational capacity		
Quantitative	Has your learning form been incorporated in the work of your Office?	Yes/no
Qualitative	If yes, provide details. If not, please explain.	Open question
Quantitative	Have you been able to influence the behaviour of your colleagues to ensure that the knowledge you gained would strengthen the capacity of your Office?	Yes/no
Qualitative	If yes, provide details. If not, please explain.	Open question
Qualitative	Please describe if and how your learning has contributed to improve the quality of the work of your Office.	Open question
Material and tools		
Qualitative	Have you used any of the materials provided to you during the training? If yes, please explain.	Open question
Success stories (optional)		
Qualitative	Please share with us any success stories connected to your learning from the training session you attended.	Open question
General comments		
Qualitative	Please share with us any comment or suggestion you have.	Open question

Thank you! This will help improve our training offer and align it to your needs.

Tool 16 – Focus groups

Application: continuous training
Kirkpatrick level 4 – impact

See tool no. 14 for a general presentation of the tool. For the purpose of evaluating the impact level, focus groups should be held with other stakeholders/actors.

When should it be organised? Who should be invited?
- For Kirkpatrick level 4 at 18-24 months' distance from the end of the training cycle referred to and every three to four years.
- Representatives of the civil society, of journalists, lawyers and other justice professionals who work in close contact with the judges and prosecutors, for instance interpreters, mediators, social workers, victims' representatives, court users, etc.

Template 16 - Data collection template for focus groups involving other actors (civil society, journalists, lawyers and other justice professionals, court users, etc.)

Interviewee(s)	**Representatives of civil societies active in the justice sphere, journalists reporting on judicial issues, lawyers and other justice professionals, court users, etc.**
Function(s)	
Date of the meeting	
Interviewer(s)	
Location	
In confidence/ shareable	In confidence

1. Have you ever been involved in the training activities of the JTC? Please specify (note that this question might not be applicable to private court users).
2. If you have been involved, how do you rate the quality of human rights training (whether specific or mainstreamed in other courses) provided by the JTC?
3. How would you assess the level of understanding of human rights by the judiciary? What about gender dimension and non-discrimination?
4. Have you registered an improvement of the situation over the years? Please elaborate.
5. What do you think the JTC should and can do to improve the situation further?
6. Apart from specific training, what else do you think that JTC can do?

Tip: use this question in case you answer to question no. 5 only focuses on thematic training. Here participants should be guided towards training that addresses behaviours, values and attitudes.

7. Any additional comments/ideas?

Note: the results of the information, inputs, data, best practices and lessons learned collected in the follow-up stage should be summarised in a Report that will represent Tool 1, to be used at the beginning of a new training cycle to better inform the new design and planning stage.

List of resources

Council of Europe. *HELP Guidebook on Human Rights Training Methodology for Legal Professionals (2016)*, https://rm.coe.int/help-guidebook-on-human-rights-taining-methodology-for-legal-pro-fessio/16807b8fe2.

European Judicial Training Network. *Judicial Training Methods: Distance Learning Handbook* (2020), http://www.ejtn.eu/Documents/About%20EJTN/Distance%20learning%20Handbook.pdf.

EJTN. *Judicial Training Methods: Guidelines for Evaluation of Judicial Training Practices* (2017), http://www.ejtn.eu/MRDDocuments/EJTN_JTM_Guidelines%20for%20Evaluation%20of%20judi-cial%20Training%20Practices%20Handbook%202017_2.pdf.

EJTN. *Study on Best Practices in training of judges and prosecutors* (2014), https://www.dropbox.com/s/vkz7hs84fkdg1br/3_Study_Lot_1.pdf?dl=0.

Office of the High Commissioner for Human Rights. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators* (2011), https://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf.

ENG

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

www.coe.int

The Member States of the European Union have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

www.europa.eu

Funded
by the European Union
and the Council of Europe

EUROPEAN UNION

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Implemented
by the Council of Europe