



Best Practices in training of judges and prosecutors

Category of practice: **Training Needs Assessment (TNA)**

Type of practice: **Unclassified Practice**

Country: **France**

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Title of practice	Participatory Assessment
Key features:	<p>In France, trainee judges continuously assess the quality of their initial training and make suggestions and proposals aimed at improving the training system.</p> <p>Every pre-service trainee is asked to fill in a detailed questionnaire about the study period of his or her training at the ENM. This questionnaire is available online on ENM's website at the end of the 8-month-long study period in Bordeaux.</p> <p>The questionnaire asks trainees to self-assess their improvement and to determine whether they have acquired the skills their training should have brought them. Trainees are not obliged to fill out the questionnaire, but it is explained to them that the questionnaire is important to help the ENM improve its training curricula/courses. It can take up to 3 hours to answer the questionnaire because of the large number of questions. The answers are of course anonymised. Around 75% of the trainees filled in the questionnaire last year.</p> <p>The ENM has set up a mechanism of continuous assessment of its in-service curricula. Each class of trainees is divided into small groups of approximately 20 people for workshop activities. In each small group a delegate is elected. The delegates meet with the director of studies, without trainers, once a month to assess and discuss the training and see how to improve it in real time. The director of studies then drafts a report, which is disseminated among the trainers. Therefore, it is possible to amend the content or form of the training courses by taking into consideration the remarks of the delegates.</p> <p>Each year, three or four of the delegates of the small groups engage in a long-term assessment process in co-operation with the director of studies.</p>

	<p>The task of these delegates is to brainstorm on the content of the training courses, the organisation of the curricula and the pedagogy, and then make remarks or proposals to improve the study period at the ENM. They begin their work around three months after the beginning of the study period in the ENM. They do not stop this work at the end of the study period, but work on during the court internship of 10 months which follows the study period. Thus they can assess the content of the study period and the pedagogy of the ENM once they are immersed in courts and need to use what they have learnt during the study period.</p> <p>These delegates remain in touch with the director of studies and also with the other trainees in the class, who can let them know how to improve training at the ENM.</p> <p>While they are carrying out their court internships, these delegates also work with the delegates of the next class who are studying at the ENM at the same time. It enables the direction of studies to obtain detailed feedback on the study period.</p> <p>This assessment tool has proved to be very efficient. Trainees generally bring very interesting ideas, which are often integrated into the training curricula. For instance, self-study periods were added to the curriculum last year.</p>
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