



Good training practices

Trainers will find factsheets here describing good practices in training judges and prosecutors. The practices cover a wide range of topics, from training needs assessment to training delivery and evaluation.

[Training needs' assessment](#)

[Innovative training methodology](#)

[Innovative curricula or training plans](#)

[Training tools to favour the correct application of EU law and international judicial co-operation](#)

[Assessment of participants' performance in training / effect of the training activities](#)

[European workshop on building upon good practices in European judicial training](#)

['Promising', 'good' or 'best' practice](#)

The examples of good training practices belong to different fields of training:

- training needs' assessment
- innovative curricula or training plans
- innovative training methodology
- training tools to favour the correct application of EU law and international judicial co-operation
- assessment of participants' performance in training / effect of the training activities.

The examples were gathered as part of the Pilot project on European judicial training proposed by the European Parliament in 2012 and executed by the European Commission in 2013-2014. The study on good training practices was conducted by the European Judicial Training Network (EJTN) and the examples were collected from 23 [training institutions](#) such as [national judicial training institutions](#), the Academy of European Law (ERA), the European Institute of Public Administration (EIPA) and the EJTN itself.

Each factsheet presents the main features of the practice, the contact details of the training institution and any other useful comments regarding the practice's transferability.

Training needs' assessment

Court Practice Analysis	Estonia
Structured Procedure to Determine Training Needs	Romania
Training Gap Analysis	Belgium
Mental Health Tribunal Whole Programme Assessment	England and Wales
Assessing Regional Training Needs	Croatia
Creating Competency Profiles for Judges and Prosecutors	Poland
Training of Coroners	England and Wales

<u>Training Needs, Evaluation and Impact Assessment</u>	Academy of European Law (ERA)
<u>Individual Learning Need Assessment</u>	European Institute For Public Administration (EIPA)
<u>Participatory Assessment</u>	France

Innovative curricula or training plans

<u>Planning a Comprehensive and Needs-orientated Annual Training Curriculum</u>	Germany
<u>Planning a Comprehensive and Needs-orientated Annual Training Curriculum</u>	England and Wales
<u>Delivery of Training to Judges and Prosecutors in conjunction with Other Professions</u>	Bulgaria
<u>Delivery of Training to Judges and Prosecutors in conjunction with Other Professions</u>	England and Wales
<u>Combining Different Disciplines in the Delivery of Training for Judges and Prosecutors</u>	Italy
<u>Simulated Mock Tribunals and Role Play Programmes</u>	England and Wales
<u>Simulated Mock Tribunals</u>	Hungary
<u>Close Monitoring of Communication Skills, through the use of Simulation</u>	France
<u>Leadership and Management Training</u>	France
<u>Leadership and Management Training</u>	Finland
<u>Leadership and Management Training</u>	Belgium
<u>Leadership and Management Training</u>	England and Wales
<u>Leadership and Management Training</u>	EIPA
<u>Leadership and Management Training</u>	The Netherlands
<u>A Comprehensive Package to Deliver Large-Scale Training on new Legal Instruments</u>	Romania
<u>A Comprehensive Package to Deliver Large-Scale Training on new Legal Instruments</u>	France
<u>A Comprehensive Package to Deliver Large-Scale Training on new Legal Instruments</u>	Academy of European Law (ERA)
<u>Joint Delivery of Training Programmes in Unusual Partnerships</u>	Portugal
<u>Joint Delivery of Training Programmes with External Research Institute</u>	Poland
<u>Court Mentors</u>	Bulgaria
<u>Court Mentors</u>	The Netherlands

Innovative training methodology

<u>Comprehensive Online e-Learning Strategy</u>	Bulgaria
<u>Blended e-Learning</u>	The Netherlands
<u>Blended e-Learning</u>	Spain

<u>Comprehensive, Multi-Faceted Approach for Training in EU-Law</u>	Bulgaria
<u>Recording, Broadcasting, Online Podcasting, Recording and Transcription of Training Activities and their Availability on the Internet</u>	Romania
<u>E-boxes and Video-conferencing</u>	Portugal
<u>Real Case Study, Developed in Real Time, through the Use of Video-conferencing</u>	Spain
<u>Recruitment of Trainers and Evaluation of Trainers Performance</u>	Romania
<u>Organisation of Decentralised Training to Reflect Local Training Needs and Issues</u>	Bulgaria
<u>Organisation of Decentralised Training to Reflect Local Training Needs and Issues</u>	Romania
<u>Organisation of Decentralised Training to Reflect Local Training Needs and Issues</u>	France
<u>Learning in Large Teams – The Snowball Methodology</u>	England and Wales
<u>Small teams – Decision Writing</u>	The Netherlands
<u>Self-reflection on Decision Writing</u>	Estonia
<u>Small teams – The Business of Judging</u>	England and Wales
<u>The Judge in Society: Deontology, Ethics and Relations with the Media</u>	Spain
<u>Self-reflection in Communication Skills</u>	Estonia
<u>Media communication – Interactive and Multi-layer Media Training</u>	Germany

Training tools to favour the correct application of EU law and international judicial co-operation

<u>Access to EU Law via Electronic Means</u>	Portugal
<u>Comprehensive, Multi-Faceted Approach for Training in EU-Law and International Judicial Co-operation (Eurinfra model)</u>	The Netherlands
<u>GAIUS: increase judges' knowledge of EU law</u>	Italy
<u>Combining Training on EU Law and International Co-operation with Legal Language Training</u>	Spain
<u>Combining Training on EU Law and International Co-operation with Legal Language Training</u>	Hungary (Poland, Czech Republic, Slovakia)
<u>Continual Networking (Real and Virtual)</u>	Romania
<u>THEMIS competition</u>	European Judicial Training Network (EJTN)
<u>Criminal Justice I – International Judicial Cooperation in Criminal Matters – 'EAW and MLA Simulations'</u>	European Judicial Training Network (EJTN)
<u>'Learn by doing' while Increasing Knowledge of Judicial Co-operation and the Domestic Law of other EU Member States</u>	Germany
<u>Development of EU Law Training Materials at the Pan-European Level for Subsequent Incorporation at the National Level</u>	Academy of European Law (ERA)
<u>Ensuring Visibility of EU Law Content in Domestic Law Courses</u>	The Netherlands

Assessment of participants' performance in training / effect of the training activities

<u>The Rapporteur</u>	Belgium
<u>'Show What you have Learned'</u>	The Netherlands
<u>Long-term Assessment of Training Activities</u>	Germany
<u>Evaluation and Impact Assessment System</u>	Academy of European Law (ERA)
<u>Post-training Evaluation</u>	European Institute For Public Administration (EIPA)

European workshop on building upon good practices in European judicial training

Good training practices were discussed and debated on 26-27 June 2014 during a workshop organised by the Commission to enable training providers to exchange ideas for further developing training for legal practitioners in how to apply EU law. The workshop also explained how EU-funding can help to introduce new training techniques (generally for projects involving cross-border cooperation).

The videos of the debate can be found on the [workshop's website](#).

'Promising', 'good' or 'best' practice

The training practices presented in this section are identified as 'promising', 'good', 'best' or 'unclassified' according to the criteria defined by the EJTN when conducting the study.

A best practice is a training programme or strategy having the highest degree of proven effectiveness supported by objective and comprehensive research and evaluation.

A good practice is a programme or strategy that has worked within one or more organisation and shows promise of becoming a best practice, as it has some objective basis for claiming effectiveness and potential for replication among other organisations.

A promising (sometimes only experimental) practice in judicial training is a practice with at least preliminary evidence of effectiveness or for which there is potential for generating data that will be useful in determining its promise to become a good or best practice for transfer to wider, more diverse judicial training environments.

An effective practice is potentially transferable anywhere either fully or in an adapted format, according to the circumstances.

Some practices are unclassified since they appeared interesting but insufficient data was available to classify them according to the criteria described above.

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